

**DOCUMENTOS E TRABALHOS DO
PROFESSOR MARCO ANTONIO RODRIGUES
DIAS**

PERÍODO DE 1991 A 1995

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EDUCAÇÃO – ENSINO SUPERIOR

APRESENTAÇÃO - PRESENTATION –

Documentos, artigos, conferências sobre os temas relativos a educação e ensino superior, elaborados no período de 1991 a 1995.

Marco Antonio Rodrigues Dias

Neste período, de 1991 a 1995, junto com meus colegas da Divisão do Ensino Superior da UNESCO, tentamos melhorar a articulação das atividades relativas ao ensino superior desenvolvidas pelos escritórios regionais da UNESCO (Caracas, Dakar, Bucareste, Bangkok e Beirute). Reforçamos os laços com as Organizações não governamentais vinculadas ao ensino superior e concentramos atividades, lançando o programa UNITWIN/Cátedras UNESCO e preparando o documento sobre política e desenvolvimento do ensino superior lançado em 1995 e que é objeto do volume número 7. No volume 7, apresentam-se diversas versões do documento sobre políticas e uma série de trabalhos a ele correlatos e que datam quase todos de 1995.

Um dos pontos do programa desenvolvido pela Divisão do Ensino Superior desde o início dos anos 70, quando era diretor René Ochs, foi o das convenções sobre reconhecimento de estudos e diplomas do ensino superior. No período entre 1991 e 1994, demos continuidade à execução do programa, através da implementação das convenções regionais e de uma inter-regional (Mediterrâneo), notando-se que um objetivo fundamental era o da elaboração posterior de um instrumento normativo universal. As dificuldades eram grandes, o tema, apesar de sua importância, não mobilizava nem o pessoal da UNESCO, nem muitos dos Estados membros.

Ao assumir a direção da divisão, em outubro de 1981, já encontrei este programa em andamento. Durante minha gestão, foram adotadas a convenção relativa aos Estados africanos (1981) e a convenção relativa à Ásia e ao Pacífico (1983). Segundo o planejamento inicial, dos anos 70, a UNESCO desenvolveria este programa inicialmente numa base regional, até chegar ao ponto de poder elaborar uma convenção mundial. Durante os anos 80, verificou-se que este objetivo não era alcançável, muitos países, em particular os países desenvolvidos que atuam na esfera da OCDE, não admitiam a hipótese de uma convenção que criasse obrigações neste campo em esfera mundial. Esta posição dos países ricos era acompanhada por governos de países em desenvolvimento como Brasil e Colômbia, por exemplo. Uma espécie de

protecionismo era resultante do medo de se verem compelidos a reconhecerem qualquer tipo de diploma. Era um erro de apreciação, pois o reconhecimento jamais foi automático e um comitê existia, em cada região, justamente para examinar as dificuldades de aplicação das convenções. Muitos, no entanto, preferiam não examinar o problema, preferindo que as convenções não se transformassem em instrumentos eficazes de colaboração.

A Divisão do Ensino Superior prosseguiu, no entanto, com seus trabalhos e, finalmente, um acordo foi feito no sentido de se submeter à Conferência geral da UNESCO não um projeto de convenção, com obrigações mais fortes, e sim um projeto de recomendação em que os estados, de qualquer maneira, se comprometem com uma série de princípios. Assim, na 27ª Sessão da Conferência Geral, no dia 13 de novembro de 1993, a Conferência Geral da UNESCO aprovou a recomendação sobre o reconhecimento dos estudos, títulos e diplomas de ensino superior. Neste volume, encontram-se os textos da convenção relativa à África (em inglês) e à Ásia (também em inglês) e o texto em inglês, francês e espanhol da Recomendação.

Este programa voltou, no início do Século XXI, a despertar o interesse principalmente dos países industrializados. A razão parece clara. Se forem aplicados com todo o rigor os princípios da OMC, nenhum país, membro desta organização, poderá recusar o reconhecimento de diplomas conferidos por outros Estados membros. Isto será considerado um entrave ao comércio de serviços educativos. Uma solução então seria a de se estabelecer um sistema internacional de acreditação que determinaria quais as instituições têm qualidade. Estas, então seriam reconhecidas, praticamente automaticamente

Neste caso, por que não fazê-lo no quadro das convenções tradicionais firmadas no interior da UNESCO, adaptando-as à situação atual e às mudanças ocorridas no mundo, como o desenvolvimento dos meios de comunicação? Não foi este o caminho adotado. Desde o ano 2002, constituiu-se um grupo de acreditação que se incrustou na UNESCO. Segundo reunião realizada no início de 2003, os membros do grupo estavam, nesse momento, constituídos por 3 representantes do Reino Unido, por um do setor flamengo da Bélgica, por um dos Estados Unidos e por um do Japão. Havia três representantes de países em desenvolvimento ligados ao Commonwealth (Índia, Nigéria e África do Sul) e uma francesa professora no México.

A questão que foi debatida em várias ocasiões (ver, por exemplo, os volumes 2, 3 e 4 desta coleção sobre globalização e sobre cooperação) merece ser analisada em profundidade. Um documento que trata de maneira explícita e direta desta questão é o artigo que escrevi juntamente com o então reitor da Universidade das Nações Unidas, Hans Van Ginkel (Países Baixos) sobre acreditação e que foi apresentado à Segunda Conferência de Barcelona sobre o Ensino Superior (volume 2). O texto foi publicado em inglês (original, em espanhol, em português e em chinês).

A Conferência Mundial sobre o Ensino Superior de 1998 –CMES– definiu que a qualidade é um conceito multidimensional. Em consequência, não existe modelo único de qualidade. No caso de acreditação, é preciso saber quem vai avaliar, quem constitui o grupo de acreditadores, quais serão os modelos a serem examinados e/ou propostos? Garantirão a diversidade cultural? Permitirão às instituições de prestar serviços à sociedade ou serão simples instrumentos de comércio?

Sem, dúvida, as convenções estabelecidas no quadro da UNESCO, como a recomendação internacional de 1983, poderiam servir de base para estabelecer normas comuns neste caso. Seria necessária, então, uma mudança nos comitês encarregados da aplicação das convenções. Até agora, sua representação é limitada a funcionários e diplomatas de Estados membros que, muitas vezes, ao serem designados para acompanhar uma reunião do comitê, revelam ignorar completamente o assunto. Além disto, os comitês que deveriam reunir-se ao menos uma vez cada dois anos, na prática nem isto fazem. Não cumprem com sua finalidade básica que seria a de se examinar as dificuldades encontradas na aplicação das convenções e na busca de soluções.

A Recomendação poderia servir de base a um projeto de convenção internacional com um comitê de aplicação mais forte. Este disporia de recursos humanos e financeiros para exercer seu mandato e tendo na sua composição representante governamentais, mas também representantes dos governos, especialistas oriundos do mundo acadêmico e especialistas em geral, com notório saber no campo do reconhecimento de estudos, da avaliação e da acreditação. Esta é uma condição essencial, mas será necessário também que os servidores da UNESCO, encarregados do tema, além da competência em gerir encontros e reuniões, disponham de motivação para servir aos interesses profundos do conjunto dos Estados membros nesta matéria.

Sente-se que numerosos europeus gostariam de transformar a convenção européia firmada conjuntamente pela UNESCO e Conselho da Europa em 1997 numa convenção mundial com a finalidade de garantir também a acreditação. Para os países em desenvolvimento, esta não parece ser a melhor solução. Além de ter sido constituída segundo os interesses europeus, a execução desta convenção é controlada por seus Estados membros, que decidem qual outro país de outra região pode ratificá-la. Por enquanto, apenas um país foi admitido a fazê-lo: a Austrália, hoje um dos campeões da promoção da comercialização do ensino superior.

PRESENTATION - PRESENTATION -

Documents, articles, conferences on subjects related to education and higher education, elaborated from 1991 to 1995¹.

Marco Antonio Rodrigues Dias

In this period, from 1991 to 1995, together with my colleagues from UNESCO's Division of Higher Education, we made an effort, inside UNESCO, to improve the articulation of higher education activities carried out by the UNESCO regional offices (Caracas, Dakar, Bucharest, Bangkok and Beirut). We have strengthened ties with Non-Governmental Organizations linked to higher education and have concentrated activities, launching the UNITWIN / UNESCO Chairs program and preparing the document on higher education policy and development launched in 1995, which is the subject of volume 7. Volume 7 presents several versions of the policy paper and a series of related papers dating from almost all of 1995, including its presentation in some Parliaments.

One of the points of the program developed by the Division of Higher Education since the early 1970s, when the director was René Ochs, concerned the conventions on recognition of higher education studies and diplomas. During the period 1991 to 1994, we continued to implement the program through the implementation of regional and interregional (Mediterranean) conventions, noting that a key objective of these actions was the further development of a universal standard-setting instrument in the field of recognition of studies. The difficulties were great, the theme, despite its importance, did not mobilize enough many staff of UNESCO, nor all the Member States of UNESCO.

By assuming the direction of the division, in October of 1981, I have already found this program in progress. During my term of office, the Convention on African States (1981) and the Asia-Pacific Convention (1983) were adopted. Under the initial planning of the 1970s, UNESCO would initially develop this program on a regional basis, to the point where it could draw up a global convention. During the 1980s it was found that this objective was not attainable, many countries, in particular developed countries operating within the OECD, did not accept the hypothesis of a convention that could create obligations in this field at the global level. This position of the rich countries was accompanied by governments of developing

¹ Text in English not revised neither edited

countries like Brazil and Colombia, for example. A kind of protectionism was the result of the fear of being compelled to recognize any kind of diploma. It was an error of appreciation, for recognition was never automatic and a committee existed in each region precisely to examine the difficulties in applying the conventions. Many, however, preferred not to examine the problem, preferring that the conventions did not become an effective collaboration instruments.

The Division of Higher Education, however, continued its work and, finally, an agreement was reached to submit to the General Conference of UNESCO not a draft convention, with stronger obligations, but a draft recommendation in which the states, however, commit to a number of principles. Thus, in 27th General Conference session, on 13 November 1993, Member States of UNESCO adopted the recommendation on the recognition of higher education studies, degrees and diplomas.

One can note that since the theme of recognition of studies came back and attracted interest mainly from the industrialized countries. The reason seems clear. If the principles of the WTO are strictly applied, particularly those attributing to higher education the status of a commercial activity, no country will be in a position of refusing to recognize diplomas awarded by other member states. This will be considered an obstacle to trade in educational services. One solution would then be to establish an international accreditation system that would determine which institutions have quality. These would then be recognized.

The question that could be raised In this case, is: why this was not done not in the framework of conventions signed within UNESCO? Apparently things occurred differently. In 2002, an accreditation group was created to work with this question. At it's the first meeting held in early 2003, the members of the group were at that time composed of 3 representatives from the United Kingdom, one from the Flemish sector of Belgium, one from the United States and one from Japan. The developing world was present by the participation of ressortissants of the Commonwealth countries, such as India, Nigeria and South Africa. The group was completed with a French teacher in Mexico.

The issue that has been debated on several occasions (see, for example, volumes 2, 3 and 4 of this collection on globalization and cooperation) deserves to be analyzed in depth. A document that deals explicitly and directly with this issue is the article wrote together with the then rector of the United Nations University, Hans Van Ginkel (the Netherlands) on accreditation, which was presented to the Second Barcelona Conference on Higher Education (volume 2).

The 1998 World Conference on Higher Education (SCM) defined quality as a multidimensional concept. There is no single quality model. In the case of accreditation, it is necessary to know who will evaluate, who constitutes the group of accreditors, what will be the models to be examined and / or proposed? Will they guarantee cultural diversity? Will they enable institutions to provide services to society or are they simply trading instruments?

Without doubt, the conventions established under UNESCO, such as the 1983 international recommendation, could serve as a basis for establishing common standards in this case. Some points needed to be changed. This is the case of the composition of the committees

responsible for implementing the conventions. So far, their representation is limited to officials and diplomats of member states who, often, when assigned to accompany a committee meeting, reveal that they completely ignore the issue.

In addition, committees that should meet at least once every two years do not in practice do so. They do not fulfill their basic purpose, which would be to examine the difficulties encountered in the application of conventions and in the search for solutions. The recommendation could form the basis of an international draft convention with a stronger application committee. This body should have the human and financial resources to carry out its mandate. In its composition, representative of governments should continue to be present, but equally members coming from the world academic and specialists in general, with well-known knowledge in the field of study recognition, assessment and accreditation. This is an essential condition, but it is also necessary that the members of UNESCO staff in charge of the subject, beyond the competence to manage appointments and meetings, should be motivated to serve the deep interests of all the member states.

It is felt that, in this process, some experts clearly envisaged to transform the European convention signed jointly by UNESCO and the Council of Europe in 1997, in a world convention in order to also ensure the accreditation. For developing countries, this does not seem to be the best solution. In addition to being organized in accordance with European interests, the implementation of this Convention is controlled by its member states, which decide which other country in another region can ratify it. For now, only one country has been allowed to do so: Australia, now one of the champions promoting the commercialization of higher education.

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- 2- **“Autonomie des universités et libertés académiques”** - Table ronde avec les présidents d’universités françaises organisée par la Commission Française pour l’UNESCO – UNESCO- 15 avril 1992;
- 3- **“Les libertés académiques et l’autonomie universitaire”**- in “Academic Freedom and University Autonomy”- Papers on Higher Education (édition spéciale- 1993)- CEPES – European Centre for Higher Education- pgs. 299 a 308- Discurso de encerramento da Conferência internacional sobre as liberdades académicas e a autonomia universitária – Sinaia (România) 7 de maio de 1992. Publicado também no Brasil, no original francês, pela revista Educação Brasileira, do Conselho de Reitores das Universidades Brasileiras- volume 14- número 29- julho/dezembro de 1992;
- 4- **“Enseignement supérieur: quelles procédures d’évaluation?”** – Cycle de Conférences 1- Séries sur l’enseignement supérieur – Présentation – Pgs. 2 et 3;
- 5- **“Objectifs et stratégies de l’enseignement supérieur pour un développement durable”**- 4e Consultation collective UNESCO-ONG sur l’enseignement supérieur - "Enseignement supérieur: ressources humaines de haut niveau pour le XXIème siècle" - Organisée conjointement par l'UNESCO et l'Université des Nations Unies - Salle IV, UNESCO, Paris, 26-28 septembre 1991;
- 6- **“Alocución de M.A. Dias”** in “La Misión de los profesores en la Universidad Católica” - Marc Caudron editor – Informe temático XVIIa. Asamblea General – Toulouse (Francia), 2-6 septiembre de 1991 – Versão espanhola publicada como brochura pela Federación Internacional de Universidades Católicas (1992) pgs 94 a 99. Versão original em francês – brochura- 1991- XVIIème Assemblée Générale – Toulouse, France – Rapport Administratif – pgs. 22 a 27;
- 7- **“Les réseaux universitaires et leur rôle dans l’environnement”** - Congrès universitaire international sur la “ Gestion du milieu naturel et monitoring par satellite” - Université de Naples – 23 septembre 1991;
- 8- **“Meio ambiente e Comunicação: a função das universidades”** – Rio Ciência 92- Encontro de Universidades, Sociedades Científicas e Institutos de Pesquisa,

Meio Ambiente e Desenvolvimento- Promotores: Sociedade Brasileira para o Progresso da Ciência (SBPC), Academia Brasileira de Ciências (ABC), e Universidade Federal do Rio de Janeiro (UFRJ)- publicado pela revista Educação Brasileira, do CUB – Conselho de Reitores das Universidades Brasileiras – volume 15, número 31, julho/dezembro de 1993, pgs. 117 a 135;

- 9- **“Improving co-operation to ameliorate quality and relevance in higher education”** in Journal of Educational Development, vol. 12, nº 2, pgs. 123-129- 1992;
- 10- **Discurso em Alexandria, Egito, na Terceira Conferência Intermediária da Associação Internacional das Universidades – 19-22 de outubro de 1992 - “Adaptation des structures et stratégies de gestion universitaire aux besoins nouveaux”;**
- 11- **“UNESCO UNITWIN Programme”**, discurso de abertura da Assembléia Geral do Grupo Santander realizada em Santander, Espanha, 30 de novembro de 1992;
- 12- Discurso de abertura do **Intergovernmental Committee for the Application of the International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean (Fifth Session) – Paris 12-13 September 1995;**
- 13- **“Perspectivas globais para o ensino superior”** – Rio de Janeiro, 24 de novembro de 1993- seminário sobre avaliação: teoria e prática- Hotel Glória- promoção das Faculdades integradas Castelo Branco;
- 14- **“What University for what society”**- pgs 11 a 14- in Opening Academisch Jaar 1993- Universiteit Utrecht;
- 15- **“Cooperação Internacional para melhorar a formação dos docentes”; em inglês “International cooperation to improve teacher education”**- in Anais- Proceedings – ICET – 40ª. Assembléia Mundial – Tema: Preparação de professores para a preservação da vida e superação da pobreza”- pgs 305 a 315;
- 16- **“Global Challenges for students in economics”** – key speaker at the 1994 AIESEC International Conference – Platja del Aro, Catalunya- Spain, 20 March 1994;
- 17- **“Importance of higher education in the life of nations and individuals”** – Abril de 1994- Documento para a Conferência da AIESEC em São Paulo;

- 18- **Prólogo del libro “Investigación cualitativa, retos e interrogantes”** de Glória Perez Serrano- Editorial La Muralla. S.A.Madrid, 1994- pgs. 9 a 12;
- 19- **“El movimiento UNITWIN de la UNESCO, llave maestra para la cooperación interuniversitaria”**- Entrevista pgs. 10 e 11- Noticiario de la Universidad de Extremadura – NUE – nº 5- marzo/abril 1994;
- 20- **“The Encyclopedia of Higher Education”**- in Higher Education Policy, revista da AIU- março de 1993 – Volume 6, no. 1, pgs. 55 e 56 – Pergamon Press
- 21- **“La Méditerranée”** – Allocution á la VIème Assemblée Générale de la Communauté des Universités Méditerranéennes- Naples, Italie, 16-18 Septembre 1994;
- 22- **“Quality in higher education from an international point of view: the role of UNESCO” (1993-1995)**- versão ligeiramente modificada da apresentação feita pelo autor M.A.R. Dias na Conferência do International Network of Quality Assurances Agencies for Higher Education (INQAAHE) de 24 a 28 de maio de 1993, em Quebec, Canadá. In Higher Education in Europe, vol. XX, nºs 1-2, 1995- CEPES- European Center for Higher Education- Bucareste, Romênia;
- 23- **“La educación para la paz em una perspectiva internacional”** – texto de conferência proferida em Ceuta, durante o IIº Congresso Internacional de Educação para a Paz” – in “Educación Intercultural para a Paz” coordenadores: Juan Lara Guerrero, Ricardo Marínn Ibañez e Gloria Pérez Serrano- Editora Algaida Universidad (1997)- pgs. 309 a 323 – Publicado posteriormente, em 1997, por iniciativa de Carlos Tünnermann, na revista Cultura D Paz, Manágua, Nicarágua, em duas partes: a) março de 1997- ano 3, no. 11, pgs. 41 a 45 e abril-junho de 1997, ano 3, no. 12, pgs. 42 a 46;
- 24- **“La responsabilidad de la educación superior hacia el conjunto del sistema educativo” respo (1995 y 1996)** – in Revista Educación Supérieur y Sociedad- CRESALC- Caracas- vol. 7 nº 1, 1996- pgs. 5 a 25- Documento basado en la ponencia presentada en Caracas el 11 de mayo de 1995, en el Simposio organizado por la Universidad Pedagógica Experimental y por el Consejo Nacional de Investigaciones Científicas y Tecnológicas, “Hacia la integración de un proyecto educativo para Venezuela”. El texto final publicado incorpora las respuestas a las preguntas formuladas por los participantes;

- 25- **“As cátedras UNESCO e o desenvolvimento da comunicação na era da globalização”** (1995-1996) – in “Identidades culturais latino-americanas em tempo de comunicação global”- José Marques de Melo (coordenador) – Cátedra UNESCO de Comunicação para o desenvolvimento regional- São Bernardo do Campo, São Paulo, Brasil, 1996- Conferência apresentada em seminário realizado em São Paulo em 1995;

- 26- **“L’exode des cerveaux: la responsabilité de la communauté internationale (1995)”**- in Conférence parlementaire sur la coopération scientifique et technologique avec les pays d’Europe centrale et orientale- comptes rendus et documents- Conseil de l’Europe- conférence à Prague, 5-7 juin 1995- Original em francês publicado em Estrasburgo (França)- pgs. 81 a 88- Versão inglesa : Brain Drain : what are the responsibility of the international community- pgs. 73 a 81;

- 27- **“El reto de la universidad ante un mundo en cambio: perspectivas de la UNESCO”** – UNED – Universidad Nacional de Educación a Distancia- Sevilla, 27 de noviembre 1.995, Córdoba, 28 de noviembre 1995.

- 28- **“The Experience of the UNITWIN/UNESCO chairs programme”**- in Linkages revisited – Higher Education and Development Cooperation: an assessment- Edited by Willem-Jan de Gast- NUFFIC- Netherlands Organization for International Cooperation in Higher Education- Proceedings of the conference “Linkages revisited” held in The Hague, 16 and 17 March 1995- pgs. 411-416;

- 29- **“Interuniversity linkages for improving quality”** – In Third Meeting – 21-23 May 1995- Utrecht, The Netherlands- Proceedings- The International Network for quality Assurance Agencies in Higher Education in collaboration with Association of Universities of Netherlands and Inspectorate of Education.pgs. 72-80;

DOCUMENTOS EM OUTROS VOLUMES

Alguns documentos desta época perderam-se definitivamente. Vários foram incluídos em outros volumes desta série, destacando-se, entre eles:

1- Volume 3 – “Le rôle de l’enseignement supérieur dans la société : qualité et pertinence” In Nouveaux cahiers sur l’enseignement supérieur – Documentation des réunions n° 1 – pgs 41 a 72 (versão inglesa pgs. 42 a 73- UNESCO – Organisations non gouvernementales – 2^{ème} Consultation collective sur l’enseignement supérieur – Paris, 8-11 avril 1991 e "Tendencias y Retos en la Educación Superior: un enfoque global"- in Nuevos Contextos y Perspectivas – volumen 1- CRESALC- UNESCO- Caracas- Reunión Internacional de Reflexión sobre los nuevos roles de la educación superior a nivel mundial – el caso de América latina y del Caribe, futuro y escenarios deseables. Septiembre de 1991). Versão inglesa (May 1992)- "Trends and challenges in higher education: a global approach" pgs 53 a 78. Uma síntese em inglês foi igualmente publicada na revista Educación Superior y Sociedad – vol. 3 n° 2- julio-diciembre 1992- CRESALC- Caracas- número especial sobre “Gestión del conocimiento en un nuevo ambiente tecnológico”- pgs. 77 a 84;

2- Volume 3 – “New Trends in Interuniversity cooperation at global level” – “Nouvelles tendances de la coopération interuniversitaire au niveau global” - OECD 11th General Conference, Programme on Institutional Management in Higher Education (IHME)- 2nd September 1992- OECD- documento apresentado metade em francês, metade em inglês- publicado pela OCDE, em inglês, na revista da OECD - Higher Education Management – Journal of the Programme on Institutional Management in Higher Education - vol. 6, n° 1 em março de 1994- pgs. 104 a 114- Versão francesa (Gestion de l’enseignement supérieur- revue du programme sur la gestion des établissements d’enseignement supérieur) pgs. 114 a 125;

3- Volume 3 - Discurso (improvisado) na Conferência Internacional sobre o reconhecimento dos estudos e a mobilidade acadêmica- “Non à des situations d’injustice, oui à un monde de liberrté” -UNESCO, Paris, 2-5 de novembro de 1992;

4) Volume 4 - “What kind of university for a new society in Africa?” – goodwill message- 8th General Conference- Association of African Universities- Accra-Legon, Ghana, January 1993;

5) Volume 3 - “Quality in Higher Education from an international point of view: the role of UNESCO” – discurso na “First biennial conference and general conference of the International Network of Quality Assurance in higher Education (INQAAHE)-

Montreal 24-28 May 1993- original em inglês- versão editada publicada em 1994 no livro *International Developments in assuring quality in higher education*” edited by Alma Craft, The Falmer Press, com o título “Comments from UNESCO”- pgs. 156 a 167;

6) Volume 4 –“Escenarios de cambio para los sistemas de educación superior de América Latina y del Caribe dentro del marco de la globalización y regionalización de la economía”- Conferencia sobre el Tratado de libre comercio entre los Estados Unidos, México y Canadá y el impacto en los recursos humanos y la educación superior- Asociación Puertorriqueña para la Educación Superior y Consejo de Educación Supérieur de Puerto Rico- 5-6 de Mayo de 1994;

7) Volume 4 - “The university as an institution today and tomorrow: a view from UNESCO” in “The university on the threshold of the new millennium” – Proceedings of the International Conference- 2.3.11.94- Svazek I. Vol I Brno – República Checa- 1995 – pgs. 43 a 56;

8) Volume 4 - Discurso de abertura da International Conference on Academic co-operation with Palestinian higher education institutions- Louvain-la-Neuve- 18-19 November 1994;

9) Volume 3 - Prefácio do livro “The” university as institution today”, publicado em inglês em 1993 pelo International he University as an institution today Development Research Centre (Canadá) e UNESCO e, em francês, em 1995, com o título *L’Université aujourd’hui*. O autor do livro foi o especialista colombiano Afonso Borrero Cabal, que escreveu a primeira versão do livro, submetida a um painel que se reuniu em Vancouver, Canadá, em julho de 1992, formado por um grupo internacional integrado por dois representantes da UNESCO (M.A.R. Dias e D. Chitoran), e por Paz Buttedahl (IDRC-Canadá), Walter Kamba, presidente da Associação Internacional de Universidades; Universidade das Nações Unidas (Justin Thorens), Wang Yibing (China), Esmat Ezzat (Egito), Glen Harts (Canadá), Yara Santos e Maria Beatriz R.O. Gonçalves (Brasil), Steven Rosell (estados Unidos), Hans Schuetze (Alemanha/Canadá), Kjell Rubenson (Canadá) e Mutindi Ndunda (Canadá). Na versão final, revisada pela Divisão de Ensino Superior da UNESCO e, em particular por seu diretor, o autor incorporou os resultados deste encontro. Trata-se de um documento de autor (um dos maiores especialistas sobre ensino superior na época), mas, dadas as circunstâncias, pode ser considerado um trabalho coletivo. Este trabalho baseou-se na reflexão feita sobre o ensino superior ao longo de vários anos pela UNESCO e por várias outras organizações. O documento serviu de base inicial à reflexão que levou à preparação do documento da UNESCO sobre políticas para o ensino superior publicado em 1995. O prefácio, de autoria de M.A.R. Dias, revela como o

trabalho foi elaborado e apresenta uma visão sintética dos problemas que enfrentava o ensino superior na década de 1980 e início dos anos 90- IDRC e UNESCO – 1992 versão inglesa; 1995, versão francesa- Prefácio pgs. IX a XXI na versão inglesa e pgs. IX a XXII na versão francesa;

10) Volume 3 – “Quality in higher education from an international point of view: the role of UNESCO (1993-1995)”- versão ligeiramente modificada da apresentação feita pelo autor M.A.R. Dias na Conferência do International Network of Quality Assurances Agencies for Higher Education (INQAAHE) de 24 a 28 de maio de 1993, em Quebec, Canadá. In Higher Education in Europe, vol. XX, n°s 1-2, 1995- CEPES- European Center for Higher Education- Bucareste, Romênia;

11) “Universidade para quê e para quem”? – Universidade de Brasília, 22 de novembro de 1993- comemoração na UnB da recepção da medalha da Ordem Nacional do Mérito Educativo (volume do Curriculum vitae).

DOCUMENTO NÚMERO 1

- 1- **“Improving cooperation to ameliorate quality and relevance in higher education”**- Palestra realizada na Universidade de Bristol, Reino Unido, de 7 a 9 de janeiro de 1991, em conferência organizada pelo seu Centro de Estudos Internacionais sobre “Higher Education and Development and Prospects”.

**IMPROVING CO-OPERATION TO AMELIORATE
QUALITY AND RELEVANCE IN HIGHER
EDUCATION**

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Director of the Division of Higher Education and
Research of UNESCO

University of Bristol - United Kingdom - 7 January 1991

INTRODUCTION

There is no conflict among experts and policy makers as to the theoretical analysis of the issues concerning higher education or of its role as an essential element in the progress of societies. The creation, transfer and application of knowledge, the training of professional, technical and managerial staff, and the execution of services to benefit the development of the community are always mentioned as university functions.

Nevertheless, a crisis has been identified all over the world. The Eastern European countries have changed their economic and political systems and are trying to adapt higher education to new needs. Universities in industrialized countries face sometimes the problem of declining student populations and a period of zero increase, if not a reduction, of budgetary allocations. In developing countries, the situation is worse. A 'massification' took place concurrently with the explosion of foreign debts. Investments in social programmes, including education, were cut considerably in Latin America and the Caribbean, in Africa and in Asia.

Under the present circumstances, what are the main problems facing higher education in developing countries? What is the diagnosis of the situation? On the other side, in a situation of crisis, what can an organization, within the United Nations System, like UNESCO, do to stimulate co-operation and facilitate the sharing of experiences?

The purpose of this document is not to present an overall and definitive statement on the present trends and issues in higher education. UNESCO, in co-operation with the United Nations University and with the support of regional and international organizations has undertaken an international reflection exercise which will lead to a comprehensive international report on higher education at the end of 1991. The international academic community – the target audience of the report – will know to give an answer to the questions which arise as a result of the universities' actions. It seems clear that we are entering in a new era, that a new concept of the university is being forged in this global attempt to better adapt academic institution to the needs of Society.

What I propose to do in this paper is to offer an assessment of the situation of higher education in Africa, Asia and the Pacific and in Latin America and the Caribbean – mainly based on the outcome of UNESCO studies and meetings – and to outline UNESCO's future programme of action in the field of higher education for the immediately following period.

AFRICA

In a recent document prepared for UNESCO, it was stated: "Recent analyses of the African situation agree that the economic crisis has had a devastating effect on universities which have suffered a process of constant deterioration. Their facilities, the quality of their services, and in particular, the quality of instruction have been services for development have

been seriously threatened. The consequences of these processes are dramatic. Africa, even more than in the past, needs now highly trained people and high level researchers to assure its sustainable development. The need to undertake in-depth reforms of higher education is both necessary and urgent: the question being how to implement them and what standards to set. The task is not easy". (Unesco – Priority to Africa, 1990)

The diagnosis is not different from the analyses made by other organizations. The World Bank, for example, considers that "higher education's contribution to development in Africa is being threatened... by four inter-related weaknesses. First, higher education is now producing relatively too many graduates of programmes of dubious quality and relevance and generating too little new knowledge and direct development support. Second, the quality of those outputs shows unmistakable signs in many countries of having deteriorated so much that the fundamental effectiveness of the institution is also in doubt. Third, the costs of higher education are socially inequitable and economically inefficient." (World Bank, 1988).

Many countries in the Region have made substantial progress in the development of higher education. Practically all African States were able, over a very short period of time after gaining independence, to set up institutions of higher education, to expand student enrolments, and to diversify programmes and contents of courses. International assistance has been beneficial, but it is the developing countries themselves which have made the most important contribution to obtain these achievements. But, as mentioned above, it is at this particular moment that higher education in Africa is faced with severe challenges and needs.

The shortage of human resources, an obstacle to the search for solutions to development problems, is an argument in favour of focusing attention on and channeling resources towards higher education. But how does it respond to this challenge? Analyses of various national systems of higher education in Africa make frequent references to shortcomings such as the following; the irrelevance of training obtained abroad to local realities; the artificial compartmentalization of various educational disciplines and levels; the imbalance between the sciences and the humanities and the orientation of some research option, more useful in terms of publication than for solving concrete problems, etc. It is noted that in their efforts to develop a national system of university education, African States have tailored them too much in keeping with European traditions.

The deteriorating state of African economics which has resulted in lack of progress in various areas, has also hit universities very hard. Shortage of foreign exchange has meant that much-needed journals, laboratory equipment and books cannot be bought. Old equipment cannot be replaced and the installation of new facilities has virtually stopped. Deteriorating purchasing powers in the wider society has also meant that students cannot afford to pay even the minimum of fees. They cannot afford to buy books and to feed themselves, while pursuing higher education.

A paradoxical situation is observed in Africa with regard to graduate employment. A recent report by the United Nations Economic Commission for Africa shows that the number of diploma holders of all levels who were unemployed in Africa is extremely high. It includes medical, engineering, architecture, accountancy and education graduates. No wonder, then, that

many seek employment elsewhere and, as a result, the brain drain phenomenon has assumed alarming proportions. Simultaneously one witnesses the large-scale employment of expatriate specialists in various sectors. In 1988, there were 80.000 foreign experts involved in technical assistance in 40 Sub-Saharan countries alone. One can easily understand the destabilizing effect such a phenomenon has on African diploma holders. Those who have obtained such diplomas abroad are even less motivated to return. It is estimated that, between 1984 and 1987, 30.000 African graduates left their countries and work mostly in the industrially developed world.

LATIN AMERICA AND THE CARIBBEAN:

If we look at Latin America and Caribbean countries, the diagnosis has many common points with the African situation. According to a document published in 1984 by CRESALC – the Regional Centre for Higher Education in Latin America and the Caribbean: “In the sphere of higher education in the region, a current of generalized opinion has developed in recent years which maintains that the universities of the Latin American and Caribbean countries do not respond to the region’s demands and needs. According to these diagnoses, the formation given in the universities is to a high degree out of step as regards the complex reality of the countries in the area and has made little contribution to the search for valid and lasting solutions to tackle the serious problems affecting these societies: poor cultural integration, growing economic deterioration, increasing technological dependency, permanent social and political conflicts, to mention only a few of them.” (CRESALC, 1984).

In January 1989, the International Conference on Education – organized by UNESCO and the International Bureau of Education in Geneva – dealt with post-secondary education. Sixteen countries from Latin America and the Caribbean replied to a questionnaire prepared by the organizers of the Conference. Some findings of the analysis of these replies are the following:

- In all those countries, one of the major trends during this period was an increase in the social demand of post-secondary education. This tendency concerns in particular the open systems (distance learning) and the non-traditional methods. The participation of women increased from 40% in 1978 to 49% in 1986.
- The economic crisis provoked a reduction in public expenses in the region and, as a consequence, fewer funds were provided for education. It also provoked a decrease in employment of graduates: under-employment and unemployment figures of graduates having grown considerably.
- Many students work during study periods and follow evening courses.
- There is a great reaction against the early specialization of studies. (Pinkasz, 1989).

Finally, the participants in a seminar organized by the World Bank in Brasilia, in 1988, stated that this region “is confronted with the paradox of an excessive number of university

graduates for available jobs and the lack of an adequately trained work force. As a result of rapid expansion, higher education absorbs about 23 percent of total public spending in education, approximately double the percentage of 20 years ago. Public resources for higher education cannot keep pace with the dramatic increase in the number of students. The result is deteriorating quality in public universities and frustration among graduates who cannot easily find a job according to their expectations". (World Bank, 1988).

ASIA AND THE PACIFIC

In Asia and the Pacific, the problems are not simple. About 63% of the world's population live there. Asia has the countries, with the largest populations in the world, such as China and India, alongside other countries in the Southern Pacific with a population of less than 20.000. There are rich countries such as Japan, Australia and New Zealand and countries which are among the poorest in the world. There are countries which have capitalist and socialist governments.

As a consequence, the diversity and variety of higher education systems are enormous. However, those responsible for higher education in the region share the view that it is an important issue at present and are concerned by the need to improve its quality.

Recently (October 1990), UNESCO organized a regional conference on "Perspectives and Main Trends and Issues facing Higher Educational in Asia and the Pacific". It was held in Armidale, Australia, and I was impressed by what I could observe at this meeting.

Practically all the countries of the region are seeking formulas to increase co-operation with the productive sector. One such solution seems to be privatization. However, privatization in countries like Thailand, Indonesia, Japan and others, apparently has not resulted in considerable improvement in quality. A distinction starts to be made between privatization and the need of utilizing private funds and expertise to improve the quality and efficiency of the institutions.

Many people are aware of the fact that, as in Africa and Latin America and the Caribbean, the adoption of western concepts and values and the relative neglect of Eastern philosophy and culture, has had a negative effect on the systems.

The use of new technologies is a fact in Asia, mainly in countries of the South Pacific, Australia, Japan, India, Thailand and China. But in spite of its importance in countries like Australia, only 10% of students are linked to the open system. The real impact is small and it will be important to see what effect the open systems do have on traditional universities in countries like Thailand. The Chinese experience in distance learning should be the object of a case study. A special satellite TV channel is used for teacher training and adult education all over China and in Nepal. However, the focus is on the humanities and the social sciences.

The phenomenon of the brain drain worries small states in the region. When students go to Australia or New Zealand, they have a tendency not to return to their countries of origin.

The contribution of higher education to the development of the whole system of education is seen mainly through the training of educators and the use of new technologies. There is a move to meet the needs of staff development and pedagogical training of teachers. Many universities in the region have created small staff development units and we foresee that this will become more important for innovation within the framework of the co-operation programme for higher education in the region.

Some observations showed that fast developing countries in the region like South Korea, Malaysia and Thailand, whose investment in the past in higher education was quite high, are now seeing the results of their policy with qualified researchers employed in university teaching and occupying key positions in the productive sectors.

There are also features, which, as stated by Professor Harmon at the Armidale meeting mentioned above, are shared not only across the region, but also with other regions of the world as well: "Each of the national systems faces considerable problems of rapid growth in student enrolments and pressures to provide increase numbers of graduates in fields related to labour market needs. There are also pressures to improve quality, and at the same time to broaden access. In India, for example, student enrolments in higher education increased from 170.000 to 441.076. Further, in each country of the region current levels of funding are judged to be barely adequate or inadequate, and there is pressure to identify new sources of funding. In each there is growing acceptance of the fact that governments alone are unlikely to be able to meet the future financial needs for higher education.

In many cases, maintenance of quality or improvements in quality have not been feasible at times of the most rapid expansion, and at the present time there exists a substantial unmet need for increased funds for recurrent expenditure. Unfortunately, in a number of countries of the region, it appears that the phenomenon of reduced public sector support for higher education has emerged even before a desired basic level of provision could be achieved in the higher education sector. Even though some of the countries of the region have achieved a reasonably high level of students participation in higher education, the need for further expansion and upgrading of provision in order to support economic and social development stands out as an issue of great importance within the region. Increased demand for student's places is likely to continue well into the future". (Harmon, 1990).

QUALITY AND RELEVANCE: The Key Issues

Everybody agrees that policy reforms for dealing with the matters raised earlier should seek in the first place to improve the quality and the pertinence of higher education systems. In a general way, the analysis of the evolution of higher education in the last two decades indicates that the two most remarkable trends of this level of education in all regions are: (a) quantitative: expansion, and (b): a perceived drop in academic quality, and the need to examine the effectiveness and efficiency of the system. Quantitative expansion is the object of studies by various institutions. The in-depth analysis of the accuracy of recriminations against the drop in the quality, efficiency and effectiveness of the phenomena. Certain indicators such as the high level of repeating classes in certain countries, the extension of time spent at universities by young people, the drop-out rates, and the unemployment of graduates incapable of incorporating

or adapting themselves to the world of work, indicate that the problem is serious and almost universal. In the last decade, a great number of countries of all continents have gone through an evaluation of their higher education systems and through reforms in higher education, or have shown interest in promoting changes in this field. What are the trends and prospects? When UNESCO was preparing its current Medium Term Plan, which covers the 1990-1995 period, a series of consultations was held to identify the main important issues for higher education in all regions of the world.

In synthesis, two groups of issues were identified:

- (I) the first one, relating to matters dealing mainly with relevance;
- (II) the second one relating to matters dealing with quality, both issues being, of course, interlinked.

Relevance concerns, for example, the role of higher education within societies, and deals with matters linked to democratization, to the world of work and to the responsibilities of higher education in relation to the whole systems of education. These are questions arising within and without the system of higher education.

Quality mainly concerns matters aimed at improving the efficiency of higher education in order to reach its objectives: innovation and reforms, planning and management of resources, etc. These are, let us say, international questions, conditions for inside efficiency for outside action.

These two issues were completed by a series of suggestions and proposals concerning mobility and strengthening of international cooperation on the field of higher education. These findings are not new. Maybe what is new is that more people and governments are aware of their importance.

We have noted that during the last ten years, in each session of the General Conference of UNESCO more importance has been given to higher education in the official statement of the representatives of governments of all the regions.

More recently, while facing the international economic crisis and the increased limitation of resources for social issues, some proposals were made at the international level likely to provoke, in developing countries, the abandoning of public financing of higher education. These statements had at least one positive result: the reaction was so strong that a counter-analysis confirmed first of all, that the developing countries need higher education to deal with the underdevelopment. It also showed the importance of higher education for the whole system of education.

While this debate was taking place, the International Conference on Education (at the International Bureau of Education in Geneva) discussed the diversification of post-secondary education in January 1989. On the first day of the conference, 17 out of 24 speakers made a reference to reforms in higher education in their countries: reforms recently made, reforms being

executed, reforms being prepared, and a proposal was made to UNESCO to elaborate a plan of action for developing countries. The same proposal was approved during the last session of the General Conference of UNESCO held in Paris during October-November 1989.

All these elements led UNESCO to decide to stimulate an international reflection on higher education issues at the global level. A series of regional studies and five regional meetings have been foreseen. The first one was held, as already mentioned, in October 1990 and concerned the Asia and the Pacific Region. The last one, to be held in March 1991, will be devoted to Latin America and the Caribbean countries. A big conference of NGOs and IGOs specialized or interested in higher education will discuss these questions in April 1991 in Paris, taking into account the results of the regional meetings. And finally at the end of 1991, a small sample of experts will prepare an international report on the subject, which should be helpful to all policy and decision makers in the field of higher education. The results of this reflection will also have a direct impact on UNESCO's programmes for higher education.

UNESCO'S PROGRAMME

Most of UNESCO's present programme already has direct links with higher education institutions or systems.

UNESCO's action concentrates on promoting regional and interregional co-operation in higher education, through its own regional centers and offices and by helping to launch various networks or consortium-type arrangements which are carried out under the responsibility of participating institutions or of higher education non-governmental organizations. A separate set of activities concern specialized training and support for self-sustained development in science, engineering and technology". (Chitoran, 1990).

In Africa, a Regional Advisory Committee on Higher Education in Africa was established in 1987. In the field of science a co-operative network (ANSTI – African network of Scientific and Technological Institutions) with the task of promoting training and research in the participating institutions, was established. Some 20 sub-networks have been established within ANSTI, linking scholars in selected subjects.

Staff training (through fellowships, seminars and workshops) as well as joint research projects and the publication of the African Journal of Science and Technology, with two series, one for engineering and one for basic sciences, are its main achievements. In addition to UNESCO funds, it is supported by UNDP and a number of international aid agencies and foundations.

A special programme for the countries of the Africa Region entitled "Priority: Africa" was adopted at the last (25th) Session of the Unesco General Conference held in Paris during October-November 1989. It includes a Special Programme for the Improvement of Higher Education in Africa, which is currently under consideration by UNDP. The Special Programme is being designed as a set of activities organized either in the form of projects or in the form of a sequential series, and implemented under a regional co-operation mechanism. By bringing modulated support to national, sub-regional and regional efforts, it seeks to encourage the pooling and joint utilization of the skills and capacities of the African institutions of higher education.

In Latin America and the Caribbean, UNESCO's action focuses on institutional development, technical assistance and the exchange of information. Support to networks like UNAMAZ (Association of Amazonian Universities), is part of this strategy.

In Asia and the Pacific with the support of UNDP, UNESCO launched a co-operative project network linking 68 universities in 18 countries, including the Pacific area. Since its inception in 1983, three consortia have been founded, dealing with innovation in higher education (including staff development and distance learning); policy, planning and management of higher education; and special research studies on higher education. And output of this co-operative project was the setting up of the Asian Association of Open Universities (AAOU) and the Regional Research Centre in Distance Education. The Asian Network for Physics Education and the African Network of Scientific and Technological Institutions are also the results of UNESCO's initiatives.

PLAN OF ACTION

Taking into account the already identified issues and trends in higher education, Unesco has decided to study the adoption of a plan of action meant to reinforce inter-university co-operation and academic mobility, with particular emphasis on support for higher education in the developing countries. The main goals of the Plan, whose acronym is "UNITWIN", are:

- to give a fresh impetus to twinning and other linking arrangements between higher education institutions in the industrially developed and developing countries;
- to help establish sub-regional, regional and inter-regional networks of higher education and research institutions;
- to develop – by agreement among institutions in the developing countries, and with concerted international support – centres for specialized studies and advanced research which would serve training and research needs across national frontiers. Such centres of excellence will be built through networks of twinned universities, having a system of UNESCO university chairs as their nucleus.

Some activities which are foreseen in this plan have already been initiated. That is the case with activities on higher education management and for the training of key university administrators in several regions. UNESCO's network for staff development in higher education for Latin America and the Caribbean (REDESLAC), will be reinforced and action is now directed in support of institutional and staff development in Africa as well, with the ultimate aim of setting up a similar network (or a number of interlocking sub-regional networks) in the region. Agreements for the establishment of several UNESCO chairs have already been signed.

A large-scale programme is aimed at supporting university and scientific libraries in the developing countries with books, periodicals and other materials to develop self-sustainable

capacities in book production and teaching/learning aids in the developing countries. Progress is also underway in designing distance higher education programmes.

During the period of 1992-1993, UNESCO will continue to support activities aimed at the improvement of systems and institutions of higher education and will develop activities stimulating the role of higher education in promoting education for all (experimental projects, research, teacher training).

Under UNESCO's aegis, six regional conventions on the recognition of studies and diplomas in higher education covering all regions of the world were adopted and now the Organization is preparing the draft of an international convention.

These are the main elements of UNESCO's action for the development of international co-operation in higher education. In executing this action, the Organization co-operates with a wide range of inter-governmental and non-governmental organizations. The principles for this action are included in its charter, but we would recall that in this co-operative action partnership is the key to strengthening the links between the world academic community. The final goal of course is to improve the quality and relevance of higher education institutions and systems in favour of the communities of all Member States in the Organization.

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DOCUMENTO NÚMERO 2

“Autonomie des universités et libertés académiques” - table ronde avec les présidents d’universités françaises organisée par la Commission Française pour l’UNESCO – UNESCO- 15 avril 1992;

AUTONOMIE DES UNIVERSITÉS ET LIBERTÉS ACADÉMIQUES

Table Ronde avec les Présidents d'Universités Françaises
organisée par la Commission Française pour l'UNESCO

Marco Antonio R. Dias
Directeur de la Division de l'Enseignement Supérieur
et de la Recherche

15 avril 1992

Un ancien Ministre de l'Education du Brésil, par ailleurs professeur universitaire, Roberto Lyra, avait l'habitude de dire: "université rime avec liberté".

Tout le monde est d'accord pour dire que sans liberté, une université perd son âme et devient une caricature. Dans ce cadre, le Directeur Général de L'UNESCO, par exemple, dit toujours que la "liberté intellectuelle n'a pas de limites. Elle est irrestrictive".

En effet, depuis le début de l'existence des universités, au Moyen-âge, jusqu'à nos jours, liberté et autonomie font partie du concept de l'université. Celle-ci doit pouvoir prendre son destin en main, organiser sa gestion, administrer ses ressources, être libre d'entreprendre ses recherches et d'organiser son enseignement.

L'idée d'autonomie implique donc plusieurs éléments:

liberté de recherche,
liberté d'enseignement,
pouvoir d'autogestion.

Cependant, nous ne sommes plus au Moyen-âge. La société n'est plus organisée en corporations, la vie sociale est devenue plus complexe, et l'idée d'une autonomie synonyme de souveraineté, de pouvoir sans restriction, de refus de rendre compte de ses actes à la société, est de plus en plus contestée.

Où trouver l'équilibre? Où se situer dans la nécessité d'intégrer des idées parfois apparemment antagonistes dans la pratique, celles de liberté, d'un côté, de responsabilité envers la société, de l'autre?

Une constatation s'impose dans le monde entier. Depuis la fin des années 60, sont très nombreux les Etats qui garantissent l'autonomie universitaire soit à travers une loi spécifique, soit même à travers leur constitution. C'est une tendance universelle.

Je viens d'une région, l'Amérique latine, où l'autonomie est devenue un mythe. Consacrée par la réforme universitaire lancée à Cordoba en 1918 (un autre mythe latino-américain), elle a transformé les universités, assez souvent, en un territoire unique de réaction contre les régimes

autoritaires. On a vu récemment, des enseignants et des étudiants d'un pays d'Amérique centrale s'opposer à l'invasion de leur université par l'armée et continuer à se réunir, en cours et en classes, en dehors de l'enceinte de l'université, pour maintenir un enseignement sans contrôle.

Mais, on a observé également dans cette même région, que parmi les premières mesures des régimes autoritaires implantés, figurent la censure de la presse et les atteintes directes ou indirectes à l'autonomie universitaire. Les régimes dictatoriaux ne pouvant pas tolérer la liberté, ne peuvent donc pas se permettre d'admettre l'autonomie, qui assure l'indépendance des esprits dans les universités. La loi brésilienne prétendait assurer l'autonomie des universités au temps du régime militaire, cependant cela n'a pas empêché de voir mon université -l'Université de Brasilia- où j'ai été Vice-recteur de 1976 à 1980, envahie et occupée par les militaires, ses laboratoires abimés, des enseignants menacés, des étudiants poursuivis et ensuite expulsés par des pressions extérieures.

Il est vrai cependant que d'après bon nombre d'analystes, une mauvaise interprétation de l'idée de l'autonomie avait provoqué des abus évidents dans plusieurs pays. Mention est faite à cet égard, d'enseignants qui n'acceptent aucun contrôle sur la qualité de leurs prestations et qui cherchent à préserver des avantages comme les contrats permanents, les doubles retraites intégrales pour des services rendus dans les mêmes institutions --indicateurs de privilèges non justifiés, d'un corporatisme excessif dans des sociétés où, assez souvent, une grande partie de la population n'a même pas les conditions minimales d'une vie digne.

En matière d'autonomie, où en est-on en France? C'est à vous de juger. En tant qu'observateur privilégié -j'y ai fait une partie de mes études et j'ai été membre -comme personnalité extérieure représentant l'UNESCO- du Conseil d'administration de deux universités de la région parisienne- je considère que rares sont les pays dans le monde actuel où l'autonomie académique, où la liberté d'esprit est autant sauvegardée. D'autre part, vous avez mis en place un système original d'évaluation, dont les résultats pourront commencer à apparaître lorsque toutes les universités auront fait l'objet d'une évaluation au moins une fois.

En ce qui concerne l'autonomie de gestion, l'autogouvernement, malgré les progrès de la politique contractuelle, je comprends l'impatience des présidents d'universités devant certaines circulaires administratives, et j'ai vu les difficultés des présidents pour lancer de nouveaux programmes, pour engager du personnel d'appui ou même des enseignants. J'ai pu également

constater combien est lourd le poids de la tradition privilégiant les diplômes nationaux, bref des réalités qui font partie de votre vie de chaque jour.

Je préfère donc me référer à des spécialistes français, Laurent Schwartz, par exemple, dans la préface au rapport du Comité national d'évaluation "Où va l'université?" publié par Gallimard, en 1987, a déclaré, avec beaucoup de réalisme:

"Tout le monde parle de l'autonomie, mais rien n'est vraiment fait car les universités n'ont pas d'autonomie financière ni même gestionnaire; il est indispensable qu'elles l'acquière, au moins peu à peu, avec un contrôle seulement à posteriori, ce qui n'est pas le cas dans la pratique. Les programmes doivent être diversifiés, les diplômes doivent être diversifiés, les ressources doivent être diversifiées, les recrutements d'étudiants et d'enseignants doivent être diversifiés. L'autonomie, dans notre pays hypercentralisé, ne peut être que progressive, on n'y parviendra que par étapes, avec des essais et des erreurs. L'autonomie suppose la responsabilité, un gouvernement fort des universités (ce qui est difficile avec les conseils actuels), et de nombreuses évaluations accompagnées de sanctions positives ou négatives. La compétition nationale et internationale est la meilleure régulation de l'autonomie".

Plus dur dans sa formulation, Paul Leroy, ancien Vice-président de la CRE, est très sévère dans son analyse. Si on accepte la déclaration de Guy Neave, selon laquelle "l'autonomie,...c'est le pouvoir de choisir qui enseigne quoi à qui et comment", l'autonomie n'est pas une réalité visible en France. Tout en reprenant cette formule, Paul Leroy (CRE-Information no. 58 - 1982- pages 33 et 34-France: autonomie, modes et réalité) signale:

Qui: En France, sans la moindre ambiguïté, l'Etat a la maîtrise de la distribution des postes d'enseignants entre les divers établissements pour autant toutefois qu'ils ne soient pas encore occupés ou qu'ils aient cessé de l'être...

A qui: Le pouvoir de l'institution universitaire est en ce domaine inexistant: les universités sont tenues au niveau du premier cycle d'accueillir les titulaires du baccalauréat; au niveau des seconds cycles spécialisés, d'accueillir les titulaires du Diplôme d'Etudes Universitaires Générales de la mention correspondante...

Quoi: Avec le système en vigueur de diplômes nationaux auxquels préparent les différentes universités, l'Etat dispose de l'orientation générale des programmes comme il fixe, dans leurs grandes lignes, les modalités de contrôle des connaissances ...

Comment: A l'inverse des activités de formation continue et de recherche susceptibles au moins dans certains cas de faire l'objet de contrats, l'activité d'enseignement initial est totalement conditionnée par un financement accordé par lui même...

Il faut cependant ajouter qu'il n'y a pas de raison pour faire preuve de pessimisme. Ces affirmations ont été prononcées en 1982, et Paul Leroy n'a pas oublié d'ajouter que "l'autonomie en vérité n'est jamais concédée; elle se gagne, se conquiert éventuellement dans l'affrontement"...

Par ailleurs, les événements en Europe de l'Est et en Europe Centrale dans les dernières années ne pouvaient pas ne pas avoir d'implications dans la vie des universités et un grand mouvement s'est instauré pour affirmer la nécessité des libertés académiques et de l'autonomie universitaire.

Ce mouvement a fait que l'UNESCO a accepté avec enthousiasme la proposition des universitaires roumains soutenus par les autorités de leur pays d'organiser à Sinaï, en Roumanie, du 5 au 7 mai prochains, une conférence internationale sur "les libertés académiques et l'autonomie universitaire" avec la participation active du Conseil de l'Europe et de la Conférence Permanente des Recteurs, Présidents et Vice-Chanceliers de l'Europe, la CRE. Cette conférence réunira comme acteurs principaux: les recteurs, des responsables au niveau politique, des représentants d'organismes intermédiaires, des représentants d'ONG et d'institutions gouvernementales internationales.

Sans préjuger des résultats de cette réunion, je dirais qu'elle est de nature à permettre:

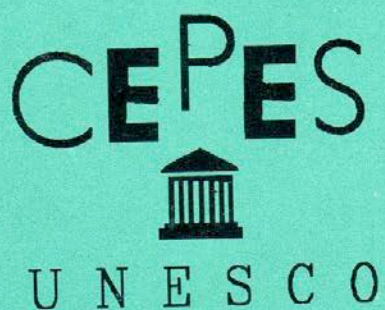
1. Une révision de la situation et des défis de l'enseignement supérieur à l'époque actuelle en Europe en transition et surtout en Europe de l'Est et en Europe Centrale de façon à éviter que l'enseignement supérieur concoure à une Europe à deux vitesses, où à l'exemple du monde dans sa totalité, un centre fort est entouré d'une périphérie assaillie de problèmes de tous ordres.

2. Attirer l'attention sur l'importance des libertés académiques, sans oublier la nécessité de maintenir des principes éthiques pour l'action des établissements d'enseignement supérieur. La liberté doit servir la société. Il faut éviter de copier des modèles, surtout ceux qui pourraient rendre ces institutions dépendantes de groupes, de minorités politiques, idéologiques ou commerciales. Cette réunion pourra servir pour lancer, par exemple, des projets qui visent à créer des mécanismes d'évaluation et des systèmes d'"accréditation", pour permettre la recherche de l'équilibre.
3. Discuter de la faisabilité d'un instrument normatif international sur le statut et la condition du personnel enseignant du supérieur.
4. Servir à repenser la coopération internationale dans le domaine de l'enseignement supérieur en Europe. Les Etats européens pourront recueillir des éléments pour juger de la nécessité de mieux coordonner l'action de plusieurs organisations internationales -y compris le CEPES- et de mieux juger de la nécessité de renforcer leurs systèmes d'enseignement supérieur. Les universités, de leur côté, pourront analyser comment améliorer leur coopération à travers notamment la création et le renforcement de réseaux, comme prévu ou suggéré dans divers programmes, notamment UNITWIN.

DOCUMENTO NÚMERO 3

“Les libertes académiques et l’autonomie universitaire” - Publicado in “Academic Freedom and University Autonomy”- Papers on Higher Education (édition spéciale- 1993)- CEPES – European Centre for Higher Education- pgs. 299 a 308- Discurso de encerramento da Conferência internacional sobre as liberdades acadêmicas e a autonomia universitária – Sinaia (România) 7 de maio de 1992. Publicado também no Brasil, no original francês, pela revista Educação Brasileira, do Conselho de Reitores das Universidades Brasileiras- volume 14- número 29- julho/dezembro de 1992 – pgs 187 a 199

PAPERS ON HIGHER EDUCATION



ACADEMIC FREEDOM
AND
UNIVERSITY AUTONOMY

Proceedings of the International Conference
5 - 7 May 1992, Sinaia, Romania

1992

Following the approval of the reports of the working groups, Professor Dias delivered the closing address of the Conference. He began by stressing that the conference had been a very great success as proved by the high level of the papers which were presented, by the richness of the debates which took place in the working groups, by the large representation of almost all the European countries along with North America (Canada and the USA), and by the interest shown by international governmental and non-governmental organizations. Professor Dias particularly commended the efforts made by the Romanian authorities to ensure the success of the conference.

Professor Dias continued by emphasizing the ways in which the Sinaia Conference had underlined the importance of the twin concepts of academic freedom (the freedom to teach and to undertake research regardless of whether or not the results offend established orthodoxies) and of university autonomy (a concept which includes various conceptions of institutional freedom and the right to raise funds autonomously and to practice academic freedom). Professor Dias evoked the words of an earlier speaker, Professor Justin Thorens, particularly his recommendation that oscillations, back and forth, from authoritarianism to anarchy be avoided, a sure path between these extremes being preferred. The university must not forget that the justification for its autonomy can only exist within its mission which itself is linked to its social utility.

Professor Dias reminded the participants that the Sinaia Conference was organized along with a series of meetings and studies which UNESCO has been promoting over the last two years on tendencies in and challenges to contemporary higher education on the eve of the 21st century. Currently UNESCO is preparing a major written synthesis on these questions. It is also preparing a study on the possibility of elaborating an international instrument on the status of teaching personnel. Professor Dias additionally described the inception and the current realizations of the UNITWIN and UNESCO Chairs schemes of UNESCO. The former is intended to support the latter in giving new impulsions to the twinning of universities, particularly in north-south and east-west directions, in supporting existing inter-regional networks and supporting the creation of new ones, and in creating or reinforcing centres for research and specialized studies through their involvement in the UNESCO Chairs scheme. Some 40

north-south projects are now in operation. As a support to democracy and liberty in education, UNESCO is preparing to hold a major conference in Tunis in December 1992 on "Education for Democracy". It will address the questions of academic freedom and university autonomy.

The participants were cautioned against certain trends considered dangerous for the future of higher education, particularly a tendency on the part of the public authorities in many of the member countries of the region to relinquish responsibility for higher education to a greater or lesser extent through sometimes excessive privatization and/or its partitioning into excessively small units.

Professor Dias praised the role of CEPES over the twenty years of its existence particularly expressing his appreciation to the Romanian local staff, of which two members have served at CEPES since its founding, and thanking the Center for its efforts in preparing the Sinaia Conference. He also described the recommendations which were going to be made to the Executive Board of Unesco in its May, 1992, meeting, that CEPES be reinforced and be converted into an inter-agency center for higher education in Europe to which would be added certain worldwide responsibilities. Thus CEPES, which is called upon to collaborate closely with the UNIT-WIN and the UNESCO Chairs schemes will play a major role in higher education in the world. Evoking the celebration by UNESCO of the 500th anniversary of the "encounter of civilizations", Professor Dias concluded his address with a quotation taken from a declaration made by a former Brazilian Minister of Education: 'University rhymes with liberty'.

Les Libertés Académiques et L'Autonomie Universitaire

Marco Antonio R. DIAS

Section IV

Closing Address

On behalf of Mr. Mayor, Director-General of UNESCO, the Rio de Janeiro Conference are congratulated for its success. The conference has achieved the consensus of the participants on the necessity of asserting the social role of the university (Group III) and of designing public higher education policies in order to train experts and researchers and to ensure national independence; on the rejection of a two-speed Europe and of indiscriminate copying of models; and on the need for independent evaluation and accreditation systems meant to aid rather than to punish. There is also a call for international co-operation, such as that ensured by UNITWIN, as well as a guarantee of the status of the university teaching staff. The Draft of the Sinaia Statement reinforces the fundamental principle of academic autonomy and freedom, and asks for "an international instrument for the protection and promotion of these values".

Introduction

En réaffirmant et en revitalisant les principes de l'autonomie universitaire et des libertés académiques, attirant en même temps l'attention sur le fait que l'autonomie de l'université ne peut reposer qu'en fonction de son utilité sociale, la conférence de Sinaia a atteint ses objectifs, est entrée dans l'histoire des universités européennes, et ses conclusions constitueront un point de référence pour tous ceux qui s'intéressent à l'autonomie et aux libertés académiques.

Votre conférence a été un succès. Le haut niveau des contributions des orateurs en plénière, la richesse des débats dans les groupes de travail, la participation de représentants de la quasi-totalité des pays européens, et également d'Amérique du Nord (Canada et les États-Unis avec leurs institutions tampons), l'intérêt des représentants d'organismes internationaux, soit gouvernementaux comme le Conseil de l'Europe, et non gouvernementaux comme la Conférence permanente des recteurs, les présidents et des vice-chanciers des universités européennes (CRE), l'Association internationale des universités (AIU), la Fédération internationale

**Organisation des Nations Unies
pour l'Education, la Science et la Culture**

Conférence internationale sur les libertés académiques
et l'autonomie universitaire

Allocution de clôture de **Marco Antonio R. Dias**
Directeur de la Division de l'enseignement supérieur
et de la recherche

Sinaia (Roumanie), 7 mai 1992

Avant-Propos

Monsieur Federico Mayor, Directeur général de l'UNESCO, ainsi que Monsieur Colin N. Power, Sous-Directeur général pour l'Education, ont dû quitter Sinaia avant la fin de cette conférence afin de rencontrer, à Paris, le Directeur exécutif de l'UNICEF et poursuivre une action commune en vue du suivi de la Conférence de Jomtien et du renforcement de l'éducation de base. C'est donc au nom du Directeur général et également du Sous-Directeur général pour l'éducation et de mes collègues du Secrétariat présents à cette conférence, que je prends la parole.

Votre conférence a été un succès. Le haut niveau des contributions des orateurs en plénière, la richesse des débats dans les groupes de travail, la participation de représentants de la quasi-totalité des pays européens, et également d'Amérique du Nord (Canada et Etats-Unis avec plusieurs institutions tampons), l'intérêt de représentants d'organismes internationaux, soit gouvernementaux comme le Conseil de l'Europe, soit non-gouvernementaux comme la CRE, l'AIU, la FISE, la CMOPE, en sont une preuve.

La Roumanie a fait un effort extraordinaire pour assurer le succès de son initiative. Les objectifs visés ont été atteints et, au nom du Directeur général de l'UNESCO, je vous remercie tous des efforts entrepris et je vous félicite pour les travaux accomplis.

I - Introduction

"La coopération devient donc nécessaire. Nous vivons un temps où l'on peut se permettre de rêver. Il est vrai que le génocide de peuples entiers subsiste et que la communauté internationale est impuissante à mettre fin à des procédés qui portent atteinte aux droits des individus et aux droits des peuples. Mais nous voyons de tous côtés des signes d'ouverture, des dictatures qui tombent en Amérique latine, des ouvertures qui ont lieu à l'est et à l'ouest, des accords au sommet, mais aussi à des niveaux régionaux ou même nationaux. C'est donc un moment propice pour penser à la reconstruction, à l'édification collective d'un monde meilleur, à l'établissement d'une paix basée sur la solidarité humaine et non sur la terreur!".

J'ai demandé ensuite aux membres du Comité présents presque tous à Bucarest, si cela était un rêve, ce qui n'a pas empêché certains membres du Comité de considérer qu'il s'agissait plutôt d'une provocation envers les autorités roumaines de l'époque, présentes ou représentées au CEPES au moment En réaffirmant et en revitalisant les principes de l'autonomie universitaire et des libertés académiques, attirant en même temps l'attention sur le fait que l'autonomie de l'université ne peut reposer qu'en fonction de son utilité sociale, la Conférence de Sinaia a atteint ses objectifs, est entrée dans l'histoire des universités européennes, et ses conclusions deviendront un point de référence pour tous ceux qui s'intéressent à l'autonomie et aux libertés académiques.

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plusieurs institutions tampons), l'intérêt de représentants d'organismes internationaux, soit gouvernementaux comme le Conseil de l'Europe, soit non-gouvernementaux comme la CRE, l'AIU, la FISE, la CMOPE, en sont une preuve.

Au nom de M. Federico Mayor, Directeur général de l'UNESCO, je vous remercie tous de votre participation et, en particulier, les organisateurs de la Conférence, les représentants du Gouvernement et des universités roumaines, ainsi que le personnel du Centre européen pour l'enseignement supérieur (CEPES).

Monsieur le Président de la Conférence et de la Conférence des Recteurs Roumains,
Monsieur le Ministre de l'Education de la Roumanie, chargé de l'enseignement supérieur,
Monsieur le Secrétaire général de la Commission de la Roumanie pour l'UNESCO,
Mesdames, Messieurs,

Ce n'est pas la première fois que je prends la parole, en Roumanie, au nom du Directeur général de l'UNESCO. En septembre 1988, j'ai eu l'honneur de le représenter à la XIVe session du Comité consultatif du Centre européen pour l'enseignement supérieur (CEPES) qui a eu lieu à Bucarest. A l'ouverture de cette session, après avoir signalé que dans un temps où les problèmes sont globaux, leur solution ne peut être trouvée au niveau des pays isolés, j'ai ajouté:

de cette cérémonie.

C'était, sans aucun doute, un rêve. En septembre 1988, qui aurait pu imaginer la chute du Mur de Berlin en novembre 1989, ou les bouleversements en Roumanie un mois plus tard, en décembre 1989? Une partie au moins du rêve devenait réalité. Des conférences comme celles d'aujourd'hui sont de nature à permettre que le rêve tout entier devienne réalité.

Qui peut donc s'étonner que l'UNESCO, pour fêter le 20e anniversaire du CEPES, accepte de promouvoir une conférence internationale sur les libertés académiques et l'autonomie universitaire? L'impact des événements en Europe de l'est et en Europe centrale sur les universités a, en effet, mené le Directeur général de l'UNESCO, en 1990, à répondre positivement, et avec enthousiasme, à la proposition de la Commission nationale de la Roumanie pour l'UNESCO et de la Conférence des Recteurs roumains d'organiser cette conférence à laquelle se sont associés le Conseil de l'Europe et la CRE, à qui une fois de plus l'UNESCO présente ses remerciements.

J'insiste sur le fait que la Conférence de Sinaia deviendra sans aucun doute un point de référence dans la vie et l'histoire des universités en Europe, et ses conclusions constitueront la base de réflexions ultérieures. Déjà dans le cadre de sa préparation, la Commission française pour l'UNESCO avait organisé une table ronde, à Paris, le 15 avril 1992, avec des Présidents d'universités françaises, sous la présidence de M. Jean Sirinelli, Président de la Commission, membre du Comité national d'évaluation des établissements publics à caractère scientifique, culturel et professionnel de la France.

A cette occasion, certains objectifs ont été identifiés comme liés à votre initiative d'organiser une conférence à Sinaia. Ont-ils été atteints? Essayons de les voir ensemble.

Liberté - Autonomie - Responsabilité

La Conférence de Sinaia attire l'attention sur l'importance des concepts jumelés de libertés académiques (la liberté d'enseigner et de faire des recherches) et de l'autonomie (pouvoir d'auto-gestion mais qui pour beaucoup doit nécessairement impliquer les libertés académiques elles-mêmes). Mais en évitant de passer d'un radicalisme à l'autre, de l'autoritarisme à l'anarchie, la Conférence rappelle, comme l'a fait par exemple le Professeur Justin Thorens, que "la justification de l'autonomie ne peut reposer que dans la mission de l'université, c'est-à-dire son rôle dans et pour la société, car l'université, il faut le dire avec force même si cela va de soi, n'existe pas pour elle-même, mais en fonction de son utilité sociale".

Par ailleurs, c'est sur ce thème et en s'inspirant du discours d'ouverture de M. Federico Mayor, que le Groupe III est arrivé à ces mêmes conclusions. Là un consensus s'est nettement dégagé. Il était impressionnant de noter comment, sur ce sujet, des propos similaires ont été formulés à la séance d'ouverture de la Conférence par tous les orateurs: le Pr M. Golu (Ministre de l'Education et de la science de la Roumanie), le Pr H. Van Grnkel (au nom du Pr Seidl), M. Stobart (Conseil de l'Europe), le Pr Constantinescu (Conférence des Recteurs de Roumanie), le Pr Thorens (Comité consultatif du CEPES), le Pr R. de Moor (Université de Tilburg).

Tendances et défis

Cela est d'autant plus important, permettez-moi de le signaler, que la Conférence de Sinaia est organisée à la suite d'une série de réunions et études qui ont été promues par l'UNESCO au cours des deux dernières années dans toutes les régions du monde sur les tendances et les défis de l'enseignement supérieur à la veille d'un nouveau millénaire.

L'UNESCO prépare, en ce moment, un document de synthèse sur ces questions, et le Directeur général, après consultation d'un groupe réduit d'experts, a l'intention de fournir aux Etats membres de l'Organisation des indications, un cadre de référence, pour l'action des établissements d'enseignement supérieur face aux problèmes et défis d'un monde en changement.

Il serait prématuré d'avancer l'ensemble des conclusions de ce groupe. Retenons, pour l'instant, le fait que les experts réunis par l'UNESCO, ont rejeté dans leur grande majorité la conception confondant libéralisation avec absence totale de politiques publiques et, notamment de politiques sociales.

En particulier le désaisissement des Etats de leurs responsabilités face à l'enseignement supérieur, la privatisation à outrance qui devient synonyme de commercialisation de l'enseignement, la tendance à morceler le système éducatif, voilà des déviations, des risques réels ressortant des réflexions et qui ont été signalés par plusieurs participants à cette conférence de Sinaia et qui exigent une action corrective de tous ceux qui ont des responsabilités dans ce domaine.

Le système éducatif constitue un ensemble. Tous les pays ont besoin d'un enseignement de base solide. Toutefois, ils ne doivent pas laisser de côté l'enseignement secondaire, ni l'enseignement supérieur, celui-ci assurant la formation d'administrateurs, de cadres, d'experts et des chercheurs nécessaires au développement. Sans un bon système d'enseignement supérieur, il est impossible d'assurer la qualité de l'enseignement primaire et de l'enseignement secondaire. Actuellement, dans la majeure partie des pays, c'est dans les universités ou établissements équivalents que la formation des maîtres est assurée, c'est là notamment qu'est promue la recherche éducative essentielle pour la prise des décisions des responsables des politiques éducatives. L'enseignement supérieur, de plus, assure la formation des cadres, des experts et des chercheurs nécessaires au développement et à l'indépendance des nations.

La Conférence de Sinaia a également fourni des éléments qui pourront permettre, de façon plus objective, une révision de la situation et des défis de l'enseignement supérieur à l'époque actuelle en Europe en transition, et surtout en Europe de l'est et en Europe centrale.

Il est rassurant d'observer que la communauté universitaire n'accepte pas l'idée d'une Europe à deux vitesses, où à l'exemple du monde dans sa totalité ou de certains pays, un centre fort est entouré d'une périphérie assaillie de problèmes de tous ordres.

Dans les débats des groupes, à plusieurs reprises, des participants se sont référés à la question de l'adoption de nouveaux modèles pour les universités des pays récemment libérés d'une longue phase d'autoritarisme.

L'expérience montre qu'il faut absolument éviter de copier des modèles, surtout ceux qui pourraient rendre des universités dépendantes de groupes, de minorités politiques, idéologiques ou commerciales.

L'UNESCO prépare une série de documents sur les politiques de l'enseignement supérieur pour traiter de questions spécifiques (éducation permanente, financement, gestion etc.), dont le développement récent des universités communautaires, dans plusieurs parties du monde, qui tout en étant libres et indépendantes du pouvoir politique, trouvent leur légitimité dans un concept qui doit les empêcher d'être l'enjeu des groupes commerciaux, politiques ou financiers.

Le fait qu'un des groupes de travail de la Conférence de Sinaia attire l'attention sur la nécessité de suivre l'évolution de l'organisation de nouveaux types d'institutions ne fait que renforcer cette approche.

Qualité et Pertinence

Les réunions régionales organisées par l'UNESCO ont montré que, partout dans le monde, pour répondre aux nouveaux besoins de la société, les universités doivent se préoccuper des défis liés à la qualité de leurs produits (l'enseignement et la recherche) et à la pertinence (rôle envers la société).

Ce concept implique l'ouverture de l'université, la faisant répondre aux besoins sociaux et renouvelant le dialogue avec la société dans son ensemble. Cela signifie l'établissement de connections avec différents groupes sociaux et une liaison indépendante mais solide avec le secteur productif, le secteur des services, les organes gouvernementaux. La diversification de l'enseignement, l'utilisation de nouvelles technologies de la communication et de l'information, et des accords de jumelage au niveau national et international s'imposent pour assurer également une forme d'éducation permanente dont pourront bénéficier les membres de la société tout au long de leur vie.

Pour atteindre et pour assurer ces objectifs dans un monde compétitif, mais aussi pour justifier les ressources reçues de la société, les universités doivent chercher à mettre en service des systèmes indépendants d'évaluation, adaptés à la condition de chaque pays. L'évaluation ne doit pas être punitive, ni viser le contrôle des universités. Aider plutôt que sanctionner, correspond au point de vue de l'UNESCO dans ce domaine, ce qui signifie une action conjointe des gouvernements et des communautés académiques ainsi que de la société dans son ensemble.

C'est dans cet esprit que l'UNESCO a appuyé dès leur création des projets comme COLUMBUS, lancé par la CRE, et réunissant, sous forme de réseau, des universités européennes et latino-américaines. La nécessité des systèmes d'évaluation avec des objectifs établis par les universités elles-mêmes a fait l'objet de débats en profondeur au sein du Groupe II de la Conférence de Sinaia.

L'UNESCO souhaite accorder une priorité à ces questions dans son programme. Le CEPES avec ses projets dans le domaine de l'échange d'informations, d'évaluation des systèmes et d'identification des systèmes d'"accréditation", a un grand rôle à jouer pour l'accomplissement de ces tâches.

Nouveaux rôles du CEPES

Ceci nous amène à un autre objectif atteint par la Conférence de Sinaia, qui a jeté les bases pour repenser la coopération internationale dans le domaine de l'enseignement supérieur en Europe. Les paroles de M. Maitland Stobart, Directeur adjoint pour l'éducation, la culture et le sport au Conseil de l'Europe, ont été, à ce propos, très stimulantes. Il semble évident que les Etats européens doivent décider d'une meilleure coordination et intégration de plusieurs organisations internationales dans le domaine de l'enseignement supérieur. A ce propos, je souligne que le Conseil exécutif de l'UNESCO se réunit à Paris avant la fin de ce mois pour examiner, entre autres, les propositions du Directeur général sur le renforcement du CEPES et sur l'orientation de son futur programme.

Ce Centre a accompli un rôle important dans la coopération interuniversitaire dans des conditions difficiles et je souhaite, à présent, rendre un hommage à tous ceux qui ont contribué à cette performance, en particulier ses Directeurs et ses fonctionnaires internationaux et locaux. La Roumanie sert l'UNESCO et la communauté universitaire européenne par le soutien matériel et financier qu'elle donne au CEPES. Cependant, c'est surtout à travers un personnel local qualifié que le Centre a pu et peut faire face à ses défis. Un hommage spécial doit être rendu à Mme Corina Pârlea et à M. Nicolae Fratila qui travaillent au CEPES depuis sa création il y a 20 ans, et qui ont fait du Centre le sens de leur vie. En leur rendant cet hommage, je pense à tous les fonctionnaires locaux qu'ils représentent et dont la compétence et le dévouement sont essentiels à l'existence même du CEPES, comme viennent de le souligner les membres du Comité consultatif du Centre.

Les propositions du Directeur général visent à consolider le CEPES pour en faire un Centre européen pour l'enseignement supérieur renforcé, qui pourra jouer un rôle interinstitutionnel de promotion de la coopération dans le domaine de l'enseignement supérieur.

La coopération en Europe, dans l'axe est-ouest, serait privilégiée, mais le Centre, en ce qui concerne la recherche et la documentation, pourra également, comme le CRESALC, servir la coopération entre les diverses régions du monde. L'objectif ultime serait de faire du CEPES un centre interorganisations de coopération européenne dans le domaine de l'enseignement supérieur, ce qui impliquera la transformation du Comité consultatif en Conseil de direction, suivant le modèle de l'Institut de planification de l'éducation à Paris.

D'autres organismes pourront participer aux activités du CEPES qui sera appelé à renforcer ses réseaux, notamment celui des Correspondants de liaison. Le système de communication qui est en train d'être mis en place par le projet UNICOM, élaboré grâce à l'aide généreuse du gouvernement néerlandais, facilitera l'accomplissement de cette tâche. Par ailleurs, l'action du CEPES devra s'élargir dans la création et le renforcement des réseaux et des actions visant à soutenir la coopération est-ouest. Les initiatives réussies dans ce domaine en Roumanie

qui ont été mentionnées par la Président de la Conférence des recteurs de la Roumanie, le Recteur Constantinescu, sont de nature à montrer le chemin à suivre.

Dans ses conclusions, le Groupe III, à Sinaia, a insisté sur le renforcement de la coopération est-ouest. C'est l'une des priorités du CEPES qui doit travailler dans le cadre du programme UNITWIN en étroite coopération avec des organisations internationales, gouvernementales ou non-gouvernementales, en particulier avec le Conseil de l'Europe et de la CRE. Le cadre de ces actions se trouve notamment dans le projet UNITWIN, associé au Programme des chaires UNESCO, approuvé par la dernière session de la Conférence générale en novembre 1991, à Paris.

Les trois principaux objectifs du projet UNITWIN sont les suivants:

- donner une impulsion nouvelle aux accords de jumelage entre les établissements d'enseignement supérieur dans les axes nord-sud, est-ouest, sud-sud, et aider à élaborer des cadres de référence pour ces accords;
- aider à renforcer les réseaux existants de coopération sous-régionale, régionale et interrégionale entre institutions d'enseignement supérieur et de recherche, et de créer de nouveaux réseaux partout où le besoin se fait sentir;
- créer ou renforcer des centres d'études spécialisés et de recherche avancée au moyen d'accords institutionnels entre universités et avec un soutien international. Ces centres seront
- axés autour d'un système de chaires UNESCO et fonctionneront par l'intermédiaire de réseaux universitaires jumelés.

Je signale qu'à présent plus de quarante projets, surtout dans l'axe nord-sud, sud-nord, deviennent opérationnels.

Statut du personnel enseignant

Il semble impossible de parler de libertés académiques sans se référer au statut et à la condition du personnel enseignant du supérieur. L'UNESCO a promu, depuis plusieurs années, la création et le développement de réseaux s'occupant de la formation du personnel enseignant du supérieur. A présent, grâce à la collaboration de la Commission canadienne pour l'UNESCO, un document de base sur ce sujet a été préparé par un consultant, M. Ramzi Salamé, professeur à l'Université Laval, au Québec. Une Table ronde, dans le cadre de la Conférence de Sinaia, a examiné ce document et ses participants ont proposé que l'UNESCO poursuive son action dans ce domaine. Cela se fera et, après consultation avec le Bureau international du travail, le Secrétariat de l'UNESCO présentera à sa Conférence générale de 1993 une étude sur l'opportunité d'adopter un instrument juridique dans ce domaine.

Par ailleurs, il est intéressant de noter qu'il ressort d'une enquête récente effectuée par la Commission roumaine pour l'UNESCO auprès d'un échantillonnage représentatif des étudiants universitaires roumains que les deux décisions les plus urgentes à prendre en Roumanie dans le domaine de l'enseignement supérieur seraient pour les étudiants l'adoption d'une loi pour l'éducation et le statut du personnel enseignant. C'est une indication de l'importance du problème.

Monsieur le Président,
Monsieur le Ministre,
Messieurs et Mesdames les Participants à la Conférence,

Démocratie et Liberté

L'effort pour assurer l'autonomie des universités n'a de sens que dans le cadre de la consolidation d'une société plus libre et plus démocratique. La démocratie est le résultat d'un effort collectif et son exercice n'est pas aisé. Un changement de gouvernement, voire même de régime, ne suffit pas pour transformer les rapports entre groupes et individus. La démocratie s'apprend et cela exige un effort, demande du temps, les habitudes autoritaires ayant tendance à s'incruster et à demeurer.

L'UNESCO est consciente de cela et, en conséquence, plusieurs actions sont prévues dans son programme actuel pour renforcer l'esprit et la culture démocratiques capables de stimuler la communauté internationale pour instaurer un nouvel ordre mondial basé sur les principes de la Charte des Nations Unies et résoudre les problèmes mondiaux tels que le désarmement, la persistance de la pauvreté généralisée, la détérioration de l'environnement et la prolifération des fléaux sociaux comme le trafic de la drogue et la criminalité.

En décembre prochain, une conférence internationale aura lieu en Tunisie, sur le thème "Education pour la démocratie". Une fois de plus, dans un contexte élargi, la question de l'autonomie et des libertés académiques sera sur la sellette et, évidemment les conclusions de la Conférence de Sinaia feront partie des documents de référence de la Conférence.

Dans le Projet de Déclaration de Sinaia (Sinaia Statement) que vous allez examiner comme dernier acte de cette conférence, après avoir réaffirmé les principes de base de l'autonomie et des libertés académiques, ainsi que ceux de la responsabilité sociale de ces institutions, vous recommandez à l'UNESCO d'accorder à ces questions la plus grande importance et de préparer un "instrument international pour la protection et la promotion de ces valeurs".

L'UNESCO est prête à jouer ce rôle et à répondre à cet appel, mais elle ne le fera qu'en coordination avec des représentants de la vie civile, notamment les organisations non gouvernementales s'occupant directement ou indirectement des questions liées à l'enseignement supérieur. Cette question pourra donc être traitée en décembre prochain, au Siège de l'UNESCO, à Paris, au moment de la Troisième Consultation Collective des Organisations Non-Gouvernementales liées à l'Enseignement Supérieur.

Monsieur le Président,

Monsieur le Vice-Ministre chargé de l'enseignement supérieur,
Monsieur le Secrétaire général,
Mesdames, Messieurs,

Au moment où l'on commémore la rencontre de civilisations grâce à l'arrivée de Christophe Colomb en terres d'Amérique, je finis sur deux citations venant du nord et du sud et qui constituent un véritable hymne à la liberté.

Le Directeur général de l'UNESCO, à l'ouverture de cette conférence, vous a dit et je le répète: "La liberté intellectuelle, expression même de la pensée inaliénable, ne connaît pas de bornes; à cet égard, la liberté de l'université est sans limites, son autonomie, absolue". De son côté, à l'autre extrémité du monde, à la veille d'un Coup d'Etat qui a fait sombrer son pays, le Brésil, dans vingt-et-un ans de dictature militaire, et refusant d'intervenir dans les universités comme le demandaient ceux qui préparaient le Coup d'Etat ou le craignaient, un ancien Ministre brésilien de l'éducation, Roberto Lyra, professeur universitaire, a justifié son geste avec une déclaration candide que tous ici, j'en suis certain, souscriraient avec enthousiasme: "Université rime avec liberté".

DOCUMENTO NÚMERO 4

**ENSEIGNEMENT SUPÉRIEUR: QUELLES
PROCÉDURES D'ÉVALUATION?**

CYCLE DE



CONFÉRENCES

Série sur
l'enseignement supérieur

Enseignement supérieur : quelles procédures d'évaluation ?

avec la participation de :

Professeur W.B. Dockrell
Association internationale
d'évaluation éducationnelle (AIEE)
University of Newcastle upon Tyne

Professeur Shirdokht Ziarati
Université Paris-V

Professeur Isabel Monal, UNESCO
Division de l'enseignement supérieur
et de la recherche

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Présentation

Un document de l'UNESCO daté de 1987, définissait l'évaluation comme "une opération qui vise à déterminer de façon systématique et objective l'impact, l'efficacité, l'efficience et la pertinence d'activités au regard de leurs objectifs, en vue d'améliorer d'une part les activités en cours et, d'autre part, la planification, la programmation et la prise de décisions futures. Le terme "évaluation" ne devrait s'appliquer qu'à un examen rigoureux et systématique des activités...

L'UNESCO, à travers son programme pour l'enseignement supérieur, s'est toujours intéressée à l'évaluation des systèmes d'enseignement supérieur. Les études entreprises, les séminaires organisés par l'Organisation elle-même ou conjointement avec des Organisations non-gouvernementales visent toujours à répondre à des questions de base sur la façon dont les universités accomplissent leurs missions et atteignent leurs objectifs.

Cependant, nous avons observé ces derniers temps une préoccupation grandissante quant à la performance des institutions et des systèmes d'enseignement supérieur. Le pays hôte de l'UNESCO a mis en place, il y a peu d'années, un comité national d'évaluation des universités. Plusieurs Etats, y compris dans les régions en voie de développement, ont entrepris des programmes d'évaluation basés sur des comparaisons avec d'autres systèmes ou d'autres organisations. Certains Etats ont développé des systèmes sophistiqués sur des indicateurs de performances internes, des indicateurs opérationnels, des indicateurs externes et des indicateurs permettant d'évaluer les activités de recherche des établissements.

L'UNESCO a été appelée à participer à des processus d'évaluation d'institutions ou à mettre en place des projets d'évaluation. L'assistance de l'Organisation a été demandée pour l'évaluation de la formation reçue par certains nationaux dans des pays étrangers, des conditions des prestations et des résultats de cette formation. Des requêtes ont été présentées à l'Organisation pour l'accès à des informations sur les méthodologies de l'évaluation.

Ceci nous a amenés à choisir la question de l'évaluation pour ouvrir, dans le cadre des cycles de conférences que l'UNESCO est en train de stimuler, une série sur l'enseignement supérieur, où des thèmes actuels concernant les institutions et les établissements d'enseignement supérieur dans toutes les régions du monde seront traités.

"Enseignement supérieur: quelles procédures d'évaluation?" est donc le titre de cette première rencontre qui vous permettra d'avoir une vision d'ensemble sur cette question et de vous informer des récentes actions de l'Organisation dans le domaine de l'évaluation dans l'enseignement supérieur.

En mon nom et au nom de mes collègues de la Division de l'enseignement supérieur et de la recherche, je remercie vivement le Professor Dockrell, de l'Association internationale d'évaluation éducative (AIEE), qui a coordonné l'élaboration d'une série d'études de cas sur les procédures d'évaluation des systèmes et des institutions d'enseignement supérieur, le Professeur Shirdokht Ziarati (Université Paris V), ainsi que notre collègue à l'UNESCO et Professeur à l'Université de la Havane, Mme. Isabel Monal.

Professeur Marco Antonio R. Dias
Directeur de la Division de l'enseignement supérieur
et de la Recherche

DOCUMENTO NÚMERO 5

Objectifs et stratégies de l'enseignement supérieur pour un développement durable - 4e Consultation collective UNESCO-ONG sur l'enseignement supérieur - "Enseignement supérieur: ressources humaines de haut niveau pour le XXIème siècle" - Organisée conjointement par l'UNESCO et l'Université des Nations Unies - Salle IV, UNESCO, Paris, 26-28 septembre 1991

ORGANISATION DES NATIONS UNIES
POUR L'EDUCATION, LA SCIENCE ET LA CULTURE

4e Consultation collective UNESCO-ONG
sur l'enseignement supérieur

"Enseignement supérieur :
ressources humaines de haut niveau
pour le XXIème siècle"

Organisée conjointement par l'UNESCO
et l'Université des Nations Unies

Salle IV, UNESCO, Paris, 26-28 septembre 1991

**OBJECTIFS ET STRATEGIES DE L'ENSEIGNEMENT
SUPERIEUR POUR UN DEVELOPPEMENT DURABLE**

Présentation du Professeur Marco Antonio R. DIAS
Directeur de la Division de l'enseignement supérieur, UNESCO

Le Directeur Général m'a prié de vous informer que les programmes concernant l'enseignement supérieur auront une place encore plus importante dans le nouveau Plan à moyen terme 1996-2001 que l'Organisation prépare actuellement.

Ce n'est pas la première fois que je vous transmets ce type de message et, sans aucun doute, malgré toutes les difficultés de la période actuelle pour la coopération internationale, la vérité est que la place de l'enseignement supérieur n'a fait que grandir au cours des dernières années.

Le Directeur Général m'a demandé également de vous présenter le document sur les Politiques pour l'enseignement supérieur, que l'Organisation va bientôt remettre à tous les Etats membres et à toutes les organisations qui coopèrent avec elle : *"Stratégies pour le changement et le développement dans l'enseignement supérieur"*. Le Directeur Général vient d'approuver le contenu de ce document qui va être maintenant amélioré dans sa présentation et dans sa rédaction. Ce document sera également traduit dans les langues de travail de l'Organisation.

Vous allez recevoir -ou vous l'avez peut-être déjà reçu- un document intitulé "Executive Summary". Il s'agit d'un résumé du document ci-dessus, et je souhaite signaler que ce texte n'est pas le résultat d'un exercice abstrait de la part des membres du Secrétariat ou d'un chercheur isolé. Ce texte est l'aboutissement d'une réflexion menée au cours des six dernières années, dans toutes les régions du monde. La Division de l'enseignement supérieur aurait pu demander à un grand chercheur de rédiger un texte. L'auteur aurait sûrement produit un beau document, bien écrit et bien articulé. Nous avons préféré stimuler le débat.

Des études de cas et des réunions ont eu lieu dans tous les continents et dans toutes les régions. Plusieurs documents ont été diffusés au niveau régional. Pour ne citer que trois exemples, je mentionnerais :

- "*Trends and Issues Facing Higher Education in Asia and Pacific*", publication du Bureau de l'UNESCO à Bangkok, en 1991,
- les cinq volumes publiés par le Centre régional pour l'enseignement supérieur en Amérique latine et les Caraïbes, à Caracas, (CRESALC), à la suite d'une réunion internationale sur "*La Réflexion sur les nouveaux rôles de l'enseignement supérieur au niveau global et plus spécialement en Amérique latine et dans le Caraïbes*" en 1991;
- "*L'enseignement supérieur en Afrique: tendances et enjeux pour le XXIe siècle*" publié par le Bureau de l'UNESCO à Dakar, (BREDa).

Dans le même cadre, l'Université des Nations Unies a lancé une publication de M. Torsten Husén ayant pour titre "*The role of the University: a Global Perspective*" et, enfin plus récemment, à la fin de l'année 1993, L'UNESCO et l'International Development Research Centre ont publié conjointement un ouvrage d'Alfredo Borrero Cabal "*The University as an Institution Today*" lequel reprenant toutes ces études, présente une vision d'ensemble des défis auxquels fait face l'enseignement supérieur à la fin de ce siècle, et des tendances les plus importantes.

Le document de politiques que vous recevrez bientôt est en même temps l'un des résultats de tout cet exercice et une prise de position de l'UNESCO. Il y a deux ans déjà, la Consultation Collective des ONGs a pris connaissance de ces travaux. Vous vous souvenez qu'à l'époque, votre réunion avait été parrainée conjointement par l'UNESCO et la Banque Mondiale, qui a utilisé l'occasion pour présenter également les résultats de ses propres recherches et analyses sur l'enseignement supérieur. A l'époque, les deux documents ont été vus comme

complémentaires, l'un plus solide dans les aspects économiques, l'autre, celui de l'UNESCO, insistant davantage sur les liens entre les universités et la société.

En effet, je vous rappelle brièvement que le document de l'UNESCO fait une présentation de l'évolution récente de l'enseignement supérieur, mentionne les grands défis auxquels les systèmes tertiaires font face, et développe son analyse sur trois éléments bien identifiés dans toutes les consultations:

- la nécessité d'accroître la pertinence de l'enseignement supérieur,
- la nécessité de prendre des mesures pour accroître sa qualité,
- le développement de la coopération internationale.

Je signale tout de suite que ces principes sont à la base du *Programme UNITWIN/Chaires UNESCO*, lancé il y a à peine trois ans, lequel a eu impact considérable dans le monde entier, comme l'attestent les 150 projets devenus opérationnels et l'intérêt qu'il a soulevé.

Le document, vous le verrez, utilise un langage technique et modéré. Cela a une raison d'être. Mais l'essentiel est là. Après avoir entendu les aspirations de la communauté universitaire dans le monde entier, l'UNESCO considère que le soutien public à l'enseignement supérieur reste essentiel. La nécessité de réformes, le besoin de rechercher des sources alternatives de financement ne doit pas servir de prétexte pour des mesures qui signifient, dans la pratique, empêcher le développement de ce niveau d'enseignement, rendre impossible son accès aux couches défavorisées des populations, et mettre en place un système à double vitesse, avec un enseignement de qualité dans les pays développés, les pays en développement restant à l'écart, sans possibilité de former leurs cadres, ni de lancer des plans de recherche appropriés contrôlés par leurs ressortissants.

Désormais, si vous entendez des représentants de l'UNESCO s'amusant à reprendre, comme de mauvais papiers carbone, des idées de technocrates qui veulent lancer une guerre entre les niveaux de l'enseignement, comme si l'éducation ne constituait pas un ensemble, exigeant, pour son bon fonctionnement, la bonne qualité de tous ses éléments, sachez que ce sont des incompetents ou des farceurs. La position de l'UNESCO sur ces questions est claire.

A ce propos, je vous rappelle une anecdote significative. Julius Nyerere, au moment où l'Organisation développait ces réflexions, a rendu une visite à l'UNESCO et a reconnu que son pays, connu par une des plus efficaces campagnes d'alphabétisation organisées dans le monde, avait commis une erreur, en suivant le conseil de technocrates qui lui avaient conseillé de délaisser l'enseignement supérieur. Plus tard, les Tanzaniens se sont rendus compte que le système éducatif forme un ensemble; que sans l'enseignement supérieur, les enseignants du primaire au secondaire ne sont pas formés, que sans enseignement supérieur on ne prépare ni cadres ni chercheurs nécessaires au développement. Ne répétez pas cette erreur, a-t-il dit aux représentants des Etats membres de l'UNESCO siégeant au Conseil exécutif.

Par ailleurs, le Directeur Général de l'UNESCO vient de publier une Note d'orientation en vue de la préparation du SOMMET MONDIAL POUR LE DEVELOPPEMENT SOCIAL qui aura lieu à Copenhague, au Danemark, du 6 au 12 mars 1995.

L'UNESCO attire l'attention, à plusieurs reprises, sur l'importance de l'enseignement supérieur, en insistant notamment sur le fait que "L'enseignement supérieur est d'une importance cruciale pour la promotion du transfert et de la mise en commun des connaissances, et doit assumer un rôle directeur dans la rénovation de l'ensemble du système éducatif. Cela suppose peut-être de définir les nouvelles fonctions qu'il est appelé à remplir de sorte que l'apprentissage puisse se poursuivre au plus haut niveau sur toute la durée de l'existence. Des moyens de perfectionnement et de mise à jour des connaissances et des compétences moins formels et plus

souples que ceux qui existent devront être trouvés. Il s'agira, dans cette entreprise, d'exploiter tout le potentiel des nouvelles technologies de la communication".

Le document de politiques, cependant, ne doit pas être vu comme un point final. Il établit un cadre et, en ma qualité de Directeur de la Division de l'enseignement supérieur, et dans la ligne étroite des orientations du Directeur Général de l'UNESCO, je vous serais très reconnaissant de présenter un plan de travail à l'UNESCO qui nous permette d'avancer ensemble dans la réflexion, en approfondissant les éléments que vous jugerez les plus importants.

Demain, nous rencontrerons les représentants des Organisations de jeunesse et nous discuterons d'un programme commun, qui inclut un forum sur les jeunes, l'université et le travail. Je considère que les ONGs devraient prendre l'initiative de la préparation d'une déclaration universelle sur l'autonomie et les libertés académiques, et je vois là un rôle essentiel qui devrait être joué par des organisations comme l'Association internationale des universités et ses institutions associées.

L'UNESCO a donné le ton. Mesdames et Messieurs, la parole, maintenant est à vous.

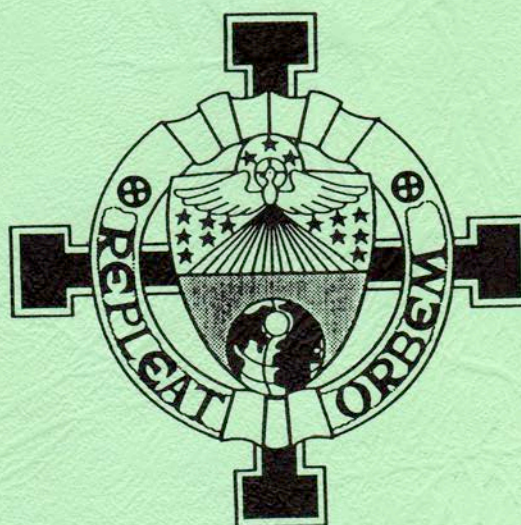
DOCUMENTO NÚMERO 6

“Alocución de M.A. Dias” in “La Misión de los profesores en la Universidad Católica” - Marc Caudron editor – Informe temático XVIIa. Asamblea General – Toulouse (Francia), 2-6 septiembre de 1991 – Versão espanhola publicada como brochura pela Federação Internacional de Universidades Católicas (1992) pgs 94 a 99. Versão original em francês – brochura- 1991- XVIIème Assemblée Générale – Toulouse, France – Rapport Administratif – pgs. 22 a 27;

FEDERACIÓN INTERNACIONAL DE UNIVERSIDADES CATÓLICAS

**La Misión de los Profesores
en la Universidad Católica**

Marc CAUDRON (Editor)



Informe Temático

XVIIa Asamblea General

Toulouse (Francia), 2-6 septiembre de 1991

1- Version française

SOMMAIRE

Texte de l’allocution du représentant de l’UNESCO, directeur de la Division de l’enseignement supérieur, Marco Antonio Rodrigue Dias, lors de l’ouverture de la XVIIème Assemblée Générale de la FIUC – Fédération Internationale des Universités Catholiques-, réalisée, à Toulouse, France, du 2 au 6 Septembre 1991.

Le texte en Français (original) et en espagnol (traduction FIUC), ont été publiés en format de brochure (éditeur: Marc Caudron). Dans son discours, le représentant de l’UNESCO a souligné:

1. Avec la chute de l’empire soviétique, il est devenu à la mode de soutenir un nouvel ordre mondial basé sur la domination du capital, de l’individualisme et de la privatisation à outrance dans tous les domaines y compris dans l’éducation, et notamment dans l’enseignement supérieur. Un nouvel ordre mondial est nécessaire, mais ses bases, **comme le soulignait toujours l’ancien Secrétaire Général des Nations Unies, Perez de Cuellar**, doivent être recherchées dans les principes qui ont inspiré la création de l’ONU;
2. Réduire les ressources des universités peut présenter une sentence de mort pour l’interdépendance de plusieurs pays. Il n’est pas possible d’avoir un enseignement primaire et secondaire sans un bon système d’enseignement supérieur. Le conflit d’investissements entre niveaux d’éducation est faux, la question étant d’assurer la priorité à l’éducation dans son ensemble;
3. Les enseignants travaillent dans des conditions difficiles. Ils vont même parfois jusqu’à être assassinés comme cela a été le cas des prêtres jésuites en Amérique Centrale. Leur salaire, parfois inférieur à 100 dollars, dans plusieurs pays, devient insignifiant. Les conditions de la formation continue ne sont pas satisfaisantes, malgré le succès relatif des réseaux universitaires s’occupant de la formation pédagogique des enseignants. Bref, il reste beaucoup de progrès à accomplir;
4. La privatisation n’est pas toujours synonyme de qualité. Fréquemment, elle est au contraire synonyme de commercialisation. La remarque ne s’applique nécessairement pas aux universités catholiques. En y en a plusieurs, surtout en Amérique Latine, qui, tout en étant confessionnelles ne sont pas dogmatiques et tout en étant privées ne sont pas commerciales et sont de plus en plus nombreuses à assumer le profil d’universités communautaires, ces nouvelles institutions liées aux communautés et aux régions, dont la spécificité, sans être étatique, est de s’orienter vers le service public

**QUEL ORDRE MONDIAL DEVONS-NOUS
CHERCHER? – LE RÔLE DES UNIVERSITÉS
CATHOLIQUES**

Allocution de Marco A. Dias

Directeur de la Division de l'Enseignement Supérieur et de la Recherche
– UNESCO

Le monde d'aujourd'hui 2 septembre 1991 n'est pas le même que celui du 1er août dernier. Etonnée au départ, agréablement surprise ensuite, l'humanité tout entière a pu suivre, en direct, la formidable réaction du peuple russe et soviétique contre des 'putschistes' maladroits.

Quelle leçon tirer des événements et des changements récents intervenus dans la sphère internationale, et surtout pour nous ici, les universitaires ? Déjà en 1989, avec la chute du mur de Berlin, combien de malentendus, combien de fausses analyses, n'ont pas été répandues dans le monde entier faisant état d'une récupération politique de la réaction et des sentiments spontanés du peuple?

On nous avait fait rêver d'un monde parfait comme si la chute d'une barrière, même si c'est un immense symbole qui tombe, était le seul élément pour rendre le monde plus juste, plus équitable, plus humain!

Le démantèlement en cours d'un des grands empires des temps modernes et l'éclatement de l'idéologie communiste font réapparaître des analyses manichéistes, superficielles et pas du tout exemptes d'arrière-pensées. 'Les bons ont prévalu', 'les méchants sont détruits'; il devient à la mode de soutenir un nouvel ordre mondial basé sur la domination du capital, de l'individualisme et de la privatisation à outrance dans tous les domaines y compris dans l'éducation, et notamment dans l'enseignement supérieur.

Un nouvel ordre mondial est sans doute nécessaire. Mais, quel ordre? Peut-on croire vraiment que les populations de l'est, en Europe, vont voir leurs conditions de vie s'améliorer automatiquement du simple fait des changements dans les régimes politiques? Quelles seront en Europe les conséquences du renforcement et de l'explosion des nationalismes? Est-il crédible d'imaginer que la monumentale dette des pays en voie de développement qui a transformé ces pays en exportateurs de capital et en financiers du déficit budgétaire des grands pays industrialisés peut perdurer sans que d'autres explosions interviennent dans la périphérie ou dans les satellites d'autres empires que l'empire soviétique? Voilà quelques questions que personne ne souhaite se poser ou auxquelles personne ne veut répondre.

Je viens de passer des vacances en Amérique Latine. J'ai vu, il y a une semaine, la police de Belo Horizonte, au Brésil, procéder à une rafle et mettre en prison des centaines de mineurs, accusés de terroriser la population d'une ville qui, de cinq cents mille habitants en 1960, en a aujourd'hui quatre millions. Connue dans le passé comme une ville jardin, comme une ville universitaire, Belo Horizonte est devenue une fourmilière prête à exploser. L'action policière de la semaine dernière a été justifiée par les agissements d'une bande de jeunes mineurs qui a commencé à attaquer les femmes pour leur couper les cheveux afin d'en faire des perruques. N'aurait-il pas été plus convenable d'arrêter ceux qui fabriquaient les perruques et commanditaient ces jeunes mineurs affamés? En mettant en prison deux ou trois centaines de mineurs sans défense, peut-on penser que les problèmes sociaux si complexes seront résolus? A quand les changements structurels qui permettront aux gens de rester là où ils ont leurs racines, au lieu de venir gonfler les grandes villes?

Au niveau international, est-il possible de penser que des mesures restrictives aux frontières ou l'expulsion massive d'étrangers peuvent résoudre un problème qui est dû au fait que les gens ont faim et que le mirage du paradis terrestre leur est montré chaque jour par les émissions de télévision, les films et les annonces publicitaires?

Un nouvel ordre mondial est nécessaire, mais ses bases, comme le souligne toujours le Secrétaire Général des Nations Unies, Perez de Cuellar, doivent être recherchées dans les principes qui ont inspiré la création de l'ONU.

Quand on regarde la situation concrète du monde, on ne peut pas ne pas se demander si, à l'exemple de ce qui s'est passé à l'est, le monde ne s'éveillera aux problèmes des pays en voie de développement que le jour où de nouvelles explosions se feront entendre partout dans le sud.

En effet, pour ne citer qu'un exemple parmi les plus frappants, sans un développement global, sans la solution des questions liées aux rapports économiques entre les pays, y compris la question de la dette, sans une paix globale qui permette aux pays d'investir dans le social au lieu d'acheter des armes, cette bombe à retardement qu'est l'immigration massive d'affamés ne pourra qu'exploser à court ou à moyen terme.

Votre réunion se tient donc à un moment important. Les événements récents ne font que confirmer que le monde est interdépendant et que les pays comme les institutions ou les individus ne peuvent pas agir de façon isolée.

De plus, la politique de l'éloignement de l'Etat des questions sociales a un impact direct sur les universités. On stimule les gouvernements à réduire les investissements dans l'enseignement supérieur qu'on assure la formation des administrateurs, des cadres, des experts et des chercheurs, nécessaires au développement. Réduire les ressources des universités peut présenter une sentence de mort pour l'interdépendance de plusieurs pays. Il n'est pas possible d'avoir un enseignement primaire et secondaire sans un bon système d'enseignement supérieur. Les enseignants des écoles primaires et secondaires ont besoin de recevoir une formation et celle-ci leur est donnée notamment dans les établissements d'enseignement supérieur ou équivalents. Ils constituent d'ailleurs dans un très grand nombre de pays les seules institutions où s'effectue la recherche éducative essentielle pour la prise de décision des responsables des politiques éducatives.

La question en réalité est assez souvent mal posée. Plusieurs analyses montrent que dans un nombre croissant de pays, il s'agit plutôt de la nécessité d'une meilleure distribution des fonds publics, des ressources croissantes étant appliquées dans des dépenses militaires ou dans le paiement d'intérêts lourds de la dette. En d'autres termes, le conflit d'investissements entre niveaux d'éducation est faux, la question étant d'assurer la priorité à l'éducation dans son ensemble.

Etant donné l'importance de ces questions dans les temps présents, l'UNESCO a stimulé une réflexion globale. Des études, des analyses et des réunions ont eu lieu récemment dans le monde entier. Sans préjuger des résultats finaux, dont une synthèse est en préparation par le Professeur colombien Borrero Cabal, que beaucoup parmi vous connaissent, les faits montrent partout que l'expansion quantitative, les difficultés pour maintenir ou améliorer la qualité académique et le

besoin d'examiner l'efficacité et l'efficience sont communs, malgré la diversité de degrés, à tous les systèmes d'enseignement supérieur et dans le monde entier.

Par ailleurs, malgré les difficultés qu'elles subissent et les attaques auxquelles elles doivent faire face, les attentes par rapport aux universités ne font que s'accroître. On leur demande de s'adapter aux nouvelles conditions de la société. On s'attend à ce qu'elles forment le personnel de haut niveau, préparent les chercheurs, effectuent la recherche elles-mêmes, suivent et contrôlent le développement, soient indépendantes et en même temps coopèrent avec les gouvernements, trouvent les moyens de se réformer elles-mêmes tout en essayant de former les élites mais en devenant en même temps plus démocratiques, en ouvrant l'accès à leur enseignement. Elles sont, en plus, appelées à rationaliser leur fonctionnement et aussi à élargir leur action au bénéfice de l'ensemble du système éducatif.

Face à ces questions, l'UNESCO se concentre depuis longtemps sur la promotion de la coopération régionale et interrégionale dans l'enseignement supérieur. Elle stimule la création et le développement de réseaux universitaires. Plus récemment, pour faire face aux nouvelles réalités, l'Organisation a décidé de lancer un plan d'action internationale pour le renforcement de la coopération interuniversitaire, avec un accent particulier sur le soutien à l'enseignement supérieur dans les pays en voie de développement. C'est le programme 'UNITWIN'.

L'élément clef de ce plan, dont les bases seront soumises aux Etats membres en octobre prochain pendant la Conférence générale de l'organisation, réside dans le développement d'un esprit de solidarité, basé sur le jumelage et sur d'autres dispositifs liant des universités entre elles à travers le monde entier. Un système de chaires UNESCO, déjà lancé dans plusieurs pays, consolidera ce schéma.

Nous espérons que les universités catholiques s'y associeront. Dans ces activités, l'UNESCO compte, et cela fait partie de sa stratégie, avec la collaboration étroite des ONG spécialisées dans l'enseignement supérieur. Je dois noter qu'une des organisations les plus présentes, y compris dans l'assistance à la préparation des programmes, est la FIUC, à travers l'action de son président et également de Mme Moreau, mais surtout à travers la contribution intellectuelle de son Secrétaire général, le Père Michaud, qui s'apprête à quitter ses fonctions, et à qui je transmets mes remerciements les plus chaleureux ainsi que ceux de mes collègues de l'UNESCO, pour sa collaboration.

Je n'oserai pas, chers amis, me référer à la nature des universités catholiques ni à leur rôle devant l'Eglise. Cela me dépasse. Comme observateur, je note que, malgré une dénomination commune, vous avez des histoires différentes et assez souvent des priorités d'action diverses.

Cependant, vous avez des points communs qui vous assurent une identité propre, à la fois différente des institutions publiques et n'ayant aucun point en commun avec les institutions privées à but lucratif. Vous représentez un idéal. Des principes éthiques sont inhérents à vos institutions, ce qui fait qu'au moins en Amérique Latine et dans d'autres régions du monde, la qualité de vos services dans la formation et dans la recherche n'est pas inférieure à celle de plusieurs institutions publiques.

En plus, assez souvent, par une plus large souplesse dans les horaires de cours et par des systèmes de bourses, vous contribuez à la mobilité sociale là où parfois l'accès à l'enseignement supérieur est contrôlé par les cadres les plus riches de la société. Personnellement, je peux également témoigner qu'en Amérique Latine, pendant la domination récente des dictatures militaires, c'est dans les universités catholiques qu'un nombre important d'enseignants non catholiques refoulés des services publics par les autorités de l'époque ont trouvé refuge. Les universités catholiques étaient également les seules à avoir le courage d'inscrire des étudiants expulsés de l'Université de Brasilia en 1977 pour des motifs exclusivement politiques.

La réflexion menée par l'UNESCO nous laisse penser que la privatisation n'est pas toujours synonyme de qualité. Fréquemment, elle est au contraire synonyme de commercialisation. Mais là aussi la remarque ne s'applique pas nécessairement aux universités catholiques qui, tout en étant confessionnelles ne sont pas dogmatiques et tout en étant privées ne sont pas commerciales et sont de plus en plus nombreuses à assumer le profil d'universités communautaires, ces nouvelles institutions liées aux communautés et aux régions, dont la spécificité, sans être étatique, est de s'orienter vers le service public. A ce titre, elles sont plus proches parfois des institutions publiques que des universités privées commerciales.

Je dois vous assurer qu'actuellement, l'UNESCO, en fonction de ses analyses des tendances de l'évolution des systèmes universitaires, s'intéresse en particulier au développement institutionnel des universités communautaires qui cherchent à réunir certains avantages du système public, la démocratisation de l'accès, par exemple, tout en respectant l'évolution des tendances libératrices les plus profondes de la société actuelle.

Le fait que vous décidez également d'organiser une réflexion sur le rôle des enseignants, des professeurs, dans le développement de vos institutions, nous semble très opportun actuellement.

Le mois prochain, lors de la Conférence générale de l'UNESCO, une séance spéciale sera consacrée au 25^{ème} anniversaire de la Recommandation concernant la condition du personnel enseignant signée par les Etats membres sous l'égide de l'UNESCO et du BIT.

Cet instrument normatif qui traite des principes directeurs de la condition de l'enseignant, des buts de l'enseignement et de la politique scolaire, de la préparation à la profession, du perfectionnement des enseignants, de l'emploi et de la carrière, des droits et devoirs des traitements, de la sécurité sociale, etc... s'applique à pratiquement tous les niveaux, à l'exception de celui des enseignants du supérieur.

Des études sur la matière ont été préparées dans le passé pour vérifier la possibilité d'une extension de cette recommandation aux enseignants du supérieur, mais des progrès concrets n'ont pas pu être réalisés. Avec l'aide de la Commission canadienne pour l'UNESCO, la Division de l'enseignement supérieur et de la recherche reprendra cette question avant même la fin de l'année.

Les enseignants travaillent dans des conditions difficiles. Ils vont même parfois jusqu'à être assassinés comme cela a été le cas des prêtres jésuites en Amérique Centrale. Leur salaire, parfois inférieur à 100 dollars, dans plusieurs pays, devient insignifiant. Les conditions de la formation continue ne sont pas satisfaisantes, malgré le succès relatif des réseaux universitaires

s'occupant de la formation pédagogique des enseignants. Bref, il reste beaucoup de progrès à accomplir. Un instrument légal ne résoudra pas tous les problèmes mais pourra sans doute apporter une aide. Nous suivrons vos débats dans cette conférence, et une participation de la FIUC dans l'élaboration de l'analyse entreprise par l'UNESCO sera la bienvenue.

Sans la participation active et motivée des enseignants, tout espoir d'avoir une bonne université sera perdu. C'est surtout à travers leur action que les universités pourront, comme l'a signalé récemment le Directeur Général de l'UNESCO, M. Federico Mayor, assurer que la connaissance et les leçons apprises du passé seront utilisées pour un avenir meilleur et plus libre dans le monde entier.

Je vous transmets les meilleurs vœux de l'UNESCO pour le succès de votre conférence.

2- Versión en castellano- Traducción FIUC

“Que orden mundial tenemos que buscar? La función de las universidades católicas” (Spanish version) –“La Misión de los profesores en la Universidad Católica” – Marc Caudron editor – Thematic report of the XVII General Assembly – Toulouse (France), 2-6 september 1991 – The Spanish version was published as a booklet by the Internacional Federation of Catholic Universities (1992) pgs 94 a 99 and also the original French version (1991) pgs. 22 to 27.

Alocución de Marco A. R. Dias

Director de la División de la Enseñanza Superior

y de la Investigación - Unesco

El mundo de hoy 2 de septiembre de 1991 no es el mismo que el del 1º de agosto último. Asombrada al comienzo, agradablemente sorprendida más tarde, la humanidad entera ha podido seguir, en directo, la formidable reacción del pueblo ruso y soviético contra los torpes ‘putchistas’.

¿Qué lección sacar de los acontecimientos y cambios recientes que han intervenido en la esfera internacional, y sobre todo para nosotros, aquí, los universitarios? Ya en 1989, con la caída del muro de Berlín, ¿cuántos malentendidos, cuántos falsos análisis han sido propagados por todo el mundo, valiéndose de la reacción y de los sentimientos espontáneos del pueblo como de una recuperación política?

Se nos hizo soñar con un mundo perfecto como si la caída de una barrera, incluso si es un símbolo inmenso que cae, fuera el único elemento para que el mundo sea más justo, más equitativo, más humano!

El desmantelamiento en curso de uno de los más grandes imperios de los tiempos modernos y el estallido de la ideología comunista hacen reaparecer los análisis ‘maniqueístas’, superficiales y no exentos de segunda intención. “Los buenos han triunfado”, “los malos son destruidos”. Se pone de moda sostener un nuevo orden mundial basado en la dominación del capital, en el individualismo y en la privatización hasta el extremo en todos los dominios, incluso en la educación y en la enseñanza superior.

Un nuevo orden mundial es sin duda necesario. Pero ¿qué orden? ¿Se puede creer, en verdad, que las poblaciones del este, en Europa, verán mejorarse automáticamente sus condiciones de vida por el simple hecho de los cambios de los regímenes políticos? ¿Cuáles serían en Europa las consecuencias del fortalecimiento y de la explosión del nacionalismo? ¿Es posible imaginar que la monumental deuda de los países en vías de desarrollo, que ha transformado esos países en exportadores de capital y en financistas del déficit presupuestario de los grandes países industrializados, puede perdurar sin que otras explosiones intervengan en la periferia o en los satélites de imperios otros que el imperio soviético? He aquí algunas preguntas que nadie desea plantarse o a las cuales nadie desea responder.

Acabo de pasar vacaciones en América Latina. Vi, hace una semana, que la policía de Belo Horizonte, en Brasil, procedía a una redada y metía en la prisión centenas de menores, acusados de aterrorizar la población de una ciudad que tenía en 1960 quinientos mil habitantes y que tiene hoy día cuatro millones. En el pasado conocida como una ciudad jardín, como una ciudad universitaria, Belo Horizonte se ha transformado en un hormiguero dispuesto a explotar. La acción policial de la semana pasada ha sido justificada por las maniobras de una banda de menores que ha empezado a atacar a las mujeres para cortarles el cabello para hacer pelucas. ¿No habría sido más decente arrestar a los que fabricaban las pelucas y comandaban esos jóvenes hambrientos? Metiendo en prisión dos o tres centenas de menores sin defensa, ¿se puede

pensar que los problemas sociales tan complejos se resolverán? Para cuándo los cambios estructurales que permitirán a la gente permanecer en el lugar donde tienen sus raíces, en lugar de venir a hinchar las grandes ciudades?

A nivel internacional, ¿es posible pensar que medidas restrictivas en las fronteras o la expulsión masiva de extranjeros pueden resolver un problema que se debe al hecho que la gente tiene hambre y que el espejismo del paraíso terrenal le es mostrado cada día en las emisiones de televisión, en las películas y en los anuncios publicitarios?

Un nuevo orden mundial es necesario, pero sus bases, como la subraya siempre el secretario General de las Naciones Unidas, Pérez de Cuellar, deben buscarse en los principios que han inspirado la creación de la ONU.

Cuando se mira a la situación concreta del mundo, no puede dejar de preguntarse si, a ejemplo de lo que sucedió en el este, el mundo no se despertará a los problemas de los países en vías de desarrollo sólo el día en que nuevas explosiones se oirán por todas partes en el sur.

En efecto, para no citar que un ejemplo entre los más impresionantes, sin un desarrollo global, sin una solución a las preguntas ligadas a las relaciones económicas entre los países, incluida la pregunta de la deuda, sin una paz global que permita a los países de invertir en lo social en lugar de comprar armas, esta bomba de retardo que es la inmigración masiva de los hambrientos no podrá dejar de explotar a corto o mediano plazo.

Vuestra reunión tiene pues lugar en un momento importante. Los recientes acontecimientos no hacen más que confirmar que el mundo es interdependiente y que los países como las instituciones o los individuos no pueden actuar en forma aislada.

Además, la política del estado, de desentenderse de los problemas sociales, tiene un impacto directo en las universidades. Se estimula a los gobiernos a reducir las inversiones en la enseñanza superior y, en consecuencia, en la investigación, olvidando que el sistema educativo constituye un conjunto y que en la enseñanza superior se asegura la formación de los administradores, de los mandos superiores, de los expertos y de los investigadores, necesarios al desarrollo.

Reducir los recursos de las universidades puede representar una sentencia de muerte a la independencia de muchos países. No es posible tener una enseñanza primaria y secundaria sin un buen sistema de enseñanza superior. Los enseñantes de las escuelas primarias y secundarias necesitan recibir una formación la cual debe darse principalmente en los establecimientos de enseñanza superior o en sus equivalentes. Ellos constituyen, por lo demás, en un gran número de países, las únicas instituciones donde se efectúa la investigación educativa esencial para la toma de decisiones de los responsables de las políticas educativas.

La cuestión en realidad es a menudo mal formulada. Numerosos análisis muestran que en un número creciente de países, se trata sobre todo de la necesidad de una mejor distribución de los fondos públicos; los recursos crecientes son aplicados a los gastos militares o al pago de los gravosos intereses de la deuda. En otras palabras, el conflicto de las inversiones entre niveles de educación es falso; la cuestión es asegurar la prioridad de la educación en su conjunto.

Dada la importancia de estos asuntos en los tiempos actuales, la UNESCO ha estimulado una reflexión global. Estudios, análisis y reuniones tuvieron lugar hace poco en el mundo entero. Sin prejuzgar los resultados finales, cuya síntesis prepara el Profesor colombiano Borrero Cabal, que muchos de ustedes conocen, los hechos muestran en todas partes que la expansión cuantitativa, las dificultades para mantenerse o mejorar la calidad académica y la necesidad de examinar la eficacia y la eficiencia son comunes, a pesar de la diversidad de grados, a todos los sistemas de enseñanza superior y en todo el mundo.

Por lo demás, a pesar de las dificultades que soportan y los ataques a los que deben hacer frente, las expectativas con relación a las universidades no cesan de aumentar. Se les pide que se adapten a las nuevas condiciones de la sociedad. Se espera que formen al personal de alto nivel, que preparen a los investigadores, que ellas mismas efectúen la investigación, que sigan y controlen el desarrollo, que sean independientes y que al mismo tiempo cooperen con los gobiernos, que encuentren los medios para reformarse ellas mismas tratando al mismo tiempo de formar a las élites, pero siendo siempre más democráticas abriendo el acceso a su enseñanza. Son, además, llamadas a racionalizar su funcionamiento y también a ampliar su acción en beneficio del conjunto del sistema educativo.

Frente a estos problemas, la UNESCO se concentra, desde hace mucho tiempo, en la promoción de la cooperación regional e interregional de la enseñanza superior. Estimula la creación y el desarrollo de redes universitarias. Hace muy poco, para hacer frente a las nuevas realidades, la Organización se ha decidido a lanzar un plan de acción internacional para reforzar la cooperación interuniversitaria, acentuando particularmente el apoyo a la enseñanza superior en los países en vías de desarrollo. Es el programa 'UNITWIN'.

El elemento clave de este programa, cuyas bases serán sometidas a los Estados miembros el próximo mes de octubre durante la Conferencia general de la organización, reside en el desarrollo de un espíritu de solidaridad basado en el convenio de hermandad y otros dispositivos que unen las universidades entre ellas en todo el mundo. Un sistema de cátedras UNESCO, puesto ya en marcha en varios países, consolidará este esquema.

Esperamos que las universidades católicas adhieran. En estas actividades, la UNESCO cuenta, y esto forma parte de la estrategia, con la colaboración estrecha de las ONG especializadas en la enseñanza superior. Debo remarcar que una de las organizaciones más presentes, comprendida la asistencia a la preparación de los programas, es la FIUC, a través de la acción de su presidente y también de la señora Moreau, pero sobre todo a través de la contribución intelectual de su Secretario General, el Padre Michaud, que se prepara a alejarse de sus funciones y a quien transmito mis agradecimientos más calurosos, como también los de mis colegas de la UNESCO, por su colaboración.

No me atreveré, queridos amigos, a referirme a la naturaleza de las universidades católicas y a su papel ante la Iglesia. Esto me sobrepasa. Como observador, señalo que, a pesar de una denominación común, ustedes tienen historias diferentes y bien a menudo prioridades de acción diversas.

Sin embargo, tienen puntos comunes que les aseguran una identidad propia, a la vez diferente de las instituciones públicas y que no tiene ningún punto en común con las

instituciones privadas con fines lucrativos. Ustedes representan un ideal. Los principios éticos son inherentes a sus instituciones, lo que hace que por lo menos en América Latina y en otras regiones del mundo, la calidad de sus servicios en la formación y en la investigación no es inferior a la de muchas instituciones públicas.

Además, muy a menudo, con una elasticidad más amplia de los horarios de los cursos y con el sistema de becas, ustedes contribuyen a la movilidad social allí donde a veces el acceso a la enseñanza superior está controlado por los sectores más ricos de la sociedad. Personalmente puedo testimoniar que en América Latina, durante la dominación reciente de las dictaduras militares, un número importante de enseñantes no católicos rechazados de los servicios públicos por la autoridades de la época, han encontrado refugio en las universidades católicas. Igualmente las universidades católicas eran las únicas que tenían el valor de inscribir a los estudiantes expulsados de la Universidad de Brasilia en 1977 por motivos exclusivamente políticos.

La reflexión dirigida por la UNESCO nos hace pensar que la privatización no es siempre sinónimo de calidad. A menudo es sinónimo de comercialización, pero allí también la observación no se aplica a las universidades católicas que, siendo confesionales, no son dogmáticas, y, que, siendo privadas, no son comerciales y son cada vez más numerosas a asumir la línea de las universidades colectivas, estas nuevas instituciones ligadas a la colectividad y a las regiones, cuya particularidad, sin ser estática, es la orientación hacia el servicio público. Por esta razón, están más próximas a veces de las instituciones públicas que de las universidades privadas comerciales.

Les aseguro que actualmente la UNESCO, con arreglo a sus análisis de las tendencias de la evolución de los sistemas universitarios, se interesa particularmente al desarrollo institucional de las universidades colectivas que intentan reunir ciertas ventajas del sistema público, la democratización del acceso, por ejemplo, respetando siempre la evolución de las tendencias libertadoras más profundas de la sociedad actual.

El hecho de que ustedes decidan igualmente organizar una reflexión sobre el papel de los enseñantes, de los profesores, en el desarrollo de sus instituciones, nos parece muy oportuno actualmente.

El próximo mes, durante la Conferencia general de la UNESCO, una sesión especial se consagrará al 25° aniversario de la Recomendación relativa a la condición del personal enseñante, firmada por los Estados miembros bajo la égida de la UNESCO y del BIT.

Este instrumento normativo que trata de los principios directores de la condición del enseñante, de los objetivos de la enseñanza y de la política escolar, de la preparación a la profesión, del perfeccionamiento de los enseñantes, del empleo y de la carrera, de los derechos y deberes de los sueldos, de la seguridad social, etc...se aplica prácticamente a todos los niveles, a excepción del de los enseñantes del superior.

Estudios sobre la materia han sido preparados en el pasado para verificar la posibilidad de una extensión de esta recomendación a los enseñantes del superior, pero no han podido realizarse progresos concretos. Con la ayuda de la Comisión canadiense de la UNESCO, la

División de la enseñanza superior y de la investigación retomará este problema antes del final del año.

Las condiciones de trabajo de los enseñantes son difíciles. Algunas veces hasta son asesinados como ha sido el caso de Padres jesuitas en América Central. Sus salarios, a veces de menos de 100 dólares en varios países, son insignificantes. Las condiciones de la formación continua no satisfactorias a pesar del éxito relativo de las redes universitarias que se ocupan de la formación pedagógica de los enseñantes.

En resumen, hay mucho progreso por realizar. Un instrumento legal no resolverá todos los problemas, pero podrá sin duda aportar una ayuda. Seguiremos sus debates en esta conferencia, y una participación de la FIUC en la elaboración del análisis emprendido por la UNESCO será bien acogida.

Sin la participación activa y motivada de los enseñantes, toda esperanza de tener una buena universidad estaría perdida. Es a través su acción que las universidades podrán, como lo ha recientemente señalado el Director General de la UNESCO, el señor Federico Mayor, asegurar que el conocimiento y las lecciones aprendidas en el pasado serán utilizados para un futuro mejor y más libre en todo el mundo.

Les hago llegar mejores votos de la UNESCO al éxito de su conferencia.

DOCUMENTO NÚMERO 7

LES RÉSEAUX UNIVERSITAIRES ET LEUR RÔLE DANS L'ENVIRONNEMENT

Marco Antonio Rodrigues Dias-UNESCO

Congrès universitaire international sur la "**Gestion du milieu naturel et monitoring par satellite**" - Université de Naples – 23 septembre 1991;

Récemment, j'ai eu l'occasion de lire ou de relire plusieurs documents en rapport direct ou indirect avec votre congrès "Gestion du milieu naturel et monitoring par satellite", et avec le sujet que vous avez décidé de me confier pour mon intervention : "Les réseaux universitaires et leur rôle dans l'enseignement".

Je me réfère en premier lieu à un ouvrage qui a eu un énorme succès de librairie aux Etats-Unis et au Canada d'abord, à la fin des années 70, dans le monde entier ensuite, avec des traductions en plusieurs langues, notamment en français. Il s'agit de «Food First – Beyond the myth of scarcity» de Francis More Lappé et Joseph Collins, avec la participation de Cary Fowler.

"In 1975, a United States reconnaissance satellite's head sensor detected a sudden and intense warming of the earth in the Amazon Basin usually associated with an imminent volcanic eruption. A special alert mission was dispatched. And what did they find? A German multinational corporation burning down one million acres of tropical forest for a cattle ranch. Unlike the slash and burn of a few acres here and there by Cayapo tribes, the corporation's burning a million acres means the death of most local wildlife" (Ballantine Books, new York, 1979, first edited in 1977).

La morale de cette "histoire" s'il y en a une, est simple: en matière de destruction de l'environnement, il y a très peu d'innocents.

Mais tout n'est pas perdu. Je vous signale un autre document. Il s'agit du journal brésilien 'Folha de São Paulo' que, dans son édition de vendredi dernier, il y a à peine trois jours, annonçait, à la une, l'approbation, par la Banque mondiale et la communauté économique européenne, d'un plan pour la mise en œuvre de projets pilotes d'exploration et de conservation de l'Amazonie pour un montant de 1.6 milliards de dollars. D'après l'Ambassadeur brésilien à Rome, Rubens Recupero, les pays riches ne doivent pas se limiter à manifester de bonnes intentions. Il doivent participer au financement d'actions.

J'ajoute que ce programme a été élaboré comme résultat de la réunion du G7 (groupe des sept pays les plus riches), en 1990 à Houston, aux Etats-Unis). Le gouvernement brésilien a accepté une proposition des chefs d'Etats de ces pays qui semblent finalement passer aux actes d'une façon positive. L'espoir est donc permis. Reste à voir comment le programme sera appliqué.

Un troisième document vient de Paris. Il s'agit d'un livre d'un jeune français de moins de trente ans, Francis Pauly, édité récemment par la maison Robert Laffont, dont le titre est «O Garimpeiro (le chercheur d'or) – Fièvre de l'or sur le Rio Madeira».

Le Rio Madeira est un des grands affluents de l'Amazone, le récit est aventurier, et l'on a l'impression que le produit final est un mélange sagement dosé de réalisme et d'imagination.

Je relève un passage de ce livre:

“Dans une boutique spécialisée dans le garimpo, nous nous procurons nos premières fioles de mercure à quarante dollars le kilo. Ce métal «attrape» l'or...

“Au lavage des boues aurifères, il se perd de 5 à 10 pour 100 du volume de mercure utilisé. Les scientifiques ont calculé que le fond du rio ingurgité suffit à tuer un homme. C'est pourquoi les dragueiros ne consomment jamais de produits du fleuve. Il n'en va pas de même pour les Indiens qui pêchent et mangent des tambaquis énormes qui ont brouté les plantes mercurées du Madeira. Il n'est pas rare de voir des femmes mettre au monde des enfants atteints des syndromes de la maladie de Minamata”.

La maladie de Minamata, au Japon, après avoir préoccupé les Japonais, attire l'attention de la communauté internationale, et le mois prochain, des experts de plusieurs parties du monde discuteront les effets pervers pour l'environnement et l'homme de l'utilisation du mercure par les industries. C'est le cas à Minamata et dans d'autres régions du monde, mais le problème est provoqué également par les chercheurs d'or en Amazonie, dans le sud-ouest asiatique et ailleurs.

La conférence de Minamata sera financée par le gouvernement japonais et parrainée par l'Université des Nations Unies et l'Unesco. Il est possible que dans les conclusions figure la création d'un réseau d'universités et d'institutions de recherche intéressées à suivre cette question.

Il serait peut-être utile aussi de se référer aux résultats d'une réunion internationale, au niveau européen, que l'Unesco et l'Association internationale des universités ont réalisé en 1983, à Budapest, en Hongrie, sur l'éducation environnementale. Que de progrès ont été accomplis en moins de dix ans. Des grands experts de tous les pays européens y étaient présents. L'Italie était représentée par Bruno Battaglia, professeur de Biologie de l'Université de Padova. La réunion a abouti à des résultats très positifs et a servi d'élément stimulateur au progrès de l'action des universités dans le domaine de l'environnement.

En réalité, plusieurs orientations suivies ou acceptées aujourd'hui avaient déjà été mentionnées à l'époque. Cependant, il a été significatif que la conférence a consacré beaucoup de temps pour savoir si les sciences de l'environnement allaient fusionner en une seule discipline «la science de l'environnement» avec son ensemble spécifique de lois et de principes. Il n'y a pas eu d'accord sur cette question. Elle ne fait pas l'unanimité aujourd'hui non plus, la différence étant dans le fait que les universités sont de plus en plus actives dans ce domaine sans attendre les résultats de discussions comparables à celles sur le sexe des anges!

Les initiatives se multiplient, des réseaux sont formés dans toutes les régions du monde et pour ne citer que deux exemples, l'Université du Québec à Montréal et l'Université Fédérale du Pará, au Brésil, ont récemment créé des instituts de sciences de l'environnement.

Et que cherchent les universités agissant dans ce domaine?

Tout d'abord une concertation et une coordination de toutes les unités et de toutes personnes œuvrant dans ce domaine, en vue de parvenir à une action cohérente. Il s'agit donc d'une approche multidisciplinaire.

Ensuite, elles cherchent à prendre des mesures visant à créer une sorte de pédagogie pour l'environnement, en incluant la perspective environnementale dans les programmes de toutes disciplines universitaires, un effort particulier étant consacré à la formation des maîtres et d'autres professions ayant un effet multiplicateur.

Ces deux axes concernent la formation et la recherche, mais un effort est entrepris dans le cadre des services rendus à la communauté en général, aux gouvernements en particulier.

Cette action peut être entreprise isolément, mais les universités sont de plus en plus nombreuses à s'unir à travers des réseaux ayant comme thème l'environnement.

Ainsi, à titre d'exemple, l'Université fédérale du Para est le point focal en matière d'environnement du réseau UNAMAZ, l'Université du Québec à Montréal du réseau francophone AUPELF-UREF. Un réseau a été formé pour harmoniser l'action des universités du pacifique, incluant des universités des Etats-Unis, de l'Asie du Sud-Ouest et de l'Océanie. Une mention spéciale devrait être faite pour le programme MAB (man and Biosphere) qui réunit depuis 1971 des universitaires et des chercheurs du monde entier.

L'Amérique latine est une des régions où ce type de réseaux se développe avec plus d'intensité. En plus d'UNAMAZ, des réseaux se forment au niveau national et sous-régional comme le Consortium de Ressources Naturelles des Caraïbes; des accords sont signés entre des universités d'Amérique du sud (Argentine, Brésil, Paraguay et Uruguay) sans parler de réseaux plus spécifiques d'une seule discipline comme dans le domaine des ressources marines, hydrologiques etc.

Cette action des universités montre tout d'abord qu'elles sont conscientes de l'importance de l'environnement pour le monde actuellement. Elle est également le fruit d'une approche très réaliste: dans un monde où des politiques de réajustement structurel ont comme effet pervers la diminution des ressources aux programmes sociaux et en particulier à l'éducation, les universités décident d'agir conjointement, de mettre leurs ressources en commun dans des domaines si importants pour l'humanité.

Par ailleurs, c'est ce même souci qui a amené l'UNESCO récemment à lancer un plan d'action internationale pour le renforcement de la coopération interuniversitaire, avec un accent particulier dans le soutien à l'enseignement supérieur dans les pays en voie de développement. L'élément clef de ce plan réside dans le développement d'un esprit de solidarité, basé sur le jumelage et sur d'autres dispositifs liant des universités entre elles à travers le monde entier. D'où l'acronyme choisi pour le programme : UNITWIN. Plus spécifiquement, il vise à utiliser toutes les potentialités de la coopération interuniversitaire nord-sud, de façon à mettre en œuvre un processus menant à l'établissement de liens forts et durables entre des institutions d'enseignement supérieur et des institutions scientifiques à travers les axes sud-sud et est-ouest.

Les objectifs principaux d'UNITWIN sont:

- Donner une nouvelle impulsion au jumelage et à d'autres dispositifs entre institutions d'enseignement supérieur dans les pays industrialisés et dans les pays en voie de développement;
- Aider à établir des réseaux de coopération d'institutions d'enseignement supérieur et d'institutions de recherche;
- Développer des centres pour des études spécialisées et des recherches avancées au moyen d'accords entre institutions des pays en voie de développement, et avec un soutien international. Ces centres pourraient établir des ponts entre les besoins de formation et de recherche au-delà des frontières nationales. De tels centres d'excellence pourraient être créés à travers les réseaux d'universités jumelées, ayant un système de chaires UNESCO comme foyer.

L'objectif général du système des chaires UNESCO, conformément à l'Acte constitutif de l'Organisation, est de favoriser le progrès de la science et le transfert des connaissances par la coopération universitaire et scientifique internationale et d'accroître dans le monde le nombre de spécialistes de disciplines importantes susceptibles de fournir leurs services. Leur fonction la plus immédiate est d'aider les pays en développement à renforcer leurs capacités de formation et de recherche de haut niveau de manière à combler le fossé qui les sépare des pays industrialisés dans les domaines de la science et de la technologie.

Je vous signale que ces projets seront présentés officiellement à la Conférence générale de l'UNESCO d'ici un mois, mais avant même leur lancement, plusieurs chaires UNESCO ont été créées dans plusieurs pays et de nombreux accords de jumelage – notamment dans le domaine de l'environnement – ont été signés entre des universités du nord et du sud. Un jumelage dans ce sens est en cours entre l'Université d'Utrecht, Pays-Bas, et un réseau d'universités d'Afrique australe (Zimbabwe, Namibie, Afrique du Sud, Angola, entre autres).

L'accord de jumelage entre l'Université de Naples et l'Université fédérale du Pará est inspiré de ce programme. L'Université fédérale du Pará a déjà décidé de créer une chaire UNESCO dans le domaine de l'environnement et l'Université de Naples, par sa Faculté d'Economie, pourrait à faire de même, avec la création d'une chaire pour le développement durable, où l'environnement serait un élément essentiel, avec la coopération d'institutions gouvernementales et d'entreprises comme celles qui participent à ce congrès.

Dans les documents préparatoires de ce congrès, il a été signalé que «la problématique du milieu naturel dépasse les frontières des Etats, sans trouver encore des possibilités de solutions, pas même au sein des communautés internationales, alors que ne cesse d'augmenter le besoin de prendre des mesures de caractère universel».

L'affirmation est exacte et les universités, à travers leurs réseaux, peuvent jouer un rôle important sur cette question, en intervenant sur la réalité d'une façon objective et scientifique. L'idée déjà avancée d'établir une convention mondiale pour traiter de la protection de l'environnement mérite d'être discutée. Il faut cependant ne pas oublier deux faits essentiels:

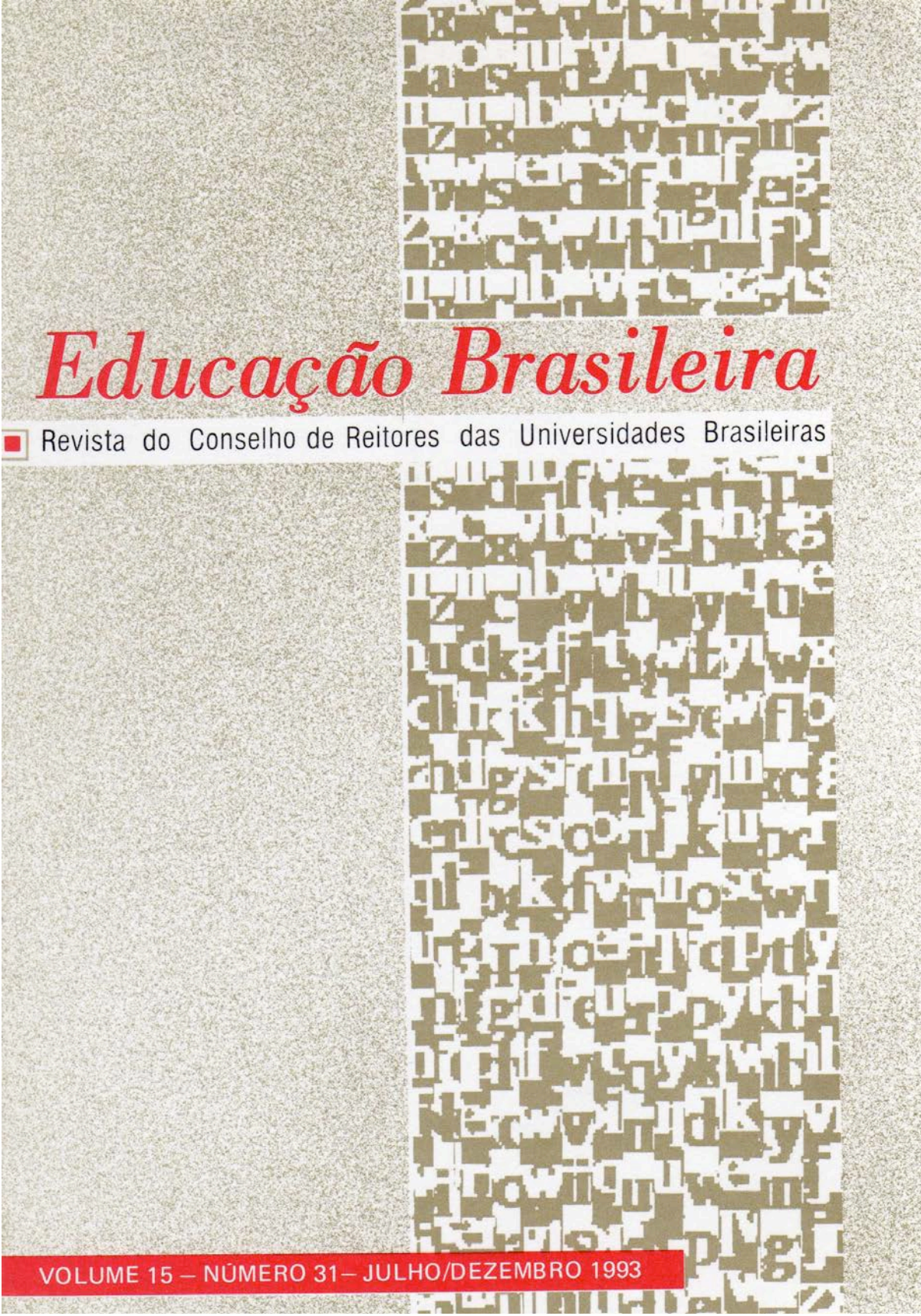
I – Les atteintes à l'environnement ne sont pas exclusives des pays en voie de développement. La déchirure de la couche d'ozone, les pluies acides, la pollution nucléaire, la pollution pétrolière des océans sont notamment le fait des pays industrialisés.

II – Des grandes régions comme l'Amazonie, les forêts africaines et du sud-ouest asiatique peuvent être considérées comme un patrimoine d'intérêt humanitaire mondial, mais ne constituent pas un patrimoine commun, et devenir la proie de n'importe qui-et de plus une telle situation pourrait justifier des interventions inacceptables pour le maintien de l'ordre et de la paix internationales.

A ce niveau, les universités, leurs réseaux, pourraient être appelés à étudier l'élaboration d'une charte internationale appelée à définir les droits, les devoirs et les responsabilités de tous en matière d'environnement.

DOCUMENTO NÚMERO 8

"Meio ambiente e Comunicação: a função das universidades" – Rio Ciência 92- Encontro de Universidades, Sociedades Científicas e Institutos de Pesquisa, Meio Ambiente e Desenvolvimento- Promotores: Sociedade Brasileira para o Progresso da Ciência (SBPC), Academia Brasileira de Ciências (ABC), e Universidade Federal do Rio de Janeiro (UFRJ)- publicado pela revista Educação Brasileira, do CUB – Conselho de Reitores das Universidades Brasileiras – volume 15, número 31, julho/dezembro de 1993, pgs. 117 a 135;

The background of the cover is a light beige color with a subtle, repeating pattern of small, dark letters. A large, bold, red title is centered on the page. Below the title, there is a horizontal band containing the journal's subtitle. At the bottom, a red banner displays the volume and issue information.

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■ Revista do Conselho de Reitores das Universidades Brasileiras

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MEIO AMBIENTE E COMUNICAÇÃO - A FUNÇÃO DAS UNIVERSIDADES

Professor Marco Antonio Rodrigues Dias - Diretor da Divisão de Ensino Superior e da Pesquisa - UNESCO

RIO CIENCIA 92

Encontro de Universidades, Sociedades Científicas e Institutos de Pesquisa, Meio ambiente e Desenvolvimento. Promotores: Sociedade Brasileira para o Progresso da Ciência (SBPC), Academia Brasileira de Ciências (ABC) e Universidade Federal do Rio de Janeiro - (UFRJ)

As idéias e conceitos apresentados neste trabalho são de inteira responsabilidade de seu autor e não representam, necessariamente, a posição da Organização à qual está vinculado por um contrato de trabalho.

I-Introdução

No início de 1970 -já lá se vão vinte e dois anos e meio- tivemos a oportunidade de participar da reestruturação do curso de comunicação da Universidade de Brasília. Naquela década, o curso de comunicação, em pouco tempo, tornou-se um dos mais populares da universidade e com maior número de candidatos no vestibular. Dizia-se que era a moda, que se tratava de um fenômeno passageiro e que, em breve, os cursos seriam abandonados pelos alunos e o número de candidatos baixaria os níveis mais realistas.

Embora não disponha de dados exatos sobre a atual demanda nos cursos de comunicação no Brasil, estou seguro de que o número de candidatos continua enorme. E não somente no Brasil. Numa sociedade urbanizada e num mundo com tendências globalizantes, a comunicação se torna realmente um fenômeno da sociedade. Vale lembrar que, segundo cálculos das Nações Unidas, a população urbana dos países em desenvolvimento atingirá 61% da população global no ano 2025, contra 37% em 1990; no ano 2000, 50 de suas cidades terão mais de 4 milhões de habitantes contra 28, hoje. Prevê-se, então, uma aceleração da deterioração do contexto de vida urbana, o crescimento da poluição da água e do ar, entre outros efeitos negativos.

E importante, pois, assinalar que a comunicação é um fenômeno de sociedade. Os meios de comunicação são a principal fonte de informação das pessoas, através deles acompanha-se o que vai pelo mundo, sua influência embora discutida e contestada, às vezes, por acadêmicos, é grande. Em Portugal, por exemplo, acadêmicos e críticos literários reclamam da influência das telenovelas brasileiras sobre o linguajar de toda a população. Em outros países, meios de comunicação exercem influência sobre resultado de eleições e são capazes de, manipulando a opinião pública, obter resultados eleitorais mais favoráveis a grupos econômicos que aos interesses da população. Um exemplo marcante, do qual se fala muito pouco, é o brasileiro. Em 1962, quantos parlamentares não foram eleitos graças à ajuda de meios de comunicação controlados por instituições como o IBAD, IPES e outras?

Num artigo recente "Atitudes em relação ao meio ambiente: uma análise norte/sul" que acaba de ser publicado em Paris, na *Révue du Tiers Monde*, no. 130, edição especial sobre meio ambiente e desenvolvimento, Robert M. Worcester e Michèle Conrad afirmam que ultimamente, os países desenvolvidos se mostraram preocupados com o desaparecimento da floresta tropical. Ao contrário, segundo assinalam, para a maioria dos brasileiros que enfrentam problemas elementares de sobrevivência, como saúde e custo de vida, a floresta tropical e o problema ecológico em geral parecem pouca coisa.

Detalhe interessante, segundo estes autores, durante a campanha presidencial de 1989, a porcentagem de brasileiros que mencionavam os problemas ecológicos entre suas três preocupações principais desceu a 3 % ou 4%; antes o nível era de 10%. Maior importância era dada à inflação, à saúde, à educação e ao desemprego, assuntos que permaneceram como prioritários durante a campanha. A ecologia não foi utilizada pelos candidatos e, após a campanha, o nível de interesse pelo tema voltou aos 10%.

II-Comunicação e Meio Ambiente

Dentro deste marco, não é de se estranhar que os estudiosos da comunicação, depois de indagar qual é a influência dos meios de comunicação na sociedade em geral e em aspectos mais específicos como na educação e no desenvolvimento cheguem, agora, ao tema da relação entre a comunicação e meio ambiente. Mais uma vez, a mesma questão pode ser colocada: trata-se de um fenômeno da moda? Terminada a grande conferência das Nações Unidas no Rio, o assunto desaparecerá das preocupações dos estudiosos?

Acredito que não. De novo, estamos diante de um problema de sociedade. O meio ambiente pertence à categoria de problemas globais que somente podem ser resolvidos globalmente e não podem ser tratados a nível de cada país individualmente. Nenhum país, por mais poderoso que seja, pode ter a preensão de resolvê-los de maneira isolada. A título de exemplo, observemos que a construção de barragens, em regiões fronteiriças, é sempre problemática. Itaipu gerou muitos problemas, todos sabem. Faz pouco tempo, as relações entre dois países do ainda bloco socialista no Este europeu estiveram a ponto de romper-se, porque um deles ameaçou denunciar o acordo feito pelos dirigentes prevendo importantes obras de retificação do Danúbio e, igualmente, a construção de uma grande barragem. Pensava-se que a mudança de regimes políticos iria facilitar as negociações entre estes países. Aparentemente, tal não se deu. As populações, dispondo de informações mais detalhadas, passaram a influir nas decisões e um dos países decidiu suspender os trabalhos cujos efeitos sobre o meio ambiente seriam desastrosos.

Embora sempre interessado nos problemas da comunicação, há mais de dez anos, como diretor da divisão de ensino superior e da pesquisa da UNESCO, trabalho mais diretamente com o tema do ensino superior, coordenando a ação global da UNESCO nesta área e não participo dos trabalhos da Organização no domínio da comunicação. Não tenho acompanhado, pois, com detalhes, a imensa bibliografia que se publica, em permanência, sobre comunicação, no mundo inteiro. No entanto, consultando bibliografias recentes e discutindo com colegas especialistas no tema, três conclusões podem ser tiradas:

- a) Há poucas obras ou artigos sobre a relação entre comunicação e meio ambiente. Uma leitura dos títulos dos artigos da revista francesa COMMUNICATIONS, entre 1961 e 1976 (15 anos), mostra apenas um artigo relativo a temas ambientais. Trata-se de um trabalho de Joel de Rosnay, no número 22 (1974) sobre "La physis sociale: de la bio-énergetique a l'éco-énergetique". A situação não é diferente nos Estados Unidos. Um exame da importante revista JOURNAL OF COMMUNICATION, da Universidade da Pensilvânia, entre 1977 e 1981 (26 números) dá praticamente o mesmo resultado. Encontramos apenas um artigo "Structuring te unseen environment" de Maxwell E. McCombs e Donald L. Shaw. No entanto, este trabalho nada tem a ver com meio ambiente. Os autores se limitam a analisar o poder da imprensa na estruturação do invisível meio ambiente dos símbolos...

b) especialistas em educação ambiental têm elaborado estudos e provocado debates sobre a utilização dos meios de comunicação para desenvolver uma consciência em favor do meio ambiente. Trata-se de uma visão utilitária e, sem dúvida, após a conferência do Rio, trabalhos desta natureza devem surgir em maior número;

c) em consequência igualmente da conferência do Rio, estudos teóricos e análises conceituais sobre a relação comunicação e meio ambientes devem irromper na literatura especializada.

E verdade que referências ao meio ambiente podem ser encontradas, de maneira esparsa, em obras dos pioneiros dos estudos de comunicação. Charles Wright (1959), um funcionalista de renome, apresenta como principais funções da comunicação em uma sociedade determinada "surveillance of the environment, social cohesion, transmission of the cultural heritage and entertainment".

Aparentemente, um dos primeiros autores a produzir um documento específico sobre Comunicação e Meio Ambiente foi o francês Abraham Moles, da Universidade de Estrasburgo, figura muito popular nas faculdades de Arquitetura e escolas de Comunicação no Brasil nos anos setenta. Num trabalho coletivo sobre comunicação e mass media publicado pela Editora Marabout, em 1973, ele dedicou um capítulo à Ecologia da Comunicação. Não creio que sua perspectiva, embora muito brilhante, seja aquela que nos interessa, hoje, às vésperas da conferência da ONU sobre meio ambiente e desenvolvimento. Para Moles, em realidade:

"L'écologie de la communication est la science, en développement, des relations et interactions existant entre les différentes espèces d'activités de communication à l'intérieur d'un ensemble social dispersé dans un territoire: entreprise, ville, Etat, globe terrestre etc. C'est, pour ainsi dire, une science statistique des moyens de communication, des messages qu'ils transportent, de leurs relations entre eux: téléphone-t-on plus qu'on ne télégraphie, et si on téléphone de plus en plus, télégraphie-t-on moins pour autant? Vaut-il mieux envoyer une lettre, ou aller faire une visite? Tels seront les problèmes posés par l'existence de réseaux divers, de modes de communication distincts les uns par rapport aux autres et par rapport aux individus dont ils énervent la masse sociale"

O enfoque de Moles permitirá, sem dúvida, a elaboração de quadros estatísticos capazes de mostrar, por exemplo, como os meios de comunicação estão concentrados nas áreas urbanas, como o desenvolvimento dos "media" favorece sobretudo as camadas privilegiadas da sociedade. Em outras palavras, sua perspectiva pode servir à elaboração de estudos e análises ulteriores. Trata-se, pois, de uma técnica instrumental, que exigirá, porém, a utilização de outros parâmetros de análise. Hoje, o interesse maior está em retomar a reflexão sobre a maneira como a comunicação pode favorecer uma política ambiental mais de acordo com os interesses de toda a sociedade e como a comunicação pode ajudar a desenvolver nos espíritos uma política diferente daquela que consiste em buscar um desenvolvimento, sinônimo de desperdício, que busca o lucro fácil, que leva a favorecer interesses individuais contra os interesses da coletividade, que faz com que as gerações atuais se esqueçam de suas responsabilidades frente às gerações futuras. Em um país como o Brasil, onde a mentalidade dominante sempre foi a do desperdício, esta reflexão é importante para definir responsabilidades. Não se pode jogar a culpa de todos os males, e de todas as mazelas desse país em agentes do Exterior.

No início, viviam no território brasileiro, populações consideradas primitivas, mas que atingiram uma perfeita simbiose com o ambiente. Com a chegada dos portugueses, Pero Vaz de Caminha deu o tom. Em se plantando, tudo dá, disse ele, afirmação que foi interpretada pelos colonizadores como "deste país, tudo se pode extrair". Começaram com o pau brasil, fenômeno altamente simbólico. O Brasil começou sua existência oficial no cenário das nações chamadas civilizadas com a exportação massiva do pau, a tal ponto que, em pouco tempo, o brasil, isto é, o pau brasil, deixou de existir e, hoje, somente é encontrado como peça de museu em jardins botânicos.

O problema, no entanto, não é exclusivamente brasileiro. A humanidade se desenvolveu pensando que a natureza era inesgotável. O crescimento, provocado por um tipo de desenvolvimento que agride a natureza, fez com que a agressão se tornasse visível, a biosfera está ameaçada e, para muitos, este tipo de desenvolvimento é sinônimo de suicídio coletivo. E verdade, porém, que, quando se toma em conta que a maior parte da poluição no mundo (mais de 60%) provém dos países desenvolvidos, não se pode estranhar que a percepção desses problemas seja diferente no Norte e no Sul. Voltaremos a este ponto mais adiante.

III-Comunicação e Desenvolvimento

Retomando a questão da reflexão sobre comunicação e meio ambiente, se considerarmos que toda política de meio ambiente é necessariamente ligada às questões de desenvolvimento e que não se pode falar em desenvolvimento verdadeiro sem que a perspectiva ambiental seja tomada em consideração, é natural que, neste caso, busquemos a origem dos estudos sobre comunicação e meio ambiente na literatura existente sobre comunicação e desenvolvimento. Neste caso, quando se recordam os pioneiros dos estudos sobre comunicação, podemos identificar certos autores e obras, essencialmente norte-americanos, como os iniciadores dos estudos na área da influência dos meios de comunicação na sociedade em geral e, no desenvolvimento em particular. Paul Lazarsfeld, Elihu Katz, David Berlo, Harold Laswell, Wilbur Schramm e Daniel Lerner se destacaram entre eles. Em particular, o livro de Daniel Lerner (1958) "The passing of traditional society" e o livro de Wilbur Schramm (1964) "Mass Media and National Development" tiveram um grande impacto nos Estados Unidos e na periferia. No Brasil, estas obras alcançaram um grande sucesso na época do chamado "milagre brasileiro" dos anos setenta, a visita de Daniel Lerner à Universidade de Brasília em 1970 causou furor e Wilbur Schramm tornou-se uma espécie de Frank Sinatra da Comunicação. Convidado por várias universidades, sua visita ao Brasil, várias vezes anunciada, jamais se concretizou, pelo menos nos anos setenta.

Entre aqueles que trabalhavam com extensão rural e com problemas de saúde, um autor muito citado foi sempre Everett Rogers, principalmente quando, em colaboração com F.F. Shoemaker, editou "Communications of innovations: a cross cultural approach" (New York - 1971- Free Press).

Estes estudos, de uma maneira geral, se referiam, de maneira otimista, à função dos meios de comunicação na difusão de inovações na agricultura, saúde, planejamento familiar etc.

Em realidade, o que revelaram as pesquisas elaboradas pelos pioneiros?

Mostraram que, num processo de comunicação, a natureza da recepção é mais importante que a intenção do comunicador, observação que, aliás, não representava nenhuma novidade. Na Idade Média, os escolásticos defendiam um axioma segundo o qual "quidquid recipitur, ad modum recipientis recipitur" o que, em tradução literal, significa, tudo o que se recebe, é recebido à maneira do receptor.

As pesquisas revelaram também que a quantidade de coisas retidas por um indivíduo e o impacto sobre um grupo ou ainda sobre um indivíduo são proporcionais à natureza e ao grau de atenção, da motivação e da necessidade social. O fator de motivação, por sua vez, é, sobretudo função da posição que ocupa a pessoa analisada na estrutura social. Em especial, a orientação do grupo primário no qual se encontra essa pessoa influirá poderosamente para ajudá-lo a resistir ou a interpretar a mensagem vinda do exterior. As pessoas teriam tendência a ler, escutar, olhar os conteúdos que corroboram atitudes, valores e interesses aos quais são ligados. E, quando as mensagens contradizem suas crenças, os consumidores se inclinam a ignorar, a mal interpretar estas mensagens estranhas que os perturbam.

Segundo ainda estes estudos, de uma forma geral, a sensibilização à mensagem dos meios de comunicação é maior;

- a) quando há um efeito cumulativo;
- b) quando se procura reforçar mais que transformar atitudes existentes ou a canalizar necessidades existentes mais que criar novas;
- c) quando se procura modificar modelos de comportamento acidentais e não essenciais;
- d) quando uma afirmação monopoliza o interesse e não há idéia que entre em contradição.

Verificou-se ainda que os meios de comunicação possam ter mais influência:

- a) quando os indivíduos, em seus grupos primários, são sujeitos a várias tendências diferentes, vivendo, pois, em situações de conflito. Uma das tendências poderá ser reforçada graças ao impacto dos meios de comunicação;
- b) durante os períodos de crise, quando o desmoronamento das normas sociais pode aumentar o impacto potencial dos instrumentos de comunicação de massa;
- c) quando os meios de comunicação agem sobre dois planos: conseguindo atingir os líderes de opinião e indo, assim, de encontro à opinião pública.

IV-O Elemento Cultural

O livro clássico sobre a questão é "The effects of mass communication" de Joseph Klaper. No entanto, há que assinalar, estas pesquisas foram feitas nos Estados Unidos. Em que medidas podem elas ser extrapoladas para outras realidades?

A ênfase, como se pode assinalar, é sempre colocada no efeito que pode ter a mensagem sobre o receptor. Procura-se ver como pode ela ter um impacto de persuasão, comercial ou política. E, pois, uma visão utilitária, que vê no receptor um elemento passivo, manipulável.

Estes autores, estas teorias tiveram, é bom insistir, grande influência no desenvolvimento dos estudos de comunicação no Brasil nos anos setenta. Vale a pena observar que, apesar de as novas estruturas universitárias implantadas com a reforma universitária de 1968, privilegiarem, na teoria, os estudos interdisciplinares, na prática, a adoção do sistema departamental nas universidades, ao menos no que diz respeito à comunicação, isolou os especialistas que não se beneficiaram, como era de se desejar, da contribuição de sociólogos, antropólogos, psicólogos sociais, filósofos, educadores etc. Poucos autores, como Paulo Freire e Juan Diaz Bordenave (paraguaio radicado no Brasil) adotaram uma postura diferente, fato que acaba explicando porque a visão deles, ao contrário da de todos nós que trabalhávamos nesta área, não era mecanicista. O efeito perverso deste isolamento resultou em que os especialistas levaram muito tempo para se dar conta, por exemplo, de que fatores culturais eram importantes e de que a transposição para a realidade brasileira de pesquisas feitas sobre um público culturalmente diverso como o norte-americano não podia ser automática.

Hoje, estas teorias já foram suficientemente analisadas e frequentemente contestadas, mas, antes mesmo de serem substituídas na prática, retomam força com a confusão ideológica que se criou no mundo após a derrocada dos regimes comunistas. Confunde-se liberalização com ausência de políticas públicas ou sociais e, assim, é sempre útil relembrar comentários como os que foram feitos por analistas como Luiz Ramiro Beltran ("Alien premises, objects and methods in Latin American Communication Research" in "Communication and Development - Critical Perspectives" edited by Everett Rogers -Sage Publications- Beverly Hill/London-1976) para quem:

- 1) overall change of societal structure is the fundamental prerequisite to the attainment of a genuinely human and democratic development;
- 2) technological improvements in agriculture and in other productive sectors not only do not lead necessarily to achieving such development, but may even impede it by further strengthening the dominant conservative elite;
- 3) communication as it exists in the region (Latin America) not only is by nature impotent to cause national development by itself, but it often works against development- again, in favor of the ruling minorities;
- 4) communication itself is so subdued to the influence of the prevailing organizational arrangements of society that it can hardly be expected to act independently as a main contributor to profound and widespread social transformation".

No mesmo sentido, Everett Rogers, através de um comentário, que é uma verdadeira auto-crítica a seus trabalhos anteriores, afirma: "the ecological disgust with environmental pollution in the developed nations led to questioning whether they were, after all, such ideal models for development. Pollution problems and overpopulation pressures on available resources helped create doubts about whether unending high technology growth was possible or desirable, and whether high technology was the most appropriate engine for development" (idem-pg. 129).

Em realidade, o conceito de desenvolvimento subjacente aos estudos pioneiros em comunicação podia ser considerado como sinônimo de modernização e, ainda que não dito de maneira explícita, o modelo de sociedade que se buscava sugerir ou impor aos países em desenvolvimento era o dos Estados Unidos. Esqueciam-se vários dentre estes autores de que a experiência norte-americana, como todo e qualquer modelo de organização da sociedade, não podia ser automaticamente exportado, que nenhum processo de desenvolvimento pode ser imposto sem que se tomem em consideração a história e as características sócio-culturais de cada país. A Mahatma Gandhi se atribui uma afirmação que se aplica com perfeição a esta situação. Imediatamente após a independência da Índia, perguntaram-lhe, em quanto tempo, o desenvolvimento asseguraria à população deste país o mesmo nível de conforto e bem estar alcançado pelos ingleses. Gandhi teria respondido que, para atingir aquele nível, o império inglês necessitou controlar cinquenta por cento do globo terrestre. Para desenvolver da mesma forma, com a população que tinha, quanta terra teria a Índia que dominar?

Antes de concluir esta parte da análise, convém lembrar que, ao perceberem as falhas do modelo teórico dos pioneiros dos estudos da comunicação, certos especialistas brasileiros, como de outros países em desenvolvimento, tiveram a tendência de se lançar numa posição oposta, concluindo que a influência dos meios de comunicação é praticamente nula. Não é difícil, em realidade, dar exemplos de campanhas que falharam. A conclusão, porém, pode ser apressada. A influência dos meios de comunicação é grande. Sua utilização para fins manipulativos é evidente e a publicidade não faz outra coisa. E sua essência. Quando se trata, porém, de desenvolvimento e que se pretende obter algo mais que um simples crescimento, quando se busca uma participação ativa da comunidade, o enfoque tem de ser diferente. Parece lógico, então, no momento em que se discute a utilização da comunicação em favor do desenvolvimento e do meio ambiente, que esta reflexão seja retomada.

A verdade -é bom assinalar- é que, nesta matéria, como em tudo o que diz respeito à comunicação, o grande desafio continua sendo o de encontrar fórmulas que evitem a Manipulação e que assegurem uma participação de todos no processo de comunicação e, em consequência, do desenvolvimento. A tarefa não é fácil para as novas gerações de especialistas no campo da comunicação.

V-Comunicação e Educação Ambiental

Há, pois, duas maneiras, de tratar da questão da ligação entre comunicação e meio ambiente. A primeira é a dos especialistas em ciências sociais e humanas, que buscam analisar a inter-relação entre os dois elementos e suas implicações para a sociedade. E o enfoque que os autores acima mencionados adotaram quando cuidavam do vínculo entre comunicação e

desenvolvimento. O outro enfoque é o dos profissionais, que buscam, de maneira instrumental, utilizar a comunicação para atingir objetivos determinados. E a visão instrumental que, evidentemente, se operacionaliza em acordo com uma visão da sociedade. Em termos simples, a práxis leva seja a uma manipulação seja a uma política participativa.

Dentro do sistema das Nações Unidas, a UNESCO e o PNUMA - Programa das Nações Unidas para o Meio Ambiente-há muito se interessam pela utilização da comunicação como um instrumento para atingir os objetivos do PIEE - Programa Internacional de educação relativa ao meio ambiente criado em 1975 em resposta à recomendação no. 96 da conferência de Estocolmo.

Conscientes de que uma política de informação regular e periódica contribui para a tomada de consciência da questão ambiental, os responsáveis pelo programa lançaram um boletim "Connexion", distribuído gratuitamente em cinco línguas a 13 mil pessoas e instituições consideradas como de efeito multiplicador.

O PIEE instalou também um sistema de informação computarizado, cuja base de dados contém atualmente informações sobre novecentas instituições ativas neste domínio e trezentos projetos de educação ambiental que são publicados em repertórios regularmente atualizados.

Os objetivos da educação relativa ao meio ambiente são:

- ajudar a tomar consciência clara da interdependência econômica, social, política e ecológica nas zonas urbanas e rurais;
- dar a cada um a oportunidade de adquirir o conhecimento, os valores, a atitude, a competência e o sentido do engajamento necessários à proteção do meio ambiente;
- criar novos modelos de comportamento para os indivíduos, grupos e a sociedade em seu conjunto em relação ao meio ambiente.

Para 1991-1993, o PNUMA, em colaboração com a UNESCO, prevê a cooperação com cerca de 30 países para lançar campanhas específicas visando ao desenvolvimento da tomada de consciência do meio ambiente. É normal que toda esta movimentação exija uma reflexão sobre o tema da comunicação e meio ambiente, que, aliás, já foi um dos temas principais de "Connexion", datado de março de 1991.

Merece destaque também um documento de referência publicado pela UNESCO e pelo PNUMA para um congresso internacional sobre educação e meio ambiente realizado em Moscou de 17 a 21 de agosto de 1987 (ED/87/conf.402/7) com o título "função dos media clássicos e das novas tecnologias da comunicação na promoção da informação e da educação ambientais".

Trata-se de um documento interessante. Seu autor é consciente de que os meios de comunicação podem prestar grandes serviços à humanidade, com a condição de "que o desenvolvimento e a seleção de tecnologias sejam determinados pelas necessidades de desenvolvimento do utilizador ou do país e que as tecnologias sejam convenientemente aplicadas".

O autor rejeita o uso monodirecional da comunicação, ou a comunicação em sentido único, apresenta várias fórmulas para estimular a interatividade, chama a atenção para as armadilhas no uso da comunicação (por exemplo, pensar que grande quantidade de informação aumenta necessariamente o poder de persuasão). Se bem que, em certos momentos, a ênfase dada ao aspecto instrumental da comunicação, coloque este autor e seu documento próximo dos difusionistas, parece claro que este trabalho é pioneiro, tem sua importância e abre perspectivas interessantes.

Outro documento importante nesta mesma linha leva como título "Le changement des mentalités: un impératif pour la terre" que a UNESCO e o PNUMA acabam de lançar contendo uma seleção dos principais documentos publicados pelo boletim "Connexion" entre 1976 e 1991. O capítulo sexto desta publicação ("De la prise de conscience à l'action") é integrado por dois artigos, ambos tratando da utilização dos meios de comunicação para a educação ambiental. Trata-se de "par le biais de l'éducation environnementale extrascolaire" e "le message pour les medias: l'éducation environnementale".

No primeiro artigo, faz-se a distinção entre dois tipos de educação extra-escolar: a participativa e a não participativa e exemplos concretos de interação e de participação na utilização dos meios (desenvolvimento de tribunas livres, por exemplo) são tratados em detalhe. O segundo artigo parte do princípio de que "a mensagem é a educação ambiental" e de que os especialistas de comunicação, agindo neste domínio, devem conhecer e dominar as novas técnicas de comunicação -telecomunicações interativas, vídeo digitalizado, informática e telemática em geral- a fim de transmitir suas mensagens ao público da maneira mais eficaz possível.

Com a movimentação em torno da conferência da ONU no Rio de Janeiro, pode-se prever um aumento de estudos e de análises sobre esta questão, tanto do ponto de vista teórico-conceitual, como do ponto de vista da análise da melhor estratégia a se adotar na utilização dos meios de comunicação em favor da educação ambiental.

Recorde-se, a propósito, que uma das recomendações do Fórum internacional sobre "Sustainable development" realizado na sede da UNESCO, em Paris, de 23 a 25 de setembro de 1991, dizia o seguinte:

"In the framework of the preparatory work for the world congress on education and communication related to "Environment and Development", which is to be held in October 1992 in Toronto, UNESCO should ensure that new paradigms and new approaches in the fields of education, information and mass media communication for sustainable development are proposed and discussed at this conference in order to seriously innovate in this field and give new impetus to innovative reforms in education, training and research programmes and institutions, going beyond merely the training of environmental specialists. Closer co-operation between social and natural sciences for a meaningful integration of the environmental dimension in the pluridimensional concept of development should be established as the foundation for those reforms".

Várias reuniões, conferências e congressos já estão previstos para dar continuidade às decisões da ECO-92. A conferência em Toronto poderá ter, entre outros resultados, o de apresentar um estado da arte sobre a relação educação, comunicação, meio ambiente e lançar idéias novas para uma ação futura.

VI- Desenvolvimento Durável

Duas observações, porém, devem ser feitas a título preventivo. Espera-se que, desta vez, os especialistas em comunicação não repitam os erros da década de 70, quando se isolaram e não acompanharam os trabalhos e avanços feitos por especialistas de outras disciplinas. Meio ambiente é questão a ser tratada de maneira inter e multidisciplinar.

E preciso ter bem claro, em vista, o objetivo a se atingir. A questão básica é sempre o conceito de desenvolvimento. De que, afinal, estamos falando?

A comissão mundial para o meio ambiente e o desenvolvimento, presidida pelo primeiro-ministro da Noruega, Brundtland, propôs, em 1987, uma definição de desenvolvimento que, no dizer de alguns, inclusive do professor brasileiro da Universidade de São Paulo, Henrique Ratnerr, "é muito pouco operacional". Brundtland propõe que se acrescente o qualificativo "durável" à palavra desenvolvimento e este seria o que "satisfaz às necessidades das gerações presentes sem comprometer o das gerações futuras".

Pessoalmente, ainda que compreendendo as ressalvas feitas à definição, considero-a perfeitamente aceitável e justificável. Um dos dramas da humanidade é justamente o desperdício que leva as gerações atuais a não se preocuparem com o bem estar das gerações futuras.

Uma vez mais, é preciso lembrar que, dentro de trinta anos, segundo previsões nada otimistas, os países em desenvolvimento disporão de mais de 80% da população mundial. Seus recursos naturais se consomem rapidamente, enquanto que os grandes problemas do meio ambiente, como as mudanças climáticas, são provocados pelas indústrias dos países ricos. Um desenvolvimento, com duas velocidades, não é aceitável, mas é a regra atual. Explosões sociais serão inevitáveis se as soluções não forem globais. Neste caso, como não entender e apoiar os países que exigem assistência para adoção de tecnologias limpas? Como não exigir dos países desenvolvidos mudanças de hábitos, inclusive diminuição do consumismo desenfreado?

Muitos defendem a necessidade de um sistema de normas internacionais, submetidas à inspeção internacional, com previsão de coerção ou de finalizações.

Em que medida estas normas se aplicará a todos: tanto aos que destroem florestas de maneira predatória, como àqueles que poluem os oceanos, destroem a biosfera, liquidam com a camada de ozônio? Estarão os países desenvolvidos dispostos a aceitar uma inspeção internacional para controlar a poluição por eles produzida?

Comparada com esta tarefa, a redução dos armamentos, mesmo na época da guerra fria, era um objetivo fácil de ser alcançado.

E evidente que estas questões estão vinculadas à idéia de uma nova ordem mundial. Mas de que ordem se fala? Por que não aceitar como base para esta nova ordem os princípios da

carta das Nações Unidas, principalmente os que dizem respeito aos direitos humanos e ao respeito a todas as nações independentemente de sua força?

VII-Função das Universidades

Para fazer avançar o debate sobre estas questões, dois tipos de instituições são fundamentais: as organizações não governamentais (ONGs) e as universidades.

Não tratarei aqui da questão das ONGs, objeto de largos debates nestes últimos tempos sobretudo no Brasil. Recordarei somente que há ONGs e ONGs. Refiro-me aqui àquelas que, sem visar lucros, tentam unir pessoas e grupos para organizar segmentos da população e defender direitos humanos e sociais.

No que diz respeito às universidades, pluridisciplinares por natureza, têm função importante a exercer no que diz respeito à educação e comunicação ambientais. Em primeiro lugar, que instituições teriam condições, como as universidades, de fazer uma análise crítica e objetiva das implicações sociais das questões ambientais? ou de analisar todas as implicações tecnológicas e sociais dos problemas nesta área? ou de expor, ainda, como os meios de comunicação tratam dos problemas ambientais?

Segundo a Conferência de Tbilissi (1977), a educação ambiental deve se destinar a:

- grande público (a comunicação é essencial)

- grupos específicos, profissionais, em particular aqueles cuja atividade tem influência direta sobre o meio ambiente: engenheiros, arquitetos, administradores e planejadores, industriais, sindicalistas, os que decidem no campo político, econômico e financeiro, agricultores, professores e, acrescentamos jornalistas e profissionais da comunicação em geral. E na universidade que a maioria destes profissionais obtém sua formação e esta é a instituição privilegiada para assegurar a todas estas categorias uma formação extracurricular em matéria de meio ambiente. Uma política de informação específica para estas categorias deve também ser encontrada.

Que caminho devem seguir as universidades interessadas nesta matéria?

Em primeiro lugar, buscar uma coordenação de todas as unidades e pessoas trabalhando neste domínio, procurando agir de maneira coerente. Em alguns lugares, busca-se criar um curso específico de Meio Ambiente ou Ecologia (interdisciplinaridade).

Muitas procuram tomar medidas visando à criação de uma pedagogia do meio ambiente, através da incorporação da dimensão ambiental nos programas ou disciplinas tradicionais e conexas (multidisciplinaridade).

Estes dois eixos se referem à formação e à pesquisa, mas, paralelamente, pode se desenvolver um esforço de prestação de serviços à comunidade e aí a comunicação e o fator essencial.

A ação pode ser isolada, mas, neste campo, cuja incidência é global, as universidades sentem, cada vez mais, a necessidade de se reunirem em redes, que exigem, para seu funcionamento, a instalação, às vezes, de complexos sistemas de comunicação.

A UNESCO mantém, desde 1971, com a criação do programa MAB (Homem e a Biosfera), várias atividades, reunindo universitários e pesquisadores do mundo inteiro. Programas importantes são também desenvolvidos nas áreas de hidrologia, oceanografia e geologia.

Rede significa união, implica colaboração e comunicação. Um dos grandes obstáculos identificados para o desenvolvimento da cooperação a nível internacional reside justamente na dificuldade de comunicação de muitos cooperantes, incapazes de compreender o universo mental daqueles com quem são chamados a colaborar.

A UNESCO cooperou com a CRE (Conferência de Reitores Europeus), no lançamento, em 1988, do projeto COPERNICUS (Cooperation Programme in Europe for Research on Nature and Industry through Coordinated University Studies).

O programa visa a reunir universidades, indústrias, agências governamentais, os "media", a comunidade científica, associações profissionais e organizações internacionais.

A incorporação da pesquisa ambiental nos programas educativos e as pesquisas multidisciplinares, acrescenta-se uma ação de difusão dos resultados das pesquisas entre "decision-makers" nos campos econômico e político.

Os campos de ação do projeto são os seguintes: Legislação e Direito, Economia, Saúde Pública e "Environmental Management".

Praticamente, duas redes foram estabelecidas fazendo a ligação Este - Oeste (Báltico e Danúbio) e duas cátedras Unesco-Copernicus estão sendo criadas nas Universidades de Uppsala, na Suécia, e Budapeste, na Hungria.

Estas atividades agora estão ligadas a um programa de cooperação universitária (UNITWIN), lançado pela UNESCO recentemente (novembro de 1991), cujos objetivos principais são os seguintes:

- dar um novo impulso à associação de universidades nos eixos norte-sul, este - oeste, sul-sul;

- desenvolver centros para estudos especializados e pesquisas através de acordos entre instituições dos países em via de desenvolvimento e com suporte internacional. Um sistema de cátedras UNESCO constituirá a base do sistema.

Nestes projetos, dois elementos devem se destacar:

-os programas são objetos de negociações entre todos os associados, os interesses dos países em desenvolvimento sendo considerados prioritários. O processo de cooperação e de comunicação é, pois, invertido e torna-se participatório.

-a formação e a pesquisa são feitos no terreno, o que implica o fortalecimento das instituições locais e um desestímulo ao êxodo de cérebros.

Lançado em novembro do ano passado, mais de cem propostas foram feitas à UNESCO, cerca de 40 a 50 já estão praticamente operacionais no mundo inteiro. Várias se referem às questões ligadas ao meio ambiente e ao desenvolvimento durável.

Exemplos:

-Acordo entre um grupo de universidades do Norte sob a liderança da Universidade de Utrecht (Holanda) e universidades na África austral (Zimbábue, Angola, Moçambique, Namíbia).

-Acordo entre a Universidade de Laval (Quebec-Canadá) e universidades africanas de expressão francesa no campo do desenvolvimento durável;

-Acordo entre o conjunto das universidades do Quebec (ponto focal: Universidade do Quebec em Montreal-UQAM) e a UNAMAZ (Associação das Universidades da Amazônia), com cátedras Unesco criadas em Montreal e Belém. Para o êxito deste projeto, foi criada, com assistência técnica da UNESCO e financiamento do BIRD, uma rede de banco de dados para intercâmbio de informações sobre políticas científicas e tecnológicas, incluídas as questões ambientais.

É evidente que ações desta natureza somente atingirão seus objetivos:

- i) se as universidades forem livres e dispuserem de autonomia real;ii) se estas instituições agirem tomando em conta os interesses e contarem com a participação das comunidades que asseguram sua existência.
- ii) se, no que diz respeito ao meio ambiente, a ação desenvolvida for realmente multi e inter-disciplinar.

Um compromisso com uma ordem mundial que não seja baseada no predomínio de uns sobre os outros é, pois, indispensável. Meio ambiente e desenvolvimento são indissociáveis e, como dizia, há pouco, em Paris (maio de 1992), a presidente do Conselho executivo da UNESCO, Marie Bernard-Meunier, "se a miséria persistir em algum lugar, ela acabará por se tornar universal" (si la misère persiste quelque part, elle sera à terme universelle).

Rio de Janeiro, 26 de maio de 1992

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IMPROVING CO-OPERATION TO AMELIORATE QUALITY AND RELEVANCE IN HIGHER EDUCATION

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Abstract – The paper presents an assessment of the current state of higher education in the regions of Africa, Latin America and the Caribbean, and Asia and the Pacific – drawn largely from recent deliberations in Unesco sponsored meeting and research reports. The importance of improving the quality and relevance of work carried out in this sector of education is

emphasized. The author builds upon this analysis to outline Unesco's priorities and future programme of action in the field of higher education.

INTRODUCTION

There is little conflict among experts and policy makers as to the theoretical analysis of the issues concerning higher education or of its role as an essential element in the progress of societies. The creation, transfer and application of knowledge, the training of professional, technical and managerial staff, the execution of services to benefit the development of the community are always mentioned as university functions.

Nevertheless, a crisis has been identified all over the world. The Eastern European countries have changed their economic and political systems and are trying to adapt higher education to meet new needs. Universities in industrialized countries face, sometimes, the problem of declining student populations and a period of zero increase, if not a reduction, of budgetary allocations. In developing countries, the situation is worse. The mass growth of higher education took place concurrently with the explosion of foreign debts. Investments in social programmes, including education, were cut considerably in Latin America and the Caribbean, in Africa and in Asia.

Under the present circumstances, what are the main problems facing higher education in developing countries? What is the diagnosis of the situation? On the other hand, in a situation of crisis, what can an organization, within the United Nations System, like Unesco, do to stimulate co-operation and facilitate the sharing of experiences?

The purpose of this paper is not to present an overall and definitive statement on present trends and issues in higher education. Unesco, in co-operation with the United Nations University and with the support of regional and international organizations has undertaken an international reflection exercise which will lead to the publication of a comprehensive international report on higher education. The international academic community is the target audience for this report and it seems clear that we are now entering into a new era; that a new concept of the university is being forged through this global attempt to better adapt academic institutions to the needs of society.

This paper offers an assessment of the contemporary state of higher education in Africa, Asia and the Pacific and in Latin America and the Caribbean based mainly upon the outcome of Unesco studies and meetings. It also outlines Unesco's future programme of action in the field of higher education for the immediate future.

THE AFRICAN HIGHER EDUCATION CONTEXT

In a recent document prepared for Unesco, it was stated:

“Recent analyses of the African situation agree that the economic crisis has had a devastating effect on universities which have suffered a process of constant deterioration. Their facilities, the quality of their services, and in particular, the quality of instruction have been seriously affected. Research capabilities have declined and their services for development have been seriously threatened. The consequences of these processes are dramatic. Africa, even more than in the past, now needs highly trained people and high level researches to assure its sustainable development. The need to undertake in-depth reforms of higher education is both necessary and urgent: the question being how to implement them and what standards to set. The task is not easy”.

(Unesco, 1989)

This diagnosis is little different to the analyses made by other organizations. The World Bank, for example, considers that:

“... higher education’s contribution to development in Africa is being threatened... by four inter-related weaknesses. First, higher education is now producing relatively too many graduates of programmes of dubious quality and relevance and generating too little new knowledge and direct development support. Second, the quality of those outputs shows unmistakable signs in many countries of having deteriorated so much that the fundamental effectiveness of the institution is also in doubt. Third, the costs of higher education are needlessly high. Fourth, the pattern of financing higher education is socially inequitable and economically inefficient”.

(World Bank, 1988)

Many countries in the region have made substantial progress in the development of higher education. Practically all African states were able, over a very short period of time after gaining independence, to set up institutions of higher education, to expand student enrolments, and to diversify programmes and the contents of courses. International assistance has been beneficial, but it is developing countries themselves that have made the most important contribution to these achievements. Nevertheless, it is now that higher education in Africa is faced with its most severe challenges and greatest needs.

The shortage of human resources, an obstacle to the search for solutions to development problems, is an argument in favour of focusing more attention on and channeling increased resources towards higher education. But how should the sector respond to this challenge? Analyses of various national systems of higher education in Africa make frequent references to shortcomings such as the following: the irrelevance of training obtained abroad to local realities; the artificial compartmentalization of various educational disciplines and levels; the imbalance between the sciences and the humanities, and the orientation of many research projects that are more useful in terms of the generation of publications than for solving concrete problems. Moreover, it is frequently noted that in their efforts to develop national systems of university education, African states have tailored this sector too much in keeping with European traditions.

The deteriorating state of African economies has also hit universities very hard. Shortage of foreign exchange has meant that much-needed journals, laboratory equipment and books cannot be bought. Old equipment cannot be replaced and the installation of new facilities has virtually stopped. Deteriorating purchasing power in the wider society has also meant that students cannot afford to pay even the minimum of fees. They cannot afford to buy books and to feed themselves, while purchasing higher education.

A paradoxical situation is observed in Africa with regard to graduate employment. A recent report by the United States Economic Commission for Africa shows that the number of diploma holders of all levels who were unemployed in Africa is extremely high. This includes medical, engineering, architecture, accountancy and education graduates. No wonder, then, that many seek employment elsewhere and, as a result, the brain drain phenomenon has assumed alarming proportions. Simultaneously, one witnesses the large-scale employment of expatriate specialists in various sectors. In 1988, there were 80,000 foreign experts involved in technical assistance in 40 sub-Saharan countries alone.

One can easily understand the de-motivating effect such a phenomenon has on African diploma holders. Those who have obtained such diplomas abroad are even less motivated to return. It is estimated that, between 1984 and 1987, 30,000 African graduates left their countries to work mostly in the industrially developed world.

LATIN AMERICA AND THE CARIBBEAN

If we look at Latin American and Caribbean countries, the diagnosis has many common points with the Africa situation. According to a document published in 1984 by CREASALC – the Regional Centre for Higher Education in Latin America and the Caribbean:

In the sphere of higher education in the region, a current generalized opinion has developed in recent years which maintains that the universities of the Latin American and Caribbean countries do not respond to the region's demands and needs. According to these diagnoses, the formation given in the universities is to a high degree out of step as regards the complex reality of the countries in the area and has made little contribution to the search for valid and lasting solutions to tackle the serious problems affecting these societies: poor cultural integration, growing economic deterioration, increasing technological dependency, permanent social and political conflicts, to mention only a few of them.

(CREASALC, 1984)

In January 1989, the International Conference in Education – organized by UNESCO and the International Bureau of Education in Geneva – dealt with post-secondary education. Sixteen countries from Latin America and the Caribbean replied to a questionnaire prepared by the organizers of the conference. Major findings from the analysis of these replies (Pinkasz, 1989) are as follows:

- In all these countries, one of the major trends during this period was an increase in the social demand for post-secondary education. This tendency concerns in particular the open systems (distance learning) and the non-traditional methods. The participation of women increased from 40% in 1978 to 49% in 1986.
- The world economic crisis provoked a reduction in public expenditure in the region and, as a consequence, less funds were provided for education. It also provoked a decrease in the employment of graduates: under-employment and unemployment figures for graduates have grown considerably.
- Many student work during study periods and follow evening courses.
- There is a widespread reaction against the early specialization of studies.

Finally, the participants in a seminar organized by the World Bank in Brasilia in 1988, stated that this region:

“... is confronted with the paradox of an excessive number of university graduates for available jobs and the lack of an adequately trained work force. As a result of rapid expansion, higher education absorbs about 23 percent of total public spending in education, approximately double the percentage of 20 years ago. Public resources for higher education cannot keep pace with the dramatic increase in the number of students. The result is deteriorating quality in public universities and frustration among graduates who cannot easily find a job according to their expectations”.

(World Bank, 1988)

ASIA AND THE PACIFIC

In Asia and the Pacific, the problems are also unprecedented. Around three billion people, or about 63% of the world's population, live in this diverse area. Asia has countries with the largest populations in the world, such as China and India, that stand alongside countries in the Southern Pacific with populations of less than 20,000. There are rich countries such as Japan, Australia and New Zealand and countries which are among the poorest in the world. There are countries which have capitalist and socialist governments.

As a consequence, the diversity and variety of higher education systems in this region are enormous. However, those responsible for higher education in the region share the view that higher education planning is an important issue at present and they are particularly concerned by the need to improve the sector's quality.

In October 1990; Unesco organized a regional conference on the theme “Perspectives and Main Trends and Issues facing Higher Education in Asia and the Pacific” in Armidale, Australia. In the light of these deliberations it appears that practically all countries of the region are seeking formulas to increase higher education's co-operation with the productive sector. One such strategy seems to be increased privatization. However, privatization in countries like Thailand, Indonesia, Japan and others, apparently has not resulted in considerable improvement in educational quality. A clearer distinction needs to be made between privatization as such and the need to utilize private funds and expertise to improve the quality and efficiency of educational institutions.

Many people are aware of the fact that, as in Africa, Latin America and the Caribbean, the adoption of Western concepts and values and the relative neglect of Eastern philosophy and culture, has had a negative effect on many systems. See, for example, professor Mazrui's paper elsewhere in this issue.

The use of new technologies in the delivery of higher education is increasingly significant, especially in countries of the South Pacific, Australia, Japan, India, Thailand and China. But in spite of its growing importance, in countries like Australia only 10% of students are linked to open systems in learning. The real impact therefore remains small and in the next decade it will be important to see how open systems impact upon the role of more traditional

universities. The Chinese experience in distance learning, for example, should be the object of a detailed case study; indeed, a special satellite TV channel is already used for teacher training and adult education all over China and a similar system exists in Nepal. The focus is, however, too frequently on the humanities and the social sciences.

The phenomenon of the brain drain, referred to before, particularly worries small states in the region. When students go to Australia or New Zealand, they have a tendency not to return to their countries of origin – and their loss is especially critical to small communities in need of indigenous expertise and trained personnel.

The contribution of higher education to the development of whole systems of education is, in fact, often seen mainly through the training of educators and the application of new technologies. There is a move to emphasize the importance of staff development and the improved pedagogical training of teachers in higher education. Many universities in the region have created small staff development units and it can be foreseen that this will become increasingly important for innovation within the framework of the co-operation programme for higher education in the region.

Some observations show that the fast developing countries in the region like South Korea, Malaysia and Thailand, whose past investment in higher education was quite high, are now enjoying the positive results of their policies with skilled and qualified researchers now employed in university teaching or occupying key positions in the productive sectors.

There are also features, which, as stated by Professor Harmon at Armidale, are shared not only across the region, but also with other regions of the world as well. He wrote:

Each of the national systems faces considerable problems of rapid growth in student enrolments and pressures to provide increase numbers of graduates in fields related to labour market needs. There are also pressures to improve quality, and at the same time to broaden access. In India, for example, student enrolments are over 22 times larger than they were in 1947, and in recent years the average growth rate has been about 4 percent. To take another example, between 1975 and 1989 total students enrolments in higher education increased from 170,000 to 441,076. Further, in each country of the region current levels of funding are judged to be barely adequate or inadequate, and there is pressure to identify new sources of funding. In each there is growing acceptance of the fact that governments alone are unlikely to be able to meet the future financial needs for higher education.

In many cases, maintenance of quality or improvements in quality have not been feasible at times of the most rapid expansion, and at the present time there exists a substantial unmet need for increased funds for recurrent expenditure. Unfortunately, in a number of countries in the region, it appears that the phenomenon of reduced public sector support for higher education has emerged even before a desired basic level of provision could be achieved in the higher education sector. Even though some of the countries of the region have achieved a reasonably high level of student participation in higher education, the need for further expansion and upgrading of provision in order to support economic and social development stands out as an issue of great importance within the region. Increased demand for student places is likely to continue well into the future.

(Harmon, 1990)

THE KEY ISSUES: QUALITY AND RELEVANCE

There is broad agreement that policy reforms for dealing with the matters raised above should seek in the first place to improve the quality and pertinence of higher education systems. In a general way, analysis of the evolution of higher education in the last two decades indicates that the two most remarkable trends at this level of education in all regions have been:

- (a) quantitative expansion;
- (b) a perceived drop in academic quality.

This had led to the current concern to examine the effectiveness and efficiency of the sector. Quantitative expansion is therefore the object of studies by various institutions today. The indepth analysis of the accuracy of recriminations about the perceived drop in the quality, efficiency and effectiveness of higher education systems indicates that we have yet to obtain a clear picture of these phenomena. Certain indicators such as the high level of class repetition in certain countries, the extension of time spent at universities by young people, the size of drop-out rates, the rising number of graduates incapable of incorporation or adapting themselves to the world of work, indicate that the scale of the problem is serious, and the key issues are almost universal.

In the last decade, many of the countries in all continents have undertaken an evaluation of their higher education systems, or have shown interest in promoting dramatic changes in this sector. What, then, are the trends and prospects? When Unesco was preparing its current medium term plan, which covers the 1990-1995 period, a series of consultations was held to identify the most important issues for higher education in all regions of the world.

In synthesis, the following two groups of issues were identified:

- i) the first group relating to matters dealing mainly with relevance;
- ii) the second group relating to matters dealing with quality.

Both of these issues are, of course, interlinked. Relevance concerns, for example, the role of higher education within societies, and deals with matters linked to development, to democratization, to the world of work and to the responsibilities of higher education. These are questions arising within and without the systems of higher education. Quality mainly concerns matters aimed at improving the efficiency of higher education in order to reach its objectives: innovation and reforms, planning and management of resources, etc. These are, let us say, internal questions, conditions for inside efficiency for outside action.

Consideration of these two issues was complemented by a series of suggestions and proposals concerning student mobility and strengthening of international co-operation in the field of higher education. These findings are not new, but perhaps today more and more people, and their governments, are aware of their importance. More specifically, it is certainly true that during the last ten years in each session of the General Conference of Unesco, more importance has been given to higher education in the official statements of the representatives of governments of all the regions.

On the other hand, while facing up to the international economic crisis and the increased limitation of resources for social issues, some proposals were made at the international level that were likely to provoke, in developing countries, the abandoning of public financing of higher education. These controversial statement had at least one positive result: the reaction was so strong that a counter-analysis confirmed first of all, that the developing countries need higher education to deal with the problems of underdevelopment. It also reiterated the importance of a healthy higher education sector for the well being of broader education in general – another dimension to the inter-dependence argument expressed by Professor Bown in the opening paper of this special theme of the International Journal of Educational Development.

While this debate was taking place, the International Conference on Education of January 1989 at the (International Bureau of education in Geneva) discussed the diversification of post-secondary education. On the first day of the conference, 17 out of 24 speakers made a reference to reforms in higher education in their countries: reforms recently made, reforms being executed or reforms being prepared. A proposal was also made to Unesco to elaborate a plan of action for developing countries. The same proposal was approved during the session of the General Conference of Unesco held in Paris during October-November 1989.

All these elements led Unesco to decide to stimulate an international reflection on higher education issues at the global level. A series of regional studies and five regional meetings were organized throughout 1991, culminating in combined discussions held in Paris and the preparation of an international report on the subjects, which should be helpful to all policy and decision makers in the field of higher education. The results of this reflection will be available in 1992 and will have a direct impact on Unesco's programme for higher education in the immediate future.

THE UNESCO PROGRAMME FOR HIGHER EDUCATION

Many of Unesco's existing programmes already have direct links with higher education institutions or systems, and priority is given to promoting regional and inter-regional co-operation in higher education. This is done through regional centres and offices and by helping to launch various networks or consortium-type arrangements which are carried out under the responsibility of participating institutions or of higher education non-governmental organizations. A separate set of activities concern specialized training and support for self-sustained development in science, engineering and technology (Chitoran, 1990).

In Africa, for example, a Regional Advisory Committee on Higher Education was established in 1987. In the field of science a co-operative network (ANSTI – African Network of Scientific and Technological Institutions) with the task of promoting training and research in the participating institutions, was established within ANSTI, linking scholars in selected subjects. Staff training (through fellowships, seminars and workshops) as well as joint research projects and the publication of the African Journal of Science and Technology, with two series, one for engineering and one for basic sciences, are its main achievements. In addition to Unesco funds, this initiative is supported by UNDP and a number of international aid agencies and foundations.

A special programme for the countries of the African Region entitled "Priority: Africa" was adopted at the 25th Session of the Unesco General Conference held in Paris during October-

November 1989. This included a Special Programme for the Improvement of Higher Education in Africa. The special programme is being designed as a set of activities organized either in the form of projects or in the form of a sequential co-operation mechanism. By bringing modulated support to national, sub-regional and regional efforts, it seeks to encourage the pooling and joint utilization of the skills and capacities of African institutions of higher education.

In Latin America and the Caribbean, Unesco's action focuses on institutional development, technical assistance and the exchange of information. Support to networks like UNAMAZ (Association of Amazonian Universities), is part of this strategy.

In Asia and the Pacific with the support of UNDP, Unesco launched a co-operative project network linking 68 universities in 18 countries, including the Pacific area. Since its inception in 1983, three consortia have been founded, dealing with innovation in higher education (including staff development and distance learning); planning and management of higher education; and special research studies on higher education. One product of this co-operative project was the setting up of the Asian Association of Open Universities (AAOU) and the Regional Research Centre in Distance Education.

PLAN OF ACTION

Taking into account the issues and trends in higher education already identified, Unesco has decided to study the adoption of a plan of action meant to reinforce inter-university co-operation meant to reinforce inter-university co-operation and academic mobility, with particular emphasis on support for higher education in the developing countries. The main goals of the plan, whose acronym is "UNITWIN", are:

- to give a fresh impetus to twinning and other linking arrangements between higher education institutions in the industrially developed and developing countries.
- To help establish sub-regional, regional and inter-regional networks of higher education and research institutions.
- To develop – by agreement among institutions in the developing countries, and with concerted international support – centres for specialized studies and advanced research which would serve training and research needs across national frontiers. Such centres of excellence will be built through networks of twinned universities, having a system of Unesco university chairs as their nucleus.

Some activities which are foreseen in this plan have already been initiated. That is the case with activities on higher education management and for the training of key university administrators in several regions. Unesco's network for staff development in higher education for Latin America and the Caribbean (REDESLAC), will be reinforced and action is now directed in support of institutional and staff development in Africa as well, with the ultimate aim of setting up a similar network (or a number of inter-locking sub-regional networks) in the region. Agreements for the establishment of several Unesco chairs have already been signed.

A large-scale programme is aimed at supporting university and science libraries in the developing countries with books, periodicals and other materials to develop self-sustainable capacities in book production and teaching/learning aids. Progress is also under way in designing distance higher education programmes. During the period of 1992-1993, Unesco will thus continue to support activities aimed at the improvement of systems and institutions of higher education and will develop activities to stimulate the role of higher education in promoting education for all (experimental projects, research, educator training).

Under Unesco's aegis, six regional conventions on the recognition of studies and diplomas in higher education covering all regions of the world were recently adopted and now the organization is involved in preparing an international convention.

These are currently the main elements of Unesco's action for the development of international co-operation in higher education. In executing this action, the organization co-operates with a wide range of inter-governmental and non-governmental organizations. The principles for this action are included in Unesco's charter, but we should not forget that in such co-operative action partnership is the key to strengthening the links between the world academic community. The final goal of course is to improve the quality and relevance of higher education institutions and systems in favour of the communities of all member states involved in the organization.

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DOCUMENTO NÚMERO 10

Discurso em Alexandria, Egito, na Terceira Conferência Intermediária da Associação Internacional das Universidades – 19-22 de outubro de 1992 - **“Adaptation des structures et stratégies de gestion universitaire aux besoins nouveaux”**;

Troisième Conférence Intermédiaire de l'Association Internationale des Universités

Alexandrie, Egypte, 19-22 octobre 1992

Allocution de
Marco Antonio R. Dias
Directeur de la Division de l'Enseignement Supérieur
UNESCO

Vous avez analysé, au cours de cette semaine, l'adaptation des structures et des stratégies de gestion universitaire aux besoins nouveaux et, comme d'habitude, dans les conférences de l'Association Internationale des Universités, les contributions impressionnent, et de par leur quantité, et de par leur qualité.

Nous avons entendu, au cours de cette semaine, plusieurs références à la crise des universités. Ici, une fois de plus, nous pouvons poser la question suivante: compte tenu de leur nature et de leurs liens avec la société, les universités peuvent-elles être des universités sans crise? Si la société change en permanence, si l'humanité est toujours à la recherche d'un idéal surmontant les faiblesses de la nature humaine, une institution comme l'université ne peut vivre qu'en état de crise, en s'adaptant aux nouvelles situations, en cherchant à trouver les moyens pour contribuer à l'amélioration de la société. Le jour où l'université se stabilisera, où ses méthodes seront figées, ce jour là, en tant qu'institution destinée à servir la société, elle sera morte.

Il y a sans doute, des moments, où les transformations s'accélèrent, où les changements se font à une vitesse supérieure. Nous vivons cette situation, surtout depuis 1989, avec les changements politiques survenus en Europe, et l'aggravation, durant la décennie 80, de la situation économique et sociale des pays en voie de développement.

Dans ce contexte, on assiste à des discussions sur les priorités que doivent privilégier les universités. Que doivent-elles chercher? Quels objectifs doivent-elles essayer d'atteindre?

On oublie, assez souvent, qu'avant de poser cette question, il est nécessaire de savoir quel type de société on veut construire; quel type d'ordre international on veut bâtir ou renforcer.

Dans la sphère internationale, le système des nations Unies change, l'objectif recherché étant celui de stimuler l'émergence de sociétés plus participatives. Un effort de réflexion et d'action est fait comme le prouvent deux documents récemment présentés à la communauté internationale par le Secrétaire des Nations Unies, M. Boutros Boutros Ghali, le premier: "l'Agenda pour la Paix" auquel l'UNESCO essaye d'apporter sa contribution par une réflexion approfondie sur le rôle de l'éducation dans ce domaine; le deuxième, impliquant d'une manière directe, les universités, l'"I.D.S." - "International Development Strategy"- qui jette les bases pour la promotion du développement durable ou auto-soutenu, en mettant l'accent sur l'élimination de la pauvreté et la formation des ressources humaines.

Sans aucun doute, dans la mesure où aujourd'hui l'internationalisation est devenu un fait réel et qu'aucun pays, qu'aucune organisation ou qu'aucun individu ne peuvent vivre isolés, les questions globales de développement, d'environnement, de paix et de compréhension doivent être incluses dans les priorités des systèmes universitaires partout dans le monde.

Mais, comme l'a très bien signalé le rapporteur du groupe n° II de cette Troisième Conférence Intermédiaire de l'AIU, il faut assurer l'équilibre entre les principes et la réalité de la vie. Les débats de cette conférence ont montré que dans la liste des priorités, les responsables mentionnent, parmi d'autres, les questions liées à la qualité de l'enseignement -qui n'est pas possible si les institutions universitaires ne jouissent pas d'une autonomie réelle- à la nécessité de la formation de cadres de haut niveau, à la création de conditions pour que les universités

puissent répondre aux besoins des régions. On signale encore que le système universitaire ne peut pas se passer du renforcement des liens entre la formation et la recherche.

Cependant, quand l'analyse en arrive aux problèmes quotidiens auxquels font face les dirigeants universitaires -et cela est apparu dans cette conférence lors de débats de groupes mais surtout dans les discussions de couloir- l'on vérifie qu'assez souvent le souci principal ou au moins immédiat des établissements est d'assurer leur maintien -d'obtenir les fonds, d'obtenir aussi des ressources pour payer le personnel et assurer le fonctionnement des cours, d'équilibrer les rapports avec les étudiants (revendications, grèves), les enseignants, l'administration, et les pouvoirs publics.

De toute évidence, les universités ont toujours un rôle important à jouer dans la construction d'une société qui ait à coeur le principe du respect des uns envers les autres et qui prenne en compte les principes discutés ici dans cette conférence. Les responsables des politiques éducatives doivent donc renforcer les systèmes universitaires, en permettant à leurs dirigeants de concentrer leurs énergies dans l'accomplissement des objectifs des institutions, en leur épargnant de concentrer tous leurs efforts dans la lutte pour leur survie journalière. Il n'y a plus personne, parmi les responsables, pour se laisser tenter par les analyses pleines de sophismes diffusées partout par certains experts internationaux qui conseillaient, récemment encore, aux pays en voie de développement de réduire, voire d'éliminer, les investissements dans les établissements d'enseignement supérieur. De même, on est très conscient des incorrections des prises de positions qui en effet stimulaient une guerre entre les divers niveaux d'enseignement, et déviaient l'attention des vrais problèmes qui ont provoqué dans beaucoup de systèmes éducatifs la crise financière d'un si grand nombre d'universités. Si une guerre doit être faite, c'est la guerre contre les privilèges, la guerre contre la destruction, la guerre contre la corruption, la guerre pour un monde meilleur.

Et pour faire face à ces problèmes, les universités, elles aussi, ne doivent pas agir de façon isolée, mais doivent participer activement à des projets de coopération interuniversitaire, qui soient basés sur une position d'égalité entre les institutions qui participent et qui visent à développer le potentiel humain, à réduire l'écart entre les institutions et entre les pays, à promouvoir la compréhension internationale.

Plusieurs groupes, à l'intérieur de cette conférence, ont analysé les divers aspects de la coopération internationale. J'ai eu l'occasion de m'exprimer dans le groupe n° 24 consacré aux nouveaux rôles des organisations internationales. Le succès de la conception du programme UNITWIN, lancé récemment par l'UNESCO et qui se base justement sur l'idée d'une coopération de partenariat actif où l'intérêt de tous les participants est considéré sans concession au paternalisme ou au néo-colonialisme, montre que la demande pour ce type de coopération est énorme et globale.

J'ai signalé, dans le groupe de travail, qu'il est trop tôt pour évaluer les résultats d'UNITWIN, mais le fait que ce programme privilégie, sans la rendre exclusive, la formation sur place, et que cela soit accepté, montre qu'il y a partout une conscience effective que des mesures concrètes doivent être prises pour éviter la fuite de cerveaux, et arrêter l'hémorragie constatée par des organisations internationales en Afrique où, entre 1984 et 1987, plus de 30 mille

africains gradués ont quitté leurs pays, et puis maintenant en Europe de l'Est, qui aurait déjà perdu, depuis 1989, des dizaines, voire même des centaines de milliers d'experts de haut niveau.

Dans ce type de promotion, une organisation comme l'Association Internationale des Universités a un rôle unique à jouer. Une coopération de cet ordre n'est pas possible sans échange d'information, sans que les responsables des établissements puissent se rencontrer et échangent directement des idées et des impressions, sans que des analyses et des expériences concrètes de coopération soient promues sur l'initiative des universités elles-mêmes. En organisant une conférence comme celle qui s'achève aujourd'hui, l'AIU est fidèle à ses objectifs et elle continuera à être soutenue par des institutions comme l'UNESCO.

DOCUMENTO NÚMERO 11

“UNESCO UNITWIN Programme”, discurso de abertura da Assembléia Geral do Grupo Santander realizada em Santander, Espanha, 30 de novembro de 1992;

UNESCO UNITWIN PROGRAMME

Marco Antonio R. Dias
Director
Division of Higher Education - UNESCO

General Assembly of the Santander Group
Santander, Spain, 30 November 1992

First of all, I want to express my sincere wishes for success to Jaime Vinuesa Tejedor, new Rector of the University of Cantabria. It is not frequent to see one Rector start his functions in the presence of so many rectors and representatives of so many universities of several European countries. For me, personally, as a former Vice-Rector in a developing country (University of Brasilia) it is an honour to be present in this ceremony. For UNESCO, it is also an honour to make a presentation here, at this very important time, of the launching of the UNITWIN Programme and the UNESCO Chairs Scheme, one of the greatest initiatives of the Organization. On behalf of Mr Federico Mayor, Director General of UNESCO, I transmit to you, his good wishes for full success, and I express my gratitude to Professor Jose Urena Frances, former Rector and President of the Group of Santander, for inviting UNESCO to attend your General Conference and address the opening session.

The Medium Term Plan of UNESCO for 1990-1995 adopted by the General Conference at its 25th Session (October-November 1989), included a provision for the launching of a concerted international plan of action for strengthening interuniversity co-operation, with particular emphasis on support for higher education in the developing countries (Doc 25 C/5, MPI2, para 59).

UNESCO's Secretariat elaborated the UNITWIN Programme and the UNESCO Chairs Scheme in response to this provision. They were submitted to the General Conference at its 26th session (October-November 1991), which agreed with the nature and objectives of these new initiatives as well as with the ways and means proposed for their implementation.

UNITWIN is focusing on post-graduate studies and research. The promotion of research in fields directly related to sustainable development and solving contemporary world problems is an essential element of the programme.

We should note that this approach is slightly different from the way this matter is dealt with by organisations exclusively taking care of cooperation with institutions in developed countries. Now, in Europe, cooperation in higher education mainly means exchange of students and professors to assure mobility and to strengthen the idea of a unified Europe. It also means, as far as research is concerned, a pragmatic approach to, and an emphasis on, for example, rights of property, and how to save them.

Cooperation with developing countries mainly consists in reinforcing and strengthening capacities of these countries, and also transferring adequate technology, providing training, taking into consideration their needs and cultures, without furthering brain drain phenomena.

This is why the programme concentrates its efforts in strengthening more the networks than individual arrangements. In many countries, universities are the only institutions preparing people for research and in doing research. In other words, a solid scientific and development policy in developing countries goes necessarily through the strengthening of university institutions.

We should add that UNESCO has acquired a vast experience in the development and support for networking in the field of education and research. In fact, the largest part of its programme either in Education, or in the other domains (Basic and Exact Sciences, Social Sciences, Culture and Communication), is based on networks of a subregional, regional and international type. The Science Sector alone supports over 50 networks, including the Oceanographic Commission (IOC), Man and Biosphere (MAB), the International Hydrological Programme (IHP), the Intergovernmental Informatics Programme (IIP), which are based on intergovernmental arrangements, or regional networks such as ANSTI (African Network of Scientific and Technological Institutions), MIRCENS (Microbic Resources Centres), CYTED (Science and Technology for Development in Latin America), ASPEN (Asian Physics Education Network etc).

In the Education Sector, higher education networks which have been created so far are deal with staff development, educational research, management etc).

Several networks have been launched or reinforced through the UNITWIN Programme. Although the two schemes, which are related, -UNITWIN and UNESCO's Chairs- became operational only in January 1992, over 70 twinning arrangements and UNESCO Chairs have been either established or are under consideration. They cover an extremely broad range of complex domains requiring innovative and often interdisciplinary action to achieve results, within a global scope. They cover all the regions of the world. This is a clear indication that they have responded to an existing common interest of the institutions of higher education worldwide.

It is too early to evaluate the UNITWIN Programme, but we should think of the reasons why the idea has been accepted with so great enthusiasm by universities in developing countries and by governments and international agencies all over the world.

When UNESCO has been preparing its current Medium Term Plan (1990-1995), a series of consultations was held to identify the main important issues in higher education in all the regions of the world.

Two groups of issues were identified everywhere:

- i) Issues relating to matters mainly dealing with relevance (role of higher education within societies, democratization, need for diversification, links with the world of work, responsibilities of higher education in relation to the whole system of education etc).
- ii) Issues relating to matters dealing with quality (reforms and innovations, including distance education, interdisciplinarity and continuing education, planning and management of resources, organization of programmes, qualification of teachers etc).

These two sets of issues have been completed by a series of suggestions and proposals concerning mobility and strengthening of international co-operation in the field of higher education. These findings are not new. Maybe what is new is that more and more people and governments are aware of their importance.

It seems clear that in the present state of the world, there is no individual, no institution, no country capable of surviving alone. That is particularly true for developing countries, which need to train experts, need research, but cannot act in an isolated way. Cooperation is necessary and, as far as the universities are concerned, it implies complementarity, twinning, collaboration through networks.

International co-operation must help to develop human potential, to reduce gaps among nations and regions, in the field of science and technology, and to improve understanding among individuals and peoples for establishing peace.

But, when they look for cooperation programmes as a solution to their problems, the developing countries are more and more conscious that they look for a special type of co-operation. As Mr Federico Mayor, Director General of UNESCO, stated: "This co-operation must be based on a genuine partnership, and mutual trust, and on flexible procedures for jointly addressing the problems".

Clearly, the developed world has an important responsibility here. Yet in recent times, both the flow of capital and of intellect, which is the most precious flow, has tended to go exactly in the opposite direction -from South to North. How can this flow be reversed? How can brain drain be stopped? For universities, this will entail a rapid transfer of knowledge and technology through short-term scholarships, incentives to retain staff, international professorships (such as UNESCO Chairs), and twinning and networking arrangements".

It is estimated, that between 1984 to 1987, some 30.000 African graduates left their countries and mostly work in the industrialized North. In Europe now, the same phenomenon appears and, as indicated by a recent report of the working party on brain drain issued by UNESCO's Regional Office for Science and Technology in Europe (ROSTE), hundreds of thousands of specialists with advanced higher education training had left the former Soviet Union.

Programmes, like UNITWIN, aimed at assuring the reinsertion of highly trained specialists in their countries of origin and at increasing the development of training on the spot, and at strengthening research and access to scientific data either in developing countries, or in Eastern Europe, are an absolute and urgent necessity.

At the end of July 1992, some 18 networks and around 50 UNESCO Chairs had either been established or were at advanced stages of preparation. All these projects have in common the fact that the options are defined by all partners. One essential element of these arrangements precisely consists in the fact that nothing is imposed, and decisions are taken in the interest of all partners. That is, there is no doubt, one reason for the interest in the programme.

We should add -and that is important to understand the programme- that UNESCO plays a catalytic role in its implementation. The programme is mainly based on extrabudgetary funding, and in some cases UNESCO is able to provide seed money, which assures the establishment of links and the preparation of projects to be submitted to donors. With regard to the use of UNESCO funds, the following basic principles have been adopted:

i) Full priority is to be given to requests coming from or concerning higher education in the least Developed Countries (LDCs);

ii) Seed money will be provided for projects located in the developing countries, including the countries of Eastern and Central Europe;

iii) Financial contributions from UNESCO to projects located in the industrially developed countries, can only be made if the respective projects are open to the developing countries and if the funds are spent there.

Within the framework of the UNITWIN Programme, three examples of support for networks illustrate the flexible way the programme is being implemented:

1- Network for teacher education institutions and UNESCO Chair on Education, the focal point being the University of Dakar, in Senegal. This is a major project meant to serve in the first place the improvement of teacher training in Africa. It is also aimed at improving the contribution of higher education to the whole system of education, as a follow-up to the Jomtien Conference. Activities have started with an evaluation of teacher education training made by some 20 French-speaking institutions. It is foreseen to set up a network of institutions which offer teacher training programmes, with the UNESCO Chair on Educational Sciences as its focus.

2- Interuniversity Network for Southern Africa: which implies co-operation project between universities in Netherlands (focal point: University of Utrecht) with a network of universities of Southern Africa (Zimbabwe, Angola, Mozambique, South Africa, Namibia etc). An agreement has already been signed among these universities, a part of the funds for the implementation of the project is already assured, and it foresees the development of centres of excellence and networking activities in the field of health (biomedical sciences), man and environment, science and mathematics education. It is envisaged to extend the network so as to include universities of other European countries, like Spain, Germany and Sweden.

3- AMAZONIA - UNESCO inspired the creation in 1987 of a network of universities located in eight countries inside the Amazonian Basin. The UNAMAZ network gathers today around 30 universities in Amazonia and several other institutions outside the Amazonian region as "associated institutions". UNAMAZ has elaborated a multidisciplinary programme, including science and technology, culture, education and environment. One important part of the programme will be executed through a UNESCO Chair on Environment at the Federal University of Para, in Belem, Brazil. Extrabudgetary funds have been secured from a variety of sources. An agreement has been signed with the University of Quebec in Montreal (UQAM), which has also created another UNESCO Chair on environment and received from CIDA (Canadian International Development Agency) a grant of around one million Canadian dollars for joint research in Amazonia.

Your group is foreseeing the creation of six Chairs in Latin America and is interested in studying the possibility of similar projects in other regions, mainly in Eastern Africa and in some Asian countries. UNESCO is interested in supporting these arrangements and in participating in the elaboration and implementation of these projects. Experience indicates that this kind of joint

venture can work. In some cases, UNESCO's seed money up to the amount of 15 to 25 thousands dollars has led to extrabudgetary support varying from 80 thousands to 1 million dollars. However, the question of funding is a serious one and financing is not automatic. We are living in a difficult time and we note that, in many places, the economic crisis affects in the first place the social programmes, including technical cooperation with the developing world.

When your group was constituted four years ago, the objectives established by almost 30 European universities were concentrated in the internal co-operation with its members. The achievements of the group in this line are remarkable and the exchange and mobility among nationals from Spain, Great Britain, Denmark, Ireland, Italy, Belgium, France, Germany, Greece, Portugal, Netherlands, Finland, Hungary and Norway increased in a very extensive way.

On behalf of UNESCO I congratulate all members of the Santander Group and I express the wish of Mr Federico Mayor, Director General, and of the whole UNESCO Secretariat, that the group, so mature in so a short time, become equally efficient in promoting co-operation with institutions in the developing world. UNESCO supports this initiative and wishes to all of you full success in this venture.

DOCUMENTO NÚMERO 12

Discurso de abertura do Intergovernmental Committee for the Application of the International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean (Fifth Session) – Paris 12-13 September 1995

**Intergovernmental Committee for the Application of the International Convention on the
Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and
European States bordering on the Mediterranean
(Fifth session)**

Paris, 12 - 13 September 1995

(Room VIII)

OPENING SPEECH

BY

MARCO ANTONIO R. DIAS

DIRECTOR OF THE DIVISION OF HIGHER EDUCATION

Herzegovina, Croatia, Egypt, Italy, Malta, Morocco, Slovenia, Turkey, Yugoslavia). The latest ratification was that of Bosnia-Herzegovina, and I would like to take this opportunity to thank all Member States who are party to this Convention for their political will and readiness to work together within the very broad framework of co-operation it offers. However, the winds of history, as we all know, were and, unfortunately, remain, perhaps the most turbulent in this part of the planet. It is also true that many Member States, particularly those invited to the Diplomatic Conference held in 1976, have not yet joined the Convention. I believe this is the proper moment to re-launch an appeal to the Governments of Albania, Cyprus, France, Greece, Lebanon, Libyan Arab Jamahiriya, Monaco, Spain, Syrian Arab Republic and Tunisia inviting them to accede to the Convention they have established. This would also be a good manifestation of the attachment of Member States to the ideals of UNESCO on the eve of the fiftieth anniversary of the Organization and a valuable contribution to the construction of peace and confidence in the Mediterranean area. The Convention is open for ratification by all UNESCO Member States and I hope that one day all Member States, all countries, all Nations, all people in the region, including all former Yugoslavian Republics, Israel and Palestine, will ratify and become part of this Convention.

In spite of the very complex nature of the issues concerned, often pre-determined by the extremely rich and diversified nature of systems of higher education in its Member States, UNESCO was requested to pursue its action aimed at the establishment of a universal normative instrument in the field of academic mobility and recognition. Subsequent to a decision of the twenty-fourth session of the General Conference (1987), a preliminary study on the advisability of preparing an International Convention was considered by the Executive Board at its 130th Session (1988). The twenty-fifth session of the General Conference (1989) examined both the preliminary study and the report of the discussion of the Programme and External Relations Commission of the Executive Board on the subject and asked the Director-General to submit a final draft of the International Convention to the General Conference at its twenty-sixth session. In accordance with the procedure set out in Article 10 (3) of the Rules of Procedure concerning Recommendations to Member States and International Conventions, the Director-General submitted to the twenty-sixth session of the General Conference a report on the subject and the Draft Universal Convention on the Recognition of Studies and Qualifications in Higher Education (Doc. 26C/33). The report and the draft text of the Convention were discussed at length in Commission II which established an ad hoc working group in order to consider methods of procedure in regard to it. The working group reached the conclusion that conditions were not right for the adoption of the proposed draft Convention.

This view was subsequently adopted by the General Conference which, in Resolution 26C/1.15, requested the Director-General 'to pursue the work already done in the preparation of an international instrument likely to secure the widest possible acceptance'. In pursuance of the above resolution, two draft normative instruments concerning the Universal Convention and the Recommendation on the Recognition of Studies and Qualifications in Higher Education were revised by the Meeting of Governmental Experts (29-30 October 1992) followed by the International Congress on Academic Mobility and Recognition of Studies (2-5 November 1992). The Secretariat also consulted of Member States on both draft normative instruments and, on this basis, elaborated a report to the 27th session of the General Conference (Doc. 27 C/39).

At its twenty-seventh session, the General Conference took a major decision in the field of higher education by adopting, on 13 November 1993, an international *Recommendation on the Recognition of Studies and Qualifications in Higher Education*. This instrument aims to

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Joint Action Two: Inter-regional Co-operation among the National Information Centres for the Recognition of Studies and for Academic Mobility;

Joint Action Three: Inter-regional Training Activities for Personnel in charge of the Application of the Regional Conventions;

Joint Action Four: Development of Capacities for Information Gathering, Processing and Dissemination to Facilitate the Recognition of Studies and Qualifications in Higher Education;

Joint Action Five: Undertaking of Research Aimed at Facilitating the Recognition of Studies and Qualifications of Higher Education.

The distribution of responsibilities between Regional Committees, their Secretariats and UNESCO Headquarters in the implementation of this Plan was defined. I would like to report to you on the activities undertaken by the Division of Higher Education, as far as it is concerned by this Plan and I hope you will like to complement it later by providing information on your action relative to the Joint Work Plan.

Current biennium in UNESCO was rich in activities relative to the domain of academic mobility and recognition. The year 1994 was marked by such events as the wide diffusion to Member States of the international Recommendation on the Recognition of Studies and Qualifications in Higher Education (1993) and by the organisation of ordinary sessions of Regional Committees responsible for the application of Regional Conventions. The 7th session of the European Committee was held on 18-20 June, 1994 in Budapest, Hungary; the Latin-American Committee met in its 9th session from 19 to 21 October, 1994 in Sao-Paulo, Brazil; the Arab States Committee met in its 7th session from 12 to 15 November, 1994 in Amman, Jordan; the Asia and Pacific Committee met in its third session from 14 to 16 December, 1994 in Bangkok, Thailand. Your meeting will be followed by that of the African Committee. The reports from the above Committee meetings are already available and were distributed to other Regional Committees. The exchange of information between all six Regional Committees will be pursued, and UNESCO also intends to organise their second joint meeting during the biennium 1996-1997.

The members of your Committee are certainly aware of the fact that the implementation of the activities included in a Joint Work Plan require proper funding in order to be effective, efficient and, therefore, credible and useful. The problem of funding should therefore be addressed by the Regional Committees, as intergovernmental bodies. The tendency in the past has been to rely mainly on the financial resources of UNESCO which provides the Secretariat of the Regional Committees. UNESCO support will certainly be continued, but it is, unfortunately, far from sufficient.

The following lines of action are put forward as possible ways to assure the financial means for the implementation of the Joint Work Plan:

- (a) UNESCO should continue to make budgetary provisions in its Regular Programme and Budget for activities related to the application of the Conventions;

Given the financial constraints of the Organization, further efforts will be made to build in complementarity between the overall programme of UNESCO in the field of higher education and those activities related to mobility and the recognition of studies and qualifications;

- (c) Member States and NGOs of higher education may have recourse to funds foreseen under the Participation Programme of UNESCO, for activities related to recognition matters, by submitting requests for that purpose and by giving them high priority so that they stand a good chance of being approved;
- (d) The closest possible co-operation and co-ordination of activities related to recognition matters should be sought with the various IGOs and NGOs which are active in the field, so as to share resources and to avoid duplication of work, whenever a consensus is reached that such activities are of common interest and could better be implemented jointly;
- (e) The Regional Committees may appeal to the States which have ratified and/or signed the Convention to provide intellectual and material support to international co-operation in this field;
- (f) A similar appeal might be made to various intergovernmental organisations, agencies and foundations, to which concrete proposals of activities needing their support could be submitted.

As early as 1948, UNESCO generated the first publication intended to favor mobility, *Study Abroad*, now in its twenty-ninth edition and UNESCO's best selling book. It contains more than three thousand entries on courses and scholarships for students wishing to study in a country other than their own, and is updated every two years. *Study Abroad*, has evolved from a book into a data bank capable of generating a number of sub-products and providing a wide variety of combinations of information in forms adapted to specific audiences.

In collaboration with the International Association of Universities, UNESCO has produced a number of publications in the field of student mobility and intended to encourage the recognition of studies and diplomas. The most recent of these is the compendium *The World Guide to Higher Education*, the third edition of which is due to be published this year. This book provides an overview of the higher education systems in all the Member States of UNESCO, a description of conditions of access, the diplomas and degrees awarded, and a lexicon and chart showing the length of studies for various disciplines.

Among the activities implemented over the last two years I would also like to mention the preparation of the first edition of the *World Directory of National Information Centres for Academic Recognition and Mobility*, produced in 1995. The *Directory* provides information on national structures established in some 131 countries and on regional and international organisations serving academic recognition purposes and it is designed to guide all those concerned (governments and education authorities, students, teachers, researchers, the public at large). It is also hoped that the publication of the *Directory* will provide for the establishment and further development of direct links and co-operation between different national centres and thus facilitate the evaluation of foreign qualifications in all Member States of UNESCO.

I would also like to call your attention to the *Proceedings of the International Congress on Recognition of Studies and Academic Mobility* held in 1992 and to the *Training Guides for*

Credentials Evaluators. These publications appear in UNESCO's series 'New Papers on Higher Education'.

The forthcoming, twenty eighth session of the General Conference (25 October-16 November 1995) will consider the special initial reports from Member States on the application of the international *Recommendation on the Recognition of Studies and Qualifications in Higher Education* (1993) and will make recommendations in regard to future UNESCO policy in this domain. The forthcoming session of the General Conference will have to take a decision on another important item on its agenda, namely on the *Draft Council of Europe/UNESCO Convention on the Recognition of the Qualifications concerning Higher Education in the European Region*.

Ladies and Gentlemen,

Higher education is present in one form or another in most of the Organization's activities and publications: much of the expertise we use comes directly or indirectly from the university community, many of the books and papers we publish are written by people working in higher education, and much of the training carried out by UNESCO is done by people whose profession is teaching at the higher level. There are elements of higher education - training, curriculum, research - in the science, cultural, social science and communication sectors of UNESCO's activities. However, UNESCO does have one division (the Division of Higher Education) whose attention is devoted exclusively to higher education as such: the role of higher education and its improved quality, including management, the contribution of higher education to other forms and levels of the education system, including teacher training, and inter-university co-operation and mobility.

As many of you know, at the beginning of this year UNESCO presented its **Policy Paper for Change and Development in Higher Education**.

The document, which is, by the way, the first one of its kind in the history of the Organization's programme in the field of higher education, formulates a basic rationale for the process of change and development of higher education. It is not intended to impose models or make rigid prescriptions; at best, it may serve as a kind of '**intellectual compass**' for the Member States and for those in charge of higher education in designing their own policies, by taking into account the inherent diversity and specific needs and conditions prevailing at regional, national and international levels, and not underestimating the differences between various types of institutions which are altogether essential for a diversified modern system of higher education.

There is no need for me to give a detailed presentation of the UNESCO policy paper but I consider it important to point out, in the context of the topic of our meeting, that UNESCO's perspective on the renewal of higher education is based on three watchwords - **relevance, quality and internationalization**. The fact that **internationalization of higher education** is one of the principle axes in UNESCO's policy paper is a reflection of the global character of learning and research and of the growing importance of international co-operation in higher education. Evidently, UNESCO will continue to work towards the enhancement of international academic co-operation and mobility. This is why this meeting is so important.

The Division of Higher Education co-ordinates at house-wide level the UNITWIN/UNESCO Chairs Programme, which was launched in 1991, with the objective of enhancing transfer of knowledge through strengthened inter-university co-operation. This Programme met a great interest of Member States and institutions of higher education - a proof of which are some 180 projects of interuniversity networks and UNESCO Chairs launched within its framework. UNITWIN/UNESCO Chairs Programme has been utilized as yet another effective modality for facilitating academic mobility among participating institutions. Mutual recognition of diplomas and degrees constitute important aspects of the co-operative training and research programmes launched within it.

I call your attention to the fact that during the next biennium, higher education will play a more important role in UNESCO's programme. Four Main Elements will integrate this programme:

1. Reflection's exercise as follow-up to UNESCO's policy paper for change and development in higher education. Questions identified in this document will be the object of an in-depth analysis of regional level. Regional conferences will be organized during the period of 1996/97 in preparation of a World Conference in 1998.
2. The UNITWIN Programme based on two interrelated pillars: the UNESCO Chairs (centers of excellencies) and networks.
3. The normative instruments, in particular the Conventions and the Recommendation on the Recognition of Studies and Qualifications in Higher Education.
4. The contribution of higher education to the development of the whole educational system, including teachers education, distance education and the utilization of new technologies for education. In 1996, UNESCO will organize the Second World Conference on Informatics and Education.

Ladies and Gentlemen,

The recognition of studies and qualifications at both the regional and interregional levels has a vital role to play, not only in the advancement of knowledge, but also in its diffusion and transfer, both of which enable academic mobility. The diversity of education systems, which is the very expression of the variety of cultural identities, should be seen not as an obstacle, but as an asset in our on-going efforts to improve the quality dimension in Higher Education. We are well aware that what really matters is the knowledge and skills that learners take away from universities. I wish all possible success to the work of your Committee which has been convened to help resolve a major concern for our Member States in the century to come: namely, **human development** through the training of highly skilled people.

DOCUMENTO NÚMERO 13

“Perspectivas globais para o ensino superior” – Rio de Janeiro, 24 de novembro de 1993- seminário sobre avaliação: teoria e prática- Hotel Glória- promoção das Faculdades integradas Castelo Branco.

PERSPECTIVAS GLOBAIS PARA O ENSINO SUPERIOR

Professor Marco Antonio Rodrigues Dias

Rio de Janeiro, 24 de novembro de 1993 - Seminário sobre avaliação: teoria e prática
Hotel Glória - promoção das Faculdades Integradas Castelo Branco

Há doze anos atrás, em outubro de 1981, contratado pela UNESCO para assumir a direção da Divisão de Ensino Superior, deixava o Brasil e transferia-me para Paris. Nestes doze anos, segundo a revista "Isto é" (4 de agosto de 1993 - no. 1224), a inflação, no Brasil, cresceu 87.700.229.060 % (oitenta e sete bilhões, setecentos milhões, duzentos e vinte e nove mil e sessenta por cento). O Brasil pôs em marcha 12 programas de estabilização da economia, 5 congelamentos de preço, 11 índices oficiais para medir a inflação, 24 propostas de negociação da dívida externa, 16 políticas salariais, 18 políticas cambiais, 5 moedas, com corte de 12 zeros.

Por outro lado, quando se analisam indicadores relativos a políticas sociais, seja no âmbito geral, seja em campos específicos como situação da criança, níveis de educação, moradia, assistência social, a posição do Brasil é, quase sempre, de destaque, mas de destaque negativo.

A título de exemplo, destacamos que segundo estudo do Banco Mundial, publicado em fins de outubro último, o Brasil dispõe da pior distribuição de renda na América Latina. De acordo com o Banco, 44% dos mais pobres da região estão no Brasil, 41% dos brasileiros estão abaixo da linha de pobreza, isto é, ganham menos de US\$ 2 por dia; e, desse grupo, 18.7% vivem em pobreza extrema".

Creio, por fim, ao iniciar essa análise, que todos aqui vão compreender que, ainda que tentando acompanhar o que vai pelo Brasil, sinto-me muito mais à vontade discutindo problemas globais, tendências universais, do que analisando detalhes do emaranhado da vida política, econômica e social brasileira.

É o caso de se pergunta, então, quais são as tendências, quais são as perspectivas para o ensino superior numa escala global?

O que chama a atenção, de saída, nesta questão é a incrível explosão quantitativa, acompanhada por uma crescente desigualdade de acesso, problemas financeiros insuportáveis e uma queda de qualidade bastante generalizada, tudo isto dentro de um quadro em que as diferenças entre países desenvolvidos e países em via de desenvolvimento só fazem se agravar.

No mundo inteiro, os estudantes, em nível universitário, eram 28.2 milhões 1970, 47.5 em 1980, mais de 60 nos dias de hoje. Nos últimos 20 anos, o número mais que dobrou.

No entanto, quando se analisam as inscrições no ensino superior na idade entre 18 e 23 anos, conclui-se que a desigualdade entre regiões é chocante. 13.5% desta idade estavam inscritos em estabelecimentos de ensino superior. Esta é a percentagem global. No entanto, nos países industrializados, a percentagem era de 36.8% contra 8.3% nos países em desenvolvimento. Trocando em miúdos, as oportunidades de um jovem em um país industrializado seguir um curso superior é quatro vezes maior que a dos países em via de desenvolvimento e, se nos limitarmos à África sub-saariana, 17 vezes maior.

Não é só no Brasil que as universidades enfrentam problemas financeiros. Na maioria dos países, o crescimento do número de estudantes não foi acompanhado por uma consagração proporcional de recursos. Aqui também a desigualdade é visível. Em média, o gasto por estudante, em números absolutos, é dez vezes mais baixo nos países desenvolvidos que nos

industrializados. Além disso, uma política rígida de ajustamento estrutural impõe cortes nos investimentos em ensino superior, justamente num momento em que os custos nesta área tendem a crescer. É importante não confundir liberalização nos negócios com ausência de políticas sociais de parte do poder público, sobretudo no que diz respeito à educação. O Estado tem, entre suas obrigações, a de por à disposição dos cidadãos um sistema de educação de qualidade, acessível a todos, sem discriminação de espécie alguma.

De qualquer forma, esta combinação de elementos contraditórios criou uma situação de crise e, em consequência, estudos, análises começaram a ser feitos em toda a parte em busca de soluções. Na esfera internacional, o Banco Mundial e a UNESCO -nem sempre com visões coincidentes- destacaram-se na análise destes problemas.

A UNESCO em particular, nos últimos anos, desenvolveu uma série de estudos de caso, de diagnósticos de situações, organizou uma série de reuniões regionais para analisar as tendências e os desafios do ensino superior no mundo inteiro. Com base nos resultados destas atividades, um trabalho de síntese/análise foi elaborado por um especialista de grande prestígio, Alfonso Borrero Cabal, seu trabalho foi revisto por um grupo de especialistas representativos de todas as regiões do mundo e, antes do fim do ano, um livro será publicado, no Canadá (Unesco/IDRC) com o título "University as institution today".

Ao mesmo tempo, a Unesco preparou um "policy paper" destinado a transformar-se na posição oficial da Organização frente aos problemas do ensino superior no mundo. Seu título é "Strategies for change and development in higher education".

Estes dois documentos refletem os resultados da reflexão feita em escala global.

Em síntese, três blocos de problemas, melhor dito de questões foram identificados e aqui, agora, são apresentadas de forma muito sucinta:

-RELEVÂNCIA

-QUALIDADE

-COOPERAÇÃO INTERNACIONAL

RELEVÂNCIA diz respeito, em particular, às funções e responsabilidades do ensino superior em relação à sociedade e é ligada a questões referentes à democratização, vínculos com o setor produtivo, responsabilidades do ensino superior para com o conjunto do sistema educacional e com a busca de soluções para problemas urgentes da humanidade como meio ambiente, paz e compreensão internacionais, democracia, direitos humanos. A diversificação do sistema, como instrumento para assegurar o acesso de todos é uma das consequências dessa responsabilidade do ensino superior.

Aqui cabe lembrar uma afirmação de Julius Nyerere, mítológico chefe de Estado africano, responsável por uma das mais brilhantes campanhas de alfabetização em países em via de desenvolvimento. Falando na Unesco, recentemente, Nyerere reconheceu que a Tanzânia cometeu um erro. Descuidou do ensino superior. Hoje, reconhece, sem um bom sistema de

ensino superior, não há ensino de base que se mantenha. É ali que se formam os professores. É ali que se realizam as pesquisas educacionais. É ali também que se formam os quadros da administração, os pesquisadores de que necessita o país. Sem um bom ensino de base, não há possibilidade de bom ensino secundário. Se este é mau, o ensino superior perderá sua eficiência e se este último não é bom, como dizia Julius Nyerere, não há possibilidade de bom ensino de base e o círculo se fecha.

Maior **RELEVÂNCIA** é ligada a melhor **QUALIDADE**. Voltaremos a este tema. Façamos, por agora, um parêntese, lembrando, apenas, que qualidade se divide em:

- qualidade dos docentes
- qualidade dos estudantes
- qualidade da gestão e da administração
- qualidade dos conteúdos e dos métodos.

O terceiro bloco de elementos analisados se refere à **COOPERAÇÃO INTERNACIONAL**. Tal fato se deve ao crescimento do intercâmbio de professores, estudantes e pesquisadores no mundo inteiro. Segundo os serviços de estatística da Unesco, o número de estudantes seguindo cursos em estabelecimentos no Exterior, cresceu de 29% na última década: de 920 mil em 1980 a 1.2 milhão em 1990, dos quais 750 provenientes de países em via de desenvolvimento.

O intercâmbio se opera também entre docentes, pesquisadores e programas inteiros. Recentemente, a UNESCO lançou um programa de cooperação chamado UNITWIN - baseado num sistema de cátedras Unesco e de redes universitárias. Em dois anos, mais de 120 projetos tornaram-se operacionais. O objetivo do programa é reforçar as capacidades dos países em via de desenvolvimento, evitando o êxodo de cérebros. O programa é baseado num espírito de solidariedade da comunidade acadêmica e requer a plena e efetiva participação de todos os envolvidos no projeto.

Tínhamos aberto um parêntese, quando falávamos de qualidade. Vamos fechá-lo e voltar ao assunto.

É possível definir "qualidade"? O tema se presta a muitos debates. Em maio último, representantes de cerca de 60 países, inclusive vários reitores brasileiros, participaram de uma conferência internacional em Montreal, Canadá, onde o assunto foi discutido, assim como métodos de "accreditation" e de avaliação para se atingir a qualidade.

Num colóquio organizado em Bogotá, em julho de 1985, a ex-ministra da Educação da Colômbia, Dóris Eder de Zambrano, afirmou:

-"Calidad" es un termino difuso, como la belleza o la bondad, que se presta a múltiples definiciones y que se percibe en forma totalmente distinta por diversos grupos o individuos. Entran en esta percepción factores derivados de las necesidades de cada grupo y de sus expectativas en relación con el papel de la educación".

Tive a oportunidade de participar das discussões sobre este tema na conferência de Montreal. Em realidade, representando a Unesco, fui um dos oradores principais e não cabe aqui repetir tudo o que lá foi dito.

A verdade é que, apesar da dificuldade de definição, todos estão de acordo em dizer:

- 1- **a qualidade** é um elemento de base para que o ensino superior cumpra suas funções;
- 2- **a avaliação** é um instrumento valioso para se constatar a existência ou não de qualidade, ao mesmo tempo em que possibilita aos estabelecimentos de ensino superior de prestar contas à sociedade.

Esta tendência é muito forte e eu diria aos professores universitários que ainda buscam se fechar numa torre de marfim que ela é irreversível.

O problema está em se saber se o que querem alguns -como ficou patente no Canadá- isto é a adoção de indicadores válidos universalmente, é possível.

Antes de chegar aqui, tinha pensado em contar algumas experiências distintas das do Brasil. Verifiquei que era desnecessário. A maioria aqui já as conhece, a revista "Enfoque", em seu último número dá detalhes sobre o que se passa em diversos países. Além do mais, o Professor Amaral, reitor da Universidade do Porto, vai tratar de experiências européias, onde se encontram alguns dos casos mais interessantes neste domínio.

Farei apenas duas observações adicionais e com elas termino meu relato:

1- a discussão sobre métodos quantitativos e qualitativos é velha de pelo menos 30 anos. Indicadores quantitativos podem ser úteis. Tornam mais concretas as observações, mas números jamais revelam todos os aspectos da vida da sociedade. Uma combinação de métodos quantitativos e qualitativos, onde se tomem em consideração os aspectos culturais e sociais, é absolutamente necessária. Todas as análises mostram que o grande problema das universidades na África e na Ásia, e eu acrescentaria também na América latina, com as reformas dos anos sessenta, provêm da adoção de modelos de outras partes do mundo, sem que fossem tomadas, em consideração nem a história, nem a cultura dessas regiões.

2- A segunda observação deveria constituir o início dessa exposição. Decidi, porém, inverter a ordem que seria lógica. Nas reflexões conduzidas pela Unesco, o que se verificou em toda a parte foi que sendo os vínculos da Universidade fortes com a sociedade, antes de se perguntar que tipo de universidade queremos, deve-se indagar que tipo de sociedade queremos construir.

Em 1989, após a queda do Muro de Berlim, falou-se muito numa nova ordem internacional e, a partir daí, houve uma grande investida liberal que, como já disse anteriormente, confundiu liberalização com afastamento do Estado de suas responsabilidades sociais. É um equívoco que, no ensino superior, está provocando catástrofe sobre catástrofe. Nos países do Este europeu, o resultado desta política é que universidades são sucateadas e

especialistas de alto nível partem para todos os cantos, inclusive para o Brasil - num êxodo de cérebros digno dos países do Terceiro Mundo. Para as Nações Unidas, uma nova ordem deve se basear em três pilares:

1- A Carta das Nações Unidas - os direitos de cada país não podem ser condicionados por seu poder econômico ou militar.

2- A "Agenda para a Paz", documento apresentado pelo Secretário-geral das Nações Unidas em 1992, verdadeiro plano de ação para a paz.

3- IDS- "International Development Strategy", documento aprovado pela Assembléia Geral das Nações Unidas que considera que o desenvolvimento econômico e social deve ser baseado na diminuição da pobreza e no desenvolvimento dos recursos humanos, onde as universidades exercem papel preponderante.

Os princípios enunciados nestes documentos deveriam servir de fundamento para estabelecer as ligações entre o ensino, a pesquisa e a responsabilidade social dentro das universidades e, para reforçar as ligações entre universidade e sociedade.

Em outras palavras, além da eficiência medida em números e proporções, a qualidade no ensino superior só pode ser considerada existente se ela servir à construção de uma sociedade baseada nestes fundamentos.

Os jesuítas, no Brasil colônia, montaram um sistema de ensino que servia a uma sociedade em que os valores e as funções eram muito claros: manutenção de uma ordem baseada em princípios imutáveis.

Os militares, após 64, montaram um modelo de ensino, apto à modernização num esquema de sociedade dependente.

Neste momento, no Brasil, o que está faltando não é um novo modelo de sociedade? Ou será que todos aceitamos implicitamente que a lei da "vantagem acima de tudo" é o que conta?

DOCUMENTO NÚMERO 14

“What University for what society”- pgs 11 a 14- in Opening Academisch Jaar 1993-
Universiteit Utrecht – Marco Antonio Rodrigues Dias- UNESCO

WHAT UNIVERSITY FOR WHAT SOCIETY?

During the last years, Unesco animated a series of regional and international reflections on the role higher education should play at the end of this century. During debates organized all over the world an attempt was made to reply to the important question: what kind of university does society need?

However, it became soon clear that a correct reply could not be given if, in advance, another question was not replied: About what kind of society we are talking about? In other words, it became clear that we should in fact ask, what kind of university, but for what kind of society?

Universities are not isolated from societies and many of their problems are the reflection of the changing world. Pursuing their mission of training graduates in order to respond to societies needs -taking into account the rapid development of knowledge and skills- requires a permanent reflection on their structures and programmes and a consequent action with a view to adapt themselves to new needs.

The basis for a model of a new society is in the roots of the present action of international community, and in particular in the efforts of renewal of the United Nations system. What are these basis?

The Division of Higher Education of Unesco prepared recently a draft policy paper on higher education in which a tentative reply is given to this question"

"The basic premises of the concept of indigenous and sustainable development were formulated by the United Nations in its International Strategy for Development (IDS) which was approved by the General Assembly of UNO. The IDS considers that economic development should be based on two main foundations: diminution of poverty and development of human resources. With regard to the latter, the universities and other higher educational institutions have become, more than ever, the main actors in the implementation of the strategy for development, particularly with regard to their role in the training of highly qualified personnel.

"The search for solutions to global problems is the responsibility not only of governments, but of each community, individual and citizen. Two of these problems can be considered as the

DOCUMENTO NÚMERO 15

“Cooperação internacional para melhorar a formação dos docentes” - 40a.
Assembléia Mundial do ICET – Conselho Internacional de Educação dos Professores – Rio -
22 de julho de 1992 – Palavras na sessão de abertura e discurso

DOCUMENTO NÚMERO 15

COOPERAÇÃO INTERNACIONAL PARA MELHORAR A FORMAÇÃO DOS DOCENTES -

Professor Marco Antonio Rodrigues Dias, Diretor da Divisão de Ensino Superior da Unesco
Texto apresentado à 40a. Assembléia Mundial do ICET – Conselho Internacional de Educação
dos Professores – Rio de Janeiro- Brasil- 22 de julho de 1992

ANAIIS

PROCEEDINGS



40ª ASSEMBLÉIA MUNDIAL

WORLD ASSEMBLY

TEMA:

**Preparação de Professores para a
Preservação da Vida e Superação da Pobreza**

Theme:

**Preparing Teachers to
Preserve Life and Overcome Poverty**

**UNIVERSIDADE FEDERAL DO RIO DE JANEIRO
FACULDADE DE EDUCAÇÃO**

PALAVRAS NA SESSÃO DE ABERTURA

Palavras do representante da UNESCO, Professor Marco Antonio Rodrigues Dias, Diretor da Divisão de Ensino Superior da UNESCO (Paris)- Rio de Janeiro, 19 de julho de 1993 - 40a. Assembléia Mundial do ICET

No ano passado, a Unesco teve a honra de sediar a 39a. Assembléia Mundial do Conselho Internacional de Educação de Professores - ICET- que tratou do tema "Formação de docentes num período de mudança global".

Vossa Assembléia propiciou à UNESCO a oportunidade de destacar a importância dos docentes, dos professores, e a da formação do pessoal da educação em um período particularmente importante no desenvolvimento da comunidade internacional.

O tema de Vossa Quadragésima Assembléia "Preparação de professores para a preservação da vida e superação da pobreza" oferece uma nova oportunidade de se chamar a atenção sobre estas questões.

O fato de que esta assembléia se realize neste momento, no Brasil, e mais particularmente na cidade do Rio de Janeiro, reveste-se de particular importância. País reconhecido por suas contradições, o Brasil é palco, neste momento, de uma conjugação de esforços, em que o governo se põe à mesa com representantes da sociedade civil -simbolizada pelo sociólogo Herbert José de Souza, o Betinho - para enfrentar o que muitos consideram o principal problema deste país, a fome.

Parece claro que nenhum esforço neste sentido pode prescindir da educação e do esforço dos mestres, cuja capacidade de gerar, produzir e multiplicar mensagens e de transmitir e reforçar valores continua inigualável.

Em realidade, há muito que se fazer. O mundo ainda conta com cerca de 960 milhões de analfabetos, dos quais 2/3 são mulheres. Cerca de 130 milhões de crianças não têm acesso ao ensino primário. A queda na qualidade do ensino, a inadaptação às condições reais de vida provocam o abandono prematuro da escola. Por outro lado, políticas de ajustamento estrutural mal conduzidas levaram a abandonar políticas sociais e o resultado, frequentemente, é a insuficiência de meios materiais, financeiros e humanos para as escolas, o aumento da pobreza das famílias provocando o absenteísmo e o caráter inapropriado dos serviços educativos. Recordo-me, em meus tempos de menino, da cartilha usada na escola primária num subúrbio afastado do Rio, Santa Cruz, onde aprendíamos a ler "Eva viu a uva". Eva via a uva, nós crianças não víamos nada, porque nem sabíamos o que era uma uva.

Senhoras e senhores,

Nos últimos anos, o mundo sofreu uma aceleração rápida em seu processo de mudanças e passou-se a falar de uma nova ordem mundial. Para a Unesco, uma nova ordem passa pela proteção do meio ambiente, pela eliminação da pobreza, pela promoção dos direitos

humanos e da paz, pelo reforço dos sistemas educativos que inclui a extensão da educação fundamental e eliminação do analfabetismo, o reforço da dimensão cultural, humana e internacional da educação, o estreitamento dos vínculos com a sociedade e, em particular, com o setor produtivo, uma visão de conjunto da educação que inclui a renovação do ensino superior e da formação de docentes em todos os níveis.

Nenhum destes objetivos pode ser atingido se não houver mobilização de todos: governos e sociedade civil. Ao estudar a proposta do ICET de se desenvolver um plano de criação de programas universitários ICET-UNESCO de formação de docentes, a UNESCO exprime seu interesse, certa de que esta iniciativa, valorizando a profissão docente, estimulará ações de cooperação internacional, visando a ampliação da capacitação de educadores em favor do desenvolvimento sustentado, em que a eliminação da pobreza e a proteção do meio ambiente sejam elementos essenciais.

Em nome da UNESCO e de seu Diretor-Geral, Federico Mayor, desejo ao ICET votos de sucesso nesta assembléia que hoje se inicia.

COOPERAÇÃO INTERNACIONAL PARA MELHORAR A FORMAÇÃO DOS DOCENTES

Minha primeira palavra é de agradecimento ao ICET pelo convite para participar desta mesa-redonda e discutir tema tão importante.

Recentemente, a UNESCO desenvolveu uma série de reflexões, primeiramente em nível regional, em seguida, em nível global, para discutir os desafios e as tendências da formação em nível superior nesta virada de século.

Os resultados foram interessantes. Embora prioridades específicas sejam diferentes segundo as regiões, a verdade é que no mundo inteiro, as questões identificadas formavam um conjunto bastante homogêneo. Elas podiam se aglutinar em três blocos complementares: matérias ligadas à qualidade da formação, onde podíamos incluir formação de professores, uso de novas tecnologias, melhoria da gestão etc.; matérias ligadas à relevância ou pertinência, principalmente no que diz respeito aos vínculos dos estabelecimentos de ensino superior com a sociedade, em particular com o setor produtivo, ação do ensino superior em benefício do conjunto do sistema educacional. E, finalmente, havia uma série de propostas visando à adoção de medidas em favor do desenvolvimento da cooperação internacional.

O ponto de partida provinha da consciência de que, nos dias de hoje, é impossível a um indivíduo, a uma organização, a uma nação, de se desenvolver sozinho, isolado. A cooperação é essencial para o progresso.

Foi com base nisto que os Estados membros da UNESCO decidiram solicitar de seu diretor geral que elaborasse um programa de ação para melhoria da formação em nível superior, principalmente nos países em desenvolvimento. Com base nisto, criou-se o programa UNITWIN, aprovado pela Conferência Geral da UNESCO há pouco menos de dois anos, em outubro de 1991.

O principal objetivo do plano é o desenvolvimento de um espírito de solidariedade baseado em acordos de associação entre universidades do mundo inteiro. Em lugar de estimular a cooperação entre universidades individualmente, domínio privilegiado da cooperação bilateral, o programa UNITWIN visa principalmente ao estabelecimento de redes sub-regionais, regionais e inter-regionais de cooperação entre instituições de ensino superior.

Componente fundamental do programa UNITWIN são as cátedras UNESCO, que visam ao reforço de centros em campos de ação da organização, principalmente aqueles mais diretamente vinculados ao desenvolvimento durável.

A esta altura, 82 cátedras estão criadas ou em fase de criação, 15 acordos foram assinados pela UNESCO para o desenvolvimento de redes universitárias, cerca de dez outros são objeto hoje de discussões com instituições universitárias, entre eles o de uma rede de instituições de formação de docentes na África de expressão francesa, com base em um programa UNESCO que será sediado na Universidade de Dakar, no Senegal.

As grandes prioridades do programa são ligadas ao desenvolvimento durável direta ou indiretamente:

- cátedras UNESCO em favor do desenvolvimento durável, incluindo meio ambiente, questões ligadas à população etc
- cátedras UNESCO sobre Democracia, Direitos Humanos e Paz
- cátedras UNESCO em Educação (formação de professores, ensino a distancia, pesquisa educacional)
- cátedras UNESCO em Ciência e Tecnologia.

Em relação à formação de professores, é necessário dizer que se trata de uma das prioridades da UNESCO, estando esta organização interessada em promover ação e reflexão com vistas à renovação da formação de docentes em geral, buscando adaptar as instituições de formação às necessidades de um mundo que se modifica rapidamente e procurando também revalorizar a posição da profissão docente.

A verdade, é necessário acentuar, é e que vários fatores, dos quais não podemos excluir a crise econômica e social, fizeram com que, no mundo inteiro, no decorrer das últimas décadas, a profissão de docente tenha se desvalorizado. O valor dos professores passou a ser medido exclusivamente por critérios de produtividade sem que se indague de maneira suficiente sobre os aspectos da condição profissional nem sobre a capacidade pedagógica dos docentes.

Além disso, testemunhamos um sem número de tentativas de busca de novas fórmulas de formar os docentes, debates sobre o valor e a relevância de sua formação inicial e sugestões de que os cursos de formação de professores, mesmo em nível universitário, deveriam ser substituídos por uma formação e treinamento dados exclusivamente nos estabelecimentos de ensino.

No entanto, apesar destas várias iniciativas, não houve nenhuma tentativa sistemática de se examinar o estado atual da formação dos docentes em nível global, as noções de profissionalismo, o volume de formação que já é dado nas escolas diretamente e as competências que se busca inculcarem nos estudantes. Tais fatos levam certos analistas a considerar que a busca de novos enfoques é necessária para se responder de maneira satisfatória às demandas crescentes de formação de docentes.

A qualidade dos docentes e de sua formação e sua relação com os sistemas educacionais tornaram-se, então, matéria de interesse generalizado no mundo inteiro. Mudanças são necessárias para transformar as escolas em instrumentos positivos de justiça social nos diversos países. Os professores devem ser formados tomando consciência de que mensagens e valores que transmitem aos estudantes é peça essencial no processo de transformação não só das escolas como da sociedade inteira. Sua responsabilidade pedagógica não é maior que sua responsabilidade ética e moral.

A sociedade deve valorizar seus mestres, dando-lhes condições dignas de trabalho, inclusive salários, o que não é o caso em bom número de países.

Dentro dos sistemas educacionais, a participação dos docentes e de suas associações nas negociações relativas às condições de trabalho e emprego é imprescindível. Análises feitas na Unesco, em 1991, baseadas em 25 anos de experiência desta organização (ver "Quelle formation pour les enseignants? Unesco, 1991) revela que entre os países menos desenvolvidos, proporcionalmente, o maior crescimento de estudantes e de mestres deu-se na África, sendo menos significativo na América Latina e no Caribe. Às vezes, no entanto, em um mesmo país, encontra-se o fenômeno da insuficiência de professores numa região e de abundância em outras. Os estabelecimentos de formação não foram capazes de acompanhar a demanda ou de se adaptar rapidamente a mudanças inesperadas. Algumas soluções foram tentadas através do aumento do volume de trabalho dos docentes fazendo crescer o tamanho das salas, introduzindo o sistema de turnos adicionais e/ou o aumento do número de docentes mediante a formação acelerada, recrutamento de docentes estrangeiros, utilização de professores aposentados.

É útil lembrar que alguns países decidiram utilizar docentes não qualificados, medida que somente poderia ser aceitável como provisória, mas que tende frequentemente a se eternizar com prejuízo para todos.

O número de mulheres docentes varia de região a região e de país a país dentro da mesma região: onde parece ser mais elevado é na América Latina e em certos países da Ásia do Sudeste. Sem entrar no mérito da feminização desta profissão -apenas constatamos um fato- a proporção de mulheres, é um fato a ser considerado quando se analisam questões ligadas à carreira ou outras matérias ligadas à condição feminina.

Observe-se, no entanto, que as carreiras docentes obedecem, em geral, a regras definidas no que diz respeito aos critérios de recrutamento que, teoricamente ao menos, são baseados em qualificações profissionais e nos métodos de recrutamento. Em geral, a antiguidade é o ponto fundamental em toda parte para promoções e avanço nas carreiras, sem que muitas vezes tomem-se em consideração outros critérios como qualificações, experiência, resultados obtidos, mérito em geral. Alguns países buscam introduzir critérios qualitativos baseados na avaliação dos resultados do trabalho docente, que, em geral, são feitas pelos superiores ou pelos supervisores nas escolas.

Nota-se também que métodos, técnicas e modalidades de treinamento e formação evoluem com rapidez no mundo inteiro. No entanto, a auto-aprendizagem permanece um ponto débil e nem todas as possibilidades oferecidas pelas novas tecnologias são tomadas em consideração. Além disso, critérios de recrutamento, formação inicial e contínua para formadores de formadores ainda não foram estabelecidos em diversos países. A falta, em muitos casos, de um sistema coerente ligando os programas das escolas com os programas para a formação dos formadores permanece um domínio a ser mais bem analisado e estudado.

A função de organizações como a UNESCO, ICET e outras organizações não governamentais da profissão docente é extremamente importante.

Os docentes necessitam estar bem informados das mudanças que se operam no mundo e nos sistemas educacionais a fim de poder adaptar-se e ajustar seus ensinamentos e métodos de ensino. Esta é uma das razões pelas quais a UNESCO decidiu lançar-se num processo de renovação da formação dada neste campo, iniciando uma ação importante em África. Duas semanas atrás, um seminário sub-regional foi organizado em Dakar e, como mencionei no início deste documento, uma de suas conclusões visava justamente à criação em Dakar de uma cátedra UNESCO em Ciência da Educação como base de uma rede para toda a África de expressão francesa.

Isto me leva a mencionar as redes de instituições vinculadas à pesquisa em Educação e a formação de docentes que o ICET propôs-se a criar com a UNESCO e que, eventualmente, poderá contar com a participação de outras organizações não governamentais da profissão docente. Elas visarão à criação ou reforço de programas em que os educadores, formadores e docentes serão chamados a exercer um papel importante na renovação da sociedade como um todo.

Uma de minhas colegas na UNESCO, Dulce Borges, chefe da Seção de formação em Educação, na Divisão do Ensino Superior, disse:

"The links between, on the one hand, the educational services based on collective cultural, linguistic and spiritual heritage to promote the education of others to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own, ..." as stated in the World Declaration on Education for All and, on the other hand, teachers "professionality" are still to be defined. The preservation, or restauration, and development of teachers motivation seen as a combination of psychological, cultural, social and economical aspects, is closely related to the function of teaching as a whole."

Tudo isto nos leva à relação entre ética e motivação dos docentes. De fato, a transmissão de valores é agora mais difícil que no passado. As famílias enfrentam dificuldades para exercer sua função de educar novas gerações e, embora as dificuldades dos professores sejam também maiores, cabe a eles uma grande parcela de responsabilidade, o que exige uma motivação sem reservas nem limites.

Estas questões são delicadas e difíceis. É função de assembléias como estas promover tal debate e dar oportunidade a representantes da profissão docente de se exprimir. Além disso, nas análises não se pode pensar que a solução esteja exclusivamente em mãos dos docentes e que um voluntarismo absoluto resolverá todos os problemas. Em favor dos docentes, deve-se dizer que no início dos anos 90, a realidade que enfrentamos mostra que a situação deles, sobretudo nos países em desenvolvimento é extremamente difícil, dura, penosa. Em muitas partes, os docentes se encontram face a uma impossibilidade real de executar seu trabalho e isto, obviamente, repercute negativamente sobre a qualidade do que é produzido.

Não se pode esquecer que a crise da motivação tem, frequentemente, raízes na degradação dos salários, das condições de trabalho que os docentes sofreram, sobretudo na década perdida dos 80 em países obrigados a se adaptar a ajustamentos estruturais executados por técnicos com uma visão economicista, que ignoram ou se esquecem de que liquidar com o sistema educacional representa a morte de um país como entidade autônoma e soberana.

Sou tentado a citar o Professor Fafunwa para dizer que "one thing is certain: you cannot use yesterday's tools for today's job and expect to be in business tomorrow". Eu acrescentaria que os professores devem ter consciência deste fato, mas a sociedade também não deve ignorar que se não der condições mínimas para os professores eles não poderão usar os instrumentos de hoje porque os instrumentos simplesmente não estarão à disposição deles.

40th ICET World Assembly

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Plenary Presentation on Topic 4

International Cooperation to improve Teacher Education

PROFESSOR MARCO ANTONIO RODRIGUES DIAS
DIRECTOR OF SUPERIOR EDUCATION AT UNESCO

First of all, I would like to thank ICET for inviting me to take part in this round-table to discuss such an important subject.

Recently, UNESCO has developed a series of discussions, at local level at first, and at global level afterwards, concerning the challenges and the tendencies of scholastic formation in this turn of the century.

The results were interesting. Although specific priorities are different for each region, the truth is that the identified questions had a very homogeneous component all over the world. These questions could be divided into three complementary groups: topics on training quality, where we could include teachers formation, use of new technologies, betterment of the administration, etc.; topics which deal with relevance or pertinence, mainly of the links between higher education institutions and society, particularly the productive area, the benefit of higher education to the whole educational system. And, finally, there were proposals aiming at taking measures in favour of international cooperation developments.

The starting point came from the realization that, nowadays, it is impossible for an individual, for an organization, for a nation to develop by themselves. Cooperation is essential to development.

as a result, the member states of UNESCO requested from its general director the elaboration of a program to improve higher education training, mainly in the developing countries. As a result, the program UNITWIN was created less than two years ago in October of 1991 with the approval of the General Conference of UNESCO.

The plan's main objective is the development of a solidary spirit based on agreements among universities from all over the world. Instead of individually stimulating cooperation among universities, a privileged dominion of bilateral cooperation, the UNITWIN program aims mainly to establish sub-regional, regional and inter-regional nets of cooperation among higher education institutions.

The UNESCO chairs are fundamental components of the UNITWIN program and aim to reinforce the field of the organizations, mainly of those which are more directly linked with sustainable development.

Up to this moment, 82 chairs were created (some are still being created.); UNESCO made 15 agreements so that university networks can be developed; other ten programs are nowadays the subject of discussions between UNESCO and higher education institutions. Among them we can see a network of teacher education institutions to be developed in the Francophone Africa. (This program is going to be held at Dakar University, in Senegal.)

The great priorities of the program are directly or indirectly linked with sustainable development:

- UNESCO chairs in favour of sustainable development, including environment; questions linked to population, etc.;
- UNESCO chairs about democracy, human rights and peace;
- UNESCO chairs in Education (teacher training, long distance teaching, educational research);
- UNESCO chairs in Science and Technology.

As for teacher education, it is necessary to say that, UNESCO is interested in the promotion of action and reflection in order to renew teacher education in general, one of its priorities is not only to adapt education institutions to the necessities of the world, but also to bring more value to the profession.

It is necessary to stress that several factors, including the social and economic crisis, devalued the education profession throughout the world in the last decade. The value of being a teacher started to be measured only by production criteria without taking into account the aspects of working conditions and pedagogical competence of the teachers.

Besides, we witnessed a great number of attempts to seek new formulas to train teachers. There were also many discussions about the value and the relevance of their initial education, as well as of many suggestions to substitute university courses with local training provided at the school site only.

However, in spite of these initiatives, there were no systematic attempts to examine the present state of teacher training at global level, the notions of professionalism, of the formation volume directly given at school, of the competence we try to instill in the students. Such factors make certain analysts search

for new focuses which are necessary for satisfactory understanding of the growing demand of teacher formation.

The quality of the teachers and of their formation, as well as its relation to the educational system, became thus a very important subject all over the world. Changes are necessary to transform the schools into positive tools of social justice in all the countries. Teachers are to be trained, conscious of the fact that the messages and the values they transmit to the students are an essential piece in the process of transformation not only at school, but in the whole society as well. Their pedagogical responsibility is no bigger than their ethical and moral responsibility. Society must value its masters, by giving them dignified working conditions and decent salaries, which it fails to do in a great number of countries.

Within the educational system, the participation of the teachers and of their representatives in the negotiations concerning employment and working conditions is vital. Analyses made at UNESCO (1991) revealed, based on this organization's 25 years of experience (see "Quele formation pour les enfants?", UNESCO, 1991), that the greatest growth of students and teachers among most of the developing countries took place in Africa, rather than in countries of Latin America and the Caribbean. Besides, we can find, in a same country, the phenomenon of insufficiency of teachers in a region and of abundance in another. The education institutions were not able either to meet the demand or to quickly adapt itself to the unexpected changes. Some suggestions were attempted: the increase of the teachers' work volume; by increasing the number of students in each classroom; the introduction of additional work shifts; the increase in the number of teachers by accelerating education; the recruiting of foreign teachers; the reutilization of retired teachers.

It is worth remembering that some countries decided to make use of non-qualified teachers, which could only be acceptable as a provisory measure. However, this attitude tends to be repeated frequently, causing damage to everybody.

The number of female teachers varies from region to region and from country to country: it seems to be more elevated in Latin America and in certain countries of southeast Asia. Regardless of the feminization of this profession — we just evidence a fact — the proportion of women is a fact to be taken into account when we analyze questions linked either to the carrier or to other subjects which deal with women's conditions.

It is observed, however, that the academic carriers on a whole obey, defined rules, concerning recruiting criteria that, theoretically at least, are based on professional qualifications and on methods of recruiting. In general, the oldness is the fundamental point to promotions and advance in the carriers everywhere, though many a time other criteria such as qualifications, experience, obtained results and merit are not taken into consideration. Some countries seek to

introduce qualitative criteria based on the evaluation of the teachers' work, which are, in general, made by the superior or the supervisor of each school's staff.

We can also notice that methods, techniques and modalities of training and formation develop very quickly throughout the world. However, self-teaching is still a weak point, and all the possibilities offered by the new technologies are not taken into consideration. Besides, the criteria of recruiting, initial and continuous formation of formers' were not settled yet in various countries. The lack of a coherent system connecting the school programs with the programs of formation of formers, in many cases, is still something to be better analyzed and studied.

The function of organizations such as UNESCO, ICET, and other non-governmental organizations of the teaching area is extremely important.

The teachers need be well informed about the changes that exist in the world and in the educational system so that they can adapt their teaching methods to them. This is one of the reasons for which UNESCO decided to engage in a process of renovation of formation given in this field. A couple of weeks ago, a sub-regional seminar was held in Dakar (Africa) and, as I mentioned in the beginning of this paper, the conclusions aimed just at the creation of a UNESCO chair in Sciences of Education as the basis of a net for all the Francophone Africa.

It takes me to mention the nets of institution connected with the research in Education and the teachers' formation that ICET proposed to create along with UNESCO and that, eventually, will be able to receive the participation of other non-governmental organizations of the teaching area. They will aim at creating and reinforcing the programs in which educators, formers and teachers will be summoned to play an important role in the renovation of the society as a whole.

One of my fellow scholars in UNESCO, Dulce Borges, chief of the Section of Formation in Education, in the Division of Universitarian School, said:

The links between, on the one hand, the educational services based on "collective cultural, linguistic and spiritual heritage to promote the education of others to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own...", as stated in the World Declaration on Education for All and, on the other hand, teacher "professionalization" are still to be defined. The preservation, or restoration, and development of teachers' motivation seen as a combination of psychological, cultural, social and economic aspects, are closely related to the function of teaching as a whole.

All this takes us to the relation of ethics and teachers' motivation. Actually, the transmission of values is now more difficult than it was in the past. The families cope with difficulties to exercise their function of educating the new generation and the teachers, who are responsible for a great part of this education, must have unlimited strength and motivation.

These questions are difficult to deal with. It is up to assemblies like this one to promote such a discussion and to give the opportunity to teaching experts to express themselves. Besides, in the analyses, it cannot be thought that the solution is exclusively in the teachers' hands and that an absolute determination will solve the problems. In favour of the teachers, it must be said that, in the beginning of the 90's, the reality we coped with shows that their situation, is extremely difficult and painful mainly in the developing countries. In many places, teachers find themselves facing a real impossibility of exercising their profession and this, obviously, results in a negative outcome.

We cannot forget that the crisis in motivation has its roots in the degeneration of salaries, of working conditions that teachers suffered mainly in the last decade of the 80s. Besides, in countries obliged to comply with economic adjustments, technicians with an economic vision, ignored or neglected the fact that to overlook the educational system means the death of a country as an autonomous and sovereign entity.

I am tempted to quote Professor Fafunwa: "one thing is certain: you cannot use yesterday's tools for today's job and expect to be in business tomorrow." I would add that teachers must be conscious of this fact and society must not ignore that if teachers are not given minimum working conditions, they will not be able to use the available tools because these will simply not be at their disposal.

DOCUMENTO NÚMERO 16

“Global Challenges for students in economics” – key speaker at the 1994 AIESEC International Conference – Platja del Aro, Catalunya- Spain, 20 March 1994 – Challenges for students and for their organizations like IASEC– Platja del Aro- Spain, 22 March, 1994

GLOBAL CHALLENGES FOR STUDENTS IN ECONOMIC SCIENCES

Professor Marco Antonio Rodrigues Dias

Key speaker at the 1994 AIESEC International
Conference

Platja del Aro, Catalunya, Spain,
20th march 1994

FIRST INTERVENTION

I had the chance of being a student in Paris in 1968. One fact that impressed me enormously at this time was that nobody could foresee what was approaching; no one imagined that a social explosion could happen.

The following week -after the beginning of the movement- the most famous analysts, including world well know sociologists, wrote articles on the press showing that everything was logic. But the fact was that nobody made the right prevision. Pierre Vianson Ponté, from "Le Monde" considered at this time one of the best, if not the best political journalist in France, wrote in April 64, on the FrontPage of his newspaper, one article saying "La France s'ennuie", "France is bored" in which he denounced the passivity of French students, of French workers and the incapacity of the opposition political parties to occupy a space in this country. A few days later, the students were in the street, the workers started to occupy the factories the French society was in situation of shock.

I had also the privilege of being member of a generation in my country which believed that we could do things, we could transform the world, a generation of people that tried to make the difference between "to be" and "to have". After 1964, this generation was repressed, several of my colleagues at the university were killed or disappeared, a long period of silence was imposed on the population, freedom was suppressed, censorship was established on the communication system, and a very unfair economic system was imposed. The consequences of all these factors until now have repercussion, the country having an enormous difficulty to establish a democratic and no corrupted system.

The lack of values or the imposition of materialistic values, the stimulus to individualism and isolationism make many people ask if it is possible to the new generations to believe in something out of their own personnel interests. This is reinforced by the inability of previous generations to renew the societies and to leave to youngs a space to work and to create. The unemployment, which is pandemic in the developed world, and now affects seriously youth in developed countries is the clearer manifestation of this phenomenon.

Two days ago, we received in UNESCO an invitation addressed to the Director General to be the key speaker in a conference organized for next march 1995 by the Graduated School of the University of Harvard. The questions this conference will address contain in themselves most of their replies and could also be addressed to young people like you.

The conference will try to find replies to this kind of questions:

- a. Does economic integration threaten national sovereignty and consequently national education systems?
- b. How can nations plan education when decisions about investment and employment are made by transnational corporations that respond to global concerns?

- c. Mass media already compete with schools as a source of knowledge and values in advanced industrial societies: what will the massive penetration of foreign-owned mass media mean for societies which schooling is less extensive?
- d. Are the alternative technologies for schooling that permit poorer societies to avoid the high cost burden of education that is associated to avoid the high cost burden of education that is associated with the teacher-based technology of the North?
- e. Should we encourage a global education that transcends national boundaries, or instead seek ways to offset the impact of globalization on national identity?
- f. What is the special role of supranational organizations (such UNESCO) in the generation of supranational education systems?

It is extraordinary that a so prestigious university raises this kind of questions. In fact, many educational planners, even not expressing their ideas very clearly, consider that education and training systems are isolated from the societies and can take one independent life.

Education is essentially linked to the whole society. All over the world, the results of policies for structural adjustment have had dramatic impact on educations systems. In addition, today the role teachers play in the society is not the same as in the past, when they were the main authorities in villages. Today they are surpassed by mass communications presence and by the changes in the structure of societies. The new technologies which raised and follow raising so big hopes in many cases have as impact the increase in the gap among industrialized and undeveloped countries and inside each society, the gap among richer and poorer.

In fact, if we look around us in the world, what do we see?

Memory of men and women is weak. We study the adventures of Charles Magne, Jeanne D'Arc, Christoph Colomb, this is important, but frequently we forget to see more recent facts. Let us come back to facts closer to us. In 1989, with the Berlin wall fall, in 1990 with the announcement of the end of the cold war among East and Western, how many times we did not listen to say that one period of peace came to the whole humanity?

I had already the opportunity in other fora to put the following question: was it possible to believe that the world was becoming perfect forgetting so enormous interests conflicts and also the heritage of a recent colonial period in which countries were created, borders eliminated or constructed according to the interests of colonial powers without taking into consideration the reality of human beings leaving on these territories?

Was it possible -and I put the question to students in Economic Sciences- to think that a real peace could be established in the world without solving what a famous actuality review called the monumental foreign debt of Third world countries, which transformed these countries in capital exporters to the industrialized world?

Was it possible to think that situation in Eastern European countries would become better with limited changes in government and some changes in the ideological basis of the States?

The Gulf War was the first big event to show that the reality was quite different. After this, the explosion and implosion of Soviet Union, the implosion and war in former Yugoslavian Republics, the beginning of the end of apartheid in South Africa, the mutual recognition among Palestinians Israel, the constitution of big blocks like NAFTA, or of sub-regional groups, like Marcos, the reinforcement of European Union, are the main subjects in the press concerning the end of this century.

But, there are forgotten conflicts, like the one in Angola, or in Somalia, or in Timor, where resolutions of United Nations are completely ignored, civil populations suffer in front of an international community absolutely indifferent.

Today, the world economy is in trouble. It is expected that soon the blocks in Asia and South Pacific can dominate the world and Western countries can no longer be the masters of the world.

Environments, Peace, Democracy, Education for all, elimination of poverty, better health are among the big problems that affect the whole world and each individual in particular. Knowing these problems, having a position on them, become indispensable to everybody occupying leadership position in governments or in private enterprises. It is well known that many recruiters now look to the capacity of young potential staff to understand what is happening in the world.

Facing this panorama, some questions could be raised here now and you, as students in Economic Sciences, could reflect on them:

- a. What are in fact the big problems the humanity is supposed to look for a solution now?
- b. what is the role should play in present times educational institutions and in particular the universities?
- c. What is your role, as young people, in the present society and facing the needs societies should undertake?
- d. In particular, what should be the role played by economists, a large part of the opinion considering that economists help more to complicate than to solve questions?

When he took his functions, the President of Brazil, Tamar Franco, received from Herbert José de Souza (Bettino) a famous sociologist, an advice to invite to the Presidency the main economists of the country, put all together in the same room, close the door and open it only when all important definitions on economic problems were taken...

Time came to the new generations of economists to change this image. Here, now, I will not give solutions to the questions we are raising neither to the several questions presented. The main message I could leave to you is that our generation, as a whole, was unable to find responses to them. We can, the older, make suggestions to you based in our experiences and in our mistakes, but it is up to you to find the more pertinent replies and to define the model of society you want to leave in.

Reforms are needed and will be done. The United Nations system itself is changing and the conceptual basis are found in two different kinds of documents: the Agenda for Peace approved sometime ago by the General Assembly and the Agenda for Development in preparation which has a basis in IDS -International Development Strategy- approved some three years ago foreseeing measures to eliminate the poverty and strengthening the human resources approach. At the same time, United Nations tries to call the attention of rulers to some of the main aspects of these questions and organizes soon a World Social Summit, an International Conference on Population matters and another one on the condition of women, which will complete a framework developed by ECO 92 in Rio de Janeiro.

Unesco recently undertook a worldwide level reflection on trends and issues facing higher education and one of the results show that now is not enough to learn, it is nor enough like it was said thirty years ago learn to be, now students should learn to be “entrepreneurials”, should learn to take initiatives, should learn to take their destiny in their own hands.

I conclude with a message from a Catalanian singer, Luis Leach:

FE NO ES ESPERAR...
 ENTERREM LA NIT
 ENTERREM LA POR
 APARTEM ELS NUVOLSH QUE ENS AMAGUIN LA CLAROR
 HEM DE VEURE-HI CLAR
 EL CAMI ES LLARG

I JA NO TENIM TEMPS "D'EQUIVOCANS"
 CAL ANAR ENDAVANT
 SENSE PERDRE EL PAS
 CAL REGAQR LA TERRA AMB LA SUOR DEL DUR TRABALL
 CAL QUE NEIXIN FLORS A CADA INSTANT

or in English in an open translation:

LET US BURY THE NIGHT
 LET US BURY THE FEAR
 LET US SEPARATE THE CLOUDS WHICH HIDE THE LIGHT
 HERE WE MUST SEE CLEAR
 THE ROAD IS LONG

WE HAVE NO MORE TIME TO MAKE MISTAKES.

WE SHOULD PROGRESS WITHOUT LOOSING THE ROAD
IT IS NECESSARY TO HOSE THE LAND WITH THE SWEAT OF A HARD
WORK
FLOWERS SHOULD BE BORNING EACH MOMENT

SECOND INTERVENTION

CHALLENGES FOR STUDENTS AND FOR THEIR ORGANIZATIONS LIKE IAESec

Professor Marco Antonio R. Dias
Director of the Division of Higher
Education- Unesco

Platja del Aro, Catalunya, Spain
22 march 1994

You are now reflecting on important issues concerning your personnel life and also on the functioning, objectives and aims of your organization.

It seems very interesting that in the moment you decide to go ahead facing this kind of challenges, you invite directors of big private enterprises, like Price Waterhouse and American Express, and a representative of the United Nations system, the director of the division of higher education of UNESCO.

The point of view of these persons are not the same, listening to so different persons, you can receive diversified points of view and make your mind. However, I don't believe that our approaches will be opposite. I am sure they will be complementary and it is up to you to analyse it and make your own mind on the situation and on decisions you are called to take.

The world our generation is leaving to you is very complex. First of all, there is interdependence and decisions taken in one region affect the others. If my compatriots in Brazil or our friends in Africa decide to do what European and north-Americans did in the past, it means destroy the tropical forests, the co

Consequences will affect the whole world. If industrialized nations don't make an effort to neutralize the pollutions created by their industries, the world can become insupportable. Unemployment is also a reality in all parts of the world. It is pandemic in developing countries. It became a serious problem in industrialized countries. The unemployment and the social problems it creates are promoting a new category of countries: countries in the way to underdevelopment (*pays en voie de sous-développement*). In 1993, the vice-president for Human Resources Development and Operations Policy of the World Bank, Mr. Armeane M. Choksi, explaining the present situation of the world said:

-"Today, in Sub-Saharan Africa, one child in six dies before the age of five, In South Asia, only a third of adult women can read or write. Three million children in the developing countries die each year due to lack of access to clean water. And more than 500.000 women -99 per cent of them in developing countries- die each year from maternity-related complications".

This is a scandal. Ethically, how can you, as future leaders in the world, accept that more than half million women die each year from maternity complications at the end of the twenty century? The ethics makes us to say that resources, work and knowledge should be shared among nations and individuals.

These facts show the failure of the strategies of development that have been applied in the world since the Second World War and justify the decision of United Nations to call a World Summit for Social Development, and Unesco is participating actively in its preparation. Recently, the director general of Unesco prepared a document, in which it is said that "Sustainable social development is possible only through a radically reoriented programme of human resource development, not in the narrow managerial sense of the term but in a broader sense of improvement in the quality of life: better education, better health, respect for human rights, democracy, rational use of resources through the application of recent advances in science and technology, and a commitment to the culture of peace and international solidarity".

You are now deciding what to do with your organization. It was known until now as a very efficient NGO in establishing links with the productive sector and it became a powerful instrument to help economy students to get good jobs. Now facing the unemployment and correlated problems, a contradiction seems to appear among keeping the organization solving individual problems or transforming it in an organization worried with social concerns.

Your dilemma and it is visible that some of you take it too seriously, look like what face the higher education institutions. "The Economist" in its edition of 25.12.93, stated that "universities are seen by right-wing governments as engines of economic growth, by left-wing governments as agents of social equality, and by tax-payers as avenues of social mobility".

What would you think if I tell you that everybody is right and as at the same time everybody is wrong? Everybody is wrong if you look to their position in an isolated way. But, if you look to the whole social life, these isolated elements can be a part of a complex, which each of these elements can find its place or in other words, here once again, "virtus in medio", the equilibrium is in the middle. Your organization does a good task when put students in contact with the productive sector. But in an interdependent world, the productive sector, as governments, will be interested in young leaders able to understand what is happening in the world and in this sense the decision of being involved with global problems seems not only necessary but also useful.

IAESEC can not act isolated. The decision of creation of IMISO, a network of students unions, was a very intelligent one. But, you can go further including in your internal organization. You have a very good exchange programme, which allow students from a country to go to work for short periods in enterprises in other countries. This should be kept and reinforced. But, why you don't think in the possibility of sharing efforts with organizations like UNESCO and send students for example to participate in activities of UNESCO Associated Schools programmes teaching children of other countries to know the reality and the culture of your own countries? Why don't you think in being associated to the Unitwin Unesco programme reinforcing research programmes in developing countries and ensuring the sharing of knowledge and of technology?

I know that this is easy to say, but difficult to accomplish. But, when one wants to do it, this can be done. In 1988, the Association of Universities and Colleges of Canada organized an international conference on cooperation on higher education. I was there. It was an excellent conference, students were present but its participation was something marginal. Their representative, one student from Montreal, Yannick Portebois, found that something should be done, a movement was done, finally the University of Ottawa, with the support of the federal government, allowed the students to organize a conference financed by the Canadian International Development Agency. As a result, the government approved an annual 25 millions Canadian dollar programme foreseeing:

- exchanges between Canadian and third-world non governmental organizations
- short-term training co-financed by Canadian private enterprises working in the third world.

- further training for young graduates who will work for the Canadian private sector in the Third World

- cooperation with Canadian and international non-governmental organizations

- work to build awareness among Canada's young people, such as international campus, Youth weeks etc.

It is true that what was done in Canada can not be done all over the world. The Canadian students did what was possible to do in the Canadian reality. In other places, students can go further. In other, their action will be more limited. The important is that they take the initiative. In our days, students should not only learn, not only to be, they should learn to be “entrepreneurs”, to take initiatives and these will be efficient if they are taken according to the reality of each country.

As someone who in his period of student was an activist, a member of students union, and now has responsibilities in an important international organization, the message I want to leave to you now is that we do well listening the old generations. But, listening to us, you should of course learn what we accomplished, but being realistic and looking to the kind of world we are leaving to you, you should try to analyse where we were wrong for not repeating the same mistakes which will have as a consequence to leave to your children a world worst than the present one.

The future is in your hands. Decisions on orientations for your lives and for your organization should be taken by you and by anyone else.

DOCUMENTO NÚMERO 17

“Importance of higher education in the life of nations and individuals” – Abril de 1994 – Conferência na AIESEC – São Paulo – texto distribuído pelos organizadores aos participantes durante a conferência

IMPORTANCE OF HIGHER EDUCATION IN THE LIFE OF NATIONS AND INDIVIDUALS

Marco Antonio Rodrigues Dias
Director of the Division of Higher Education
UNESCO

From time to time, we bureaucrats use to say that developing countries' real need is for universal primary education, -this statement is expressed in a way that the connotation is clear: higher education is luxury and governments should avoid investing in it.

UNESCO considers that the education system has to be seen as a whole. Of course, basic education is the first priority in the developing countries, but it became clear that without a good higher education system these countries cannot keep basic education working well and they cannot develop capacities to enable them to ensure sustainable development.

In one memorable speech at the Executive Board of UNESCO some years ago, Julius Nyerere, from Tanzania, reminded the efforts his country made for basic education. Many years later, Tanzanian people discovered that they should dedicate the same efforts for the other levels of education, mainly higher education.

Now in most countries, teachers are trained at tertiary level and the only institutions able to make educational research are the universities. In addition it is in these universities that executives, administrators and researchers are trained.

Figures from 1988 showed that the 18 to 23 age group were enrolled in higher education, but for the industrially-developed countries the percentage was 36.8, as opposed to 8.3 in developing countries. In other words, as it is stated in one recent UNESCO's document, the chances for young people from the industrialised countries to continue education at higher education level are four times greater than for those in the developing countries and seventeen times higher than those in Sub-Saharan Africa.

The United Nations consider that to reach a better world with sustainable development favouring everybody, it is necessary to eliminate the poverty and develop human resources. The role of tertiary institutions at present is crucial.

The world is changing very fast. A process of globalization, as a result of the growing interdependence at the world level of national economies and trade, is followed by a new regionalism, in which groups of states try to reinforce their integration as a mean of reinforcing their competitiveness at the world level. NAFTA, Mercosur, APEC are the visible face of a process accelerated after 1989 with the end of the bi-polarism and the development of a more multipolar world order.

In this new framework, one can conclude that countries which stay isolated and countries which don't pay enough attention to the training of human resources and the preparation of a critical mass will not be able to reach satisfactory development levels.

During the last years, UNESCO monitored a global reflection on higher education issues all over the world and the conclusions went in the same direction. We noticed a great quantitative expansion in the system, an increase in the inequalities in access, financial

constraints everywhere and the need of ameliorating quality and relevance of institutions for facing new challenges in a very fast changing world.

For assisting member states and institutions of higher education to deal with these matters, UNESCO tries to encourage the exchange of information and experience on trends and developments in higher education, to promote research on its roles and functions, and to help Member States in their efforts to develop their high level training and research capabilities and to enhance the quality, relevance and efficiency of national systems of higher education.

UNESCO promotes respect for academic freedom and institutional autonomy and is now, with ILO- the International Labour Organization- taking steps in order to enhance the status of higher education teachers.

UNESCO also stimulates regional and inter-regional cooperation in higher education supporting networks and linking arrangements which operate under the responsibility of the participating institutions or of non-governmental academic and professional organizations. This action is made namely under the UNITWIN Programme, launched in 1991, as an international plan of action for strengthening inter-university cooperation with particular emphasis on support to higher education institutions in developing countries.

With the same objective, UNESCO undertakes a serious work in the field of recognition of studies and qualifications in higher education. Five regional conventions concerning the recognition of studies, diplomas and degrees in higher education have been adopted under the auspices of UNESCO over the last two decades and recently (1993) an international and global recommendation on this subject was approved by the General Conference.

Thus, UNESCO places great emphasis on close co-operation with non governmental organizations specialized or directly interested in higher education matters. There is, of course, a great interest in strengthening in particular links with youth organizations, like AIESEC, which is well known for its links with the productive sector for the benefit of its members and now showing a clear understanding of what is happening in the world tries to reflect on global problems and on their impact on the life of each individual. This is a very positive fact because as I said, last March, in Spain, at the AIESEC International Conference, in Platja del Oro, "the future is in your hands and decisions on orientations for your life and for your organization should be taken by you and by no-one else".

DOCUMENTO NÚMERO 18

Prólogo do livro “Investigación cualitativa, retos e interrogantes” de Glória Perez Serrano – Editorial La Muralla, S.A. Madrid 1994- pgs. 9 a 12

INVESTIGACIÓN CUALITATIVA.
RETOS E INTERROGANTES

I. MÉTODOS

GLORIA PÉREZ SERRANO



editorial
LA MURALLA, S. A.

PRÓLOGO

Podemos calificar como muy oportuna la publicación del libro *Investigación cualitativa: Retos e interrogantes*, de Gloria Pérez Serrano. Todos los que actúan sobre la realidad social sienten en algún momento la necesidad de mejorar sus instrumentos de trabajo, de identificar mejor los problemas que enfrentan, así como las necesidades que la sociedad, la organización o los individuos plantean. Para esto la inspiración es útil, la empatía y el sentido común fundamentales, pero es indudable que las ciencias sociales desarrollan métodos y técnicas capaces de suministrar instrumentos para perfeccionar la relación con la realidad. De esto trata esta magnífica obra.

El primer dilema que se plantea a los que se disponen a analizar la realidad es el de dotarse de un modelo de tipo cuantitativo o cualitativo. Este es el objeto de la primera parte del libro. En el primer capítulo se presentan los modelos o paradigmas de análisis de realidad y sus implicaciones metodológicas y el segundo se refiere a la investigación cualitativa, sus problemas y posibilidades.

El debate sobre métodos cuantitativos o cualitativos no es nuevo. Uno de los puntos álgidos del libro, presente en todos sus capítulos, es precisamente el de mostrar que este debate tendría que estar superado. En una conferencia presentada en la Sorbona, en París, en 1966, el Profesor norteamericano Paul Lazarsfeld distinguió la sociología de la acción, de la sociología de la evolución. La primera trataba, según él, del problema en su forma más directamente aprehensible, planteando cuestiones con repercusión práctica a corto plazo. Se preocupaba por los efectos inmediatos, deseados y premeditados por los responsables del mensaje. La otra, la sociología de la evolución, mantenía la atención sobre los fenómenos complejos, frecuentemente inesperados y desconocidos, y su repercusión a largo plazo. Conviene destacar que la sociología de la ~~acción~~ ^{evolución} siempre se ha caracterizado por la utilización, ya en aquella época del final de los años sesenta, de análisis prioritariamente cualitativos.

En realidad, el sentido común determina que la combinación de los dos métodos o técnicas es la mejor manera de enfrentar los problemas de la sociedad, principalmente cuando uno tiene la intención de analizar la realidad para mejorarla. Al leer la exposición de Gloria Pérez Serrano, uno se da cuenta de cómo es profunda su observación de que «en el método de las ciencias sociales las dudas, los desacuerdos y disputas son y han sido de tal envergadura que han hecho recordar aquella observación de Poincaré: mientras los científicos investigan, los sociólogos disputan sobre el método. Ahora bien, el debate en torno al enfoque cualitativo y cuantitativo de la realidad engloba una serie de connotaciones y perspectivas diferentes en muchos campos».

El análisis que plantea la autora en este libro sorprenderá a más de uno de los que trabaja en el campo de la investigación de la realidad social, bien sea como investigador o como agente de cambio. Frecuentemente, somos positivistas sin saberlo. Buscamos los hechos o causas de los fenómenos sociales independientemente de los estados subjetivos de los individuos. En la práctica acabamos actuando como si el único conocimiento aceptable fuera el que obedece a principios metodológicos únicos. Desde una perspectiva humanista Gloria Pérez Serrano es capaz de mostrar —exponiendo variedad de métodos y técnicas— que no se puede vivir y, en consecuencia investigar, sin valores y que el estudio en profundidad de la realidad necesita prioritariamente la comprensión del individuo que es «un sujeto interactivo y comunicativo que comparte significados».

En suma, esta primera parte del libro define los problemas básicos con los que se enfrenta la investigación cualitativa, y la autora confirma su humanismo profundo cuando trata de los diferentes métodos y técnicas para el enfrentamiento de la realidad.

En esta obra se dedica un gran esfuerzo a clarificar el problema de los métodos y técnicas de investigación. Lo que no siempre es fácil de distinguir o definir. La autora aborda, entre otros, el método del estudio de casos en el marco de la investigación cualitativa y el de la investigación-acción, uno de los puntos clave del libro y que seguramente provocará el máximo interés.

Hablando de técnicas, la autora profundiza la cuestión de la fiabilidad y de la validez en los estudios cualitativos, punto básico

PRÓLOGO

que preocupa a todos los que investigan la realidad o que actúan sobre ella. Problema de gran interés y debate en el que está en juego el rigor y la calidad de la investigación.

Es un libro además muy agradable de leer, pues a pesar de la complejidad de su contenido, la autora fue capaz de organizar los temas de manera clara, precisa y, podríamos añadir, concisa. Es una obra muy didáctica y recapitulativa, con actividades prácticas. Se añade al final un glosario sumamente útil para el lector. Todo ello ayuda a la mejor comprensión de los temas tratados y permite verificar si de hecho se ha captado todo el alcance de lo expuesto. Asimismo, la presentación sintética de varios estudios de casos hacen más concreta y clara la metodología y las técnicas adoptadas.

Evidentemente, las ciencias humanas no son como las matemáticas y algunos comentarios o análisis por parte de la autora podrán, en algún momento, ser objeto de opiniones divergentes, lo que es absolutamente natural. En cualquier parte del mundo, $2 + 2 = 4$; pero siempre se encontrará quienes digan que dos más dos hacen 22, lo que significa que, aun en las matemáticas, la inteligencia humana es capaz de complicar los hechos, y la percepción de un problema puede ser distinta de acuerdo con la posición de quien lo analice. Recordamos que los filósofos medievales ya decían «quidquid recipitur ad modum recipientis recipitur», es decir, todo lo que se recibe es recibido según la manera del que recibe, o, en otras palabras, la recepción de un mensaje depende más de la disposición y situación del receptor que de la intención del que lo propaga.

La última parte del libro se dedica al análisis e interpretación de los datos. Una mención particular merece la técnica del análisis de contenido desarrollada inicialmente en el campo de los estudios de la comunicación. Desde el punto de vista sociológico, los investigadores han mostrado que el contenido podría ser tratado cuantitativamente y han demostrado que el análisis cuantitativo, en estos casos, es capaz de revelar hechos que un simple análisis cualitativo tendría dificultades en aclarar. En otras palabras, el análisis de contenido puede provocar la unión entre el análisis cuantitativo y el cualitativo.

No obstante, esta técnica o método también tiene sus límites.

La tendencia de los investigadores de limitarse al contenido manifiesto (para Berelson, «el análisis de contenido es una técnica de investigación para la descripción objetiva, sistemática y cuantitativa del contenido manifiesto de las comunicaciones con el fin de interpretarlas») provoca la eliminación sistemática de contenidos latentes que no son cuantificables. El resultado, según el Profesor Maurice Mouillaud, del Instituto de Prensa y de Ciencias de la Información de la Universidad de París, es que el analista, resumiendo datos totalmente manifiestos, encuentra después de un largo trabajo lo que no era un secreto para nadie. La autora de este libro no ignora estos límites, pero muestra que los progresos en la utilización de esta metodología en los últimos veinte años hacen que, en el día de hoy, una de las ventajas de este método sea precisamente poner de relieve el contenido latente de la comunicación que, no obstante, tiene que basarse en datos científicos. El desarrollo de la informática ha facilitado enormemente la generalización del uso del análisis de contenido principalmente a partir de los trabajos del Profesor Stone, de la Universidad de Stanford, en los Estados Unidos.

El libro se destina en primer lugar a los estudiantes universitarios en el campo de la Educación y también de las Ciencias de la Comunicación, Sociología, Antropología y Psicología de todas las universidades de España y fuera de España. Su público no se limitará a las universidades. Estoy seguro de que todos los que trabajan en el campo de las humanidades desde una vertiente práctica tendrán que recurrir a métodos de investigación cualitativa y, por lo tanto, tendrán gran interés en tener acceso a este trabajo aunque sólo sea para actualizarse en las nuevas tendencias de la investigación que la autora presenta con gran claridad en este libro. Es, sin duda, el caso de los educadores, profesores, trabajadores sociales, pero también de los administradores, incluso de quienes trabajan en temas vinculados con la solidaridad, la paz, el medio ambiente y la cooperación intercultural.

París, 15 de octubre de 1993.

MARCO ANTONIO R. DIAS
Director, Division of Higher Education
UNESCO

DOCUMENTO NÚMERO 19

“El movimiento UNITWIN de la UNESCO, llave maestra para la cooperación interuniversitaria”- Entrevista pgs. 10 e 11- Noticiario de la Universidad de Extremadura – NUE – nº 5- marzo/abril 1994;

PROTAGONISTAS

Marco Antonio Rodríguez Díaz, Director de la División de la Educación Superior de la UNESCO.

El movimiento UNITWIN de la UNESCO, llave maestra para la cooperación interuniversitaria



Foto: E. Caldera

El 20% de los países más ricos recibe el 84% de la riqueza del planeta y el 20% de los más pobres sólo el 1,4%. Disparidades como esta no permiten más.

A mediados de siglo algunos sectores del planeta pudieron pensar que determinados problemas; sociales, económicos, medioambientales, no sellarían sus dominios pero esta idea se ha ido desterrando a medida que nos adentramos en los umbrales del año 2000. Ya nadie puede estar de espaldas a problemas que amenazan al planeta y que están alterando el orden mundial. Es como una vara tan tensa que, si no queremos que se despedace, debemos aflojarla mediante políticas que lleven la justicia a un mundo globalizador.

En este sentido el tema de la cooperación es fundamental y es aquí donde la División de la Educación Superior de la UNESCO, que dirige

Marco Antonio Rodríguez Díaz, ha cogido el relevo con el programa UNITWIN. Un programa, creado en 1991 para reforzar la cooperación entre universidades de todo el mundo y en especial de los países en desarrollo.

Hace dos años que se lanzó el programa UNITWIN y la acogida que ha tenido desde entonces ha sido muy favorable, debido principalmente a la toma de conciencia del papel esencial jugado por la Enseñanza Superior. El mundo moderno requiere, cada vez más, de profesionales que gestionen y posean una formación avanzada. Se exige el desarrollo de las propias instituciones y programas de estudio para poder acceder a los últimos progresos de la ciencia y de la técnica. Los elementos claves sobre los que se teje el programa UNITWIN son la transferencia rápida de los conocimientos y la ayuda al desarrollo institucional de la Enseñanza Superior. Para poner en marcha estos objetivos se han creado unas redes internacionales que unen las instituciones de Enseñanza Superior en el mundo entero y que permiten que los países del Norte inviertan fondos en los países del Sur para el desarrollo juvenil.

"El programa UNITWIN se ha convertido en la llave maestra de la acción de la UNESCO en materia de Enseñanza Superior"

¿Cuáles son las líneas generales del programa UNITWIN?

El programa UNITWIN más que un programa es un movimiento. Lo que pretendemos es provocar entre las comunidades universitarias del mundo entero un espíritu de solidaridad y de cooperación. Uno de los países en los que este movimiento ha tenido una repercusión mayor ha sido en España. Tenemos cerca de 15 acuerdos con Universidades españolas, la mayoría con acciones para impulsar países en desarrollo que pertenecen a América Latina.

UNITWIN cubre una largo abanico de materias en los que se desarrolla un programa multidisciplinario: el desarrollo perdurable, la población, el medio ambiente, la ciencia y la tecnología, las ciencias sociales y humanas, la paz, la democracia, los derechos del hombre, las ciencias de la educación, la cultura, la comunicación. De esta forma el programa se ha convertido en la llave maestra de la acción de la UNESCO en materia de Enseñanza Superior.

¿Qué papel juega la UNESCO en la sociedad?

Es un papel que podemos llamar catalizador. La UNESCO es una especie de punto central en donde se provocan acciones. La labor de la UNESCO es llamar la atención. No es la que va a actuar porque no tiene capacidad ni posibilidad, la actuación tiene que venir por medio de los interlocutores sociales. El papel de la UNESCO es el de reunir para hacer la reflexión y provocar la acción.

¿Cómo ayuda la UNESCO a las Universidades?

La posibilidad de ayuda financiera de una fundación como la UNESCO es muy pequeña. De una manera general la UNESCO pone recursos pequeños para ayudar a reunir, definir objetivos

y realizar proyectos, ha establecido redes de cooperación en el mundo entero. La posibilidad de poner junto todo esto tiene un valor muy grande.

"Hoy en día hay una internacionalización de la vida económica y del conocimiento por lo que las Universidades no pueden caminar solas."

¿Cuáles son las necesidades más urgentes que tienen las Universidades hoy en día?

Es una pregunta muy compleja porque cada Universidad tiene necesidades específicas. La UNESCO ha provocado en los últimos años una reflexión sobre la visión de la Universidad a nivel mundial cuyas conclusiones están recogidas en un documento.

De forma muy resumida puedo decir que antes de saber qué tipo de Universidad se va a hacer hay que preguntar qué tipo de sociedad se quiere construir. Actualmente nos encaminamos a una sociedad en la que se elimine la pobreza, una sociedad en la que se lleve a cabo un desarrollo justo para toda la población y que el medio ambiente sea un elemento efectivo. Para conseguirlo las Universidades tienen que organizarse, tener calidad y relevancia y responder a las necesidades de la sociedad.

Hay un dato nuevo y es que las Universidades se han dado cuenta de que hoy en día hay una internacionalización de la vida económica y una internacionalización de conocimientos por lo que las Universidades no pueden caminar solas, aisladas están perdidas. Por este motivo, las redes y la cooperación interuniversitaria son muy importantes.

¿Qué opina del Encuentro de Rectores Iberoamericanos que se ha celebrado en Extremadura del 24 al 28 de enero y en el que ha participado usted en su calidad de Director de la División de la Educación Superior de la UNESCO?

Este encuentro es muy importante porque está dentro de la dinámica del desarrollo de una cooperación interuniversitaria.

Es muy interesante que el Rector de la Universidad de Extremadura, una región desde la que salieron los conquistadores para la América, sea el promotor del Encuentro. Fueron varios los resultados de la conquista, resultados negativos y positivos. Que se reúnan ahora representantes de ambos lados del Atlántico y que tracen beneficios comunes para la población es fantástico.

MARCO ANTONIO RODRIGUES DIAS

Nació en Río de Janeiro, Brasil, el 17 de diciembre de 1938. Estudió Filosofía en Río en 1958, Derecho en Minas Gerais en el 64 y Tercer Ciclo de Comunicación en la Universidad de París, 1968.

En los años 60 realizó labores de periodista en Belo Horizonte y Sao Paulo. Cronista Político, editor de varios periódicos, director de Folha de Minas y Rádio Jornal de Minas.

Miembro del Gabinete del Ministerio de Educación en 1963 (Consejero de asuntos Parlamentarios).

En los años 70 fue Profesor de Universidad, jefe de Departamento y Extensión y Vicerrector de la Universidad de Brasilia (1970 a 1981).

Miembro de varias asociaciones como del Instituto Interna-

cional de Comunicaciones en Londres (anteriormente miembro de la Plantilla de consejeros), de la Asociación de Educación Tecnológica de Brasil y de la Unión de Periodistas, entre otras.

Desde octubre de 1981 ocupa el cargo de la División de Educación Superior de la UNESCO en París, y de Profesor Titular de la Universidad de Brasilia.

Autor de varios artículos, capítulos de libros y documentos de Brasil, Venezuela, Canadá, Inglaterra, Colombia y Francia.

Entre sus últimas publicaciones podemos destacar el libro de Pul Minas Gerais -1994, «O Fato e a versao do Fato», y los artículos: Medio Ambiente y Comunicación, A Função das Universidades, Revista Educação Brasileira, Conselho de Reitores Brasileiros, vol. 15-, número 31. Últimas tendencias de la cooperación inter universitaria a nivel global. En "Gestão dos estabelecimentos d'enseignement supérieur", vol. 6-, número 1 OCDE Pgs. 114 a 125

DOCUMENTO NÚMERO 20

“The Encyclopedia of Higher Education- AIU- 1994 - in Higher Education Policy, revista da AIU- março de 1993 – Volume 6, no. 1, pgs. 55 e 56 – Pergamon Press
;

Versão original

THE ENCYCLOPEDIA OF HIGHER EDUCATION

It was a very ambitious project Burton R. Clark and Guy Neave planned to undertake in the early 1980s, i.e. to prepare and publish a comprehensive and integrated Encyclopaedia of Higher Education. All those working in the domain of higher education at regional or international level can realize the difficulty in implementing this project.

The challenge has been answered and the Encyclopaedia has been recently published by Pergamon Press in four volumes, well structured in their contents, very well presented as far as the format is concerned: the first volume is dedicated to national systems of higher education, the second and the third volumes to analytical perspectives and the last one to academic disciplines and indexes.

The figures are impressive. Around 300 articles and essays grouped under major topics and including cross-references to other parts of the Encyclopaedia have been prepared and published.

Volume I contains 138 comprehensive presentations of national systems of higher education. Volumes II and III contain analytical papers (122), under five themes:

- Higher Education and Society (21 articles)
- The Institutional Fabric of the Higher Education System (30 articles)
- Governance, Administration and Finance (27 articles)
- Faculty and Students: Teaching, Learning and Research (24 articles)
- Disciplinary Perspective of Higher Education (20 articles)

Volume IV presents forty articles on the changing nature of basic disciplines that form the knowledge core of higher education.

When conceiving the Encyclopaedia, the authors found a very imaginative and practical solution for the presentation of the analysis. Each country study, in Volume I, is structured sequentially in the first four categories in Volumes II and III. This solution gives to the reader the possibility of completing the analysis of one specific country with global trends, and in another direction, allows searchers who analyze one subject to select a sample of countries and see how the matter is dealt with in individual societies. Methodologically the solution is very ingenious.

According to Burton R. Clark and Guy Neave, the Encyclopaedia of Higher Education is "thematic, internationally comparative, logically integrated, and contextually explanatory". They

add that two large topics were deliberately left out: a review of international and national organizations involved in the development of higher education and a set of articles on important persons in the history of higher education.

The authors make a reference to UNESCO, but they do not mention the International Association of Universities and OECD in spite of the fact that articles published under the aegis of that organization constitute the main foundations for several country analyses in Volume I and for the analytical synthesis in Volumes 2 and 3. Concerning UNESCO, it is clear that the main reference used by a large number of authors is the Statistical Yearbook, which is confirmed once again as a unique publication at global level with concrete data on educational systems. If we take the first volume as a basis of analysis, UNESCO documents are used in a large number of case studies in Africa (20 countries) and in Latin America and the Caribbean (11 countries and in most cases national monographs from CRESALC); UNESCO documents, most of them, from Headquarters or IIEP, are used for Asia (10 countries); on the other side, only four studies for Arab States mention these documents and only six for Europe. A particular phenomenon is that only four countries in this region mention CEPES monographs on European higher education systems and all of them concern former socialist countries (German Democratic Republic, Hungary, Poland and Rumania). Is it an indication that CEPES is well based in Eastern Europe? For other countries, does CEPES-UNESCO have a problem for the dissemination of its studies?

In the presentation of the Encyclopaedia, the authors raise some delicate matters. One of them is the attempt to balance scholarly expertise and international representation. In the first volume, a very large international representation has been reached without any problem as far as the quality of the work is concerned. For the other three volumes, the authors seem to justify their choice declaring that "the best thought on any particular research topic or theme may be largely located in one country or at best found in the scholarly communities of a handful of nations. If quality and insight are to be well served, sheer expertise must necessarily come first".

One example of accurate analysis has been elaborated by Gareth William in the presentation of and the introduction to a series of 21 articles dealing with the numerous links of higher education with the other sectors of societies. It is a major element of the Encyclopaedia. Without ideological bias this analysis presents very clearly what are or can be the links between higher education and the economic system, the political order, the structure of social stratification and the other levels of the educational system.

However, the matter is delicate because it implies the concept of quality and the globalization of this concept. There is no doubt that the articles in general are well written and well articulated. The authors are real experts in the matter. It is impossible, here, to go into details in each article. But it is clear that an option was made and the analyses are essentially based on the experience and reflection of industrialized countries, in particular the United States, the United Kingdom, France, Germany, and in a less proportion, Japan and Australia. This option explains the fact that the excellent documents prepared within the framework of OECD are present everywhere in the Encyclopaedia.

This option can be understood. These countries have well structured systems of higher education, maintain a permanent reflection on their structures, have numerous well qualified

experts in the matter and their experience has been used until now at least as reference for countries of all continents which decide to undertake reforms in higher education.

But, in some cases this option can raise polemics. It is not clear whether Europeans will accept such declarations as: "the social sciences are largely, though not wholly a United States invention". The study on minorities is largely based on North-American experience and perhaps many peoples would like to see better identification of the Asian, African and Eastern European situations in this domain. An information and an analysis could also be useful about special minorities: the refugees. According to a North-American professor working in the United Kingdom, Doctor B.E. Harrel-Bond, Director of the Refugee Studies Programme at the University of Oxford, the twentieth century can be characterised as the century of the refugee. The number of forced migrants in 1991 surpassed even the post-second war crisis ("Refugees, Higher Education and Development") paper presented at the Bristol Conference on "Higher education and Development: Problems and Prospects" - January 1991).

The analyses on "Degrees: Duration, Structures, Credit and Transfers" are also based on the experiences of industrialized countries and the former USSR. It would be interesting to analyze new institutional developments, like the "community universities" in Latin America and cases like the new State University of Tocantins, in Brazil, in which the structure is not based on specialized departments or faculties but on centres dealing with comprehensive and interdisciplinary problems.

An emphasis is given to the rate of return in the analysis of the financing of the educational system. There were -and there still are in some parts of the world - some positions on this matter - frequently political positions - to back a reduction in overall public expenditure and, in particular, in higher education. It was said many times that social rates of return are as much as two to three times higher for public expenditures on elementary education as compared to public expenditures on higher education.

One of the experts who better analyzed this matter was late Doctor Peter J. Atherton, Dean, the College of Education in Brock University in Canada. For him "Even if one is generous in overlooking some of the methodological difficulties associated in the conduct of cost-benefit analysis in general, there remains the problem of interpreting the data in terms of policy decisions".

Simons (1980:204), for instance, as quoted by Doctor Atherton, states that ..."there should be no concern about where educational investments are too great until the measured rates of return begin to fall into the range of say 5 to 10 per cent. Since all social rates of return to higher education provided in the report in developing countries exceed 10 %, doubts must be raised about the force of the data as a policy making promise".

Doctor Atherton concluded saying that even Psacharopoulos (1980, p. 16) in an earlier book, said about the cost-benefit methodology as a basis for policy decision making that "It does not necessarily reflect the prospective experience of current new graduates and is even more unlikely to be an accurate assessment of the experience of graduates entering the labour market several years in the future as a result of investment decision made today".

In addition to Doctor Garrett Williams's article dealing with the links between higher education and societies, several other contributions could be highlighted. It is impossible to mention all of them, each selection being subjective, but I consider extremely relevant the way Mr Schwartzman dealt with "Non-Western societies and higher education" and Mr F. Delichow with degrees and other qualifications: International Equivalence". The first one presents an analysis of what happens in developing countries. Mr Delichow confirms his expertise in the field of recognition of diplomas, even if we prefer dealing with "recognition" rather than "equivalence". He refers to the difficulty in getting an international normative instrument in this field. The difficulties are real, but they are not the result of the conception of eventual proposals. They mainly come from increasing technological, scientific and economic gaps between developed and developing countries.

Another difficult matter was raised by José Joaquín Brunner and José Luis García Garrido in the presentation of Volume I "National Systems of Higher Education". The planning and commissioning of articles on national systems started in 1988, before the 1989 events which had so big an impact in the whole society in Eastern Europe, and, later in other regions. The result is that the entries for some countries - German Democratic Republic, USSR and Yugoslavia for example - have become pieces of history. UNESCO faced the same problem with its "World Guide to Higher Education". The fact that UNESCO is an intergovernmental organization caused the postponement of the publication to 1993. The rapid changes in the world have created real problems for publishers of such books.

There is no doubt that the authors of the Encyclopaedia are right when they state that at the end of the twentieth century, higher education has become a central institution in every nation.

UNESCO, jointly with non-governmental organizations specialized in higher education and other organizations such as the United Nations University and IDRC (Canada), undertook in the last years an in-depth reflection on higher education trends and issues. Several documents were published and a synthesis book will come out soon, containing the findings of these reflections and a policy-paper will be sent to governments and the university community. The questions raised during this exercise concern quality and relevance as well as international co-operation in higher education. They also confirm the increasing role higher education plays in the development of all societies. Under these conditions, the Encyclopaedia will surely meet with a good reception from planners, decision-makers and members of the academic community.

We should add, as a final remark, that up to now, in its work, UNESCO has used four different publications as reference documents: the "World Guide to Higher Education" and "Study Abroad" (from UNESCO), and the "International Handbook of Universities" and the "World List of Universities" (from IAU). From now on a fifth publication can be added to the list: "The Encyclopaedia of Higher Education" by Burton R. Clark and Guy Neave.

Marco Antonio R. Dias
Director, Division of Higher Education

HIGHER EDUCATION POLICY

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Theme
Academic Mobility:
Strengthening the Internationalization of the University



KOGAN PAGE

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Book Reviews

Clark, Burton R. and Neave, Guy (eds) 1992: *The Encyclopedia of Higher Education: National Systems of Higher Education* (Vol. 1); *Analytical Perspectives* (Vols. 2-3); *Academic Disciplines and Indexes* (Vol. 4), Oxford, New York, Seoul, Tokyo, Pergamon Press, 4 Volumes, 2530 pp. ISBN 0-08-037251-1

It was a very ambitious project Burton R. Clark and Guy Neave planned to undertake in the late 1980s: that is, to prepare and publish a comprehensive and integrated encyclopedia of higher education. All those working in the domain of higher education at regional or international level will well understand the difficulties posed in implementing this project.

The challenge has been answered and the *Encyclopedia of Higher Education* was recently published by Pergamon Press in four volumes, well structured in their contents and very well presented as far as the format is concerned: the first volume is dedicated to national systems of higher education, the second and the third to analytical perspectives, and the fourth one to academic disciplines and indexes.

The figures are impressive. Around 300 articles and essays, grouped under major topics and including cross-references to other parts of the *Encyclopedia*, have been prepared and published.

Volume I contains 138 comprehensive presentations of national systems of higher education. Volumes II and III contain analytical papers, under the five following themes:

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- The Institutional Fabric of the Higher Education System (30 articles) which analyses the different structures of higher education systems and types of higher education institution.
- Governance, Administration and Finance (27 articles).
- Faculty and Students: Teaching, Learning and Research (24 articles, including access to higher learning).
- Disciplinary Perspective of Higher Education (20 articles which examine higher education from the angle of different disciplines: sociology of higher education, economics of higher education, and their interaction).

Volume IV presents 40 articles on the changing nature of basic disciplines that form the knowledge core of higher education.

When conceiving the *Encyclopedia*, the editors found a very imaginative and practical solution for the presentation of the analysis. Each country study, in Volume I, is structured sequentially within the first four categories in Volumes II and III. This allows the reader to complete the analysis of one specific country with global trends and, in another direction, allows searchers who analyse one subject to select a sample of countries to see how the matter is dealt with in individual societies. Methodologically, the solution is very ingenious.

According to the editors, the *Encyclopedia of Higher Education* is 'thematic, internationally comparative, logically integrated, and contextually explanatory'. They add that two large topics were deliberately omitted: a review of international and national organizations involved in the development of higher education, and a set of articles on important people in the history of higher education.

In the presentation of the *Encyclopedia*, the editors faced some delicate issues. One of them is the attempt to balance scholarly expertise and international representation. In the first volume, a very large international representation has been reached without any problem as far as the quality of the work is concerned. For the other three volumes, the authors seem to have justified their choice by declaring that 'the best thought on any particular research topic or theme may be largely located in one country or at best found in

the scholarly communities of a handful of nations. If quality and insight are to be well served, sheer expertise must necessarily come first'.

One example of accurate analysis has been elaborated by Gareth William in the presentation of and the introduction to a series of 21 articles dealing with the numerous links of higher education with other sectors of society. It is a major element of the *Encyclopedia*. Without ideological bias, this analysis presents very clearly what are or can be the links between higher education and the economic system, the political order, the structure of social stratification and the other levels of the educational system.

However, the matter is delicate because it implies the concept of quality and the globalization of this concept. There is no doubt that the articles in general are well written and well articulated. The authors are real experts in the matter. It is impossible, here, to go into the details of each article but it is clear that an option was made and the analyses are based essentially on the experience and reflection of industrialized countries, in particular the United States, the United Kingdom, France, Germany and, in a lesser proportion, Japan and Australia. This, therefore, explains the fact that the excellent documents prepared within the framework of OECD are omnipresent.

This option can be understood, but in some cases it can raise polemics. It is not clear whether Europeans will accept such declarations as: 'the social sciences are largely, though not wholly, a United States invention'. The study on minorities is based largely on the North American experience and perhaps many people would have preferred to see better identification of the Asian, African and Eastern European situations in this domain. Information and analysis could also be useful on special minorities - the refugees. According to B.E. Harrel-Bond, Director of the Refugee Studies Programme at the University of Oxford and a North American working in the United Kingdom, the twentieth century can be characterized as the century of the refugee. The number of forced migrants in 1991 surpassed even the post-Second War crisis.¹

The analyses in 'Degrees: Duration, Structures, Credit and Transfers' are also based on the experiences of industrialized countries and the former USSR. It would be interesting to analyse new institutional developments, such as the 'community universities' in Latin America, and such cases as the new State University of Tocantins, Brazil, in which the structure is not based on specialized departments or faculties but rather on centres dealing with comprehensive and interdisciplinary problems.

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One of the experts who better analysed this matter was the late Peter J. Atherton of Brock University in Canada. For him, 'Even if one is generous in overlooking some of the methodological difficulties associated in the conduct of cost-benefit analysis in general, there remains the problem of interpreting the data in terms of policy decisions'.²

Simons (1980:204), for instance, as quoted by Atherton, states that . . . 'there should be no concern about where educational investments are too great until the measured rates of return begin to fall into the range of, say, 5 to 10 per cent. Since all social rates of

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return to higher education provided in the report in developing countries exceed 10 per cent, doubts must be raised about the force of the data as a policy making promise'.

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There is no doubt that the authors of the *Encyclopedia* are right when they state that at the end of the twentieth century, higher education has become a central institution in every nation. Unesco, jointly with non-governmental organizations specialized in higher education, together with other organizations such as the United Nations University (UNU), and the International Development Research Centre (IDRC) in Canada, undertook in the last years an in-depth reflection on higher education trends and issues. Questions raised during this exercise concern quality and relevance as well as international cooperation in higher education. They also confirm the increasing role that higher education plays in the development of all societies. Under these conditions, the *Encyclopedia* will surely meet with a favourable reception from planners, decision makers and members of the academic community.

We should add, as a final remark, that up to now, in its work, Unesco has used four different publications as reference documents for higher education: *World Guide to Higher Education*, and *Study Abroad* (from Unesco), and *International Handbook of Universities* and *World List of Universities* (from IAU). From now on, a fifth publication may be added to the list: *The Encyclopedia of Higher Education* by Burton R. Clark and Guy Neave.

Marc Antonio R. Dias
 Director, Division of Higher Education, Unesco
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DOCUMENTO NÚMERO 21

“La Méditerranée” – Allocution à la VIème Assemblée Générale de la Communauté des Universités Méditerranéennes- Naples, Italie, 16-18 Septembre 1994;

VI^e ASSEMBLEE GENERALE DE LA
COMMUNAUTE DES UNIVERSITES MEDITERRANEENNES

Allocution de Marco Antonio R. DIAS
Directeur de la Division de l'Enseignement Supérieur
UNESCO

Naples, Italie, 16-18 Septembre 1994

La Méditerranée -cela se dit sans cesse- est associée à la genèse et au développement des civilisations qui ont le plus influencé l'humanité. Certains parlent de cette région comme étant un des plus importants carrefours de l'histoire. C'est autour de la Méditerranée qui s'effectue le partage entre l'Occident et l'Orient. C'est là qui sont nés le Christianisme, l'Islam et le Judaïsme.

Mais comment définir la Méditerranée comme région, comme conglomérat humain? Les Romains, à l'époque de leur empire, ont trouvé une expression significative: "mare nostrum". Ils se trompaient sûrement. La domination était temporaire; une des caractéristiques de cette région -malgré certains traits communs de ses habitants- est précisément sa diversité, grand obstacle, comme l'histoire l'a prouvé, à la propriété et à la domination exclusives.

La superficie totale de la vingtaine de pays riverains de la Méditerranée est équivalente à celle de mon pays, le Brésil. Leur population cependant doit aujourd'hui dépasser les 400 millions d'habitants. J'avoue humblement être perplexe au moment de m'adresser à une assemblée comme la vôtre. Je me sens fasciné par le caléidoscope de cultures, le brassage des populations, l'existence dans les limites de la Méditerranée des traits les plus fantastiques de l'humanité. Je me rappelle de mes études classiques, de la Philosophie grecque, de la signification de mouvements comme la Renaissance, d'expressions artistiques comme le baroque, je retrouve à chaque moment face à des noms de villes et de pays qui, dans mon enfance et mon adolescence, étaient mythiques, représentant justement la source des grandes pensées de notre civilisation. Je m'enthousiasme de la beauté des pays et surtout de la mer. Je m'identifie au type standard du Méditerranéen avec ses qualités et ses défauts, mais surtout avec sa joie de vivre, dont les chansons grecques, italiennes ou espagnoles, parmi d'autres en sont une manifestation. Mais, la perplexité ne vient que de la différenciation entre les peuples et, à l'intérieur des pays, entre les couches de la population. La perplexité vient aussi du fait que c'est ici qu'il y a quelques décennies des distorsions, comme le fascisme sont nées et se sont développées, entraînant le monde dans une guerre sanglante dont on souhaiterait voir effacés les résultats, mais dont les conséquences sont toujours présentes. Ici, aujourd'hui, on voit la renaissance de guerres basées sur l'intolérance, sur la non-acceptation d'autrui, sur les conflits raciaux et religieux qu'on imaginait enterrés dans l'histoire et qu'on ne croyait plus possibles face aux souffrances que ces types de conflits ont engendrées dans l'histoire récente, surtout au cours de la Deuxième Guerre Mondiale.

La Méditerranée est toujours un point de référence pour l'humanité. On parle beaucoup de la corruption administrative dans certains pays de la région. La corruption n'est pas un monopole de la Méditerranée, mais il faut noter que c'est ici que la réaction populaire a montré au monde que la Démocratie offrait un cadre capable de freiner la corruption et de mettre en relief le besoin de l'éthique dans les affaires publiques.

Cette capacité de fournir un exemple pour le reste de l'humanité va au delà du cadre politique, elle atteint les domaines économiques, culturels, scientifiques, sociaux. Pour ne donner qu'un exemple, pensons au tourisme. Dans quelle région du monde, le tourisme a-t-il

changé autant la situation de certains pays, créant des emplois, favorisant le développement d'infrastructures, permettant le développement d'une société de loisirs ? Mais l'autre côté de la monnaie est aussi visible. La pollution, le manque de respect pour la culture des populations moins favorisées, la rupture des valeurs traditionnelles, ont provoqué des réactions, et se trouvent parmi les raisons qui ont mené les gouvernements de la région à s'unir et à adopter une Convention pour la protection de la mer Méditerranée contre la pollution dont l'origine est multiple. Elle est le résultat également d'une industrialisation parfois sauvage et de l'exploration irrationnelle de la mer.

Mais, je reviens à mon affirmation initiale, la Méditerranée reste importante et le monde entier regarde vers cette région, sachant qu'à l'exemple de ce qui s'est passé à l'époque de l'empire romain, dans la Renaissance et à plusieurs autres moments de l'histoire de l'Humanité, notamment au cours de la Deuxième Guerre Mondiale, les événements ici ont une grande chance d'avoir une répercussion dans le monde entier.

C'est la reconnaissance de ce fait qui a mené le Directeur Général de l'Unesco, Federico Mayor, à lancer tout récemment, le 29 juillet 1994, LE PROGRAMME MÉDITERRANÉE. Par le biais de ce programme, il a décidé de regrouper dans un même cadre un ensemble d'initiatives, de réseaux et d'activités ayant trait à cette région. Il envisage de développer ce programme autour de deux axes majeurs: la volonté de faire émerger une culture de la paix et la promotion de l'interculturalité avec le triple objectif de contribuer au progrès des pays et des peuples de la Méditerranée dans les secteurs de compétence de l'Unesco, développer la coopération entre les sociétés civiles du nord et du sud de la Méditerranée et promouvoir l'existence de la Méditerranée comme aire socio-culturelle.

Dans son annonce, le Directeur général de l'Unesco a mentionné comme partie intégrante de ce programme les dix activités suivantes:

- un réseau des centres d'études méditerranéennes;
- un réseau de centres culturels et de festivals;
- un réseau des média de la Méditerranée;
- un réseau des villes méditerranéennes du Patrimoine;
- un réseau "Les femmes de la Méditerranée";
- un réseau éducation à l'environnement et à la tolérance en Méditerranée;
- un réseau MEDSOLAR, Conseil solaire de la Méditerranée, écoles d'été et ateliers méditerranéens de l'Unesco
- un Programme Eurocréation, intitulé "agir, coopérer, entreprendre en Méditerranée" (ACEM)
- le Plan Arabia, dont l'un des principaux objectifs est de promouvoir le dialogue entre la culture arabe et la culture européenne
- les Etats généraux de la Méditerranée, un Forum composé d'une centaine de hautes personnalités du monde économique, politique, universitaire, artistique et littéraire qui, à l'issue d'une réunion annuelle autour d'un grand thème mondial et méditerranéen, proposera des initiatives à prendre dans le cadre du Programme Méditerranée et de ses réseaux.

Le Directeur Général a désigné le Professeur José Vidal-Beneyto comme le point focal pour l'ensemble du Programme Méditerranée et ce spécialiste connu de tous vient de proposer

que les activités de la CUM inscrites dans le cadre de l'accord signé par cette organisation avec l'Unesco le 7 octobre 1992, soient incluses dans le Programme Méditerranée.

Je vous rappelle que, par cet accord, l'Unesco et la CUM se sont notamment engagées à :

- "to develop twinning and other linking arrangements between the participating institutions;
- to develop subregional and regional co-operation networks of higher education institutions;
- to develop centres for advanced studies and research in various disciplines or interrelated disciplines, by agreement among participating institutions, and with international support. These centres could assist in responding to training and research needs by building bridges across national frontiers;
- to establish, wherever the requisite conditions are met, joint UNESCO-CUM chairs which will foster scientific advancement through research in relevant disciplines and will seek to increase the availability of outstanding specialists within the participating institutions;
- to seek official recognition of studies and degrees at undergraduate or postgraduate levels (courses, academic titles or other)".

Cet accord trouvait son inspiration dans les résultats de la Conférence sur la coopération scientifique entre les universités de la Mer Méditerranée tenue à Bari (Italie) du 19 au 20 mai 1982 et qui est à l'origine de votre organisation à travers le lancement des bases pour un programme de collaboration scientifique et culturelle, un processus d'intégration des peuples riverains. Ce n'était, et ce n'est pas une tâche facile, mais votre Organisation a occupé une place unique dans la recherche de l'objectif de réaffirmer le rôle de la culture et de la recherche scientifique et technique dans la solution des problèmes difficiles que pose le développement des pays de la région. Il faut le dire -c'est votre mérite- que vous avez créé un des premiers mécanismes dans la région permettant à des universitaires de pays officiellement en guerre de venir discuter de la construction d'un monde commun en paix. Il faut poursuivre dans cette ligne au moment où la paix semble s'imposer d'un côté, mais où de nouveaux foyers de destructions se développent dans la région.

Par ailleurs, c'est là justement que se trouve une des grandes fonctions de l'université et des universitaires en ce moment. Quand l'humanité s'interroge, quand les hommes laissent leurs instincts aller en avant sur la raison et le sentiment, il est nécessaire que des institutions sérieuses jouent un rôle critique et réfléchissent de la façon la plus objective sur la façon dont la société est organisée et quels changements elle doit elle subir pour mieux permettre aux êtres humains de vivre en paix et de chercher un développement qui profite à tous.

L'Unesco a développé au cours des dernières années une réflexion sur les défis et les missions de l'enseignement supérieur en cette fin de siècle. Il n'a pas été difficile de vérifier que le contexte dans lequel fonctionne l'enseignement supérieur est le reflet d'un monde en évolution très rapide. La fin du conflit Est-Ouest a soulevé beaucoup d'espairs. Parfois on a même oublié que les problèmes fondamentaux subsistaient, tels que l'écart entre le Nord et le Sud (ici, aussi, la Méditerranée est un exemple...), le déséquilibre des tendances démographiques (objet de la

récente Conférence sur la Population et le Développement au Caire) la faim, la maladie, la pauvreté, les sans-logis, le chômage, l'ignorance, la protection de l'environnement, la construction de la paix, la consolidation de la démocratie, le respect concret des droits de l'homme et la préservation de la diversité culturelle. Ces défis deviennent plus visibles quand on voit, par exemple, comme résultat de la faim, l'exploitation et l'abandon des enfants dans les rues des grandes villes des pays en voie de développement, la prostitution d'enfants et, de l'autre côté des conflits, certains à la une des journaux, comme ceux de l'ancienne Yougoslavie, ici dans la Méditerranée, celui du Rwanda, mais également d'autres conflits qui n'attirent l'intérêt de personne, comme celui du Timor-Est.

Tout cela exige que soient repensées les missions des organisations internationales, y compris celles du système des Nations Unies et, au niveau national, d'institutions telles que l'université. La recherche sur les problèmes de l'humanité incombe non seulement aux gouvernements, mais à chaque communauté, institution, individu et citoyen.

Les Nations Unies basent leurs efforts d'ajustement aux nouveaux besoins de la société sur deux documents: *l'Agenda pour la paix*, document présenté par le Secrétaire Général à l'Assemblée générale en 1992, lequel constitue un vrai plan d'action surtout préventif pour la paix, qui sera complété par un autre document en phase finale d'élaboration *l'Agenda pour le Développement*, qui sera basé sur les résultats d'une série de conférences sur les problèmes globaux et sur le document approuvé par les Etats Membres il y a quelques années : La Stratégie Internationale pour le développement (International Development Strategy) qui considère que le développement humain doit se baser sur deux piliers: diminution de la pauvreté et développement des ressources humaines.

Ces deux documents fournissent des éléments à tous ceux qui cherchent dans le monde en transition les voies pour bâtir une société où la non violence, l'égalité et la liberté soient les éléments essentiels. On ne peut pas penser au développement sans liberté, sans paix. La liberté et la paix ne peuvent en aucun cas servir d'instrument pour la domination, pour le contrôle, pour l'atteinte à la dignité humaine. J'aimerais souligner que ces éléments ont été présents dans toutes les réflexions qui ont eu lieu ces dernières années, dans le monde entier, sous le couvert de l'Unesco, sur la mission de l'Université dans le monde actuel.

L'Université n'a un sens que si elle est liée à la société, et quand j'ai réfléchi sur ce que je pourrais vous dire en ce moment, je me suis souvenu de la première réunion importante sur ce thème à laquelle j'ai participé après ma nomination au poste de Directeur de la Division de l'Enseignement supérieur de l'Unesco. J'ai relu le texte de mon intervention qui au moins dans sa partie centrale représente toujours le message que j'aimerais vous transmettre maintenant:

Cette question, constamment à l'ordre du jour de l'actualité mondiale, comme vous le savez, n'est pas seulement l'affaire des gouvernements, mais de chacun de nous, et c'est à ce niveau que l'Unesco veut jouer un rôle au niveau de l'éducation et de l'information de l'opinion publique, de l'engagement conscient et lucide de chaque individu, des chercheurs, des éducateurs, des écrivains, des artistes, des étudiants, des représentants du monde du travail, bref de toute la société, afin qu'ils inscrivent cette lutte pour la paix dans le cadre de celle des droits de l'homme et de manière plus radicale encore, celle pour le développement harmonieux des sociétés.

Un de nos objectifs essentiels, comme l'a déclaré le Directeur général de l'Unesco, doit être "d'oeuvrer pour inclure l'éducation relative au désarmement dans les programmes d'études tant à l'Ecole, à l'Université, que partout où s'acquiert le savoir ou le savoir-faire". ("Vouloir la paix", page 14). Il faut s'attaquer aux racines profondes du problème, par l'action sur les esprits, en développant la compréhension internationale grâce à l'éducation, et en utilisant au mieux les moyens de communication, car il s'agit de donner à l'éducation pour la paix la perspective de diffusion la plus large possible, engageant dans une réflexion collective les groupes sociaux, les systèmes politiques, les courants de pensées multiples dans un faisceau convergent de bonnes volontés et de prise de conscience de l'urgence de la pacification des rapports internationaux.

L'Unesco a mis en oeuvre un vaste programme d'éducation et d'information favorisant la paix et la compréhension internationale, que ce soit pour la mise en oeuvre de la "Recommandation sur l'éducation pour la compréhension, la coopération et la paix internationales et de l'éducation relative aux droits de l'homme et aux libertés fondamentales", ou pour la Conférence intergouvernementale sur l'objet de cette Recommandation afin de développer un mouvement d'opinion favorable au renforcement de la sécurité et du désarmement.

L'instauration de la paix dans le monde exige un formidable engagement contre la discrimination raciale et sociale qui reste l'un des fléaux de l'humanité et l'une des manifestations les plus intolérables de l'irrationalité humaine, de ses préjugés, de son fanatisme, de sa déformation mentale et intellectuelle.

La vocation de l'Université est inscrite dans cette démarche. Elle ne doit pas être isolée de la société, car, vouée à la connaissance, à la science, à la culture, elle doit contribuer, par ses moyens propres, à former la société nouvelle.

Haut lieu de réflexion et de stimulation de l'action, l'Université aujourd'hui doit susciter une prise de conscience sociale et contribuer à la participation de l'éventail le plus large de la population à la solution des problèmes collectifs, accroître la capacité de chaque peuple à créer de nouvelles idées, de nouvelles ressources et de nouvelles techniques, et faciliter leur application dans l'intérêt de la société tout entière.

L'Université, dès l'instant où elle est libre, peut constituer pour les Etats et les gouvernements un moyen irremplaçable de connaître leur propre société, leur histoire, de développer leur progrès scientifiques dans le sens d'une meilleure connaissance et d'une maîtrise des déséquilibres nationaux et internationaux. L'Université, en constituant pour chaque nation un instrument de sauvegarde de sa liberté et de son indépendance, peut être un puissant facteur de cohésion et d'entente entre les peuples, même lorsqu'ils appartiennent à des systèmes politiques ou sociaux différents ou à des systèmes économiques très inégaux. L'Université peut être un puissant remède à l'inégalité tout en étant l'expression la plus haute de la différence. Elle peut conduire par là même à enrichir la diversité mondiale en créant, dans l'esprit de ceux qui étudient, l'amour et le respect des différences, les conduisant par là à les attacher de manière irréversible au respect de la paix, condition sine qua non de l'épanouissement intellectuel et scientifique de la communauté. La pensée humaine ne peut se développer que dans un climat de sérénité, de dialogue, et non dans le bruit et la fureur incités par une course aux armements

incontrôlée et un gaspillage des ressources qui pourraient être mieux utilisées au bénéfice de toute l'humanité.

Je voudrais insister ici tout particulièrement sur les sciences humaines et sociales qui interrogent l'homme en tant que finalité, sondent sa démarche, analysent ses moeurs, dégagent des principes et des lois qui éclairent le fonctionnement des sociétés, leur permettant ainsi de se rapprocher de l'harmonie sans laquelle elles ne peuvent s'épanouir, et permettent aux scientifiques de leur fournir le fondement d'une responsabilité les conduisant vers une utilisation de la science et de la technologie pour le bien de tous. L'Université faillirait à sa mission si elle ne contribuait pas à donner à la société des lumières constamment nouvelles sur les problèmes fondamentaux qui la traversent, parmi lesquels celui de la paix qui mérite un relief tout-à-fait particulier.

* * * * *

Vous allez discuter à partir d'aujourd'hui de la contribution des universités de la Méditerranée à l'obtention de la paix à travers l'affirmation des valeurs humaines et des droits de l'homme". En le faisant, vous montrez comment vous êtes concernés par un problème qui représente le plus grand défi de nos jours adressé aux populations vivant dans cette région. L'Unesco en est consciente. Elle s'apprête à renforcer sa présence au Liban, où elle coopère déjà, entre autres, avec l'AUPELF. Elle donne sa contribution au processus de paix en Palestine, y compris à travers le soutien au Programme Peace, programme de coopération interuniversitaire. L'Unesco est présente dans l'ancienne Yougoslavie, et vient d'ouvrir une représentation à Sarajevo, où elle sera représentée par une démographe de renommée internationale, Mme Maria Helena Henriques Mueller. Le Programme Méditerranée dont la création vient d'être annoncée par le Directeur Général de l'Unesco peut vous offrir un cadre et un soutien international à votre action.

En septembre 1991, l'Unesco a organisé à Tunis une réunion d'experts sur l'intégration de l'éducation internationale dans l'enseignement supérieur. Cette réunion avait déjà fourni des suggestions importantes pour un plan d'action spécifique aux universités dans ce domaine. Le programme UNITWIN de l'UNESCO associé au programme Méditerranée pourra vous servir dans vos objectifs actuels, surtout dans la consolidation de la paix à travers la promotion de la tolérance.

Dans un article récent, publié dans le Courrier de l'Unesco, Bernard Williams, philosophe anglais, a dit que "la difficulté avec la tolérance, vient de ce qu'elle paraît tout à fait nécessaire et impossible. Elle est nécessaire là où différents groupes sociaux ayant des opinions opposées -morales, politiques ou religieuses- comprennent qu'ils n'ont pas d'autre choix que de vivre ensemble, à moins de céder à un conflit armé qui ne résoudra pas pour autant leurs désaccords et provoquera un surcroît de souffrance. C'est en de telles circonstances que la tolérance est nécessaire et qu'en même temps elle risque de sembler impossible".

Votre tâche est difficile, elle consiste justement à **rendre la tolérance possible dans la Méditerranée.**

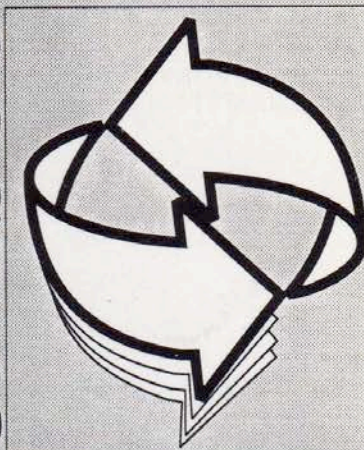
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Quality in higher education from an international point of view: the role of UNESCO (1993-1995) –versão ligeiramente modificada da apresentação feita pelo autor, M.A.R. Dias, durante a conferência internacional do Network of Quality Assurances Agencies for Higher Education (INQAAHE) de 24 a 28 de maio de 1993, em Quebec, Canadá. In Higher Education in Europe, vol. XX, nos 1-2 – CEPES – European Center for Higher Education- Bucareste- România

in this issue:

QUALITY ASSURANCE AND INSTITUTIONAL ACCREDITATION IN EUROPEAN HIGHER EDUCATION

UNESCO



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QUALITY IN HIGHER EDUCATION FROM AN INTERNATIONAL POINT OF VIEW: THE ROLE OF UNESCO*

Marco Antonio R. DIAS

- Although admittedly *quality* is very hard to define, UNESCO, particularly its European Centre for Higher Education and its Division of Higher Education, have undertaken a number of actions to further quality in higher education. Thus CEPES created EGAA (European Group on Academic Assessment) and the Division of Higher Education stressed the questions of quality in higher education in a recently prepared UNESCO draft policy paper. A strong component of the UNESCO UNITWIN and UNESCO Chairs

If there is a word that all higher education analysts use everywhere nowadays, it is *quality*. In this sense, the title of this conference, *Quality Assurance in a Changing World - Higher Education at a Crossroads*, could not be more adapted to the present needs. But what are we discussing? What precisely is *quality*?

In a symposium organized in Bogota, in July 1985, the former Minister of Education of Colombia, Ms. Doris Eder de Zambrano, declared that:

Quality is a subjective term, like *beauty* or *kindness*, one which is subject to multiple definitions and which is perceived in totally different ways by different groups of people. A given perception will be influenced by factors derived from the needs of the group in question and of its expectations with regard to the model of education chosen.

Programme is directed at improving the quality of universities and university programmes in developing countries. The effort in favour of quality thus dovetails into other policies and actions of UNESCO, such as those in favour of the development of *Centres of Excellence* in the academic world. Yet quality improvement should not mean the imposition of one university model throughout the world but drawing upon what is best in local customs and indigenous culture.

This difficulty in formulating a definition, a real one, has not prevented analysts from presenting the issue of quality as the main one in all higher education systems at the end of this century. When UNESCO was preparing its current Medium-Term Plan for the 1990-1995 period, consultations were held to identify the main important issues for higher education in all the regions of the world.

Two groups of issues were identified everywhere:

- i. Issues relating to matters dealing with relevance (role of higher education within societies, democratization, need for diversification, links with the world of work, responsibilities of higher education in relation to the whole system of education, etc.;
- ii. Issues relating to matters dealing with quality (reforms and innova-

* This article is a slightly revised version of the speech which the author delivered during the first Biennial Conference and General Conference of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) held from 24 to 28 May 1993 in Montreal, Canada.

tions, including distance education, interdisciplinarity and continuing education, planning and management of resources, organization of programmes, qualification of teachers, etc.).

These two sets of issues have been complemented by a series of suggestions and proposals concerning mobility and the strengthening of international co-operation in higher education.

Going into detail, one observes that the analysis was very heterogeneous. The *quality* of the reflection was not the same; differences appeared regarding priorities and, as the realities are different, the proposed solutions were also different. However, as a common point, everybody asked for measures to improve quality.

The *Newsletter* (vol. 32, no. 3, Spring 1992-1993) of the Association for Institutional Research of the United States featured recommendations by a special task force which concluded with the following remarks:

The Task Force recognizes that the development of national standards and assessment measures for American postsecondary education is a long-term effort requiring much consensus building, assessment development, and testing. It concludes, however, that the nation's future well-being depends upon the establishment of standards for learning which will raise educational achievement levels sufficiently to insure that... United States' citizens are competitive with their counterparts throughout the world. The development of national standards of performance and assessment requires national leadership and federal support.

On the other side of the Atlantic Ocean, CEPES, has recently elaborated a

project proposal for the creation of a European Group on Academic Assessment. The justification for this effort was that "the criteria and practices of quality assessment and assessment of higher education institutions are today among the most important issues for those responsible for the elaboration of educational policies".

According to Dr. Lazăr Vlăsceanu, the Deputy Director of CEPES-UNESCO, various factors contributed to bringing this issue to the fore:

- the concern for the quality of instruction, as evaluated against certain standards of excellence;
- the expansion of international co-operation and academic mobility, both of students and of staff.
- the need for accreditation to define how institutions (mainly new institutions in eastern Europe) should be approached, and how the public or other interested institutions should regard them both from the perspective of educational policy and from that of present or future students.

The aims of the Group will be:

- to make a comparative analysis of criteria and procedures for evaluating higher education,
- to facilitate the development of compatible criteria for excellence within the European systems of higher education;
- to further develop the means for implementing the UNESCO Convention on the Recognition of Studies, Diplomas, and Degrees.

This proposal was strongly supported by the participants in a special meeting that CEPES organized for ministries of

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education of Central and Eastern Europe, including the Russian Federation, on *Quality Assessment and Institutional Accreditation in Higher Education*, in Oradea, Romania, from 5 to 7 May 1993.

In a final statement, the participants stated that:

The reform of higher education systems is being undertaken in all the countries of the subregion. As different from each other as they might be in terms of specific objectives and stages of implementation, these reforms are aimed at academic excellence as well as at the enhancement of the contribution of universities to the development of the societies to which they belong and for the speeding up of the transition to pluralist democracies and prosperous market economies.

The same document states that:

Quality is and should be the hallmark of all changes and developments in the higher education systems of the central and eastern European countries. The questions of how to assess, to assure, and to improve quality, and of which standards are to be considered as the benchmarks for the further development of existing higher education institutions and programmes of study are part and parcel of the current strategy to establish lines of development for the present and to envisage future trends. The need to define criteria and procedures for the accreditation of higher education institutions in the central and eastern European countries is an important priority for any strategy of development and of quality evaluation.

Finally, the participants approved a set of recommendations, the first one being related to quality:

The issues of quality assurance, assessment, and improvement, as well as those of institutional accreditation should be closely linked to the processes through which higher education systems and institutions are being reformed, by means of appropriate policies and mechanisms of implementation.

Similar statements were made in meetings organized recently by UNESCO, in Latin America and the Caribbean, by CRESALC - the Regional Centre for Higher Education in Latin America and the Caribbean - located in Caracas, and by BREDA - the Regional Centre for Education in Africa, located in Dakar, Senegal.

WHAT IS QUALITY?

In short, quality is a world priority. But once again, we come to the question: What is quality?

Dr. Bikas C. Sanyal of UNESCO, when facing a similar problem ("Excellence and Evaluation in Higher Education: Some International Perspectives", Paper presented at the Institute of Education, University of London, June 1992) looked to a good source, the Webster's International Dictionary, third edition. He found there that *excellence* is defined as the "state of possessing good qualities in an eminent degree", and that *quality* is defined as the "degree of conformity to a standard".

Quoting Charles F. Carter, Dr. Sanyal adds that "excellence in a higher education system would mean that the system possesses the characteristics of conforming to standards in an eminent degree, i.e., the extent to which the programme

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has achieved the desired outcomes. This formulation leads to the identification of the desired outcomes or objectives of a higher education system. As objectives change, the concept of excellence will also change, and the objectives of higher education have changed with time as well as space".

However, the difficulty persists, and we do not have the pretention either of giving a definitive reply to this question or of presenting an ultimate definition of quality.

We can try to present elements which are almost unanimously presented as necessary for the identification of a situation of *quality*. On the basis of the results of discussions undertaken in all the regions of the world (as designated by UNESCO), the Division of Higher Education of UNESCO prepared a draft policy paper on higher education in which an important portion was dedicated to *Quality in Higher Education*. It reads as follows:

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The demand for increased relevance in higher education goes hand in hand with the demand for its enhanced quality. Quality which is not a novel concern in higher education, however, has become crucial in present policy debates concerning the development and reform of higher education. It embraces all its functions and activities: quality of teaching, training, and research - which reside in the quality of its staff and of its programmes and resources; quality of learning - as a corollary of teaching and research, but also implying quality of students; quality of governance and management - which has a determining impact on the

teaching, learning, and research environment.

Quality of Staff

Higher education institutions, primarily universities and other university-level institutions, enjoy great prestige on the national and international scene. This prestige is assured principally by the eminence of their teachers and researchers. It would be a great misfortune if universities anywhere were to fall into disrepute. However, it would be equally counterproductive for higher education institutions to take prestige and privileges for granted. Everywhere in the world, government leaders, politicians, representatives of the corporate sector, and public opinion at large insist on the fact that quality in any kind of institution - academic institutions included - cannot be assured without a mechanism of evaluation, quality assessment, and control.

The evaluation process should start with and actively involve the academic and research staff, given their central role in the diverse activities of higher education institutions. Clearer policies and practices are needed for staff development in higher education. They should be based on initial and on in-service training for this purpose, including pedagogical training, and on more rigorous mechanisms for access to and selection for university teaching. Accountability and evaluation - through self-evaluation, peer-evaluation, or external evaluation - are increasingly being recognized by the academic and administrative staffs as essential to assuring the quality of their institutions.

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Quality of Students

Participation in tertiary-level education has shifted from being a "reflection" of social and economic relationships to being a determinant of such relationships and the overall development of society. Higher education plays an increasingly important role in ensuring upward social mobility. Equity calls for greater opportunities for members from lower status groups to participate in quality educational programmes. The possibility for young people to pursue higher education studies is not only important from the point of view of higher education institutions. Society makes long-term investments in higher education not only for economic reasons. Cultural development, the building up of more co-operative and participatory relations in society are directly related to the level and quality of education.

There is every justification to consider students as a great asset of society. However, with the advent of mass higher education, it is necessary to engage in a serious debate on a number of basic issues concerning access to higher education. Current UNESCO estimates indicate that there will be some 120 million young people seeking higher education by the year 2040. Most of them will be in the developing world. Thus, increasingly pertinent will be such policy questions as:

- can a trend toward increasing access be upheld indiscriminately?
- what could be the mechanisms allowing societies to afford mass higher education in order to observe the principle of social equity?

One of the key issues seems to be related to the ways in which governments can offer the institutions of higher education and their future graduates incentives to become partners in the overall effort of national development, not only beneficiaries of public support. The interrelation between secondary education and higher education and between the latter and various forms of continuing education acquire particular importance in this respect.

Quality of Governance and Management

A clear understanding of relations between higher education and the state are a precondition for quality and accountability in governance and management in higher education institutions. The principle of academic autonomy is central in this respect. Academic freedom and university autonomy guarantee the preservation of the university as a community of free inquiry and the stimulating climate required for scientific advancement and dissemination of knowledge. Governments should accord the proper degree of autonomy - together with adequate financial provision - to higher education institutions in order to allow them to be relevant and to perform their creative, reflective, and critical functions in society. Therefore, evaluation and quality assessment should not be perceived as restrictive instruments for the allocation of resources but as a process allowing higher education a chance for self-improvement.

However, institutional autonomy also implies increased responsibility in matters of funding, systematic self-evaluation of research and teaching,

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and a constant concern for cost-effectiveness and efficiency in all activities. It also requires, as emphasized above, greater interaction between higher education and society which should be based on partnerships and alliances with a wide range of economic, social, cultural, and other public organizations.

Analyses of the present conditions of higher education are unanimous in pointing to insufficient financial resources as one of the main constraints for its further development. The challenge of limited resources is unlikely to be overcome in the near future. Thus it will be necessary for higher education institutions to show a capacity to redress themselves in order to be able to cope with this challenge. Elimination of weaknesses in governance and management is paramount in this process. Therefore, it is in the interest of higher education that it consider the issues of evaluation and quality, including institutional and programme accreditation, as being vital for a responsive and accountable system of governance and management. The most viable institutions of higher education, also in financial terms, are those which have succeeded to build into their functioning structures proper mechanisms allowing them to remove mediocrity and to guarantee quality of teaching, research, and service. They are also the institutions which stand a better chance in the competition to secure resources from the public and private sectors.

UNIVERSITIES AND SOCIETIES

In addition, it is important to raise some points which appeared clearly as a result of the regional and global consultations

of UNESCO on the links between universities and societies.

One of the most important aspects highlighted was that universities do not exist for themselves. External forces have a tremendous impact in the life of universities. It is not possible, for example, to study the financial situation of universities in developing countries, without making an analysis of the consequences which these universities suffer from the debt and structural adjustment policies of their countries. In fact, universities are not isolated from societies, and many of their problems are the reflection of the changing world.

The links with societies being necessarily strong, one of the consequences is that before defining, for example, what are the new missions of the universities in present times, it is absolutely necessary to define the kinds of societies and the kind of international order that are desired. We should be clear on this point. Economic development cannot follow rigid structures and only one model for all countries and regions.

More and more people have become aware of the fact that in all regions the adoption of foreign concepts and values and the neglect of regional and national cultures and philosophies have had negative repercussions on the higher education systems. The reforms of higher education systems in Latin America at the end of the 1960's and in the 1970's based on foreign models was a failure that policy makers are now trying to correct by adopting new reforms based on the specific situation of each country. In other words, quality in concrete terms cannot have the same meaning in San Francisco, Paris, Frankfurt, Ouagadougou, Cuiaba, and Gaborone.

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As stated in the draft policy paper, "higher education institutions are called [upon] to carry out their functions in a very quickly changing world. The end of [the] East-West ideological divide, the worldwide demand for the practical recognition of human rights..., the progress of democracy, the restoration of [the] authority of the United Nations system give greater faith in the action of the international community to tackle, in a spirit of solidarity, the major challenges of today's world: hunger, disease, poverty, homelessness, unemployment, ignorance, the protection of the environment, the construction of peace, the consolidation of democracy, the respect of human rights, and the preservation of... cultural diversity. All [these needs call] for a rethinking of the missions of international organizations like the United Nations system, and, at the national level, of institutions like the university."

So far as UNESCO is concerned, the organization sees the relevance of its mission considerably reinforced at the present time. In the fulfillment of its constitutional mission, namely to "maintain, increase, and diffuse knowledge ...by encouraging ...the international exchange of persons active in the field of education, science, and culture, UNESCO relies on higher education and the academic and scholarly community as a major partner in action."

In other words, before defining what kind of university we want, we should define what kind of society we have in mind; and the basis for a model of a new society is precisely in the roots of the present action of the international community.

What is this basis? A reply is also to be found in the document just cited:

The basic premises of the concept of indigenous and sustainable develop-

ment were formulated by the United Nations in its International Development Strategy (IDS) which was approved by the General Assembly of the United Nations. The IDS considers that economic development should be based on two main foundations; diminution of poverty and development of human resources. With regard to the latter, the universities and other higher education institutions have become, more than ever, the main actors in the implementation of the strategy for development, particularly with regard to their role in the training of highly qualified personnel.

The search for solutions to global problems is the responsibility not only of governments, but of each community, individual, and citizen. Two of these problems can be considered as the main ones in present times - the *environment and peace*. The United Nations Conference, held in Rio de Janeiro in 1992, confirmed, once again, that the environment is part of human development. It also showed the direction to follow in all major areas of environment and development - *Agenda 21*. The *Agenda for Peace*, a document presented by the Secretary-General of the United Nations in 1992, is a true plan of action for peace which coincides with the basic principles of the *culture of peace* that UNESCO promotes through its programmes. The Charter of the United Nations and these documents are the basis for a new international order. These are also the foundation for the development of an agenda for action based on three great pillars: *non-violence, equality, and liberty*. These should also be the basis for establishing the link between learning, research, and civic responsibility.

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They should also constitute the bedrock for the renewal and strengthening of the links between the university and society.

To democratize access and to maintain a high level of quality in the services provided to societies are the main challenges higher education institutions face today. Some analysts, looking at institutions which have not been able to adapt themselves to new situations, have concluded that the increase in enrollments has given rise to expenses which cannot be met by the budgets of States, and have affirmed that it has generated social inequities, because the wealthiest people have been privileged. This observation can be true in some parts of the world or in some institutions, but the analysis risks going too far if it concludes that developing countries should not invest in higher education. Such a conclusion is not acceptable. Without a good higher education system, developing countries will not overcome the barriers for improving quality of life, and will become for ever dependent.

Two remarks should be made presently on this subject. With the end of the strained relationship between East and West, the main problem in the world is that of underdevelopment, one which will not be solved without development policies in which the strengthening of universities for training and research is considered to be an essential priority.

One should also not forget that the educational system constitutes a whole. If a part of the system does not operate properly, the whole system will generate dysfunctions. Higher education is responsible for training managers, experts, and researchers necessary for development. Deleting resources at this level can represent a dead end for real independence in many countries. On the

other hand, it is not possible to reinforce primary and secondary education without a good system of training at the higher level. Teachers in primary and secondary schools need to be trained, and they are mainly trained in higher education institutions, which are also, in several countries, the only institutions able to engage in the educational research essential for policy-makers to take valid decisions.

THE ACTION OF UNESCO

While UNESCO was developing these kinds of reflections, it decided to launch, in October 1991, the UNITWIN and the UNESCO Chairs Programme. This initiative, according to a document presented by the Director-General to the Executive Board of UNESCO, is intended to enhance the capabilities for advanced training and research and to contribute to the development of know-how for the rapid transfer of knowledge to the developing countries. The UNITWIN and the UNESCO Chairs Programme basically involves the creation, in partnership with universities and other international bodies or funding agencies, of professorships enabling visiting scholars to provide core expertise for the development of centres of excellence in key disciplines and in the fields related to sustainable development.

This initiative completed a series of other actions undertaken by UNESCO which have implications in its action in favour of quality in higher education. Among the more important ones, the six regional conventions on the recognition of studies and diplomas in higher education covering all regions of the world should be mentioned.

QUALITY IN HIGHER EDUCATION

The definition of quality in higher education, as stated at the beginning of this exposé, is not an easy task - hence the claim of practically each and every institution of higher education that it is, if not the best, at least in the same category with the best. Each institution assumes that its diplomas and degrees should be automatically recognized and that the degrees of other institutions need careful scrutiny.

There are, of course, many other obstacles which cannot be disregarded. But let us limit ourselves to the implication of the claim mentioned above and see its consequences.

The real issue is that the obvious solution would be to copy and reproduce everywhere those models of higher education institutions which are considered to be *the best*. To have replicas of Oxford and Cambridge, of Harvard, of Stanford, of Berkeley, or of MIT, of the Sorbonne, of Salamanca, of Coimbra, and of Heidelberg. Any such listing, however long, would always leave people dissatisfied. Why Oxford and not, also, London and Edinburgh. But this issue is not the real one. We have already seen and mentioned here the consequences of that approach.

We firmly believe that the value and strength of higher education resides in its world-wide diversity. It is not without reason that all the UNESCO Regional Conventions on the recognition of studies, diplomas, and degrees underline the richness and diversity of the national systems of higher education as a most important asset which must be preserved and further promoted. The quality and relevance of higher education institutions, of their programmes and their diplomas, cannot be judged in terms of given models, however perfect they may seem. They must ultimately be

assessed in a particular context, and at a given time.

It would be gratuitous and untrue, on the other hand, to make the reverse claim that all higher education institutions are equally good and therefore that the recognition of their diplomas and degrees should be taken for granted. It would mean avoiding a discussion of the real issues facing higher education today. A few of these issues of particular relevance for the need for increased international co-operation as a means to assure quality are discussed below.

The Demographic Factor

Third-level education has been constantly expanding. The numbers of students have increased from 28.2 million in 1970 to 47.5 in 1980 and 58.4 in 1988. The number of third-level education students can be estimated at about sixty-five million at present. For the world of education, the second half of the twentieth century will be remembered as the period of the highest and most rapid expansion of higher education. Higher education is the most dynamic level of education at present and will continue to be for the foreseeable future.

Current estimates, (and they are rather conservative) indicate that some 120 million students will be seeking higher education qualifications by the year 2010. Most of these will be in the developing world. Are the decision-makers, the university leaders, the professorate - ready for this situation?

As Dr. Dumitru Chițoran, formerly the Chief of the Section of Higher Education in the Division of Higher Education of UNESCO, wrote, "UNESCO can only support - and very strongly indeed - the need to give a chance for accomplishment to talented young minds

everywhere and more particularly so in the developing world. But this optimistic approach must be accompanied by affirmative action on behalf of all those concerned to assure the quality of higher education when large numbers are involved. I believe that we can subscribe to Eric Ashby's statement that "'more" does not necessarily mean "worse", but it certainly means "different". Higher education everywhere, in the industrially developed countries and in the developing ones, must change. It must build into its functioning structures operative mechanisms allowing them to remove mediocrity and to guarantee quality".

The Widening Quality Gap in Higher Education

The deteriorating socio-economic situation of the developing countries, particularly of the least developed ones, leads to the continuous aggravation of the crises of their systems of higher education. There are institutions of higher education in Africa and elsewhere which face imminent extinction unless urgent steps are taken to rehabilitate them.

A very serious vicious circle has been created. On the one hand, economic growth and development in general has become increasingly dependent on knowledge and on its application. In the knowledge intensive societies of the world of today, attempts to bridge the gap between the industrially developed countries and the developing ones necessarily call for people with high-level knowledge and skills. This need has turned the universities and higher education institutions into key factors for human development. And it is precisely here where this function is so much needed, namely in the developing countries, that they are least equipped to perform it.

The difficulties facing higher education in the developing countries call, in the first place, for appropriate measures to be taken and efforts to be made by the respective states themselves. However, beset as they are with serious socio-economic problems, including the burden of foreign debts, these countries will not easily be able to allocate significant resources to higher education. International assistance to the developing countries for enhancing their high-level training and research capacities has become essential for human development in the South, precisely because it is only in that manner that continued dependence on foreign assistance can be diminished and finally halted.

University Development Aid

The UNITWIN Programme and the UNESCO Chairs Scheme have this main aim in mind: to assist higher education institutions in the developing world to enhance the quality of their teaching and research programmes, and to rehabilitate their facilities. By contributing to quality assurance, UNITWIN also brings a contribution to the mutual recognition of studies and degrees.

A genuine academic, while primarily concerned with the quality of his or her own institution or department, must be equally concerned about the quality of higher education institutions everywhere. It was this strong confidence in world academic solidarity that guided the Director-General of UNESCO in proposing UNITWIN and the UNESCO Chairs Scheme.

Certain features of these programmes are of direct relevance to the topic of this exposé.

Transfer of knowledge and competitiveness in higher education. One laureate of

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the Kalinga prize awarded by UNESCO used simple language to express a very meaningful thought: "Science must be like the sun; it should shine for everybody." The universities, by virtue of their academic freedom and autonomy, are fully committed to the pursuit of knowledge and to its dissemination as the very essence of their scientific role. Liberty of research goes hand in hand with the liberty to share the results of research, if knowledge is to advance. On this matter, the UNESCO approach is different from that of other organizations, which look for the concrete benefits which *donors* get from co-operation. UNESCO looks for solidarity, for a policy of sharing resources. One should not neglect the role of competitiveness in the pursuit of knowledge. Without competition acting as a stimulant, progress is slowed down. But there is healthy competition which can only be welcome for universities everywhere, and there is fierce competition which necessarily leads to the final destruction of the weak.

A more even distribution of centres of excellence. The very concept of *centre of excellence* has direct implications for the recognition of studies and qualifications. The world of higher education has changed considerably because of the massive expansion evoked above. No university can claim to be *excellent* in every field. But certain universities manage to maintain an aura of *excellence by tradition*, by myth, or simply by better advertising. Others, which are equally good, have still to win international recognition. It took two Nobel Prize winners in a row (Claude Gille de Genes and George Charpak) for the *Ecole nationale de physique* of France to impose itself as a leading research centre in the field.

What is at stake here is that each higher education institution must aspire

to excellence in at least some fields. And one way to do so is through interuniversity co-operation, resulting in a sort of *division of tasks*, preferably one trespassing national frontiers. It is an aim pursued through the UNESCO Chairs. They are conceived to function as centres of advanced studies and research, located at a particular university, primarily in the developing world, but extending their services to institutions in the respective country and subregion. An interlocking system of international chairs can make an important contribution to the overall enhancement of the higher education institutions in a given (sub)region.

Rehabilitation of universities in the developing countries. In order to render these institutions competitive in the world academic scene and thus to enhance the recognition of their diplomas and degrees, an all-out concerted effort must be made in order to reverse the decline in quality of their teaching and research programmes and of their facilities. Can international cooperation be the answer? Not the entire answer, certainly, but it can make an important contribution towards reaching this goal.

When the Director-General proposed the UNITWIN and the UNESCO Chairs Programme to the General Conference of UNESCO, it was precisely these institutions of higher education which were in greatest need of support that he had in mind. And he was persuaded that the governments of the industrialized countries, the intergovernmental organizations, the various donor agencies and foundations were ready to respond to the appeal of UNESCO. But he relied in the first place on the spirit of solidarity of the world academic community. "What is needed is a large-scale movement of university volunteers" whether they be dedicated scholars ready to im-

part their knowledge to those who are badly in need of it, or technicians who could help with the maintenance of university facilities and laboratory equipment, both are needed in great numbers. The exemplary success of the United Nations volunteers and of the *Médecins sans frontières* leads UNESCO to believe that the academic community will respond in a similar manner.

But the basic question, *What is quality?*, is still not answered. We all understand, however, that quality cannot be derived from a universal model; quality cannot emerge from theory and abstraction; quality is the result of a series of actions responding to precise social needs at a very particular moment. Real quality is *hic et nunc* (here and now).

The role of UNESCO was also not defined in theoretical terms. The caustic comments of Guy Neave, the editor of the *Bulletin* (vol. 4, no. 1, February 1993) of the International Association of Universities, come to mind. After stating that "quality" has now been added to the "Gladstone bag" of universal problems", he mentioned that "academe finds itself beset by a growing and often cacophonous crowd of "quality asurers". He concludes that "the issue behind quality has very little to do with "quality" *per se*. It has rather to do with who sets the criteria involved in its definition and from these to the question of control over the heart of the academic enterprise is but a short step". He also adds that "Quality, seen from this angle, is a technique which allows national administration to insist on the ends whilst rigorously denying the means".

When international experts try to impose a model to the developing world, they are not helping quality *per se*; they are serving the creation of mechanisms aiming to control the development of endogenous capacities. They do not serve liberty; they serve the spirit of domination and of control.

CONCLUSION

UNESCO is a human organization, and as all human achievements, it is not perfect. As an international organization with more than 160 Member States, it has the qualities and the imperfections of those who compose it as an entity and who establish its principles and decide on its orientations. But, UNESCO, like the whole United Nations system, is not a simple addition of parts; it plays an ethical role in the world, calling attention to global values and stimulating a spirit of solidarity. In practical terms, so far as higher education is concerned, UNESCO is trying to develop a permanent reflection on the main issues affecting higher education systems and is playing a catalytic role, using its moral authority and its presence in all parts of the world for establishing and reinforcing links among the academic community and among institutions themselves. In short, UNESCO considers the internationalization of knowledge as a condition for the development of all countries. For reaching this target, quality linked to relevance is essential. The services of universities - teaching and research - should serve their societies, and these principles should guide all the actions of the organization pertaining to higher education.

DOCUMENTO NÚMERO 23

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EDUCACIÓN INTERCULTURAL PARA LA PAZ

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LA EDUCACIÓN SUPERIOR PARA LA PAZ EN UNA PERSPECTIVA INTERNACIONAL

Profesor Marco Antonio Rodrigues Dias
Director de la División de Educación Superior de la UNESCO

Ceuta, Abril de 1995

I- INTRODUCCIÓN

Por sugerencia de la UNESCO, el año 1995, año del 50º aniversario de la Organización, fue declarado por las Naciones Unidas, como "el año de la tolerancia". Asimismo, está siendo el año de la matanza en Ruanda, de las frustraciones en Angola con el proseguimiento de la guerra y, en Timor-Este, de la represión, con la continuación del genocidio en la antigua Yugoslavia, de los combates desiguales en Chechenia etc.

No hay nada que hacer dirán los pesimistas. Una razón más para insistir en un trabajo de educación de base para hacer pasar, antes de más nada, en todas las partes, la necesidad de reconocimiento y de la aceptación del otro pueden decir los más optimistas.

"La dificultad con la tolerancia es que ella parece al mismo tiempo necesaria e imposible. Es necesaria donde diferentes grupos sociales que tengan posiciones divergentes -morales, políticas o religiosas- comprenden que no tienen otra opción que la de vivir juntos, salvo si prefieren ceder a un conflicto armado que no va a resolver necesariamente sus desacuerdos y además provocará un aumento del sufrimiento" (Bernard Williams - "Une vertu incommode" en el correo de la UNESCO de junio de 1992).

Fue para colaborar a hacer posible la tolerancia que la UNESCO ha decidido lanzar un programa especial de cultura para la paz, un tema que siempre fue objeto de una acción prioritaria de la Organización.

No hay que olvidar que en su texto constitutivo está escrito:

"Qu'une paix fondée sur les seuls accords économiques et politiques des gouvernements ne saurait entraîner l'adhésion unanime, durable et sincère des peuples et que, par conséquent, cette paix doit être établie sur le fondement de la solidarité intellectuelle et morale de l'humanité (préambule)".

-L'Organisation se propose de contribuer au maintien de la paix et de la sécurité en resserrant, par l'éducation, la science et la culture, la collaboration entre nations, afin d'assurer le respect universel de la justice, de la loi, des droits de l'homme et des libertés fondamentales pour tous, sans distinction de race, de sexe, de langue ou de religion, que la Charte des Nations Unies reconnaît à tous les peuples (Article premier, buts et fonctions)".

La cuestión que se plantea ahora es de saber cómo las universidades pueden colaborar para el desarrollo de una cultura de la paz, que medidas se deben tomar para actuar en este tema. De igual forma, hay que preguntar que acciones pueden promover organizaciones internacionales como la UNESCO, el Consejo de Europa, la Organización de la Unidad Africana y otros para estimular este tipo de acción entre los establecimientos de educación superior. En otras palabras, ¿cual es la perspectiva de la educación internacional, de la educación para la paz?

II - REUNIÓN DE TUNEZ

En esta línea, en 1989, la Conferencia General de la UNESCO pidió a su Director General de preparar un estudio de factibilidad relativo al establecimiento de una red internacional de universidades asociadas que podrían complementar los esfuerzos del proyecto de escuelas asociadas en la implementación de la recomendación de 1974 relativa a la educación para la comprensión internacional, la cooperación y la paz y a la educación relativa a los derechos humanos y a las libertades fundamentales.

Para analizar esta cuestión, un encuentro de especialistas en integración de la educación internacional en educación superior tuvo lugar en Túnez del 21 al 25 de septiembre de 1991.

En este encuentro fueran presentados los resultados de seis proyectos experimentales estimulados y apoyados por la UNESCO sobre la integración de la educación internacional en los programas y currícula en educación superior.

Estos proyectos fueran desarrollados en varias partes del mundo:

- Universidad de Gand, en Bélgica, sobre "Educación Multicultural y global". Este programa otorgaba un diploma de licencia y se completaba con la presentación de una tesis. Tenía impacto sobre los demás programas de la universidad despertando el interés en relación a problemas globales y a problemas de la sociedad.

- Universidad de Brasilia - Centro de Estudios Avanzados multidisciplinarios- los cursos dispensados eran básicamente en materia de paz y derechos humanos adaptados a la especificidad de la realidad brasileña. Por esto, el análisis de los problemas brasileños ocupaba parte importante del programa.

- Oficina de Desarrollo de la Investigación de la Universidad de Ibadan, en Nigeria- busca estimular el interés por la educación internacional. Desarrollaba un curso sobre educación internacional.

- Centro de investigación para la paz y resolución de conflictos -Universidad Humboldt en Berlín (Alemania) desarrollado en la antigua República Democrática de Alemania. Se daba preeminencia a los estudios relativos al desarrollo en los países en desarrollo y a los conflictos regionales. La Universidad ofrecía un currículo básico cobrando tópicos importantes para la educación internacional (resolución de conflictos, derechos humanos, ecología etc).

- Un curso sobre Estudios de la Paz en la Sukhotai Thammathirat Open University. Era un curso interdisciplinario de seis meses, parte de un curso básico para otros programas, pero que solamente fue aceptado por 2 de las 10 escuelas de la Open University.

-Proyecto experimental de educación internacional en la Facultad de Ciencias Sociales en la Universidad de Artes, Letras y Ciencias Humanas de Túnez. El objetivo era de introducir la educación internacional a través de la enseñanza de la Filosofía.

Durante los debates, varios otros proyectos fueron mencionados, incluso los de la Universidad de las Naciones Unidas, los de la Universidad por la Paz en Costa Rica, de la Universidad Lund (Suecia), de la Baltic Open University en Upsala (Suecia), Universidad de Trier (Alemania), el "European University Center for Peace Studies" en Burg Schlaining (Austria) y en la Universidad de Malta.

Esto muestra que el número de instituciones de educación superior trabajando en este dominio e intentando dar una contribución a la solución de problemas tan complejos es enorme. En realidad, raro es el mes en que en la UNESCO no recibimos información sobre la creación de nuevos programas en este campo. Es oportuno recordar que hace más de diez años, en 1984, la revista "Enseignement Supérieur en Europe" del Centro Europeo de Educación Superior (CEPES), en Bucarest, Rumania, publicó una edición especial para el tema "Le rôle de l'enseignement supérieur pour la compréhension, la coopération et la paix internationales et les droits de l'homme" (abril-junio de 1984- vol. IX - no.2). En esta edición, el Dr. Hákan Wiberg, del Departamento de Sociología y de investigaciones para la paz, de la Universidad de Lund, en Suecia, presentó un texto sobre el desarrollo de la investigación para la paz en las universidades de la región Europa que es impresionante, tantas eran las instituciones ya trabajando en este campo en aquel momento.

III - CONCEPTO DE EDUCACIÓN INTERNACIONAL

Analizando estas experiencias, los participantes se han puesto a indagar cual es, al fin, el concepto de educación internacional (**Note n°1*). Entendieron ellas que el concepto de educación internacional debía ser interpretado como cobrando todos los actos educacionales visando a una mejor comprensión, a un creciente respecto de las ideas, culturas, costumbres y tradiciones de los otros, a promover una mejor cooperación entre naciones con base en las relaciones internacionales y el respeto del derecho internacional, en la justicia y equidad, con la promoción de la paz, a través de estudios sobre las causas de los conflictos, sobre la resolución pacífica de disputas, sobre el desarme, incluyendo sus relaciones con el medio ambiente. Como corolario, tendría que incluir las materias de derecho humano y libertad y el respeto de la dignidad de los pueblos, sea en tanto que individuos sea como miembros de sus comunidades, especialmente las minorías.

La educación internacional, en una perspectiva ideal, debería estar presente en el conjunto de las actividades de formación y de investigación del conjunto de instituciones de educación superior.

Crear un centro con tal objetivo o utilizar las unidades existentes es un problema que tiene que ser resuelto de acuerdo con cada institución.

Al contrario, los programas deben ser concebidos visando a la disseminación del conocimiento sobre cuestiones globales y a inculcar actitudes positivas con vistas a la solución de las grandes cuestiones del día de hoy, incluyendo la promoción y la defensa de los derechos humanos.

El Profesor T. Husen, de Suecia, analizando esta cuestión, opinó que las instituciones de educación superior tienen una dimensión internacional fundamental resultante de la universalidad de la ciencia y de la naturaleza internacional de sus actividades (intercambio de maestros, investigadores y estudiantes, programas de investigación conjuntos, intercambio de informaciones y publicaciones etc).

En su visión, los programas de educación internacional tendrían que ser contruidos con base primeramente de las posibilidades de disciplinas individuales (ejemplo, los cursos de historia deberían enfatizar la herencia común de la humanidad y reducir el impacto de ideologías nacionales). La lengua materna y las lenguas extranjeras deberían aumentar la consciencia de la identidad cultural por una parte y proporcionar instrumentos para la comunicación por otra parte; asimismo la informática y las matemáticas pueden ejercer una función a través de su universalismo. Al mismo tiempo los programas de educación internacional deberían poner los estudiantes a un amplio conjunto de cuestiones destinadas a prepararlos para el futuro (consciencia del creciente despilfarro de los recursos del planeta, cuestiones ecológicas que trascienden los límites de las fronteras nacionales y por encima de todo la pobreza y la miseria que afectan una gran parte de la Humanidad). (*Note n^o 2).

IV - PERTINENCIA DE LA EDUCACION SUPERIOR

La toma de posición de T. Husen coloca la educación internacional en una perspectiva más amplia, que es el reflejo del carácter global del aprendizaje y de la investigación.

De acuerdo con esta posición, los establecimientos de educación superior juegan un papel esencial en la generación, transferencia y aplicación del conocimiento, preparando los profesionales, los cuadros técnicos y administrativos, dando forma a la identidad cultural y fortaleciendo el proceso democrático. Una de sus funciones esenciales en el día de hoy es precisamente la de ayudar a desarrollar una consciencia de los problemas globales de la sociedad a través de la elaboración de programas relevantes y de la investigación en estos dominios. Ella debe entonces proporcionar a los estudiantes que van a ocupar posteriormente posiciones de responsabilidad en la dirección de la sociedad el necesario conocimiento de los problemas vinculados a la paz, la democracia y los derechos humanos.

Esta es también la visión del reciente documento de política para el cambio y el desarrollo en la educación superior que la UNESCO lanzó recientemente a nivel internacional (febrero 1995).

Según este documento, tres nociones clave determinan la situación estratégica de la enseñanza superior en la sociedad y su propio funcionamiento interno: pertinencia, calidad e internacionalización.

La pertinencia se refiere al papel desempeñado por la enseñanza superior como sistema y por cada una de sus instituciones con respecto a la sociedad, y también desde el punto de vista de lo que la sociedad espera de la educación superior. "La pertinencia debe pues abarcar cuestiones como la democratización del acceso y mayores oportunidades de participación en la educación superior durante las distintas fases de la vida, los vínculos con el mundo del trabajo y

las responsabilidades de la educación superior con respecto al sistema educativo en su conjunto. No menos importante es la participación de la comunidad de la educación superior en la búsqueda de soluciones a problemas humanos apremiantes como la demografía, el medio ambiente, la paz y el entendimiento internacional, la democracia y los derechos humanos.

Según este documento, la internacionalización cada vez mayor de la educación superior es en primer lugar y ante todo, el reflejo del carácter mundial del aprendizaje y la investigación.

La cooperación internacional ha de estar fundada en una auténtica asociación, en la confianza mutua y en la solidaridad.

La tarea más apremiante de la cooperación internacional en el campo de la educación superior es lograr invertir el proceso de decadencia de los centros docentes de los países en desarrollo, y en particular de los menos adelantados. "The international transfer of knowledge and access to databases are unevenly distributed which also reinforces the unacceptable gap between academic institutions in the developed and developing countries. It is very true that studying and research is impossible in the absence of free inquiry but free inquiry is useless if its findings cannot be shared through the free flow of ideas". La transferencia internacional del conocimiento y el acceso a los bancos de datos son distribuidas de manera desigual, lo que fortalece lo inaceptable gap entre instituciones académicas en los países desarrollados y en desarrollo. Es verdad que estudiar e investigar es imposible sin la libertad de encuesta, pero la libre encuesta resulta inútil si sus resultados no son divididos a través del libre flujo de ideas.

V - PROGRAMA UNITWIN/CATEDRAS UNESCO

Fue con esta perspectiva que la UNESCO ha decidido en 1991 lanzar el programa UNITWIN y de Cátedras UNESCO. Sus elementos clave son la transferencia rápida de conocimientos y la ayuda al desarrollo institucional de la enseñanza superior. El programa, como señaló el Director General Federico Mayor, otorga especial importancia a la cooperación entre instituciones de enseñanza superior de los países en desarrollo, es decir, a la dimensión Sur-Sur de la cooperación entre universidades y procura frenar el éxodo de profesionales de esos países. Los diferentes proyectos ya iniciados en el marco de este Programa abarcan una amplia gama de ámbitos en los que se privilegia el enfoque multidisciplinario: el desarrollo sostenible, el medio ambiente y la población, la ciencia y la tecnología, las ciencias sociales y humanas, la paz, la democracia, los derechos humanos, las ciencias de la educación, la cultura y la comunicación.

En materia de paz, democracia y derechos humanos a finales de 1994, las siguientes cátedras habían sido creadas:

- Cátedra UNESCO en Derechos humanos y Paz en la Universidad Nicolas Copernicus, en Torun, Polonia
- Cátedra UNESCO de derechos humanos en la Universidad Comenius, en Bratislava, Eslovaquia.

-Cátedra UNESCO de Derechos Humanos y Democracia en el Moscú State Institute of International Relations of the Ministry of Foreign Affairs de la Fédération Russe et le Moscú Independent Institute of International Law, de la Fédération de Russie.

-Cátedra de Derechos Humanos y Democracia en la Universidad de Namibia.

-Cátedra en Derechos Humanos en la Universidad de Fort Hare (Africa del Sur).

Varios proyectos estaban siendo negociados o instalados, entre ellos los de la Universidad de Sofia, Bulgaria (Educación Cívica), de la Universidad de Addis Ababa, Ethiopia (Educación para les derechos humanos y la democracia), Universidad de Kiev (Derechos Humanos y Estudios sobre la paz), Instituto de Derechos Humanos y de la promoción de la Democracia en Cotonou, Benin (Educación sobre derechos humanos y promoción de la Democracia); Universidad Al Bayth, Jordania, (derechos humanos y democracia); Instituto para el desarrollo de la democracia, Bogotá, Colombia (educación para derechos humanos y democracia).

Segundo Janus Symonides, director de la división de derechos humanos, la paz y la democracia de la UNESCO, "the ultimate aim of UNESCO is to create a comprehensive system of education for human rights and democracy available to all groups of population, which will embrace all levels of formal as well as non-formal education. UNESCO chairs devoted to education for human rights and democracy are being created in collaboration with universities throughout the world, and the Organization works for the continuing development of this initiative".

El Sr. Symonides añade que "UNESCO chairs for human rights education are an important instrument for the encouragement of international intellectual co-operation as well as for the promotion of the respect for human rights, fundamental freedoms and democratic values within societies. The purpose of these chairs is to promote an integrated system of research, training, information and documentation in the field of education for human rights and democracy. They also serve in facilitating sub-regional and regional collaboration between high level, internationally recognized researchers and experts".

Uno de los más recientes proyectos presentados a la UNESCO fue el de la Universidad de Sao Paulo, Brasil, que quiere unirse a la UNESCO para el lanzamiento de una cátedra en Derechos Humanos. Esto seria en realidad un programa interdisciplinar e integrador que pondría juntas varias iniciativas en diversos campos, vinculadas a varias facultades e institutos, que tienen como punto común la creación de una mentalidad de tolerancia y de comprensión entre los seres humanos.

La tarea de esta cátedra será muy compleja. Brasil, en realidad, es un país donde los índices de desarrollo son sorprendentes (el país tiene una industria dinámica, una vida cultural e intelectual muy rica, es grande productor agrícola) pero es una tierra en que la democracia social es deficiente, los antagonismos son muy grandes y las discrepancias entre la élite con ingresos muy elevados y la mayoría de la población está entre los mas grandes del mundo. El salario mínimo en Brasil es de poco más de 70 dólares al mes, el número de desempleados es grande, no es pues una sorpresa de ver que la violencia en los grandes centros urbanos, como Sao Paulo,

con sus 18 millones de habitantes, se tornó endémica. Los niños de la calle en las grandes ciudades se cuentan por millones y, aunque se diga que en Brasil se ha construido una sociedad multiracial, esto es solamente parcialmente verdadero. La esclavitud en Brasil fue abolida muy tarde, en 1888, hace poco más de 100 años, y los descendientes de los esclavos tienen que enfrentar serias dificultades para tener acceso a los puestos de dirección en la sociedad. Cuantos generales, obispos o ministros son negros en Brasil? Se puede contarlos en los dedos de una mano. Es verdad que la situación se mejora, que la legislación pone los actos de racismo explícito, que una grande mayoría de brasileños es en realidad mestiza, pero la democracia social como la democracia "tout court" no se hace por decreto y que este país tiene un largo camino que recorrer antes de llegar a un estado democrático ideal. La cátedra en Sao Paulo es oportuna. Su tarea muy compleja.

VI - UNA CULTURA DE PAZ

Lo que podemos destacar, en este momento, es que todo este esfuerzo, sea de instituciones aisladas como la Universidad de Sao Paulo, sean las otras que han participado en la reunión de Túnez, sean todas las que hacen parte de la red de cátedras UNITWIN, sea todas aquellas que mantienen programas en estos campos, desarrollan un esfuerzo importante para cambiar la mentalidad de los formadores en las instituciones de educación superior y que sean llamados a jugar un papel importante en el desarrollo de la sociedad.

En realidad, desde el final de la Segunda Guerra Mundial se han gastado sumas enormes para la guerra. La esperanza de que al final de la guerra fría, esta situación cambiaría, se ha revelado falsa, pues los antagonismos, los conflictos regionales, religiosos, tribales o raciales han cambiado la naturaleza de la guerra pero han mantenido una situación que mantiene las inversiones en la muerte y no en la vida.

Prueba de esto es lo que se pasa con el propio sistema de las Naciones Unidas, donde las agencias de cooperación técnica como la UNESCO y la Organización Mundial de Salud ven sus recursos reducirse y las intervenciones en regiones de conflicto se vuelven cada vez más numerosas. De esta manera, las operaciones de pacificación que representaban \$400 millones de dólares en 1990 pasaran a cerca de los 3 billones en 1993.

Fenómeno similar se pasa con muchos países en desarrollo. Según Justinian G. Galabawa (enero de 1991- Higher Education vol. 21 no. 1), al analizar el caso de un país africano dice: "En una reciente encuesta económica, se ha notado que, mientras que entre 1970 y 1971, 13.68% de los gastos gubernamentales iban dirigidos a la educación y 7.0% a las actividades militares, entre 1986 y 1987, 6.45% fue dirigido a la educación y 14.58% a los gastos militares".

Una esperanza se desarrolló en el mundo entero en 1989 y en principios de los años 90 con el desaparecimiento de la guerra fría. Se pensaba que una época de paz y tranquilidad había llegado y que la Humanidad había desistido de utilizar la guerra como solución para superar las divergencias entre individuos y naciones. Fue un engaño. La guerra simplemente cambió de naturaleza y las divergencias raciales y religiosas pero también sociales y económicas ocultas por conflictos más globales irrumpieron e estallaron por todas partes.

Un esfuerzo debe de hacerse para cambiar esto y para aumentar las inversiones en los aspectos sociales y para mejorar la calidad de vida de toda la humanidad, eliminando de esta manera muchas de las causas de la violencia y de la guerra. Las Naciones Unidas aprobaron un documento "La Agenda para la Paz" que busca dar los elementos de base para la solución, incluso la preventiva, de los conflictos (los cuatro dominios de acción previstos en este documento son: "preventive diplomacy, peacemaking, peace-keeping, peace-building"). Dentro de esta línea la UNESCO desarrolló el concepto de cultura de la paz que debe basarse en acciones concretas en favor del desarrollo, de la protección ambiental, de la democracia, del respeto a los derechos humanos.

"La culture de la paix exige ces deux ingrédients fondamentaux du progrès de notre planète que sont le développement et la démocratie" affirme le Directeur général de l'UNESCO".

"La culture de la paix exige ces deux ingrédients fondamentaux du progrès de notre planète que sont le développement et la démocratie. Or, la condition préalable la plus importante pour l'un comme pour l'autre est la mise en valeur des ressources que recèle le cerveau de l'être humain. L'éducation au sens le plus large, et en particulier celles des femmes et des jeunes filles, signifie la baisse des taux de natalité dans tous les environnements culturels et religieux. Elle signifie le développement de capacités scientifiques et techniques propres à accroître les récoltes et à réduire le gaspillage dans ce domaine tout en protégeant notre sol, notre air, notre approvisionnement en eau et notre base de ressources. Mais l'éducation signifie aussi, pour reprendre les mots de Thomas Jefferson, "la poursuite du bonheur" - le plaisir de connaître et d'apprécier ce qui était auparavant inconnu ou exotique: le plaisir d'offrir des possibilités de s'instruire à ceux qui n'ont jamais vu l'intérieur d'une école, le plaisir de former des citoyens qui pourront imprimer leur marque sur la société parce qu'ils sauront élucider de difficiles problèmes touchant l'environnement, l'accès aux arts et aux sciences ou l'édification de la démocratie en constituant des collectivités où les individus ne seront plus des étrangers les uns pour les autres.

"La recherche de la paix exige de nous tous que nous apprenions à vivre ensemble et à construire ensemble dans les cas de désaccord ou même de conflit d'idées, sans recourir à la force".

Dentro de este marco, la UNESCO considera que además de investigar los problemas de la paz, además de intentar incluir en los programas elementos que favorezcan una mejor comprensión entre los pueblos, las universidades deben jugar un papel más determinante en favor de la creación de sociedades más justas, en que los beneficios del desarrollo beneficien a todos.

Hay que notar que según el relato mundial sobre desarrollo humano del PNUD (1994), 20% de la población del mundo controla 84.7% del PNB y 84.2% de los intercambios mundiales y se beneficia de recetas 60 veces mayores que los 20% más pobres que controlan solamente 1.4% del PNB mundial y 0.4% del comercio mundial.

Esto explica porqué en el programa UNITWIN juntamente con las cátedras de derechos humanos, paz y democracia, el mayor número de programas desarrollados se refieren a temas como desarrollo duradero, ecología y ecotecnia.

Esto justifica también porque el Director General de la UNESCO y el Presidente del Banco Interamericano del Desarrollo han decidido de firmar una declaración conjunta por ocasión de la Cumbre Mundial sobre Desarrollo Social realizada en Copenhague del 6 al 12 de

marzo del 1995, donde dicen: "es preciso, pues, frenar la pobreza y la exclusión. Ahora bien, el objetivo común de la reforma social ha de ser la reducción drástica y la erradicación final de dichos fenómenos en nuestras sociedades.

En otro documento, una nota de orientación, preparada también para esta Cumbre, el director general de la UNESCO recuerda que "le développement et la paix sont intimement liés. L'UNESCO met en oeuvre un Programme de culture de paix, qui comporte des actions de développement social en vue de construire la paix dans des situations postconflituelles ainsi que des actions préventives visant à éviter des conflits imminents.

Por esto se propugna, entre otras medidas, que

- des efforts doivent être déployés en permanence pour assurer le transfert et le partage rapides des connaissances, en particulier dans le domaine de la science et de la technologie, afin de mieux en tirer parti, de promouvoir le progrès et d'atténuer les disparités en matière de savoir.
- les mesures visant la diversification de l'enseignement supérieur sont fondamentales. L'établissement de réseaux interuniversitaires et l'instauration de partenariats nouveaux entre entreprises, centres de formation professionnelle et instituts supérieurs de technologie deviennent des éléments indispensables à cet égard
- la conception des stratégies de valorisation des ressources humaines doit être réorientée pour permettre à tous de réaliser leur potentiel et d'exprimer leur créativité dans la société. Toute stratégie de développement doit être fondée sur la volonté et le style de vie de la société concernée et prendre dûment en considération le contexte historique, social et culturel qui est le sien.

En síntesis, en un mundo en el cual los conflictos se multiplican, las universidades deben renovar sus esfuerzos para mejor definir los contenidos, métodos y materiales pedagógicos de la educación internacional. Asimismo, serán más eficaces en esta tarea se muestran competencia en su misión de formar ciudadanos capaces de comprender los grandes problemas mundiales y de actuar sobre ellos en una perspectiva democrática y de respeto a los derechos humanos, donde la tolerancia, una vez más, es el elemento clave. La cooperación en este tema es importante y, sin duda, el momento llegó para que la UNESCO ponga en ejecución la idea de la red de universidades asociadas a la cual podrían integrarse todas las instituciones participantes del programa UNITWIN. (*Note n° 3).

Hace pocos meses, discutiendo con el Profesor Claude Lauriol, un ex-presidente de la Universidad de Montpellier, un gran experto de Molière, yo le decía que para mí la palabra tolerancia no era buena, pues tenía una connotación negativa, implicando, en realidad, un rechazo del otro y la consideración que el otro es inferior. El Profesor Lauriol me explicó que esta no era la concepción de Voltaire un hombre que refiriéndose a la situación de los protestantes en su país, en su época, en una carta enviada a la Duquesa de Choiseul decía: "Il y a dans le royaume des Francs environ trois cent mille fous qui sont cruellement traités par d'autres fous depuis longtemps. On les met aux galères, on les pend, on les roue pour avoir prié Dieu en mauvais français en plein champ, et ce qui caractérise bien ma chère nation, c'est qu'on ne sait rien a

Paris, où l'on ne s'occupe que de l'opéra comique et des tracasseries de Versailles". Para Voltaire, decía el Profesor Lauriol, la tolerancia significaba el respeto de la especificidad del otro, con su manera de ser, su cultura, sus costumbres, sin ninguna connotación de superioridad de aquel que tolera.

El Profesor Lauriol acaba de participar, escribiendo una muy interesante introducción, de la reactivación de la última obra de Voltaire "Les Guèbres ou la tolérance" que él espera pueda ser presentada oficialmente en París lo que no se pasó, por intolerancia, cuando fue escrita. En esta obra, Voltaire, en la última escena, pone en la boca del emperador, expresiones de grande actualidad:

·Les Guèbres désormais pourront en liberté

Suivre un culte secret longtemps persécuté:
Si ce culte est le tien, sans doute in ne peut nuire
Je dois le tolérer plutôt que le détruire.
Qu'ils jouissent en paix leurs droits, de leurs biens;
Qu'ils adorent leur dieu, mais sans blesser les miens;
Que chacun dans la loi cherche en paix la lumière;
Mais la loi de l'Etat est toujours la première.
Je pense en citoyen, j'agis en empereur:
Je hais le fanatique et le persécuteur".

Note n °1

En un texto con la fecha de 11-12 de marzo 1994, Dumitru Chitoran y Jan Symonides han intentado clarificar el concepto de educación internacional aplicado a la educación superior insistiendo en los puntos siguientes:

- goals and objectives: to increase the awareness of students and to promote reflection and research on global issues (international understanding, cooperation, peace, disarmament, the advancement of democratic processes, defense and the promotion of human rights, the rights of women, minority rights etc)
- structures: appropriate structures for international education could be either units created specifically for that purpose or existing units used in dispensing international education programmers;
- means: these include a wide range, from curricular provisions, courses, the production of teaching materials, the undertaking of research, publications etc. to the use of the media, for the dissemination of knowledge to the public at large.

Note n °2

El Profesor Husen completa su pensamiento diciendo:

"There are, on the other hand, a number of issues which need to be solved in global learning. They regard the necessity to strike the right balance between the need to respond to specific local and national concerns (endogenous creativity) and the international scope and the universal nature of science. Disregard of this need may lead either to parochialism or to imposition of values, concepts and approaches from outside. Another necessary balance is between reductionist practices which accompany the evolution of research paradigms in individual sciences and the need to accept pluralistic views as a means to develop critic attitudes. Above all, curricular and research provisions for international education should be imbued with the inherent academic ethos which requires of teachers and researchers to seek and to impart what they perceive as being the "truth".

Note n °3

En la reunión de Túnez, en septiembre 1991, los participantes han sugerido las maneras como las universidades podrían se asociar a la UNESCO para establecer la red:

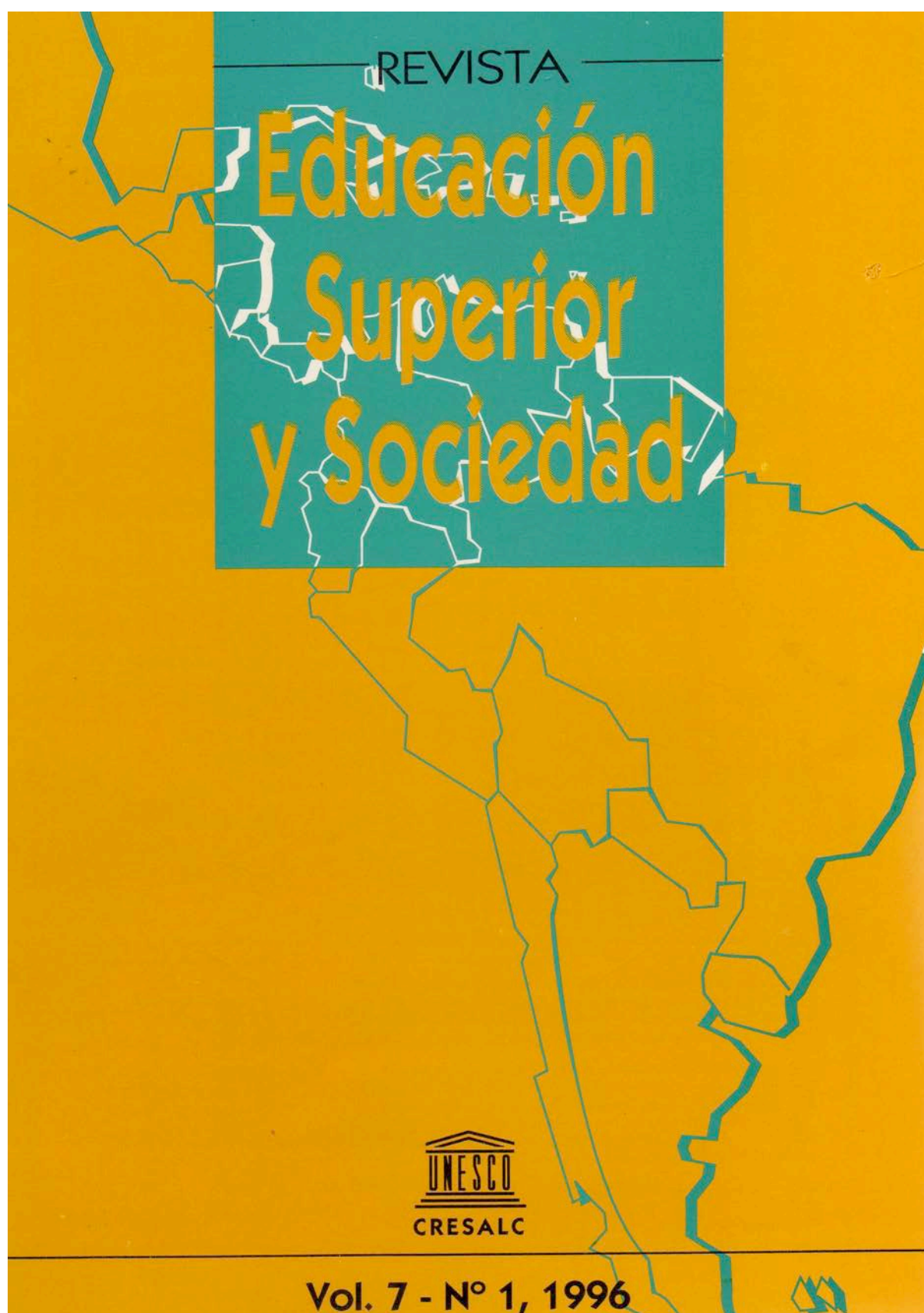
- i) through specific programmes of international education, as proposed in the terms of reference for the feasibility study;

ii) through their activities aimed at reinforcing interuniversity cooperation, in conjunction with UNESCO programmes such as UNITWIN and the UNESCO Chairs Scheme, or the various UNESCO supported (sub) regional and interregional networks of universities;

iii) Through the orientation of their specific teaching, training and research programmes so as to assure an active participation in the execution of the overall programme of UNESCO.

DOCUMENTO NÚMERO 24

**LA RESPONSABILIDAD DE LA
EDUCACION SUPERIOR HACIA EL
CONJUNTO DEL SISTEMA EDUCACIONAL**



**Educación
Superior
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La responsabilidad de la educación superior hacia el conjunto del sistema educativo*

Marco A. Rodrigues Diasⁱ

Resumen

El autor señala que el estudio de las responsabilidades de la educación superior con el conjunto del sistema educativo es un área prioritaria para la UNESCO. Incluye entre esas responsabilidades la formación de docentes; la formación de investigadores en educación; la implementación y evaluación de proyectos piloto de investigación educativa y la creación de redes de instituciones interesadas en el desarrollo de las ciencias de la educación. Destaca los aportes hechos al tema en Venezuela, tanto por algunos de sus ministros de educación como por investigadores que han estudiado las diversas formas de articulación entre los distintos niveles del sistema educativo. Expone también experiencias y argumentos que tornan desaconsejable la política de reducir los recursos asignados a la educación superior como forma de fortalecer los otros niveles educativos, citando como ejemplo lo ocurrido en Tanzania bajo la conducción de Julius Nyerere. Termina subrayando que el programa actual de la UNESCO sobre educación superior presta especial apoyo a la organización de redes institucionales orientadas a renovar la formación de maestros utilizando, entre otras innovaciones, las nuevas tecnologías de educación a distancia.

* Documento basado en la ponencia presentada en Caracas el 11 de mayo de 1995 en el Simposio organizado por la Universidad Pedagógica Experimental y por el Consejo Nacional de Investigaciones Científicas y Tecnológicas, "Hacia la Integración de un Proyecto Educativo para Venezuela". El texto final incorpora las respuestas a las preguntas formuladas por los participantes.

i. Director de la División de Educación Superior de la UNESCO

**LA RESPONSABILIDAD DE LA EDUCACION SUPERIOR
HACIA EL CONJUNTO DEL SISTEMA EDUCACIONAL**

Profesor Marco Antonio Rodrigues Dias
Director de la División de Educación Superior de la UNESCO

Caracas - Mayo 1995

I- INTRODUCCION

El tema que me han dado y el hecho que yo sea llamado a hablar en el recinto de esta conferencia que ha logrado reunir algunos centenares de educadores, de maestros, de profesores universitarios, de estudiantes de post-grado en educación y de responsables de políticas educacionales en Venezuela representa para mí el reconocimiento que la Organización que yo represento -la UNESCO- sigue siendo el punto de referencia para todos los Estados miembros cuando se trate de renovar sus sistemas educacionales y de tornarlos más adecuados a las necesidades cambiantes del mundo actual.

La responsabilidad de la educación superior hacia los otros niveles educativos es parte prioritaria del programa de educación superior de la UNESCO como intentaré de demostrar y esto se concretiza a través principalmente cuatro modalidades de acción:

- 1- La más importante tal vez, la formación inicial y continuada de los maestros
- 2- A través la formación de investigadores en educación. En realidad, en muchos países, los establecimientos de educación superior son las únicas instituciones en condición de investigar en este dominio, produciendo trabajos esenciales para que los encargados de tomar decisiones políticas lo hagan con conocimiento de causa.
- 3- A través la implementación de proyectos pilotos y de experimentos con innovaciones (incluyendo las nuevas tecnologías), los estudios de los currículos y programas, la introducción de nuevos contenidos en la formación de los maestros, objeto de una serie de redes regionales de innovaciones apoyadas por la Organización y de que las universidades constituyen la mayoría de los miembros.
- 4- Como una síntesis de todas estas acciones, a través la formación de redes de instituciones interesadas en la renovación de la formación de los maestros, del desarrollo de las ciencias de la educación, de la integración de la investigación y de la formación y del uso de nuevas tecnologías para la formación de los maestros.

II - EL ENTORNO DE LA CONFERENCIA

En su ponencia en el primer día de esta conferencia, el Profesor Arnaldo Esté llamó la atención al hecho significativo que esta reunión se realice en el auditorio del Club de Sub-Oficiales de las Fuerzas Armadas de Venezuela. Los tiempos han cambiado, ha señalado el profesor-filósofo venezolano.

La observación es válida. Además de estar participando con ustedes de estos debates en este grande salón, estoy hospedado en el hotel del círculo militar. No es la primera vez que los militares me abrigan. La primera fue en mi país, Brasil, durante el Golpe de Estado de 1964, pero las condiciones eran bien diferentes...

El interés de los militares por los problemas de educación, como lo atesta la presencia aquí del comandante del club de sub-oficiales como de varios estudiantes militares, hombres e mujeres, participando de las discusiones sobre un modelo de educación para Venezuela son

señales claros de una nueva mentalidad de que es gran símbolo el hecho que recientemente, hace poco más de un mes, el Director General de la UNESCO se reunió en Washington con ministros militares de diversos países de América Latina.

El encuentro permitió un debate sobre educación para la paz. Es auspicioso de constatar que hombres formados hasta ahora para la guerra se dan cuenta que el mejor instrumento para obtener la paz no es la guerra, sino es trabajar con la mente de los hombres para desarrollar un espíritu de comprensión, de tolerancia y de colaboración.

Federico Mayor, el Director general de la UNESCO tiene el costumbre de decir que la historia solamente hace homenaje a los generales que han ganado batallas o guerras. Nadie se recuerda de quien ha evitado la guerra, lo que es mucho más meritorio. Además, es importante notar que cuando se analizan los gastos militares entre 1987 e 1984, se nota una reducción de 935 billones de dólares: \$935 billones en los países industrializados, \$125 en los países en desarrollo. Pero, esto no fue utilizado para proyectos de desarrollo y, en realidad, los fondos de asistencia al desarrollo disminuyeron de más de siete billones de dólares o sea de más de 10 por ciento entre 1984 y 1992. Por su parte, Naciones Unidas gasta 80% de sus recursos con operaciones de mantenimiento de la paz e acciones de emergencia y muy poco para la prevención de los conflictos y para la construcción de la paz.

La observación inicial del Profesor Asté me ha hecho cambiar el esquema de mi ponencia y provocó de mi parte la reflexión según la cual una primera contribución de las universidades al conjunto del sistema educacional puede consistir justamente a desarrollar estudios sobre la paz y sobre el desarrollo, de promover debates sobre los documentos que las Naciones Unidas aprobaron recientemente sobre "Agenda para la Paz" y "Agenda para el desarrollo" y integrarlos en los programas de la UNESCO de la cultura para la paz, principalmente en lo que se refiere a los programas de formación de maestros.

No es por otra razón que en el texto constitutivo de la UNESCO está escrito que "puesto que las guerras nacen en la mente de los hombres, es en la mente de los hombres donde deben erigirse los baluartes de la paz".

III- LA SITUACION EN VENEZUELA

Debo decirles también que me quedé muy impresionado con lo que he visto aquí en Caracas y con lo que he oído en esta conferencia.

En particular, llamó mi atención lo que ha dicho y escrito el vice-rector de l'UPEL - Universidad Pedagógica Libertador- Profesor Jesús Ruiz Lúquez, para quién "el deterioro del ingreso real familiar durante los últimos 10 años es tal que para la década de los 80, cerca del 40% de las familias venezolanas percibía ingresos por debajo de la canasta básica de sobrevivencia, mientras que para los años 90 esta cifra ascendió a 70% aproximadamente".

Conociendo estos datos, es fácil comprender que los indicadores educacionales en este país se han deteriorado en el mismo período. Esto no disminuye, y al contrario, muestra la importancia del diagnóstico duro hecho por el Ministro de la Educación, Profesor Luis Cardenas, para quien en educación "estamos frente a un fraude".

Palabras pesadas, principalmente viniendo de quien viene, y que dan una importancia mayor a los esfuerzos de reflexión sobre la situación de la educación en este país y una importancia aún mayor a todo lo que se refiere a la formación y a la condición del personal docente.

Es teniendo estas declaraciones en mi mente que me dispongo a proporcionarles una serie de informaciones, comentarios y analices sobre la contribución que pueden dar al conjunto del sistema educacional las instituciones de educación superior.

Quede claro que no es mi intención decirles como resolver los problemas. Cabe a ustedes definirlos y sobre ellos tomar las decisiones necesarias. El Ministro de Educación mostró que la descentralización será uno de los instrumentos que el pretende adoptar para mejorar la eficacia del sistema educacional. El Ministro recordó la importancia del rol de los maestros, diciendo que hoy no es suficiente enseñar. Es necesario que los estudiantes aprendan a aprender de una manera autónoma. Más que esto, en los tiempos actuales, es necesario que los estudiantes sean formados para tomar iniciativas frente a cambios cada vez más rápidos en la sociedad.

El hecho que la Universidad Pedagógica Libertador tome la iniciativa de proponer nuevas orientaciones para la educación confirma que ustedes tienen consciencia del camino a seguir.

Situado en una posición de observación privilegiada -la UNESCO- intentaré transmitirles observaciones que podrán ser útiles. Pero no quiero hacer como un periodista europeo famoso de un periódico también famoso que visitando China logró ser recibido por el Primero Ministro que le preguntó cuando llegó, si era la primera vez que visitaba el país y que venía hacer.

El periodista contestó diciendo que había llegado un día antes y que iba a dejar el país en el día siguiente y que su intención era de escribir un libro sobre China.

Sorprendido, el Primero Ministro dijo: es la primera vez que usted viene en nuestro país, usted llegó ayer y se va mañana. E va escribir un libro. Cual será su título?

El periodista famoso, sin preocuparse respondió: "China, ayer, hoy y mañana".

IV - POSICION LATINOAMERICANA

En mayo de 1991, Cresalc organizó aquí mismo en Caracas una "reunión internacional de reflexión sobre los nuevos roles de la educación superior a nivel mundial: el caso de América Latina y del Caribe, futuro y escenarios deseables".

Este encuentro de que participaran más de 500 expertos, rectores, administradores universitarios y responsables de la política de educación superior en el continente era parte de una reflexión y de un movimiento de carácter internacional organizado por la UNESCO en todas

las partes del mundo al final de los años 80 y principios de los años 90 sobre roles y desafíos de la educación superior al final de este siglo.

En esta ocasión, hablando en nombre de Venezuela, el dr. Gustavo Roosen, entonces ministro de educación de este país, dijo:

- "La contribución del nivel superior en los otros niveles educativos se expresa en nuestro país, fundamentalmente, en la formación y mejoramiento de los profesionales de la docencia que adelanta el Ministerio de Educación, con el apoyo de instituciones de nivel superior que ofrecen las carreras docentes".

El ministro concluyó diciendo:

"Es a ese nivel el llamamiento a reflexionar permanentemente sobre su necesaria relación con el resto de los niveles educativos, para configurar un nuevo contexto de pensamiento y acción que permita acceder a los grandes propósitos nacionales".

Es interesante notar que este tema de la responsabilidad de educación superior hacia los otros niveles educativos que figuró en todas las consultaciones regionales organizadas por la UNESCO en aquel período, en América Latina no fue objeto de la atención de los investigadores. Además del ministro, fue una investigadora venezolana, Carmen García Guadilla, quién mejor trató del tema diciendo:

- "¿De qué manera la educación superior puede contribuir al desarrollo de los otros niveles educativos? Es precisamente en el área de la formación de formadores, desde donde se debe trabajar en mejorar las articulaciones entre la educación superior y el resto del sistema educativo. Por otro lado, cualquier política de avance educativo no tendrá éxito si se desarrolla en un ambiente social de atraso cultural, por lo tanto, las acciones de transformación deben programarse para todo el conjunto del sistema educativo y no sólo para determinados niveles".

Carmen García resume sus proposiciones sobre el tema diciendo:

- "Siendo que una de las prioridades para todo el sistema educativo es incluir la ciencia y la tecnología desde el nivel de educación básica, y siendo que la garantía de tener talentos creativos en la cúpula pasa por una mayor atención a la ciencia y la tecnología en todo el sistema educativo, los científicos y tecnólogos de la región tienen una responsabilidad importantísima en ayudar a incorporar la ciencia y la tecnología en la educación de base, a partir de enfoques "amenos", más "cautivantes", más de acuerdo con las motivaciones del mundo de los niños. Postgrados en esta área -con la participación de especialistas en psicología evolutiva, así como científicos y tecnólogos- resultarían de gran utilidad para lograr la implantación y distribución de conocimientos científicos y tecnológicos en todos los niveles educativos, lo cual produciría efectos cumulativos que redondearían en beneficios para el nivel de la cúpula del sistema educativo, pero igualmente para la formación más adecuada de los que no llegarán al nivel superior. Por otro lado, se requiere también la formación de formadores que logren transmitir a las generaciones de los niveles educativos que anteceden al superior, las nuevas competencias necesarias para hacer frente a los nuevos contextos".

V - REFLEXIONES EN EL MARCO DE CRESALC

Asimismo, Cresalc -el Centro Regional de Educación Superior para América latina y el Caribe- organizó en los años 80 una serie de reflexiones sobre el tema de la contribución de la educación superior hasta el conjunto del sistema educacional.

En octubre de 1986, delante los miembros del Comité Consultivo, Pedro Galindo, jefe de la Unidad del Proyecto Principal de Educación de América latina y el Caribe, indicó cuatro grandes áreas de acción para las instituciones de educación superior.

- 1- investigación y reflexión con vistas a la innovación
- 2- apoyo de la universidad en la elaboración de políticas educativas
- 3- formación inicial y capacitación en servicio del personal docente.
- 4- extensión universitaria a través de una actitud comprometida con los problemas de la sociedad.

El comité consultivo, de su parte, después de verificar que son escasos los estudios regionales dedicados al proceso de transición de la educación media a la superior, formuló dos proposiciones:

- 1- mejorar las características de la organización y funcionamiento de las escuelas de educación de nivel superior.
- 2- mejorar la enseñanza a través de proyectos pilotos con estrategias globales.

Asimismo entre 1984 y 1985, Cresalc ha desarrollado un proyecto sobre "Participación de la Educación Superior en las reformas e innovaciones del sistema educativo en América Latina y el Caribe". En 1986, teniendo como base los estudios de este proyecto, Cresalc organizó una consulta destinada a estimular la participación de las universidades en las actividades del Proyecto Principal de Educación en la región de América latina y del Caribe.

Dos documentos de trabajo fueron presentados, un elaborado por Carmen García Guadilla (D.T. no. 15- Cresalc/UNESCO-1986) donde se lee:

"El incumplimiento de las metas de universalización de la enseñanza básica, ha sido considerado por algunos autores como la deuda histórica que los países de la región tienen pendiente con respecto a metas planteadas en el signo pasado".

Aún en este documento, se puede ver:

"Es indudable que una mayor calidad de la educación de los niveles inferiores, beneficiaría enormemente a la educación superior".

Analizando las encuestas sobre problemas educacionales, Carmen Guadilla notó que "llama la atención en los datos obtenidos la ausencia de publicaciones en áreas tan importantes

como: la administración, las características de los docentes; los egresados; la tecnología educativa y la extensión universitaria".

La autora de este documento de trabajo indica que "la educación superior aportaría enormes beneficios a otros niveles educativos, si incorporase esfuerzos adicionales en la cooperación e interrelación que hasta el momento la ha caracterizado. Estos aspectos adicionales podrían ser: mayor participación en la construcción de los currículos, mayor participación en la elaboración de libros de texto y diseños de materiales didácticos; mayor y mejor participación en los procesos de orientación profesional, mayor atención a programas de mejoramiento profesional de los maestros, entre otras".

En el segundo documento de trabajo, elaborado por José Silvio (Participación de la educación superior en reformas e innovaciones del sistema educativo en América latina y el Caribe-1986) se puede leer:

- "El problema de la articulación entre los niveles educativos ha recibido poca atención, tanto por parte de los investigadores de las instituciones de educación superior, como por parte de los organismos responsables de la política de educación en niveles distintos a la educación superior".

Vale la pena recordar también que este tema fue discutido por los ministros de educación de América latina y del Caribe, reunidos en Bogotá del 30 de marzo al 4 de abril 87. En el informe de esta reunión se puede leer:

- "Se mencionaron diversas maneras posibles de contribución de la educación superior a las metas del Proyecto Principal, entre ellas la formación de personal docente, la realización de investigaciones, la experimentación y la evaluación, la especialización en ciertos campos, y la participación de profesores y estudiantes en la prestación de servicios a la comunidad".

VI- LA FORMACION DE MAESTROS EN LA ENCICLOPEDIA

En 1992, Burton Clark y Guy Neave editaron una enciclopedia de la educación superior (The Enciclopedia of Higher Education, Pergamon Press, 1992), una recolección impresionante de trabajos incluyendo la descripción y análisis de 135 sistemas nacionales de educación superior, 165 artículos de expertos en los diversos dominios relativos a educación superior. A pesar de la extensión y profundidad de esta obra, el tema que enfrentamos hoy no mereció especial destaque.

Asimismo, un capítulo especial de H. Judge (volumen 2 -analytical perspectives- páginas de 1229 a 1240), de la Universidad de Oxford, fue dedicado a "teacher education" y allí el autor presenta el tema de una manera muy objetiva:

- "The relationships between teacher education and higher education are complex and vary from one society to another. A study of these variations reveals the differing understandings of higher education, and especially of the role of the university, which prevail in different countries and at different times, and illustrates the range of interpretations of the role of the state in education and of the teacher in society. The uncertain status of schools of education (a convenient term used to embrace all institutions concerned with the training of teachers for primary/elementary/secondary

schools) raises important questions about present and future arrangements for such training".

H. Judge menciona correctamente que hay ahora una muy fuerte tendencia para la incorporación de la formación de maestros en las universidades. Hace poco tiempo, esta formación era vista como de responsabilidad de niveles educativos más bajos. Se consideraba además que el conocimiento de los contenidos era suficiente, y en consecuencia las universidades no tenían que ocuparse de los métodos de enseñanza ni del conjunto de conocimientos que hoy se incluyen bajo el término Pedagogía.

Es interesante notar que un instrumento normativo internacional firmado en 1966 bajo los auspicios de la UNESCO y de la Organización Internacional del Trabajo, la Recomendación relativa a la situación del personal docente y comentarios, establece en su párrafo 21.1. que "el personal docente debería adquirir su formación general, especializada y pedagógica en una universidad o en una institución de formación de nivel equivalente en una escuela especializada en la formación del personal docente".

H. Judge considera que esta tendencia es fruto de la influencia de la experiencia de los Estados Unidos, "country in which educational research has been most fully developed and in which the tasks of teacher education appear to have been most closely integrated within the comprehensive university".

Evidentemente, este fenómeno no se desarrolla de la misma manera en todos los países. Pero la tendencia es universal y algunos problemas también.

Sigo con Judge que refiriéndose a la estructura de las universidades y a las presiones que éstas sufren ahora para mostrar más eficacia llevando los docentes a hacer más investigación o por lo menos a publicar más, algunas distorsiones se desarrollaron como:

- "It had long been asserted that teacher education has been corrupted by softness, by an unhealthy degree of isolation from real pupils in real classrooms, by a disproportionate attention to "theory" and by a corresponding lack of concern with such immediate issues as the effective management of children in groups".

Las opiniones de Carmen Guadilla y de Judge no son solitarias y pueden ser mejor comprendidas si uno toma en cuenta la reflexión general que se ha hecho en los años recientes sobre la educación superior en todo el mundo.

VII - REFLEXION SOBRE EDUCACION SUPERIOR

Nos parece que la reflexión que aquí ahora se desarrolla debe tener en cuenta un cuadro mucho más amplio que aquello limitado exclusivamente a los problemas de las escuelas de educación y de sus relaciones con las universidades. Hay que ver lo que pasa en las universidades en su globalidad y, más importante, las tendencias de cambio en la sociedad mismo.

Creo que estas reflexiones podrán ser útiles al trabajo que ustedes desarrollan en este momento. Estoy impresionado por el nivel de las ponencias presentadas en esta conferencia,

pero noto que muy poco fue dicho sobre educación superior. La impresión que uno tiene - llegando de fuera- es que, una vez más, los temas vinculados a la educación superior quedaron retrasados. Hay que evitar la "marginalización" de la educación superior o la tendencia estimulada por ciertos expertos internacionales de tratar del sistema educativo como si este no formara un conjunto.

Recientemente, Julius Nyerere, un jefe de estado mítico en África, se manifestó delante del Consejo Ejecutivo de la UNESCO diciendo que si era verdad que su país, la Tanzania, en el momento de la Independencia, ha tenido grandes sucesos en los esfuerzos de alfabetización, sin embargo ha cometido un grave error. No se ocupó suficientemente de la formación superior y hoy se verifica que el nivel de desarrollo del país no es suficiente. Los cuadros no fueron formados en número suficiente y según las necesidades del país. Además, no hay que olvidar que es a este nivel que se forman los maestros y los investigadores en educación, condición indispensable para el buen funcionamiento de la educación de base.

No repitan nuestros errores, ha dicho Julius Nyerere, no dejen de invertir en educación superior".

VIII - TEMAS EN DEBATE

Durante los últimos años, la UNESCO desarrolló una serie de reflexiones, a nivel regional y a nivel internacional, sobre las tendencias y desafíos de la educación superior.

Teniendo como base estas reflexiones, se puede afirmar:

1- Durante los años 80, la consciencia de la importancia de la enseñanza superior para el desarrollo de los países tuvo un crecimiento extraordinario. El desarrollo económico y social depende más y más de la calidad de los recursos humanos, de los administradores de proyectos, de personas capaces de investigar en el campo de las ciencias exactas como en lo de las ciencias humanas. En consecuencia, en todas las partes del mundo, nuevas misiones pasaron a ser atribuidas a este nivel de enseñanza, como por ejemplo, la responsabilidad en el desarrollo de los otros niveles de enseñanza.

2- Este fenómeno coincidió con una expansión cuantitativa sin igual de los establecimientos de educación superior, acompañada de un período de crisis financiera que no ha dejado de lado ni los países más ricos. El resultado fue la aceleración de una crisis que alcanza todos los aspectos de la vida de estas organizaciones y estas, al mismo tiempo, se transformaron en objeto de presiones de todas las partes. Fue durante este período que funcionarios internacionales de varias organizaciones empezaron a actuar juntos, sugiriendo a los gobiernos de los países en desarrollo de reducir las inversiones en educación superior, con la consecuente utilización de los recursos en la enseñanza de base, que socialmente es mucho más rentable, según decían.

3- Estos hechos crearon las condiciones para el desarrollo de dos desafíos que enfrentan ahora los establecimientos de educación superior:

-necesitan ser bien administrados

-deben "prestar" cuentas a la sociedad del trabajo que ejecutan y de los beneficios que su acción les proporciona. De ahí resulta el reconocimiento de la necesidad de la evaluación del trabajo de los docentes como también del funcionamiento de las instituciones (evaluación institucional).

4- Esto nos lleva a la cuestión de la pertinencia o relevancia de la acción de la educación superior. ¿Qué tipo de servicios deben "prestar" a la sociedad? Dentro de un mundo que cambia rápidamente, ¿cómo puede al mismo tiempo responder a las aspiraciones de los individuos y contribuir para las transformaciones socio-económicas y el desarrollo duradero? ¿Cómo puede participar en la lucha contra la pobreza, en la protección del medio ambiente, en el mejoramiento de la calidad de vida de las poblaciones, en la promoción de principios de base de la sociedad civil, de la ciudadanía? ¿Cómo puede ayudar a desarrollar los otros niveles de enseñanza? ¿Cómo puede reaccionar a las transformaciones del mundo del trabajo?

5- Todas estas cuestiones merecen una análisis profunda, lo que nos lleva a sugerir que células, o núcleos o centros de reflexión deben ser constituidos para analizar la evolución de los problemas y las tendencias, y cómo deben actuar las instituciones de enseñanza superior para garantizar la calidad al mismo tiempo que enfrentan los cambios tecnológicos, las variaciones en el mercado de trabajo y en la sociedad, las acciones que deben emprender hacia los otros niveles del sistema educativo.

6- ¿Que principios adoptar? Toda sociedad sigue un modelo. A partir de 1989, muchos anunciaron una nueva era de paz y tranquilidad. Un nuevo orden mundial fue anunciado por algunos poderosos. Las Naciones Unidas, por su parte, lanzaron una reflexión que culminó con la aprobación por la totalidad de sus Estados Miembros de dos documentos de base "Agenda para la Paz" y "Agenda para el Desarrollo" (eliminación o reducción de la pobreza, respecto al medio ambiente, desarrollo de los recursos humanos) que no aceptan un modelo cerrado de sociedad, pero que visan a proporcionar a los Estados miembros del sistema los elementos fundamentales para la constitución de una sociedad democrática y más justa.

7- Sin querer extender el debate muy conocido del crecimiento explosivo de los efectivos, recuerdo que el número de inscripciones en educación superior pasó, en el mundo entero, de 13 millones de estudiantes en 1960 a 28 millones en 1970, a 46 millones en 1980 y a 65 millones en 1991.

Sin embargo, una análisis detallada de estos números nos pone frente a una realidad donde la injusticia y la desigualdad son visibles.

Si verificamos las inscripciones del grupo de edad entre 18 y 23 años, observaremos que 9.60% entre ellos estaban en un establecimiento de educación superior en el año de 1960, 14.8% en 1970 y 18.8% en 1990. Esto es el porcentaje medio, los números son bastante diversos si miramos los datos relativos a la proporción en los países desarrollados (40.2% en 1991) y en los países en desarrollo (14.1%).

8- Esta desigualdad se torna más visible y es más flagrante cuando se considera el número de estudiantes por 100 mil habitantes. En 1991, este número correspondía a 5000 en la

América del Norte, a 2.500 en los países desarrollados en general y se limitaba a 100 en África. En otras palabras, un africano tiene 25 veces menos condiciones de inscribirse en un curso superior que un joven de su edad en un país desarrollado.

La diferencia es tan grande, los números tan flagrantes que cuesta a creer que especialistas internacionales tengan el ánimo de aconsejar estos países que no inviertan en la educación superior. Una vez, en una reunión de la OCDE, se presentó una evaluación externa, preparada por expertos de diversos países, sobre el sistema universitario de California que, como todos lo saben, es el Estado considerado por muchos como el más desarrollado en Estados Unidos, donde se concentra la gran parte de las investigaciones de punta en este país. Los vínculos del sistema universitario con el sistema productivo son fuertes, pero el esencial de los recursos para las universidades viene directa o indirectamente de fondos públicos. En el final de la reunión, pregunté al presidente de la Universidad de California, como él reaccionaría si se intentase aplicar a California los consejos que son dados a los países en desarrollo donde se sugirió a los gobiernos que no financiaran la educación superior. El Presidente sonrió e no dijo nada. Es evidente que no necesitaba Decir algo.

09- De acuerdo con las proyecciones, el número de estudiantes universitarios en el mundo pasará de 65 millones en 1991 a 79 millones en el año 2000 y a más de 100 millones en el año 2015.

El primer gran desafío para los establecimientos de educación superior en el mundo entero será el de como asegurar una enseñanza de calidad dentro de este marco de masificación. Es un problema para prácticamente todos los países del mundo.

No entraré en más detalles sobre esta cuestión que, según veo, está implícita en los debates que aquí se desarrollan. Pero, hay que notar que ahí varios desafíos se plantean: necesidad de reforzar el contenido interdisciplinario y pluridisciplinario de los programas, mejorar los métodos y las técnicas con el recurso incluso a los resultados del progreso combinado de la informática y de las tecnologías de la información y de la comunicación, el refuerzo del elemento de investigación y su integración con la enseñanza y, principalmente, una acción para renovar el conjunto del sistema educacional. La calidad debe estar presente en todas las actividades de los establecimientos de educación superior. Se puede hablar de la calidad del personal docente, de los programas de enseñanza, cada una requiriendo acciones específicas. Se debe tener en cuenta la calidad de los estudiantes (necesidad de interfase con la enseñanza secundaria o media, necesidad de orientación profesional), de la infra-estructura del entorno universitario, incluyéndose ahí las bibliotecas que no poden más seguir resumiendo sus funciones a la de depósito de libros. Tienen que ser consideradas como un centro nervioso que garantice interacciones que condicionen la enseñanza, el aprendizaje, la investigación. Sin embargo, no se puede, como quieren algunos, establecer modelos comunes que sirvan al mundo entero. Durante el ejercicio de reflexión organizado por UNESCO, un consenso se ha establecido en el sentido de que la copia de modelos europeos constituye una de las causas principales de la inadecuación de las universidades africanas con respecto a las necesidades de esta región. Después de 1989, muchos países de Europa Oriental adoptaron modelos de países occidentales. Los periódicos de la semana pasada mencionaron el caso de una institución norteamericana trasplantada en un país europeo. Los diplomados del primer grupo, formados para

otra realidad, piensan prácticamente todos en ir para Estados Unidos. No fueran preparados para la realidad de su país. Tienen que expatriarse. Si se considera la calidad como vinculada a la pertinencia, se puede hablar de calidad en una situación como esta?

Es evidente que no se trata de promover una enseñanza de segunda categoría en los países en desarrollo. La necesidad de cálculos estructurales es igualmente necesaria en los edificios y en los puentes de New York, de Kigali, de Tokio, de Lima o de Caracas. Establecer programas mínimos de competencia principalmente en el área técnica puede ser de utilidad, proporcionar indicadores sobre la relación de la enseñanza de una unidad con el progreso científico mundial es fundamental. En esto cuadro se inscriben iniciativas como la de la ISO 9000, un seguro de calidad creado para establecer una confianza mutua entre diversos participantes en operaciones comerciales y industriales. La ISO 9000 define métodos y procedimientos que garantizan la satisfacción de los clientes. En otras palabras, visa a garantizar la calidad de los productos, lo que, analógicamente, puede ser comparado a los objetivos de la evaluación que visa justamente garantizar la calidad de la formación y de la investigación en los establecimientos de enseñanza superior. Pero no hay sentido, por ejemplo, de formar ingenieros nucleares en un pequeño país agrícola. Que se concentren los esfuerzos en buenos tecnólogos y buenos ingenieros agrónomos que conozcan la realidad y las necesidades de los países respectivos.

11- Sin embargo, en los países en desarrollo, hay una decisión previa que hay que tomar y ella es política.

?Se debe o non invertir en educación superior?

Los estudios de la UNESCO, las consultaciones organizadas en todos los continentes revelaron que en todas las partes, el fenómeno de la masificación se desarrolló en un momento en que, por todas las partes, la recesión se implantó y, en los países en desarrollo, el pago de la deuda externa se tornó una pesadilla y una sed insaciable de todas las riquezas nacionales.

12- Evidentemente, esto es otro gran desafío que las instituciones de enseñanza superior tienen que enfrentar. La UNESCO defiende la idea según la cual el apoyo del poder público a la enseñanza superior es indispensable y, en consecuencia, los gobiernos deben garantizar el funcionamiento mínimo de las universidades. Pero, ¿es esto suficiente? Muchos piensan que basta una simple decisión de cobrar aranceles para resolver el problema presupuestario de las universidades y terminará con una situación claramente injusta que consiste en que los ricos dispongan de una enseñanza gratuita, dejando muy frecuentemente los pobres instituciones de menor calidad donde, por veces, la enseñanza es PAGA.

El tema es delicado y cada país debe buscar una solución. Pero no hay que olvidar ciertos hechos ni engañarse con falsas afirmaciones. En muchos casos, la adopción del pago de contribuciones representará menos de 10% del presupuesto de una institución. No se calcula cuanto costará cobrar las anuidades. Se olvida que los menos favorecidos muchas veces no tienen acceso a las informaciones y, aunque un sistema de becas ha sido creado, este finalmente puede venir a servir en prioridad a los ricos consolidando de esta manera la discriminación contra los pobres. Algunos ejemplos recientes en América latina muestran que, de hecho, en algunos sitios la introducción de este sistema consolidó la elitización de los sistemas

universitarios. Hay que tener en cuenta también que decisiones en esta materia incumben a los nacionales de cada país. Expertos internacionales no tienen el derecho de imponer sus posiciones, a veces ideológicas, que no llevan en consideración las condiciones ni de los países ni de las instituciones.

Es aquí donde se plantean desafíos adicionales a las universidades y a las comunidades académicas. Entramos en un dominio donde las polémicas, los intereses, las posiciones ideológicas no dejan, a veces, aquellos que tienen que tomar decisiones, decidir con tranquilidad y con total conocimiento de todas las implicaciones de sus decisiones. La eliminación de las deficiencias de gestión, la formación y el entrenamiento de administradores competentes es esencial para que pueda hacerse más con menos, para la utilización con discernimiento de recursos cada vez más escasos y difíciles. A principios de los años 80, la OCDE organizó una reunión con representantes de todos los países industrializados. El tema era exactamente como actuar para ser eficaz en un período de crecimiento presupuestario cero.

IX - AGENDA PARA EDUCACION SUPERIOR

Fue teniendo en cuenta estas realidades que la UNESCO lanzó una serie de debates sobre la educación superior durante su tercer Plan a Plazo Medio (1990-1995) en el plan regional e internacional. Esta reflexión ha producido una serie de estudios de caso, de documentos y publicaciones culminando con la publicación en el inicio de febrero de 1995 de un documento de política para el cambio y el desarrollo en la educación superior.

Como afirma el director general de la UNESCO en su presentación, en este documento "se formulan los principios en los que podría basarse y llevarse a cabo el proceso de cambio y desarrollo de la enseñanza superior.

Pero -y esto es importante de notar- en modo alguno la UNESCO intenta imponer modelos o formular recetas rígidas. "en el mejor de los casos, este documento puede constituir una "brújula intelectual" para los Estados Miembros y para cuantos se encargan de la educación superior a la hora de concebir sus propias políticas, teniendo en cuenta la diversidad inherente, las necesidades concretas y las circunstancias imperantes en los planos nacional, regional e internacional".

En este documento -disponible en Caracas en el Centro de Documentación del CRESALC- después de analizar las tendencias globales (expansión cuantitativa, diversificación de estructuras y formas, restricciones de la financiación y los recursos, internacionalización creciente) así como los desafíos que se plantean a la educación superior en un mundo que se transforma (entre otros los imperativos cambiantes del desarrollo económico y tecnológico), el documento trata de tres bloques de cuestiones que fueran analizadas en el mundo entero:

- 1- Pertinencia, incluyendo las relaciones con la sociedad en su conjunto, las relaciones con el mundo del trabajo, las relaciones con el Estado y las bases de la dirección y gestión de los centros, la financiación y gastos compartidos, la renovación de la enseñanza y el aprendizaje: problemas de contenido y pedagogía, fortalecimiento de las funciones de investigación, la responsabilidad de la educación superior con respecto a los otros niveles educativos).

2- Calidad, incluyendo la del personal (y para esto la formación en los contenidos como la formación pedagógica son indispensables) y de los programas, la de los alumnos, la de las infraestructuras y del entorno de la institución. La interdisciplinariedad es fundamental. Las instituciones de educación superior deben hacer mayor uso de las ventajas que ofrecen las tecnologías de la comunicación, tema que parece interesar a muchos de los participantes en esta conferencia.

3- Internacionalización, con elementos relativos a los principios y formas de la cooperación internacional, el acceso al conocimiento, el establecimiento de redes para excelencia en la enseñanza superior.

Las reflexiones sobre este tercero punto han dado origen al lanzamiento de un importante programa de cooperación interuniversitaria -UNITWIN- basado en dos elementos principales: las cátedras UNESCO, verdaderos centros de excelencia que deben ser punto focal o ser parte de redes universitarias (ver doc en anexo).

El documento concluye con consideraciones sobre el rol de la UNESCO y con proposiciones para lo que se convino definir como "hacia una renovación de la educación superior: la **"universidad dinámica" y el nuevo pacto académico**".

X- CONTINUACION DE JOMTIEN

La contribución de la educación superior al conjunto del sistema educacional es parte importante del documento de política para el cambio y el desarrollo en la educación superior que constituye un capítulo con cuatro párrafos (85 hasta 88).

En la introducción del capítulo (párrafo 85) se puede leer:

-Todo concepto previsor de la educación y toda política educativa adecuada ha de considerar el sistema educativo en su conjunto. Por consiguiente, la reforma de la educación superior ha de tener en cuenta su estrecha interdependencia con todos los otros niveles de educación".

Además de esto, la UNESCO organizó en un período reciente dos reuniones importantes sobre el tema. La primera, como "follow-up" a la conferencia de Jomtien (Tailandia, 5 al 9 de marzo de 1990) fue una mesa-redonda durante la Conferencia Internacional de Educación en Ginebra, Suiza, del 3 al 8 de septiembre de 1990.

En su informe final, la Conferencia de Jomtien, había señalado, entre otras cosas, que "la qualité de l'éducation fondamentale repose avant tout sur les enseignants et les autres personnels de l'éducation: il importe de reconnaître leur rôle primordial et de le développer, en cherchant à optimiser leurs apports".

El tema de la mesa redonda en Ginebra fue "La alfabetización y el rol de la universidad", reuniendo expertos en el tema del mundo entero y organizaciones non

gubernamentales participantes de la consultación colectiva sobre educación superior, el director del BIE y representantes de varios Estados miembros de la UNESCO.

Los participantes fueron invitados a reflexionar sobre:

- a) la formation des enseignants dans le cadre de l'université
- b) la recherche et la formation relatives à l'enseignement de la lecture, de l'écriture et du calcul élémentaire pour tous les groupes d'âge
- c) la recherche pluridisciplinaire sur l'alphabétisation, depuis les aspects sociologiques jusqu'aux aspects linguistiques ou anthropologiques
- d) la contribution à l'organisation et à la réalisation des programmes d'alphabétisation des adultes et à la formation d'instructeurs dans ce domaine grâce à l'éducation permanente ou aux activités péri-universitaires.

No cabe aquí hacer un relato exhaustivo y completo de los resultados de estas dos reuniones. Una analiza crítica mostraría algunas características comunes de los dos encuentros el de Ginebra y el de Bangkok que mencionaremos a seguir. En las dos reuniones, se ha llamado la atención sobre la importancia de la acción de la educación superior en relación a la educación de base, en las dos se ha constatado la existencia de serios problemas, empezando con el hecho que en muchos lugares la universidad atribuye a sus facultades de educación un estatuto de segunda categoría, este tipo de enseñanza siendo considerado en términos prácticos muchas veces inferior al de ciencias exactas y mismo de ciencias sociales. Esto es una realidad.

Sin embargo, en Ginebra mención fue hecha, en particular, a universidades que implementan acciones importantes en favor de la alfabetización, a través de acciones como: recherche sur l'acquisition de l'alphabétisme, l'enseignement de la lecture et de l'écriture, la mesure et l'évaluation des acquis, les langues d'instruction et l'égalité des chances, formation pédagogique pour préparer spécialistes et instructeurs, mettre au point des méthodes appropriées pour l'apprentissage des adultes, formuler une politique et des réformes permettant d'offrir une "seconde chance", définir le lien entre l'alphabétisation des adultes et les débouchés professionnels, programmes externes et péri-universitaires d'alphabétisation des adultes et d'éducation de base assurés directement par les universités.

Los participantes al final han aprobado una declaración conjunta en la cual después de hacer una serie de afirmaciones y de presentar diversos "considerando" recomiendan :

-renforcer la recherche universitaire sur l'acquisition de l'alphabétisme, sur la capacité de lire et d'écrire, sur la mesure et l'évaluation, sur les langues d'enseignement et sur l'alphabétisation des adultes, ainsi que sur la question de l'égalité des chances et l'influence des universités sur la société.

-améliorer la formation initiale et la formation en cours d'emploi des enseignants afin qu'ils appliquent des méthodes novatrices et efficaces destinées à favoriser l'alphabétisme

-promouvoir une collaboration interdisciplinaire entre les différentes facultés des universités pour l'analyse des questions d'alphabétisation et la formulation de politiques appropriées et de stratégies efficaces d'enseignement/apprentissage

-redoubler d'efforts pour promouvoir l'alphabétisation des adultes, notamment en formant des spécialistes et des instructeurs, en effectuant des recherches sur les méthodes d'enseignement appropriées pour les adultes, en soutenant les politiques et les réformes relatives à l'éducation pour la seconde chance et en approfondissant l'analyse des perspectives d'emploi pour les apprenants adultes

-élargir la gamme des programmes externes et périuniversitaires d'alphabétisation des adultes organisés par les universités, notamment en matière d'éducation de base et d'éducation ouvrière.

Como se puede ver, es todo un programa que la mesa redonda de Ginebra ha propuesto. Evidentemente, no se puede aplicar a todas las universidades ni a todas las facultades. La responsabilidad de que se habla es la del sistema. Que unidades especializadas en una institución amplía o que establecimientos especializados según se pasa en varios sistemas cuiden de estos temas es el más práctico.

La segunda reunión tuvo lugar en Bangkok, Tailandia, del 10 al 14 diciembre de 1990. Se trata de una conferencia regional sobre el rol de la educación superior en la promoción de la educación para todos.

"The primary objective of the Regional Conference on the role of Higher Education in Promoting Education for All was to conceptualize and articulate the role of the higher education sector in promoting Education for All (EFA). This task was approached through discussions of various related issues in the context of experiences of intra-sectoral dependence and interrelationships within the education system as a whole".

El documento final de la reunión -muy bien organizada- podría servir de manual de orientación para todos los que consideran fundamental la acción de la educación superior en favor de los otros niveles de educación, en particular de la educación de base.

Recomendaciones precisas fueron hechas con relación a la formación de maestros, los contenidos de los currículos, la elaboración de manuales y textos didácticos, la educación permanente. Teniendo en cuenta las características de la región, la conferencia de Bangkok dedicó una importancia especial al problema de la acción de las universidades abiertas (Open University) vista más como modalidad de acción que como institución específica. Una de las recomendaciones decía en efecto:

-The open university model, with its emphasis on open access and alternative modes of delivery -such as distance education- is highly appropriate to furthering continuing education, adult literacy and primary education programmes. Where feasible and appropriate, the open university model should be extended. Also, traditional universities should consider creating departments based on aspects of the open university philosophy, such as education at a distance. The networking of open universities in the region is in place. The open universities within the national context could take the lead sensitizing HEIs and interact meaningfully with them in augmenting contribution for achieving EFA.

Una breve referencia puede ser hecha a una tercera reunión, organizada por la UNESCO y el Ministerio de la Educación y de la Ciencia de España, en Salamanca, del 7 al 10 de junio de 1994, sobre "special needs in education - acces and quality".

En la declaración de la Conferencia (The Salamanca Statement and framework for action on special needs education) se lee en el párrafo 4o que "appropriate preparation of all educational personnel stands out as a key factor in promoting progress towards inclusive schools". Y, de manera mas directa en el párrafo 47, que "Universities have a major advisory role to play in the process of developing special needs education, especially as regards research, evaluation, preparation of teachers trainers, and designing training programmes and materials. Networking among universities and institutions of higher learning in developed and developing countries should be promoted. Linking research and training in this way is of great significance. It is also important to actively involve people with disabilities in research and training roles in order to ensure that their perspectives are taken fully into account".

XI- ACCION DE LA UNESCO

Además de organizar reuniones como las dos aquí mencionadas, el programa actual de la UNESCO sobre educación superior está desde hace un rato basado en cuatro puntos fundamentales:

- reflexión sobre los sistemas de educación superior y sus vínculos con la sociedad
- cooperación interuniversitaria
- movilidad académica y instrumentos normativos
- responsabilidades hacia el conjunto del sistema, en particular formación de maestros, investigación educativa, innovaciones, incluyendo educación a distancia y informática para educación

En este ultimo punto, algunos proyectos son importantes. UNESCO planea organizar una red global con instituciones que desarrollen programas con el objetivo de renovar la formación de maestros. Entre los proyectos ya existentes se puede mencionar uno en Cuiabá (Brasil) sobre la formación de los docentes utilizando la tecnología de la educación a distancia, otro en La Habana con objetivos similares y otro en Moscou. Proyectos en el mismo campo están preparados en Nueva Delhi (India) y en Beijing (China).

XII- CONCLUSIONES

Todo esto no es suficiente. El documento repercute el resultado de las reflexiones. No es suficientemente fuerte en este campo, pero es importante recordar que el Grupo Consultivo para educación superior de la UNESCO solicitó justamente que éste sea uno de los temas prioritarios a se profundizar en el próximo ejercicio.

Algunos países de la región se interesan por el tema. El Ministro Murílio Hingel, del pasado gobierno de Itamar Franco en Brasil, había creado una línea de financiación a proyectos de cooperación de instituciones de educación superior con otros niveles del sistema educacional. México, a través la Sub-Secretaria de Educación Superior, anuncia un plan concreto en este campo.

Venezuela es pionera en tratar del tema. Fueron venezolanos los que mejor trataran de este tema en las reuniones regionales organizadas por CRESALC. Venezuela podría tomar nuevas iniciativas y hacer sugerencias al conjunto de los estados miembros aprovechando, por ejemplo, la próxima reunión de ministros de educación prevista para Jamaica en mayo del próximo año. En los programas de la UNESCO, esperase que este enfoque se torne aún más claro. En enero pasado, hablando a los miembros de un grupo consultivo internacional sobre educación superior recientemente creado, Federico Mayor citó las palabras de Julius Nyerere y enfatizó que la contribución de la educación superior al conjunto del sistema era una prioridad de su organización.

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Nota: este texto está basado en la ponencia presentada en Caracas el 11 de mayo de 1995 en el Simposio organizado por la Universidad Pedagógica Experimental y por el Consejo Nacional de Investigaciones Científicas y Tecnológicas sobre "Hacia la Integración de un Proyecto Educativo para Venezuela". El texto final incorpora las respuestas a las cuestiones formuladas por los participantes al simposio

DOCUMENTO NÚMERO 25

AS CÁTEDRAS UNESCO E O DESENVOLVIMENTO DA COMUNICAÇÃO NA ERA DA GLOBALIZAÇÃO -

"Identidades Culturais latino-americanas em tempo de comunicação global"

– pgs. 107 a 116 – Documento apresentado ao seminário internacional promovido pelo programa de pós-graduação em Comunicação Social do IMS - Instituto Metodista de Ensino Superior em parceria com UNESCO -Organização das Nações Unidas para Educação, Ciência e Cultura e SMC - Secretaria Municipal de Cultura da cidade de São Paulo - São Paulo, Brasil, 12 a 14 de junho de 1995 – Publicado em 1996-

Identidades Culturais

LATINO AMERICANAS

EM TEMPO DE COMUNICAÇÃO GLOBAL

JOSÉ MARQUES DE MELO (coord.)



**Cátedra Unesco de Comunicação
para o Desenvolvimento Regional**

**AS CÁTEDRAS UNESCO E O DESENVOLVIMENTO
DA COMUNICAÇÃO NA ERA DA GLOBALIZAÇÃO**

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"Identidades Culturais latino-americanas em tempo de comunicação global" - seminário internacional promovido pelo programa de pós-graduação em Comunicação Social do IMS - Instituto Metodista de Ensino Superior em parceria com UNESCO - Organização das Nações Unidas para Educação, Ciência e Cultura e SMC - Secretaria Municipal de Cultura da cidade de São Paulo - São Paulo, Brasil, 12 a 14 de junho de 1995.

I-INTRODUÇÃO

Em seu livro "Vinte mil léguas submarinas", o escritor francês Jules Verne (1828-1905) descreve máquinas e operações que se assemelham enormemente às que hoje nos são familiares para transmissão de mensagens por satélite e por fax. Era um visionário que deu certo. Sua capacidade de antecipação de descobertas científicas desperta admiração entre todos seus leitores.

Outro visionário foi o canadense Mac Luhan. Há exatamente trinta anos, ele começou a divulgar suas teorias sobre a globalização da comunicação, ficando célebres suas referências ao "meio é a mensagem" e, sobretudo, suas análises sobre a "aldeia global".

Mac Luhan despertava paixões. Havia os entusiastas, mas numerosos eram também aqueles para quem o que ele fazia consistia apenas em jogar com as palavras. Pessoalmente, tive a oportunidade de assistir a uma verdadeira agressão de que o autor canadense foi objeto por parte de um especialista em comunicação norte-americano, Mr. Robert Lindsay.

O fato ocorreu durante o Encontro Mundial de Comunicação que a rede de televisão mexicana, Televisa, organizou em Acapulco, México, de 20 a 26 de outubro de 1974. Dizia o Sr. Lindsay na conferência que ali proferiu:

-Imagino que a razão principal da popularidade e do declínio de teorias tão frívolas como a que estabelece que os meios são as mensagens se deve à nossa confiança em que os acadêmicos são incapazes de fazer passar, no mundo, aforismas absurdos sob a aparência de sabedoria. "Talvez, a comunicação seja algo muito importante para ser confiada aos comunicadores".

Infelizmente, o livro que a Televisa publicou sobre o encontro não transcreveu os debates que se seguiram à conferência que o próprio Mac Luhan apresentou. Ali o Sr. Lindsay se excedeu e atacou de maneira ainda mais agressiva o escritor canadense, que, com muita classe, respondeu com argumentos e raciocínios claros não se deixando levar pelas provocações.

Na mesma conferência, um outro pesquisador célebre, Wilbur Schramm, dizia também com acerto que nós vivíamos os primeiros anos do que poderíamos chamar a "Era da Informação", um período em que tantas informações circularão, em que tudo acontecerá tão rápido e vindo de tão longe, que a capacidade de controlá-las, selecioná-las, estocá-las e recuperá-las, e ainda de reagir a elas rapidamente, pode muito bem tornar-se um poder comparável ao poder militar e econômico do passado".

O congresso de Acapulco, ao qual eu tive o privilégio de assistir como "convidado de honra", ocorreu há pouco mais de vinte anos. Há trinta anos, Mac Luhan falava da aldeia global. Que se passou neste intervalo?

II-GLOBALIZAÇÃO DA COMUNICAÇÃO

Hoje, um dos grandes temas de reportagens nas revistas semanais e nas reportagens especiais dos jornais diários diz respeito à INTERNET, esta rede global através da qual milhões de pessoas podem dialogar e comunicar. A perplexidade ainda é grande e é difícil imaginar quais serão em realidade os efeitos dessas transformações na maneira de circular as informações.

Uma publicação da UNESCO, SOURCES, no. 68, de abril deste ano, publicou um artigo de Luciano Floridi, pesquisador do Wolfson College, em Oxford, no qual ele declara:

-O mais impressionante de INTERNET é seu alcance: não somente ampliou nossa concepção de analfabetismo e produziu novas formas de exclusão e de discriminação culturais, como também está transformando nossas vidas. "Está construindo uma aldeia eletrônica e transtornando completamente vários setores de atividades, como a comunicação, a escritura, a edição, a publicidade, a venda, o consumo, as operações bancárias, o ensino".

Luciano Floridi assinala que se desenvolveram novos delitos, desde a pornografia eletrônica até os vírus, desde a produção ilegal de logiciais até a manipulação incorreta de sistemas eletrônicos e a intrusão ilícita dentro dos sistemas, desde a falta de respeito aos direitos de autor até o plágio eletrônico.

Mas, acentua ainda Floridi, o mais grave "é que o saber corre o risco de fragmentar-se ao decentralizar-se. INTERNET se desenvolveu de maneira vertiginosa e caótica ao mesmo tempo".

Não há dúvidas, pois, de que o mundo mudou e que, hoje, o de que necessitam, por exemplo, os estudantes de comunicação, é muito diferente do que começamos a ensinar aos pioneiros nas faculdades de comunicação há vinte e cinco ou trinta anos atrás. O mundo mudou. Para melhor ou para pior?

III-NOSTALGIA E TEMPO MELHOR

Confesso que falar de trinta anos atrás, quando alguns dos que hoje nos ouvem, não haviam mesmo nascido, desenvolve uma nostalgia cheia de recordações, boas algumas, muito más, outras.

Há trinta anos atrás, eu estava em São Paulo, trazido por Josimar Moreira que, ao ser informado de que eu enfrentava problemas em Minas resultantes do movimento armado de 64, resolveu convidar-me para vir trabalhar no jornal "Ultima Hora", ali no Vale do Anhangabaú, bem embaixo do Viaduto Santa Ifigênia. Entrei como copy-desk, logo me tornei redator-secretário do jornal, onde fui colega de Múcio Borges, Ignácio de Loyola, João Apolinário, e também de Roberto Freyre, Jô Soares, Rubens Paiva (administrador) e tantos outros. Estas histórias eu tive a oportunidade de contar, em 1992, em depoimento na PUC Minas Gerais, que decidi, depois, transformar-lo em livro com o título "O fato e a versão do fato - um jornalista nos anos sessenta" (Edições PUC/MG, Belo Horizonte, 1994).

A informática ainda não estava tão desenvolvida nem para o bem, nem para o mal. Em 64, quanta gente com problemas em outros Estados, não acabou vindo para São Paulo e, aqui, com o próprio nome, a maioria, com codinome, vários, reconstruíram suas vidas? Isso durou enquanto durou a desorganização das forças de repressão. Quando, mais tarde, já nos anos setenta, os serviços de informação se informatizaram, as coisas mudaram de figura...

Mas, nos anos sessenta, São Paulo era uma terra de abrigo para brasileiros de todos os Estados, como para latino-americanos de diversos países, que aqui sempre

encontravam trabalho e apoio. Foi assim que em meu apartamento em Vila Buarque hospedei, por curtos períodos, gente como Herbert José de Souza (Betinho), Dona Maria (Mãe de Henfil e de Betinho), Aldo Arantes e outros. Lembro-me sempre de uma figura que, de vez em quando, tocava a campainha, chegava, instalava-se, tomava refeições e falava, com saudade e carinho, da mulher e dos filhos que tinha deixado para trás em Santa Catarina.

Não sabia seu nome. Sentia apenas que meu apartamento era o refúgio em que ele -por momentos- esquecia-se da política e tratava do que mais o afetava como ser humano, ou seja, a situação daqueles que dele eram mais próximos e de que tivera de se afastar. Muito tempo depois, já no final dos anos oitenta, é que indagando daqui, perguntando ali, vim a saber que se tratava de Paulo Wright, um filho de pastor protestante, ex-deputado estadual em Santa Catarina, um dos desaparecidos dos anos setenta.

Tentei imaginar o que pode ter sido o encontro de Paulo Wright com seus torturadores. Eram, sem dúvida, dois mundos diferentes. A imagem que me ficou de Paulo era a da bondade personificada. Os torturadores não podem ter compreendido. Devem ter-se irritado e, daí ao ato de extermínio, o caminho era fácil, sobretudo porque a impunidade estava assegurada.

Mudou o mundo?
Sem dúvida.
Para melhor?

Quando olhamos o que se passa em torno de nós, vemos uma melhoria geral em certos países, a diminuição do número de analfabetos é uma realidade, a redemocratização é real em várias partes do mundo, inclusive na América latina.

Em compensação, vê-se a proliferação sem controle de armamentos, a multiplicação de guerras e conflitos absurdos como os de Ruanda, da antiga Iugoslávia, de Timor-Este e outros. A pobreza e a exclusão aumentam, com milhões de crianças abandonadas nas ruas, com o número de refugiados agora se contando por dezenas de milhões. Ainda ontem, estive nos limites de Vila Buarque com Higienópolis e vi o prédio em que vivi há trinta anos. Virou uma fortaleza, com grades de ferro altíssimas e com a instalação de uma guarita, aparentemente a prova de balas para o porteiro.

IV- BASES PARA UMA NOVA SOCIEDADE

Que mundo estamos deixando para nossos filhos? Que princípios regem nossas sociedades?

Vocês aqui vão discutir a função da comunicação na sociedade atual. Pediram-me para falar do programa de cátedras UNESCO, o que implica falar da função das universidades em relação à sociedade em geral e em relação à comunicação em particular.

Pode-se falar de comunicação, pode-se falar de universidade, sem antes perguntar de que sociedade está falando? Ou de que sociedade quer construir? Uma sociedade de excluídos? Uma sociedade insegura, violenta?

Foi em resposta a este tipo de questões que o atual secretário-geral das Nações Unidas, Boutros-Boutros Ghali, decidiu estimular uma reflexão que levou à elaboração e à aprovação pela Assembleia Geral da ONU de dois documentos básicos complementares: "Agenda para a Paz" e "Agenda para o desenvolvimento".

O primeiro prevê medidas preventivas e medidas "curativas" para a paz, o segundo estabelece princípios que, assegurando um desenvolvimento humano sustentável, garantirão as políticas de paz. A eliminação ou pelo menos redução da pobreza, a proteção ao meio ambiente e o desenvolvimento de recursos humanos são os elementos de base dentro desta política e aí, evidentemente, as universidades têm uma grande função a executar.

V-A FUNÇÃO DAS UNIVERSIDADES

Coincidentemente, a UNESCO desenvolveu uma reflexão profunda, no mundo inteiro, sobre a função da universidade na sociedade.

Com base nestes trabalhos, um livro de síntese, uma apresentação do estado da arte das questões ligadas ao desenvolvimento da educação superior foi publicada conjuntamente pela UNESCO e pelo International Development Research Centre, do Canadá. Trata-se do livro "University as institution today" do pesquisador colombiano, Alfonso Borrero Cabal. Em seguida, a UNESCO partiu para a elaboração de um documento de política, lançado em fevereiro de 1995, em Paris com o título de "Política para Mudanças e Desenvolvimento em Educação Superior". Lançado em inglês, francês, russo, árabe, chinês e espanhol, já tem uma edição em português em fase final de elaboração.

Durante as reflexões provocadas pela UNESCO, verificou-se que todas as sugestões e propostas podiam ser enquadradas em três conjuntos: qualidade, relevância e cooperação internacional.

A qualidade, mais fácil de descrever que de definir, é um conceito multidimensional que depende, em grande parte, do ambiente em que se desenvolve um determinado sistema ou instituição ou das condições e normas em uma disciplina determinada. O documento trata de aspectos ligados à qualidade do pessoal docente e dos programas, da qualidade dos alunos, da qualidade das infra-estruturas e do ambiente em que se desenvolvem os trabalhos das instituições de educação superior.

A relevância, ou pertinência como dizem alguns, refere-se aos vínculos da universidade com a sociedade e, em particular com o mundo do trabalho e com o conjunto do sistema educacional.

Tratando destas duas questões que são necessariamente interrelacionadas, a UNESCO procura não impor soluções, mas busca definir princípios que sejam válidos para todos e que possam servir aos responsáveis pela definição de políticas no momento de definir as melhores opções diante de cada caso concreto.

Assim, para a UNESCO um objetivo importante a alcançar é a equidade. Matérias delicadas, como a da introdução do ensino pago, devem ser vistas dentro do objetivo da equidade a ser alcançada. Antes de mudar estruturas ou introduzir sistemas de recuperação de custos ou de gastos, cada país deveria examinar as repercussões sobre a equidade. Adotar medidas teoricamente democráticas, mas que, na prática, implicam frequentemente uma elitização da educação, não pode evidentemente ser estimulado por uma Organização que trabalha com princípios éticos.

No que diz respeito ao sistema jurídico de propriedade das instituições de educação superior, não cabe a organizações internacionais ditar regras a seus Estados Membros. E matéria de soberania nacional definir a melhor maneira de organizar juridicamente suas instituições. Mas, cabe a organizações como a UNESCO insistir em certos princípios de base. A educação é um bem coletivo, deve beneficiar a todos, tem de exercer uma função pública, não podendo pois ser admitida a comercialização das instituições de ensino.

E sempre útil recordar que a convenção contra as discriminações no ensino aprovada no quadro da UNESCO em 1960 recomenda aos Estados Membros a "tornar obrigatório e gratuito o ensino primário, a generalizar e tornar acessível a todos o ensino secundário em suas diversas modalidades, a tornar acessível a todos, em condições de igualdade total e segundo a capacidade de cada um, o ensino superior".

VI-COOPERAÇÃO INTERNACIONAL

O terceiro conjunto de análises e de proposições diz respeito à internacionalização do ensino superior que se concretiza, sobretudo através da cooperação internacional. O documento trata dos princípios básicos que devem reger esta cooperação - solidariedade e não dominação- das formas como ela opera, da necessidade que todos tenham acesso ao conhecimento, do desenvolvimento de redes para melhorar a qualidade no ensino superior.

As reflexões sobre este ponto deram origem ao lançamento de um programa importante de cooperação interuniversitária - UNITWIN (do inglês Universities twinning) que se baseia em dois elementos fundamentais: as cátedras UNESCO, verdadeiros programas de excelência que devem ser ponto focal ou constituir parte de redes, que se tornam assim o segundo elemento deste programa.

O principal objetivo deste programa é estabelecer um espírito de solidariedade que permita a transferência do conhecimento entre universidades de todo o mundo. Os projetos são financiados por fontes extraorçamentárias as mais diversas. Lançado há pouco mais de três anos, hoje vemos que ele abriga cerca de 180 cátedras e apóia entre trinta a quarenta redes universitárias que firmaram acordos com a UNESCO.

VII- A REDE ORBICOM

Dentro da UNESCO, a Divisão de Ensino Superior assegura a coordenação geral do programa, cuidando para que todos os projetos se mantenham dentro dos

objetivos básicos e tomando iniciativas para reforçar todos seus componentes. As unidades específicas cuidam do desenvolvimento substantivo do programa. Assim, em matéria de comunicação, é o setor de comunicação quem discutirá diretamente com as instituições e com os representantes dos Estados Membros a natureza de projetos que serão cobertos pelo programa.

Nossos colegas do Setor de Comunicação e Informática decidiram, então, desenvolver um sistema de redes ao qual se deu o nome de ORBICOM, do qual se vai falar em detalhes aqui neste congresso, pois sua coordenadora geral, Therèse Paquet-Sévigny da Universidade do Quebec em Montreal está aqui presente, assim como o conselheiro para comunicação na América Latina da UNESCO, Alejandro Alfonso, e o conselheiro especial em comunicação da representação da UNESCO, no Brasil, José Salomão David Amorim.

Por agora, limito-me a dizer que a rede visa a reunir instituições ligadas à formação e à pesquisa em comunicação interessadas em um trabalho conjunto nos campos do desenvolvimento de culturas democráticas e do respeito aos direitos humanos, do pluralismo no tratamento da informação, e da ética no exercício das atividades comunicacionais assim como na utilização plena de novas tecnologias ligadas ao respeito da dinâmica das culturas nacionais.

O núcleo inicial de Orbicom formou-se através das cátedras em comunicação na Bulgária, Colômbia, Espanha, Hungria, Lituânia, Rússia, Uruguai e Canadá. Desde a criação da rede, em 1994, vários outros países a ela se incorporaram ou manifestaram interesse.

VIII- BASES DO PROGRAMA DA UNESCO

Segundo se pode concluir da leitura do documento sobre estratégias a médio prazo da organização para o período 1996-2001 (documento 28 C/4), a UNESCO continuará baseando sua ação nos princípios de seu Ato Constitutivo que encarregou esta Organização de facilitar a livre circulação de idéias pela palavra e pela imagem e de favorecer o conhecimento e a compreensão mútua das nações através da assistência que é chamada a fornecer aos meios de comunicação de massa.

Tomando em consideração o desenvolvimento das técnicas de informação, a UNESCO é consciente do risco de ver-las beneficiando apenas uma minoria, seja entre as nações seja no interior de cada uma delas. Vários países, inclusive alguns industrializados, correm o risco de se tornarem apenas "consumidores" de produtos e serviços importados, seja de programas de televisão difundidos por satélites, através de produções audiovisuais, de bancos de dados ou jogos eletrônicos.

A UNESCO busca, então, tornar-se um fórum que permita o diálogo entre os Estados e uma concertação entre os principais atores industriais, representantes da sociedade civil e as organizações profissionais, visando, sobretudo a ajudar a adaptar as inovações tecnológicas às necessidades dos mais desfavorecidos e encorajar a produção, a difusão e a circulação de programas e produtos culturais diversificados e de qualidade.

A UNESCO promoverá ainda uma reflexão sobre os aspectos metodológicos, jurídicos e éticos relativos ao tratamento e à difusão da informação especializada

e continuará a encorajar o desenvolvimento das capacidades dos Estados Membros nos campos da comunicação, da informação e da informática.

A rede ORBICOM exercerá, sem dúvida, um papel importante para a consecução destes objetivos. Gostaria, no entanto, de acrescentar que, além das cátedras da rede ORBICOM, outras foram criadas no campo do ensino a distância e do uso de novas tecnologias para educação. Este último tema é objeto de uma rede regional na América Latina que tem sede em Caracas da qual fazem parte, entre outras, universidades de Costa Rica, da Nicarágua, de Cuba, da Argentina, da Colômbia. O Brasil é representado pela Universidade de Brasília.

IX-CONCLUSÃO

Concluindo, diria que o programa UNITWIN é uma gota de água, mas representa uma parcela de esforço da UNESCO e das instituições que a ele se associaram para melhorar o mundo.

Depois de 1989, quando alguns apressadamente, frente à queda do comunismo, lançaram a idéia de uma nova ordem mundial que, de fato, tinha todos os elementos de uma velha ordem de dominação e de controle, muitos erroneamente confundiram liberalização, que todos desejam, com o abandono completo pelo Estado, pelos governos, das políticas sociais. E um equívoco.

Há uma semana atrás, participei de uma reunião, em Praga, da Conferência interparlamentar do Conselho da Europa. Ali se discutia a questão da ciência e da tecnologia nos países da Europa oriental e central e me pediram para debater o problema do êxodo de cérebros da região.

Que fazer, pergunto eu, em países que, abandonando políticas sociais, chegam a uma situação em que cientistas do mais alto nível, recebem um salário que se situa entre 50 a 100 dólares mensais, não mais encontram laboratórios aparelhados para prosseguir suas pesquisas, não dispõem de acesso às informações sobre o que se passa no resto do mundo? Nestas condições, sem corrigir estas políticas, é possível impedir o êxodo de cérebros?

Deixo a resposta com o Presidente Clinton, dos Estados Unidos, que, recentemente, em Moscou, durante as comemorações dos cinquenta anos da vitória sobre os nazistas, falando aos estudantes da Universidade de Moscou, em um discurso inspirado, declarou ser fundamental, nos esforços em busca da melhoria da economia o encontrar soluções para os problemas econômicos e sociais. Ponto alto de seu discurso foi o momento em que declarou:

- "Sei que há problemas graves. Há graves problemas na vossa transição para uma economia de mercado. Sei também que em qualquer lugar em que existem livres mercados, ELES NAO RESOLVEM TODOS OS PROBLEMAS SOCIAIS. Isto exige políticas que possam garantir o desenvolvimento econômico e a dignidade humana básica a todos os que necessitam de ajuda".

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No que diz respeito à UNESCO, o documento sobre políticas universitárias aprovado por esta Organização, diz claramente:

"Já que se espera das universidades e demais centros de educação superior que contribuam de modo importante para a mudança e o progresso social, o Estado e a sociedade em geral devem ver na educação superior não uma carga para o orçamento público e sim como um investimento nacional a longo prazo destinado à melhoria da competitividade econômica e ao fomento do desenvolvimento cultural e da coesão social. Este é também o quadro em que se há de considerar o problema de atribuição de responsabilidade pelos encargos financeiros. Pode-se dizer, em conclusão, que O APOIO PÚBLICO AO ENSINO SUPERIOR CONTINUA SENDO ESSENCIAL PARA QUE ESTE POSSA DESEMPENHAR SUA MISSÃO EDUCATIVA, SOCIAL E INSTITUCIONAL".

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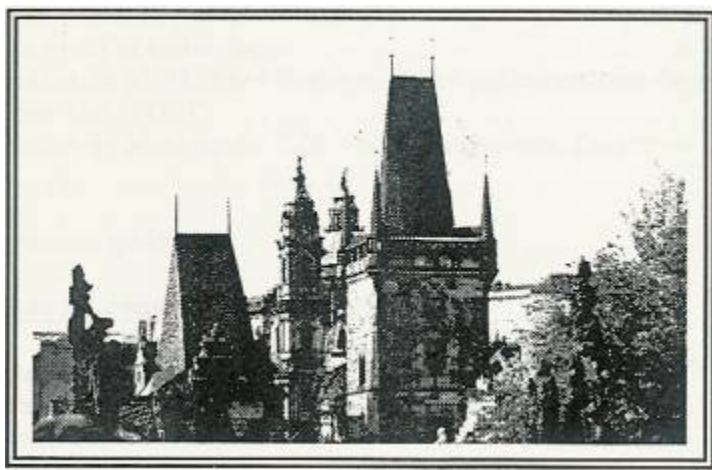
Sur la coopération scientifique

Et technologique avec les pays d'Europe

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Strasbourg 1995

L'Exode des cerveaux: Les responsabilités de la communauté internationale

Marco Antonio R. Dias

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Monsieur le président, Mesdames et Messieurs les députés de l'Assemblée parlementaire, Mesdames et Messieurs,

Je voudrais tout d'abord vous transmettre le message de M. Federico Mayor, Directeur général de l'Unesco, qui vous a rencontrés à plusieurs reprises et vous considère, tant à titre individuel que dans vos fonctions de députés, comme d'importants acteurs de la vie démocratique et de la construction d'une Europe unie dans laquelle chaque individu pourra véritablement réaliser son potentiel humain.

Je dois ajouter que je suis très honoré de m'adresser à vous aujourd'hui en ma qualité de directeur de la Division de l'enseignement supérieur de l'Unesco, et que je suis reconnaissant aux organisateurs de m'avoir invité à cette conférence. L'Unesco saisit parfaitement l'importance de votre rôle, et c'est la raison pour laquelle le professeur Haddad, ancien président de l'université de Paris (Panthéon-Sorbonne), actuellement président du Groupe consultatif de l'Unesco sur l'enseignement supérieur, est également présent et participera à vos discussions.

L'Unesco est une organisation internationale présente sur tous les continents. Elle est chargée, au sein de l'Organisation des Nations Unies, de l'éducation, de la science et de la technologie, de la culture et de la communication. Il est donc bien naturel que dès sa création elle se soit intéressée au phénomène de l'exode des cerveaux.

Nous avons publié des études et organisé plusieurs débats pour trouver l'explication de ce phénomène et tenter d'en pallier les effets négatifs (voir références).

Un pas décisif a été franchi il y a dix ans avec la publication d'un rapport du Conseil exécutif intitulé "Le problème de l'exode des compétences: causes, conséquences et remèdes, et rôle de l'Unesco à cet égard".

Ce document revêtait une importance considérable car il émanait directement du conseil exécutif. Ses conclusions ont été communiquées aux décideurs politiques et aux hauts fonctionnaires dans le monde entier.

Le rapport du conseil exécutif démontre clairement que l'exode des cerveaux est une réalité, mais qu'on en connaît mal les détails, et cela d'autant plus que le phénomène suscite des réactions extrêmement diverses.

Car il faut être clair sur ce point. Tout le monde est contre l'exode des cerveaux. Tout le monde en souligne les conséquences néfastes, mais en réalité les Etats qui bénéficient de cet apport s'en cachent ou, du moins, ne s'en vantent pas trop. Résultat: les chiffres sont flous et le préjudice subi par les pays victimes de cette hémorragie est difficile à mesurer. De plus, certains Etats estiment qu'en définitive l'exportation de ce capital humain leur rapporte, puisque les expatriés envoient des devises fortes à leurs proches restés sur place ou investissent dans leur pays d'origine.

Depuis quelques temps, beaucoup d'experts déclarent avec une bonne dose de cynisme que l'exode des cerveaux s'inscrit dans le mouvement d'ajustement des sociétés et qu'il ne faut pas s'y opposer.

Le phénomène a récemment été analysé par le chercheur britannique Jack Schuster, auteur d'une étude publiée en 1994 sous le titre "Emigration, Internationalization and Brain Drain : propositions among British Academics".

M. Schuster énumère les nouveaux facteurs qui favorisent l'exode des cerveaux. Il mentionne notamment la loi américaine de 1990 relative à l'immigration entrée en vigueur le 29 novembre 1990 (loi 101-649), loi qui établit des catégories de «préférence» pour la délivrance des permis de travail. La principale disposition de la nouvelle loi touchant le sujet qui nous intéresse est l'article 121, qui autorise jusqu'à 40.000 «professeurs et chercheurs émérites» à immigrer aux Etats-Unis, en sus des niveaux nationaux existants (entendez les quotas).

M Schuster n'oublie pas de mentionner que la dégradation des conditions de vie des universitaires dans de nombreux pays encourage l'exode des cerveaux mais il précise que, de l'avis de la plupart des observateurs du monde universitaire, l'offre va très probablement chuter avant la fin de ce siècle dans des pays comme les Etats-Unis.

Les conclusions de Jack Schuster sont confirmées par Juma Shabani, Secrétaire général adjoint de l'Association des universités africaines, qui, dans un ouvrage publié à Montréal en 1993 ("International Developments in Assuring Quality in Higher Education", Alma Craft – The Falmer Press), décelé trois grandes tendances dans l'exode des cerveaux:

- les universitaires s'exilent pour travailler dans des universités étrangères qui leur proposent des conditions de travail plus intéressantes, ces offres ayant pour effet d'amplifier le mouvement d'exode;
- les universitaires quittent l'université pour travailler dans le secteur privé de leur pays. Il s'agit alors d'un «recyclage des cerveaux»;
- les universitaires restent à leur poste mais consacrent la majeure partie de leurs heures de présence à des transactions commerciales et autres activités génératrices de revenus. Ils ne font aucun effort pour améliorer la qualité de leur enseignement ou actualiser leurs connaissances. On peut alors parler de 'déperdition de cerveaux'.

Les deux auteurs que je viens de citer confirment certains traits notés dix ans auparavant par le conseil exécutif. Quelques conclusions s'en dégagent:

- a. l'exode des cerveaux n'est pas un phénomène indépendant du contexte national;
- b. si les conditions de vie – salaires, possibilité de faire de la recherche, sécurité, liberté – sont insuffisantes, comment peut-on moralement demander aux universitaires de ne pas s'exiler, alors qu'on sait pertinemment qu'ils ne peuvent

être «productifs» et que, humainement parlant, ils sont incapables d'assurer l'avenir de leurs enfants? Car c'est d'êtres humains qu'il s'agit, non de marchandises ou de denrées;

c. dans ce domaine comme dans d'autres, l'idéalisme et la solidarité sont possibles et doivent être encouragés. C'est du reste ce que fait l'Unesco avec le programme Unitwin. Il faut cependant rester réalistes et ne pas trop croire au Père Noël. Car je le dis sans ambages et je vous en demande pardon: même la générosité a un prix. Or, il est totalement illusoire d'espérer que les pays bénéficiaires de l'exode accepteront de dédommager les «donateurs» de leurs pertes ou de leur investissement dans la formation de leur capital humain exporté.

Je ne vais pas vous accabler de chiffres et de statistiques à ce sujet. Nous les connaissons tous.

Disons simplement que l'étude approfondie du conseil exécutif a conduit l'Unesco à revoir ses orientations et à adopter un autre type de politique dans ce domaine.

Au lieu de multiplier les études qui aboutissent toujours aux mêmes conclusions – que chacun connaît déjà, du reste – l'Unesco a décidé d'agir plus concrètement en lançant en 1991 le programme Unitwin/Chaires Unesco. Cette initiative renforce la cohérence de l'action de l'Unesco en faveur de la coopération dans l'enseignement supérieur et la recherche. Elle vise principalement à accroître les capacités de formation et de recherche des pays en développement et des pays d'Europe de l'Est.

Unitwin est présenté en ces termes dans le document d'orientation «Changement et développement dans l'enseignement supérieur:

«Son objectif est de favoriser la constitution de réseaux entre établissements d'enseignement supérieur aux niveaux interrégional, régional et sous-régional, afin de promouvoir le développement institutionnel et le partage des ressources et de faciliter les échanges de connaissances spécialisées et de données d'expérience ainsi que de personnel et d'étudiants. Il se fonde sur l'esprit de solidarité universitaire indispensable pour mettre en mouvement le processus aboutissant à l'établissement de liens forts et durables entre les institutions d'enseignement supérieur et les institutions scientifiques du monde entier. Sur le plan académique, le programme vise à promouvoir et à renforcer les programmes novateurs et interdisciplinaires d'enseignement, de formation et de recherche dans les domaines qui ont une incidence directe sur le développement humain durable, comme la démographie, l'environnement, la science et la technologie, le règlement des différends, la paix, les droits de l'homme et la démocratie. A cet égard, le programme tiendra compte d'une initiative récente de l'organisation, le programme "Gestion des transformations sociales" (MOST), qui vise à promouvoir la recherche comparative internationale en sciences sociales utiles pour l'élaboration des politiques».

Cela ne veut pas dire l'Unesco considère que le phénomène de l'exode des cerveaux ne mérite pas d'être étudié, surtout aujourd'hui qu'il est en train de prendre en Europe de l'Est les proportions que l'on sait. C'est la raison pour laquelle le Secteur scientifique de l'Unesco s'est récemment penché sur cette question, et que son bureau de Venise (Bureau régional de science et de technologie pour l'Europe – ROSTE) a organisé une série d'études et un colloque, qui a eu

lieu en 1991 et dont les conclusions ont été publiées dans le rapport de Ion O. Angel et Vladimir A. Kovaminov intitulé "Report of the working party on Brain Drain Issues in Europe".

Le problème a été également étudié au siège de l'Unesco. La revue «Les sources de l'Unesco» a consacré son numéro de septembre 1994 au thème de "l'exode des cerveaux, le meilleur et le pire".

On lit notamment dans cette publication que, bien malgré l'absence de statistiques fiables en quantité suffisante, tout indique qu'environ 540 000 scientifiques et techniciens indiens de haut niveau travailleront à l'étranger à la fin de ce siècle, alors qu'ils étaient environ 412 000 en 1990.

Selon la même revue, certains chercheurs estiment que l'Inde a ainsi perdu 13 milliards de dollars des Etats-Unis au profit des pays développés. Une autre étude montre que l'exode de 21 094 ingénieurs vers les Etats-Unis entre 1966 et 1988 s'est soldé à lui seul par une perte de 10 milliards de dollars des Etats-Unis pour l'Inde.

La même publication cite également Valentin Valiukov, chargé au sein du ministère russe de la Science et de la Technologie d'un programme d'étude sur l'émigration du personnel de haut niveau, qui estime que, si l'on examine les chiffres, la situation en Russie n'est pas catastrophique. Le problème est que les gens qui partent sont des directeurs de laboratoire, et que les jeunes chercheurs doivent ensuite se débrouiller seuls.

L'exode des cerveaux a également fait l'objet d'une analyse dans le "Rapport mondial sur la science" de 1993. Après avoir rappelé que l'Etat ne subventionne presque plus les activités scientifiques et que «la science a tout simplement perdu la plupart de ses soutiens et de ses appuis», l'expert russe Sergei Kapitza ajoute le commentaire suivant:

"On peut donc s'attendre à voir un quart de l'ensemble des scientifiques désertir la profession, un autre quart s'expatrier, et la moitié de l'effectif restant prendre sa retraite. Au bout du compte, il pourrait fort bien se faire que le pays ne conserve que 20 à 25 % de l'ensemble de ses chercheurs actuellement en activité. Les choses n'en sont pas encore à ce point, mais il faudra surveiller cette tendance à l'avenir".

Le plus grave, c'est que les sommités du monde universitaire partent, que l'on cesse de publier des ouvrages scientifiques et qu'il n'y a plus de continuité de la recherche et de l'enseignement.

Si les crédits scientifiques sont extrêmement maigres en Russie, ils le sont souvent davantage encore dans les nouveaux Etats indépendants. Il faut donc repenser complètement la situation et procéder à des réorganisations générales.

Dans le même rapport, l'académicien Blagovest Sendov analyse en ces termes la situation de la science en Europe centrale et orientale:

"Il est courant aujourd'hui de dénigrer et de rejeter tout ce qui a été fait par ces régimes, mais on ne peut se contenter de cette attitude si l'on veut réussir le passage du totalitarisme à la démocratie. Il serait déraisonnable de nier un certain nombre de résultats dans les domaines scientifique et social".

La réforme des universités revêt une importance primordiale dans tous ces pays, en raison de ses enjeux scientifiques et du rôle que la science et les scientifiques seront appelés à jouer dans l'économie de marché et la vie démocratique.

Selon l'académicien Sendov, «le départ de scientifiques qui s'expatrient et la désaffection de jeunes chercheurs pleins de promesses qui se tournent vers d'autres carrières ont dans les deux cas des causes principales qui sont les salaires trop bas, l'insuffisance des crédits de recherche et la dégradation des infrastructures scientifiques».

Et M. Sendov de conclure:

"La collaboration scientifique avec des partenaires occidentaux et l'octroi d'une aide financière à des projets conjoints susceptibles d'être menés à bien sans que les chercheurs aient besoin de faire des séjours prolongés à l'étranger sont un important moyen d'y parvenir".

Sur ce point, M. Sendov va dans la bonne direction. Entre 1990 et 1995, l'Unesco s'est longuement penchée sur la question de l'enseignement supérieur. Cette réflexion a donné des résultats tangibles, à savoir la publication de plusieurs études, documents et ouvrages, dont notamment "Changement et développement dans l'enseignement supérieur: document d'orientation" (Paris, février 1995).

Cette publication a eu un grand retentissement. Plusieurs pays membres de l'Unesco engagés dans la réforme de leur système éducatif l'utilisent comme document de référence. Elle est le produit d'un travail de réflexion que l'Unesco a mené à l'échelle mondiale pendant six ans et, comme le déclare dans la préface le Directeur général de notre organisation, «une synthèse de ce que l'Unesco considère comme les principales tendances de l'enseignement supérieur» qui cherche "à dégager une perspective pour l'orientation future des politiques de l'organisation dans ce domaine".

Le document d'orientation discerne quatre grandes tendances de l'enseignement supérieur d'ici la fin de ce siècle: expansion quantitative, diversification des structures et des formes, difficultés de financement et internationalisation accrue.

Il démontre que les institutions de l'enseignement supérieur ne constituent pas des entités isolées et qu'elles doivent être en prise sur la société. Après avoir analysé les défis que doit affronter l'enseignement supérieur dans un monde en mutation, le document préconise une approche nouvelle capable de satisfaire à trois exigences: pertinence, qualité et internationalisation. Car aucune institution ne peut survivre seule. La coopération est indispensable pour améliorer l'accès au savoir et elle passe désormais par la création de réseaux. Le programme Unitwin/Chaires Unesco a pour vocation de répondre à ces besoins.

Quelle est dans ce contexte la position des universités d'Europe de l'Est?

En septembre 1989, le quotidien français *Le Monde* publiait sous la plume de Gérard Courtois un article intitulé «le dégel universitaire Est-Quest – Les universités de l'Est ont fait

une entrée remarquée à la Conférence des recteurs européens – Elles veulent convaincre les Occidentaux que l'Europe ne peut se faire sans elles».

On peut y lire notamment ceci:

"Cérémonial médiéval à Durham. L'étonnant n'est pas dans ce cérémonial solennel et désuet, dont raffolent secrètement les universitaires. Pas davantage dans la présence du maire de la ville, au rude accent des mineurs du nord, entouré de ses adjoints en perruque. Ni même dans celle de Mgr David, Jenkins, brillant évêque de Durham. Après tout, l'université a poussé depuis des siècles dans ce terreau fertile de l'Eglise et de la cité".

L'étonnant est plutôt dans la présence, au sein de cette assemblée et en ce lieu de prières, des présidents et recteurs des universités et de l'autre Europe: Prague et Moscou, Léninegrad et Cracovie, Budapest, Sofia et Berlin: une quinzaine de grandes universités de l'Est ont envoyé, pour la première fois, leurs plénipotentiaires».

Le journaliste cite M. Tamas Lajos, vice-recteur de l'université technique de Budapest:

"Nous sommes européens et nous avons une très ancienne tradition universitaire. Nous voulons refermer la parenthèse des cinquante ans que nous venons de connaître et renouer les fils de l'histoire». M. Lajos voit du reste l'avenir avec réalisme: «Nous ne craignons pas que ces étudiants restent quelques années à l'étranger. Cela leur donne un but et leur permettra d'attendre que notre économie soit assez développée pour leur offrir un travail hautement qualifié en Hongrie. Quand ils reviendront, ils seront capables de devenir les opérateurs de *joint ventures* européennes. C'est un pari risqué. Mais nous ne pouvons plus nous permettre de stagner avec une autre Europe aussi forte à notre porte. Nous n'avons pas d'autre issue que d'être compétitifs avec l'Ouest".

Le vice-recteur de l'université technique de Budapest péchait-il par excès d'optimisme? La réalité actuelle semblerait indiquer que oui.

Chacun aujourd'hui peut constater que l'exode des cerveaux est bel et bien une réalité. Il est donc très normal qu'il soit évoqué lors de cette conférence. Les crédits de recherche ont été fortement réduits dans tous les ex-pays de l'Est. C'est ainsi, par exemple, qu'en Bulgarie le budget des sciences, exprimé en pourcentage du PNB, s'est établi comme suit sur trois années consécutives: 1989: 1,09 %, 1990: 0,78 %, 1991: 0,47 %.

Ces compressions peuvent avoir des conséquences dramatiques. On sait en effet que beaucoup de domaines scientifiques nécessitent de longues recherches; or, ces recherches requièrent le plus souvent la coopération de multiples partenaires et elles ont besoin de la stimulation qu'apportent les conférences internationales.

L'Unesco l'a compris il y a longtemps. C'est la raison pour laquelle l'organisation encourage les réseaux et les programmes communs tels que la Commission océanographique intergouvernementale (COI), Homme et Biosphère, et le Programme hydrologique international (PHI).

C'est pourquoi également l'Unesco a décidé de lancer le programme Unitwin/Chaires Unesco, qui vient renforcer les activités des réseaux. Dans le Programme et le budget de

l'Unesco pour 1996-1997 {qui sera soumis à l'examen de la Conférence générale en octobre prochain), et notamment dans le Programme du Centre européen de l'enseignement supérieur à Bucarest (CEPES), quatre grands axes sont mis en exergue:

- réflexion sur les questions d'enseignement supérieur impliquant un suivi du document d'orientation. Des études approfondies seront réalisées. Etant donné que le CEPES a déjà en la matière de nombreuses données d'analyse, on peut escompter de bons résultats. L'Unesco organisera également en 1998 une conférence mondiale sur l'enseignement supérieur. Une Conférence paneuropéenne aura peut être lieu en 1996 ou 1997;
- mise en valeur du programme Unitwin/chaires de l'Unesco comportant le renforcement d'une série de réseaux (droits de l'homme, écotechnie, etc.) et création de nouveaux réseaux (enseignement à distance, formation des enseignants, etc.);
- accroissement de la mobilité grâce à la création de centres d'information et à l'élaboration de la Convention mixte (Unesco-Conseil de l'Europe) sur la reconnaissance des études et des diplômes;
- contribution de l'enseignement supérieur au développement de l'ensemble du système éducatif.

Outre ces éléments, qui constituent en quelque sorte les paramètres du programme de l'Unesco, le CEPES mettra sur pied quelques projets précis axés sur les problèmes qui se posent spécifiquement en Europe de l'Est, par exemple certaines initiatives examinées dans le cadre du programme Phare:

- encourager les établissements d'enseignement supérieur d'Europe centrale et orientale à appliquer le système européen de transfert d'unités de cours capitalisables (ECTS);
- créer à l'intention des pays d'Europe centrale et orientale des ateliers et programmes de formation pratique à la qualité académique;
- aider l'élaboration des politiques et l'organisation de l'enseignement supérieur dans les pays d'Europe centrale et orientale.

Tous les débats sur l'exode des cerveaux confirment que l'on ne peut pas analyser les institutions de l'enseignement supérieur comme si elles n'avaient rien à voir avec le reste de la société. Autrement dit, le phénomène de l'exode des cerveaux et les difficultés des universités d'Europe de l'Est sont directement liés aux problèmes que connaissent les pays de la région.

Les réformes sont indispensables. L'Organisation des Nations Unies s'efforce d'aider les Etats membres en leur proposant un cadre général. Elle a publié dans ce but deux importants documents: Programme d'action pour la paix et Programme d'action pour le développement, axés sur trois éléments principaux: élimination de la pauvreté, protection de l'environnement et mise en valeur des ressources humaines.

Les problèmes qui nous occupent ne peuvent être résolus si nous ne faisons pas un effort pour créer une société plus libre et plus juste.

On ne peut qu'approuver ces mots du Président américain Bill Clinton lors d'un récent discours à l'université de Moscou.

"Je sais que vos problèmes sont graves et que la transition vers l'économie de marché est très difficile. Je sais aussi que dans les pays qui l'ont adoptée, l'économie de marché ne résout pas tous les problèmes sociaux. Elle a besoin de s'assortir de mesures qui garantissent l'équité économique et le respect élémentaire dû aux personnes démunies ayant besoin d'être aidées".

Après avoir cité quelques réussites de la nouvelle Russie, le Président a conclu en ces termes: "Cette réussite dépend selon moi de trois facteurs: premièrement, le progrès continu de la démocratie, deuxièmement, l'amélioration de la situation économique et la diminution des problèmes économiques et sociaux et, troisièmement, une action sur la scène internationale en faveur de la sécurité et de l'économie nationales, non aux dépens des pays amis et voisins, mais en coopération avec eux".

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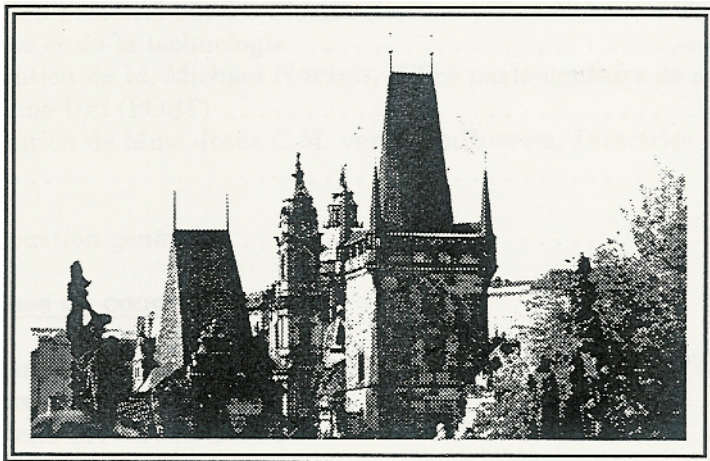
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**Parliamentary Conference
On scientific and technological
Co-operation with the Central
And Eastern European countries**

Prague, 5-7 June 1995



Summary proceedings and documents

Strasbourg 1995

Presentation by Marco Antonio R. Dias, Director, Division of Higher Education, Unesco.

Theme B

**Brain Drain: What are the Responsibilities
of the International Community**

First of all, let me convey to you a message from Professor Federico Mayor, director General of UNESCO, who met you several times and considers you, as individuals, and your Parliamentary Assembly as powerful actors in the consolidation of democracy and the construction of a unified Europe in which all people have access to a real human development.

I must add that, in my capacity of Director of the Division of Higher Education of UNESCO, it is an honour for me to address your conference and I am very grateful to the organizers for inviting me to be here. UNESCO considers your role as a very important one, and this is the reason why, Professor Haddad, former President of University of Paris I (Pantheon – Sorbonne), currently President of the Advisory Group on Higher Education at UNESCO is also present and is to participate actively in your debates.

UNESCO being an international organization covering all continents and having in its mandate, within the framework of the United Nations System, the responsibility for Education, Science and Technology, Culture, Communication, it is in a very natural way that it concerned itself since its first days with matters related to brain drain.

Several studies were carried out, several debates took place to grasp the reasons of this phenomenon and try to palliate its negative effects (see references).

An important point in the analysis of this phenomenon was ten years ago when the Executive Board of UNESCO decided to analyze this question and originated a study entitled: “The brain drain problem: its causes, consequences, remedies and the role of UNESCO’s in this regard”.

The study was important as it originated from the Executive Board, and because its results were disseminated all over the world to political deciders and those responsible in governments at highest level.

Through this study it became clear that brain drain is one reality, but badly known in its details, and contradictory reactions came to light.

It is useful to be clear in this matter. Everybody is against, everybody stresses its negative consequences, but in practice benefiting States hide or at least do not clarify the issues. As a result figures are not evident and it is difficult to evaluate exactly what are the losses it represents to donor countries. In addition, we must add, there are governments which consider they take advantage of these exported human resources because they receive strong currencies sent to families or invested in the countries of origin by expatriated people.

More recently, in a very cynical way, many experts started to express the opinion that brain drain was the result of a movement of adjustment of societies and no should oppose it.

Mr. Jack Schuster, in fact, drew attention to the U.S. Immigration Act of 1990, signed into law on November 29, 1990 (Public Law 101-649).

This law established several “preference” categories for the issuance of employment-based visas. The salient feature of the new law, for the purpose of the topic at hand, is found in

section 121. It provides that up to 40.000 “outstanding professors and researches” will be permitted to immigrate to the U.S. above and beyond existing national level (that is, quotas).

Mr. Schuster does not forget to mention that worsening conditions of quality academic life in numerous countries stimulates the brain drain, but he concludes that most analysts of the academic labour market agree that significant shortfalls in supply are very likely to materialize before the end of this decade in such countries as the United States.

The analysis by this English expert is completed by one African analyst, Mr. Juma Shabani, Deputy Secretary General of the African Association of Universities, who in a chapter of a book published in Montreal in 1993, “International Developments in Assuring Quality in Higher Education”, (by Alma Craft – The Falmer Press) states that in the field of brain drain three major tendencies are observed:

- Lecturers leave the country to work in universities offering better working conditions thereby increasing the incidence of brain drain.
- Lecturers leave the university to work in private enterprises within the country. That constitutes brain recycling.
- Lectures remain in the campus but spend most of their time trading or in other income-generating activities. Such lectures make no effort to improve the quality of their teaching or to up-date their knowledge. This has been called brain leakage.

Both Shabani and Schuster ten years later confirm some findings of the in-depth study of the Executive Board and allow us to conclude:

- a) that brain drain is not an isolated phenomenon;
- b) if the conditions in the origin country – salaries, possibility of carrying out research, security, freedom – are bad, how can one, morally, ask to individuals to stay in a country, knowing that they cannot be “productive” and, as human beings, cannot ensure the future of their children? We are talking of human beings not of equipments or commodities!
- c) In this matter, as in several others, idealism, solidarity may exist and should be stimulated, as UNESCO is doing with the UNITWIN Programme, but we must be realistic and not forget that Santa Klaus (Père Noel) is very beautiful but is a fiction and I am sorry for the hard statement, even generosity has a price. To believe that recipient countries will accept to compensate donators for the losses or for the investment made in the preparation of human resources they export is an unrealistic dream.

I will not spend your time with many figures and statistics on this subject. All are aware of them.

The important thing now is to learn that after this in-depth study UNESCO changed its guidance, UNESCO moved towards a different kind of policy in this field.

Instead of concentrating its efforts in repetitive studies always taking us to the same conclusions already known from everybody, UNESCO decided to take a more positive action concerning the problem and launched in 1991 a programme – the UNITWIN/UNESCO Chairs Programme – which consolidated and gave more coherence to its actions in the domain of cooperation in higher education and research and whose main aim is to reinforce training and research capacities in developing countries and also in Eastern Europe.

In the Policy Paper for Change and Development in Higher Education, UNESCO launched in February 1995, UNITWIN was presented in these terms:

“The programme is designed to develop networks linkages among higher education institutions at the interregional, regional and subregional levels, with the aim of promoting institutional development, sharing of resources and facilitating the exchange of expertise and experience as well as of staff and students. It is based on the spirit of academic solidarity needed to set in motion a process leading to strong and durable links between higher education and scientific institutions worldwide. From the academic point of view, the programme is intended to promote and reinforce innovative and interdisciplinary teaching, training and research programmes in fields which have a direct bearing on sustainable human development, such as population issues, the environment, science and technology, conflict resolution, peace, human rights and democracy. In this context, the programme will take into account a recent initiative of the Organization called “Management of Social Transformations” (MOST) which is aimed at promoting international comparative policy-relevant social research”.

This does not mean that UNESCO considers that this matter should not be analyzed mainly when it becomes so serious and severe as it happens now in Eastern Europe. That is why UNESCO Science Sector recently leaned over this matter, and its European Office, in Venice, Italy (Unesco Regional office for Science and Technology for Europe – ROSTE), organized a series of studies and a symposium in 1991, whose results were disseminated through a publication called: *“Report of the working party on “Brain Drain Issues in Europe”* published by Ion O. Angel and Vladimir A. Kovaminov.

At Unesco Headquarters also, the problem was faced and “UNESCO Sources” dedicated one issue in September 1994 to: “Brain Drain – for Better or Worse?”

We read there that “although reliable statistical data is relatively scarce, a recent study indicates that about 540.000 Indian scientists and high-level technicians will be working abroad by the turn of the century, as compared with about 4.120.000 in 1990”.

According to “Sources”, an estimate suggests that India has lost \$ 13 billion to the developed countries. Another puts loss at \$ 10 billion due to migration of 21.094 engineers alone to the U. S. from 1966 to 1986.

The same publication reports that according to Valentin Valiukov, head of a programme at the Russian Ministry of Science and Technology to study the emigration of high-level staff, *“If you look at the figures, the situation in Russia is not catastrophic. The problem is that the people who are going are heads of laboratories, departments chiefs and institute directors, leaving younger staff to fend for themselves”.*

Brain drain was also the subject of an analysis in UNESCO's World Science Report in 1993. A Russian expert, Sergei Kapitza, after recalling that most of State's support for science has gone and that "Science has simply lost most of its bearings and supports" he adds the following comments:

"Probably a quarter of all scientists may thus leave science, a quarter may leave the country, and of those left, half could retire; in the end, it would not be surprising that the country was left with only 20-25% of all scientists now actively involved in research. This stage has not yet been reached, but one has to keep in mind such a trend for the future".

What really matters is that key members of the academic community are leaving, books on science cease to be published and the continuity of research and teaching is being lost.

If support for science is low in Russia, things are often worse in many of the newly independent countries, and much rethinking and reorganizing is needed.

In the same publication, the Academician Blagovest Sendov, analyzing the situation of science, in central and Eastern Europe, said:

"It is common today to deny and reject everything done by these regimes but the successful transition from totalitarianism towards democracy requires something more than that. It would be unreasonable to deny a number of accomplishments in social and scientific life".

To change the academies in these countries is a key issue, because of their scientific potential and the importance of science and scientists for the future of an open market economy and democratic development.

According to the Academician Sendov, "the emigration of scientists to other countries and the re-orientation of promising young scientists to careers outside science have two causes: low salaries, poor research funding and the deteriorating infrastructure of science".

Mr Sendov states as a conclusion:

"One important instrument is scientific collaboration with western partners and financial support for joint projects performed without the need for mooning scientists outside their countries for extended periods".

Mr. Sendov, in this matter, goes in the good direction. UNESCO carried out a long reflection on higher education during the period of 1990-1995. This had as visible outputs: the publication of several studies, documents and books, the main one being the "Policy Paper for Change and Development in Higher Education" (Paris, February 1995).

This document had a great impact, several UNESCO's Member States are using it as an element in decisions concerning reforms in higher education. It represents the results of the reflection UNESCO stimulated all over the world during the last six years. It gives, as stated by the Director General of UNESCO, "a synthesis of what UNESCO sees as the main trends in higher education and also attempts to formulate a perspective for the Organization concerning key policies issues in this field".

The document identifies the main trends in higher education at the end of this century: quantitative expansion, diversification of structures and forms, constraints on funding and resources and enhanced internationalization.

It shows that higher education institutions are not isolated bodies and should be linked to societies. Analyzing the challenges for higher education in a changing world it concludes that a new vision requires an action for relevance, quality and internationalization. No institution can survive alone. Cooperation is a necessity to improve access to knowledge and networking is the main modality to be used in present times. The UNITWIN/UNESCO Chairs Programme is a response to these needs.

In this framework what is the position of Eastern European Universities?

In September 1989, the French newspaper "Le Monde" published an article entitled: "The East-West academic thaw. Eastern European universities have made a remarkable debut at the Conference of European Rectors – they want to convince the West that Europe cannot be built without them".

In this article, Mr. Gérard Courtois says: "Medieval ceremony in Durham. The surprising thing is not the solemn, antiquated ceremony in which academics secretly delight. Nor is it the presence of the city's mayor, with the strong accent of the northern miners, surrounded by his deputies in wigs. Nor is it the presence of the Right Reverend David Jenkins, Durham's illustrious bishop. After all, the university has grown for several centuries in the fertile soil of church and City.

Rather, what surprises is the presence, in the midst of this assembly and in this holy place, of presidents and rectors of universities in the other Europe: "Prague and Moscow, Leningrad and Krakow, Budapest, Sofia and Berlin: some 15 major universities in the east have, for the first time, sent their plenipotentiaries".

Mr. Courtois quotes Mr Tamas Lajos, Vice-Rector of the Technical University of Budapest: "We are European and we have a very old university tradition. We want to close the door on the 50 year of isolation we have just lived through and rejoin the mainstream". And Mr Tamas Lajos contemplates the future with realism: "We are not afraid of these students being abroad for a few years. It gives them a purpose and will allow them to wait until our economy is sufficiently developed to offer them to wait until our economy is sufficiently developed to offer them highly qualified jobs in Hungary. When they come back, they will be able to become the operators of European joint ventures. This is a risky strategy. But we can no longer allow ourselves to stagnate with another Europe, which is so strong, at our door. We have no choice but to emulate the West".

Was the vice-rector of the Technical University of Budapest very optimistic? The reality today seems that the reply is positive.

The loss of drains is observed by everybody and this justifies the discussion of this issue in your conference. Resources for research diminished drastically. In Bulgaria, for example,

expenditure on science expressed according to GNP for three consecutive years was: 1989: 1,09%, 1990: 0,78% and 1991, 0,47%.

This can be dramatic. It is well known that many scientific fields require extensive research and this calls for a collective action from many social partners and can be stimulated by international conferences.

UNESCO understood this a long time ago. This is the reason why it stimulates such networks and collective programmes as the Intergovernmental Oceanographic Commission (IOC), Man and Biosphere (MAB) and International Hydrological Programme (IHP).

That is also why UNESCO decided to launch the UNITWIN/UNESCO Chairs Programme reinforcing the modalities of networks. If we look at the UNESCO'S Programme and Budget for 1996/1997 (as proposed to the General Conference which will examine it next October), and in particular the programme of CEPES, the European Centre for Higher Education in Bucharest, we see that it is concentrated on four points:

- Reflection on higher education issues implying the follow-up of the policy paper. In-depth studies will be prepared and as CEPES is already analyzing the role of the academies and its links with universities, it is expected that it goes far in this line. UNESCO will also prepare a World Conference on Higher Education in 1998 and, in 1996 or 1997, a Pan-European Conference could take place.
- Development of the UNITWIN/UNESCO Chairs Programme with the reinforcement of a series of networks (Human Rights, Ecotechnie etc) and development of others (Distance Education, teacher Education etc).
- Reinforcement of mobility with the development of centres of information and the preparation of a Joint Convention (UNESCO-Council of Europe) on the Recognition of Studies and Diplomas.
- Contribution of higher education to the development of the whole educational system.

In addition to these points, which constitute a kind of general framework for the UNESCO programme, CEPES will develop some specific projects addressing particular problems in Eastern Europe, like some initiatives discussed within the framework of the Phare Programme:

- promoting the European Credit Transfer Systems (ECTS) in HIGHER Education institutions in Central and Eastern European Countries;
- Workshops and Practical Training Programmes in Academic Quality Assurance for Central and Eastern Europe;
- Policy development and the organization of higher education in the Central and Eastern European countries.

All this debate and all discussions about brain drain confirm that higher education institutions cannot be analyzed as if they were isolated from societies. The problem of brain drain, the problem of universities in eastern Europe are the result of problems the societies are facing.

Reforms are needed. The United Nations Organization strives to help Member States by providing a framework for the reforms with two main documents: Agenda for Peace and Agenda for Development, which are based on three main elements: elimination of poverty, protection of the environment and development of human resources.

The problems we are examining cannot be solved if no effort is made for reaching a freer and fairer society.

Bill Clinton, the President of United States, was right when in his recent speech in the University of Moscow he said:

"I Know there are severe problems. There are severe problems in your transition to a market economy. I know, too, that anywhere free markets exist, they do not solve all social problems. They require policies that can ensure economic fairness and basic human decency to those who need and deserve help".

He added, after mentioning some good results of the Russian experience: "That success, I believe, depends upon three things: first, continuing to strengthen your democracy; second, improving your economy and reducing social and economic problems; and third, establishing your role in the world in a way that enhances your economic and national security interests – not at the expense of your friends and neighbours, but in cooperation with them".

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DOCUMENTO NÚMERO 27

El reto de la universidad ante un mundo en cambio: perspectivas de la UNESCO – Universidad Nacional de Educación a Distancia - Sevilla, de noviembre 1995 - Córdoba, 28 de noviembre 1995

EL RETO DE LA UNIVERSIDAD ANTE UN MUNDO EN CAMBIO: PERSPECTIVAS DE LA UNESCO

**UNED - UNIVERSIDAD NACIONAL
DE EDUCACIÓN A DISTANCIA**

**Sevilla, 27 de noviembre 1995
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UNESCO

Señoras y Señores,

No he venido aquí aquí para hacer una conferencia magistral tradicional. Los dirigentes de los centros asociados de Sevilla y de Córdoba me pidieron que les transmitiese un testimonio con los resultados de una serie de experiencias y de reflexiones que puedan servir a las análisis que ustedes mismos están haciendo en este momento sobre el sentido de la formación que procuran encontrar o que, como tutores o profesores, intentan llevar a cabo en la universidad.

Esto me llevó lejos en el tiempo y en el espacio.

En 1968, yo estaba en París concluyendo un curso de postgrado (tercero ciclo) en Comunicación.

Antes había tenido una carrera muy movida en mi país, Brasil. Con 24 años, fui asesor de un Ministro de Educación, Profesor Paulo Santos, que llevó al Ministerio al Profesor Paulo Freyre y que, en primer lugar, lanzó una campaña de alfabetización basada en la experiencia de las poblaciones carentes del país. Cuando dejé el Ministerio, fui a dirigir un periódico. El golpe de estado militar en 1964 me obligó a conocer el desempleo, pero cambié de ciudad y, en 1966, cuando me fui a estudiar a París trabajaba en Sao Paulo como editor de un periódico y como abogado.

Al finalizar mi curso en París, en 1968, un colega francés se quedó muy sorprendido con la conversación que mantuvimos.

Me preguntó si tenía un puesto en mi país. Le contesté que, en efecto, así era.

Volvió a preguntarme, afirmando, que luego yo volvería a dicho puesto. Por supuesto que no, le contesté yo. El puesto lo dejé, ya lo ocupaba otra persona.

¿Pero como vas a hacer? Interrogó incrédulo mi colega de estudios. No hay ningún problema, le dije. Cuando llegue a Brasil, encontraré un montón de oportunidades.

Era verdad. Cuando regresé a Brasil, pude seleccionar entre varias invitaciones en Río, Sao Paulo y Belo Horizonte.

Si fuese hoy, no sé si podría tener la misma seguridad al respecto. El mundo ha evolucionado. La situación, aún en países emergentes como Brasil no es la misma que la del final de los años sesenta, el mercado laboral se volvió más complejo, y la situación de los que regresan del exterior no es la misma que cuando se podía elegir entre empresas privadas, empresas públicas u órganos de gobiernos.

La relación automática entre diploma y empleo ya no existe y éste es uno de los elementos de una crisis que afrontan el día de hoy las universidades en el mundo entero. La crisis alcanza a los productos de la universidad, tiene implicaciones financieras importantes, alcanza las misiones que han cambiado y la organización académica y organizacional de las

instituciones, que para mantener una calidad en su acción, tienen que adaptarse a una realidad que cambia muy rápidamente.

Esto fue el tema de una larga reflexión promovida por la UNESCO en el mundo entero en el transcurso de los últimos años. Para esto, se han desarrollado estudios de casos, se han hecho análisis, se han organizado conferencias nacionales y regionales.

En base de todo este trabajo, se ha preparado un "documento de política para el cambio y el desarrollo en la educación superior" que el Director General de la UNESCO, Profesor Federico Mayor, lanzó en el día uno de febrero del presente año.

El documento se concentra en torno de tres palabras clave:

- Calidad
- Relevancia
- Cooperación Internacional

Dentro de este marco de referencia, algunos de los temas que les interesan a ustedes más directamente son tratados de manera muy clara y directa.

1- La necesidad de la educación permanente, en particular en los párrafos 73 y 74 que yo cito:

Párrafo 73:

"A fin de cumplir este objetivo, los centros de educación superior deberán evaluar nuevamente la función de la enseñanza en sus cometidos globales y proporcionar incentivos mejor ajustados a la importancia que tiene actualmente dicha actividad. Deberán al mismo tiempo multiplicar los vínculos - formales e informales- con el mundo de las organizaciones y del comercio y la industria. Tendrían también que mejorar las condiciones de acceso y fácil participación en nuevas formas de educación superior que, aunque estén basadas en los estudios tradicionales, podrían comprender además programas superiores de formación profesional para quienes no hayan podido seguir el sistema tradicional de admisión. Una organización más flexible de los estudios y de la homologación, por ejemplo, junto con la creación de programas externos con la ayuda de las nuevas tecnologías de la comunicación y la información, podrían facilitar el acceso a la educación superior de individuos y comunidades de las zonas rurales. Esto supondría también un mayor interés de los centros de educación superior por el nuevo modelo global de educación permanente. Para estos fines, habría que establecer nuevos tipos de relación entre los centros de educación superior y sus asociados en el mundo económico y social, y emprender un análisis permanente de la necesidad de programas de estudio y de formación y perfeccionamiento; todo ello podría requerir métodos para determinar de modo adecuado la experiencia laboral pertinente para la labor universitaria de los alumnos y para las competencias pedagógicas de los instructores".

Párrafo 74

"Va a ser menester definir nuevas funciones de la enseñanza superior si se quiere proporcionar posibilidades de educación permanente al más alto nivel. Habrá que encontrar métodos menos formales y más flexibles de especialización y de actualización de conocimientos y actitudes. La existencia de

estructuras organizativas flexibles para la actividad docente no sólo estaría en conformidad con los sutiles vínculos que se establecen entre las actividades generadoras de conocimientos y la enseñanza, sino que también permitiría más fácilmente a especialistas del mundo de la economía o de otros sectores dar clases en centros de educación superior. Gente con experiencia, venida de las empresas, de los círculos gubernamentales o de organizaciones internacionales, tendría así la posibilidad de introducir ideas nuevas en los programas de estudio".

2- En el pasado, uno iba a las universidades para APRENDER. Después, se ha comprobado que esto no bastaba. Era necesario APRENDER A APRENDER. La Comisión Edgar Faure ha insistido en la necesidad de APRENDER A SER. Hoy, frente a los rápidos cambios, hay que APRENDER A TOMAR INICIATIVAS ("apprendre à entreprendre" en francés, "Aprender a emprender"). Esto se refleja en el documento de la UNESCO en los párrafos 55 y 56.

Párrafo 55

"La nueva situación del mundo del trabajo tiene una incidencia directa en los objetivos de la instrucción y la capacitación en la educación superior. Limitarse a la ampliación del contenido de los programas de estudio y al aumento del volumen de trabajo de los alumnos no puede ser una solución duradera. Han de considerarse pues prioritarias las materias que contribuyen al desarrollo de las capacidades intelectuales de los alumnos y les permiten adaptarse razonablemente a los cambios y la diversidad tecnológicos, económicos y culturales, que les infunden cualidades como el espíritu de iniciativa y de empresa o la capacidad de adaptación, y que les permiten desenvolverse mejor en un medio de trabajo moderno."

Párrafo 56

"La educación superior ha de fomentar, por consiguiente, actitudes caracterizadas tanto por la apertura como por la anticipación ante el mercado de trabajo y la aparición de nuevos sectores en formas de empleo. Ha de prestar atención a los cambios en las grandes tendencias del mercado a fin de saber adaptar los programas y la organización de los estudios a la modificación de las circunstancias, para brindar más oportunidades de empleo a los graduados. Aún más importante, sin embargo, es que la educación superior contribuya a conformar los mercados laborales del futuro, tanto desempeñando sus funciones tradicionales como contribuyendo a definir nuevas necesidades, en los planos local y regional, que lleven al desarrollo humano y duradero. Dicho sea con pocas palabras: en una época en que la igualdad "título-empleo" ya no se aplica, lo que se espera de la educación superior es que produzca graduados que puedan no sólo buscar empleos sino ser también empresarios y creadores de empleos eficaces".

Los dirigentes de la UNED me han pedido también que en esta intervención yo haga mención a experiencias personales. Esto me intimida un poco. En realidad, cuando me preguntan lo que soy, lo que he hecho, me gustaría decir: soy un gran cirujano, soy un gran jurista, soy un gran educador.

Pero, en lugar de una respuesta tan sencilla, contesto siempre que la vida ha hecho de mí un especialista en "ideas generales". En los establecimientos educativos, estudié Filosofía, Derecho y Comunicación. En la vida práctica, trabajé en Derecho y Comunicación, así como también en Política, Administración y Educación.

Pero cuando uno observa mejor los hechos, constata que esto no es una excepción. En realidad, en los tiempos actuales, la mayoría de las personas tienen que cambiar varias veces en la vida, sea de empresa, sea de tipo de trabajo, o bien tiene que alterar la naturaleza misma de su actividad productiva. La movilidad del mundo es tal que situaciones estáticas resultan cada vez más raras.

Los individuos como las universidades tienen que sacar conclusiones realistas.

Las universidades tienen que dedicarse cada vez más a la educación continua. Hace mucho que se acabó el tiempo en que se formaban especialistas dándoles conocimientos que iban ser útiles para toda la vida. Hoy, cuando aún ha pasado poco tiempo, los conocimientos adquiridos en las universidades son obsoletos. De hecho, la educación continua y el desarrollo de la investigación y la vinculación entre investigación y formación son corolarios indispensables.

Pero, los individuos también tienen que reflexionar sobre estos cambios. Tienen que sacar sus conclusiones y cambiar de actitud. Es verdad que en las sociedades "cartorializadas", el diploma puede ser un instrumento de ascensión u de movilidad social. Pero, insisto, la ecuación título-empleo ya no funciona. Más que un título, lo que uno tiene de buscar en las universidades son las herramientas que desarrollen su capacidad de iniciativas, de adaptación, de visión.

Recientemente he leído un artículo de Hervé Martin en la revista "Parcours" de noviembre de 1995, donde bajo el título "Qu'est-ce que fait bouger les cadres?", se dice que "en Francia un ejecutivo o cuadro dirigente de cada tres quiere cambiar de empresa. El 17% quería dejar su empresa en 1994, el 29% quiere cambiar de empleo a corto plazo, el 51% busca informaciones sobre ofertas de empleo, el 28% ha renovado su curriculum vitae y el 16% ha postulado por otros puestos.

Una consultora, Geneviève Auzas-Castellane, declara, en la misma publicación, que del 60% al 70% del mercado de empleo para los cuadros superiores no se publica. Hay pues que tomar iniciativas, hacerse visible, estar listo para cambiar sus costumbres, cambiar su estado de ánimo y mostrarse dispuesto a sacrificios financieros como forma de inversión.

A un joven empresario le llama la atención el hecho que, en el día de hoy, ninguna situación es permanente y un joven diplomado debe saber que será llamado a cambiar de orientación muchas veces.

En casos de competición por un puesto, hay que saber que, en condiciones iguales de competencia, la persona responsable de contratarlo seleccionará aquel que es portador de un proyecto, el que tenga ideas, que esté motivado, que tenga iniciativas.

Estos ejemplos podrían multiplicarse hasta el infinito.

Los que buscan instituciones como la UNED son, en su mayoría, adultos que buscan mejorar sus capacidades o que, por varias razones, no han tenido, cuando eran más jóvenes, oportunidades adecuadas de formación a nivel superior.

Utilizar, con este objetivo, una universidad abierta puede constituir una gran ventaja.

Para el estudiante, la educación a distancia puede significar la liberación de las restricciones o los límites de tiempo y de lugar, propiciando el acceso a los beneficios de la flexibilidad de este tipo de enseñanza, como también el acceso a la combinación del trabajo y de la formación.

Puede también significar una mejor calidad de la formación en la medida en que se adopten los temas más orientados para las perspectivas que uno ha seleccionado.

Evidentemente, la educación a distancia no es una panacea y si las instituciones que administran los cursos no están bien estructuradas, si en lugar de flexibilidad, desarrollan nuevos sistemas burocráticos, si en lugar de tomar en cuenta las características sociales y culturales de los educandos, pasan a copiar modelos exógenos, en estos casos todo el esfuerzo de obtención de una formación adecuada a los nuevos tiempos se encuentra con el riesgo de perderse.

Estar vinculado a una institución de educación abierta puede también propiciar una predisposición favorable a la utilización plena de nuevas tecnologías. Hay que estimular la capacidad de apertura a nuevos instrumentos que se desarrollan cada día con más intensidad. Hoy, estando en casa, uno puede tener acceso, con costos relativamente bajos, a las mejores bibliotecas y bancos de datos del mundo.

Los constantes adelantos de las tecnologías de información y de la comunicación facilitan el proceso de ampliación de contactos y de transferencia de conocimientos. Como individuos, ustedes deben aprovechar el contacto con una institución como la UNED para beneficiarse de estos progresos.

Pero, en los días de hoy - la reflexión de la UNESCO lo dejó muy claro - nadie puede vivir aislado. La UNED, como las otras instituciones universitarias de España, debe reforzar su actitud positiva en relación a la cooperación interuniversitaria internacional.

"La cooperación internacional es un objetivo que comparte toda la comunidad universitaria mundial. Es más: se trata de una condición sine qua non de la calidad y de la eficacia del funcionamiento de los centros de educación superior. La educación superior ha llegado a desempeñar un papel fundamental en la elaboración, la transferencia y el intercambio de conocimientos y la cooperación universitaria internacional ha de poner esa contribución al servicio del desarrollo total del potencial humano, lo que ayudará a que disminuyan las desigualdades entre las naciones y entre las regiones en los ámbitos de la ciencia y la tecnología y a que aumente el entendimiento entre individuos y entre pueblos, promoviéndose así la cultura de paz.

Hace cuatro años, la UNESCO lanzó un movimiento para estimular la cooperación internacional - el programa UNITWIN - basado en dos pilares, las Cátedras UNESCO y las Redes universitarias.

España fue el país donde las universidades se interesaron más por este programa. De un total de alrededor de 200 proyectos en curso, más de veinte están localizados en España. Es una actitud que muestra que en este país tan diversificado se encuentra aún gente con capacidad de desarrollar la solidaridad.

Pero es también una actitud inteligente. En un mundo de globalización, los contactos humanos directos serán cada vez más esenciales para el desarrollo de oportunidades de futuros acuerdos culturales, comerciales e industriales. En otras palabras, lo que los anglosajones, con sus fundaciones, ya han descubierto y puesto en práctica, hace decenios, será cada vez más válido: la cooperación beneficia a los que reciben el conocimiento, pero, a largo plazo, es una inversión muy rentable incluso para los individuos que buscan un lugar en el marco de una sociedad globalizada.

España, en los discursos, en los sueños, siempre tiene una gran apertura para el Mediterráneo (en particular, el Maghreb) y América Latina. La confrontación del pasado, debe transformarse, como dicen los discursos, en un reencuentro de hermanos.

Cómo transformar este discurso en una práctica real, cómo hacer que la UNED se beneficie de su posición particular como institución que esencialmente maneja las nuevas tecnologías, cómo estimular a sus estudiantes a participar en esta tarea, ayudando a crear un mundo mejor, pero, al mismo tiempo, beneficiándose de estas operaciones, éstos son desafíos a los cuales no puedo dar individualmente una respuesta. Esto les compete a ustedes, dentro de la reflexión que ustedes mismos se muestran dispuestos a desarrollar.

La UNESCO, como organización internacional, creó mecanismos y facilita encuentros entre instituciones del mundo entero, pero una respuesta plena solamente ustedes pueden darla y, por esto, dejo el desafío en sus manos. No hay que olvidar en fin y éste es el mensaje final de este testimonio que el año que vivimos fue declarado en la ONU, por iniciativa de la UNESCO, el año de la tolerancia.

Se puede considerar que la falta de coherencia de la Humanidad llegó a su punto extremo cuando se considera que este fue también el año de la continuación de las masacres en Temor-Este, de los genocidios en Ruanda, de los exterminios en la antigua Yugoslavia, de combates desiguales en Chechenia, de actos de terrorismo ciego como los de París o de asesinatos bárbaros como el de Rabin en Israel.

Es también difícil pensar que la tolerancia es algo posible cuando se ve que el mundo que nuestra generación deja a nuestros hijos es el de

-la hiperpoblación

-la pobreza absoluta

-la miseria

-"knowledge gap"

-

- la expansión de una deuda impagable del tercer mundo de la cual nadie habla ya
- de la incapacidad de grupos étnicos y culturales diferentes de vivir juntos.

Pero la tolerancia es necesaria.

Como dice el Director General de la UNESCO, Don Federico Mayor, no es verdad que los seres humanos tengan una tendencia innata a la violencia. Es el contexto en el que viven, la educación que reciben, la manera como sus potenciales se desarrollan, es esto lo que los hará violentos e intolerantes.

Por ello, la UNESCO -una organización de paz- decidió lanzar un programa especial de cultura de la paz, coherente con su Acta Constitutiva donde se dice que "puesto que las guerras nacen en la mente de los hombres, es en la mente de los hombres donde deben erigirse los baluartes de la paz".

En el mundo entero funciona una red de escuelas asociadas que hoy son 3200 en 124 países que buscan reforzar la comprensión internacional a través de proyectos conjuntos y de intercambio.

Es lo que buscan también las universidades participantes en el programa UNITWIN.

Es lo que intenta alcanzar la UNESCO con proyectos concretos en sitios como la antigua Yugoslavia, Filipinas, Burundi, Mozambique, El Salvador. En este último país encontramos un buen ejemplo. Ahí, todas las partes, antes involucradas en la guerra civil, incluso los antiguos guerrilleros, ahora participan activamente en proyectos de desarrollo humano.

Esto explica el éxito de encuentros como el que Federico Mayor tuvo en marzo o abril de este año en Washington con ministros del defensa y jefes de Estado Mayor de la mayoría de los países de América Latina discutiendo cómo los ejércitos, en lugar de estimular la guerra, deben participar en acciones conjuntas en favor de la paz.

Esto muestra también cuán son importantes las iniciativas como aquéllas en las que participan el senador Joaquín Martínez Bjorkman y la UNED proponiendo la creación, en Córdoba, de un Eurocentro de Estudios Superiores en el lugar en que se ubicaba el antiguo Hospital Militar "San Fernando" y que podría comprender cuatro unidades: Altos Estudios Militares para la Paz Internacional, Universidad Nacional de Educación a Distancia, Museo de Arte Contemporáneo y Biblioteca Científica Universal.

La tolerancia es pues fundamental y quiero terminar con una cita que hice de Voltaire en abril último en un congreso sobre cultura internacional de la paz que la UNED había organizado en Ceuta.

En una carta a la Duquesa de Choiseul decía Voltaire:

- "Hay en el Reino de Francia unos 300.000 locos que son tratados cruelmente por otros locos desde hace mucho tiempo. Se les mete en las galeras, se les cuelga, se les

somete a suplicio por haber orado a Dios en mal francés en campo abierto y lo que caracteriza mejor a mi querida Nación es que de esto no se sabe nada en París donde sólo se ocupan de la ópera cómica y de los enredos de Versailles".

Voltaire, luego el Profesor Lauriol, de la Universidad de Montpellier, veían la tolerancia como el respeto de la especificidad del otro, con su manera de ser, su cultura, sus costumbres, sin ninguna connotación de superioridad de aquel que tolera.

En una obra de Voltaire recientemente relanzada "Les Guébres ou la tolérance" se lee:

'Los Guebros desde ahora podrán en libertad
Practicar un culto secreto largamente perseguido
Si este culto es el tuyo sin duda no es nocivo
Yo debo tolerarlo y no destruirlo
Que ellos gocen en paz sus derechos y sus bienes
Que ellos adoren a su Dios pero sin atacar a los míos
Que cada uno bajo la Ley busque la luz en paz
Pero la Ley del Estado es siempre la primera
Yo pienso en ciudadano y actúo como emperador
Yo odio al fanático y al perseguidor".

DOCUMENTO NÚMERO 28

The Experience of the UNITWIN/UNESCO chairs programme-
in Linkages revisited – Higher Education and Development Cooperation: an assessment-
Edited by Willem-Jan de Gast- NUFFIC- Netherlands Organization for International
Cooperation in Higher Education- Proceedings of the conference “Linkages revisited” held
in The Hague, 16 and 17 March 1995- pgs. 411-416

**UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION**

NUFFIC

**"Linkages Revisited": The Experience of the
UNITWIN/UNESCO Chairs Programme**

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1995**

This text was published as the chapter 28 (pgs 411-416) of a book published by NUFFIC- Netherlands Organization for International Cooperation in Higher Education following a conference held in The Hague, 16 and 17 March, 1995- The title of the book was "Linkages revisited – Higher education and Development Cooperation – An assessment" – edited by Willem-Jan de Gast

Linkages revisited

Higher Education and
Development Cooperation

an assessment

Edited by Willem-Jan de Gast



Netherlands organization for international
cooperation in higher education

In its report published some years ago, the South Commission urged developing countries to cooperate by strengthening their national efforts to narrow the gap in scientific and technological knowledge with respect to the North and by reinforcing their capacity-building to apply the advances of science to their development needs.

On the other side, one of the main findings of a UNESCO global reflection on higher education problems carried out during the last six years, was that everywhere higher education institutions are aware that no institution can survive if they stay isolated. Quality, relevance and internationalization were the three watchwords which determine their local, national and international standing and functioning.

In fact, in all regions, in all continents, a series of suggestions and proposals were made aiming to strengthen international co-operation in the field of higher education. These findings were not new. Maybe what was new was that more and more people, institutions and governments became aware of the importance of international cooperation.

For a long time, UNESCO used networks as instruments for developing cooperation in higher education. In education, several networks were promoted for developing educational research and innovation. Staff development was another subject which gave an opportunity for actions of this nature. In Africa, in the field of science and technology, the Regional Office for Science and Technology (ROSTA) launched a co-operative network (ANSTI African Network of Scientific and Technological Institutions) with the task of promoting training and research in the participating institutions. Some 20 sub-networks have been created within ANSTI, linking scholars in selected subjects. Staff training (through fellowships, seminars and workshops) as well as joint research projects and the publication of the African Journal of Science and Technology, with two series, one for engineering and one for basic sciences, are its main achievements. In addition to UNESCO funds, these arrangements were supported by UNDP and a number of international aid agencies and foundations.

In Asia and the Pacific, during ten years, a co-operative network existed linking 68 universities in 18 countries. It was the result of a joint effort of UNESCO, UNDP, national organizations and institutions of higher education. Since its inception in 1983, three consortia were founded, dealing with innovation in higher education (including staff development and distance education), policy planning and management of higher education, and special research studies on higher education. As the output of this project, the Asian Association of Open

Universities (AAOU) and the Regional Research Centre in Distance Education were set up. From 1983 to 1989 for instance, this programme was instrumental in providing training and orientation to more than 800 teachers and administrators of higher education.

In a document presented to the Executive Board of the Organisation, in October 1992, Professor Federico Mayor, Director General of UNESCO, reminded that the Organisation acquired a considerable experience in the field of creation and development of networks related to higher education and research.

- "In fact, the largest part of UNESCO's programme, whether in Education, in the Basic Sciences, in Social Sciences, in Culture, or in Communication, is based on networks of a subregional, regional and international type. The Science Sector alone supports over 50 networks, including the Oceanographic Commission (IOC), Man and Biosphere (MAB), the International Hydrological Programme (IIP), which are based on intergovernmental arrangements or regional networks such as ANSTI (African Network of Scientific and Technological Institutions), MIRCENS (Microbial Resources Centre), CYTED (Science and Technology for Development in Latin America), ASPEN (Asian Physics Education Network) etc. In the Education Sector, the higher education networks created so far, are in the field of staff development, educational research, management etc."

Late in 1989, based on its long experience in networking and trying to make the suggestions of the reflection on higher education concrete, UNESCO decided to launch an International Plan of Action for strengthening inter-university co-operation with particular emphasis on support for higher education in developing countries. The key feature of this plan is the development of a spirit of solidarity, based on twinning and other linking arrangements among universities throughout the world. Hence, the acronym chosen for the programme: UNITWIN. More specifically, it is aimed at making full use of North-South inter-university co-operation to set in train a process leading to strong and durable links between higher education and scientific institutions along South-South and East-West axes.

The UNITWIN/UNESCO Chairs Programme is based on two associated pillars:

- UNESCO Chairs, in fact centres of excellence
- networks based on UNESCO Chairs.

In other words, each UNESCO chair, each centre created under this project or supported by it, should be a focal point of a network or at least a part of a network.

The main goals of UNITWIN are:

- to give fresh impetus to twinning and other linking arrangements between higher education institutions in the industrialized and developing countries;
- to help establish subregional, regional, and inter-regional co-operation networks of higher education and research institutions;
- to develop centres for specialized studies and advanced research, by agreement among institutions in the developing countries, and with international support.

Behind all these considerations, we should be aware that UNESCO main emphasis in this matter is the need of enhancing local capacities for human resource development. Not being a funding agency or a donor in the classical term, UNESCO funds for direct assistance and even for scholarships are rather limited. Its action can be efficient if the Organization uses in an intelligent way its catalytic power, resulting from its presence all over the world and prestige it has in developing countries, where its documents and statements are authoritative.

Before the end of this year UNESCO will organize an internal evaluation of this programme which will also be submitted to an external evaluation at the beginning of next year. One thing is clear. The impact of the programme in developing countries has been great and the interest expressed by institutions of higher education tremendous. At the end of 1994, almost one hundred chairs were operational, proposals for the creation of more than one hundred other ones were under consideration and around 40 networks were created or supported by the programme.

An important feature of the programme is that UNESCO really acts as a catalytic instrument. The projects are not seen as "UNESCO's property" even when carrying UNESCO's label. They "belong" to the institutions of higher education. This approach had a series of consequences:

-It explains, at least partially, the interest in the initiative. Institutions feel more involved and make their best to ensure good results for the projects and their sustainability. So far, only one project has terminated due to the lack of funding. The Montevideo Group, for example, gathering institutions of countries in Mercosur (Argentina, Brazil, Paraguay and Uruguay) was able to mobilize more than one million dollars for one project in which seed money from UNESCO represented some \$30.000. In fact, UNESCO's financial inputs never cover more than 20% of the projects. In the developed world, for example: more than 20 chairs were created in Spain, and the institutional inputs from the institutions themselves or from local organizations (government and enterprises) supporting the projects represent 100% of the total cost of the chairs.

-It has implications in the contacts with external organizations. Example. The UNAMAZ network (eight Amazonian countries in South America) created under UNESCO's inspiration and supported by the programme, received funds from Interamerican Development Bank (almost one million American dollars), from Canadian agencies (more than one million Canadian dollars) and organized activities financed by UNICEF, OAS, Brazilian government, UNESCO's MAB etc.

-Some well organized projects, having a sure potential of funding, became operational after receiving political, technical and financial support from UNESCO. That was the case, for example, of COLUMBUS and COPERNICUS (from CRE, the Standing Conference of Rectors, Presidents and Vice-Chancellors of European Universities), PEACE (Coimbra Group) launched three years ago, a long time before the Peace Agreement between Israel and PLO, in favour of Palestinian universities.

-It became an important modality of cooperation with non governmental organizations specialized in higher education. Since 1991, 15 joint UNESCO-NGO projects were launched under the cover of UNITWIN in such fields as management for higher education in Africa, network for women in higher education management, network for international university volunteers, network for Mediterranean universities in Environmental Health, Staff Development etc.

When UNESCO launched the UNITWIN/UNESCO Chairs Programme, it was seen as a project. It immediately became obvious that it should be a

programme. Later, those responsible for its implementation concluded that it was more a movement than a programme or a project. There was no time for a rigid planning and, even if this was done, with the assistance of external experts coming mainly from Canada, the programme in its first three years was marked by spontaneity.

It is interesting to note that UNITWIN supports institutional (like association of universities) as well as substantive networks. The fields in which the institutions of higher education took the initiative to propose projects coincide with the priorities not only of UNESCO but of the United Nations System in general. They concern Sustainable Development, (including environment) and Peace, Democracy and Human Rights. The main documents Mr. Boutros Ghali, the Secretary General of the United Nations Organization, is using for the renewal of the United Nations system are "Agenda for Peace" and "Agenda for Development". Of course, important networks are being developed in the field of communication (Orbicom based in Montreal), in Education (like the renewal of Teacher Education in Africa based in Senegal with the Belgium support), in Science and Technology. Multidisciplinarity is the base of most of the networks, like the Utrech-Southern Africa Network, very well conceived, dealing with Environment, Health, Human Rights and Science Education.

UNESCO developed a system of monitoring of the projects and a data base was constituted. An assessment will be carried out soon. The problem of funding is being analyzed in detail, to prevent the non-sustainability of projects. The period of "spontaneity" comes to an end and now a planning for ensuring a better distribution of projects in all regions, to allow the objectives of development to be reached, to make sure that projects strengthen capacity-building in developing world is the first priority of those responsible for the programme.

In a document prepared for UNESCO in 1992 on Managing Higher Education International Cooperation: Strategies and Solutions", Professor Guy Neave, of International Association of Universities, after developing a series of considerations on strategic management, stated:

- "The implications for UNITWIN or related projects the aim of which is to foster closer links between higher education institutions are very clear. If institutions are concentrating their strategy of cooperation around certain key fields, the prime issue is whether the role of UNITWIN shall be to reinforce this process or to complement it. A policy of reinforcement demands that an evaluation of candidate establishments be made to ascertain what their self-stated areas of strength are. Or, as

an alternative, that both -or in case of multi-linked institutions- all, partners set out the priority areas which together they are prepared to develop over a three to five year span. If the option is to reinforce strength, then clearly UNITWIN would seek to add resources or assistance to the activities already defined. If, on the other hand, the option to be pursued involves the principle of complementarity, then UNITWIN may seek those areas which have not been supported, either because their priority status is not sufficiently high or because they are not deemed to have any priority, as areas where UNITWIN wishes to extend the scope of cooperation beyond the possibilities which applicant establishments are present capable of doing. There are advantages and risks in both options".

The problem raised by Guy Neave is a real one and we are aware of it. The analysis of its implication will be made during the internal and external exercise of assessment UNESCO is foreseeing for UNITWIN soon. But, here once again, the last word on priorities to be adopted will be left with the institutions of higher education themselves.

DOCUMENTO NÚMERO 29

INTERUNIVERSITY LINGAGES FOR IMPROVING QUALITY

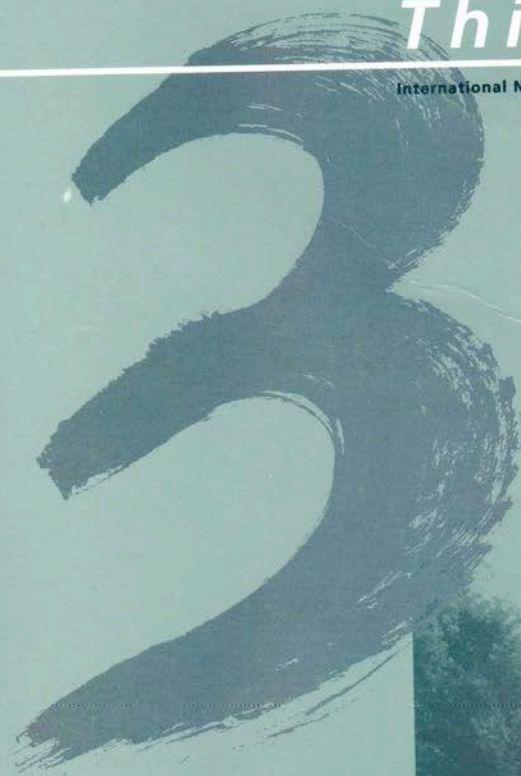
Professor Marco Antonio Rodrigues Dias

Director of the Division of Higher Education of UNESCO

"Interuniversity linkages for improving quality" – Speech presented to the Third Meeting – 21-23 May 1995- Utrecht, The Netherlands – Proceedings – The International Network for quality Assurance Agencies in Higher Education in collaboration with Association of Universities in The Netherlands

Third meeting of the

International Network for Quality Assurance Agencies in Higher Education



21-23 May 1995

Utrecht, the Netherlands

Proceedings



Association of Universities
in the Netherlands



The International Network for
Quality Assurance Agencies in
Higher Education

INSPECTIE van
het ONDERWIJS

Inspectorate of Education

I- INTRODUCTION

Two years ago, in the conference of the International Network of Quality Assurance Agencies in Higher Education, you organized in Montreal, Canada, from 24 to 28 may 1993, I made an intervention on “quality in higher education from an international point of view: the role of UNESCO”.

However some participants criticized me because when mentioning definitions of quality, I quoted Ms. Doris Eder de Zambrano, former minister of Education of Colombia and I said the minister was beautiful and intelligent.

As I said “beautiful” one participant observed: “this is a reaction of a typical Latino-American male (“machista”). Others preferred to criticize the adjective “intelligent” saying that I was ironic.

If I was “machista” and/or ironic or not, the truth was that the former Minister of Education was beautiful and intelligent and her comments on the subject very pertinent.

In fact, in a symposium organized in Bogota, in July 85, Ms. Doris Eder de Zambrano defined quality saying:

“Quality” is a diffuse term, as beauty or goodness, which induces to multiply definitions and which is felt (or perceived) in an absolutely different way by several groups or individuals. Contribute to this perception factors derived from the needs of each group and from its expectations regarding the role of education”.

In other words, if I can interpret the Minister, it is difficult to define quality, but everybody has a feeling on where it is.

Now, some people want to define quality as linked to the behavior of costumers, to the behavior of a given clientele. A good product is a product appreciated by costumers.

I am not sure. One month ago, I was in the territory of one of the 183 Unesco’s member States and I saw some beautiful Rolex and Cartier watches sold at the stimulating price or around \$15.

Do these watches have quality?

It seems that people going to this particular country are very happy with these watches. They are beautiful and, apparently, function very well. But if you consult the manufacturers, they will probably advise you not to buy them. It’s a counterfeiting and there is no quality assurance for the the material.

I must say that the imitations are so perfect that when a friend of mine who got a Rolex as a gift from her wife the day they were commemorating the 30th anniversary of their marriage (by coincidence at the beginning of the International Year of Tolerance), he doubted if this watch was a real one or an imitation, and if it had quality or not.

-”Now”, he says, “I wonder whether it is not better to keep the real one at home and, for security reasons, to circulate with a good imitation”.

The problem is real. During the last two years after the Montreal Conference, I reviewed carefully to all definitions of quality the experts in higher education utilize and I concluded that the former minister of Colombia was right and the analogy which came to my mind relates to the definition of God.

God is perfection, but when believers try to define God, they use negative concepts. God has no limits in space, so He is Infinite. He has no defect, so He is the Supreme Goodness, He has no limit in time, so He is eternal etc, etc.

Such is quality, we believe in it, we know it exists, but our definitions many times are a ‘tautology’ or are descriptive of a situation related to one moment, to one space.

II- ONE MODEL FOR QUALITY?

During the last two years, since the Montreal Conference, many things happened in the field of higher education, one of them being the consolidation of your International Network of Quality Assurance Agencies in Higher Education, whose objective is precisely to promote and to help to promote quality in higher education.

UNESCO supported this network since its creation and provided providing funds to ensure the participation of representative of developing and less developed countries to the present meeting.

It does not matter if there is no possibility of a finding a definition of quality receiving the agreement of everybody. Let us let the democratic game play its full role even in this field. Personally, I am not always in agreement with statements of all members of this network. I consider for example that the system of “franchising” consisting in the transferring whole programmes from developed to developing countries deserves an-in depth reflection on its cultural and social implications and on its results for developing countries.

As a matter of fact, UNESCO’s experiences tend to show that there is no global model in education. During the reflections undertook during the last Medium Term Plan (1990-1995), a general consensus appeared according to which one of the basic problems of African universities was due to the fact that they imitated old colonial systems. In Asia, a region in which culture is rich, as proved by the fact that most religions started there, Christianity, Judaism, Islamism, Buddhism, Hinduism, endogenous values were neglected in favour of western materialistic standards and now several experts of the region express worries with

concrete results of this abandon in the mentality of people trained at high level in the region. In Latin America, the reforms of the sixties adopted models of the North which not always fit the reality of this bus-Continent and now revisions are made everywhere.

Let me present to you a concrete recent case. Two weeks ago, the Herald Tribune published an article on the first promotion of students of a Western University transferred with a whole package -curricula, professors, and even baseball trainers – to a former building of the Communist Party in one of the most important cities of an Eastern European country. The Eastern-European students were very successful. They got in average better results than students in the country from where the university came. But, they don't have access to adequate jobs related to their training in their country and now most of them announce their intention to go abroad to pursue studies and look for jobs in the country the University came from. I don't think this was the intention of the administrators of this university, but it is clear that here we have a clear case of incitation to brain-drain.

Is this quality?

I don't think so. But, please let me remove any misunderstanding. I am not defending the idea of a lower level of training for the developing world. A bridge in Burkina Faso, Brazil, England or Sweden needs strict calculations. Experts in Informatics should have the necessary skills all over the world. That is why quality assurance ("total quality management") developed in industries in countries like Japan raised so great interest. But, in Japan, it was implemented as a whole process through which the enterprise makes its best to satisfy the clients in quality, in costs and delays, through the control of process and of products and through the involvement of the people working in enterprises. In other countries, the total quality management was confounded with the certification; more attention was given to procedures which become the main goal of the enterprise instead of the amelioration of the quality. The certification should be only an instrument to attest the conformity with a product, of an organization system with a norm or technical specification. It should not be an objective in itself.

In higher education, the objectives of the systems should take into consideration the social and cultural needs which are different according to the regions. Recently, under a government request, UNESCO sent a mission to one of less developed country to analyze the feasibility of developing a tertiary level educational system in this country. A representative of another organization, having in mind ideas of excellency obtained by Salamanca, Oxford and Harvard, considered that this country should not establish an educational tertiary level system. We can not support this position. This country needs to train teachers, administrators, it needs experts in Agronomy, in Fishing etc. In other words, it needs a qualified system but adapted to its concrete needs.

III- QUALITY LINKED TO RELEVANCE

You received or will receive copy of the policy paper on higher education the director general of UNESCO launched last February. For UNESCO, quality is linked to relevance and relevance is connected to several aspects of the progress of societies, as democratization of

access and broader opportunities for participation in it, links with the world of work, including partnership with industries, and the responsibilities towards other levels of education.

In a world in which the hopes of real democratization are vanishing in several countries, in which starvation and misery are part of the life of millions of people, in which millions of children -the street children- don't have housing, food, school, love and learn that for surviving they should stolen and kill, in such a world we are leaving to our children, higher education can not be isolated from an action for a better and fairer society.

This is the reason why the United Nations in its efforts reform itself recently approved two documents, Agenda For Peace and Agenda For Development, which present the basis for fairer societies. I really invite the academic community to read and to reflect on it. Agenda For Development launches the basis for reducing poverty and fostering sustainable development and highlighting the need for training human resources, where universities are called to play an important role.

We should also have in mind that higher education can not be analyzed in an isolated way. Any adequate education policy must consider the education system as a whole. Quality in higher education depends on quality on other levels, and higher education, through teacher training, educational research, innovation, should contribute to the development of quality at other levels.

IV- OBJECTIVES AND RESULTS

We all agree that quality is linked to objectives and results.

See the experience of old sailors. They go to the sea and during night time they look at Venus. They cannot reach it but they are guided by its light.

Quality should be a permanent objective in higher education institutions and systems. In UNESCO Policy Document, we adopted a 'pragmatical' approach. Quality is considered as a multidimensional concept which depends to a large extent on the contextual setting of a given system, institutional mission, or conditions and standards within a given discipline.

Quality also embraces all higher education main functions and activities: quality of teaching, training and research, which means the quality of its staff and programmes, and quality of learning as a corollary of teaching and research.

It also implies attention to questions pertaining to the quality of students and of the infrastructure and academic environment.

In this framework, assessment to analyze how relevant the institutions of higher education are become an essential element.

The UNESCO's European Regional Center for Higher Education -CEPES- is taking a series of initiatives in the field of accreditation as other UNESCO decentralized offices are doing as well. On the other side, one Advisory Group on Higher Education, integrated by high level experts representatives of all regions in the world, advised the director general to elaborate in-depth studies on matters identified by the policy paper, among them matters linked to quality and evaluation.

During next two years, we envisage to utilize these studies as preparation for a World Conference on Higher Education, UNESCO's member States want to organize early in 1998. Your network could be a main partner to UNESCO in this field of quality and evaluation and for this we could collaborate more closely in the organization of the meeting you are foreseeing in South Africa.

V- NEED OF COOPERATION

The UNESCO worldwide reflection showed also that problems are so complex, the evolution of societies goes so fast, that universities like individuals and societies cannot survive isolated. Networking is not a panacea, but it can be an attempt to find solutions. It is true that when UNESCO launched UNITWIN, a programme of interuniversity cooperation based in two pillars: UNESCO chairs and networks, no one could imagine the impact of the idea.

In three years, more than 100 chairs were created, another fifty are being negotiated, around 320 networks were created or are supported by the programme. The Executive Board of UNESCO, presently holding its regular spring meeting in Paris, confirmed its decision to include this programme among UNESCO priorities. As an indicator, I must tell you that yesterday the Japanese representative at the Executive Council of UNESCO announced the creation of three UNESCO's chair in Japan and requested UNESCO's secretariat to:

- i) invest more resources in UNITWIN programme;
- ii) use the chairs as instruments to consolidate networks;
- iii) support regional cooperation in higher education in Asia and Pacific.

Japanese are known as people that take time to take decisions, but when they do, they make the best to be efficient. The announcement made yesterday is a good sign for the programme.

An internal evaluation of UNITWIN was initiated and next year an external evaluation will be carried out. I insist: networking is not a panacea, but some examples are indicators of what can be achieved in this field. That is the case of the Montevideo Group, a series of universities in countries linked to MERCOSUR (Uruguay, Argentina, Brazil and Paraguay), in which a dynamic of exchanges was developed through this programme. It is also the case of an international network in Ecotechnics, Environment in all technical, scientific and economical aspects, launched jointly by UNESCO and Cousteau Team.

Last March- NUFFIC- the Netherlands Cooperation agency for higher education organized in The Hague a conference on "Linkages revisited". The advantages of networking were

highlighted as well as the difficulties (cultural problems, concepts of solidarity against domination, financial problems) but successful cases were mentioned such as the Southern African Utrecht Network, in which links were established among universities of South Africa (Western Cape), Namibia, Mozambique and Zimbabwe, together with universities in Netherlands, Sweden, Germany and Portugal.

There was a consensus that in spite of difficulties efforts should be kept to utilize the potential of networking mainly to the benefit of quality in the development of higher education in developing countries.

CONCLUSION

In all this effort for the quality of higher education, we should keep in mind that the Convention against Discrimination in Education, adopted by UNESCO in 1960, urges the States party to it, “to make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity”. In the same line, the Convention on the Rights of the Child, adopted by United Nations in 1989, also emphasized that “higher education should be made, by every appropriate means, accessible to all, on the basis of capacity”.

These statements are mentioned in the UNESCO Policy Paper on Higher Education and I want to conclude quoting, once again, this document in which UNESCO supports the idea of a “pro-active university” which, among other trends, should constitute “a community whose members, being fully committed to the principles of academic freedom, are engaged in the pursuit of truth, defense and promotion of human rights, democracy, social justice and tolerance in their own communities and through the world, and participate in instruction for genuine participatory citizenship and in building a culture of peace”.

“This broad vision of the “pro-active university” implies its creative adaptation in the process of searching for specific institutional models and practices which meet the needs, conditions and possibilities of particular higher education institutions, communities, countries and regions. Such a search for the development and change of higher education should also be seen as an essential part of the broad process of changes in contemporary society.”

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ANEXO

Participação do Professor Marco Antonio Rodrigues Dias, diretor da Divisão do Ensino Superior da UNESCO, em seminários, congressos e conferências no período entre 1991 e 1995

-Conferencista convidado na Conferência realizada na Universidade de Bristol, Reino Unido, de 7 a 9 de janeiro de 1991, pelo seu Centro de Estudos Internacionais, sobre "Higher Education and Development and Prospects". Tema da alocação: "Higher Education and Development". Texto em inglês disponível preparado em dezembro de 1990.

-Presidente dos debates da mesa-redonda de encerramento do colóquio EURODOCT 91, intitulado "L'Europe des Chercheurs: des chercheurs pour l'Europe" realizado em Saclay, França, em 1991

-Conferencista convidado para participar no Congresso Universitário Internacional sobre "la gestion du milieu naturel et monitoring par satellite", promovido pela Universidade de Nápoles (Institut d'Aérodynamique U Nobile et le Departement de Planification et de Science du Territoire). Tema da alocação : "Les réseaux universitaires et leur rôle dans l'environnement"- Texto em francês disponível

-Representante da UNESCO na XVII assembléia geral da Federação Internacional das Universidades Católicas em Toulouse, França, de 2 a 6 de setembro de 1991- Discurso na abertura da conferência. Texto disponível;

-Participação na 4a. Consulta Coletiva UNESCO-ONG sobre o ensino superior, UNESCO, Paris 26 a 28 de setembro de 1991- Texto de intervenção em francês disponível: "Objectifs et stratégies de l'enseignement supérieur pour un développement durable".

-Participação na soirée débat organizada pelas Edições Centurion Bayard Presse, no dia 21 de novembro de 1991 para o lançamento do livro "Les rendez-vous de Saint-Domingue – Enjeux d'un anniversaire".

-Participação, como orador convidado, da mesa-redonda sobre “Une autre coopération pour l’enseignement supérieur: propositions et expériences”, por ocasião do Seminário sobre Democratização, Economia e Desenvolvimento – o lugar do ensino superior, que realizou a AULPELF entre os dias 12 a 14 de novembro de 1991 em Grenoble, França

-Participação e intervenção na mesa-redonda organizada pela Comissão francesa para a UNESCO com presidentes de universidades francesas em 15 de abril de 1992 na UNESCO- Intervenção em francês disponível: "Autonomie des universités et libertés académiques"-

-Participação, como orador convidado, no Encontro Nacional de Universidades, Sociedades Científicas e Institutos de Pesquisa –Meio Ambiente e Desenvolvimento, realizado no Rio de Janeiro nos dias 25 a 29 de maio de 1992, no Forum de Ciência e de Cultura da UFRJ, em preparação à ECO-1992. Tema da alocução : Comunicação e Meio Ambiente. Texto publicado pela Revista do CRUB.

-Representante da UNESCO na XI Conferência geral dos estabelecimentos membros do Programa sobre a gestão dos estabelecimentos de ensino superior da OCDE – Tema da conferência : o ensino superior sem fronteiras : as dimensões internacionais da gestão universitária – Paris 2-4 de setembro de 1992- Texto da intervenção publicado na revista da OCDE em francês e inglês- Texto mixto, parcialmente em inglês e parcialmente em francês, apresentado oralmente, disponível

-Participação e discurso na Terceira Conferência intermediária da Associação Internacional de Universidades, em Alexandria, Egito, de 19 a 22 de outubro de 1992, que tratou do tema "Adaptation des Structures et Stratégies de Gestion Universitaire aux Besoins Nouveaux". Texto da intervenção em francês disponível

-Representante do Diretor Geral na Conferência internacional sobre reconhecimento dos estudos e mobilidade acadêmica, realizada em Paris de 2 a 5 de novembro de 1992- texto de discurso improvisado em francês disponível

-Participação, como representante da UNESCO, e discurso na assembléia geral do Grupo Santander, reunido em Santander, Espanha nos dias 30 de novembro e 1o. de dezembro de 1992 – cópia da intervenção disponível em inglês

-Participação na reunião da Terceira Consulta Coletiva das ONGs sobre ensino superior- UNESCO- Paris 9 a 11 de dezembro de 1992

-Participação e discurso na sessão de abertura da 8a. Conferência Geral da Associação de Universidades Africanas- University of Ghana, Legon, Accra, Ghana- 18 a 23 de janeiro de 1993. Texto de intervenção em inglês disponível- What kind of university for a new society in Africa

-Participação, como convidado, da conferência geral de avaliação do Projeto Columbus-Salamanca- Espanha- 3 a 6 de março de 1993

-Participação, como especialista convidado, em seminário sobre "el diseño de un curso de Especialización de Postgrado en Educación Permanente", nos dias 5 e 6 de maio de 1993, em Madrid, Espanha.

-Participação como representante da UNESCO no First Biennial Conference and General Conference of the International Network of Quality Assurance in Higher Education (INQAAHE) – Montreal – 24-28 may 1993-Texto integral em inglês disponível. Texto sintetizado publicado como capítulo de livro

-Participação e discurso no Seminário Internacional "Cátedras UNESCO para o desenvolvimento Sustentado", realizado em Curitiba, Paraná, Brasil, de 1 a 4 de julho de 1993

-Representante da UNESCO, discurso na sessão de abertura e conferência na 40a. Assembléia Mundial do ICET – Conselho Internacional de Educação de Professores, realizada no Rio de Janeiro de 19 a 23 de julho de 1993- Discurso principal publicado em português e inglês.

-Participação, como membro do Conselho Científico, do *Congrès International des Présidents d’Universités Techniques et des dirigeants d’industries* », organizado conjuntamente pela UNESCO e a União Internacional das Associações e Organizações Técnicas (UATI) de 23 a 25 de junho de 1993 na sede da UNESCO, em Paris

-Representante da UNESCO e discurso na cerimônia de lançamento da cátedra sobre estudos africanos na Universidade de Utrecht, Países Baixos, e abertura do ano letivo 93-94, em 5 de setembro de 1993, e reunião do Unitwin-Network for Southern Africa, reunindo instituições dos Países Baixos, Suécia, Alemanha, de Moçambique, Namíbia, África do Sul, Zimbábue

-Discurso de agradecimento em sessão de homenagem da Universidade de Brasília pelo recebimento da condecoração da Ordem do Mérito Nacional de Educação- Brasília- 22.11.1993- Texto do discurso disponível em português Universidade para quê e para quem?

Participação, como membro do secretariado da UNESCO, nas Jornadas da Ecotecnia (Grupo Cousteau) organizada sob os auspícios da UNESCO- Paris 9 de dezembro de 1993

-Palestra na Faculdade de Filosofia e Ciências Humanas da UFMG sobre “Ensino Superior: Problemas e Perspectivas”, no dia 22 de novembro de 1993. Belo Horizonte- MG

-Participante convidado do Encuentro de Rectores Iberoamericanos, realizado em Extremadura, Espanha, no período de 24 a 28 de janeiro de 1994, com o lançamento da Red Extremadura de Universidades. Tema do encontro: La Universidad iberoamericana y el desarrollo de los pueblos

-Participante convidado e discurso no lançamento de quatro cátedras UNESCO, no marco do programa UNITWIN, de universidades do Grupo Santander, em Valladolid, Espanha, no dia 18 de fevereiro de 1994.

-Participação em reunião do Conselho de Reitores das Universidades Brasileiras- CRUB- no Rio de Janeiro, no dia 25 de abril de 1994, para lançamento do livro « O Fato e a versão do fato ».

-Participação, em São Paulo, no Memorial da América Latina, nos dias 12 e 13 de abril de 1994, do seminário latino-americano de integração curricular, com a participação de instituições do Brasil, Uruguay, Paraguay, Chile e Argentina para o lançamento de uma rede de integração curricular, no marco do projeto RIMA – Rede de Mobilidade Acadêmica.

-Participação, como orador, no Seminário sobre “Avaliação: teoria e prática”, organizado no Hotel Glória, Rio de Janeiro, pelas Faculdades Integradas Castelo Branco.- texto da intervenção disponível em português : «Perspectivas globais para o ensino superior».

-Orador convidado (key speaker) na Conferência Internacional de 1994 da AIESEC, realizada em Platja del Aro, Espanha, 20 a 22 de março de 1994- Texto de duas intervenções disponíveis em inglês

-Conferencista abordando o tema Escenarios de cambio para los sistemas de educación superior en América latina y el Caribe durante a Conferencia sobre « El Tratado de Libre Comércio entre los Estados Unidos, México, Canadá y el impacto en los recursos humanos y la educación superior, promovido pela Asociación Puertorriqueña para la Educación Superior y el Consejo de Educación Superior de Puerto Rico- San Juan- Puerto Rico- 5 e 6 de mayo de 1994- Texto da intervenção disponível em espanhol

-Conferencista na Global Theme Conference, organizada pela AIESEC, em São Paulo, de 30 de maio a 06 de junho de 1994.- Texto disponível em inglês

-Participação, como orador convidado, da VI Assembléia Geral da Comunidade das Universidades Mediterraneas, realizada em Nápoles de 16 a 18 de setembro de 1994.- Texto da intervenção disponível em francês

-Participação no seminário em comemoração aos 73 anos da Universidade de Brno, na República Checa, e lançamento da cátedra UNESCO em Museologia- Brno- 2 e 3 de novembro de 1994- Texto do discurso publicado

-Participação na International Conference on Academic Co-operation with Palestinian higher education institutions, nos dias 18 e 19 de novembro de 1994 em Louvain la Neuve. Discurso de abertura disponível em inglês

-Apresentação do documento sobre políticas do ensino superior da UNESCO perante o Comitê de Educação e de Formação da Comissão da República Francesa para a UNESCO, em 15 de março de 1995, em Paris, França.

-Participante convidado do seminário Educação em Debate, realizado na Universidade de Brasília, nos dias 10 e 11 de abril de 1995. Alocução sobre « Tendências e desafios para o ensino superior»

-Participação na reunião com os coordenadores das cátedras UNESCO do Brasil- Brasília, 12 de abril de 1995. Exposição sobre «A contribuição das cátedras da UNESCO na melhoria da qualidade da Educação Superior».

-Participação e apresentação de conferência publicada em livro no II Congresso Internacional de Educação para a Paz, organizado pela UNED, em Ceuta, de 23 a 26 de abril de 1995.

-Participante convidado e orador do Simpósio "Hacia la integración de un Proyecto Educativo para Venezuel"», organizado pela Universidad Pedagógica Experimental Libertador y el Consejo Nacional de Investigaciones Científicas y Tecnológicas- Caracas, Venezuela- 9 a 11 de maio de 1995

-Representante da UNESCO e orador na conferência do NUFFIC (Países Baixos) sobre Linkages revisited nos dias 16 e 17 de março de 1995- Texto do discurso publicado : The experience of the UNITWIN/UNESCO Chairs programme

-Participação como conferencista convidado na Conferencia Internacional da APUIES – Asociación de Universidades de Puerto Rico em colaboração com o Conselho de Educação Superior de Porto Rico sobre "Acreditación, Financiamiento e Investigación de la educación Superior de las Américas"- Puerto Rico, 4 e 5 de maio de 1995- Texto da intervenção disponível em espanhol : Calidad y relevancia en período de globalización en las Américas

-Conferencista convidado na Conferência parlamentar sobre a cooperação científica e tecnológica com os países da Europa central e oriental – Praga 5 a 7 de junho de 1995- organizada pela Comissão de Ciência e da Tecnologia da Assembléia parlamentar no marco do Programa pan-europeu de cooperação interparlamentar (PPCI) do Conselho da Europa em colaboração com o Parlamento Checo- Exposição, na sessão sobre Exode des cerveaux : quelles sont les responsabilités portées para la Communauté internationale. Texto publicado pelo Conselho da Europa em francês (original) e inglês.

-Conferencista convidado no seminário internacional sobre identidades latino-americanas em tempo de comunicação global, realizado no grande auditório público da Cidade de São Paulo, em promoção do programa de pós-graduação da Faculdade de Comunicação e Artes do Instituto Metodista de Ensino Superior em parceria com a UNESCO e a Secretaria Municipal de Cultura da cidade de São Paulo.

-Participação, como conferencista principal, em ato público no Parlamento uruguaio para apresentação do documento sobre políticas da educação superior da UNESCO realizado em 15 de junho de 1995- **Título da apresentação publicada – "El apoyo público a la educación superior"**.

-Participação como conferencista convidado para apresentar o Documento de Política sobre Educação Superior da UNESCO, na reunião em comemoração do aniversário da Reforma de Córdoba, realizada na reitoria da Universidad de La Plata, Argentina, em 16 de junho de 1995

-Apresentação do programa UNITWIN ao GRULAC, em Paris, no dia 7 de julho de 1995

-Conferencista convidado no Seminário internacional sobre "Mudança e desenvolvimento da universidade pública na América Latina"», organizado pela ANDIFES em colaboração com o Senado Federal e o MEC, em Brasília, no Senado Federal, no dia 5 de setembro de 1995, **para apresentação do documento da UNESCO sobre política de ensino superior- Texto publicado.**

-Representante do Diretor Geral na 4a. Consulta Coletiva UNESCO-ONG sobre o ensino superior realizada em Paris de 26 a 28 de setembro de 1995- Texto da intervenção disponível em francês

-Conferencista na abertura do Simpósio Internacional Educação, Ciência e Tecnologia: Bases para o desenvolvimento sustentável da Amazônia, de 26 a 30 de novembro de 1995, **em Belém, organizado pela UNAMAZ. Tema da intervenção: "O papel da educação, da ciência e da tecnologia no desenvolvimento sustentável da Amazônia"**.

-Conferências nos centros associados da UNED de Sevilla e de Córdoba na Espanha -Tema da intervenção: El reto de la enseñanza universitaria en un mundo de cambio- Abertura do ano acadêmico nos dias 27 e 28 de novembro de 1995. Texto da intervenção disponível em espanhol

-Representante do Diretor Geral na primeira reunião do Comitê Intergovernamental para a aplicação da Convenção internacional sobre o reconhecimento de estudos, diplomas e graus no ensino superior nos estados árabes e nos estados europeus que marginam o Mediterrâneo- Paris 12 e 13 de setembro de 1995- Texto da intervenção disponível em inglês

-Participante e orador convidado no Fórum Civil Euromed- Barcelona 29-30 de novembro e 1 de dezembro de 1995- promoção do Institut Català de la Mediterrània d'Estudis i de Cooperació e do Governo da Catalunha.