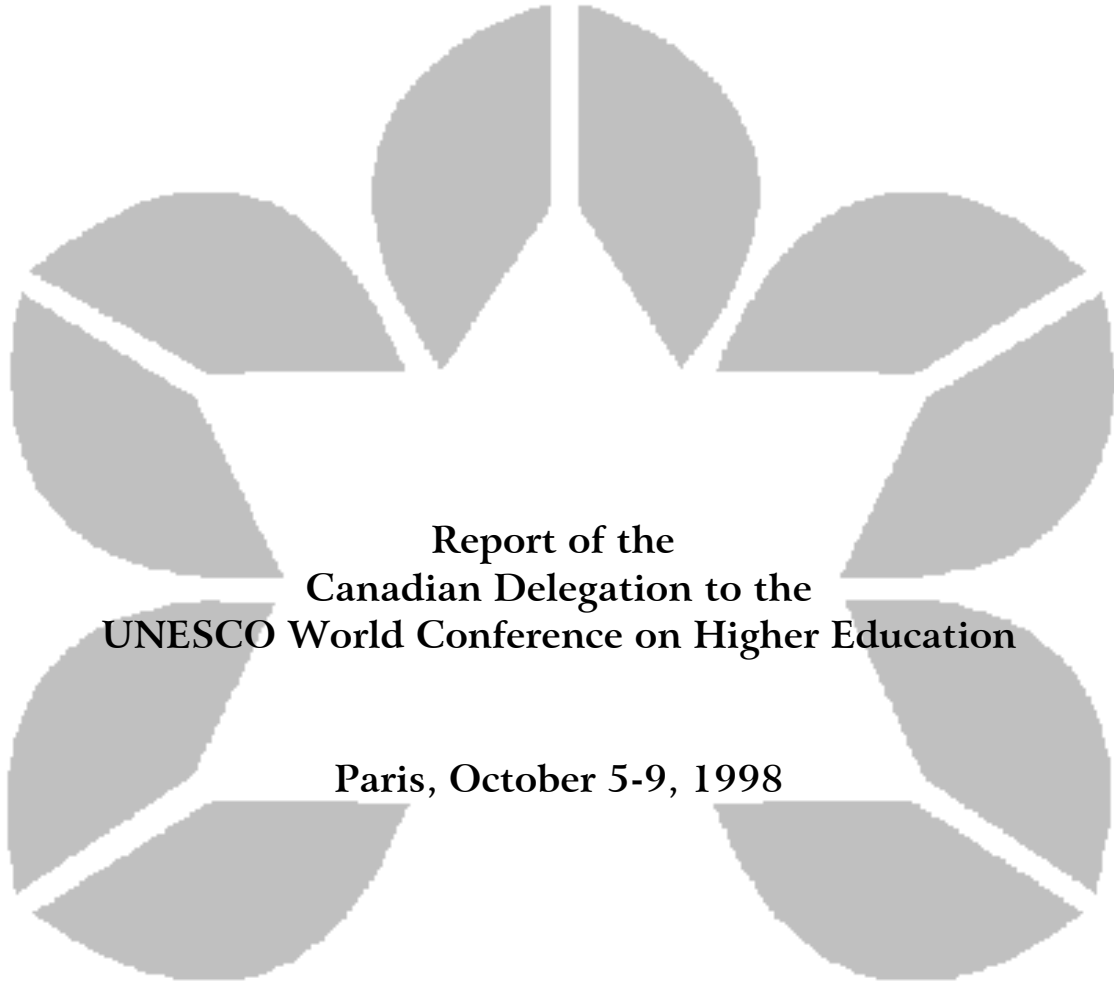


Council of Ministers of Education, Canada



**Report of the
Canadian Delegation to the
UNESCO World Conference on Higher Education**

Paris, October 5-9, 1998

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Report of the Canadian Delegation to the UNESCO World Conference on Higher Education

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INTRODUCTION

General Information

The UNESCO World Conference on Higher Education (WCHE) was held in Paris from October 5 to 9, 1998. Bringing together 4,200 participants from 182 countries, including 115 ministers responsible for education, 128 international organizations, 464 nongovernmental organizations, and 245 universities, the conference adopted by consensus a World Declaration on Higher Education and a Framework for Priority Action (see Appendix I).

Members of the Canadian Delegation

A strong Canadian presence, led by the Honourable Andrew Petter, Minister of Advanced Education, Training and Technology for British Columbia, included approximately 30 participants (see Appendix II). The deputy head of the delegation was the Honourable Pauline Marois, Minister of Education for Quebec. The Canadian Ambassador to UNESCO, H.E. Jacques Demers, provided invaluable overall context and advice. Extremely valuable work was also contributed by the Canadian Commission for UNESCO and its Subcommission on Education, which was represented by its president, Prof. Jacques Proulx.

The culminating point of a series of regional meetings and conferences, among them the North American Meeting organized by the Canadian Commission for UNESCO, WCHE brought together an unprecedented number of partners in the field of higher education from around the globe. While individual member states were represented by an official delegation, generally headed by a minister, more than half of the participants represented national and international NGOs, universities and institutions of higher learning, associations, and civil society. The Canadian Commission for UNESCO was responsible for coordinating the Canadian NGO contribution to WCHE.

Structure and Organization of WCHE

The overall theme of WCHE was *Higher Education in the Twenty-first Century: Vision and Action*. The conference was organized around a plenary, four commissions (pertinence, quality, management and financing, and international cooperation), and twelve thematic workshops (the requirements of the world of work; higher education and sustainable human development; contribution to national and regional development; higher education staff development: a continuing mission; 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 educational system as a whole; women and higher education: issues and perspectives; promotion a culture of peace; mobilizing the power of culture; and autonomy, social responsibility, and academic freedom).

In parallel to WCHE, a large international exhibition was organized with information kiosks representing international organizations, governments, NGOs, associations, etc. The Department of Foreign Affairs and International Trade (DFAIT) prepared and presented a Canadian kiosk highlighting education in Canada, distance learning and new technologies, and Canadian educational opportunities. The kiosk was very popular, receiving a large number of visitors. DFAIT staff at the kiosk were able to disseminate a great deal of information and respond to the many questions raised by visitors.

While the conference was an overall success, communication difficulties in the final months leading up to the WCHE led to some disappointment among participants. The late distribution of documentation combined with very tight deadlines made the final consultative process (with regard to the adopted texts) difficult and at times frustrating. Some nongovernmental participants were also disappointed that their role in the preparation of the final texts was highly limited. This was owing to the fact that for WCHE, partially a diplomatic conference, the document texts were mostly negotiated and developed, as is customary, prior the event itself. A certain degree of misunderstanding led some participants to believe that the texts would be largely negotiated on-site as was the case at the previous Hamburg preparatory conference. It should, however, be noted that nongovernmental participants were given a large role in the four conference commissions and twelve thematic workshops. This having been said, the WCHE was a far larger activity than even a UNESCO General Conference, and was organized with substantially smaller budgetary and personnel resources. In this sense the high level of success is remarkable and the organization deserves to be congratulated for its intense efforts and logistical skill.

Declaration and Framework for Priority Action

The World Declaration on Higher Education and the Framework for Priority Action that were adopted by consensus present a vision and action plan for higher education in the 21st century. Indeed, the long preparatory process leading to the WCHE allowed for a vast consultative process and the identification of numerous common concerns and objectives that are represented in the adopted texts. The general opinion among member states is that the documents provide a solid focal and reference point for future reflection, action, and development representing the rapidly changing global context in which higher education is itself evolving. The documents, particularly the Framework for Priority Action, provide the flexibility necessary for implementation in differing systems, cultures, and regions of the world. Clearly, the lion's share of work to be done in implementing the action plan will have to be undertaken by governments. However, an important follow-up role including coordination and technical cooperation has been defined for UNESCO in accordance with its mandate.

CANADA'S OBJECTIVES

The delegation established several objectives for itself: assist the head of delegation in his work; contribute to the discussions in the thematic workshops and commissions; make clear Canada's support for the intention of the Declaration and the Framework for Priority Action and work towards strong final texts; highlight Canada's position as a leader in higher education; identify possible alliances among like-minded countries; and consider appropriate follow-up action in Canada regarding the outcomes of the conference.

The strong efforts of individual participants and, in particular, the coordination and planning group, established to facilitate the Canadian participation, contributed to the achievement of these objectives.

The delegation recommends that for future such conferences, a planning group be struck, which should convene at an earlier date to allow more time to adequately prepare all participants for these international events.

Influence on the Debates

The head of the Canadian delegation was elected Vice-President of the Commission on pertinence, the Director General of the Council of Ministers of Education, Canada, was asked to introduce the theme of quality in the workshop on the Contribution to National and Regional Development; and the President of the Conseil supérieur de l'Éducation of Quebec was asked to deliver one of the two closing keynotes on Higher Education and the Future. Please see Appendix IV for the amendments proposed to the final draft text by the Canadian delegation, and Appendix V for all the Canadian interventions made in all the various fora.

CONCLUSION

In conclusion, while the WCHE experienced some logistical difficulties, the results of the conference itself represent an undisputable success for UNESCO and member states. The adopted texts will provide much needed guidance and direction in the future as all regions of the world are forced to confront the realities of globalization, technological development, and social change as they pertain to higher education, a principal pillar of developed countries and a future requirement for the success of the developing world.

APPENDICES

**The World Declaration on Higher Education and the Framework for Priority Action
are available in one document from the UNESCO Web Site
http://www.unesco.org/education/educprog/wche/declaration_eng.htm**

**Appendix IV contains both documents with the
amendments proposed by Canada during the Conference**

**Le document contenant la Déclaration mondiale sur l'enseignement supérieur
et le Cadre d'action prioritaire
se trouve sur le site Web de l'UNESCO
http://www.unesco.org/education/educprog/wche/declaration_fre.htm**

**Annexe IV contient les deux documents indiquant les
modifications proposées par le Canada pendant la conférence**

<http://www.unesco.org/education/wche/declaration.shtml>

List of Canadian Participants

Liste des participantes et participants canadiennes

Head of Delegation/Chef de délégation

The Honourable Andrew Petter
Minister of Advanced Education, Training
and Technology, British Columbia

Members/Membres

S.E. M. Jacques Demers
Ambassadeur canadien auprès de l'UNESCO

Dr. Paul Cappon
Director General/Directeur général
Council of Ministers of Education,
Canada/Conseil des ministres de l'Éducation
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Sous-ministre de l'Éducation, Québec

Mr. Gerry Armstrong
Deputy Minister of Advanced Education,
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Dr. Susan Clark
Executive Director
Nova Scotia Council on Higher Education

P^r Jacques Proulx
Président, Sous-commission de l'Éducation
Commission canadienne pour l'UNESCO

Ms. Marla Waltman-Daschko
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National Literacy Secretariat

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Ministre de l'Éducation, Québec

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Canadian International Development Agency

Alternates/Suppléantes et Suppléant

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International Desk Officer/Responsable des
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Senior Program Manager - International
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Chargée de programme (Éducation)
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Directeur-général
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Mr. Gerry Brown
President, Association of Community Colleges
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Ms. Sally Brown
Vice-présidente principale
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Canada (AUCC)

M. Roch Denis
Président
Fédération québécoise des professeurs et
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Mme Fabienne Desroches
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Projet des Chaires UNESCO «Éducation dans
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M. Claude Dionne
Directeur intérimaire
Association canadienne des professeurs
d'université (ACPU)

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(FEUQ)

Mr. William Graham
President
Canadian Association of University Teachers
(CAUT)

M. Pierre Lucier
Vice-président
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universités du Québec (CREPUQ)

Mr. Leslie O'Reilly
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Association of Canadian Community Colleges
(ACCC)

Mme Céline Saint-Pierre
Présidente
Conseil supérieur de l'éducation, Québec
(CSE)

Mme Monique Richard

Première vice-présidente
Centrale de l'enseignement du Québec

Ms. Jennifer Story
National Deputy Chairperson
Canadian Federation of Students (CFS)

M. François Tavenas
Vice-président
Conférence des recteurs et des principaux des
universités du Québec (CREPUQ)

**CANADIAN INTERVENTION
ON THE OCCASION OF
THE UNESCO WORLD CONFERENCE ON HIGHER EDUCATION
PARIS, OCTOBER 5-9, 1998**

**THE HONOURABLE ANDREW PETTER
MINISTER OF ADVANCED EDUCATION, TRAINING AND TECHNOLOGY
BRITISH COLUMBIA
HEAD OF THE CANADIAN DELEGATION
AND
THE HONOURABLE PAULINE MAROIS
MINISTER OF EDUCATION
QUEBEC
DEPUTY HEAD OF DELEGATION**

October 7, 1998

Canadian Intervention

Mr. President,
Ministers,
Excellencies,
and Distinguished Delegates,

I would like to take this opportunity to thank Minister Sonko for assuming the Chair of this most important and historic conference on the eve of the new millennium. The future of higher education, and indeed the future of generations to come will be profoundly influenced by the direction we choose to take in determining how we will shape the rapidly evolving world of higher education.

Canada acknowledges the magnitude of the task we have laid out before us and we are pleased to be represented at this conference, as at past conferences, by Canadians from government, NGOs, educational institutions, and associations representing a wide range of actors and decision makers in the field of higher education. In a few minutes, I will call upon my colleague, the Honourable Pauline Marois, Minister of Education for Quebec and Deputy Head of the Canadian Delegation, who will present the second part of our intervention in French, Canada's other official language.

Over the past two years, Canadians have maintained an active interest in the preparations for this conference. At UNESCO's request, a meeting in Toronto in April of this year brought together Canadian and American stakeholders to discuss the issues and challenges higher education is facing. One of the key principles arising from this meeting was the recognition that academic success is an integral part of the mission of higher education and that it is also a responsibility shared among universities, students, and society.

Consequently, the evaluation of academic success must involve students, universities and society. The outcomes of this meeting were conveyed to the UNESCO Secretariat as the North American contribution to the debate. As you may be aware, the complete report, as well as a summary of the proceedings, has been distributed at this conference.

The Canadian delegation strongly believes that the Declaration and the Framework for Priority Action should be based on a forward-looking vision of higher education, with no hesitation between past roles and future visions, on issues such as public funding, the relationship with the world of work, and the vision of research and its role in the area of innovation. The relationship between education, the work place, and the value of information will play a central role in the future evolution of the dynamics of the global society.

Canada feels that economic concerns should be balanced with civic and social concerns, such as the values inherent in learning to live together, one of the four pillars of the Report of the International Commission on Education for the Twenty-First Century. In this sense, education focussed only on knowledge risks endangering the social and civic missions of higher education.

A society can respect human rights, foster a culture of peace and function as a democracy by promoting education for a viable future only if its citizens have acquired the ability, and here we stress the importance of attitudes and skills as well as knowledge, for living in their local, national, and global communities.

It is crucial that nations take steps to broaden access to postsecondary education in order to meet both economic and social objectives. In an earlier era, secondary education came to be seen as essential to full participation in the economy and society. Now, it is increasingly accepted that some level of education or training beyond secondary school is required. Increased access will be meaningful only if it takes into account all groups that make up our respective communities.

As the Chair of the Executive Board, Ambassador Pàtaki, stated earlier, access for underrepresented groups and for communities with specific needs such as minorities, the disabled, and Aboriginal peoples must be reinforced. Increased access for women is a prime example of this challenge. In the future, governments will need to ensure that higher education is as affordable and broadly available as secondary education has now become.

Not only is the required level of education increasing, the types of skills and knowledge needed to participate effectively in today's economy and society are continually changing. This demands that higher education become more dynamic and relevant, and equip graduates with the flexibility they will need to adapt to change and to learn throughout their lives. Graduates with these skills will be better equipped to contribute to the development of their own countries.

We look forward to working with our global partners to reinforce the education of girls and women as a development priority and look forward to their increased participation in forums of dialogue and debate; women in the past have too often been absent in key roles. Canada has had some success in terms of access and is prepared to continue in this vein.

For example, Canada is one of the top three countries in the world in terms of female participation rates, with women having significantly higher education participation rates than men, even in some professional programs. We can point to broadening access if we take women's participation as a key indicator.

Canada also acknowledges the importance of broadening access to higher education for linguistic minorities. The existence of institutions and the availability of programs in official languages deserves our greatest support, since they are an essential element of accessibility. The existence of two or more linguistic groups in a country is a challenge for education and should be addressed, taking into account the desirability of preserving the cultural integrity of different countries and of avoiding the abrogation of diverse learning systems in favour of a single model.

In identifying the growing gap between developed and developing countries, a number of key issues must be dealt with if our collective efforts in international cooperation are to bear fruit.

As was eloquently stated by both Prime Minister Jospin and by Director General Mayor, among others, the transformation of higher education through enhanced accessibility and the use of information and communication technologies has the potential to reduce socio-economic differences among members of a society and among different societies. It can be the great equalizer.

Similarly, higher education may assist in promoting equality and co-operation among countries in all regions of the world.

Thus, we have a clear mission, both within countries and among nations, to emphasize the values, methods, and technologies of tertiary education with the objective of progressing towards the greater equality that we prize. If we fail to fulfill this mission, higher education will in fact become another means of entrenching inequalities within countries, contributing to further divergence in economic and social development internationally.

Canada, like many other nations, has a long-standing tradition of international cooperation, and is also interested in the dissemination of technology-mediated learning. Moreover, our international cooperation strategy strives for a similar approach to ensure that basic educational needs are acknowledged in our efforts to eliminate poverty through sustainable human development. To this end, we look forward to continuing to work with other countries to ensure that the transformation of higher education through emerging pedagogical methods will move the international community towards closer partnerships, equality and harmony.

I will now call on Madame Marois.

Thank you Mr. Petter. Mr. Petter just now spoke of the transformation of higher education, which will demand linkage with the realities and requirements of the transition toward a knowledge-based society. It is our belief that a linear vision of education becomes irrelevant in such an environment. Higher learning institutions will increasingly become only one option among many other knowledge providers. The declaration and the action plan should acknowledge that education in general, and higher education in particular, is going through a transitional phase. The institutional capacity to adapt to ongoing transformations within the next two decades will have a great influence on the role of universities and other higher education institutions in our society.

With respect to universities, two of their central roles are research and graduate training. For Canada, these are essential, since we do more of our research in universities than any other OECD country. This notion should be reinforced.

Canada acknowledges the need for a more innovative view of lifelong learning and appreciates the efforts made to integrate into the conference documents the lifelong learning approach, as expressed in the Delors Report and in the work of the Hamburg Conference on Adult Education.

In Canada and elsewhere, a discontinuous education experience is becoming more and more a reality because of several factors: an increase in the number of adult learners, school dropouts, the development of continuing education and on-the-job training, the impact of new technologies, and the rising number of international exchanges and programs.

Part of the process of adopting a lifelong learning approach is the need to recognize nonformal or nontraditional education. It is not enough to offer a range of education programs or delivery modes; there have to be approaches designed to ensure recognition of all forms of education and training, including bridging programs and prior learning assessment and recognition. Canada acknowledges that emerging trends, such as the increase in the mobility of individuals and the dissemination of knowledge through new information technologies, and the impact these will have on education, will need greater attention.

We acknowledge that we still have a lot of work to do in these areas. The challenges before us will not be met overnight; we have, however, made some progress in these areas through, for instance, our distance-learning universities and colleges, and the research we are doing through the National Centres of Excellence.

The learner-centred and learning-centred approach must be at the heart of higher education, reflecting the vision expressed at the 45th session of the International Conference on Education and the Hamburg Conference on Adult Education. We believe that lifelong learning needs to be developed more actively, acknowledging that education remains the basis for achieving this goal. As stated in the Delors Report, that will be done only by a reconfiguration of the system, not just by adding-on, since articulation with a strong basic education is crucial. Indeed, Canada recognizes that higher education should be built on a strong inclusive and public education system as a whole.

Canada's systems of higher education vary from one province to another, as do its institutions of higher learning. Universities, colleges and other education service providers take on diverse roles, according to the needs of their populations and communities. We believe that this diversity constitutes the richness and strength of our systems.

Canada has successfully addressed the issue of flexibility with its broad array of higher education options, which include universities, polytechnical institutions, professional schools, colleges of applied arts and technology, cégeps, and community colleges. By virtue of their linkages with industry, colleges and institutes play an integral role in preparing a competitive work force and contribute directly to the economic prosperity of the country.

Recognizing the importance of the differentiation and diversity of our systems, I am proud to inform you that the Association of Community Colleges of Canada in collaboration with national and international partners will host in Québec City the first-ever World Congress of Colleges and Polytechnics. From May 29 to June 1, 1999, leaders and representatives of community colleges, cégeps, and polytechnics from around the world will attend the congress, which will be a signal to the world that college education has emerged as a significant presence in responding to the exploding need for a strong work force, as well as cultural and societal expectations.

The *World Declaration on Higher Education*, the adoption of which will be the ultimate outcome of this world conference, underlies the *Framework for Priority Action for Change and Development of Higher Education*. The framework defines various priority actions at the institutional, national, and international levels.

I would like to deal specifically with national-level proposals, those aimed at the state, governments, and education-system policy makers. I believe it is important to stress that no matter how good their intentions nor how wise the advice they receive, governments cannot by themselves carry out large-scale measures designed to guide higher education and bring about in-depth change in the sector. Undeniably, universities, higher-education institutions, and NGO partners and communities must be involved as well, using approaches and methods appropriate to each country.

Students and academics also need to be involved, as do existing authorities — whether academic, teaching, or administrative — at both the institutional level and within faculties and departments.

This partnership is an indispensable component of any initiative. Indeed, universities can bring to the table a large pool of ideas and expertise that can enrich policy options. In addition, a shared approach to reflection will bring about a degree of renewed interest in and attention to existing challenges, while paving the way for future cooperation when the time comes to implement chosen options and carry out necessary reform.

To achieve this, UNESCO must continue to exist in the capacity of a forum for ongoing dialogue and cooperation among Member States, all the while facilitating technical cooperation and the exchange of expertise and information.

It is self-evident that if the work and the efforts of this conference are to make a real difference for the future, some form of effective implementation and follow-up must be put into place. Canada firmly agrees with the view expressed in the framework for Priority Action that the role of coordinating future change in higher education falls firmly within the mandate of UNESCO. In order to fulfil this mandate, UNESCO must strive to establish strategic partnerships and alliances with other international organizations to avoid overlap in programming and to ensure effective coordination leading to the achievement of identified goals.

In closing, I would like to take this opportunity to wish all participants the utmost success in the ongoing work of the conference and look forward to the adoption of documents that we have every reason to believe will provide guidance to move forward. I am firmly convinced that in Canada we will take the necessary steps to ensure an appropriate follow-up to the important work we will accomplish together here in Paris.

Amendments Proposed by Canada to the draft texts

Modifications proposées par le Canada aux projets de textes

**Amendments proposed by Canada to draft texts during the Conference
(Declaration and Framework for Priority Action)**

Key: [text proposed but not reflected in final version]
text proposed and accepted in final version
[[deletions proposed but not accepted]]
~~text deleted from final version, but not proposed by Canada~~

bold faced text is UNESCO's

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

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'. 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 [especially at the foundations of the learning process during the early years of schooling so as to provide strong roots for higher education in all communities].

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.

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 academic-[and teaching] 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 [and to form and participate in professional representative bodies and organizations];

(b) be able to speak out on ethical, cultural and social problems ~~as entirely independent and fully responsible~~ completely independently and in full awareness of their responsibilities, [academic and teaching personnel, students and] ~~institutions~~ 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 [and their political and social rights] 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, ~~sex~~ gender, language or religion, [age] 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 [basic learning opportunities accessible to all citizens] 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~~ its community service functions, [through cooperation with community based groups]** 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 [Higher education should concern itself with the] employability of graduates who will increasingly be called upon [as citizens as well as working persons] 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[. Strike out rest

of phrase to end.]], 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 [govern and] 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 [learners] 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 [through educational research, teacher training and intellectual and scientific leadership towards improving learning systems at all levels];

(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 fulfil 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 [and considering broader dimensions of livelihood strategies that include social and environmental, as well as economic consideration];

(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 [and governance];

(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 [should][[, in order to]] facilitate employability of graduates [[who will increasingly be required not only to be job-seekers but to become job-creators]] [as citizens in a democratic society].

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;

[b.2 jointly with National Commissions, various intergovernmental and non-governmental organizations create a mechanism for the study and promotion of adult and lifelong learning in the context of higher education, drawing on the support and expertise of the UNESCO Institute for 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/and 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.

Various interventions made by participants

Diverses interventions de participantes et de participants

L'avenir de l'enseignement supérieur dans une société en transformation et son rôle essentiel dans le développement humain

Mme Céline Saint-Pierre Présidente du Conseil supérieur de l'éducation du Québec

Monsieur le Président de la Conférence générale,
Monsieur le Directeur général,
Mesdames, Messieurs les Ministres,
Excellences, et Distingués délégués,

Permettez-moi de remercier tout d'abord le Directeur général de l'UNESCO, Monsieur Federico Mayor, de m'avoir invitée à présenter un exposé de clôture à la Conférence mondiale sur l'enseignement supérieur. C'est un grand défi que je viens partager avec vous au moment où s'achève cette semaine d'échanges internationaux. Au moment d'entrer dans le XXI^e siècle, les institutions d'enseignement supérieur et l'université en particulier sont mises au défi. L'objectif de l'UNESCO en convoquant cette conférence mondiale visait à rassembler les principaux acteurs qui, à travers le monde, se préoccupent de l'enseignement supérieur, qu'ils soient décideurs politiques, dirigeants d'institutions, professeurs, chercheurs, membres du personnel de soutien à l'enseignement, étudiants, représentants d'ONG,⁶⁷ d'associations professionnelles, d'agences des Nations-Unies et d'agences de développement. Cette ouverture de la Conférence aux organisations non-gouvernementales est à souligner et il faut souhaiter que cet espace de dialogue et de compréhension mutuelle qui a été proposé par l'UNESCO durant cette semaine, en réunissant ensemble les pays membres et les ONGs, ait pour effet de renforcer la place de l'enseignement supérieur dans le développement social et économique de chacun de nos pays mais aussi d'accroître son rôle dans le développement humain.

Depuis sept siècles, l'université est considérée comme un acquis dans nos sociétés et elle est reconnue comme l'institution fondatrice de la mission de formation et de recherche avancées dont tous les pays doivent se doter. Et nous nous devons de reconnaître qu'à l'aube du XXI^e siècle, l'université continue d'être la structure d'enseignement et de recherche la plus universelle dans le monde. Les questions qui nous habitent et qui expliquent la très forte participation à cette conférence témoignent, à mon avis, de l'espoir qui est le nôtre mais aussi d'une certaine inquiétude qui nous traverse, quant à la capacité des institutions d'enseignement supérieur à relever le défi du prochain siècle. Seront-elles en mesure d'assurer leur survie à travers les grandes mutations de société que nous vivons? Ne risquent-elles pas d'être neutralisées par les grandes transformations de l'économie? Ou, au contraire, sauront-elles relever ces nouveaux défis et assumer un certain leadership dans la définition des orientations du développement social et économique, bref, sauront-elles agir comme agent de changement dans le monde?

Réfléchir sur l'avenir de l'enseignement supérieur, c'est réfléchir sur le développement humain. Parmi les trois indicateurs retenus pour construire l'index de ce développement, à savoir l'indice de longévité, l'indice du revenu per capita, c'est l'indice de la scolarisation et du niveau d'alphabétisation qui nous préoccupe

de plus en plus. Par ailleurs, dans les travaux préparatoires à cette Conférence, l'association entre, d'une part, la recherche d'un développement humain durable et, d'autre part, le développement d'une culture de la paix, est ressortie de manière forte. En vue d'atteindre ces objectifs, rappelons les grandes conférences des Nations-Unies, celles de Rio, de Beijing, de Vienne, de Copenhague et du Caire, qui ont mis en évidence le rôle majeur de l'éducation et notamment, celui des institutions d'enseignement supérieur que l'on a incitées à avoir une politique proactive dans la recherche de moyens pour éradiquer la pauvreté et l'exclusion sociale, pour mettre fin à la détérioration de l'environnement et améliorer la qualité de vie, dans une perspective de développement durable et de développement de la personne, de respect des droits de l'homme, du développement d'une solidarité sociale, intellectuelle et morale pour contrer les conflits et les guerres. Voilà autant d'axes qui concernent le développement humain et auxquels les institutions d'enseignement supérieur doivent se raccrocher dans la définition de leurs orientations et l'accomplissement de leur mission. En lien avec ces grands objectifs, et compte tenu de la place centrale du savoir scientifique et de la technologie dans le développement économique et social, de l'importance croissante d'accéder aux savoirs complexes pour être en mesure de comprendre les grandes mutations de sociétés aux prises avec le mouvement continu de mondialisation et la défense des particularités régionales et locales, mais aussi, pour être en mesure de produire ces savoirs et de les diffuser, il revient donc aux institutions d'enseignement supérieur d'évaluer à leur juste mesure l'ampleur de ces défis et de leurs effets afin d'assurer une formation de qualité et qui soit pertinente à l'acquisition des nouvelles compétences requises. L'innovation, la création, la communication et la critique, sont, pour reprendre les termes de Jacques Attali, les compétences nécessaires à tout diplômé de l'enseignement supérieur pour agir et faire face en tant que citoyen responsable aux réalités des sociétés du XXI^e siècle (Attali, J. Courrier de l'UNESCO, septembre 1998, p.37). Ces compétences doivent s'intégrer à l'acquisition du savoir, du savoir-faire, du savoir-être et du savoir vivre ensemble, ainsi définis dans la proposition de l'UNESCO, "L'éducation, un trésor est caché dedans".

Dans ce contexte, il m'apparaît que les universités, au XXI^e siècle, continueront d'être des institutions signifiantes, à la condition, cependant, de se transformer. Cette Conférence qui se termine aujourd'hui est aussi un point de départ si nous retournons dans chacun de nos pays respectifs, convaincus qu'il nous faut mettre en oeuvre l'un des grands objectifs discutés ici et qui se traduit par la formulation d'un nouveau pacte universitaire, ainsi nommé dans les travaux préparatoires à la Conférence, pour redéfinir les relations de l'enseignement supérieur avec l'Etat, la société civile et l'économie. Selon les principes qui ont guidé l'organisation de cette Conférence et les débats qui se sont déroulés durant toutes ces journées, ce n'est donc pas de la fin (annoncée) des universités dont il saurait être question, mais bien du recentrage de la mission de l'enseignement supérieur sur des objectifs visant, selon les mots mêmes du Directeur général de l'UNESCO, Federico Mayor, à soutenir et à favoriser un développement humain équitable et durable et à former des citoyens autonomes, critiques, polyvalents, créatifs et capables de relever les défis qui s'annoncent pour le XXI^e siècle. Ces objectifs appellent, à mon avis, à une nouvelle naissance, pour ne pas dire à une renaissance de l'Université, dont les fondements ainsi redéfinis doivent présider et encadrer le

rôle de cette institution dans la société et au sein du système éducatif dans son ensemble. Ce travail étant fait, il devient ainsi possible de repenser le mode d'organisation et les façons de faire pour assurer la mise en œuvre de ces objectifs, à propos desquels il faut assurer le consensus des principaux partenaires tant sociaux, que politiques et économiques.

Je voudrais aborder maintenant, de manière plus concrète, quelques aspects qui renvoient aux finalités de l'enseignement supérieur, puis, dans un deuxième temps, je traiterai de quelques-unes des conditions à remplir pour répondre à ces finalités et enfin, je vous ferai part de certains des défis que rencontrera l'enseignement supérieur dans la prochaine décennie. Pour traiter des deux premiers points, je m'appuierai, en partie, sur les conclusions de la réunion nord-américaine préparatoire à cette Conférence qui s'est tenue à Toronto, en avril dernier, et qui regroupait des participants du Mexique, des États-Unis et du Canada.

1. Les finalités de l'enseignement supérieur

La question qui est formulée est la suivante : quelles sont les finalités de l'enseignement supérieur ou, en d'autres mots, quel est le projet éducatif de l'université contemporaine, de l'université du XXI^e siècle? L'UNESCO nous a proposé de répondre à cette question sous quatre angles: la pertinence, la qualité, la coopération internationale, et la gestion et le financement. La recherche de réponses consensuelles à ces questions est un processus continu, certes, mais elle est incontournable, à la condition de s'entendre pour reconnaître, au préalable, la nécessité de maintenir le caractère universel des finalités de l'enseignement supérieur. Afin d'être mieux en mesure de définir le nouveau projet éducatif qui devrait traverser l'enseignement supérieur, il faut faire en sorte que les institutions universitaires et d'enseignement supérieur soient considérées comme des partenaires réels dans la formulation des choix sociaux et économiques de la société globale et, qu'en contrepartie, elles agissent en véritables partenaires, en acceptant que les orientations de l'enseignement supérieur et leur traduction dans l'organisation et la gestion des institutions qui en relèvent, fassent l'objet d'un consensus au sein de la société. Dit autrement, il s'agit ici de reconnaître qu'il doit y avoir une relation entre le projet de l'enseignement supérieur et le projet de société et que cette relation s'inscrive dans une perspective qui soit universelle tout en demeurant ancrée dans la réalité propre de chaque pays. En conséquence, je crois que le défi majeur de l'enseignement supérieur pour le XXI^e siècle sera celui de la reconnaissance de sa pertinence, compte tenu de la rapidité et de l'ampleur des mutations en cours et appelées à se déployer tant au niveau mondial, qu'au niveau de chaque société. Il est nécessaire d'en arriver à une compréhension mutuelle de ce qui définit la pertinence de l'enseignement supérieur, puisqu'elle recouvre les critères de la qualité de la formation, les objectifs de la coopération internationale, les modes de gestion et d'allocation des ressources appropriées. C'est pourquoi il me semble nécessaire d'examiner la pertinence de l'enseignement supérieur en insistant sur l'importance de quelques principes dont les fondements pourraient être fragilisés au cours de la prochaine décennie. Je n'en évoquerai ici que quelques-uns qui ont aussi fait l'objet de préoccupations au cours de cette Conférence:

- 1.1 Il faut réaffirmer la mission centrale de l'enseignement supérieur qui est une mission de formation et d'éducation orientée par une vision à long terme et pas seulement par une recherche d'adaptation aux besoins immédiats du marché du travail; il faut aussi penser le projet de formation et d'éducation dans une perspective de développement personnel et de préparation des individus à contribuer au développement social et économique par l'éducation à la citoyenneté et une formation "tout au long de la vie".
- 1.2 Il faut réaffirmer que l'enseignement supérieur doit être défini comme un service public et non comme une entreprise du savoir et de la formation orientée par les lois du marché.
- 1.3 Il faut reconnaître la contribution majeure de l'enseignement supérieur au développement culturel, économique et social - dans un contexte de pluralisme et de forte mobilité des individus ainsi que de diversité culturelle.
- 1.4 Il faut reconnaître le rôle spécifique de l'enseignement supérieur dans la production et la transmission des connaissances - la recherche universitaire trouvant ici son sens premier dans son lien nécessaire avec la mission de formation propre à l'enseignement supérieur.
- 1.5 Il faut reconnaître l'importance de la fonction critique des institutions d'enseignement supérieur dans une société en forte transformation ; et en ce sens, inciter les institutions à jouer un rôle actif, créateur et innovateur, pour éclairer et aider la société à maîtriser le changement, en vue d'améliorer le mieux-être de la population et de réduire les écarts sociaux et les inégalités entre hommes et femmes et le taux de chômage.
- 1.6 Il faut reconnaître que si l'accessibilité à l'enseignement supérieur est un principe à réitérer, elle doit s'accompagner de la mise en oeuvre d'un projet de formation qui conduise à la réussite académique et que celle-ci fait partie intégrante de la mission de l'enseignement supérieur ; cependant, il faut rappeler que la réussite académique est aussi une responsabilité partagée qui repose à la fois sur les étudiants, les universités et la société ; en conséquence, les moyens pour assurer cette réussite relèvent à la fois des étudiants, des universités et de la société, et l'évaluation des objectifs atteints doit donc faire appel à leur responsabilité respective.

Ce sont là quelques-uns des éléments essentiels à rappeler en tant que fondements de la mission de l'enseignement supérieur et des institutions qui la composent. J'aborderai maintenant quelques-unes des conditions à remplir pour répondre à ces finalités de l'enseignement supérieur.

2. Quelques conditions à remplir pour répondre aux finalités de l'enseignement supérieur

Afin d'assurer à l'enseignement supérieur toute sa pertinence comme outil de développement social et économique dans une perspective d'amélioration du mieux-être de l'humanité, certaines conditions doivent être réunies. Je n'en mentionnerai que quelques-unes, qui m'apparaissent néanmoins fort importantes:

- 2.1 a) la reconnaissance de la nécessité de l'autonomie institutionnelle et de la liberté académique ainsi que des responsabilités correspondantes en matière d'éthique et de déontologie ;
- b) et en contrepartie, l'imputabilité et la responsabilité des établissements d'enseignement supérieur dans la réalisation des objectifs et dans l'atteinte des résultats attendus ; cela veut aussi dire que les institutions d'enseignement supérieur se doivent de faire les efforts nécessaires afin d'aller chercher les appuis requis dans la société et ce, en faisant mieux connaître ce qui se fait dans les établissements d'enseignement supérieur. Cela rend donc nécessaire de produire l'information pertinente sous une forme compréhensible et accessible pour les partenaires et de la diffuser publiquement afin d'assurer toute la transparence sur le fonctionnement des établissements.
- 2.2 L'évaluation de la qualité de la formation doit se faire en lien avec les attentes de la société et avec les objectifs propres à chaque programme et à chaque établissement ; l'évaluation institutionnelle doit porter sur les résultats obtenus plutôt que sur les façons de faire ou les processus ; il faut développer une culture de l'évaluation propre au système d'éducation et faire de l'évaluation un processus qui soit permanent, qui vise à améliorer la qualité de l'éducation et à soutenir les acteurs concernés : tant les directions d'établissement, que les enseignants, les étudiants et autres personnels de l'éducation.
- 2.3 La réaffirmation de la nécessité de la prépondérance du financement public dans les budgets des établissements afin d'assurer le maintien de l'enseignement supérieur comme service public, en même temps qu'est admis le principe de la diversification des sources de financement.
- 2.4 Les orientations qui guident la révision des programmes rendue nécessaire par les nouvelles exigences de formation doivent aussi traduire les valeurs culturelles propres à chaque société et s'ouvrir à l'interdisciplinarité et à la transdisciplinarité. Il faut rappeler ici la position de l'UNESCO à l'effet que cette transdisciplinarité doit comporter une dimension éthique dans la façon d'entrevoir les problèmes et de les solutionner. Par ailleurs, les institutions devront agir avec plus de célérité dans l'élaboration de programmes afin de répondre aux besoins de la société et aux changements majeurs que nous vivons actuellement.

- 2.5 La reconnaissance des acquis par un système adéquat d'évaluation des apprentissages faits à l'extérieur du système d'enseignement formel demeure une tâche à réaliser dans la plupart des pays.
- 2.6 Tout en reconnaissant le rôle central des NTIC dans le soutien au développement pédagogique et dans l'accroissement de l'accès à la connaissance, il faut réaffirmer qu'elles ne peuvent se substituer en aucun cas à la relation professeur-étudiant.
- 2.7 La coopération internationale doit être plus présente dans les activités des institutions et répondre à l'accroissement de l'interdépendance des sociétés et des migrations des populations. D'où l'importance d'encourager la mobilité des étudiants et des professeurs et de s'entendre sur la reconnaissance des diplômes des institutions entre pays. Il faut rappeler ici la Convention de l'UNESCO à cet égard.
- 2.8 L'éducation à la citoyenneté dans un monde pluraliste doit faire partie des programmes d'études et de la culture des établissements. Cela veut dire que l'enseignement supérieur doit préparer les étudiants à s'engager dans une culture de la paix, à pouvoir fonctionner dans plusieurs cultures et à envisager des solutions de type coopératif aux problèmes liés à la globalisation. Les objectifs des programmes doivent permettre le développement de ces compétences afin de créer des bases de valeurs communes et d'accroître la compréhension mutuelle et la coopération, tant à l'intérieur de chaque groupe qu'entre les diverses communautés d'intérêt. L'acquisition de ces compétences ne doit pas faire l'objet de cours spécialisés réservés à certains étudiants seulement.
- 2.9 Les institutions d'enseignement supérieur doivent inscrire leur mission dans une perspective de partenariat avec les principaux acteurs de la société et donner ici toute sa place à la société civile ; c'est dans cette perspective qu'elles se doivent de répondre aux demandes de contribution qui lui viennent des autres acteurs de la société et de s'intégrer dans des réseaux nationaux et internationaux.
- 2.10 Dans le contexte de tous ces changements externes et des nouveaux défis qui se posent à l'enseignement supérieur, un enjeu majeur sera celui de la formation et du perfectionnement des professeurs afin de les préparer à faire face à ces changements. Il faut aussi que des programmes de formation spécifiques soient mis en place afin de mieux préparer les gestionnaires d'établissements d'enseignement supérieur à assumer leurs responsabilités et leur leadership.

Voilà quelques-unes des conditions à remplir pour que l'enseignement supérieur puisse conserver sa pertinence et renforcer le rôle qui lui revient dans la société du savoir et de la connaissance et où une formation de qualité suivie de la diplomation constitue le passeport recommandé pour exercer une pleine citoyenneté.

3. Devant les défis à relever : espoir, mais aussi inquiétude

Nous venons de faire état de plusieurs des conditions à remplir pour assurer la réussite du projet éducatif qui devrait traverser l'enseignement supérieur au XXI^e siècle. Je voudrais revenir sur trois défis qui m'apparaissent particulièrement importants pour orienter certaines décisions des États nationaux, des organismes internationaux et des institutions d'enseignement supérieur dans la prochaine décennie.

3.1 Orienter la recherche en milieu universitaire pour répondre aux objectifs d'un développement humain durable et équitable

La mission de recherche de l'université doit être re-située dans la perspective de la contribution de l'enseignement supérieur à la formation des personnes, mais aussi au développement économique et social des sociétés globales. Actuellement, vu les difficultés de financement que rencontrent la plupart des universités, le risque est grand de les voir (du moins dans les pays développés, où l'on retrouve des laboratoires scientifiques de très haut niveau) se transformer en centres de recherche orientés surtout par les besoins définis par les entreprises. Si le développement de liens universités-entreprises est souhaitable, il faut cependant les baliser par la définition de priorités au sein des institutions qui renvoient à des besoins globaux tant économiques que sociaux dans une perspective de développement durable à moyen et à long terme. Il faut aussi que la recherche en milieu universitaire soit orientée vers la formation des étudiants et, en ce sens, il faut lui assurer un financement adéquat qui serve à ces fins. Il a été fait peu référence au cours de cette Conférence aux cycles supérieurs, soit à l'accessibilité et au développement de programmes de 2^e et de 3^e cycles et pour lesquels il faudra poursuivre la réflexion, vu leur importance dans le développement de la connaissance de pointe et dans la formation d'une relève hautement qualifiée.

Dans les pays en développement, il faut aussi assurer la formation de chercheurs locaux et la réalisation de projets qui soient davantage contextualisés et branchés sur les besoins de ces pays. Trop souvent, les projets de recherche financés par les grandes agences internationales sont confiés à des chercheurs venant des pays développés et n'impliquant pas ou peu de chercheurs du pays concerné. C'est une autre façon de perpétuer la dépendance de ces pays et d'entraver leur développement et bien que la philosophie de coopération qui encadre ces projets ne se formule plus dans ces termes, elle n'en garde pas moins trop souvent l'esprit.

3.2 Prendre le virage de l'éducation tout au long de la vie mais éviter le clientélisme et la logique marchande

Bien que conscients de l'importance que prend la formation continue ou de l'éducation tout au long de la vie, les systèmes d'éducation dans le monde n'ont pas encore pris le virage nécessaire pour assurer la réalisation de cet objectif. En effet, cela exige de revoir les orientations et les façons de faire dans les programmes de formation initiale à tous les ordres d'enseignement, depuis l'école élémentaire ou primaire jusqu'à l'université, et cela est loin d'être fait. On observe, dans les universités et dans certains programmes destinés aux adultes qui reviennent aux

études, une adaptation mitigée de certains programmes (e.g. mise sur pied de certificats universitaires et de formations courtes) plutôt qu'une véritable adhésion à ce nouveau paradigme de l'éducation tout au long de la vie.

La massification de l'enseignement supérieur et l'importance d'une diplomation postsecondaire pour accéder au marché du travail donnent lieu à une transformation de la composition de la population qui fréquente l'enseignement supérieur, marquée notamment par l'hétérogénéisation des profils des individus et la diversification de leurs besoins. La tentation pourrait être grande (et elle est déjà observée dans les pays développés) d'adopter une approche-client dans la formulation de l'offre de formation et de s'engager dans une logique marchande de distribution et de vente de produits en éducation. De leur côté, les pays en développement pourraient être tentés d'acheter des programmes clés en main importés des pays développés pour gagner du temps et assurer leur rattrapage scolaire au détriment de l'enracinement culturel de leurs programmes de formation. Il faut aussi admettre que les pays développés sont aussi pris dans cette spirale à travers l'offre de programmes sur Internet et venant des grandes universités américaines en majorité.

L'éducation tout au long de la vie qui devrait davantage renvoyer à un projet de société et à une vision du développement qui en soit une d'enrichissement de la personne et de développement équitable de l'humanité, risque, si nous ne sommes pas vigilants, de se réduire à un vaste marché de produits circulant à travers le monde, tels les biens matériels qui envahissent le marché de la consommation. L'école est-elle en voie de devenir le grand marché du XXI^e siècle, tel que le décrit Gérard de Sélys dans un récent article du Monde Diplomatique (édition de juin 1998)?

3.3 Donner un nouveau visage à la coopération internationale dans l'enseignement supérieur

Il y a des rappels nécessaires qui permettent de rompre avec certaines hésitations lorsqu'il s'agit de s'entendre sur quelques priorités en la matière. Ainsi, en l'espace de 20 ans, selon des données publiées dans le Courrier de l'UNESCO (édition de septembre 1998, p.25), "l'écart en matière de scolarisation dans l'enseignement supérieur s'est accru de 6,8 points en faveur des pays les plus développés. L'Afrique, région qui connaît la plus forte croissance mondiale du nombre d'étudiants (7,5% par an) n'affiche qu'un pourcentage infime d'inscrits (2,5%), tandis que l'Amérique du Nord, qui enregistre la plus faible croissance du nombre d'étudiants (1,6%) dispose du taux d'inscrits le plus élevé (77,3%). Par ailleurs, plus un pays est pauvre, plus le coût relatif par étudiant est élevé, et plus l'effort consenti dans le budget national est donc important par rapport à un pays riche". De plus, ainsi que l'ont souligné plusieurs intervenants des pays africains au cours de cette Conférence, les Programmes d'ajustement structurel préconisés par les institutions financières internationales ont imposé des contraintes qui se sont répercutées dans certains programmes d'aide au développement. Ces contraintes ont pour effet de restreindre l'accessibilité aux études supérieures des bacheliers de ces pays en fixant un taux d'accès. Il est difficile, dans ce cas, de parler du droit

à l'éducation et à l'enseignement supérieur et certains intervenants ont parlé de la clochardisation de leurs bacheliers.

Si l'on veut, par ailleurs, encourager la mobilité internationale des étudiants au cours de leurs études, un énorme travail reste à faire dans l'harmonisation des programmes et la reconnaissance des acquis, de même que dans les modes d'organisation des universités, pour assurer une validation des études et des diplômes au niveau international.

Ne faut-il pas, cependant, re-situer la perspective de la coopération internationale et aller au-delà de la mise en place de programmes de mobilité des étudiants pour construire un véritable réseau de coopération universitaire qui permette de favoriser l'accessibilité et la mise sur pied d'universités de haut calibre dans les pays en développement? Comment éviter l'exode des cerveaux de ces pays et soutenir la mise en place d'institutions d'enseignement supérieur qui puissent bénéficier de l'accès aux savoirs produits dans les pays développés, tout en évitant la standardisation et l'homogénéisation des programmes de formation et en misant aussi sur leurs propres connaissances dans le respect de leurs cultures? À cet effet, le recours aux nouvelles technologies de l'information et de la communication pourrait s'avérer l'une des façons de répondre à cet objectif, avec tout le recul critique que cela exige pour ne pas revivre autrement les pièges de la colonisation culturelle. À titre d'exemple de nouvelles façons de faire dans la coopération internationale, je citerai le programme de chaires UNITWIN de l'UNESCO qui poursuit cet objectif et, à cet égard, le Réseau ORBICOM de chaires en communication et développement international qui compte maintenant près de 25 chaires à travers le monde, relève fort bien ce défi.

Au sortir de cette Conférence, il faudra pouvoir compter sur la capacité et la volonté de tous les participants à s'engager dans une nouvelle forme de solidarité au sein du réseau universitaire et de l'enseignement supérieur, entre le nord et le sud et l'est et l'ouest.

Conclusion: De la nécessité d'un nouveau contrat social entre l'université et les autres établissements de l'enseignement supérieur et la société

Si l'on conçoit que les sociétés qui pourront améliorer leurs chances d'un meilleur développement social et économique au XXI^e siècle, sont celles qui sauront miser sur le capital intellectuel et les capacités d'innovation provenant d'une éducation de haut niveau et d'une formation continue de leurs membres, on peut donc prévoir que les institutions d'enseignement supérieur, dont l'université est l'institution principale, conserveront leur pertinence à la condition cependant de remettre en question certaines des façons de répondre à leur mission et d'accepter de se transformer rapidement. C'est pourquoi une réflexion sérieuse et urgente doit s'engager sur le mode de financement du système d'enseignement supérieur en faisant appel à des choix de société, sinon les universités du XXI^e siècle risquent fort de se transformer en PME ou multinationales du savoir et de la formation. Ici apparaît clairement l'importance de préserver la prépondérance du financement public pour contrer cette tendance et assurer l'avenir de l'enseignement supérieur dans le respect des principes évoqués dans cette Conférence.

À quoi ressembleront les universités et les collèges post-secondaires du XXI^e siècle? Ils auront des visages multiples ; leur mission de formation de haut niveau et de recherche fondamentale et appliquée demeurera, certes, centrale, mais cette mission se réalisera selon des voies diversifiées. Ne pas l'anticiper, risque de mettre en péril l'enseignement supérieur et l'avenir des institutions sur lesquelles il repose aujourd'hui.

Un nouveau contrat social entre l'université, les établissements d'enseignement supérieur et la société est non seulement souhaité, mais il est devenu nécessaire : un contrat où seront redéfinis le rôle et la mission de l'enseignement supérieur et dont les outils essentiels continueront d'être la liberté académique, l'autonomie institutionnelle et la responsabilité sociale, mieux définies cependant, en regard d'objectifs collectifs de développement économique et social. Cette Conférence mondiale qui se termine aujourd'hui est, en fait, un point de départ pour établir plus formellement les fondements de ce nouveau contrat à l'échelle mondiale.

C'est à chacun de nous de voir de quelle façon nous pourrons assurer l'application des principes de la Déclaration mondiale ainsi que la mise en œuvre du Cadre d'action prioritaire pour le changement et le développement de l'enseignement supérieur. Mais c'est aussi ensemble que nous pourrons faire mieux et faire plus pour assurer le mieux-être de l'humanité. L'an 2000 sera l'année de la culture de la paix et il nous faut faire un souhait pour rejoindre les vœux du Directeur général de l'UNESCO et espérer que les dépenses militaires se seront majoritairement converties en budget pour la santé et l'éducation. Je vous remercie de votre attention.

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Thematic Debate: "Contributing to National and Regional Development"
Intervention by Susan M. Clark

I would argue that all of Canada's universities are regional universities. This is the case because they are funded by each of the 10 provinces separately and distinctly. We have no national education policy just as we have no federal department of education. With that framework therefore, universities have very largely drawn their students from their own provinces. The majority of those students will find employment in those provinces after they graduate; universities have always had some teaching programmes and some research that speaks to the particular economic circumstances of each of the provinces. And of course with a country that is four and a half thousand miles across and equally from north to south, the regional diversity and economic diversity within that country is quite marked.

So I think, as others have said, if you were to ask provincial governments and universities whether they have a regional responsibility, there would be no doubt that they would say yes. Both governments and universities, I think they would also say yes and say, but, perhaps we are not doing enough. There is, I think, an unease and a tension at the moment between what it means to be a regional university and responsive to that regional economy both on the government's part and on the part of the universities.

One of the other elements that has been mentioned and I would also like to stress is whilst we are talking particularly about economic development, because of the nature of the country, the social and particularly cultural dimension of a regional university is very important. We see that perhaps most particularly with respect to the province of Quebec which operates in French surrounded by many millions of people who speak English and operates in a different system culturally and linguistically. Those universities therefore have a very clear cultural and social responsibility to maintain that distinctiveness; and other universities will pick up on that to a greater or lesser extent depending on their particular missions and the populations to which they are particularly focussed.

I think that one of the reasons why we are now looking at this question again within Canada comes from the change in the economy. Canada is a country that has been very dependant on primary industry (whether it is agriculture, fishing, forestry) but primary industries are now sufficient to maintain those local economies. We are beginning to see a questioning, as others have implied, of whether or not the education that we are providing for students is appropriate to place them in the work force of the 21st century.

This question has risen very much because of the high unemployment rates amongst young people. Whilst university graduates in Canada still have the lowest level of unemployment, the opportunities that were there in the 60's and 70's when one could graduate and then think about what job you were going to take, and have many choices of jobs, are no longer the case.

This is then a pushing of the universities, on the part of governments, to answer questions such as ‘are you educating students appropriately?’, and ‘are you educating them in such a way that they can and are able to find occupations?’.

I would like to stress, as have both Professor Goddard and other panellists, that I see the universities very much with dual roles. They are in a duality of teaching and research. They are in a duality of the global economy and the local economy and I would want to suggest that all of those aspects have to be preserved. You cannot be totally local, you cannot be totally global, you cannot just teach, you cannot just do research. These all have to be there in some part or another. For different disciplines, and at different times in teaching and research they will be there in different ways.

If I had one message for you, and I say this as someone who is on the government side of the issue at the moment, it would be that I would want you to be true to the mission of the university. And I say this in part because Canadian governments are notoriously unsuccessful at predicting future labour force needs. We never get it right, we are always catching up and I think that perhaps is in the nature of the game. But because that is the case, I do not think we can swing the universities so far and so fast as to meet local employment needs without also being in a very dangerous position of 5-10 years down the road having an over-supply of whatever we are training our students for. I think, therefore, it is important to keep that and liberal arts and science mission at the undergraduate level where we do broad education, where we teach that liberal arts and science tradition in a very modern way perhaps, and in a different way from how it might have been taught in the past but still giving that basic education for good citizenship as members of a civil society.

I think, therefore, governments have to be encouraged to maintain basic funding to allow universities to maintain that mission. And as has been indicated, as the financial circumstances have got more difficult for all universities, there is a tendency then to look to the private sector to fill in that gap. That is appropriate. It is right, but again, we are looking for balance just as we are looking for balance between the global and local, the teaching and the research, so we have to look for balance between where the government is supporting the institutions and what is being supported privately. I say this because at this moment in our universities there is considerable debate about the extent to which the private sector is essentially putting its name on programmes. We now have business schools named after particular companies or particular individuals that have very specific performance targets to meet. There is concern about the extent to which certain types of industry and big industry can buy research which may or may not be in the long term interests of the population and so we need to keep that in balance. So I would urge you not to forgo the primary mission of the universities to push the government to support that mission and to keep in balance when we look to the private sector for support.

My last message, however, would be also for you to tell the governments to tell the public what it is that you are doing. It is my sense that in Canada, and I think probably in other countries, there is tremendous latent support for universities. But it is often latent support because people do often not know in detail what it is you are doing and how much you have changed and how you are teaching differently and in different ways. And I think because of the buzz-word that we all hear of - accountability - in order to be responsive to governments and to the public, you need to tell the governments and the public what it is that you are doing so that the governments and public are able to support you in your very important mission.