World Conference on Higher Education

Follow-up

Activities Report

*Based on reports filed by June 2000*

Follow-up to the World Conference on Higher Education (Paris, 5-9 October 1998)
World Conference on Higher Education

Follow-up

Activities Report

Based on reports filed by June 2000
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Executive summary

During the 1990s, UNESCO convened a number of world conferences in areas crucial for sustainable human development. In each case, the time was ripe to review the sector in question, to chart the change process under way and to set priorities for its future orientations. In this regard, the 1998 World Conference on Higher Education constituted a stocktaking of current activities undertaken by the stakeholders in this particular sector.

The three aims of WCHE were wider access, modernized systems and institutions, and enhanced social relevance and links to the world of work. These were unanimously accepted as the major future challenges facing higher education, which should be interpreted as post-secondary teaching, training and research. In adopting the WCHE Declaration and Framework for Priority Action, Member States and other stakeholders reached consensus on a series of precepts to guide reform and on the modalities of action to ensure their dissemination and application. This was a recognition that national and institutional policies in higher education must change to meet the new challenges arising from the knowledge society in the third millennium. No country, nor any of its citizens, can avoid the impact of the complex reality of this new social order.

The WCHE Follow-up Strategy seeks to assess and describe how Member States and other stakeholders are managing change. This requires the collection of data and, notably, of best practice which evidences successful innovations in national and institutional policy-making. These experiences can be shared and adapted to different contexts so as to explore the process of innovation still further.

The experiences tabled illustrate the interconnectedness of the issues:

- meeting the growing demand for enrolment from diverse learners
- assuring adequate funding for the sector using public and private resources
- strengthening governance and management capacities
- maintaining the quality of education and training
- ensuring diversified provision and the validation of all types of post-secondary education
- preserving excellence in research
- dealing with internationalization
- realizing the potential of information technology.

The present report presents data collected up to June 2000. Activities from many different sources are included and indicate that the numerous stakeholders in higher education:

- are fully engaged in the orientation and management of change
- place particular emphasis on partnerships to reach their objectives
- seek a socially inclusive society as the overall result of this process

UNESCO will continue the collection and analysis of experiences in order to produce A Compendium of Innovative Good Practice in Higher Education.
I. Introduction: major orientations

The present document:

- **reviews progress towards the implementation of the principles and strategies for change** adopted by Member States of UNESCO and other partners at the World Conference on Higher Education (WCHE, Paris 1998) in the documents entitled *World Declaration on Higher Education and Framework for Priority Action*;

- presents, on the basis of existing initiatives and those considered vital in terms of further action, **possible areas where new partnerships could be valuable** in order to support important projects.

Therefore, activities described in this report emanate from varied levels and sources:

- action at international, regional and national levels is tabled based on reports received
- important complementary reports come from relevant partners, notably United Nations agencies, IGOs and NGOs
- a short section on action involving information technology is included in the light of rapid progress in this area and its impact on the renewal of higher education worldwide

It is useful to remember that WCHE promoted three major objectives:

- wider access to higher education based on merit
- the modernization of systems and structures
- enhanced social relevance and links with the world of work

WCHE stressed that no model was considered definitive or ideal. Rather, strong support was expressed for the collection and exchange of innovative good practice, which could be shared amongst stakeholders – both national and from other contexts – so as to strengthen the effectiveness and efficiency of higher education in all regions. In this way, the sector’s contribution to sustainable human development would be reinforced.

Last but not least, it is important to mention a number of connected international initiatives which link to WCHE and interact with an assessment of its impact:

Firstly, the WCHE was part of a series of major international conferences which tackled interrelated questions of social development at the turn of the century, notably lifelong learning (Hamburg, 1997), culture and development (Stockholm, 1998), technical and vocational education (Seoul, 1999), and science (Budapest, 1999).

Secondly, many of the recommendations resulting from these conferences were again evoked at the World Education Forum (Dakar 2000). There it was agreed that the EFA concept has dramatically evolved over the decade of the 1990s so as to require redefinition in the light of new environments, which result from socio-cultural and economic change.

Consequently, a review of activities intended to implement the WCHE Declaration and Framework for Priority Action must be situated in a new and constantly evolving context.

The present report endeavours to reflect this imperative.
II. Renewing higher education: trends and directions since 1998

When convening the 1998 WCHE, UNESCO sought the commitment of Member States and all other stakeholders to ensuring that the future orientations of this sector would be based on the precepts of sustainable human development and peace, that is to say, on equity of advanced educational opportunity for all citizens which becomes possible in democratic and conflict-free societies. Though simple to state, this objective is extremely complex as it must take account of the enormous socio-economic and cultural diversity characterizing the global village at the beginning of the third millennium.

The reports on progress to date – filed by UNESCO's partners since 1998 – reveal a number of important trends and directions:

The acceptance of change

In the last few years, a number of agencies (inter alia, UNESCO, OECD and the World Bank) have prepared major reports of the present and future status of higher education in a fast-changing world. These have clearly described the overall problems and the particular challenges to be addressed by specific regions, countries or groups.

Because these reports have been prepared by inter-governmental organizations, they state the concerns of nations regarding the place of higher education as a motor for development. Thus, this sector must be considered as a component of the challenges involved in global governance.

In 2000, it is clear that all stakeholders in higher education fully understand the process of social change under way and that they are actively attempting to influence its direction for the benefit of their particular constituents. In this regard, the relevance of the three aims of WCHE and the challenges that these present have been reconfirmed. What is becoming more evident and supported is the necessity of coalitions – not only amongst stakeholders with the same profile but also amongst very different groups – to reach the necessary objectives. Already, governments realize that the complexity of the situation requires the participation of other competent partners. Moreover, it can be said that the IGO and NGO communities play a unique role in their ability to forecast change and to provide solid advice on its management in specific national and regional contexts.

Charting the directions of reform

Here, the impact of globalization – social, economic, cultural and technological – is most apparent. The interconnectedness which marks society today has the potential for extreme impact on the lives of individuals. In particular, certain major factors contrast sharply. For example:

- The positive aspects afforded by enhanced contacts and wider opportunities are matched by the threat of social exclusion, unemployment and the exacerbation of poverty.

- The quest, by countries across all regions, for greater relevance and the concern that their graduates should meet the needs of the labour market contrast with a clear desire to reaffirm social values based on human development and equity.

The reports examined for this document demonstrate a concerted awareness of societal complexity and the need for innovative solutions. In the future, higher education delivery will have to be provided very differently indeed.
Progress towards the WCHE major objectives

Reviewing the reports to date, it is true to say that the three major WCHE aims are clearly in evidence. Access, modernization and social/professional linkages remain the priorities guiding reform and necessitate adroitness in terms of balancing certain contradictory factors, inter alia:

- ensuring quality in massified systems
- promoting research excellence in countries where basic social issues require primarily practical policies
- maintaining cultural identity in a global world
- achieving competitive technological capacity given the rapid advances in this field

The main issues

Achieving these major objectives requires a focus on key higher education issues, namely those relating to the WCHE objectives and to the commission and debate themes. The reports filed indicate that Member States and other partners have oriented their efforts in these directions:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Member States</th>
<th>Other partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislation for renewal</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Access</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Diversification</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

The 4 WCHE commissions

<table>
<thead>
<tr>
<th>The 4 WCHE commissions</th>
<th>Member States</th>
<th>Other partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Quality</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>Management/Financing</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>International Co-operation</td>
<td>29</td>
<td>25</td>
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</tbody>
</table>

The 12 thematic debates

<table>
<thead>
<tr>
<th>The 12 thematic debates</th>
<th>Member States</th>
<th>Other partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>The world of work</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Sustainable development</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>National/regional development</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>Staff development</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Student issues</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>New technologies</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>Research</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>Higher education and the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>education system as a whole</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Gender equity</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Promoting a culture of peace</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Mobilizing the power of culture</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Social responsibility and academic freedom</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

For example, widening access to post-secondary education and training poses profound problems of quality and relevance, while requiring new approaches to management and financing and the capacity to deal with reality of internationalisation. Some eighty countries, i.e. the majority of reports received, tabled data on their efforts in respect of these domains.
In comparison, it is noteworthy that action in the areas of the thematic debates, which address even more specific components related to renewal, is fairly balanced amongst all stakeholders. In general, action by Member States and NGOs is almost on a par; however, the former, according to the particular reports reviewed, are placing special emphasis on closer links with the world of work, national and regional development, information technology capacity, research and the contribution of higher education to the education system as a whole.

Implications of the data presented

What can be legitimately said about the character of the renewal in progress based on the responses received up to June 2000?

1. **Country initiatives are based on the practical realities orienting their national development policies.** Achieving the right balance between relevance and quality emerges as a prime objective across the board. For this reason, the country-specific approach to higher education renewal must be considered both logical and necessary.

2. **Going beyond their expected rhetorical presentations made at WCHE, all countries appear strongly committed to improving educational opportunity for all citizens and so the access issue becomes the prime focus.** For the developing world in particular, the significant growth in secondary school enrolment is now impacting at the tertiary level. Governments are seeking to ensure sufficient diversified provision to deal with the increasing numbers. Often, this means more rapid adaptation by the university sector, which is called upon to absorb a significant part of the expansion and, all too often, to act as the main provider. For the industrialized world, there is a trend to invest more heavily in post-graduate studies so that the benefits of internationalization and academic mobility may be much more widely available.

3. **There is clear consensus that new approaches to governance, management and funding are already crucial if reform is to succeed.** This theme is listed as a priority for twenty-two countries, as well as for NGOs and for donors. Thus, exchange of international experience is essential in order to offer a range of successful practice to national and institutional policy-makers.

4. **Research remains a critical issue, both for countries and for IGOs and NGOs active in this area. Preserving this key mission and ensuring its adequate funding are, more than ever, important for every nation given the advent of the knowledge society.** The reports convey genuine alarm at the dangers of diminished research capacity, which has been the traditional hallmark of university-based teaching. This, coupled with the changing nature of careers in research and the funding of this activity, presents a strong case for re-examining the contribution of the higher education sector to the generation and dissemination of knowledge at the start of the third millennium.

5. **With cautious optimism, it can be said that the importance of two groups - women and students – is now much more widely acknowledged.** Reference to these stakeholders and to their special concerns is more common and it is hoped that this trend may continue to gain ground as further reports arrive. The voices of youth and of women are now openly recognized as crucial because their viewpoints on aspects of development emphasize dimensions which have been neglected in the past. Their presence can be said to indicate a more inclusive approach to decision-making.

6. **The growing diversity of the role played by post-secondary education and training in socio-economic and cultural development is graphically illustrated by the reports filed.** From undergraduate education, through to research capacity, professional development, teacher training and lifelong learning, the problems faced by countries and other stakeholders have multiplied. Although solutions are urgent, they should not, however, be superficial. There is good evidence that innovation that pays due attention to the imperatives of social and human development will yield the best results in the long term.

7. **The potential of information technology.** The rapid and spectacular growth in distance learning, and of open and dual-mode institutions is clear proof of the hope that this modality represents for
Member States that face critical problems related to access. The demand for post-secondary education continues to grow. A random sample, across regions, of the increase in the gross enrolment as expressed as a percentage is as follows:

<table>
<thead>
<tr>
<th></th>
<th>1990</th>
<th>1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>Namibia</td>
<td>3.3%</td>
<td>8.1%</td>
</tr>
<tr>
<td>Tunisia</td>
<td>8.5%</td>
<td>13.7%</td>
</tr>
<tr>
<td>Viet Nam</td>
<td>1.9%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Malta</td>
<td>13%</td>
<td>29.3%</td>
</tr>
<tr>
<td>Chile</td>
<td>21.3%</td>
<td>31.5%</td>
</tr>
</tbody>
</table>


Clearly, information technology delivery can help meet this demand provided that infrastructure is solid, which, it must be admitted, is far from the norm. By way of example, 80 per cent of the world's population lack access to telecommunications.

For the moment, information technology is an unknown quality, a risk but also an instrument with enormous potential if available on an equitable basis. Not surprisingly, national and institutional policy-makers are keen to explore its possibilities, as is witnessed by the fact that nearly 30 per cent of the reports filed included data on this area.

**Partnership, networking and synergy**

The overall commitment to the principle of partnership and the recognition of its benefits logically lead to the promotion of networking at all levels. This may be manifested by local linkages with simple but effective objectives or by regional or subregional consortia and influential international networks with sophisticated technological infrastructure and broad outreach.

Whatever their geographical configuration, the value of these networks seems to lie in the specificity of each one. The increasingly diverse role of higher education in social development, mentioned above, seems to require actors whose operating modalities target one or very few area(s) of activity.

Concentration of resources helps to develop expertise, which then guarantees quality in relation to the area concerned. Where other spheres of excellence are involved, contacts can be made with other groups possessing the necessary knowledge and know-how. In this way, a new and effective synergy is generated. Indeed, numerous and varied profiles of networks seeking this synergy appear to build their relationship around a unique feature of their respective identities. For instance, all major NGOs target the progress of one principal interest group (e.g. medical students), of a field (e.g. human rights) or modality (e.g. evaluation).

Other alliances reflect a similarity of institutional profile (e.g. the Coimbra group which gathers the oldest European universities) or a common commitment to a particular goal (e.g. the Universitas 21 group focuses on excellence in research). Furthermore, the growth of the UNITWIN/UNESCO Chairs Programme, which now numbers some four hundred and eleven Chairs and fifty-seven networks, is evidence of the prime importance of interaction amongst higher education institutions in a particular field.

Certain imperatives for the optimal management of partnerships have already been identified, namely:

- the reciprocity of relationships
- planning, implementation and assessment processes which include all partners
• a shared vision of expected results
• regular review of benefits to ensure equity
• clearly defined managerial responsibilities
• open lines of communication
• reporting to evidence that project aims are being met
• flexibility so that additional partners may join the project
(Source: USAID Paper at the WCHE Commission on International Co-operation)

However, in the final analysis, these end results commence with dialogue amongst stakeholders. WCHE succeeded in facilitating dialogue of all sorts and amongst all parties. The reports filed to date indicate that this climate of dialogue is continuing to flourish and that few, if any, could criticise its benefits.

By way of concluding these introductory remarks, evidence indicates that:
• the change process is well underway
• approaches are specific to each context and stakeholder
• the co-operative modality will continue to grow and diversify
The rest of this report provides concrete examples of these trends.

III. Stakeholder support for WCHE priority areas

The WCHE Declaration and Framework for Priority Action identified certain priority areas for the re-orientation of higher education in the twenty-first century, namely:
• equitable access
• citizenship and lifelong learning
• the anticipatory function of higher education, academic autonomy and social accountability
• relevance including links to the world of work
• links to other levels of the educational system
• diversification
• quality
• staff development and excellence in teaching and research
• the student voice
• the participation of women and gender equity issues
• the potential of information technology
• public funding and support for higher education
• internationalization and networking
• normative action and accreditation
• stakeholder partnerships
The data in the tables below reflect these priorities based on partners’ replies received by June 2000. See Annex I for list of acronyms.
### III. Stakeholder support for WCHE priority areas

<table>
<thead>
<tr>
<th>Legislative framework</th>
<th>Access</th>
<th>Diversification</th>
<th>Relevance</th>
<th>Quality/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Countries and territories</strong></td>
<td>Bolivia, Denmark, Dominican Republic, Gabon, Germany, Latvia, Malaysia, Morocco, Palestinian autonomous territories, Slovenia</td>
<td>Cuba, Colombia, Denmark, Dominican Republic, Iraq, Mexico, Nepal, Nigeria, Poland, Republic of Korea, Saint Lucia, Saudi Arabia, Sri Lanka, Slovenia, Thailand, Togo, Yemen</td>
<td>Cuba, Djibouti, India, Iraq, Nigeria, Oman, Poland</td>
<td>Bolivia, Canada, China, Denmark, Dominican Republic, France, Gabon, India, Iraq, Islamic Republic of Iran, Latvia, Liberia, Malaysia, Mexico, New Zealand, Papua New Guinea, Peru, Poland, Russian Federation, Samoa, Saint Lucia, Switzerland, Yemen, Zimbabwe</td>
</tr>
<tr>
<td><strong>IGOs</strong></td>
<td>Council of Europe, Eurydice (European Commission)</td>
<td>OECD</td>
<td>OECD, WBCSD</td>
<td>Council of Europe, UMA</td>
</tr>
<tr>
<td><strong>NGOs of the Collective Consultation on Higher Education</strong></td>
<td>EAIE, SRHE</td>
<td>AArU</td>
<td>AArU, AEGEE, AUPELF-UREF, CRE, EAIE, ICET, IFUW, IOHE, IRTAC/IAC, PRELUDE, SRHE, UIA, WFME</td>
<td>AArU, AUPELF-UREF, CRE, IOHE, IRTAC/IAC, PRELUDE, SRHE, UIA, WFME</td>
</tr>
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<td><strong>Donors</strong></td>
<td>World Bank: Brazil, Egypt, Venezuela</td>
<td>World Bank: Brazil</td>
<td>World Bank: Côte d'Ivoire, Indonesia, Jordan Inter-American Development Bank: LAC Region (Medical Education)</td>
<td>World Bank: Brazil, Côte d'Ivoire, Egypt, Indonesia, Jordan, Venezuela Inter-American Development Bank: LAC Region (Medical Education) Asian Development Bank: Thailand</td>
</tr>
<tr>
<td><strong>UNESCO</strong></td>
<td>UNESCO Beirut</td>
<td>UNESCO-CEPES, IESALC, UNESCO Dakar</td>
<td>UNESCO-CEPES, IESALC, UNESCO Dakar</td>
<td>UNESCO-CEPES, IESALC, UNESCO Bangkok, UNESCO Dakar, UNESCO Beirut</td>
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<tr>
<td><strong>Others</strong></td>
<td>ACOE</td>
<td>Africa Leadership Forum, ACOE, FAWE, AGH, ACE</td>
<td>ACE</td>
<td></td>
</tr>
</tbody>
</table>
### III. Stakeholder support for WCHE priority areas

<table>
<thead>
<tr>
<th>Management/Financing/ Governance</th>
<th>International co-operation/Mobility</th>
<th>World of work</th>
<th>Sustainable human development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Countries and territories</strong></td>
<td>Armenia, Bolivia, Botswana, Colombia, Guinea, India, Indonesia, Iraq, Latvia, Libyan Arab Jamahiriya, Malaysia, Mexico, Morocco, Oman, Papua New Samoa, Peru, Saint Lucia, Saudi Arabia, Slovenia, Togo, Yemen, Zimbabwe</td>
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<td>Bolivia, Cuba, China, Indonesia, Saint Lucia</td>
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<tr>
<td><strong>IGOs</strong></td>
<td>ISESCO, UMA, COL</td>
<td>UNU, WHO, AOAD, Council of Europe, UMA, UNDP</td>
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<td><strong>NGOs of the Collective Consultation on Higher Education</strong></td>
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<td></td>
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<td></td>
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<tr>
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<td>ACOE, ACE</td>
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### III. Stakeholder support for WCHE priority areas

<table>
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<tr>
<th>Countries and territories</th>
<th>National/Regional development</th>
<th>Staff development/Curriculum</th>
<th>Students</th>
<th>Information technology/ Distance learning</th>
<th>Research</th>
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<td>OECD</td>
<td>WHO, ISESCO, COL, ALECSO</td>
<td>UNU, WHO, OECD, UMA</td>
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<td>Donors</td>
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<td>World Bank: China ABEGS</td>
<td>World Bank: Chile, China</td>
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</tr>
<tr>
<td>Others</td>
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<td>ACE, ACOE, NASPA</td>
<td>AAT, ACH, AHCIET, AVU, CREAD, EDEN, IFIP, UNED</td>
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## III. Stakeholder support for WCHE priority areas

<table>
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<tr>
<th>Education system/ teacher education/ lifelong learning</th>
<th>Women</th>
<th>Culture of peace/ Human rights</th>
<th>Power of culture</th>
<th>Autonomy/ social responsibility/ academic freedom</th>
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<td><strong>Countries and territories</strong></td>
<td>Armenia, Bolivia, Canada, Cuba, Denmark, France, Germany, India, Iraq, Latvia, Lebanon, Madagascar, Norway, Oman, Saint Lucia, Samoa, South Africa, Uzbekistan</td>
<td>Iraq, India, Malaysia, Samoa, Yemen</td>
<td>Bolivia, India, Mali, Mexico, Norway, Russian Federation</td>
<td>Russian Federation, Saint Lucia</td>
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<td>WHO, ISESCO, Eurydice (European Commission), UMA, COL</td>
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<td>OECD</td>
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<td><strong>NGOs of the Collective Consultation on Higher Education</strong></td>
<td>IOHE, EI, IPSF, WFME, SRHE</td>
<td>ACU, IOHE, IFUW, IUA, IAUP, IFBPW, Soroptimist International, IFWLC, Zonta</td>
<td>WUS, ELSA</td>
<td>AUPELF-UREF, UIA, IOHE</td>
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<td><strong>Others</strong></td>
<td>The Voice of the Child, UNED, CREAD, AHCIET, EDEN</td>
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</tbody>
</table>
IV. Current activities

1. International activities

1.1 The WCHE follow-up communication facility

The communication strategy is intended to ensure broad dissemination of the WCHE Declaration, Framework for Priority Action and Proceedings to stimulate ongoing debate.

- A global network of four hundred Focal Points, an International Follow-up Committee (sixty experts) and five Regional Committees (sixty experts) now link specialists to monitor renewal and to stimulate action at national, regional and international levels.
- The six hundred WCHE documents can be consulted on the electronic archive via the WCHE website (www.unesco.org/education/educprog/wche/index.html).
- From September 2000, an International Higher Education Forum, supported by the United Kingdom and IBM, will ensure ongoing debate via electronic communication.
- A discussion dossier on the WCHE commissions and debates has been published with support from the United Kingdom.
- The WCHE website contains all information on the follow-up strategy and is updated regularly.
- A calendar of international meetings in higher education is listed on the WCHE website.
- A series of information meetings is planned with Permanent Delegations to UNESCO – the most recent was 26 April 2000.
- A CD-ROM is foreseen for the end of 2000.

1.2 Reflection and debate

WCHE constituted a global stocktaking of the main issues affecting the sector at the start of the third millennium. This process of reflection must continue to keep abreast of new developments in various contexts, which affect the key issues.

- A specific WCHE follow-up strategy has been defined with specific groups, notably the NGO Consultation (fifty seven organizations with outreach to twenty five million individuals). Global discussion on major questions continues through their international, regional and national chapters. The 7th Consultation will take place in November 2000 to assess progress made since 1998 by NGOs towards reaching the WCHE objectives.
- The Special Project on Women, Higher Education and Development, analyses gender equity issues in co-operation with seven major women's NGOs. Activities planned include a Talent Bank to list women with specific professional expertise and a Charter for Gender Equity in Universities.
- The Student Forum ensures reflection on student-based issues with twenty student NGOs; handbooks on career counselling, student services and student leadership are planned.
- A major contact meeting with Partners and Donors to Higher Education takes place on 14 June 2000 to map support to the sector.
- The International Follow-up Committee meets on 26-27 June 2000.
1.3 Innovative good practice
The collection and dissemination of good practice that is intended to enhance international co-operation in higher education has been assured via several specific actions:

- A study on Accountability Indicators has been completed with the Commonwealth Higher Education Management Service (CHEMS) to help Member States assess their application of the WCHE Declaration and Framework for Priority Action.
- A global Inventory of Higher Education Legislation is under way and a Handbook on Higher Education Renewal for Legislators will be completed in June 2000 with the Society for Research into Higher Education (SRHE).
- A collection of good practice to be published in a Compendium of Innovation in late 2000 with support from the Netherlands National Commission for UNESCO.
- Consultancy assistance is provided to Member States undertaking reform of higher education systems.
- Strong support from Member States, NGOs and the private sector has been generously provided to assist activities.
- A project Mapping the Tertiary Sector will illustrate innovation in a first selection of systems and institutions; this can be further developed through data collection.
- A Research Forum will function from September 2000 with support from Sida/Sweden; this will map national and regional higher education research capacity and – with the International Institute for Educational Planning (IIEP), and the Science and Social Science Sectors – track critical issues related to university-based research quality and management.

1.4 The UNITWIN/UNESCO Chairs Programme
This programme has two areas of activity:

- co-ordination of the UNITWIN/UNESCO Chairs Programme which numbers 411 Chairs and 57 networks
- follow-up to UNESCO’s normative action in the field of higher education, which ranges over seven regional and international conventions and the International Recommendations on the Status of Teachers (1966) and on the Status of Higher Education Personnel (1997).

The UNITWIN/UNESCO Chairs Programme was launched in 1991 to develop academic solidarity and the transfer of knowledge amongst universities worldwide. This programme is interdisciplinary and intersectoral in character, covering education, the natural and social sciences, culture and communication, and focusing on either local or global problems. All projects contribute to the renewal of higher education (i.e. systems, institutions and academic programmes, both formal and non-formal, at undergraduate, graduate and post-graduate levels). Chairs and networks constitute a ‘bottom-up approach’, fostering reform from within the world of higher education. Because of their contribution to the development of international curriculum, which can be locally available to scholars in each country, they contribute to the advancement of knowledge, while, very importantly, helping to stem the brain drain.

1.5 Special project: The Status of teachers and teacher education in the information society
One key function of higher education is to ensure the training of quality teaching personnel at all levels of the education system. With this goal in mind, activities are based on several axes:

UNESCO is undertaking a number of actions with international impact, inter alia:

- the promotion of policy-related teacher indicators
linking the two UNESCO Recommendations on the Status of Teachers to monitoring and enforcement mechanisms within the United Nations system

evaluation of the Committee on the Evaluation of the Recommendation on the Status of Teachers (the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation Concerning Teachers) mechanism, in co-operation with ILO

the holding of World Teachers’ Day (November 2000)

In partnership with external bodies, UNESCO is promoting:

- teachers as health promoters
- teachers as facilitators of intercultural understanding.

Support to teacher education initiatives is provided via:

- UNESCO Chairs in Teacher Education
- technical advice to Member States
- case studies on innovative teacher training.

The production of educational materials is enhanced through:

- advice on curriculum development and textbook production
- a manual on publishing management
- the reinforcement of printing capacities
- case studies on book policies.

2. Action and projects by regional offices, centres and institutes

UNESCO Dakar, UNESCO-CEPES, UNESCO Beirut, UNESCO Bangkok and IESALC all pursue a similar programme via:

- interaction with regional focal points and committees
- debate on higher education issues at the regional level
- the collection of innovative practice in each region
- support to Member States’ reforms in the region.

2.1 Africa

The African programme of WCHE Follow-up Action has been guided by:

- the Declaration and Action Plan adopted at the African Regional Conference (Dakar, 1997)
- the programme for 2000-2001 of UNESCO (30 C/5)
- the recommendations of the Regional African Committee for the WCHE Follow-up (Nairobi, April 2000).

In each instance, vigorous efforts have been made to match Regular Programme funds with extrabudgetary funds. Four programme priorities are being pursued:

- higher education policy and reform;
- a wide dissemination of the WCHE Declaration and Framework of Priority Action has been the main objective, along with the collection of good practice by means of case studies, national reports and innovative experiences related to access, relevance, quality, management and international co-operation;
extrabudgetary action has focused on information technology and distance learning, including the conversion to dual mode operation for institutions;

the intention has been to acquaint African Member States with international trends related to renovation so as to arrive at a model appropriate for the regional context. To this end, national initiatives have included Liberia (national reform), the United Republic of Tanzania (distance education), the Gambia (a UNESCO Chair in science and technology education), Mali (a UNESCO Chair in the Culture of Peace) and dissemination of the WCHE principles (Gabon, Madagascar and Togo).

Inter-institutional co-operation and academic mobility

The main lines of action are:

- consolidation of the UNITWIN/UNESCO Chairs Programme, especially in distance learning, higher education management and teacher education;

- strengthening of North/South co-operation via internships and professorial exchanges and via special initiatives including collaboration between African universities and those of the Santander Group and between French-speaking universities and those of the Indian Ocean;

- normative action related to the recognition of higher education qualifications via the holding of the 2nd joint meeting of the Regional Committees, the 6th meeting of the African Committee, the dissemination of information on African academic degrees and diplomas and the 7th session of the Regional Committee following the Arusha Convention which included a workshop on qualifications recognition for participants from Burundi, Kenya, the Seychelles, Uganda, and the United Republic of Tanzania;

- support for gender equity in higher education via fellowships for women graduates.

At the national level, the TALMALI project has aimed at retaining post-graduate students in Mali. At the regional level, assistance has been provided to African students for an advanced degree in Education at the Cheikh Auta Diop (Dakar, Senegal). International co-operation has increased between African universities and the Santander Group to reinforce tourism, teacher training, the environmental and marine sciences, health and information technology.

The status and education of teachers in the information society

Action has focused on:

- strengthening national policies regarding the training, recruitment and retention of teachers via case studies and a regional workshop;

- the use of new technologies via wide-ranging training;

- the status of teachers via follow-up to the 1966 and 1997 Recommendations and the celebration of International Teachers' Day;

- the production of a Guide to University Teaching, available on CD-ROM and via INTERNET.

Further support for teacher education was obtained from CIDA (Canada) and the Italian Bishops' Conference to hold workshops in Côte d'Ivoire, Ethiopia, Kenya, Mozambique, Nigeria, and South Africa. A sub-regional workshop on Teaching and Learning held at the Witwatersrand University, South Africa, resulted in the creation of a new network for this purpose. In addition, a special project has fostered training for teachers to undertake preventive education in the fight against AIDS.
Information technology
UNESCO/Dakar has given special priority to a programme of regional and subregional co-operation with the Commonwealth of Learning to reinforce:

- teaching materials (for participants from Kenya, Mauritius, Swaziland, Uganda, the United Republic of Tanzania, Zambia, and Zimbabwe);
- the management of distance learning institutions (with participants from Namibia, South Africa, Zambia and Zimbabwe);
- open learning modalities.

With support from the UNESCO Chair in Information Technology (Las Palmas University, Canary Islands) and the Ibero-American University Foundation, a centre has been established to ensure:

- the enhanced exchange of pedagogical materials in French and Spanish;
- access to scientific and technological data.

Universities from Algeria, Mauritania and Senegal took part.

2.2 Arab States
The renewal of higher education in the Arab States can be described from the national and regional perspectives; in both instances, the main aims of WCHE are reflected in the new action under way.

The renewal of higher education
Countries and territories that have initiated new legislation and commenced reform include Djibouti, Iraq, Lebanon, the Libyan Arab Jamahiriya, Oman, Palestinian autonomous territories, Saudi Arabia, and Yemen.

Morocco is examining the possibility of a Centre for Education Planning and, on a regional basis, Yemen hosted an international conference on private higher education.

Progressive institutions include the Lebanese University, which is preparing a system of academic audit as well as launching a new policy in information technology usage.

Inter-university co-operation

- An international conference was held in Lebanon on Mathematics Education and a UNESCO Chair is foreseen to reinforce the Information Sciences at the Lebanese University. Efforts to strengthen the participation of women in higher education have resulted in new UNESCO Chairs in Gender in Morocco and Tunisia.
- Altogether some thirty one Chairs exist in the Arab States inter alia Algeria (Human Rights), Bahrain (Energy Conservation), Egypt (Energy and the Environment, Biotechnology), Sudan (Water Resources), the Syrian Arab Republic (Environmental Protection), and United Arab Emirates (Petroleum Engineering).

Teacher education
Countries undertaking renewal include:

- Lebanon which is drawing up a national strategy to develop this area and is planning to set up a Faculty of Educational Sciences at the St Joseph University;
the Syrian Arab Republic which, adopting the TOKTEN approach, is endeavouring to invite nationals teaching abroad to return in order to animate training seminars for Syrian academic staff;

- Kuwait which has prepared a new national policy to meet development needs.

In this region, there is a strong interest in the applications of information technology to accommodate the demand for post-secondary education and training. Intergovernmental organizations (ALECSO, ISESCO), NGOs (AArU) and donors (ABEGS) of the region are also focusing their activities on this domain to assist Member States.

2.3 Asia and the Pacific

Activities of UNESCO Bangkok have been inspired by the call for wider access to post-secondary education and training, stated in the WCHE Declaration. Given the needs of the Asia and the Pacific Region, this means promoting a strategy that reinforces:

- public universities as centres of excellence
- the top-level research capacity of selected institutions
- distance and open learning
- private provision.

The UNESCO Bangkok programme has three major lines of action:

**Reflection and debate on innovation**

Various meetings on the WCHE follow-up have been organized in partnership with regional and national bodies. The main themes include the university response to the knowledge economy, distance and open learning, and privatized higher education.

In 1999:

- Yantai, China: national workshop on Higher Education and the Knowledge Economy
- Cagayan de Oro City, the Philippines: establishment of a university network amongst institutions from Indonesia, Malaysia and the Philippines
- Nakhon Ratchasima, Thailand: national brainstorming on Thailand’s WCHE Follow-up Action Plan
- Beijing, China: Open and Distance Education Systems and Models in the 21st Century’s Information and Learning Society (13th Annual Conference of the All Asian Open University, AAOU)
- Peradeniya, Sri Lanka: symposium on Higher Education Reform in the 21st Century
- National University of Kebangsaan, Malaysia: workshop on Women Leaders in Higher Education: Management Challenges for the New Millennium.

In 2000 - 2001:

- Hanoi/Ho Chi Minh City, Viet Nam: National Workshop on Distance and Open Learning
- Dalat University, Viet Nam: National Workshop on Quality Assurance in Higher Education
- Guangzhou, China: Online Practices in Learning and Teaching (Sponsors include the Chinese National Commission, the Asian Association of Open Universities and Microsoft, China.)
A key meeting will be the First Session of the Regional Follow-up Committee in October 2000 in Malaysia. This session will review action to date and proposed further co-operative action to address regional priorities.

**Internationalization**

Regarding the UNITWIN/UNESCO Chairs, support to existing projects will continue. The fields concerned include distance learning, environmental education and gender issues. Several new initiatives will be launched in Central Asia, Bangladesh, Cambodia, and Pakistan.

A new university network involving Australia, China, Japan, Thailand, and the Association of Indian Universities will focus on Higher Education Research with a view to founding an Asia/Pacific Society of Research on Higher Education (APSRHE) to chart activities in the region and to strengthen capacity-building in this domain.

**Promotion of academic mobility**

This programme aims to support Member States which are formulating policies and effective mechanisms for quality assurance and accreditation. In November 2000, Thailand will host a Regional conference and the 6th Session of the Regional Committee for the Recognition of Degrees and Diplomas in Asia and the Pacific. Partners involved include the UNDP, UMAP, ASAIHL and the AUAP. As well, the Handbook on Higher Education Diplomas in Asia and the Pacific will be updated.

**2.4 Europe and North America**

UNESCO’s European Centre for Higher Education (UNESCO-CEPES, Bucharest) has built its WCHE strategy around seven lines of action.

**Debate and innovation**

Twelve case studies have been prepared to examine aspects of the transformation of higher education in Central and Eastern Europe after a decade of profound change; these were discussed at a CEPES/Salzburg Seminar Experts' Meeting (April 2000) and the results will be presented at the 54th Bi-annual CRE Conference (Cracow, October 2000).

The Bilingual University - Its Origins, Mission and Functioning was the subject of a seminar (Bucharest, March 2000) where institutions from Canada, Finland, Germany, Puerto Rico, and Switzerland gave presentations. Aspects considered included the preservation of cultural identity.

With regard to action related to Higher education for citizenship, sustainable development and peace, UNESCO-CEPES is a member of the Task Force on Education and Youth for South-eastern Europe. Results to date include:

- a project proposal on Governance and Management of Higher Education in Southeast Europe
- the elaboration of an *Action Framework for Higher Education Co-operation for Peace, Stability and Democracy in Southeast Europe*, and wide dissemination of a *Position Paper on the Further Development of Higher Education in Southeast Europe* dealing with policy issues, qualifications recognition (including those of refugees), and community and industry partnerships
- a project proposal entitled *Higher Education in Bosnia and Herzegovina: Revival through the Modernization of System-wide Governance and Internationalization of Academic Life*
• a long term project, *Strategic Indicators for Monitoring Higher Education in the 21st Century*, will help monitor developments in higher education in general as well as implement specific recommendations advocated in the WCHE relevant documents.

**Gender equity in higher education**

CEPES is running a pilot project, Good Practice in Gender Issues in Higher Education in Central and Eastern Europe, which includes surveys, case studies and a data base. Results will be published in a forthcoming issue of the UNESCO-CEPES quarterly review *Higher Education in Europe*.

**Academic mobility, recognition and quality assurance**

In co-operation with the Council of Europe, efforts continue regarding the implementation of the Lisbon Convention and the promotion of the European Network for International Co-operation (ENIC). An Explanatory Document and a Code of Good Practice have been prepared on transnational education in the region.

**Transfer of knowledge and information exchange**

This objective is realized via UNESCO-CEPES publications: *Higher Education in Europe*, monographs, and occasional papers and studies. Online facilities ensure wide availability and dissemination of this material.

**The UNITWIN/UNESCO Chairs Programme**

UNESCO-CEPES assists with the co-ordination of the a hundred and sixty projects established in the region and helps fund some of their activities, notably meetings and study grants. Network co-ordinators and Chairholders are invited to participate in relevant CEPES activities and joint thematic meetings may be organized.

A few examples of these activities are:

- the UNESCO Chair in Sustainable Development (Warsaw University, Poland) will organize an international seminar on The Emergence of Universities: New Higher Education Institutions and their Role in Regional Development (11-14 May 2001, Zielona Gora, Poland);
- the 2nd International Symposium on Water, Mankind and the Future (Cannes, 29-31 May 2000) was organized by UNESCO, the City of Cannes, the United Nations University and the Nice-Sophia Antipolis University within the framework of the UNITWIN/UNESCO Chairs Mediterranean Water Network;
- the UNESCO Chair in Technical Higher Education (Kiev Polytechnic Institute, Ukraine) hosted an international conference of rectors from CIS and CEE countries on Technical Higher Education at the Turn of the Century (Kiev, May 2000).

**The status of teachers and teacher education in the information society**

Activities include a workshop on Internet-based education and the implications of virtual teaching institutions, and support to the application of the *Recommendation on the Status of Higher Education Teaching Personnel*. 
2.5 Latin America and the Caribbean

The Institute for Higher Education in Latin America and the Caribbean (IESALC) has organized its follow-up to WCHE along the main lines of reflection and co-operative action.

Reflection and debate

From 1998 to the present, staff of IESALC and members of the LAC Regional WCHE Follow-up Committee took part in numerous conferences and symposia, which advanced analysis of higher education issues in the region, inter alia:

- Cordoba, Argentina, 1998: The University, Globalisation and Latin American Identity (This meeting resulted in a subregional action plan for higher education in the MERCOSUR countries.)
- Antigua, Guatemala, 1999: Models of University Governance
- The University of Panama, 1999: Trends, Problems and Perspectives on Higher Education on the Threshold of the XXI Century
- Tegucigalpa, Honduras, 1999: Challenges for Higher Education in the XXI Century (A debate with rectors of Honduran universities)
- Santiago, Chile 1999: The Role of Research in Public Universities of the LAC Region (A lecture at the Latin American Summit of State University Rectors, which produced the “Santiago Accord”)
- Asuncion, Paraguay 1999: Education and Higher Education (A ministerial seminar)
- La Havana, Cuba 2000: University 2000 and the Role of IESALC.

In addition to these meetings, advisory services were provided to Paraguay for its higher education renewal and to Mexico for the Zacatecas City of Knowledge project. A lecture series was given to doctoral students in Education at the Institute of Science and Education of the Autonomous University of the State of Morelos, Mexico and a post-graduate course was taught at the Central University of Venezuela (UCV) on the historical development and future vision of higher education.

Co-operation activities

These activities focus on the following programmes and their sub-themes:

Towards quality higher education
- Research on higher education
- Evaluation and accreditation of academic programmes and institutions
- Transformation of higher education curricula
- Regional information and documentation capacity in higher education
- Strengthening information technology capacity for teaching, research and management

Higher education and sustainable human development
- Lifelong learning for all
- Higher education, science and technology for development

The transformation of higher education management
- Institutional change
- New models for institutional management
- Training managers
- Sensitizing higher education public policy-makers
Re-orienting international co-operation

- Inter-institutional collaboration for excellence in post-graduate studies
- Expanding the UNITWIN/UNESCO Chairs Programme
- Developing linguistic skills
- A Latin American and Caribbean Forum of Higher Education
- Recognition of degrees, diplomas and studies

All activities are undertaken in association with intergovernmental organizations and non-governmental organizations partners, as well as with community and professional bodies. Examples are: the Association of the Montevideo Group of Universities (AUGM), the Union de Universidades de America Latina (UDUAL), the Union Latina, the Inter-American Organization for Higher Education (IOHE), the Integration and Academic Mobility Network (RIMA), the Network of UNESCO Higher Education Chairs in Latin America and the Caribbean (REALC), the United Nations University (UNU), and with all national Rectors’ Associations and Councils of Higher Education.

Regional networking

To further consolidate the principle and practice of partnership, IESALC launched the Associated Organisations and Centres Programme after WCHE in 1998. Members of this group include:

- the International Foundation for Science (IFS), Sweden
- the Extremaduran Centre of Studies and Co-operation with Latin America, Spain
- the International Institute of Advanced Studies in Science, Technology and Culture, Brazil
- the Centre for University Studies, UNAM, Mexico.

Two strategic alliances are:

- the International Centre for Education and Development of the Petroleos de Venezuela National Oil Company
- the Latin American Education Informatics Network (RIBIE).

These steps illustrate the aim to achieve a ‘networking of networks’ so that a synergy is produced which generates more effective results for co-operative activities.

3. Focal point reports on national initiatives

3.1 Africa

- Botswana has a new buffer body, namely the Tertiary Education Council.
- Gabon is renovating its legislation to enhance the social relevance of higher education in relation to a competitive labour market.
- Ghana has made a ten-year review of its Tertiary Education Policy via a World Bank study, undertaken by Alison Girdwood of the Commonwealth Secretariat.
- Madagascar is focusing renewal on issues such as reform of the baccalaureate, teacher education and distance learning, notably via the Indian Ocean University.
- Nigeria is exploring community college-type institutions, which provide technical and vocational skills in order to handle large-scale enrolments at the initial level of post-secondary education.
- Senegal intends to launch a University for Africans of the Future, which will offer international courses from other regions to talented national and regional graduates via information technology delivery. The private sector is sought as a partner in this project.
South Africa is emphasizing practical competences in its national training programmes; the report, *Skills Requirements and Delivery in South Africa*, is available online: www.mifosys.com.home.htm.

### Togo

**Reforming in challenging socio-political circumstances**

**Innovative actions**
- Improve information exchange between universities on a South-South and South-North level
- Increase access through an "open door" policy
- Rethink strategic planning in the field of financing
- Reinforce links between the University of Togo and the private sector
- Introduce an annual quality assessment of research practices

**Involving stakeholders**
Encourage wider access to higher education for students with different profiles and ensure that research serves the socio-economic development of the country

**Expected results**
- Promoting employment opportunities
- Opening higher education institutions to the needs of the community
- Orienting research to national development

Zimbabwe is planning a major national conference on university governance at the National University of Science and Technology, Bulawayo, in October 2000. The meeting, entitled How Universities Work: How Universities Should Work, intends to bring together all stakeholders from the higher education itself, the economic sector and the community to commence dialogue to seek better co-operation amongst these partners. Themes include the implications of national higher education policies for institutions, the university response to change, improving management and accountability, and strengthening alliances with partners.

### 3.2 Arab States

- Djibouti is developing its own tertiary education sector through inter-university co-operation with French universities (Montpellier and Besançon) as well as through diversified provision and distance learning.
Iraq

Reorienting higher education

Innovations in process
- Encouraging equity of access
- Providing lifelong learning and adult education
- Diversifying in higher education institutions and curriculum
- Identifying multiple funding sources
- Improving information technology usage

Innovations under consideration
- Launching an Open University (distance learning and part time studying)
- Enhancement of Women’s Studies, both from the theoretical and practical viewpoints
- Resumption of quality assessment procedures
- Counteracting the problems of ‘brain drain’

Involving stakeholders
Improving the post-secondary system as a whole through interaction amongst partners: national and institutional policy-makers, professors, researchers, students, the economic community and society at large

Expected results
- Further implementation of the recommendations of the World Conference on Higher Education
- Reorienting higher education to address social change

- Morocco, in addition to renewing its legislative framework, is focusing on local and global challenges, such as diversified funding modalities and course provision, and closer links between higher education and the job market.

- Oman is planning a major colloquium on The University in the 21st Century in early 2001; themes include links with secondary education, research and post-graduate provision, quality issues and institutional mission.

- Palestinian autonomous territories have established a Rationalization Plan for Higher Education in co-operation with UNESCO/IIEP and donor countries. Initiatives include a new law, a National Strategy for Technical and Vocational Education, and the upgrading of library and information technology facilities.

- Saudi Arabia has undertaken preliminary work to review its entire education system led by the Committee for the Evaluation of Higher Education. Areas under study include: admission policies, curriculum, evaluation, training and fellowships, research, management and financing, information technology potential, labour market requirements and the overall contribution of higher education to national development objectives.

- The Libyan Arab Jamahiriya has sponsored a national symposium to renew tertiary education, including the potential of expanded distance learning to deal with increased demand. International experts in governance and financing, information technology and staff development took part in this initiative.

- Yemen, which now has seven state and eight private universities is rethinking areas such as admission policy, quality assurance and curricula which are responsive to market needs. Equity diversified financing and relevance will dominate a forthcoming evaluation of the sector.
3.3 Asia and the Pacific

- **Australia** will set up the Australian Universities Quality Agency by August 2000 and is also strongly promoting access to technical and vocational education; the Australian Vice-Chancellors' Committee (AVCC) is providing support to the Asia and the Pacific Higher Education Research Network (APHERN) based in UNESCO Bangkok.

- **China** launched a reform in February 2000 to attune higher education to social needs and especially to the world of work and to technological change.

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**India**

*Dealing with a mega-higher education system*

**Areas of success**

- Indira Gandhi National Open University
- Women’s education

**Innovations**

- A system of governance that promotes increasing autonomy and accountability
- Construction of an infrastructure to ensure effective progress on a diversified basis. Relevant bodies include: University Grants Commission, All-India Council of Technical Education, National Council for Teacher Education
- Quality improvement of infrastructure, curriculum, human resources and research
- Increasing diversified provision in education and training

**Tasks ahead**

- Revising the examination system
- Providing lifelong learning for all citizens
- Promoting a culture of peace

**Expected results**

- Application of key principles of the World Conference on Higher Education
- Efficient planning of a mega-system where students number 6.75 million

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- **Malaysia**, having passed new higher education legislation between 1995 and 1997, has now diversified curriculum, delivery (notably information technology) and funding. Institutions with different missions are considered vital to ensure the country's readiness for the knowledge society.

- **New Zealand** will shortly appoint a Tertiary Education Review Commission to steer the sector in the direction of public and social service; the New Zealand Association of University Staff commissioned a major report on academic freedom.

- **Papua New Guinea**, reporting on the WCHE follow-up, describes higher education as the ‘factory for social leadership’. After a conference to chart a new vision for the sector (Pacific Adventist University, Port Moresby, September 1998), four goals were defined: the involvement of critical players, the identification of relevant problems, formulating a comprehensive national policy framework and achieving ‘Brain Gain’ by retaining local expertise. Since 1998, efforts have been made to identify complementary funding sources and to assure academic excellence in a climate of change. One objective is to oblige government to assume its full role in the renewal dynamic.
Samoa has reported on its University's five-year strategic plan, which is based on equity, relevance, quality, transparency and accountability. Special emphasis is given to staff development, including sensitization to current issues and upskilling, international co-operation and planning for social relevance.

The Islamic Republic of Iran has begun preliminary work to prepare a reform of the post-secondary sector based on meeting the country's social and professional priority needs.

The Republic of Korea is building the reform of higher education on three cornerstones: a new admission policy to widen access, promoting research universities and strengthening regional institutions.

Uzbekistan, placing emphasis on capacity-building for all categories of higher education personnel, will organize an International Forum in December 2000 to advance training related to this area.

3.4 Europe and North America

Armenia has launched a renewal of the sector using the modality of an UNESCO Chair in Higher Education at the Yerevan State University, which will provide a research and training base for the modernization of the system and its institutions.

Bermuda, exemplifying the issues faced by small contexts, is seeking to upgrade its existing institution to the level of a university college able to serve national development priorities and to ensure outreach to the international academic community.

Canada, to support the follow-up strategy, has sponsored a special study to emphasize linkages among the recommendations of recent conferences: The Role of Teachers (45th ICE, Geneva, 1996), Adult Education (Hamburg, 1997), WCHE (Paris, 1998), Science (Budapest, 1999) and Technical and Vocational Education (Seoul, 1999), and the principles of Learning: the Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century. This transversal analysis will prove a very rich and useful tool for Member States wishing to adapt their educational policies to the needs of a fast-changing world.

Cyprus is examining the establishment of both a technical and an open university to complement the University of Cyprus founded in 1989. Attention is being given to the equivalence issue by the responsible body, the Cyprus Council for the Recognition of Higher Education Qualifications; other priorities include transnational education and quality procedures.

Denmark has passed new legislation on evaluation and on representative democracy that places student interests at the heart of educational matters. Further laws are planned to guarantee equity of access and to promote adult education. Also, research on new approaches to teaching and learning is receiving strong support.

France has undertaken a major study of the teaching profession at the start of the twenty-first century when many pressures, old and new, are facing its members. The working group of experts who led the reflection concluded that a double challenge exists: to ensure the acquisition of knowledge and to mould future citizens. As the teacher, at all levels, is required to have ever more varied competences, initial and in-service training must be provided throughout his/her career. This study reinforces the crucial role of teacher training for the entire education system.

Germany has widely disseminated the WCHE Declaration and Framework for Priority Action, and organized a conference on the outcomes for a number of universities. Special emphasis is being placed on the issues of internationalization and mobility, and organizations involved in reflection and action include the German Technical Co-operation (GTZ), the Bertelsmann Foundation and the Government of the State of North Rhine Westphalia. In 1999, at the
invitation of the Polish National Commission, German experts took part on the debate on higher education reform convened by the Education Committee of the Polish Parliament (the Sejm).

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### Latvia

**Managing change in higher education**

#### Legislation
- 1995 Law on Institutions of Higher Education defines the relevance of higher education institutions to the Latvian society and their autonomy
- 1999 Law on Vocational Education aims to improve the competitiveness of Latvian students on the international labour market

#### Innovations
- Shorter degree courses lasting 8 to 10 semesters
- Practically oriented programmes of short-term studies in colleges of advanced education
- Enforcement of distance-education programmes
- Assessing the quality of courses

#### Involving stakeholders
- A new role for students as actors in decision-making
- Regional and international perspectives
- Enhancing the mobility of Latvian students in Europe
- Reinforcing links in the Baltic region
- Planning a Baltic Open University

#### Expected results
- A new emphasis on the relevance of courses
- Closer links to the European context
- Addressing regional priorities

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- **Norway** has ensured wide dissemination of the WCHE Declaration to raise awareness of current issues. Internationalization, and teacher and student mobility receive attention. Norway has ratified the 1999 Lisbon Convention and national institutions are implementing the European Credit Transfer System (ECTS). The Norwegian Council of Universities is a partner in the Norad Fellowship Programme, which offers assistance to students from Africa, Central America, Asia and the Arab States. A conference on higher education for peace will take place in May 2000 at the University of Tromso to encourage the integration of human rights education and peace studies into the post-secondary curriculum.

- **Poland**, following the Higher Education Act of 1999, has concentrated on the diversification of courses to meet the growing demand for access (since 1989, student numbers have doubled). Better articulation with the labour market, quality assessment and institutional autonomy are other concerns. A long-term strategy for the sector is being planned through wide-ranging discussions with stakeholders and a White Paper has been drafted to generate debate. Poland is eager to link into the co-operation activities of the European Union and to associate renewal with the objectives of the Lisbon Convention, and the Sorbonne and Bologna Declarations.

- **Slovenia**, which commenced restructuration in 1993, passed an amendment to its law in 1999 to widen access and to validate vocational studies. The promotion of institutional autonomy has resulted in the creation of an academic assembly in each university to ensure the participation of faculty and students in decision-making. Improving student conditions is another priority.
Public funding is now earmarked for specific activities to encourage the academic quality, staff rejuvenation and projects related to international co-operation, where harmonization with European Union initiatives and the Lisbon Convention are major objectives. The Council for Higher Education and the Council for Science and Technology have prepared a Master Plan to orient the sector in the coming years so as to maintain undergraduate participation despite expected population decreases. At the same time, close attention is given to graduate studies and to research capacities to ensure that they are internationally competitive.

- **Switzerland** has ensured the dissemination of the WCHE Declaration to concerned stakeholders and has sponsored a special version of the key objectives for students. This country has recently begun an in-depth assessment of its tertiary system and will publish a national report for partners such as UNESCO and OECD in early 2001.

- **The Russian Federation** convened a nationwide meeting of rectors in February 2000 to examine the teaching of the Humanities and their role in relation to social development, community values and the promotion of a culture of peace. This was held under the auspices of the UNESCO Chair in the Humanities at the Russian State University, Moscow.

- **The United Kingdom** has reported of a number of new or outgoing initiatives which involve partnerships with various national agencies.

Examples include:

- setting up the Access Advisory Partnership (AAP) which targets wider admission of socio-economic and minority groups, and aims to build higher education partnerships with the community at large;
- continuing to strengthen quality assessment regarding higher education teaching, research and students' standards of achievement;
- launching a Learning and Teaching Support Network to optimize information technology usage in these areas;
- establishing a new University for Industry, known as Learndirect, to offer upskilling to workers;
- focusing on a new accreditation framework via the Education Training Organization (THETO) which gathers nationwide information on the qualifications and training needed for the labour market;
- encouraging higher education institutions to improve their accountability and management expertise so as to address internal priorities and the expectations of their external stakeholders.

- **The United States** has taken steps to disseminate the WCHE outcomes to a wide public. The American Council on Education (ACE), the Focal Point for the WCHE follow-up, has been particularly active in this regard. Dartmouth College led a debate on the impact of globalization on higher education under the auspices of the Salzburg Seminar, a centre for the analysis of public affairs that is supported by various foundations. This will eventually include a significant number of American institutions of higher education. As well, the National Association of Student Personnel Administrators (NASPA) has launched a special annual seminar to reflect on the issues related to internationalization, mobility and student affairs. NASPA will contribute to the WCHE follow-up by preparing a *Handbook on Student Services*.

### 3.5 Latin America and the Caribbean

- **Brazil**, to continue the WCHE dynamic, has ensured ongoing debate amongst the hundred and thirty-five members of the Conference of Brazilian Rectors (CRUB). Wide-ranging discussion has taken place, thanks to input from experts associated with WCHE. This has
created a context for ongoing reflection to help orient change on the national and institutional scales.

- **Bolivia** has situated its higher education legislation in the framework of human rights and sustainable human development. From this base, it has prioritized research, the education system as a whole, lifelong learning, social relevance, human and financial resourcing, gender equity, partnerships, student-centred learning, mobility and academic freedom and autonomy, and linkages to the world of work. Preliminary analysis moving towards major reform has taken place.

- **Colombia** has developed programmes in five key areas: accreditation of degrees and diplomas, mechanisms to assure sufficient public funding for higher education institutions, a policy of access based on merit, strengthening the role of the state (and of the Ministry of Education) in defining higher education policy, and developing technical and information technology capacities. In particular, a strong information technology dimension has been deemed necessary via an alliance between the Instituto Nacional de Radio y Television (INTRAVISION) and the Asociacion Colombiana de Universidades (ASCUN). This is complemented by a strong thrust in international co-operation in all subsectors of higher education. Overall aims of the renewal focus on: assessment of the national capacity base, strengthening of research to meet national R&D aims, and promoting community outreach and regional development.

- **Cuba** has undertaken certain projects to follow-up WCHE namely: reforms rooted in development and diversification to privilege access, including information technology potential; a programme of reflection and debate continues with national policy-makers and institutional leaders; a series of national reports to apply the recommendations of the WCHE in the Cuban context have been produced; training activities undertaken in collaboration with the UNESCO Chair in Higher Education at the University of Havana. Future projects include a strong information technology thrust (e.g. a conference, Pedagogia 2001, will study the teaching profile for the twenty-first century) and linkages with other entities both in the Latin American and the Caribbean region and globally.

- **Dominican Republic**, through action by the Consejo Nacional de Educacion Superior (CONES), has followed up WCHE by: sensitizing institutional leaders to the outcomes of the WCHE Declaration and Framework for Priority Action, commissioning a study on capacity-building in social and economic areas to deal with national challenges in a global world context, and drafting a new legislative framework for the sector based on the principles of equitable access, relevance and quality.

- **Mexico**, via its Asociacion Nacional de Universidades e Instituciones de Educacion Superior (ANUIES), has declared its support for higher education renewal in areas such as quality and innovation, social relevance, equity of access, human rights, institutional autonomy, and enhanced management capacities.

- **Peru** is addressing the challenges of modernization via a nationwide review of university capacities related to social relevance and accreditation of qualifications. This is being undertaken in collaboration with the Ministry for Higher Education and Universities, the Asamblea Nacional de Rectores (ANR), and five Consejos Regionales Inter-universitarios (CRI). Areas for further study include: decentralization, information technology usage, institutional management, research excellence, staff development, links to the world of work, shared funding arrangements, and enhanced intra-national and international co-operation.
**Saint Lucia**

*A small higher education system: innovating for the future*

**Legislation**

The Saint Lucia Education Act of 1999 (section 4) outlines the role of both the higher education sector and the State in this community, where the Sir Arthur Lewis Community College (SALCC) is the only major tertiary-level institution in Saint Lucia:

- Expanding physical facilities in an orderly and systematic manner
- Emphasizing a subregional orientation to various aspects of development of the institution
- Revising and enhancing staff training and professional development, staff assessment and the staff welfare system

**Innovations planned between 2000-2005 involving stakeholders**

- Reorienting and improving programmes
- Reviewing and reconstruction of structures and operational strategies
- Improving student services
- Increasing staff and student involvement in the management of the college

Reinforcing the central and critical role played by SALCC in the overall social and economic development of Saint Lucia, which means restructuring the College in fields such as business studies, information technology, health, agriculture, tourism/hospitality and cultural heritage.

**Expected results**

- Wider access
- Better-trained personnel in the public and private sectors
- Increased certification of middle-level professionals
- More meaningful interaction amongst the College, the private and public sectors and the community in general
- Better capacity to deal with emerging social, economic and other challenges
- Increased personnel development, self-esteem and confidence

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4. **Activities of the United Nations and intergovernmental organizations**

Action by these agencies indicates that robust efforts have been made to promote the renewal of higher education worldwide.

4.1 **United Nations agencies**

- University Network for Innovation (GUINI) with UNESCO Chairs in Higher Education and UNESCO (Division of Higher Education). The Secretariat of the Global Network is located at the Polytechnic University of Catalonia (UPC), Barcelona, Spain. Regional networks, members of the Global Network have been or are being created:
  - Africa: May 2000
  - Asia and the Pacific: May 2000
  - Latin America and the Caribbean: September 2000
The Plenary Meeting of the Global Network will take place in Barcelona in November 2000.

The aims of the Global Network are the following:

- to contribute to the reinforcement of capacities at the level of Member States;
- develop a world forum of discussion on innovations in higher education;
- prepare documents on the main trends in higher education.

Moreover, through its specialized institutes (WIDER, INTECH, IIST, INRA, IAS, INWEH), UNU ensures an ongoing academic debate on global problem-solving related to development economics, natural resource management, and new technologies.

- **UNIDO** has placed networking with universities and institutions on its research agenda. Activities include sabbaticals, research fellowships, training programmes and industrial surveys; a new Industrial Policy Research Network, through its own website, will receive contributions to industrial policy issues.

- **WMO** has structured its activities in five areas: normative reforms, studies, training seminars and international conferences, information exchange and co-operation. Examples are: the design of a new core curriculum for the initial training of meteorologists; training seminars on the marketing of meteorological products and services, and on the management of meteorological training institutions; the establishment of a Virtual Training Library via the web; and a fellowship programme to ensure the continuing professional development of meteorologists from developing countries.

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**World Health Organization**

**WHO-UNESCO Collaboration for the WCHE Follow-up**

**UNI-SOL Project : Universities in Solidarity for the Disadvantaged**

**Aims**

- Knowing the disadvantaged and their health conditions
- Optimizing universities’ potential to improve the health of the disadvantaged
- Creating a context for sustained and effective remedial action
- Forging global links in this area of development-based research

**Involving stakeholders**

Reinforce the role of service to society of universities, especially with regard to activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, and other factors responsible for the existence of disadvantaged populations.

**Expected results**

- Application of the Arizona Charter (1999), which calls upon universities worldwide to use their education, research and social stewardship to improve the well-being of disadvantaged population groups
- Close collaboration between WHO and UNESCO through programmes such as poverty reduction, peace and development, sustainable development and equity in health; it is hoped that other United Nations agencies will join in these efforts to sensitize universities with regards to these issues.
4.2 Intergovernmental organizations

- **The Arab Bureau of Education for the Gulf States (ABEGS)** organized a symposium entitled *The WCHE: Applicability to the Arab States of the Gulf* in November 1999 to identify a series of actions specific to the needs of the Arab region. As a result, a programme of seminars and studies has been planned to utilize the capacities of universities in the areas such as educational planning, including curriculum development, and matching graduate profiles with the needs of the labour market.

- **The Arab Organisation for Agricultural Development (AOAD)** has targeted two projects to follow-up the WCHE: a regional study has been completed on *Strengthening the Role of Higher Education in Sustainable Development* and a conference has taken place in Amman (December 1998) on the Role of Arab Agricultural Education Institutions in Sustainable Agricultural Development. One recommendation of the conference was to reinforce networking among institutions of the region, specialized in agricultural education and training.

- **The Islamic Organization for Education, Science and Culture (ISESCO)** has drawn up a five-year programme of co-operation with UNESCO which includes higher education activities, inter alia: teacher training, distance learning and information technology usage, and higher education financing trends.

- **The Council of Europe** has initiated a co-operative programme to follow-up the WCHE. This includes: input to the inventory of higher education legislation, collaboration to implement the Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education (i.e. the Lisbon Convention), joint action to strengthen the European Network of National Centres on Academic Mobility and Recognition and Co-operation (ENIC) in conflict-ridden areas of the region. In addition, a number of activities led by the European Centre for Higher Education (UNESCO-CEPES) will involve Council of Europe support.

- **The Eurydice Programme of the European Commission** has contributed to the Inventory of Higher Education legislation and has placed its survey on *Lifelong Learning* at the disposal of WCHE Focal Points.

- **The Organization for Economic Co-operation and Development (OECD)** has taken an active role in certain activities, notably the Research Forum and the *Handbook on Career Guidance for Students*. A number of the priorities of the higher education programme of this organization permit the WCHE objectives to be pursued in relation to OECD countries. Examples are: the management of cultural change, redefining the role of research and increased diversity in student profiles.

- **The Union du Maghreb Arabe (UMA)** has elaborated a programme for higher education and scientific research. Priorities include: the harmonization of academic qualifications and smoother transition form secondary to tertiary education, improved management and training for the world of work, and enhanced inter-university co-operation among institutions of the Mediterranean region. Research objectives in the natural and social sciences focus on problems related to regional and national development such as water, desertification and the environment.

5. Non-governmental organizations

The specific programmes of the fifty-seven NGOs, comprising the Collective Consultation on Higher Education ensure that the interests of all stakeholders are considered in the renewal process. In addition, other NGOs are implementing complementary programmes with similar objectives.
5.1 Activities of the NGO Collective Consultation

- **The Association des Etats Généraux des Etudiants de l’Europe (AEGEE)** has established a programme of action to promote the interests of European students. This includes a conference on Education for 2020, Education for Democracy which provides scholarships for Serbian and Kosovo-Albanian students, a declaration on Student Rights, a series of summer universities and an awareness-raising campaign entitled Socrates on the Move.

- **The Agence Universitaire de la Francophonie (AUPELF-UREF)** has launched a new programme for French-speaking youth and will contribute to the follow-up to the World Conference on Science via the networking of scholars and initiatives to illustrate the interface between science and society. The Sommet de la Francophonie (Moncton, Canada, 1999) elaborated a seven-point plan to promote regionalization, the teaching of French as a cultural right, mobility, research, information exchange and information technology usage, and strategies that revitalize the university (e.g. centres of excellence, South/North and South/South scholarships, and joint accreditation of degrees).

- **The Association of Arab Universities (AArU)** has launched a vigorous programme to improve information exchange amongst scholars in the Arab region; in addition, AArU cooperation with ALECSO will examine issues such as quality assurance and privatization, and a seminar programme is advancing debate on issues including globalization, information technology usage and entrepreneurial institutions of higher education.

- **The Association of Commonwealth Universities (ACU)** has supported a *Handbook of Best Practice in Gender Equity*. The Commonwealth Higher Education Management Service (ACU-CHEMS) has produced a further series of management manuals on topics such as government/university relationships, resource allocation in universities, and effective financial management in higher education. CHEMS prepared a *Study on Higher Education Indicators* to help countries assess their application of the WCHE Declaration and Framework for Priority Action. ACU has also supported an important new initiative to combat AIDS in African universities and has published *Universities and Development* with the British Council and the Institute of Commonwealth Studies. This study, resulting from Commonwealth-wide analysis, presents evidence of the crucial role played by academic institutions in national development.

- **Education International (EI)** launched its first follow-up WCHE activity by organizing an International Conference on Higher Education and Research (Budapest, September 1999). The overall perspective examined the challenges of the sector for a new century. Topics covered were: challenges for countries in transition, transnational issues and faculty unions, university governance, autonomy and social change, questions related to faculty salary conditions, diversity, discrimination and career development, and research and its funding, research unions and their strategies. Given the profound impact of recent socio-economic and technological change, the conference strove to chart a clear course for teaching unions in the coming years. In addition to this initiative, EI continues to support all activities related to teacher training and was particularly active at the Word Education Forum, Dakar, 2000 to link the EFA priorities to the entire education system.

- **The European Association of International Education (EAIE)** focused on the implications of the Bologna Declaration for countries of the region at its 11th Conference (Maastricht, 1999). The keynote address ‘Vision of a European Future: Bologna and Beyond’ identified four major factors which will shape future change: the emergence of a real European labour market, the end of exponential enrolment expansion due to population curves, the growth of new providers of higher education notably challenges from outside the region and greater pressure on universities to be accountable for public funding. The address was based on a report entitled *Trends and Issues in European Higher Education* prepared by Guy Haug and Jettre Kirstein for the Association of European Universities (CRE) and the Confederation of the European Union Rectors’ Conferences.
The Association of European Universities (CRE)

Current initiatives to promote renewal

Modernization of institutions
- Implementation through its European Network of Quality Assessment and its seminars on the Institutional Management of Higher Education for newly appointed rectors and presidents
- Publication of the Institutional Review and the Internationalization Quarterly Review

Information technology usage and knowledge management

Social relevance
Promotion of activities of the Academic Task Force for South East Europe to support and improve academic co-operation in favour of countries of this subregion now encountering difficult conditions

Special projects:

CRE-COPERNICUS project
- Emphasis on environmental issues
- Establishment of a University Platform for a Sustainable Future, which was advocated by the WCHE thematic debate on Sustainable Development
- UNI 21: the Project examines how Agenda 21 can be implemented at the university level so that academic expertise can serve social needs
- Preparation of the Rio+10 process, which assesses progress since the Earth Summit (Rio, 1993)

CRE-COLUMBUS project
- Institutional renewal in Latin America in the areas of governance, management and evaluation
- Wider use of information technology and technology transfer
- Strengthening the role of higher education in regional and national development

- The European Law Students’ Association (ELSA) is carrying out a busy programme of training seminars and legal research on topics such as environmental law and nuclear power, pharmacy law, the jury system, INTER-LAW, human rights and democratization, and trends for law in the twenty-first century. Great emphasis is placed on personal skills as part of professional development and ELSA conducts an annual House Training Week for this purpose, which is attended by some hundred students and young practitioners. Via ELSA ONLINE, a new information and data collection strategy is in place and ELSA continues to receive solid support and sponsorship from the legal and business community.

- The Programme de Recherche et de Liaison Universitaire pour le Développement (PRELUDE) has mounted an international programme of reflection and debate. This has involved seminars (Benin, the Democratic Republic of the Congo, Greece, Mexico Tunisia, Viet Nam,) as well as a number of publications on issues such as water management, knowledge management and citizenship.

- The Inter-American Organization for Higher Education (IOHE) has contributed to the WCHE follow-up via its ongoing activities. In the field of institutional management, the programme of its Institute for University Management and Leadership (IGLU) promotes research and training in areas such as public policy analysis, assessing academic quality and corporate/university relations. IOHE also provides regular support to projects to strengthen gender equity and a new project, the Colegio de las Americas, fosters co-operation among universities of the Americas so as to share the benefits of continental integration while preserving cultural identities. For this, a series of networks have been set up in domains such
as environmental management, cultural heritage, telematics, public health, and women and development. The project has a strong student component through its focus on social leadership.

- **The International Association for Counselling (IAC)** with the International Round Table for the Advancement of Counselling (IRTAC) is preparing a handbook on career guidance for institutional managers, teachers and students.

- **The International Association of Universities (IAU)**, through its Higher Education Information Centre, provides a worldwide service to answer enquiries related to institutions, research, and the equivalences of qualifications. It has Working Groups to monitor university action in information technologies usage, sustainable development and international cooperation.

- **The International Council for Engineering and Technology (ICET)** has launched a programme to ensure interface between WCHE and the World Conference on Science. This focuses on advances in the design aspect of technology, interface between technology and society, and a collection of best practice in this area. The programme has important applications for promoting linkages between higher education and the world of work, and ICET holds a watching brief on the development of new degrees and diplomas which ensure this bridge. By way of example, it has promoted a French initiative, mapping fifty national qualifications, which relate directly to employers’ needs.

- **The International Union of Architects (UIA)** adopted a new configuration for its work programmes at its 1999 Congress in Beijing. While the themes governing the general policy (i.e. humanity, quality, and capacity) remain valid, these will be complemented by other relevant objectives, namely heritage, habitat, environment and prospecting. UIA’s international programme associates architecture with social areas such as health, cultural and religious spaces, energy, the environment, urbanization, technology and youth.

- **The International Federation of University Women (IFUW)** continues its activities in advocacy, training and research to enhance women’s leadership skills and to promote gender equity in universities. With other women’s NGOs (IFBPW, Soroptomists International, IFWLC and Zonta), IFUW is playing a leading role in implementing the programme of the Special Project: Women, Higher Education and Development during its 2000-2001 phase. An international panel on Women's Education and Globalization was held at the 44th Session of the United Nations Committee on the Status of Women (New York, March 2000). Further activities include a talent bank and a gender equity charter.

- **The International Pharmaceutical Students’ Federation (IPSF)** has compiled *Pharmacy Education: A Vision of the Future* as a resource to help orient change in this area. The IPSF Research Mobility Programme facilitates study of pedagogical approaches to pharmacy education in different contexts, while their website offers complementary data on curriculum and educational resources. An annual Education Forum, held during the IPSF General Assembly, traditionally addresses a priority issue for pharmacy students in all countries.

- **The Society for Research into Higher Education (SRHE)** has launched various projects, inter alia, a Higher Education Reform Network (HERN) for Eastern Europe and an award scheme for young researchers. Other networks focus on graduate employment, post-graduate issues, access and further education as part of post-secondary provision. SRHE was invited to present the WCHE objectives to the Education Committee of the British Parliament and is drafting a *Handbook on Higher Education Renewal for Parliamentarians* to continue this sensitization process worldwide.

- **The World Federation for Medical Education (WFME)**, recognizing the need for change in this field to meet social priorities, has commenced an Action Plan dealing with content, pedagogical methods, assessment and accreditation. The ultimate outcome is to ensure
quality assurance in medical education by setting criteria for new approaches, that are more socially relevant while still meeting international standards.

- **The World University Service (WUS)** has worked to establish a network of Human Rights Centres in universities located in conflict-ridden zones. Special efforts have been made to help institutions in South Eastern Europe, including in Kosovo.

### 5.2 Support from other NGOs

The extent of activity undertaken by NGOs in relation to higher education worldwide is, of course, vast. Action takes place at national, regional and international level.

A more comprehensive report will be included in the *Compendium of Good Practice in Higher Education* to be published in 2000 by UNESCO. In the meantime, the following three examples illustrate the variety of action under way:

- **at the national level,** the American Council for Opportunity in Education (COE) pursues its mission of facilitating entry to higher education for low-income citizens. Working with colleges, universities and government agencies, COE has helped some two million students graduate since 1981. Services include: career guidance, financial support and assistance with work placements. Dedicated to the principle of equal access, COE – and similar national NGOs elsewhere – helps students overcome barriers (social, cultural, academic or economic) to higher education;

- **at the regional level,** the activities of African NGOs have grown dramatically so that these bodies now play a major role on the regional stage, thus reflecting the wish of civil society to participate in the change process. Higher education graduates are frequently the founders and leaders of these, thus organizations such as the Forum for African Women Educationalists (FAWE) and the Africa Leadership Forum focus their efforts on groups who contribute significantly to social development;

- **at the international level,** the range of NGOs expands so as to cover all spheres of activity. For example, NGOs that have helped advance the WCHE objectives include The Voice of the Child, which promotes linkages between different areas of education, and the World Business Council for Sustainable Development, which has been active in the promotion of business ethics in a globalized market. This demonstrates that, when a wider ambit of action is considered, the role of graduates and the impact of higher education is extremely diverse.

### 6. Donor action

In the higher education sector, a number of national and regional projects are at various stages of development or implementation. A sample is:

**Africa**
- Côte d'Ivoire
- Egypt (the World Bank)
- Indian Ocean University (African Development Bank)

**Arab States**
- Jordan (the World Bank)

**Asia and the Pacific**
- China
- Indonesia
- Thailand (the World Bank)
Latin America and the Caribbean
- Brazil
- Chile
- Mexico
- Venezuela (the World Bank, the Inter-American Development Bank)

7. Information technology activities

Article 1 of the WCHE Declaration stressed that the potential of the new information and communication technologies must be realized through equitable access. Regrettably, as advances accelerate in this area, the gap between ‘the haves and have nots’ has widened so as to constitute a serious threat to equality of opportunity. For example, OECD countries are already devoting nearly seven per cent of their GNP to this area. Thus, more strenuous efforts to ensure equitable access for the sake of developing countries are essential.

A sample of projects and organizations that work to close this gap and their projects is listed below:
- active NGOs include the International Federation for Information Processing (IFIP) which convened over seventy technical working groups and some forty conferences in the year 2000 in all regions;
- International Association of University Presidents (IAUP) co-ordinates a commission on Supply of Scientific Information to Developing Countries and its Technology Resource Data Base can be consulted on www.csus.edu/iaup/review;
- the Association Afrique Tandem seeks to equip young graduates with information technologies skills to facilitate their insertion into the world of work in Africa;
- another initiative, in the Europe region, is the Socrates/Erasmus thematic network project on Advanced Computing in the Humanities. Based at the University of Bergen in Norway, this explores the application of these disciplines, via technical modelling, to social analysis;
- for the Spanish-speaking world, a number of organizations in Spain and Latin America (e.g. UNED, CREAD, AHCIET) collaborated to hold a conference, Online Educa Madrid, on education, training and new technologies.

Activity related to distance learning also continues to burgeon. Three examples are:
- the African Virtual University and the Report on Higher Distance Learning and Technology in Sub-Saharan Africa launched by the World Bank;
- the Commonwealth of Learning and UNESCO Dakar are collaborating to advance expertise in areas such as instructional design, management, dual mode institutions and teacher education;
- the European Distance Education Network (EDEN) gives support to research and training in this field.

V. Recent publications

An inventory of the literature related to the renewal of higher education and the role of specific stakeholders in this process would require a great deal of space. A small sample of recent examples attests to the robust level of reflection and analysis in this area:

VI. Conclusion: future partnerships

From this overview to chart trends and describe grass-roots action, the intention is to move towards new and/or strengthened partnerships to advance the renewal of higher education.

Support may take various forms:

- **large-scale funding** via banks and major donors that focus on national reforms, preceded by upstream analysis and studies;
- **medium-scale projects** which target research and training, and which involve a considerable range of partners interested in specific outcomes of a quantitative and qualitative nature;
- **sustained or ad hoc assistance** which is provided by a large number of partners or groups supportive of a particular aspect of higher education, often one with evident relevance or benefit for the funding source.

To map support, a discussion is required on:

- the extent of existing resourcing
- main priority trends for donors
- ways and means to improve the management and impact of support
- promoting synergy amongst partners to optimize resourcing
- the probable future strategies required regarding support.

As a result, future partnerships and resources may be identify so as to bring a significantly enhanced contribution to the intrinsically complex renovation of higher education sector.
Appendix

List of acronyms in the tables

**AArU**: Association of Arab Universities

**AAT**: Association Afrique Tandem

**ABEGS**: Arab Bureau of Education for the Gulf States

**ACE**: American Council on Education

**ACH**: Advanced Computing in the Humanities (Socrates/Erasmus project)

**ACOE**: American Council for Opportunity in Education

**ACU**: Association of Commonwealth Universities

**AEGEE**: Association des Etats généraux des étudiants de l’Europe

**AHCIE**: Asociación Hispanoamericana de Centros de Investigación y Empresas de Telecomunicaciones

**AOAD**: Arab Organization for Agricultural Development

**ALECSCO**: Arab League Educational, Cultural and Scientific Organization

**ASAIHL**: Association of Southeast Asian Institutions of Higher Learning

**AUAP**: Association of Universities of Asia and the Pacific

**AUPELF-UREF**: Agence universitaire de la francophonie

**AVU**: African Virtual University

**CEPES**: European Centre for Higher Education

**CIDA**: Canadian International Co-operation Development Agency

**COL**: Commonwealth of Learning

**CRE**: Association of European Universities

**CREAD**: Consorcio-Red de Educación a Distancia

**EAIE**: European Association for International Education

**EDEN**: European Distance Education Network

**EI**: Education International

**ELSA**: European Law Students’ Association

**IAC**: International Association for Counselling

**IAUP**: International Association of University Presidents

**ICET**: International Council for Engineering and Technology

**IESALC**: International Institute for Higher Education in Latin America and the Caribbean

**IFBPW**: International Federation of Business and Professional Women

**IFIP**: International Federation for Information Processing

**IFWLC**: International Federation of Women in Legal Careers
IFUW: International Federation of University Women
IOHE: Inter-American Organization for Higher Education
IPSF: International Pharmaceutical Students’ Federation
IRTAC: International Round Table for the Advancement of Counselling (incorporated in IAC)
ISESCO: Islamic Organization for Education, Science and Culture
FAWE: Forum for African Women Educationalists
NASPA: National Association of Student Personnel Administrators
OECD: Organization for Economic Co-operation and Development
PRELUDE: Programme de recherche et de liaison universitaire pour le développement
Sida: Swedish International Co-operation Development Agency
SRHE: Society for Research into Higher Education
UIA: Union internationale des architectes
UMA: Union du Maghreb Arabe
UMAP: University Mobility in Asia and the Pacific
UNDP: United Nations Development Programme
UNED: Universidad Nacional de Educación a Distancia
UNIDO: United Nations Industrial Development Organization
UNU: United Nations University
WBCSD: World Business Council for Sustainable Development
WHO: World Health Organization
WFME: World Federation for Medical Education
WUS: World University Service