Summary of the World Declaration on Higher Education

1. Higher education shall be equally accessible to all on the basis of merit, in keeping with Article 26.1 of the Universal Declaration of Human Rights. As a consequence, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language, religion or economic, cultural or social distinctions, or physical disabilities.

2. The core missions of higher education systems (to educate, to train, to undertake research and, in particular, to contribute to the sustainable development and improvement of society as a whole) should be preserved, reinforced and further expanded, namely to educate highly qualified graduates and responsible citizens and to provide opportunities (espaces ouverts) for higher learning and for learning throughout life. Moreover, higher education has acquired an unprecedented role in present-day society, as a vital component of cultural, social, economic and political development and as a pillar of endogenous capacity-building, the consolidation of human rights, sustainable development, democracy and peace, in a context of justice. It is the duty of higher education to ensure that the values and ideals of a culture of peace prevail.

3. Higher education institutions and their personnel and students should preserve and develop their crucial functions, through the exercise of ethics and scientific and intellectual rigour in their various activities. They should also enhance their critical and forward-looking function, through the ongoing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention. For this, they should enjoy full academic autonomy and freedom, while being fully responsible and accountable to society.

4. Relevance in higher education should be assessed in terms of the fit between what society expects of institutions and what they do. For this, institutions and systems, in particular in their reinforced relations with the world of work, should base their long-term orientations on societal aims and needs, including the respect of cultures and environment protection. Developing entrepreneurial skills and initiatives should become major concerns of higher education. Special attention should be paid to higher education’s role of service to society, especially activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, and to activities aiming at the development of peace, through an interdisciplinary and transdisciplinary approach.

5. Higher education is part of a seamless system, starting with early childhood and primary education and continuing through life. The contribution of higher education to the development of the whole education system and the reordering of its links with all levels of education, in particular with secondary education, should be a priority. Secondary education should both prepare for and facilitate access to higher education as well as offer broad training and prepare students for active life.

6. Diversifying higher education models and recruitment methods and criteria is essential both to meet demand and to give students the rigorous background and training required by the twenty-first century. Learners must have an optimal range of choice and the acquisition of knowledge and know-how should be viewed in a lifelong perspective, based on flexible entry and exit points within the system.

7. Quality in higher education is a multi-dimensional concept, which should embrace all its functions and activities: teaching and academic programmes, research and scholarship, staffing, students, infrastructure and the academic environment. Particular attention should be paid to the advancement of knowledge through research. Higher education institutions in all regions should be committed to transparent internal and external evaluation, conducted openly by independent specialists. However, due attention should be paid to specific institutional, national and regional contexts in order to take into account diversity and to avoid uniformity. There is a perceived need for a new vision and paradigm of higher education, which should be student-oriented. To achieve this goal, curricula need to be recast so as to go beyond simple cognitive mastery of disciplines and include the acquisition of skills, competencies and abilities for communication, creative and critical analysis, independent thinking and team work in multicultural contexts.

8. A vigorous policy of staff development is an essential element for higher education institutions. Clear policies should be established concerning higher education teachers, so as to update and improve their skills, with stimulus for constant
innovation in curriculum, teaching and learning methods, and with an appropriate professional and financial status, and for excellence in research and teaching, reflecting the corresponding provisions of the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997.

9. National and institutional decision-makers should place students and their needs at the centre of their concerns and should consider them as major partners and responsible stakeholders in the renewal of higher education. Guidance and counselling services should be developed, in cooperation with student organizations, to take account of the needs of ever more diversified categories of learners. Students who do drop out should have suitable opportunities to return to higher education if and when appropriate. Institutions should educate students to become well-informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities.

10. Measures must be taken or reinforced to ensure the participation of women in higher education, in particular at the decision-making level and in all disciplines in which they are under-represented. Further efforts are required to eliminate all gender stereotyping in higher education. To overcome obstacles and to enhance the access of women to higher education remains an urgent priority in the renewal process of systems and institutions.

11. The potential of new information and communication technologies for the renewal of higher education by extending and diversifying delivery, and by making knowledge and information available to a wider public should be fully utilized. Equitable access to these should be assured through international co-operation and support to countries that lack capacities to acquire such tools. Adapting these technologies to national, regional and local needs and securing technical, educational, management and institutional systems to sustain them should be a priority.

12. Higher education should be considered as a public service. While diversified sources of funding, private and public, are necessary, public support for higher education and research remains essential to ensure a balanced achievement of its educational and social missions. Management and financing in higher education should be instruments to improve quality and relevance. This requires the development of appropriate planning and policy-analysis capacities and strategies, based on partnerships between higher education institutions and responsible state authorities. Autonomy to manage internal affairs is necessary, but with clear and transparent accountability to society.

13. The international dimension of higher education is an inherent part of its quality. Networking, which has emerged as a major means of action, should be based on sharing, solidarity and equality among partners. The "brain drain" has yet to be stemmed, since it continues to deprive the developing countries and those in transition, of the high-level expertise necessary to accelerate their socio-economic progress. Priority should be given to training programmes in the developing countries, in centres of excellence forming regional and international networks, with short periods of specialized and intensive study abroad.

14. Regional and international normative instruments for the recognition of studies and diplomas should be ratified and implemented, including certification of skills, competencies and abilities of graduates, making it easier for students to change courses, in order to facilitate mobility within and between national systems.

15. Close partnership amongst all stakeholders - national and institutional policy-makers, governments and parliaments, the media, teaching and related staff, researchers, students and their families, the world of work, community groups - is required in order to set in train a movement for the in-depth reform and renewal of higher education.
# CONTENTS

Bureau of the Conference

Advisory Group on Higher Education

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>7</td>
</tr>
<tr>
<td>Oral report by Ms Suzy Halimi, Rapporteur-General, at the closing ceremony of the World Conference on Higher Education (Friday, 9 October 1998)</td>
<td>11</td>
</tr>
<tr>
<td>World Declaration on Higher Education for the Twenty-first Century: Vision and Action</td>
<td>19</td>
</tr>
<tr>
<td>Framework for Priority Action for Change and Development in Higher Education</td>
<td>29</td>
</tr>
<tr>
<td>Annexes: Regional Declarations and Action Plans</td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td>35</td>
</tr>
<tr>
<td>Arab States</td>
<td>43</td>
</tr>
<tr>
<td>Asia and the Pacific</td>
<td>55</td>
</tr>
<tr>
<td>Europe</td>
<td>65</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>69</td>
</tr>
<tr>
<td>List of participants</td>
<td>85</td>
</tr>
</tbody>
</table>

ED-98/CONF.202/CLD.49
Bureau of the Conference

President: Mr André Sonko (Senegal)

Vice-president and Rapporteur General:
Ms Suzy Halimi (France)

Vice-presidents:
Mr Andrei Marga (Romania)
Mr Fernando Vecino Alegrit (Cuba)
Mr Yu Fuzeng (China)
Mr Khalid M. Al-Ankary (Saudi Arabia)

Drafting Group
President of the Drafting Group and Rapporteur General:
Ms Suzy Halimi (France)

Members:
Algeria (Mr Mohamed Adel Samet)
Australia (Ms Shelagh Whittleston)
Belarus (Mr Alexandre Kozulin / Dr Michael Dziamchuk)
Chile (Mr Raúl Allard)
Costa Rica (Mr Gabriel Macaya)
Democratic Republic of the Congo (Prof. Mutambue-Shango)
Germany (Dr Werner V. Trutzschler)
Italy (Ms Antonella Cammisa / Mr Giovanni Puglisi)
Japan (Mr Wataru Iwamoto)
Nigeria (Prof. Munzali Jibril)
Saudi Arabia (Prof. Mohammad Sh. Khateeb)
Slovakia (Prof. Ludovit Molnar)
Syrian Arab Republic (Ms Nabila Chaalan / Dr Mohamed A. Hourieh)
Education International (Ms Monique Fouilhoux)
International Association of Universities (Ms Eva Egron-Polak)

Assistance to Drafting Group
President of the Advisory Group: Prof. Georges Haddad

Members of Regional groups:
Africa: Mr Ah Lamine Ndiaye
Arab States: Mr I. Abu-Lughod
Asia and the Pacific: Mr Grant Harman
Europe: Mr John Davies
Latin America and the Caribbean: Mr Jorge Brovetto

Secretary General of the Conference:
Mr Colin N. Power, Deputy Director-General for Education

Assistants:
Mr Marco Antonio R. Dias, Director, Division of Higher Education
Prof. Jean-Marie De Ketele

Speeches / Lectures (in order of delivery)
Mr Eduardo Portella, President of the General Conference of UNESCO
Mr Pál Pataki, Chairperson of UNESCO's Executive Board
Mr Federico Mayor, Director-General of UNESCO
H.R.H. Prince Talal Bin Abdul Aziz Al Saud, President of the Arab Gulf Programme for United Nations Development Organizations (AGFUND)
M. Lionel Jospin, Prime Minister of the French Republic
H.E. Mr Olli-Pekka Heinonen, Minister of Education of Finland
H.E. Ms Chen Zhi Li, Minister of Education of the People's Republic of China
Mr Ricardo Diez-Hochleitner, President of the Club of Rome
Ms Céline Saint-Pierre, President of the Conseil supérieur de l'éducation, Gouvernement du Québec, Canada
Mr Jorge Brovetto, Rector, Universidad de la República, and Executive Secretary of the Montevideo Group of Universities (AUGM)
Ms Katherine Vangen, National Unions of Students in Europe
Mr Wataru Mori, President of the International Association of Universities
Mr Donald Gerth, President of the International Association of University Presidents
Mr Hans Van Ginkel, Rector of the United Nations University
Ms Claire Jourdan, 1998 President of the International Conference of NGOs
Advisory group on higher education*

For UNESCO:

**Federico Mayor**  
Director-General

**Colin N. Power**  
Deputy Director-General for Education, Secretary-General of the World Conference on Higher Education

Executive Secretariat of the Steering Committee: Division of Higher Education

**Professor Marco Antonio R. Dias**  
Director

Members of the Advisory group on higher education

**Professor Georges Haddad**  
Chairman  
Honorary President, University of Paris 1, Panthéon–Sorbonne

**Professor Ibrahim Abu Lughod**  
Professor of Political Science  
Vice-President of Birzeit University (1993-1995), Palestinian Authority

**Professor Jorge Brovetto**  
President of the Unión de Universidades de América Latina (UDUAL) and of the Montevideo Group of Universities, Uruguay

**Professor Donald Gerth**  
President, International Association of University Presidents (IAUP)  
President, California State University at Sacramento, USA

**Professor Grant Haman**  
Pro Vice-Chancellor (Research), University of New England, Australia

**Professor Vladimir Kinelev**  
Former Minister of General and Professional Education of the Russian Federation

**Professor Gottfried Leibbrandt**  
Former Chairman of CEPES Advisory Board

**Professor Lydia Makhubu**  
Vice-Chancellor, University of Swaziland

**Professor Narciso Matos**  
Secretary-General, Association of African Universities, Accra-North, Ghana

**Professor Péter Medgyes**  
Former Deputy State Secretary, Ministry of Culture and Education, Hungary

**Professor Yasunori Nishijima**  
Former Chairman, Japanese National Commission for UNESCO

**Professor Eunice Ribeiro Durham**  
University of Sao Paulo, Brazil

**Professor José Sarukhán Kermez**  
Former Rector, National Autonomous University of Mexico (UNAM)

**Professor M. D. Charas Suwanwela**  
Former President and Adviser, Chulalongkorn University, Thailand

**Professor Marisa Tejedor Salguero**  
Former Rector, University of La Laguna, Tenerife, Canaries, Spain

**Professor Justin Thorens**  
Honorary President, International Association of Universities

H.E. Mr Bakary Tio-Touré  
Ambassador Extraordinary and Plenipotentiary, Permanent Delegate of Côte d'Ivoire to UNESCO

**Professor Carlos Tünnermann Bernheim**  
Chairman of CRESALC Advisory Group

**Professor Hans van Ginkel**  
Rector, United Nations University, Japan

With the collaboration of:

**Professor Heitor Gurgulino de Souza**  
Former Rector, United Nations University, Japan

**Professor Alfonso Borrero Cabal**  
Former Executive Director of the Colombian Association of Universities

* Italic indicates members of the Steering Committee.
For the world of education, science and culture, the dates from 5 to 9 October 1998 will go down in history as the period of the first-ever World Conference on Higher Education. Representatives of 182 States responsible for education and higher education, teachers, researchers, students, members of parliament, representatives of intergovernmental and non-governmental organizations from various sectors of society, the world of work and business, financial organizations, publishing houses, etc. - in all more than 4,000 participants - have come to Paris to discuss matters of higher education and to agree on the higher education we need for the next century: for whom, with whom, and why, for what kind of society and what kind of world.

No conference convened until now by UNESCO has brought together such a large number of participants nor - I believe I can safely say - has represented society as fully as this World Conference on Higher Education. These past five days have seen the largest international gathering on higher education held this century.

The interest shown by such widely different circles from across the world in the work of the Conference is the expression of a clear realization of the growing importance of education, and in particular of higher education, for the destiny of humankind and society itself. In a world in which inequalities between nations and countries are growing more acute, where economic considerations dominate and the absolute power of money and the pursuit of profit at all costs brush aside ethical values and all sense of human solidarity, and where violence, far from retreating, proliferates in various and often hitherto unknown forms, and thus constitutes a real threat to civil and international peace, all education systems, and higher education in particular, are directly challenged.

It is no longer necessary to demonstrate the importance of education and higher education for sustainable, endogenous development, for democracy and peace, for a strengthening of the defence of peace as a human value, and for the respect and protection of all human rights and fundamental freedoms. The far-reaching changes now taking place in the world, and the entry of human values into a society based on knowledge and information, reveal how overwhelmingly important education and higher education are. It is appropriate to note, as the head of the one of the delegations to the Conference has said, that “science and education are what will determine the future well-being of individuals and of nations.” And it is above all within the framework of higher education that science and education meet, unite and stimulate one another, by advancing and disseminating knowledge. Because one of the tasks of higher education is to educate the educators, to further research into education and to make recommendations about the content, methods and organization of education at each of its different levels and in its various forms, higher education has a decisive contribution to make to the progress of the educational task within society towards lifelong education for all.

When I opened this Conference, I expressed the wish that we might make the completion of the long process of preparation for it a new beginning, that we might gather its harvest in order the better to use it, like food and seed, and that our Conference might plant the seeds of better education for the twenty-first century.

And that is what the Conference has done. It has answered the questions that were asked of it. It has set the direction needed to prepare higher education for the tasks that await it in the twenty-first century, and to help humankind, society and the community of nations to stride out towards a better future, towards a world more just, more humane, more caring and more peaceful. The Conference has established the principles and determined the ways of achieving this in the texts of the World Declaration and the Framework for Priority Action adopted at the close of its deliberations.

Several factors have come together to enable the Conference, despite different national and regional situations, to adopt texts of particular importance, which concern all participants. It
is the result of the work of five regional conferences, which took place in Havana, Dakar, Tokyo, Palermo and Beirut between 1996 and 1998. It is the result of the reflections and the commitment of vice-chancellors and presidents, and of the teachers, staff and students of universities and other institutions of higher education. It is also, and above all, the result of active and constructive enrolment by a number of States in various regions and by many intergovernmental and non-governmental organizations in the process of the development of draft declarations and action plans in particular within the framework of the two stages of consultation which preceded the Conference. It is largely the result of participants’ commitment to opening up ways of renewing and transforming higher education in the direction that the history and development of the world require. It is the result of the will and the remarkable spirit of cooperation that everyone has shown throughout this Conference. Lastly, it is the result of the objective fact that, in the field of higher education, there is greater convergence and a greater community of problems, trends, challenges and concerns than national and regional differences and specificities would suggest, although the problems confronting many developing countries are more serious and more urgent than those experienced by the industrialized countries.

In their scope, in their global vision of the problems of higher education and in their constructive approach, the texts adopted by this first World Conference are probably without precedent.

This Conference has provided a forum for a wealth of debates and exchanges of views, and I should like to raise here some of the main ideas which have emerged from them.

The Conference was unanimous in considering that a renewal of higher education is essential for the whole of society to be able to face up to the challenges of the twenty-first century, to ensure its intellectual independence, to create and advance knowledge, and to educate and train responsible, enlightened citizens and qualified specialists, without whom no nation can progress economically, socially, culturally or politically.

As the Declaration of the World Conference emphasizes, since society is “increasingly knowledge-based (...), higher education and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations.” The development of higher education must therefore feature among the highest national priorities.

It is now clear that, to fulfil its mission, higher education must change radically, by becoming organically flexible, and at the same time more diverse in its institutions, its structures, its curricula, and the nature and forms of its programmes and delivery systems, and by mastering the information technologies which can help it achieve its purpose. Higher education must anticipate the developing needs of society and individuals, and it must be open to the needs of adults for continuing education and the updating of their knowledge and skills, whether in the pursuit of retraining, redeployment or cultural improvement in general. In short, higher education in the twenty-first century must be seen to be part of the global project of continuing education for all, it must become the motivating force of that project, the place where it all happens, and it must help to integrate into that project all other levels and forms of education by strengthening its links with them.

One central question which was present throughout the debates, and which is closely related to the preceding one, is that of access to higher education. This principle has been clearly defined by the World Declaration, which was itself inspired by the great prescriptive texts of the United Nations and above all by Article 26 of the Universal Declaration of Human Rights.1

“Admission to higher education,” the Declaration of the World Conference stipulates, “should be founded on the merit, capacity, efforts, perseverance and devotion showed by those seeking it.”

---

1 “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.” (Article 26 (1)).
access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills. The concern for equity in this respect, strongly emphasized in the Universal Declaration of Human Rights, the UNESCO Convention against Discrimination in Education (1960) and the International Covenant on Economic, Social and Cultural Rights (1966), as the first principle governing access to higher education, is vigorously reaffirmed by the World Conference in its Declaration. It is the duty of all States, and of all those who have taken part in the Conference, to work, with the support of UNESCO, to promote the relevant provisions of the Declaration through legislative and national regulatory channels and through actual educational practice.

All citizens must be aware that, as stated in the Universal Declaration of Human Rights, it is the merit and effort of the individual which should determine access to higher education. Anyone who possesses the “merit” and the means may be admitted to higher education, and is expected to contribute financially to the institution providing it; anyone who possesses the “merit” but not the means may be admitted to higher education, but society provides for its financing; lastly, anyone who possesses the means but not the “merit” must endeavour to acquire the “merit” and to have it recognized in order to enter higher education, which thus becomes a permanent space for higher learning. From élite-based to merit-based: these words accurately express, in my opinion, the new face of higher education.

Beyond these general principles governing access, the debates revealed particular emphasis on certain points. Above all, the importance of continuing and intensifying our efforts to extend and improve access for women to all areas of higher education, especially to scientific and technological studies, to teaching positions in higher education and to management responsibilities.

Another point concerning equity and social justice emerges from the discussions of the Conference. Economic, social and educational measures are needed throughout the educational careers of children and young people from underprivileged backgrounds and modest circumstances to enable them to acquire the necessary preparations for access to and success in higher education.

Lastly, Conference participants were clearly inspired by this same concern when they recommended appropriate measures to eliminate discrimination and to overcome the inequalities concerning access to higher education suffered by the disabled, minorities, refugees and peoples displaced following natural disasters or conflicts.

The question of access takes on a new dimension as we approach the twenty-first century, which will necessarily transform higher education and see the implementation of lifelong learning for all. The popularization of higher education, frequently mentioned during the debates, is only one manifestation of a marked trend, already well-established in the industrialized countries, and which appears to be irreversible in the long term. It is interesting to note in this respect that gross enrolment ratios in higher education in developed regions had already reached almost 60 per cent by 1995, and in North America 84 per cent. Overall, in developing countries, enrolment ratios rose between 1960 and 1995 from 1.8 per cent to 8.9 per cent and teacher numbers in the same period increased by a factor of more than eleven, revealing growth rates much higher than those observed in the developed countries. It should be added in this respect that these figures take only partially into account those adults taking various non-traditional post-secondary courses offered by establishments of higher education and other public or private organizations.

Several factors combine to produce this spectacular development in higher education. The expansion of secondary education is one of the most prominent. Although it has not reached the growth rates of higher education, secondary education is growing at a pace no less significant. Between 1960 and 1995, its student numbers worldwide increased from 91 million to 372 million, and gross enrolment ratios at secondary level doubled, from 29 per cent to 58 per cent. In the developed countries, where enrolment ratios have reached 99 per cent, secondary education has become almost universal. In developing countries during the same period, student numbers were multiplied by 6.7 and gross enrolment ratios have almost tripled. Everywhere, numbers of young graduates of secondary education have increased relentlessly.
However, in very many countries, most students in the secondary sector are concentrated in general subject areas where curriculum content too often continues to be designed solely to prepare students for entry into higher education. This leads many young people, on completion of their secondary studies, to move into higher education simply because they have not been prepared to enter the world of work. Not possessing any other skills, those graduates of secondary education who, for one reason or another, do not enter higher education are confronted with the risk of unemployment.

This situation, the far-reaching changes which higher education needs to undergo and the prospect of lifelong learning for all (which implies the possibility of lifelong access to higher education at any age, to supplement or bring up to date students’ general or specialized skills, and/or to retrain or acquire new skills), create the need to reconsider the overall design of secondary education. The secondary sector must have a **twofold objective**: to prepare for the world of work and at the same time to prepare for the entry into higher education. This twofold objective will enable us to define the spirit and content of secondary education for the twenty-first century, its diversification and the role at this level of education of technical and vocational training.

The combined effect of the expansion of secondary education, the steady increase in the number and the proportion of jobs and professional activities which require high-level knowledge and skills, and the continuing increase in the need for higher studies and advanced learning, for updating knowledge, retraining and redeployment, is that, in the more or less long term according to country, practically everyone will undergo, at some time or other in life and probably more than once, post-secondary higher education in one form or another. In this sense, it is possible to speak of a trend towards the generalization of higher education, which will be supported and facilitated by a better mastery of information and communication technologies and increasingly broad use of these. This generalization will not result in a direct transition for all from secondary to higher education. It will be achieved using increasingly diversified methods, at different times in life, through curricula with different purposes, access routes and durations, and which will be increasingly varied, with studies within an institutionalized framework alternating with self-teaching and other forms of learning.

It is with this future in view that access to higher education will be widened, popularized and made more equitable, and efforts will be made to promote equal opportunities for success in higher studies.

The necessary transition of higher education into a space for higher learning in which everyone will be able to enjoy more flexible access at any age for intensive training, updating knowledge and the acquisition of new skills, or for the purposes of redeployment, constitutes one of the main aspects of the democratization and the renovation of higher education and education in general. At the same time, this development will make higher education an ideal meeting-place for the sharing of knowledge and the mutual enrichment of teachers at all levels.

Two other key ideas appear to me to deserve mention at this point: that of the **mission** of higher education, and that of how it should be opened up to the whole of society as a means of promoting interaction between the principal social actors and the main sectors of the economy.

As regards the mission of higher education, the debates have shown that it needs to be widened. Beyond its traditional functions of teaching, training, research and study, all of which remain fundamental, many heads of delegation made a point of asserting the importance of the educational mission of higher education, which consists in promoting development of the whole person and training responsible, informed citizens, committed to working for a better society in the future. Higher education also has a contribution to make to the solution of the major problems of planetary, regional and local importance (poverty, homelessness, worsening inequalities, environmental degradation, etc.), and to work to promote development, the sharing of knowledge, solidarity, the universal respect of human rights, democracy, equality of rights between women and men and a culture of peace and non-violence. The Conference stressed very strongly the cultural and ethical mission of higher
education, which, in the age in which we live, is one of the highest priorities of education in general.

On the vast subject of the interaction of higher education with society, I will confine myself here to mentioning, briefly, three points. The first relates to the relationship between higher education and the State, and society as a whole. The Conference has reconfirmed, as the essential condition enabling higher education to fulfil its mission, that institutional autonomy and academic freedoms must be guaranteed and respected by the State and society. The corollary is the duty placed on institutions of higher education to account to society for their activities and the use of the resources placed at their disposal. In this context also, the responsibility of the State for the financing of higher education as an essential public service, as well as the need for society to support it, were strongly reaffirmed by a number of speakers. At the same time, they emphasized the importance for institutions of higher education of securing additional sources of financing, implementing revenue-generating activities, strengthening their management, adopting forward-looking management practices to that end and using their resources in a more rational and more effective way. These positions are clearly emphasized in the Declaration of the Conference. The question of financing will clearly be one of the major challenges of the years to come.

This problem is particularly acutely felt in many developing countries, and measures aimed solely at reinforcing management and using resources more rationally will not be sufficient to solve it. A revision of national budget priorities also deserves to be envisaged. Other measures are necessary in order to make it possible for developing countries to release additional resources for education and for the solution of many social problems.2

Another major point which was widely commented upon relates to the interaction between higher education and the world of work. It is important that this interaction be conceived as a partnership, a relationship of equals, not as the subordination of one to the other. I would like to quote here Mr Lionel Jospin, Prime Minister of France, who challenged the mercantile attitude whereby [higher education] could be market-led. (...) In this field, as in others," he declared, "the market economy is a fact of life within which we act. But it should not form the horizon of society. The market is an instrument; it is not the raison-d’être of democracy".

One of the speakers said in his contribution that student enrolment in the business of higher education is healthy, even though it may sometimes be "noisy". The Conference heard an important declaration from the representative of student organizations. That declaration expressed students’ awareness of their responsibility for their studies, but also their responsibility for society and in society. This is good to hear, and we should make the point strongly that their participation, and that of their organizations, in everything that relates to higher education, are essential.

In adopting its Declaration and the Framework for Priority Action, the World Conference has laid the foundations that will guide the development of national higher education

---

2 The resources of many developing countries are to a large extent mortgaged by the burden of debt servicing and repayment. In 27 countries, debt exceeds GDP. Between 1990 and 1995, the countries of sub-Saharan Africa devoted on average 12 billion dollars per annum to debt repayment, whereas their total levels of indebtedness increased by 33 billion dollars. Some of these countries devote to debt repayment amounts practically equivalent to the totality of the government aid they receive for their development. In adopting at its twenty-fifth session the International Development Strategy for the Second Development Decade, the General Assembly of the United Nations fixed the objective for official development assistance by the industrialized countries at 0.70 per cent of their GNP. This objective of solidarity, since then confirmed several times, is far from having been achieved. In an interdependent world, solidarity is not only an ethical requirement. It is also a political necessity.
policies for the next century. The Conference has also promoted the emergence of an alliance between the university and educational communities and their principal partners within society. Parliaments, as the voice of the people, have an important role to play in consolidating this alliance and in making it widely known and effective. The time has now come for action, and I am pleased to note, as I meet with heads of state and government, ministers of education and higher education, and Permanent Delegates to UNESCO, that in their efforts to design and implement higher education reforms, Member States are beginning to draw inspiration from the orientations contained in the texts adopted by the World Conference.

Much will now depend on the speed of reaction of all those in the alliance - individuals and institutions - who must work together to promote change in higher education. UNESCO took the initiative of launching the process which led to the World Conference. UNESCO will do its best to ensure, in close cooperation with higher education authorities and the IGOs and NGOs concerned, that the actions now to be undertaken are pursued as effectively as possible. For my part, I have already taken a series of measures within the Organization to ensure that follow-up action to the World Conference will be given all necessary impetus.

We stand at the beginning of a new century and a new millennium. It is symbolic that they should have been preceded by the International Year for the Culture of Peace, which will be immediately followed by the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010), both proclaimed by the General Assembly of the United Nations. In the Declaration adopted by the World Conference, the point is made that “on the threshold of a new millennium, it is the duty of higher education to ensure that the values and the ideals of a culture of peace prevail”. It is of the greatest importance that, true to their humanistic traditions and to their vocations, institutions of higher education the world over, their teachers, students and organizations, should be among the most active and the most committed of all those who will mark the Year and the International Decade by their efforts to promote a culture of peace and non-violence. May this Year and this Decade serve in particular to implement long-term programmes of action for solidarity, one of the fundamental values of a culture of peace, to the benefit of the institutions, teachers and students of the developing countries.

Federico Mayor
INTRODUCTION

In convening the World Conference on Higher Education (Paris, 5-9 October 1998), UNESCO's objective was to lay down the fundamental principles for the in-depth reform of higher education systems throughout the world. In our complex and rapidly changing global society, higher education must contribute to the building of peace founded on a process of development and predicated on equity, justice, solidarity and liberty. To attain this objective, access on the basis of merit, the renovation of systems and institutions, and service to society, including closer links to the world of work, must be the basis of renewal and renovation in this level of education. This requires that higher education enjoy autonomy and freedom exercised with responsibility.

When calling the Conference, Federico Mayor, the Director-General of UNESCO, had in mind that this initiative should contribute to transforming higher education, in its material and virtual manifestations, into an environment for lifelong learning, for cultural debate, for the affirmation and safeguarding of diversity, and for forging and confirming the values and principles laid down in the constitution of UNESCO for "the intellectual and moral solidarity of mankind".

The analysis made by ministers and heads of delegations during the conference, the positive comments of the Executive Board of UNESCO immediately after the World Conference and the actions being taken all over the world by governments to include the principles of the Declaration in their policy statements and decisions concerning higher education show that the Conference gave the international community a powerful instrument to facilitate the reform of higher education.

The basis for these initiatives lies in the principle that higher education shall be equally accessible to all on the basis of merit, in keeping with Article 26.1 of the Universal Declaration on Human Rights. As accepted by all participants at the conference, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language, religion or economic, cultural or social distinctions, or physical disabilities.

The core missions of higher education - to educate, to train, to undertake research and to provide services to the community - must be preserved, reinforced and further expanded. The World Conference stressed that higher education institutions must seek to educate qualified graduates who are responsible citizens and to provide opportunities for higher learning throughout life. At the end of this century, we can see the devastating effects of a concept of economic development based on speculation. Thus, the adoption by the international community of a document stating clearly that higher education institutions must preserve their critical functions in the interest of democracy is timely and this must be taken seriously by policy-makers.

Relevance cannot be an abstract concept. As the Conference declared, relevance "should be assessed in terms of the fit between what society expects of institutions and what they do". In particular, relationships with the world of work should be based on long-term orientations and societal aims and needs, as well as on respect for cultures and environmental protection. Relevance means also a better integration of higher education into the whole education system: The Conference insisted on "the reordering of its links with all levels of education, in particular with secondary education" as a priority.

The search for quality is indispensable for a policy based on merit. But quality must be linked in a given context to relevance and to the solution of problems of the community, and assessments of quality should embrace all functions and activities of higher education. In this the role of research is especially essential. This will be the main subject of the World Conference on Science that UNESCO is organizing (July 1999, Budapest). Research must be enhanced in all disciplines as an instrument for the advancement of knowledge through approaches reinforcing interdisciplinarity, transdisciplinarity and innovation. In the follow-up of both world conferences, we
would like to see the expansion and networking of Centres and Chairs on Higher Education and on Science Policy in each region.

The Conference statements regarding the role of staff, in particular teachers, the importance of the involvement of students in the decision process and the measures that should be taken or reinforced to ensure the participation of women in higher education, constitute essential points of these documents and must serve as a guide to policy-makers and to all who have responsibilities in their implementation.

Finally, a key philosophical point but with concrete impact is the statement made by the Conference that higher education should be considered as a public good. Equally important is the affirmation that the international dimension of higher education is an inherent part of its quality. UNESCO gave the example with the launching of the UNITWIN/UNESCO Chairs Programme and its work on the recognition of studies, degrees and diplomas, based on close partnership, solidarity and co-operation among equals.

As stated in the preamble of the Declaration, the second half of this century will go down in the history of higher education as the period of its most spectacular expansion. The analysis of the implications of this reality was made by the UNESCO Policy Paper for Change and Development in Higher Education launched in 1995. This document showed also that as we come to the end of the twentieth century, there are still flagrant inequalities in higher education, and a growing gap between the industrialized countries and the so-called developing countries.

In convening the World Conference on Higher Education, UNESCO reaffirmed its strong 50-year-old commitment to fostering the development of higher education and research. The Conference sought to generate a broad debate on higher education to complement other major conferences in the field of education that constitute landmarks in the process of its renewal, notably the World Conference on Education for All (Jomtien, Thailand, 1990), the 45th session of the International Conference on Education on the Role of Teachers in a Changing World (Geneva, 1996) and the International Conference on Adult Education (Hamburg, 1997). In addition, the World Conference reiterated the recommendations relating to the opening up of higher education of the International Commission on Education for the Twenty-first Century, Learning: The Treasure Within (1996).

The Conference was preceded by a widespread mobilization of partners, of national policy-makers, institutional leaders, the professorate and researchers, including those involved in the UNITWIN/UNESCO Chairs Programme, the student community, and the economic and professional sectors as well as the civil society, including parliamentarians.

Regional Conferences were held in Havana in November 1996 (Latin America and the Caribbean), Dakar in April 1997 (Africa), Tokyo in July 1997 (Asia and the Pacific), Palermo in September 1997 (Europe) and Beirut in March 1998 (Arab States). The results of these conferences, their declarations and their plans of action were taken into consideration in the preparation of the documents adopted at the World Conference and were included in this report. The findings of these conferences were also utilized for the working documents and constituted the main base for the discussions of the Commissions of the Conference on relevance, quality, management and financing, and international co-operation. They confirmed that we are now facing global problems that call for solutions to be applied worldwide, even though in every region there are variations in the economic, social, cultural and political context. UNESCO will publish a series of documents, including one on the work of the Commissions.

The results of the regional conferences were complemented by studies and analyses undertaken by some fifty governmental and non-governmental organizations charged with preparing a series of thematic debates on important issues on higher education at the end of this century. Twelve debates were structured in relation with three main domains:

- Higher education and development
- The requirements of the world of work
- Higher education and sustainable human development
- Contributing to national and regional development
- Higher education staff development: a continuing mission
New trends and innovations in higher education
- Higher education for a new society: a student vision
- From traditional to virtual: the new information technologies
- Higher education and research: challenges and opportunities
- The contribution of higher education to the education system as a whole

Higher education, culture and society
- Women and higher education: issues and perspectives
- Promoting a culture of peace
- Mobilizing the power of culture
- Autonomy, social responsibility and academic freedom

The Thematic Debates raised a great interest among Conference participants. Their results will be disseminated separately.

In addition to the commissions and thematic debates, a series of special lectures and at plenary sessions speeches from ministers and chiefs of delegation reported on what is happening in their countries in the field of higher education and expressed their position on the themes of the conference. The Ministers addressed the following issues:

- The changing missions of higher education in the twenty-first century
- Interaction of higher education with society
- The impact of the change process on higher education, diversification and increased flexibility of systems, and their promotion of lifelong learning
- Access to higher education

All these contributions were taken into consideration in the final version of the Declaration and Framework for Action as well as the comments of all Member States, intergovernmental and non-governmental organizations with an interest in higher education, or invited to attend the Conference.

There is no doubt that the documents the participants adopted at the end of the conference, 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” represent an agreement between all stakeholders concerning the principal and key actions needed for the renewal of higher education in the twenty-first century. Now comes the time for action, for the execution of projects, for developing international co-operation based on solidarity and the building of an equitable society, in particular through research, training of specialists and community projects aiming at eliminating poverty, violence, illiteracy, hunger, intolerance, environmental degradation and disease, and the development of a culture of peace.

The World Declaration and the Framework for Priority Action will help set up the agenda both for higher education policy-making in Member States and for development strategies to be established or further strengthened by UNESCO and its partners.

As a result of the Conference process, a new coalition between the higher education community and its major partners has emerged. Contacts with Chiefs of states, Ministers of Education and Higher Education and delegates to UNESCO showed clearly that they have already started to utilize these documents in the implementation of reforms in higher education.

The long-term outcome of the Conference will be the efficient and effective renovation and renewal of higher education systems and institutions based on the principles of relevance and quality, and with a commitment to enhanced international co-operation and academic solidarity.

Much now depends on the dynamism of the coalition of all those - individuals and institutions - involved in the process of change in higher education. UNESCO took the responsibility of launching the process which culminated with the World Conference. UNESCO will make its best efforts to ensure an efficient follow-up, jointly with higher education authorities, intergovernmental organizations and non-governmental organizations interested in higher education.
Distinguished Ministers,
Mr President of the General Conference,
Mr Chairperson of the Executive Board,
Mr Director-General,
Excellencies,
Ladies and Gentlemen,

I have the honour as Rapporteur-General to offer you a synoptic account of the statements and addresses we have heard, of the analyses and critical considerations that have been expressed in the commissions and during the thematic debates, of the expectations and demands that have been formulated, and, finally, of the commitments made regarding the new vision which we have together forged for higher education. Allow me, therefore, to convey my wholehearted gratitude for this token of your trust.

This Conference has been attended by some 4,000 delegates and observers: representatives of Member States, to be sure, but also of a whole range of international organizations, institutions and agencies, as well as by all those who, in civil society, are involved in higher education - universities, academics and students, regional authorities, the private sector, associations, businesses and the world of work. This major international gathering has been the culmination of an ambitious project, of a process which began hesitantly but has continued to harness energies throughout its momentum-gathering course. The stimulating working documents that have been prepared for us, the insights we have contributed during the deliberations, the draft Declaration and draft Framework for Action we have examined and refined during the past week, have enabled us to reach a critical consensus, which is the hallmark of UNESCO. The fact that the Conference has taken place on the very eve of the third millennium, with all the challenges, uncertainties and promises pertaining thereto, can only extend its impact and raise the expectations which have been placed in it.

I should like in particular to highlight the fact that our World Conference has successfully combined policy presentations, in-depth expert reports, democratic participation, and statements reflecting a range of cultural sensibilities around four major topics, namely, relevance, improvement of quality, the management and financing of higher education with a view to ensuring justice and equity, and, finally, international co-operation.

Four commissions have focused on these four critical areas, in order to take stock of the current situation and to assess the latest developments and achievements. Their deliberations have served to enhance approaches, compare viewpoints and consider together a number of priority areas for action. In addition, thematic debates, bringing together various panels, were devised, organized and directed by the main actors involved in higher education and research. Reflected therein was the desire to consolidate dialogue and to strengthen its validity. A number of powerful expectations were expressed, and precise demands were put forward. As a result, the Conference took on the form of an open learning forum, one that proposed, over and above the officially programmed activities, a profusion of initiatives reflecting the sheer multifariousness of higher education on the eve of the third millennium.
In a bid to reflect this profusion of ideas, including the ministers’ own statements, I shall first sketch in the context in which this wide-ranging process of mutual consultation took place, then highlight the salient points which emerged from our joint reflection, grouping them together around the four themes that served to structure the whole: relevance, quality, management and international co-operation.

I. The Context

The future of higher education cannot be usefully addressed without first taking stock of the national, regional and international context in which it is called upon to fulfil its missions, be they traditional or novel.

A. Globalization

We must be fully alive to the fact that higher education can no longer be conceived solely in terms of national situations and criteria. Research and training that are worthy of the name cannot henceforth be conducted in purely local terms.

The general problems that have been itemized, mainly within the framework of the statements by ministers and heads of delegation, reveal that, beyond the various situations specific to a particular country or group of countries, there exists a growing trend for problems to become globalized, a trend characterized by the extreme complexity of the situations involved.

‘It may well be that globalization, despite the differences of opinion which surround it, is today an inescapable fact of life’, Prince Talal Bin Abdul Aziz suggested, at the opening meeting of our Conference. It might also, as Mr Portella, President of the General Conference of UNESCO, added, constitute an ethical challenge and a vast arena for international solidarity.

Globalization, it must be emphasized, means not only economic globalization; it is also the internationalization of human exchanges and the circulation of ideas. The present Conference is a living witness thereof, by virtue of the number and the calibre of its participants, as Mr Pál Pataki, Chairperson of the Executive Board, stressed.

Humankind is faced with a series of problems that cannot be solved within the framework of isolated policies. That is what prompted the French Prime Minister to refer to the ‘new and stimulating context’ in which higher education must today perform its many different functions, and ensure its own transformation.

B. Democratization

It should also be recalled, as the Director-General of UNESCO reminded us, that higher education is faced with an upsurge of democratization and an extension of the rule of law in virtually all societies. The role of education in general, and of higher education in particular, in promoting and preserving democracy, and in educating the young and the less young for democratic citizenship, is now generally acknowledged.

This development is also marked by the prominence won by women in decision-making processes. The struggle being waged for recognition of complete equality is not without its difficulties and even sufferings, but it offers a major challenge for higher education in the twenty-first century. Many speakers raised this issue, notably in the group devoted to the matter, which drew attention to the need to empower women and to adopt measures that would enable them to combine access to positions of responsibility in professional careers with the demands of family life.
C. The progress of science and technology

A further challenge lies in the latest achievements of science, the sine qua non of sustainable development, as was stressed in particular by the Islamic Republic of Iran and Switzerland - a situation which should not obscure the fact that the development of individual countries may also be a precondition for the development of science. The ethical issues raised by scientific research and its applications provide higher education with a vast field of study and futurology. These aspects aroused great interest among those taking part in the second thematic debate, who saw in them a means of responding to the complexity and changes typical of the end of the century.

The same is true - as noted by many speakers - of the place acquired by communication technologies in our societies, with the consequences that the invasion of virtual reality has inevitably had on the widening gaps between industrialized and post-industrial countries and developing countries. It would be wise, while taking the measure of the radical disruptions introduced by the new technologies into society and hence into education, to refrain from excessive optimism.

D. The environment

Optimism is equally out of place when it comes to the state of the planet that we shall be bequeathing to future generations. Higher education cannot withdraw into itself and turn a blind eye to the damage being done to the environment, damage that we deplore without managing fully to put right. Population growth and galloping urbanization are, of course, not unconnected with the serious problem of the ecological future of our planet. These matters were dwelt upon by several delegations, including that of Côte d’Ivoire.

E. Social exclusion

The decline of agriculture and industry - varying from country to country - and the progression of the service sector, which were referred to in the debate on ‘The requirements of the world of work’, give rise to a further challenge relating to the evolution of the economy and the structure of the job market. More and more sectors of the population are having to contend with social exclusion, and young graduates are themselves not spared by unemployment. This is undoubtedly the most acute problem facing us today: indeed, the entire enterprise of democratization and the values of our societies are being undermined by it. We must, as the Director-General of UNESCO urges us, dare to share. Here again, higher education undoubtedly has a role to play in developing new capacities for adapting to economic trends, with a view to ensuring greater social cohesion and strengthening democratic citizenship. If there is to be sharing within countries, as between countries, a number of conditions must be met: there must be a determination to promote and respect basic human rights, the political will to commit resources to human development, a deep sense of solidarity, and the mobilization of all institutional and financial partners in both the public and private sectors.

F. The brain drain

For many developing countries, the brain drain is a daunting problem. While it is indeed essential to maintain mobility - which is a source of intellectual enrichment - measures must also be taken to encourage nationals to return to their country of origin and to take part in its economic, social and cultural development. The students gave extensive coverage to this dimension during their round table, as well as on the occasion of the thematic debate on their vision of the form that a new society should take.

G. Armed conflicts

Our societies are, alas, plagued by many conflicts, the most serious being regional and national wars. The acts of violence perpetrated in many countries are symptomatic of the difficulty
experienced by citizens, including many youngsters, in finding their place in a new society in which most of the old standards have vanished and values are no longer perceptible. As the representatives of Costa Rica and India in particular pointed out, the University has a role to play in bringing about a culture of peace. Having faith in youth, and in particular in students, is a challenge that higher education must meet in all our countries.

Such, then, is the complex context in which we are called upon to work out a new vision for higher education. And a question immediately arises: can higher education take on new functions while remaining as it was before? This issue was raised by Brazil, and formed the focus of Thematic Debate No. 6. What challenges must it meet at the dawn of the third millennium?

II. The major challenges facing higher education in the twenty-first century

How could we fail to seize the opportunity afforded by this great international gathering to pinpoint, in the observations formulated, in the initiatives taken here and there, in the successes as well as in the setbacks, the major issues facing the higher education of today and tomorrow? We here encounter once again the four main lines of inquiry that have been selected to structure this World Conference and the various events that preceded it.

A. Relevance

We are first faced with the task of establishing a mass higher education system integrated into lifelong education. Several of those who took the floor, including the representative of Chile, noted and applauded the general interest shown today in higher education, not least by the major funding agencies - itself a sign of a change in attitude. Higher education is acknowledged to be a factor of development in a knowledge-based society and economy. Of course we still need to be in a position to provide as many young people as possible with relevant and high-quality training that gives them access to the job market and enables them subsequently to update their skills and knowledge.

We have just alluded to the need to open higher education to a broader student population. This assumes, as the representative of Indonesia and several other speakers pointed out, that real opportunities exist to respond to the growing demand for higher education in the different countries of the world. Admittedly, the mass provision of higher education is already a reality in a number of countries. Others have undertaken to move towards this objective, one that calls for co-operation and solidarity. We shall return to the matter in the final section of this report.

Everyone found that the experience of democratizing higher education runs up against the criterion of relevance. The discussions demonstrated that relevance is a dynamic concept, varying according to context and from one target group to another, with particular attention needing to be paid to minority groups. The issue of who decides what is relevant lay at the heart of the discussions in Commission II and was also debated in plenary. The representatives of Canada, Colombia, Egypt and the Islamic Republic of Iran drew particular attention to this dimension. It emerged, in our view, from the deliberations that relevance can only be the outcome of dialogue and consultation among the different partners concerned, including the students themselves.

B. Quality and its evaluation

The quality of higher education is judged mainly by the strength of the ethical and pedagogical principles it embodies. It is riven by a number of conflicts and paradoxes: the contradiction between the explosion and fragmentation of demand on the one hand and the unemployment which affects an ever growing number of graduates on the other; between the duty of equality and justice, and the financial constraints upon the mass extension of this form of education; and
finally, the conflict between ethical and moral obligations and the various incitements to misuse knowledge and discoveries. Faced with such tensions and paradoxes, higher education must develop a new vision, take advantage of its adaptability, flexibility and imaginative resources in order to develop problem-solving and forward-looking capacities, equip itself with an ever watchful critical spirit and promote teamwork, without ever jettisoning its role as ethical watchdog.

The issue of quality cannot be dissociated from the quest for excellence and the need to establish evaluation criteria. Many countries are calling for international quality standards. Such criteria and standards should take account of the diversity of situations. The need to develop a culture of evaluation is inseparable from the concept of quality, itself intimately bound up with the successful democratization of the higher education system.

C. Management and financing

These particular problems were the responsibility of Commission III.

Education can no longer be - and in many cases no longer is - confined to an ivory tower. The sharing of responsibilities with all partners, both inside and outside the university, is essential.

Within the institution, responsibilities belong to all users, teachers, researchers, students and administrative staff and, more widely, to all who have management and advisory functions. New forms of management which strengthen collective responsibility and transparency must be introduced.

Outside the institution, the multiplicity of partners is now an established fact: business enterprises, regional authorities created by the decentralization process and scientific research establishments independent of the university. Higher education has developed its relations with the economic world; gone are the days when the two camps ignored or found fault with one another. But in this partnership, higher education must be careful not to adopt a mercantile attitude, as firmly pointed out by the Prime Minister of France: the market is of course an inescapable fact of life, but its demands must not be allowed to predominate. This problem seems particularly acute in the countries in transition.

The partnership with industry and other sectors of society can also help to vocationalize higher education. Internships in industry have become routine in many countries, while many business managers are currently involved in higher education. In addition, consultative arrangements under which companies take part in the management of universities can be put in place, research projects can bring universities and businesses closer together and assistance in job seeking can be jointly envisaged. All this calls for a different approach on the part of business enterprises, corresponding to the recognition by universities of the need for change.

In the context of this complex and demanding style of management, the autonomy of universities and the exercise of academic freedoms must be respected. At the national level, the growing number of very diverse institutions needed to meet the changing trends in demand cannot be properly managed without flexible mechanisms and some degree of decentralization.

The supervisory function must be exercised through a policy of encouragement and support rather than restraint. It is the only way of developing forms of higher education that are better adapted to demand: open universities, private service providers of various kinds, distance-education systems, virtual campuses, shared multi-site networks, etc.

Of course the thematic debates took up the question of the resources offered by the new information and communication technologies, including the possibility of setting up virtual universities such as the United Nations University. The debate on this question was highly instructive and produced a number of interesting proposals. A video conference demonstration
illustrated the fundamental changes that are already taking place - and will continue to do so in the future - as a result of the transition from the traditional to the virtual. These changes affect
the three main pillars of higher education, namely courses, laboratories and libraries. The
speakers drew attention to the impact of these new technologies, without losing sight of the
ethical, cultural and geopolitical dimensions involved in access to these tools, in the generation of knowledge and in its dissemination. The establishment of North/South and South/South co-
operation was recommended so as to facilitate the access of all to these technologies, to
strengthen endogenous capacities and to make universally available the knowledge thus
produced.

Technologies cannot solve every problem. As the representative of Algeria stressed,
special efforts must be made on behalf of women who, in many countries, are still excluded from
er higher education and left out of the decision-making processes of society. Technologies can
help, but the genuine democratization of higher education also requires the removal of the socio-


The financing of higher education remains a major problem at the dawn of the twenty-


In view of the development of higher education, the state cannot hope to be the sole or
even the main source of financing for the sector as a whole. This view was shared by several
speakers, including the representative of Morocco. But it in no way detracts from the state's
responsibility for ensuring that higher education is adequately financed. The contractual system,
as practised in France, which links higher education institutions and the ministry responsible for
a four-year period, may enable the latter to determine the extent of its financial commitment but
does not prevent the institution from seeking other partners. Numerous speakers, such as the
representatives of Cape Verde and Mali, were concerned by the withdrawal of the state. Of
course, it is obvious that the state alone cannot supply all the requisite financing, so it is
advisable to create at the decision-making level an atmosphere conducive to greater
diversification of funding sources for higher education. The solutions will be many and varied. In
any event, an effort should be made to foster an entrepreneurial spirit in institutions which are
striving to raise funds not only by traditional research and training activities but also by
commercial or production operations. In yet other cases, we see the ever growing development
of a private higher education sector. New ways of diversifying resources, resulting from a variety
of pressures and opportunities, are continually emerging; UNESCO and other networks could
play a useful role by disseminating them.

All these possibilities of diversification are fraught with dangers that must be avoided. The
most serious of all is that of undermining equality of access to higher education. Private
education, for instance, while leading to wider access than would otherwise be available, tends
to be fee-paying and therefore enrols fewer underprivileged students. Involvement by the state
and the retention of a public service are still the best guarantee of equal opportunities and the
democratization of higher education.

D. International co-operation

At this stage in the analysis of the major changes in higher education we feel it is necessary -
and the texts we are to adopt so invite us - to accord greater importance to international
experience, partnership and solidarity, which several delegations, including that of South Africa,
supported.
The working documents setting out the experiences of institutions, countries and regions all stress the contribution of co-operation to greater solidarity and genuine peace. This co-operation is necessary not only to reinforce the quality, relevance and internal effectiveness of higher education, but also to build bridges between local and national partners and between nations.

The participants in Commission IV welcomed the ideas in the working document submitted to them and, at the initiative of the International Association of Universities, strongly urged that higher education should include among its primary missions international co-operation and the need to promote plurality of cultures, global awareness of problems and sustainable development throughout the world.

At the international level, the networking of higher education and research institutions under programmes such as the UNITWIN/UNESCO Chairs Programme was highlighted as an innovative approach to national and institutional capacity-building in the developing countries.

The open-doors approach to learning and training which encourages academic mobility appeared to many developing countries, and to some non-governmental organizations and foundations, to be the sole preserve of the industrialized world. The developing countries are suffering from the brain drain, which is a sort of exile of ‘intelligence’, and from its adverse effects on their ability to strengthen their institutions and shape critical and creative citizens. Without automatically linking those trends, the Conference endorsed this concern and launched an appeal for the promotion of mobility, while assisting countries deprived of their experts to retain and motivate their specialists at home, or encourage them to return, by setting up North/South co-operative links between institutions, and by creating centres of excellence in the developing countries. TOKTEN and TALVEN, which were presented during the proceedings, are interesting examples in this context.

Several speakers backed the idea of launching an ‘Academics without Frontiers’ initiative, referred to in one of the working documents, and hoped that this possibility would be explored.

In connection with work that could be carried out jointly on quality, it should be recalled that many countries were in favour of drawing up international standards for the evaluation of quality, but with all due respect for the diversity and specificity of individual countries. More generally, noting that six intergovernmental committees are resolutely addressing the question of the recognition of studies, diplomas and degrees in higher education, speakers felt that similar bodies should be set up to look into the evaluation of international co-operation. As pointed out by the representative of Morocco, it is crucial for UNESCO to commission an evaluation report on the forms and practices of such co-operation in relation to the specific needs of each region.

Emphasis should also be given to the task of providing expert advice and assistance in institutional capacity-building that falls to UNESCO in higher education, as in its other fields of competence. In addition, the participants requested UNESCO to continue its work on academic freedom, with particular attention to the follow-up to the Recommendation concerning the Status of Higher-Education Teaching Personnel adopted by the Organization at its General Conference in 1997. They also raised the question of a permanent study group to draw up a Universal Charter of Academic Freedoms.

**Conclusion: a call to action**

We have reached the end of the proceedings of the World Conference on Higher Education.

The texts we have just adopted are, for our governments, our higher education institutions, the non-governmental organizations, and all the partners here present, lines of action that we undertake to pursue in each of our countries and in the context of international co-operation.
However, this whole exercise, which has involved manifold consultations and has culminated in this international gathering, will have been in vain if it were to cease this evening.

Our first task will be to explain, and if necessary defend, and then to convince. In order to do so, the Declaration and Framework for Action must be widely distributed to those in charge of higher education, to academics, to all the specialists concerned, and to the many relevant institutions of civil society. In our home countries we will probably have to organize debates and set up working groups to look more deeply into particular aspects of the Declaration and Framework for Action, and to consider how the reforms can be put into practice.

Our texts do not stop there. They call for greater regional and international co-operation and active solidarity with countries that are lagging behind in development. We must make sure that in a few years’ time we are not driven to the bitter conclusion that the divisions and gaps have widened even further, that still more skilled personnel from the countries of the South have headed into exile, thus diverting an essential and stimulating mobility from its true purpose, and that higher education in many countries is still unable to make an effective contribution to the development of the education system as a whole and to the quality of basic education.

That is why we must shape a new generation of models of co-operation, based on local needs, taking account of economic and social realities and cultural specificities, and providing advisory services and expertise without imposing conditions and without imposing themselves. Co-operating means working together to carry out co-ordinated action. That is what we are called upon to do.

As the work of this World Conference draws to a close, it is extremely important that the curtain should not fall, without lasting impact, on this vision of higher education in the twenty-first century. The concluding Declaration and Framework for Priority Action that we have adopted are there to call to action all those who have worked so intensely and constructively during this week of October 1998. It is up to them, in their own fields and with their own responsibilities, to make sure that these texts are followed up, so that together we can meet the challenges of the next millennium.

On concluding this report, I should like to thank the drafting group, the members of the UNESCO Secretariat and all those who have worked with me throughout the week. For their commitment, support and the pertinence of their contributions, and for the confidence you have placed in me by entrusting me with the uplifting task of Rapporteur-General of the Conference, may I offer you all my most sincere gratitude.

Suzy Halimi
World Declaration on Higher Education for the Twenty-first Century: Vision and Action

and

Framework for Priority Action for Change and Development in Higher Education adopted by the

World Conference on Higher Education

Higher Education in the Twenty-First Century: Vision and Action

9 October 1998

World Declaration on Higher Education for the Twenty-first Century: Vision and Action

Preamble

On the eve of a new century, there is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for sociocultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals. Higher education includes ‘all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities’.1 Everywhere higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skills-based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, establishment of efficient co-operation agreements and equitable access to the benefits of international co-operation. At the same time, higher education is being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all levels of education systems.

The second half of this century will go down in the history of higher education as the period of its most spectacular expansion: an over sixfold increase in student enrolments worldwide, from 13 million in 1960 to 82 million in 1995. But it is also the period which has seen the gap between industrially developed, the developing countries and in particular the least developed countries with regard to access and resources for higher learning and research, already enormous, becoming even wider. It has also been a period of increased socio-economic stratification and greater difference in educational opportunity within countries, including in some of the most developed and wealthiest nations. Without adequate higher education and research institutions providing a critical mass of skilled and educated people, no country can ensure genuine endogenous and sustainable development and, in particular, developing countries and least developed countries cannot reduce the gap separating them from the industrially developed ones. Sharing knowledge, international co-operation and new technologies can offer new opportunities to reduce this gap.

1 Definition approved by the General Conference of UNESCO at its 27th session (November 1993) in the Recommendation on the Recognition of Studies and Qualifications in Higher Education.
Higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society. Owing to the scope and pace of change, society has become increasingly knowledge-based so that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. Higher education itself is confronted therefore with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality.

It is with the aim of providing solutions to these challenges and of setting in motion a process of in-depth reform in higher education worldwide that UNESCO has convened a World Conference on Higher Education in the Twenty-First Century: Vision and Action. In preparation for the Conference, UNESCO issued, in 1995, its Policy Paper for Change and Development in Higher Education. Five regional consultations (Havana, November 1996; Dakar, April 1997; Tokyo, July 1997; Palermo, September 1997; and Beirut, March 1998) were subsequently held. The Declarations and Plans of Action adopted by them, each preserving its own specificity, are duly taken into account in the present Declaration - as is the whole process of reflection undertaken by the preparation of the World Conference - and are annexed to it.

*          *

We, participants in the World Conference on Higher Education, assembled at UNESCO Headquarters in Paris, from 5 to 9 October 1998,

Recalling the principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights,

Recalling also the Universal Declaration of Human Rights which states in Article 26, paragraph 1, that 'Everyone has the right to education' and that 'higher education shall be equally accessible to all on the basis of merit', and endorsing the basic principles of the Convention against Discrimination in Education (1960), which, by Article 4, commits the States Parties to it to 'make higher education equally accessible to all on the basis of individual capacity',

Taking into account the recommendations concerning higher education of major commissions and conferences, inter alia, the International Commission on Education for the Twenty-First Century, the World Commission on Culture and Development, the 44th and 45th sessions of the International Conference on Education (Geneva, 1994 and 1996), the decisions taken at the 27th and 29th sessions of UNESCO’s General Conference, in particular regarding the Recommendation concerning the Status of Higher-Education Teaching Personnel, the World Conference on Education for All (Jomtien, Thailand, 1990), the United Nations Conference on Environment and Development (Rio de Janeiro, 1992), the Conference on Academic Freedom and University Autonomy (Sinaia, 1992), the World Conference on Human Rights (Vienna, 1993), the World Summit for Social Development (Copenhagen, 1995), the fourth World Conference on Women (Beijing, 1995), the International Congress on Education and Informatics (Moscow, 1996), the World Congress on Higher Education and Human Resources Development for the Twenty-First Century (Manila, 1997), the fifth International Conference on Adult Education (Hamburg, 1997) and especially the Agenda for the Future under Theme 2 (Improving the conditions and quality of learning) stating: 'We commit ourselves to ... opening schools, colleges and universities to adult learners ... by calling upon the World Conference on Higher Education (Paris, 1998) to promote the transformation of post-secondary institutions into lifelong learning institutions and to define the role of universities accordingly',

Convinced that education is a fundamental pillar of human rights, democracy, sustainable development and peace, and shall therefore become accessible to all throughout life and that measures are required to ensure co-ordination and co-operation across and between the various sectors, particularly between general, technical and professional secondary and post-secondary education as well as between universities, colleges and technical institutions,
Believing that, in this context, the solution of the problems faced on the eve of the twenty-first century will be determined by the vision of the future society and by the role that is assigned to education in general and to higher education in particular,

Aware that on the threshold of a new millennium it is the duty of higher education to ensure that the values and ideals of a culture of peace prevail and that the intellectual community should be mobilized to that end,

Considering that a substantial change and development of higher education, the enhancement of its quality and relevance, and the solution to the major challenges it faces, require the strong involvement not only of governments and of higher education institutions, but also of all stakeholders, including students and their families, teachers, business and industry, the public and private sectors of the economy, parliaments, the media, the community, professional associations and society as well as a greater responsibility of higher education institutions towards society and accountability in the use of public and private, national or international resources,

Emphasizing that higher education systems should enhance their capacity to live with uncertainty, to change and bring about change, and to address social needs and to promote solidarity and equity; should preserve and exercise scientific rigour and originality, in a spirit of impartiality, as a basic prerequisite for attaining and sustaining an indispensable level of quality; and should place students at the centre of their concerns, within a lifelong perspective, so as to allow their full integration into the global knowledge society of the coming century.

Also believing that international co-operation and exchange are major avenues for advancing higher education throughout the world,

Proclaim the following:

MISSIONS AND FUNCTIONS OF HIGHER EDUCATION

Article 1. Mission to educate, to train and to undertake research

We affirm that the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to:

(a) educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society;

(b) provide opportunities (espace ouvert) for higher learning and for learning throughout life, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice;

(c) advance, create and disseminate knowledge through research and provide, as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts;

(d) help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures, in a context of cultural pluralism and diversity;

(e) help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives;

(f) contribute to the development and improvement of education at all levels, including through the training of teachers.
Article 2. Ethical role, autonomy, responsibility and anticipatory function

In accordance with the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997, higher education institutions and their personnel and students should:

(a) preserve and develop their crucial functions, through the exercise of ethics and scientific and intellectual rigour in their various activities;

(b) be able to speak out on ethical, cultural and social problems completely independently and in full awareness of their responsibilities, exercising a kind of intellectual authority that society needs to help it to reflect, understand and act;

(c) enhance their critical and forward-looking functions, through continuing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention;

(d) exercise their intellectual capacity and their moral prestige to defend and actively disseminate universally accepted values, including peace, justice, freedom, equality and solidarity, as enshrined in UNESCO’s Constitution;

(e) enjoy full academic autonomy and freedom, conceived as a set of rights and duties, while being fully responsible and accountable to society;

(f) play a role in helping identify and address issues that affect the well-being of communities, nations and global society.

SHAPING A NEW VISION OF HIGHER EDUCATION

Article 3. Equity of access

(a) In keeping with Article 26.1 of the Universal Declaration of Human Rights, admission to higher education should be based on the merit, capacity, efforts, perseverance and devotion, showed by those seeking access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills. As a consequence, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language or religion, or economic, cultural or social distinctions, or physical disabilities.

(b) Equity of access to higher education should begin with the reinforcement and, if need be, the reordering of its links with all other levels of education, particularly with secondary education. Higher education institutions must be viewed as, and must also work within themselves to be a part of and encourage, a seamless system starting with early childhood and primary education and continuing through life. Higher education institutions must work in active partnership with parents, schools, students, socio-economic groups and communities. Secondary education should not only prepare qualified candidates for access to higher education by developing the capacity to learn on a broad basis but also open the way to active life by providing training on a wide range of jobs. However, access to higher education should remain open to those successfully completing secondary school, or its equivalent, or presenting entry qualifications, as far as possible, at any age and without any discrimination.

(c) As a consequence, the rapid and wide-reaching demand for higher education requires, where appropriate, all policies concerning access to higher education to give priority in the future to the approach based on the merit of the individual, as defined in Article 3(a) above.

(d) Access to higher education for members of some special target groups, such as indigenous peoples, cultural and linguistic minorities, disadvantaged groups, peoples living under occupation and those who suffer from disabilities, must be actively facilitated, since these groups as collectivities and as individuals may have both experience and talent that can be of great value for the development of societies and nations. Special material help and educational solutions can help overcome the obstacles that these groups face, both in accessing and in continuing higher education.
Article 4. Enhancing participation and promoting the role of women

(a) Although significant progress has been achieved to enhance the access of women to higher education, various socio-economic, cultural and political obstacles continue in many places in the world to impede their full access and effective integration. To overcome them remains an urgent priority in the renewal process for ensuring an equitable and non-discriminatory system of higher education based on the principle of merit.

(b) Further efforts are required to eliminate all gender stereotyping in higher education, to consider gender aspects in different disciplines and to consolidate women’s participation at all levels and in all disciplines, in which they are under-represented and, in particular, to enhance their active involvement in decision-making.

(c) Gender studies (women’s studies) should be promoted as a field of knowledge, strategic for the transformation of higher education and society.

(d) Efforts should be made to eliminate political and social barriers whereby women are under-represented and in particular to enhance their active involvement at policy and decision-making levels within higher education and society.

Article 5. Advancing knowledge through research in science, the arts and humanities and the dissemination of its results

(a) The advancement of knowledge through research is an essential function of all systems of higher education, which should promote postgraduate studies. Innovation, interdisciplinarity and transdisciplinarity should be promoted and reinforced in programmes with long-term orientations on social and cultural aims and needs. An appropriate balance should be established between basic and target-oriented research.

(b) Institutions should ensure that all members of the academic community engaged in research are provided with appropriate training, resources and support. The intellectual and cultural rights on the results of research should be used to the benefit of humanity and should be protected so that they cannot be abused.

(c) Research must be enhanced in all disciplines, including the social and human sciences, education (including higher education), engineering, natural sciences, mathematics, informatics and the arts within the framework of national, regional and international research and development policies. Of special importance is the enhancement of research capacities in higher education research institutions, as mutual enhancement of quality takes place when higher education and research are conducted at a high level within the same institution. These institutions should find the material and financial support required, from both public and private sources.

Article 6. Long-term orientation based on relevance

(a) Relevance in higher education should be assessed in terms of the fit between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacities and, at the same time, a better articulation with the problems of society and the world of work, basing long-term orientations on societal aims and needs, including respect for cultures and environmental protection. The concern is to provide access to both broad general education and targeted, career-specific education, often interdisciplinary, focusing on skills and aptitudes, both of which equip individuals to live in a variety of changing settings, and to be able to change occupations.

(b) Higher education should reinforce its role of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an interdisciplinary and transdisciplinary approach in the analysis of problems and issues.

(c) Higher education should enhance its contribution to the development of the whole education system, notably through improved teacher education, curriculum development and educational research.
(d) Ultimately, higher education should aim at the creation of a new society - non-violent and non-exploitative - consisting of highly cultivated, motivated and integrated individuals, inspired by love for humanity and guided by wisdom.

Article 7. Strengthening co-operation with the world of work and analysing and anticipating societal needs

(a) In economies characterized by changes and the emergence of new production paradigms based on knowledge and its application, and on the handling of information, the links between higher education, the world of work and other parts of society should be strengthened and renewed.

(b) Links with the world of work can be strengthened, through the participation of its representatives in the governance of institutions, the increased use of domestic and international apprenticeship/work-study opportunities for students and teachers, the exchange of personnel between the world of work and higher education institutions and revised curricula more closely aligned with working practices.

(c) As a lifelong source of professional training, updating and recycling, institutions of higher education should systematically take into account trends in the world of work and in the scientific, technological and economic sectors. In order to respond to the work requirements, higher education systems and the world of work should jointly develop and assess learning processes, bridging programmes and prior learning assessment and recognition programmes, which integrate theory and training on the job. Within the framework of their anticipatory function, higher education institutions could contribute to the creation of new jobs, although that is not their only function.

(d) Developing entrepreneurial skills and initiative should become major concerns of higher education, in order to facilitate employability of graduates who will increasingly be called upon to be not only job seekers but also and above all to become job creators. Higher education institutions should give the opportunity to students to fully develop their own abilities with a sense of social responsibility, educating them to become full participants in democratic society and promoters of changes that will foster equity and justice.

Article 8. Diversification for enhanced equity of opportunity

(a) Diversifying higher education models and recruitment methods and criteria is essential both to meet increasing international demand and to provide access to various delivery modes and to extend access to an ever-wider public, in a lifelong perspective, based on flexible entry and exit points to and from the system of higher education.

(b) More diversified systems of higher education are characterized by new types of tertiary institutions: public, private and non-profit institutions, amongst others. Institutions should be able to offer a wide variety of education and training opportunities: traditional degrees, short courses, part-time study, flexible schedules, modularized courses, supported learning at a distance, etc.

Article 9. Innovative educational approaches: critical thinking and creativity

(a) In a world undergoing rapid changes, there is a perceived need for a new vision and paradigm of higher education, which should be student-oriented, calling in most countries for in-depth reforms and an open access policy so as to cater for ever more diversified categories of people, and of its contents, methods, practices and means of delivery, based on new types of links and partnerships with the community and with the broadest sectors of society.

(b) Higher education institutions should educate students to become well informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities.

(c) To achieve these goals, it may be necessary to recast curricula, using new and appropriate methods, so as to go beyond cognitive mastery of disciplines. New pedagogical and
didactical approaches should be accessible and promoted in order to facilitate the acquisition of skills, competences and abilities for communication, creative and critical analysis. **Independent thinking and team work in multicultural contexts**, where creativity also involves combining traditional or local knowledge and know-how with advanced science and technology. **These recast curricula should take into account the gender dimension and the specific cultural, historic and economic context of each country.** The teaching of human rights standards and education on the needs of communities in all parts of the world should be reflected in the curricula of all disciplines, particularly those preparing for entrepreneurship. Academic personnel should play a significant role in determining the curriculum.

(d) New methods of education will also imply new types of teaching-learning materials. These have to be coupled with new methods of testing that will promote not only powers of memory but also powers of comprehension, skills for practical work and creativity.

**Article 10. Higher education personnel and students as major actors**

(a) A vigorous policy of staff development is an essential element for higher education institutions. Clear policies should be established concerning higher education teachers, who nowadays need to focus on teaching students how to learn and how to take initiatives rather than being exclusively founts of knowledge. Adequate provision should be made for research and for updating and improving pedagogical skills, through appropriate staff development programmes, encouraging constant innovation in curriculum, teaching and learning methods, and ensuring appropriate professional and financial status, and for excellence in research and teaching, reflecting the corresponding provisions of the **Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997.** To this end, more importance should be attached to international experience. Furthermore, in view of the role of higher education for lifelong learning, experience outside the institutions ought to be considered as a relevant qualification for higher educational staff.

(b) Clear policies should be established by all higher education institutions preparing teachers of early childhood education and for primary and secondary schools, providing stimulus for constant innovation in curriculum, best practices in teaching methods and familiarity with diverse learning styles. It is vital to have appropriately trained administrative and technical personnel.

(c) **National and institutional decision-makers should place students and their needs at the centre of their concerns**, and should consider them as major partners and responsible stakeholders in the renewal of higher education. This should include student involvement in issues that affect that level of education, in evaluation, the renovation of teaching methods and curricula and, in the institutional framework in force, in policy-formulation and institutional management. As students have the right to organize and represent themselves, students’ involvement in these issues should be guaranteed.

(d) Guidance and counselling services should be developed, in co-operation with student organizations, in order to assist students in the transition to higher education at whatever age and to take account of the needs of ever more diversified categories of learners. Apart from those entering higher education from schools or further education colleges, they should also take account of the needs of those leaving and returning in a lifelong process. Such support is important in ensuring a good match between student and course, reducing drop-out. Students who do drop out should have suitable opportunities to return to higher education if and when appropriate.

**FROM VISION TO ACTION**

**Article 11. Qualitative evaluation**

(a) **Quality in higher education is a multidimensional concept**, which should embrace all its functions, and activities: teaching and academic programmes, research and scholarship,
staffing, students, buildings, facilities, equipment, services to the community and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, are vital for enhancing quality. Independent national bodies should be established and comparative standards of quality, recognized at international level, should be defined. **Due attention should be paid to specific institutional, national and regional contexts in order to take into account diversity and to avoid uniformity.** Stakeholders should be an integral part of the institutional evaluation process.

(b) Quality also requires that higher education should be characterized by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances.

(c) To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programmes for academic staff development, including teaching/learning methodology and mobility between countries, between higher education institutions, and between higher education institutions and the world of work, as well as student mobility within and between countries. The new information technologies are an important tool in this process, owing to their impact on the acquisition of knowledge and know-how.

**Article 12. The potential and the challenge of technology**

The rapid breakthroughs in new information and communication technologies will further change the way knowledge is developed, acquired and delivered. It is also important to note that the new technologies offer opportunities to innovate on course content and teaching methods and to widen access to higher learning. However, it should be borne in mind that new information technology does not reduce the need for teachers but changes their role in relation to the learning process and that the continuous dialogue that converts information into knowledge and understanding becomes fundamental. Higher education institutions should lead in drawing on the advantages and potential of new information and communication technologies, ensuring quality and maintaining high standards for education practices and outcomes in a spirit of openness, equity and international co-operation by:

(a) engaging in networks, technology transfer, capacity-building, developing teaching materials and sharing experience of their application in teaching, training and research, making knowledge accessible to all;

(b) creating new learning environments, ranging from distance education facilities to complete virtual higher education institutions and systems, capable of bridging distances and developing high-quality systems of education, thus serving social and economic advancement and democratization as well as other relevant priorities of society, while ensuring that these virtual education facilities, based on regional, continental or global networks, function in a way that respects cultural and social identities;

(c) noting that, in making full use of information and communication technology (ICT) for educational purposes, particular attention should be paid to removing the grave inequalities which exist among and also within the countries of the world with regard to access to new information and communication technologies and to the production of the corresponding resources;

(d) adapting ICT to national, regional and local needs and securing technical, educational, management and institutional systems to sustain it;

(e) facilitating, through international co-operation, the identification of the objectives and interests of all countries, particularly the developing countries, equitable access and the strengthening of infrastructures in this field and the dissemination of such technology throughout society;
(f) closely following the evolution of the ‘knowledge society’ in order to ensure high quality and equitable regulations for access to prevail;

(g) taking the new possibilities created by the use of ICTs into account, while realizing that it is, above all, institutions of higher education that are using ICTs in order to modernize their work, and not ICTs transforming institutions of higher education from real to virtual institutions.

Article 13. Strengthening higher education management and financing

(a) The management and financing of higher education require the development of appropriate planning and policy-analysis capacities and strategies, based on partnerships established between higher education institutions and state and national planning and co-ordination bodies, so as to secure appropriately streamlined management and the cost-effective use of resources. Higher education institutions should adopt forward-looking management practices that respond to the needs of their environments. Managers in higher education must be responsive, competent and able to evaluate regularly, by internal and external mechanisms, the effectiveness of procedures and administrative rules.

(b) Higher education institutions must be given autonomy to manage their internal affairs, but with this autonomy must come clear and transparent accountability to the government, parliament, students and the wider society.

(c) The ultimate goal of management should be to enhance the institutional mission by ensuring high-quality teaching, training and research, and services to the community. This objective requires governance that combines social vision, including understanding of global issues, with efficient managerial skills. Leadership in higher education is thus a major social responsibility and can be significantly strengthened through dialogue with all stakeholders, especially teachers and students, in higher education. The participation of teaching faculty in the governing bodies of higher education institutions should be taken into account, within the framework of current institutional arrangements, bearing in mind the need to keep the size of these bodies within reasonable bounds.

(d) The promotion of North-South co-operation to ensure the necessary financing for strengthening higher education in the developing countries is essential.

Article 14. Financing of higher education as a public service

The funding of higher education requires both public and private resources. The role of the state remains essential in this regard.

(a) The diversification of funding sources reflects the support that society provides to higher education and must be further strengthened to ensure the development of higher education, increase its efficiency and maintain its quality and relevance. Public support for higher education and research remains essential to ensure a balanced achievement of educational and social missions.

(b) Society as a whole must support education at all levels, including higher education, given its role in promoting sustainable economic, social and cultural development. Mobilization for this purpose depends on public awareness and involvement of the public and private sectors of the economy, parliaments, the media, governmental and non-governmental organizations, students as well as institutions, families and all the social actors involved with higher education.

Article 15. Sharing knowledge and know-how across borders and continents

(a) The principle of solidarity and true partnership amongst higher education institutions worldwide is crucial for education and training in all fields that encourage an understanding of global issues, the role of democratic governance and skilled human resources in their resolution, and the need for living together with different cultures and values. The practice of
multilingualism, faculty and student exchange programmes and institutional linkage to promote intellectual and scientific co-operation should be an integral part of all higher education systems.

(b) The principles of international co-operation based on solidarity, recognition and mutual support, true partnership that equitably serves the interests of the partners and the value of sharing knowledge and know-how across borders should govern relationships among higher education institutions in both developed and developing countries and should benefit the least developed countries in particular. Consideration should be given to the need for safeguarding higher education institutional capacities in regions suffering from conflict or natural disasters. Consequently, an international dimension should permeate the curriculum, and the teaching and learning processes.

(c) Regional and international normative instruments for the recognition of studies should be ratified and implemented, including certification of the skills, competences and abilities of graduates, making it easier for students to change courses, in order to facilitate mobility within and between national systems.

Article 16 - From ‘brain drain’ to ‘brain gain’

The ‘brain drain’ has yet to be stemmed, since it continues to deprive the developing countries and those in transition, of the high-level expertise necessary to accelerate their socio-economic progress. International co-operation schemes should be based on long-term partnerships between institutions in the South and the North, and also promote South-South co-operation. Priority should be given to training programmes in the developing countries, in centres of excellence forming regional and international networks, with short periods of specialized and intensive study abroad. Consideration should be given to creating an environment conducive to attracting and retaining skilled human capital, either through national policies or international arrangements to facilitate the return - permanent or temporary - of highly trained scholars and researchers to their countries of origin. At the same time, efforts must be directed towards a process of ‘brain gain’ through collaboration programmes that, by virtue of their international dimension, enhance the building and strengthening of institutions and facilitate full use of endogenous capacities. Experience gained through the UNITWIN/UNESCO Chairs Programme and the principles enshrined in the regional conventions on the recognition of degrees and diplomas in higher education are of particular importance in this respect.

Article 17. Partnership and alliances

Partnership and alliances amongst stakeholders - national and institutional policy-makers, teaching and related staff, researchers and students, and administrative and technical personnel in institutions of higher education, the world of work, community groups - is a powerful force in managing change. Also, non-governmental organizations are key actors in this process. Henceforth, partnership, based on common interest, mutual respect and credibility, should be a prime matrix for renewal in higher education.

We, the participants in the World Conference on Higher Education, adopt this Declaration and reaffirm the right of all people to education and the right of access to higher education based on individual merit and capacity;

We pledge to act together within the frame of our individual and collective responsibilities, by taking all necessary measures in order to realize the principles concerning higher education contained in the Universal Declaration of Human Rights and in the Convention against Discrimination in Education;

We solemnly reaffirm our commitment to peace. To that end, we are determined to accord high priority to education for peace and to participate in the celebration of the International Year for the Culture of Peace in the year 2000;

We adopt, therefore, this World Declaration on Higher Education for the Twenty-First Century: Vision and Action. To achieve the goals set forth in this Declaration and, in particular, for immediate action, we agree on the following Framework for Priority Action for Change and Development of Higher Education.
Framework for Priority Action for Change and Development of Higher Education

I. PRIORITY ACTIONS AT NATIONAL LEVEL

1. **States, including their governments, parliaments and other decision-makers**, should:
   
   (a) establish, where appropriate, the legislative, political and financial framework for the reform and further development of higher education, in keeping with the terms of the Universal Declaration of Human Rights, which establishes that **higher education shall be ‘accessible to all on the basis of merit’**. No discrimination can be accepted, no one can be excluded from higher education or its study fields, degree levels and types of institutions on grounds of race, gender, language, religion, or age or because of any economic or social distinctions or physical disabilities;
   
   (b) reinforce the links between higher education and research;
   
   (c) consider and use higher education as a catalyst for the entire education system;
   
   (d) develop higher education institutions to include lifelong learning approaches, giving learners an optimal range of choice and a flexibility of entry and exit points within the system, and redefine their role accordingly, which implies the development of open and continuous access to higher learning and the need for bridging programmes and prior learning assessment and recognition;
   
   (e) make efforts, when necessary, to establish close links between higher education and research institutions, taking into account the fact that education and research are two closely related elements in the establishment of knowledge;
   
   (f) develop innovative schemes of collaboration between institutions of higher education and different sectors of society to ensure that higher education and research programmes effectively contribute to local, regional and national development;
   
   (g) fulfil their commitments to higher education and be accountable for the pledges adopted with their concurrence, at several forums, particularly over the past decade, with regard to human, material and financial resources, human development and education in general, and to higher education in particular;
   
   (h) have a policy framework to ensure new partnerships and the involvement of all relevant stakeholders in all aspects of higher education: the evaluation process, including curriculum and pedagogical renewal, and guidance and counselling services; and, in the framework of existing institutional arrangements, policy-making and institutional governance;
   
   (i) **define and implement policies to eliminate all gender stereotyping in higher education** and to consolidate women’s participation at all levels and in all disciplines in which they are under-represented at present and, in particular, to enhance their active involvement in decision-making;
   
   (j) **establish clear policies concerning higher education teachers**, as set out in the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997;
   
   (k) recognize students as the centre of attention of higher education, and one of its stakeholders. They should be involved, by means of adequate institutional structures, in the renewal of their level of education (including curriculum and pedagogical reform), and policy decision, in the framework of existing institutional arrangements;
   
   (l) recognize that students have the right to organize themselves autonomously;
   
   (m) promote and facilitate national and international mobility of teaching staff and students as an essential part of the quality and relevance of higher education;
(n) provide and ensure those conditions necessary for the exercise of academic freedom and institutional autonomy so as to allow institutions of higher education, as well as those individuals engaged in higher education and research, to fulfill their obligations to society.

2. States in which enrolment in higher education is low by internationally accepted comparative standards should strive to ensure a level of higher education adequate for relevant needs in the public and private sectors of society and to establish plans for diversifying and expanding access, particularly benefiting all minorities and disadvantaged groups.

3. The interface with general, technical and professional secondary education should be reviewed in depth, in the context of lifelong learning. Access to higher education in whatever form must remain open to those successfully completing secondary education or its equivalent or meeting entry qualifications at any age, while creating gateways to higher education, especially for older students without any formal secondary education certificates, by attaching more importance to their professional experience. However, preparation for higher education should not be the sole or primary purpose of secondary education, which should also prepare for the world of work, with complementary training whenever required, in order to provide knowledge, capacities and skills for a wide range of jobs. The concept of bridging programmes should be promoted to allow those entering the job market to return to studies at a later date.

4. Concrete steps should be taken to reduce the widening gap between industrially developed and developing countries, in particular the least developed countries, with regard to higher education and research. Concrete steps are also needed to encourage increased co-operation between countries at all levels of economic development with regard to higher education and research. Consideration should be given to making budgetary provisions for that purpose, and developing mutually beneficial agreements involving industry, national as well as international, in order to sustain co-operative activities and projects through appropriate incentives and funding in education, research and the development of high-level experts in these countries.

II. PRIORITY ACTIONS AT THE LEVEL OF SYSTEMS AND INSTITUTIONS

5. Each higher education institution should define its mission according to the present and future needs of society and base it on an awareness of the fact that higher education is essential for any country or region to reach the necessary level of sustainable and environmentally sound economic and social development, cultural creativity nourished by better knowledge and understanding of the cultural heritage, higher living standards, and internal and international harmony and peace, based on human rights, democracy, tolerance and mutual respect. These missions should incorporate the concept of academic freedom set out in the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997.

6. In establishing priorities in their programmes and structures, higher education institutions should:
   (a) take into account the need to abide by the rules of ethics and scientific and intellectual rigour, and the multidisciplinary and transdisciplinary approach;
   (b) be primarily concerned to establish systems of access for the benefit of all persons who have the necessary abilities and motivations;
   (c) use their autonomy and high academic standards to contribute to the sustainable development of society and to the resolution of the issues facing the society of the future. They should develop their capacity to give forewarning through the analysis of emerging social, cultural, economic and political trends, approached in a multidisciplinary and transdisciplinary manner, giving particular attention to:
      - high quality, a clear sense of the social pertinence of studies and their anticipatory function, based on scientific grounds;
      - knowledge of fundamental social questions, in particular related to the elimination of poverty, to sustainable development, to intercultural dialogue and to the shaping of a culture of peace;
- the need for close connection with effective research organizations or institutions that perform well in the sphere of research;
- the development of the whole education system in the perspective of the recommendations and the new goals for education as set out in the 1996 report to UNESCO of the International Commission on Education for the Twenty-first Century;
- fundamentals of human ethics, applied to each profession and to all areas of human endeavour;

(d) ensure, especially in universities and as far as possible, that faculty members participate in teaching, research, tutoring students and steering institutional affairs;

(e) take all necessary measures to reinforce their service to the community, especially their activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger and disease, through an interdisciplinary and transdisciplinary approach in the analysis of challenges, problems and different subjects;

(f) set their relations with the world of work on a new basis involving effective partnerships with all social actors concerned, starting from a reciprocal harmonization of action and the search for solutions to pressing problems of humanity, all this within a framework of responsible autonomy and academic freedoms;

(g) ensure high quality of international standing, consider accountability and both internal and external evaluation, with due respect for autonomy and academic freedom, as being normal and inherent in their functioning, and institutionalize transparent systems, structures or mechanisms specific thereto;

(h) as lifelong education requires academic staff to update and improve their teaching skills and learning methods, even more than in the present systems mainly based on short periods of higher teaching, establish appropriate academic staff development structures and/or mechanisms and programmes;

(i) promote and develop research, which is a necessary feature of all higher education systems, in all disciplines, including the human and social sciences and arts, given their relevance for development. Also, research on higher education itself should be strengthened through mechanisms such as the UNESCO/UNU Forum on Higher Education and the UNESCO Chairs in Higher Education. Objective, timely studies are needed to ensure continued progress towards such key national objectives as access, equity, quality, relevance and diversification;

(j) remove gender inequalities and biases in curricula and research, and take all appropriate measures to ensure balanced representation of both men and women among students and teachers, at all levels of management;

(k) provide, where appropriate, guidance and counselling, remedial courses, training in how to study and other forms of student support, including measures to improve student living conditions.

7. While the need for closer links between higher education and the world of work is important worldwide, it is particularly vital for the developing countries and especially the least developed countries, given their low level of economic development. Governments of these countries should take appropriate measures to reach this objective through appropriate measures such as strengthening institutions for higher/professional/vocational education. At the same time, international action is needed in order to help establish joint undertakings between higher education and industry in these countries. It will be necessary to give consideration to ways in which higher education graduates could be supported, through various schemes, following the positive experience of the micro-credit system and other incentives, in order to start small- and medium-size enterprises. At the institutional level, developing entrepreneurial skills and initiative should become a major concern of higher education, in order to facilitate employability of graduates who will increasingly be required not only to be job-seekers but to become job-creators.
8. **The use of new technologies should be generalized to the greatest extent possible** to help higher education institutions, to reinforce academic development, to widen access, to attain universal scope and to extend knowledge, as well as to facilitate education throughout life. Governments, educational institutions and the private sector should ensure that informatics and communication network infrastructures, computer facilities and human resources training are adequately provided.

9. **Institutions of higher education should be open to adult learners:**
   
   (a) by developing coherent mechanisms to recognize the outcomes of learning undertaken in different contexts, and to ensure that credit is transferable within and between institutions, sectors and states;
   
   (b) by establishing joint higher education/community research and training partnerships, and by bringing the services of higher education institutions to outside groups;
   
   (c) by carrying out interdisciplinary research in all aspects of adult education and learning with the participation of adult learners themselves;
   
   (d) by creating opportunities for adult learning in flexible, open and creative ways.

III. **ACTIONS TO BE TAKEN AT INTERNATIONAL LEVEL AND, IN PARTICULAR, TO BE INITIATED BY UNESCO**

10. **Co-operation should be conceived of as an integral part of the institutional missions of higher education institutions and systems.** Intergovernmental organizations, donor agencies and non-governmental organizations should extend their action in order to develop inter-university co-operation projects in particular through twinning institutions, based on solidarity and partnership, as a means of bridging the gap between rich and poor countries in the vital areas of knowledge production and application. Each institution of higher education should envisage the creation of an appropriate structure and/or mechanism for promoting and managing international co-operation.

11. UNESCO, and other intergovernmental organizations and non-governmental organizations active in higher education, the states through their bilateral and multilateral co-operation programmes, the academic community and all concerned partners in society should further **promote international academic mobility** as a means to advance knowledge and knowledge-sharing in order to bring about and promote solidarity as a main element of the global knowledge society of tomorrow, including through strong support for the joint work plan (1999-2005) of the six intergovernmental committees in charge of the application of the regional conventions on the recognition of studies, degrees and diplomas in higher education and through large-scale co-operative action involving, inter alia, the establishment of an educational credit transfer scheme, with particular emphasis on South-South co-operation, the needs of the least developed countries and of the small states with few higher education institutions or none at all.

12. Institutions of higher education in industrialized countries should strive to make arrangements for international co-operation with sister institutions in developing countries and in particular with those of poor countries. In their co-operation, the institutions should make efforts to ensure fair and just recognition of studies abroad. UNESCO should take initiatives to develop higher education throughout the world, setting itself clear-cut goals that could lead to tangible results. One method might be to implement projects in different regions renewing efforts towards creating and/or strengthening centres of excellence in developing countries, in particular through the UNITWIN/UNESCO Chairs Programme, relying on networks of national, regional and international higher education institutions.

13. UNESCO, together with all concerned parts of society, should also undertake action in order to **alleviate the negative effects of 'brain drain' and to shift to a dynamic process of 'brain gain'**. An overall analysis is required in all regions of the world of the causes and effects of brain drain. A vigorous campaign should be launched through the concerted effort of the international community and on the basis of academic solidarity and should encourage the return to their home country of expatriate academics, as well as the involvement of university
volunteers - newly retired academics or young academics at the beginning of their career - who wish to teach and undertake research at higher education institutions in developing countries. At the same time it is essential to support the developing countries in their efforts to build and strengthen their own educational capacities.

14. Within this framework, UNESCO should:

(a) promote better co-ordination among intergovernmental, supranational and non-governmental organizations, agencies and foundations that sponsor existing programmes and projects for international co-operation in higher education. Furthermore, co-ordination efforts should take place in the context of national priorities. This could be conducive to the pooling and sharing of resources, avoid overlapping and promote better identification of projects, greater impact of action and increased assurance of their validity through collective agreement and review. Programmes aiming at the rapid transfer of knowledge, supporting institutional development and establishing centres of excellence in all areas of knowledge, in particular for peace education, conflict resolution, human rights and democracy, should be supported by institutions and by public and private donors;

(b) jointly with the United Nations University and with National Commissions and various intergovernmental and non-governmental organizations, become a forum of reflection on higher education issues aiming at: (i) preparing update reports on the state of knowledge on higher education issues in all parts of the world; (ii) promoting innovative projects of training and research, intended to enhance the specific role of higher education in lifelong education; (iii) reinforcing international co-operation and emphasizing the role of higher education for citizenship education, sustainable development and peace; and (iv) facilitating exchange of information and establishing, when appropriate, a database on successful experiences and innovations that can be consulted by institutions confronted with problems in their reforms of higher education;

(c) take specific action to support institutions of higher education in the least developed parts of the world and in regions suffering the effects of conflict or natural disasters;

(d) make renewed efforts towards creating or strengthening centres of excellence in developing countries;

(e) take the initiative to draw up an international instrument on academic freedom, autonomy and social responsibility in connection with the Recommendation concerning the Status of Higher-Education Teaching Personnel;

(f) ensure follow-up to the World Declaration on Higher Education and the Framework for Priority Action, jointly with other intergovernmental and non-governmental organizations and with all higher education stakeholders, including the United Nations University, the NGO Collective Consultation on Higher Education and the UNESCO Student Forum. It should have a crucial role in promoting international co-operation in the field of higher education in implementing this follow-up. Consideration should be given to according priority to this in the development of UNESCO’s next draft Programme and Budget.
DECLARATION AND ACTION PLAN ON HIGHER EDUCATION IN AFRICA

We, participants at the African Regional Consultation preparatory to the World Conference on Higher Education,¹

1. Recalling the Universal Declaration of Human Rights, article 26, of which affirms that, ‘Everyone has the right to education’... and that ‘higher education shall be accessible to all, on the basis of merit’, and further recalling the Convention Against Discrimination in the field of Education, adopted by UNESCO in 1960, which calls on Member States to ‘make higher education accessible to all, based on individual abilities’;

2. Taking into account UNESCO’s Constitution, which encourages inter-institutional exchanges in the field of Education;

3. Adhering to the conclusions and recommendations of the Policy Paper on Change and Development in Higher Education published by UNESCO in 1995, as well as the major conclusions of the International Commission on Education for the Twenty-first Century, which stipulate that, ‘Universities in developing countries have a duty to carry out research that should contribute to solving the most serious problems facing these countries’;

4. Taking into account the desire of the United Nations to improve co-ordination of the actions of organisations of the United Nations system in order to reinforce their impact on the development of the Africa region, by mobilising every effort (in the same vein as the creation of an Africa Department by UNESCO) and allocating necessary funds for in-depth reform of higher education in Africa;

5. Having taken note of the conclusions of the Priority Africa seminars on Higher Education in Africa (Accra: November 1991; Dakar: November 1992; Alexandria: April 1993) summary papers (such as Higher Education in Africa: Trends and Challenges for the 21st Century: Dakar 1992 and publications like Future Directions for Higher Education in Africa published by BREA in 1994 and Audience of Africa. Social Development: Priorities for Africa, Final Report (1995) and taken further into account the findings of the Second World Congress on and Education and Informatics organised by UNESCO in Moscow in July 1996, and other reports by various international and African institutions which have also carried our diagnosis and developed guidelines for action;

6. Observing that significant but not quite remarkable progress has been made in Africa through the efforts of higher education institutions to wit: progress in implementing democratic structures, improved access to higher education, training of senior management level personnel for the public and the private sectors, development of programmes of African studies, rediscovery and promotion of the historical and cultural heritage, etc.;

7. Recognising at the same time, the persistence of problems needing urgent solutions (e.g. poverty, hunger, disease, unemployment, illiteracy, the debt burden, unfavourable trading conditions, inflation, all forms and types of conflicts, environmental degradation, etc.);

8. Observing that Africa is more seriously affected than the other regions of the world by the deep-seated societal changes of our time, viz:

   • the upsurge of economic liberalism, globalisation, and the prevailing world order which serves the interests of the strongest economic and financial powers, deregulation the African market, the rise of an uncontrolled and perhaps uncontrollable underground economy;

   • outsourcing, which is of little benefit to Africa, in view of the trend for fund managers to associate Africa with political instability and an insufficient of qualified and skilled persons;

¹ Dakar, Senegal, 1 – 4 April 1997
• structural adjustment policies leading to loss of jobs in the public sector, (loses not fully absorbed by the private sector) and which have tended to devalue the degrees awarded by institutions of higher education;
• an upward demographic surge which has tended to increase the demand for education, uncontrolled urban and an population growth;
• displaced populations, the result of economic difficulties or the trauma of wars - a situation difficult to manage by the countries receiving such displaced persons;
• exponential growth in knowledge, with very little direct contribution from the Africa region;
• rapid development of new information and communications technologies, with the risk of widening the gap between Africa and the other regions of the world;

9. **Pointing out** that the challenges facing the Africa region and the sweeping changes in society make the structural problems of higher educational institutions all the more critical.

The problems include:
• coping with surging numbers of students in the face of declining budgets;
• excessively high student/teacher ratios, which make individual attention to learners difficult;
• undue attention to municipal and social services, which reduces funds available for teaching and research;
• deterioration of infrastructure, due to lack of maintenance;
• insufficient remuneration of academics, leading to loss of motivation, moonlighting and brain drain;
• imbalance in students enrolments between science and technology based programmes and the humanities;
• gender inequity at all levels: within the student body, within academic staff, and within the decision-making cadre;
• insufficient attention to, and the insufficient resources for research;
• lack of a long-term vision in the planning and management of teaching and research activities;
• insufficient pedagogical training of teachers in higher education, coupled with a lack of systematic management training for institutional and system-wide managers;
• teaching-learning procedures often in the form of memorisation and to the neglect of inculcating the analytical and problem solving skills needed for tackling societal problems.

10. **What is therefore needed** is the development of new guidelines focusing on the following key issues: relevance, quality, management/finance, and co-operation.

11. **Relevance** is the number one problem, for, should African higher education institutions and the authorities responsible for them interpret their missions wrongly, they will not be able to take up the above challenges: the institutions could in fact become obstacles to development. First of all, it is imperative that they adapt their missions to the needs and constraints of the local, national, regional, and international environments. This is one of those external efficiency indicators by which institutions are judged. This entails links with the ‘town’: promoters of economic activities and all groups and persons working to ensure the reign of equity and better living conditions for Africans, those engaged in promoting responsible citizenship and ensuring a culture of peace and sustainable human development.

Relevance also requires better articulation with the world of work and with other efforts geared towards improving the contribution of higher education to the entire educational system, especially through teacher training and research in education.
12. **Quality** is the second area needing thought and action. It is closely linked to the issue of relevance but entails the operationalisation of the envisaged outcomes (a clear definition of goals and objectives) of the inputs the institutions will work with (thus a review of admissions criteria) and the processes and procedures for working with the inputs (the way the management system co-ordinates structures, resources and the institutional culture to obtain the required products). A policy of total quality can be implemented through comparisons between observed and intended outcomes (in terms of quantitative and qualitative internal efficiency) and constant analysis of the sources of dysfunction. This will require a culture of Autonomy for higher education institutions as well as of their constituent units. It will also require careful attention to the problems of students and teachers and solidarity and responsibility towards the institution as a project for promoting local development and for ensuring a take-off for national and regional development. Thus the need for accountability, which is indissociable from the concept of quality.

13. **Management and Funding** constitute the third major concern. An institution could undertake an in-depth analysis on its mission and translate this into product, process and quality indicators. If, however, the institution fails to built quality into its entire modus operandi, and if financial resources are inadequate, it is likely to achieve very little and so very unlikely to be able to meet the challenges of Africa’s development. We would therefore urge that higher institutions accept the imperative of adopting forward-looking management practices which respond to the needs of the environment, as specified in their missions.

14. **Co-operation** at the national, regional and international levels is the fourth key issue. Co-operation projects have often been mere juxtaposition of disparate efforts not sufficiently linked to an overall strategic plan, specifying priorities, deadlines and the constraints arising from the relationships between various projects or components of projects. We would expect that the organisation of African institutions into co-operative networks, using appropriate products of new technologies, should be a major priority area.

15. **On basis of these observations** we would suggest the following areas of concrete action:

**To Improve Relevance:**

16. We recommend that Member States develop educational programmes capable of meeting the challenges of sweeping societal changes and the principal challenges which Africa is bound to face in the immediate future.

17. We would suggest that Member States create ‘observatories’ to monitor changes in the employment market, of imminent social changes, of new approaches to research and development-related activities. Such observatories would help the process of developing national educational plans, as data would be made available to institutions of higher learning, to improve their capacity to align their missions with national priority areas.

18. We would suggest that national education programmes aim at diversification with a greater emphasis on a regionalisation of specific disciplines. This could be a means of getting institutions to serve the specific needs of disadvantages areas and groups. These programmes should target specific needs that will generate employment or create jobs; training programmes and structures should be flexible in order to adapt rapidly to changing needs. It would also be necessary to develop (in consultation with appropriate stakeholders) a wider variety of short duration programmes.

19. We feel that appropriate steps ought to be taken to convince Member States that investment in institutions of higher education is worthwhile, as long as the institutions are oriented to meet the needs of society. International organisations like UNESCO will have to make strong moves to sensitise top political and financial authorities on this issue.

20. Institutions of higher education should define their mission statements in the form of overall general guidelines. These should be closely linked with the national education programmes and based on a thorough analysis of needs, in co-operation with the institution’s internal and external actors. They should be presented in the form of observable outcomes.

21. It would be more profitable to define educational programmes henceforth in terms of expected outcomes, and not simply in terms of facts to be transmitted and reproduced, or in terms of mere course titles. This will contribute to the evolution of genuine education programmes with special emphasis on analysis of complex situations, teamwork, higher cognitive skills, the inculcation of responsible citizenship and the development of a culture of peace.
22. Institutions of higher education should make special efforts to develop scientific and technological programmes to help meet the demands of the accelerated development of new technologies, especially new information and communication technologies. These programmes should be supported by intensive research activities, from which the critical mass of the expertise needed for the region’s development as it faces the pressures of globalisation. We suggest that institutions already having expertise in these areas create a network, with the assistance of UNESCO and other organisations.

Existing potentials on information and communications technologies should be boosted to give rise to virtual universities, which could considerably improve access, while at the same time providing world-class educational resources.

23. Higher education institutions should also make special efforts to promote integrated programmes aimed at seeking appropriate solutions to the major problems of the progressive evolution of a culture of peace and promotion of sustainable development oriented towards reducing hunger and protecting the environment. Such programmes should build on the fruits of social research and designed to the promotion of research, the strengthening of expertise and consultancy services.

24. We recommend that research be made to bear a closer relation to the needs of African societies, so that basic research can be more closely linked with applied and development-oriented research stressing genuine partnerships with public and private institutions and the civil society. This would be one way of ensuring the active involvement of higher institutions in societal development efforts.

25. We recommend that higher degree programmes be organised around a quantitative and qualitative critical mass of committed academics, working together in a qualitatively conducive environment on subjects relevant to Africa’s development. Doctoral training programmes can be restructured using team work or networking strategies.

26. We would like to stress the importance and urgency of carrying out a series of case studies on Africa’s priorities, in which higher education institutions should play an important role. These include: the type of leadership to be promoted, strategic management and planning, systemic interactions between primary, secondary, tertiary and continuing education, revision of programmes of education and training, the relative importance and feasibility of face-to-face and distance teaching programmes, strategies for ensuring improved participation of women in education and in decision making bodies, town and country planning, measures against the security problems of Africa (such as poverty, displaced populations, the trauma of war...). The Association of African Universities could undertake this task, with the assistance support of UNESCO and the possible collaboration of other organisations working in the field of higher education in Africa.

27. To become more responsive to the needs of society, and in order to acquire greater financial autonomy, we recommend that higher education institutions create structures for the development and management of consultancy activities, which are an essential part of their missions. For this to happen, higher institutions should develop an entrepreneurial spirit as a means of strengthening their service functions which are in themselves complementary to their teaching and research functions.

28. We recommend that Member States organise regional conferences of ministers in charge of higher education, heads of institutions, and organisations or associations involved in the development of higher education.

To Improve the Quality:

29. We recommend that each Member State establish a mechanism for evaluating the quality of higher education institutions, building on existing practices in the region. Such a body will be responsible for evaluating training, research and consultancy activities in the light of institutional missions, national education programmes and the needs of changing times. This should be a control rather than a punitive mechanism, and should use a combination of internal and external evaluation strategies.

30. In order to ensure the quality of programmes, institutions of higher education will required to establish minimum teaching-learning guidelines for each course module. They should explicitly state learners, entry and exist behaviours in terms of skills, values and attitudes, the teaching and evaluation methods, all within a specific time frame. They will constitute a point of reference and a form of moral contract between various internal and external actors.
31. It would be necessary for every institution to develop a data base on the quantitative and qualitative movement of students. This data base should include any information that could be used to evaluate internal (and even external) efficiency, as well as trends in progress or non-progress in terms of the equity of the system. The data base should provide decision-makers at various levels with the information needed for the development of a total quality policy, or with the involvement of all stakeholders.

32. We expect that, with assistance from UNESCO and other regional or international organisations, every higher education institution will establish a teaching-learning resource unit staffed by skilled personnel charged with the task of pedagogical skill development and other forms of teaching-support activities.

33. We also hope that every institution will create appropriate structures for evaluating and controlling the quality of its curricula (including the performance of students), in keeping with agreed guidelines.

34. We recommend that UNESCO call on Member States to improve the living and working conditions and emoluments of academics and, more importantly, to guarantee the autonomy of higher education.

35. We declare our support for the project on the conditions and status of higher education personnel, recently approved by an international committee of intergovernmental experts and which will be at the 29th General Conference of UNESCO (Paris, November 1997).

36. Having observed the undesirable effects of conflicts and strikes in universities, we suggest that institutions should create an enabling climate for dialogue with a strong emphasis on prevention rather than repression.

37. Convinced that research (as a fundamental mission of higher institutions) will need to be reinforced, we call for a substantial increase in the number of academic journals and the implementation of a coherent publications policy at sub-regional and regional levels. UNESCO could call on the organisations which took part in the present Consultation to submit concrete proposals on this issue.

38. Efforts to improve quality in each institution will be facilitated if Member States could develop regional networks for education and training activities as well as for research and consultancy activities. We call on UNESCO to lend its full weight to such networks.

39. We suggest that, at the regional level, existing institutions and organisations (such as CAMES for example) whose aim is to harmonise qualifications and certification procedures be strengthened, so that the potential for mobility is increased for both students and teachers, in line with the practice in other regions.

To Improve Management and Funding:

40. We suggest that Member States guarantee equal rights to higher education based on ability and aptitude (i.e. merit). Member States should take on principal responsibility for funding for higher education. However, since it will be difficult for Member States to bear the entire financial burden, additional sources should be sought using the political and administrative mechanism of each State, whose sovereignty should be respected. We strongly advise that the economic conditions of families be taken into consideration, and that the only criteria for access or non-access should be merit.

41. To improve efficiency and strengthen the management of higher education institutions, it would be necessary to develop appropriate mechanism for regular dialogue between the institutions and their partners, particularly State structures, without compromising the autonomy of the institutions.

42. It is important to build the habit of forward-looking management and planning into higher education institutions in Africa. This means that appropriate training opportunities should be provided for administrators, whether they occupy a permanent or an elected position. It also means that necessary computer database should be developed as soon as possible to ensure high-quality forward-looking management and planning. The institutions should find either within themselves or through co-operation the necessary skills to create, maintain and develop these data banks. UNESCO should seek support from organisations such as the Association of African Universities, the International Institute of Educational Planning, the Association of Commonwealth Universities, the Commonwealth Secretariat, etc., in this aspect of its work. The goal is for, African universities
could be managed like high-performance service businesses able to play a crucial role in solving the problems besetting the Africa region.

43. We believe quality management is not the sole responsibility of top academic authorities. Each sub-system (faculty, department or other structures) should also take on responsibility for forward-looking management and planning. This means that each unit must clearly define its missions to bring them in line with the overall mission of the institution, translate them into observable indicators, and allocate the resources available in accordance with the mission and with a clear order of priority. They should also prepare regular activity reports, which they should be shared with staff and supervising authorities. This mode of management entails a certain degree of autonomy (thus a margin for manoeuvre) and full commitment to institutional goals. The culture of evaluation and responsibility must therefore be strengthened, or established in those institutions that still practise the rigid centralisation inherited from certain colonial structures.

44. We feel that, despite the prevailing financial crisis, the management of higher education institutions cannot be reduced to financial management based on purely economic criteria. One should take account some criterion of equity (such as women’s or underprivileged persons’ access to higher education) and the criterion of social relevance applied to teaching, research and consultancy activities. We would expect each institution’s activity reports to include actions taken towards this end and the results obtained, in order to promote awareness in the appropriate ministerial authorities and obtain recognition and support for relevant actions.

45. Since WOMEN have a major role to play in the development of the Africa region, we request that international organisations, Member States and higher education institutions develop well-articulated policies, remove gender inequity in education and more importantly promote the advancement of women in the entire society. This should include measures implemented, by the institutions of higher education themselves. We suggest that meaningful affirmative action be taken in all possible directions. Women’s associations and networks should be fully supported. A systematic and coherent policy of gender research and case studies should be implemented and their findings widely publicised and ploughed back into the teaching, management and overall development work of higher education institutions.

46. We recommend that measures be taken to double the number of women (students, teachers and decision-makers) in higher education, within the next ten years. Particular attention should be paid to orienting women towards scientific and technological disciplines.

47. We consider that student involvement in decision-making bodies should be given a considerable boost, with greater attention paid to their needs by taking into consideration students’ perspectives which are often relevant to the analyses of problems and to the search for viable solutions. Student involvement is also equally a means of inculcating the leadership skills needed in after-school life as workers and as citizens.

48. At the regional level, it would be necessary to organise regular meetings under the aegis of organs like the Association of African Universities, for exchanges on problems related to the management and funding of institutions of higher education. These meetings should be used to improve the operation of the institutions themselves and to develop the capacity for meaningful pressure on ministerial authorities in charge of higher education. The authorities should themselves be involved in these meetings.

49. We would suggest that, at the regional level, a student association forum be organised as a means of mobilising students to contribute to current efforts aimed at making higher education institutions more forceful, more active and more efficient partners, in the promotion of sustainable development in Africa. The conclusions of the forum could form Africa’s contribution to the International Students’ Forum to be held in Paris in 1998, as part of the commemoration of the fiftieth anniversary of the Declaration on Human Rights and at the World Conference on Higher Education.

To Reinforce Co-operation:

50. We invite existing associations of institutions and of subject specialists as well as national, regional and international organisations to support and co-ordinate actions and projects aimed at
establishing or strengthening inter-African and intercontinental networks working to reduce the gap between Africa and other regions by solving key regional development problems. Institutions of higher education should adopt a proactive policy in this connection and invest all their energy into fighting poverty, environmental degradation, discrimination of all kinds, and the ravages of conflicts.

51. We recommend that institutions of higher learning create networks of centres of excellence responding to the most pressing needs of the African continent, in terms of training, research and consultancy. Each institution should focus on an area of expertise in which it is likely to excel, as its contribution to a regional skill-sharing network. Such strategies of solidarity/complementarity could enable Africa to meet some of its contemporary challenges.

52. It would be necessary for UNESCO to organise in the near future an exchange and evaluation meeting for all existing networks such as the UNITWIN/UNESCO Chairs programme, UNISPAR, and the Commonwealth Secretariat. The meeting would promote the sharing of experience, reveal the factors responsible to their relative successes or failures, and co-ordinate and strengthen projects that offer the most viable solution to the problem of the Africa region.

53. The African Regional Convention and the international recommendation on the recognition of studies and diplomas should be strengthened through the promotion of academic and professional mobility of students, and academics. This would support the on-going regional integration process by using culture and education as a basis for political and economic unity. It would be desirable to strengthen associations whose aim is to harmonise the qualification awarded by higher education institutions in Africa (e.g. CAMES). UNESCO should take the lead in mobilising major regional and international organisations to create a region-wide mobility programme for students and academics. This has been done on other regions, one example being RIMA (Réseau International de Mobilité Académique or the International network for academic mobility) established by MERCOSUR.

54. We would further suggest that UNESCO works in concert with bilateral and multilateral co-operation agencies like the Commonwealth Secretariat and AUPELF-UREF, etc., for the early creation of priority area networks. These should include a research network on the use of new information and communications technologies, a network of teaching-learning resource units, a network of research units in education devoted to priority areas for Africa development, which could be grouped under UNESCO Chairs in Education. UNESCO should whenever possible, mobilise resources for co-operation on areas of common concern.

55. To respect the right to cultural diversity, we would urge UNESCO to assist in the creation of a network of lusophone institutions of higher education and to intensify its support to the activities of association of Portuguese and Spanish speaking universities as one other means of reinforcing South-South co-operation. The development of graduate programmes in Portuguese-speaking countries should be supported. Other regional networks could contribute their expertise in this area.

56. It goes without saying that the participation of students, teachers and researchers in the meetings and networks depends on relative ease of procedures for obtaining visas. We urge UNESCO to sensitisise its Members States to this particular problem, so that they can simplify existing administrative procedures for obtaining visas.

57. Given these challenges and the expected roles of institutions of higher education, it would be necessary to reinforce the higher education unit of the Regional Office of UNESCO in Dakar (BREDA). The unit should play a more active role in the envisaged regionalisation strategies and also be the key actor in the synergy-building missions described in the above proposals. The Regional Advisory Committee on Co-operation in Education in Africa should include representatives of government organisations and NGOs working in the field of higher education.

58. It is further suggested that, as part of the NGO consultation process, UNESCO/Dakar organise a meeting with the participation of AAU, AUPELF-UREF, ACU, AULP and AIUP, as well as sub-regional organisations and bilateral co-operation and inter-governmental organisations such as CAMES, OAU, ECA, the Commonwealth Secretariat, etc., as a means of facilitating co-ordination into operative action plans as soon as possible.

59. We recommend that, with the assistance of UNESCO, stakeholders and organisations involved in the development of higher education in the region should translate these proposals into operative action plans as soon as possible.

60. We suggest further that the report of the Regional Consultation in Dakar be tabled at the next MINEDAF and the next summit of the OAU.
61. Finally, we request UNESCO to convene a meeting of experts at the end of the year 2001, to evaluate the implementation of the recommendations of this Regional Consultation.

Adopted in Dakar
4th April 1997
The Regional Consultation

LIST OF ABBREVIATIONS

AAU: Association of African Universities
AUPELF-UREF: Agence francophone pour l’enseignement supérieur et la recherche
ACU: Association of Commonwealth Universities
AULP: Association of Universities in Portuguese-speaking countries
AIUP: Association Internationale des Présidents d’Universités
CAMES: Conseil Africain et malgache pour l’enseignement supérieur
ECA: Economic Commission for Africa
BEIRUT DECLARATION ON HIGHER EDUCATION IN THE ARAB STATES FOR THE XXIst CENTURY

We, the participants to the Arab States Regional Conference on Higher Education for the XXIst Century, held in Beirut, Lebanon, from 2 to 5 March 1998,

1. Recalling the terms of the Universal Declaration of Human Rights, which states that ‘higher education shall be equally accessible to all on the basis of merit’ (article 26.1), and that such ‘education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms’ (article 26.2); Ratifying the contents of the Convention on the struggle against discrimination in the field of education (1960), which states that the Signatory States commit themselves ‘to ... offer all people alike higher education on the basis of a real equality and to the skills of each individual ...’ (article IV);

2. Recognizing the importance of the analysis and recommendations of the UNESCO Policy Paper for Change and Development in Higher Education, the International Commission on Education for the XXIst Century, and the World Commission on Culture and Development;

3. Pointing out the view of the International Commission on Education for the XXIst Century that education throughout life should be based on four pillars: learning to know, learning to do, learning to live together, and learning to be, and that universities have a duty to carry out research that should contribute to solving the most serious problems facing developing countries;

4. Taking into account the recommendations made in United Nations, via (a) An agenda for peace, that contains principles and suggestions bearing on the preventive measures that will protect peace, as well as effective actions for restoring peace when uncontrollable conflicts emerge, and (b) An agenda for development, that sets the conceptual bases for fostering a sustainable and permanent human development. Also highlighting the need of the Region for a just and comprehensive peace allowing for learning opportunities for all and pacing the way for the attainment of development;

5. Noting that the Arab States share common historical, language and cultural traditions and heritage, yet they show diversity with regard to demography, economic means, and educational traditions;

6. Pointing out that the globalization of economies and professional services and the rapid growth and in-depth transformation of information and communication technologies have resulted in increased demands for specialized professionals in every endeavour of life capable of sustaining high standards, calling for an increased appreciation of the role of higher education in the development and advancement of societies and for a revision of training and working methods of higher education graduates;

7. Acknowledging that significant progress has been made in recent years in the development and strengthening of higher education in the Arab States, leading to improved student access and more equitable representation of different social groups among graduates;

8. Supporting the initiative taken by H.R.H. Prince Talal bin Abdel-Aziz Al-Saud concerning the establishment of an Open Arab University as a model for unifying Arab efforts in the field of higher education;

9. Emphasizing the recommendations of the six ALECSO conferences of Ministers responsible for Higher Education and Scientific Research in Arab States since 1981, and those of the Fifth Regional Conference of Ministers of Education and those Responsible for Economic Planning (Cairo, 1994);

1 Arab Regional Conference on Higher Education, Beirut, Lebanon, 2 - 5 March 1998
10. **Noting that the main issues in higher education in the Arab States encompass the following:**

a- Higher education in the Arab States is under considerable strain, due to high rates of population growth and increasing social demand for higher education, which lead states and institutions to increase student enrolment, often without adequate allocated financial resources;

b- A number of Arab States are facing blockade, occupation, and external impediments and constraints limiting the expansion and development of higher education;

c- Although general rate of female enrolment in higher education is close to those observed at the international level, all Arab States look up to increasing this rate;

d- Management of higher education institutions is still heavily centralized, calling for more flexibility and for the participation in decision-making of all concerned parties;

e- The lack of close links between higher education institutions and general education and between universities and other post-secondary institutions, and weaknesses in students' orientation into the various streams of higher education on the basis of their skills and interests, have contributed to inflated enrolment in some disciplines and to obvious lower enrolment in applied and technological disciplines, to low internal efficiency, and to low quality of graduates, and led to pressures on institutions to provide remedial programmes in order to improve the quality of enrolled students;

f- Higher education institutions have, in most cases, not developed adequate programmes and projects to serve local communities and participate in their development;

g- The development of private and open universities, and of non-university institutions, is recent in most of the Arab States, and, thus far, has not alleviated pressures on public universities in such a manner as to permit the development, the diversification, and the expansion of higher education;

h- Status and conditions of higher education teaching personnel, while enormously varied among Arab States, do not often match some of the international standards as set in the Recommendation concerning the Status and Conditions of Higher Education Teaching Personnel adopted in 1997 by UNESCO General Conference;

i. Higher education institutions should be more sensitive to students' concerns, taking into account their needs in all endeavours of life during years of study, as to selection, curricula, teaching, and transition to working life. These institutions should allow students and their representatives to actively participate in decision-making concerning their academic and social life within the institution;

j- There is a need to promote new teaching and learning processes that better serve the development of scientific thinking skills;

k- As a result of international developments in science and technology, new demands have emerged for teaching personnel and researchers to increase co-operation with industry, and for continuing education of graduates;

l- Lack of highly qualified graduates in some disciplines is often accompanied with unemployment and under-employment of great numbers of graduates in other disciplines, while significant numbers of highly qualified Arab scholars lead academic careers abroad with little impact on higher education and scientific research in the Arab States;

**In view of the above, we do hereby declare the following:**

1. Higher education is essential for any country to achieve sustainable and global development. It is also essential for the enhancement of citizens' participation in public life, for social mobility, and for the achievement of harmony, justice, and just and comprehensive peace, at both internal and international levels, on the basis of the respect for human rights, active participation of citizens, and mutual respect.

2. Higher education should aim at the following: (a) to educate well-aware, autonomous and responsible citizens committed to national and universal principles, capable of dealing with the challenges of the Century and of lifelong learning, (b) to provide highly trained professionals to
meet the needs of government, the professions, and the productive and service sectors, (c) to provide expertise to assist in economic and social development, and in scientific and technological research, (d) to help conserve and disseminate national and regional cultures, drawing on the contributions from each generation, (e) to provide critical and detached perspectives concerning the strategic options and to contribute to human renewal by active contribution to the production of scientific knowledge, taking into account ethical issues, and addressing planetary challenges (such as population growth, peace, environment, etc.), (f) to undertake research and scholarship which contribute to the understanding, the anticipation and the solving of the most serious problems of the Region.

3. Determined efforts are necessary to further increase access to higher education to all groups of society. Open learning systems and other systems of education relying on modern technology can play a major role in widening access and can contribute to higher cultural achievements of Arab States citizens, if they are provided with the means to ensure quality. Diversification of institutions and programmes can also play a significant role on alleviating the strains put on traditional institutions by the ever growing social demand for higher education due to rapid growth rate of population and appeal of higher education for large sectors of society.

4. Arab States should devote determined efforts to improve general education as to ensure that graduates of this level of education master the essential competencies needed for life, including those necessary for the pursuit of higher education endeavours. Higher education institutions should actively participate in the efforts leading to improvement of pre-university education.

5. Arab States and their higher education institutions should adopt specific national and institutional plans of action in order to increase the participation in higher education of disadvantaged groups at all levels and in all disciplines, particularly females and the citizens under strenuous conditions due to occupation or blockade. They should work in co-operation with regional and international agencies in order to provide learning opportunities to deprived students and to permit them enrolment in higher education institutions within their countries.

6. All higher education systems and institutions should give a high priority to ensuring the quality of programmes, teaching, and outcomes. Structures, procedures, and standards for quality assurance should be developed at the regional and national levels commensurate with international guidelines while providing for variety according to the specificities of each country, institution, or programme. Further, higher education institutions need appropriate financial and human resources to achieve higher quality of education.

7. Modern information and communications technology (ICT) is already making radical changes in methods of teaching and learning in higher education by both on-campus and distance education students. It has the potential to make positive impact on quality, relevance, access and cost of higher education, if direct access to technical and cultural information resources is provided, and rapid communication among teachers and researchers is facilitated. These technologies allow for the establishment of networks between institutions and scholars and enhance their development and efficiency. They also contribute in the provision of courses and degree-awarding programmes through multiple and advanced means, thus breaking through the traditional barriers of space and time. The virtual capacity of these developments in teaching tools is almost limitless for improving distance, open and life-long learning, if the adequate conditions are ensured.

8. Access to scientific knowledge is an essential element of cultural and intellectual understanding and the further development of higher education institutions. With the increased emergence of digitalization and the increasing reliance on communication technologies as a means of storage and transfer of scholarly information, open and affordable access to communication networks becomes an important and indispensable element of quality of higher education institutions and programmes. Governments of Arab States should ensure that informatic and communication network infrastructure, personal computer facilities, and human resources training, now a globally recognized prerequisite for the normal functioning of higher education institutions and research centers, are adequately provided. Regional and international co-operation and development organizations are called upon to allocate technical and financial resources to support these developments in the Arab States.
9. While recognizing that globalization is a trend that could not be ignored nor avoided, it should not lead to dominance of some cultures and value systems on some others, nor to the emergence of new forms of hegemony. To this effect, it is of vital importance that every effort should be made to protect and promote the strengths of the Arab and Islamic culture and civilization as part of the major intellectual cultures in the world; at the same time, dialogue and cultural exchanges between the Arab States and the other world states should be maintained.

10. The concept of lifelong learning is of utmost importance. In rapidly changing economies, the labour market will constantly require new and various skills. Hence, mechanisms must be developed at higher education level to allow workforce in all fields to upgrade their skills and develop new competencies at regular intervals throughout their lives. Higher education institutions must offer learning opportunities in response to diverse and new demands and work co-operatively with other agencies and employers to ensure that appropriate and flexible programmes and courses are widely available and accessible to all citizens who need to update their knowledge and skills in order to effectively deal with such matters as population, labour, environment, etc. At the same time, higher education must take a leading role in the evolution of the world of work to better meet sustainable development requirements.

11. The involvement of all key stakeholders in decision-making in higher education institutions is of utmost importance, particularly the academics, the students, and the productive and service sectors, alongside with representatives of governmental agencies. Experience has demonstrated the value of such participation in enlightening the visions necessary for decision-making and the formulation of balanced higher education policy, both system wide and institutionally.

12. In view of its multiplier effects on social, cultural and economic development, public funding of higher education should be considered as an investment, the return of it being as much important as investment in all sectors. However, better use of allocated resources and other funding sources must be sought after as well as developing partnerships with the private sector and the society.

13. Co-operation among the Arab States, especially in higher education, through academic exchanges, twinning and networking arrangements, can make significant contributions in addressing major higher education policy matters, and facilitating the sharing of pioneering expertise and experiences. Arab co-operation is made easier in view of the common linguistic and cultural heritage of the Arab States. This co-operation should be reinforced especially at graduate studies, scientific research programmes, institutional research and development.

14. Freedom of movement of students and access to academic institutions across Arab States frontiers will strengthen the Arab cultural development and contribute efficiently to Arab integration in higher education.

15. There is a pressing need to develop a plan of action and guidelines to further develop higher education in the Arab States, especially related to the key issues of relevance, quality, management and finance, and co-operation which are defined as follows:

RELEVANCE refers to the fit between what higher education institutions provide and what society expects from them. Relevance requires from higher education to make an enhanced contribution to the development of the society as a whole, encompassing the development of the education system. Relevance also requires reciprocal harmonization with the world of work and the requirements of sustainable global development. Relevance requires higher education to contribute to the preservation, the enlargement, the deepening, and the dissemination of knowledge in such a manner as to help humankind solve the problems it faces. It also requires safeguarding cultural diversity, the quest for just and global peace and respect of human rights.

QUALITY refers to standards of inputs, processes, and outputs of a system, an institution, or a programme. It has no meaning without relevance. Quality is a multi-dimensional concept and embraces all the functions and activities of higher education, i.e. academic programmes, research, and community services, in all their features and components: infrastructure, equipment, human resources, students, objectives, nature and content of programmes, delivery modes and implementation practices, academic and socio-cultural environment, etc. Quality mechanisms are implemented through continuous assessments and comparisons.
between observed and intended processes and constant search for the sources of dysfunctions to correct them.

MANAGEMENT AND FINANCE cover, on one hand, issues related to internal management of institutions, funding and resources, and, on the other hand, the relations of higher education institutions with the state, and other stakeholders. Higher education authorities and institutions need to adopt long-term strategies aiming at embodying the institutions in the whole social tissue they serve, i.e. the Governmental bodies, the professions, the education sector, the productive and service sectors, and the socio-cultural environment. As for financing, despite the general trend towards diversifying sources of funding, governmental support for higher education and research remains essential to ensure achievement of educational and social missions of educational institutions. Furthermore, with the extension of private investment in higher education, appropriate mechanisms of accreditation and monitoring should be developed to guarantee access, equity, quality, and the rights of students.

CO-OPERATION at the national, regional, and international levels through advanced methods and mechanisms fit for the XXIst Century is essential for higher education institutions in order for them to adequately fulfill the missions entrusted with them.

**PLAN OF ACTION**

Based on the principles, observations, and recommendations set out in the Declaration on Higher Education in the Arab States for the XXIst Century adopted by the Conference, and considering the need for the renewal of systems through the adoption of new policies and paradigms for higher education founded on such concepts as globalization of knowledge, lifelong learning, sustainable development, preservation of cultural diversity, transparency and accountability, and involvement of all stakeholders, the following recommendations were adopted by the Conference:

**First:** The Arab States must fulfill their commitments to higher education and meet the pledges made at regional and international conferences with regard to the provision of adequate structures and human and financial resources as to enable higher education to adequately face the challenges of the XXIst Century. This includes the following:

a) setting up of policies and legislations as well as establishment of effective mechanisms dealing with the overall governance of higher education system and institutions, with due consideration to the promotion of institutional autonomy and the participation of all sectors concerned;

b) establishment of rules and regulations to ensure the protection, at higher education institutions, of basic rights (e.g., access by merit, equality of treatment, etc.) and freedoms, especially academic freedom;

c) establishment of accountability measures proper to achieve stated goals, and to ensure quality of inputs, processes and outcomes;

d) enabling higher education institutions fulfill their multiple duties towards society;

e) providing for modern communication technology in order to ensure unconditional access to accumulated human knowledge;

f) promoting partnerships with industry, and productive and service sectors, and other governmental or non-governmental relevant institutions.

**Second:** Higher education institutions must define their missions in harmony with the overall aims and principles as defined by the Declaration and Plan of action approved by the Conference. These missions should be translated into well-defined objectives, with allocation of the required resources, and the establishment of concrete mechanisms proper to ensure adequate monitoring and evaluation of progress and achievements based on observable indicators. A framework for evaluation and monitoring should thus be established and strengthened in all institutions, with proper structures and resources.

**Third:** Joint Action Plans must be established to ensure the further development of higher education in the Arab countries, optimize efficiency, and prevent duplication of efforts. Cooperation between organizations which promote the development of human resources, particularly within the framework of institutionalized networks, at the global, regional, and national levels, offers great potentials for the enhanced mobilization of resources.
Responsibility for this mobilization lies on international and regional organizations dealing with inter-university co-operation, as well as the associations of universities and higher education institutions, private and public universities, institutions of research, development organizations and agencies, governmental and non-governmental institutions. Concerned agencies active in the Arab Region, particularly ALECSO, ISESCO, ABEGS, the Association of Arab Universities, the Arab Federation of Councils for Scientific Research, and the Arab Federation for Technical Education, could play an important role in strengthening existing networks and in building new regional networks leading to the solution of pressing problems of higher education and of the societies of the Arab States. The Association of Islamic Universities, and other cross-regional and international organizations could also play a role in finding solutions to problems of common interests. Partnerships with world organizations and institutions are particularly sought after. The mass media should also be called on to support these initiatives.

Fourth: UNESCO, through the joint efforts of Headquarters, Regional Offices, and its centres, institutes or units specialized in higher education in other regions, in co-operation with other UN agencies such as UNDP and the Economic and Social Commission for Western Asia (ESCWA), Higher Education NGOs, and UNESCO Chairs and Networks, must reinforce its programmes of higher education in the Arab States, including its contribution to the development of the whole education system. In particular, UNESCO must reinforce its unit in Higher Education at its Beirut Office, so that this may, in conjunction with the other relevant bodies and units:

a) encourage studies, projects and research activities to support the elaboration of public policies and other initiatives related to higher education, and promote public understanding of the value of higher education. In particular, UNESCO should sponsor regional projects aiming at (1) the development and implementation of new ideas concerning the governance of higher education systems and institutions, (2) the development and sustainable implementation of a framework for quality assurance, (3) the implementation of structures dealing with research and institutional development, (4) the elaboration of common understandings as regards to the role, functions and functioning of higher education private institutions, and (5) the elaboration of programmes aiming at establishing close links between social problems and concerns and higher education institutions and support for their implementation;

b) provide managers of higher education with opportunities for the discussion of issues, current problems, and long-term challenges related to higher education;

c) foster training for teaching personnel and managers of higher education institutions;

d) co-ordinate the implementation of UNESCO/UNITWIN Chairs Programme in the Arab States and, in particular, stimulate the development of centres of excellence, through the creation of specialized networks, with special attention given to networks for distance education, teachers training, the utilization of information and communication technologies, and institutional development in higher education;

e) work in partnership with regional and international organizations, associations, and networks.

In addition, UNESCO is called upon to reinforce its current programmes, carried out by the UNESCO Cairo Office, for assisting Arab universities in developing their co-operation infrastructure and acquiring the knowledge and skills of information and communication technologies and in using these technologies for upgrading the quality of their teaching in fundamental and applied sciences.

Member States and donor organizations of the Arab Region are called upon to support UNESCO to enable it carry on the above mentioned programmes and activities for the benefit of all Arab States.

Fifth: The elaboration of decisions and plans taken by all the bodies mentioned above should be based on the principles stated below.
1- **RELEVANCE**

i. **Access to higher education**

1. Arab governments must expand and diversify opportunities for every citizen to upgrade his or her qualifications and develop higher-level personal, academic and citizenship competencies such as those provided in higher education institutions. Appropriate strategies should be elaborated and implemented and serious efforts should be made to increase participation rates in higher education, particularly for those already involved in the world of work or drop-outs of the educational system, through flexible programmes and schedules, allowing for part-time study and diversified short qualifying or diploma-driven programmes.

2. Distance education and open learning constitute important alternative delivery systems of higher education. Governments should provide the legislative and regulatory frameworks in order for such schemes to be developed. They also should encourage such initiatives and facilitate their operation through easy access to modern communication networks and recognition of the qualifications earned without neglecting the basic requirements for quality assurance and the relevance of outcomes.

ii. **The world of work**

3. In order to facilitate the elaboration of national educational plans and to improve the capacity of higher education institutions to align their policies with national priorities, governments should create or reinforce planning mechanisms to monitor trends and needs of the labour market, in close, continuous, and interactive partnership with higher education institutions and the productive and service sectors. "Observatories" may be created to monitor short- and long-term trends of the world of work and the harmonization needed between these trends and higher education policies and programmes.

4. Higher education institutions must help shape the labour market by identifying the needs of the social and economic sectors for new professionals and specialists. New disciplines and specializations should be introduced into the curriculum of higher education institutions. At the same time, job opportunities should be created for the graduates of these disciplines by a joint effort of governments, enterprises, and the higher education community. Higher education institutions should also provide school dropouts and those already in the workforce flexible opportunities to upgrade their competencies and knowledge levels, as well as to profit from retraining and career-switching.

5. Special attention should be given to the development of study programmes at the professional level, particularly by introducing or expanding higher colleges of technology, and at the graduate level, by expanding master's and Ph.D. programmes, with due regard to designing specializes learning material of specific disciplines of high quality relevant to societal needs and delivered through new information and communication technologies.

6. Curricula should be organized to stimulate the entrepreneurial skills of students, grounded on flexible, innovative, and interdisciplinary approaches, as to break the general trend towards the dependence of most graduates on public employment. Incubator projects which help create new enterprises should be fostered with the support of governments, the productive and service sectors, and local communities. In addition, more industry-based projects and new paradigms of university-industry partnership must be instituted. UNESCO, UNIDO, UNDP, the World Bank, AGFUND, Islamic Development Bank, and other development funding agencies could be sought after to assist in this matter.

iii. **Responsibility towards other education levels**

7. Higher education must take up its duties towards other levels of education. This is needed not only to ensure that students are better prepared for higher education, but also to ensure that pupils experience less failures, stay longer in schools, and are given educational and guidance services appropriate to their abilities and interests. To this effect, auxiliary educational services should be created at all levels of education and services should be provided to all students who require them. Moreover, in view of the ever increasing rates of illiteracy in some Arab States, of the negative effects of illiteracy on economic and social development, and of the enormous human potential of the hundred thousands of students
enrolled in higher education, higher education community should take a leading role in combating illiteracy, particularly among girls and women.

8. To act on its responsibility and role towards the whole education system, higher education in the Arab States should actively participate (a) in the improvement of the quality of general education, (b) in the renovation of teacher and other educational personnel training schemes aiming at more professionalization, (c) in conducting research on social and educational variables that may reduce school failure and dropout, and in recommending appropriate educational approaches and policy alternatives, etc., (d) in the development, in close, continuous, and interactive partnership with education authorities and institutions, of activity programmes and direct services to the education community aiming at helping the education system reach the objectives of education for all as set in Jomtien Conference (1990). Networks and Chairs in educational sciences should be created and reinforced as part of the strategy to achieve these ends.

iv. **Major social problems**

9. Higher education institutions should contribute to the development of students' personal awareness, commitment, and capacity to cope, at the personal as well as at the professional levels, with the major social issues facing humankind, such as population, poverty, illiteracy, public health, protection of the environment, protection of cultural diversity, social participation, human rights and international understanding, etc. All higher education study programmes should include courses dealing with these issues with appropriate concrete applications according to students’ fields of specializations.

10. Arab higher education should take active part in facilitating access to and harnessing of modern technology and scientific discoveries by all members of the educational community and by the public at large. It has a special responsibility, alongside with the media, towards the passage of Arab societies to information and communication age. In particular, all higher education teaching, technical, and administrative personnel, and all students of all disciplines must be provided with the necessary training that enables them to integrate new information and communication technologies into their work.

v. **Regional integration**

11. Higher education institutions must promote processes aiming at Arab integration, starting at the cultural and educational levels, with the view to attain economic and political integration. The adoption of common standards for quality assessment and recognition of educational and professional qualifications constitutes a step forward towards such an integration, as well as the adoption of common core study programmes in the various professional fields. The implementation of common research projects may constitute another way towards this end. Intensive efforts should be devoted to studying the economic, social, cultural, ecological and political obstacles to integration and the strategies and actions needed to overcome these obstacles.

2- QUALITY

12. Each Arab State should establish a mechanism for evaluating the quality of its higher education at the systemic, institutional, programme, personnel, and outcomes levels. Quality assurance methods may include academic accreditation, institutional evaluations or sector reviews by disciplines and professional areas, performance funding, competency-based approaches to professional education and training.

13. Appropriate emphasis needs to be placed on the renewal of curricula, on continuous assessment of teaching and learning approaches and the adoption of new ones, as well as the promotion of multidisciplinary studies. The utilization of multi-media and the Internet must all be used, with due consideration to promote interaction between students, teachers, and managers.

14. Governments and institutions of higher education must adopt appropriate strategies for the recruitment and training of teaching personnel, for their further professional development and for recognition of their achievements. Legislative bodies, governments, and higher education institutions should take the necessary measures to implement the Recommendation
concerning the Status and Conditions of Higher Education Teaching Personnel, approved by
the 29th Session of UNESCO General Conference (Paris, 1997).

15. Each higher education institution should establish a center for the professional development
and the improvement of the teaching performance of its teaching personnel.

16. Higher education institutions should modernize libraries and take the necessary measures to
provide for scientific equipment and guarantee its modernization within the framework of their
long-term plans. In this context, regional and international co-operation should particularly be
enhanced as to ensure to students and academics from Arab States adequate access to
scientific equipment and information that could not be made available due to limited budgets
and resources.

17. Higher education institutions must provide each student with orientation and study skills
training, and pave the way for him to play an efficient role in society.

18. Appropriate strategies should be developed in order to strengthen research capacity at higher
education institutions, including research aiming at the acquisition, the broadening, and the
deepening of knowledge and publishing its results. Conducting such research should be an
obligation to all members of the teaching personnel at higher education institutions. States
and institutions should provide for proper structures, equipment, and staff, as well as the
necessary financial support as to ensure the involvement of teaching personnel in research
and publication activities. Co-operative programmes at the national, regional, and international
levels should be encouraged, including linking of higher education institutions, centres, and
laboratories to government and industry research laboratories.

3- MANAGEMENT AND FINANCIAL RESOURCES

i. Governance and management systems

19. Autonomy of higher education institutions of the Arab States should be fostered. This
includes, among other things, the freedom to select staff and students, to determine the
conditions under which they remain in the institution, to determine the curriculum and degree
standards, to allocate resources for different activities, and to select research topics.
Institutional autonomy should be accompanied by a high level of responsibility and
accountability and the widest possible participation of students, faculty, and administration in
decision-making.

20. Governments should consider creating or reinforcing agencies that act as buffer between
concerned ministries and higher education institutions and provide advice on such matters as
organization, accountability and quality assurance, allocation of resources, and the
administration of grants and financial assistance, with due consideration to the fact that higher
education implies that its appraisal cannot be restricted to economic quantitative indicators
alone.

21. Opportunities should be given, wherever possible, to government, and the professional and
productive sectors to participate in decision-making concerning management and organization
of higher education.

22. Management capacities in higher education should be strengthened by appropriate training
and staff development programmes for all managers, especially those in executive positions,
the adoption of clear job descriptions and decision-making channels, the improvement of
managerial procedures, and the introduction of computerized management systems.

23. Each higher education institution should establish a unit staffed with experienced qualified
personnel with the mandate to conduct the necessary studies and research and to propose
strategies and actions aiming at the institutional development and the improvement of
management. Its studies can include, inter alia, such matters as planning and management,
evaluation of training and service programmes and the introduction of new ones, the
development of distance education schemes, the condition of women and the strategies to
enhance their participation at the different levels of the institution. To this end, UNESCO
Chairs and Networks could be developed and implemented in the Arab States.
ii. **Financial resources**

24. Arab States must renew the commitments made by them at the social Development Summit in Copenhagen and at other world bodies to "make new and additional resources available" and thus increase their budgets allocated to education in general and to higher education in particular, measured as a percentage of their gross national product.

25. Even though the state should remain the main party responsible for funding higher education, diversification of funding sources, in particular, through cost recovery of extra-academic activities, and encouragement of various income-generating activities, such as contract research, cultural and academic services, short-term courses, etc... should actively be sought after. This could only be achieved by the involvement of all stakeholders, the public and private sectors, local communities, academic associations, and non-governmental organizations. Legislative bodies should play a leading role in the matter by the adoption of appropriate measures to encourage diversification of funding sources with due consideration to ensuring access to higher education according to merit, and equity.

26. In order to assure high-quality research, it is required to adopt adequate systems for public and private support to research undertaken at higher education institutions, as well as to double the existing level of funding.

27. The complementary role of private institutions of higher education must be recognized. Governments should provide a legal framework to regulate private higher education institutions and develop appropriate mechanisms for accreditation, diploma recognition, and licensing, in addition to setting standards for quality assurance and adequacy of the required educational facilities and services.

4. **CO-OPERATION**

28. Each institution of higher education must envisage the creation of a specialized unit for managing Arab and international co-operation. These units must develop international linkages, such as those for the exchange of students and teaching personnel, and other academic co-operation activities. As well, they must co-operate within the framework of the activities of international organizations and bilateral agreements.

29. International and Regional organizations must support projects aiming at reinforcing co-operation between higher education institutions through the establishment and strengthening of higher education networks, and support to the activities of existing associations, especially the Association of Arab Universities, the Arab Federation of Councils for Scientific Research and the Arab Federation for Technical Education.

30. Higher education institutions should strengthen their endogenous and co-operative capacities related to priority issues in the Arab States. Centers of excellence can have a positive impact on the solution of major social problems related to the environment, demographic growth, sustainable development, research on higher education, educational research, institutional management, teaching staff professional development, arabization of higher education, provision of communication technologies, technology transfer, the protection of cultural heritage, etc...

31. The exchange of knowledge and experience between higher education institutions in the Arab States must be carried out in a spirit of solidarity and be the basis for co-operation agreements between them. Within their capacity, UNESCO and other international and regional governmental and non-governmental organizations should respond to the request to provide technical assistance to smaller and poor countries.

32. A special effort must be undertaken to re-build the higher education system in Palestine and in occupied territories, to remove the barriers which the military occupation places that prevent the free movement of students and faculty members, and that hinder access to research and study. Concerned parties should endeavour to stop all measures that threaten the safety and security of students and staff of institutions of higher education. At the same time, appropriate pressures must be exerted to remove obstacles to the free exchange of students and academics between Palestine and the Arab States. Finally, Arab institutions of Higher education are urged to continue their policies supporting access of qualified Palestinian students to higher education.
33. The establishment of the Arab Open University must be encouraged in the light of the results of the studies pertaining to it.

34. Regional co-operation projects in the field of teaching staff personnel and their professional development should be reinforced. Arab States are urged to encourage the establishment of the Arab University for Graduate Studies and Scientific Research.

35. A series of actions should be undertaken by governments and higher education systems in the Arab States following the recommendations of the Regional Committee responsible for the application of the Convention on the Recognition of Studies, Diplomas and Degrees of Higher Education in the Arab States; in particular:
   - exchange of information and documentation with regional committees of other regions;
   - development of inter-regional co-operation among national documentation centers for the recognition of studies and diplomas;
   - development of capacities in view of collection, treatment and dissemination of information in order to facilitate the recognition of studies and diplomas in higher education;
   - development of research aiming at facilitating the recognition of studies and diplomas, on subjects or themes such as academic and professional mobility, recognition of skills and experiences, etc...

36. Within the framework of the Convention on the Recognition of Studies, Diplomas and Degrees of Higher Education, governments, institutions of higher education, professional bodies and international organizations must encourage student, academic and professional mobility to benefit the process of economic, educational, political and cultural integration in the Arab States and to develop mutually accepted standards for the recognition of diplomas. In this action, attention should be paid to incorporate the Arabic dimension as an integral part of teaching and research. Furthermore, all efforts should be made to remove practical, administrative and legal obstacles to academic exchange at institutional, national and international levels.

5- **FINAL RECOMMENDATIONS**

37. Governments, higher education institutions, and all stakeholders concerned with the development of higher education in the Arab States must translate the recommendations of this plan of action into operational projects as soon as possible.

38. For improving the systems of co-operation in the Arab States, an evaluation of existing networks, including those established within the framework of UNITWIN/UNESCO Chairs programme, should be carried out.

39. UNESCO, with the support of governments and other organizations, must convene a meeting of experts in 2002 or 2003 to evaluate and follow-up the implementation of the recommendations of Beirut Conference.
DECLARATION ABOUT HIGHER EDUCATION IN ASIA AND THE PACIFIC

We, participants of the Asia and Pacific Regional Conference on Higher Education National Strategies and Regional Co-operation for the 21st Century,1

1. Recalling, on one hand, the terms of the Universal Declaration of Human Rights, which states in article 26 that "every person has the right to education"...and that "higher education shall be accessible to all, on the basis of merit"; and, on the other hand, the UNESCO Constitution which encourages institutional exchanges in the area of education;

2. Recognizing the importance of the analysis and recommendations of the Policy Paper on Change and Development in Higher Education launched by UNESCO in 1995 and resulting from a world-wide reflection on the role of higher education in society; the view of the International Commission on Education for the XXI Century that "Universities in developing countries have a duty to carry out research that should contribute to solving the most serious problems facing these countries"; and the conclusion of the World Commission on Culture and Development that development is "a far more complex undertaking than had been originally thought" and that it should not be "seen as a single, uniform, linear path, for this would inevitably eliminate cultural diversity and experimentation, and dangerously limit humankind's creative capacities in the face of a treasured past and an unpredictable future";

3. Noting the exceptional diversity of and variety within the Asia and Pacific region with regard to demography, religion, culture, ethnicity and education, with the most populous nations existing alongside small states, and the region including not only some of the fastest growing and wealthiest economies but also some of the poorest; and further noting that this region has been characterized as the cradle of civilization, of the world's great religions and philosophies, and the earliest educational systems,

4. Pointing out that the rapid growth and in-depth transformation of societies and of key regional economies has resulted in a new appreciation of the role of higher education in technological development and increased demands for specialized professionals, while the increasing use of new information and communications technologies provides exciting possibilities for innovation in course design and delivery, for access to intellectual resources and for building new networks of experts and institutions, thus requiring that the concept and practices of lifelong learning be further developed;

5. Acknowledging that as the countries of the region draw closer together through trade, improved transportation and rapid communications into a seemingly common destiny, each one is consciously fostering its own sense of identity and nationhood, and rediscovering its cultural heritage and the value of its languages. In recent years, the region has demonstrated impressive capacity for innovation, especially in the application of science and technology, and exceptionally high rates of economic growth. In 1960, Asia had only 4 per cent of the world-wide GNP, whereas it now accounts for 25 per cent, with this figure being predicted to reach 30 per cent by the year 2000. However, in many professional fields there are on-going serious shortages in the supply of qualified professionals while rapid growth has resulted in major urban and social problems, and serious degradation of the environment.

6. Observing that significant progress has been made in recent years in the development and strengthening of higher education within the countries of the region, particularly leading to improved student access, strengthened research and postgraduate programmes, more equitable representation of different social groups among graduates, renewed curricula and adoption of new teaching and delivery methods, and enhanced institutional management and strategic planning capacity. At the same time, many nations of the region are still far from achieving a desirable number and quality of graduates required by the new economic situation.

---

1 Tokyo, Japan, 8 - 10 July 1997
7. Noting that the main trends in higher education in the region include the following:

- Higher education across the region is under considerable strain. Student enrolments continue to increase resulting in further pressure on public funding for higher education institutions; the level of financial resources is often considered inadequate and there is widespread evidence of experimentation to diversify funding sources, including reinforced links with the productive sector;

- Gender inequality, particularly among students, academic staff and senior management, continues to be an issue of considerable concern at all levels in the majority of countries. In a number of countries at the undergraduate level, female participation has approached or exceeded 50 per cent of enrolments, but generally female students are concentrated in "traditional" feminine disciplines. In many countries, women constitute no more than 20 per cent or 30 per cent of academics, while in other instances women are practically excluded from participation in higher education at all;

- In many countries, higher education institutions are heavily concentrated in urban areas, whereas the majority of the population lives in rural areas, thus requiring new mechanisms to address rural disadvantage; other disadvantaged sectors of society, such as those with disabilities, are not adequately served;

- As a result of international developments in science and technology and their impact on both economic development and social lifestyle, new demands have emerged for researchers, technicians and other specialised professionals and for an increased level of co-operation with industry in R&D. Frequently there are serious mismatches in the demand for and supply of highly trained personnel, especially in countries undergoing rapid economic growth and industrialization;

- Dramatic increases have occurred in the number of private higher education institutions, with accompanying diversification in structures, curriculum and teaching methods and management approaches resulting from both internal factors (such as changes in academic disciplines and new instructional methods) and external factors (such as population growth, the need to cater for more diverse clienteles and changing labour market requirements). Particularly important has been the development of non-university institutions and the establishment of open universities and distance learning systems;

- There is increasing concern in many countries with regard to the quality of courses, facilities, staff and graduates and the deterioration of infrastructure (laboratories, buildings and libraries) and a lack of scientific equipment;

- Unemployment of graduates especially in countries undergoing rapid transition, and lack of highly qualified professionals from less developed nations, have unfortunate long-term consequences for a number of countries of the region;

- Many leaders of higher education in the region see the need for better integration of western concepts and values with Eastern philosophy and culture;

- In many countries, teaching and learning procedures are often based largely on memorization and recall, which do not develop analytical and problem-solving skills. Frequently, undue emphasis is placed on the immediate utility of knowledge rather than on fundamental wisdom while the persistence of dogmatic approaches in education seriously hinders the development of enquiring minds;

- The lack of close links, in many countries, between universities and other post-secondary institutions, and between higher education institutions and secondary school is a matter of on-going concern;

8. Recognizing the various initiatives taken over the past decade by several governmental and non-governmental organizations and higher education institutions (e.g. debates in the framework of APEC for the formulation of a regional programme in higher education for human resource development; restoration of the activities of the SEAMEO Regional Institute for Higher Education and Development (RIHED); the recent formation of the Association of Universities of Asia and Pacific (AUAP); establishment of the UMAP University Mobility in Asia and the Pacific Programme (UMAP) which aims at promoting student mobility at undergraduate level; the formation of the UNESCO-supported Asia Pacific Higher Education
Taking into account the conclusions of the Sixth Regional Conference of Ministers of Education and those Responsible for Economic Planning in Asia and the Pacific, organized by UNESCO in co-operation with ESCAP, which called for support for regional and national programmes to encourage mobility, networking and quality monitoring in higher education; Resolution No. 1.6 adopted by the twenty-eighth session of the General Conference of UNESCO in November 1995, which called for the strengthening of regional co-operation in higher education in Asia and the Pacific notably by taking appropriate measures to establish a Regional Programme in Higher Education in UNESCO's Bangkok Office and which invited the Director General to ensure that development of the programme be discussed "in a regional conference on higher education for the preparation of a world conference on higher education planned for 1998"; and the results of various recent major meetings within the region, including those at Armidale, Penang, Tokyo and Xiamen, and the instructional Conference which took place in Manila where a special Declaration was approved;

We, the participants of the Asia and Pacific Regional Conference on National Strategies and Regional Co-operation for the 21st Century, assembled in Tokyo, Japan, from 8 to 10 July 1997, do hereby declare that:

1- Higher education is essential for any country to reach the necessary level of economic and social development and social mobility in order to achieve increased living standards and internal and international harmony and peace based on democracy, tolerance and mutual respect. At the end of the century, we reaffirm that the aims of higher education can be summarised as follows: to educate responsible and committed citizens, to provide highly trained professionals to meet the needs of industry, government and the professions; to provide expertise to assist in economic and social development, and in scientific and technological research; to help conserve and disseminate national and regional cultures, drawing on the contributions from each generation; to help protect values by addressing moral and ethical issues; and to provide critical and detached perspectives to assist in the discussion of strategic options and to contribute to humanistic renewal;

2- All higher education systems and institutions should give a high priority to ensuring the quality of provision and outcomes. However, great care should be taken in making comparisons between the achievement of different higher education systems and institutions since it is not possible to arrive at one set of standards applicable to all countries and institutions and against which institutions can be assessed. Further, higher education institutions need appropriate financial and human resource to achieve quality of provision;

3- Modern information and communications technology provides considerable promise to enhance teaching and learning in higher education by both on-campus and distance education students, and disabled students who tend to be denied access to traditional institutions, provide access to technical and scholarly information resources, and to facilitate communications among researchers and teachers and the establishment and enhancement of networks of institutions and scholars. Already the notion of the virtual university is being actively explored within the region. At the same time, harnessing this technology will require considerable investment in hardware, software and staff development, while deliberate efforts to ensure that the human and social interaction elements of education are not undervalued.

4- Access to scholarly communication is an essential element of cultural understanding and the further development of higher education institutions. With the increased emergence of digitalization and the increasing reliance on telecommunications as a means of scholarly communication, it is important that access to communication be open and affordable. Governments of the region should work to ensure that control of telecommunications links and software infrastructure is widely shared;

5- While recognizing that globalization and internationalization are irreversible trends, support for these concepts should not lead to dominance or new forms of imperialism by major cultures and value systems from outside the region; rather, it is of vital importance that every effort should be taken to protect and promote the strengths of local cultures and intellectual and scholarly traditions;
Regional co-operation among the countries of the region, especially in higher education, can make significant contributions in addressing major policy problems, strengthening national capacity in economic and social development, and facilitating the sharing of important expertise and experience. Regional co-operation is especially desirable in view of the diversity of the region and the potential for dynamic collaboration. In addition, higher education institutions should explore opportunities to promote processes aiming at regional integration without losing diversity;

Involvement in decision-making by all key stakeholders of higher education institutions is of utmost importance. Experience has demonstrated the value of such participation in bringing to decision-making a variety of different perspectives.

The concept of lifelong learning is of utmost importance. In rapidly changing economies, the labour market will constantly require new and different skills and so mechanisms must be enhanced to allow professionals to upgrade their skills at regular intervals and develop new competencies. People's needs of lifelong learning have expanded in all countries of the region. Higher education institutions thus must offer learning opportunities in response to diverse demands and work co-operatively with other agencies and employers to ensure that appropriate courses are widely available. Ready access and flexibility in timing are of utmost importance.

Determined efforts are necessary to increase access to higher education, especially for groups currently poorly represented. Distance education and open learning can play a major role in widening access.

There is an urgent need to develop a plan of action and accompanying guidelines for co-operation especially related to the key issues of relevance, quality, management and finance, and co-operation which are summarised as follows:

**Relevance** refers to the fit between what higher education institutions do and what society expects of them. Relevance requires higher education to make an enhanced contribution to the development of the whole education system, notably through improved teacher education and educational research, and through reinforcement of its community service functions, including activities to eliminate poverty, hunger and disease. Relevance requires better articulation with the world of work and democratization of access to higher education, wider opportunities for participation during the various stages of life as well as the full involvement of the higher education community in the search for solutions to pressing human problems, such as population control, environmental degradation, and the quest for peace, international understanding, democracy and human rights. Academic freedom and responsible institutional autonomy particularly in the core academic functions are crucial for the achievement of the goal of relevance.

**Quality** refers to standards of resourcing and provision, and the achievements or outputs of an institution or system. Quality is a multi-dimensional concept and it is not possible to arrive at one set of quality standards applicable to all countries and against which institutions can be assessed. Quality embraces all the main functions and activities of higher education: teaching and academic programmes, research and scholarship, staffing, students, infrastructure and the academic environment. It can be implemented through comparisons between observed and intended outcomes and constant analysis of the sources of dysfunction. Both internal self-evaluation and external review are vital components of any well developed quality assurance system. The concept of accountability is closely allied with quality. No system of higher education can fulfil its mission unless it demands the highest quality of itself. Continuous and permanent assessment is necessary to reach this objective. At the same time, it must be acknowledged that great care must be exercised in making quality assessments since it involves matters of judgement, academic values and cultural understanding.

**Management and Finance** covers both internal institutional management, funding and resource issues, as well as relations of higher education institutions with the state and national planning and co-ordination. Higher education institutions need to adopt forward-looking management practices which respond to the needs of their environments and which are articulated in their missions. Today, despite the general trend towards diversified sources of funding, public support for higher education and research remains essential to ensure achievement of educational and social missions. Both institutions and national agencies can
develop appropriate strategies to strengthen management, planning and policy analysis capacities.

Co-operation at the national, regional and international levels is essential as, today, no institution can realistically expect to attain the highest standard in every field by itself. Furthermore, the steady advance of information and communication technologies must facilitate inter-university co-operation. Society as a whole must in a democratic system support education at all levels. Mobilization for this purpose depends on the awareness and involvement of Parliaments, the media and governmental and non-government organizations.

PLAN OF ACTION

Based on the principles, observations and recommendations set out in the Declaration of Higher Education approved by the Conference, and considering that strong support is needed for the renewal of systems through new policies and new paradigms for higher education founded on such concepts as sustainable development, lifelong education, globalization of knowledge, continuity of the reform process, anticipatory capacity, transparency and accountability, involvement of Parliaments and the media, and preservation of cultural identity and values, the following is recommended:

Joint Action Plans must be established, in order to prevent duplicated efforts, to optimize efficiency and to ensure the further development of higher education through the enhanced mobilization of additional resources, by international and regional organizations dealing with inter-university co-operation and strengthening of global networks, by all regional, sub-regional and national associations of universities and higher education institutions, by the representatives of private and public universities, by networks of institutions for research and teaching, as well as by development organizations and agencies, governmental and non-governmental organizations. The United Nations University and, in particular, the Institute of Advanced Studies in Tokyo, should co-operate with higher education institutions of the region in strengthening networks and in building global networks leading to the solution of pressing global problems of human survival and welfare. The mass media of the region should be called on to support these initiatives.

Governments and Parliaments must fulfil their commitments to higher education and be accountable for pledges made at regional and world conferences over the past decade with regard to the provision of human and financial resources. This includes, inter alia, the establishment of effective new mechanisms to deal with policy and legislation, appropriate follow-up activities, monitoring and evaluation of progress towards the achievement of stated goals and the promotion of institutional autonomy.

Each higher education institution must define its mission in harmony with the overall goals of the sector itself, translate this mission into observable indicators and allocate the required resources. The culture of evaluation should thus be established or strengthened in all institutions. These plans of actions should be based on the principles mentioned above and on the principles and considerations of the Declaration approved by this conference and on the proposals stated in this plan of action.

UNESCO, through the joint efforts of Headquarters, PROAP and other regional offices in Asia and the Pacific and specialised agencies such as the International Institute for Educational Planning (IIEP), and in co-operation with other UN agencies such as the Economic and Social Council of Asia and the Pacific (ESCAP), must reinforce the programmes of higher education in Asia and the Pacific, including its contribution to the development of the whole education system, and, in particular, must reinforce its Unit in Higher Education at its Bangkok Office, so that this may:

- carry out studies, analyses, projects and research activities to support the elaboration of public policies and other initiatives related to higher education in the region. In particular, UNESCO should sponsor a regional process to explore the possibility of developing a framework for quality assessment to feed into the 1998 UNESCO World Conference on Higher Education in Paris;
- provide a venue for the discussion of issues, current problems, long-term challenges and opportunities related to higher education in the region;
• foster training for leaders and senior managers of higher education institutions in the region;
• function as information centre that supports both the work of research groups and of the academic community in the field of higher education in Asia and the Pacific, as well as that of civil society, the state and the productive sector.
• co-ordinate the implementation of the UNITWIN/UNESCO Chairs Programme in the region and, in particular, to stimulate the development of regional centres of excellence, through the creation of thematic or geographical networks (with special attention given to networks for innovation, for the utilization of new technologies and for distance education and also for studies on higher education issues);
• work in partnership with regional institutions, associations and networks;
• act as a regional clearing house for inter-country information on higher education institutions and systems in Asia and the Pacific.

The elaboration of plans and decisions taken by the organizations mentioned above should be based on the principles stated below:

**Relevance**

**Major social problems of humankind**

1. Higher education must give every student the philosophical, historical, psychological and anthropological foundations of knowledge with regard to humankind, its environment and its different societies. In addition, the motivations, aspirations, transactions and achievements of different peoples, within the context of their respective histories and cultures must be communicated.

2. Higher education must support research and pilot curriculum projects which provide expertise to facilitate access to modern technology and scientific discoveries, but which also lead to the understanding, appreciation, internationalization and dissemination of human and societal values, with special attention to the goals of peace and democracy and the protection of the environment.

**Responsibility towards other education levels**

3. Higher education must act on its responsibility and role towards other levels of education. This is needed not only to ensure that students are better prepared for higher education, but also to bring to bear the resources and expertise of the higher education community to the tasks of teacher training, socio-economic research on such education variables as school retention and repetition, appropriate pedagogies, and educational policy alternatives, thereby improving education at all levels.

**Regional integration**

4. Higher education institutions must promote processes aimed at regional integration. Furthermore, cultural and educational integration should be the bases for political and economic integration. In a global environment, higher education institutions must approach their studies on regional integration in the light of the specific economic, social, cultural, ecological and political aspects involved.

**Access**

5. Governments must expand and diversify opportunities for every citizen to benefit from higher-level skills, training, knowledge and information which are the qualifications for entry into the world of work. Serious efforts should be made to increase participation rates in higher education. Appropriate strategies should be taken for increasing the participation of disadvantaged groups, including women, who must be encouraged to undertake higher degrees and enter academic and graduate employment. Similar efforts are also needed to encourage the participation of ethnic minorities.
The world of work

6. Higher education institutions should promote continuous and interactive partnerships with the productive sector using both reactive and proactive approaches. They must adjust the curriculum to meet the needs of the workplace and ensure that new disciplines and specializations are incorporated into its content. Also, they must help shape the labour market on one hand by identifying, independently of conjunctural interests of enterprises, new local and regional needs, and on the other hand by designing mechanisms for retraining and career-switching. Curricula should be organized to stimulate the entrepreneurial skills of students. This requires flexible, innovative and interdisciplinary approaches.

7. Countries should create ‘observatories’ to monitor changes in the labour market in order to facilitate the elaboration of national educational plans and to improve the capacity of higher education institutions to align their policies with national priorities. Special attention needs to be given to career prospects and job conditions of students in course areas of high skills such as engineering and technology for long term development.

8. Governments, the productive sector and local communities should, based on experience gained within and outside the region, encourage institutions of higher education to foster incubator projects which help create new enterprises. Governments, in particular, should provide incentives for the creation of micro-enterprises and fostering of university-industry links.

9. Greater emphasis should be given to the regionalization of specific disciplines, through programmes which target specific needs that will generate employment. In addition, more industry-based projects and new paradigm of university-industry partnership must be instituted, specially in developing countries. UNESCO, UNIDO, UNDP, World Bank, other regional development banks and other funding agencies must be sought in these activities.

10. Innovative approaches such as those of community colleges need to be encouraged. In countries with a large affiliated college system, specific attention needs to be given to strategies for improvement of colleges. Special efforts are needed to strengthen programmes to assist under-privileged groups in society.

Autonomy

11. Responsible institutional autonomy should be stimulated in the region. This principle upholds the freedom to select staff and students, to determine the conditions under which they remain in the university and select research topics. Freedom to determine the curriculum and degree standards and to allocate funds (within the amounts available) across different categories of expenditure are other aspects to be respected. At the same time, institutional autonomy should be accompanied by a high level of responsibility and accountability.

Quality

12. Appropriate, and if so required, greater emphasis needs to be placed on the renewal of the curriculum, on new approaches to both classroom and distance education teaching, on interdisciplinary and multidisciplinary studies and on vocational education programmes as alternatives to traditional university courses. Innovative approaches to higher education, such as community colleges, international collaboration, and twinning arrangements, need to be encouraged as appropriate.

13. The experience of certain countries regarding the creation of co-operative research centres linking higher education institutions, government research laboratories and industry should be the subject of case studies, the results of which should be available to all countries in the region.

14. Pedagogical programmes should be established to encourage students to be more entrepreneurial and initiative-oriented.

15. UNESCO along with other intergovernmental and non-governmental organisations specialized in higher education must carry out a series of case studies on the region's priorities in the field of higher education. These can include, inter alia, strategic management and planning, interaction among all levels of education, the revision of programmes and training, strategies to enhance the participation of women in higher education and in decision-making bodies, and the development of distance education schemes. Distance education and Open Learning provide
important alternative mechanisms of higher education access and learning. In particular, such approaches provide opportunities for those already in the work-force to upgrade their competencies and knowledge levels. The possibilities of these approaches for school leavers, however, needs further analysis and experimentation.

16. Each country of the region should establish a mechanism for evaluating the quality of its higher education institutions. Countries must introduce quality assurance methods at both institutional and systemic levels. These may include academic accreditation, academic audits and institutional evaluations, performance funding, review of disciplines and professional areas, qualifications frameworks and competency-based approaches to vocational education and training.

17. Each higher education institution should establish a teaching and learning resource unit staffed by qualified personnel and charged with the development of pedagogical skills and other forms of teaching-support activities.

18. Countries and institutions must stimulate, through the creation of networks, the development of regional postgraduate studies.

19. Governments and institutions of higher education must adopt appropriate strategies for the recruitment of staff, for their further professional development and for the recognition of their achievements. Governments, Parliaments and institution of higher education should pay particular attention to the draft Recommendation concerning the Status and Conditions of Higher Education Teaching Personnel, approved recently by a governmental experts meeting, which will be submitted to the General Conference of UNESCO in November 1997.

20. Higher education institutions must provide orientation and counselling, remedial courses, study skills training and other forms of student support, including measures to improve their living conditions.

21. Higher education institutions must modernize libraries and scientific equipment and include measures for the purchase and replacement of scientific equipment in their long-term management plans.

22. Higher education institutions must adopt new approaches for the packaging of information, for course delivery, and for rethinking traditional approaches to teaching and learning. The utilization of multi-media, CD-ROM, the internet and interactive video is necessary to promote interaction between students and their lecturers. Agreements should be stimulated among regional institutions to exchange programmes and to organize joint debates and symposia.

23. Teachers, professors and technical and administrative staff must be given training that enables them to integrate new information and communication technologies (NICTs) into their teaching programmes, and to examine the multiplier effect with regard to their use. Frequently, the staff development needs of technical and administrative staff are not properly approached.

**Management and Finance**

24. Governments must formulate national action plans to enhance both access to and the relevance and quality of higher education institutions. As a consequence, institutional management should improve. The concept of higher education as a public asset implies that its appraisal cannot be restricted to economic quantitative indicators alone. These plans must foresee a diversification of funding sources through, in particular, the encouragement of various income-generating activities, such as contract research, a broad range of academic and cultural services, short-term courses and, if so appropriate, the operation of scientific and technology enterprises. Public support to higher education remains essential to ensure its educational, social and institutional missions. Therefore, the state should take the main responsibility for funding this sector. But, since the challenges for higher education concern society as a whole, the solution to this problem must involve not only the state but all stakeholders - students, parents, the public and private sectors, local and national communications, authorities and academic association, as well as regional and international organizations.

25. Where appropriate, governments should consider creating, or reinforcing, agencies to act as a buffer between ministries and higher education institutions and to provide advice on resource needs and allocation, regulatory frameworks and the administration of grants and financial assistance.
26. In countries where privatization is accepted, governments should provide a legal framework to regulate institutions, to develop appropriate accreditation and monitoring mechanisms, and to ensure academic freedom and maximum autonomy. The complementary and supportive role of private universities and colleges must be recognized.

27. Management capacities should be strengthened by, inter alia, the recruitment of new senior staff with specialized expertise, appropriate training and staff development programmes for all line managers (and especially for those in executive positions), the introduction of greater clarity in job descriptions and reporting channels, improved management procedures, and the introduction and enhancement of computerized management systems.

28. At the regional level, an association or forum should be created to mobilize the contribution of student organizations to current efforts aimed at making higher education institutions more forceful, active and efficient partners in the promotion of sustainable development in Asia and the Pacific.

29. Staff involvement in decision-making bodies should be considerably strengthened through greater recognition of their needs and by taking into consideration their perspectives, which are often relevant to the analysis of problems and to the search for viable solutions. In the case of students, appropriate consultation is of great importance.

30. Countries of the region must renew the commitments made by them at the Social Development Summit in Copenhagen and at other world bodies to "make new and additional resources available" and thus effectively increase their budgets allocated to education in general and to higher education in particular, measured as a significant percentage of their gross national product.

**Co-operation**

31. Individual institutions must develop international linkages, such as those for the exchange of staff and students and for academic co-operation. As well, they must support the activities of international organizations and bilateral agreements between countries within the region.

32. International and regional organizations should support projects aiming at establishing or strengthening university networks. For their part, institutions of higher education - with the support of national, regional and international organizations dealing with inter-university co-operation - should network centres of excellence which respond to the most pressing training and research needs of the Asia and Pacific region. The transfer and exchange of knowledge and experience between higher education institutions, carried out in a spirit of solidarity, should be the basis for these initiatives. It is recommended to establish an evaluation of existing networks in the region, including those covered by the UNITWIN/UNESCO Chairs Programme.

33. In the framework of the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific and the International Recommendation on Recognition of Studies and Qualifications in Higher Education, there is a need to encourage student, academic and professional mobility to benefit the process of economic, educational, political and cultural integration within the region and to develop mutually accepted standards for the recognition of credentials. This will need collective effort by governments, professional bodies and international organizations;

34. Each institution of higher education, as well as all professional associations, must envisage the creation of specialized units for managing international co-operation.

35. Higher education institutions should strengthen their endogenous and co-operative capacities related to priority issues in the region. In particular, centres of excellence can have a positive impact on the solution of major social problems related to the environment and sustainable development, on research in higher education institutions, on educational research in general, on institutional leadership, staff development and teacher training, on the diffusion of new communication and information technologies, on human rights and democracy, on technology transfer, on patents and intellectual property and on the protection of cultural heritage, as well as on the strengthening of education for all and of social development in general.

36. Attempts should be made to develop under the leadership of the Asia and the Pacific distance and multi-media education network under AUAP a general pool of programmes of study for Asia and the Pacific region to cut the cost of distance education.
UNESCO and other international and interregional governmental and non-governmental organizations should respond to the requests to provide technical assistance to smaller and poorer countries in the region, in particular those of island nations, and to collaborate with them in the preparation of joint plans of action with a view to the development of higher education institutions.

Preamble

In the framework of the preparation of the 1998 UNESCO World Conference on Higher Education, the Association of European Universities (CRE) and UNESCO’s European Centre for Higher Education (CEPES) organized the European Regional Forum in Palermo that brought together almost 400 university leaders, teacher representatives and students, representatives of public authorities and the world of work, and intergovernmental and non-governmental organizations interested in higher education and its development. The Conference was prepared on the basis of twenty case studies of how European higher education institutions of different types and from different regions are addressing the issues of teaching and learning, preparation for the world of work, advancement of knowledge through research, and the transmission of cultural values in a European and a global context, as well as of how they intend to deal with these issues in the future.

A further input for the discussions was provided by a comparative analysis of these case studies. The keynote address entitled "Europe in a Period of Mutation and Change – The Role of Higher Education" focused on the future role of higher education from the point of view of a large industrial concern, underlining the importance of lifelong learning and the importance of graduates with both professional skills and broad personal competencies. A panel of stakeholders added its comments.

The discussions were based on these various inputs organized around the four case study themes while taking into account the four main dimensions of the World Conference on Higher Education, namely relevance, quality, internationalization, and finance and management.

European Agenda for Change – Main Directions

I. Mission

No chain being stronger than its weakest link, higher education should be a strong part of a strong educational system, as well as play a key role in opening new futures by contributing, in close collaboration with other partners, to the innovation chain. Similarly, higher education institutions have a key role to play in European society by contributing to equitable and sustainable development and to the culture of peace. They should act critically and objectively on the basis of rigour and merit, actively promoting intellectual and moral solidarity by serving individual needs. In a world of in-depth transformations, higher education institutions are expected to act responsibly and responsively. They are to foresee, anticipate, and influence changes in all quarters of society and be prepared and able to differentiate and to adapt accordingly.

II. Teaching and Learning

General Assumptions

Given the growing individual demand for higher learning and the resulting pressures on higher education institutions, there is a need for ever more institutional diversification, for new policies of access to higher education, and for a structured development of lifelong learning. In order to better respond to the needs of diversification, a wider and more imaginative institutional profiling is expected to occur within higher education systems, thus leaving less room for categorization of institutions. At the same time, more programmatic diversification within the institutions is required.

Lifelong learning for personal and professional development, for career change, transferable skills, and matching supply and demand for highly trained personnel is essential. Higher education institutions must be able to offer corresponding courses in continuing education and in alliance with employers and other social partners so as to ensure that they are widely available and contribute to a
coherent system of higher education. Thus it is essential to define the links in the overall "educational chain" and the relations between them so that individuals can independently manage their learning at whatever level.

In response to this increasingly differentiated demand, coherence means flexibility with regard to: access, content, breadth, depth, and duration of programmes, means of delivery, examination, and validation. Thus, new policies of access should be designed on the basis of merit and equal opportunities, expanding student profiles, and reaching out to hitherto underprivileged groups of society.

Higher education institutions should pay increased attention to promoting strategies for the conceptualization and the management of educational innovation, particularly with reference to organization of contents, learning materials, teaching methods, and graduates' personal profiles as a response to the multiple challenges of their environments.

Required Action
The shift from teaching to learning implies self-managed learning, a coaching role for the teacher, professional support services, investment in new delivery, and quality assurance mechanisms, especially in off-campus operations. It should also lead to a new definition of scholarship balancing discovery and transmission as well as the integration and application of knowledge. A crucial lever for change is a creative and well-defined personnel policy which opens up teaching as a career, supported by appropriate staff development programmes. Particular attention should be paid to the promotion of opportunities for women, including in top positions in higher education.

It also involves a new approach to curriculum development taking into account multi- and interdisciplinarity and flexibility of choice, but in a coherent system which allows for modularization, credit transfer, the validation of work experience, and the organization of the academic year in semesters both at national and international level.

Modern information and communication technologies have major implications for the provision of education and training and require a fundamental restructuring of the ways in which teaching and learning objectives are delivered. Higher education institutions have a key role to play in exploiting, for themselves and together with other partners, the potential of innovative information and communication technologies for academic development.

Given the increased demand for higher education and its democratization, there is a pressing need to share good practice and to ensure academic quality standards by incorporating a culture of quality and the instruments for quality assurance at both systemic and institutional level.

The new roles both of the teachers and of the students as well as the changing relationship to government and world of work imply the definition of a new and explicit "educational contract" between the different partners, setting out rights and responsibilities for all concerned. It will be especially important to ensure that the voice of the students is heard at all stages of the learning process.

The paradigmatic shift from teaching to learning requires an investigation of the desirability of establishing a European Centre for Teaching and Learning to act as an observatory of good practice and innovation bringing together higher education institutions and their stakeholders at local, national, and international level.

III. Research
General Assumptions
Research, seen as the process leading to the systematic development of new knowledge, is central to the effectiveness of all higher education, while the type of research and the resources and time allocated to its promotion may vary according to the mission statement of the institution and its position within a coherent system of higher education. Accordingly, uniformity of research missions should give way to differentiated institutional policies focused on achievable and competitive performances.

Research is important for the contribution of higher education to the innovation chain, by a strategic mobilization of multilateral co-operation between city and regional governments, higher education institutions, industry, and business. In addition, it contributes to a constant supply of qualified young
researchers. At the same time, a strong link between research and teaching opens opportunities for involving good researchers in the teaching process.

Multi- and interdisciplinary research is required more and more to solve pressing societal problems, thus also contributing to sustainable human development. There is, however, increasing concern about the ability of the public purse to provide adequate finances to meet these escalating needs.

Required Action

To ensure continued high quality research, governments need to provide adequate funding for basic research infrastructure, but within a competitive framework. Research funding allocations should be based on quality criteria and transparent auditing procedures. Care should be taken to avoid a mismatch between stakeholders’ needs for interdisciplinary research and governmental/peer processes of research, audit, and funding, which may be focused on single disciplines. Research in the social sciences and the humanities should not be neglected.

Support mechanisms at national and international level to stimulate and sustain research groups in less developed systems of higher education should be strengthened in order to support institutional development rather than exacerbating brain drain phenomena.

Institutions are encouraged to develop Codes of Practice together with their partners for resolving questions of intellectual property regarding the results of externally funded research. Similarly, Codes of Ethics for the choice and conduct of research projects should be elaborated.

Strategies for diversifying funding sources should be actively sought. Institutions attracting research funding in this way should ensure that their services are realistically costed and priced and that a percentage of this extra income is used to build up an internal development fund for emerging projects or poorly funded areas.

Networking with corporate laboratories, multinational corporations, especially at regional level, has a particular role to play in enhancing the quality and scope of institutional research as well as its resource base.

IV. World of Work

General Assumptions

In a labour market which is dynamic and heterogeneous, universities should not base their long-term orientations on labour market or manpower planning, but on social demand. They therefore have to prepare their students for meeting the challenges of an intrinsically uncertain labour market. In addition to their professional qualifications, graduates require a broad set of attributes in terms of personal and transferable skills and competencies in order to increase their employability in a knowledge society.

Required Action

To sustain a well-rounded individual development, full participation of stakeholders, in particular representatives of students, teachers, the world of work, and public authorities in higher education policy formation, and curriculum development is essential. As intelligent providers, higher education institutions need to develop their knowledge of markets, anticipate needs, be aware of competition, and invest in processes of quality assurance.

Students have to prepare for an increasingly diversified market, from employment in large industrial concerns to small enterprises, from working in the public sector to the service sector, and not forgetting individual entrepreneurship. There is a special need for the promotion of more constructive relations of higher education institutions to the world of small and medium size enterprises as the sector employing the largest number of graduates.

Higher education institutions should provide systematic information in schools and enterprises to guide student choices, provide placements as an integral part of degree courses, and offer research training in a work environment, as well as career guidance services at all times.
V. Transmission of Cultural Values in a European and Global Context

General Assumptions

Higher education institutions are as much concerned with the creation as with the transmission of cultural values. Although it is misleading to speak of "European" values per se, in the specific European context and in terms of the European university tradition, a framework does exist in terms of cultural unity through diversity. This means agreeing to disagree in order to pursue open, critical, and constructive dialogue.

As a consequence, higher education institutions have a key role to play, not only as centres, but also as incubators of cultural diversity and of multiracial harmony and understanding. This means they have a particularly important role to play in creating a civil society and in preparing young people for shaping and living in a democratic society, a place where higher education plays an active role in public debate on ethical and policy questions.

Required Action

These values should permeate all higher education curricula; their transmission, especially as far as ethical considerations are concerned, should not be limited to special courses. Special emphasis should be placed on language training, multi-disciplinarity, and independent and critical learning associated with teamwork. With the help of higher education institutions, this process should start in primary and secondary education.

Attention should be paid to incorporating the European dimension as an integral part of teaching and research and of sustaining the diversity of the learning experience through student and staff mobility. This means strengthening existing provision for the recognition of degrees and diplomas, in particular through the implementation of the UNESCO/Council of Europe Joint Convention, and supporting the further development of a coherent credit transfer system. Furthermore, all efforts should be made to remove practical, administrative, and legal obstacles to academic exchange at institutional, national, and international level. In this respect, the importance of networking and true international partnerships for co-operation in teaching, research, or service is paramount.

VI. Organizational Change and Development

A constructive partnership between government, business and industry, and higher education institutions is a critical element in the implementation of an Agenda for Change in Higher Education. The role of government is expected to shift from bureaucratic control to policy steering, stable funding formulae, quality monitoring, project-based investment, and providing a cushion against the wider excesses of the demands of the free market. Business and industry should be encouraged to define more clearly their needs as clients and to work together with higher education institutions as training providers. Higher education institutions should be entrusted with a greater institutional autonomy, thus enhancing their capacity for change, for acting responsibly, effectively, and entrepreneurially as "learning organizations", while making them more accountable in terms of performance. Inter-institutional alliances should be a substantial lever for institutional change and development.

In view of the common assumptions on trends affecting future university development in Europe, the growing systematization of institutional management is a welcome development as is the corresponding awareness of the need for internal strategic planning and rethinking, both for intrinsic reasons and in response to initiatives from national higher education planners.
DECLARATION ABOUT HIGHER EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

Ratifying the terms of the Universal Declaration of Human Rights, which states in its article 26, paragraph 1 that ‘every person has the right to education’ ... and that ‘the access to higher education studies will be equal for all, on the basis of their corresponding merits’. Ratifying, in turn, the contents of the Convention against Discrimination in Education (1960), which states in its article IV, that the signatory States commit themselves ‘to ... offer all people alike higher education on the basis of a real equality and pursuant to the skills of each individual ......’

Starting by assuming the trends identified in the Policy Paper for Change and Development of Higher Education, published by UNESCO in 1995. And on the bases of the studies, debates and reflections on that document that have been performed since that date in the region, which have set forth the recommendation of strengthening equity, quality, relevance and internationalization of higher education.

Taking into account the fact that as we enter the XXI century, and faced with the growth of unemployment, poverty and misery, mankind must actively address the following issues: growth with equity, the protection of the environment and the peace-building process. Furthermore, following the recommendations made by the United Nations, via: (a) the Programme for Peace, that contains principles and suggestions bearing on the preventive measures that will protect peace, as well as effective actions for restoring peace when uncontainable conflicts emerge, and (b) the Programme for Development, that sets forth the conceptual bases for fostering a sustainable and permanent human development.

Highlighting that human development, democracy and peace are inseparable elements -as stated in the medium-term strategy of UNESCO (1996-2001), that aims the higher education programmes of the Organization at three objectives: expanding access to higher education with no discrimination whatsoever, as well as expanding permanence in the system and the possibilities of having success; improving its management and strengthening the links with the labour work; while at the same time contributing to build peace and foster a development founded on justice, equity, solidarity and freedom.

Taking up the report submitted to UNESCO by the International Commission on Education for the Twenty-first Century. The latter, in fact, does not only reaffirm the above mentioned options. It also sets forth that the universities of developing countries have the obligation of carrying out a research that can help solve the most serious problems that those countries are suffering. This is due to the fact that ‘they are the ones that should propose new approaches for development, so that they can build a better future and do so in a more effective manner.’

Acknowledging that economic and social development highly depend on training a highly skilled staff, specifically in this most special stage in history, characterized by the emergence of a new production paradigm based on the power of knowledge and the adequate handling of information. Acknowledging, in turn, that it depends on the potential to create a knowledge that satisfies the specific needs and lacks of the region, and that the latter is derived almost solely from higher education institutions -the knowledge instances that generate, criticize and disseminate it.

Accepting, on the one hand, that the gap that is currently setting aside the countries of the region from the developed nations, is evidenced -among other aspects- in the following elements: education (rates of third-level schooling), technological research and development (size of the scientific and technical staff, investment in R&D), as well as information and communications. In fact, these aspects are set forth in the Report on Human Development of the United Nations Development Programme, that was published in 1996. Likewise, accepting, on the other hand, that the source of R&D in almost all the countries in the region is public and that the highest percentage of research units operates within the framework of universities, as set forth in the World Report on Science published by UNESCO in 1993.

---

1 Regional Conference on Policies and Strategies for the Transformation of Higher Education in Latin America and the Caribbean, Havana, Cuba, 18-22 November 1996
Warning that, without adequate higher education and research institutions, developing countries can not except to adopt and apply the most recent development. And warning, likewise, that it would be even less feasible for them to make contributions of their own to development and to close the gap that keeps them away from industrialized nations.

Taking due note of the fact that higher education in the region evidences the following trends: (a) an outstanding expansion of the student roll; (b) a persistence of inequalities and difficulties when attempts are made at democratizing knowledge; (c) a relative restriction of public investments in this sector; (d) a fast-paced increase and diversification of institutions that work in the field of third-level education; and, (e) a growing participation of the private sector in the composition of the education offer.

Estimating that efforts have been made by higher education institutions, the governments of some Latin American and Caribbean countries, or else, the societies themselves of several countries that make up the region, aimed at increasing the rates of post secondary education. And further estimating that, despite those efforts, many of these nations are still far from achieving the coverage and quality required by globalization, regionalization and economic opening processes, as well as from achieving a real democratization of knowledge.

Specifying that theses trends are also evidenced at an international level. And, further, specifying that they coincide with simultaneous, though sometimes contradictory processes, namely: internationalization, regionalization, polarization, democratization, isolation and fragmentation, that have an effect on the development of higher education. And specifying, in turn, that the burden of the foreign debt, the increase in the value of imports of goods and services, the drop in the share of world trade, are elements evidenced in the region leading to a situation of social inequality. Furthermore, specifying that the countries of the area make attempts at facing the latter problems with regional and sub-regional groups and implementing several social policies.

Highlighting that, in these times of economic, political or social change -both positive and negative in nature- higher education is called to take up a leading role and to critically study these changes, while at the same time making prospective efforts aimed at predicting and even conducting them via the creation and dissemination of the pertinent knowledge. And, further highlighting that, to this end, higher education must take up its own transformation with the help of society as a whole, not only that of the education sector alone.

Reminding that in the case of Latin America, the Cordoba Reform (1918) -though responding to the needs of a society that was completely different from our own- was characterized by its clear support to the movement of university democratization. Reminding, in turn, that it insisted on the need to create solid and diversified links between university activities and the needs of society -a process that is currently re-emerging to guide the process of transformation of higher education that is underway in the region. And, further reminding that the latter is seen as a continuous phenomenon aimed at designing an original institutional scheme adapted to satisfy the current and future needs of their countries.

Pointing out that any attempt at improving the quality and relevance of higher education requires a significant transformation of the education system as a whole. Furthermore, pointing out that the solution of the financial problems faced by higher education in Latin America and the Caribbean will not stem from redistributing the scarce resources that are allocated to the different levels in this sector. Likewise, pointing out that, on the contrary, they will be the result of transferring resources of other sectors that are not a real priority, while at the same time improving the distribution of income and diversifying financing sources. Pointing out, in turn, that all this has to be the result of a search undertaken with the participation of the State, the civil society, professional and business communities in order to respond -jointly and equitably- to the needs of the different sectors that make up society.

The participants of the Regional Conference of UNESCO on Policies and strategies for the transformation of higher education in Latin America and the Caribbean, coming from 26 countries, and assembled in Havana, Cuba, from November 18 to 22, 1996, do hereby declare that

1. Education, in general, and higher education, in particular, are essential instruments for facing up with success the challenges posed by the modern world and for educating citizens that can thus build a more open and fair society. It will be a society based on solidarity, respect for human rights and the shared use knowledge and information. At the same time, higher
education is an unavoidable element for social development, production, economic growth, strengthening the cultural identity, maintaining social coherence, continuing the struggle against poverty and the promotion of the culture of peace.

2. Knowledge is a social asset that can only be generated, transmitted, critized and recreated for the benefit of society, in plural and free institutions that have a full autonomy and academic freedom. However, the latter must also have a clear awareness of their responsibility and a will of service that cannot be turned down. Hence, they will be prepared to search for solutions to the demands, needs and lacks of society. This is indeed a society it should be accountable to - as a requirement - in order to exercise fully its autonomy. Higher education will be able to fulfill this important task only if it demands itself the highest quality. In this respect, a continuous and permanent assessment is indeed a most valuable instrument.

3. Higher education must strengthen its capacity to perform a critical analysis, to anticipate and to have a prospective vision. It must do so in order to prepare alternate development proposals and face the emerging problems of a reality undergoing a process of continuous and rapid transformation, in a long term horizon.

4. Higher education institutions must adopt organizational structures and education strategies that render them highly dynamic and flexible, thus enabling them to respond with both the timeliness and anticipation needed to creatively and efficiently face an uncertain future. They are called to facilitate an exchange of students between institutions and between different degree courses of the same institution. They will have to take up -without any further delays- the paradigm of permanent education. They will have to turn into pertinent centres for facilitating professionals to be up to date, duly retrained and reconverted. Hence, they will have to offer a solid training in the basic disciplines, along with a wide diversification of programmes and studies, intermediate diplomas and links between courses and subjects. Likewise, they must endeavour to ensure that the activities of extension and dissemination are an important element of the academic life.

5. The nature itself of contemporary knowledge -in a process of constant renewal and most sudden and dramatic growth- fully agrees with the current notion of permanent education. This must be an indissoluble supplement of studies aimed at obtaining degrees and titles. They offer graduates the possibility of taking refresher courses and of adapting to changing realities that are very difficult to anticipate. Besides, permanent education should also enable any person -at whatever stage of his/her life- to go back to the classrooms and to find in them the opportunity to be a part of the academic life once again. In this way, people are allowed to attain new levels of professional training. In fact, the competence acquired has a value in itself that goes beyond the mere credential.

6. Higher education must implement pedagogical methods based on knowledge, in order to train graduates that learn how to learn and how to undertake. In this way, they will be better prepared to generate their own jobs. They might even be able to create production entities that can help combat the scourge of unemployment. There is a clear need for promoting the spirit of inquiry. Hence, the student will have the tools to search for knowledge in a permanent and systematic manner. In turn, this implies revising the pedagogical methods that are currently in effect and the emphasis now placed on the transmission of knowledge will switch to the process for generating it. In this way, students will count on the instruments they require in order to learn how to learn, how to know, how to live together and how to be.

7. A changing society demands people to have a comprehensive, general and professional education. The latter must encourage the development of a person as a whole and should favour his/her personal growth, autonomy, socialization and the skills to turn the assets that perfect it into elements having real value.

8. A higher education system will be fulfilling its responsibility and conscientiously carry out its mission - thus turning into a profitable social element - if a part of its teaching staff and institutions also performs intellectual creation (scientific, technical and humanistic) activities. The latter, in turn must be in agreement with the specific objectives of the institution, its teaching capabilities and its material resources.

9. It is absolutely necessary to introduce a solid culture of information in the higher education systems of the region. The adequate combination of information and communication redefines the need to update pedagogical practices at a university level. Besides, its players need to participate in the major academic networks and have access to the pertinent exchange with all
the related institutions. Likewise, they must increase their degree of opening and their interactions with the international academic community. At the same time, higher education institutions must take up the main task of preserving and strengthening the cultural identity of the region. In this way, the above mentioned opening will not endanger the cultural values that are typical of Latin America and the Caribbean.

10. Among the challenges posed by this turn of the century, higher education is now facing the need to participate resolutely in the qualitative improvement of all the levels of the education system. Its most concrete contributions can be made a reality via: training teachers; transforming students into active agents of their training; promoting socio-educational research into problems as could be the case of early school drop-out and repeating; and ensuring its contribution to the design of State policies in the field of education. Every higher education policy must be comprehensive and must address and take into due account all the components of the education system. Most specifically, it must do so under the umbrella of an ‘education for all’, as set forth in the Conference of Jomtien (Thailand, 1990) - at a world scale - and in the Main education project for Latin America and the Caribbean - at a regional level.

11. Higher education institutions of our region must instil in their graduates the awareness that they really belong to the community of Latin American and Caribbean nations. Hence, they must promote processes aimed at regional integration. Furthermore, cultural and educational integration should be the bases for political and economic integration. Faced with the formation of new economic spaces within the current framework of globalization and regionalization, higher education institutions must address their studies of Latin American integration in the light of their economic, social, cultural, ecological and political aspects, among others. This will be their main task and they should address the problems with an interdisciplinary approach.

12. Founded on the Regional convention and the international recommendation on validation of studies, degrees and diplomas, there is a need to encourage academic and professional mobility. The purpose is no other than that of favouring the process of economic, educational, political and cultural integration of the region.

13. Both the transfer and the exchange of experiences between higher education institutions -key elements of the UNITWIN/UNESCO Chairs programme - are indispensable for promoting knowledge and ensuring that the latter is applied to encourage development. Interuniversity co-operation can be further facilitated by the constant progress evidenced in the field of information and communication technologies. In turn, it can be strengthened by the current economic and political integration processes, as well as by the growing need for a real inter-cultural understanding.

14. The considerable expansion of different types of networks and other instruments and mechanisms for linking up institutions, professors and students is a key issue in the collective search for equity, quality and relevance in higher education. This is specifically the case now, when no institution can hope to master all the areas of knowledge.

15. Public support for higher education is still indispensable. The challenges faced by higher education are also challenges for society as a whole. They include governments, the production sector, the labour world, the organized civil society, academic associations, along with regional and international organizations that are responsible for the training, research, development or financing programmes.

16. On account of all the considerations above, all the social players must combine efforts and start acting so as to foster the process of in-depth transformation of higher education. To this end, they must be based on a new ‘social consensus’ that enables higher education institutions to be better positioned and thus have respond to current and future needs for a sustainable human development. In the immediate future, this aspiration will gradually turn more concrete, as the action plan designed in this Conference will be executed.
PLAN OF ACTION FOR THE TRANSFORMATION OF HIGHER EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

Introduction

Any attempt to transform the Latin American and Caribbean higher education systems and institutions (HEIs) must take into account the fact that due to their origins, history, location and fundamental objectives, they present a great diversity which must be recognized and dealt with. Hence, the institutions require particular strategies in accordance with their stage of development and their future goals. Consequently, the process furthered by UNESCO since 1994 through its Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC) has focused on the promotion of comparative research, the provision of spaces of dialogue, reflection and debate among the principal actors of higher education in Latin America and the Caribbean, and the gradual achievement of a consensus as regards strategic guidelines and regional objectives which can help the institutions in the management of their particular transformation.

Among the activities carried out by UNESCO particularly worthy of note is the Regional Conference on Policies and Strategies for the Transformation of Higher Education in Latin America and the Caribbean, held in Havana, Cuba, in November 1996. In its preparatory phase over 4,000 persons connected with higher education and government of the region were mobilized, by holding 36 meetings at the national and subregional level. The wealth of documents generated both by the preparatory seminars and by the Conference itself, which was attended by 688 individuals, constitutes the most important source of information available on the problems, challenges and possibilities of higher education in Latin America and the Caribbean today.

The principal documents stemming from that Conference - the ‘Final Report’, the ‘Declaration on higher education in Latin America and the Caribbean’ and the ‘Guide for the formulation of a Plan of Action’ - emphasize and discuss the nature of higher education as a social asset; highlighting its nature as an instrument which is ‘irreplaceable for human development, production, economic growth, the strengthening of cultural identity the maintenance of social cohesion, the struggle against poverty and the promotion of a culture of peace’; and assume most of the principles defended by UNESCO in its ‘Policy Paper for Change and Development in Higher Education (1995) and in the General Introduction to the Regional Conference drafted by CRESALC (1996).

The participants in the Regional Conference requested CRESALC to prepare a Plan of Action for the transformation of higher education in the region, which must include common aspects of the national plans and promote inter-institutional interaction and collaboration at the regional and subregional level. The Plan of Action must serve as an instrument of facilitation and catalysis which can bring together in a coherent way the studies and experiences carried out in the HEIs of Latin America and the Caribbean.

The document presented here is the result of a process of consultation and concerted action which CRESALC launched to fulfill that mission. It incorporates the recommendations of the Regional Conference of Havana and contains the input of several workshops held after said Conference, which were attended by government officials responsible for higher education policies, experts in this field and representatives of the non-governmental organizations (NGOs) of the region. It also received the contribution of the professionals of CRESALC and of the UNESCO-Caracas Office, the Director of the Department of Higher Education of UNESCO and the members of the Advisory Group of CRESALC.

Its basic purpose is to outline guidelines which can help to integrate the multiple activities carried out in the region and promote cooperation between institutions in order to increase their efficacy and efficiency, avoid unnecessary duplication of efforts and raise new financial resources. Likewise, the assistance of the various actors and institutions is sought for furthering the changes to meet the challenges posed by adjustment policies, the opening of the economies, the globalization and regionalization processes, increasing poverty; human migrations, vulnerability of democracies, and the collapse of ethical values, which appear as distinctive signs of the end of the millennium in the region.

In order that this be feasible, it is necessary to achieve the proactive and concerted action of governments, parliaments, HEIs and their constituencies, the majority of social actors (workers, entrepreneurs, NGOs) and international organizations interested in improving the capacity of the societies of the region to cope with the aforementioned challenges. The Member States of UNESCO,
through their governments and parliaments, with the active participation of the HEIs and within the framework of the new dialogue which we propose, must help to formulate and strengthen educational projects aimed at coping with the needs and challenges identified in their respective countries, ensuring the necessary human, material and financial resources for their uninterrupted execution.

Higher education needs to be considered as an integrated system, comprising various sub-systems in constant interaction. Among these, one has to acknowledge the existence of a constellation of university institutions and other HEIs (technological institutes, polytechnic schools, institutes of high studies, technical-professional centres, institutes for the training of teachers, etc.). Each institution must define its mission in harmony with the objectives of sustainable human development, and fulfill its substantive functions using the available resources as efficiently as possible. At the same time, it must provide students with a professional training with a sound ethical and general basis.

It is expected that this Plan will also help to orient action on the part of the international co-operation in order to strengthen the regions capacity to understand and overcome the principal problems of higher education.

I. FUNDAMENTAL ASPECTS

Latin American and Caribbean countries are undergoing rapid processes of change which have led to important modifications in their political, economic and social structures. Extraordinary advances are taking place today in terms of technological, scientific and productive capacity, but at the same time, profound inequalities are observed in the levels of progress and development in the various regions of the world.

An international context marked by what has been called globalization has given rise to both opportunities and difficulties for Latin American and Caribbean countries. In the past few years they managed to improve their economic growth rates, control inflation, achieve a certain monetary stability, adjust their fiscal accounts and establish democratic regimes. But on the whole, they were unable to occupy a larger space in international trade, nor were they able to achieve a significant reduction of the persistent levels of poverty and social inequality. Hence new strategies are sought today to cope with the challenge of a really sustainable and socially equitable economic development in which priority is assigned to the maximization of the capacities of all human beings.

The region is not alone in this quest, for the benefits of development seem to be concentrated more and more in a limited sector of the world's population, and profound and growing gaps are witnessed in terms of the standard of living and access to the economic and cultural assets between the different social strata, both in the industrialized and the developing countries.

HEIs can be of the utmost importance for the achievement of a new strategy of economic and social development. There is a broad consensus that the future of countries will depend to a large extent on their capacity to maximize the generation of new knowledge. The capacity to create, adapt and adopt new technologies constitutes a strategic element for the achievement of greater collective well being, as well as increased competitiveness of the region and the improvement of its possibilities of insertion in the world economy. Hence the expectations to which universities, technical and professional institutes and other tertiary institutions are subject today require the redefinition of policies, plans, programmes, guidelines, curricula, management capacity and, above all, a commitment to innovation and profound broad-scope transformation.

Knowledge - generated mainly from academic spaces - and technological/productive innovation are of fundamental importance for the achievement of a new stage of economic development, productivity and competitiveness. In order to achieve a better integration between the programmes of higher education and those of science and technology, both in research and in the transfer of knowledge, it will be necessary to reorganize academic and scientific research structures in all areas and at all levels and eliminate the present isolation and fragmentation. It will also be indispensable to allow for scholarly exchange between disciplines and link the projects of transformation of higher education to the needs of the whole society, including those of the social and private productive apparatus. Likewise, the series of demands and needs arising in the region will call for a true reappraisal by the HEIs of the institutional contents, methods and forms, enabling greater flexibility and capacity to respond to the challenges of regional and subregional integration, and to the ever-growing higher education demand.

It is also necessary to reappraise the dialogue between the State and the HEIs, particularly universities, in terms of the emergence of other important actors and of processes which impair
excellence in higher education. Only a consensual strategy, in which each entity commits resources and efforts, will enable the necessary transformations. The transformation is more likely to be successful, if it is generated from within the HEIs themselves than if it is imposed or simplistically based on alien institutional models. The challenge lies in the reinvention of institutions in order that they satisfy the demands and deficiencies of Latin American and Caribbean societies, preserving the wealth of traditions, the cultural values and the great diversity and creativeness of their people.

It is important to emphasize that the debate on the transformation of higher education requires a framework, conditions and guarantees, as well as a creative and plural environment to share ideas and reach a consensus as regards strategies of change. In this respect, responsible autonomy is a necessary condition which must be ensured and increased. This condition requires an adequate level of financing by the State, enabling, as a counterpart, the fulfilment of the purposes and objectives of each institution. Within this framework, access to a higher education of quality and its permanence must be ensured for meritorious individuals coming from the less privileged social sectors; in this way the HEIs would be contributing to the achievement of greater social equity. To achieve these objectives remedial or adequate policies could be required to correct the eventual deficiencies of certain social groups.

II. CONCEPTION AND OBJECTIVES

This Plan provides a frame of reference for various types of actions and is aimed at achieving general objectives common to the region. Five major programmes are suggested here, defined on the basis of the main subjects studied in the Havana Regional Conference on Higher Education.

For each Programme, general and specific objectives are identified and principal lines of action are suggested which will enable the development of specific projects by the HEIs, NGOs, international organizations, and governments - key actors in the process of transformation - which will be responsible for taking these proposals to a more specific and operational level.

The objectives and strategic lines of action contained in this Plan will be inserted in the preparations, discussions and follow-up of the World Conference on Higher Education, convened by UNESCO for the month of October 1998.

A. General objective

To achieve a profound transformation of higher education in Latin America and the Caribbean, in order that it become an effective promoter of a culture of peace, based on a sustainable human development founded on justice, equity, democracy and liberty, improving, at the same time, the relevance and quality of its teaching, research and extension functions, offering equal opportunities to all by means of a permanent education without frontiers, in which merit is the basic criterion for access, within the framework of a new regional and international co-operation.

B. Specific objectives

1. To generate the bases and conditions for the higher education of the region, in these times of cultural, economic, political and social changes, to assume a leading role in the critical analysis of those changes and in the effort of prevision and even conduction, by means of the creation and transmission of relevant knowledge, assigning, to this end, priority to its own transformation and development.

2. To contribute to the transformation and improvement of the conceptions, methodology and practices related to: (i) the social relevance of higher education; (ii) quality, evaluation and accreditation; (iii) management and financing; (iv) the knowledge and use of the new information and communication technologies, and (v) international co-operation, at the institutional, national, subregional and regional level, in all the functions, and areas of activity of higher education.

III. PROGRAMMES

In accordance with its specific objectives, the Plan, as a general framework of operational reference, must implement the following programmes progressively:

A. Improvement of relevance.
B. Improvement of quality.
C. Improvement of management and financing.
D. Academic management of the new information and communication technologies.
E. Reorientation of international co-operation.

This set of programmes takes fully into account the fact that the ‘Declaration on Higher Education in Latin America and the Caribbean’ (Havana, November 1996) stipulated the following: ‘All the social actors must unite their efforts and undertake the process of profound transformations of higher education, based on the establishment of a new ‘social consensus’ which places the HEIs in a better position to respond to the present and future needs of sustainable human development, which process would at once begin with the implementation of the Plan of Action conceived in this Conference’. The next meetings to be held in the Caribbean sub-region will in all likelihood serve to further enrich the programme proposed in this document.

The following description is based on the proposals contained in the ‘Guide for the formulation of a Plan of Action’ (Havana, November 1996), those stemming from the Consultation Meeting with the Non-governmental Higher Education Organizations of Latin America and the Caribbean (Caracas, April 1997) and the workshop of experts convened by CRESALC on 28 and 29 January 1998, specifically to discuss the preliminary version of the Plan and polish it. Furthermore, the developments in the region in the field of higher education in the period between the Regional Conference (November 1996) and the drafting of the present Plan of Action (February 1998) were taken into account. Evidently, many of the strategic guidelines to which priority has been assigned in this Plan for a programme can overlap with those of other programmes. The intention is, precisely, to stimulate initiatives which have a greater capacity to disseminate and create systemic synergy in favour of an integrated process of transformation.

These programmes will serve as frameworks of action for each of the agents interested in the transformation of higher education in the region to identify the respective projects.

A. Programme of improvement of relevance

According to the contents of the Policy Paper for Change and Development in Higher Education (UNESCO, 1995), ‘Relevance is considered particularly in terms of the role of higher education as a system and of each of its institutions towards society, as well as in terms of the latter’s expectations with regard to higher education’. The relevance of higher education refers to the capacity of the educational systems and of the institutions to respond to the needs of their locality, region or country, and to the demands of the new world order, with diverse outlooks, instruments and modalities. In this plan of action the institutions are called upon to make the necessary changes to ensure greater relevance of higher education.

1 General objectives

1.1 To guarantee that education in general, and higher education in particular, will be essential instruments, of strategic value, to cope successfully with the challenges of the modern world and to form citizens capable of building a fairer and more open society based on solidarity, the respect of human rights and the shared use of knowledge and information.

1.2 To ensure that higher education will constitute an effective, and at the same time an irreplaceable element for social development, production and economic growth, and for the strengthening of cultural identity, the maintenance of social cohesion, the struggle against poverty and the promotion of a culture of peace.

2 Specific objectives

In order to achieve these aims, projects and activities will have to be designed and implemented which will lead to the achievement of the following specific objectives:

2.1 To guarantee that higher education institutions can become or be consolidated as plural and free entities which, in accordance with the respective national legal systems, enjoy full autonomy, and which, deeply aware of their responsibility, show an unwaivable will to serve in the search for solutions to the demands, needs and deficiencies of the society; to which they must account, as a necessary condition for the full exercise of autonomy.

2.2 To facilitate the capacity of the higher education institutions for critical, anticipatory, and prospective analysis, enabling them to cope, from a long-term horizon, with the challenges of a reality subject to rapid and continuous transformation.
2.3 To make changes in the organizational structures and in the educational strategies in order to achieve a high degree of renovation and flexibility in the curricular offer, teaching programmes and methods, providing students with a permanent education of excellence, borderline research, the spirit of investigation, intellectual creation and integral training.

2.4 To induce the region's higher education institutions to take up the challenge of participating resolutely in the qualitative improvement of the educational system at all levels, resorting, among other measures, to the training of teachers; the transformation of students into active agents of their own training; the promotion of socio-educational research, and the contribution to the formulation of State policies in the educational field.

2.5 To help higher education institutions to stimulate in their graduates an awareness of belonging to the community of Latin American and Caribbean nations, promoting the processes which lead to regional integration, and making cultural and educational integration a founding block of political and economic integration.

2.6 To promote research and interdisciplinary studies on the processes of globalization, regionalization, Latin American and Caribbean integration in their economic, social, cultural, ecological and political aspects, as the basis of programmes of inter-institutional co-operation and collaboration at the regional level.

3 Strategic lines of action

3.1 To promote studies, provide permanent follow-up and propose a solution to the problem of access and drop-out on the part of the poorer sectors.

3.2 To design instruments to increase the linkage between pre-school, elementary and secondary education and higher education, and between the different sub-systems.

3.3 To promote innovations in the teaching systems, the programmes and curricula, enabling the active participation, personal transformation and full development of the potential of each student.

3.4 To stimulate research and the exchange of experiences related to educational innovations, enabling the accumulation and evaluation of experiences.

3.5 To implement new study programmes which in the medium term ensure a universal post-secondary education of quality. It is proposed that short careers be designed which increase the possibilities of insertion in the labour market and which, with a view to updating skills education, enable the continuity of studies.

3.6 To encourage the creation of postgraduate courses, programmes of non-formal education and updating courses which make lifelong education a reality.

3.7 To design plans for the dissemination of results and experiences of the HEIs, showing clearly the social and economic benefits which they contribute, for the purpose of facilitating their evaluation by society and promoting support from new social actors.

B. Programme of improvement of quality

According to the aforementioned UNESCO Policy Paper (1995), 'quality embraces all its main functions and activities: quality of teaching, training and research, which means the quality of its staff and programmes and quality of learning as a corollary of teaching and research ... the search for quality ... It therefore also implies attention to questions pertaining to the quality of students and of the infrastructures and academic environment ... Finally it is essential to indicate that the principal objective of 'quality assessment' is to achieve institutional as well as system-wide improvement'.

1 General objective

To guarantee the complete and prompt adaptation of higher education to what it must be, bearing in mind that the quality of higher education is a multidimensional concept, which includes universal and particular characteristics related to the nature of the institutions and of knowledge, and to the problems which arise with regard to the different social contexts within the framework of national, regional and local priorities.
2 Specific objectives

In order to achieve this general objective, projects and activities will have to be designed and implemented enabling the achievement of the following specific objectives:

2.1 To ensure that the quality of the systems, institutions and programmes of higher education is essentially linked to social relevance, to the preparation and commitment of professors and researchers, to the social responsibility involved in the work of the institutions, and to their accountability vis-à-vis the society with regard to their global performance.

2.2 To identify mechanisms to ensure that higher education recovers its roots as an indomitable patrimony, in a globalized world in which the mass media affect the national, subregional and regional cultural identities.

2.3 To initiate forms of interconnection between higher education and the other subsystems, in order that they cope jointly with their problems, and to collaborate in the design and implementation of solutions, in the understanding that the quality of higher education is, moreover, contingent upon the rest of the educational system, with which it interacts.

2.4 To construct the quality of teaching fundamentally on the basis of the improvement of academic training and an integrated training in the design and development of curricula, in order to provide creative, thoughtful, polyfunctional and enterprising graduates, within the framework of systems of advanced, continuous, open and critical training, in which the students assume their role as active subjects, actors of their own learning, and managers of their life project.

2.5 To further the consolidation of common multinational academic spaces for the development of subregional or regional postgraduate studies, the implementation of co-operative research, and the edition of joint publications.

2.6 To achieve a culture of evaluation of performance which, by means of different strategies ranging from self-evaluation and self-regulation to state accreditation, will enable the systems and institutions to achieve their fundamental objectives and strengthen responsible autonomy.

2.7 To promote the creation of mechanisms enabling, on the one hand, the financing of the costs of evaluations and, on the other hand, the allocation of the necessary resources to solve the problems detected in the feasible projects presented by the institutions themselves as a result of evaluation.

2.8 To obtain, in the short, medium and long term, an improvement of the educational service by assimilating the technologies of computer science, telematics and distance education and by placing the merits of the teaching activity on the same footing as those of research and extension.

3 Strategic lines of action

3.1 To promote regional postgraduate studies, in particular around issues of strategic value to the region.

3.2 To facilitate the exchange of students and the insertion of graduates of different specialities in the labour market, based on the results of the accreditation experiences of each country.

3.3 To promote integral plans for the training of teachers and researchers, ensuring their full dedication to academic life and institutional development.

3.4 To make a great effort to introduce the culture of evaluation, ensuring the most extensive participation of the academic community and the dissemination of results in order to reflect, and guide the institutional policies, and to guarantee the fulfilment of objectives and goals of each institutional programme.

3.5 To maintain the principle of voluntary support of the process of evaluation in the institutions which enjoy autonomy.

3.6 To promote evaluations of a formative nature, both in the institutional aspect and in the tasks performed by students and teachers, in order to improve the quality of their academic performance.
3.7 To consider the international aspect in the processes of evaluation, taking into account the needs and possibilities of co-operation between institutions.

3.8 To create mechanisms for financing costs of evaluations and to overcome the deficiencies identified, in the event that such deficiencies exist.

3.9 To increase the use of the new technologies of computer science for innovation and pedagogic experimentation and the strengthening of access to information and documentation resources.

C. Programme of improvement of management and financing

In order to achieve the objectives of relevance, quality and equity of this Plan of Action, a significant improvement of the managerial capacity and the level of financing of the HEIs will be required, within the framework of a joint effort on the part of the whole society. At present, the management of an HEI, particularly that of the most complex ones, encompasses not only the administrative aspect, but also the governmental and academic aspects. Since the investment in education in the region is below the level agreed upon by governments themselves, and in view of the current requirements of an education of excellence, measures must be taken to increase the level of resources, diversify their origin, achieve a better distribution among institutions, and increase the efficiency of expenditures.

1 General objectives

1.1 Bearing in mind the unavoidable responsibility of the State in the financing of public higher education, to contribute to the improvement and transformation of management capacity of higher education by means of the adoption of appropriate policies and the diversification of its sources of financing. Strategies to this end are needed in all areas and levels of activity, supported by research on higher education.

1.2 To develop strategies aimed at stressing the importance of higher education as a key sector for the economic and social development of Latin America and the Caribbean, helping higher education institutions to obtain official support in the quest for sources in addition to public financing and achieving greater flexibility in the use of public funds in accordance with the objectives of the respective allocations.

1.3 To produce the necessary orientations for the strategic and anticipatory management of higher education institutions to help the system fully identify the current changes and future trends and adapt to the speed with which the phenomena occur in different areas.

2 Specific objectives

2.1 To promote comparative studies and research on management and financing of higher education experiences at the national, subregional and regional level, in order that the institutions establish and finalize explicit policies in this field.

2.2 To favour the formulation of models of allocation of resources which take into account specific objectives such as quality, equity and balanced regional development from the point of view of the actors of the programmes of higher education and to validate their use in negotiations with multilateral development and financing organizations and with national financial institutions.

2.3 To design and propose new systems of financing of the HEIS via the national financial institutions.

2.4 To formulate new models of management of systems, institutions and financial resources for higher education in the region and establish a permanent action of formation and intensive training of directors and administrators to contribute to the adoption of flexible and transparent management practices.

2.5 To ensure that the new models of academic management combine research and postgraduate activities with undergraduate ones, in order to facilitate social integration, extension and transfer of knowledge.
3 Strategic lines of action

3.1 To favour a State policy for the distribution of incremental resources based on specific programmes or projects presented by the institutions which can be financed, bearing in mind the need to ensure transparency in the allocation, control, verification, and dissemination of results.

3.2 To achieve commitment on the part of the State to pluri-annual programmes of financing of higher education, ensuring the fulfilment of goals and objectives.

3.3 To identify, in accordance with the respective national legislation, possible complementary sources of funding, which can be obtained by means of new taxes, incentives to donations to the HEIs or taxation of certain financial transactions. The institutions themselves must carry out studies and research to quantify the potentiality and viability of these proposals.

3.4 To promote by adequate means the marketing of the products, services and technological developments generated by the HEIs, protecting intellectual property and collaborating in the management of patents and certificates.

3.5 To design flexible systems to facilitate collaboration and the sale of the services of HEIs to public and private organizations in projects destined to overcome needs, deficiencies and demands of the society.

3.6 To promote an efficient management of national and international co-operation in order to take better advantage of operating capacities.

3.7 To further new mechanisms of student scholarships and/or loans, particularly to poor ones, in order to facilitate their academic performance.

3.8 To favour the creation of various types of incentives to reward excellence and productivity of both teachers and officials.

3.9 To introduce new administrative techniques which increase rationality in decision-making, including the preparation of budgets, allocation of resources and the implementation practices, in order to increase the transparency and control of management. To develop training programmes and monitoring to that end.

3.10 To promote flexible administrative entities in order to ensure the concept of lifelong education, in programmes of non-formal education, training, re-skilling of workers, teaching of adults, and co-operation with trade unions, among others.

D. Programme of academic management of new information and communication technologies

The new telematic technologies are opening up extraordinary possibilities for higher education but they also raise serious questions regarding the very functioning of the institutions. The possibilities of immediate interaction and exposure to vast sources of information which they open, necessarily modify the inputs, processes, and products of higher education as we have known them. Hence, it is essential that a perfect understanding be achieved of how the region can use, generate and adapt the new technologies to improve the quality, relevance of, and access to higher education without running the risk of generating an even greater difference between social sectors and between countries, in terms of the capacity to handle these new tools.

1 General objectives

1.1 To produce pertinent policies and strategies to base the social and economic development of the countries on, among other factors, knowledge and use of the new information and communication technologies (NICT).

1.2 To induce the region to make the necessary investments for an adequate infrastructure of telecommunications and teleinformatics, enabling flexible and cheap connections to the global networks for the HEIs, favouring access to INTERNET, and the promotion of INTRANETS.

1.3 To achieve the integration of the new technologies by the HEIs in all the areas of their work.
2 Specific objectives

2.1 To formulate policies which assert the right to information and communication as a central element of an education for all, without exclusions.

2.2 To achieve the development of a Latin American network for higher education and the consolidation of the national university networks.

2.3 To strengthen a culture of exchange, collaboration and academic work by means of electronic networks and to succeed in having these serve as a vehicle to disseminate the cultural values of Latin America and the Caribbean.

2.4 To modernize higher education in all its aspects - contents, methodology, management, and administration - by the rational use of the NICTs. Likewise, that the HEIs consider these new technologies as an object of study, research and development.

3 Strategic lines of action

3.1 To establish national and regional systems of information, with data bases and statistics regarding the priority areas of common academic interest, taking into account especially the particular needs of the Caribbean region.

3.2 To organize presental and virtual training for teachers, researchers, students, and administrators, in order to ensure the full utilization of the NICTs in higher education.

3.3 To explore the creation of postgraduate studies of excellence on priority subjects by means of collaborative consortia among institutions of the region, making use of the possibilities offered by work in networks and distance education.

3.4 To further the creation, via the NICTs, of HEI consortia in the region for major research projects which require resources and critical mass beyond the capacities of one single institution.

3.5 To promote the creation of centres of excellence in the production of multimedia for teaching activities, information services and the preservation and dissemination of the Caribbean and Latin American cultural patrimony.

3.6 To strengthen the academic networks and other mechanisms of liaison between institutions, professors, and students, since few institutions can dominate all the areas of knowledge, for the collective quest for equity, quality and relevance for higher education.

3.7 To identify the centres of excellence in NICT, stimulate their work through a network, and help to disseminate their experiences.

E. Programme of international co-operation

International co-operation has been an important mainstay of the Latin American and Caribbean HEIs. Nevertheless, it has also served sometimes to support foreign models of generation of knowledge, curricular construction, views, methodology and work styles. On the other hand, there has been an evident flow of financial resources from the South to the North and, in many cases, instead of contributing significantly to the strengthening of the systems of education and of science and technology of the region, the co-operation has brought about an important and sustained emigration of professionals and scientists with high levels of academic training from the region to the industrialized countries. In this new historical context, it is important to promote relations of mutual learning and greater horizontality. Many institutions of the region have accumulated valuable experiences which can be transferred to other institutions via new systems of international co-operation, seeking to reduce the existing asymmetries.

1 General objectives

1.1 To redirect international co-operation to the strengthening and maximization of the intellectual, cultural, scientific, technological, humanistic and social capacities of the region by means of the development of higher education and science and technology.

1.2 To overcome the existing asymmetries, within a new framework of collaboration, assigning priority to a logic of solidary integration which overcomes the differences and leads to work in
priority areas with shared resources and proactive horizontal structures enabling the launching of innovative programmes of research, teaching and social projection.

2 Specific objectives

2.1 To ensure that inter-institutional co-operation is facilitated by the constant progress of the information and communication technologies and strengthened by the current processes of economic and political integration, and by the growing need for intercultural understanding.

2.2 To ensure the transfer and exchange of information and experiences between HEIs - essential elements of the UNITWIN/UNESCO Chairs - in order to promote knowledge in favour of sustainable human development in the countries of the region.

2.3 To ensure support of governments, HEIs, NGOs connected with postsecondary education, and the Latin American and Caribbean inter-university networks, to the UNESCO International Institute of Higher Education for Latin America and the Caribbean which is being established.

2.4 To stimulate academic and professional mobility in favour of the economic, educational, political and cultural integration of Latin America and the Caribbean, based on the Regional Agreement and the International Recommendation on the accreditation of studies, degrees and diplomas.

2.5 To increase the presence of higher education within the framework of UNESCO's activities in the region and strengthen the links in this field between Latin America and the Caribbean.

2.6 To promote the learning and use of the different languages of the region in order to, improve the quality of academic and cultural exchange.

3 Strategic lines of action

3.1 To design a system whereby information regarding the total operating capacity of human, scientific and managerial resources in the Latin American and Caribbean HEIs is easily available, which can serve as a basis of programmes of regional inter-institutional co-operation, and to keep it permanently up to date.

3.2 To strengthen the entities of exchange of information and experiences between HEIs in terms of the ideal of regional integration.

3.3 To extend and help to consolidate the work of the networks of horizontal co-operation in higher education already existing in the region, as well as that of others which may emerge, and to promote exchange between them and other regions of the world.

3.4 To facilitate academic mobility (teachers, researchers and students), emphasizing the recognition of partial studies, degrees, diplomas, based on flexible mechanisms of accreditation.

3.5 To favour the launching of specific horizontal co-operation projects and the signing of agreements enabling better use of the physical resources and the human capital.

3.6 To create postgraduate networks enabling the training of teaching and scientific personnel in the HEIs which do not have this type of infrastructure and the reformulation of shared programmes recognized at the regional level.

3.7 To form new university networks like the AUGM in other subregions as soon as possible, and a programme of scientific and technological academic strengthening by launching megaprojects like those of the European Union.

3.8 To prepare personnel specialized in the management of horizontal co-operation with the support of international organizations and experts.

3.9 To make rational use of the financial resources available in development agencies and organizations, and in the HEIs themselves.

3.10 To create in CRESALC a focal point for the Caribbean community with a view to an advantageous integration of Latin America and the Caribbean.

3.11 To promote and sustain a programme of development of skills in the use of the languages of the region within the higher education communities, both academic and institutional.
In the course of the different stages of the process of consultation which resulted in this plan of Action, the eminent persons who took part in it, members of both the academic and the governmental domain, deemed it advisable to recommend that CRESALC, as a regional centre of UNESCO, adopt this Plan of Action and that it dedicate all its experience, capacity, creativity and commitment to the progress of higher education to the fulfilment of the objectives and strategic lines of action set forth in this document, making it an instrument for the guiding of its own activity and the orientation of cooperation with the governments and with HEIs in the Latin American and Caribbean region.
GROUP I
Etats Participants
Participating States

AFRIQUE DU SUD / SOUTH AFRICA
H.E. Prof. Sibusiso Bengu
Minister of Education
(Head of Delegation)

Ms Nasima Badsha
Deputy Director-General
Department of Education

Prof. Wiseman Nkuhlu
Chairman
Council on Higher Education

Dr Telocho Audrey Meja
Ministerial Special Advisor
Ministry of Education

Ms Piyushi Korecha
Chief Executive Officer
South African Universities

Mr Brian Figaji
Vice Chancellor
Peninsula Technikon / CTP

Mr Basil May
Executive Director
Committee of College of Education
Rectors of South Africa (CCERSA)

Mr Tshilidzi Ratshinga
Secretary General
South African Students Congress

Dr Bothale Tema
Secretary-General
South African National Commission for UNESCO

- Associate Professor M. Saleem Badat
Director
Education Policy Unit - University of Western Cape

Permanent Delegation of South Africa to UNESCO

H.E. Mrs Barbara Maekela
Ambassador Extraordinary and
Plenipotentiary of South Africa in
France
Permanent Delegate to UNESCO

Ms Natalie Africa
Deputy Permanent Delegate of South Africa to UNESCO

Mr Devanand Moodley
Third Secretary

ALBANIE / ALBANIA
S. Exc. M. Erhem Raka
Ministre de l’éducation et de la science
(Chef de la délégation)

AFRIQUE DU SUD / SOUTH AFRICA
S. Exc. M. Justôf Vrioni
Ambassadeur
Délégué permanent de l’Albanie auprès de l’UNESCO

M. Edmond Hajdéri
Directeur du Département de l’enseignement supérieur
Ministère de l’éducation et de la science

ALGERIE / ALGERIA
S. Exc. M. Amdar Toun
Ministre de l’enseignement supérieur et de la recherche scientifique
(Chef de la délégation)

S. Exc. M. Mohamed Ghoualmi
Ambassadeur extraordinaire et plénipotentiaire d’Algérie en France
Délégué permanent auprès de l’UNESCO
(Chef adjoint de la délégation)

Mme Faouzia Boumaiza
Délégué permanent adjoint

M. Mohamed-Adel Samet
Conseiller auprès de la Délégation permanente

M. Mokhtar Attar
Conseiller culturel
Ambassade d’Algérie en France

Mme Nazihia Kesri
Professeur de physique USThB (Alger)

M. Arezki Amokrane
Professeur de physique USThB (Alger)

M. Abdelhamid Miro
Professeur en médecine

M. Hamid Kherbachi
Professeur en sciences économiques.

M. Ahmed Bouyacoub
Professeur en sciences économiques

M. Elhaoues Messaoudi
Professeur en linguistique

M. Hafid Aouarg
Professeur en sciences physiques

M. Ibrahim Meftah
Directeur du Protocole

H.E. Mrs Gabriele Behler
Minister for Schools, further Education, Science and Research of North-Rhine/Westphalia
(Alternate Head of Delegation)

Dr Albert Spiegel
Federal Foreign Office
(Deputy Head of Delegation)

H.E. Dr Christoph Derix
Ambassadeur Extraordinaire et Plénipotentiaire
Permanent Delegate of Germany to UNESCO

Mrs Prof. Dr Erika Schuchardt
Member of the Federal Parliament (Deutscher Bundestag)

Dr Werner von Trützschler
Ministry for Culture of Thuringia

Dr Reinmund Scheuermann
Federal Ministry for Education, Science, Research and Technology

Mr Hubert Linhart
Federal Ministry for Economic Cooperation and Development

Dr Herbert Krumbein
Federal Ministry for Economic Cooperation and Development

Mr Hans-Josef Oever
Federal Foreign Office

Mr Roland Thierfelder
Permanent Conference of Ministers for Culture

Prof. Dr Klaus Hüfner
President of the German Commission for UNESCO

Mrs Dr Christiane Deussen
Deputy Secretary-General
German Commission for UNESCO

M. Lopes Radi
Membre du secrétariat de l’union nationale des étudiants

Mme Djalma Maria da Conceição
Miala
Troisième Secrétaire
Déléguée permanente de l’Angola auprès de l’UNESCO

Mme Isabel Daniel Balça
Attaché
Déléguée permanente de l’Angola auprès de l’UNESCO
ANTILLES NEERLANDAISES/NETHERLANDS ANTILLES
H.E. Dr Philip A.E. Nieuw
Minister of Education
(Head of Delegation)

Dr Stanley M. Lamp
Director
Ministry of Education

Dr Roland CH Antonius
Secretary
University of the Netherlands Antilles

Mme Dr. S. Isabella

ARABIE SAOURITE/SAUDI ARABIA
H.E. Dr Khalid Al-Arkary
Minister of Higher Education
(Head of Delegation)

H.E. Dr Abdullah Al-Faysal
Rector
King Saud University

H.E. Dr Suhail Qadhi
Rector
Um-Al-Qura University

H.E. Dr Yousef Al-Jandan
Rector
King Faysal University

H.E. Dr Abdullah Al-Rashed
Vice Minister of Higher Education for Educational Affairs

Dr Mohammed SHH. Al-Khateeb
Dean of the Education Faculty
King Saud University

H.E. Dr Abdulaziz S. bin Salamah
Permanent Delegate of the Kingdom of Saudi Arabia to UNESCO

Dr Othman Y. Al-Rawaf
Faculty Member
King Saud University

Dr Abdulrahman Sulaiman Al-Tairi
Faculty Member
King Saud University

Dr Saad A.B. Al-Zahrani
Faculty of Education
Um-Al-Qura University

Dr Khaled S. Al-Sultan
Acting Deputy Minister for Educational Affairs
President of the Commission on recognition of Studies, Diplomas and Degrees in Higher Education

Dr Ibrahim Moubarak Al-Jawir
Member of the Faculty of Imam Muhammad Bin Saud Islamic University
Member of the Advisory Council at the Office of H.E. the Minister of Higher Education

ARGENTINE/ARGENTINA
Excmo. Sra. Susana Decíble
Ministra de Cultura y Educación
(Jefe de la delegación)

Lic. Eduardo Sánchez Martínez
Secretario de Estado de Políticas Universitarias
(Jefe adjunto de la delegación)

Lic. Carlos Maquís
Director Ejecutivo
Fondo para el Mejoramiento de la Calidad Universitaria - POMEC

Dr Juan Carlos Pugliese
Comisión de Evaluación y Acreditación Universitaria - CONEAU

Dr Juan Alejandro Tobias
Presidente
Consejo de Rectores de Universidades Privadas (CONEAU)

Lic. José Francisco Martín
Rector
Universidad Nacional de Cuyo (CIN)

Arm. Hugo Storero
Rector
Universidad Nacional del Litoral (CONEAU)

Sr. Pablo Javkin
Presidente
Federación Universitaria Argentina

Ing. José Molina
Secretario General
Consejo Nacional de Docentes Universitarios - CONADU

Sr. Héctor Cesar Saurat
Secretario General
Consejo de Rectores de las Universidades Privadas (CRUP)

Delegación Permanente de la República Argentina ante la UNESCO

Excmo. Sr. Carlos A. Florea
Embajador Extraordinario y Plenipotenciario
Delegado Permanente

Ministro María Susana Pataro
Delegado Permanente adjunto

Sr. Gustavo A. Aramburu
Secretario

AUSTRALIE/AUSTRALIA
Ms Jennifer Lodgor
Assistant Secretary, National Office Overseas Skills Recognition (NOOSR)
Department of Employment, Education, Training and Youth Affairs
(Head of Delegation)

Mrs Shelagh Whittleston
Councillor, Education
Australian Embassy
(Deputy Head of Delegation)

Prof. David Robinon
Vice Chancellor and President
Monash University

Prof. Lauchlan Chipman
Vice Chancellor and President
Central Queensland University

Mr Peter Shannon
Permanent Delegate of Australia to UNESCO

Prof. Zbyk Klich
Pro Vice Chancellor
Southern Cross University

Prof. Chris Duke
Deputy Vice Chancellor and President
University of Western Sydney, Nepean

Dr Marion Myhill
Education Standing Committee
Convener
Australian Federation of University Women

Ms Anne Siwicki
Australian Permanent Delegation to UNESCO

AUTRICHE/ AUSTRIA
M. Sigurd Höllinger
Directeur général
Ministère fédéral des sciences et du transport
(Chef de la délégation)

Mme Elsa Hackl
Directeur. Ministère fédéral des sciences et du transport
(Suppléant du chef de la délégation)

Mme Eva Knollmayer
Ministére fédéral des sciences et du transport

Mme Barbara Weigtroger
Ministére fédéral des sciences et du transport

Mme Christine Schneider
Ministére fédéral des sciences et du transport

Mme Ulrike Felt
Professeur Université de Vienne

Mme Gerlinde Hergovich
Conférence des effectifs scientifiques et artistiques

M. Günther Schelling
Conseil sur le système des "Fachhochschulen"

M. Uwe Trummer
Syndicat d'étudiants

Mme Brigitte Winklehner
ProfesseurUniversité de Salzbourg

S. Exe. M. Tassilo F. Ogrinz
Ambassadeur extraordinaire et plénipotentiaire
Délégué permanent de l'Autriche auprès de l'UNESCO

M. Gerhard Mayhardt
Ministre Conseiller
Délégué permanent adjoint de l'Autriche auprès de l'UNESCO

Mr Josef Höchtl
Member of the Austrian Parliament
Head of the Parliamentary Committee on Education

Mr Wolfgang Neidhöfli
Austrian Conference of Heads of Universities

AZERBAIDJAN/ AZERBAIJAN
Prof. Gorkhmann Goouiyev
Rector
Azerbaijan Institute of Languages
(Head of Delegation)

M. Elman Amiraslanov
Recteur
Université de médecine

M. Syyavouh Karaev
Recteur
Académie nationale du pétrole

M. Mamedgugi Safarov
Rector
Azerbaijan State Academy of Agriculture

M. Hamlet Isahany
Recteur
Université de "Khazar"

M. Mahir Aliyev
Chef de la Direction des relations internationales et de coordination
Ministère de l'éducation

Mr Rasul Mouradow
Dean
Baku State University - Faculty of Physics
Délégation permanente de la République azerbaïdjanaise auprès de l'UNESCO

S. Exc. Mme Eleonoras Husseynova
Ambassadrice
Déléguée permanent de la République azerbaïdjanaise auprès de l'UNESCO

M. Zaur Kessamany
Mlte Guliara Moustafabayli

BAHAMAS (LES) / THE BAHAMAS

The Honourable Dion Foulkes
Minister of State for Education (Head of Delegation)

H. E. Mr Arthur Foulkes
The Bahamas High Commissioner to London

Dr Davidson Hepburn
Chairperson
Bahamas National Commission for UNESCO

Dr Leon Higgs
President
College of The Bahamas

Mrs Paula Sweeting-Davis
Assistant Director of Education
Ministry of Education - (Tertiary/Scholarships)

Dr Pandora Johnson
Vice-President
Research, Planning & Development - College of The Bahamas

Dr Rhonda Chipman-Johnson
Vice-President
Academic Affairs - College of The Bahamas

BAHREIN / BAHRAIN

H. E. Dr Ali Fakhro
Ambassadeur Extraordinaire et Plénipotentiaire de Bahreïn à Paris
Permanent Delegate of Bahrain to UNESCO (Head of Delegation)

Mr Ahmed Harmas
Deputy Permanent Delegate of Bahrain to UNESCO

Mr Mohamed Fezea
Second Secretary
Permanent Delegation of Bahrain to UNESCO

BANGLADESH

Mr Ibtihar M. Chowdhury
Acting Permanent Delegate to UNESCO (Head of Delegation)

Mr Md. Mustafizar Rahman
Second Secretary
Permanent Delegation of Bangladesh to UNESCO

Mr Kazi Rakibuddin Ahmad
Secretary
Ministry of Education

BARRADE / BARBADOS

Hon. Mia Amor Mottley
Minister of Education, Youth Affairs and Culture (Head of Delegation)

Ms Lolita Applewhaite
Secretary
Ministry of Education, Youth Affairs and Culture

H. E. Mr Michael King
Ambassadeur Extraordinaire et Plénipotentiaire de Barbades à Bruxelles
Permanent Delegate to UNESCO

Mrs Barbara Parris
Acting Principal
Barbados Teachers' College

Miss Hyacinth Kirton
Secretary-General
Barbados National Commission for UNESCO

BELARUS

H. E. Mr Vasily Strazhev
Minister of Education (Head of Delegation)

H. E. Mr Vladimir Senko
Ambassadeur Extraordinaire et Plénipotentiaire de la République de Belarus en France
Permanent Delegate to UNESCO (Deputy Head of Delegation)

Mr Victor Gaisyinok
Chairperson
State Committee on Science and Technologies

Mr Alexander Kozulin
Rector
Belarusian State University

Mr Igor Volotovskiy
Vice President
National Academy of Sciences of Belarus

Mr Vladimir Pavlovich
Deputy Permanent Delegate, Counsellor
Permanent Delegation of the Republic of Belarus to UNESCO

Mr Victor Shyk
Counsellor
Permanent Delegation of the Republic of Belarus to UNESCO

Mr Roman Romanovsky
Third Secretary, Expert
Permanent Delegation of the Republic of Belarus to UNESCO

Mr Mikalai Minkevich
Expert

BELGIUM / BELGIQUE

S. Exc. M. William Anction
Ministre de l'enseignement supérieur, de la recherche scientifique, des relations internationales et du sport, Gouvernement de la Communauté française de Belgique
(Chef de la délégation)

S. Exc. le Baron Hubert van Houtte
Ambassadeur
Représentant permanent de la Belgique auprès de l'UNESCO
(Chef adjoint de la délégation)

Communauté française de Belgique

M. Jean-Luc Horward
Directeur du Cabinet adjoint de Monsieur le Ministre

M. C. Carette
Conseiller
Cabinet de Monsieur le Ministre

M. Philippart
Directeur général de l'enseignement supérieur

Mme C. Kaufmann
Conseiller
Direction générale de l'enseignement supérieur

M. D. Chasse
Président
Conseil général (F) des Hautes écoles

M. J-P. Père
Vice-Président
Conseil général (F) des Hautes écoles

M. Willy Legros
Recteur
Université de Liège

Communauté flamande de Belgique

Mme Ria Cabus
Conseiller
Cabinet du Ministre de l'enseignement

Dr Marie-Anne Persoons
Adjoint du Directeur général
Administration enseignement supérieur et recherche scientifique

M. Jan Geens
Directeur. Relations internationales
Conseil des ècoles supérieures

M. Jef Van den Perre
Secrétaire général
Conseil interuniversitaire flamand (VLIR)

Délégation permanente de la Belgique auprès de l'UNESCO

M. Philippe Cantraine
Conseiller

Mme Rita Stubbe

BELIZE / BELICE

S. Exc. M. Bassam Said Freiha
Ambassadeur extraordinaire et plénipotentiaire
Déléguée permanent du Belize auprès de l'UNESCO
(Chef de la délégation)

Mme Mireille Caubault
Permanent Delegation of Belize to UNESCO

BÉNIN

S. Exc. M. Damien Zinzou
Modérateur Alahassa
Ministre de l'éducation nationale et de la recherche scientifique
(Chef de la délégation)

M. André-Guy Ologou
Déléguée permanent a.i. de la République du Bénin auprès de l'UNESCO
(Chef adjoint de la délégation)

M. Oséni Kemoko Bagnan
Recteur
Université nationale du Bénin

M. Taofiki Aminou
Vice-recteur
Université nationale du Bénin

M. Rigober Kpanipa Kouagou
Secrétaire général
Commission nationale béninoise pour l'UNESCO

M. Albert Nouhouayi
Doyen de la faculté des lettres, arts et sciences humaines
Université nationale du Bénin

M. Isidore Monsi
Premier Conseiller
Délégation permanente de la République du Bénin auprès de l'UNESCO

M. Marcellin Laurou
Président du bureau exécutif
Fédération nationale des étudiants du Bénin, Université nationale du Bénin
BHOUTAN / BHUTAN
Mr Nima Wangdi
Director of Education Division
Secretary-General of Bhutan
National Commission for UNESCO
(Head of Delegation)

BOLIVIA / BOLIVIA
Excmo. Sr. Dr. Tito Hoz de Vila Q.
Ministro de Educación, Cultura y Deportes
(Jefe de la delegación)
Lic. Ramón Daza
Asesor del Ministerio en Educación Superior
(Jefe adjunto de la delegación)
Dr Juan Cuevas
Secretario Ejecutivo Nacional del Comité Ejecutivo de la Universidad Boliviana
Ing. Alberto Rodríguez
Rector
Universidad Mayor San Simón (Cocharamba)
Dr Jorge Orellana
Rector de la Universidad Gabriel René Moreno
(Santa Cruz de la Sierra)
Ing. Ramiro Bustamante
Presidente
Asociación Nacional de Universidades Privadas
Dr Antonio Gómez Pereira
Asesor del Ministerio en Educación Superior
Ing. José Luis Tellería Geiger
Secretario Nacional de Investigación, Ciencia y Tecnología
Comité Ejecutivo de la Universidad Boliviana
Sr. Eduardo Lorini Tapia
Delegado Permanente adjunto de Bolivia en la UNESCO
Sr. Fernando Laredo
Delegado Suplente ante el Consejo Ejecutivo
Delegación Permanente de Bolivia en la UNESCO
Sra. Silvia Rosa Bruno
Segundo Secretario
Delegación Permanente de Bolivia en la UNESCO
Mlle Estelle Laurent
Assistante de la Deuxième Secrétaires
Delegation permanente de Bolivie auprès de l’UNESCO

BOSNIE-HERZEGOVINE /
BOSNIA AND HERZEGOVINA
H.E. Mr Nerad Suzic
Minister of Education
(Head of Delegation)
Mira Gribic
Consultant to the Minister
H. E. Dr Nikola Kovac
Ambassador of Bosnia and Herzegovina to France
Mr Zeljko Jerkic
Permanent Delegation of Bosnia and Herzegovina to UNESCO

BOTSWANA
The Honourable Dr Gaositwe K.T.
Chief Minister
(Head of Delegation)
Mr Philemon T. Ramatsui
Permanent Secretary
Ministry of Education
Prof. Sharon Siverts
Vice Chancellor
University of Botswana
Dr Thabo T. Mokeena
Head of Chemistry Department
University of Botswana
Mr Sophistant Ntshobatsang
Deputy Principal
Louiseke College of Education
Mr Lloyd G. Mothusi
Secretary-General
Botswana National Commission for UNESCO
H.E. Mr. S. George
Ambassador from Brussels
Mr T.G. Ramodimosyi
Consul from Brussels

BRESIL / BRAZIL
Prof. Efrém de Aguirar Maranhão
Presidente do Conselho Nacional de Educação
(Chef de la délégation)
Prof. José Ivonildo do Rego
Presidente
Association nationale des dirigeants des institutions fédérales de l’enseignement supérieur-
ANDIFES
Prof. Antonio Celso Alves Pereira
Vice-Presidente
Conselho de rectores das universidades brasileiras (CRUB)
Dr Tancredo Maia Filho
Directeur
Institut national d’études et recherches en éducation

Dr Luiz Roberto Liza Curi
Directeur du Secrétariat de l’enseignement supérieur
Ministère de l’enseignement
Dr Eduardo Krüger
Président
Académie brésilienne des sciences
Prof. Renato de Oliveira
Président
Association nationale des professeurs de l’enseignement supérieur - ANDES - Syndicat national
M. Ricardo Alonso Bastos
Premier Secrétaire
Délégation permanente du Brésil auprès de l’UNESCO
M. Ismail de Freitas
Délégation permanente du Brésil auprès de l’UNESCO
Prof. Célia Brandão Alvarenga Cordeiro
Vice-Président de l’Association brésilienne d’universités communautaires (ABRUC)

BULGARIE / BULGARIA
Ass. Prof. Anna-Maria Totomanova
Vice-Minister for Education and Science
(Head of Delegation)
Ass. Prof. Roumen Pranchov
Head of Department
Ministry of Education and Science
Permanent Delegation of Bulgaria to UNESCO
H.E. Mr Stéphane Tafrov
Ambassador Extraordinary and Plenipotentiary of Bulgaria in France
Permanent Delegate to UNESCO
Mrs Alexandra Veleva
First Secretary
Sector of Education and Culture

BURKINA FASO
S. Exc. M. Christophe Dubire
Ministre des enseignements secondaire, supérieur et de la recherche scientifique
(Chef de la délégation)
S. Exc. M. Filippe Savadogo
Ambassadeur extraordinaire et plénipotentiaire du Burkina Faso en France
Délégué permanent auprès de l’UNESCO
M. Robert Foro
Conseiller technique
M. Ambroise Zagre
Directeur général de l’enseignement supérieur et de la recherche scientifique
M. Filiga Michel Sawadogo
Recteur
Université de Ouagadougou
M. Moussa Ouattara
Recteur
Université polytechnique de Bobo-Dioulasso
M. R. Mathieu Ouedraogo
Directeur général
Ecole normale supérieure de Koumbougou
Dr Boubaçar Doukoure
Membre du conseil exécutif
ISEESCO
M. Moussa Ernest Ouedraogo
Secrétaire général
Commission nationale burkinabé pour l’UNESCO
M. Mamadou Sawadogo
Délégué permanent adjoint du Burkina Faso auprès de l’UNESCO
M. John B. Kaboré
Conseiller
Délégation permanente du Burkina Faso auprès de l’UNESCO

BURUNDI
S. Exc. M. Jean-Baptiste Mbonyingigo
Ambassadeur extraordinaire et plénipotentiaire du Burundi en France
Délégué permanent auprès de l’UNESCO
(Chef de la délégation)
M. Lazare Nantiwe
Premier Conseiller
Délégué permanent adjoint du Burundi auprès de l’UNESCO
Mr Venant Nyobewe
Conseiller
Commission nationale du Burundi pour l’UNESCO

CAMBODIA / CAMBODIA
S. Exc. M. Pich Sohanan
Directeur général de l’enseignement supérieur, technique et professionnel
Ministère de l’éducation, de la jeunesse et des sports
(Chef de la délégation)
S.A.R. le Prince Norodom Sihanom
Ministre d’Etat
Ambassadeur extraordinaire et plénipotentiaire, Délégué permanent auprès de l’UNESCO
88
Mr Shusheng Jiang
President
Nanjing University

Mr Weifang Min
Vice President
Peking University

Ms Caidi Dong
Director of Division
General Office, Ministry of Education

Mr Yue Du
Director, Division of Special Fields Cooperation
National Commission of the People's Republic of China for UNESCO

Mr Yang Shen
Director, Division of European Affairs
Department of Foreign Affairs, Ministry of Education

Ms Jianhong Dong
Second Secretary
Permanent Delegation of the People's Republic of China to UNESCO

Mr Gang Wang
Programme Officer
National Commission of the People's Republic of China for UNESCO

CHYPRE / CYPRUS
H.E. Mr Lykourgos Kappas
Minister of Education and Culture (Head of Delegation)

H.E. Mr Constantinos Leventis
Ambassador: Permanent Delegate of the Republic of Cyprus to UNESCO

Prof. Milton Chacholiades
Rector
University of Cyprus

Mr Tryphon Pneumatics
Chief Education Officer
Department of Higher and Tertiary Education, Ministry of Education and Culture

Mr Christos Cassimatis
Deputy Permanent Delegate of the Republic of Cyprus to UNESCO

COLOMBIA / COLOMBIA
Excmo. Sr. Dr. German Bula Escobar
Ministro de Educación Nacional (Jefe de la delegación)

Dr Victor Manuel Monesayo
Rector
Universidad Nacional

Dr Jaime Restrepo Cuartas
Rector
Universidad de Antioquia

Padre Gerardo Arango Puerta
Rector
Pontificia Universidad Javeriana

Dr Fernando Hinestrosa
Rector
Universidad Externado de Colombia

Dr Guillermo Salah Zuleta
Rector
Universidad del Rosario

Dr Luis Carlos Villegas
Presidente
Asociación Nacional de Industriales - ANDI

Dr Pedro Hernandez
Presidente
Asociación de Profesores Universitarios - ASPU

Sr. Felipe Carrillo
Representante de los Estudiantes ante el Consejo Nacional de Educación Superior

Delegación Permanente de Colombia ante la UNESCO

Excmo. Sr. Pablo Gabriel Obregón Santodomingo
Especificador Extraordinario y Plenipotenciario
Representante Permanente de Colombia ante la UNESCO

Dra. Natalia Martin Leyes
Consejera

Dr Pablo Llanos
Primer Secretario

COMORES / COMOROS
Mme Moïnâché Chékki
Directrice de Cabinet
Ministère de l'éducation nationale, de la santé publique, de la jeunesse et des sports (Chef de la délégation)

Mme Thoueybat Said Omar
Ambassadeur
Délégué permanent des Comores auprès de l'UNESCO

Mme Fellouze Taki
Délégué permanent adjoint auprès de l'UNESCO

M. Idarousses Attoumane
Directeur général
ISPR

CONGO
S. Exc. Prof. François Lumwanamu
Ministre de l'enseignement supérieur et de la recherche scientifique
(Chef de la délégation)

Prof. Charles Gombe Mbalawa
Rector
Université Marien Ngouabi

M. Elenga Camara
Conseiller à l'enseignement supérieur
Ministère de l'enseignement supérieur et de la recherche scientifique

M. François Sita
Directeur de la coopération
Université Marien Ngouabi

Mme Dorothée Mobonda
Directrice des affaires académiques
Université Marien Ngouabi

M. Daniel Tombet
Délégué permanent adjoint de la République du Congo auprès de l'UNESCO

M. Jean-Marie Adoua
Secrétaire général
Commission nationale congolaise pour l'UNESCO

M. Henri Ouebi
Conseiller du Président de la République à l'éducation nationale et aux ressources humaines

M. Gaspard Mbemba
Directeur
École normale supérieure

M. Cisco Nouroumy
Déléguée permanente de la République du Congo auprès de l'UNESCO

CÔTE-D'IVOIRE
Sr. Gabriel Macaya Trejos
Rector, Universidad de Costa Rica

Sr. Gabriel Macaya Trejos
Rector, Universidad de Costa Rica
Presidente del Consejo Nacional de Rectores
(Jefe de la delegación)

Excma. Sra. Iris Leiva de Billaut
Embajador, Representante Alterno de Costa Rica ante la UNESCO
(Jefe alterno de Delegación)

Sra. Sonia Marta Mora
Vicerrectora Académica
Universidad Nacional

Sra. Alicia Guardián
Directora
Instituto de Investigaciones para el Mejoramiento de la Educación Costarricense

Sr. Henning Jensen
Decano
Facultad de Ciencias Sociales, Universidad de Costa Rica

Sra. Olimpia López
Director de la Maestría en Administración Universitaria
Universidad de Costa Rica

Sra. María Salvador Ortíz
Directora
Centro de Investigación en Identidad y Culturas Latinoamericanas - Universidad de Costa Rica

Sra. Alejandra Mata
Decana
Facultad de Educación
Universitaria de Costa Rica

Sra. Susana Trejos
Miembro del Consejo Universitario
Universidad Nacional

Sr. Marco Tulio Fallá
Miembro del Consejo Universitario
Universidad Nacional

Observadores

Excma. Sra. Gabriela Castillo
Ministro Consejero
Misión de Costa Rica ante la UNESCO

Sr. Esteban Arias Monge
Presidente de la Federación de Estudiantes
Universidad de Costa Rica

Sr. Marco Tulio Fallá
Miembro del Consejo Universitario
Universidad Nacional

CÔTE-D'IVOIRE
S. Exc. M. Francis Wodie
Ministre de l'enseignement supérieur et de la recherche scientifique
(Chef de la délégation)

S. Exc. M. Bakary Tie-Touré
Ambassadeur extraordinaire et plénipotentiaire
Délégué permanent de Côte d'Ivoire auprès de l'UNESCO

Mme Anna Manouan
Secrétaire générale
Commission nationale ivoirienne pour l'UNESCO

Mme Denise Houtouhou-Boigny
Directeur des enseignements supérieurs
Ministère de l'enseignement supérieur, de la recherche et de l'innovation technologique

Prof. Daouda Aidara
Président
Université d'Abobo-Adjamé
Mr. Vilim Ribic  
President  
Independent Union of Research and Higher Education of Croatia

Prof. Zvonimir Sikic  
President  
Independent Union of Research and Higher Education of Croatia, Ph. D.

CUBA  
Excmo. Sr. Fernando Vecino Almeg  
Ministro de Educación Superior (Jefe de la delegación)

Dr. Juan Vela Valdés  
Rector  
Universidad de La Habana

Dr. Antonio Romillo Tarke  
Rector  
Instituto Superior Politécnico "José A. Echeverría"

Dr. Julián Rodríguez Rodríguez  
Rector  
Instituto Superior de Ciencias Agropecuarias de La Habana

Dr. Juan Cárroz Estevez  
Rector  
Instituto Superior de Ciencias Medicas de La Habana

CROATIA / CROATIA  
Prof. Alfredo Mateo Díaz Fuentes  
Rector  
Instituto Superior Pedagógico "Enrique José Varona"

Sr. Luis Abreu Mejías  
Secretario General  
Sindicato Nacional de Trabajadores de la Educación, la Ciencia y la Cultura

Sr. Carlos Valenciaga  
Presidente  
Federación de Estudiantes Universitarios

H. E. Mr. Ivica Kostovic  
Deputy Prime Minister  
Minister of Science and Technology, Ph. D.  
(Head of Delegation)

Prof. Ivica Munic  
Deputy Minister  
Ministry of Science and Technology, Ph. D.

Mrs. Nevena Jannu Santana Acosta  
Asistente-Secretaria  
DANMARK / DENMARK

Ms. Hanne Buch  
Head of Division  
Ministry of Education (Head of Delegation)

Ms. Gertie Lund  
Chief Advisor  
Ministry of Education

Mr. Peder Kjørg  
Chairman  
Education Committee, Danish National Commission for UNESCO

Mr. Finn Ovesson  
Deputy Secretary-General  
Danish National Commission for UNESCO

Mr. Bo Lidgaard  
Permanent Delegate of Denmark to UNESCO

Professor Sven Caspersen  
Rector  
Aalborg University

Mr. Christen Christensen  
Rector  
The School of Social Work, Aarhus

Mr. Henrik Hallinger  
Chairman  
Danish Teacher Training Students Union

Mr. Josip Butkovic  
Representative  
Zagreb University Students Association

Mrs. Nevena Jannu Santana Acosta  
Asistente-Secretaria  
DANMARK / DENMARK

S. Exc. M. Djama Omar Ideh  
Ambassadeur extraordinaire et plénipotentiaire de Djibouti en France  
Défendeur permanent auprès de l'UNESCO

M. Mohamed Elmi Yabeh  
Premier Conseiller à l'Ambassade

M. Aden Ali Mahamed  
Deuxième Conseiller à l'Ambassade

Mr. Saleban Omar Oudin  
Directeur des affaires administratives  
Education nationale  
DOMINIQUE / DOMINICA

Mrs. Patsy Alexander  
Secretary-General  
Dominica National Commission for UNESCO

Mr. Merril Matthew  
Director - Technical Division  
Clifton Dupigny Community College

EGYPTE / EGYPT  
Dr. Gamal Abou El Makarem Al Azah Risk  
President  
Menia University  
(Head of Delegation)

Dr. Hassan Mohamed Hussein  
Honsi  
President  
Hedwan University

H. E. Prof. Fathi Saleh  
Ambassador Extraordinary and  
Plenipotentiary  
Permanent Delegate to UNESCO

Dr. Mageed Amin  
President  
Supreme Council of Universities

Prof. Hamed Taher Hassanein  
Ouad  
Dean, Faculty of Dar El Oulm  
Cairo University

Mrs. Taysir Ramadan  
Conseiller  
Permanent Delegation to UNESCO

Mr. Samy Rashed Gohar  
Attaché  
Permanent Delegation to UNESCO
Sra. Rosa Ester Moreira de Leonte
Ministro Consejero
Delegado Permanente adjunto

Sra. Nanette Viald Desroches
Consejero

EMIRATOS ARABES UNIDOS / UNITED ARAB EMIRATES

Dr. Hadeb Bin Jouan Al Dahiri
Presidente
U.A.E. University
(Head of Delegation)

H.E. Mr. Abdul Aziz Nasser Rahma
Ambassador Extraordinary and
Plenipotentiary of the United Arab
Emirates in France
Permanent Delegate to UNESCO

H.E. Mr. Saif Rashid Al Suwaidi
Assistant Under-Secretary
Ministry of Higher Education &
Scientific Research

Dr. Sulaiman Al Jassem
Director, Dept. Social Affairs,
Higher Technologies Faculties
U.A.E. University

Ing. Mario Ruiz
Rector
Universidad Francisco Gavidia

Dr. José Dagoberto González
Director de Asuntos Docentes y
Administrativos
Universidad José Matías Delgado

Lidia. Carmen María Gallardo de
Hernández
Universidad Tecnológica de El
Salvador

Sr. Mauricio Otmar Vásquez
Fuentes
Secretario de Ciencias
Agronómicas

Sra. Eileen Irvine Rodríguez
García
Estudiante en Ciencias Económicas

Sra. Roselina Peralta Arias
Estudiante en Ciencias de la
Educación

Sr. Carlos Alberto Palma Zaldívar
Estudiante en Relaciones
Internacionales

Delegación Permanente de El
Salvador ante la UNESCO

Dr. Reinaldo Valarezo
Rector
Universidad Nacional de Loja

Ing. Victor Hugo Jaramillo
Rector
Universidad de Ambato

Dr. Alvaro Trueba
Rector
Universidad Tecnológica
Equinoccial

Dr. Homero Larrea
Director General de Relaciones
Culturales
Ministerio de Relaciones Exteriores

Dr. Hermuy Calle
Rector
Escuela Superior Politécnica de
Chimbora

Lcdo. Darío Moreira
Secretario General
Consejo Nacional de
Universidades y Escuelas
Politécnicas (CONUEP)

Soc. Julio Bustos
Representante de los Profesores
Universitarios ante el CONUEP
(Miembro Substituto)

Sr. Santiago Díaz
Representante de los Estudiantes
ante el CONUEP
(Miembro Substituto)

Dr. Mauricio Montalvo
Delegado Permanente Adjunto del
Ecuador ante la UNESCO

Lidia. María Eugenia Martínez de
Rosado
Asestora de Educación
Delegación Permanente del
Ecuador ante la UNESCO

ERE IGETRA / EQUATOR

Excmo. Sr. Dr. Ronaldo Alvaro
Ministro de Educación y Cultura
(Jefe de la delegación)

Dr. Medardo Mora
Presidente
Consejo Nacional de
Universidades y Escuelas
Politécnicas (CONUEP)

Excmo. Sr. Dr. Juan Cueva
Embajador Extraordinario y
Plenipotenciario de El Salvador en
Francia
Delegado Permanente ante la
UNESCO

Excmo. y Mgtes. Sr. D. J. José
Badiola Díaz
Rector
Universidad de Zaragoza

Excmo. y Mgtes. Sr. D. Jaime
Páez i Pita
Rector
Universidad Politécnica de
Barcelona

Espagne / Spain

Excmo. Sr. Dr. Esperanza Aguirre
y Gil de Birdún
Ministra de Educación y Cultura
(Jefe de la delegación)

Excmo. Sr. D. Jesús Esquerra Calvo
Embajador Extraordinario y
Plenipotenciario
Delegado Permanente de España
en la UNESCO

Excmo. Sr. D. Manuel Jesús
González González
Secretario de Estado
Secretario de Estado de
Universidades, Investigación y
Desarrollo

Sr. D. Ignacio González
González
Subsecretario
Ministerio de Educación y Cultura

Sr. D. Antonio Nuñez García-
Sábado
Director General de Relaciones
Culturales y Científicas
Ministerio de Asuntos Exteriores

Sr. D. Javier Fernández-
Lasquetty Blanc
Director
Gabinete de la Ministra de
Educación y Cultura

Sr. D. Tomás García-Cuenca
Arista
Director General
Enseñanza Superior e
Investigación Científica

Sr. D. Pablo Benavides Orgaz
Delegado Permanente Adjunto de
España en la UNESCO

Sr. D. Rafael Arias Álvarez
Secretario General
Consejo de Universidades

Sr. D. Doña Isabel Mendoza
Fernández
Directora
Gabinete del Secretario de Estado
de Universidades, Investigación y
Desarrollo

Sr. D. Doña Clara Barreiro
Consejera de Educación en la
UNESCO

Excmo. y Mgtes. Sr. D. J. José
Badiola Díaz
Rector
Universidad de Zaragoza

Excmo. y Mgtes. Sr. D. Jaime
Páez i Pita
Rector
Universidad Politécnica de
Barcelona

92
Ms Emily Vargas-Baron  
Deputy Assistant Administrator, U.S. Agency for International Development  
Director, Center for Human Capacity Development

Mr Keith Geiger  
Director  
Office of Academic Programs, United States Information Agency

Ms Maureen McLaughlin  
Deputy Assistant Secretary for Postsecondary Education  
U.S. Department of Education

Mr Raymond E. Wanner  
Office of Technical Specialized Agencies - Bureau of International Organization Affairs

Ms Lois B. DeFleur  
President  
State University of New York at Binghamton

Ms Vera King Farris  
President  
Richard Stockton College of New Jersey

Mr Mulatu Kefelew  
Deputy Permanent Delegate of Ethiopia to UNESCO

Ms Anita Lehikoinen  
Counsellor for Education  
University Division, Ministry of Education (Deputy Head of Delegation)

Ms Sirska-Leena Hörkkö  
Senior Adviser  
University Division, Ministry of Education

Mr Osmo Lampinen  
Polytechnic Division, Ministry of Education

Mr Kuiko Hämäläinen  
Secretary General, Higher Education Evaluation Council  
Department for Education and Science Policy, Ministry of Education

Mr Tapio Markkanen  
Secretary General, Finnish Council of University Rectors  
Member of the Finnish National Commission for UNESCO

Ms Iris Schwarck  
Deputy Director  
Centre for International Mobility

Mr Henrik Mollis  
First Secretary  
Division for Africa and the Middle East, Ministry of Foreign Affairs

Ms Zabrina Holmström  
Counsellor for Cultural Affairs  
Secretary-General of the Finnish National Commission for UNESCO

Ms Taina Kiekko  
Ambassador  
Permanent Delegate of Finland to UNESCO

Mr Reijo Laukkanen  
Counsellor  
Permanent Delegation of Finland to the OECD

Ms Anne Lammla  
Deputy Permanent Delegate of Finland to UNESCO

---

Miss Esther NGO  
Counsellor for Education  
Ministry of Education, Republic of Chad

Mr Leo Ogundipe  
Chief, Division of the Education of the Federal Government  
Ministry of Education

Mr Abbudoulaye Sissoko  
Deputy Director  
Ministry of Education

---

Mr William Mclhenny  
Permanent Observer of the United States of America to UNESCO

Mr Alemanyu Minas  
Secretary General  
Ethiopian National Agency for UNESCO

---

Mr D. José de Ladrón de Guevara  
Vice-Vice President  
Asunción, Paraguay

Dr Oscar Soria  
Vice-President  
Asunción, Paraguay

---

Dr Christian Ruiz Orfila  
Asesor del Gabinete de la Ministra de Educación y Cultura

---

Mr D. Luis Nuñez Cubero  
Comisión Nacional Española de la UNESCO
Mme Francine Demichel
Directrice de l'enseignement supérieur
Ministère de l'éducation nationale, de la recherche et de la technologie

M. François Nicoulaud
Directeur général des relations culturelles, scientifiques et techniques
Ministère des affaires étrangères

M. Emmanuel de Calan
Directeur de la mission multilatérale
(Suppléant)

M. Jean de Gliniasty
Directeur des Nations-Unies et des Organisations internationales
Ministère des affaires étrangères

Mme Geneviève Galarneau-Mack
Ministre des affaires étrangères (Suppléante)

M. Jean Favier
Président
Commission de la République française pour l'éducation, la science et la culture

M. Jean-Pierre Boyer
Sécrétaire général
Commission de la République française pour l'éducation, la science et la culture (Suppléant)

M. Jean Sizinelli
Président d'honneur
Commission de la République française pour l'éducation, la science et la culture

M. Daniel Nahon
Directeur de la recherche scientifique et technique
Ministère de l'éducation nationale, de la recherche et de la technologie

M. Albert Prévos
Délégué aux relations internationales et de la coopération
Ministère de l'éducation nationale, de la recherche et de la technologie

Mme Suzy Halimi
Conseiller pour l'enseignement supérieur
(Suppléante)

M. Bernard Saint-Girons
Premier Vice-Président
Conférence des Présidents d'université (CFPU)

M. Guy Gaubérien
Premier Vice-Président
Conférence des directeurs d'écoles et de formations d'ingénieurs

Pays Hôte. Experts et Conseillers techniques :

Mme Nicole Bécaud
Présidente de la Commission formation
Conseil national des ingénieurs et scientifiques français

Mme Danièle Blondel
Professeur
Université de Paris Dauphine

Mme Isabelle Deblé
Chercheur
Université Paris 1

M. Philippe Dechate
Représentant du Conseil économique et social

M. André Staropoli
Sécrétaire général
Comité national d'évaluation

M. Gérard Toulouse
Directeur de recherche au CNRS
Membre correspondant de l’Académie des sciences

Mme Anne-Marie Cocula
Présidente
Université Bordeaux III

M. Michel Combarnous
Président
Université Bordeaux I

M. Yves Escoufiere
Président
Université Montpellier II

Mme Hélène Lamiq
Présidente
Université Paris XII

M. Bernard Varsilles
Président
Université de Limoges

M. Jacques Lévy
Président
Conférence des grandes écoles

M. Jacques Gelas
Délégué aux affaires internationales
Conférence des directeurs d'écoles de formation d'ingénieurs

M. Michel Woronoff
Président du Comité CAMPUS
(Coopération avec l’Afrique et Madagascar pour la promotion universitaire et scientifique)

M. Renaud Nantier
Chargé de la sous-direction des relations multilatérales
Ministère de l'éducation nationale, de la recherche et de la technologie

M. Jean-François Granstein
Chargé de mission à la Direction de la coopération scientifique et technique
Ministère des affaires étrangères

M. Michel Guyot
Chargé de mission, Direction de l'enseignement supérieur
Ministère de l'éducation nationale, de la recherche et de la technologie

Mme Claudine Borel
Chargée de mission, Direction du développement
Ministère délégué à la francophonie et à la coopération scientifique

M. Jean-Pierre Regnier
Sécrétaire général adjoint
Commission de la République française pour l'éducation, la science et la culture

Mme Sylviane Legrand
Deuxième Secrétaire
Délégation permanente de la France auprès de l'UNESCO

S. Exc. M. Lazare Digombe
Ministre de l'enseignement supérieur et de la recherche scientifique
(Chef de la délégation)

Prof. Diederik Ngaka Safu
Enseignant
Faculté de médecine et sciences de la santé
(Chef adjoint de la délégation)

Prof. Désire Benoni
Directeur de Cabinet politique adjoint à la Présidence de la République
Directeur de l'École doctorale de Franceville

Prof. Célestin Nguevmy Mbina
Recteur
Université Omar Bongo

M. Mbatebi
Vice-Recteur
Université des sciences et techniques de Masuku

M. Paul Bongue Boma
Délégué à l'Assemblée nationale
Président de la Commission des finances et de la comptabilité publique

M. Hilaire Adiabeno
Sécrétaire général
Ministère des finances, de l'économie, du budget et des participations, chargé de la privatisation

M. Longho
Commissaire général au plan
Ministère de la planification, de l'environnement et du turisme

Prof. Edouard Ngou-Milama
Conseiller à la recherche scientifique
Ministère de l'enseignement supérieur et de la recherche scientifique

Mme Yolande Ozouaki
Directeur de l'enseignement supérieur
Ministère de l'enseignement supérieur et de la recherche scientifique

Mme Maryvonne Kombila
Enseignante
Faculté de médecine et sciences de la santé

M. Minkoue
Conseiller en communication
Ministère de l'enseignement supérieur et de la recherche scientifique

M. Gueboyi
Aide de camp du Ministre
Ministère de l'enseignement supérieur et de la recherche scientifique

Délégation permanente du Gabon auprès de l'UNESCO

M. Eugène Philippe Djenne-Okoumbo
Délégué permanent du Gabon auprès de l'UNESCO

Mme Marie-Dominique Delafosse
Premier Conseiller

Mme Irène Quentin-OGwera
Premier Secrétaire

M. Matos
GAMBRE / GAMBIA

Hon. Mrs Satang Jow
Secretary of State for Education
(Head of Delegation)

H.E. Mr Njogou-Sahr Bah
Ambassador Extraordinary and Plenipotentiary of The Gambia in France
Permanent Delegate to UNESCO

Mrs Anne Thérèse Ndong-Jatta
Director
Secondary and Tertiary Education

Mrs Juka Jabang
Director
Management Development Institute

94
Mr Jenung Maneh
Principal
Gambia College

Mr Makireh Njie
Principal
Gambia Technical Training Institute

Mrs Mam Sillah Cham
Secretary General
Gambia National Commission for UNESCO

Mr Masowo Juward

Mr Moses Benjamin Jallow
First Secretary
The Embassy of the Republic of The Gambia

GEORGIE / GEORGIA

Mr Shota Dogonadze
Deputy Minister of Foreign Affairs
(Head of Delegation)

Mr Peter Metreveli
Secretary-General
Georgian National Commission for UNESCO

Mr George Matiashvili
Deputy Minister of Education

Mr Roia Metreveli
Rector
Tbilisi State University

Dr Ramaz Khuradze
Rector
Georgian Technical University

Mr Ramaz Khesuriani
Rector
Tbilisi Medical University

Mr Napoleon Karkashidze
Rector
Georgian Agrarian University

Mr Vakhtang Sartania
Rector
Tbilisi Pedagogical University

Ms Maia Tevzadze
Vice-Rector
Tbilisi Pedagogical University

Mr Avrandil Nikoleishvili
Rector
Kutaisi State University

Permanent Delegation of Georgia to UNESCO

H.E. Mr Gotsha Tchogovadze
Ambassador Extraordinary and Plenipotentiary of Georgia in France
Permanent Delegate to UNESCO

Mme Nathela Leguidze
Deputy Permanent Delegate

GHANA

Hon. Dr Mohammed Ibn Chambas
Deputy Minister of Education
(Head of Delegation)

H.E. Mr Harry O. Blavo
Ambassador Extraordinary and Plenipotentiary of Ghana in France
Permanent Delegate to UNESCO

H.E. Prof. Amonoo-Neizer
High Commissioner designated to
Zimbabwe

Professor George Beanche
Chairman
National Council for Tertiary Education

Prof. Adrian Debeer-Amishah
Executive Secretary
National Council for Tertiary Education

Prof. Christopher Ameyaw-Akumfi
Policy Advisor
Ministry of Education

Mr Francis Anthony Ben-Eghan
Director
Finance & Administration - Ministry of Education

Mr John E. Aggrey
Director/IOC
Ministry of Foreign Affairs

Mrs Esi Sutherland-Addy

GUINEE / GUINEA

Mr Alassane Ouattara
President
Ministère de l'Economie et des Finances

Mr Souleymane Kéita
Deputy Prime Minister
Ministère de l'Economie et des Finances

S. Est. M. Ibrahima Sylla
Ambassadeur Extraordinaire et Plénipotentiaire de la Guinée en France
(Chef de la délégation)

Dr Alioune Chéri Salla
Secrétaire général
Ministère de l'enseignement supérieur et de la recherche scientifique

Dr Mamadi Kourouma
Conseiller
Ministère de l'enseignement supérieur et de la recherche scientifique

Dr Ibrahima Morya Conté
Directeur national de l'enseignement supérieur

Prof. Mohamed Lamin Kaba
Recteur
Université de Conakry

Dr Amadou Tidiane Diallo
Directeur général
Institut supérieur des sciences de l'éducation de Guinée (Manéah)

Dr Yazaoro Soropogui
Directeur général
Institut des sciences agrozootechniques de Faranah

Dr Seydouba Camara
Recteur
Université de Kankan

M. Yody Kôdiogou Diallo
Vice-Recteur chargé de la recherche scientifique
Université de Conakry

M. Fancery Condé
Directeur général
Institut supérieur de mine et géologie de Boké
ILES SALOMON / SOLOMON ISLANDS (THK)
Dr Kabini Sanga
Deputy Director
Solomon Islands College of Higher Education
(Head of Delegation)

ILES VIERGES, BRITANNIQUES / BRITISH VIRGIN ISLANDS
Dr Charles Wheatley
President
H. Lavity Stout Community College
(Head of Delegation)

Mrs Jennie Wheatley
Ms Medita Wheatley
Secretary General
National Commission for UNESCO

INDE / INDIA
H. E. Dr Murti Manohar Joshi
Minister of Human Resource Development and Science & Technology
(Head of Delegation)

Mr Mahmood-Ur-Rahman
Vice Chancellor
Aligarh Muslim University

Shri Om Nagpal
Emeritus Educationist

Shri M.M. Jha
Joint Secretary
U&He - Department of Education

Mr Kireet Joshi
Emeritus Educationist

Mr Ravi Kapoor
FS to Human Resource Minister
Permanent Delegation of India to UNESCO

H.E. Mr Chiranjiv Singh
Ambassador
Permanent Delegation of India to UNESCO

Mr Gauri Shankar Gupta
Counsellor
Permanent Delegation of India to UNESCO

Mr Ram Dutt
Second Secretary
Permanent Delegation of India to UNESCO

INDONESIE / INDONESIA
H.E. Mr Soedarsjo Djojonegoro
Ambassador
Permanent Delegation of Indonesia to UNESCO
(Head of Delegation)
JAMAHIRIYA ARABE
LIBYENNE POPULAIRE ET
SOCIALISTE / SOCIALIST
PEOPLE'S LIBYAN ARAB
JAMAHIRIYA
S. Exc. Dr. Ali Treki
Ambassadeur de la Jamahiriya
arabe libyenne en France
(Chef de la délégation)

M. Mohamed Ahmad Elaswad
Ambassadeur
Délégué permanent de la
Jamahiriya arabe libyenne auprès
de l'UNESCO

Dr Abdullah A. El-Hamalani
Directeur général des relations
scientifiques et coopération
technique

Dr Sheib Y. El-Mansuri
Président du Comité de
planification de l'éducation

Prof. Lawrence Currington
Directeur
School of Continuing Studies -
University of the West Indies

Dr Simon Clarke
Special Adviser to the Minister of
Education & Culture

Ms Sylvia V. Thomas
Secretary-General
Jamaica National Commission for
UNESCO

JAPON / JAPAN
H. E. Dr Teiichi Sato
Vice Minister
Ministry of Education, Science,
Sports and Culture
(Head of Delegation)

H.E. Mr Koichiro Matsuura
Ambassador Extraordinary and
Plenipotentiary of Japan to France

H.E. Mr Azuza Hayashi
Ambassador
Permanent Delegate of Japan to
UNESCO

Mr Yasuharu Suematsu
Vice-Chairperson, Japanese
National Commission for UNESCO
President, Kochi University of
Technology

Mr Nakao Shimura
Japanese National Commission for
UNESCO
President, Tsuda College

Dr Sa'ad Hijazi
President
Jordan University of Science and
Technology

Miss Janette Bernamet
Cultural Attaché
Jordanian Embassy in Paris

KAZAKHSTAN
H.E. Mr Krymberk Kucherbaev
Minister of Education, Culture and
Public Health of the Republic of
Kazakhstan
Chairman of the National
Commission for UNESCO
(Head of Delegation)

H.E. Mr Nurali Djanov
Ambassador Extraordinary and
Plenipotentiary of the Republic of
Kazakhstan to France
Permanent Delegate to UNESCO
(Chef adjoint de la délégation)
KIRGHIZISTAN/ KYRGYZSTAN

H.E. Professor Dr Sovetbek Toktomozyev
Minister of Education, Science and Culture of the Kyrgyz Republic
(Head of Delegation)

Mrs Ainura Aldyldaeva
Deputy National Director
The European Union’s Tacis Programme Tempus Information
Point in Kyrgyzstan

Mr T.B. Bekbolotov
Rector
Djalal-Abad State University

KIRIBATI

Mr Meita Beibare
Permanent Secretary
Ministry of Education, Training and Technology
(Head of Delegation)

Mr Nanto Tekaiara
Senior Education Officer
Ministry of Education, Training and Technology
(Deputy Head of Delegation)

KUWAIT

H.E. Dr Abdul Aziz Al-Ghanem
Minister of Education and Higher Education
(Head of Delegation)

Prof. Dr Faizah Al-Kharafi
President/Recteur
Kuwait University
(Deputy Head of Delegation)

H. E. Dr Mauded R. Al-Haroun
Ambassador
Permanent Delegate of Kuwait to UNESCO

Dr Humoud Al-Mudhaf
Director General
The Public Authority for Applied Education & Training

Mr Sulaiman Al Onaizi
Secretary-General
Kuwait National Commission for UNESCO

Dr Asad Ismaeel
Vice President for Research
Kuwait University

Mr Fahed Al-Ajmi
Director
Office of H.E. The Minister of Higher Education

M. Taleb Al-Baghl
Délégué permanent adjoint de l’Etat du Koweit auprès de l’UNESCO

Melle Hanaa Hussain
Délégation permanente de l’Etat du Koweit auprès de l’UNESCO

L’EX-REPUBLIQUE YOUGOSLAVE DE MACEDOINE / FORMER YOUGOSLAV REPUBLIC OF MACEDONIA (THE)

S. Exc. Mme Sofija Todorova
Ministre de l’éducation et de l’éducation physique
(Cher de la délégation)

S. Exc. M. Luan Starova
Ambassadeur extraordinaire et plénipotentiaire
Délégué permanent de la République de Macédoine auprès de l’UNESCO

M. Dimitrija Popovski
Président de la Commission de l’éducation et de l’éducation physique de l’Assemblée nationale
Professeur à la faculté de l’éducation physique

Dr Tito Belicane
Professor
Faculty of Law

Prof. Vladimir Dukovski
Head of Department
University “Sta Civil and Methodius” - Faculty of Mechanical Engineering

Mrs Divna Sipovik
Chief of Cabinet
Ministry of Education and Physical Culture

LESOTHO

Honourable Lesao Lehoela
Minister of Education and Manpower Development
(Head of Delegation)

Mr B. M. Paneng
Principal Secretary
Ministry of Education and Manpower Development

Dr T. Jonathan
Pro-Vice Chancellor
National University of Lesotho

Mr O.M. Makara
Chief Education Officer
Tertiary

Mrs M. Makakole
Director Education Planning

Miss J. Pulane Lefoka
Director
Institute of Education, National University of Lesotho

Mr Karabo T. Marite
Counsellor
Embassy of the Kingdom of Lesotho

LETONIE / LATVIA

Dr Baiba Rivza
Chairperson
Council of Higher Education
(Head of Delegation)

Prof. Voldemārs Strikis
Rector
Latvian Agricultural University

H.E. Ms Aina Nagobads-Abols
Ambassadeur
Permanent Delegate of the Republic of Latvia to UNESCO

Dr Janis Siksulis
Secretary General, Latvian National Commission for UNESCO
Associate Professor of the University of Latvia

Mr Dainis Ozolins
Deputy Head of the Department of Educational Strategy
Member of the Latvian National Commission for UNESCO

LIBAN / LEBANON

S. Exc. M. Fawzi Hobeich
Ministre de la culture et de l'enseignement supérieur
(Chef de la délégation)

Dr Assaad Diab
Président
Université libanaise

S. Exc. M. Sami Kronfol
Ambassadeur
Délégué permanent du Liban auprès de l’UNESCO

Professeur Georges Toumed
Président du conseil d'administration
Conseil national de la recherche scientifique

Dr Mtanios Al-Halabi
Directeur général
Ministère de la culture et de l’enseignement supérieur

Mme Salwa Baassiri
Secrétaire générale
Commission nationale libanaise pour l’UNESCO

Mme Bahia Hariri
Députée, Présidente
Commission parlementaire de l'éducation nationale, de la culture, de la jeunesse et des sports
Prof. Azzaa El-Naderi
Doyen de la faculté d'information et de documentation de l'Université libanaise
Titulaire de la Chaire UNESCO des sciences de l'information et de la documentation

Prof. Joseph Abou-Nohra
Doyen de la faculté de pédagogie de l'Université libanaise
Titulaire de la Chaire UNESCO des sciences de l'éducation de l'Université libanaise

Dr Abdel Hassan El-Husseini
Comité des équivalences de l'Université libanaise

Prof. Hachem El-Husseini
Titulaire de la Chaire UNESCO des sciences de l'information et de la documentation

M. Noël Fattal
Conseiller
Délégué permanent adjoint du Liban auprès de l'UNESCO

Experts :

Dr Henri Awis
Université Saint-Joseph

Dr Nabil Haïdar
Université américaine de Beyrouth

Dr Georges Nahas
Université du Balamand

Dr Hassan Al-Halabi
Université islamique du Liban

Dr Fathi Abou-Ayana
Université arabe de Beyrouth

Dr Jean Khajian
Université Haïkarian

Père Antoine Khalife
Rector
Université Saint-Esprit de Kaslik

Dr Nabil Khalife
Responsable des affaires studentiennes
Université Saint-Esprit de Kaslik

Mme Angèle Khawand Zeenni
Présidente
Association des libanaises universitaires (ADLU)

Mr Nadim Jabboor
Commissaire de la Commission des équivalences
Ministère de la culture et de l'enseignement supérieur

M. Joseph El-Metni
Attaché de Presse
Ministère de la culture et de l'enseignement supérieur

LIBERIA
Hon. Thomas B. Collins
Deputy Minister of Education
(Head of Delegation)

H. E. Mr James Molly Scott
Ambassadeur Extraordinary and Plenipotentiary of Liberia in France
Permanent Delegate to UNESCO

Dr Lawrence S. Bestman
Executive Director
National Commission of Higher Education

Dr Frederic Ghebhe
President
University of Liberia

Dr Louise York
President
African Methodist Episcopal University (A.M.E.U.)

Dr William Sasa-Saliu
Vice-President for Academic Affairs
A.M.E. University

Dr Habib M. Sesay
Acting President A.M.E. Zion University

Dr Melvin J. Mason
President
Cuttington University College

Mrs Hawah Goll-Kotchi
Secretary General
Liberia National Commission for UNESCO

Mr Jeff Gongoor Dowana, Sr.
Delegate

Mrs Lily Behna
Delegate

LITUANIE / LITHUANIA
H.E. Mr Kornelijus Plateikis
Minister of Education and Science
(Head of Delegation)

Mr Juozas Antanavicius
President of Rector's Conference

Mr Kestutis Kscisianas
Rector
Kaunas Technological University

Mr Rolandas Povilionis
Rector
Vilnius University

Ms Sandra Civinskaite
Member of Student's Council

Mr Romualdas Hofertiené
Member of Lithuanian Parliament

Mr Rimantas Slizys
Director of Department of Higher Education and Science
Ministry of Education and Science

Mr Albertas Zalys
Advisor of the Government

Mr Gintautas Brazdžionas
President
Association of College Directors

H.E. Ms Ugnė Karvelis
Ambassadeur Extraordinary and Plenipotentiary
Permanent Delegate of Lithuania to UNESCO

LUXEMBOURG
S. Exc. Mme Erna Hennicot Schoepges
Ministre de l'éducation nationale
(Chef de la délégation)

S. Exc. M. Jean-Marc Hoscheid
Ambassadeur extraordinaire et plénipotentiaire de Luxembourg en France
Délégué permanent auprès de l'UNESCO

M. Patrick Engelberg
Délégué permanent adjoint

M. Jean Taglisferri
Professeur-Attaché
Ministre de l'éducation nationale

M. Albert Retter
Directeur de l'Institut supérieur de technologie

Mme Julie-Suzanne Bausch
Docteur en philosophie

MACAO / MACAU
Dr Jorge Alberto Rangel
Secretary for Public Administration, Education and Youth
(Head of Delegation)

Prof. Zhou Ligao
Rector (President)
University of Macau

Mr Luís Maria de Oliveira Dias
President
Macau Polytechnic Institute

Dr Stéphane Rodrigues Júnior
President
Macau Foundation

MADAGASCAR
S. Exc. M. Joseph Sydson
Ministre de l'enseignement supérieur
(Chef de la délégation)

S. Exc. M. Bosiface Levelo
Ministre de l'enseignement technique et de la formation professionnelle

S. Exc. M. Jacquet Simon
Ministre de l'enseignement secondaire et de l'éducation de base

S. Exc. M. José Vianey
Ambassadeur
Délégué permanent de Madagascar auprès de l'UNESCO

M. Aliooana Raharinirinirina
Directeur de l'enseignement supérieur
Ministre de l'enseignement supérieur

M. Ralaisoa Emile
Rakotomahanana
Recteur
Université Antananarivo

M. Georges Remy
Recteur
Université nord de Madagascar

M. Marie Dieudonné Michel
Razafindrainizimany
Recteur
Université de Fianarantsoa

M. Claude Hortense Solofoanana
Recteur
Université de Mahajanga

M. Eugène Mangalaza
Recteur
Université de Toamasina

M. Marcel Napetoka
Recteur
Université de Tolitara

Mme Violette Ramankasina
Directeur général de la Maison de la communication des universités

Prof. Raolina Andriamboholona
Directeur général
Institut national des sciences et techniques nucléaires (I.N.S.T.N.)

Mme Fanasoa Ravalitiera
Directeur du Département tertiaire
Institut supérieur de technologie

Mme Ravaolimala Rasonaovana
Délégué permanent adjoint de Madagascar auprès de l'UNESCO

M. Benjamin Claude Babany
Conseiller culturel
Délégué permanent de Madagascar auprès de l'UNESCO
Melle Hantantinarisoa Simon
Conseiller scientifique
Délégation permanente de Madagascar auprès de l’UNESCO

MALAYSIE / MALAYSIA
Dr Johari Mat
Secretary-General
Ministry of Education
(Head of Delegation)

Dr Abdullah Abdul Shukor
Director General

H. E. Mr Ahmad Hussein
Ambassador
Permanent Delegation of Malaysia to UNESCO

Dr Anuar Ali
Vice Chancellor
National University of Malaysia

Mr Mukhtar Boerhannoeddin
Deputy Permanent Delegate of Malaysia to UNESCO

Mr Abdul Aziz Abdul Halim
Lecturer
University of East London

MALAWI
Hon. Brown J. Mpinganjira, M.P.
Minister of Education
(Head of Delegation)

Dr Sam D.D. Safuli
Secretary for Education

Dr Dan Chinweje
Director of Studies
Mzuzu University

Prof. Leonard A. Kamwanja
Acting Principal
Bunda College

Dr S. Hau
Principal
Domasi College of Education

Mr F.R. Mkandawire
Deputy Executive Secretary
General
Malawi National Commission for UNESCO

Prof. Terence Davis, OBE
Vice Chancellor
Mzuzu University

Permanent Delegation of Malawi to UNESCO

H.E. Mr Zillo P. Y. Chibambo
Ambassador Extraordinary and Plenipotentiary of Malawi in France
Permanent Delegate to UNESCO

Dr Gali G. Y. Mgoomezulu
Deputy Ambassador and Deputy Permanent Delegate to UNESCO

Mrs Esther Kamlongera
First Secretary

MALDIVES
H.E. Mr Mohamed Latheef
Minister of Education
(Head of Delegation)

Mr Midhath Hilmy
Director General
Ministry of Education

MALI
S. Exc. Professeur Younous Hamaye Dicko
Ministre des enseignements secondaire, supérieur et de la recherche scientifique
(Chef de la délégation)

M. Abdoulaye Salim Cissé
Conseiller technique
Chargé de l'enseignement supérieur

M. Sabaloum Ould Youbba
Conseiller technique
Chargé de la coopération

M. Mamadou Bani Dalio
Chargé de mission
Chargé du développement de l'université

M. Abdoulaye Dramé
Directeur national de l'enseignement supérieur

M. Boubacar Sidiki Cissé
Recteur
Université du Mali

Mme Aminata Sall
Secrétaire générale
Commission nationale maillée pour l’UNESCO

Mme Djénéba Traoré
Secrétariat de la Commission nationale des équivalences
Direction nationale de l'enseignement supérieur

Mr Abdramane Megninta
Syndicat national de l'enseignement supérieur

M. Baba Moussoundou Touré
Syndicat national de l'éducation et de la culture

Mr Kooulé Boundy
Professor at University
Official in charge of Mission at the Presidency of the Republic

Délégation permanente du Mali auprès de l’UNESCO

S. Exc. Mme Madina Ly-Tall
Ambassadeur extraordinaire et plénipotentiaire du Mali en France
Délégée permanente auprès de l’UNESCO

M. Amidou Doucoure
Conseiller culturel
Délegé permanent adjoint

MALTE / MALTA
H.E. Mr Vincent Camilleri
Ambassadeur Extraordinaire et Plenipotentiaire
Permanent Delegate of Malta to UNESCO
(Head of Delegation)

Prof. Roger Ellul Micallef
Rector
University of Malta

Mr Pierre Clive Agius
First Secretary
Deputy Permanent Delegate of Malta to UNESCO

Mr Hubert Dalli
Education Coordinator
University Students Council

MAROC / MOROCCO
S. Exc. M. Najib Zerouali
Ministre de l'enseignement supérieur, de la formation des cadres et de la recherche scientifique
(Chef de la délégation)

Délégation permanente du Royaume du Maroc auprès de l’UNESCO

M. Anis Birrou
Directeur
Ministre du Ministre de l'enseignement supérieur

M. Mokhtar Anaki
Directeur de l'enseignement supérieur
Ministère de l'enseignement supérieur

M. Abdellahmid Ahmady
Recteur
Université Abou Choulab Doukkali

Mme Rahma Bourjila
Doyen
Faculté des lettres et des sciences humaines de Mohammedia

Mme Naïma Hbab
Professeur
Faculté de médecine de Rabat

M. Abdelkader Mokhtissi
Doyen
Faculté des sciences Semliia de Marrakech

Mme Naïma Tabet
Secrétaire général
Commission nationale marocaine pour l’UNESCO

Mme Anas Leyt
Membre du Cabinet du Ministre de l'enseignement supérieur

S. Exc. M. Mohamed Berrada
Ambassadeur extraordinaire et plénipotentiaire du Royaume du Maroc en France
Délégé permanent auprès de l’UNESCO

Mme Fatima M'tamed-Bouafaf
Ministre plébiscitaire auprès de l’Ambassade du Maroc à Paris

M. Adil Ghallab
Conseiller

MAURICE / MAURITIUS
Hon. Ramsamy Chedumbarum Pillay
Minister of Education & Human Ressource Development
(Head of Delegation)

Mr Siva Subramanien
Permanent Secretary
Ministry of Education & Human Ressource Development

Miss Medha Devi Moti
Director
Ministry of Education and Human Ressource Development - Ag. Technical Officer

Prof. Goolam Mohamedbhai
Vice Chancellor
University of Mauritius

Dr Raj Lutchmeah
Director
Tertiary Education Commission

Mr R. Dubois
Director
Industrial and Vocational Training Board

Permanent Delegation of the Republic of Mauritius to UNESCO

H.E. Mrs Marie France Roussety
Ambassadeur Extraordinaire et Plenipotentiaire of the Republic of Mauritius in France
Permanent Delegate to UNESCO

Mr Dooladren Pillay Tirvengadum
Minister Counsellor
Deputy Permanent Delegate

Mr Nadarajen Chedumbarum
First Secretary
Mr Colin Kamehauz
Secretary-General
Namibia National Students' Organization

Mrs Ally Ernesta Kustaa
National Treasurer
Namibia National Teachers’ Union

Mrs Trude Amulungu
Secretary-General
Namibia National Commission for UNESCO

Miss Etambuyu Mbuye
Director of Higher Education

Dr Itah Kandi-Murangi
Director of International Relations
University of Namibia

Mr Zach J.N. Kazpuna
Registrar
University of Namibia

Mr Isaac B. Prollius
Counselor
Permanent Delegation of Namibia to UNESCO

NEPAL

H.E. Mr Indra Bahadur Singh
Ambassador Extraordinary and Plenipotentiary of Nepal to France
Permanent Delegate to UNESCO (Head of Delegation)

Mr Khem Raj Regmi
Secretary-General, Nepal National Commission for UNESCO
Secretary, Ministry of Education

Dr Suresh Raj Sharma
Vice-Chancellor
Kathmandu University

Dr Hom Nath Bhattarai
Member Secretary
University Grant Commission

Mrs Radha Sharma
Associate Professor
Faculty of Education, Tribhuvan University

M. Teg Prasad Koirala
Député permanent adjoint

NICARAGUA

Licenciada Milena Lucia Lanzas Monge
Ministro Consejero de la Embajada de Nicaragua en Francia
(Jefe de la delegación)

Lic. Francisco Guzmán Pasos
Presidente del Consejo Nacional de Universidades
Rector de la Universidad Nacional Autónoma de Nicaragua-Managua

Ing. Télemaco Talsvera
Rector
Universidad Nacional Agraria

Dr Eduardo Valdés
Rector
Universidad Centroamericana

Dr Ernesto Medina Sandino
Rector
Universidad Nacional Autónoma de Nicaragua-León

Lic. Mariano Vargas
Secretario Técnico del Consejo Nacional de Universidades

Ing. Mario Caldera
Rector
Universidad Nacional de Ingeniería

Dr Owyn Hodgson
Rector
Bluefield Indian a. Caribe University (BI-CU)

Br. Francisco Porras Alemán
Dirigente Estudiantil Nacional

Ms Marta Caldera
Attachée
Delegación Permanente de Nicaragua ante la UNESCO

Prof. Louis Kossada
Secrétaire général du Ministère de l'enseignement supérieur, de la recherche et de la technologie
(Chef de la délégation)

Prof. Dauda Hamani
Vice-Rector
Université Abdou Moumouni de Niamey

M. Mahamane Saadou
Doyen
Faculté des sciences, UAM

M. Karimou Ambouta
Doyen
Faculté d'agronomie, UAM

M. Hassane Abdo
Doyen
Faculté des sciences économiques et juridiques, UAM

M. Ousseini Issa
Doyen
Faculté des lettres et sciences humaines, UAM

M. Abdoulaye Marichétou
Mahamane
Directeur
Ecole normale supérieure, UAM

Prof. Pierre Foulani
Coordonnateur du projet Banque mondiale sur les stratégies de l'enseignement supérieur
Direction des projets éducation

M. Amadou Tcheko
Délégué permanent adjoint du Niger auprès de l'UNESCO

M. Traoré Abou
Directeur de l'enseignement supérieur
Ministère de l'enseignement supérieur, de la recherche et de la technologie

M. Boukary Mahamane Sani
Conseiller technique du Recteur UAM

Mme Hadiza Hami
Attaché académique
Ambassade du Niger à Paris

NIGERIA

Alhaji Mahmud Yayaile Ahmad
Permanent Secretary
Federal Ministry of Education (Head of Delegation)

Dr Peter Shehu Abdu
Director
Educational Support Services - Federal Ministry of Education

Dr Usman Bokani Ahmad
Director
Department of Formal Education - Federal Ministry of Education

Mrs Joyce Aluko
Chairperson
Nigerian National Commission for UNESCO

Mrs M. Olubanke A. Olorusfunmi
Deputy Director
Federal Ministry of Education

Mrs M. Y. Katagum
Secretary
Social & Human Sciences Sector, NATCOM UNESCO

Professor Munzali Jibril
Executive Secretary
National Universities Commission

Mr Chibado Mohammed Jada
Principal Administrator
Federal Ministry of Education

Dr A. T. Abdullahi
Executive Secretary, National Board for Technical Education (Alternate Delegate)

Prof. Bello Ahmad Salim
Registrar
Joint Admissions & Matriculation Board

Prof. Wale Omole
Vice-Chancellor
Obafemi Awolowo University, Ile−Ife

Mr Y.M.O. Nwafor
Secretary-General, Nigerian National Commission for UNESCO (Alternate Delegate)

Permanent Delegation of Nigeria to UNESCO

H.E. Dr E.O. Akinwuye
Ambassador, Permanent Delegate

Mr Umar M. Ahmed
Deputy Permanent Delegate

Mrs Bridget Zidon
Senior Counsellor

Mr Y. Lijadu
Counsellor

NORVEGE/NORWAY

Mr Jan Schreiner Levy
Director General
Royal Norwegian Ministry of Education, Research and Church Affairs
(Head of Delegation)

Ms Kari Blom
Rector
Bergen College

Ms Cecillie P. Oyen
Immediat Past President
Norwegian Association of Students

Mr Ole Danbolt Mjos
Professor
University of Tromso

Mr Sverre Rustad
Deputy Director General
Network Norway Council

Ms Elizabeth Jacobsen
Head, Section for Development Cooperation
Department for Bilateral Affairs - Ministry of Foreign Affairs

Ms Birgitta Naess
President
Norwegian National Commission for UNESCO

Ms Anne Rygg
Immediate Past President
National Union of Students in Norway
Ms Noruru Grande
Senior Executive Officer
The Norwegian National Commission for UNESCO

Mr Per Wright
Rector
The Norwegian University of Sport and Physical Education

Permanent Delegation of Norway to UNESCO

H.E. Mr Rolf Trelle Andersen
Extraordinary and Plenipotentiary Ambassador of Norway in France
Permanent Delegate to UNESCO

Mrs Lizzie R. Dahm
Deputy Permanent Delegate to UNESCO

NOUVELLE-ZELANDE / NEW ZEALAND

Mr Vince Catherwood
Senior Manager
Tertiary Charters and Funding, Ministry of Education
(Head of Delegation)

Hon. Russell Marshall
Chairperson
New Zealand National Commission for UNESCO

Prof. Sylvia Ramball
Assistant to the Vice-Chancellor (EO), Massey University
Member of the New Zealand National Commission for UNESCO

Mr Turea Royal
Executive Chairperson
Taulih o Nga Wananga, National Association of Wananga

Mr Rob Cozier
Executive Director
Association of University Staff

Ms Mary Oliver
First Secretary
Deputy Permanent Delegate of New Zealand to UNESCO

OMAN

H.E. Shaikh Salim bin Musrahil
Bin Ahmed Al-Maashani
Undersecretary, Ministry of Higher Education
(Head of Delegation)

H.E. Dr Musa bin Jaffar bin Hassam
Ambassador
Permanent Delegate of Oman to UNESCO
(Deputy Head of Delegation)

Shaikh Khalid bin Mohammed bin Zahir Al-Hunai
Director General, General Directorate of Educational Information and Relations
General Secretary, National Commission for Education, Culture and Science

Dr Abdullah Bin Gunna Bahwan
Consultant, The Office of H.E. the Undersecretary

Dr Talib bin Isa Al-Salimi
Director
Higher Studies Directorate

Mr Kamal bin Hassan Macki
Deputy Permanent Delegate of Oman to UNESCO

Mr Ali Bin Naser Al-Awaisi
Director, Undersecretary Office

Dr Abdulrahman El-Rufai
OUGANDA / UGANDA
Hon. Dr Abel J.J. Rwendere
Minister of State for Education
(Head of Delegation)

Mr Francis Lubangwa
Permanent Secretary
(Alternate Head of Delegation)

Prof. Peter Kanyandago
Deputy Vice-Chancellor
Uganda Martyrs University Nkozi

Rev. Canon Dastau Bukenya
Vice-Chancellor
Uganda Christian University
Mukono

Dr Justine Epelu-Opio
Deputy Vice-Chancellor
Makerere University

Prof. J.P. Ocitti
Head, Department of Higher Education
School of Education, Makerere University

Prof. A. Lutalo-Bbosa
Principal
Institute of Teacher Education, Kyambogo

Ms Anastasia Nakazir
Uganda National Commission for UNESCO
(Technical Staff)

H.E. Dr David K. Kazunga
Ambassador Extraordinary and Plenipotentiary of Uganda in France
Permanent Delegate to UNESCO

Mr Godfrey Kwoba
Deputy Permanent Delegate

Ms Irene Ellen Semakula
Commission Secretary

Mr Patrick Ezaga Ooen
Chairperson, Uganda Students Association

Ms Avitas Tiberimbasa
University Secretary - Makerere University

M. Eriabu Lugwijo
OZBEKISTAN / UZBEKISTAN
Dr Takhir Agzamov
Leading Expert on Education
Cabinet of Ministers
(Head of Delegation)

Dr Alisher Akhmedov
Head of Education Department
National Commission of Uzbekistan for UNESCO

Dr Shavkat Kurbanov
Senior Consultant on Education
Administration of President

Dr Khikmatulla Latiffaula
Vice-Rector
Tashkent State Economic University

S. Exc. M. Takhirjon Mamajonov
Ambassadeur extraordinaire et plenipotentiaire de la République d'Ouzbekistan en France
Délégué permanent auprès de l'UNESCO

PAKISTAN

Dr Safdar Mahmood
Federal Secretary Education
Ministry of Education
(Head of Delegation)

Miss Asma Anis
Permanent Delegate of Pakistan to UNESCO
(Deputy Head of Delegation)

Mrs Riffat Masood
Deputy Permanent Delegate of Pakistan to UNESCO
(Deputy Head of Delegation)

PALESTINE

H.E. Dr Munthir Salah
Minister of Higher Education
(Head of Delegation)

S. Exc. M. Awad Yakhlef
Ambassadeur
Observateur permanent de Palestine auprès de l'UNESCO

Dr Lily Fehily
Director General for International and Cultural Relations

Dr Ribihi Abu Snieineh
Director General for University Education

Dr Ziad Jweiles
Director General for Colleges and Technical Education

Dr Rami Al-Hamduallah
President
An-Najah National University

Dr Muhammad Shubeir
President
Islamic University

Dr Daoud Za'tari
Acting President of the Polytechnic

Dr Inshad Al-Agha
Professor
Islamic University

Mr Tamer Thabet
Student Representative
Al-Azhar University

Ms Suha Abu-Arkoub
Student Representative
Polytechnic

Mr Jhah Qatahli
Secretary General
Palestinian National Commission for Education, Culture, and Science

Mr Ahmad Dari
Deputy Permanent Observer to UNESCO

Mr Anwar Abu Eishheh

PANAMA

Prof. Jorge Delgado Castellano
Director General del Instituto Nacional de Cultura
(Jefe de la delegación)

Sr. Hermann Castro
Rector
Universidad Latinoamericana de Ciencias y Tecnología

Sr. Julio Vallarino
Vicerrector de Investigación y Postgrado
Universidad Nacional de Panamá

Ing. Héctor Montemayor
Rector de la Universidad Tecnológica de Panamá

Prof. Jorge Arosemena
Director Ejecutivo
Fundación Ciudad del Saber
PAPOUASIE NOUVELLE-GUINEE / PAPUA NEW GUINEA
H.E. Dr John Waiko
Vice Minister for Higher Education (Head of Delegation)

Permanent Delegation of Papua New Guinea to UNESCO

Mr Kappa Yarka
Permanent Delegate of Papua New Guinea to UNESCO

Mr David Anere
Deputy Permanent Delegate of Papua New Guinea to UNESCO

PARAGUAY
Excmo. Sra. Maria Celsa Bareiro de Soto
Ministra de Educación y Cultura (Jefe de la delegación)

Dr. Berta Torrijos de Arosemena
Rectora
Universidad Especializada de las Américas

Prof. William Salom
Rector
Universidad Interamericana de Panamá

Prof. Virgilio Olmos
Rector
Universidad Autónoma de Chiriquí

Dr. Noemí Castillo Jaén
Rectora
Nova Southeastern University

Prof. Lucrecia Herrera Cozzarelli
Rectora
Universidad de la Paz

Sr. Arístides Isaac Gómez de León
Director de Cooperación internacional y Asistencia técnica
Universidad de Panamá

Sr. José Felix Llopis Lamela
Delegado Permanente ante la UNESCO

Sra. María Elena de Aguilar
Delegado Permanente Adjunto

Sr. Jorge Patiño
Tercer Secretario

PAOUASIE NOUVELLE-GUINEE / PAPUA NEW GUINEA
H.E. Dr John Waiko
Vice Minister for Higher Education (Head of Delegation)

Mr Jerry Kuhena
Deputy Secretary for Higher Education

Dr. Mark Solomon
Vice Chancellor of the University of Goroka

Permanent Delegation of Papua New Guinea to UNESCO

Mr Kappa Yarka
Permanent Delegate of Papua New Guinea to UNESCO

Mr David Anere
Deputy Permanent Delegate of Papua New Guinea to UNESCO

PARAGUAY
Excmo. Sra. María Celsa Bareiro de Soto
Ministra de Educación y Cultura (Jefe de la delegación)

Excmo. Sr. Dr. Rubén Bareiro Saguier
Embaixador Extraordinario y Plenipotenciario de la República del Paraguay en Francia
Delegado Permanente ante la UNESCO

Dr Luis H. Berganza
Rector
Universidad Nacional de Asunción

Sr. Carlos Andres Couchonh
Zeiser
Director del Gabinete del Ministerio de Educación y Cultura

Lidia Elvia Zayas de Von Bargen
Catedrática de la Universidad Católica de Encarnación

Don Sila Estigarribia
Delegado Permanente Adjunto
Delegación Permanente del Paraguay ante la UNESCO

PAY-BAS / NETHERLANDS
Prof. P.W.M. de Meijer
President
Commission nationale pour l'UNESCO
(Chef de la délégation)

Mme J.A. Offermans
Ministre de l'enseignement, de la culture et des sciences

Mme M.E. Leegwater
Ministre de l'enseignement, de la culture et des sciences

M. L.M.E. Wolfs
Ministre des affaires étrangères

Mme S. Pantelić
Ministre des affaires étrangères

M. F.J.M. van Kalmthout
Conseil pour l'enseignement professionnel supérieur

M. G.W. Nooten
Fédération des universités néerlandaises

Prof. L.F.M. Dubbeldam
Commission nationale pour l'UNESCO

Mme M. Rietbergen
Syndicat national des étudiants

M. W.A. van Helden
Député permanent adjoint auprès de l'UNESCO

M. D. Lageweg
Commission nationale pour l'UNESCO
(Suppléant)

PPERM / PERU
Dr. César Paredes Canto
Rector de la Universidad Nacional de Cajamarca
Presidente de la Asamblea Nacional de Rectores (Jefe de la delegación)

Ing. Estan Caro Meza
Rector
Universidad Nacional del Centro

Mme M. Engelkes
Ministre de l'enseignement, de la culture et des sciences
(Suppléante)

PEROU / PERU
Dr. César Paredes Canto
Rector de la Universidad Nacional de Cajamarca
Presidente de la Asamblea Nacional de Rectores (Jefe de la delegación)

Ing. Estan Caro Meza
Rector
Universidad Nacional del Centro

Dr Jorge Benitez Robles
Rector
Universidad Privada San Pedro

Representación Permanente del Perú ante la UNESCO

Excmo. Sr. María Luisa Federici
Embajadora
Delegada Permanente del Perú ante la UNESCO

Ministro J. Alberto Carrion T.
Delegado Permanente Adjunto del Perú ante la UNESCO

Sr. Carlos Vásquez Corrales
Primero Secretario

PHILIPPINES
Hon. Angel C. Alcala
Chairman
Commission on Higher Education (Head of Delegation)

Hon. Hector K. Villarreal
Ambassador Extraordinary and Plenipotentiary of the Philippines to France and Portugal
Permanent Delegate to UNESCO (Deputy Head of Delegation)

Hon. Andrew Gonzalez
Secretary
Department of Education, Culture and Sports

Hon. Rosario G. Manalo
Undersecretary of Foreign Affairs
Acting Secretary-General, UNESCO National Commission of the Philippines

Hon. Isagani R. Cruz
Commissioner
National Commission on Culture and Arts

Hon. Milagros Hernandez
Deputy Director-General
Technical Education and Skills Development Authority

Dr Arturo P. Casuga
Vice-President, Philippines
Association of the State Universities and Colleges
President, Eulogio Amang
Rodriguez Institute of Science and Technology, Manila

Fr. Roderick Salazar, SVD
President
Catholic Education Association of the Philippines

Dr Alicia Bustos
President
Federation of Accrediting Agencies of the Philippines

Dr Adriano Arcelo
President
Fund for Assistance to Private Education

Hon. Dante Liban
Representative, House of Representatives (Adviser)

Hon. Mona D. Valiño
Commissioner, Commission on Higher Education (Adviser)

Hon. Teresa Aquino-Oreta
Senator, Senate of the Philippines (Adviser)

Ms Deanna O. Recto
First Secretary and Senior Foreign Affairs for UNESCO
Permanent Delegation of the Philippines to UNESCO

Ms Jeanette D. Tuason
Deputy Executive Director II
UNESCO National Commission of the Philippines

Ms Kristine G. Floria
Development Management Officer III
UNESCO National Commission of the Philippines

Mr Earl Victor L. Rosero
Executive Assistant to Dr. Mona Valiño

POLOGNE / POLAND
S. Excm. M. Miroslaw Handke
Ministre de l'éducation nationale (Chef de la délégation)

M. Aleksander Luczak
Représentant du Parlement de la République de Pologne
Député, Vice-Président de la Commission de l'éducation, de la science et de la jeunesse
M. Tadeusz Skoszewicz
Académie polonaise des sciences
(Vice-Président de la délégation)

M. Wojciech Falkowski
Secrétaire général, Commission
nationale polonaise pour l'UNESCO
(Vice-Président de la délégation)

M. Jerry Woźnicki
Recteur de l'Université
technologique de Varsovie
Vice-président de la Conférence des
recteurs des écoles académiques en
Pologne

Mme Magdalena Mazinska
Directeur du Département de l'intégration européenne et de la
coopération internationale
Ministère de l'éducation nationale

S. Exc. Mme Alicja Ciezkowska
Ministre plénipotentiaire
Délégué permanent de la Pologne
auprès de l'UNESCO

M. Henryk Ratajczak
Ancien Recteur de l'Université de
Wrocław
Directeur du Centre de l'Académie
polonaise des sciences à Paris

M. Janusz Reykowski
Directeur de l'Institut de
psychologie
Académie polonaise des sciences

M. Ryszard Mosakowski
Université technologique de
Gdańsk

PORTUGAL
Prof. Alfredo Jorge Silva
Secrétaire d'État pour l'enseignement supérieur
(Chef de la délégation)

S. Exc. M. Jorge Ritto
Ambassadeur
Délégué permanent du Portugal
auprès de l'UNESCO

Prof. Sérgio Machado dos Santos
Professeur universitaire

Prof. Luis Sousa Lobo
Recteur de l'Université nouvelle
Vice-Président du Conseil des
recteurs des universités portugaises

Prof. Luis Soares
Président du Conseil coordonneur
des instituts supérieurs
polytechniques

M. António Jorge G. Rodrigues
Membre de la Direction
Association portugaise de
l'enseignement supérieur privé

Mme Maria Eduarda Boal
Directeur du Cabinet des affaires
européennes et relations
internationales

M. Lopes Serrado
Secrétaire exécutif et Président par
interim
Commission nationale portugaise
pour l'UNESCO

Prof. Maria Luis Pinto
Sous Directeur
Département de l'enseignement supérieur

Mme Maria de Lurdes Paixão
Membre du Conseil coordinateur
pour l'éducation
Commission nationale portugaise
pour l'UNESCO

Mme Maria Manuel Durão
Délégué permanent adjoint du
Portugal auprès de l'UNESCO

M. Fernando Medina
Représentant des associations
d'étudiants

M. Luiz de Albuquerque Veloso
Secrétaire d'ambassade
Délégation permanente du Portugal
auprès de l'UNESCO

QATAR
H.E. Dr Mohammed Abdul-Rahim
Kafoud
Ministre de l'éducation et la
Formation supérieure
Chargé de la délégation

Dr Ibrahim El-Nouami
Rector
University of Qatar

Dr Darwish El-Enadi
Dean
Faculty of Humanities Studies,
University of Qatar

Dr Abdurahmane Abdulla Al-
Mulawji
Directeur des relations culturelles
Ministère de l'éducation

M. Abdul Aziz Al-Ansari
Secrétaire général
Commission nationale du Qatar
pour l'UNESCO

Mr Amhed Yousef Asheer
Director,
Minister's Office for Higher
Education

Permanent Delegation of the State
of Qatar to UNESCO

Mr Ibrahim Bubshit
Permanent Delegate of the State of
Qatar to UNESCO

Mr Mohamed Fathi Awad
Mr Youssef Ahmed

REPUBLIQUE ARABE
SYRIENNE / SYRIAN ARAB
REPUBLIC
S. Exc. Mme Dr. Salha Sounkor
Ministre de l'enseignement supérieur
(Chef de la délégation)

Mme Nabila Chaalan
Ministre plénipotentiaire
Délégué permanent de la
République arabe syrienne auprès
de l'UNESCO

Dr Abdul Gani Maui El Bareed
Rector
Université de Damas

Dr Mohammed Ali Houriyah
Rector
Université d'Alep

Dr Mohi Edine Issa
Vice Ministre pour l'enseignement supérieur

Dr Mohammed Elissa
Sous Secrétaire de l'Université Al
Banah pour les affaires scientifiques

Ing. Moukram Nabil El Rifai
Ministre de l'enseignement supérieur

Dr Guzi Mansour
Secrétaire des bureaux régionaux
de l'enseignement supérieur et des
étudiants

Dr Omar Blache
Membre du bureau exécutif du
syndicat des enseignants

Dr Mahmoud Elsewed
Membre du corps enseignant de
l'Université de Damas

Dr Abdul latif Youseff
Membre du corps enseignant de
l'Université de Tchirhine

Mme Dr. Amal Kabous
Membre du corps enseignant de
l'Université d'Alep

REPUBLIQUE CENTRAFRICAINE /
CENTRAL AFRICAN
REPUBLIC
S. Exc. M. Théophile Touba
Ministre de l'enseignement supérieur,
de la recherche scientifique et technologique
(Chef de la délégation)

S. Exc. M. Jean Poloko
Ambassadeur extraordinaire et
plénipotentiaire de la République
centrafricaine en France
Délégué permanent auprès de
l'UNESCO et de la Francophonie

Mme Giorgine Greenguent
Chargée de missions
Ministre de l'enseignement supérieur,
de la recherche scientifique et technologique

M. Loth Kitodjim
Premier Conseiller
Ambassade centrafricaine en
France

M. Gilbert-Gil Nandiguin
Conseiller culturel
Ambassade centrafricaine en
France

M. Dominique Malot
Vice-Doyen
Faculté de droit et sciences
economiques

REPUBLIQUE DE COREE /
REPUBLIC OF KOREA
H.E. Mr Dong Chil Yang
Ambassadeur Extraordinaire and
Plenipotentiary
Permanent Delegate of the
Republic of Korea to UNESCO
(Head of Delegation)

Mr Gul-woo Lee
Education Attaché
Permanent Delegation of the
Republic of Korea to UNESCO

Dr Mu-keun Lee
President
Korean Research Institute for
Vocational Education and Training

Dr Hyun-chung Lee
Director-General
Korean Council for University
Education

Dr Young-chul Kim
Senior Fellow
Center for Education Policy
Research - Korean Education
Development Institute

Dr Jae Woong Kim
Vice-Dean, Academic Affairs
Korean National Open University
REPUBLIQUE DE MOLDOVA
/ REPUBLIC OF MOLDOVA
S. Exc. M. Anatiole Gruia
Ministre de l'éducation et de la science de la République de Moldova
(Chef de la délégation)
S. Exc. M. Mihai Popov
Ambassadeur extraordinaire et plénipotentiaire de la République de Moldova en France
Délégué permanent auprès de l'UNESCO
M. Andrei Galben
Recteur
Université libre internationale de Moldova
M. Petru Tolocenco
Recteur
Université d'Etat de Tiraspol
M. Stefan Tiroa
Conseiller
Ministère de l'éducation et de la science de la République de Moldova
M. Marcel Botnaru
Premier Secrétaire
Ambassade de la République de Moldova en France

REPUBLIQUE DEMOCRATIQUE DU CONGO
/ DEMOCRATIC REPUBLIC
OF THE CONGO
M. Ngbo Bas Awesi
Délégué permanent de la République démocratique du Congo
(Chef de la délégation)
Melle Nkanga Mpasi
Conseillère
Délégation permanente de la République démocratique du Congo auprès de l'UNESCO
Melle Aming Awesi
Consultant
M. Shongo Mutambwe
Professeur
M. Mpele Nimba
Consultant
M. Lokoho René Okitaudji
Professeur

REPUBLIQUE DEMOCRATIQUE POPULAIRE LAO / LAO
PEOPLE'S DEMOCRATIC REPUBLIC
S. Exc. M. Khama Chanthala
Vice Ministre de l'éducation
(Chef de la délégation)
S. Exc. M. Khamphan Simmavong
Ambassadeur extraordinaire et plénipotentiaire de la République démocratique populaire lao en France
Délégué permanent auprès de l'UNESCO
M. Khamlhne Nhooyvanisvong
Délégué permanent suppléant de la République démocratique populaire lao auprès de l'UNESCO
M. Bosengkham Vongdara
Recteur
Ministère de l'éducation
M. Sikkhamth Mtaryar
Directeur
Ministère de l'éducation, Dépt enseignement supérieur, technique et professionnel
M. Thamma Vathanak
Directeur adjoint
Ministère de l'éducation, Dépt enseignement supérieur, technique et professionnel
M. Khouanta Phalivong
Conseiller
Délégué permanent adjoint de la République démocratique populaire lao auprès de l'UNESCO

REPUBLIQUE DOMINICAINE
/ DOMINICAN REPUBLIC
Lic. Alejandro German
Secretaria de Estado
Presidenta del Consejo Nacional de Educación Superior, CONES
(Jefe de la delegación)
Lic. Pedro Antonio Eduardo
Director Ejecutivo
Consejo Nacional de Educación Superior, CONES
Dr. Elybertho Cabrall Ramírez
Rector
Universidad Autónoma de Santo Domingo, UASD
Mons. Agripino Núñez Collado
Rector
Pontificia Universidad Católica Madre y Maestra, PUCMM
Lic. Rafael D. Toribio
Rector
Instituto Tecnológico de Santo Domingo, INTEC
Mons. Raimón Benito Angeles Fernández
Rector
Universidad Tecnológica del Chicó, UTeci
Dr. Franklin Holguín Haché
Rector
Universidad Apec
Dr. Angel Hernández
Rector
Universidad Abierta para Adultos, UAPA
Dr. Luis Iván Brugal
Vice rector Académico
Universidad Autónoma de Santo Domingo
Dr Gustavo Batista
Vicerector Académico
Universidad Iberoamericana, UNIBE
Lic. Rosa Escoto de Matos
Vicerrectora Administrativa
Universidad Iberoamericana
Delegación Permanente de la República Dominicana ante la UNESCO
S. Exc. Mme Laura Faxas
Ambassadeur
Déléguée permanente auprès de l'UNESCO
Mme Laura Calventi
Première Secrétaire

REPUBLIQUE POPULAIRE
DEMOCRATIQUE DE COREE
/ DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA
H.E. Mr Tae Gyun Ri
Ambassadeur Extraordinaire and Plénipotentiaire
Permanent Delegate to UNESCO
(Head of Delegation)
Mr Jae Hon Kim
Deputy Permanent Delegate to UNESCO
Mr Chang Min Kim
Senior Secretary
National Commission for UNESCO, Pyongyang
Mr Sok Chul Han
First Secretary
Permanent Delegation
Mr Dae Song Choi
Official
Ministry of Higher Education, Education Commission, Pyongyang

REPUBLIQUE TCHÉQUE
/ CZECH REPUBLIC
H.E. Dr Eduard Zeman
Minister of Education, Youth and Sports
(Head of Delegation)
Dr Vladimir Bubee
Director of Cabinet of Minister
Ministry of Education, Youth and Sports
Dr Josef Beneš
Director of Higher Education Department
Ministry of Education, Youth and Sports
Dr Pavel Cink
Director of Department of International Relations and European Integration
Ministry of Education, Youth and Sports
Dr Petr Kratochvíl
Member
Presidium of the Academy of Sciences of the Czech Republic
Dr Helena Seková
Director
Centre for Higher Education Studies
Dr Jan Hron
President of the Czech Rectors Conference
Czech University of Agriculture
Mr Ivan Wilhelm
President of the Czech Universities Council
Mr Jan Morávek
President of the Czech University Council
Student Chamber
Dr Ladislav Cerych
The Centre of Educational Strategy Pedagogical Faculty, Charles University
Permanent Delegation of the Czech Republic to UNESCO
H. E. Mr Petr Lom
Ambassadeur Extraordinaire and Plénipotentiaire of the Czech Republic in France
Permanent Delegate to UNESCO
Mr David Masek
Deputy Permanent Delegate
REPUBLICQ-UNIE DE TANZANIE / UNITED REPUBLIC OF TANZANIA

H. E. Dr. Pius N’Gwanda (MP)
Minister for Science, Technology and Higher Education
(Head of Delegation)

Prof. Geoffrey Mmari
Vice Chancellor
Open University of Tanzania

Prof. Peter Msolla
Deputy Vice Chancellor
Sokoine University of Agriculture

Prof. Letizia K. Rutashobya
Dean, Faculty of Commerce
University of Dar es Salaam

Dr Ram R. Nuah
Acting Director Higher Education
Ministry of Science, Technology and Higher Education

Permanent Delegation of The United Republic of Tanzania to UNESCO

H. E. Mr Kassim M. Mwawado
Ambassador Extraordinary and Plenipotentiary of the United Republic of Tanzania in France
Permanent Delegate to UNESCO

Prof. Mohammed Shabaan Sheya
Deputy Permanent Delegate to UNESCO

ROUMANIE / ROMANIA

S. Exc. M. Andrei Marga
Ministre de l’éducation nationale (Chef de la délégation)

Professeur Mihai Korka
Secrétaire d’État
Ministère de l’éducation nationale - Département de l’enseignement supérieur

Professeur Liviu Marghitu
Directeur du Corps du contrôle du Ministre de l’éducation nationale

Prof. Dr. Cezar Barzea
Directeur de l’Institut des sciences pour l’éducation
Président du Conseil BIE

Professeur Horia-Catalin Gavrila
Secrétaire général
Ministère de l’éducation nationale

M. Mircea Muresan
Directeur
Direction des relations avec le public - Ministère de l’éducation nationale

Délégation permanente de la Roumanie auprès de l’UNESCO

S. Exc. M. Dan Haulica
Ambassadeur
Délégué permanent de Roumanie auprès de l’UNESCO

Mme Elisia Diaconescu
Déléguée permanente adjointe

M. Viorica Nicolae

M. Ion Novac

ROYAUME-UNI DE GRANDE-BRETAGNE ET D’IRLANDE DU NORD / UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

Baroness Tessa Blackstone
Minister of State for Education and Employment
(Head of Delegation)

Mr George Foukis, M.P.
Parliamentary Under Secretary of State for International Development
(Alternate Head of Delegation)

Mr Tony Clark
Director, Higher Education - Department for Education and Employment
(Deputy Head of Delegation)

Mr Clive Tucker
Director International, Department for Education and Employment
(Alternate Deputy Head of Delegation)

Mr Graeme Dickson
Head of Higher Education Division
Scottish Office

Mr Kevin McLean
Head of International Students Team, DfEE
(Alternate Delegate)

Ms Myra Harrison
Chief Education Advisor, DFID

Mr Stephen Fucker
Senior Education Adviser, Department for International Development
(Alternate Delegate)

Mr Barnaby Shaw
Head of International Relations Division, DfEE
(Alternate Delegate)

Mr Michael Francis
Senior Education Adviser, DFID
(Alternate Delegate)

Ms Diana Warwick
Chief Exec.
Cite of Vice Chancellors & Principals

Mr Tony Bruce
CVCP
(Alternate Delegate)

Mr Tim Cox
Executive Secretary, Standing Conference of Principals (SCOP)

Mr Brian Fender
Chief Executive
Higher Education Funding Council for England (HEFC)

Professor Clive Booth
Chairperson
Teacher Training Agency (TTA)

Ms Iona Wakely
National Union of Students

Mr Robert Mace
DfEE

United Kingdom Permanent Delegation to UNESCO

H.E. Mr David Leslie Stanton
Ambassador

Mr Geoffrey Haley
Deputy Permanent Delegate

RWANDA

S. Exc. Col Dr. Joseph Karemera
Ministre de l’éducation (Chef de la délégation)

Dr Emile Rwamaisirabo
Recteur
Université nationale du Rwanda (UNR)
(Chair adjoint de la délégation)

Dr Stanislas Rwakabamba
Rector
Kigali Institute of Science, Technology and Management

Dr Ephrem Kanyarugiga
Directeur de l’enseignement supérieur et technique
Ministère de l’éducation

Mme Anne Gahongahire
Coordonnatrice de FAWE Rwanda

M. Augustin Musonera
Directeur ISAE

M. Eliphaéz Bahizi
Secrétaire permanent
Commission nationale rwandaise pour l’UNESCO

M. Emmanuel Ryambuhenga
Chargé de la coopération en éducation
Ministère de l’éducation

M. Modeste Rutabayiru
Délégué permanent a.i. du Rwanda auprès de l’UNESCO

Mme Made Huguma
Secrétaire administrative
Ambassade du Rwanda, Paris

SAINT-CHRISTOPHE-ET-NEVIS / SAINT CHRISTOPHER AND NEVIS

Hon. Rupert E. Herbert
Minister of Education, Labour and Social Security
(Head of Delegation)

Dr Hermina Morton-Anthony
Registrar
Clarence Fitzroy Bryant College
(Deputy Head of Delegation)

Ms Dauna Manchester
Secretary-General
St. Kitts and Nevis National Commission for UNESCO

SAINT-MARIN / SAN MARINO

S. E. Sante Canduccci
Secrétaire d’État à l’éducation nationale, aux affaires sociales, aux institutions culturelles
(Chair of the delegation)

M. Alexandre Reza
Ministre plénipotentiaire
Délégué permanent adjoint de Saint-Marin auprès de l’UNESCO

M. Guido Ceccoli
Conseiller juridique
Délégation permanente de Saint-Marin auprès de l’UNESCO

Mme Elisabetta Lonferrini
Secrétaire particulier
Secrétariat d’État à l’éducation nationale, aux affaires sociales, aux institutions culturelles

SAINT-SIEGE / HOLY SEE

Monsignore Lorenzo Frana
Observateur permanent du Saint-Siège auprès de l’UNESCO
(Chair of the delegation)

Monsignore Patrick Valdrini
Rector
Institut catholique de Paris

Monsignore Jean Passicco
Consultant de la Délégation du Saint-Siège

Scrub Enrica Rosana
Rector
Faculté pontificale des sciences de l’éducation (Rome)
SAO TOME ET PRINCIPE / SÃO TOME AND PRINCIPE
Mme Natâlia Umbelina Neto
Secrétaire générale
Commission nationale pour l'UNESCO
(Chef de la délégation)

M. Cheikha Sankhar
Conseiller
Délégation permanente du Sénégal auprès de l'UNESCO

M. Honoré Georges Ndiaye
Administrateur
Projet d'amélioration de l'enseignement supérieur

SENEGAL
S. Exc. M. André Sonko
Ministre de l'éducation nationale
(Chef de la délégation)

S. Exc. M. Balia Moussa Daffe
Ministre de la recherche scientifique et de la technologie

S. Exc. M. Kéba Birane Cisse
Ambassadeur extraordinaire et
plénipotentiaire du Sénégal en France
Délégé permanent auprès de l'UNESCO

M. Ousmane Blondin-Diop
Délégué permanent adjoint du Sénégal auprès de l'UNESCO

M. Souleymane Bachir Diagne
Conseiller technique à la Présidence de la République

M. Tamsir Mbaye
Conseiller technique à la Prémature

M. Assane Kane
Secrétaire général
Commission nationale du Sénégal pour l'UNESCO

M. Ousseynou Dia
Directeur de l'enseignement supérieur

M. Thiama Khadidiyan
Adjoint du Directeur de l'enseignement supérieur
Ministère de l'éducation nationale

M. Souleymane Niang
Recteur
Université Cheikh Anta Diop de Dakar

M. Ahmadou Lamine Ndiaye
Recteur
Université Gaston Berger de Saint-Louis

M. Ndiawar Sarr
Professeur
Université Gaston Berger

Prof. Failou Ndiaye
Professeur, Université Cheikh Anta Diop de Dakar
Représentant les syndicats des enseignants de l'enseignement supérieur

SEYCHELLES
H.E. Mr Danny Faure
Minister of Education
(Head of Delegation)

S. Exc. M. Callixte d'Offay
Ambassadeur extraordinaire et plénipotentiaire des Seychelles en France
Délégé permanent auprès de l'UNESCO

Mrs MacSuzy Helena Mondon
Director General of Education Management

Mr Vincent Meriton
Director General of Employment Ministry of Social Affairs & Manpower Development

Melle Renette Nicette
Tresième Secrétaire

SIERRA LEONE
Prof. Ernest H. Wright
Vice Chancellor
University of Sierra Leone
(Head of Delegation)

Mr Alfred Bobson Sesay
Director General
Ministry of Education, Youth and Sports

Alhaji Usman Nuruddin Sahid Jah
Sierra Leone's Representative on ISESCO Executive Board

ASSOCIATE / SLOVENIA
Assoc. Prof. Marijan Tolinj, MSC., PhD
Director General
Ministry of Education - Section for Higher Education Institutions
(Head of Delegation)

Prof. Ludovit Melnár, MSC., DSC.
President
Slovak National Commission for UNESCO

Peter Magdolen, Dr., PhD.
Director
Ministry of Education - Dept of the Higher Education Institutions and PhD Studies

ASSOCIATE / SLOVAKIA
Assoc. Prof. Miroslav Zima, MSC., PhD.
Rector
Slovak Agriculture University, Nitra

Prof. Marián Dzimko, MSC.,PhD.
Vice-Rector
University of Zilina

Prof. Ján Slezák, M.D., DSC.
First Vice-President
Slovak Academy of Sciences, Bratislava

Prof. Peter Liba, Dr., DSC.
Rector
Constantine the Philosopher University, Nitra

Jozef Polda, MSC., PhD.
Director, Institut of Technology and Education IRIE
Constantine the Philosopher University, Nitra

Assoc. Prof. Ivan J. Szabó, Dr., PhD.
Dean, Pedagogical Faculty
Constantine the Philosopher University, Nitra

S. Exc. M. Vladimir Valach
Ambassadeur extraordinaire et plénipotentiaire de la Slovaquie en France
Délégé permanent auprès de l'UNESCO

M. Igor Navrátíl
Délégué permanent adjoint

SLOVENIJA
Dr Pavle Zgaga
State Secretary
Ministry of Education and Sport
(Head of Delegation)

Ms Zofija Klemen Krek
Director of the Office
Secretary General of the Slovene National Commission for UNESCO

Ms Majda Sirot
State Undersecretary
Ministry of Education and Sports

Dr Dane Melavec
Representative of the Council for Higher Education of the Republic of Slovenia

Dr Katja Breskvar
Vice Chancellor
University of Ljubljana

Dr Ludvik Toplak
Chancellor
University of Maribor
Mr Uros Vajgl
Representative
Student Organisation of the Republic of Slovenia

Dr Andrej Predin
Representative of the Trade Union for Education and Science of the Republic of Slovenia

Permanent Delegation of the Republic of Slovenia to UNESCO

H.E. Mr Jozef Kunic
Ambassador Extraordinary and Plenipotentiary of Slovenia in France
Permanent Delegate to UNESCO

Ms Ana Vilfan
Deputy Permanent Delegate

SOMALIA
H. E. Mr. Said Haji Mohamud Farah
Ambassador Extraordinary and Plenipotentiary of Somalia in France
Permanent Delegate to UNESCO (Head of Delegation)

Mr Ahmed Haji Ali
Mr Asha Sheikh Ali
Mr Bashir Kenadid

SOU DAN
H. E. Prof. Ibrahim Ahmed Omer
Minister of Higher Education and Scientific Research (Head of Delegation)

Prof. Hassan Mohamed Salih
Secretary-General
Ministry of Higher Education and Scientific Research

Prof. Abdel Malik Mohamed Abdel-Rahman
Deputy Vice Chancellor
"University of Khartoum"

Prof. Moses Machar
Vice Chancellor
"Upper Nile University"

Prof. Ali Mohamed Abdelrahman Bari
Vice Chancellor
"Shendi University"

Dr Gassim Youssif Badri
Vice Chancellor
"Ahfad University"

Mr Ibrahim Abdel Basit
Director general
Higher Education Grants Committee

Mr Salah Mohammed Ahmed
Seeds
Executive Manager
Secretary General's Office

Mr Younis Ahmed Younis
Director-General
Higher Education Coordination Dept.

Dr Mohamed Abdulla El Nagrabi
Director-General Planning

Mr Mubarak Yahia Abbas
Secretary-General
Sudanese National Commission

Permanent Delegation of Sudan to UNESCO

H. E. Dr Elitigani Salih Fidail
Ambassador Extraordinary and Plenipotentiary of Sudan in France
Permanent Delegate to UNESCO

Mr Mohamed Ibrahim Mohamed
Assistant Permanent Delegate

SRI LANKA
Hon. Watareke Arachchilage
Visva Warnapala
Deputy Minster
Ministry of Education and Higher Education (Head of Delegation)

Mr Ambalanodage Andrew De Silva
Secretary
Ministry of Education and Higher Education (Deputy Head of Delegation)

Prof. Sirisena Tilakaratna
Chairperson
University Grants Commission

Prof. Senake Bandaranayake
Vice Chancellor
University of Kelaniya

SU E DE / SW EDEN
H. E. Mr Ingemar Lindahl
Ambassador
Permanent Delegate of Sweden to UNESCO (Head of Delegation)

Mr Ulf Melin
Member of Parliament
Standing Committee on Education

Ms Christina Ullenius
President
University of Karlstad

Mr Torsten Husén
Professor emeritus
University of Stockholm

Mr Gustaf Lindencrona
President
Stockholm University

Mr Bert Fredriksson
SULT (The Swedish Association of University Teachers)

Ms Sara Winnows
SFS (The Swedish National Union of Students)

Mr Nils Eklund
Special Adviser
Ministry of Education and Science

Ms Eva Hermanson
Deputy Secretary General
Swedish National Commission for UNESCO

Mrs Berit Olsson
Chief of Unit for Universities and Bilateral Cooperation
Swedish International Development Cooperation Agency

SUISSE / SWITZERLAND
M. Charles Kleiber
Secrétaire d'Etat à la science et à la recherche
Département fédéral de l'intérieur (Chef de la délégation)

M. Christian Schärer
Directeur suppléant
Office fédéral de la formation professionnelle et de la technologie, Dépt fédéral de l'économie

Dr Nivardo Ischi
Secrétaire général
Conférence universitaire suisse

Prof. Luc Weber
Délégué
Conférence des recteurs des universités suisses

Dr Andrea Schenker-Wicki
Cheffe de section "Affaires universitaires"
Office fédéral de l'éducation et de la science, Département fédéral de l'intérieur

Mme Gabriela Amarelli
Secrétaire politique
Union nationale des étudiants de Suisse

Dr Marino Ostinì
Chef de section suppléant, Coopération internationale en éducation
Office fédéral de l'éducation et de la science (Secrétariat de la délégation)

Délégation permanente de la Suisse auprès de l'UNESCO

S. Exc. M. Bénédicte de Tscharnier
Ambassadeur extraordinaire et plénipotentiaire de la Suisse en France
Délégué permanent de la Suisse auprès de l'UNESCO

S. Exc. Mme Sylvie Matteucci
Ambassadrice
Déléguée permanent adjointe de la Suisse auprès de l'UNESCO

SURINAME
Prof. Dr Wilfried Roseval
Rector
Anton de Kom University of Suriname
(Head of Delegation)

Mr Dra Archie Marshall
Principal
Advanced Teacher Training College

Ms Dra Renate Teuwens
Educational Technologist
Department of Higher Education - Ministry of Education and Community Development

SWAZILAND
Hon. Solomon M. Dlamini
Minister of Education (Head of Delegation)

Mr Sibusiso M. Mkhonta
Director of Education

Mr Cisco Magapula
Director
University of Swaziland, Institute of Distance Education

Mr Sipho S. Vilakati
Registrar
University of Swaziland

Mrs Dorothy Littler
Secretary-General
Swaziland National Commission for UNESCO

Mr Clement T. Mabuza
Swaziland High Commission in London

TA DJIKISTAN / TAJKIKSTAN
H. E. Mr Rahmatullah Erkin
Minister of Foreign Affairs
(Head of Delegation)
M. N. Abdoulaiéva
Recteur
Institut tadjik d'Etat des langues étrangères

M. K. Abdoulaiéva
Pro-Recteur
Université pédagogique d'Etat de Douchanbé

Mme A.D. Akhkorova
Pro-Recteur
Université technique tadjike

TCHAD / CHAD
S. Exc. M. Adoum Goudja
Ministre de l'enseignement supérieur et de la recherche scientifique
(Chef de la délégation)

S. Exc. M. Omar Zeidan
Ambassadeur extraordinaire et plénipotentiaire
Délégué permanent de la République du Tchad auprès de l'UNESCO

M. Mahamat Ali Mustapha
Directeur général enseignement supérieur et recherche

M. Abderamane Koko
Secrétaire Exécutif
Comité national pour l'éducation et la formation en liaison avec l'emploi (CONEFE)

M. Khalil Allo
Recteur
Université de N'Djaména

M. Mosjidibaye Titingar
Directeur
Institut supérieur des sciences de l'éducation

M. Bendimam Sadji Asso
Directeur de la recherche scientifique et technique

M. Samouh Bayan
Délégué permanent adjoint

M. Ndijha Ngabo
Président
Union des étudiants du Tchad

THAILANDE / THAILAND
Assoc. Prof. Dr Tong-In Wongsothorn
Deputy Permanent Secretary for University Affairs
(Head of Delegation)

Prof. Dr Prawase Wasi
Senator
Laureat of the Comenius II Medal

Mrs Savitri Suwansathit
Deputy Permanent Secretary for Education
Secretary-General of the Thai National Commission for UNESCO

Dr Tongyo Kaewsaiha
Director-General
Department of Non-formal Education, Ministry of Education

Assoc. Prof. Dr Sumonta Promboon
Representative of the Council of University Presidents of Thailand
President, Srinakharinwirot University

Dr Pornchai Mongkonvanit
President, Siam University
President of the Association of Private Higher Education Institutions of Thailand

Asst. Prof. Numyoot Songthanapitak
Vice-President for Academic Affairs
Rajamangala Institute of Technology

Ms Porntip Kanjananayot
Director, International Cooperation Division
Office of the Permanent Secretary, Ministry of University Affairs

Ms Chadarat Singhabechakul
Chief, International Cooperation Development Section, International Cooperation Division
Office of the Permanent Secretary, Ministry of University Affairs

TOGO
S. Exc. M. Edou Kodjo Maurille Aghobli
Ministre de l'éducation nationale et de la recherche scientifique
(Chef de la délégation)

M. Adjji Otébé Ayassor
Secrétaire général
Ministère de l'éducation nationale et de la recherche

Prof. Emmanuel Mawulikplim K.A. Edeé
Directeur général de l'enseignement supérieur

Prof. Osaeini Tijmani
Vice-Recteur
Université du Bénin

M. Sambiani Sankardja Laré
Secrétaire général
Commission nationale togolaise pour l'UNESCO

S. Exc. M. le Professeur Kandi Charles Agba
Ambassadeur extraordinaire et plénipotentiaire du Togo en France
Délégué permanent auprès de l'UNESCO

M. Sémaou Néglo
Délégué permanent adjoint

Professeur Amapp Johnson
Représentant du Togo au Conseil exécutif de l'UNESCO

TRINITE-ET-TOBAGO / TRINIDAD AND TOBAGO
Prof. Compton Bourne
Principal
St. Augustine Campus, University of the West Indies (UWI)
(Head of Delegation)

Dr Alvin Ashton
Vice-President of Higher Education National Institute of Higher Education, Research, Science and Technology (NIHERST)

Mr Deake Cateau
President
Guild of Students, University of the West Indies

TUNISIE / TUNISIA
S. Exc. M. Dali Jazi
Ministre de l'enseignement supérieur
(Chef de la délégation)

Prof. Houcine El Oued
Secrétaire général
Commission nationale tunisienne pour l'éducation, la science et la culture

Prof. Abderrazak Zouari
Conseiller auprès du Ministre de l'enseignement supérieur

Prof. Hammadi Ben Jaballah
Conseiller auprès du Ministre de l'enseignement supérieur

Prof. Zeineb Ben Ahmed
Directeur général de la rénovation universitaire
Ministère de l'enseignement supérieur

Prof. Hédi Ktari
Directeur général de l'enseignement supérieur

Prof. Moncef El Guedèd
Directeur général de la recherche scientifique et technique

Prof. Zakia Bouaziz
Directeur général
Centre de recherche d'études, de documentation et d'information sur la femme (CREDIF)

Prof. Nofémine Ghodbane
Directeur de la coopération internationale et des relations extérieures
Ministère de l'enseignement supérieur

Prof. Mohamed El Mahdi Abdeljaouad
Directeur de la mission universitaire à Paris

Prof. Samir Marzouk
Directeur
Ecole normale supérieure de Tunis

Prof. Amel Gaièd
Directeur
Ministère de l'enseignement supérieur

Délégation permanente de Tunisie auprès de l'UNESCO

S. Exc. M. Mongi Bousnina
Ambassadeur extraordinaire et plénipotentiaire de Tunisie en France
Délégué permanent auprès de l'UNESCO

Mme Dhouha Boukirès
Mme Saïda Charfeddine

TURQUIE / TURKEY
H.E. Mr Turhan Firat
Ambassadeur Extraordinaire and Plenipotentiary
Permanent Delegate of Turkey to UNESCO
(Head of Delegation)

Professor Dr Kemal Gürüş
President
Higher Education Council of Turkey

H.E. Mr Metin Göker
Ambassadeur
Director General for Cultural Affairs, Ministry of Foreign Affairs

Prof. Dr Ismail Tösun
Deputy President
Council of Higher Education

Ass. Prof. Aydogan Atalnağlı
Directeur General for Higher Education
Prof. Dr. Arsin Aydinuraz
President
Turkish National Commission for UNESCO

M. Daver Darende
Minister Counsellor
Deputy Permanent Delegate to UNESCO

Prof. Dr. Sait Yazicioglu
Coordinator for the Educational Expertise Committee
Turkish National Commission for UNESCO

Mr. Gergiz Sanay
Head of Department for Cultural Affairs
Ministry of Foreign Affairs

Ass. Prof. Gilten Hergüner
Lecturer
University of Kadir Has

Mr. Giilseren Celik
First Secretary
Permanent Delegation to UNESCO

Mr. Turan Kebelioglu
Deputy Counsellor for Education
Turkish Embassy in Paris

M. Ozgür Uludüz
Third Secretary
Permanent Delegation to UNESCO

TUVALU

Mr. Sotaga Paape
Senior Education Officer
(Head of Delegation)

UKRAINE

H.E. Mr. Mykhalio Zgurovsky
Minister of Education of Ukraine
(Head of Delegation)

H.E. Mr. Anatoliy Zlenko
Extraordinary and Plenipotentiary Ambassador of Ukraine to France
Permanent Delegate to UNESCO
(Deputy Head of Delegation)

Prof. Volodymyr Golub
Deputy Head of the Department on Humanitarian Development
Administration of President of Ukraine

Prof. Andriy Gurchiy
Deputy Head of the Department on Education
Cabinet of Ministers of Ukraine

Dr. Mykhaylo Stepiko
Head of the Department of Higher Education
Ministry of Education of Ukraine

Prof. Leonid Hubersky
Director of the Institute of International Relations Taras Shevchenko Kyiv State University
Member of the Ukrainian National Commission for UNESCO

Mr. Vyacheslav Sotnykov
Counsellor
Permanent Delegation of Ukraine to UNESCO

Mra. Tetiana Sayenko
First Secretary
Ukrainian National Commission for UNESCO

URUGUAY

Excmo. Sr. Prof. Yamandú Faul
Ministro de Educación y Cultura
(Jefe de la delegación)

Doctor Rafael Guarga
Rector
Universidad de la República

Dr. José Luis Mendizabal S.J.
Rector
Universidad Católica (privada)

Ing. Julio C. Fernández
Decano de Desarrollo Académico
Universidad ORT

Lic. Ernesto Puiggrós
Director de Educación
Ministerio de Educación y Cultura

Ing. Jorge Servian
Delegado
Ministerio de Educación

Prof. Jorge Emilio Landinelli
Decano
Facultad de Ciencias Sociales,
Universidad de la República

Ing. Agr. Néstor Eulacio
Representante Docente
Universidad de la República

Sr. Javier Royer
Representante estudiantil
Universidad de la República

Ing. Raúl Boado
Delegado por los egresados
Universidad de la República

Esc. Jaime Piperno
Facultad de Derecho, Universidad de la República
(Observer)

Esc. Grazilia de la Rosa
Facultad de Derecho, Universidad de la República
(Observer)

Delegación Permanente de Uruguay ante la UNESCO

Excmo. Sr. Embajador Miguel Angel Semino
Delegado Permanente

Sr. Ministro Pedro Mó Amaro
Delegado Permanente Adjunto

Sra. Mariella Crosta Rodríguez
Concejero
Delegación Permanente de Uruguay ante la UNESCO

Mr. Edgar Florès

Sra. Maria Guerrini
Secretaria

VENEZUELA

Excmo. Sr. Antonio Luis Cárdenas Colón
Ministro de Educación
(Jefe de la delegación)

Excmo. Sr. Francisco Kerdel-Vegas
Embajador Extraordinario y Plenipotenciario de Venezuela en Francia
Delegado Permanente ante la UNESCO

Sr. José Domingo Mujica
Presidente
Fundación Gran Mariscal de Ayacucho (FUNDAYACUCHO)

Sr. Gabriel Zambrano Chaparro
Director General
Sectorial de Educación Superior
Ministerio de Educación

Sr. José Antonio Pimentel
Director
Oficina de Planificación del Sector Universitario

Sr. Trino Alcides Díaz
Rector
Universidad Central de Venezuela

Sr. Felipe Pachano
Rector
Universidad de Los Andes

Mg. Neurio Villalobos
Rector
Universidad del Zulia

Prof. Asdrúbal Antonio Romero
Rector
Universidad de Carabobo

Sr. Freddy Malpica
Rector
Universidad Simón Bolívar

Sra. Mercedes Di Vora
Presidente
Fundación Internacional para el Desarrollo de la Creatividad (Fundacreatividad)

Sra. Cristiana Engelbrecht
Segundo Secretario

Sra. Clearama Agostini
Tercer Secretario

VIET-NAM (REPUBLIC QUE SOCIALISTE DU)
SOCIALIST REPUBLIC OF VIET-NAM

S. Exc. M. Trinh Duc Du
Ambassadeur, Délégué permanent de la République socialiste du Vietnam auprès de l'UNESCO
Représentant personnel du Chef de l'Etat pour la francophonie
(Chef de la délégation)

M. Do Van Chung
Directeur du Département de l'enseignement supérieur
Ministère de l'éducation et de la formation

M. Nguyen Van Hanh
Vice-recteur
Université de Ho Chi Minh ville

M. Le Cao Thang
Vice-recteur
Université de Thai Nguyen

M. Nguyen Van Loi
Directeur
Ecole de langues étrangères, Université de Ha Noi

Dr. Nguyen Khanh Quac
Directeur adjoint de l'université de Thai Nguyen
Rector de l'université de l'agriculture et de la forêt de Thai Nguyen

Mme Nguyen Thi Hoi
Secrétaire général
Commission nationale vietnamienne pour l'UNESCO
YEMEN

S. Exc. Dr. Yahya Al-Shoabiy
Ministre de l'Education
Presidente de la Commission
nationale
(Chef de la délégation)

Dr Abubaker Abdullah Al Qirbi
Professor
Université de Sana'a

Dr Nasser Al-Aulaqi
President
IBB University

Dr Wahiba Faarag
President
Queen Awra University

Dr Salah Basurrah
Président
Université de Aden

Dr Abdullah Al Moujahid
President
Dhamar University

Dr Ali Hood Ba-Abbad
President
Hadjramnout University of Science
& Technology

Dr Yassin Shaibany
Directeur du Département du
développement académique

M. Mohamed Al Duayse
Commission nationale

M. Adel Ahmed Mothanaa
C.A.B. Ministère

Délégation permanente du Yémen
auprès de l'UNESCO

S. Exc. M. Abdullah El-Zine
Ambassadeur extraordinaire et
plénipotentiaire
Délégué permanent auprès de
l'UNESCO

Dr Ali Zaid
Délégué permanent adjoint

ZAMBIE/ZAMBIA

Mr Newton Isaiah Ng'uni
Deputy Minister
Ministry of Science, Technology
and Vocational Training
(Head of Delegation)

Mr Mwanaka Lweya Mulaga
Director, Planning Unit
Ministry of Science, Technology
and Vocational Training

Dr Geoffrey Lungwangwa
Director, Higher Education
School of Education, University of
Zambia

Mr Sandford Abraham Mupanga
Director, Department of Technical
Education and Vocational Training
Ministry of Science, Technology
and Vocational Training

Mr Lawrence Amos Chibuta
Acting Director
Zambia National Commission for
UNESCO

ZIMBABWE

Hon. Ignatius Morgan Chiminya
Chombo, MP
Minister of Higher Education and
Technology
(Head of Delegation)

Dr M.N. Mambo
Secretary for Higher Education and
Technology
(Deputy Head of Delegation)

H.E. Mr J.M. Bimha
Ambassador Extraordinary and
Plenipotentiary to France

Mr J.J. Mhlanga
Minister Counsellor
Education, Scientific and Cultural
Affairs

Dr Phinis M. Makurane
Vice-Chancellor
National University of Science &
Technology

Mr Mennas S. Machawira
Deputy Director and Acting
Secretary-General
Zimbabwe National Commission
for UNESCO

Ms Miriam D Patsanza
Vice President of Joy T.V.,
Managing Director of Talent
Consortium
GROUP II
Other Organizations

ORGANIZATIONS OF THE UNITED NATIONS SYSTEM

ORGANISATIONS DU SYSTEME DES NATIONS UNIES

ORGANIZACIONES DEL SISTEMA DE LAS NACIONES UNIDAS

Economic Commission for Africa
Mrs Lalla Ben Barka

International Labour Organization
Mr. Michel Henrighes
Mr. Frans Lenglet
Mr. Bill Ratteree

International Maritime Organization
Dr. Karl Laubstein
(World Maritime University)

United Nations
Prof. Dr. H. Van Ginkel
(Representative of Mr Kofi Annan)

United Nations Children’s Fund
Mr. Sheldon Shaeffer

United Nations Development Programme
Mr. John Lawrence

United Nations Division for Social Policy and Development
Ms Louise Frecette
Mr. Maxwell Heward

United Nations Food and Agriculture Organization
Dr. William I. Lindley

United Nations Industrial Development Organization
Mr. Sarwar Hobohm

Universal Postal Union
Mr. Christiane Gheorghiev

United Nations Relief and Works Agency for Palestine Refugees in the Near East
Dr. Mahiyeddine Touq
Dr. Tafeeda Jarabwi

United Nations University
Prof. Dr. H. Van Ginkel
(WCHE Advisory Group)
Prof. Ingrid Moses
Dr. T. Della Senta
Prof. José Joaquín Brunner Ried
Mr. Peidor Koz\nMs Caterina Casullo

Other Delegates:
Dr. Brendan Barret
Dr. German Velasquez
Father Lucien Michaud
Mr. Ng Chong
Mr. Ted Tschang
Prof. Marisa Luisa Martin

Dr. Magdallen N. Juma
Mr. Shirabe Ogino
Mr. Kiyoshi Nakabayashi
Mr. Kazumasa Noda

World Bank
Dr. Maris O’Rourke
Dr. Bruce Johnstone
Dr. Janwil Salmi
Mr. William Experton
Mr. Lauritz Holm-Neilsen
Mr. William Saint
Mae Chu Chang

World Food Programme
Ms Ute Meier

World Health Organization
Dr. Charles Boelen

World Meteorological Organization
Dr. Ion Draghici

INTER-GOVERNMENTAL ORGANIZATIONS

ORGANISATIONS INTER-GOUVERNEMENTALES

ORGANIZACIONES INTER-GUBERNAMENTALES

ACP Group
Dr. Bern Hans

African Development Bank (AfDB)
Mrs Zeinab El-Bakri

Arab Bureau of Education for the Gulf States (ABEGS)
Dr. Ali M. Al-Towagry
Dr. Saeed M. Al-Mullaia
Mr. Shafi Al-Jahdari

Arab Educational, Cultural and Scientific Organization (ALESCO)
Mr. Mahmoud El Milii
Mr. Youssef Rahmania

Arab Organization for Agricultural Development (AOAD)
Dr. Abdel Latief Walid

Asian Development Bank (AsDB)
Dr. S. A. Chowdhury

Caribbean Community Secretariat (CARICOM)
Dr. Carole Maison-Bishop

Caribbean Development Bank (CDB)
Dr. Jeffrey Dellimore

Commonwealth of Learning (C.O.L.)
Mr. Patrick Guiton

Commonwealth Secretariat
Prof. Stephen Matlin
Dr. Cream Wright
Dr. Jasbir Singh
Ms Alison Girdwood

Council of Europe
Mr. Jaroslav Kalkous
Mr. James Winberley

Economic and Monetary Union of Western Africa
Dr. Soungalo Ouedraogo

European Bank for Reconstruction and Development (BERD)
Mr. Nicolas Stern

European Commission
Mr. Domenico Lenarduzzi
Mrs Angelique Verli
Mrs Ginette Nabavi
Mr. Piergiorgio Mazzocchi
Mr. Renaud-François Moulinier

European Space Agency (ESA)
Mr. René Oosterlinck

Gulf Arab States Educational Research Center (GASERC)
Dr. Rasheed Al Hamad

Inter – American Development Bank (IDB)
Mr. Enrique V. Iglesias
Mr. André Bajuk
Mr. Leo Harari
Mr. Rod Chapman
Mr. Ziga Vodusek

Islamic Development Bank (IsDB)
Mr. Ousmane Seck
Mr. Syed Shahid Hussain
Dr. M. Ali Hibshi
Mr. Mansour Sy

Islamic Educational, Scientific and Cultural Organization (ISESCO)
Dr. Abdulaziz Othman Altwaijri
Mr. Mohamed Ghemari
Dr. Mohamed Chiatou
Dr. Meki Al Mrouni
Mr. Mohamed Riffi

League of Arab States
Mr. Mohamed Trabelsi
Mr. Mohamed Tahar Adouani
Mr. Abdelmajid Klaï

Maghreb Arab Union
Mrs Saida Mendili

Organization of African Unity (OAU)
Prof. Couaovi A. Léonce Johnson

Organization of American States (OAS)
Dr. Benno Sander

Organization for Economic Co-operation and Development (OECD)
Mr. Thomas Alexander
Dr. Abrar Hasan
Dr. Alan Wagner
Mr. Richard Yelland
Mr. Jan Karlson

Organisation internationale de la Francophonie (OIF)
Rector Michel Guillou

SEAMO Regional Centre for Higher Education and Development (SEAMO RIHED)
Dr. Tong – In Wongsothorn
Dr. Padoongchart Suanawongse

Southern African Development Community (SADC)
Mr. S. S. Mkhonta
Mr. Jabulani G. Kunene

Technical Assistance Office
Socrates & Youth
Mrs Sarah Lamigeon

Union Latine
Mr. Ernesto Bertolaja
Mrs Lili Despradel
Mrs Cristina Bonini

African Universities (AAU)
Prof. Narciso Matos
Prof. Akilagpa Sawyerr
Mr. Zoumana Bamba
Prof. Chris Nwamuo
Prof. Godwin Ekhaguere

Association of Arab Universities (AARU)
Dr. Marwan Kamal

Association of Commonwealth Universities (ACU)
Prof. Michael Gibbons
Mrs Dorothy Garland
Mrs Sue Kirkland
Mr. Ezri Carlebach
Ms Sava Bjarnason
Mr. Richard Mawditt

Association des Etats Généraux des Universités de l’Europe (AEGEE)
Mlle Helene Berard
Mlle Carmen Hilario
Mlle Orsolya Peter
Mlle Alessia Pastorutti
Mlle Isabella Cassettari
M. Erik Krier
M. Rok Mejaj
M. Stevan Vukovic
M. Refet Saban
Mlle Alessandra Siniscalco
M. Ali Alper Akyüz

International Association of Students in Economics and Management (AIESEC)
Mr. Nzima Sany Joseph
Mr. Morgan Abu
Ms Claire Bowers
Fédération mondiale des Associations, Centres et Clubs UNESCO (FMAUC) M. Patrick Gallaud
Forum for African Women Educationalists (FAWE) Dr. Eddah Gachukia Dr. Dorothy Njema Dr. Eleonore Nerine Mme Florence K. Nyamu Hon. Esi Sutherland-Addy
Fédération africaine des associations des parents d'élèves et d'étudiants M. Martin Ioua
Fédération Mondiale des Travaillleurs Scientifiques (FMTS) M. André Jaeglé
GRETAF Prof. Raymond Laliez
Corporation INCORVUZ M. Guennadi Kalioujnyi Prof. Dr. Michail Fedorov Prof. Teodor Shanin
Institute for Policy, Practice and Research in the Education of Adult Prof. Eric Bockstael
International Baccalauréat Organisation (IBO) Mme Antuilla-Baragallo
International Congress of University Adult Education (ICUAÉ) Dr. John F. Morris
International Council of Adult Education (ICAE) Mrs Lalita Ramdas
International Council of Women (ICW) Prof. Judith Pariss Mme Monique Lévêque
International Social Science Council (CSS) Mr. Leszek Kosinski Mrs Maria Pilar Magannon Mrs Lihua Zhang
International Union of Biological Sciences (IUBS) Prof. Jean-Claude Mounolou
International Network for Quality Assurance Agencies in Higher Education (INQAAHE) Dr. David Woodhouse Mr. Richard Lewis
Institut de Recherche sur l'Économie de l'Éducation (IREDU) M. Serge Cuénin
La Voix de l'Enfant Mme Claire Honigman
Lobby Européen des Femmes Mme Jacqueline de Groote
Luftia Rabbani Foundation (Euro-Arab Dialog Forum) M. Mahmoud Rabbani
Office International de l'Enseignement Catholique (OIEC) M. Guy Pican
Office National d'Information Sur les Enseignements et les Professions (ONISEP) M. Michel Valdigué
Organization of Open Education (OOE) H.E. Bashir Bakri
Rotary International M. Marc Levin
Société Internationale pour le Développement (SID) M. Jacques Godchot
Union Mathématique Africaine Prof. Ahmed Kerkour
World Council of Associations for Technology Education (WOCATE) Dr. Kati Langer Dr. Detlef Wahl
World Council for Vocational Education (WCVE) Prof. Prathivi Kaula

RECTOR'S CONFERENCES / NATIONAL HIGHER EDUCATION BODIES
CONFERENCE DES RECTEURS / INSTITUTIONS NATIONALES D'ENSEIGNEMENT SUPERIEUR
CONFERENCIAS DE RECTORES / INSTITUCIONES NACIONALES DE ENSEÑANZA SUPERIOR

AFRICA
COTE D'IVOIRE Conférence des Recteurs des Universités Francophones d'Afrique Occidentale, Centrale et de l'Océan Indien (CRUFAOCI) Prof. Hauhoual Asseypo Prof. Dago Gérard Lezou
NIGERIA Committee of Vice-Chancellors of Nigerian Federal Universities Prof. C.O.G. Obah Prof. A.S. Sanmbo Prof. F.O. Aboaba
National Universities Commission Prof. Munzali Jibril Prof. Salihu Mustafa Dr. Kabiru Iyakuy Prof. J.F. Ade Ajayi
SOUTH AFRICA Center for Higher Education Transformations (CHET) Mr. Tembile Kulati
Committee of University Principals of South Africa (SAUVA) Prof. Jan Kirsten Prof. Stef Coetzer Prof. C. Abrahams
UGANDA Inter-University Council for East Africa Mr. Eric K. Kigozi

ARAB STATES
BAHRAIN University of Bahrain Dr. Mohammed Alghatam Dr. Khalid Bugahoo Dr. Nakhle Wehbe Mr. Ali Engineer
PALESTINIAN AUTHORITY Al-Quds Open University Dr. Nader Abu-Khalaf

ASIA AND PACIFIC
FIJI University of the South Pacific Mr. Pio Manoa
INDIA National Institute of Educational Planning and Administration Prof. Jandhyala Tilak
Association of Indian Universities Prof. K. B. Powar
JAPAN Association of Private Universities of Japan Dr. Kuniko Tanisoka Dr. ichiro Tanioka
TAJIKISTAN Technological University of Tajikistan Prof. Poulat Poulatov
THAILAND Private Universities Association of Thailand Dr. Prathip Komolmas
EUROPE AND NORTH AMERICA
AUSTRIA Österreichische Rektorenkonferenz Dr. Peter Skalicky
BELARUS Belarussian State Polytechnical Academy Prof. Mikhaïl Dziarmukh
BELGIUM Conseil des Recteurs M. Marcel Crochet
CANADA Conféderation des Conférences des Recteurs de l'Union Européenne Prof. Dr. Hans-Uwe Erichsen
FINLAND Finnish Council of University Rectors Prof. Paavo Uronen Prof. Lauri Lajunen Prof. Yrjö Sotamaa
FRANCE Conférence des Présidents d'Universités (CPU) M. Jean-Pierre Finance M. Bernard Raoult M. Alain Gaudernac
GERMANY German Rectors Conference Prof. Dr. Michael Daxner Prof. Dr. Erich Hödl Mr. Christian Tauch
HUNGARY Hungarian Rectors' Conference Prof. László Frenyő Dr. András Róna-Tas Prof. József Tihanyi
ITALIA Conferenza Permanente dei Rettori Prof. Luciano Modica Dr. Emanuela Stefani Prof. Enrico Rizzarelli

CONFERENCE DES RECTEURS / INSTITUTIONS NATIONALES D'ENSEIGNEMENT SUPERIEUR
CONFERENCIAS DE RECTORES / INSTITUCIONES NACIONALES DE ENSEÑANZA SUPERIOR

AFRICA
COTE D'IVOIRE Conférence des Recteurs des Universités Francophones d'Afrique Occidentale, Centrale et de l'Océan Indien (CRUFAOCI) Prof. Hauhoual Asseypo Prof. Dago Gérard Lezou
NIGERIA Committee of Vice-Chancellors of Nigerian Federal Universities Prof. C.O.G. Obah Prof. A.S. Sanmbo Prof. F.O. Aboaba
National Universities Commission Prof. Munzali Jibril Prof. Salihu Mustafa Dr. Kabiru Iyaku Prof. J.F. Ade Ajayi
SOUTH AFRICA Center for Higher Education Transformations (CHET) Mr. Tembile Kulati
Committee of University Principals of South Africa (SAUVA) Prof. Jan Kirsten Prof. Stef Coetzer Prof. C. Abrahams
UGANDA Inter-University Council for East Africa Mr. Eric K. Kigozi

ARAB STATES
BAHRAIN University of Bahrain Dr. Mohammed Alghatam Dr. Khalid Bugahoo Dr. Nakhle Wehbe Mr. Ali Engineer
PALESTINIAN AUTHORITY Al-Quds Open University Dr. Nader Abu-Khalaf

ASIA AND PACIFIC
FIJI University of the South Pacific Mr. Pio Manoa
INDIA National Institute of Educational Planning and Administration Prof. Jandhyala Tilak
Association of Indian Universities Prof. K. B. Powar
JAPAN Association of Private Universities of Japan Dr. Kuniko Tanisoka Dr. ichiro Tanioka
TAJIKISTAN Technological University of Tajikistan Prof. Poulat Poulatov
THAILAND Private Universities Association of Thailand Dr. Prathip Komolmas
EUROPE AND NORTH AMERICA
AUSTRIA Österreichische Rektorenkonferenz Dr. Peter Skalicky
BELARUS Belarussian State Polytechnical Academy Prof. Mikhaïl Dziarmukh
BELGIUM Conseil des Recteurs M. Marcel Crochet
CANADA Conféderation des Conférences des Recteurs de l'Union Européenne Prof. Dr. Hans-Uwe Erichsen
FINLAND Finnish Council of University Rectors Prof. Paavo Uronen Prof. Lauri Lajunen Prof. Yrjö Sotamaa
FRANCE Conférence des Présidents d'Universités (CPU) M. Jean-Pierre Finance M. Bernard Raoult M. Alain Gaudernac
GERMANY German Rectors Conference Prof. Dr. Michael Daxner Prof. Dr. Erich Hödl Mr. Christian Tauch
HUNGARY Hungarian Rectors' Conference Prof. László Frenyő Dr. András Róna-Tas Prof. József Tihanyi
ITALIA Conferenza Permanente dei Rettori Prof. Luciano Modica Dr. Emanuela Stefani Prof. Enrico Rizzarelli
SOUTH AFRICA
South African Democratic Teachers’ Union (SADTU)
Mr. Bobby Mithombeni
Mr. Dan More

ZAMBIA
Zambia National Union of Teachers
Mr. Kenneth Kasehela

ARAB STATES
IRAQ
Federation of Arab Teachers
Mr. Hisham Nimir Mustafa
Mukahhal

KUWAIT
Kuwait Teachers’ Society
Dr. Ahmed Al Hooly
Mr. Ahmed Al Munafy

PALESTINIAN AUTHORITY
General Union of Palestinian Teachers (GUPT)
Mr. Mohammed Sowan
Mr. Hazem Qumsieh

ASIA AND PACIFIC
AUSTRALIA
National Tertiary Education Union (NTEU)
Dr. Carolyn Allport

BANGLADESH
Bangladesh College-University Teachers’ Association (BCUTA)
Prof. Dr. Mohammed Akhtiaruzzaman
Prof. M.A. Bari
M.B. Jahanara Zaman

INDIA
All India Federation of University and College Teachers’ Organisations
Mr. Mmmoy Bhattacharyya

All India Federation of Educational Associations
Mr. Biswanandand Dash
Prof. Daihya Dailel Singh

EUROPE AND NORTH AMERICA
ALBANIA
Trade Union Federation of Education and Science (FSASH)
Mr. Xhafer Dobrushi
Mrs Valentina Ikonomi

CANADA
Fédération Québécoise des Professeures et Professeurs d’Université (FQPPU)
Dr. Roch Denis

CENTRALE DE L’ENSEIGNEMENT DU QUÉBEC
Mme Monique Richard

CROATIA
Independent Union of Research and Higher Education
Prof. Kresimir Rozman
Mrs Visnja Besendorfer

DENMARK
Fra Dansk Magisterforening (Danish Association of Masters and Ph. Ds.)
Mr. Jens Vraa-Jensen
Mr. Niels-Georg Lundberg

FRANCE
Fédération des syndicats généraux de l’Éducation nationale et de la Recherche publique (SGEN CFDT)
M. Michel Deyme

BELGIUM
Fédération de l’Éducation Nationale (FEN UNSA)
M. Guy Lachenand

GERMANY
Fédération Syndicale Unitaire (FSU)
M. Michel Deschamps

IRELAND
Irish Federation of University Teachers (IFUT/CEMO)
Mr. Daltun O Ceallaigh
Ms Maureen Killeavy

LATVIA
Education and Scientific Workers’ Trade Union of Latvia
Astrida Harbecvica
Solveiga Skotele

POLAND
National Science Section NSZZ “Solidarność”
Dr. Hanna Witkowska

PORTUGAL
Federação Nacional dos Professores (FENPROF)
Prof. João Cunha Serra
Prof. Mario Carvalho

RUSSIAN FEDERATION
Education and Science
Employees’ Union of Russia
Mr. Vladimir Yakovlev
Mr. Nikolay Kolobashkin

SPAIN
CC.OO. Sindicato de Enseñanza
Sr. Pedro Gonzalez

SOUTH AFRICA
South African Democratic Teachers’ Union (SADTU)
Mr. Bobby Mithombeni
Mr. Dan More

ZAMBIA
Zambia National Union of Teachers
Mr. Kenneth Kasehela

ARAB STATES
IRAQ
Federation of Arab Teachers
Mr. Hisham Nimir Mustafa
Mukahhal

KUWAIT
Kuwait Teachers’ Society
Dr. Ahmed Al Hooly
Mr. Ahmed Al Munafy

PALESTINIAN AUTHORITY
General Union of Palestinian Teachers (GUPT)
Mr. Mohammed Sowan
Mr. Hazem Qumsieh

ASIA AND PACIFIC
AUSTRALIA
National Tertiary Education Union (NTEU)
Dr. Carolyn Allport

BANGLADESH
Bangladesh College-University Teachers’ Association (BCUTA)
Prof. Dr. Mohammed Akhtiaruzzaman
Prof. M.A. Bari
M.B. Jahanara Zaman

INDIA
All India Federation of University and College Teachers’ Organisations
Mr. Mmmoy Bhattacharyya

All India Federation of Educational Associations
Mr. Biswanandand Dash
Prof. Daihya Dailel Singh

EUROPE AND NORTH AMERICA
ALBANIA
Trade Union Federation of Education and Science (FSASH)
Mr. Xhafer Dobrushi
Mrs Valentina Ikonomi

CANADA
Fédération Québécoise des Professeures et Professeurs d’Université (FQPPU)
Dr. Roch Denis

CENTRALE DE L’ENSEIGNEMENT DU QUÉBEC
Mme Monique Richard

CROATIA
Independent Union of Research and Higher Education
Prof. Kresimir Rozman
Mrs Visnja Besendorfer

DENMARK
Fra Dansk Magisterforening (Danish Association of Masters and Ph. Ds.)
Mr. Jens Vraa-Jensen
Mr. Niels-Georg Lundberg

FRANCE
Fédération des syndicats généraux de l’Éducation nationale et de la Recherche publique (SGEN CFDT)
M. Michel Deyme

BELGIUM
Fédération de l’Éducation Nationale (FEN UNSA)
M. Guy Lachenand

GERMANY
Fédération Syndicale Unitaire (FSU)
M. Michel Deschamps

IRELAND
Irish Federation of University Teachers (IFUT/CEMO)
Mr. Daltun O Ceallaigh
Ms Maureen Killeavy

LATVIA
Education and Scientific Workers’ Trade Union of Latvia
Astrida Harbecvica
Solveiga Skotele

POLAND
National Science Section NSZZ “Solidarność”
Dr. Hanna Witkowska

PORTUGAL
Federação Nacional dos Professores (FENPROF)
Prof. João Cunha Serra
Prof. Mario Carvalho

RUSSIAN FEDERATION
Education and Science
Employees’ Union of Russia
Mr. Vladimir Yakovlev
Mr. Nikolay Kolobashkin

SPAIN
CC.OO. Sindicato de Enseñanza
Sr. Pedro Gonzalez

SOUTH AFRICA
South African Democratic Teachers’ Union (SADTU)
Mr. Bobby Mithombeni
Mr. Dan More

ZAMBIA
Zambia National Union of Teachers
Mr. Kenneth Kasehela

ARAB STATES
IRAQ
Federation of Arab Teachers
Mr. Hisham Nimir Mustafa
Mukahhal

KUWAIT
Kuwait Teachers’ Society
Dr. Ahmed Al Hooly
Mr. Ahmed Al Munafy

PALESTINIAN AUTHORITY
General Union of Palestinian Teachers (GUPT)
Mr. Mohammed Sowan
Mr. Hazem Qumsieh

ASIA AND PACIFIC
AUSTRALIA
National Tertiary Education Union (NTEU)
Dr. Carolyn Allport

BANGLADESH
Bangladesh College-University Teachers’ Association (BCUTA)
Prof. Dr. Mohammed Akhtiaruzzaman
Prof. M.A. Bari
M.B. Jahanara Zaman

INDIA
All India Federation of University and College Teachers’ Organisations
Mr. Mmmoy Bhattacharyya

All India Federation of Educational Associations
Mr. Biswanandand Dash
Prof. Daihya Dailel Singh

EUROPE AND NORTH AMERICA
ALBANIA
Trade Union Federation of Education and Science (FSASH)
Mr. Xhafer Dobrushi
Mrs Valentina Ikonomi

CANADA
Fédération Québécoise des Professeures et Professeurs d’Université (FQPPU)
Dr. Roch Denis

CENTRALE DE L’ENSEIGNEMENT DU QUÉBEC
Mme Monique Richard

CROATIA
Independent Union of Research and Higher Education
Prof. Kresimir Rozman
Mrs Visnja Besendorfer

DENMARK
Fra Dansk Magisterforening (Danish Association of Masters and Ph. Ds.)
Mr. Jens Vraa-Jensen
Mr. Niels-Georg Lundberg

FRANCE
Fédération des syndicats généraux de l’Éducation nationale et de la Recherche publique (SGEN CFDT)
M. Michel Deyme

BELGIUM
Fédération de l’Éducation Nationale (FEN UNSA)
M. Guy Lachenand

GERMANY
Fédération Syndicale Unitaire (FSU)
M. Michel Deschamps

IRELAND
Irish Federation of University Teachers (IFUT/CEMO)
Mr. Daltun O Ceallaigh
Ms Maureen Killeavy

LATVIA
Education and Scientific Workers’ Trade Union of Latvia
Astrida Harbecvica
Solveiga Skotele

POLAND
National Science Section NSZZ “Solidarność”
Dr. Hanna Witkowska

PORTUGAL
Federação Nacional dos Professores (FENPROF)
Prof. João Cunha Serra
Prof. Mario Carvalho

RUSSIAN FEDERATION
Education and Science
Employees’ Union of Russia
Mr. Vladimir Yakovlev
Mr. Nikolay Kolobashkin

SPAIN
CC.OO. Sindicato de Enseñanza
Sr. Pedro Gonzalez

SOUTH AFRICA
South African Democratic Teachers’ Union (SADTU)
Mr. Bobby Mithombeni
Mr. Dan More

ZAMBIA
Zambia National Union of Teachers
Mr. Kenneth Kasehela

ARAB STATES
IRAQ
Federation of Arab Teachers
Mr. Hisham Nimir Mustafa
Mukahhal

KUWAIT
Kuwait Teachers’ Society
Dr. Ahmed Al Hooly
Mr. Ahmed Al Munafy

PALESTINIAN AUTHORITY
General Union of Palestinian Teachers (GUPT)
Mr. Mohammed Sowan
Mr. Hazem Qumsieh

ASIA AND PACIFIC
AUSTRALIA
National Tertiary Education Union (NTEU)
Dr. Carolyn Allport

BANGLADESH
Bangladesh College-University Teachers’ Association (BCUTA)
Prof. Dr. Mohammed Akhtiaruzzaman
Prof. M.A. Bari
M.B. Jahanara Zaman

INDIA
All India Federation of University and College Teachers’ Organisations
Mr. Mmmoy Bhattacharyya

All India Federation of Educational Associations
Mr. Biswanandand Dash
Prof. Daihya Dailel Singh

EUROPE AND NORTH AMERICA
ALBANIA
Trade Union Federation of Education and Science (FSASH)
Mr. Xhafer Dobrushi
Mrs Valentina Ikonomi

CANADA
Fédération Québécoise des Professeures et Professeurs d’Université (FQPPU)
Dr. Roch Denis

CENTRALE DE L’ENSEIGNEMENT DU QUÉBEC
Mme Monique Richard

CROATIA
Independent Union of Research and Higher Education
Prof. Kresimir Rozman
Mrs Visnja Besendorfer

DENMARK
Fra Dansk Magisterforening (Danish Association of Masters and Ph. Ds.)
Mr. Jens Vraa-Jensen
Mr. Niels-Georg Lundberg

FRANCE
Fédération des syndicats généraux de l’Éducation nationale et de la Recherche publique (SGEN CFDT)
M. Michel Deyme

BELGIS
LATIN AMERICA AND THE CARIBBEAN

BOLIVIA
Academia Nacional de Ciencias de Bolivia
Mr. Carlos Aguirre B.

BRASIL
Academia Brasileira de Ciencias
Mr. Eduardo Krieger

STUDENTS’ ASSOCIATIONS
ASSOCIATIONS D’ETUDIANTS
ASOCIACIONES DE ESTUDIANTES

AFRICA

AASU – All African Students’ Union
Ms Ester Adjou Adams, Ghana
Mr. Haruna Idrissu, Ghana
Mr. Samuel Pimppong, Ghana
Mr. Sountoucoung Drame, Senegal
Mr. Benson Obua Ogwal, Uganda
Mr. Mamabolo Jacob Sasco

Mauritius Students Union
Mr. Ahmed Rajbally, Mauritius
Mr. Arun Nepal, Nepal
Mr. Keshav Pandey, Nepal
Mr. Jim Gardner

ASIA AND THE PACIFIC

MALAYSIA
Oldham College
Ms Najwa Syahda Amin

AFRICA

AASU – All African Students’ Union
Ms Ester Adjou Adams, Ghana
Mr. Haruna Idrissi, Ghana
Mr. Samuel Pimppong, Ghana
Mr. Sountoucoung Drame, Senegal
Mr. Benson Obua Ogwal, Uganda
Mr. Mamabolo Jacob Sasco

Mauritius Students Union
Mr. Ahmed Rajbally, Mauritius
Mr. Arun Nepal, Nepal
Mr. Keshav Pandey, Nepal
Mr. Jim Gardner

ASIA AND THE PACIFIC

MALAYSIA
Oldham College
Ms Najwa Syahda Amin
<table>
<thead>
<tr>
<th>Country</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRINIDAD AND TOBAGO</td>
<td>Guild of Undergraduates Mr. Allister Glean</td>
</tr>
<tr>
<td>BRAZIL</td>
<td>Federation de Estudiantes de Brasil (UNE Brasil) Mr. Haji Abdul Ghani Haji Omar</td>
</tr>
<tr>
<td>HAITI</td>
<td>Association des Etudiants de la Faculté des Sciences (AEFDS) M. Carl Sherston Clermont</td>
</tr>
<tr>
<td>MEXICO</td>
<td>Federación de Estudiantes Universitarios de Morelos (FEUM) Sr. Miquel Angel Cuevas</td>
</tr>
<tr>
<td>NICARAGUA</td>
<td>Unión de Estudiantes de Nicaragua (UNEN) Sr. Elias Velazquez Florez</td>
</tr>
<tr>
<td>PERU</td>
<td>Federación de Estudiantes de Perú (FEP) Sr. Yomar Melendez Rosas</td>
</tr>
<tr>
<td>GUATEMALA</td>
<td>Asociación de Estudiantes Universitarios Sr. David Estuardo Guzman Herodia Sr./Sra. Quimy De León</td>
</tr>
<tr>
<td>INTERNATIONAL</td>
<td></td>
</tr>
<tr>
<td>MOTEUR / Coordination des Associations d’Etudiants Handicapés</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Emmanuel Moreau, France Mr. M. R. Tobo Djengue, Cameroon</td>
</tr>
<tr>
<td></td>
<td>Post-Graduate International Network (Pi-NET) Mr. Peter Kerey, Hungary Mr. Ronald Popma, The Netherlands</td>
</tr>
<tr>
<td></td>
<td>The Royal Academy of Science International Trust (RASIT) H.R.H. Dr. Princess Nastreen El-Hashemite Ms Donna Mojab Ms Helen Mojab Ms Suja Abou-Khamseen Ms Kitham Al Sahir</td>
</tr>
<tr>
<td></td>
<td>Alliance for a Responsible and United World Mr. Daniel Pop, Romania Ms Grainne Kelly, Ireland Ms Hobaté Hatta, Togo Ms Kerry Ann Cochrane, Canada Ms Marianna Ferraz Duarte, Brazil Ms Tijana Zivanovic, Yugoslavia Mr. Rigobert Yanda, Kenya Mr. Christophe Raoul Ewdowo, Cameroon</td>
</tr>
<tr>
<td></td>
<td>Ms Parisudha Sudhamongkala, Thailand Mr. Altaf Wani, India</td>
</tr>
<tr>
<td></td>
<td>Arab Federation for Technical Education (AFTE) Prof. Dr. Mohammad Al-Azzawi Association of American Community Colleges (AACC) Dr. Anthony Zeiss Mrs Jacqueline Belcher Mr. David R. Pierce Association of Canadian Community Colleges (ACCC) Mr. Gerald Brown Mr. Leslie O’Reilly European Centre for the Development of Vocational Training (CEDEFOP) Mr. Michael Adams Committee of Technikon Principals of South Africa (CTP) Prof. B.A. Khoapa Prof. I.J. Mosala Prof. Johan Pretorius European Training Foundation (ETF) Mr. Thomas Schröder SEAMO VOCTECH (Southeast Asian Ministers of Education Organisation – Regional Centre for Vocational and Technical Education) Mr. Haji Abdul Ghani Haji Omar Mrs Judy Morente Miami-Dade Community College Dr. Michael J. Lenaghan</td>
</tr>
<tr>
<td></td>
<td>PARLIAMENTS</td>
</tr>
<tr>
<td></td>
<td>PARLIAMENTS</td>
</tr>
<tr>
<td></td>
<td>AFRICA</td>
</tr>
<tr>
<td></td>
<td>NIGER</td>
</tr>
<tr>
<td></td>
<td>Assemblée Nationale M. Adoutane Moutal</td>
</tr>
<tr>
<td></td>
<td>ARAB STATES</td>
</tr>
<tr>
<td></td>
<td>EGYPT</td>
</tr>
<tr>
<td></td>
<td>The Egyptian People’s Assembly Dr. Fathi El Baradi</td>
</tr>
<tr>
<td></td>
<td>LEBANON</td>
</tr>
<tr>
<td></td>
<td>Parlement Libanais Mrs Bahia Harini</td>
</tr>
<tr>
<td></td>
<td>ASIA AND PACIFIC</td>
</tr>
<tr>
<td></td>
<td>REPUBLIC OF THE PHLIPINES</td>
</tr>
<tr>
<td></td>
<td>Senate Mr. Edgardo J. Angara</td>
</tr>
<tr>
<td></td>
<td>EUROPE AND NORTH AMERICA</td>
</tr>
<tr>
<td></td>
<td>AUSTRIA</td>
</tr>
<tr>
<td></td>
<td>The Austrian Parliament Mr. Josef Hochtl</td>
</tr>
<tr>
<td></td>
<td>ESTONIA</td>
</tr>
<tr>
<td></td>
<td>The Estonian Parliament Mrs Talvi Marja</td>
</tr>
<tr>
<td></td>
<td>FRANCE</td>
</tr>
<tr>
<td></td>
<td>Assemblée Nationale M. Jean Glavany</td>
</tr>
<tr>
<td></td>
<td>POLAND</td>
</tr>
<tr>
<td></td>
<td>The Sejm of Poland Mr. A. Luczac</td>
</tr>
<tr>
<td></td>
<td>SLOVENIA</td>
</tr>
<tr>
<td></td>
<td>The Slovenian Parliament Ms Helena Hren Vencelj</td>
</tr>
<tr>
<td></td>
<td>SPAIN</td>
</tr>
<tr>
<td></td>
<td>Senado Mr. Josep Varela Serra</td>
</tr>
<tr>
<td></td>
<td>TAIKISTAN</td>
</tr>
<tr>
<td></td>
<td>The National Parliament Maglis Oli Mr. H. Mamadshoh</td>
</tr>
<tr>
<td></td>
<td>LATIN AMERICA AND THE CARIBBEAN</td>
</tr>
<tr>
<td></td>
<td>ARGENTINA</td>
</tr>
<tr>
<td></td>
<td>Camara de Diputados de la Nación Sra. Liliana Lissi Dr. Eduardo Mondino</td>
</tr>
<tr>
<td></td>
<td>COSTA RICA</td>
</tr>
<tr>
<td></td>
<td>Asamblea Legislativa Sra. Roger Vílchez Cascante Sra. Sergio Salazar Rivera</td>
</tr>
<tr>
<td></td>
<td>MEXICO</td>
</tr>
<tr>
<td></td>
<td>Senado de la República mexicana Mr. Ashokkoemar Ramballí</td>
</tr>
<tr>
<td></td>
<td>VENEZUELA</td>
</tr>
<tr>
<td></td>
<td>Senado Sra. Aline Lampe Joubert</td>
</tr>
<tr>
<td></td>
<td>Congress Nacional Prof. Pablo Gonzalez Padilla</td>
</tr>
<tr>
<td></td>
<td>TRADE UNIONS</td>
</tr>
<tr>
<td></td>
<td>SYNDICATS</td>
</tr>
<tr>
<td></td>
<td>SINDICATOS</td>
</tr>
<tr>
<td></td>
<td>EUROPE AND NORTH AMERICA</td>
</tr>
<tr>
<td></td>
<td>BELGIUM</td>
</tr>
<tr>
<td></td>
<td>Confédération Européenne des Syndicats Indépendants Dr. Walter Trapp</td>
</tr>
<tr>
<td></td>
<td>Confédération Syndicale Européenne M. Alain Mouchou</td>
</tr>
<tr>
<td></td>
<td>FRANCE</td>
</tr>
<tr>
<td></td>
<td>Fédération Nationale des Syndicats Autonomes de l’Enseignement Supérieur et de la Recherche (IAUPL) M. Paul Colonge</td>
</tr>
<tr>
<td></td>
<td>GERMANY</td>
</tr>
<tr>
<td></td>
<td>DGB Confédération Internationale des Syndicats Libres Mr. Gerd Köhler</td>
</tr>
<tr>
<td></td>
<td>RUSSIAN FEDERATION</td>
</tr>
<tr>
<td></td>
<td>General Confederation of Trade Unions Mr. Albert Potapov</td>
</tr>
<tr>
<td></td>
<td>CHAMBERS OF COMMERCE/ FIRMS</td>
</tr>
<tr>
<td></td>
<td>CHAMBRES DE COMMERCE/ ENTREPRISES</td>
</tr>
<tr>
<td></td>
<td>CÁMARAS DE COMERCIO/ EMPRESAS</td>
</tr>
<tr>
<td></td>
<td>AFRICA</td>
</tr>
<tr>
<td></td>
<td>SUDAN</td>
</tr>
<tr>
<td></td>
<td>Sudanese Business and Employer’s Federation Mr. Bakri Omer</td>
</tr>
<tr>
<td></td>
<td>EUROPE AND NORTH AMERICA</td>
</tr>
<tr>
<td></td>
<td>BELGIUM</td>
</tr>
<tr>
<td></td>
<td>FINA Education Centre Mme Catherine Brohee</td>
</tr>
<tr>
<td></td>
<td>FRANCE</td>
</tr>
<tr>
<td></td>
<td>Jeune Chambre Economique Mme Chantal Rozier M. Dominique Angles Prof. Jacques Reynier</td>
</tr>
<tr>
<td></td>
<td>Groupe HEC</td>
</tr>
<tr>
<td></td>
<td>M. Jean–Loup Ardoix M. Bernard Ramanantsoa</td>
</tr>
</tbody>
</table>
Baker & McKenzie  
Dr. Wallace Baker

Assemblée des Chambres françaises de Commerce et d’Industrie  
Mme Marie-Françoise Trefël

European Bahai’ Business Forum  
M. George Starcher  
M. Eric Zahrai

Chambre de Commerce Franco-Allemande  
Mme Marguerite Riegler-Poyer

HUNGARY  
International Chamber of Commerce  
Hungarian National Committee  
Dr. Károly Iványi

BRAZIL  
Confederação nacional do Comércio  
Dr. Arnaldo Niskier

COLOMBIA  
Asociación Nacional de Industriales de Colombia (ANDI)  
Dr. Luis Carlos Villegas Echavarría

URUGUAY  
UDE-Chamber of Commerce de Montevideo  
Lic. Luisa Peirano Basso

LATIN AMERICA AND THE CARIBBEAN

BRAZIL  
Confederação nacional do Comércio  
Dr. Arnaldo Niskier

COLOMBIA  
Asociación Nacional de Industriales de Colombia (ANDI)  
Dr. Luis Carlos Villegas Echavarría

URUGUAY  
UDE-Chamber of Commerce de Montevideo  
Lic. Luisa Peirano Basso

DONORS

BAILLEURS DE FONDS

PROVEEDORES DE FONDOS

EUROPE AND NORTH AMERICA

CANADA  
Université de Nebraska  
M. Jil Emal

ESPAGNE  
Junta de Andalucía  
Dr. Luis Millán Vazquez de Miguel

FRANCE  
Fondation Cetelem  
M. Paul Defourny  
Mme Marie-Dominique Christen  
Mlle Celine Godet  
M. Pierre Benedetto

M. Paul Camous  
M. S. Chirache  
Mme C. Baret  
Mme E. Nahas

Fondation Charles Léopold Mayer  
M. Pierre Calame

GERMANY  
DAAD-German Academic Exchange Service  
Mr. Ulrich Grothus

Gesellschaft für Technische Zusammenarbeit (GTZ)  
Dr. Wolfgang Kaeper

ISRAEL  
Weizmann Institute of Science-Perach  
Mr. Amos Carmeli

ITALY  
Conferenza Episcopale Italiana  
Ms Stefania Gandolfi

Instituto per la Cooperazione Universitaria  
Mr. Pier Giovanni Palla

NORWAY  
Norwegian Agency for Development Cooperation (NORAD)  
Mrs Kristin Sverdrup  
Ms Ingrid Braastad

THE NETHERLANDS  
Netherlands Organization for International Co-operation in Higher Education (NUFFIC)  
Dr. Rosita van Meel

UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND  
The British Council  
Mrs Rebecca Walton

UNITED STATES OF AMERICA  
The Rockefeller Foundation  
Dr. David J. Maurrasse

The Kellogg Foundation  
Dr. Betty Overton-Adkings

LATIN AMERICA AND THE CARIBBEAN

ARGENTINA  
Instituto de Agas Subterráneas para Latinoamérica (INASLA)  
Dr. Jochen de Bundschuh

PUBLISHERS MAISONS D’ÉDITION ÉDITORIALES

EUROPE AND NORTH AMERICA

FRANCE  
Presses Universitaires de France  
M. Gaston Mialaret

Agence Education et Formation  
M. Olivier Dhers

GROUP III  
Invited Groups and Guests

ADVISORY GROUP ON HIGHER EDUCATION

Professor Abu Lughod Ibrahim  
Vice-President (1993-1995)

Birzeit University

Palestinian Authority

Professor Jorge Brovetto  
Executive Secretary

Montevideo Group of Universities

Uruguay

Dr. Donald R. Gerth  
President

International Association of University Presidents

United States of America

Professeur Georges Haddad  
Président honoraire de l’Université de Paris 1, Panthéon-Sorbonne

Conseiller spécial du Directeur général de l’UNESCO

Professor Grant Harman  
Pro Vice-Chancellor

University of New England

Australia

Prof. Gottfried Leibbrandt  
Chairman, CEPES Advisory Board

The Netherlands

Prof. Lydia Makhubu  
Vice-Chancellor

University of Swaziland

Swaziland

Professor Narciso Matos  
Secretary-general

Association of African Universities

Ghana

Prof. Péter Medgyes  
Hungary

Professor Yasunori Nishijima  
Kyoto City University of Arts

Japan

Prof. Eunice Ribeiro Durham  
NUPES, Universidade de São Paulo

Brazil

Prof. Charas M.D. Sawanswela  
Past President and Adviser

Chulalongkorn University

Thailand

Professor Justin Thorens  
Honorary President

International Association of Universities

Switzerland

Professor Carlos Tünnermann Bernheim

Nicaragua

Prof. Dr. Hans J.A. van Ginkel  
Rector

United Nations University

Japan

DIRECTOR-GENERAL’S GUESTS

H.R.H. Prince Talal Bin Abdul Aziz  
President

Arab Gulf Programme for United Nations Development Organizations (AGFUND)

Saudi Arabia

Mr Nasser Al-Kahtani  
AGFUND

Saudi Arabia

Professor Mohammad Al Mannie  
AGFUND

Saudi Arabia

Dr. Abdul Aziz Al Sonbul  
AGFUND

Saudi Arabia

Dr Hisham Al Sharif  
AGFUND

Saudi Arabia

Mr J. Balbir  
Former Head of UNESCO Teacher Training Section

France

Professor Kenneth Barker  
Chief Executive and Vice-Chancellor

De Montfort University

United Kingdom

Dr. L. R. Batra  
Director

Big Boulder Field Station

United States of America

Mr A. Chiappano  
Former Head of UNESCO Teacher Training Section

France

Professor Alfonso Borrello Cabal  
Universidad Javeriana

Colombia

Dr. Lala Collier  
Associate Vice President for Academic Affairs

Jackson State University

United States of America

Professor John L. Davies  
Pro Vice-Chancellor

Anglia Polytechnic University

United Kingdom

Dr. Thierry De Samie  
Membre honoraire de l’Université de Paris 1, Panthéon-Sorbonne

Conseiller spécial du Directeur général de l’UNESCO

Professor Dr. Thierry De Samie  
Membre honoratoire de l’Université de Paris 1, Panthéon-Sorbonne

Conseiller spécial du Directeur général de l’UNESCO

President

AGFUND

Saudi Arabia

Professor Mohammad Al Mannie  
AGFUND

Saudi Arabia

Dr. Abdul Aziz Al Sonbul  
AGFUND

Saudi Arabia

Dr Hisham Al Sharif  
AGFUND

Saudi Arabia

Mr J. Balbir  
Former Head of UNESCO Teacher Training Section

France

Professor Alfonso Borrello Cabal  
Universidad Javeriana

Colombia

Dr. Lala Collier  
Associate Vice President for Academic Affairs

Jackson State University

United States of America

Professor John L. Davies  
Pro Vice-Chancellor

Anglia Polytechnic University

United Kingdom

Dr. Thierry De Samie  
Membre honorataire de l’Université de Paris 1, Panthéon-Sorbonne

Conseiller spécial du Directeur général de l’UNESCO

President

AGFUND

Saudi Arabia

Professor Mohammad Al Mannie  
AGFUND

Saudi Arabia

Dr. Abdul Aziz Al Sonbul  
AGFUND

Saudi Arabia

Dr Hisham Al Sharif  
AGFUND

Saudi Arabia

Mr J. Balbir  
Former Head of UNESCO Teacher Training Section

France

Professor Alfonso Borrello Cabal  
Universidad Javeriana

Colombia

Dr. Lala Collier  
Associate Vice President for Academic Affairs

Jackson State University

United States of America

Professor John L. Davies  
Pro Vice-Chancellor

Anglia Polytechnic University

United Kingdom

Dr. Thierry De Samie  
Membre honorataire de l’Université de Paris 1, Panthéon-Sorbonne

Conseiller spécial du Directeur général de l’UNESCO

President

AGFUND

Saudi Arabia

Professor Mohammad Al Mannie  
AGFUND

Saudi Arabia

Dr. Abdul Aziz Al Sonbul  
AGFUND

Saudi Arabia

Dr Hisham Al Sharif  
AGFUND

Saudi Arabia

Mr J. Balbir  
Former Head of UNESCO Teacher Training Section

France

Professor Alfonso Borrello Cabal  
Universidad Javeriana

Colombia

Dr. Lala Collier  
Associate Vice President for Academic Affairs

Jackson State University

United States of America

Professor John L. Davies  
Pro Vice-Chancellor

Anglia Polytechnic University

United Kingdom

Dr. Thierry De Samie  
Membre honorataire de l’Université de Paris 1, Panthéon-Sorbonne

Conseiller spécial du Directeur général de l’UNESCO

President

AGFUND

Saudi Arabia

Professor Mohammad Al Mannie  
AGFUND

Saudi Arabia

Dr. Abdul Aziz Al Sonbul  
AGFUND

Saudi Arabia

Dr Hisham Al Sharif  
AGFUND

Saudi Arabia

Mr J. Balbir  
Former Head of UNESCO Teacher Training Section

France
THEMATIC DEBATES’ PANELISTS

The Requirements of the World of Work

Chair: M. Michael Henriquez
International Labour Office (ILO)
Switzerland

Keynote Speaker: Dr Ulrich Teichler
University of Kassel
Germany

Rapporteur: Mr Bikas Sanyal
International Institute of Educational Planning (IIPE)
France

Panelists:
- Mr Hédi Djilani
  President
  General Council of the International Council of Employers (IOE)
  Tunisia
- Ms Sike Nelle Sombe
  President
  AIESEC International Cameroons
- Dr. Gerd Köhler
  Hauptvorstand
  Gewerkschaft Erziehung und Wissenschaft
  Germany

Advisory/Steering Committee: Dr Donald Gerth
President
California State University
USA

Prof. Yasumori Nishijima
Former Chairman
Japanese National Commission for UNESCO

Higher Education and Sustainable Human Development

Chair: Prof. Hans van Ginkel
Rector, The United Nations University (UNU)
Japan

Keynote Speakers: Mr Gustavo Lopez
Director
UNESCO Transdisciplinary Project on Education for a Sustainable Future

Contributing to National and Regional Development

Chair: Prof. Josep Bricall
Centro de Estudios de Planificación (CEP)
Spain

Keynote Speaker: Prof. John Goddard
University of Newcastle-upon-Tyne
United Kingdom

Rapporteur: Dr Madeleine Green
American Council on Education (ACE)
Association of Commonwealth Universities (ACU)
United Kingdom

Panelists:
- Prof. Brahim Baccari
  Université de droit, d’économie et de gestion de Tunis
  Tunisie
- Prof. Susan Clark
  Nova Scotia Council on Higher Education
  Canada
- Prof. Jacques Marcovitch
  Reitor
  Universidade de Sao Paulo
  Brazil
- Dr Francisco Gatto
  UN Economic Commission for Latin America and the Caribbean
  Argentina
- Prof. Dorothy L. Njeuma
  University of Buea
  Republic of Cameroon

Working Group Facilitators:
- Dr Mario Albornoz
  Universidad de Buenos Aires
  Argentina
- Dr Andris Barblan
  Association of European Universities (CRE)
  Switzerland
- Dr Isabelle de Keyser
  Natura Network
  Belgium
- Dr Carlo Di Benedetta
  Community of Mediterranean Universities (CUM)
  Italy
- Dr Kenneth Edwards
  Association of European Universities (CRE)
  Switzerland

Mr Felix García Laussín
Conference of Spanish Rectors (CRUE)
Spain

Dr M. Kamal
Association of Arab Universities (AARU)
Jordan

Dr Sebastião Elias Kuri
Universidade Federal do Sao Carlos
Brazil

Mr Frederik Oberthair
International Association of Agricultural Students (IAAS)
Belgium

Ms Mary O’Mahony
Association of European Universities (CRE)
Switzerland

Prof. Rodolfo Pinto da Luz
Universidade Federal de Santa Catarina
Brazil

Prof. Moumouni Rambr Quinginga
Conseil African et Malagache pour l’Enseignement Supérieur (CAMES)
Burkina Faso

Prof. Carlos Solà i Ferrando
Universitat Autónoma de Barcelona
Spain

Dr Ruben Umaly
Association of Universities of Asia and the Pacific (AUAP)
Thailand

Mr Pierre Van Der Donckt
Inter-American Organization for Higher Education (IOHE)
Canada

Dr Shirley Walters
University of the Western Cape
Republic of South Africa

Advisory/Steering Committee:
- Prof. Ibrahim Abu Lughod
  Birzeit University
  Palestine

Higher Education Staff Development:
A Continuing Mission

Chair: Dr Cream Wright
Director
Education Commonwealth Secretariat
United Kingdom

Rapporteur: Mrs Alison Girdwood
Chief Programme Officer
Commonwealth Secretariat
United Kingdom
Panelists:
Mr. John Fielden
Director
Commonwealth Higher Education Management Service (CHEMS)
United Kingdom

Dr (Ms) Jasbir S Singh
Consultant
Association of Commonwealth Universities (ACU)
Malaysia

Dr Brigitte Berendt
Freie Universität Berlin
Germany

Prof. Dr. A.K. Aboul-Hassan
Treasurer
Arab Network on Staff Development (ANSD)
Egypt

Prof. Narciso Matos
Secretary-General
Association of African Universities (AAU)
Ghana

Dr. Elizabeth Poskitt
President
International Federation of University Women (IFUW)
Switzerland

Dr Yolanda Rojas
Director
Doctoral Program on Education University of Costa Rica
Costa Rica

Panelists : Ms. Florence Nsumbu
Mouvement International des Etudiants Catholiques (MIEC)
Congo

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

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

Ms. Ragua ElHusseiny
Union of Progressive Youth Egypt

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

Professor Mihaly Simai
Hungarian Academy of Sciences Hungary

Dr. William Lindley
Food and Agricultural Organisation (FAO)

Panel 2: Regional Perspectives

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

Mr. Yosvani Díaz Romero
Organización Continental Latinoamericana y Caribeña de Estudiantes (OCLAE)
Cuba

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

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

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

Dr. Tang
Chief
Technical and Vocational Education
UNESCO

Dr. Alan Wagner
Organisation for Economic Cooperation and Development (OECD)

Entrepreneurs’ Panel

Chair: Mr. Yannick Moati
Junior Chamber International (JCI) Monaco

Panelists : Dr. Roberto D’Allesandro
Legal Counsel
Malta

Ms. J. Claire K. Niala
International Federation of Business and Professional Women (IFBFW)
Kenya

Mr. Michel Romieu
President Director General
ELF Aquitaine Gaz
France

Mr. Eric Zahrai
European Baha’i Business Forum France

Mr. Wallace R. Baker
Baker & McKenzie
USA

Mr. Luis Carlos Villegas Echéverri
Asociacion Nacional de Industriales (ANDI)
Colombia

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

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

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

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

Mr. Walter Ryshon
Mouvement International des Etudiants Catholiques (MIEC)
Brazil

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

Mr. Julio Casas Calderón
Jeunesse Etudiante Catholique Internationale (JECI)
Peru

From Traditional to Virtual: The New Information Technologies

Chair: Prof. Michel Guillou
Recteur
Agence universitaire de la francophonie (AUPELF)
France

Keynote Speaker: Prof. Bachir Dragne
Université Cheikh Anta Diop de Dakar
Sénégal

Rapporteur:
Prof. Tarcisio Della Senta
Director
Institute of Advanced Studies The United Nations University (UNU/IAS)
Japan

Panelists: Prof. Lourdes Feria
Universidad de Colima
Mexico

M. Bernard Loing
Vice-Président
International Council For Open and Distance Education (ICDE)
France

Prof. Dyane Adam
Principal
University College Glendon
York University
Canada

Prof. Tamás Lajos
Technical University of Budapest
Hungary

Prof. Michel Moreau
Rector d’Académie
Directeur général Centre National d’Enseignement à Distance (CNED)
France

Mr Piet Henderikx
European Association of Distance Teaching Universities (EADTU)
The Netherlands

Mrs Molly Corbett Broad
President
University of North Carolina
USA

M. Henrik Toft Jensen
Université de Roskilde
Denmark

Prof. Tarek Shawki
University of Illinois at Urbana Champaign
USA

Prof. Maurice Tchuente
Recteur
Université de Dschang
Cameroon

Dr Gottfried Leibrandt
Chairman of the European Center for Higher Education (CEPES)
WCHE Advisory Group
The Netherlands

Resource Persons: Prof. Dr. Horst Möhle
UNESCO Institute for Education (UIE)
Germany

M. Didier Olo
Agence universitaire de la francophonie (AUPELF)
France

Mr Kiyoshi Nakabayashi
NTT Information & Communication Systems Laboratories
Japan

Mr Kasumasa Noda
NTT Advanced Technology Corp.
Japan

Prof. Maria Luisa Martin
The Monterrey Institute of Technology
Mexico

Dr Magdallen N. Juma
Kenyatta University
Kenya

Prof. Jun Murai
University of Keio
Japan
Mr Shirabe Ogino  
University of Tokyo  
Japan  
Mr Ng Chong  
Research Associate  
UNU/Institute of Advanced Studies  
Japan  
Mr T. Tschang  
Research Associate  
UNU/Institute of Advanced Studies  
Japan  
Dr Sylvia Charp  
University of Pennsylvania  
USA  
Dr John Foster  
Governing Board of the International Conference on Technology and Education (ICTE) United Kingdom  
Prof. Vladimir Tikhomirov  
Rector, Moscow State University of Economics, Statistics and Informatics  
Russia  
Advisory/Steering Committee: Dr Gottfried Leibbrandt  
The Netherlands  
Panelists: Prof. Guy Ourisson  
France  
Prof. M.H.A. Hassan  
Executive Director  
The Third World Academy of Sciences (TWAS)  
Italy  
Prof. Oumar Sock  
Directeur  
Ecole Polytechnique de Dakar  
Senegal  
Prof. M.G.K. Menon  
India  
Dr Heathar Eggnis  
Director  
The Society for Research into Higher Education (SRHE)  
United Kingdom  
Prof. Maxwell McCombs  
Department of Journalism  
University of Texas at Austin  
USA  
Resource Persons:  
M. Andre Gouaze  
President  
Conférence internationale des Doyens de Facultés de Médecine  
France  
M. Hervé de Tricornot  
Directeur  
Agence pour l’investissement dans la recherche et le développement (AIRE)  
France  
M. Bernard Eding  
Directeur  
Société Nationale de Raffinage (SONARA)  
Cameroun  
Mrs Maureen Brennan  
ICSU  
France  
Advisory/Steering Committee: Mr Sarukhan Kermez  
Universidad Nacional Autónoma de México (UNAM)  
The Contribution of Higher Education to the Education System as a Whole  
Chair: M. Victor Adamets  
International Bureau of Education (IBE)  
Geneva  
Keynote Speaker: Prof. Phillip Hughes  
Australia National University  
Australia  
Rapporteurs: Mr Malmoudi Mahmoud  
Tunisia  
Mme Gaëlle de Viron  
Université catholique de Louvain-la-Neuve Belgique  
Panelists/Presentators: Dr Cecilia Braslavsky  
Director-General of Research and Development  
Ministry of Culture and National Education  
Argentina  
Mr Chung Yue Ping  
Dean of Education  
Chinese University of Hong Kong  
China  
Dr D.G. Al Emadi  
Dean, Faculty of Humanities  
Qatar University  
Qatar  
Women and Higher Education: Issues and Perspectives  
Chair: Dr. Attiya Inayatullah  
President, International Planned Parenthood Foundation  
Former Chairperson, UNESCO Executive Board  
Former Minister, Population, Welfare and Women’s Development  
Pakistan  
Prof. Dr. Eddah Gachukia  
Executive Director  
Forum for African Women Educationalists (FAWE)  
Kenya  
Dr. Ina Grieb  
Vice President  
University of Oldenburg  
Germany  
Mr. D. Wagner  
Director  
International Literacy Institute (ILI)  
University of Pennsylvania  
USA  
Mr B. Wentworth  
Deputy Minister  
Ministry of Higher Education, Vocational Training, Science and Technology  
Namibia  
Mr Armando Rocha Trindade  
President  
International Council for Open and Distance Education (ICDE)  
Portugal  
Resource Persons:  
Mr Eric Bockstael  
Secretary-General  
International Institute for Policy, Practice and Research in the Education of Adult Belgium  
M. Samady  
Former Director  
Division for the Development of Education UNESCO  
Mr Jong-yang Kim  
President  
Hanyang University  
Republic of Korea  
Mme Stefania Gandolfi  
Conferenza Episcopale Italiana  
Italy  
Advisory/Steering Committee: Prof. Borero Cabal  
Universidad Javeriana  
Colombia  
Prof. Narciso Matos  
Secretary-General  
Association of African Universities (AAU)  
Ghana  
Prof. Maria Inácia D’Ávila Neto  
Director, Institute of Psychology  
Federal University of Rio de Janeiro  
Brazil  
Dr. Berit Olsson  
Swedish International Development Agency (SIDA)  
Sweden  
Prof. Christina Ullenius  
President  
University College of Karlstad  
Sweden  
Discussants:  
Prof. Federico Mayor  
Director General  
UNESCO  
Prof. Peter Katjavivi  
Vice-Chancellor  
University of Namibia  
Namibia  
Dr. Maria Irigoine  
Consultant in Higher Education  
University of Santiago  
Chile  
Mrs Linda Souter  
President  
International Federation of University Women (IFUW)  
Canada  
Panelists:  
Prof. Maria Inácia D’Ávila Neto  
Director, Institute of Psychology  
Federal University of Rio de Janeiro  
Brazil  
Dr. Binod Khadria  
School of Social Sciences  
Jawaharlal Nehru University  
New Delhi  
India  
Dr. Joy Kwasiga  
Dean, Faculty of Social Sciences  
Makerere University  
Uganda  
Mrs Mouna Mourad  
Faculty of Medicine  
St Joseph’s University  
Beirut  
Lebanon  
Dr. Ralitsa Muhraska  
St Kliment Ohridski University  
Sofia  
Bulgaria  
Special Panelists: The Honourable Esi Sutherland-Addy  
Forum for African Women Educationalists (FAWE)  
Nairobi  
Kenya  
Dr. Breda Pavlic  
Director  
Unit for the Status of Women and Gender Equality UNESCO  
Rapporteurs:  
Mrs Françoise Sauvage  
International Federation of University Women (IFUW)
Promoting a Culture of Peace

Chair: Dr Donald Gerth
President
California State University
USA

Moderator: Dr L. Eudora Pettigrew
Chair, IAUP/UN Commission on Disarmament Education, Conflict Resolution and Peace
USA

Keynote Address: Dr Oscar Arias
Nobel Peace Prize Laureat
Fundación Arias para la Paz
Costa Rica

Rapporteur: Dr Maurice Harari
Secretary-General
International Association of University Presidents (IAUP)
USA

Panelists:
Prof. Saleh Al-Mani
King Saud University
Saudi Arabia

Prof. George Benneh
University of Ghana
Accra

Prof. Betty A. Reardon
Teachers College
Columbia University
USA

Prof. Enver Sehovic
University of Zagreb
Croatia

Prof. Shen Dingli
Fudan University
People’s Republic of China

Resource Person: Sr Antonio Gallo Armosino
Universidade Rafael Landivar
Guatemala

Dr Andrea Karpati
Associate Professor of Education
Eotvos Lorand University
Hungary

Autonomy, Social Responsibility and Academic Freedom

Chair: Prof. Justin Thorens
Université de Genève
Suisse

Rapporteur: Mr Guy Neave
International Association of Universities (IAU)
France

Panelists:
Prof. Brenda M. Gourley
Vice-Chancellor
University of Natal
South Africa

Representing the Director-General of UNESCO:
Mr Hernán Crespo-Toral
Assistant Director General at UNESCO for Culture

Rapporteur: Mr Eduard Delgado
Director INTERARTS
Spain

Panelists:
Dr Gisela Baumgartz
Council on International Educational Exchange (CIEE)
France

Dr Hilary Callan
Executive Director
European Association for International Education (EAIE)
The Netherlands

H.E. M. N. Tijdani-Serpos
Ambassador
to UNESCO

Prof. E.L. Cerroni-Long
Prof. of Anthropology at Eastern Michigan University
USA

Prof. Nabil El-Haggar
Vice-Président
Université des sciences et technologies de Lille
France

Mr Y.R. Isar
Director
Culture and Development
Co-Ordination Office
UNESCO

Mr Dennis Longid
Asian Students Association (ASA)
University of the Philippines
Philippines

Prof. A. H. Al Boraey
Cairo University
Egypt

Mrs Ximena Erazo
World University Service (WUS)
Chili

Mme Lise Bissonnette
Directrice
Grande Bibliothèque “Le Devoir”
Canada

Prof. Jacques Marcovitch
Reitor
Universidade de São Paulo
Brazil

Mr Peter Preuss
President
Preuss Foundation
USA

Dr Olle Pekka Heinonen
Minister of Education
Finland

Prof. Wichit Srisa-an
Rector
Université de Genève
Suisse

UNITWIN

AFRICA

BENIN
Dr. Holé Alioune
Université nationale du Bénin,
Cotonou

BOTSWANA
Prof. Kensemley Edward
Botswana College of Agriculture, Gaborone

BURLAINA FASO
Prof. Traoré S. Alfred
Université de Ouagadougou,
Ouagadougou

CAMEROON
Dr. Enderley Joyce
University of Buea,
Buea

CENTRAL AFRICAN REPUBLIC
M. Nestor Nali M.
Université de Bangui,
Bangui

CONGO
Prof. Marmoz Louis
Ecole normale supérieure,
Université Marien Ngouabi,
Brazzaville

Prof. Mbemba Gaspard
Ecole normale supérieure,
Université Marien Ngouabi,
Brazzaville

ETHIOPIA
Prof. Mogessie Ashenafi
Addis Ababa University
Addis Ababa

GABON
M. Bitgehe Joël
Actuellement à l’IRIM, Université de Nice-Sophia Antipolis, France

GHANA
Prof. Andam Aba
University of Science and Technology, Kumasi

KENYA
Prof. Bahemuka Judith
Nairobi University, Nairobi

Dr. Eddah Gachukia
Forum for African Women Educationalists (FAWE), Nairobi

Dr. Juma Magdallan
Kenyatta University

Dr. Konana Lois
Mo University, Eldoret

MADAGASCAR
Prof. Rakotonaisa Justin
Université de Fianarantsoa,
Fianarantsoa

MOZAMBOQUE
Dr. Ferreira Beatriz
Universidade Eduardo Mondlane,
Maputo

Prof. Carlos Machili
Universidade Pedagogica, Maputo

Prof. Mazula Braz
Universidade Eduardo Mondlane,
Maputo

Hôpital Necker - Enfants Malades, Paris
IAU BOARD AND GUESTS

Dr. William H. Allaway
Director Emeritus
Education Abroad Program
University of California
United States of America

Dr. Thomas Bartlett
Former Chancellor
State University of New York
United States of America

Professor Guoguang Mu
Former president
Nankai University
China

Mr. Abdelhamid Bouab
Officer-in-charge, PPFSID,
DPEPA/DESA
United Nations
United States of America

Mr. Se Ung Lee
President
Korea Industrial Gases, Ltd.
Republic of Korea

Dr. V.R. Mehta
President
Panjab University, Chandigarh
India

Dr. James Roach
President
Western Connecticut State
United States of America

Dr. Alvaro Romo
Coordinator of International
Programs
University of Houston System
United States of America

Dr. Edward Walsh
Vice-president
Canada Foundation for Innovation
Canada

IAUP BOARD

Professor Eugene Amonoo-Neizer
Former Vice-Chancellor
University of Science and
Technology Kumasi
Ghana

Dr. Ruben Armiñana
President
Sonoma State University
United States of America

Dr. Warren Baker
President
California Polytechnic State
University, San Luis Obispo
United States of America

Mr. Abdelhamid Bouab
Officer-in-charge, PPFSID,
DPEPA/DESA
United Nations
United States of America

Mr. Se Ung Lee
President
Korea Industrial Gases, Ltd.
Republic of Korea

IAUP BOARD

Professor Eugene Amonoo-Neizer
Former Vice-Chancellor
University of Science and
Technology Kumasi
Ghana

Dr. Ruben Armiñana
President
Sonoma State University
United States of America

Dr. Warren Baker
President
California Polytechnic State
University, San Luis Obispo
United States of America

Mr. Abdelhamid Bouab
Officer-in-charge, PPFSID,
DPEPA/DESA
United Nations
United States of America

Mr. Se Ung Lee
President
Korea Industrial Gases, Ltd.
Republic of Korea

INTERNATIONAL COMMITTEE
ON ENGINEERING EDUCATION

Professor Dr. Saad El-Raghy
Professor
Faculty of Engineering, Cairo
University
Egypt

D.Sc. Hans Peter Jensen
Rector
Technical University of Denmark
Denmark

Academic Vice-President Gearold
Johnson
Chief Academic Officer
National Technological University
United States of America

Mr Clifford Smith
President Emeritus
General Electric Foundation
United States of America

Dr. Eric W. Thu lis trup
The World Bank
United States of America

OTHER GUESTS

AJAYI Ade
National Universities Commission
Isadan University
Nigeria

ALCARAZ Rafael, Ing.
Instituto Tecnológico de Estudios
Superiores de Monterrey
México

AL-EMADI Darwish Ghuloom, Dr.
Qatar University, Qatar

ALI M. Shamsher
AGFUND

ALMANZAR Mary
Universidad Autonoma de Santo
Dominigo (UASD)
Republica Dominicana

ALROY Gideon
Faculty of Medicine
Israel

ALVAREZ Mario
Doyen
Université d’Etat d’Haiti, UEH
Haiti

AVNET MORSE Jean, Prof.
United States of America

AMOKRANE Arezki
Professeur d’Université
Algérie

AMPARO Ramon
Universidad Autonoma de Santo
Dominigo (UASD)
Republica Dominicana

ARCHIBOLD Sayori
Presidente de la Asociación de
Estudiantes de Educación
Panamá

AUBERT Jean Eric
Principal Administrator
Directorate for Science and
Technology OCDE

BADIOLA Juan José
Rector de la Universidad de
Zaragoza
Vicepresidente del Consejo de
Universidades de España
España
HIIJAZI Saad  
WFME  
Jordan  

HONG Mle  
ICSU  

HOUENNOU Pascal  
Conseiller chargé de la  
Coopération Internationale à  
l’Université d’Abobo-Adjamé  

HULTIN Göran  
Assistant Director-General,  
International Labour Office  
Switzerland  

IBRAHIM Awatif  
Sudanese Women General Union  
Sudan  

JURI Hugo, Dr.  
Rector de la Universidad Nacional  
de Cordoba  
Argentina  

KALBACH Karl  
Maharishi Open University  
The Netherlands  

KANTE Henri  
Conseiller culturel  
Côte d’Ivoire  

KARAM CHEPID Suzanne  
Association des libanaises  
universitaires  
Liban  

KAZADI Augustin  
Consultant  
CNUCED  
France  

KENSICK Natasha  
Publications  
International Institute for  
Educational Planning (IIEP)  
France  

KHALADIAN, Dr.  
Rector, MEGU  
Russian Federation  

KOMENAN AKA Landry  
Vice-Président de l’Université de  
Bouaké  
Côte d’Ivoire  

KURI Sebastiao Elias  
CRE-COLOMBUS  
France  

LAB Pierre-Henri  
FMJD  
France  

LAMPE JOUBERT Aline, Prof.  
Congresso Nacional de Venezuela  
Venezuela  

LANDEAU Pascal  
AUPELF-UREF  

LAURILLARD Diana, Prof.  
The Open University  
United Kingdom  

LECOUDY Sophie  
Presse et Communication  
AUPELF-UREF  

LECOZ Michel  
AUPELF-UREF  

LEFEVRE Elvira  
Periodista  
Pamá  

LEMEILLE Wilbert  
International Literacy Institute  
Etats-Unis  

LEMOINE Dominique  
Maharishi Open University  
The Netherlands  

LENIVEAU Anne-Marie  
Ecole Instrument de Paix  
France  

LENOARD Catherine  
ICSU  

LOIRET-CLAUDE Pierre-Jean  
AUPELF-UREF  

LONGWORTH Margaret  
Finland  

LUNA PORRAS Alvaro  
Fundación para el desarrollo  
Cultural y Ecológico de la  
Amazonia  
Colombia  

MAAMOURI Mohamed  
Deputy Director  
UNESCO International  
Literacy Institute  
USA  

MAQUES MARCH José Maria  
AIPU  

MAKANY Philippe  
Professeur  
Congo  

MALAMOUD Georges  
AUPELF-UREF  

MALITA M., Prof.  
Président, BSUF  
Roumanie  

MARINHO Helen  
Federal Ministry of Education  
National Coordinator of the  
French language Project  
Nigeria  

MARTINOTTI Guido  
Professeur  
Italie  

MEBARKI Fariza  
Maharishi Open University  
The Netherlands  

MESSAD Djouhra, Prof.  
CNRS-CRMD  
Algérie  

MICHEAU François  
Jordanie  

MONNET Agnès  
Directeur du Centre de Formation  
Continue, ENS  
Côte d’Ivoire  

MONTACLAIR Florent  
Centre d’Études pour l’Education  
et l’Inter-culturalité de Besançon  
France  

MOREAU Michel  
Directeur Général, CNED  
France  

MORRIS Bevan  
Maharishi Open University  
France  

MOUKOUKOU Arsène  
Institut pour la Rénovation  
Industrielle en Afrique Noire  
Gabon  

MUKAMA Faustin Patrick  
College Tutor  
Tanzania  

MUSONERA Agustin  
Rwanda  

NAVALO Zen  
Auxiliar de la Asociación de  
Estudiantes de Ingeniería  
Panamá  

NGARBAHEM André  
Institut pour la Rénovation  
Industrielle en Afrique Noire  
Tchad  

NIQUE Christian  
Directeur du Centre International  
des Sciences Pédagogiques  
France  

NIelsen Mme  
France  

NOUROUMBI  
Etudiant  
Congo  

NUÑEZ Norma, Dra.  
Universidad Central de Venezuela  
Venezuela  

OBORNE Michael  
Directeur Général adjoint Science  
et Technologie  
OCDE  
France  

OLMOS Virgilio  
Universidad Autonoma de  
Chiriqui  
Panama  

OUEDRAOGO Soungalo, Prof.  
ECOMOA  
Burkina Faso  

PANES Berta  
España  

PARHI Kiril, Dr.  
United States of America  

PARVU Gabriel  
EDS  

PASQUIER Pierre  
AUPELF-UREF  

PEÑALOSA LOPEZ-PIN Antonio  
Deputy Secretary-General  
International Organisation of  
Employers  
Switzerland  

PESTRANES Andrés, Dr.  
Rector, Universidad Simon  
Bolivar  
Venezuela  

PEREZ TAJU Vilma  
Etudiant  
Université René Descartes Paris V  
France  

PERRET SERPA Luiz Felipe, Dr.  
Reitor, Universidade Federal do  
Bahia  
Brazil  

PIPERNO Jaime  
Universidad de la República  
URUGUAY  

PIRES Leda Maia  
Etudiant  
Université René Descartes Paris V  
France  

PITA MOURE José Manuel  
Profesor-Investigador  
España  

PLEBANI Betta  
CIEE  
France  

PLAISANCE Eric  
Enseignant  
Université René Descartes Paris V  
France  

POP Daniel  
Youth Network  
Romania  

PORRAS Alvaro Luna  
Fundación para el Desarrollo  
Ambiental y Cultural de la  
Amazonía (FUNDARCA)
<table>
<thead>
<tr>
<th>English Language</th>
<th>Arabic Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHR. HIGH. EDUC.</td>
<td>Bollag. B.</td>
</tr>
<tr>
<td>COMBAT NATURE</td>
<td>Carlier J.</td>
</tr>
<tr>
<td>CZECH NEWS AGENCY</td>
<td>Mundil S.</td>
</tr>
<tr>
<td>DADISCHE ZEITUNG</td>
<td>Mayer A.</td>
</tr>
<tr>
<td>DAMINA</td>
<td>Daatta Ngoboh T.</td>
</tr>
<tr>
<td>DEUTSCHE WELLE</td>
<td>Issoufou A.</td>
</tr>
<tr>
<td>DONGA DAILY NEWS</td>
<td>Sae-Won</td>
</tr>
<tr>
<td>DPA</td>
<td>Hoyer N.</td>
</tr>
<tr>
<td>ECHO DE L’AFRIQUE</td>
<td>Rostini P.</td>
</tr>
<tr>
<td>EFE</td>
<td>Gastar</td>
</tr>
<tr>
<td>EL CORREO ESPAÑOL</td>
<td>Iturribarria F.</td>
</tr>
<tr>
<td>EL MUNDO</td>
<td>Montoya R.</td>
</tr>
<tr>
<td>EL NACIONAL</td>
<td>Araujo E.</td>
</tr>
<tr>
<td>EL PERIODICO</td>
<td>Capdevila M.</td>
</tr>
<tr>
<td>EL TIEMPO</td>
<td>Morales C.</td>
</tr>
<tr>
<td>ELSEVIER</td>
<td>Van Leeuwen A.</td>
</tr>
<tr>
<td>FOHILA DE SAO PAULO</td>
<td>Rosseti Ferreira F.</td>
</tr>
<tr>
<td>France INFO</td>
<td>Hug H.</td>
</tr>
<tr>
<td>France INTER</td>
<td>Four J-M.</td>
</tr>
<tr>
<td>FRANKFURTER ALLGEMEINE</td>
<td>Hanimann J.</td>
</tr>
<tr>
<td>FRATERNFTE MATIN</td>
<td>Hien Solo</td>
</tr>
<tr>
<td>FREELANCE</td>
<td>Chedid S.</td>
</tr>
<tr>
<td>GLOBE AND MAIL</td>
<td>Nelwes W.</td>
</tr>
<tr>
<td>HANKOOKILBO</td>
<td>Song T.G.</td>
</tr>
<tr>
<td>HUMANITE HEBDO</td>
<td>Cariou E.</td>
</tr>
<tr>
<td>IL FARO</td>
<td>Asem H.</td>
</tr>
<tr>
<td>INDIAN CURRENTS</td>
<td>Vallamattam J.</td>
</tr>
<tr>
<td>INT. HERALD TRIBUNE</td>
<td>James B.</td>
</tr>
<tr>
<td>INTER PRESS SERVICE</td>
<td>Oyog M-A.</td>
</tr>
<tr>
<td>INTER. OM HOGSKOLAN</td>
<td>Kalvermark T.</td>
</tr>
<tr>
<td>IRIB</td>
<td>Mansoori A.M.</td>
</tr>
<tr>
<td>JEUNE AFRIQUE</td>
<td>Zouari F.</td>
</tr>
<tr>
<td>JORNAL DA UNIVERSIDADE</td>
<td>Eichenberg F.</td>
</tr>
<tr>
<td>JORNAL DE NOTICIAS</td>
<td>Silva A.</td>
</tr>
<tr>
<td>KOWAIt News Agency</td>
<td>Saade M.</td>
</tr>
<tr>
<td>KUNA</td>
<td>Al Ali A.</td>
</tr>
<tr>
<td>L’ETUDIANT</td>
<td>Galbalb D.</td>
</tr>
<tr>
<td>LA NACIÓN</td>
<td>Oui M.</td>
</tr>
<tr>
<td>LA CLARTE</td>
<td>Ding Y.</td>
</tr>
<tr>
<td>LA VANGUARDIA</td>
<td>Luna J.</td>
</tr>
<tr>
<td>LA VIE CATHOLIQUE</td>
<td>Modeste J.N.</td>
</tr>
<tr>
<td>L’AUTRE AFFRIQUE</td>
<td>Robinet S.</td>
</tr>
<tr>
<td>LE PHARMACIEN D’AFRIQUE</td>
<td>Huuguet E.</td>
</tr>
<tr>
<td>LE POINT-GRANDES ECOLES</td>
<td>Attia F.</td>
</tr>
<tr>
<td>LE QUOTIDIEN DU PEUPLE</td>
<td>Ma W.</td>
</tr>
<tr>
<td>LIETUVOS RYTAS</td>
<td>Urhonaitie E.</td>
</tr>
<tr>
<td>L’OPINION</td>
<td>Fassi Fihri H.L.</td>
</tr>
<tr>
<td>L’UNION</td>
<td>Masamuk Mukoko B.</td>
</tr>
<tr>
<td>MAGHREB ARABE PRESSE</td>
<td>El Hachimi A.</td>
</tr>
<tr>
<td>MARCHES TROP. ET MED.</td>
<td>Simonet M-C.</td>
</tr>
<tr>
<td>MASS MEDIA TRAINING INST.</td>
<td>Debalke T.</td>
</tr>
<tr>
<td>MOHARER</td>
<td>Abou Jaafar N.</td>
</tr>
<tr>
<td>MONDE DE L’EDUCATION</td>
<td>Chuipin J.</td>
</tr>
<tr>
<td>MORUGNBLADID</td>
<td>Olafsdottir M.</td>
</tr>
<tr>
<td>NANC</td>
<td>Momoh M.</td>
</tr>
<tr>
<td>NOUVELLES D’EUROPE</td>
<td>Lui C.</td>
</tr>
<tr>
<td>NOVILIST-CONVERGE</td>
<td>Mujadzic D.</td>
</tr>
<tr>
<td>NOVYIE IZVESTIYA</td>
<td>Zverev A.</td>
</tr>
<tr>
<td>NRC HANDELSBLAD</td>
<td>Kamerman S.</td>
</tr>
<tr>
<td>ORCHIDEES</td>
<td>Romay A.</td>
</tr>
<tr>
<td>PARENTS D’ELEVES</td>
<td>Mane G.M.</td>
</tr>
<tr>
<td>PERSPECTIVES SOCIALES</td>
<td>Pelissier M.</td>
</tr>
<tr>
<td>PHOSPHORE</td>
<td>Michaud A.</td>
</tr>
<tr>
<td>PHOTO</td>
<td>Murez S.</td>
</tr>
<tr>
<td>POLITIS</td>
<td>Nahapatian N.</td>
</tr>
<tr>
<td>PROV. PUBL. ASS.</td>
<td>Sy L.R.</td>
</tr>
<tr>
<td>PUBL. ASS. PHILIPPINES</td>
<td>Dayang P.</td>
</tr>
<tr>
<td>RADIO ALFA</td>
<td>De Pina M.P.</td>
</tr>
<tr>
<td>RADIO CHINE INT.</td>
<td>Zhou C.</td>
</tr>
<tr>
<td>RADIO CROATE</td>
<td>Jergovic B.</td>
</tr>
<tr>
<td>RADIO ORIENT</td>
<td>Chmait W.</td>
</tr>
<tr>
<td>RADIO PRIVÉE</td>
<td>Nkunzimana D.</td>
</tr>
<tr>
<td>RADIO ROUMANIE INT.</td>
<td>Aroi I.</td>
</tr>
<tr>
<td>RADIO TV DU BURUNDI</td>
<td>Bakenrema E.</td>
</tr>
<tr>
<td>REFORMA</td>
<td>Delgado M.</td>
</tr>
<tr>
<td>REGION VERTE</td>
<td>Benstaali D.</td>
</tr>
<tr>
<td>REPI</td>
<td>Dolegeal F.</td>
</tr>
<tr>
<td>RFI</td>
<td>Mettra G.</td>
</tr>
<tr>
<td>radio ALFA</td>
<td>Barbier G.</td>
</tr>
<tr>
<td>radio ORIENT</td>
<td>Brauge F.</td>
</tr>
<tr>
<td>RICERCA</td>
<td>Bonaventura T.</td>
</tr>
<tr>
<td>RIMA</td>
<td>Zamzam I.</td>
</tr>
<tr>
<td>RMC MOYEN-ORIENT</td>
<td>El Kalache M.</td>
</tr>
<tr>
<td>RMC/ISO</td>
<td>Tili H.</td>
</tr>
<tr>
<td>SAARLANDISCHER RUNDFUNK</td>
<td>Rau B.</td>
</tr>
<tr>
<td>SABC</td>
<td>Louw L.</td>
</tr>
<tr>
<td>SABC-RADIO</td>
<td>Liesl L.</td>
</tr>
<tr>
<td>SANA</td>
<td>Zaaboub</td>
</tr>
<tr>
<td>SAUDI T.V.</td>
<td>Sayed H.</td>
</tr>
<tr>
<td>SCIENCE AND PUBLIC POLICY</td>
<td>Richardson J.</td>
</tr>
<tr>
<td>STANDPOINTS</td>
<td>Delage E.</td>
</tr>
<tr>
<td>STRATES.CNRS</td>
<td>Bernis M.</td>
</tr>
<tr>
<td>SUD FM</td>
<td>Mbaye T.</td>
</tr>
</tbody>
</table>
Conference

Consultants and interns who have co-operated to prepare and organize the World Conference

Mr S. Tanguiane
Mr H. Gurgulino de Souza
Mr D. Chitoran
Ms Y. Matsui
Mr J. Hallak
Mr H. Iouchkiawitchious
Mr H. Crespo-Toral
Ms F. Fournier
Mr M. Iaccarino
Ms D. Veyre
Ms M. Sauli
* Ms J. Puech
* Mr J. Emele
* Mr I. Mizuta
* Mr J. Emelle

Mr R. Uldall
* Mr G. Vada
* Mr L. Valdez

Ms H. Baligadoo
* Ms L. Bartyzel
* Ms J. Boigey
* Ms S. Brochu
* Mr L. Calo
* Ms A. Chevert
* Ms A. Font Giner
* Mr Jin-Yeong Hoo
* Ms E. Kadi-Cham
* Mr T. Kilby
* Ms H. Kuttab
* Mr D. Lincoln
* Ms M. Nilsson
* Mr B. Schneider
* Ms A. Siniscalco
* Mr E. Tappy
* Mr J. Theiss
* Ms R. Uldall
* Mr G. Vada
* Mr L. Valdez

Section for Inter-university Cooperation

Mr K. Seddoh, Deputy Director
Ms C. Pitian
Ms V. Beauchêne-Ferreira
Ms H. Tortian
Ms Yim Chang Bin
Ms E. Hoyer
Ms M.R. Grosjean
* Mr H. Beck
* Ms T. Esparza
* Ms A. Salinas
* Ms A. Sant'Anna

Unit for Higher Education Policy

Mr J. Sadlak, Head of Unit
Mr I. Mizuta
Mr J. Emelle

Unit for Academic Mobility

Mr D. Beridze, Head of Unit
Ms J. Puech

Section for Educational Sciences

Ms M. Saulière
Ms M. Pastel
Ms D. Veyre
* Ms S. Woloch

Culture of Peace Programme

Mr L. Atherley, Director
Ms J. Sadlak, Head of Unit
Ms F. Russell

Division of Philosophy and Ethics

Mr P. Vermeren

Youth Co-ordination Unit

Ms M. Henriques Mueller, Chief of Unit

Unit on the Status of Women and Gender Equality

Ms B. Pavlic, Director
Ms S. Sam-Vargas
Ms L. Ruprecht

Bureau for External Relations

Mr H. Godicke, Director
Mr L. Vieira

Office of Public Information

Mr A. Da Costa, Deputy Director, Regionalization Division
Ms E. Salas C Rossenbach, Chief of Press Room
Ms J. Caro Gardiner

Interdisciplinary Agency Co-operation Project

Mr G. Lopez Osppina, Director
Ms M. Syed
Ms J. Damlamian
Ms M. Samman

Task Force on Education for the Twenty-first Century

Ms A. Draxler, Director
Mr J. Johansen

Office for Administration and Information

Ms S. Fernandez-Lauro, Chief Documentalist
Ms F. Bloch, Senior Administrative Assistant
Ms G. Britland
Ms F. Bunge
Ms P. Zarka
Ms F. Jourol-Belhami
Ms M. Breda
Mr M. Bun
Mr M. Zamorano

World Education Report

Mr J. Smyth, Chief Editor
Ms M. Gingras-Kovatcheva

Bureau for Programme Coordination

Mr H. Risom, Director

Unit for ED Conferences and Meetings

Mr P. Herold
Ms M. Hassine

BPC/EXB
Mr A. Pokrovsky

BPC/ARB
Ms K. Shaheen
Ms S. Kaidi

BPC/EUR
Mr A. Sannikov
Ms S. Mobley

Programming and Evaluation Unit
Mr R. Tiburtini

Publications Unit
Ms W. McNevin
<table>
<thead>
<tr>
<th><strong>Division of Basic Education</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms A. Bah Diallo, Director</td>
<td>Mr A. Yousif, Chief of Section for Literacy and Adult Education</td>
</tr>
<tr>
<td>Mr A. Ouane</td>
<td>Ms S. Bokhari</td>
</tr>
<tr>
<td>Ms F. Migeon</td>
<td>Ms M. Lefebvre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Global Action Programme on Education for All</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr D. Berstecher, Director</td>
<td>Mr J. Visser, Director, Learning without Frontiers Coordination Unit</td>
</tr>
<tr>
<td>Mr A. Parsuramen, Director</td>
<td>Ms K. Savolaïnen, Director</td>
</tr>
<tr>
<td>Mr Q. Tang, Chief of Section for Technical and Vocational Education</td>
<td>Ms L. Jallade, Director</td>
</tr>
<tr>
<td>Ms M. Schaeffer-Teissier</td>
<td>Ms J. Balichard</td>
</tr>
<tr>
<td>Ms J. Boulmer</td>
<td>Ms O. Monduc</td>
</tr>
<tr>
<td>Ms I. Oddbo</td>
<td>Ms C. Thionn</td>
</tr>
<tr>
<td>Ms N. Brasseur</td>
<td>Ms Guebre-Xabier</td>
</tr>
<tr>
<td>Ms M. Kayser</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Division for the Reconstruction and Development of Education Systems</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms L. Jallade, Director</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Languages Division</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr J. Poth, Director</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>International Institute for Educational Planning</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr B. Sanyal, Special Adviser</td>
<td>Ms F. Du Pougnet, Chief of Documentation Centre</td>
</tr>
<tr>
<td>Ms I. Denison, Deputy Chief of Publications</td>
<td></td>
</tr>
<tr>
<td>Ms M. Martin</td>
<td>Ms S. D'Antoni</td>
</tr>
<tr>
<td>Ms S. Heyman</td>
<td>Ms K. Lezeau</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Natural Sciences Sector</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr M. El Tayeb, Chief of Division for Policy Analysis and Operations</td>
<td>Mr P. Lasserre, Director of Division of Ecological Sciences</td>
</tr>
<tr>
<td>Mr A. Pinilla, Chief of Coordination and Evaluation Unit and Executive Assistant</td>
<td>Mr P. Dogse</td>
</tr>
<tr>
<td>Mr M. Hadley</td>
<td>Mr T. Marjoram</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sector of Social and Human Sciences</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr A. Kazancigil, Principal Director, Division of Social Science, Research and Policy</td>
<td>Mr J. Symonides, Director of Division of Human Rights, Democracy and Peace</td>
</tr>
<tr>
<td>Mr V. Volodine, Chief of Human Rights Unit</td>
<td>Ms C. von Furstenberg</td>
</tr>
<tr>
<td>Ms R. Ozeir</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sector for Culture</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Y. Isar, Director, Culture and Development Coordination Office and Director, International Fund for the Promotion of Culture</td>
<td>Ms D. Tennaakooge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sector of Communication, Information and Informatics</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr P. Quéau, Director of Information and Informatics Division</td>
<td>Mr T. Tawfik, Director, Unit for Special Projects</td>
</tr>
<tr>
<td>Mr M. Chamakhi</td>
<td>Ms R. Clauzel</td>
</tr>
<tr>
<td>Ms I. Panevska</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bureau of Documentation, informatics and Telecommunications</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Networks Division</td>
<td>Ms D. Tal</td>
</tr>
<tr>
<td>Information and Library Division</td>
<td>Ms D. Pélissier, Chief of Division</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bureau for Extrabudgetary Funding</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms N. Ibrahim</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conference Division</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr H. Rais, Chief of Conference Division</td>
<td>Mr F. Ghebre, Chief of Control and Planning Unit</td>
</tr>
<tr>
<td>Mr S. Latifi</td>
<td>Mr P. Amour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Institutes / Regional Offices</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>International Bureau of Education</td>
<td>Mr V. Adamets, Chief of Unit</td>
</tr>
<tr>
<td>Mr M. Amadio</td>
<td>Ms G. Canahuati</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Institute for Education</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr P. Bélanger, Director</td>
<td>Mr W. Mauch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Institute for Information Technologies in Education</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr V. Kinelev, Director</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Bangkok Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr V. Ordonez, Director</td>
<td>Mr Wang Yiheng</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Beijing Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr N. Noguchi, Director</td>
<td>Ms M. Hayashikawa</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Beirut Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr V. Billeh, Director</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Brasilia Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr J. Wertheim, Director</td>
<td>Mr J.L. Lombard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Bucharest Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms L. Wilson, Director</td>
<td>Mr L. Vlasceanu</td>
</tr>
<tr>
<td>Ms S. Uvalic-Trumbic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Cairo Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr A. Shihab-Eldin, Director</td>
<td>Mr Amr Azzouz</td>
</tr>
<tr>
<td>Ms G. Gholam</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Caracas Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr L. Vazquez, Director</td>
<td>Ms A. Vila</td>
</tr>
<tr>
<td>Ms N. Moccia</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Dakar Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr P. Obanya, Director</td>
<td>Mr I. Shabani</td>
</tr>
<tr>
<td>Ms M. Lefebvre de Longeville</td>
<td>Ms K. Beeckman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Doha Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr A. Bubtana, Head of Office</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Guatemala City Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr F. Figueroa Rivas, Head of Office</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Jakarta Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr S. Hill, Director</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Kingston Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms C. Harvey, Head of Office</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Maputo Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr H. Charles, Head of Office</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Montevideo Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr F.J. Lafaye Parajon, Director</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Pretoria Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr L. Honwana, Director</td>
<td>Mr B. Ntim</td>
</tr>
<tr>
<td>Mr J. Nkinyangi</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Santiago de Chile Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms A. Montenegro</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Washington Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr F. Method, Head of Office</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>UNESCO Yaoundé Office</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheikh T. Sy, Head of Office</td>
<td></td>
</tr>
</tbody>
</table>