World Conference on Higher Education

Higher Education in the 21st Century
Vision and Action

Thematic Debates in brief

- Timetable
- Programmes
- Abstracts of the working documents

UNESCO, Paris
5-9 October 1998
# World Conference on Higher Education


**Provisional Timetable for Thematic Debates**

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<td>Higher Education and Development</td>
<td>New Trends and Innovations in Higher Education</td>
<td>Higher Education, Culture and Society</td>
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<td>1. The Requirements of the World of Work (Room II)</td>
<td>1. Higher Education for a New Society: A Student Vision (Room II)</td>
<td>1. Women and Higher Education: Issues and Perspectives (Room II)</td>
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<td>2. Higher Education and Sustainable Human Development (Room IV)</td>
<td>2. From Traditional to Virtual: The New Information Technologies (Room IV)</td>
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<td>3. Contributing to National and Regional Development (UNESCO Restaurant, 7th Floor)</td>
<td>3. Higher Education and Research: Challenges and Opportunities (Room XI)</td>
<td>3. Mobilizing the Power of Culture (Room XI)</td>
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<td>4. The Contribution of Higher Education to the Education System as a Whole (Room XII)</td>
<td>4. Autonomy, Social Responsibility and Academic Freedom (Room XII)</td>
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Thematic Debate: «The Requirements of the World of Work»

Leader: International Labour Organization (ILO)

Drafted by: Prof. Ulrich Teichler
Center for Research on Higher Education and Work
University of Kassel,
Germany

in collaboration with:

- The International Chamber of Commerce (ICC)
- World Federation of Teachers' Unions (FISE)
- Junior Chamber International (JCI)
- Organization for Economic Cooperation and Development (OECD)
- International Council of Adult Education (ICAE)
- International Association of Students in Economics and Management (IAESEC)
- International Federation of Business and Professional Women (IFBPW)
- International Union of Architects (IUA)
- World Federation of Engineering Organizations (WFEO)
- International Organization of Employers (IOE)
- International Confederation of Free Trade (ICFTU)

and

UNESCO Secretariat
World Conference on Higher Education

Thematic Debate no. 1 - Tuesday 6 October 1998 - Room II- 15:00 - 18:00

The Requirements of the World of Work

PROGRAMME

1. Opening remarks by My Göran Hultin, Assistant Director-General Responsible for ILO Enterprise Activities

2. Presentation of Highlights emerging from the Keynote paper by Dr Ulrich Teichler, University of Kassel, Allemagne

3. Presentation by Panellists
   - Mr Hédi Djilani, President of the General Council of the International Organization of Employers, and President of the Union Tunisienne de l'Industrie, du commerce et de l'artisanat (UTICA), Tunisie
   - Ms Sike Nelle Sombe, National Committee President
   - Mr Gert Köhler, Hauptvorstand, Gewerkschaft Erziehung und Wissenschaft, Allemagne

4. Introductory Statements

5. General Discussion - Debate Open to the Floor

6. Summary and Conclusion
Summary of the working document

At the end of the 20th century, the connections between higher education and the world of work are again among the key issues of debate whenever challenges for innovation in higher education are at stake. The following questions are frequently asked: what is heightening the interest in the connections between higher education and the world of work? How are job requirements and employment conditions for graduates changing? What is higher education expected to "deliver", and how does it and should it respond?

At first glance, experts predominantly observe that job prospects for recent graduates have been bleak in most areas of the world during the 1990s and that the continuing enrolment growth in higher education promises little relief. A closer look reveals, however, that assessments of the situation are not consistently negative and that the prevailing perceptions and views regarding the connections between higher education and the world of work are controversial in many respects. Divergent views persist because systematic information on graduate employment and work is scarce and there are no indisputable criteria for assessing graduate employment. Graduate employment is assessed more favourably when compared to that of non-graduates than when compared to the graduate employment and work situation which prevailed a few years ago. All in all, the signals from the employment system are more blurred and ambivalent than ever before.

It is remarkable, however, that many experts and key actors agree on the main directions in which higher education must head in response to the changing challenges from the world of work. Higher education is expected to:

- continue to consider fair access according to socio-biographic background to be a key issue,
- further diversify structurally and thus as regards conditions of study and courses provided,
- devote greater attention to generic competencies, social skills and personality development,
- reshape its function in the move towards a society of lifelong learning,
- prepare students for the growing economic and societal globalization and internationalization,
- serve students through an increasing variety of means beyond classroom teaching and learning, for example through out-of-class communication, counselling, the provision of various forms of work and life experience or job-search support,
- establish regular modes of communication between higher education and the world of work.

The broadest consensus has emerged with regard to the main directions to head in. There is work to be done on specifying ways and means of overcoming existing barriers and finding promising solutions. The conditions in various regions of the world, cultures and societies, economic systems and stages of economic development, specific sectors of higher education systems as well as various fields, disciplinary cultures and professional areas may thereby require specific solutions.

Furthermore, divergent long-term scenarios also play a role, as terms such as "crisis of the work society", "risk society", "professional society" or "knowledge society" suggest. And last but not least, the institutions of higher education interpret their role vis-à-vis the world of work differently. Readiness to respond to changing demands is widespread as well as concern about instrumentalist pressures. Most experts agree that higher education must be well-informed of expectations from the outside world in order to adopt the necessary proactive role and thus respond to the need to prepare students for indeterminate future job tasks, new employment patterns and contributions to innovation in society.
Thematic Debate

« Preparing for a Sustainable Future: Higher Education and Sustainable Human Development »

Leader: The United Nations University (UNU)

Drafted by: Prof. Hans van Ginkel
Rector, UNU
Tokyo

in collaboration with:

I.A.U.
CRE-COPERNICUS

The draft document was submitted for comments to a large number of Organizations. Comments were received from:

1. International Council of Nurses (ICN)
2. World Federation for Medical Education (WFME)
3. World Business Council for Sustainable Development
4. UNEP – “State of the Environment Reporting Programme
5. UNESCO – Transdisciplinary Project (EPD)
6. UNDP – Bureau for Development Policy
7. Inter-university Conference on Agricultural and Related Science in Europe (ICA)
8. Soroptimist International
9. International Council for Local Environmental Initiatives (ICLEI)
10. Indira Gandhi Institute of Development Research
11. Association of Universities of Asia and the Pacific (AUAP)
12. Association of European Universities (CRE)
13. Association of University Departments of Environmental Sciences in Europe (auDes)
14. Global Organization of Students for Environmental Action (GOSEA)

and

UNESCO Secretariat
# Thematic Debate no. 2

## Higher Education and Sustainable Human Development

**Tuesday 6 October 1998 - Room IV - 15:00 - 18:00**

**PROGRAMME**

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<th>Time</th>
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<tr>
<td>15:00</td>
<td>Opening remarks&lt;br&gt;Chair: Prof. Hans van Ginkel, Rector, UNU</td>
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<tr>
<td></td>
<td>Part I: KEYNOTE SPEECHES (60 minutes)</td>
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<tr>
<td>15:05</td>
<td>Keynote speech: &quot;Universities as key actors in building a sustainable future: Changing ways of thinking, linking the disciplines, providing the knowledge base, transmitting new skills&quot;. &lt;br&gt;Dr. Gustavo López Ospina&lt;br&gt;Director, UNESCO Transdisciplinary Project: Educating for a Sustainable Future</td>
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<tr>
<td>15:15</td>
<td>Keynote speech: &quot;Universities in local initiatives: the view of stakeholders&quot;&lt;br&gt;Dr Peter W. Heller&lt;br&gt;Former Chairman, International Council for Local Environmental Initiatives&lt;br&gt;Executive Director, Canopus Foundation</td>
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<tr>
<td>15:25</td>
<td>Keynote speech: &quot;The importance of higher education for sustainable development: an African perspective&quot;&lt;br&gt;Prof. Hauhouot Asseypo&lt;br&gt;President, CRUFAOCI&lt;br&gt;Rector, University of Cocody, Ivory Coast</td>
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<tr>
<td>15:35</td>
<td>Keynote speech: &quot;Promoting a sustainable future: the perspective of universities&quot;&lt;br&gt;Prof. Dr. Rietje van Dam-Mieras&lt;br&gt;Rector, Open Universiteit, The Netherlands&lt;br&gt;Chair, CRE-Copernicus</td>
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<tr>
<td>15:45</td>
<td>Comments by discussants (4 discussants, 20 minutes)</td>
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<td>Part II: RETHINKING HIGHER EDUCATION FROM THE PERSPECTIVE OF SUSTAINABILITY: KEY QUESTIONS FOR THE FUTURE OF HIGHER EDUCATION (105 minutes)</td>
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<tr>
<td>16:05</td>
<td>Discussion open to all participants</td>
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<td>Question 1: How can interdisciplinarity be developed and encouraged?</td>
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<td>Question 2: How can (theoretical) knowledge be better linked to its (potential) practical applications?</td>
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<td>Question 3: What changes will be necessary in higher education programmes and institutions to prepare future generations better for complex situations and problems, including ethical dilemmas?</td>
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<td>Question 4: How can cooperation between national, regional and international (global) institutions in the field of sustainable human development be promoted so as to increase understanding for different positions and to become more effective? (including ideas put forward in discussion paper)</td>
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<td>17:50</td>
<td>Conclusions&lt;br&gt;Prof. Hans van Ginkel, Chair</td>
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<td>18:00</td>
<td>End of thematic debate</td>
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The World Conference on Higher Education seeks to ensure that higher education will be capable of responding to the needs of society in the 21st Century. As a part of the World Conference, the Thematic Debate on « Preparing for a Sustainable Future: Higher Education and Sustainable Human Development » will help to focus on the role of higher education in preparing new generations for a sustainable future. The paper preparing the ground for the Thematic Debate is based on the arguments and outcomes of debates held in and among universities in various settings over the past decade, as well as work done by the United Nations subsequent to the Earth Summit held in Rio de Janeiro in June 1992.

The paper reviews the emerging concepts of « sustainable human development » noting that sustainable development is not a fixed notion, but rather a process of change in the relationships between social, economic and natural systems and processes. These interrelationships present a challenge to us in reconciling economic and social progress with safeguarding the global life support systems. This challenge relates then to the role of universities, and all institutions of higher education, in increasing our understanding of the issues at stake and calls for them to lead and develop consistent future scenarios and to increase awareness of problems and solutions in their educational programmes. It also draws attention to the need for universities to take the lead in setting good examples themselves at the local and regional levels.

The focus of the paper is on « higher » education and sustainable human development, not education in general. It asks a number of specific questions on how inter-disciplinary and collaborative research and education programmes can best be encouraged, how networks of interdisciplinary discourse can be promoted and how staff and students can be encouraged to have an « environmental » perspective in whatever field of study they are engaged. The paper describes the emerging role of universities in refining the concept and key messages of education for sustainable development, integrating environmental, demographic, economic, social and a range of other concerns inherent in the complex notion of sustainability. Key to the success of universities to re-orient their research programmes and curricula is their capacity for flexible interdisciplinary cooperation and to collaborate with institutions outside the university. Changing the way people operate, strengthening their « inner drive » to contribute to sustainable development is seen as more important than changes in higher education at the system level.

In addition to setting out the key issues to be discussed during the thematic debate, the paper elaborates a strategy for future action with six key actions to be undertaken to close the gap between theory and practice, ideals and reality in preparing coming generations for a sustainable future.
Thematic Debate: «Contributing to National and Regional Development»

Leader: CRE/Columbus

Drafted by: John Goddard
University of Newcastle upon Tyne

in collaboration with:

- Association of Arab Universities (AArU)
- Association of African Universities (AAU)
- Association of Commonwealth Universities (ACU)
- Association of Universities of Asia and the Pacific (AUAP)
- Conseil Africain et Malgache pour l’Enseignement Supérieur (CAMES)
- The Association of European Universities (CRE)
- Community of Mediterranean Universities (CUM)
- United Nations’ Economic Commission for Latin America and the Caribbean
- International Association of Agricultural Students (IAAS)
- Inter-American Development Bank (IDB)
- Inter American Organization for Higher Education (IOHE)
- METROPOLIS
- OECD, IMHE Programme
- Programme of Research and Liaison between Universities for Development (PRELUDE)
- Union des Universités de l’Amérique Latine (UDUAL)
- Natura Network
- Utrecht Network
- World Federation of Teachers’ Unions

and

UNESCO Secretariat
World Conference on Higher Education

Thematic Debate no. 3 - Tuesday 6 October 1998

UNESCO Restaurant, 7th Floor - 15H00 - 19H30

Contributing to National and Regional Development

PROGRAMME

16:00 (15') Delegates with tickets enter restaurant. Shown to their working tables

16:15 (15') Delegates on waiting list enter restaurant

16:30 (5') Introduction
  * Professor Bricall, and Professor Eric Froment, Chairs of the session.
  * Padre Gerardo Arango, President, Columbus
  * Daniel Samoilovich, Executive Director, Columbus

16:35 (5') Presentation of Panelists
  * Professor Josep Bricall, Former President of CRE

16:40 (15') Keynote paper
  * Professor John Goddard, University of New Castle-upon-Tyne

16:55 (20') Taking the Temperature Meta plan Session
  * Mr Alfons Stinus, Momentum Network, Spain (moderator)

17:10 (15') Reaction from Chairs
  * Professor Josep Bricall, Former President of CRE
  * Professor Eric Froment, Secretary General of CPU, France

17:25 (5') Reactions from panelists

  World of Higher Education
  * Professor Dorothe L. Njeuma, University of Buea, Republic of Cameroon
  * Professor Dr Wichit Srisa-an, Suranee University of Technology, Thailand
  * Professor Brahim Baccari, University of San Paulo, Brésil

  World of stakeholders
  * Mr Francisco Gatto, ECLAC, Argentina
  * Dr Susan M. Clark, Nova Scotia Council on Higher Education, Canada
18:25 (5') Introduction to working tables
* Professor Eric Froment, Secretary General of CPU, France

18:30 (40') Discussions at working tables
* Recommendations prepared by Professor John Goddard
* Each of the partners recommended by UNESCO will be invited to facilitate one of the working tables

19:10 (10') Presentation of results
* Professor Eric Froment, Secretary General of CPU, France
* Mr Alfons Stinus, Momentum Network, Spain (moderator)

19:20 (10') Final Conclusions
* Professor Josep Bricall, Former President of CRE
* Professor Eric Froment, Secretary of CPU, France
Summary of the working document

Not only has regional or local intervention become more important to economic success, but there has been a qualitative shift in the form of local policy towards indigenous entrepreneurship and innovation, and to providing a more sophisticated environment for mobile capital so as to maximise local value added (R&D and other higher status jobs, successful and therefore growing firms). This leads to a greater concern to harness university education and research to specific economic and social objectives.

Nowhere is this demand for specificity more clear than in the field of regional development. While universities and located in regions, questions are being asked about what contribution they make to the development of those regions? Whilst it might be possible to identify passive impacts of universities in terms of direct and indirect employment, how can the resources of universities be mobilised to actively contribute to the development process?

This implies a better understanding of universities on the part of regional actors and agencies and of regional dynamics on the part of the universities. An obvious starting for such an understanding can be provided by an audit of existing regionally relevant activities with the audit being jointly commissioned by universities and regional agencies. It may be that regional agencies have not clearly articulated regional needs and there may have been many missed opportunities for productive engagement. To reveal these opportunities, it will be necessary for universities to enter into a dialogue with various stakeholders in the regional development process (e.g. local and regional elected authorities, employers and employers' organisations, regional media).

Improved integration of universities with regional development will not be readily achieved by top-down planning mechanisms at either the institutional or regional level but by ensuring that the various stakeholders in the regional development process - education and training providers, employers' organisations, trade unions, economic development and labour market agencies, and individual teachers and learners - have an understanding of each other's roles and the factors encouraging or inhibiting greater regional engagement.

In this paper, Professor Goddard suggests that regional criteria could be incorporated into national reaching and research assessment exercises and gives some examples.
Thematic Debate: «Higher Education Staff Development: A Continuing Mission»

Leader: Commonwealth Secretariat

Drafted by: John Fielden
Director
Commonwealth Higher Education Management Service (CHEMS)

in collaboration with

- Association of Commonwealth Universities (ACU)
- World Confederation of Teachers/or Confederation Syndicale Mondiale de l'enseignement (CSME)
- European Association for Research and Development in Higher Education (EARDHE)
- Education Internationale (EI)
- International Council for Engineering and Technology (ICET)
- International Federation of University Women (IFUW)
- International Labour Organisation (ILO)

and

UNESCO Secretariat
World Conference on Higher Education

Thematic Debate no. 4

Tuesday 6, October 1998 - Room XII - 15:00 -18:00

Higher Education Staff Development: A Continuing Mission

PROGRAMME

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<td>Opening comments and Introduction of Panelists</td>
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<td>15 minutes</td>
<td>Presentation of Highlights of Keynote Speaker</td>
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<td>Initial Contribution on the theme by each panelist</td>
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<td>60 minutes</td>
<td>General discussion - Debate Open to the Floor</td>
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<td>25 minutes</td>
<td>Rounding up remarks on the theme</td>
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<td>10 minutes</td>
<td>Summary of key conclusions and recommendations</td>
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<td>05 minutes</td>
<td>Concluding Remarks and Closure of the Thematic Debate</td>
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This paper discusses a key activity in the higher education institutions of the future. Staff development, it will be argued, is central to the quality of higher education. The way it is considered and delivered at present owes a lot to the general employment framework and conditions of service for university staff. In this paper it is discussed as a discrete function and thought is given to how it can be encouraged and promoted by institutions, governments and independent agencies. Although policies on staff development may be made at national, provincial or institutional levels, there is an emerging trend of granting more autonomy to institutions and thus, in considering future change, the main focus is on what institutional managers should do.

The paper looks at all the challenges facing higher educational institutions and then suggests the competencies which will be needed by those managing their institutions and by academic and administrative staff. It finds a major shortfall in the effort and funding now being devoted to staff development of all kinds, despite the efforts of many providers and networks of concerned practitioners.

The paper suggests that there is significant scope for collaborating in meeting this challenge, through the sharing of experiences, workshops and exchanges of materials and ideas. Institutions are asked to make clear their policies on staff development and then to implement them with enthusiastic support from the leadership. It concludes with recommendations for similar action by governments and agencies such as UNESCO.

Finally, the paper poses ten questions for the participants at the World Conference to discuss.
Thematic Debate: « Higher Education for a New Society: A Student Vision »

Drafted by: UNESCO Secretariat

in collaboration with

Steering Committee:
. Mouvement International des Etudiants Catholiques (MIEC) - Mr Walter Prysthon Junior
. International Association of Agricultural Students (IAAS) - Ms Tanya Buzeti
. Association Internationale des Etudiants en Science Economique et Commerce (AIESEC) - Mr Pedro Huerta
. National Unions of Students in Europe (ESIB) - Ms Katarine Vangen

Partners:
Association des Etats Généraux des Etudiants de l'Europe (AEGEE)
Jeunesse Etudiante Catholique Internationale (JECI)
Junior Association for Development in Europe (JADE)
European Democratic Students (EDS)
European Law Students Association (ELSA)
International Association of Dental Students (IADS)
International Students of History Association (ISHA)
International Federation of Medical Students Association (IFMSA)
International Forestry Students Association (IFSA)
International Pharmaceutical Students Federation (IPSF)
International Union of Students (IUS)
World Student Christian Federation (WSCF)
World University Service - International (WUS)
Thematic Debate

Higher Education for a New Society: a Student Vision

Wednesday, 7 October 1998 15h – 19h. Room II

The main aim of this debate is to emphasise the legitimacy of the student voice in the debate on the renewal of higher education.

Panels of student representatives and special experts will discuss:

- Social Issues and Higher Education
- Regional Perspectives
- Graduate Profiles in a Changing Labour Market

These themes essentially express a concern with the world and an eagerness on behalf of the students to participate in society, in the local community and in a working environment. The students, through their involvement in this debate, state a clear wish to take part in the ongoing discussions about higher education.

By giving students a voice, UNESCO recognises their concerns and stresses the fact that not only are students amongst the main stakeholders in higher education, but they must also play an active role in the future of this sector.

The Student Debate was prepared in co-operation with a committee of student NGOs.

The debate has been generously supported by the Department for Education and Employment (DFEE), United Kingdom.

Programme:

14.30h – 15h Audio-visual Introduction

15h – 16h Panel 1

Social Issues and Higher Education

Introduction to Panel 1 & 2 by the Chair:

Baroness Tessa Blackstone
Minister of State for Education and Employment in the House of Lords
United Kingdom
Keywords
- Citizenship and Society
- Quality and Relevance

Participants
Student Representatives:

Ms. Florence Nsumbu
International Mouvement of Catholic Students (IMCS)
Democratic Republic of Congo

Mr. Agus Salim
International Forestry Students Association (IFSA)
Indonesia

Mr. Peter Sondergaard
National Unions of Students in Europe (ESIB)
Denmark

Ms. Rajia El-Huseini
Union of Progressive Youth
Egypt

Mr. Thiago Monaco
International Federation of Medical Students Association (IFMSA)
Brazil

Special Experts:

Professor Mihaly Simai
Hungarian Academy of Sciences
Former director of the World Institute for Development, Economics and Research of the United Nations University
Hungary

Dr. William Lindley
Agricultural Education, SDR Division, Food and Agriculture Organisation (FAO)
Panel 2

Regional Perspectives

Keywords
- Local Challenges for Higher Education
- Establishing Global Linkages

Participants

Student Representatives:

Mr. Alper Akyuz
Association des Etats Généraux des Etudiants de l'Europe (AEGEE)
Turkey

Mr. Julio Casas Calderon
International Young Catholic Students (IYCS)
Peru

Mr. Keshav Raj Pandey
Asian Students Association (ASA)
Nepal

Mr. Abdallah Al Najjar
General Union of Arab Students (GUAS)
Palestine

Mr. Félix Abeiku Yawson
International Association of Agricultural Students (IAAS)
Ghana

Special Experts:

Dr. Tang
Chief, Technical and Vocational Education, UNESCO

Dr. Alan Wagner
Organisation for Economic Co-operation and Development (OECD)
17h - 19h  
**Panel 3**  
**Entrepreneurs' Panel**

*Introduction by the Chair:*
Mr. Yannick Moati  
*Vice President, Junior Chamber International*  
*Monaco*

*Keywords*
- Interaction of Higher Education and the World of Work  
- Graduate Profiles for a Changing Labour Market

*Participants*

*Special Experts:*

**Dr. Roberto D'Alessandro**  
Legal Counsel, TradeClub International Consultancy Network  
Former President of European Law Students’ Association  
Malta

**Ms. J. Claire K. Niala**  
BA Hon. and member of Young Career Women (YCW)  
International Federation of Business and Professional Women (IFBPW)  
Kenya

**Mr. Michel Romieu**  
President Director General of ELF Aquitaine Gaz  
France

**Dr. Eric Zahrai**  
Vice President and co-founder of European Baha’i Business Forum  
France

**Mr. Se Ung Lee**  
President, Korea Industrial Gases Ltd.  
Sung Shin Educational Foundation  
Korea

**Dr. Luis Carlos Villegas Echéverri**  
President of the Asociación Nacional de Industriales (ANDI)  
Colombia
Student Representatives:

Ms. Cynthia Wolsdorff
Junior Association for Development in Europe (JADE)
Germany

Ms. Alison Sutherland
International Pharmaceutical Students’ Federation (IPSF)
South Africa

Rapporteurs’ Team

Ms. Agnieszka Stobiecka
European Law Students’ Association (ELSA)
Poland

Ms. Christel Scholten
Association Internationale des Etudiants en Science Economique et Commerce (AIESEC)
Canada

Mr. Walter Prysthon
International Mouvement of Catholic Students (IMCS)
Brasil

Mr. Benson Obua Ogwal
All African Students Association (AASU)
Uganda

Mr. Yosvani Armando Diaz Romero
Continental Organisation of Latin American and Caribbean Students (OCLAE)
Cuba

Ms. Alessandra Siniscalco
UNESCO

Ms. Rikke Uldall
UNESCO
This debate will examine the issues and concerns of students at the higher education level on the eve of the 21st century. This follows a request by the Director-General of UNESCO, as part of the 50th celebrations of the Organization, to solicit the student perspective on the quality and relevance of their instruction.

Traditionally, higher education has provided the wisdom and expertise which equip young people for their future roles as social leaders. This remains valid since higher education must uphold the education and values which mould socially responsible citizens.

However, today, the role and profile of students in higher education has become extremely varied. In response to the reality of mass demand, the necessity to diversify has become a challenge for every country. Issues such as access, quality, relevance and internationalization are under closer scrutiny and students are insisting on greater dialogue between the partners involved so that they may select courses which permit them to accede to acceptable levels of employment, hence to social development.

Students from all regions and disciplines will exchange views and make proposals to the WCHE for further action in which they are considered a vital partner.
Thematic Debate: “From Traditional to Virtual: the New Information Technologies”

Leader: Agence francophone pour l'enseignement supérieur et la recherche (AUPELF)

Document prepared by: Didier Oilo
Co-ordinator of the Fonds francophone de l'information

In collaboration with:

- Association of European Universities (CRE)
- European Association of Distance Teaching Universities (EADTU)
- International Association of Universities (IAU)
- International Council for Open and Distance Education (ICDE)
- UNESCO Institute for Information Technologies in Education (IITE)
- United Nations University (UNU)

and

UNESCO Secretariat
World Conference on Higher Education

Thematic Debate no. 2, Wednesday 7 October 1998, Room IV, 15:00-18:00,
« From Traditional to Virtual: The New Information Technologies »

PROGRAMME

1. Introduction by Mr Michel Guillou, Rector of University Agency of the Francophonie

2. Questions set forth by Mr Bachir Diagne, Professor at the University of Cheikh Anta Diop of Dakar, Senegal.

3. The new role of the University in cultural, social and economique media, The university at the public service by:
   - Mrs Lourdes Feria, Director, Universidad de Colima, Mexico
   - Mr Bernard Loing, Vice president for Europe, International Council for Open and Distance Education, France
   - Intervention by the public

4. The new paradigmes, the fundamental changes of the relation student/teacher, the new methods, the new professions in education, cooperative and interactive work, the recognition of experience(knowledge) by:
   - Mrs Dyane Adam Principal, University College Glendon, York University, Canada
   - Mr Tamas Lajos, Director, Centre of Distance Education, Technical University of Budapest, Hungary
   - Intervention by the Public

5. Methodology - of the pedagogical use of the new Information and communication technologies: new applications, new tools:
   - Mr Michel Moreau, Academy Rector, Director-General of the National Centre for Higher Education, France
   - Mr Pierre Henderikx, the European Association of Distance Education, Holland
   - Mrs Molly Corbett Broad, President, University of North Carolina, U S A
   - Intervention by the public
6. The environment of the university in the context of globalization of exchanges by:
   - Mr Henrik Toft Jensen, University of Roskilde, Denmark
   - Mr Tarek Shawki, RITSEC, Egypt
   - Intervention by the Public

7. Codevelopment, the technology in the service of the universities of the south by:
   - Mr Maurice Tchuente, Rector, University of Dschang, Cameroun
   - Mr Gottfried liebbrandt, Professor at the University of Den Haag, Holland
   - Intervention by the public

8. Synthesis of debate by Mr Tarcisio Della Senta, Director, Institute of Advanced Studies, The United Nations University, Japan.
Summary of the working document

Most of the technical and methodological solutions necessary to the development of the New Information and Communication Technologies (NICT), such as the Internet, have their origin in the scientific community. Yet, paradoxically, the education sector is the field which has benefited least from what these new technologies have brought. And the present information environment is characterized by the mass advent of digital solutions which are drastically changing established realities. Universities must now devote thought to these uses and to their inescapable penetration of the world of education and research.

Some consider that the concept of the industrialization of education is undergoing profound transformation. Are buildings, lecture rooms and auditoriums liable to be replaced by digital sites, virtual seats of learning? Will teachers be replaced by digital avatars, or will they be caught up in the whirlwind of change? Will they all have the ability to redefine their roles, or will they be subjected to the changes imposed by globalization?

The NICT are revolutionizing open and distance education and should enable it to emerge from arcane debate and the scepticism of educationists, and become a global industry. The concepts of 'collaboration' and 'asynchronous education' should gradually become established, more because they reflect the necessities of the evolution of society than for purely educational reasons. This change contains a veritable educational revolution in embryo, in which the traditionally rigid space-time-hierarchy structures will be shattered.

The concept of the virtual university helps to meet the challenges with which academics will be faced. It presupposes that the NICT will be used and that the various technological tools will be combined 'in proportion' with a view to radically changing the equation of the cost of education. The educational methods accompanying the new technological paradigm allow of a participatory vision of education by promoting asynchronous learning, a new inter-actor relationship and ‘lifelong’ education.

The virtual university may be regarded as a ‘meta-university’ which is intended to provide support for existing universities, and particularly those established in the countries of the South,

- in terms of distance education infrastructure placed at their disposal;
- in terms of advice and assistance in the creation of the necessary structures;
- in terms of shared educational material;
- in terms of technical means and human resources for facilitating the preparation of on-line educational material.

The mass advent of the NICT in the years that lie ahead raises the question of how the teaching profession can prepare for these radical changes. The 'new teachers' will have to master this new NICT environment and be mentally prepared for a radical change of role while adding to and updating their knowledge of their subject.
Thematic Debate: "Higher Education and Research: Challenges and Opportunities"

Leader: International Council of Scientific Unions (ICSU)

Drafted by: Professor Daniel Akyeampong
Academy of Arts and Sciences
Accra – Ghana

In collaboration with UNESCO Secretariat
World Conference on Higher Education

Thematic Debate no. 3 - Wednesday, 7 October 1998 - Room II - 15:00 - 18:00

Higher Education and Research: Challenges and Opportunities

PROGRAMME

1. Welcome by the Chair, Professor Daniel Akyeampong, International Council of Scientific Unions (ICSU)

2. Presentation of the Panelists and highlights of the Keynote paper

3. Panel Discussion

   - Research and Higher Education Interface,
     Professor Guy Ourisson, France
   - University-Industry-Cooperation in Science and Technology,
     Professor Albert Fischli, Director, F. Hofman-La Roche, Ltd, Switzerland
   - North-South-South-South Co-operation in Higher Education,
     Professor M. Hassan, Executive Director, TWAS, Italy
   - Universal Networking
     Professor Oumar Sock, Ecole supérieure Polytechnique, Senegal
   - The Role of the Media in, Creating Awareness in Research and Higher Education, Professor Maxwell McCombs, University of Texas at Austin, USA
   - Integration of Research Development in Human Culture
     Professor M.G.K. Menon, India

3. General Discussion

4. Presentation of Results

5. Conclusion
While early scholars saw the function of higher education as pursuit of knowledge for its own sake, today's researchers see it as going beyond that to include applying such knowledge in order to enhance, directly or indirectly, the material well-being, happiness and comfort of mankind. The utilitarian perception of the mission of higher education, the need for strengthening higher education and research capabilities of the developing world, how to bridge the gap between the natural and social scientists, and the freedom and responsibility in the conduct of research are some of the issues highlighted in this paper and opportunities for addressing them are discussed. Also discussed are the opportunities afforded by the new information technology and telecommunication system.

As we enter the 21st century, the main challenge to mankind seems to us to be how to sustain the immense contributions of research to the well-being of mankind without jeopardising the future of man.
Thematic Debate: «The Contribution of Higher Education to the Education System as a Whole»

Leader: International Bureau of Education (IBE)

Drafted by: Professor Phillip Hughes
Australian National University
Australia

in collaboration with:

- Association Internationale de la Pédagogie Universitaire (AIPU)
- European Lifelong Learning Initiative (ELLI)
- Forum for African Women Educationalists (FAWE)
- Freie Universitat Berlin, Unit for Staff Development and Research into Higher Education
- International Literacy Institute (ILI)
- UNESCO Institute for Education (UIE)

and

UNESCO Secretariat
World Conference on Higher Education

Thematic Debate no. 4 - Wednesday, 7 October 1998 - Room XII - 15:00-18:00

The Contribution of Higher Education to the Education System as a Whole

PROGRAMME

1. Chairman: Mr V. Adamets, IBE

2. Keynote Speaker: Prof. Phillip Hugues, Australian National University, Australia.

3. Panelists/Presentors:

Mrs Cecilia Braslavsky, Director-General of Research and Development of Education, Ministry of Culture and National Education, Argentina.

Mr Chung Yue Ping*, Dean of Education, Chinese University of Hong Kong, China.

Mr Darwish Ghuloom Al Emadi, Dean, Faculty of Humanities, Qatar University, Qatar.

Ms. Eddah Gachukia*, Executive Director, Forum for African Women Educationalists (FAWE).

Dr. Ina Grieb*, Vice-President, University of Oldenburg, Germany

Mr D. Wagner, Director, International Literacy Institute, University of Pennsylvania, USA.

Mr B. Wentworth, Deputy Minister, Ministry of Higher Education, Vocational Training, Science and Technology, Namibia.

4. Scenario:

(i) Introduction by Mr V. Adamets: the thematic debate in the context of the WCHE's problematic, expected results; presentation of the members of the panel (8 minutes).

(ii) Presentation of the working document by Prof. Phillip Hughes (10 minutes).

(iii) Interventions by the members of the panel (5-7 minutes each).

- C. Braslavsky: Potential contributions of higher education to the development of education in general

- Chung Yue Ping: The contribution of the comprehensive university to the education of school teachers.

- Al Emady: The role of higher education in educational development: the case of Qatar.

- E. Gachukia: The university as a generator of gender equity at all levels of education.

- I Grieb: Active citizenship and the reform of higher education.
D. Wagner: The university's role in non-formal basic education and literacy; seven principles that can make a difference.
B. Wentworth: Education for transformation. the global need for promethean change.

5. Discussion

6. Summary of the debate by Mr. P. Hugues and V. Adamets.
Abstract of the working document

The paper argues for a major role for higher education in the education system as a whole, particularly in this period of rapid and revolutionary readjustment of such systems everywhere. Social changes, frequently technologically driven, are requiring major reforms in education as societies now need education systems capable of playing the key role in this period of global development. The requirements of a high quality education and training for the whole generation of students, together with the growing implementation of lifelong learning for all, place radically different demands on all education systems and higher education will have to play a crucial part.

Higher education needs to contribute both conceptually and in the preparation of personnel. Conceptually through: contribution to the redevelopment of the school curriculum; the analysis and evaluation of education systems; through futures thinking on the evolution of education; and, through the development of co-operative networks. In personnel: through the preparation of teachers; of specialists for the whole field of education, formal and non-formal; in the development of continuing professional education, including its own personnel. A particular priority exists for the education of girls and women.

The present situation of higher education, with its emphases firmly on growth of student numbers and on finance, requires a more general commitment to the well-being of education as a whole. The call for a « new academic covenant » provides for a major re-assessment, involving the key intellectual role of universities. The contribution of research to improved practice in education is of special importance.
Thematic Debate: « Higher Education and Women: Issues and Perspectives »

Drafted by: UNESCO Secretariat

in collaboration with:

Steering Committee:

- International Federation of University Women (IFUW) - Mme Françoise Sauvage
- International Federation of Women in Legal Professions (IFWLP) - Mme Claire Jourdan
- Soroptimist International - Mme Jeannine Jacquemin
- Professor Lydia P. Makhubu, Vice-Chancellor of the University of Swaziland, Member of the WCHE Steering Committee

Partners:

Association of Commonwealth Universities (ACU)
International Council of Jewish Women (ICJW)
International Council of Nurses (ICN)
International Federation of Business and Professional Women (IFBPW)
Inter-American Organization for Higher Education (IOHE)
Zonta International
Thematic Debate
Women and Higher Education: Issues and Perspectives

Thursday 8 October 1998
Room II, 3 p.m. – 6 p.m.

PROGRAMME

15H - 15H15
Introduction

- From Beijing to Paris: What Progress for Women and, for Women Graduates?
- World Conference on Higher Education: Sensitizing Stakeholders to Gender Issues

15H15 – 15H45
Keynote Address: Gender Mainstreaming

- The Swedish Experience
- Why Governments Should Mainstream Gender
- Women, Higher Education and Development: A Global Challenge

15H45 – 16H15
Reactions from Discussants

16H15 – 16H30
Presentation of the Special Project:
Women, Higher Education and Development

16H30 – 18H
Panel Discussion: Strategies for the Future

- Identifying the Priorities
- Changing Attitudes
- The Impact of the Critical Mass of Graduate Women
- The Complexity of Critical Barriers
- Constructing National, Regional and International Gender Networks
- Women in Higher Education: Goals for 2010
Thematic Debate
Women and Higher Education: issues and perspectives
Thursday 8 October 1998
Room II, 3 p.m. – 6 p.m.

Chairperson:
Dr. Attiya Inayatullah,
President, International Planned Parenthood Federation, Pakistan
Former Chairperson, UNESCO Executive Board
Former Minister, Population, Welfare and Women’s Development

Keynote Speaker
Mr. Carl Tham,
Minister of Education,
Sweden

Discussants
Prof. Peter Katjavivi,
Vice-Chancellor,
University of Namibia

Dr. Maria Irigoin,
Higher Education Consultant,
University of Santiago de Chile

Mrs Linda Souter,
President,
International Federation of University Women,
Canada

Panelists
Dr. Joy Kwesiga,
Dean,
Faculty of Social Sciences, Makarere University,
Uganda

Mrs Mouna Mourad,
Faculty of Medicine,
St Joseph’s University,
Lebanon

Dr. Binod Khadria,
School of Social Sciences,
Jawaharlal Nerhu University,
India

Dr. Ralitsa Muharska,
St Kliment Ohridski University,
Bulgaria

Prof. Maria Inácia D’Ávila Neto,
Director, Institute of Psychology,
Federal University of Rio de Janeiro,
Brazil
Thematic Debate
Women and Higher Education: issues and perspectives
Thursday 8 October 1998
Room II, 3 p.m. – 6 p.m.

Rapporteurs

Mrs. Claire Jourdan,
President of the UNESCO/NGO Liaison Committee
International Federation of Women in Legal Professions

Mrs. Françoise Sauvage,
Permanent Representative to UNESCO,
International Federation of University Women

Dr. Jeannine Jacquemin,
Permanent Representative to UNESCO,
Soroptimist International

Dr. Breda Pavlic,
Director,
Status of Women and Gender Equality Unit,
UNESCO

Mrs. Susanna Sam-Vargas
Programme Specialist
Status of Women and Gender Equality Unit,
UNESCO

Ms. Sylvie Brochu,
Consultant,
UNESCO

This debate has been generously supported by the Swedish International Development Cooperation Agency (SIDA).
Abstract of the working document

This debate aims to examine the status quo with regard to the major issues related to women in higher education. It will point to strategies which may help Member States and other higher education stakeholders in their efforts to strengthen the role of women in this sector and their contribution to social development in general.

Over the past years, and as secondary education enrolments increase, the access of women to higher education has improved significantly. However, progress is still possible, notably their participation in fields such as science and technology.

In contrast, the presence of a critical mass of women in the decision-making process remains vastly inadequate. Also, a number of cultural barriers still exist which seriously impedes their development as citizens and professionals.

The WCHE will provide clear guidelines for the next phase in the dynamic which will ensure full equity for women graduates and students. The UNESCO Special Project, Women, Higher Education and Development, will provide examples of good practice in this respect.
Thematic Debate: « Promoting a Culture of Peace »

Leader: International Association of University Presidents (IAUP)

Drafted by:

Dr. L. Eudora Pettigrew, Chair IAUP/UN Commission Disarmament Education, Conflict Resolution and Peace, Member, IAUP Executive Committee, and The International Association of University Presidents (IAUP),

in collaboration with:

Mr Eugene Gorkovsky, Chief Global and Regional Activity Bureau UN Center/Disarmament Affairs

Professor Karl Grossman American Studies SUNY College at Old Westbury

Dr Maurice Harari Secretary-General IAUP

Dr Clovis Maksoud Director, Center for the Study of Global South American University

Dr Andrew Murray Baker Institute for Peace and Conflict Studies Juniata College

Dr Swadesh Rana Senior Affairs Officer Center for Disarmament Office United Nations
Dr James R. Roach  
President, Western Connecticut State University  
Chair, IAUP North American Council

Dr Robert J. Schwartz  
Executive Director ECAAR

Ms Dorrie Weiss  
Vice President  
NGO Committee on Disarmament, Inc.

Sub-Committee Members

Prof. Malcom Dando  
Department of Peace Studies  
University of Stratford

Dr Lylia Corporal-Sena  
President Bicol University  
Republic of the Philippines

and

UNESCO Secretariat
World Conference on Higher Education

Thematic Debate no. 2

Thursday, 8 October 1998 - Room IV - 15:00 - 18:00

Promoting a Culture of Peace

PROGRAMME

15H00 - 15H05  Welcome and Introduction of Chair
                Dr. Donald R. Gerth, President International Association of
                University Presidents

15H05 - 15H10  Presentation of Debate Theme and Objectives
                Introduction of Keynote Speaker
                Dr. L. Eudora Pettigrew, Chair IAUP/UN Commission on
                Disarmament Education, Conflict Resolution and Peace

15H10 - 15H30  Keynote Address
                Dr. Oscar Arias
                Former President, Costa Rica, Nobel Peace Prize Awardee

15H30 - 17H00  Presentations on the Role of Higher Education to Promote a Culture of Peace:
                Prof. Saleh Al Mani, King Saud University, Saudi Arabia
                Prof. George Benneh
                Prof. Elizabeth Reardon, Columbia University, USA
                Prof. Enver Sehovic, University of Zagreb, Croatia
                Prof. Shen Dingli, Fudan University, People's Republic of
                China

17H00 - 17H45  General Discussion

17H45 - 17H55  Summary Report
                Rapporteur, Dr Maurice Harari, Secretary-General,
                International Association of University Presidents

17H55 - 18H00  Closing
                Dr L. Eudora Pettigrew
Statement of Need

The need to construct a new paradigm for peace in the post-Cold War era and the involvement of universities around the world in this process will be the major focus of a Thematic Debate, to be held during the World Conference on Higher Education convened by UNESCO, October 5-9, 1998, at its Headquarters in Paris, France. The Thematic Debate will be organized and led by the International Association of University Presidents (IAUP) through its IAUP/UN Commission on Disarmament Education, Conflict Resolution and Peace.

Violence has taken on a new face globally with the end of the Cold War. No longer is confrontation between superpowers the central issue of war and peace. Today, intrasocietal violence - violence within nations - overshadows violence that pits nation against nation.

However, intrasocietal violence is not always confined within national borders. As the experiences in Rwanda, Burundi, the Republic of Congo, Sri Lanka, and the Balkans demonstrate, intrasocietal violence can easily spill across communities and boundaries miring regions in intersocietal conflict.

In the world today, there are 3500 population groups that describe themselves as "nations" while only 185 such groups are actively recognized as "nation states" by the international community. The potential for intersocietal and intrasocietal conflict involving a large number of these 3500 population groups is enormous and provides a powerful rationale for the vigorous promotion of a Culture of Peace.

Other factors which are very important in the promotion of a Culture of Peace include environmental concerns, sustainable economic development, solutions for the increasing number of refugees and the promotion of international relations among and between countries.

Development of a new paradigm for peace in response to the challenges of increased societal violence is vital. Development of a worldwide Culture of Peace is required. The participation of universities in creating and maintaining the new paradigm, in fostering a Culture of Peace, can be a critical component.

The tools of the past used by nations to solve conflict - war and diplomacy - are no longer appropriate, nor sufficient in this new global environment. Military power has severe limits when it comes to arresting violence. When the roots of conflict extend beyond states jockeying for power over territory - often the end result of deep-set enmities - diplomacy too can have limits.

Thus, the challenge today in dealing with violence is the establishment of a Culture of Peace in nations and providing education that causes nations and their people to learn ways to live in peace with each other.

Using education as a tool for transformation of the world from violence to peace has been a traditional mission of UNESCO as well as of IAUP. The Thematic Debate and what will grow out of it aims to enrich this mission by having universities become more fully engaged in the process. The goal is to make it imperative for educators around the world to assist in building societal resistance to violence through peace education.
Thematic Debate: «Mobilizing the Power of Culture»

Leader: Culture and Development Coordination Office (CDC)

Drafted by: Prof. Rex Nettleford
Deputy Vice-Chancellor
University of West Indies

in collaboration with:

- Council of International and Educational Exchange (CIEE)
- European Association for International Education (EAIE)
- INTERARTS
- University of the West Indies

and

UNESCO Secretariat
World Conference on Higher Education
Thematic Debate no. 3 Thursday, 8 October 1998 - Room XI- 15:00 -18:00
Mobilizing the Power of Culture

PROGRAMME

1. Welcome by the Chair, Professor Rex Nettleford, Universities of the West Indies, Jamaica

2. Introductory remarks by Mr Y.R. Isar, Director, Culture and Development Co-Ordination Office, UNESCO

3. Keynote Address by Mr. Jean Tiberi, Mayor of Paris

3. Panel Discussion
   - "Professor Rex Nettleford: "Universities: Mobilizing the Power of Culture: A view from the Caribbean"
   - Ms Gisela Baumgratz: "Socio-Cultural Implications of Educational Co-operation and Development"
   - Mr Noureini Tidjani-Serpos "African Cultures as a basis for sustainable development"
   - Ms Hilary Callan: "Universities and the Culture of Education"
   - Mr Eduard Delgado: "Cultural Policy and University Change",

[Free discussion with all participants]

5. Conclusion
Summary of the working document

The 1990s have been marked by very considerable and rapid change as national cultures have been drawn into new global inter-connections. There are new challenges, new risks, new uncertainties and new struggles. The issue though is not just one of adopting new policies, but one of re-conceiving policies so that they are effective in an environment of inter-dependence and are effective at a time in which the imperatives of promoting better mutual appreciation between cultures, of eliminating stereotypes and of forging peace between people is of supreme importance.

In this scenario, universities too, need to play a different role, because young people must be able to build meaningful connections with their inherited cultures as they increasingly find it hard to adapt to the values which drove the cultures of yesterday. So it is time to re-examine our educational systems and formulate new ways of addressing the needs and aspirations of young people in a rapidly changing world. Our paper examines how universities can fulfil this role. Their curricula and methodology are key tools by which they can achieve their objectives. Their role should be to articulate cultural policies in a world where cultural diversity has emerged as a crucial social factor and they should be capable of developing co-operative strategies which involve higher education and ensure that cultural heritage and values are preserved. They must be able to broaden the context in which education is imparted, without focusing primarily on technique. Universities must revamp their educational agendas so as to be able to inform young people about "other cultures" - those of the past as well as those different from our own.
Thematic Debate: «Autonomy, Social Responsibility and Academic Freedom »

Leader: The International Association of Universities (IAU)

Drafted by: Guy Neave
Director of Research, IAU

in collaboration with:

- Education International (EI)
- Fédération Internationale Syndicale des Enseignants (FISE)
- International Association of University Professors and Lecturers (IAUPL)
- International Union of Students (IUS)
- World University Service (WUS)

and

UNESCO Secretariat
World Conference on Higher Education

Thematic Debate no. 4

Thursday 8 October 1998 - Room XII - 15:00 - 18:00

Autonomy, Social Responsibility and Academic Freedom

PROGRAMME

15H00 - 15H05 Welcome and Introduction by the Chair, Professeur Justin Thonns, Honorary President of IAU, Switzerland

15H00 - 15H10 Presentation of the Panelists

15H00 - 15H20 Panel Discussion

Session I - The view of Academia
. Prof. Brenda Gourley, Vice-Chancellor, University of Natal: “Institutional Leadership”
. Mr Dermis Longid, Asian Students Association: “Students”
. Prof. Ahmed H. Al Boraey, Professor, University of Cairo: “Academic Staff”

Session II - The Views from Society
. Mme Lise Bissonnette, Director General, Grande Bibliothèque, Canada: “Public Opinion”
. Prof. Dr Jacques Marcovitch, Rector, University of Sao Paolo: “Local Community Interests”
. Mr Peter Preuss, President, Preuss Foundation, USA: “Industry”
. Mr Olle Pekka Heinonen, Minister of Education, Finland: “Government”

17H10 - 17H45 General Discussion

17H45 - 18H00 Chairman’s Summary and Conclusions
Summary of the Working Document

The Thematic Debate on Social Responsibility and Academic Freedom and Autonomy is set against two major driving forces for change; on the one hand the spiralling demand for higher education and on the other the globalisation of Economic, Financial and Technological exchange. Against this background, the challenge of the university, it is argued, is to uphold a judicious balance between the imperative of technical development and its impact of its consequences upon the social fabric.

Academic Freedom and University Autonomy are seen as prior conditions for the optimal fulfilment of these and other responsibilities which society confers upon the university. Such prior conditions may apply to the academic community alone. They may also be seen as part of a broader perspective grounded in Human Rights.

A third perspective, which is more functional and utilitarian argues the case for university autonomy on the grounds that here too it is a condition necessary if higher education is to be part of a ‘risk taking society’. Universities need the freedom to take risk just as they incur the consequences.

The discussion focuses on the challenges posed for academic freedom and university autonomy within four key issues:

- University Autonomy and Accountability.
- University Autonomy and Stakeholders.
- Academic Freedom; Ethical Implications and Civic Responsibilities.
- Academic Freedom and Entrepreneurial Activities.