



General Conference

34th session, Paris 2007
Draft resolution

Генеральная конференция

34-я сессия, Париж 2007 г.
Проект резолюции

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United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Conférence générale

34^e session, Paris 2007
Projet de résolution

المؤتمر العام

الدورة الرابعة والثلاثون، باريس ٢٠٠٧
مشروعات القرارات

Conferencia General

34^a reunión, París 2007
Proyecto de resolución

大会

第三十四届会议，巴黎，2007年
决议草案

Item 4.2 of the provisional agenda

34 C/DR.24*
(COM.ED)
3 October 2007
Original: French

Amendment to the Draft Programme and Budget for 2008-2009 (34 C/5 2nd version)

Submitted by **FRANCE**

Co-sponsored by **ALGERIA, GERMANY, GREECE, LEBANON, ROMANIA, SENEGAL, EGYPT, ALBANIA, CÔTE D'IVOIRE, LITHUANIA, MOROCCO**

Supported by **EGYPT**

Part II.A – Programmes:

Major Programme:	I	EDUCATION
Resolution No.:		01000
Biennial sectoral priority:	2	Fostering quality education for all at all levels and in both formal and non-formal education throughout life, with particular emphasis on vulnerable and disadvantaged groups
Paragraph:	(iv)	
Budgetary implications indicated by the sponsor:	\$136,000	
Source of financing proposed by the sponsor:		Extrabudgetary resources will be sought. France pledges to contribute half of the amount indicated.

Proposed modification:

- (iv) provide capacity development and technical support to assist national efforts in achieving the Dakar goals – to improve country-level intervention, assisting Member States to expand access and to ensure that all potential learners can benefit from quality education by seeking to ensure that actions at the national level are based on needs identified through UNESS which should complement existing national development strategies and plans, as well as to ensure that the Organization functions in a fully coordinated and complementary manner in line with efforts to achieve coherence within United Nations country team efforts. It will concentrate its interventions around developing capacities of Member States in planning and

* This proposal was received by the Secretariat on 31 August 2007.

managing their education systems as well as in providing technical support to Member States in conducting policy analysis and formulation at a sector-wide and/or sub-sector levels. It will also assist Member States in adapting a rights-based approach in education and addressing the diverse needs of vulnerable and marginalized groups as well as indigenous people through curriculum and materials development and the use of mother tongue as medium of instruction. It will ensure that subjects such as peace, citizenship and democratic values, science and technology and arts are integrated in the process of providing technical support and policy advice in developing education systems, curriculum and materials.

Although teacher training and education, literacy as well as HIV and AIDS – through TTISSA, LIFE and EDUCAIDS respectively – will continue to constitute EFA priorities, UNESCO will also focus on key sub-sectors in which it exerts comparative advantage such as TVET and higher education by continuing to develop policies for reforming, strengthening and widening access to TVET and quality higher education for all, in particular by conducting in this field a study on the evaluation of higher education institutions.

The General Conference,

Bearing in mind the Constitution of UNESCO which in Article I states that the Organization will “maintain, increase and diffuse knowledge”,

Recalling the Declaration adopted in 1998 by the UNESCO World Conference on Higher Education, which placed emphasis on quality, with special attention paid to specific institutional, national and regional contexts,

Considering that higher education is a public good that is an integral part of education for all,

Recognizing that the globalization of higher education brings with it the need to reinforce quality assurance and to provide the best possible education services to students,

Noting the initiatives to establish global university ranking systems, which arouse great interest on account of the information they seek to provide on the performance of higher education institutions,

Conscious, however, of the possible dangers of simplistic rankings that do not take into account the diversity of contexts and missions,

Believing that the guidelines for cross-border higher education, developed jointly by OECD and UNESCO, provide part of the response to this concern by proposing tools for governments, higher education institutions and the various actors of international university cooperation,

Considering it useful to take action on an international scale conducive to expanding and enriching existing ranking systems along the lines of a multicriteria approach that takes into account the needs of society and the whole spectrum of missions of higher education institutions,

Invites the Director-General to undertake broad-based consultation with the various partners involved, particularly international organizations and representatives of the academic community and, on this basis, to prepare a set of proposals on the criteria for the international evaluation of higher education institutions for submission to the General Conference at its 35th session;

Decides to amend 34 C/5 Volume 1, draft resolution 01000, subparagraph (iv), as follows, adding at the end of biennial sectoral priority 2: “, in particular by conducting in this field a study on the evaluation of higher education institutions”.

Explanatory note:**EXPANDING THE CRITERIA FOR INTERNATIONAL EVALUATION
OF HIGHER EDUCATION INSTITUTIONS**

The globalization of higher education has inevitably led to emulation and even competition between universities, compelling them to engage in a process of reassessment and modernization.

Throughout the world, the objective of higher education – one of the pillars for building new knowledge societies – must be to meet the expectations of students, while ensuring the creation of knowledge through research.

This means that the pursuance of quality should be on the agenda of all higher education institutions, taking into account the institutional and geographical contexts that are the distinguishing marks of diversity.

Today, the important issue is to determine how to evaluate higher education institutions properly by establishing criteria to measure the quality of research and education, the relevance of action taken, and the extent to which these institutions are open to the outside world and involved in international cooperation.

The challenge for higher education institutions lies at the heart of their multifaceted mission, which is to fulfil a humanistic role; create and pass on knowledge; transfer and exchange skills; and prepare students for working life.

Any discussion of quality requires a prior understanding of the complexity of the term when it applies to higher education, for it means evaluating the university's participation in society at large. A multicriteria approach is therefore needed for such a study.

There is no denying that international rankings are an instrument of competition. Seen as a sort of consumer guide, they do meet one of society's demands. But they are not indicators in the same way as other kinds of classification might be, and this calls for an international debate on the criteria used.

Rating universities is a complex challenge, for it concerns the higher education model we wish to promote, and means taking into account a number of factors, such as economic factors, research production, contributions to innovation and the transfer of skills to students, especially where student mobility is an issue.

In the present-day context, UNESCO, which is in a position to provide a broad platform for discussion on the implications of international evaluation of higher education institutions, could well be the organization best qualified at the international level to launch the venture for a pragmatic, humanistic and, most importantly, multicriteria approach to such an evaluation. UNESCO could play a unifying role, carrying out consultations and analysing the findings. Leading international organizations (IGOs, NGOs) would be actively involved, as would representatives of the higher education community, civil society and public authorities. The conclusions drawn and working proposals derived from these initiatives would be submitted to the General Conference of UNESCO at its 35th session in 2009.