



Final Report

Paris, UNESCO Headquarters
5 to 8 July 2009



United Nations
Educational, Scientific and
Cultural Organization



World
Conference on
Higher Education 2009

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Foreword

It is a pleasure to present the following Final Report on the 2009 World Conference on Higher Education (WCHE), held under the overarching theme of The New Dynamics of Higher Education and Research for Societal Change and Development (UNESCO, Paris, 5-8 July). The purpose of this report is two-fold; it both summarizes the results of all activities undertaken prior to and during the World Conference and offers a clear view of the way forward, relative to specific requests and suggestions made for follow-up activities.

UNESCO's narrative Final Report, devised from the reports of the Conference Rapporteurs, is the result of a collaborative effort on the part of UNESCO's Higher Education Division. As a result, the report captures the essence of the myriad presentations and discussions held during the Conference. It also summarizes the past successes, current challenges and future objectives of higher education in the twenty-first century.

In addition to the aforementioned narrative, this document presents material from the World Conference itself - the oral reports, the recommendations issued from the three stakeholders' panels and the Communiqué - along with the statements issued from each of the preparatory meetings, both regional and otherwise. In summary, the publication provides a comprehensive picture of the entire process - from regional to global, from students to ministers.

For so aptly capturing the scope of this remarkable event at the close of the Conference, we extend special thanks to the two General Rapporteurs, Suzy Halimi and Peter Okebukola.

On that note, UNESCO would also like to thank the entire international higher education community, particularly those members who attended and/or contributed to the Conference. It is to these individuals, organizations and governments, through their concern for providing quality higher education to all on the basis of merit, that the Conference ultimately owes its success in the present and going forward.

WCHE 2009 Executive Secretariat

Georges Haddad, Director

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- Stamenka Uvalic-Trumbic, in her capacity as Executive Secretary of the Conference, and the Section for Reform, Innovation and Quality Assurance who coordinated this effort.
- Sonia Bahri and the Section for International Cooperation in Higher Education for their valuable inputs to the narrative report.
- Komlavi Francisco Seddoh and the Section for Teacher Education for their valuable inputs to the narrative report.

Particular thanks go to Emily Helmeid, Fulbright Scholar, UNESCO Division of Higher Education, who conceptualized, drafted and edited the narrative report and compiled the complete document.

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Introduction

Nearly a decade into the twenty-first century, we find ourselves in the midst of the first-ever, truly global economic crisis. Consequently, the timing of the 2009 World Conference on Higher Education (WCHE) could not have been more appropriate. As the concept of the information society gives way to that of the knowledge society, the world's economic, social and political health is increasingly dependent upon the production and dissemination of information and knowledge, of which higher education is the key facilitator. Furthermore, in choosing to concentrate upon the creation of an African area of higher education, we acknowledge that the global community cannot afford to allow any nation or region to fall behind. As stated in the preamble of the Conference Communiqué, '[At] no time in history has it been more important to invest in higher education as a major force in building an inclusive and diverse knowledge society and to advance research, innovation and creativity.'

The first WCHE, held in Paris in 1998, served as a historic landmark in defining the core dimensions of higher education in society at the outset of the twenty-first century. The participants present at the first WCHE reaffirmed the core missions of higher education - to educate, to train, to undertake research and to provide services to the community - as well as the principle that higher education shall be equally accessible to all on the basis of merit, according to Article 26.1 of the Universal Declaration on Human Rights.

Participants of the 1998 Conference adopted the World Declaration on Higher Education for the Twenty-first Century: Vision and Action and the Framework for Priority Action for Change and Development of Higher Education. These documents concerned the principal actions needed for the innovative renewal of higher education in the twenty-first century. They clearly noted higher education's integral role in building peace, developing nations, safeguarding diversity, advancing equity and promoting democracy.

The Conference made a special effort to highlight the concept of relevance, declaring that it 'should be assessed in terms of the fit between what society expects of institutions and what they do'. As such, higher education must not be sequestered in its ivory tower; rather, it must make every effort to recognize the needs of its local, national and global community with an eye towards long-term societal aims. In this respect, relevance also necessitates improved integration of higher education with the rest of the education system - thereby contributing to the concept of 'lifelong learning'.

In 2003, five years after the first Conference, a stock-taking exercise seemed both timely and necessary. The General Conference recognized that need at its 31st Session and called for an assessment of the progress achieved in the implementation of Framework for Priority Action in its Programme and Budget for 2002-2003.

The Meeting of Higher Education Partners (WCHE+5) identified a number of major developments and trends at the global level that had direct consequences upon higher education in the previous five years. The purpose of the assessment was to try to define future action at the level of Member States and individual institutions that would take these changes into account. Conducted in plenary sessions and commissions, the Conference reiterated the relevance of the World Declaration adopted in 1998 and called for synergistic action in response to the new changes and challenges.

Many issues raised during the 1998 WCHE, in particular those concerning the functions of higher education and its main underlying principles, remain largely valid and do not need to be recast a decade later. However, those changes and challenges identified at the WCHE+5 shaped the core of the 'new dynamics' addressed and debated during the 2009 WCHE and will continue to inform policy and influence action in the years to come.

The birth of the 2009 WCHE came in the form of a resolution adopted at the 34th Session of the General Conference (October 2007) requesting that the Director-General convene a second World Conference on Higher Education in order to evaluate the developments that have surfaced in higher education since 1998 as well as the actions that have been taken in response to the World Declaration. In addition, Member States appealed for the organization of regional events to precede the 2009 WCHE in order to prepare the foundation for the global debates.

From the onset, the 2009 WCHE, the New Dynamics of Higher Education and Research for Societal Change and Development, underscored the immense pressure higher education is under to address the diverse needs - skilled labour, academic freedom, good governance, quality assurance and equity of access - of today's knowledge societies. In convening the Conference, the Director-General envisioned that his initiative would serve to reestablish the importance of higher education and research in meeting global challenges as well as in building more inclusive, equitable and sustainable knowledge societies. In so doing, he also reaffirmed UNESCO's key role as a laboratory of ideas and a catalyst for international co-operation.

More than 1,400 participants from nearly 150 countries and territories took part in the second WCHE, held in Paris at UNESCO Headquarters, from 5 to 8 July 2009. The meeting was a Category IV event (that is to say, international congress) and so participants represented a broad range of actors with a vested interest in higher education, including:

- Ministers of education/higher education or other high-level national policy-makers responsible for higher education;
- Representatives of national commissions for UNESCO;
- Representatives of permanent delegations to UNESCO;
- Presidents and representatives of national rectors' associations;
- Presidents and representatives of national university associations;
- Institutional leaders, the professoriate, researchers and students;
- Intergovernmental organizations, non-governmental organizations (NGOs) in the field of higher education and research;
- Student associations;

- Quality assurance experts and bodies;
- Representatives of the economic and professional sectors;
- United Nations agencies;
- Selected UNESCO Chairs and UNITWIN networks.

The call for a 2009 World Conference on Higher Education inspired widespread mobilization from a multitude of key stakeholders in higher education, including national policy-makers, institutional leaders, the professorate and researchers, the student community, and the economic and professional sectors as well as the civil society.

Regional conferences which preceded the World Conference were held in Cartagena de Indias in June 2008 (Latin America and the Caribbean), Macao (China) in September 2008 and New Delhi in February 2009 (Asia and the Pacific), Dakar in November 2008 (Africa), Bucharest in May 2009 (Europe), and Cairo in May and June 2009 (Arab States). The principal themes of these conferences were presented in detail, by government representatives from those countries that hosted the regional preparatory conferences, during the portion of Plenary Session I entitled From 1998 to 2009 and Beyond: the New Dynamics of Higher Education and Research. The results of each of these conferences were summarized in declarations (Annex IV) directed towards the continuation of regional development, cooperation and innovation that will constitute the principal base for action in the decade to come.

The regional conferences underscored the changing dynamics of higher education - many of them a result of increased globalization and massification - that have and will continue to affect the development and implementation of policy at every level. Although the economic, social, cultural and political context varies by region and/or nation, there were several common issues, representing new dynamics, identified and developed during the regional conferences.

In addition to the regional conferences specifically requested by the General Conference, seventeen organizations representing students from across the globe met in January 2009 at UNESCO Headquarters in Paris at an official WCHE preparatory meeting. Co-organized by the European Students' Union (ESU),

Education International (EI) and UNESCO, the meeting provided student organizations with an opportunity to discuss higher education and develop a common approach to the World Conference. The Global Student Statement (Annex V) adopted at the end of the meeting reflects students' perspective on the challenges to be met in the coming years and provides a set of messages for policy- and decision-makers to consider.

Finally, the UNESCO Regional Bureau for Science and Culture in Europe (BRESCE) and the Ministry of Education and Science of Montenegro organized the South Eastern European Science, Higher Education and Innovation Policy Forum to support the adoption of a forward-looking approach towards higher education and science in the spirit of innovation, with the aim of contributing to the building of knowledge societies in the subregion. The Forum also concluded with the adoption of a communiqué (Annex V) demanding strategic action, especially from governments, towards the advancement of the sciences.

The issues raised in all preparatory conferences formed the base of the presentations and debates of the 2009 WCHE and informed the actions of the drafting committee and the resulting Communiqué.

Parallel to these preparatory conferences, UNESCO partnered with a number of renowned experts worldwide to develop a set of conference background documents that would encompass the emergent trends most significant to higher education in the past decade and support the Conference debates. These reports included topics ranging from the expansion of private higher education, to the public responsibilities of higher education, to the state of student affairs in countries around the world. Each participant received hard copies of the documents upon registering at UNESCO Headquarters for the start of the Conference. A complete list of these documents is appended to this report (Appendix 2).

The WCHE focused on selected themes in order to identify directions for change and improvement useful for decision-makers at system and institutional level. The basic structure of the Conference reflected these orientations.

The Conference had two overarching themes for debates in plenary sessions: higher education's role in addressing major global challenges (sustainable development, Education for All and poverty eradication); and the societal commitment to and social responsibility of higher education. The Conference also had a special focus on the revitalization of higher education in Africa.

The parallel sessions were structured around three broad sub-themes: Internationalization, regionalization and globalization; Equity, access and quality; and Learning, research and innovation. Each of these themes was examined from different angles, in particular: public and private roles and responsibilities; the emergence of new models and approaches; the possibilities offered by information and communication technologies (ICTs); the implications in terms of funding and investment; and the implications in terms of governance and management.

The contributions of all preparatory meetings, plenary sessions, special events and thematic debates were taken into consideration in the final version of the Conference Communiqué (Annex I). This includes contributions made by participants of the Parallel Stakeholders' Panels - categorized as either ministers, institutions or civil society and the private sector.

As a result of the Conference, relationships between the higher education community and other key stakeholders have been strengthened and revitalized. The Communiqué, the manifestation of collaboration between various actors with a vested interest in higher education, will provide guidance for renewed action in the area of higher education reform. Indeed, plans to go 'beyond talk' have already been set in motion.

As UNESCO Director-General Koïchiro Matsuura stated in his opening address to the Conference, 'We must strike a balance between cooperation and competition with a view to promoting excellence for the largest numbers. [...] This Conference offers us a landmark opportunity to put into action our collective responsibility and ambition to make higher education in all regions a driver of development and international understanding in [the] second decade of the twenty-first century.'

The 2009 World Conference reaffirmed the importance of higher education and research in meeting global challenges as well as in building more inclusive, equitable and sustainable knowledge societies. UNESCO, at the behest of its Member States, took the responsibility of organizing and hosting the event, and UNESCO will continue to inspire the efforts of its Member States to realize the goals and recommendations of the Communiqué.

The long-term success of the Conference, however, is not so easily measurable. The Conference may have ended but challenges to full access, real quality and true equity remain. It is necessary therefore to maintain the momentum that has been gained during the preparation for and participation in this Conference. Ultimately, success will be defined by the students - the research they produce, the knowledge they share, the change they create and the world they lead.

Final Report

Introduction

UNESCO, emphasizing the importance of a holistic education system in addressing global challenges and crises, organized four major conferences on education in 2008 and 2009: the 48th International Conference on Education (November 2009, Geneva); the World Conference on Education for Sustainable Development (April 2009, Bonn), the present 2009 World Conference on Higher Education (WCHE); and the Sixth International Conference on Adult Education-CONFINTEA VI (December 2009, Belém, Brazil).

These conferences highlight the fact that education systems are complex, interconnected and non-linear; likewise, they revolve around both a human and social axis. To this effect, higher education occupies a unique position, one with the potential to enable lifelong learning, facilitate inter- and trans-disciplinary partnerships and steer research toward the areas which most require attention.

The changing landscape of higher education is undeniably a result of accelerating globalization¹ and ever increasing internationalization.² To a certain extent, higher education has always operated within a broader, more international community. In contrast, the massification of higher education represents a new dynamic of the past decade and an immense challenge for the higher education community. Responding to massification requires a concerted effort on the part of all stakeholders in higher education to distinguish viable, innovative solutions for the comprehensive provision of quality higher education. Given the worldwide trend to decrease spending on

¹ A widely circulated definition of globalization describes the phenomenon as 'the flow of technology, economy, knowledge, people, values, ideas, etc. across borders' (de Wit and Knight, 1997).

² Internationalization is defined as 'the process of integrating an international, intercultural and/or global dimension into the missions, goals, functions and delivery of higher education' (Knight, 2003).

higher education as well as the current economic crisis, this may prove an uphill battle. These and other new dynamics, including social responsibility, lifelong learning and the changing role of governments, were addressed at the 2009 WCHE and will be further discussed in the report that follows.

The statements made and the conclusions drawn within the present document primarily reflect the debates and discussions³ that were held prior to and during the 2009 WCHE.⁴ With 41 plenary, special and parallel sessions, it is impossible to fully capture the details and conclusions of every presentation and discussion within the present document. This report will aim to examine the key issues that were recurrent throughout the Conference and highlight the most significant new dynamics of higher education.

Arranged thematically, the document is structured as follows:

- Part 1 focuses on diversification - how higher education is responding to the immense increase in demand and the implications of this response for funding.
- Part 2 tackles the concept of social responsibility and refers to the role of higher education in promoting peace, democracy and sustainable development.
- Part 3 concentrates on governance with regard to issues of quality assurance, institutional autonomy, higher education as a public good and government regulation.
- Part 4 addresses integration and harmonization, a major theme of both the regional preparatory conferences and the WCHE 2009. This theme is twofold in nature: it refers to integration and harmonization between higher education and other sectors as well as to integration and harmonization between universities, regions and Member States.
- Part 5 turns its attention to a special focus of the Conference, promoting excellence in African higher education.

³ These debates and discussions were recorded by Rapporteurs assigned to the 41 plenary, special and parallel sessions of the WCHE. The reports they generated contain a summary of the major points introduced during the session, a summary of the general discussion and a brief statement for the conference communiqué.

⁴ For this reason, statistical data and factual information have been kept to a minimum. Where included, this information was taken directly from conference documents or proceedings.

Part I: Diversification

Talk of the diversification of higher education institutions (HEIs) permeated every aspect of the WCHE 2009. From world-class universities to local community colleges to vocational and technical schools to teacher-training facilities, participants clearly recognized the valuable role diversification plays in meeting the enormous and unmet demand for higher education in the twenty-first century. Presentations and discussions related to this theme touched on a variety of topics, including the often contentious issue of rankings, the concept of the world-class university and the merit of demand-absorbing institutions.⁵ Participants noted that the massification of higher education is a trend that will only rise in the years to come and will continue to demand the committed attention and open collaboration of multiple stakeholders in higher education as they develop informed-policy that can respond to these and other challenges.

1.1 The massification of higher education

The massification of higher education parallels the spread of globalization, the rapid advancement of information and communication technologies (ICTs) and the rise of diversification. Since the first WCHE a little over a decade ago, the number of students participating in higher education has increased by roughly 50 per cent. Some 144 million students were enrolled in higher education in 2006, 51 million more than in 1999 (UNESCO, 2009). This increase is due in large part to demographics as well as to an increasing number of students who complete secondary school and desire to continue their education.

As the concept of the information society gives way to that of the knowledge society, we are increasingly dependent upon knowledge production and dissemination to drive economic growth and prosperity. It is now quite common to assert that a growing economy necessitates rates of 40 to 50 per cent participation in higher education. Clearly not all countries and, within countries, not all social groups are benefiting from the massification of higher education.

Some participants of the Conference expressed their concern over the models that have been adopted to increase participation but may actually serve to deepen inaccessibility to those who already face extreme barriers. The rise in student participation is disproportionately due to increased participation in northern,

⁵ The issue of quality assurance with regard to diversification, also central to the Conference, will be examined in Section 3.2 of this report.

developed countries, which saw rapid growth in enrolment from 47 million students in 1999 to 85 million in 2006 (UNESCO, 2009), an increase of roughly 80 per cent. In contrast, participation in higher education in low-income countries has risen only marginally from 5 per cent in 2000 to 7 per cent in 2007. At the same time, rates of participation in sub-Saharan Africa remain at about 5 per cent and at around 12 per cent for the countries of South and West Asia (Altbach, Reisberg and Rumbley, 2009).

1.2 Responding to demand

In order to respond to demand, more complex, competitive systems are emerging, with a variety of institutions, providers and differentiated approaches. By that token, the many and varied applications of ICTS, including distance education, have opened the doors to higher education for millions of students around the world. Private higher education is the fastest growing sub-sector worldwide and cross-border provision is expanding rapidly.

1.2.1 ICTs

The impact of ICTs on all aspects of higher education cannot be overstated. Participants debated the transformative potential of technology - the nature of the transformations, the speed at which they are taking place and, indeed, to what degree they are desirable. The notion of the divide - be it the digital, the content or the opportunity divide - was evoked by many. The importance of ICTs for bridging such divides and for giving voice to marginalized groups was also stressed. Focusing on benefits in teaching, participants agreed that, used appropriately and at scale, ICTs can increase access to and improve the quality of higher education. For access and quality to improve, however, it was argued that the higher education community needs to become more flexible in how education is delivered, more knowledgeable about how people learn and more innovative in the provision of support to students. Finally, participants expressed the need to invest in the professional development of teaching staff with regard to ICTs.

The ICT revolution has enabled more participation in knowledge production and more collaboration in learning and research. Open Education Resources (OER) may be used by instructors and learners in formal settings as well as by independent learners in the context of lifelong learning. To ensure that the OER movement gives

rise to a true 'global knowledge commons', it is imperative that everyone, in both developed and developing countries, be enabled to contribute resources and build the capacity to utilize, adapt and create OER. This addresses the need to focus on improving infrastructure and bandwidth in developing countries, as well as on broadening modes of delivery, particularly through the use of handheld devices and other appropriate - often low-tech - technologies. Finally, it was argued that OER and other technology-related innovations have particular potential in small states. Small states have had a long trend of openness in higher education and can be seen as laboratories for innovative solutions.

1.2.2 Private higher education

An essential message of the Conference acknowledged the significant expansion of private higher education (PHE) provision over the past decade. There is growing recognition and acceptance of the idea that governments alone cannot meet the societal demand for greater access to higher education.

Presentations and follow-up dialogue accepted that the private sector may be in a stronger position to bring educational opportunities to the market. However, they admitted that, in responding directly to market demand, private providers may ultimately focus on a small number of disciplines (e.g. business studies and information technologies) which are in high demand by potential students and employers. Emphasis was put upon the need for governments to be relevant with their priorities, as donors often act in the areas to which governments have given priority.

There is evidence of growth in public-private partnerships (PPPs), reflecting government recognition of the need to partner with the private sector in order to respond to the demand for increased access. Presenters provided examples of existing partnerships including the Global Education Initiative and Partnerships for Education, a joint initiative between the World Economic Forum and UNESCO, as well as Unizul Science Centre in South Africa, which successfully partners industries, small businesses, the government and international agencies.

PHE at present represents approximately 30 per cent of global provision (Bjarnason et al., 2009, p. 8) and is likely to continue to grow over the coming decades. This diversification of opportunities will provide a more dynamic educational context that will continue to oblige governments to engage actively with a range of potential partners in order to meet global demand.

1.2.3 Cross-border provision

In the past decade, the provision of cross-border higher education has increased significantly and almost consistently.⁶ A multi-billion dollar industry, cross-border higher education generates a great deal of competition among providers. The impacts of this phenomenon are varied and occasionally quite controversial. Participants at the 2009 WCHE discussed changing trends in, new and continued challenges for, and mounting commercialization of cross-border higher education. The Conference Communiqué acknowledged that cross-border higher education can promote capacity-building if it respects principles of quality, mutual respect and national sovereignty. The danger is in the exploitation of cross-border education by fraudulent providers and degree mills.

In discussing student mobility, conference participants expressed concern over Africa, which sends the largest proportion of its overall student population abroad. The education these students receive, so vital to the future sustainable development of their home nations and continent, is often lost to the region because of the lack of personal and professional development opportunities at home, among other reasons. Brain drain, discussed later in this report, is an ever-present challenge not only for Africa, but also for South-east Asia and Latin America.⁷

The commercialization of higher education continues to be a topic of heated debate. A study highlighted by one of the speakers showed that foreign universities profit from the fact that the market of higher education is being deregulated in many countries around the world. The provision of higher education, especially cross-border, is at times treated as a commodity to be bought and sold on the market. To respond to issues of quality, access and diversity in cross-border higher education, UNESCO, in partnership with the Organisation for Economic Co-operation and Development (OECD), developed the *Guidelines for Quality Provision in Cross-border Higher Education*⁸ in 2005 to protect students from low-quality provision and disreputable providers. These guidelines provide a framework to sustain the international development of high-quality cross-border education. Some participants expressed their desire for greater adherence to the UNESCO/OECD guidelines, especially in light of the challenges documented above.

⁶ 'Cross-border higher education includes higher education that takes place in situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders. Cross-border higher education may include higher education by public/private and not-for-profit/for-profit providers. It encompasses a wide range of modalities, in a continuum from face-to-face (taking various forms such as students travelling abroad and campuses abroad) to distance' (UNESCO/OECD, 2006).

⁷ The subject of brain drain is addressed later in this report, in the section concerning the HP/UNESCO Brain Gain initiative.

⁸ <http://unesdoc.unesco.org/images/0014/001433/143349e.pdf>

1.3 Financing higher education

The world economy has become increasingly dependent upon technology, skilled human capital and research - all typical outputs of higher education - that make up the core of knowledge societies. In recent years, higher education has been simultaneously shouldered with ever-greater responsibility and ever-increasing costs.

'In the current economic climate universities are facing extreme budget pressure precisely when they are being asked to provide new services to address the needs of ever more diverse students' (Altbach, Reisberg and Rumbley, 2009, p. 39). Consequently, the general attitude of both regional reports and conference debates favours the diversification of funding sources, made possible by new and innovative financing models. In this regard, the cooperation of all stakeholders, especially the private sector, is paramount to realizing higher education in a more cost-effective way and ensuring the necessary funding. One speaker reasoned that, since it is often the private sector which benefits from skilled human capital, it should be the private sector which also contributes to the cost. Cost-sharing may be expanded to include students as well, though many Member States find this suggestion controversial.

The financing challenge continues to limit provision of and access to higher education throughout the world. The measures above may begin to address the need for increased funding, but they will by no means provide a complete solution. For this reason, participants called upon all stakeholders to work together towards a solution to this challenge.

Part 2: Social responsibility

2.1 Higher education responding to societal needs

The principal objective of higher education institutions should not simply be to educate the individual but also to provide future generations with the skills and knowledge necessary to address global challenges such as poverty, conflict and climate change. Thus higher education should constantly renew its connections with society at large. It should engage proactively in dialogue with citizens to create a true knowledge-based society, which balances competitiveness and fairness, and not just a knowledge economy. In this regard, participants of the Conference recognized the

following vital functions of higher education, necessary for responding to societal needs. Higher education should:

- Promote peace, justice and human rights as well as support public health and sustainable development by ensuring that educational offers, academic research and teacher training respond to societal needs in these domains;
- Encourage students to undertake scientific and technological research that informs public policy, maintains relevancy to the needs of society and is commensurate with a long-term plan for sustainability;
- Promote dialogue and the exchange of knowledge and well-informed opinions even when they run contrary to the positions and/or beliefs of the government in power. This function is inherently linked to embracing academic freedom, especially as it pertains to protecting the human rights of the academic community;
- Move away from the model of one-way, North-South knowledge 'transfers' and towards cross-border knowledge sharing - especially endogenous knowledge - that recognizes local culture and responds to the needs and aspirations of peoples and communities.

Participants noted that often students themselves have called for higher education systems that are relevant to the needs of society. Institutions of higher education were called upon to ensure that students' perspectives continue to be heard, especially in the planning of curricula and course offerings. In addition, participants underscored the heightened importance of social responsibility for universities in conflict and post-conflict regions as well as in small-island developing states. In this way, the 2009 WCHE provided a platform for the higher education community to discuss its evolving social responsibilities and demonstrated the role that it intends to play in the future progress and development of the world.

2.2 Higher education and relevance

2.2.1 Toward active citizens and skilled human capital

The social responsibility of higher education institutions includes encouraging active citizenship and producing skilled human capital, neither of which is mutually exclusive. In terms of active citizenship, higher education has the responsibility to respond to the issues and challenges that affect local communities and to provide students with the

skills and knowledge needed to address these challenges. Action in this regard will include, but will not be limited to, addressing challenges to sustainable development and public health, promoting human rights and good governance, and encouraging informed public policy that is relevant to country-level needs. This implies that HEIs must encourage an environment of open and active dialogue, including intercultural and interfaith dialogue, which not only benefits the university but also the community, especially as it pertains to human rights.

The other goal of higher education is the development of skilled human capital. Skills demands on today's graduates are increasingly complex - graduates must be equipped with competencies and skills that take into account the globalized nature of the world and respond to the demand for technological adeptness. In this respect, higher education must impart knowledge in context: degrees and coursework should have an eye for the practical manifestation of the theoretical, preparing graduates to join the labour force. A number of discussions which took place during the parallel sessions along with the presentations of the Round Table on Social Responsibility touched on the aforementioned issues.

2.2.2 Higher education: universities and the community

There are many ways in which universities can engage with the community, including through scientific collaborative research, health-care provisions, low-cost technological innovations, micro-credit/wealth creation, heritage/cultural preservation, service learning, participatory and community-based research, etc. Community-based engagement (CBE) generates a dynamic model of engaged scholarship by fostering the integration of teaching, research, involvement/application and discovery.

The key to a positive and sustainable university-community initiative, according to a number of speakers, is recognizing the significant contributions that indigenous knowledge systems can provide to the intractable problems of our times. An excellent example of a sustained and mutually-beneficial community-based engagement initiative exists in the Plurinational State of Bolivia where institutions have created a cycle of scholarship and engagement. The Bolivian initiative focuses on empowering active community leaders, who are generally college graduates, by feeding them back into Bolivian higher education institutions for short-term, non-academic courses. These individuals then return to the field and circulate the knowledge that they have attained and/or created while back at the university. This

arrangement benefits all stakeholders: higher education institutions, students/community leaders and the community. Community-based engagement has enabled higher education to return to its humanistic roots, benefiting both academy and society.

A number of participants expressed their opinion that it is the responsibility of governments, international organizations (especially UNESCO) and civil society to advocate for and support community-based engagement initiatives. Furthermore, the academic community must make clear its support for community-based engagement by recognizing and rewarding individuals and institutions that are actively involved in community-based research and engagement.

2.2.3 Higher education: universities and industry

Higher education institutions are increasingly perceived as interactive players - their engagement with the community, government and industry is essential for innovative systems and economic growth. The new dynamic at work here is that of a recognized and utilized two-way street for innovation and reform on which the traffic of information and people moves from universities to industry and vice versa. This is also reflected in the large role industry-sponsored research plays in the research capacities of most universities, whether in developed or developing countries. As a result, knowledge is in constant motion, evolving to fit the needs of industry and reflect advancements in research.

Recognizing the critical role these university-industry linkages play in the survival of a knowledge economy, governments today may have 'explicit metrics about university engagement with the economy' (Altbach, Reisberg and Rumbley, 2009, p. 153). As such, in many countries, higher education has moved from the realm of social policy to that of economic policy. Many governments, when possible, encourage direct engagement between industry and university to promote economic growth and development.

Highly skilled graduates continue to drive industrial development within a national and local context. However, individuals and nations sometimes question the value of an education when graduate unemployment is high. Discussion during parallel sessions, involving a variety of higher education's key actors, tended toward the conclusion that higher education institutions must provide students with the kinds of skills that will last

a lifetime. These might include the academic capacity to solve problems and think critically, the flexibility to re-learn and un-learn skills, an understanding of society and the world as well as ICT and entrepreneurial skills. Never out of date, these skills enable individuals to adapt to the ever-changing demands of the international labour market.

2.2.4 Entrepreneurship education: the best of both worlds

Entrepreneurship education (EE, also referred to as entrepreneurial education) is an important aspect of the social responsibility of higher education as it both creates economic competitiveness and promotes self-employment. UNESCO defines entrepreneurship education from a broad and multi-sectoral perspective, and considers that its aim should be to encourage students to think innovatively about the world around them in an effort to contribute to both social and economic development. Accordingly, governments and policy planners should adopt national strategies that promote, support and facilitate the integration of entrepreneurial skills into comprehensive educational programmes.

Although it has been widely accepted that EE should be included in the curricula for all levels of education, the focus here is upon EE at the higher education level. The WCHE parallel session on EE opened an interesting discussion to this effect. In general, it is critical for higher education institutions to respond to the real-world needs of the labour market and one way of doing this is by integrating entrepreneurship into the school curricula. The overall purpose of EE is to support students in developing life skills and to provide them with an understanding of economic processes as well as social issues.

UNESCO's involvement in the continued development of EE is vital. It was further suggested that UNESCO Chairs and UNITWIN Networks could play a key role in the development and implementation of EE programmes in universities worldwide.

2.3 Higher education and sustainable development

Sustainable development as it pertains to the responsibilities and capacities of higher education as an agent for socio-economic progress is mentioned throughout this report. However, the concept should be considered on its own.

Out of the parallel sessions came the assertion that sustainable development must be understood, today, as a process in which human beings are actors of change. Within this process, change must be the rule and not the exception. The global community must depart from the mentality of expectation to that of action. Higher education, in fulfilling its social responsibility, must continue to educate those who will be agents and facilitators of sustainable development.

Successful sustainable development cannot be isolated from the community, nor can it be narrow in its focus. Rather, it requires a foundation of solidarity and a spirit of interdisciplinarity. Strategies for development must be derived from the social sciences and humanities as well as from engineering and technologies; they must involve every kind of stakeholder - from academics to community members to civil society to government.

Part 3: Good governance

Governments today face difficult policy choices when it comes to higher education - they are under enormous pressure to expand provision at all levels of the education system. During the Conference, it was suggested that good governance of higher education necessitates the right balance - determined by context - of institutional autonomy⁹ and government regulation for the purpose of equity, access and quality. Although the state plays different roles in higher education - as a provider, protector, regulator or advisor - it has an overriding responsibility to promote inclusion, to ensure quality and to support research that is responsive to societal needs. In addition, it is the responsibility of the state to ensure that the proper infrastructure (for instance, broadband capacity) is in place to facilitate higher education. Many of those present at the WCHE 2009 highlighted the concept of higher education as a public good, human right and duty of the state.

3.1 Higher education as a public good

The issue of higher education as a public good permeated the proceedings of the 2009 WCHE. Conference participants differed in their views of the matter and debated the classification of higher education in terms of a public good, a public service and even a private good. It seemed, however, that the greater number

⁹ Not to be confused with academic freedom, institutional autonomy refers to the 'capability and right of an institution to determine its own course of action without undue interference from the State' (OECD, 2003). This course of action may include the right to appoint staff, to direct student admissions, to devise teaching methods and course content, and to manage future institutional development (Kayrooz, 2006).

supported the recognition of higher education as a public good. Accordingly, echoes of these same debates resounded in those of the drafting group¹⁰ as it sought to summarize Conference outcomes and create consensus in the form of a Communiqué. The resulting document ultimately made three direct references to higher education as a public good.

In many ways, the contentious nature of the 'public good' classification stems from interpretation - whether one goes by its economic¹¹ or political meaning. In purely economic terms, higher education as a public good makes little sense; after all, it is tradable and it does exclude. In fact, it has been noted that quality in higher education is, in fact, often demonstrated by exclusion. That being said, session reports recorded numerous participants who voiced support for governments as the primary responsible party for a country's higher education framework. They encouraged Member States to exercise their authority in terms of qualifications and quality assurance.

Some participants requested that UNESCO involve itself in the afore-mentioned process of regulating higher education. Though UNESCO can provide a forum for discussion on this matter, action must be self-determined on a national and/or regional level. In short, the legal implications, where they do or do not exist, of the term 'public good' make a universally applicable directive unattainable. More to the point, the Conference Communiqué, while it clearly stressed a government's responsibility for higher education, also emphasized that the responsibility must be shared among all stakeholders. It is this collective responsibility, whether financial or regulatory, that the higher education community will work towards in the next decade.

3.2 Quality assurance: responding to new modalities

Internationalizing quality assurance (QA) is another new dynamic that was prominent at the 2009 WCHE. This trend is a response to growing policy challenges facing higher education systems and institutions as a consequence of the changing landscape of global higher education (e.g., private higher education, cross-border higher education, mobility and migration, e-learning and open and distance learning, and the growing presence of the Internet).

¹⁰ The drafting group consisted of various representatives of many of the major stakeholders in higher education.

¹¹ In technical terms, a *public good* refers to that which is non-rivalrous and non-excludable. In other words, the good or service must be freely available to be enjoyed by all (Bergan, 2009).

In this respect, the Conference served to highlight UNESCO standard-setting tools, such as conventions for the recognition of degrees and their revision; support of the Lisbon Convention on the Recognition of Qualifications in the Europe and North America Region; and the elaboration and promotion of the 2005 *Guidelines for Quality Provision in Cross-Border Provision of Higher Education*.

In addition, the Conference opened discussions on UNESCO capacity-building initiatives, particularly the organization of Global Forums, since 2002, on Quality Assurance, Accreditation and the Recognition of Qualifications. As a consequence of these forums, many countries chose to make revisions to their quality assurance and qualifications frameworks as regards the management of existing universities and the establishment of new universities. Also noted was the ongoing UNESCO - World Bank Global Initiative for Quality Assurance Capacity (GIQAC).¹²

The discussion on QA continued by highlighting recent contributions to the global QA agenda. These contributions included the launch of the Web Portal on Higher Education Institutions and the publication of *Toward Effective Practice Discouraging Degree Mills in Higher Education*, developed in concert with the United States Council for Higher Education Accreditation (CHEA).

Conference participants also discussed the pros and cons of the ongoing debate on university rankings. Rankings continue to impact university enrolments, quality assurance practices and higher education communities in such a manner that, in many cases, the value of these rankings and the methodologies used to create them have been called into question.

All of these efforts, initiated since the 1998 WCHE, have inspired the sharing and elaboration of good practices worldwide that, in turn, have helped to stimulate activity through regional discussions, preparation of tool kits, online courses, workshops, statements and revised documents - to name but a few.

3.3 Reform for inclusion

In response to expanding enrolment and the ever-increasing responsibilities of higher education, states must adopt policies to address the socio-economic conditions that advantage some population groups to the detriment of others. Unless curbed by regulatory government intervention, these conditions are often aggravated by

¹² Please see section 4.3.3 for additional information on the GIQAC project as it pertains to discussions during the 2009 WCHE.

capitalism and globalization. Discussion among conference participants supported intervention by the state to remedy the injustices inherent within a system. States and institutions of higher learning are the responsible parties for ensuring equal rights and opportunities for all.

3.3.1 Promoting digitally inclusive societies

It is vital that national policies be put in place to dissolve the existing barriers to digital access that exacerbate social exclusion for vulnerable and marginalized populations. In addition to policy, states must also take concrete action and provide the proper infrastructure, particularly cyber-structure, to enable technology use for individuals, in general, and institutions, in particular. As one speaker noted, ICTs have the potential to be more than just tools; ICTs facilitate communication, personalization, participation and collaboration in ways unimaginable just a decade ago. The possibilities for networking among individuals, research centres and institutions are endless. Unfortunately, access to these technologies, and thus the world of opportunities they can inherently provide, is limited, especially in developing countries.

In addition to infrastructure, there must be an investment in staff development so that teachers are educated in the appropriate methodologies as well as the technical knowledge necessary to utilize ICTs in the classroom. Governments and institutions must band together to support relevant teacher training. Through technology and its myriad uses, there is a potential solution to one of higher education's greatest challenges - meeting demand in a cost-effective manner without sacrificing quality.

3.3.2 Degree recognition

The distinguished speakers of the Opening Ceremony advocated for compatible quality standards among Member States.¹³ National and regional systems of QA are paramount to any action toward the mutual recognition of degrees. Moreover, countries may wish to develop legislation that responds directly to instances of fraudulent provision, such as limiting the use of the titles 'university' and 'college' to accredited institutions only. In the long run, action of this kind will do much to curb the spread of fraudulent providers and encourage student, faculty and institutional mobility.

¹³ On a similar but divergent note, participants in several sessions requested that Member States recognize a single set of definitions as regards higher education provision (e.g. the definition of cross-border education). They further noted the difficulty of attaining data regarding national systems of higher education and asked that Member States make information more accessible to researchers and civil society.

In addition, a number of participants in the session on cross-border higher education called for UNESCO to facilitate academic mobility across regions. They argued that internationalization and mobility must be seen as open opportunities for development of systems, institutions and persons. They were also careful to recognize the possibility of negative outcomes (poor quality offers, brain drain, degree mills, etc.). This is an area for global collaboration.

3.3.3 *Regulating new systems: private higher education (PHE), cross-border provision and open and distance learning (ODL)*

The role of the state in the management and operation of HEIs is not easily defined. Over the past decade, new types of higher education providers have accompanied the ubiquitous increase of globalization, technological advancement and government deregulation. PHE, in particular, has risen in all regions of the world. Cross-border and ODL have also made significant inroads into the higher education systems of many countries. These new providers compound the challenge every government faces in assuming its role in higher education.

Traditionally, states provided the vast majority of funding to higher education and could therefore influence its agenda. Faced with stagnant or decreased funding by the state, HEIs have been forced, in some cases, to diversify their funding sources. As a result, these institutions are now subject to the demands of a variety of stakeholders.

Higher education has undergone a great many changes over the past decade, but its mission remains the same. All providers, no matter the type, have a responsibility to realize the core mission of higher education. Consequently, states have an even greater responsibility to regulate the provision of higher education and assure its quality, especially to protect students from fraudulent and low quality providers.

3.4 Higher education, research and innovation

3.4.1 *Systems of research - dissemination of knowledge*

'Today, systems of knowledge production cover a vast range of entities inter alia universities, public laboratories, research centres and think-tanks run by policy and civil society groups, industry and the private sector, and the military complex. Indeed, [...]

over the past decade, these systems have undergone profound transformation to emerge as the main motors of development in a globalized world. This process has brought with it major changes in the landscape of higher education, notably in the university sector' (Kearney, 2009, pp. 9-10).

The panels of various learning, research and innovation sessions addressed the implications of the close linkage between systems of higher education, research and innovation (HERI). The debates focused mainly on the issues underlying the current situation of low-income countries where little or no information has been gathered regarding these integrated entities. In spite of the efforts to compile information on research systems and knowledge management interaction in high-income countries (OECD), essential for outlining the development agenda at global, regional and national/local levels, attention still needs to be given to this issue.

As regards the role of governance in higher education within high-, middle- and low-income countries, the session discussions emphasized the fact that these systems are essential for the construction of a sound knowledge base for sustainable progress and, therefore, need to be the object of multilateral cooperation, benefiting civil society and researchers alike. One panel on the subject of HERI discussed the emergence of integrated HERI systems over the past decade as main drivers of socio-economic progress and commented specifically on the challenges posed both for and by this phenomenon with regard to equitable and sustainable human development.

3.4.2 Women in higher education, research and innovation (HERI)

A persistent and transversal dimension of the HERI debate is that of gender. The women's movement and its causes have progressed worldwide. Enrolments in all levels of education have risen and women dominate certain professions, notably teaching and health. They are also taking a higher profile in governance and political decision-making. Yet, in the HERI fields, certain issues remain unresolved. Worldwide, few women lead universities or inhabit the ranks of top research scientists. Though very active in the economic sector, particularly in small businesses, women seldom have parity in the higher echelons of the sector - where the major decisions are made.

Participants of the parallel session on this theme noted that often there is not so much a lack of qualified women but a lack of concerted effort to empower them. Governments can do much to encourage and facilitate the participation of women in

HERI. Speakers offered a variety of strategies, including affirmative action for women, research to support a change in attitude toward women, a review of current curriculum and scholarships toward female enrolment in higher education. During the session, mention was made of the need to address the misguided belief that men and boys will be adversely affected by gender equity policies. Misconceptions like these can inhibit women's post-graduate success and must be met by proactive measures from governments and institutions.

Part 4: Integration and harmonization

4.1 Higher education: a comprehensive picture

4.1.1 *Towards lifelong learning*

Given the rapid pace of knowledge production and thus the constant onslaught of new information, the challenge to individuals and industries to continuously attain and maintain relevant skills and competencies is immense. Sustained professional development demands lifelong learning¹⁴ - whether formal, non-formal or informal. 'Acquiring knowledge, making it available to as many people as possible, keeping up to date with progress in each field of competence, is becoming essential both for individuals and for states that are making research - the creation of new knowledge - one of their political priorities. As the process unfolds over the long term, it clearly falls to lifelong learning to give everyone the opportunity of thinking about the gaps in their understanding ('learning to learn', as Jacques Delors¹⁵ said), and filling them in so as to keep up with progress' (Halimi, 2005). The challenge of relevance and equal access to knowledge and its links to sustainable development and the right to lifelong learning call for a revisit of strategies that transcend the walls of the academe.

During the parallel session on lifelong learning, proponents of the concept of lifelong learning promoted the idea that people are a nation's greatest assets. To educate one's citizens is to invest in the economic and social success of a nation.

Also essential to the concept of lifelong learning is the integration of all levels of education to form one cohesive education system, in recognition of its invariable interconnectedness. Higher education feeds the success of basic and secondary education which in turn increases enrolment in higher education and, ideally, provides

¹⁴ The Commission of the European Communities (CEC) defines lifelong learning as 'all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective' (CEC, 2001).

¹⁵ The source of this concept is Delors et al., 1996.

well-prepared entrants to the labour market. Entrepreneurship, a solid base in ICTs, citizenship - these skills must be taught throughout a student's life, not merely in higher education. Essential elements for coherent and comprehensive lifelong learning strategies include working multi-stakeholder partnerships, understanding of demand in the context of the knowledge-based society, adequate resourcing, access to learning opportunities and the support of a culture of learning.

4.1.2 Towards Education for All (EFA)

The general discussion on the subject of higher education and EFA, which took place in a parallel session started from the concept that higher education has a great deal to contribute to EFA. Some participants, however, shared the opinion that this linkage has not always been apparent because of the inward-looking nature of many higher education systems. In addition, limited resources and issues of practicality often limit the role that higher education can play in this area. Discussion on this subject noted that investment into and development of higher education have been limited because of the desire of the international community to focus on basic education with a view of achieving the EFA goals. It was observed, on the basis of the Indonesian experience, that there is a need to provide incentives for HEIs to support EFA in relation to research, instruction, exchanges and services.

Higher education contributes to basic education with regard to research, curriculum development and teacher training, not to mention the role it plays as a driver of change. Thus, a number of participants said, it is essential to advocate for a whole-sector approach to the challenge, particularly as many countries have achieved impressive growth in basic education and are now turning their attention to secondary and higher education. Here too the concept of lifelong learning lends itself well to EFA.

4.1.3 Towards the Millennium Development Goals

It was evident from comments made by participants at the conference that many of today's youth - even those who are students of higher education - are unaware of the existence of the Millennium Development Goals (MDGs). These are the world's future leaders and, as such, must be educated to understand the interconnected nature of the world as well as the responsibility they have in accomplishing these

goals. To assist in this process, the United Nations has developed the Academic Impact Initiative.¹⁶ This initiative is not designed to add an extra burden to already over-burdened institutions but rather to put the activities of the average HEI into context, for the benefit of both students and society as a whole. In essence, this programme asks that universities do one activity a year that directly corresponds to any of the myriad activities of the United Nations. The Academic Impact Initiative offers a unique and valuable opportunity for contextualizing the research and scholarship of higher education. From promoting gender equality to ensuring environmental sustainability, higher education is in the best position to lead the way forward. HEIs produce information and knowledge every day that supports and contributes to sustainable development. As higher education achieves its own aims, it is simultaneously advancing those of the MDGs.

4.1.4 The academic profession and higher education

Since the 1998 WCHE, significant changes in the status, recruitment and working conditions of academic staff - principally teachers and researchers but also educational service providers¹⁷ - have and will continue to modify the way in which higher education is organized. To that end, the ILO/UNESCO Recommendations raised many questions regarding salient issues such as teachers' entry into the academic profession, employment security and tenure, and part-time and temporary staff.

Conference participants recognized the constant evolution of the academic profession as well as the myriad challenges which it faces. Among the challenges they identified was the critical financial situation of many universities in the South. Worsened by the current economic crisis, this situation directly feeds the trade in education services and impacts the status and working conditions of teachers. In addition, as the demand for higher education has grown, government funding per student has stagnated. In the form of greater class sizes and higher student-to-teacher ratios, this trend has also had its impact on the academic profession. In addition, it is important to note that the terms and conditions of work for academic staff have been deteriorating for some time now, with the ratio of academic salaries to total institutional spending declining steadily over the past decade. Finally, casualized teaching has been expanding at an alarming rate. Across the world today, academic staff on temporary contracts comprises the majority of those teaching in higher education institutions.

¹⁶ Consult <http://academicimpact.org/index.php> for more information.

¹⁷ Education service providers, whether they work for the community in general or students in particular fall under the broader definition of academic staff as defined by the UNESCO Recommendation Concerning the Status of Higher-Education Teaching Personnel.

Higher education has been called upon to shoulder an immense burden in the twenty-first century. For the sake of the academic professionals on whom these responsibilities inevitably fall, the gains of the previous decade must be protected and additional gains must be sought. The severity of the economic crisis makes this no less a necessity.

4.2 Regionalization - areas of higher education and research

Regionalization in higher education has always been prominent in UNESCO's activities, particularly through the six regional conventions on the recognition of qualifications and degrees in higher education. With the emergence of the knowledge society, however, a variety of new driving forces are impacting regional developments.

To this effect, Europe has developed unique regional harmonization reform in higher education through the Bologna Process which aims to establish a European Higher Education Area by the year 2010. As part of its efforts, Europe has established easily understandable and comparable degrees, organized in a three-cycle structure; developed quality assurance in accordance with the European Standards and Guidelines in Quality Assurance; and promoted the fair recognition of foreign degrees and other higher education qualifications in accordance with the Council of Europe/UNESCO Convention on the Recognition of Qualifications.

Both inspired by the European harmonization process and driven by trends towards globalization, increased mobility and migration, similar higher education and research areas are emerging outside Europe, all at varied stages of development. In Asia and the Pacific, informal structures are being set up through regional groupings; in Africa, the process is at the beginning and is driven by the African Union and supported by UNESCO; and in Latin America and the Caribbean, new momentum was generated by CRES, the 2008 regional preparatory conference for the 2009 WCHE.

Participants of both the regional preparatory conferences as well as the World Conference highlighted the need to consider underlying values, such as academic freedom, institutional autonomy, student participation and higher education, as a public responsibility when developing regional higher education and research areas. It is interesting to note that declarations from all the regional preparatory conferences refer to regionalization as one of the new dynamics in motion.

Lessons learned in Europe point to the need to involve all stakeholders of higher education in regional harmonization processes, including governments, institutions, students, staff and international organizations. Their involvement would ensure a balance between structural reforms and a content/activity driven agenda (i.e. administrative and academic imperatives) as well as inter-regional cooperation, spurred on by students who study outside their respective regions.

In addition, participants voiced their support for regional academic mobility, such as that within the sub-Saharan Africa and the Asia-Pacific regions. The principal challenges to increased academic mobility are restricted migration and the current economic crisis. Key issues include degree structure, qualification framework, qualification recognition, and quality assurance as well as funding and the promotion of academic mobility.

UNESCO activities aimed at revising the recognition conventions in Asia and the Pacific, and in sub-Saharan Africa are part of the above-mentioned efforts on behalf of regional harmonization and integration.

4.3 UNESCO international partnerships

4.3.1 GUNI

The Global University Network for Innovation (GUNI) is composed of UNESCO Chairs in Higher Education, institutions of higher education, research centres and networks related to innovation and the social commitment of higher education. It was established in 1999 by UNESCO, the United Nations University (UNU) and the Technical University of Catalonia, with the aim of facilitating follow-up to the first UNESCO World Conference on Higher Education (1998). Today, GUNI counts 179 members from 68 countries around the world. Its mission is to contribute to strengthening the role of higher education in society through the promotion of reform and innovation in higher education policies around the world, guided by a vision of public service, relevance and social responsibility.

4.3.2 UNESCO Chairs/UNITWIN

Established in 1992, the UNITWIN/UNESCO Chairs Programme seeks to advance research, training and programme development in higher education by building university networks and encouraging inter-university cooperation through the exchange of knowledge across borders. Today over 600 UNESCO Chairs and 60 UNITWIN Networks are established within the Programme, involving over 750 institutions in 125 countries.

UNESCO Chairs and UNITWIN Network projects undertake training, research, information sharing and outreach activities in UNESCO major programmes areas (education, natural sciences, social and human sciences, culture, and communication and information). UNESCO Chairs and UNITWIN Networks provide an innovative modality for international academic cooperation (particularly North-South and South-South) and capacity-building, acting as think tanks and as bridge builders between research and policy-making, and between academia and civil society.

The majority of UNESCO Chairs and UNITWIN Network projects are interdisciplinary and intersectoral. Under its new strategic orientations for the Programme, UNESCO will create a new generation of relevant, strategic and dynamic UNESCO Chairs and UNITWIN Networks closely aligned with the Organization's programme objectives and priorities and with a strong element of North-South and South-South cooperation.

4.3.3 Global Initiative on Quality Assurance Capacity (GIQAC) (UNESCO-World Bank)

Quality assurance and accreditation have become major concerns for governments and institutions alike. Regional and interregional quality assurance arrangements to promote the quality provision of higher education encompass a wide range of modalities, in a continuum from face-to-face to distance learning (using a range of technologies and including e-learning).

At the 2009 WCHE, representatives from both the World Bank and various regional quality assurance bodies took the floor to discuss the progress and future sustainability of the Global Initiative on Quality Assurance Capacity (GIQAC), which

is based on a partnership between the World Bank and UNESCO. The main goal of GIQAC is to support quality higher education in developing countries and countries in transition.

GIQAC aims to assist emerging quality assurance systems in building capacity by sharing information on good practices worldwide, facilitating communication among a diverse set of agencies and professionals, and supporting the production of analyses and guidelines to support quality assurance initiatives. Discussion during the Conference provided an opportunity to address key issues, such as training for internal and external reviewers as well as responding to new modes of delivery (e.g., blended and integrated learning) with the appropriate quality assurance mechanisms.

4.3.4 UNESCO-Hewlett-Packard Brain Gain Initiative

The emigration of highly skilled people is having a significant impact on education and economic growth in developing countries. Yet many expatriates, wherever they may be located, have the potential and willingness to contribute to the development of their home country.

Appropriate tools can help realize this potential. Notably, communication technologies could enable digitally literate students and researchers to learn from and enter into collaboration with leading innovators independently of their physical location, thus reducing a motive for migration. Advanced technologies such as distributed (grid and cloud) computing can permit remote access to rare or expensive resources: high performance computers and scientific instruments.

UNESCO and Hewlett-Packard joined forces in 2003 to develop several projects, mobilizing expertise, financial support and technology to create a 'brain gain' for regions that are particularly affected by the exodus of academics and scientists. This specific approach has been successively developed and tested in South-East Europe, from 2003, and Africa, from 2006.

In 2009 UNESCO and Hewlett-Packard agreed to scale up the initiative to help create a university e-infrastructure for science, bringing together higher education institutions and research centres throughout Africa and the Arab States Region and allowing them to pursue innovative education projects.

At the Conference, project managers from participating institutions and representatives from UNESCO and Hewlett-Packard took the floor and addressed questions in a parallel session devoted to the Initiative. It provided an opportunity to present the roots, rationale, achievements and latest developments of this public-private partnership to an audience of education specialists, potential partners and possible future participants.

4.3.5 UNESCO-Microsoft partnership

Higher education is increasingly seen as an engine of economic development. The participants from developing regions emphasized the longer-term challenges of sustainable higher education reform and capacity-building. The current economic downturn, combined with rising demand for higher education, places governments under enormous pressure to fund and support programmes needed to train the next generation of workforces equipped with the new skills and knowledge indispensable for economic recovery and growth.

UNESCO and Microsoft have been working together since 2004 to make technology affordable and accessible to developing countries, to help them build up the skilled work forces necessary to successfully cope with the long-term challenges of building knowledge-based economies and training twenty-first century digital literate citizens.

To assist governments and higher education institutions worldwide meet the growing challenges of supporting economic stimulus efforts and workforce development strategies, UNESCO and Microsoft announced, at the closing plenary session of the WCHE 2009, the creation of a Joint Task Force on Higher Education and Information and Communication Technology. The task force, also designed to reinforce the broader global Education for All agenda led by UNESCO, will identify key initiatives promoting a more equitable and cost-effective long-term use of ICT in post-secondary teaching, learning and research. Three areas of action have been identified as the task force's next steps: (i) use of ICT for higher education reform/transformation (with a focus on capacity-building and teacher professional development); (ii) fostering innovation and entrepreneurship; and (iii) support to post-secondary students in developing countries having no cost/low-cost access to technical software, skills training and certification that will make them globally competitive and ensure them lifelong employability.

Part 5: Promoting excellence in Africa

The 2009 WCHE gave special priority to Africa. Besides the Round Table specifically geared towards the topic, the issue of revitalizing Africa's higher education systems was a constant theme within plenary and parallel sessions. At each level, specially assigned rapporteurs were in charge of gathering the various proposals made and adapting them to the African context in order to disseminate them to the higher education community in the form of conscientious, concrete proposals.

Raising global awareness of the situation in Africa, as it pertains to higher education, was particularly illustrated by an enriching panel held during the African Round Table. Participants, both male and female, of this panel not only came from a variety of positions in the African higher education community (e.g., representatives of governments, regional banks, student bodies, university associations, international organizations, etc.) but also came from other regions of the world (e.g., Brazil, the Republic of Korea). In this respect, the World Conference underscored the work that has been undertaken by the UNESCO/ADEA Task Force that was in charge of the preparation of the Round Table and will continue to provide advice, support and reinforcement for the follow-up activities of the WCHE in Africa.

The following subjects constitute the main aspects evoked through the Conference discussions.

5.1 Diversification

5.1.1 Access to higher education

Discussions on African higher education, similar to general discussions, addressed the necessity to diversify higher education services in response to increasing and multi-dimensional demand. At the same time, they also recognized the need to strengthen the relevance, conditions and methodology of training courses for the educational services providers upon which responsibility for the success of diversification will rest. Participants and presenters alike identified a diverse range of higher education institutions that will absorb the aforementioned demand. These institutions include, but are not limited to, research-intensive universities, polytechnic institutes, ODL, virtual universities and teacher-training colleges.

In considering the changes that must be made to improve access in Africa, special attention was paid to improved representation of women in higher education, particularly in the field of science and technology. In addition, participants supported the development of quality private institutions, regulated by the government, to support governmental efforts to respond to the massification of higher education. Finally, in order to pilot and better evaluate systems of higher education in Africa, participants called for improved availability, quality and relevance in terms of statistical data on higher education nationally and regionally.

5.1.2 Financing of higher education

Ensuring the quality of higher education in Africa requires a funding policy that not only promotes sustainability but also provides the incentives to increase efficiency, achieve equitable access and orient institutions towards economic needs. Those present during discussions on this subject called for greater national commitment to higher education through adequate budgetary allocation. It was advised that African governments should allocate more resources (at least 20 per cent of the national budget) to education in accordance with the spirit of the African Union Plan for the second Decade of Higher Education in Africa, while properly prioritizing the sub-sector of higher education. In addition, the need to diversify funding sources in support of regional initiatives was encouraged. To that end, participants called for the establishment of an African Higher Education Trust Fund in order to supplement the efforts of African governments and organizations as well as strengthen HEIs.

5.2 Social responsibility

5.2.1 Relevance, efficiency and effectiveness of higher education

Conference participants argued that responding to African developmental needs and priorities includes the support of HEIs in the development and delivery of relevant curriculum, particularly in the field of science and technology. In addition, they indicated the need for national development plans to match graduate output with national human resource needs in order to minimize graduate unemployment. To that end, they urged HEIs to incorporate technical and vocational training as well as entrepreneurial education into their programmes as a means of better preparing graduates for the world of work.

Participants identified an additional responsibility of higher education in Africa and supported curriculum and an institutional environment that will promote peace, strive towards conflict prevention and resolution and foster respectful and appropriate attitudes, behaviours and ethics in staff and students. To achieve these ends, there is a need to fortify the good governance and proper management of HEIs so as to ensure greater institutional autonomy while maintaining transparency and accountability.

5.2.2 Science and technology, research and innovation

A number of Conference sessions indicated the need for strengthened institutional and human capacity for quality research supported by adequate funding, appropriate training and greater research collaboration among regional and international researchers alike. To that end, innovative research activities that target development issues on the continent should be both promoted and rewarded. However, to achieve successful research and development in Africa, a competitive finance system - one designed to incite the support of private enterprises for technological training and research - must be defined. Finally, participants indicated the need for African HEIs to be incubators for innovation and create their own scientific parks.

5.3 Good governance

5.3.1 Governance of higher education institutions

In terms of institutional governance, participants of the 2009 WCHE stressed the importance of trust in strategic planning. To achieve this, they encouraged the creation of comprehensive new strategies that will include activity programming, plan for all necessary resources (e.g., staff, financial, etc.) and incorporate future objectives in at least a ten-year framework. Ideally, such planning will be multi-functional. These strategies, once made available to the public, may prove to be a useful tool for leveraging resources and support from both the public and private sectors.

To make a strategy viable, however, requires that institutions also focus their attention on strengthening management and leadership capacity. To that end, participants urged institutions to adopt the human resources management approach, in which labour is considered the most valuable asset and, as such, is nurtured, motivated and

supported in order to enhance organizational competitiveness. It was further suggested that scientific norms be used to put a quantifiable value upon academic work, staff appraisal and staff development.

5.3.2 Quality assurance

Various discussions on the topic of quality assurance in higher education as it pertains to Africa stressed the need for appropriate regulatory measures at the national level in order to provide a framework for national and cross-border higher education providers. Furthermore, institutions were encouraged to adapt a 'culture of quality' in order to comply to national and international quality assurance standards.

Participants recognized the need to strengthen overall institutional and human capacity for quality assurance at the national, subregional and regional level. They also advocated the development of subregional and regional networks for quality assurance to promote cooperation among African experts and facilitate dialogue and technical assistance towards creating an African higher education space.

5.4 Integration and harmonization

5.4.1 Regional harmonization

In terms of regional harmonization, talk turned to the development and maintenance of a continental framework for higher education qualifications. To realize such an objective, participants advocated the establishment of regional higher education harmonization processes through Regional Economic Communities (RECs). In addition, they advised that ratification of the revised version of the Arusha convention on mutual recognition of diplomas, certificates and degrees be expanded in order to stimulate academic mobility that will transcend the subregional and linguistic areas on the continent.

Stressed too was the need for greater exchanges of information; the creation of a central database containing information on African HEIs and their programmes; the establishment of a system to assess African HEIs' performance; and the development of a set of minimum qualification standards targeting, for example, joint curriculum programmes or student mobility schemes.

5.4.2 Partnership and cooperation

On the subject of increased cooperation and partnerships between stakeholders, Conference discussion stipulated that all relationships should be mutually beneficial. In that respect, cooperation should be structured in such way that skilled individuals from Africa are no longer drained from the continent. Moreover, it should be structured so as to strengthen its link with the African Diaspora to the benefit of the African continent. Similarly, North-South cooperation must be based on strong structures and sustainable frameworks.

On this same subject, the World Conference applauded the offers of cooperation proposed by various partners, including the African Development Bank, the African Union and the Association of African Universities (AAU) as well as the countries of Brazil and the Republic of Korea. A special welcome was also extended to other university associations - the Agence Universitaire de la Francophonie (AUF) and the Association of Commonwealth Universities (ACU) - for their proposal to create an Institute on Governance in Higher Education in Africa.

5.4.3 Creation of an African higher education and research area

Encompassing discussions pertaining to Africa was the call for the creation of an African higher education area as well as regional poles of excellence for the exchange of experience and expertise. Such an area would increase student and staff mobility, allow the mutual recognition of certificates, diplomas and degrees, and encourage the creation of joint degree programmes at the regional level. Finally, the African area could promote the use of African languages in teaching and research in order to strengthen regional integration.

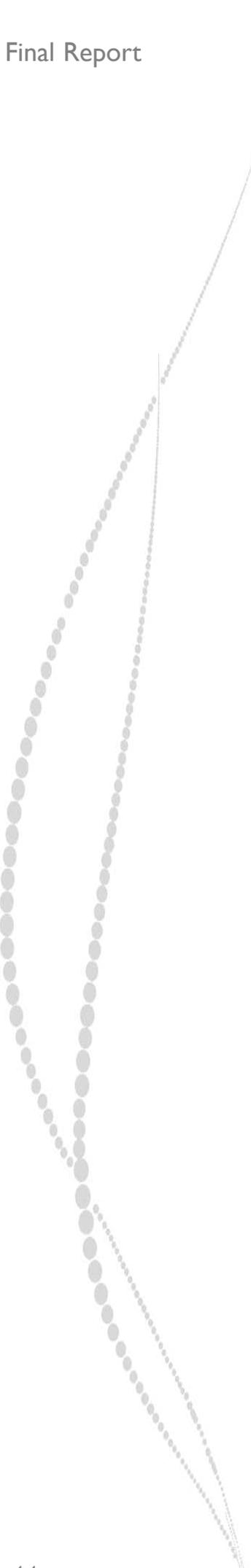
Conclusion

Participants of the 2009 World Conference for Higher Education, through dense discussion and insightful presentations, responded in force to the multi-faceted and widespread demands that have been made upon higher education in this, the first decade of the twenty-first century. In response to the current global economic and environmental crisis - one which underscores a collective over-indulgence in short-sighted and unsustainable methods of production and consumption - participants challenged the higher education community to 'think locally, but act globally'. Through partnership and good governance, under a mantle of social responsibility, higher education can offer solutions to the greatest challenges of the twenty-first century - challenges that have been highlighted throughout this report. In short, the 2009 WCHE reconfirmed higher education's importance to a world that is accelerating through a new century.

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Annex I - Conference Communiqué

Preamble

We, the participants of the 2009 World Conference on Higher Education, held from 5 to 8 July 2009 at UNESCO Headquarters in Paris, recognizing the abiding relevance of the outcomes and Declaration of the 1998 World Conference on Higher Education and taking into account the outcomes and recommendations of the six regional conferences (Cartagena de Indias, Macao, Dakar, New Delhi, Bucharest and Cairo) as well as the debates and outcomes of this world conference, 'The New Dynamics of Higher Education and Research for Societal Change and Development', adopt the present communiqué.

As a public good and a strategic imperative for all levels of education and as the basis for research, innovation and creativity, higher education must be a matter of responsibility and economic support of all governments. As emphasized in the Universal Declaration of Human Rights, 'higher education shall be equally accessible to all on the basis of merit' (Article 26, paragraph 1).

The current economic downturn may widen the gap in access and quality between developed and developing countries as well as within countries, presenting additional challenges to countries where access is already restricted.

At no time in history has it been more important to invest in higher education as a major force in building an inclusive and diverse knowledge society and to advance research, innovation and creativity.

The past decade provides evidence that higher education and research contribute to the eradication of poverty, to sustainable development and to progress towards reaching the internationally agreed upon development goals, which include the Millennium Development Goals (MDGs) and Education for All (EFA). The global education agenda should reflect these realities.

Social responsibility of higher education

1. Higher education as a public good is the responsibility of all stakeholders, especially governments.
2. Faced with the complexity of current and future global challenges, higher education has the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions, and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, inter alia food security, climate change, water management, intercultural dialogue, renewable energy and public health.
3. Higher education institutions, through their core functions (research, teaching and service to the community) carried out in the context of institutional autonomy and academic freedom, should increase their interdisciplinary focus and promote critical thinking and active citizenship. This would contribute to sustainable development, peace, wellbeing and the realization of human rights, including gender equity.
4. Higher education must not only give solid skills for the present and future world but must also contribute to the education of ethical citizens committed to the construction of peace, the defence of human rights and the values of democracy.
5. There is need for greater information, openness and transparency regarding the different missions and performance of individual institutions.
6. Autonomy is a necessary requirement for fulfilling institutional missions through quality, relevance, efficiency, transparency and social responsibility.

Access, equity and quality

7. In the past ten years, tremendous efforts have been made to improve access and ensure equity. This effort must continue. Access alone is, however, not enough. Much more needs to be done. Efforts must be made to ensure the success of learners.
8. Expanding access has become a priority in the majority of Member States and increasing participation rates in higher education are a major global trend. Nevertheless, great disparities persist, constituting a major source of inequality. Governments and institutions must encourage women's access to, participation in and success at all levels of education.
9. In expanding access, higher education must pursue the goals of equity, relevance and quality simultaneously. Equity is not simply a matter of access - the objective must be successful participation and completion while at the same time ensuring student welfare. This must include appropriate financial and educational support to those from poor and marginalized communities.
10. The knowledge society needs diversity in higher education systems, with a range of institutions having a variety of mandates and addressing different types of learners. In addition to public institutions, private higher education pursuing public objectives has an important role to play.
11. Our ability to realize the goals of EFA is dependent upon our ability to address the worldwide shortage of teachers. Higher education must scale up teacher education, both pre-service and in-service, with curricula that equip teachers to provide individuals with the knowledge and skills they need in the twenty-first century. This will require new approaches, including open and distance learning (ODL) and information and communications technologies (ICTs).
12. Preparing education planners and conducting research to improve pedagogical approaches also contributes to EFA goals.
13. ODL approaches and ICTs present opportunities to widen access to quality education, particularly when Open Educational Resources are readily shared by many countries and higher education institutions.
14. The application of ICTs to teaching and learning has great potential to increase access, quality and success. In order to ensure that the introduction of ICTs adds value, institutions and governments should work together to pool experience, develop policies and strengthen infrastructure, especially bandwidth.

15. Higher education institutions must invest in the training of faculty and staff to fulfil new functions in evolving teaching and learning systems.
16. Greater emphasis on the areas of science, technology, engineering and mathematics, as well as social and human sciences, is vital for all our societies.
17. The results of scientific research should be made more available through ICTs in addition to open access to scientific literature.
18. The training offered by institutions of higher education should both respond to and anticipate societal needs. This includes promoting research for the development and use of new technologies and ensuring the provision of technical and vocational training, entrepreneurship education and programmes for lifelong learning.
19. Expanding access poses challenges to the quality of higher education. Quality assurance is a vital function in contemporary higher education and must involve all stakeholders. Quality requires both establishing quality assurance systems and patterns of evaluation as well as promoting a quality culture within institutions.
20. Regulatory and quality assurance mechanisms that promote access and create conditions for the completion of studies should be put in place for the entire higher education sector.
21. Quality criteria must reflect the overall objectives of higher education, notably the aim of cultivating in students critical and independent thought and the capacity of learning throughout life. They should encourage innovation and diversity. Assuring quality in higher education requires recognition of the importance of attracting and retaining qualified, talented and committed teaching and research staff.
22. Policies and investments must support a broad diversity of tertiary/post-secondary education and research - including but not limited to universities - and must respond to the rapidly changing needs of new and diverse learners.
23. The knowledge society requires a growing differentiation of roles within higher education systems and institutions, with poles and networks of research excellence, innovations in teaching/learning and new approaches to community service.

Internationalization, regionalization and globalization

24. International cooperation in higher education should be based on solidarity and mutual respect, and the promotion of humanistic values and intercultural dialogue. As such, it should be encouraged despite the economic downturn.
25. Institutions of higher education worldwide have a social responsibility to help bridge the development gap by increasing the transfer of knowledge across borders, especially towards developing countries, and working to find common solutions to foster brain circulation and alleviate the negative impact of brain drain.
26. International university networks and partnerships are a part of this solution and help to enhance mutual understanding and a culture of peace.
27. Partnerships for research and staff and student exchanges promote international cooperation. The encouragement of more broadly based and balanced academic mobility should be integrated into mechanisms that guarantee genuine multilateral and multicultural collaboration.
28. Partnerships should nurture the creation of national knowledge capabilities in all involved countries, thus ensuring more diversified sources of high quality research peers and knowledge production, on regional and global scales.
29. For globalization of higher education to benefit all, it is critical to ensure equity in access and success, to promote quality and to respect cultural diversity as well as national sovereignty.
30. Globalization has highlighted the need for the establishment of national accreditation and quality assurance systems along with promotion of networking among them.
31. Cross-border provision of higher education can make a significant contribution to higher education provided it offers quality education, promotes academic values, maintains relevance and respects the basic principles of dialogue and cooperation, mutual recognition, and respect for human rights, diversity and national sovereignty.
32. Cross-border higher education can also create opportunities for fraudulent and low-quality providers of higher education that need to be counteracted. Spurious providers ('degree mills') are a serious problem. Combating 'degree mills' requires multi-pronged efforts at national and international levels.

33. New dynamics are transforming the landscape of higher education and research. They call for partnerships and concerted action at national, regional and international levels to assure the quality and sustainability of higher education systems worldwide - particularly in sub-Saharan Africa, small island developing states (SIDS) and other least developed countries (LDCs). This should also include South-South and North-South-South cooperation.
34. Greater regional cooperation is desirable in areas such as the recognition of qualifications, quality assurance, governance, and research and innovation. Higher education should reflect the international, regional and national dimensions in both teaching and research.

Learning, research and innovation

35. Given the need for increased funding for research and development in many countries, institutions should seek new ways of increasing research and innovation through multi-stakeholder, public-private partnerships that include small and medium enterprises.
36. It is increasingly difficult to maintain a healthy balance between basic and applied research due to the high levels of investment needed for basic research as well as the challenge of linking global knowledge to local problems. Research systems should be organized more flexibly to promote science and interdisciplinarity in the service of society.
37. For the quality and integrity of higher education, it is important that academic staff has opportunities for research and scholarship. Academic freedom is a fundamental value that must be protected in today's evolving and volatile global environment.
38. Higher education institutions should seek out areas of research and teaching that can address issues related to the well-being of the population and establish a strong foundation for locally-relevant science and technology.
39. Indigenous knowledge systems can expand our understanding of emerging challenges; higher education should create mutually beneficial partnerships with communities and civil societies to facilitate the sharing and transmission of appropriate knowledge.

40. In the face of increasingly scarce resources, stakeholders are encouraged to explore and intensify the use of electronic library resources and tools to support teaching, learning and research.

Higher education in Africa

41. The 2009 World Conference on Higher Education gave special focus to the challenges and opportunities for the revitalization of higher education in Africa - an important tool for the development of the continent. The issues raised for African higher education are integrated throughout this communiqué.
42. Participants welcomed the recommendations of the Dakar Regional Preparatory Conference of November 2008 and noted the progress recorded since the 1998 World Conference on Higher Education - especially increased enrolments in higher education. Participants underscored the critical need to confront emerging challenges relating to gender and racial inequality, academic freedom, brain drain and the lack of graduates' preparedness for the labour market. They underlined the urgency for the adoption of new dynamics in African higher education that work towards a comprehensive transformation to sharply enhance its relevance and responsiveness to the political, social and economic realities of African countries. This new momentum can provide a trajectory in the fight against underdevelopment and poverty in Africa. This will demand greater attention to higher education and research in Africa than has been given for the past eleven years. Higher education in Africa should foster good governance based on robust accountability and sound financial principles.
43. The evolution of a quality African higher education and research area will be stimulated through institutional, national, regional and international collaboration. There is, therefore, the need for a strategic orientation towards the establishment/strengthening of such collaboration. African countries with well-developed higher education systems should share with those that have less-developed systems. We must commit to making African higher education an instrument for regional integration.
44. The development of the higher education area in Africa will also be catalysed by the establishment of a quality assurance mechanism at the regional level. In this connection, we urge the fast-tracking of the initiative of the African Association of Universities (AAU), with support from UNESCO, to stimulate

the setting up of national, subregional and regional quality assurance systems. Equally, staff and student mobility within an African higher education area will be fostered through the active implementation of the Arusha convention on the mutual recognition of diplomas, certificates and degrees. The indispensability of the Pan African University in fostering African integration should be stressed.

45. Access: To meet the rapidly increasing demand for higher education and research in Africa, there is an urgent need for differentiated institutions - ranging from research universities to polytechnics and technical colleges, with diversified programmes within each institutions - to cater to different types of learners as well as the needs of the country. The increasing demand for higher education will hardly be met by traditional face-to-face delivery alone. Other approaches, such as ODL and online learning, will have to be utilized, especially for areas such as continuing adult education and teacher training.
46. Curriculum relevance: A number of areas of expertise are crucial for the diversification of African economies, yet are not receiving the required attention. These include agriculture, natural resource extraction, the environment, indigenous knowledge systems and energy. A focus on these areas in higher education can contribute to ensuring the competitiveness of African economies.
47. Funding: Education remains a public good, but private financing should be encouraged. While every effort must be made to increase public funding of higher education, it must be recognized that public funds are limited and may not be sufficient for such a rapidly developing sector. Other formulas and sources of funding, especially those drawing on the public-private partnership model, should be found.
48. Students should be given a voice in governance of higher education at all levels.
49. Participants expressed deep appreciation for the ongoing support to the development of African higher education by several countries and organizations. They also welcomed the new pledges made by several new partners, notably China, India and the Republic of Korea. They also applauded the concrete proposals from the African Development Bank, the African Union and associations of universities - notably the AAU, the Agence Universitaire de la Francophonie (AUF) and the Association of Commonwealth Universities (ACU) - on the issues of governance and higher education delivery models.

50. The participants appreciated the priority that UNESCO accorded to Africa at this conference.

Call for action: Member States

51. Member States, working in collaboration with all stakeholders, should develop policies and strategies at system and institutional levels to:
- a) Maintain and, if possible, increase investment in higher education in order to sustain quality and equity at all times and foster diversification in both the provision of higher education and the means of funding;
 - b) Ensure adequate investments in higher education and research to reflect growing expectations and societal needs;
 - c) Put in place and strengthen appropriate quality assurance systems and regulatory frameworks with the involvement of all stakeholders;
 - d) Scale up pre-service and in-service teacher training with curricula that equip them to prepare students as responsible citizens;
 - e) Encourage women's access, participation and success in higher education;
 - f) Guarantee equal access to underrepresented groups such as workers, the poor, minorities, the differently abled, migrants, refugees and other vulnerable populations;
 - g) Develop mechanisms to counteract the negative impact of brain drain while encouraging academic, staff and student mobility;
 - h) Support greater regional cooperation in higher education conducive to the establishment and strengthening of regional higher education and research areas;
 - i) Empower least developed countries and small island developing states to benefit from the opportunities offered by globalization and foster collaboration between them;
 - j) Pursue the goals of equity, quality and success by developing more flexible entry pathways and assuring better recognition of prior learning and work experience;

- k) Enhance the attractiveness of academic careers by ensuring respect for the rights and adequate working conditions of academic staff in accordance with the 1997 Recommendation concerning the Status of Higher-Education Teaching Personnel;
- l) Ensure active student participation in academic life, with freedom of expression and the right to organization, and provide adequate student services;
- m) Combat degree mills through multi-pronged action at national and international levels;
- n) Develop more flexible and organized research systems which promote science excellence and interdisciplinarity, and serve society;
- o) Support the fuller integration of ICTs and promote ODL to meet increasing demands for higher education.

Call for action: UNESCO

52. In the context of significant progress towards achieving universal primary education, UNESCO should reaffirm the priority of higher education in its future programmes and budgets. In pursuing this priority UNESCO, within its five functions as laboratory of ideas, catalyst for international cooperation, standard-setter, capacity-builder and clearing house, should:
- a) Assist with the formulation of long-term, sustainable strategies for higher education and research in tune with internationally agreed development goals and national/regional needs;
 - b) Provide platforms for dialogue and the sharing of experience and information on higher education and research, and assist in building capacity in the formulation of higher education and research policies;
 - c) Help governments and institutions address international issues in higher education by:
 - Continuing to implement its standard-setting instruments, in particular the new generation of regional conventions for the recognition of qualifications and the 1997 Recommendation concerning the Status of Higher-Education Teaching Personnel;

- Pursuing its work in capacity-building for quality assurance in higher education in developing countries;
 - Fostering international collaboration in teacher education in all regions, especially in Africa through TTISSA (Teacher Training initiative for Sub-Saharan Africa);
 - Encouraging the transfer of knowledge through UNITWIN Networks and UNESCO Chairs, in collaboration with other agencies, to further capacity development in support of internationally agreed goals such as EFA, the MDGs and the United Nations decades;
- d) Encourage international mobility and exchanges of students and staff, while developing strategies to counteract the negative impact of brain drain;
- e) Enhance student participation in UNESCO forums and support global student dialogue;
- f) Ensure follow-up to the 2009 World Conference on Higher Education through: the identification of the most important issues and priorities for immediate action; the monitoring of trends, reforms and new developments; and the promotion of regional integration and academic cooperation by supporting the creation and development of regional areas of higher education and research, and strengthening the regional UNESCO units in coordination with the existing networks;
- g) Reinforce and extend the UNESCO-ADEA Task Force for Higher Education in Africa, which includes major partners and donors, to ensure effective follow-up to the 2009 World Conference on Higher Education to move from talk to action.

Annex II - Oral reports

General Report

Suzy Halimi, General Rapporteur

Excellencies,

Ministers,

Colleagues and friends in higher education,

Ladies and gentlemen,

A decade on from the 1998 World Conference, a decade that has seen many developments of deep significance for higher education, I feel honoured and privileged to be presenting this report to you and would like to thank the members of the Bureau, who have entrusted me with this task. I cannot do justice here to the wealth of ideas and proposals that have been a feature of the past three days. I shall try to capture the main ideas discussed and the spirit of those discussions.

I. Planning of the Conference and proceedings

Rather than adopting a linear approach, this presentation will offer an analysis of the issues from a general perspective and also of the political choices that have shaped the programme.

- I. Participation by ministers and high-level decision-makers has been high, including participation in round tables and even the parallel sessions. This is evidence of

two things: an awareness of the importance of higher education in building a knowledge society in the twenty-first century and the trust placed in UNESCO to play its full part in this area.

2. Africa as a priority has been strongly highlighted, having been placed at the centre of today's debates and tomorrow's action, with reports on Africa for each round table and parallel session, and a General Rapporteur to summarize the proceedings. Africa is more than ever a priority for UNESCO and for international cooperation.
3. The reports of the regional conferences have revealed common ground and identical aims, which confirms the relevance of global reflection and joint action. At the same time, however, we have observed regional specificities that need to be taken into account if we are to avoid the kind of standardization that would involve an over-rigid response, that would, to use Bergson's terms, 'superimpose the mechanical on the living'.
4. All stakeholders were invited to express their views: panels of ministers, institutions, civil society and the private sector; contributions by international organizations such as the European Commission, the Council of Europe and the Organisation for Economic Co-operation and Development (OECD); international donors, notably the World Bank and the African Development Bank, also made their position clear. Finally, though we would have liked to hear even more from them, the students themselves were given their say, their voices for the future mapping out the programme of their dreams and expectations.

An Internet forum had been opened three weeks prior to the Conference to gather the views and suggestions of those who wished to address the Conference.

5. Parallel sessions that were extremely rich in ideas addressed all aspects of higher education and research, attracting large audiences, whose size could be gauged from the chairs being moved and the extent of the applause that greeted the contributions.
6. There were numerous, entirely apposite documents to accompany the Conference, ranging from a philosophical reflection on knowledge in general and on the progress of our knowledge in particular right through to the technical aspects of the themes.

7. We must not forget the importance of the follow-up. The World Conference will only open the door to action, which lies 'beyond the words'.

II. Challenges emerging since the 1998 World Conference

We have witnessed a decade marked by change, with major implications for higher education. Certain trends that were only beginning to emerge in 1998 have since become established or gathered pace (an increased demand for training, information and communication technology, etc.). Other events have occurred, in particular the economic crisis, that pose more starkly than ever the question of the societal role of higher education and of how it should be financed.

1. Globalization has had a dramatic impact on higher education. As Mr Matsuura stated in his opening remarks, we no longer research, teach or communicate in the way that we used to.

For better or for worse, the mobility of people and ideas has speeded up, leading to the 'brain drain' problem, which needs to be converted into a 'brain circulation'.

The internationalization of our institutions is both a source of cooperation and a source of competition. We live in an interconnected and interdependent world.

2. The vertiginous speed with which technology is evolving offers new ways of accessing knowledge, along with the need to maintain the necessary critical distance in relation to how we use them.

However, the digital divide still exists, both across and within countries, causing inequalities that must be reduced as quickly as possible.

3. There has been an increase in the demand for higher education. This has resulted from the development of primary and secondary education, which can only be applauded.

A new population of adults on continuing education courses is now knocking on the doors of our institutions: lifelong education represents a new challenge for higher education.

Finally, a longer life expectancy is allowing many retired people to go to university in search of a better quality of life.

4. This increased demand raises the question of teaching staff and their training. Teachers in higher education are the heart of the system, which means paying particular attention to their status, to the attractiveness of the profession and to remuneration.
5. The economic situation and sustainable development present further challenges with the accompanying problems of graduate unemployment, the need to update knowledge and threats to the funding of higher education.

Sustainable development, a fresh cause for concern with regard to the future of humanity and the planet, leads us also to reflect on the responsibility of researchers and teachers in taking account of the problems and looking for solutions.

III. What kind of higher education for the twenty-first century?

I shall take as my starting point the Conference title itself: 'The new dynamics'. This phrase implies movement and progress, and, as I see it, this progress will be the result of a dialectical interplay between demands that appear to contradict each other but are, in reality, complementary. It is in this binary form that I see higher education in the twenty-first century.

I. Teaching and research

Research is the source of innovation, of the creativity of new knowledge systems, both basic research and applied research in support of economic and social development. Teaching is the dissemination of knowledge, the preparation of young people for integration into the world of work; but it is also to communicate to the young and not-so-young a love of knowledge, 'The Joy of Learning', to quote the title of a work published a few years ago.

For a higher education system of quality, research and teaching are inseparable, their exact combination being dependent on the system as a whole, on the institutions and on the career profile of the teacher-researcher.

2. Public good and private partnerships

Here I must emphasize the unquestionable role of the State in initiating and defining policies, in guaranteeing equality of opportunity in the interests of social cohesion and the quality of education and teachers.

At the same time, however, public resources cannot meet every need. We must therefore turn to private partnerships, but this must be done in complete transparency and with a due regard for quality, protecting our students from any misleading publicity.

3. Quantity and quality

It is vital that we cater for an increasingly large and diverse population, young people in pre-service education and adults engaged in lifelong learning, what Georges Haddad has called 'a dynamic democratization of higher education'.

Access can, moreover, be widened by resorting to communication technology, especially distance education, which, as Sir John Daniel has shown, allows the different elements of the 'iron triangle, access, quality and cost', to be reconciled.

However, it is not enough to open doors, these students must be guided towards success and not misled by being allowed to rush straight into subjects that lead nowhere; hence the need for a system that provides information, guidance on courses, personal tutoring and support. We have already heard about the system that has been set up in Africa to support girls who are opting for science courses.

Equity and quality

There can be no equity unless the education offered is of sufficient quality, and there can be no quality unless teaching and institutions are evaluated. But a word of caution: quality is not an absolute, it should be measured by its degree of appropriateness, in terms of set objectives and local conditions. International league tables take as sole indicators research, publications and citations, ignoring all the other missions of higher education (teaching, the integration of students, lifelong learning). It is necessary, therefore, to widen these assessment criteria in order to include every mission that a university undertakes.

Quality and diversity

Quality must not be understood as conforming to a norm, to a single model. Diversity must be preserved in all circumstances as a source of creativity and innovation.

4. Freedom and responsibility (accountability)

The preservation of academic freedom is more necessary than ever, the freedom to think, to research, to teach and to publish, all liberties that are indispensable to scientific progress.

At the same time, however, higher education is accountable

- to the Nation (use of public funds)
- to students (quality and relevance of the education offered)
- to society (higher education must be a factor in social progress and sustainable development, and must act as a watchdog in anticipating wherever possible extreme weather patterns or economic crises).

5. Internationalization and respect of diversity

International cooperation involves setting up networks that mutually benefit their members in terms of their strengthening and enriching effect. The UNESCO Chairs serve this purpose admirably.

International cooperation is a blessing, providing that we steer clear of the dangers, especially in cooperation between North and South, by promoting the establishment of poles of excellence in developing countries. The Pan-Africa Institute of Governance will serve as an example.

Regional cooperation must be fostered between countries in the same geographical region that have similar objectives and the same approach to problems in higher education. Thus, reference has been made to the European Higher Education and Research Area and the African Area, with an Arab Area now under study, making it easier for students and academics to move between countries and enabling qualifications to be recognized internationally, as enshrined in the Bologna Process. But this process is just one example, there are others; we must be particularly careful not to import models that are incompatible with local conditions. Lastly, international

cooperation should only happen if it respects cultural diversity and its corollary, linguistic diversity.

6. Educating for citizenship and for world citizenship

The Bucharest Conference and several delegations stressed the importance of values. Higher education teaches young people values such as justice, respect, solidarity, rights and their accompanying duties, in short it teaches them democracy. This sometimes gives rise in institutions to social activities, mutual support and voluntary work. In this respect, higher education is a tool for constructing national identity.

But we must also, with the help of mobility, make our young people citizens of the world. Montaigne said a long time ago that we should travel and 'rub and polish our brains against other people's brains'. In eighteenth-century Europe, the Grand Tour allowed young people of means to travel the world so as to become familiar with the manners and institutions of the countries they visited. Today, the ERASMUS and ERASMUS-MUNDUS programmes offer the same advantage to a wider public. Travel 'opens windows' on the world, allows us to meet other people, to respect them in their difference. UNESCO reminds us that the foundations for peace are built first of all within the minds of men and women by means of education.

IV. Some few recommendations. Messages from the 2009 Conference

From the foregoing remarks I will extract six recommendations, two for the political decision-makers, two for higher education institutions and two for UNESCO.

Messages for the political decision-makers

- Protect higher education as a major investment in the future, as a public asset, even if the private sector can make its own contribution to the funding and diversification of institutions. And above all, do not let up on this effort, even in times of economic crisis.
- Give solidarity its full meaning, by developing international cooperation, and by seeking and finding original methods of funding (a tax on airline or other tickets) to enable developing countries, too, to equip themselves with a higher education system of quality.

Messages for institutions of higher education

- Fully define your strategy and your aims in terms of your specificity and the nature of your in-take; once you have done this, aim for excellence in your specialist field(s).
- Bring out the best in your staff (training, status, image, salary), for they are the cornerstone of the system. Above all, never think that technology and distance education can completely replace the teacher: nothing can rival personal contact between student and teacher.

Messages for UNESCO

- Acknowledge the role of higher education at the heart of the education system, give it its due place in your programmes and your budget for education for all.
- Play your role to the full
- the normative role of defining the rules of good practice that will serve as benchmarks;
- the role of helping countries that wish to develop their higher education;
- the role of monitoring, and of collecting and disseminating information, especially using statistics as a tool of transparency.

In conclusion

The World Conference has come to a close after four days of exciting and fruitful debate. It is now up to us to make good use of the ideas that have come out of it, the examples of good practice and the commitments that have been given.

The present Rapporteur would like to congratulate UNESCO, the Education Sector, the Division of Higher Education, its Director, Georges Haddad, and his entire team, who have succeeded in organizing a conference that has been as impressive in terms of quality as it has been in terms of scale. I am certain that its success has lived up to their expectations and their efforts.

Thanks, also, to everyone who has contributed to the debates so expertly and with such conviction.

Thanks to Jean-Pierre, Guy, Estelle and Emily, who have helped me to assemble the information needed to present this report to you.

And finally, thanks to all of you for your attention.

African Report

Peter Okebukola, General Rapporteur

Excellencies, Distinguished Ladies and Gentlemen,

We had the exciting task of aggregating the summaries of presentations and discussions at 41 plenary, parallel and special sessions. From sunup of the Conference of the Opening Ceremony to sundown of this closing session, we strived to capture the major thrusts of interventions of the Director-General of UNESCO, the eminent persons who graced the Opening Ceremony, Ministers, and institutional and individual delegates including students. We embedded into all of these the conclusions of the regional preparatory meetings and the Internet Forum into what has been distilled into the draft Communiqué of the Conference and the Conference Report which will follow.

We found, most strikingly, an infectious dynamism among the over 1,200 participants to propel higher education to orbits that will respond to contemporary and future global challenges, not restrained by the pervading, unfavourable economic climes. We scanned the meeting rooms, all were full during sessions. The streets and shopping malls of Paris had few if any participants during the sessions. The matter of higher education is serious business and participants' commitment to the Conference reflected this seriousness.

The Conference agreed on far-reaching recommendations on its three sub-themes of internationalization, regionalization and globalization; equity, access and quality; and learning, research and innovation.

Permit me now to summarize the distillates of issues which relate to Africa at this Conference.

Higher education in Africa

The 2009 World Conference gave special focus to the challenges and opportunities for the revitalization of higher education in Africa. The issues raised for African higher education are integrated throughout the Communiqué.

Participants welcomed the recommendations of the Dakar Regional Preparatory Conference of November 2008 and noted the progress recorded since the 1998 World Conference on Higher Education, especially increased enrolments in higher education. Participants underscored the critical need to confront emerging challenges relating to gender and racial inequality, academic freedom, brain drain and the lack of preparedness of the graduates for the labour market. They underlined the urgency for the adoption of new dynamics in African higher education towards the comprehensive transformation to sharply enhance its relevance and responsiveness to the political, social and economic realities of African countries. This new momentum can provide a trajectory in the fight against underdevelopment and poverty in Africa. This will demand greater attention to higher education and research in Africa than has been the case for the past eleven years. Higher education in Africa should foster good governance based on robust accountability and sound financial principles.

1. The evolution of a quality African higher education and research area will be stimulated through institutional, national, regional and international collaboration in teaching, learning and research. There is, therefore the need for a strategic orientation towards the establishment/strengthening of such collaboration. African countries with well-developed higher education systems should share with those with less-developed systems. We must commit to making African higher education an instrument for regional integration.
2. The development of the higher education area in Africa will also be catalysed by the establishment of a quality assurance mechanism at the regional level. In this connection, we urge the fast-tracking of the initiative of Association of African Universities (AAU), with support from UNESCO towards stimulating the setting up of national, subregional and regional quality assurance systems. Equally, staff and student mobility within an African higher education area will be fostered through the active implementation of the Arusha convention on mutual recognition of diplomas, certificates and degrees. The indispensability of the Pan African University in fostering African integration should be stressed.
3. Access: To meet the rapidly increasing demand for higher education and research in Africa, there is an urgent need for differentiated institutions, ranging from research universities to polytechnics and technical colleges, as well as diversified programmes within each institution, to cater to different types of learners as well as the needs of the country. The increasing demand for higher

education will hardly be met by traditional face-to-face delivery alone. Other approaches such as open and distance and online learning, will have to be resorted to, especially for areas such as continuous adult education and teacher training.

4. Curriculum relevance: A number of areas of expertise are crucial for the diversification of African economies, yet are not receiving required attention. These include agriculture, natural resource extraction, the environment, indigenous knowledge systems and energy. A focus on these areas in higher education can contribute to ensuring the competitiveness of African economies.
5. Funding: Education remains a public good, but private financing should be encouraged. While every effort must be made to increase public funding of higher education, it must be recognized that public funds are limited and may not be able to fully cater for the rapidly developing sector. Other formulas and sources of funding, especially drawing on the public-private partnership model, should be found.
6. Students should be given a voice in governance of higher education at all levels.
7. Participants expressed deep appreciation for the ongoing support to the development of African higher education by several countries and organizations. They welcomed the new pledges made by several new partners, notably China, India and the Republic of Korea. They also applauded the concrete proposals from the African Development Bank, the African Union and associations of universities, notably AAU, Agence Universitaire de la Francophonie (AUF) and Association of Commonwealth Universities (ACU), on the issue of governance and higher education delivery models.
8. The participants appreciated the priority accorded Africa at this Conference by UNESCO.

Excellencies, Distinguished Ladies and Gentlemen, we now have key elements of a roadmap for taking higher education to desired shores. Since tomorrow is not for us to see, we trust that adaptability to unforeseen circumstances will be a key ingredient as we apply this roadmap at the national, subregional and regional levels.

Thank you for your attention.

Annex III - Parallel stakeholders' panels: recommendations and concerns

From ministers

1. Shared concern for the potential effects of the crisis.
 - Forge alliances to convince governments not to cut budgets for education, including higher education.
2. Higher education in the context of globalization (threats and opportunities).
 - Support to academic mobility (much needed but facing new challenges due to the crisis and to migration policies).
 - Consolidate regional cooperation and networks for sharing knowledge and creating knowledge.
 - Contribute to mechanisms for recognizing qualifications and monitoring quality.
4. Linkages with the world of work.
 - Recognize the higher education sector in its diversity of: universities, community colleges and vocational institutions.
 - Concern for relevance in relation to the labour market but also in relation to broader social needs.

4. Higher education is an integral part of the education system and as a component of lifelong learning.
 - Concern for the quality of secondary education.
 - Promotion of the use of ICTs.
5. Difference of views concerning the concept of higher education as a public good or as a public service. A large number of speakers in this plenary stated that higher education should be recognized as a public good.

From institutions

Higher education institutions, leaders, faculty members, staff and students, as well as all other stakeholders in higher education, are central actors for moving from the WCHE 2009 Communiqué to action, with its particular emphasis on sub-Saharan Africa. UNESCO and Member States are urged to involve them fully in the realization of the goals of this Conference and to commit resources for this.

Actions proposed

1. International academic mobility can be a productive and equitable means for strengthening higher education and research for all. UNESCO and Member States should develop or reinforce mechanisms to match the needs and interests of higher education institutions in developing nations with expertise available in the Diaspora, including among displaced and refugee academics, and create opportunities and support, including adequate funds, necessary for such mobility to take place.
2. Substantially increased funding must be devoted to scaling up and coordinating efforts to diminish the asymmetries that persist among higher education institutions and systems by focused capacity-building efforts in many areas including:
 - Expertise to facilitate crisis/conflict resolution and mediation in higher education, particularly where these do not exist
 - Student and staff capacities to fully participate at all levels of institutional governance, including in quality assurance

- Achieving by 2012 the provision of access for all higher education institutions to basic technological infrastructure required to participate fully in international research and educational networking
 - Development of higher education and research in small states, new states and states in transition
3. Higher education reforms and major transformations taking place require improved research and analysis of issues such as the impact of privatization of higher education and mechanisms in place to protect research integrity. As well renewed efforts to improve information dissemination and transparency including on good practice are needed with regard to:
- Student success (access, retention and completion) policies. Call on UNESCO to have a research study of international study costs
 - Recognition and accreditation of programmes and institutions, as well as accrediting agencies (possibly establishing a black-grey-white list of institutions/agencies)
 - Dissemination of key existing documents, such as the Guidelines on Cross-Border Provision in Higher Education, which may require further discussion and consideration at all levels
4. Higher education institutions in their efforts of continuous quality improvements in their teaching and research will:
- place students at the centre of learning,
 - integrate ethical considerations and values into the curriculum,
 - ensure that their policies and practices facilitate gender equity
 - secure attractive working conditions for higher education teachers and researchers, and academic freedom, and offer career opportunities for staff
 - encourage civic engagement of students in local, regional and international affairs while safeguarding student rights.

5. UNESCO should offer an open electronic platform to provide a platform for on-going sharing of good practice and projects - organized around themes and facilitating networking and concrete follow-up actions.

From civil society and the private sector

Recommendations

1. Education for All

The Panel recommends that education for all takes in literacy for all, implicating higher education staff in the training of teachers for inclusive, quality education for all in a spectrum of lifelong learning. This implies the involvement of all concerned stakeholders in the community (including but not limited to, education authorities, teachers, students, parents and the higher education sector) through participatory pedagogical methods.

2. Students

UNESCO calls on Member States to guarantee and foster the principle of collegiality on all levels in governance and policy-making; especially students are to be considered as full partners.

3. Financing

To achieve the goals of equity, access and quality, financing higher education and research must remain the main responsibility of governments.

All Member States should commit themselves to a consistent annual increase of funds from their own budgetary sources to all levels of education, including higher education, research, development and innovation, over the next ten years.

Developed countries should increase resources for international cooperation programme and official development assistance (ODA) to support less developed countries in achieving the above-mentioned objectives.

4. WCHE follow-up

NGOs and the civil society request full participation in the follow-up mechanism that will be put in place after the WCHE 2009.

5. Africa

The Panel supports the proposal presented by International Association of University Presidents (IAUP) for the creation of 1,000 academic chairs for Africa over the next ten years.

Annex IV - Regional and subregional declarations on higher education

Regional conference for Africa

We, the participants at the Regional Conference on Higher Education in Africa, held in Dakar, Senegal, from 10 to 13 November 2008, preparatory to the 2009 World Conference on Higher Education+10, comprising 241 participants from 27 African countries including prime ministers, ministers in charge of education/higher education, heads of higher education institutions and agencies; civil society; staff unions; student associations; and development partners:

Considered the Resolution of the UNESCO General Conference on the organization of the World Conference on Higher Education+10 in July 2009 in Paris to be preceded by regional conferences;

Commended the initiative of the UNESCO Regional Bureau for Education in Africa (BREDA) to organize the Africa regional conference on the theme 'The New Dynamics of Higher Education and Research: Strategies for Change and Development';

Guided by the African Union Plan of Action for the Second Decade of Education for Africa with a strong focus on higher education among its seven priorities;

Identified four key areas that will enhance rapid transformation of African societies in a globalized world as: (a) relevance, efficiency and effectiveness of higher education; (b) research and innovation; (c) creation of African higher education area; and (d) quality assurance;

Noted the need to accelerate progress on the challenges of access, quality, management and equity;

Concluded on the need to focus on:

Access

- Increase and broaden equitable student access, with the appropriate financial support to students from poor and marginalized communities and targeting a greater representation of women across broad fields of study.
- Provide a diverse range of higher education institutions such as research-intensive universities, undergraduate universities, polytechnics, teacher-training colleges, rural institutions.
- Encourage private sector participation in the provision of private institutions while assuring quality of such provisions driven by the rights-based approach.
- Encourage the delivery of higher education through open and distance learning and virtual universities with appropriate quality assurance mechanisms in place.

Relevance, efficiency and effectiveness

- Higher education institutions should be supported to serve the priorities and needs of Africa's development through socioculturally relevant curriculum and curriculum delivery, particularly in the fields of science and technology.
- National development plans should match graduate output with national human resource needs in order to minimize graduate unemployment.
- Technical and vocational education and entrepreneurship should be part of higher education training to prepare graduates for the world of work.
- African indigenous knowledge should be part of the higher education delivery processes and this knowledge should be disseminated widely.
- Ensure that values of peace, conflict prevention and resolution as well as the right attitudes, behaviours and ethics are inculcated in students and staff.
- Build credible information systems and statistical databases for evidence-based decision-making and planning.
- Foster a culture of use of ICT and open and distance learning for teaching, learning and management.

- Ensure that higher education fosters democratic values and sustainable development as well as the Millennium Development Goals.
- The governance and management of higher education institutions must be strengthened in ways that are conducive towards greater autonomy, transparency and accountability.

Quality assurance

- Establish subregional and regional networks for quality assurance to promote cooperation among African experts and common frames of reference for standard setting and monitoring.
- Strengthen institutional and human capacity for quality assurance at the national, subregional and regional levels.
- Strengthen the external examiner system and encourage regional and subregional peer reviews.
- Establish appropriate quality assurance regulatory mechanisms for cross-border provision of higher education.

Research and innovation

- Strengthen institutional and human capacity for good quality research through appropriate funding, training and research collaboration with well-established researchers within and outside Africa.
- Promote research and development (R&D), and reward innovative research and development activities, especially those that target development problems indigenous to Africa.
- Create incubators and scientific parks in higher education establishments.
- Endow higher education establishments with adequate documentary resources of quality.

Partnerships and cooperation

- North-south cooperation should be based on strong structures and sustainable frameworks.
- South-South and North-South research-driven cooperation should address relevant regional cross-border issues such as water, energy, wildlife, history, ethnicity and culture, governance, trade, transport, conflict resolution, climate change and food security.

- Cooperation and partnership should be mutually beneficial.
- Cooperation should be structured in such a way that skilled people are encouraged not to migrate from Africa, while strengthening links with the African diaspora to benefit higher education in the continent.

The creation of an African higher education area

- African countries should: support the creation of an African higher education area and regional centres of excellence for the exchange of experiences and expertise; support student and staff mobility at regional level; encourage joint degrees; and ensure mutual recognition of certificates, diplomas and degrees.
- Strengthen teaching and research in African languages to promote communication and regional integration.

Funding

- National commitment should be made to higher education through adequate budgetary allocation. African governments should allocate more resources (at least 20 per cent of the national budget) to education in accordance with the spirit and letter of the African Union Plan of Action for the Second Decade of Education in Africa, while prioritizing the subsector.
- Encourage cost sharing or cost recovery in higher education and the diversification of funding sources.
- An African Higher Education Trust Fund should be established to supplement the efforts of African governments and institutions to expand and strengthen higher education institutions.

Conclusion

The conclusions of the Conference constitute the strong ideas that define our vision for and the role and challenges facing higher education. They should allow us to make the necessary choices, the required orientations and to define action plans for the development of post-secondary education in Africa in the forthcoming years.

Regional conference for the Arab States

Preamble

We, the participants in the Arab Regional Conference on Higher Education (ARCHE + 10) in Cairo, Arab Republic of Egypt, from 31 May to 2 June 2009, hereby

1. Recalling the terms of the Universal Declaration of Human Rights, which stipulates that higher education should be equally accessible to all on the basis of merit (Article 26-1), and that education should be aimed at achieving 'the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms' (Article 26-2), and the terms of the Convention against Discrimination in Education (1960), which stipulates that signatory countries pledge to make higher education equally accessible to all on the basis of individual capacity (Article 4),
2. Affirm that lifelong learning should be based on four pillars: learning to live together, learning how to acquire knowledge, learning how to act and learning for life; and that it is a duty of higher education institutions to conduct research that helps solve the most important problems faced by nations,
3. Take into consideration the recommendations of the United Nations, through:
 - A. An Agenda for Peace, which contains guidelines and proposals for preventive measures that safeguard peace, in addition to practical steps to restore peace after the eruption of unavoidable conflicts.
 - B. An Agenda for Development, which sets down the basic concepts of strengthening the opportunities of sustainable and durable human development.

We affirm the region's need for a just and comprehensive peace, which allows education for all and paves the way for development,

4. Note that Arab states, while enjoying a common history, language, cultural heritage and traditions, are widely diverse in terms of population size, economic capacities, and cultural and educational traditions.
5. Note that the globalization of the economy and professional services, and the rapid growth in information and communication technologies, have led to increasing demands, in all fields, for specialists who can maintain high-level qualifications which boosts the role played by higher education in the development and prosperity of societies,

6. Affirm the recommendations of the conferences of ministers of higher education and scientific research in Arab states, which have been sponsored by the Arab League Educational, Cultural and Scientific Organization since 1981, and Commend the efforts by UNESCO, ISESCO and ALECSO, citing the documents and projects launched by ALECSO, tasked by the Arab League, especially the plan to improve education in the Arab world (Tunis, 2008), and
7. Recall the Beirut Declaration of 1998 on Higher Education in Arab States for the XXIst Century, and the document's recommendations, and the Arab Plan of Action for Science and Technology, which was approved by the Arab Socio-economic Council,

Therefore, we point to the following:

I - Developments in higher education in the Arab Region, 1998-2008

Higher education in the Arab region has experienced huge developments in the past decade, since the convening of the Arab Regional Conference on Higher Education (Beirut, 1998) and the World Conference on Higher Education (Paris, 1998). These developments have included large increases in the numbers of students at universities and the various types of institutes of higher education, as well as changes in the features of higher education. Many Arab Governments have allocated additional resources and launched development programmes to this effect. In many countries, new legislation has been adopted and national bodies for accreditation and quality assurance have been established. The following summarizes the current situation, focusing on nine major points:

- 1 - Access**
- 2 - Equality of educational opportunity**
- 3 - Quality**
- 4 - External efficiency**
- 5 - Societal responsibility**
- 6 - Management and governance**
- 7 - Financing**
- 8 - Arab and international cooperation**
- 9 - Scientific research**

I - Access

- Total enrolment in the higher education system in the Arab region as a percentage of the age group rose from 16 per cent in 1998 to 22 per cent in 2008.
- Despite increases, enrolment rates in Arab countries are still lower than the world average (25 per cent) and lower than the rates recorded in 2006 in other regions, such as Latin America (34 per cent), and considerably lower than North America and Europe (70 per cent).
- There is also a disparity in enrolment among various Arab countries, as the rate ranges between 8 per cent in one country and 49 per cent in another.
- There is an imbalance in the distribution of students enrolled in higher education between the humanities and pure and applied sciences, as those enrolled in the latter make up only 30 per cent of the total, which hampers development, research, innovation and technology management in Arab countries.
- The number of those enrolled in Master's degree programmes has doubled, while those enrolled in Ph.D. programmes has trebled; the total share of students enrolled in graduate studies has risen from 5.8 per cent to 6.7 per cent.
- Despite the clear increase in the numbers of those enrolled in Master's and Doctoral programmes, the percentage of those enrolled in graduate studies remains low compared with other regions in the world; this has a negative impact on the production of knowledge, research and innovation, and on training academic and research staff at institutions of higher education and in the production and services sectors of the economy.
- Higher education institutions are diverse and include universities, institutes, technological faculties, community colleges as well as distance learning institutions; with universities accounting for 35 per cent of the total number of higher education institutions (1,150).
- The increase in the number of non-governmental universities has not been accompanied by an expansion in the sector's student population; this sector accounts for 36 per cent of all institutions but takes in only 11 per cent of students. This means that the models and cost of non-governmental education are insufficient measure to expand educational opportunities.

- Admissions policies and procedures in a number of Arab countries continue to face several challenges in balancing between the rise in study opportunities and the drive to maintain quality and secure equal opportunities and equity in the distribution of these opportunities.
- Distance, virtual and open educational systems and the concepts of continuing and lifelong education continue to lack sufficient attention and recognition in most Arab countries. This limits their ability to attract students and to effectively contribute in generating creative solutions to problems of access to higher education.

2 - Equality of educational opportunity

The total share of females enrolled in higher education has seen a noticeable rise, to around 50 per cent, compared with 37 per cent in 1998. It is worth noting that this percentage is rising in public institutions of higher education, reaching 51 per cent. In some Arab countries, there has been a noticeable drop in male enrolment in higher education.

Meanwhile, a number of Arab countries have not been able to achieve the required progress in guaranteeing a fair distribution of higher education opportunities between rural and urban areas, or among upper-, medium-, and lower-income groups in the same society.

3 - Quality

There are clear efforts as well as a clear will in most Arab countries to improve the quality of higher education. This can be seen at several levels:

- The launch of promising sector-wide projects to improve higher education.
- The creation of frameworks for quality assurance and accreditation. Ten Arab states have established national committees and bodies for this purpose and most countries are in the process of establishing such bodies or are spreading a culture of quality, and establishing quality assurance offices and programmes at universities.
- A number of Arab universities have received institutional or programme-based accreditation by well-known international bodies.

- Participation in quality assessment programmes conducted by a number of specialized international institutions, and in related international activities and conferences.
- Developing new legislation, plans and strategies whose implementation helps improve the quality of higher education in some states.

Despite the huge efforts made to improve the quality of education, there are still many shortcomings. The expansion in access to higher education, which was considered a huge achievement by some Arab countries in the past decade, has led a deterioration of quality in certain states. This is because higher education institutions have been unable to meet the conditions required to secure high-quality education quickly and in line with the average increase in access. This disparity between quantity and quality appears in areas such as student density as well as a lack of infrastructure, qualified faculty and financial resources. Some Arab countries have resorted to parallel education or other models, which gives room to the acceptance of providing higher education at lower standards.

As for quality assurance, the efforts here are at a standstill with regard to the general or regulatory frameworks; they haven't reached the 'sensitive' areas in universities, i.e. the classrooms and laboratories, where instruction and research take place, and where quality issues confront true challenges. This is due to:

1. A reliance on bureaucratic models in quality management and assurance.
2. A direct borrowing from systems used in countries or organizations outside the region without serious attention to establishing foundations and frameworks that are specific to the Arab region and suit this part of the world.

4 - External efficiency

Noteworthy efforts have been made in Arab countries to improve the relevance of the outcomes of higher education to the requirements of development and the job market, through various methods, such as:

- A. Formulating national strategies and plans on education and employment
- B. Establishing systems for partnership between the economy's productive sectors and institutions of higher education

- C. Designing programmes to encourage expatriates to return
- D. Establishing university incubators

There are no statistics that offer a clear picture or evidence about the extent to which this relevance is being achieved; however, its weak points remain in effect and appear in unemployment rates, brain drain and lack of skilled work force in a number of specializations.

5 - Societal responsibility

Worthy of note in this regard is the fundamental role played by the higher education sector in developing Arab societies and forming human capital, which has led the development process in these countries; however, there are four areas of imbalance in this regard:

- A. Institutions of higher education in a number of Arab states have fallen short in performing the task of serving society; there are few universities that require participation in such activities as part of the successful completion of programmes or in their faculty recruitment. In fact, some universities fail to interact positively with local communities in terms of culture, development or the environment.
- B. A number of states have failed to enact policies aimed at incorporating common university requirements into higher education curricula, extending on an equal basis to students from human as well as pure and practical sciences. These would comprise a general culture component that covers citizenship, human rights, religious tolerance and acceptance of others and other values that help build social cohesion.
- C. The devalued status of social and human science specializations, as existing admissions systems, especially centralized ones, require high grade averages for pure and applied sciences, pushing students with lower marks into humanities disciplines. Also, public policies tend to favour pure and applied sciences in the distribution of available resources. The negative features resulting from these policies are evidenced by the profile of the elite and of those practising certain social professions (teachers, administrators, media, etc.).
- D. In the same context, it is worth noting, in a number of Arab states, the low standard of performance in using the Arabic language in higher education.

6 - Management and governance

Although the establishment of ministries of higher education in various Arab countries has helped spur progress in this field, we have yet to arrive at academic, organizational and financial independence for institutions of higher education; here, we should note the importance of strategic planning, information systems and electronic management, and the participation of stakeholders and beneficiaries in higher education.

7 - Financing

Budget allocations to higher education in the Arab world have increased; their share of the state budget rose from 3.64 per cent in 2000 to 6.38 per cent in 2008, and their share of GDP has also increased, from 1.42 per cent to 2.02 per cent. A number of Arab countries are diversifying their sources of financing by various means, such as partnership with the private sector, providing consulting services and conducting research activities, endowments, etc. However, financing continues to constitute one of the biggest problems for all Arab countries.

Despite the many efforts and initiatives, the problem is becoming sharper due to the challenges of international competition, which requires that we tackle the issue of world-class quality of education and research. This requires additional resources and better use of available resources.

8 - Arab and international cooperation

Cooperation among Arab states and international organizations improved in terms of the benefit from services and expertise provided by the latter. However, shortcomings remain, as inter-Arab cooperation has yet to prepare sources of documented information that meet international standards, which can be relied on by any party interested in or researching the topic of higher education in Arab countries.

With regard to student mobility, Arab non-national students only make up 2 per cent of the total number of students in the Arab world.

Inter-Arab cooperation in education and scientific research has been on the rise over the past ten years; there is high-level bilateral cooperation between Arab states and European and other universities. The League of Arab States has also been developing a higher education strategy.

The positive orientation towards proposing an integrated framework for the development of higher education in the Arab region by the Arab League (which has been tasked with this by summits of Arab heads of state) is one of the positive, forward-thinking policies aimed at creating an integrated strategic framework. However, it still requires policies, mechanisms and implementation plans that are binding on Arab League member states.

The decision by the 2008 Arab Summit in Damascus to adopt a plan for improving higher education in the Arab world should be considered an important step toward boosting joint Arab action in enhancing Arab education, and particularly higher education. Moreover, work on the details of this plan and implementing mechanisms will certainly boost opportunities for inter-Arab cooperation in the field of higher education.

9 - Scientific research

Scientific research in institutions of higher education is considered one of the components of a philosophy of higher education; at the same time, it is one of its goals and mandates, since higher education institutions are centres of knowledge production, research and innovation. This field has experienced developments on several levels:

- A. Developing systems, providing funds, offering awards and overseas scholarship programmes in order to improve scientific research; participating in regional and international research projects; establishing modern systems of communication and documentation at universities; linking university libraries to international documentation systems.
- B. Launching various types of initiatives in Arab countries, such as knowledge stations, scientific research databases, quality enhancement funds, scientific research bodies, research centres of excellence, scientific research chairs, scientific associations, etc.
- C. However, the financing of scientific research activities is weak; the average expenditure here is less than 0.2 per cent, compared with 1 per cent in a number of developing countries.

However, this sector was confronted to a number of crises, which have a range of causes: a paucity of resources, and weak cooperation between research bodies and

the service and productive sectors; Arab countries are still low in international rankings for scientific production.

Recommendations

Based on the principles, conclusions, and issues reviewed in the Declaration on Higher Education in Arab States, 'Towards an Arab Space for Higher Education: International Challenges and Societal Responsibilities', as adopted by the Conference, and in view of the need for boosting higher education systems, based on the concepts of education for all and lifelong learning, and preserving cultural diversity, sustainable development, transparency, accountability and the participation of all concerned parties, the Conference has adopted the following recommendations:

General recommendations

- Prepare a periodic (biennial) report on the state of higher education and scientific research in the Arab region, based on national reports that use documented and updated databases; create the IT infrastructure at a regional level for higher education and scientific research.
- Initiate the development of policies, work frameworks and implementation plans; identify mechanisms and responsibilities to achieve the goals of the Development Plan for Higher Education in the Arab World, which was prepared by the Arab League and approved at the 2008 Arab Summit in Damascus; identify the phased, quantitative and qualitative objectives, and performance measurement indicators to implement the plan within a specific time-frame.
- Launch detailed studies and propose legislative and regulatory frameworks and the required national decisions to establish an Arab space for higher education; and submit these to political decision-makers in this domain.
- Develop benchmarks for quality systems in the Arab region, to guarantee unified concepts; agree on the foundations of quality and professional qualifications required for these organizations to discharge their functions; and coordinate relations and exchange expertise among them.

Specific recommendations

1 - Access

Continue to expand access to higher education, in line with the population density of each Arab country, while devoting increased attention to open, distance and electronic education. Strive to boost higher education enrolment rates in the Arab world to reach 30 per cent of the concerned age group, and no less than 20 per cent in any Arab country, over the next ten years.

2 - Equality of educational opportunity

1. Guarantee equality of opportunity in higher education for all segments of society, especially those with fewer educational opportunities, irrespective of gender, social category or geographic location.
2. Diversify types of institutions of higher education and their geographic distribution to guarantee equal opportunity for all segments of society in Arab countries.

3 - Quality

Implement quality assurance and accreditation systems in at least 50 per cent of faculties, institutes and institutions of higher education, both public and non-public, in each country over the next ten years; focus on disseminating a culture of quality in the higher education system of each Arab country.

4 - External efficiency

Adopt partnership programmes between higher education, and productive and service-oriented economic institutions aimed at developing mechanisms for cooperation, relevance, identifying the needs of development, providing opportunities for practical training, upgrading, and research at the local and regional level.

5 - Societal responsibility

Reinforce the societal role of higher education, to serve society and disseminate a culture of citizenship and tolerance while highlighting the central role of social and human studies in developing society.

6 - Management and governance

Produce or develop legislation that guarantees the academic, administrative and financial independence of higher education institutions (including their right to invest their funds), with the commitment by higher education institutions to the public policies, laws, principles and objectives set down by the State, along with the development and implementation of systems of accountability that guarantee the achievement of these goals.

7 - Financing

1. Make maximum efforts to increase allocations to higher education, while using and managing these allocations properly.
2. Diversify sources of funding and encourage institutions of higher learning to develop their own sources of funding.
3. Determine the budgets of institutions of higher learning, based on the actual per student cost, in the various specializations and levels of education, with due regard to criteria of quality.

8 - Arab and international cooperation

1. Work towards the establishment of a regional system of qualifications and degree recognition.
2. Encourage student and academic mobility among institutions of higher learning within countries and among Arab states.
3. Strengthen cooperation among Arab, regional and international organizations concerned with education and higher education; encourage joint cooperation in project implementation and the exchange of expertise and experience.

4. Promote UNESCO Chairs in Arab higher education institutions and help them exchange expertise and expand.

9 - Scientific research, innovation and development

1. Increase allocations for scientific research in Arab states to not less than 2 per cent of GDP during the next ten years.
2. Set down programmes for joint scientific research among Arab states and create mechanisms for this.
3. Encourage the creation of joint scientific research networks in the Arab region
4. Propose the organization of a 'Year of Science, Technology and Innovation' at the level of Arab states, to be held at regular intervals in a different Arab state, in order to increase contact and cooperation in the Arab region, and monitor progress in scientific and technological research in various Arab countries.

10 - Follow-up mechanisms

Set up a committee comprised of the heads of delegations, gathered by UNESCO, in order to set down mechanisms for follow-up and implementation.

Subregional conference for Asia and the Pacific

We, the participants of the Asia-Pacific Sub-regional Preparatory Conference on Higher Education, held in Macao, China, on 25-26 September 2008, would like to share with the Paris 2009 World Conference on Higher Education, distinct and emerging features of higher education in the Asia-Pacific region:

1. In many universities, the focus is fast shifting from post-secondary youth to an older adult population. This is a result of the need for constant upgrading due to fast changing work force demands and, in some specific instances, due to the rapid decline in population of the post-secondary cohort, causing excess capacity.
2. Asia has long led the world in its use of participatory approaches to development and involvement with local grassroots communities and embracing multiple modes of knowledge production. Now it is fast linking the participatory development perspective not only to community service but also to teaching and research, and creating new forms of engaged scholarship.
3. The increasing role of multi-stakeholders (students, faculty, employers, local government, civil society organizations) is more evident than ever. Decentralization, corporatization, and autonomy have accounted for this greater participation. Responding to multi-stakeholders has resulted in innovative programme designs (e.g. 'ladderized curricula'), revitalized professional programmes, redefining and refinement of the research agenda, more attention to the status of teachers, and a re-articulation of the mission of the university.
4. The demand for greater access, especially from the underserved, has led to a plurality of partnerships, delivery mechanisms and institutions. Government assistance to the private sector has blurred the line between public and private provision. Post-secondary education in many countries has emerged with a wide diversity of institutions serving different clientele and different needs.
5. Asia has long led the world in the number of students it sends to other countries for higher education. On the other hand, in some Asian countries there is an active campaign to increase the number of foreign students coming into their institutions. Further enhancement of diversity and mobility are regional priorities. In light of recent concerns on the commoditization of higher education, there are many lessons to be derived from this long experience.

6. The continuing evolution of and greater access to ICT has been a driving force for different modalities of distance education, e-learning, and open universities. Seven out of ten of the world's largest open universities are in Asia. On the other hand, small e-learning vehicles of many types, some foreign, are springing up rapidly, and quality control and standards have become major issues in this regard.
7. Quality has always been a concern of higher education, but now it is being re-defined and the approach to procedures to measure it is fast changing. Internationalization of higher education has led to a concern for international acceptable accreditation standards and a renewed attention to international rankings and the development of world-class universities. But the higher education system serves more than the elite, and ways have to be found to evaluate quality fairly as higher education reaches out to different clientele and uses such mechanisms as participatory development. In this case the traditional approach of measuring inputs and processes is not necessarily as important as measuring outcomes.

Finally, UNESCO and its international partners and collaborators are called upon to sustain and intensify their efforts to support the above initiatives of higher education in the Asia-Pacific region; and to assist in the interregional sharing of these experiences, towards a more dynamic, harmonious and integrated global higher education.

Sub-regional conference for South, South-West and Central Asia

New Delhi Declaration

We the participants of the South, South-West and Central Asia Sub-Regional Preparatory Conference on Higher Education, held in New Delhi, India on 25-26 February 2009, present this Declaration, understanding the historical perspective in which leaders of our region recognized the fundamental linkage between higher education, nation-building and sustainable development and recommend measures to develop institutions of excellence despite all constraints. Today, faced with an unprecedented global economic meltdown, we reiterate this conviction that funding for higher education must continue and be strengthened. In that context:

1. We recognize that higher education systems in countries of the region must be oriented towards carrying forward the task of nation-building and development of human values in the region, and that nation-building should not be circumscribed to the immediate demands of the market place.
2. We reiterate the need for preserving democratic multicultural and multi-ethnic values and that higher education systems must always encourage open discussions, democratic debate and encourage plurality of views to be articulated.
3. We underline the need for expanding higher education opportunities. Gross enrolment ratios of the countries in this region need to be increased for participation in the global economy. The high rates of growth of population and expanding enrolments at the school level exert pressure on higher education to expand. The region needs to evolve an adequate strategy to respond to the increasing social demand for higher education.
4. We advocate expansion of higher education through national and regional funding. The expansion of higher education in the region needs to be largely met through an expansion of the public system. Contributions by charities and philanthropic initiatives have also supplemented the expansion of higher education in the region. Public support is essential in those States where other actors may not be available. Even so, possibilities of expanding the private initiatives, consistent with public objectives, must be explored.
5. We acknowledge the role played by private higher education institutions in many countries of the region to meet the rapidly growing demand for higher education, particularly in technical and professional subject areas, and in particular on skills

development to meet the demands of the labour market. However, we would encourage private institutions to be inclusive in their approach to access. In any case, as endorsed by the 48th session of the International Conference on Education (ICE) in Geneva, higher education must be inclusive to encourage the disadvantaged.

6. We recognize the potential of ICT and the role of technologies for expanding access to higher education. Traditional models of imparting distance education and traditional methods of on-campus teaching are being transformed by e-learning and online teaching methodologies. We recognize the need for countries of the region to work towards sharing e-learning materials and technologies for improving access and affordability of higher education.
7. We commit ourselves to ensuring the quality of higher education in the region and for the need to establish appropriate mechanisms for quality assurance as well as to network national level accreditation agencies of the region.
8. We appreciate that while higher education should meet the priorities and challenges of an increasingly globalizing world, there is a need to preserve local cultures and values.
9. We acknowledge the trend towards internationalization of higher education, as reflected in the increased mobility of students, academics, educational programmes and higher education institutions across national borders. The region experiences large outflow of students, and we recognize the need to establish an appropriate regulatory framework to ensure optimum benefits of cross-border educational opportunities.
10. We encourage opportunities for developing research collaborations, cooperation and networks in all disciplines and in particular in science and technology.
11. We believe that higher education should become an instrument to promote development policies that are gender sensitive, economically sustainable, environmentally friendly and based on respect for human rights.
12. We appreciate the need for academic reforms, including faculty development, and to facilitate opportunities in optimizing the learning opportunities for students in higher education.
13. We reiterate the importance of promoting autonomy of institutions of higher education, consistent with the principle of accountability.
14. We underline the principle of maintaining and increasing public spending on higher education, notwithstanding the global financial crisis, and emphasize the need to explore alternatives to augment available resources.

Regional conference for Europe and North America

Bucharest Message

I. Preamble

A decade ago UNESCO organized its first world conference to discuss developments and issues of higher education. This meeting established the principles and objectives to move higher education forward toward the service of society. As indicated in the title of the conference - Higher Education in the Twenty-first Century: Vision and Action (UNESCO, 5-9 October 1998) - this global meeting of various stakeholders encouraged Member States and the higher education institutions to undertake reforms which inspired major transformations of higher education.

Today, it is appropriate to undertake another review of higher education as we enter the second decade of this new century. Such a reflection is even timelier as it is quite clear that if current and future global and regional challenges are to be met, the contribution of higher education is both expected and indispensable. The 2009 World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development (UNESCO, 5-8 July 2009) will reflect on the main aspects of the new dynamics 'in' and 'for' higher education.

II. Background, context and agenda of the Forum

As was the case a decade ago, several regional events have taken place in the run up to the 2009 World Conference on Higher Education in order to be able to provide specific 'regional perspectives' to the global meeting. In this context, the UNESCO Forum on Higher Education in the Europe Region: Access, Values, Quality, and Competitiveness took place in Bucharest, Romania (22-24 May 2009).

The meeting was hosted by the Romanian Government and co-organized by UNESCO's European Centre for Higher Education (UNESCO-CEPES) and the Ministry of Education, Research and Innovation on behalf of the Government of Romania, and in collaboration with the Council of Europe, the European Commission, Organisation for Economic Co-operation and Development (OECD), the European University Association (EUA), the European Students' Union (ESU) and Education International (EI) as well as the Observatory of the Magna Charta Universitatum and

the German Academic Exchange Service (DAAD). The support received from governments and other institutions was essential in holding this important meeting, and this should be highly acknowledged.

The Forum brought together representatives from governments, institutions of higher education, intergovernmental and non-governmental organizations and discussed present trends and the further development of higher education foremost in the Europe Region [the countries of Europe and North America, and Israel].

The work of the Forum was based on the report entitled Ten Years Back and Ten Years Forward: Developments and Trends in Higher Education in Europe Region as well as thematic papers on four key topics - access, values, quality, and competitiveness, which were identified as being of strategic importance and regional relevance and which were prepared by top-level experts in the respective areas. In addition, the challenges of internationalization of higher education in a globalizing world were discussed as a transversal theme [all documents of the Forum are accessible on www.cepes.ro/Forum].

The debates were structured around the four key topics mentioned above, considering the necessity to undertake a stocktaking analysis of the past decade before developing ideas and proposals about the future development of higher education during the coming ten years. Obviously, the substance of the thematic papers is closely linked. In addition, the transversal importance of internationalization in the context of the four topical areas was dealt with in a special session in which representatives from other regions who participated in the Forum, had been able to discuss the Europe Region's experience which could also be of relevance to other regions, taking into consideration that higher education in the countries belonging to the Europe Region represents an important segment of the global higher education setting.

The most important development in the Europe Region during the last decade was the launching of the Bologna Process, when in June 1999 ministers responsible for higher education from 29 European countries met in Bologna, and signed the Bologna Declaration and agreed on joint objectives which would result in the establishment of a European Higher Education Area (EHEA) by 2010. On a voluntary basis, the Bologna Process became a far-reaching process of reforms of higher education systems and of international recognition arrangements which today encompasses 46 countries. Its principal organizational instruments are a three-degree structure often referred to as the Bachelor's-Master's-Doctorate cycle, the European Credit Transfer

System (ECTS) to promote the most widespread student mobility and a Diploma Supplement which was developed jointly by the Council of Europe, the European Commission and UNESCO-CEPES. As it stands, with its objectives, action lines and values and on condition of their thorough and balanced implementation in the upcoming years, the Bologna Process is essential to facilitate greater comparability and compatibility of higher education systems in Europe.

Important progress has been made in facilitating academic mobility beyond the countries participating in the Bologna Process through the ratification by 48 States, of which 46 are Member States of UNESCO, of the joint Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region [also referred to as the 1997 Lisbon Recognition Convention].

The Bologna Process has led to the most intense reform measures of higher education in Europe; it has gone beyond a mere coordination of higher education policies set by national public authorities which acknowledge, for the first time, the need for a common frame of reference in the field of higher education in order to better address the societal needs of a region that shares values such as democracy, human rights and social justice, while promoting Europe's diversity in the international context. It can also be described as a first step in a region-wide higher education reform process that brings together all the main stake-holders of higher education - governments, higher education institutions, academic staff and students, employers, as well as key international governmental and non-governmental organizations in the field of higher education, including the Council of Europe, the European Commission, the EUA, UNESCO-CEPES, the ESU, EI, the European Association of Institutions in Higher Education (EURASHE) and BUSINESS EUROPE. Together with the national authorities they form the Bologna Follow-up Group (BFUG) responsible for the preparation of the decisions taken at the biennial ministerial meetings. The most remarkable aspect of this process is how, within the relatively short time horizon of ten years, an increasing Europe-wide consensus has emerged on a voluntary basis and with the participation of such diverse constituencies. In this regard the participation of representatives of the academic community of staff and students, as key stakeholders, ensures that the process respects the diversity of higher education in Europe and therewith enables the ownership and grassroots implementation of the Bologna Process at all levels: institutional, national and European.

Most recently, the EHEA entered a new decade, the Bologna Process 2020. Having recognized that the full implementation of the Bologna objectives will still require

efforts on the part of all stakeholders, additional operational goals were formulated for the next decade. Confronted with the demographic challenge of an ageing population in many countries the members of the Bologna Process must undertake all measures to optimize their human resources. These goals include, inter alia, joint policies towards broadening access, designing lifelong learning strategies and enhancing the employability for graduates. Furthermore, the strengthening of the Europeanization and internationalization process through increased mobility of students, staff and researchers is a top priority. In this context, mobility is also considered to be an objective which paves the way to open and tolerant societies, while creating a conducive setting for cultural exchange and diversified, academically meaningful learning, research or teaching experiences. All these issues were reaffirmed in the Leuven/Louvain-la-Neuve Communiqué which was adopted at the Conference of the European Ministers Responsible for Higher Education (Leuven/Louvain-la-Neuve, 28-29 April 2009).

III. Experiences and recommendations

We, the participants in the UNESCO Forum on Higher Education in the Europe Region, would like to share our collective experiences on the development of higher education in the last decade and present the following observations and non-binding recommendations:

Access and equity

1. Access is taken in its broadest reading to encompass entry into, participation in, completion of higher education as well as achieving its outcomes. It comprises both absolute and relative levels of participation and is intimately linked to equity. It is therefore associated with the notion that equitable higher education systems are those that ensure that the achievement of educational potential at higher education level is not the result of personal and social circumstances, including of factors such as socio-economic status, gender, ethnic origin, immigrant status, place of residence, age or disability.
2. Increased participation in higher education has become a reality in many fields of study in the countries of the Europe Region. This quantitative growth emphasizes and reflects the importance of higher education in the emerging knowledge-based society in which access to studies and advanced knowledge is essential for

economic development, social cohesion and a functional democratic society. Despite this positive development, there is still a need to undertake measures to improve access to and completion of higher education, particularly for individuals from families with no tradition of higher education, social minorities, immigrant communities, low-income families and other disadvantaged groups. Undertaking of such measures would enhance equity of higher education systems. In this regard Member States are encouraged to undertake measures in accordance with their obligations and commitments under the UNESCO Convention against Discrimination in Education and the International Covenant on Economic, Social and Cultural Rights.

3. The student body within higher education should reflect the diversity of the population in a given country or region. Access to higher education, including to higher-status institutions and post-graduate studies, should be widened by fostering the potential of students from underrepresented groups and by providing adequate conditions for the completion of their studies. This involves improving the learning environment, removing barriers to study, and providing adequate appropriate financial support for students to be able to benefit from study opportunities at all levels as well as to contribute to a timely completion of studies. It also entails making available extensive information about the benefits and costs of higher education and providing guidance and counseling services. This includes the importance of student support services and the key role of its professionals. Efforts to achieve equity in higher education should be complemented by actions at other levels of the educational system. In order to be fully effective educational policy needs to intervene much earlier.
4. Although participation by women in higher education has increased to the extent that almost everywhere in the Europe Region they now represent the majority of students in first cycle programmes, their participation still remains uneven across types of institutions and academic disciplines, and among the ranks of higher education teaching personnel. Therefore, we call for further improvement in access for women to studies in science and engineering and to post-graduate studies, as well as to teaching and research positions.
5. The developments of the last decade confirm the importance of lifelong learning as a priority policy measure leading to more inclusive and flexible systems in which higher education systems will assure greater equality of educational opportunity at different stages of life, and thus contribute to personal development and employability.

6. The developments of the last decade also demonstrate that increased participation in higher education [also referred to as 'mass higher education'] can be achieved but only in a concerted way with diversification in such areas as organization of study programmes, institutional missions, composition of academic staff as well as teaching practices and role of research. It is clear that there is a social responsibility that institutions of higher education, in collaboration with other stakeholders, need to assume for improving access and equity.
7. Equity objectives can also be achieved through the sharing of knowledge. A strategy of open educational resources by institutions of higher education would make the knowledge they produce accessible in a spirit of co-operation between regions.

Values

8. Institutions of higher education promote values essential for democratic society as well as for the cultural development of society and the personal development of individuals. For this very reason higher education cannot be separated from values and ethics. They are, together with academic freedom and institutional autonomy, key tenets of higher education. Without being grounded in such values academic staff cannot teach and students cannot acquire clear thinking, cogent communication, and an ability to make good judgment and to be socially responsible. The recent financial crisis has also illustrated that a lack of such qualities and competencies can bring about overwhelming negative consequences. Furthermore, only with academic freedom and institutional autonomy, are higher education institutions able to strive for truth and further knowledge in order to contribute to a sustainable development. Therefore, higher education institutions are encouraged to set up ethical committees as well as to adopt codes of conduct.
9. Knowledge-based societies are not only responsible for the production of new and relevant knowledge and technological innovations, but also for the critical evaluation of economic, social and cultural developments in society. This cannot be undertaken without clear commitments to civic values, democracy, justice and tolerance. We, therefore, confirm and recommend that those commitments, resulting in local and global citizenship, become integral learning outcomes for all students.

10. The quality of higher education builds upon a fruitful and collegial cooperation inside the academic community in both teaching and research. Therein, students should be considered as contributing partners, particularly with regard to its educational objectives, and as members of the academic community. Malpractice in higher education needs to be addressed and counteracted also by providing education and training for such cases. The establishment of an international ombudsman for resolving conflicts related to principles and values of higher education could further help the informal resolution of conflicts.
11. Social responsibilities should be exercised by institutions of higher education in the context of academic freedom which includes the freedom of expression of academics within and outside their institutions, the freedom of teaching, conducting research and publishing results. It also includes students' rights. All of them are in line with the Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region which was adopted at the International Conference on Ethical and Moral Dimensions for Higher Education and Science in Europe (Bucharest, 2-5 September 2004).
12. As many higher education institutions are of a multi-disciplinary character, the support of all areas of study and research needs to be ensured, thus not only focusing on areas of immediate commercial interest. It is only by preserving a culture of diverse scholarship that a true knowledge-based society can be formed.
13. It is in this context that special attention should be paid to a compliance with the 1997 Recommendation Concerning the Status of Higher-Education Teaching Personnel which requires the Member States to submit reports allowing the Director-General of UNESCO to prepare a comprehensive report on the world situation with regard to academic freedom and respect for the human rights of higher education teaching personnel. Additionally, the establishment of a global index on academic freedom should be supported.
14. Knowledge-based societies are not only responsible for the production of new and relevant knowledge and technological innovations, but also for the critical evaluation of economic, social and cultural developments in society. This cannot be undertaken without clear commitments to civic values, democracy, justice and tolerance. We, therefore, confirm and recommend that those commitments, resulting in local and global citizenship, become integral learning outcomes for all students.

15. Multi-polarity in key societal areas - culture, religion, economy, communication, is a principal characteristic of the present world, where whole societies and individuals are confronted with contradictory forces, higher education institutions are one of key places where the unbiased and free search for a 'greater good' for society and the individual can be undertaken. These values of higher education also need to be transmitted and promoted in society at large.

Quality

16. Although the notion of quality in higher education is high on the agenda of all countries within the Europe Region, it has been of particular concern in the context of the Bologna Process, specifically in relation to the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* introduced in 2005. The *Standards* represent a positive development and have been widely used throughout Europe. However problems of defining, measuring, judging and implementing quality still remain to be further discussed, especially with regard to external and internal issues of quality. Therefore, before judging the quality of higher education institutions, full transparency of the criteria applied must be guaranteed keeping in mind the aim of developing and maintaining a quality culture and the enhancement of the effective functioning of higher education institutions.
17. The experience with regard to quality shows that it is a complex concept that must encompass all missions of higher education. Quality assurance and quality enhancement systems can only work if all stakeholders are involved and students and staff are seen as partners in the discussion, decision-making and implementation of a quality culture in higher education institutions.
18. In light of highly diversified and flexible types of provision of higher education, the increasing number of public and private providers, the growth in international student mobility, and the various forms of cross-border provision of higher education, the design and application of quality assurance systems have become a priority. Therefore, an important challenge is the need for wider cooperation in order to further develop such systems that assess the quality of teaching and learning as well as of research.
19. It should be noted that the European Quality Assurance Register in Higher Education (2008) is open to any quality assurance agency worldwide. It might provide greater scope for quality assessment activities in addition to national ones.

20. The *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education* which provide an international framework to protect students, and guidance to key stakeholders on how to share the responsibility of assuring quality provision should be discussed, disseminated and mainstreamed in the design of national and institutional quality assurance systems.

Competitiveness

21. Higher education and research are essential for the social and cultural development and the economic competitiveness of our societies. Universities and research institutions preserve and create knowledge and develop competences and skills that assist individuals to realize their personal fulfillment and to become active citizens. Higher education and research also help citizens to pursue successful careers and businesses to innovate. Higher education therefore has an important role to play in enhancing the economic development and competitiveness of our societies.
22. Academic competitiveness, including the competition amongst institutions, academics and students for research funding, awards, and honours should be independently assessed based on transparent academic and scientific criteria and carried out in such a way that all institutions, countries and regions have opportunity to contribute to and benefit from the global knowledge-based society. While there is an overall acceptance of the need for greater openness and transparency with regard to differences in missions and performance of higher education institutions, there is a divergence of opinion with regard to instruments, methodologies and outcomes used as transparency and quality assurance tools such as classifications and ranking. Such instruments should meet the criteria set up in the *Berlin Principles on Ranking of Higher Education Institutions*.
23. There is a growing acceptance of the need of development of 'common references' in relation to qualifications frameworks at national and international levels. This is being carried out notably through the Qualifications Framework for the European Higher Education Area [within the Bologna Process] and the European Qualifications Framework for Lifelong Learning [within the European Union]. Other common references include the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* [within the Bologna Process], the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers [within the European Union].

24. Academic competitiveness may also be enhanced by opening up national funding schemes to foreign participants and by reinforcing transnational funding schemes such as Erasmus, Erasmus Mundus, the European Research Council and the substantial funding schemes in North America and Israel.
25. The *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education* are specifically relevant for transnational education. Overall, transnational education should be viewed as opportunities that need to be fully exploited, while at the same time addressing possible negative side-effects. The Bologna Policy Forum which was attended by 46 countries participating in the Bologna Process and 15 other countries as well as a number of international organizations and NGOs adopted the Statement by the Bologna Policy Forum 2009 (Louvain-la-Neuve, 29 April 2009) stating that transnational exchanges in higher education should be governed on the basis of academic values and advocating a balanced exchange of teachers, researchers and students between countries to promote fair and fruitful 'brain circulation'. This also represents the principal challenge for policy development and practices for internationalization of higher education especially in relation between various regions of the globalized world.
26. Population decline and changes in age distribution are affecting higher education systems in most countries in the UNESCO Europe Region, with a consequence that higher education institutions see the need to compete for students both nationally and internationally, with the risk that international migration be required in order to overcome shortages of skilled labour. In this context, new competencies for new demands of the labour market must be anticipated and increased opportunities for higher education and lifelong learning need to be created for improving and upgrading the skills of the workforce.

IV. Looking ahead

27. The consequences of the financial crisis followed by the economic downturn are changing the context in which higher education both nationally and internationally will function in the years to come. Institutions of higher education in Europe Region as well as in other regions are affected and cost-cutting measures are adversely affecting conditions of employment of academic staff and their professional development. The consequences of such measures could lead

to a long-lasting negative impact on the quality of higher education. Given this situation, financial and economic as well as the social and cultural aspects of the future of higher education systems must be taken into consideration and more than ever the notion of 'academic moral solidarity' should become a norm and source for seeking new ways of international collaboration, in particular with sub-Saharan Africa, in order to avoid 'academic protectionism' and 'brain drain'.

28. From an economic point of view, in periods of recession, investments in higher education should be treated as a high public priority, as they have long-term effects on the building of human resources and the production of knowledge, and offer [on average] high rates of social and private return.
29. From a social and cultural point of view, the current financial and economic crisis is in part a result of the departure from the basic values of societal cohesion and sustainable development. There is an urgent need to redefine these values in the context of multicultural, multi-ethnic and multi-religious societies and to teach and practise them in all institutions of higher education.
30. 'Globalization with a human face' must become the leitmotiv of all our efforts to achieve a peaceful and sustainable world without hunger and poverty. Increased cooperation with higher education institutions in other regions, especially in sub-Saharan Africa, will be one expression of human solidarity. Intensified exchanges of students and academic staff, the twinning of research programmes and the joint use of ICTs in teaching and research activities are necessary in our North-South cooperation. Competition and cooperation in higher education do not exclude each other and must be developed, with a fair amount of good will, into a win-win-situation for all stakeholders.
31. *Internationalization* is also an aim in itself and not only a means to better fulfil other tasks, that needs its own attention, professional dedication, staff and infrastructure, well defined strategies and specific funding mechanisms and other incentives from the side of institutions, governments and international organizations.
32. The Bologna Process has demonstrated how reforming higher education in an international cooperative manner can be undertaken and implemented. The decade of its implementation can be recognized as a 'regional initiative of global relevance'. The other regions might find, with appropriate modifications, the approach and mechanisms applied under the Bologna Process to be useful when formulating strategic goals in their respective national and regional higher education settings.

33. The discussions at the UNESCO Forum on Higher Education in the Europe Region have shown that in a growingly interdependent world, the reform of higher education at the regional, national and institutional level also needs to be carried out in an international manner, while at the same time respecting the local context. A facilitating role of UNESCO could be of great relevance and could play a key role in initiating more cooperation among the different regions.
34. In conclusion, we, the participants in the UNESCO Forum on Higher Education in the Europe Region, affirm that higher education and research are now entering a new stage of development. Our discussions shed a common light on the most recent developments in higher education, as well as the identification of the directions and challenges which we can expect to face. We hope that our region's experience might have relevance in a global context and serve as inspiration to other regions.
35. Undoubtedly, higher education has become a very complex system which requires an adequate intrinsic knowledge about its structures and functioning. And although the crucial role of higher education is recognized, there remains a need for seeking appropriate policy directions and the formulation of adequate solutions. It also calls for the services and expertise provided by UNESCO-CEPES and its partners to collect and disseminate information as well as to provide expert knowledge from a multi-national and inter-regional perspective.

We, the participants in the UNESCO Forum on Higher Education in the Europe Region, thank the organizers of the Forum, in particular UNESCO-CEPES and the Government of Romania. We found the Forum an effective and relevant platform to update our ideas about the state of higher education in the Europe Region as well as to present, discuss and affirm the most effective and efficient ways of furthering higher education in the service of society.

Bucharest, 23 May 2009

Regional conference for Latin America and the Caribbean

Higher education is a social public good, a universal human right and a responsibility of States.

This is the conviction and the basis for the strategic role that it should play in the processes of sustainable development of the countries of the region. More than 3,500 members of the regional academic community - rectors, high administrators, teachers, researchers, students, administrative personnel, representatives of governments and of national, regional and international agencies, of associations and networks, and others interested in higher education, were present and participated in the Regional Conference on Higher Education in Latin America and the Caribbean (CRES), from 4 to 6 June 2008 in the city of Cartagena de Indias, Colombia, under the auspices of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC-UNESCO) and the Ministry of National Education of Colombia, with the collaboration of the governments of Brazil, Spain, Mexico and the Bolivarian Republic of Venezuela. CRES 2008 was also transmitted via the Internet in four languages to all of the countries of Latin America and the Caribbean and the world through the portals of CRES, UNESCO-Paris, the Ministry of National Education of Colombia, the Ministry of Education of Brazil, and other media such as radio and television. This conference has contributed to identifying the major issues of Latin America and the Caribbean, looking towards the World Conference on Higher Education, to be held in 2009, as well as to key ideas for the consolidation, expansion and growing quality of higher education in the region.

The conference was held 10 years after the World Conference on Higher Education (1998), 12 years after the Regional Conference of Havana (1996) and 90 years after the Cordoba Reform, the principles of which are today fundamental guidelines in terms of university autonomy, co-government, universal access and social commitment.

The broad preparatory process for this event included the active participation of the academic communities of the region, including that of students through the Latin American and Caribbean Continental Student Organization (OCLAE). This participation included a multitude of forums and meetings, national, subregional and regional, the conclusions of which nourished the event. In addition, the studies coordinated by IESALC led to the development of widely disseminated documents that served as a basis for discussion at this conference.

The stocktaking carried out visualizes in prospective terms the challenges and opportunities faced by higher education in the region in the light of regional integration and of changes in the global context. The objective is to establish a scenario that makes it possible to articulate in a creative and sustainable manner policies that strengthen the social commitment, quality and pertinence of higher education and the autonomy of universities. These policies should point towards higher education for all, and have as a goal the achievement of greater social coverage with quality, equity and commitment to our peoples. They should foster the development of alternatives and innovations in educational proposals, and in the production and transfer of knowledge and learning, as well as promote the establishment and consolidation of strategic partnerships between governments, the productive sector, civil society, and the institutions of higher education, science and technology.

These policies should take into account the historical wealth, cultures, literature and art of the Caribbean, and foster the mobilization of university competencies and values of this part of our region in order to build a diverse, strong, solidarity-based, and perfectly integrated Latin American and Caribbean society.

The Regional Conference on Higher Education 2008 makes an urgent and emphatic call to the members of educational communities, particularly to those responsible for making policy and strategic decisions, to responsible authorities within ministries of education, of higher education, of culture, of science and technology, to international organizations, to UNESCO itself, and to actors and persons involved in educational and university tasks to take into consideration the statements and lines of action that have come out of the extended discussions at this conference regarding the priorities that higher education should adopt, based on a clear awareness regarding the possibilities and contributions that it offers for the development of the region.

The challenges that we must face are of such magnitude that if not met in a timely and efficacious manner, will deepen the differences, inequalities, and contradictions that currently impede the growth of an equitable, just, sustainable and democratic Latin America and the Caribbean for the great majority of countries in the region. This Regional Conference on Higher Education notes that, although there has been progress towards a society that seeks democratic and sustainable changes and referents, there is still a lack of profound changes in the key factors that will provide a dynamic for the development of the region. Of these, one of the most important is education, and particularly higher education.

Therefore, convinced of the paramount value of higher education for forging a better future for our peoples, we declare:

A. Context

1. The construction of a more prosperous, just and solidarity-based society, and of a comprehensive and sustainable human development model, are tasks that should be assumed by all nations of the world and by society as a whole. In this sense, activities leading towards the attainment of the Millennium Objectives should be a fundamental priority.
2. Our region is markedly pluricultural and multilingual. Regional integration and treating the problems faced by our peoples require endogenous approaches that recognize our human and natural diversity as our principal asset.
3. In a world in which knowledge, science, and technology play a primary role, the development and strengthening of higher education represents an irreplaceable element for social progress, the generation of wealth, the strengthening of cultural identities, social cohesion, the struggle against poverty and hunger, the prevention of climate change and the energy crisis, as well as for fostering the culture of peace.

B. Higher education as a human right and social public good

1. Higher education is a human right and a social public good. States have the fundamental duty to guarantee this right. States, national societies and academic communities should define the basic principles upon which citizen training is based, and assure that it is pertinent and of quality.
2. Higher education as a social public good is reaffirmed in the measure that access to it is a true right of all citizens. National education policies are the necessary condition for fostering access to quality higher education through appropriate strategies and actions.
3. Considering the immense task faced by countries of Latin America and the Caribbean of expanding coverage, both the public and private sectors are obliged to provide quality and pertinent higher education. Therefore, government should strengthen accreditation mechanisms that guarantee the transparency and condition of public service.

4. Particularly in Latin America and the Caribbean, there is a need for education that effectively contributes to democratic relations, to tolerance and to creating a spirit of solidarity and cooperation that makes up a continental identity, that creates opportunities for those who today do not have them and that contributes, with the creation of knowledge, to the social and economic transformation of our societies. In a continent with countries that are emerging from the terrible democratic crisis provoked by dictatorships and that, most unfortunately, exhibits the greatest inequalities on the planet, human resources and knowledge will be the major wealth of all.
5. The responses of higher education to society's demands must be based on the university community's critical and rigorous intellectual ability in defining its objectives and assuming its commitments. Academic freedom is of paramount importance in setting priorities and taking decisions on the basis of public values that lie at the foundation of science and social well-being. Autonomy is a right and a necessary condition for unfettered academic work, while also being an enormous responsibility in the fulfilling of its mission with quality, pertinence, efficiency and transparency in the face of society's challenges. This also includes social accountability. Autonomy involves social commitment, and both must go hand in hand. The involvement of academic communities in their own management and, particularly, student participation are indispensable.
6. Higher education as a social public good faces currents that foster its commercialization and privatization, as well as the reduction of financial support from states. This trend must be reversed, and the governments of Latin America and the Caribbean must guarantee that public institutions of higher education be appropriately financed and that they respond with transparent management. Under no circumstances can education be guided by regulations and institutions intended for commerce, nor by the logic of the market. The move from that which is national and regional towards that which is global (global public good) has as a consequence the strengthening of existing hegemonies.
7. Education offered by transnational providers, exempt from the control and guidance of national states, favours education that is de-contextualized and in which the principles of pertinence and equity are displaced. This increases social exclusion, fosters inequality and consolidates underdevelopment. We must foster in our countries laws and mechanisms necessary for regulating academic offerings, and especially transnational offerings, in all of the key aspects of quality higher education.

8. The incorporation of education as a commercial service within the framework of the World Trade Organization (WTO) has resulted in a generalized rejection by a large variety of organizations directly related to higher education. Such incorporation represents a strong threat to the construction of pertinent higher education in the countries that accept the commitments demanded by the General Agreement on Trade and Services, and its acceptance involves serious injury to the humanitarian proposals of comprehensive education and to national sovereignty. For this reason, we, the participants in CRES 2008, warn the states of Latin America and the Caribbean regarding the dangers involved in accepting the WTO agreements, and to then be obliged by them, among other negative impacts, to direct public funds towards foreign private enterprises established in their territories in fulfilment of the principle of 'national treatment' established by these agreements. We further declare our intention to see to it that education in general and higher education in particular not be considered commercial services. Consequently, these elements should be eliminated from WTO negotiations.

C. Coverage and educational and institutional models

1. In order to assure significant growth of the national coverage required in the coming decades, it is essential that higher education generates institutional structures and academic proposals that guarantee the right to it and the training of the greatest possible number of competent individuals, destined to substantially improve the sociocultural, technical, scientific, and artistic support required by the countries of the region.
2. Given the complexity of society's demands towards higher education, institutions should grow in their diversity, flexibility and articulation. This is particularly important in order to guarantee access and permanence under equitable conditions and with quality for all, and essential for the integration into higher education of social sectors such as workers, the poor, those living in places far from major urban centres, indigenous populations and persons of African descent, people with disabilities, migrants, refugees, those deprived of their freedom and other needy or vulnerable populations.
3. Cultural diversity and interculturalism should be fostered under equitable and mutually respectful conditions. The goal is not only to include indigenous peoples, those of African descent and others culturally differentiated in institutions as they currently exist; but rather to transform these institutions in order that they be

more pertinent to cultural diversity. It is necessary to incorporate the dialogue of the different forms of knowledge and the recognition of the diversity of values and ways of learning as central elements in the sector's plans and programmes.

4. Satisfying increasing social demands for higher education requires increasing equity-based policies for entry and creating new public support mechanisms for students (scholarships, student residencies, health and meal services, as well as academic guidance) designed to make possible their permanence and good performance in the systems.
5. It is essential to produce changes in educational models in order to counter low levels of student performance, delayed progress and failure. This requires training a greater number of teachers able to use sets of in-class or virtual teaching methods appropriate to the heterogeneous needs of students and who also know how to perform effectively in educational venues in which there are persons of different social and cultural backgrounds.
6. Moving towards the goal of generalized, lifelong higher education requires demanding and providing new content to principles of active teaching, according to which learners are individually and collectively the principal protagonists. Active, permanent and high-level teaching is only possible if it is closely and innovatively linked to the exercise of citizenship, active performance within the work place and access to the diversity of cultures.
7. Offering greater options to students within systems through flexible curricula that facilitate their ready transit through their structures will make it possible to efficiently serve particular student interests and vocations, allowing them access to new kinds of more flexible and varied degree training, according to the changing demands of the labour market. All of this requires improving the interface between different levels of training, formal and non-formal educational mechanisms, as well as demanding programmes that are reconcilable with employment. By overcoming segmentation and the lack of articulation between courses and institutions, and by moving towards higher education systems based on diversity, it will be possible to attain democratization, pluralism, originality, and academic and institutional innovation firmly based on university autonomy. In addition, the de-concentration and regionalization of educational offerings are essential in order to seek territorial equality and to facilitate the incorporation of local actors into higher education.
8. Information and communication technologies should have qualified personnel, validated experiences and strict systems of quality control in order to be positive instruments of geographic and defined expansion of the teaching-learning process.

9. Given that the computerization of educational media and its intensive use in teaching and learning processes will tend to grow at a high rate, the role of higher education in the training of persons with critical judgement and thought structures able to transform information into knowledge for the good exercise of their professions and leadership in public and private sectors is enormously important.
10. Higher education must make effective the development of policies for interfacing with the entire education system, collaborating in the development of solid cognitive bases and of learning in preceding levels in order that students who enter higher education will possess the values, skills and abilities that allow them to acquire, construct and transfer knowledge for the benefit of society. Higher education has an undoubted responsibility in the training of teachers for the entire system of education, as well as in the consolidation of pedagogical research and the production of educational content. States must fully assume the priority of guaranteeing quality education for all, from initial to higher education. In this sense, policies of access to higher education should consider the need for the implementation of programmes of graduate teaching and research.
11. Teachers must be recognized as key actors in education systems. They must be guaranteed appropriate initial and ongoing training, working conditions and hours, salaries and career paths in order to make effective the quality of teaching and research.
12. It is essential that the universalization of secondary education be guaranteed. Moreover, the incorporation of the entire population into the dynamics of knowledge requires the development of educational alternatives and paths leading to certification for employment, digital literacy and the recognition by institutions of higher education of experiences and knowledge acquired outside formal systems. In this sense, among other experiences, the 'peoples' universities', which occurred at the beginning of university reforms, should be revisited.
13. The institutions of higher education of the region need and deserve better forms of government able to respond to the transformations demanded by internal and external contexts. This requires the professionalization of management and a clear linkage between the institutional mission and proposals and the instruments of management.

D. Social and human values of higher education

1. Profound changes must be made in how knowledge is accessed, produced, transmitted, distributed and used. As UNESCO has stated on other opportunities, institutions of higher education and particularly universities have a responsibility of carrying out the revolution in thought; this is essential to order to accompany the rest of the changes.
2. We emphasize and defend the humanistic character of higher education. It should therefore be oriented towards the comprehensive training of persons, citizens and professionals able to approach with ethical, social and environmental responsibility the multiple challenges involved in endogenous development and in the integration of our countries, and who can actively, critically, and constructively participate in society.
3. It is necessary to foster respect for and defence of human rights, including the struggle against all forms of discrimination, oppression, and domination; the striving for equality and social justice and gender equality; the defence and enrichment of our cultural and environmental heritage; food security and sovereignty; the eradication of hunger and poverty, intercultural dialogue with full respect for identities; and the fostering of a culture of peace, as well as Latin American and Caribbean unity; and cooperation with the peoples of the world. These are part of the vital commitments of higher education and must be expressed in all educational programmes, as well as in the priorities of research, extension and inter-institutional cooperation.
4. In all of its endeavours, higher education must reassert and strengthen the multicultural, multi-ethnic and multilingual character of our countries and region.
5. Institutions of higher education must move forward in establishing a more active relationship with their different environments. Quality is linked to both pertinence, and responsibility towards sustainable development. This means fostering an academic model marked by the examination of problems within their contexts; the production and transfer of the social value of knowledge; joint work with communities; scientific, technological, humanistic and artistic research based on an explicit definition of the problems being addressed, of fundamental interest for national or regional development and the well-being of the population; an active dissemination effort aimed at educating for citizenship, rooted in respect for human rights and cultural diversity; and extension activities that enrich education, helping to detect problems for the agenda of research, and that create areas for joint action involving diverse segments of society, especially the most neglected.

6. Mechanisms must be fostered that, while respecting autonomy, make possible the participation of diverse segments of society in defining education priorities and policies, as well as their assessment.

E. Scientific, humanistic and artistic education and comprehensive sustainable development

1. Higher education has an indispensable role to play in closing the gaps in science and technology with the currently most developed countries and within the region. The existence of such gaps threatens to perpetuate conditions of subordination and poverty in our countries. More must be done to increase public investment in science, technology and innovation, and devise public policies to stimulate the growth of investment by companies. Such investments should be directed at strengthening national and regional capacities in order to create, transform and use knowledge, including training, access to information, the availability of necessary equipment, and the establishment of teams and scientific communities integrated through networks.
2. National, regional and institutional policies must be aimed fundamentally to achieve a transformation of the types of relationships connecting groups of academic researchers and the users of knowledge - whether companies, public services or communities - so that social needs and economic requirements are in line with academic capacity, setting the lines of priority research.
3. The development of scientific, technological, humanistic and artistic abilities with clear and rigorous quality should be linked to a perspective of sustainability. The exhaustion of the predominant development model is evident in the clash between human needs, consumption models and the maintenance of an inhabitable planet. This involves ensuring an emphasis on addressing social, economic, and environmental problems, alleviating hunger, poverty and inequity, while maintaining biodiversity and the life-support systems of the planet. Education is crucial for transforming values that today stimulate an unsustainable consumption. Knowledge institutions have a key role to play in guiding new technologies and innovation towards consumption/production systems that do not make improvements in well-being dependent upon the growing consumption of energy and materials.

4. New converging technologies are part of the current dynamic of scientific and technical development that will transform societies over the coming decades. Our countries must overcome new and difficult challenges if they are to create and use this kind of knowledge, apply it, and adapt it to social and economic goals. Special attention must be paid to overcoming obstacles and to laying a strong foundation for endogenous science and technology.
5. The process of setting an agenda for science, technology and innovation that can be shared by Latin American and Caribbean universities must seek to produce the knowledge that our development and the well-being of our peoples demand. It should also foster scientific work based on social needs and a growing understanding of science as a public matter that concerns society as a whole.
6. Scientific and cultural knowledge should be disseminated throughout society, providing citizens with the opportunity to take part in decisions relating to scientific and technological matters that may directly or indirectly affect them, seeking to turn citizens into thoughtful supporters of those decisions, while at the same time opening the scientific system to social criticism.
7. Just as important as the generation and socialization of knowledge in the fields of the exact and natural sciences and production technologies are humanistic, social and artistic studies in order to strengthen individual perspectives for approaching our problems, responding to challenges in the fields of human, economic, social and cultural rights; equity, distribution of wealth, intercultural integration, participation, building democracy and international balance, as well as enriching our cultural heritage. It is vital to shorten the distances separating the scientific, technical, humanistic, social and artistic fields, while understanding the complexity and multi-dimensional nature of problems and promoting cross-cutting views, interdisciplinary work and comprehensive training.
8. Graduate education is indispensable for the development of scientific, technological, humanistic and artistic research based on rigorous quality criteria. Graduate education must be based on active lines of research and intellectual creation in order to ensure that they are studies that promote the highest professional/vocational qualifications and ongoing training, contributing effectively to the creation, transformation and socialization of knowledge.

F. Academic networks

1. The history and the progress made through cooperation has made our institutions of higher education actors that have a vocation for regional integration. It is through network building that the region's institutions of higher education can unite and share the scientific and cultural potential they possess for analysing and proposing solutions for strategic problems. Such problems know no borders and their solution depends on the collective efforts of institutions of higher education and States.
2. Academic networks at national and regional levels are the appropriate strategic interlocutors with governments. Moreover, they are the appropriate protagonists for meaningfully articulating local and regional cultural identities, and to work actively to overcome the strong asymmetries prevailing in the region and the world in the face of the global phenomenon of the internationalization of higher education.

G. Emigration of highly skilled persons

1. A matter requiring the greatest attention is the prevention of highly qualified persons being lost through emigration. The existence of explicit policies of industrialized countries aimed at attracting such personnel from countries of the South often means for the latter the loss of indispensable professional skills. It is essential that public policies address the dimensions of the problem in all its complexity, safeguarding our countries' intellectual, scientific, cultural and artistic heritage.
2. Emigration is rapidly increasing due to the recruitment by central countries of young professionals in order to compensate for reductions in the numbers of their university student populations. This problem can be addressed through creating local work environments according to their abilities and by making use, through mechanisms that minimize the impacts of such losses, of the strategic advantages that can result from the emigration of skilled talent to other regions when their home countries cannot absorb them directly.

H. Regional integration and internationalization

1. The creation of a Latin American and Caribbean Research and Higher Education Area (ENLACES in Spanish) is essential, and must be part of the agenda of the region's governments and multilateral agencies. This is key to reaching higher

levels of regional integration in its fundamental aspects: greater depth in its cultural dimension; the development of academic strengths that will promote regional approaches to the world's most pressing problems; the use of human resources to create synergies on a regional scale; the bridging of gaps in the availability of professional and technical knowledge and capacities; the consideration of knowledge from the viewpoint of collective well-being; and the creation of competencies for the organic link between academic knowledge, production, employment and social life, instilled with a humanistic attitude and intellectual responsibility.

2. Within the framework of an emerging Latin American and Caribbean Research and Higher Education Area, it is necessary to undertake:
 - (a) renewal of the education systems of the region in order to achieve better and greater compatibility between programmes, institutions, modalities and systems, integrating and articulating our cultural and institutional diversity;
 - (b) articulation of national information systems regarding higher education in the region in order to foster, through the Map of Higher Education in LAC (MESALC), mutual knowledge between systems as a basis for academic mobility and as an input for appropriate public and institutional policies;
 - (c) strengthening of the process of convergence of national and subregional assessment and accreditation systems, with a view to having available regional standards and procedures of quality assurance of both higher education and research in order to enhance its social and public function. Regional accreditation processes should be legitimated through the participation of academic communities, with the contribution of all segments of society and should defend the principle that quality is a concept inseparable from equity and pertinence;
 - (d) mutual recognition of studies, titles and diplomas founded on quality assurance as well as the establishment of common academic credit systems accepted throughout the region. Agreements pertaining to the legibility, transparency and recognition of titles and diplomas are indispensable, as are the assessment of skills and abilities of graduates and the certification of partial studies. Moreover, it is necessary to move forward with the process of reciprocal recognition of national systems of graduate study with emphasis on clarity as a requisite for the recognition of titles and credits granted in each of the countries of the region;

- (e) fostering the intra-regional mobility of students, researchers, faculty and administrative staff, including through the implementation of specific funds;
 - (f) joint research projects, and the creation of multi-university and multidisciplinary teaching and research networks;
 - (g) establishment of communication instruments in order to foster the circulation of information and learning;
 - (h) fostering of shared distance education programmes, as well as support for the creation of regional institutions that combine classroom with distance learning;
 - (i) strengthening of the learning of languages of the region in order to foster the kind of regional integration that incorporates cultural diversity and multilingualism, as a source of wealth.
3. On the international plane, it is necessary to strengthen the cooperation of Latin America and the Caribbean with other regions of the world, particularly South-South cooperation and, within this framework, with African countries.

The conference requests that IESALC designate a commission charged with presenting in the near future a roadmap for the progressive integration of institutions of higher education of the region.

The participants in this meeting recognize the dedicated work carried out by the IESALC-UNESCO in preparing and carrying out this event, which has made it possible to bring together the opinions of the regional academic community with a view to the World Conference on Higher Education, Paris, 2009.

Latin American and Caribbean academic integration is necessary in order to create the future of the continent, and cannot be delayed. The Cartagena meeting cannot conclude without committing itself to assuring this task. We have the obligation and the responsibility to create our own future.

We say, together with Gabriel Garcia Marquez from his beloved Colombia, that we are called upon to move towards 'a new and overwhelming utopia of life, in which no one can decide anything for others - even the way they die; where love is certain, and happiness is possible; where races condemned to a hundred years of solitude have finally and forevermore, a second opportunity on the earth'.

Annex V - Other reports

Global Student Statement to the 2009 WCHE

To the UNESCO World Conference on Higher Education +10

Education for All!

At a time of global financial and ecological instability, decision-makers face a fundamental question: how will they ensure that future and current generations are equally and adequately equipped with the skills, knowledge and intellectual virtue to rise to the global challenges that we face in the twenty-first century?

Our answer is education. Not for the few, but for all.

As a body of student leaders, we are calling for a deep investment in the higher education of students globally. The only way to ensure the success of our future, higher education needs to be a priority and made a fundamental right for all.

We are dedicated to the advancement of the students' situation through student rights, accessibility, affordability, partnerships, mobility, learning experience and social justice.

Access and success

We call for the greater accessibility of higher education so that everyone can access and succeed in learning and research regardless of their background. Access to higher education should be based on one's willingness to learn and not the ability to pay.

Access is not simply about providing entry to higher education; it is also about completing studies. High drop-out rates are still a severe problem. Progression through higher education must be facilitated by adequate support measures, specifically designed to adapt to the needs of the individual learner.

Student income support is a crucial element in supporting students during their studies.

We demand that governments increase their commitment to students. Doing so would recognize education as a public good which also enables greater accessibility, leads to a quality student experience and greater potential for learning and engagement.

We call upon UNESCO to start a global research study into national studying costs, while taking into consideration both tuition fees and living costs, as well as the support systems in place.

We urge governments to implement far more flexible visa procedures for students and improve information sharing between countries.

We call upon governments to stop using transnational education programmes as a way of gaining access to educational markets in developing countries.

We call for a better and more transparent mechanism for degree, subject and qualification recognition, so that students are not discouraged from going abroad because their qualifications are not recognized when they come home.

Quality in higher education

Quality is a distinguishing characteristic that provides a guide for students and higher education institutions. High quality and accessibility should be two sides of the same coin. Accessible higher education that is not high quality is worthless and high quality education that is not widely accessible is meaningless.

We welcome the further development of international cooperation to improve the quality, transparency, comparability and compatibility of degrees and studies. In addition, we respect the diversity of quality assurance models around the world, while strongly arguing for stakeholder involvement in each quality assurance exercise at every level.

In our vision, higher education needs to simultaneously fulfil all its missions: improving graduate career prospects, democracy building and ensuring active citizenship.

We call upon governments to further disseminate and promote the UNESCO Guidelines on 'Quality provision in cross-border higher education', as an essential tool to protect students from disreputable higher education providers.

Students' rights

We demand that higher education institutions see the robust protection and propagation of student rights as key to the maintenance of universities and democracies. This includes both transparent formalized governance structures and the right to freely speak out and criticize teachers, rectors, ministers or other actors in higher education, without fear of retribution. The human right to free association is too often breached in the higher education sphere.

We propose that a worldwide ombudsperson office for students is established under the umbrella of UNESCO.

Students as partners

We call for higher education institutions to proactively encourage students to participate in all levels of governance and reform, be it at the regional, national, institutional or programme level. We emphasize that study programme coordinators must consult students in the development of the programmes and ensure that systematic ways allowing students to give feedback on how to improve their studies exist. Governance bodies must ensure that feedback mechanisms are effective and that their results and effects are made public.

We urge governments to recognize student voices in national and international policy and budget debates.

The learning experience and critical thinking

On all continents, students are often encouraged to 'chew, pass and forget' their curriculum and exams rather than to engage critically with their course content and teachers.

A student-centred approach across the board ensures critical thinking and active participation in the improvement of the quality of higher education. This can only be successful if higher education institutions rethink the way teaching is performed and courses constructed, so that the students are in the centre of the institutions' strategies.

The inadequate link between certain higher education programmes and the labour market is an obstacle to the development of the full potential of students in their subsequent professional activities. We therefore encourage universities to further develop the concept of learning by doing as much as possible to support and recognize informal learning within student organizations so as to encourage entrepreneurial and value-based mindsets.

Higher education and social justice

We strongly condemn all forms of discrimination. Higher education must be a key enabler of emancipation and never a reproduction of the existing systemic inequalities and discrimination in society.

Higher education must be accessible to all, regardless of race, religion, gender, culture, sexuality or socio-economic background.

UNESCO's role in global higher education

We recommend that UNESCO should play a major role in the debates on global higher education.

We urge UNESCO to consult with students on a regular basis and to facilitate dialogue between the students of the world.

Future cooperation of students

We, the undersigned organizations, commit ourselves to regular communication both before and after the world conference, and to explore and map out a plan for the possibilities of future global student cooperation.

We, as representative student organizations from across the globe, consider it our responsibility to fight for quality higher education for all and for student rights and participation, while being fully aware of our role in preparing students to become active citizens in the current and future global society.

This statement was adopted in Paris on 23 January 2009, by the following student organizations:

- AASU - All-Africa Students Union
- AEGEE - Association des Etats Généraux des Etudiants de l'Europe
- ASA - Asian Students and Youth Association
- EDS - European Democrat Students
- ESU - European Students' Union
- FEUQ - Fédération Étudiante Universitaire du Québec
- IAAS - International Association of Students in Agricultural and Related Sciences
- IADS - International Association of Dental Students
- IFMSA - International Federation of Medical Students' Associations
- IYCS-JECI - International Young Catholic Students - Jeunesse Etudiante Catholique Internationale
- JADE - European Confederation of Junior Enterprises
- NUS - National Unions of Students (Australia)
- NZUSA - New Zealand Union of Students' Associations
- USSA - United States Student Association

South Eastern European Science, Higher Education and Innovation Policy Forum

Final Communiqué

I. We, the Ministers with responsibility for science and higher education, participating or represented, in the 'Science, Higher Education and Innovation Policy' Forum and High Level Round Table, together with members of Parliamentary Committees for Science and Education, representatives of universities, academies, and research centres and funding agencies present in Budva, Montenegro, from 1 to 3 July 2008 at the invitation of the Ministry of Education and Science of Montenegro and UNESCO's Regional Bureau for Science and Culture in Europe (BRESCE)

- a. **Welcome** the opportunity afforded by UNESCO to Member States from South Eastern Europe to meet periodically, at subregional level, to discuss major issues in science, technology and innovation and higher education (STI&HE) policies;
- b. **Convinced** of the vital role of STI&HE as major driving force for socio-economic and sustainable development and as essential tools for the building of knowledge societies in South Eastern Europe;
- c. **Recognize** that STI&HE are potentially the main contributors towards meeting basic human and societal needs, protecting the environment, coping with global climate change, promoting education and bringing about the cultural and intellectual enrichment of humanity and therefore deserve special policy attention;
- d. **Acknowledge** that most countries of the subregion are undergoing structural reforms in STI&HE sectors and that specific measures are being undertaken for the elaboration of long-term strategies, the strengthening of capacity and quality of human resources (through 'brain-gain' initiatives) and the (slight) increase in the nominal amount of financial resources available for research and development (R&D);
- e. **Acknowledge** that topics of interest and the problems faced are similar across the subregion and that great benefit could be obtained from exchanges of best practices, joint actions and programmes for subregional cooperation;
- f. **Express** agreement with actions taken by the European and international institutions and representatives of civil society to contribute to the development of STI&HE in the subregion and welcome the joint initiative by the Slovenian Ministry of Higher Education, Science and Technology and SEE-ERA.Net of the 'Herman Potocnik Noordung' Award for donations to improve the R&D infrastructure in the Western Balkan countries.

II. We have reached the following conclusions:

- a. Governments should recognize the crucial role of STI&HE in their national development policies and strategies and see STI&HE as the lever for socio-economic development, solving social and human challenges and reaching sustainable development. With this in mind, the reform processes in STI&HE need to be speeded up.
- b. Parliaments should be involved more actively in the shaping of an appropriate legal framework for STI&HE, parliamentary debates on STI&HE, adequate budget allocation and thus contribute to proper inclusion of STI&HE in national development policies.
- c. Universities and other higher education institutions should further implement the common path determined by the Bologna process, foster the link between the education and research; work towards increasing the quality and excellence in higher education through enhanced accreditation and quality control.
- d. Academies of Sciences have an important role to play in linking science and society, advising in priorities setting, as well as playing a bridge role between the scientific sector and the political authorities; their role is seen in moral and societal responsibility and public accountability.
- e. Individual agencies (intermediaries, Research and Technological Organizations) with sufficient resources can play a crucial role in the implementation of the reform processes, focusing the resources on the national STI&HE policy priorities, establishing monitoring and evaluation capability as well as continuous data analysis.
- f. The private sector is still under-represented in STI funding, very much below the Barcelona target of 2/3 of gross expenditure on R&D (GERD) and difficult to involve. Special attention must be given in the reform processes to finding innovative ways of increasing the participation of private sector in policy formulation and funding of R&D. The promotion of public-private mechanisms to facilitate innovation with the involvement of medium-sized enterprises and creation of start-up and spin off companies is one of such ways.

III. We agree that the following actions should be implemented:

- a. Governments should design concrete plans for strategic use of available resources towards the enhancement of an efficient national basis for research and research cooperation, avoiding fragmentation.

- b. All stakeholders, especially national governments, should strive towards increased funding allocated to higher education and research (including for the modernization of research infrastructures) and long-term studies and programmes.
- c. All stakeholders, and especially national governments, should pay specific attention in policy-making to programmes and measures to stimulate young people to enter the research field; increased capability of human resources is essential for the successful implementation of the national strategies in STI&HE.
- d. All the stakeholders and especially national governments should create the conditions to promote international mobility of researchers.
- e. Promote the identification of priorities in HE&STI based on local, national and subregional needs and cautiously move towards regional centers of excellence.
- f. Cooperate in developing a STI&HE strategy at the South Eastern Europe (SEE) level based on division of labour and the sharing of research infrastructures;
- g. Reinforce policy forums such as the Steering Platform on Research for Western Balkans Countries (WBC), the Task force 'Fostering and Building Human Capital of the RCC', and UNESCO SEE forums, coordination and support actions for regional cooperation such as SEE-ERA. Net, WBC INCO.NET, and funding programmes such as the EU FP, COST and EUREKA; further support subregional cooperation in the following areas:
 - improvement of the R&D infrastructures;
 - improvement of higher education standards through like joint degree programmes; cooperation in accreditation, exchange programmes.
 - Joint RTDI programmes

IV. Concrete recommendations to UNESCO and other international organizations

- a. Make all possible efforts to facilitate and promote the better understanding by decision-makers of the crucial role that STI&HE and, especially, their commercial applications play in social, economic and cultural development of nations.
- b. Reinforce policy work aimed at giving guidance and providing best practices, technical assistance and individual diagnosis for the formulation of long-term national policies and strategies in STI&HE through ensuring coordination-

synergies and the enhancement of national innovation systems in SEE; the creation of a UNESCO Chair in Science and Innovation policy (initiative of Romania).

- c. Urgently provide support for the collection of reliable and internationally comparable R&D and education statistics and indicators.
- d. Contribute to the capacity-building of decision-makers in science, technology and innovation policies, including forward-looking approaches, foresight techniques to set long term priorities for STI&HE.
- e. Play a catalytic role through the facilitation of networks between EU Member States and other countries indicating good practices in topics not yet addressed: e.g. networks for identifying performance indicators by activity, discussing methodologies and practices for evaluation mechanisms and monitoring systems, promoting innovation practices in the private sector, raising awareness on the science and society interaction, etc.
- f. Support initiatives for free access to data-bases and scientific information for SEE countries as well as access to available research, monitoring and evaluation of systems for HE, research and innovation.
- g. Ensure greater subregional and international cooperation in S&T as essential means to meet global challenges (economic growth, health, sustainable development, enhanced safety and security) and to promote peace and dialogue in South Eastern Europe.
- h. Convene Ministerial Round Tables on a regular basis and facilitate exchanges in the intervening period. Albania offered to host the next SEE Ministerial Round Table in Higher Education, Science and Innovation in 2009 in Tirana.
- i. Enhance communication at subregional and national level in STI&HE.

This document constitutes a contribution of South Eastern European countries to the World Conference on Higher Education (Paris, July 2009) and World Science Forum (Budapest, November 2009).

Appendix I - Final Programme

Sunday, 5 July 2009 (*Room I, Fontenoy*)

13:00 - 17:00 Registration

17:00 - 19:30 **OPENING CEREMONY**

Rapporteur: Sally Johnstone, Vice-President, Winona State University, United States

17:00 - 17:20 Opening address by Koïchiro Matsuura, Director-General of UNESCO

17:20 - 17:30 **Adoption of the Agenda; Organization of Work**

17:30 - 18:30 ***Higher Education's Role in Addressing Major Global Challenges***

Keynote addresses:

Angel Gurría, Secretary-General, OECD

Benita Ferrero-Waldner, European Commissioner for External Relations and Neighbourhood Policy, European Union

Jill Biden, Educator, wife of Vice-President Joe Biden, United States

H.E. Nahas Angula, Prime Minister of Namibia

H.E. Dame Pearlette Louisy, Governor General of Saint Lucia

H.E. Danilo Turk, President of Slovenia

18:30 - 19:30 Stakeholders' Panel: Responses

Moderator: Nicholas Burnett, UNESCO

Speaker: Ji Zhou, Minister of Education, China

Panel: Joy Phumaphi, Vice-President, World Bank

Juan Ramon de la Fuente, President, International Association of Universities

Irene Duncan-Adanusa, Vice-President, Education International

Ligia Deca, Chairperson, European Students' Union

Odile Quintin, Director-General, Directorate General for Education and Culture, European Commission

19:30 Reception offered by the Director-General of UNESCO (7th floor, Fontenoy)

Monday, 6 July 2009 (Room I, Fontenoy)

9:00 - 13:00 **PLENARY SESSION I**

9:00 - 10:30 ***From 1998 to 2009 and Beyond: The New Dynamics of Higher Education and Research***

Chair: Marcio Barbosa, UNESCO

Speaker: Georges Haddad, UNESCO

Rapporteurs: Edem Adubra, UNESCO

Jose R. Carvalho, UNESCO

Regional Preparatory Conferences: Highlights

Speaker: Stamenka Uvalic-Trumbic, UNESCO

Respondents from countries having hosted regional events:

Keith Morrison, Macao Inter-University Institute, Macao, China

Gabriel Burgos, Deputy Minister of Education, Colombia

Hany Mahfouz Hilal, Minister of Higher Education and Scientific Research, Egypt

D. Purandeswari, Minister of State (Higher Education), India

Ecaterina Andronescu, Minister of Education, Research and Innovation, Romania

Moustapha Sourang, Minister of Secondary Education, Regional University Centres and Universities, Senegal

Discussion

10:30 - 11:00 *Tea/coffee break*

11:00 - 13:00 ***Trends in Global Higher Education***

Co-Chairs: Walter Erdelen, UNESCO

Luigi Frati, Rector of Sapienza University, Italy

Speaker: Philip Altbach, Center for International Higher Education, USA

Rapporteurs: Edem Adubra, UNESCO

Sabine Detzel, UNESCO

Introductions to Themes of Parallel Sessions

- Internationalization, regionalization and globalization

Introduction to the theme:

Konrad Osterwalder, Rector, United Nations University

Speakers: Sharifa Hapsah, Vice-Chancellor, National University of Malaysia (UKM), Malaysia

Sir John Daniel, President and CEO, Commonwealth of Learning

- Equity, access and quality

Introduction to the theme:

Molly Broad, President, American Council on Education, United States

Speakers: Rawya Al Busaidi, Minister of Higher Education, Oman
Barney Pityana, Vice-Chancellor of UNISA, South Africa
Margret Wintermantel, President, German Rectors' Conference,
Germany
Juan Carlos Tedesco, Minister of Education, Argentina

- Learning, research and innovation

Introduction to the theme:

José Mariano Gago, Minister of Science, Technology and Higher
Education, Portugal

Speakers: Hebe Vessuri, Vice President, Interim Scientific Advisory Board,
UNESCO Forum on Higher Education, Research and
Knowledge, Bolivarian Republic of Venezuela

Note: This speaker will introduce the Research Report of the
UNESCO Forum on Higher Education, Research and
Knowledge entitled *Higher Education, Research and
Innovation: Changing Dynamics*

Michael Mendenhall, Senior Vice-President, Hewlett Packard

13:00 - 15:00 *Lunch break [buffet offered by UNESCO]*

15:00 - 19:30 **PLENARY SESSION II**

Round table Africa:

**Promoting Excellence to Accelerate Africa's Development: Towards an
African Higher Education and Research Area**

Co-Chairs: Ahlin Byll-Cataria, Executive Secretary, ADEA
Georges Haddad, UNESCO

Rapporteurs: Camilla Addey, UNESCO
George Afeti, Secretary-General, Commonwealth Association of
Polytechnics in Africa, Kenya
Noro Andriamiseza, UNESCO

Ann Therese Ndong Jatta, UNESCO

Chloé Tuot, UNESCO

15:00 - 17:00

Introductory address:

Koïchiro Matsuura, Director-General of UNESCO

Special guests:

Nahas Angula, Prime Minister of Namibia

Sang Heon Um, Deputy Minister for Academic Research Policy,
Ministry of Education, Science and Technology, Republic of
Korea

Speakers: Blade Nzimande, Minister of Higher Education and Training, South
Africa

Zeinab El Bakri, Vice-President, African Development Bank

Amara Essy, President ZIE Foundation

Interveners: Bernard Cerquiglini, Rector, Agence Universitaire de la
Francophonie

John Tarrant, Secretary-General, Association of Commonwealth
Universities

Paulo Speller, President, Comissão de Implantação, Universidade
Federal da Integração Luso-Afro-Brasileira, Brazil

Discussion

17:00 - 17:30 *Tea/coffee break*

17:30 - 18:30

Speakers: Jean-Pierre Ezin, Commissioner, Human Resources, Science and
Technology, African Union

Goolam Mohamedbhai, Secretary General, Association of African
Universities

Isabelle Glitho, Dean, Faculty of Science, University of Lome, Togo

Oludare Ogunlana, All-Africa Students' Union

Interveners: Sir Graeme Davies, Vice-Chancellor, University of London, United Kingdom

Robert Sangaré, President, Association des œuvres universitaires de la Francophonie

18:30 - 19:30 Discussion

Tuesday, 7 July 2009 (Room II, Fontenoy)

9:00 - 11:00 **PLENARY SESSION II (cont'd)**

Round table:

The Social Responsibility of Higher Education: Addressing the Challenges of Our Times

Co-Chairs: Ana-Luiza Machado, UNESCO

Ramu Damodaran, UNDP

Rapporteurs: Dima El Sayed, General Union of Arab Students in Europe

Christina Furstenberg, UNESCO

Olusola Oyewole, Association of African Universities, Ghana

Introductory address:

Pierre Sané, UNESCO

Panel: Denise Bradley, Emeritus Professor and former Vice-Chancellor and President, University of Australia, Australia

Axel Didriksson, Secretary of Education, Government of Mexico City, Mexico

Janyne Hodder, President, College of the Bahamas, Bahamas

David Francis, Director, Africa Center for Peace and Conflict Studies, University of Bradford, Sierra Leone

Fadia Kiwan, Professor, St Joseph's University Beirut, Lebanon

9:30 - 11:00 **Parallel Sessions** (see section A below)

11:00 - 11:30 *Tea/coffee break*

- 11:30 - 13:00 **Parallel Sessions** (see section A below)
- 13:00 - 14:30 *Lunch break*
- 14:30 - 16:00 **Parallel Sessions** (see section A below)
- 16:00 - 16:30 *Tea/coffee break*
- 16:30 - 18:00 **Parallel Sessions and Special Events** (see section A and B below)

Wednesday, 8 July 2009

- 9:00 - 11:00 **Parallel Stakeholders' Panels** (see section C below)

Panel 1 (*Room I, Fontenoy*): Ministers

Keynote address:

Valérie Pécresse, Minister of Higher Education and Research,
France

Panel 2 (*Room XII, Fontenoy*): Institutions

Panel 3 (*Room IV, Fontenoy*): Civil society and the private sector

- 11:00 - 11:30 *Tea/coffee break*
- 11:30 - 13:00 **Parallel Stakeholders' Panels** (*cont'd*)
- 13:00 - 14:00 *Lunch break*
- 14:00 - 15:30 **PLENARY SESSION III** (*Room I, Fontenoy*)

Panel: Beyond Talk: What Action for Higher Education and Research?

Co-Chairs: Abdul Waheed Khan, UNESCO

Sam Egwu, Minister of Education, Nigeria

Rapporteur: Naima Abbadi, Association for the Development of Education in Africa

Keynote addresses:

Fernando Haddad, Minister of Education, Brazil

Kapil Sibal, Minister of Human Resource Development, India

Speakers: Brenda Gourley, Vice-Chancellor, UK Open University and
President of ACU

Alice Dautry, President, Institut Pasteur, France

Anoop Gupta, Corporate Vice-President, Microsoft

Discussion

15:30 - 16:00 *Tea/coffee break*

16:00 - 18:00 **CLOSING PLENARY** (*Room I, Fontenoy*)

16:00 - 17:00 **Which Way Forward for Higher Education and Research?**

Commitment by UNESCO and Partners

Chair: Georges Haddad, UNESCO

Responses from Partners

Voices of the Future

17:00 - 18:00 **Conference Outcomes**

Chair: Nicholas Burnett, UNESCO

Presentation of the Conference Results by the General Rapporteurs

Presentation of the Conference Communiqué by the Chairperson of the
Steering Committee

Adoption of the Conference Communiqué

Closing Remarks by the Director-General of UNESCO

A. Thematic tracks

I. Internationalization, regionalization and globalization

Date	Track 1 (Room XIV, Bonvin)	Track 2 (Room XVI, Bonvin)	Track 3 (Room XIII, Bonvin)
Tuesday, 7 July 2009			
9:30 - 11:00	I.1. Internationalization and Globalization of Higher Education	I.5. Development of Regional Higher Education and Research Areas	I.9. Emerging Tools and Approaches to Assuring Quality Internationally
	<i>Chair:</i> N.V. Varghese (IIEP)	<i>Chair:</i> Peter van der Hijden (EU Commission)	<i>Chair:</i> Judith Eaton (United States)
	<i>Rapporteur:</i> Karin Darin (Sweden)	<i>Rapporteur:</i> Molly Lee (UNESCO)	<i>Rapporteur:</i> Yves Beaudin (Canada)
	<i>Speakers :</i>	<i>Speakers :</i>	<i>Speakers :</i>
	<ul style="list-style-type: none"> ● Madeleine Green (IAU/ACE) ● Sudhanshu Bhushan (India) ● Johnson M. Ishengoma (United Republic of Tanzania) ● Anthony Welch (Australia) 	<ul style="list-style-type: none"> ● Fiona Buffinton (Australia) ● ENLACES (speaker from LAC) ● Ahmadou Lamine Ndiaye (Senegal) ● Sjur Bergan (Council of Europe) 	<ul style="list-style-type: none"> ● Tsutomu Kimura (Japan) ● Mohsen Said (Egypt) ● Carolyn Campbell (United Kingdom) ● Peter Okebukola (Nigeria)
11:00 - 11:30	<i>Teal/coffee break</i>		
11:30 - 13:00	I.2. Cross-border Higher Education, Student and Institutional Mobility	I.6. Global Initiative for Quality Assurance Capacity: Emerging Issues	I.10. Private Higher Education: Responding to Global Demand
	<i>Chair:</i> Don Olcott (OBHE)	<i>Chair/Moderator:</i> Richard Hopper (World Bank)	<i>Chair:</i> Svava Bjarnason (IFC)
	<i>Rapporteur:</i> Karin Darin (Sweden)	<i>Rapporteur:</i> Stella Antony (India/Australia)	<i>Rapporteur:</i> Julien Daboue (UNESCO)
	<i>Speakers :</i>	<i>Speakers :</i>	<i>Speakers :</i>
	<ul style="list-style-type: none"> ● Damtew Teferra (Ethiopia) ● Rajika Bhandari (United States) ● Yang Rui (Hong Kong, China) ● Yanhong Zhang/Kees Maxey (UIS) 	<ul style="list-style-type: none"> ● Nadia Badrawi (Egypt) ● Maria Jose Lemaitre (Chile) ● Concepcion Pijano (Philippines) ● Chris Hansert (DAAD) and Chacha Nyaigotti-Chacha (IUCEA) 	<ul style="list-style-type: none"> ● Javier Botero (Colombia) ● Mokhtar Al Annaki (Morocco) ● Patrick Awuah (Ghana) ● Drummond Bone (United Kingdom)
13:00 - 14:30	<i>Lunch break</i>		

Date	Track 1 (Room XIV, Bonvin)	Track 2 (Room XVI, Bonvin)	Track 3 (Room XIII, Bonvin)
14:30 - 16:00	I.3. Bridging the Education to Industry Skills Gap - ICT Certification for Employability	I.7. Globalization and Higher Education in Small States - Opportunities and Threats	I.11. University- Community Engagement for Societal Change and Development: Possibilities and Challenges
	<i>Chair/Moderator:</i> Lutz Zib (Microsoft)	<i>Chair:</i> Mark Bray (IIEP)	<i>Chair/Moderator:</i> Rajesh Tandon (India)
	<i>Rapporteur:</i> Mariana Patru (UNESCO)	<i>Rapporteurs:</i> Michaela Martin (UNESCO) and Hubert Charles (Dominica)	<i>Rapporteur:</i> : Zeynep Varoglu (UNESCO)
	<i>Speakers :</i> <ul style="list-style-type: none"> ● Mark Harris (Intel) ● Terry Hook (e-Skills, United Kingdom) ● George Anderson (Zenos Academy, United Kingdom) 	<i>Speakers :</i> <ul style="list-style-type: none"> ● Emma Kruse Vaai (University of Samoa) ● Sir John Daniel (Commonwealth of Learning) 	<i>Speakers :</i> <ul style="list-style-type: none"> ● Lamine Kane (Senegal) ● Chan Lean Heng (Malaysia) ● Peter Taylor (United Kingdom) ● Jose Blanes (Plurinational State of Bolivi) ● Katherine Graham (Canada)
16:00 - 16:30	<i>Tea/coffee break</i>		
16:30 - 18:00	I.4 Partnerships for Institutional Capacity-Building	I.8. Comparing Higher Education Systems: an Expert Roundtable on the Challenges for International Education Statistics	
	<i>Chair:</i> Christopher Hansert (DAAD)	<i>Chair:</i> Rosario Garcia Calderon (UIS)	
	<i>Rapporteur:</i> Carolina Cano (UNESCO)	<i>Rapporteur:</i> Claude Sauvageot (UNESCO)	
	<i>Speakers :</i> <ul style="list-style-type: none"> ● Prof. Klaus (Germany) and Dr Ilako (Kenya) ● Tor Halvorsen (Norway) ● Martien Molenaar (The Netherlands) ● Luis Miguel Romero (Ecuador) 	<i>Speakers :</i> <ul style="list-style-type: none"> ● Michael Bruneforth (UIS) ● Eric Charbonnier (OECD) ● Esther Joseph (Saint Lucia) ● Lene Mejer (Eurostat) ● Khadij Mohamed Salem (UNICEF-Mauritania) ● Claude Sauvageot (France) ● Silke Schneider (United Kingdom) 	

II. Equity, access and quality

Date	Track 1 (Room VI, Fontenoy)	Track 2 (Room XII, Fontenoy)
Tuesday, 7 July 2009		
9:30 - 11:00	II.1. The Academic Profession	II.5. The Quality Imperatives in Higher Education
	<i>Chair:</i> Michael Omolewa (Nigeria)	<i>Chair:</i> Elvira Martin Sabina (Cuba)
	<i>Rapporteur:</i> Lucio Sia (UNESCO)	<i>Rapporteurs:</i> Gabrielle Bonnet and Salifou Boubacar (UNESCO)
	<i>Speakers :</i>	<i>Speakers :</i>
	<ul style="list-style-type: none"> ● Lizhong Yu (China) ● Bastian Baumann (Magna Charta Observatory) ● William Ratteree (ILO) ● Bernard Cornu (CEART Committee) ● Penni Stewart (Canada) 	<ul style="list-style-type: none"> ● Pierre Calame (France) ● Richard Mawditt (United Kingdom) ● Manzoor Ahmed (Bangladesh) ● Bonaventure Mvé Ondo (Agence Universitaire de la Francophonie) ● Sabine O'Hara (African Higher Education Collaborative)
11:00 - 11:30	<i>Tea/coffee break</i>	
11:30 - 13:00	II. 2. Equity in Access and Success	II.6. Higher Education and EFA
	<i>Chair:</i> Francisco Komlavi Seddoh (UNESCO)	<i>Chair:</i> Nicholas Burnett (UNESCO)
	<i>Rapporteur:</i> Hilligie van't Land (IAU)	<i>Rapporteurs:</i> Sall Hamidou Nacuzon (Senegal), Steven Obeegadoo (UNESCO) and Ramya Vivekanandan (UNESCO)
	<i>Speakers :</i>	<i>Speakers :</i>
	<ul style="list-style-type: none"> ● Eva Egron-Polak (IAU) ● Jamil Salmi (World Bank) ● Rosario Basurto Carrillo (Peru) ● Mihai Surdu (Romania) ● Jean-François Cervel (European Council of Student Affairs) 	<ul style="list-style-type: none"> ● Gwang-jo Kim (UNESCO) ● Narihiro Kuroda (Japan) ● Bikas Sanyal (UNESCO IICBA Governing Board) ● Jean-Pierre Ezzin (African Union)

Date	Track I cont. (Room VI, Fontenoy)	Track 2 cont. (Room XII, Fontenoy)
13:00 - 14:30	<i>Lunch break</i>	
14:30 - 16:00	II.3. Harnessing the Public and Private, Affirming Higher Education as a Public Responsibility	II.7. Learning throughout Life: New Paradigms
	<i>Chair:</i> Roger Dehaybe (Belgium)	<i>Chair:</i> Gotcha Tchogovadze (Georgia)
	<i>Rapporteur:</i> Ramya Vivekanandan (UNESCO)	<i>Rapporteurs:</i> Sall Hamidou Nacuzon (Senegal) and Lucio Sia (UNESCO)
	<i>Speakers :</i> <ul style="list-style-type: none"> ● Carthage Smith (International Council for Science) ● Suzanne Grant-Lewis (Partnership for Higher Education in Africa) ● John Akker (NEAR) ● Adão de Nascimento (Angola) 	<i>Speakers :</i> <ul style="list-style-type: none"> ● Suzy Halimi (France) ● Nacuzon Sall (Senegal) ● Nabil Bouzid (Algeria) ● Teichi Sato (Japan)
16:00 - 16:30	<i>Tea/coffee break</i>	
16:30 - 18:00	II.4 ICTs in Higher Education: Breaking New Grounds	II.8. Role of Universities in the Mainstreaming of Human Rights Education
	<i>Chair:</i> Gloria Bonder (Argentina)	<i>Chair:</i> Rageh Omaar, Journalist Al Jazeera
	<i>Rapporteurs:</i> Sayeeda Rahman and Corinne Bosse (UNESCO)	<i>Rapporteur:</i> Pat Dolan (Ireland)
	<i>Speakers :</i> <ul style="list-style-type: none"> ● Gabriel Macaya (Costa Rica) ● Olugbemiro Jegede (Nigeria) ● Zhang Deming (China) ● Fritz Pannakoek (ICDE) ● Peter James and/or P. Hopkinson (United Kingdom) 	<i>Speakers :</i> <ul style="list-style-type: none"> ● Claudia Lohrenscheit (Germany) ● Dorothe C. Sossa (Benin) ● Ana Maria Vega (Spain) ● R. Colmo (Colombia) ● Rodolphe Stavenhagen / Vernon Munoz Villalobos (UNESCO)

III. Learning, research and innovation

Date	Track 1 (Room IX, Fontenoy)	Track 2 (Room IV, Fontenoy)
Tuesday, 7 July 2009		
9:30 - 11:00	III.1. World Class Universities and Innovative Tertiary Education Institutions	III.5 The UNESCO/HP Brain Gain Initiative: Digital Infrastructure Linking African and Arab Region Universities to Global Knowledge
	<i>Chair:</i> Jean-Pierre Bourguignon (World Bank)	<i>Moderator:</i> Brent Gregston (United States)
	<i>Rapporteurs:</i> Sola Akindrinade (Nigeria) and Mammo Muchie (Ethiopia)	<i>Rapporteurs:</i> Raphael Jingura (Zimbabwe) and Liliana Simionescu (UNESCO)
	<i>Speakers :</i> <ul style="list-style-type: none"> ● Jamil Salmi (World Bank) ● Richard Miller (United States) ● Amara Essy (Burkina Faso) ● Dirk Van Damme (OECD/CERI) 	<i>Speakers :</i> <ul style="list-style-type: none"> ● Stamenka Uvalic Trumbic, (UNESCO) ● Ibrahima Niang (Senegal) ● Benjamin Ogwo (Nigeria) ● Michel Benard (HP)
11:00 - 11:30	<i>Break</i>	
11:30 - 13:00	III.2. The Contribution of Higher Education, Research and Innovation Systems to a Sustainable Future	III.6. Higher Education and Entrepreneurship: Challenges and Opportunities for Higher Education
	<i>Chair:</i> Karen MacGregor (University World News)	<i>Chair:</i> John Morgan (United Kingdom)
	<i>Rapporteur:</i> Heather Eggins (United Kingdom)	<i>Rapporteur:</i> Clement Siamatowe (UNESCO) and Fuada Stankovic (Serbia)
	<i>Speakers :</i> <ul style="list-style-type: none"> ● Ulrich Teichler (Germany) ● Lynn Meek (Australia) ● Mala Singh (South Africa) ● Miguel Nussbaum (Chile) ● Jaana Puukka (OECD/IMHE) ● Merle Jacob (Sweden and Trinidad and Tobago) 	<i>Speakers :</i> <ul style="list-style-type: none"> ● Alex Wong (World Economic Forum) ● Christine Volkmann (Germany) ● William Fowler (Cisco) ● Jonathan Youngleson (South Africa) ● Jaana Puukka (OECD/IMHE)

Date	Track I cont. (Room IX, Fontenoy)	Track 2cont. (Room IV, Fontenoy)
Tuesday, 7 July 2009		
13:00 - 14:30	<i>Lunch break</i>	
9:30 - 11:00	III.3. Women in Higher Education Research and Innovation (HERI): Gains and Further Challenges	III.7. Higher Education and Sustainable Development: Building the Foundations of the Future
	<i>Chair:</i> Stella Hughes (UNESCO)	<i>Chair:</i> Andras Szollosi-Nagy (UNESCO) <i>Moderator:</i> Michel Drancourt (France)
	<i>Rapporteur:</i> Murielle Joye Patry (IFUW)	<i>Rapporteurs:</i> : Carmen Piñán (UNESCO) and Gabriela Tejada (Mexico/Switzerland)
	<i>Speakers :</i>	<i>Speakers :</i>
	<ul style="list-style-type: none"> ● Rose Rita Kingamkono (United Republic of Tanzania) ● Iman El Kaffas (Egypt) ● Rose Marie Salazar-Clemeña (Philippines) ● Sanye Gulser Corat (UNESCO) ● Germaine Doop (IFUW Netherlands) ● Celeste Schenck (United States) 	<ul style="list-style-type: none"> ● Patrick Blandin (France) ● Luis Aragon (Colombia/Brazil) ● Asma El Kasmi (Morocco) ● Young-Gil Kim (Republic of Korea)
16:00 - 16:30	<i>Tea/coffee break</i>	
16:30 - 18:00	III.4. How to Develop and Sustain a Research System	III.8. Building Knowledge Societies: Open Educational Resources
	<i>Chair:</i> Berit Olsson, Sweden	<i>Chair:</i> Susan D'Antoni (UNESCO)
	<i>Rapporteur:</i> Rose Marie Salazar-Clemeña (Philippines)	<i>Rapporteur:</i> Catriona Savage (UNESCO)
	<i>Speakers :</i>	<i>Speakers :</i>
	<ul style="list-style-type: none"> ● Wail Benjelloun (Morocco) ● Jean Guinet (OECD) ● Mary-Louise Kearney (UNESCO Forum) ● Tony Marjoram (UNESCO) ● Philippe Mawoko (NEPAD) ● Johann Mouton (South Africa) ● Ritu Sadana (WHO) ● Martin Schaaper (UIS/Montreal) 	<ul style="list-style-type: none"> ● Brenda Gourley (United Kingdom) ● Gary Matkin (United States) ● Stavros P. Xanthopoulos (Brazil) ● Fred Mulder (The Netherlands) ● Barney Pityana (South Africa)

B. Special Events

Date	Special Event (Room II, Fontenoy)
Tuesday, 7 July 2009	
11:30 - 13:00	<p data-bbox="406 667 1163 728">Quality Education, Equity and Sustainable Development: Highlights of UNESCO's Major Education Conferences</p> <p data-bbox="406 741 863 775"><i>Moderator:</i> Ana Luiza Machado (UNESCO)</p> <p data-bbox="406 797 1043 831"><i>Rapporteurs:</i> Sabine Detzel and Luc Ruckingama (UNESCO)</p> <p data-bbox="406 880 512 913"><i>Speakers :</i></p> <ul data-bbox="406 927 772 1099" style="list-style-type: none"> ● Mark Richmond (UNESCO) ● Renato Opertti (UNESCO-IBE) ● Adama Ouane (UNESCO-UIL) ● Georges Haddad (UNESCO)
13:00 - 14:30	<i>Lunch break</i>
14:30 - 16:00	<p data-bbox="406 1205 826 1238">New Partnerships for Higher Education</p> <p data-bbox="406 1261 715 1294"><i>Chair:</i> Olav Seim (UNESCO)</p> <p data-bbox="406 1317 810 1350"><i>Moderator:</i> Gwang-Jo Kim (UNESCO)</p> <p data-bbox="406 1373 874 1406"><i>Rapporteur:</i> Dominique Morisse (UNESCO)</p> <p data-bbox="406 1451 512 1485"><i>Speakers :</i></p> <ul data-bbox="406 1498 1158 1671" style="list-style-type: none"> ● Alex Wong, The World Economic Forum Global Education Initiative ● Howaida Farouk Ismail (Egypt) ● Martina Roth (Intel) ● Derek Fish (South Africa)

Date	Special Event cont. (Room II, Fontenoy)
16:00 - 16:30	Break
16:30 - 18:00	Higher Education at a Time of Transformation - Moving towards a New Social Leadership
	<i>Chair:</i> Antoni Giró, GUNI President and UPC Rector (Spain)
	<i>Moderator:</i> Cristina Escrigas, GUNI Executive Director (Spain)
	<i>Rapporteur:</i> Peter Taylor, Institute of Development Studies (United Kingdom)
	<i>Speakers :</i> <ul style="list-style-type: none"> ● Ana Lúcia Gazzola (Brazil) ● Carl Lindberg (Sweden) ● Rajesh Tanton (India)

C. Parallel Stakeholders' Panels

Date	Panel 1: Ministers (Room II, Fontenoy)	Panel 2: Institutions (Room XII, Fontenoy)	Panel 3: Civil society and the private sector (Room IV, Fontenoy)
Wednesday, 8 July 2009			
	<i>Rapporteur:</i> Stamenka Uvalic-Trumbic (UNESCO)	<i>Rapporteurs:</i> Liliana Simionescu and Zeynep Varoglu (UNESCO)	<i>Rapporteur:</i> Mariana Patru (UNESCO)
9:30 - 11:00	Presentations:	Presentations:	Presentations:
	6 ministers (1 per region) × 5 minutes each	6 ministers (1 per region) × 5 minutes each	6 ministers × 5 minutes each
	Discussion	Discussion	Discussion
11:00 - 11:30	<i>Tea/coffee break</i>		
11:30 - 13:00	Discussion (cont'd) and conclusion	Discussion (cont'd) and conclusion	Discussion (cont'd) and conclusion

Appendix 2 - List of documents

I. Background documents

Title	Author(s) / Contributor(s)	Reference
<i>ICTs for Higher Education</i>	Commonwealth of Learning	ED.2009/Conf.402/INF.3
<i>Private Higher Education: A New Dynamic: Private Higher Education</i>	Svava Bjarnason, Kai-Ming Cheng, John Fielden, Maria-Jose Lemaitre, Daniel Levy and N.V. Varghese	ED.2009/Conf.402/INF.4
<i>Trends in Global Higher Education: Tracking an Academic Revolution</i>	Philip G. Altbach, Liz Reisberg and Laura E. Rumbley	ED.2009/Conf.402/INF.5
<i>Trends in Global Higher Education: Tracking an Academic Revolution - Executive Summary</i>	Philip G. Altbach, Liz Reisberg and Laura E. Rumbley	ED.2009/Conf.402/INF.6
<i>Student Affairs and Services in Higher Education : Global Foundations, Issues and Best Practices</i>	Roger B. Ludeman, Kenneth J. Osfield, Enrique Iglesias Hidalgo, Danja Oste and Howard S. Wang	ED.2009/Conf.402/INF.7
<i>Student Affairs and Services in Higher Education : Global Foundations, Issues and Best Practices - Executive Summary</i>	Roger B. Ludeman, Kenneth J. Osfield, Enrique Iglesias Hidalgo, Danja Oste and Howard S. Wang	ED.2009/Conf.402/INF.8

I. Background documents cont.

Title	Author(s) / Contributor(s)	Reference
<i>La nouvelle dynamique de l'enseignement supérieur du développement durable (réinventer le progrès)</i>	Michel Drancourt	ED.2009/Conf.402/INF.9
<i>L'Aventure des savoirs dans la vie académique de ce siècle</i>	Jean-Pierre Aubin and Georges Haddad	ED.2009/Conf.402/INF.10
<i>Public Responsibility for Higher Education</i>	Sjur Bergan, Rafael Gurga, Eva Egron-Polak, José Dias Sobrinho, Rajesh Tandon and Jandhyala B. G. Tilak	ED.2009/Conf.402/INF.11
<i>Brain Gain Initiative: A Digital Infrastructure Linking African and Arab Regional Universities to Global Knowledge</i>	A UNESCO/HP project	ED.2009/Conf.402/INF.12
<i>Synthese des Études Thématique réalisées dans le cadre de la Task Force pour l'enseignement supérieur en Afrique / Thematic Studies Synthesis Realized in the Context of the Task Force for Higher Education in Africa</i>	Coordinated by UNESCO HQ/HED, World Bank, African Union, UNESCO BRED, Association of African Universities (AAU), Agence Universitaire de la Francophonie (AUF) and Association of Commonwealth Universities (ACU)	ED.2009/Conf.402/INF.13

II. Other documents

Title	Reference
Working documents:	
<i>Provisional Agenda</i>	ED.2009/Conf.402/1
<i>2009 World Conference on Higher Education Draft Communiqué</i>	ED.2009/Conf.402/2
<i>Outline</i>	ED.2009/Conf.402/3
Reference document:	
<i>Outcomes of the Regional Preparatory Meetings for the World Conference on Higher Education</i>	ED.2009/Conf.402/REF.1
Information documents:	
<i>Provisional Programme</i>	ED.2009/Conf.402/INF.1
<i>Provisional Information Paper on Working Modalities</i>	ED.2009/Conf.402/INF.2A
<i>Drafting Process for the Communiqué of the World Conference on Higher Education 2009</i>	ED.2009/Conf.402/INF.2B
<i>Parallel Stakeholders' Panels</i>	ED.2009/Conf.402/INF.2C



Appendix 3

List of represented
countries/territories

Appendix 3 - List of represented countries/territories

- Afghanistan
- Albania
- Algeria
- Andorra
- Angola
- Argentina
- Armenia
- Australia
- Austria
- Azerbaijan
- Bahrain
- Bangladesh
- Barbados
- Belgium
- Benin
- Bhutan
- Bolivia (Plurinational State of)
- Bosnia and Herzegovina
- Botswana
- Brazil
- Brunei Darussalam
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Chad
- Chile
- China
- Colombia
- Comoros
- Costa Rica
- Côte d'Ivoire
- Croatia
- Croatia
- Cuba
- Cyprus
- Czech Republic
- Denmark
- Dominica
- Dominican Republic
- Ecuador
- Egypt
- Eritrea
- Ethiopia
- Fiji
- Finland
- France
- Gambia
- Georgia
- Germany
- Ghana
- Guatemala
- Guinea
- Haiti
- Holy See
- Honduras
- Hungary
- India
- Indonesia
- Iran (Islamic Republic of)
- Iraq
- Ireland
- Israel
- Italy
- Jamaica
- Japan
- Jordan
- Kazakhstan
- Kenya
- Kuwait
- Lao People's Democratic Republic
- Latvia
- Lebanon
- Lesotho
- Lithuania
- Luxembourg
- Macao, China
- Madagascar
- Malawi
- Malaysia
- Mali
- Malta
- Mauritania
- Mauritius
- Mexico
- Morocco
- Mozambique
- Namibia
- Nepal
- Netherlands
- New Zealand
- Nicaragua
- Niger
- Nigeria
- Norway
- Oman
- Pakistan
- Palestinian Authority
- Panama
- Paraguay
- Peru
- Philippines
- Poland
- Portugal
- Republic of Korea
- Romania
- Russian Federation
- Rwanda
- Saint Lucia
- Samoa
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Slovenia
- Solomon Islands
- South Africa
- Spain
- Sri Lanka
- Sudan
- Suriname
- Swaziland
- Sweden
- Switzerland
- Syrian Arab Republic
- Thailand
- Timor-Leste
- Togo
- Trinidad and Tobago
- Tunisia
- Turkey
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United Republic of Tanzania
- United States of America
- Uruguay
- Uzbekistan
- Venezuela, Bolivarian Republic of
- Viet Nam
- Zambia
- Zimbabwe

ACRONYM	Organization or Term
AASU	All-Africa Students Union
AAU	Association of African Universities (Ghana)
ACU	Association of Commonwealth Universities
ADEA	UNESCO Association for the Development of Education in Africa
AEGEE	Association des Etats Généraux des Etudiants de l'Europe
ALECSO	Arab League Educational, Cultural and Scientific Organization
ARCHE	Arab Regional Conference on Higher Education
ASA	Asian Students and Youth Association
AUF	Agence Universitaire de la Francophonie (Canada)
BFUG	Bologna Follow-up Group
BREDA	UNESCO Regional Bureau for Education in Africa
BRESCE	UNESCO Regional Bureau for Science and Culture in Europe
CBE	Community-based engagement
CEC	Commission of the European Communities (Belgium)
CEPES	UNESCO European Center for Higher Education
CHEA	Council for Higher Education Accreditation (USA)
CIHE	Center for International Higher Education (USA)
COL	Commonwealth of Learning
CRES	Regional Conference on Higher Education in Latin America and the Caribbean
DAAD	German Academic Exchange Service
ECTS	European Credit Transfer System
EDS	European Democrat Students
EE	Entrepreneurship/Entrepreneurial education
EFA	Education for All
EFMSA	International Federation of Medical Students' Associations
EHEA	European Higher Education Area
EI	Education International

ACRONYM	Organization or Term
ENLACES	Latin American and Caribbean Research and Higher Education Area
ESD	Education for sustainable development
ESU	European Students' Union
EUA	European University Association
EURASHE	European Association of Institutions in Higher Education
FEUQ	Fédération Étudiante Universitaire du Québec
GATS	General Agreement on Trade in Services
GDP	Gross domestic product
GIQAC	Global Initiative on Quality Assurance Capacity
GUNI	Global University Network for Innovation
HEI	Higher education institution
HERI	Higher education, research and innovation
IAAS	International Association of Students in Agricultural and Related Sciences
IADS	International Association of Dental Students
IAUP	International Association of University Presidents
ICE	International Conference on Education
ICTs	Information and Communication Technologies
IESALC	UNESCO International Institute of Higher Education for Latin America and the Caribbean
ISESCO	Islamic Educational, Scientific and Cultural Organization
IYCS-JECI	International Young Catholic Students - Jeunesse Etudiante Catholique Internationale
JADE	European Confederation of Junior Enterprises
LDC	Least developed country/ies
MDGs	Millennium Development Goals
MESALC	Map of Higher Education in Latin America and the Caribbean
NUS	National Unions of Students (Australia)
NZUSA	New Zealand Union of Students' Associations

ACRONYM	Organization or Term
OCLAE	Latin American and Caribbean Continental Student Organization
ODA	Official development assistance
ODL	Online and Distance Learning
OECD	Organisation for Economic Co-operation and Development
OERs	Open Education Resources
PHE	Private higher education
PPP	Public-private partnership
QA	Quality assurance
R&D	Research and development
REC	Regional economic community
SEE	South Eastern Europe
SIDS	Small island developing state(s)
STI&HE	Science, technology and innovation and higher education
TTISSA	Teacher Training Initiative for Sub-Saharan Africa
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNU	United Nations University
USSA	United States Student Association
WBC	Western Balkans Countries
WCHE	World Conference on Higher Education
WTO	World Trade Organization



United Nations
Educational, Scientific and
Cultural Organization



World
Conference on
Higher Education 2009