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**Globale Probleme (Bd.I):
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- Eine Auswahl internationaler
hochschulpolitischer Dokumente**

**Global Problems (Vol.I):
International Higher Education
- A Selection of International Documents
on Higher Education Policy**

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UNESCO Approches to Promoting International Education at the Level of Higher Education

by Dumitru Chitoran and Janusz Symonides, 1993

extract pp. 8/9

(...)

The need for a redefinition of "International Education"*

The syntagma "international education" has been brought into use as a broad and flexible concept, within the framework of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms. With the passage of time, the syntagma has tended to broaden its meaning by covering all educational endeavours aiming at better *international understanding*, at increasing awareness of and respect for the *ideas, cultures, customs and traditions* of other, at promoting *co-operation* among nations through closer *international relations* based on respect of *international law*, on justice and equity, at promoting *peace*, through studies on the causes of *conflict* and on *conflict resolution*, on the *peaceful settlement of disputes*, on *disarmament*, including its relationship to *development*, on *environmental* issues as they relate to the human condition of "being at peace" with nature, etc. As a corollary of all these concerns of international education, it also covers the basic issue of *human rights and freedoms*, and the respect for *the dignity of people* as individuals and as members of their communities, especially of the minority ones.

Under the impact of international developments, there has been a constant evolution in the importance attached to any of these concerns as components of international education. For instance, while the issue of disarmament, nuclear disarmament in the first place, was regarded as the key component of peace education and research programmes in most universities in Europe and North America, this leading position has now been taken by concerns for human rights and the advancement of democracy in post totalitarian societies, through the emergence of the elements of pluralistic civil societies. Alongside this evolution *in time* of the meaning attributed to international education, there is also a clear difference in the importance attached to any of its individual components in *geographical terms*. This became obvious also during the debates of the World Conference on Human Rights, organized by the United Nations in Vienna in June 1993.

* To make the whole texts more readable the different formats of the titles and subtitles are transformed in one formate. The meaning and levels of the titles are unaffected. (The publis her)

In clarifying the concept of "international education", as applied to higher education, it is generally agreed to start from a number of basic aspects such as the following:

- (a) goals and objectives: to increase the awareness of students and to promote reflection and research on global issues (international understanding, co-operation, peace, disarmament, the advancement of democratic processes, defence and the promotion of human rights, the rights of women, minority rights, etc.);
- (b) structures: appropriate structures for international education could be either units created specifically for that purpose or existing units used in dispensing international education programmes);
- (c) means: these includes 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.

Underlying (a), (b) and (c) above is the *international* opening of all programmes, the awareness of the fact that, in an increasingly interdependent world, most if not all major issues acquire world-wide dimensions and require global solutions. It has thus been proposed to replace the term "international education" by "global studies". However, "global studies" is an equally encompassing term which is understood differently in various contexts and within various disciplines and does not offer a solution to the problem.

The terminological issue and the coverage of the term "international education" should be clarified within the framework of the UNESCO programme for the application of the 1974 Recommendation as well as within the framework of the Programme of Action to Promote a culture of Peace. Important contributions in this sense have already been made by the International Congress of Education for Human Rights and Democracy organized by UNESCO in Montreal, Canada, in March 1993. Higher education institutions are called upon to pursue research and reflection based on the intellectual potential they possess, in order to further clarify this and related concepts, including the concept of "culture of peace".

(...)

**Policy Paper for Change and Development in Higher Education
by UNESCO;
submitted by the Director General to the General Conference in
1995
extract pp. 15-36**

(...)

II. Trends in higher education

12. Key developments in higher education over the last quarter of century are **quantitative expansion**, which has nevertheless been accompanied by continued inter-country and inter-regional inequalities in access, **differentiation of institutional structures, programmes and forms of study**, and **financial constraints**. The latter has become increasingly detrimental to the overall functioning of higher education, has led to a decline in academic quality and is putting a strain on research activities, even in countries with a strong academic base and tradition. Inability to keep pace with scientific and technological developments - UNESCO's *World Science Report 1993* shows that more than 80 per cent of world research and development (R&D) activities are carried out in just a handful of industrialized countries - means there is a widening gap between the developed and developing countries in this respect.

Quantitative expansion

13. **Quantitative expansion** can be observed in student enrolments in higher education all over the world even if the rates of growth show substantial differences from one region or country to another. This overall trend is due to several factors: demographic growth, significant advances in the provision of primary and secondary education which have meant that more young people are eligible to seek admission to higher education; the economic growth experienced by many countries and regions, and awareness that this development correlates well with investment in higher education. Another major reason is the emergence of independent and democratic countries which have seen in higher education a key instrument not only for their future economic development but also for the social, cultural and political change required to remove the vestiges and inheritance of colonialism and other undemocratic systems, to foster national identity and to develop local human resources and capacities to receive and apply knowledge and technology.

14. UNESCO's statistical data clearly demonstrate this process of growth. **Enrolments in education at all levels** grew from 437 million in 1960, representing some 14 per cent of the world's population, to 990 million in 1991, or 18 per cent of the world's population. The number of students in higher

education grew even faster - from 13 million students in 1960 to 28 million in 1970, 46 million in 1980 and 65 million in 1991. The figures for the developing countries show a particularly rapid rate of growth - from 3 million students in 1960 to 7 million in 1970, 16 million in 1980 and 30 million in 1991. As a consequence, the proportion of student enrolments from the developing countries increased from 23.1 per cent in 1960 to 46.2 per cent in 1991. In some regions the growth in enrolments appears spectacular: from 100,000 students in 1970 to 1 million in 1991 in sub-Saharan Africa, from 400,000 in 1970 to 3 million in 1991 in the Arab States, from 4 million in 1970 to 18 million in South and East Asia, and from 2 million in 1970 to 8 million in 1991 in Latin America and the Caribbean.

15. However, when interpreting these trends, it is necessary to bear in mind the very low starting base of higher education in the developing countries and the high rate of population growth there. It must also be recalled that the younger population has been growing continuously in the developing countries while most developed countries have experienced an increase in their older population.

16. To put enrolment increases into perspective it is necessary to relate them to the corresponding school-age population. This ratio, expressed as a percentage, gives an idea of the capacity of access to a given level of education. Enrolment ratios of the 18 to 23 age-group indicate considerable inequalities among the principal world regions. The figures confirm a fairly steady growth overall - from 9.6 per cent in 1960 to 14.8 per cent in 1970 and 18.8 per cent in 1980, followed by a slight decrease to 18.6 per cent in 1990, rising again to 18.8 per cent in 1991. Over the same period, the enrolment ratio in the developed countries showed a steadier increase and at a much higher level - 15.1 per cent in 1969, 27.1 per cent in 1970, 30.7 per cent in 1980 and 40.2 per cent in 1991. The corresponding ratios for the developing countries were: 7.3 per cent in 1960, 10.1 per cent in 1970, 15.1 per cent in 1980 and 14.1 per cent in 1991.

17. This **inequality of access** becomes particularly obvious when considered in terms of the number of students per 100,000 inhabitants, which is a revealing indicator of the overall level of development of higher education in a given country or region. In 1991, this number varied from over 5,000 students in North America to more than 2,500 in practically all the developed countries. Only a few developing countries have a ratio within this range and the vast majority have far fewer students. Particularly worrying is the situation in sub-Saharan Africa, where the ratio is less than 100 students per 100,000 inhabitants. This means that young people's opportunities to pursue higher education in the region are 17 times lower than in the industrially developed countries (on average, they are four times lower for young people in all the developing countries). As underlined in UNESCO's *World Education Report 1993*, the 'higher education gap' between the countries

of sub-Saharan Africa and the rest of the world is one of the most striking disparities in education today.

18. It is also significant that the expansion of student enrolment has been concentrated in study programmes involving lower spending on personnel, equipment and overall functioning than in more resource-demanding fields of study such as the natural sciences and technology. While the overall growth in student enrolment has also meant broader access of under-represented categories such as women, ethnic minorities and students from low-income families or rural areas, greater equity in access to higher education must remain an objective of any forward-looking policy.

19. Trends concerning **women's participation in higher education** attest to what can be achieved when adequate policies are adopted. UNESCO's statistics show that the percentage of women in the total student population in higher education increased from 34 per cent in 1960 to 43 per cent in 1980 and 45 per cent in 1991 (it is estimated that it will stay at about 44 per cent until the year 2025). Although appreciable progress has been made, there are still noticeable differences between the major regions of the world. In 1991 the percentage of women students was 27 per cent in sub-Saharan Africa, 33 per cent in East Asia, 36 per cent in South Asia and 37 per cent in the Arab States. Concern has also been expressed that female enrolment is often concentrated in certain clusters of fields of study such as medical care and teaching, while women are under-represented in science and technology and in postgraduate studies that lead to an academic career.

20. UNESCO's projections for enrolment in higher education show an increase in the number of students worldwide from 65 million in 1991 to 79 million in the year 2000, 97 million in 2015 and 100 million by 2025. The need to develop **mass quality higher education** will represent a major challenge in the years to come. Projected enrolments in the developing countries also show a strong increase: from 30 million students in 1991 to 40 million in the year 2000, 50 million in 2015 and 54 million in 2025. However, in view of the projected population growth over the same period, the inequality in opportunities for higher education will persist: while participation in higher education should cover about half of the eligible population in the developed countries, less than 10 per cent of the population will be enrolled in higher education in the developing countries.

Diversification of structures and forms

21. Profound changes in the institutional structures and forms of higher education as well as methods of teaching, training and learning have been or are being undertaken by national authorities and by the institutions themselves. One of the direct results has been the **diversification** of higher education in practically all

world regions. Although universities in particular, which cherish their long-established traditions, are somewhat resistant to change, higher education as a whole has undergone a far-reaching transformation in a relatively short period of time.

22. The reasons for these changes are both external and internal. Among the **external factors**, the following have been particularly relevant for the process of diversification:

- increased social demand for higher education and the need to cater for a much more diversified clientele;
- drastic cuts in spending on public higher education, thus compelling institutions to design alternative, more cost-effective programmes and delivery systems;
- constantly changing labour market needs which have required higher education institutions to make provision for training in new professional, technological and managerial fields and in new contexts, as a result of the globalization and regionalization of economies.

23. The following three **internal factors** have been pertinent, particularly for the reorganization of teaching and research activities in higher education:

- enormous advances in science, resulting in the development of academic disciplines and their further diversification;
- growing awareness of the need to promote interdisciplinary and multidisciplinary approaches and methods in teaching, training and research;
- rapid development of new information and communication technologies and their growing applicability to various functions and needs in higher education.

24. The cumulative outcome of the processes outlined above is a pronounced **diversity** within the national systems of higher education, mainly concerning institutional structures, programmes, student population and funding sources. The internal complexity of national systems is such that hardly any taxonomy, however flexible, can make a clear-cut distinction between various types of institution and programme. There is, nevertheless, a certain degree of similarity in the way the individual institutions see their place in the higher education system. The identification and analysis of some particularly distinctive traits are a relevant indicator of past changes, and can also signal the likely direction of development.

25. The following dichotomous, but not necessarily bipolar, differentiations within many higher education systems have been observed during recent years concerning:

- **University and non-university types of higher education institution.** Even if there are noticeable variations among universities themselves concerning the amount and quality of research, the number of academic disciplines and study

programmes and so on, they are nevertheless significantly different from non-university higher education institutions.

- **Size.** Higher education institutions range from small to medium-sized and large institutions with corresponding differences in the number of students and staff. Large institutions are frequently located in urban centres where they may be major employers. When higher education institutions function in several localities, they are often multi-campus organizations accommodating various affiliated colleges and institutes as well as postgraduate or professional schools. Some function as 'federated' or 'comprehensive' universities.
- **Academic profile and level of study.** Certain institutions have a disciplinary specialization such as agriculture, medicine, teacher training, social sciences or physical education, but the current trend is towards a more comprehensive disciplinary context. Closely linked to this trend is diversification of levels of study. The programmes usually classified as undergraduate, graduate and postgraduate and which lead to one of the three main types of degree - bachelor, master and doctor (or their national and professional equivalents), are the main forms of certification in higher education. However, many functions associated with higher studies and training are now taking place in environments other than traditional higher education institutions. These programmes often respond to the specific learning needs of a highly diverse clientele - for example by providing distance learning courses - and answer the demands of further professionalization and the constantly changing labour market. Their certification raises problems of both an academic and professional nature, including the need to grant academic recognition to skills acquired outside academic institutions.
- **The student body.** For economic and social reasons, the number of part-time, non-degree-course students is increasing. Furthermore, even full-time students are tending more often to begin studies after some work experience or to alternate periods of work with periods of study. Consequently, the traditional age structure of the student body is becoming more diversified.
- **Funding sources and proprietary status.** Higher education institutions fall into three major categories: public, private and mixed. The proportion of students in private institutions is on the increase, reaching over 50 per cent of total enrolments in some countries, mostly developing ones. The recent emergence of private higher education institutions and professional schools, especially in Central and Eastern Europe, meant that laws had to be passed to cope with this new scholar sector. It is generally agreed that, at least from the point of view of academic standing, the differences between private higher education institutions are greater than those within the public sector. It should also be pointed out that there can be substantial differences even within a given national system concerning the legal status and academic accountability of different private higher education institutions.

26. Other types of differentiation can be discerned in higher education, although they are less relevant to the ongoing diversification process. Thus, in certain national systems a distinction can be observed between institutions which, by their character and location, have a national mission and those which cater for the needs of a particular region or even locality. On the other hand, certain institutions, particularly professional schools, are international in character. There are also regional institutions serving the needs of several small States, particularly island States, which lack the economies of scale that would enable them to establish fully fledged institutions of their own. Other institutional distinctions can be made between secular and religious institutions and - although this is increasingly uncommon - between gender-specific institutions.

27. It would be erroneous to present any of the types of institution and programme described above as optimum responses or models. It might be tempting, for instance, to postulate that if wider access to and provision of higher education at a lower cost were the desired goals, then differentiated institutions, preferably distance education-based and predominantly private, would be the solution. However, one should not lose sight of the fact that a decision taken about one component, function, mission or structure in a higher education system does not leave the others unaffected. Diversification is a most welcome trend in higher education today which should be supported by all the means available. But underlying all decision geared towards promoting diversification must be concern to ensure the **quality** of institutions and programmes, **equity** with regard to access and the preservation of higher education's **mission** and **function**, with full respect for **academic freedom** and **institutional autonomy**.

Constraints on funding and resources

28. The correlation between investment in higher education and the level of social, economic and cultural development is well established. There is, therefore, concern about the continued demand for quantitative expansion in higher education within the existing pattern and level of its financing. In the majority of cases, the growth in the number of higher education students has not been accompanied by increases in the allocation of resources in real terms, thus obliging many institutions to make cutbacks in their budgets, study programmes, modernization of infrastructure, library holdings, international co-operation and even academic staff. Shortage of funds combined with growing public awareness of how these are allocated has often brought about a reduction of State funding for higher education, in both developed and developing countries. Funding constraints have affected all types of higher education institution, even the best endowed.

29. Meeting rising social expectations about higher education when resources are diminishing presents major difficulties for the developing countries, particularly

where fiscal constraints deriving from the need to control public budgets have been further affected by the consequences of structural adjustment policies. According to UNESCO's statistics, developing countries spend a much higher proportion of their GNP on the public higher education sector. But even when relatively high priority is given to higher education, these countries are still far from able to allocate the level of support they need or that can be found in the developed regions of the world. On average expenditure per student in absolute terms is ten times lower in the developing countries than in the industrialized world. Such problems reveal a policy dilemma with regard to public spending on higher education: the poorer the region, the higher the relative cost per student, estimated in terms of the percentage of GNP allocated to higher education.

30. Hardly any country can nowadays support a comprehensive system of higher education from the public purse alone. Moreover, given the state of the economy in a number of regions and persistent State and local budget deficits, it seems unlikely that this trend will be reversed in the coming years. The call to seek alternative sources of funding is part of the current 'policy landscape' in higher education. As a consequence, there is enormous pressure for a modified **distribution of cost-sharing responsibilities**, through the introduction and/or increase of tuition fees and other study-related charges, and through the encouragement of various **income-generating activities** such as contract research, a broad range of academic and cultural services and short-term courses. The search for alternative funding has proved much more difficult for the developing countries.

Enhanced internationalization

31. Recent developments in education and science have reinforced the validity of the argument that since knowledge is universal, its pursuit, advancement and dissemination can be greatly enhanced by the collective efforts of the international academic community. This is the reason for the ingrained international dimension of academic life in general, encompassing higher education institutions, scientific societies and student associations. The particular attention paid to the internationalization of the content and context of higher education functions and the growth of student and staff mobility gain additional significance in the light of current trends in global trade, economic and political integration and the growing need for intercultural understanding. The expanding number of students, teachers and researchers who study, work, live and communicate in an international context, a phenomenon facilitated by new telecommunications technologies, affirms this overall positive development.

32. According to UNESCO statistics, the number of people pursuing higher education studies outside their country of origin increased by almost 30 per cent over the last decade: from about 920,000 in 1980 to about 1.2 million in 1990.

Most of these (more than 750,000 in 1990) came from the developing countries. However, the same statistics indicate that the overall increase in the number of students pursuing studies abroad is not keeping up with the absolute growth of higher education enrolment worldwide. Therefore, in percentage terms, student enrolments in higher education are tending to become less 'international' in character. This is not necessarily a matter for concern since it could be an indication of the increasing capacity of the developing countries to train their own students at home. But it is also important to consider these developments in the context of emerging patterns, forms and directions of student and academic staff mobility.

33. Much student mobility takes place outside the framework of any structured or organized exchange programme. Many countries and institutions regard higher education as a significant 'export segment' of their services and a source of additional income, particularly since most foreign students pay the full cost of their tuition. The major beneficiaries are the higher education institutions in the developed world, even if in some cases, mainly at the advanced level, the host countries and their institutions share the cost of studies. The overall consequences of this trend are already reflected in the composition of the international student body, with the number of students from developed countries increasing faster than the number from developing countries. Moreover, some 97 per cent of students from the developed countries who undertake studies abroad go to another developed country, so that student mobility is becoming more North-North and less South-North. In other words, while the benefits of study abroad are increasingly recognized, the costs involved make it a privilege for those countries (or students) that can afford it. Proof of this is the fact that among foreign students from the developing countries, numbers are declining everywhere except in Eastern Asia and Oceania regions where several countries have made significant economic progress in recent years.

34. The risks of **external brain drain** have for some years been a major dilemma for international co-operation in higher education, particularly in its more traditional forms where extensive absence from the home country or academic institution is the norm. The overall adverse effects of the brain drain on developing countries are well known and in most cases are not counterbalanced by the financial remittances sent back by those employed abroad or by other beneficial side-effects. According to the *1992 Human Development Report* of the United Nations Development Programme, nearly one third of Africa's highly skilled personnel had moved, mainly to European countries, by 1987 and up to 60,000 middle and high-level managers and other categories of personnel moved between 1985 and 1990. The external brain drain has also affected other regions. The scale of the loss of this human capital from the developing to the developed world is to some extent related to the fact that the latter countries take account of

the formal level of educational and professional credentials in their immigration policies.

35. The problem of long-term external brain drain is linked to student and academic mobility, but it is not entirely and exclusively caused by it. It is part of a much wider phenomenon of regional and international migration resulting from interrelated economic, social and political affairs in many parts of the world. Study abroad can be considered as one of the contributory factors to the migration of highly qualified human capital and talent. However, a large number of those involved in the brain drain phenomenon have in fact been educated in their own countries. The lack of local incentives and opportunities for the professional advancement of young researchers and graduates can become a prevalent factor conducive to external and internal brain drain - both being detrimental to the functioning and long-term development of higher education.

III. Challenges for higher education in a changing world

Outlook on major challenges

36. The trends presented above are essential for understanding the conditions in which higher education functions at present and will continue to function at least for the foreseeable future. They are affecting other equally important and challenging issues of higher education such as public and private financing and resource allocation; maintaining and improving the quality of academic work; relevance, efficiency and effectiveness; the reform of teaching; and the whole range of issues related to the exponential expansion of scientific information, as well as to the impact of new communication technologies. They all have a strong bearing on the policy debate in higher education. But it is developments at the broader, societal level - global, regional, national and local - that ultimately call for a fresh look at the mission, roles and functions of higher education.

37. Despite enormous progress in many areas of human endeavour, today's world is beset with tremendous problems and challenges, dominated by the demographic changes due to strong population growth in some parts of the world, frequent outbreaks of conflict and ethnic strife, hunger, disease, persistent poverty, homelessness, long-term unemployment and ignorance, and by problems related to protection of the environment, securing peace, democracy, respect for human rights and the preservation of cultural diversity. Many long-standing disputes and differences within and between countries in some parts of the world have become not only more visibly but also more persistent when ideologically inspired 'camouflaging' is no longer possible. In order to deal with these problems, urgent action must be taken by the international community in a spirit of solidarity and with a clear understanding of countries' common interests.

38. Current international trends are characterized by a series of concurrent, sometimes contradictory, processes:

- **Democratization**, which can be seen in the removal and collapse of many totalitarian regimes and in the steady advance of democratic forces. This serves as the foundation for development and collective action aimed at guaranteeing peace and respect for human rights.
- **Globalization**, reflecting the growing interdependence on a world scale of national and local economies and trade, as well as the need to adopt a global approach in order to cope with the resulting problems.
- **Regionalization**, in which States form groupings to facilitate trade and economic integration as a means of reinforcing their competitiveness. Regional arrangements may also be useful in matters of education, culture, environment, labour markets and infrastructures.
- **Polarization**, which is evident in increased inequalities on a global, regional and national scale and results in a widening gap between rich and poor countries and populations, with the whole array of political, economic and social consequences this process entails.
- **Marginalization**, which is clear from the international or local isolation of a number of countries as well as of certain segments of the population because of various forms of underdevelopment.
- **Fragmentation**, which foments social and cultural discord, and, in its extreme form, can lead to 'atomization', through attempts to divide States and local communities along ethnic, tribal or religious lines.

39. The emergence of a collective will for more efficient action at all levels to set development on a new course has also prompted the United Nations and its Specialized Agencies, programmes and funds to search for new approaches. This line of action has been reflected in the agendas, debates and decisions of various international fora held under the auspices of the United Nations. Among those which have been considered in this policy paper are:

- the United Nations Conference on Environment and Development (June 1992, Rio de Janeiro) which adopted *Agenda 21* as a blueprint for action for global sustainable development into the next century;
- *Agenda for Peace*, which sets out the objectives, principles and possible measures to be taken up in order to ensure peace and security, adopted by the United Nations in 1992;
- the World Conference on Human Rights (June 1993, Vienna), the decisions of which reinforced the view that development is a universal right and an integral part of human rights;
- the International Conference on Population and Development (September 1994, Cairo), which pointed to the corner-stone role played by education in coping with the population factor in the current and future development agenda.

40. The common denominator of the views set out in these documents is the strong recommendation for concerted action by all concerned - States and governments, inter-governmental organizations, business and professional communities, non-governmental organizations, the media and the public at large - in order to shape the policies, attitudes and modes of action of the community towards **sustainable human development**. There are clear indications that this process will gain further momentum in the context of the Agenda for Development being prepared by the United Nations and in the wake of such major international events as the World Summit for Social Development (Copenhagen, 1995) and the Fourth World Conference on Women (Beijing, 1995).

41. there is unanimous agreement, fully endorsed at numerous international fora and in major policy-setting documents, that the *sine qua non* condition for humankind to cope with the challenges it is facing at present resides in **human resource development**, understood not in its narrow managerial meaning, but in a broader sense in which education and training play a major role. Access to higher education and to the broad range of services it can render to society is part and parcel of any sustainable development programme in which high-level human expertise and professional skills are required.

Shifting imperatives of economic and technological development

42. One of the critical economic challenges facing many countries, including the most industrialized, is **how to enhance their ability to adapt to changes** in the economy, technology and international trade. The pace and depth of those changes are unprecedented and affect many domains of human activity. They create new opportunities but also pose numerous problems, particularly with regard to the world of work. Developments in this domain go beyond the usual ups and downs of economic fluctuations. It is also increasingly understood that the impact of economic and technological change is such that if not dealt with in time and in an adequate manner, it can unravel a whole set of social and political problems with inevitable local, national, regional and international consequences. Much is expected of education and training in order to cope with these shifting imperatives.

43. The impact of technological development, particularly in information and communications, is such that all countries, regardless of their level of industrial development, have to use globally accepted standards and equipment. This applies not only to **'hardware'**, but also to organizational structures and the human factor - **'humanware'**. This is dependent on or related to education, particularly at the vocational and higher levels.

44. The consequences of the above developments are particularly relevant for higher education, since it is this level which, in co-operation with vocational and technical education, is engaged in the development of a quality work-force on which depends the creation of quality jobs.

New development strategies and higher education

45. The search for solutions to the challenges outlined above has to be seen in the context of national and local cultural and social values. These solutions must also be in harmony with the principles on which societies wish to base their international social, economic and cultural relations. Whatever the conclusion, links with society as a whole are essential in the concept of the higher education institution and its nature as a place of encounter for those motivated by a passion for learning and committed to sharing existing knowledge and searching for new knowledge.

46. Research into modern social and economic development shows that it cannot flourish inside rigid or imposed structures. The failure of development strategies based on the rigid transmission or imposition of economic models is one lesson drawn from practical experience, particularly in sub-Saharan Africa, Latin America, and Central and Eastern Europe. This conclusion also applies to the problems facing higher education. One of the main findings of the UNESCO consultations organized in preparation for this policy paper was that more and more people and institutions have become aware that, in all regions, the rigid adoption of foreign concepts and values and the neglect of regional and national cultures and philosophies have had negative repercussions on education. This finding should be borne in mind by States undertaking higher education reforms.

47. The basic premises of the concept of indigenous and sustainable development were formulated in 1991 by the United Nations in its International Strategy for Development, which was subsequently approved by the General Assembly. It considers that economic development should be based on two main foundations: the reduction of poverty and the development of human resources. Higher education has become, more than ever, an important partner for all concerned with these problems. Human development and the building of more co-operative and participatory relations in society are directly related to the effective use and development of existing educational opportunities, including at higher education level.

48. From the above brief analysis of challenges for social, economic and cultural development in a rapidly changing world it becomes clear that:

- Higher education stands out as one of the keys to setting in motion those broader processes which are necessary to cope with the challenges of the modern world.

- Higher education and other academic, scientific and professional institutions and organizations, through their functions in teaching, training, research and services, represent a necessary factor in development and in the implementation of development strategies and policies.
- A new vision of higher education is needed which combines the demands for universality of higher learning with the imperative for greater relevance, in order to respond to the expectations of the society in which it functions. This vision stresses the principles of academic freedom and institutional autonomy while at the same time emphasizing the need for accountability to society.

IV. Responses of higher education - a new vision

49. The options to be considered and decisions to be made by policy-makers at the international, regional, national and institutional levels should be guided by the three watchwords which determine the strategic positioning of higher education in society as well as its internal functioning - **relevance, quality and internationalization.**

Relevance of higher education

50. **Relevance** is considered particularly in terms of the role of higher education as a system and of each of its institutions towards society, as well as in terms of the latter's expectations with regard to higher education. It must thus include matters like democratization of access and broader opportunities for participation in higher education during various stages of life, links to the world of work and the responsibilities of higher education towards the education system as a whole. No less important is participation by the higher education community in the search for solutions to pressing human problems such as population, environment, peace and international understanding, democracy and human rights. The relevance of higher education is perhaps best expressed through the variety of 'academic services' it renders to society. In the years to come, the types and methods of delivery of these services will need to be redefined and renegotiated.

Relations with society as a whole

51. The policy debate on the role of higher education in a changing world has to be based on a judicious balance between the preservation of those features which should remain as part of the educational and cultural heritage and the changes which are essential to preserve the role society accords to higher education. The aim should be to make higher education more responsive to the general problems facing humanity and the needs of economic and cultural life, and more relevant in the context of the specific problems of a given region, country or community.

52. Responses to the challenges listed earlier necessarily imply an education dimension including higher education. For this reason shaping of national and institutional higher education policies concerning the missions and functions of higher education means dealing with basic questions such as:

- How can higher education and its various institutions contribute to socio-economic change and help to promote sustainable human development?
- How can higher education, and particularly teaching and research, contribute to the organization of modern society and be more closely involved in actions aimed at reducing poverty, protecting the environment, improving health care provision and nutrition, promoting the principles of civil society and developing other levels and forms of education?
- How can higher education respond to the changes in the world of work and civic culture needed to answer these challenges (which means developing academic and professional qualifications as well as civic and personal qualities)?

These questions can be summed up as follows: **what is and what should be the role of higher education in present and future society?**

Higher education and the world of work

53. Two parallel trends determine the relationship between higher education and the world of work. Firstly, higher education is moving towards a mass enrolment system as modern economies become increasingly knowledge-intensive and therefore depend more on graduates of higher education, who constitute a 'thinking work-force'. Secondly, graduates will have to accept the need to keep changing jobs, update their knowledge and learn new skills. The world of work is being radically redefined and a large part of the specific knowledge that students acquire during their initial training will rapidly become obsolete. Continuous and interactive partnerships with the productive sector are essential and must be integrated into the overall mission and activities of higher education institutions. But it should be emphasized that higher education has to view its relations with the world of work from a long-term perspective and in broad terms.

54. Although higher education institutions are not the only ones in modern society providing professional training of highly qualified personnel, this nevertheless remains one of their major responsibilities. Universities and other higher education institutions are still considered a particularly appropriate place for the overall training of those leaving secondary education in many academic disciplines and on which further professional training can be based. They also provide an appropriate setting for young people to develop skills essential for effective collaboration between individuals with varied professional and cultural backgrounds. This traditional function has to be seen in the context of the

growing need for 'educational services', as society moves towards a model of **lifelong learning for all**, which is gradually replacing the prevailing model of selective and concentrated learning and study for a limited period. Only a sufficiently diversified and flexible system of access to and provision of higher education can meet the challenges of a rapidly changing labour market.

55. New conditions in the world of work have a direct influence on the aims of teaching and training in higher education. Merely increasing curriculum content and students' work-load cannot be a viable solution. Preference should therefore be given to subjects which develop students' intellectual capacity and allow them to deal judiciously with technological, economic and cultural change and diversity, equip them with qualities such as initiative, an entrepreneurial attitude and adaptability, and allow them to function with greater confidence in a modern work environment.

56. With this in mind, higher education must develop both responsive and proactive attitudes towards the labour market and the emergence of new areas and forms of employment. It needs to pay attention to changes in major market trends so as to adapt curricula and the organization of studies to shifting circumstances and thus ensure greater chances of employment for graduates. More importantly, however, higher education must contribute to shaping the labour markets of the future, both by performing its traditional functions and by helping to identify new local and regional needs conducive to sustainable human development. Put succinctly, at the times when the equation 'degree = job' no longer applies, higher education is expected to produce graduates who can be not only job seekers but also successful **entrepreneurs** and **job creators**.

57. In response to these challenges, the active involvement of the academic community with economic partners is increasingly perceived as an integral part of the mission of higher education. These relations still mainly concern research which can contribute to technological development, but there is a growing understanding of the need to expand them to such areas as teaching, training, organization of study and institutional structures. At the same time, new arrangements based on flexibility in programme delivery are being sought to serve as viable mechanisms for the promotion, maintenance and strengthening of stable and mutually beneficial interactions.

58. As concerning in the private and public sectors are increasingly exposed to the effects of worldwide economic and political change, employees who can work efficiently in such settings also require an international context for training, retraining and refresher courses. Higher education institutions, as organizations encompassing many cultures and participating in a wide spectrum of international activities, are well suited to providing a sufficiently dynamic studying and

teaching environment with a pronounced international dimension and a global perspective.

59. The process of globalization provides additional evidence that modern development of human resources implies not only a need for expertise in advanced professionalism but also full awareness of the cultural, environmental and social issues involved. It has become important for higher education institutions to reinforce their role in enhancing ethical and moral values in society and to focus attention on developing an active, participatory civic spirit among future graduates. Greater emphasis is also needed on the student's personal development alongside preparation for professional life. The demand for such graduates and study programmes could represent an opportunity for the revitalization of humanities and the arts in higher education and open up new opportunities for co-operative links with various economic and public organizations.

Relations with the State and the basis for institutional governance and management

60. Establishing well-organized relations between higher education and the State is a prerequisite for the process of change and development in higher education. It is mainly a responsibility of the State and its institutions to define the overall regulations and broad financial framework in which higher education institutions carry out their mission. Essential in this regard is the legislative function of the State, particularly in view of the institutional, proprietary and functional diversification of higher education.

61. A clear grasp of the principles on which relations between higher education and the State are based is a pre-condition for quality and accountability in governance and management of higher education institutions. **Academic freedom**, understood as a set of individual and collective rights and responsibilities, is central in this respect. Together with the recognition of institutional autonomy, it is essential for the preservation of the university or any other higher education institution as a community of free inquiry. It is these principles which, in many respects, make higher education institutions different from educational institutions at other levels and from research organizations. This should not be interpreted as an imposition of external models and principles but as a general prerequisite for progress in the dissemination of knowledge and the services higher education can offer to a given community and to society as a whole.

62. Recent history has provided strong evidence of the need to defend the principle of academic freedom as a *sine qua non* for the existence and normal functioning of higher education institutions. The proper degree of statutory

institutional autonomy should therefore be granted to both **public** and **accredited private higher education institutions** to allow them to be relevant and perform their creative, reflective and critical functions in society. While the State may ensure general co-ordination in various system-wide policy matters such as accreditation and quality assessment, institutional self-governance should be given adequate, pragmatic form. At the same time, the entire socio-economic environment is compelling higher education institutions to build up ties and partnerships with the State and other sectors of society and to accept that they are accountable to society.

63. However the principles of academic freedom and institutional autonomy should not be used as a cover for professional negligence and/or organizational incompetence. They should imply increased responsibility in academic work, including its ethical context, and in matters of funding, self-evaluation of research and teaching, and a constant concern for cost-effectiveness and efficiency. On the other hand, evaluation and quality assessment, particularly of public higher education institutions, should not be made synonymous with external over-regulation or used as a way of restricting public funding. They should function as mechanisms allowing higher education to secure its self-improvement. In this complex policy environment, both the State and higher education institutions should recognize the positive role played by 'buffer organizations' and other institutional forms of collective representation.

64. Analyses of the present conditions of higher education are unanimous in pointing to insufficient financial resources as one of the main constraints on its further development. The challenge of limited resources is unlikely to be overcome in the near future, so higher education institutions will have to find ways of coping with this challenge. Elimination of weakness in governance and management is paramount in this process. therefore it is in the interest of public and private higher education that it should consider the issues of evaluation and quality, including institutional and programme accreditation, as vital for a responsive and accountable system of governance and management.

65. The most viable institutions of higher education, in both financial and operational terms, are those which have succeeded in incorporating mechanisms and information systems that enable them to remove mediocrity and guarantee quality of teaching, research and service. These are also the institutions which stand a better chance in competition to obtain resources from the public and private sectors.

66. A key to improved governance and management is confidence in the leadership and managerial qualifications of those involved in these activities. This implies improvements in selection and assessment as well as the enhancement of appropriate training and development provisions at the system, institutional and

department levels. It also implies further promotion of research on higher education which should be regarded as an important 'knowledge base' for policy-making.

Funding and cost-sharing responsibilities

67. The major problem facing almost all developed and certainly all developing countries is the basic dilemma that arises from continued high social and individual demand for access to various forms of studies and educational services at a time of growing constraints on public budgets. This situation is nowadays a principal source of strained relations between the State on the one hand and higher education on the other. Higher education has to show that it can compete with other organized interests for financial attention from public funding sources. However, the existing and projected difficulties of public budgets should not be the sole context in which the financing of higher education is discussed; it is also timely to discuss these problems from the point of view of shifting the burden for expansion of higher education from public to private sources.

68. Under existing economic conditions, institutions of higher education sometimes have recourse to selective 'cost recovery' regarding their service activities. The adoption of such measures should be accompanied by an earnest search for ways of making more efficient use of their own human and material resources. The introduction of **tuition fees**, for instance, is a sensitive issue in higher education and should, accordingly, be approached with due caution since it touches on many aspects of social justice and mobility, educational equity and the educational, social and fiscal policies of the State in general. It also has to be seen in the context of academic streaming, which is affected by existing tuition fees at the preceding levels of the education system because of its external and internal implications for the student body, governance and public standing. Above all, due attention should be paid to accompanying fees with adequate provision of support for needy students in the form of grants and loans.

69. There is a risk that a radically applied policy of detachment of the State from higher education in matters of funding, influenced by a narrowly interpreted concept of the 'social value' of a given level of education, may result in excessive pressure for 'cost recovery' and calls for 'alternative funding' and 'internal efficiency gains' in teaching, research and administration. Another danger is an excessive demand to 'commercialize' the activities carried out by higher education institutions. In this case observance of standards concerning student admission, study programmes, graduation and teaching may become a matter of general concern and a source of tension between higher education establishments, the State and the public at large. Efforts should therefore be made, through appropriate monitoring and accreditation procedures, to reduce

these tensions since all genuine higher education establishments, regardless of their form of 'ownership', are called upon to perform mainly public functions.

70. The main criterion for evaluating the functioning of higher education is the quality of teaching, training, research and service to the community. Therefore, it is important not to confuse the liberalization of economic relations and the need to promote an 'entrepreneurial spirit' with the absence of public social policies, in particular in relation to financing of higher education. Nor should the granting of institutional autonomy be interpreted as a policy alternative to force institutions to raise their own funds - either by excessively contracting out their services to industry or by introducing or raising tuition fees and other study-related charges.

71. Ultimately, if the university or any other higher education institution is expected to make a significant contribution to change and advancement in society, the State and society in general should perceive higher education less as a burden on the public budget and more as a long-term national investment for enhancing economic competitiveness, cultural development and social cohesion. This is also the framework within which the problem of cost-sharing responsibilities needs to be addressed. In conclusion, **public support to higher education remains essential to ensure its educational, social and institutional mission.**

Renewal of teaching and learning - issues of content and delivery

72. To meet the needs of the agenda for sustainable human development, higher education must adapt its study programmes and, whenever necessary, adopt and develop new ones. The knowledge explosion has resulted in a considerable increase in the number of programmes offered by higher education institutions. One characteristic of this explosion is the interdependence of various scientific disciplines, and there is general consensus on the need to enhance the **interdisciplinary** and **multidisciplinary** content of studies and to increase the effectiveness of methods of delivery. Initiatives aimed at the renewal of learning and teaching must reflect such developments.

73. In order to achieve this aim, higher education institutions should re-evaluate the place of teaching in their overall mission and provide incentives which would better reflect the current importance of this activity. At the same time, they should establish numerous - but not necessarily formalized - links with organizations, trade and industry. They could help to improve conditions of access and ease participation in **new forms of higher education**. While based on traditional studies, these could also encompass advanced programmes of vocational training for those unable to follow the traditional system of admission. For instance, more flexible organization of studies and certification as well as the development of external programmes with the assistance of new communication

and information technologies would facilitate access for individuals and communities in rural areas. This would also mean that higher education institutions should make a stronger commitment to the emerging general model of **lifelong learning**. This would call for the establishment of new types of relations between higher education institutions and their social partners. It would also imply a continuous analysis of the need for study programmes, training and retraining, and would require the establishment of methods for adequate recognition of work experience relevant to students' academic work and to instructors' teaching qualifications.

74. New roles for higher education will need to be defined to provide lifelong learning opportunities at the highest level. Less formal and more flexible methods of advanced training and updating knowledge and skills must be found. Flexible organizational structures for teaching should not only be in harmony with the existing subtle links between knowledge-generating activities and teaching but should make it easier for specialists from economic and other sectors to teach in higher education institutions. Experienced people from the world of business, government and international organizations could thus inject new ideas into study programmes.

75. The effectiveness of the renewal of learning and teaching also depends on how knowledge is transmitted. It is increasingly evident that under the combined impact of software and hardware development in information and communication technology, avenues have now been opened up to facilitate new types of educational service. This technology-based learning environment calls for rethinking teaching practices as well as the overall functions of campus-wide information systems. In order to be favourably accepted by the academic community, in particular by students and teachers, and to be fully beneficial to learning and teaching, the use of information technology should be judiciously placed on the institutional agendas of commitment aimed at improving learning, teaching and information services, particularly libraries. Further development of these technologies in higher education also depends on finding satisfactory solutions to reconcile the academic community's need for access to information and the interests of the owners of intellectual property rights, especially those involved in commercial publishing and information exchanges.

76. Higher education institutions should make greater use of the advantages offered by the advancement of communication technologies. It is now possible, for example, to integrate distance learning into more traditional study programmes without loss of quality. As a result of such developments, the distinction between distance and traditional education is becoming blurred. Alternative delivery systems are an increasingly viable element in a forward-looking blueprint for higher education, especially in opening up to a new clientele and creation flexible strategies in order to overcome the disadvantages associated

with the traditional organization of studies. Co-operation with both public and private organizations and associations should be fostered in this respect.

77. In this search for new solutions, institutions in many countries have been looking for alternatives to traditional study programmes through the development of **knowledge modules**. The introduction of modular curricular as organizational frameworks for studying and teaching warrants further exploration and encouragement. It requires improvement of the system of study counselling, appropriate adjustments concerning the course ownership and term-structured formats used by many faculties, redesigned student support and tutoring services (especially in distance higher education) and opportunities for study credit and staff transfers between various forms and fields of study.

78. The system of mutual national and international recognition of studies, diplomas and degrees should reflect and facilitate this flexible system and stimulate vocational counselling and the upgrading of professional qualifications. At the same time, it seems evident that the adoption of modular systems could facilitate the international recognition of studies and diplomas, thus favouring academic flexibility and increased mobility. The need for international agreements, co-operation mechanisms and practices in this field seems both justified and indispensable.

Strengthening the research function of higher education

79. No system of higher education can fulfil its mission and be a viable partner for society in general unless some of its teaching staff and organizational entities - in accordance with their particular institutional goals, academic potential and material resources - also carry out research. This statement needs to be reiterated particularly now that higher education, in common with other research organizations, needs renewed public support. Society must restore the scientific 'faith' of researchers to enable them to pursue new goals in the light of the complex ecological, economic, social and cultural issues facing humanity.

80. The research function of higher education has also become characterized by the diversification of those engaged in leading-edge scholarly work. Higher education institutions, particularly in the developed countries, face strong competition from research institutions outside the academic community which, in many fields, possess better equipment and more resources. On the other hand, the public funds allocated for research in academic institutions are being subjected to greater administrative restrictions. Under such conditions, higher education institutions and researchers themselves have to show their capacity to compete with other research organizations and adapt to new organizational forms of co-operation in research.

81. Emphasis on short-term gains and the pressure of budgetary constraints can lead to serious long-term consequences for higher education institutions as the proper seats for the advancement of knowledge and the training of future scientists and industrial researchers. Research departments in higher education institutions, although costly, are a crucial source of skills and ideas in the context of the global economy based on knowledge and constant technological change. The best way to make the general public, government bodies and economic organizations aware of the role of research in higher education is to demonstrate, through convincing results, the scholarly quality, economic value, humanistic perspective and cultural relevance of research and the related study programmes and teaching.

82. Because of the costs involved, many countries, particularly those facing serious economic difficulties, have tended to resort to cuts in funding research in higher education, even though they are sometimes the main, and in many developing countries the only, places where significant research activities take place and where technology suited to local needs can be developed. Meaningful rationalization of research efforts should incite many countries and institutions, particularly in developing States, to effectively co-ordinate their sometimes over-fragmented research programmes and establish **linkages** and/or **networks** of centres where meaningful research can be carried out.

83. The educational benefits of activities associated with research are often underestimated, partly because the links between teaching and research are not always straightforward or tangible. It is important that research in higher education institutions be undertaken not only for reasons of scholarly prestige or for economic considerations but also as part of the overall renewal and development of learning, teaching and public service activities, including the dissemination of knowledge. Researchers should therefore also look at how their findings can be included in curricula and retraining programmes. Besides its educational value, participation in scientific projects teaches students how to work as part of a team and to accept the discipline inherent in any scientific pursuit.

84. Science is continuously confronted with new issues requiring knowledge from several fields and therefore the interdisciplinary training of researchers. The number of areas of common concern, subtle links and joint explorations between science, technology and culture is rapidly increasing. Higher education institutions and other innovative organizational settings, such as science parks of technology incubators, provide a suitable environment to embark on such experiments.

Responsibility of higher education towards other education levels

85. Any forward-looking vision of education and any adequate education policy must consider the education system as a whole. Accordingly, any reform of

higher education must take into account its close interdependence with all the other levels of education.

86. This indispensable coherence of the educational system stems from the fact that higher education both depends on the results of the work done by prior levels of education and is responsible for the training of teachers for primary and secondary education. Moreover, research and innovation, including the development of new educational methods and teaching and learning materials, are often conceptualized, developed and tested by those working in higher education institutions before being applied in the system as a whole. **Higher education needs to assume a leading role in the renovation of the entire education system.**

87. The other persuasive argument for greater links between higher education and schools is that teaching at primary and secondary level and in technical and vocational schools increasingly demands the qualities and skills of university-level training, particularly in developing students' capacity for autonomous learning and critical thinking. Full command of the discipline being taught also calls for periods of in-service training. By playing such a role in the professional development of teachers, higher education can contribute to the improvement of the status of the teaching profession.

88. Higher education should assume a greater role - together with the preceding levels of education and in co-operation with scientific organizations and the mass media - in bringing science more into education and culture. One way would be to develop 'science-friendly' curricula and activities to enhance functional technological literacy and encourage more young people, especially women, to pursue studies in natural science, technology and engineering.

Quality of higher education

89. The demand for increased relevance in higher education should go hand in hand with the general concern for enhanced **quality**. Quality in higher education is 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. For several years now, the policy debate in higher education has been dominated by concern for quality. There is every reason to believe that this will continue in future, given its implications for the development and reform of higher education. Quality embraces all its main functions and activities: quality of teaching, training and research, which means the quality of its **staff** and **programmes**, and quality of **learning** as a corollary of teaching and research. However, it should be accepted that the search for 'quality' has many facets and goes beyond a narrow interpretation of the academic role of different programmes. It therefore also implies attention to questions pertaining to the

quality of **students** and of **the infrastructure** and **academic environment**. All these quality-related issues, together with adequate concern for good governance and management, play an important role in how a particular institution functions, how it is assessed and what 'institutional image' it can project to the academic community and society at large. Finally, it is essential to indicate that the principal objective of 'quality assessment' is to achieve institutional as well as system-wide improvement.

Quality of staff and programmes

90. Many higher education establishments, primarily universities and other university-level institutions, enjoy a deserved prestige on the national and international scene. This status is assured principally by the academic eminence of their past and present teachers and researchers. It represents an important factor in the intellectual and moral authority of academe and for the preservation and promulgation of institutional culture and academic standing. It is, however, improper for higher education to take such recognition for granted, especially now that governments, politicians, representatives of the economic sector and the public are insisting on evaluation, quality assessment and the accountability of all kinds of public institution, including higher education establishments.

91. The evaluation and quality assessment process should start with and actively involve the teaching and research staff, given their central role in the diverse activities of higher education institutions. Participation of others, including students in matters related to evaluation of teaching, should be organized with appropriate recognition of the stakeholders' role with regard to the area of evaluation and assessment.

92. It is essential that policies as well as practices concerning the academic staff should adhere to unambiguous academic objectives and clear ethical criteria, especially with regard to recruitment and promotion. The decisions should be based on a recognition of predispositions for teaching and research. Those responsible for such decisions should take into account the conclusions of evaluation and quality assessment and provide for various forms of **in-service training and professional development schemes**, including **pedagogical training**. The recognition of assessment and evaluation, which may take such forms as self-evaluation, peer evaluation or external evaluation, should be perceived as an essential mechanism in the overall policy of staff development in higher education. Success or failure in academic work should not, however, be used to justify a short-term outlook and interests.

93. For a variety of reasons, the issue of quality assessment of higher education has attracted much attention and is now firmly on the policy agenda of higher education, even if the techniques still need to be improved. This caution is

particularly relevant with regard to 'quality' and 'productivity' indicators as evaluation approaches often overlook the intrinsic differences between disciplines or groups of disciplines.

94. The analysis of the quality of academic staff, which should be one of the prerequisites for the renewal of teaching and research, involves the following main issues:

- The proper **distribution of the resources and tasks** constituting the workload of academic staff, i.e. teaching, tutoring, research, participation in institutional governance, management and administration, as well as community service.
- The appropriate financial and non-monetary **recognition** to be given to the above activities.
- The **recruitment and staff development policies, strategies and practices** which are integral parts of national and/or institutional policies for higher education and the concern of teachers and their associations to acquire tenure and job security. This brings to the fore the issues of contractual arrangements for the employment of academic staff, including tenure and the procedures for granting it, promotion, retirement and positions of emeritus professor.

95. The solutions needed to enhance the quality of higher education can be found in measures covering not only financial issues but also respect for the principles of academic freedom and institutional autonomy. However these fundamental principles should not be invoked in order to militate against necessary changes or as a cover for narrow-minded corporatist attitudes and abuse of privileges which may, in the long run, have a negative effect on all aspects of the functioning of the higher education system and its institutions.

Quality of students

96. Participation in higher education is no longer merely a reflection of the social and economic relationships in a given society. It has become a determining factor in such relationships and influences the overall development of society. Consequently, higher education can play an important role in ensuring upward social as well as horizontal professional mobility. Equity calls for greater opportunities for members of lower status groups to participate in quality education programmes. The creation of possibilities, particularly for young people, to pursue higher education studies is important for a variety of educational, social and economic reasons. But the creation of such possibilities is linked, particularly when public funding is involved, to investment by society as a whole, and in many countries studying is not a common right for all those who are academically eligible.

97. There is every justification for considering students as a great asset to 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. Thus, increasingly pertinent will be such policy questions as:

- What mechanisms would enable societies to afford mass higher education in order to observe the principle of social equity?
- How can quality be maintained in a mass higher education system?

98. There are no ready answers, and States and higher education institutions have adopted varying solutions. There is general agreement, however, that the quality of students in higher education depends in the first place on the aptitudes and motivations of those leaving secondary education and wishing to pursue studies at the higher level - hence the need for a re-examination of the interface between higher and secondary education.

99. When faced with the problem of accommodating greater numbers and categories of student, an obvious solution adopted by both policy-makers and institutions is to diversify programmes and qualifications and to establish a series of entry and exit points within the continuum of higher education. The existence of solid graduate, postgraduate and staff and professional development study programmes is emerging as one way to raise the overall quality of the student population in a given institution.

100. Concern for the quality of students should also include action taken at the institutional level to provide student counselling and orientation, including the specific problems of international students. This is relevant from the point of view of institutional academic effectiveness and also affects public funding to higher education.

101. Public interest in quality assurance related to students also stems from the fact that modern societies need highly educated and motivated people who can perform appropriate functions in public and private organizations. Societies therefore need suitable higher education systems and should be ready to give qualified students appropriate incentives. At the same time, it is important to foster among students, particularly those benefiting from public support, an awareness of their civic responsibility.

Quality of infrastructure and academic environment

102. One of the barriers to enhancing the quality of teaching and research is the state of what may be broadly described as the 'physical academic environment' of higher education institutions, which covers everything from access roads to computerized networking and data-processing facilities. The quality of this environment is also important in the context of institutional identity, or keeping

together an academically and socially diversified network of buildings and/or campuses.

103. This matter is particularly pertinent in the context of UNESCO's projections showing that participation in higher education by the 18-23 age-group is set to increase. By the year 2025 it will be necessary to provide adequate places for an additional 35 million students. These figures do not include other categories of student (part-timers, for example) whose numbers are rapidly growing in almost all countries.

104. Capital investment aimed at modernization and improving the infrastructure of higher education should be seen by both public and private local, regional and national organizations as 'public works' forming an integral and important part of overall efforts towards modernization of the economy-related infrastructure. No less important in this respect is the fact that some facilities of higher education institutions are often used for civic, cultural and sporting events by both the academic community and the general public.

105. One area which should receive particular attention is libraries. The term 'library' has taken on a new meaning in modern academic institutions. It is no longer just a place where books and other printed material relevant to teaching and research are regularly collected, catalogued and preserved. It is increasingly a nerve centre for the interaction between information providers and users on which modern learning, teaching and research greatly depends. Along with archives and museums, libraries provide not only a physical location but also an intellectual context for the storage, preservation and exchange of knowledge.

106. Advocating the modernization of the infrastructure in higher education institutions should not be interpreted as a dismissal of the importance of preserving the institutional and academic heritage, including physical possessions and collections which in many cases represent a part of the national and universal cultural and architectural heritage.

Internationalization of higher education

107. The growing internationalization of higher education is first and foremost a reflection of the global character of learning and research. This universal context is being reinforced by the current processes of economic and political integration, the growing need for intercultural understanding and the global nature of modern communications, consumer markets, etc. The ever-expanding number of students, teachers and researchers who study, teach, undertake research, live and communicate in an international context attests to this overall welcome development.

108. In addition to the increased mobility of individuals, we are witnessing an intensification of transnational research links and considerable expansion in various types of networking and other linking arrangements among institutions, academics and students. The steady advance of information and communication technologies facilitates this process. There are, however, serious problems posed by some misdirections of international academic relations. The transfer of knowledge and access to data bases are severely affected by various adverse factors, not always related to educational matters; for instance, high-level training and research capabilities are unevenly distributed geographically. Since knowledge is universal, its pursuit, advancement and dissemination can only be achieved through the collective efforts of the international academic community - hence the inherent international dimension of academic life and of institutions, scientific societies and student organizations. International co-operation is a goal shared by the world academic community; moreover it is a *sine qua non* for assuring quality and efficiency in the functioning of institutions of higher education. Higher education has acquired a fundamental role in the development, transfer and sharing of knowledge, and international academic co-operation should bring its contribution to the total development of human potential. This will help to narrow the gaps between nations and between regions in the fields of science and technology and to improve understanding between individuals and between peoples so as to promote the culture of peace.

Principles and forms of international co-operation

109. International co-operation should be based on genuine partnership, mutual trust and solidarity. It should make use of flexible procedures which allow the participating institutions and/or individuals to address problems responsively, and should be aimed at enhancing national, regional and local capacities for the development of human resources. Yet in recent times, the flow of intellectual manpower, which is particularly important for any long-term development strategy, has tended to go in one direction - from South to North. Renewed inter-university co-operation, particularly with the developing countries, should not only entail a rapid transfer of knowledge and technology but should also promote incentives to **retain** students, academic staff and researchers in their local institutions. This is why international agencies, inter-governmental and non-governmental organizations, the national authorities in charge of higher education and the institutions themselves are becoming increasingly aware of the advantages of an international academic relations strategy which will contribute to the rehabilitation of higher education in the developing countries and diminish the phenomenon of external brain drain. The importance of South-South partnerships, moreover, should not be played down - higher education institutions often have more to share of operational value when they can compare similar steps of experiences.

110. It is vital that participation in international academic mobility should not be restricted to an instrument of regionalization or be determined by a mercantile approach to the selection of foreign students or to enhancing the supposed prestige of a particular establishment. There should also be ample room for innovative forms of 'learning from abroad' directed at countries and higher education institutions in great need of international assistance.

111. The most pressing need for international co-operation in higher education is to reverse the process of decline of institutions in the developing countries, particularly in the least developed. The adverse conditions in which higher education has to function call, first of all, for appropriate measures and efforts by the respective States and institutions. They must learn to be more effective and efficient in strengthening their links with society so as to play a full part in the development efforts of their region or community. It is not unusual to perceive the university-level establishment as part of the institutional machinery of the State instead of seeing it as an essential part of a local community and of society in general. It is essential to persuade the decision-makers and all of society that the latter is the case.

112. Beset as they are with serious socio-economic and political problems, many developing countries will not find it easy to divert significant resources towards higher education. It is therefore up to the international academic community and international organizations to assist higher education in those countries which are facing particular difficulties in developing their education systems and their scientific and technological capabilities.

113. Searching for solutions aimed at greater relevance, quality and internationalization in higher education requires a renewed convergence of thinking about the centrality of human resources development and of the role played by all levels and forms of education. In that respect, it is crucial that the international and national development funding agencies, non-governmental organizations and foundations and the academic community at large should see support to higher education institutions in developing countries as essential for the overall development of the education system as well as for the enhancement of endogenous capacity-building.

114. There is also growing awareness of the need to better co-ordinate international co-operation for development in higher education. Since international aid programmes are very often complementary, they can be consolidated and expanded through well-designed and coherently implemented co-operation. The advantages are obvious: the pooling of resources, particularly when they are as hard to come by as now; avoidance of overlapping and duplication; better identification of projects and increased assurance of their validity through collective agreement and review. More importantly, a multilateral

framework of co-operation offers the beneficiaries a wider choice of inputs for particular projects and reduces the danger of dependence on imported models of higher education development.

115. The policy of seeking specific solutions stems from a sense of the distinctiveness of many regional, national and local problems. It also relates to the understanding that while knowledge is universal, its application is usually local. Higher education depends on and has a responsibility to its local community. This local presence is an integral part of the service mission of the university or any other higher education institution. But while developing local relevance, institutions should also consolidate their international presence by positively seeking solutions to various scientific, educational and cultural problems which are relevant to society in general.

116. Concern for quality also extends to international programmes and exchanges. It should be reiterated that promotion of teaching and research through international academic co-operation should avoid 'one-way traffic', particularly in the long run. Higher education institutions should assume greater responsibility and show restraint in inter-institutional arrangements for 'franchising' teaching and granting degrees because, if not subject to internal and external quality assessment, this can easily jeopardize the academic standing of the institution.

117. Any far-sighted approach to international co-operation in higher education should also seek a correction to the problem of long-term external brain drain. Broader international intellectual exchanges should stimulate an overall improvement in the flexibility, range and quality of higher education and help to remedy some of the causes of external brain drain. Steps that might be taken include arrangements whereby students follow part of their courses at a foreign institution, inducements by the sending countries to their nationals to return home on completing their studies, increased research and library facilities and easier access to scientific data bases for institutions of higher education, particularly those in the developing countries and in Central and Eastern Europe. Also necessary are adequate financial and personnel policies for the reinsertion of university teachers and researchers in their country of origin, even if only for temporary periods. The search for new modalities for the rapid transfer of knowledge through tailor-made programmes is another example of innovative and well-managed international co-operation that can help to alleviate external brain drain.

Access to knowledge

118. The quality gap between academic institutions in different parts of the world is a direct reflection of the wider economic and social imbalances existing

between developed and developing countries. The serious socio-economic situation in many developing countries, particularly the LDCs, has had inevitable repercussions on their higher education systems. Yet in today's knowledge-intensive world, sound higher education systems are central to any prospects for a reversal of the trend. The question, then, is how disadvantaged education systems can escape from the vicious circle in which they find themselves.

119. One of the essential first steps - for which the countries and universities concerned must assume primary responsibility - is institutional reform, and particularly adaptation to specific needs. At the same time, international co-operation for institutional development has a vital role to play in ensuring access to and in facilitating the transfer of knowledge. By virtue of their vocation, higher education institutions should be ready to assume a leading role in ensuring the universal dissemination of knowledge and in promoting the development of their fellow institutions worldwide. The challenge is to see that, in a world where rewards and opportunities are unequally distributed, mechanisms are put into place to share knowledge through easier access to recent findings, appropriate academic mobility and increased technical co-operation among regional groupings.

120. Access to knowledge has an additional dimension for higher education in those developing countries which lack resources for development of their own institutions and programmes of advanced studies and research. It is through the development of local skills and competence, through increased numbers of providers and users of knowledge, that they can help bridge the gap separating them from the developed countries and thus reduce their dependence on external technical and scientific assistance. In this endeavour, increased participation in various forms of international academic co-operation would provide protection against long-term external brain drain. Projects such as multi-campus international higher education institutions are particularly worthy of further exploration.

121. In the academic world, as in many other spheres of human activity, the promotion of academic competition, while indispensable for the advancement for knowledge, should not preclude seeing many aspects of access to scholarly discoveries from the point of view of the ideals of academic solidarity. Members of the world's academic community should be concerned not only about the quality of their own individual institutional setting, but also about the quality of higher education and research everywhere.

Networking for academic excellence

122. While it is imperative for each institution of higher education to aspire towards excellence, none of them can ever hope to attain the highest standards in every field. This is why inter-university co-operation is becoming increasingly

important to avoid the marginalization of certain institutions, particularly in the developing countries, and to make academic excellence more readily available through a 'division of tasks' among universities that transcends national frontiers. An interlocking system of international postgraduate and research centres can provide an important boost to higher education within a given region and can help to promote South-South co-operation, especially when such arrangements are based on common interests and adequately shared financial responsibilities.

123. Modern technological advances make the creation and functioning of such centres look particularly promising. They allow the expansion of the concept of academic mobility so as to include not only the traditional mobility of students, teachers and researchers, but also a sort of mobility in reverse, placing researchers from centres of excellence at the disposal of students, teachers and researchers of institutions in distant and disadvantaged places. This can be done through electronic networks, videocassetts, CD-ROMs and other modern forms of communication. These new technologies should also make it possible to tackle the problem of dissemination of research findings by researchers working in higher education institutions in the developing countries.

(...)

**Experts' Meeting on the Integration of International Education into
Higher Education (Final Report)
by UNESCO, Tunis, 21.-25.09.1991
extract pp. 12-15**

(...)

**VI - Conclusions and Recommendations concerning the Integration of
International Education into Higher Education**

Common features of international educational programmes

41. Following the presentation of projects and of experiences by the participants at the meeting, an attempt was made to identify the features which they shared in common:

i) the richness and diversity of all the programmes presented indicate that there is not and there cannot be one single way of doing things in the field of international education at the university level. Flexibility is therefore essential and so is the need to adapt programmes to local needs and to existing means.

ii) enthusiasm and passion are just as indispensable in the effort to start such programmes, as is the need to assure academic credibility for their acceptance;

iii) all reports showed that there was real interest among the students with regard to international education programmes; at the same time, structural barriers still need to be overcome, and a certain resistance of some academics requires convincing in order to be removed;

iv) more communication and increased awareness of what is happening elsewhere at the institutional, national, regional and international levels is necessary. Such communication and knowledge serves the purposes of exchanging experience and helps to gain acceptance and academic legitimacy;

v) communication could and should lead to closer cooperation and, whenever possible, coordination of activities. This would prevent overlapping and unnecessary double work (e.g. with respect to publications and teaching materials) thus allowing for better use of scarce resources. In particular available sources of information and documentation should be more widely known and used;

vi) new communication technologies can bring an important contribution to promoting programmes in international education. Distance higher education technologies and methodologies should be used more systematically;

vii) in the efforts to develop cooperation in the field of international education at the level of higher education, UNESCO is called upon to act as catalyst, initiator and facilitator of contacts and activities. It can perform this task by working together with their professional organizations, while also bringing in the support of other international organizations and of the national UNESCO commissions.

Ways to integrate international education into higher education

42. The main issues concerning the integration of international education into higher education on the basis of existing experience were summed up as follows:

i) international education should be aimed at the whole of the student body of a higher education institution. Moreover, given the research function of higher education, it should preferably require a research component as well. It follows that international education should ideally permeate the teaching, training and research programmes of higher education institutions in their entirety. This, however, should be regarded as the ultimate goal. In order to set such a comprehensive process into motion, certain disciplines may take the initiative. Therefore the problem of setting up a unique international education programme at the level of each higher education institution or integrating it at the level of individual disciplines should be solved in this flexible way which does not ask for an obligatory choice between mutually exclusive alternatives;

ii) setting up certain structures (centres, institutes, programmes, etc.) at the level of institutions or designating already existing units (departments, research institutes of faculties) for the task of initiating and promoting the integration of international education in the programmes of various departments and faculties and acting as coordinators, catalysts and leading forces of such actions, has proved very instrumental. This practice was strongly recommended by the participants as a way of action;

iii) once an international education programme is started, it is essential to assure its scientific credibility and to have its academic status recognized in an appropriate manner by the appropriate university bodies at the institutional and national levels;

iv) international education programmes are aimed at disseminating knowledge about global issues and at inculcating positive attitudes towards the solution of major issues of the present day world, including the promotion and defence of human rights. Care should be taken to also build proper vocational and professional training elements into such programmes so as to enhance the chances of proper employment of those who pursue them and the adequate use of the knowledge they have acquired;

v) it is important to assure the constant evaluation of such programmes based on proper evaluation frames and procedures;

vi) co-operation at the national, (sub)regional and international level plays a particularly important role through the exchange of experience which it facilitates and through the possibilities for the use of scarce resources that it opens. UNESCO should encourage such co-operation primarily for the benefit of higher education institutions in the developing countries. The United Nations University, the University for Peace and the United Nations Center for Human Rights were also called upon to play their role in this respect. An equally important place in developing co-operation devolves upon the non-governmental organizations of higher education which are linked to UNESCO, including the International Peace Research Association (IPRA) and its Peace Education Commission.

43. One participant spelled out a proposal concerning the setting up of "institutes of international education" at the level of individual institutions of higher education, as a means to promote teaching and research on peace, global issues, development, human rights, etc. Such an institute could either be created within a given faculty or as an interfaculty body. Its primary function is to bring together scholars from several departments (political science, international relations, philosophy, psychology, pedagogy, sociology, economy, ecology, languages, the arts, the sciences, etc.) in order to develop programmes, units of study, research and training devoted to international education. The strategy to follow would be to first launch a number of research projects and, on the basis of the results of research, to offer training and teaching programmes as well (including degree ones). Furthermore, an institute could run in-service part-time studies in international education and should carry out activities for the university as a whole (organization of annual conferences, publications, networking with similar institutions abroad, etc.)

44. With regard to the funding of international education activities, the participants agreed that it was not reasonable to expect only UNESCO or UN related sources to provide funds for programmes. Other sources should be explored. It was pointed out that there are many potential donor agencies and foundations which are ready to examine carefully prepared projects. In preparing them, special attention should be given to the developing countries.

Concrete steps to be taken

45. The discussion that followed on these preliminary conclusions and on a number of possible and desirable concrete steps and follow-up measures, led to the following recommendations made by the participants:

- a) the production of a publication giving standardized descriptions of the projects discussed at the Tunis meeting, as well as of other programmes on which information will be collected. Such a brochure could serve to stimulate others to start their own projects and show the large variety of possibilities in this area. UNESCO was asked to facilitate the production of this publication;
- b) the publication of a newsletter which could facilitate regular communication among those active in the field;
- c) the creation of an informal working group which could, among other things, seek to maintain continuity, and try to seek sources of financial support for activities devoted to international education, particularly in the developing countries;
- d) the desirability of approaching universities and possibly interested individuals in order to stimulate them to start their own programmes of international education;
- e) the development of teaching materials for various levels and purposes, paying attention to assuring their high quality, and making use of modern techniques of telecommunication;
- f) the updating of the available data base of institutions engaged in international education.

46. It was further stressed that, in making further recommendations and adopting follow-up steps, the results of earlier meetings should be taken into account. The limitations of what UNESCO could do in this connection in terms of staff and funds were also emphasized. Others urged not that one avoids duplicating activities already carried out such as those of the Peace Education Commission of IPRA or of other NGOs such as the International association of University Presidents which adopted the Talloires Declaration (1988) on the responsibilities of universities with regard to peace in the nuclear age.

(...)

Integrated Framework of Action on Education for Peace, Human Rights and Democracy
by UNESCO, International Conference on Education, 44th Session,
03.-08.10.1994
extract pp. 1-7

(...)

II. Aims of education for peace, human rights and democracy

6. The ultimate goal of education for peace, human rights and democracy is the development in every individual of a sense of universal values and types of behaviour on which a culture of peace is predicated. It is possible to identify even in different socio-cultural contexts values that are likely to be universally recognized.

7. Education must develop the ability to value freedom and the skills to meet its challenges. This means preparing citizens to cope with difficult and uncertain situations and fitting them for personal autonomy and responsibility. Awareness of personal responsibility must be linked to recognition of the value of civic commitment, of joining together with others to solve problems and to work for a just, peaceful and democratic community.

8. Education must develop the ability to recognize and accept the values which exist in the diversity of individuals, genders, peoples and cultures and develop the ability to communicate, share and co-operate with others. The citizens of a pluralist society and multicultural world should be able to accept that their interpretation of situations and problems is rooted in their personal lives, in the history of their society and in their cultural traditions; that, consequently, no individual or group holds the only answer to problems; and that for each problem there may be more than one solution. Therefore, people should understand and respect each other and negotiate on an equal footing, with a view to seeking common ground. Thus education must reinforce personal identity and should encourage the convergence of ideas and solutions which strengthen peace, friendship and solidarity between individuals and people.

9. Education must develop the ability of non-violent conflict-resolution. It should therefore promote also the development of inner peace in the minds of students so that they can establish more firmly the qualities of tolerance, compassion, sharing and caring.

10. Education must cultivate in citizens the ability to make informed choices, basing their judgements and actions not only on the analysis of present situations but also on the vision of a preferred future.

11. Education must teach citizens to respect the cultural heritage, protect the environment, and adopt methods of production and patterns of consumption which lead to sustainable development. Harmony between individual and collective values and between immediate basic needs and long-term interests is also necessary.

12. Education should cultivate feelings of solidarity and equity at the national and international levels in the perspective of a balanced and long-term development.

III. Strategies

13. In order to achieve these aims, the strategies and forms of action of education systems will clearly need to be modified, as necessary, in respect both of teaching and of administration. Furthermore, providing basic education for all, and promoting the rights of women as an integral and indivisible part of universal human rights, are fundamental in education for peace, human rights and democracy.

14. Strategies relating to education for peace, human rights and democracy must:

- (a) be comprehensive and holistic, which means addressing a very broad range of factors some of which are described in more detail below;
- (b) be applicable to all types, levels and forms of education;
- (c) involve all educational partners and various agents of socialization, including NGOs and community organizations;
- (d) be implemented locally, nationally, regionally and worldwide;
- (e) entail modes of management and administration, co-ordination and assessment that give greater autonomy to educational establishments so that they can work out specific forms of action and linkage with the local community, encourage the development of innovations and foster active and democratic participation by all those concerned in the life of the establishment;
- (f) be suited to the age and psychology of the target group and taken account of the evolution of the learning capacity of each individual;
- (g) be applied on a continuous and consistent basis. Results and obstacles have to be assessed, in order to ensure that strategies can be continuously adapted to changing circumstances;
- (h) include proper resources for the above aims, for education as a whole and especially for marginalized and disadvantaged groups.

15. The degree of change required, priorities for action and the sequence of actions should be determined at all decision-making levels taking into account different historical backgrounds, cultural traditions and development levels of regions and countries, and even within countries.

IV. Policies and lines of action

16. The incorporation into curricula at all levels of education, formal and non-formal, of lessons on peace, human rights and democracy is of crucial importance.

Content of education

17. To strengthen the formation of values and abilities such as solidarity, creativity, civic responsibility, the ability to resolve conflicts by non-violent means, and critical acumen, it is necessary to introduce into curricula, at all levels, true education for citizenship which includes an international dimension. Teaching should particularly concern the conditions for the construction of peace; the various forms of conflict, their causes and effects; the ethical, religious and philosophical bases of human rights, their historical sources, the way they have developed and how they have been translated into national and international standards, such as in the Universal Declaration of Human Rights and the Convention on the Rights of the Child; the bases of democracy and its various institutional models; the problem of racism and the history of the fight against sexism and all the other forms of discrimination and excluding. Particular attention should be devoted to culture, the problem of development and the history of every people, as well as to the role of the United Nations and international institutions. There must be education for peace, human rights and democracy. It cannot, however, be restricted to specialized subjects and knowledge. The whole of education must transmit this message and the atmosphere of the institution must be in harmony with the application of democratic standards. Likewise, curriculum reform should emphasize knowledge, understanding and respect for the culture of others at the national and global level and should link the global interdependence of problems to local action. In view of religious and cultural differences, every country may decide which approach to ethical education best suits its cultural context.

Teaching materials and resources

18. All people engaged in educational action must have adequate teaching materials and resources at their disposal. In this connection, it is necessary to make the necessary revisions to textbooks to get rid of negative stereotypes and distorted views of 'the other'. International co-operation in producing textbooks could be encouraged. Whenever new teaching materials, textbooks and the like are to be produced, they should be designed with due consideration of new situations. The textbooks should offer different perspectives on a given subject and make transparent the national or cultural background against which they are written. Their content should be based on scientific findings. It would be desirable for the documents of UNESCO and other United Nations institutions to

be widely distributed and used in educational establishments, especially in countries where the production of teaching materials is proving slow owing to economic difficulties. Distance education technologies and all modern communication tools must be placed at the service of education for peace, human rights and democracy.

Programmes for reading, expression and the promotion of foreign languages

19. It is essential for the development of education for peace, human rights and democracy that reading, and verbal and written expression programmes, should be considerably strengthened. A comprehensive grasp of reading, writing and the spoken word enables citizens to gain access to information, to understand clearly the situation in which they are living, to express their needs, and to take part in activities in the social environment. In the same way, learning foreign languages offers a means of gaining a deeper understanding of other cultures, which can serve as a basis for building better understanding between communities and between nations. UNESCO's LINGUAPAX project could serve as an example in that respect.

Educational establishments

20. Proposals for educational change find their natural place in schools and classrooms. Teaching and learning methods, forms of action and institutional policy lines have to make peace, human rights and democracy both a matter of daily practice and something that is learned. With regard to methods, the use of active methods, group work, the discussion of moral issues and personalized teaching should be encouraged. As for institutional policy lines, efficient forms of management and participation must promote the implementation of democratic school management, involving teachers, pupils, parents and the local community as a whole.

21. Direct contacts and regular exchanges should be promoted between pupils, students, teachers and other educators in different countries or cultural environments, and visits should be organized to establishments where successful experiments and innovations have been carried out, particularly between neighbouring countries. Joint projects should be implemented between establishments and institutions from different countries, with a view to solving common problems. International networks of pupils, students and researchers working towards the same objectives should also be set up. Such networks should, as a matter of priority, ensure that schools in particularly difficult situations due to extreme poverty or insecurity should take part in them. With this in mind it is essential to strengthen and develop the UNESCO Associated

Schools System. All these activities, within the limits of available resources, should be introduced as an integral component of teaching programmes.

22. The reduction of failure must be a priority. Therefore, education should be adapted to the individual student's potential. The development of self-esteem, as well as strengthening the will to succeed in learning, are also basic necessities for achieving a higher degree of social integration. Greater autonomy for schools implies greater responsibility on the part of teachers and the community for the results of education. However, the different development levels of education systems should determine the degree of autonomy in order to avoid a possible weakening of educational content.

Teacher training

23. The training of personnel at all levels of the education system - teachers, planners, managers, teacher educators - has to include education for peace, human rights and democracy. This pre-service and in-service training and retraining should introduce and apply *in situ* methodologies, observing experiments and evaluating their results. In order to perform their tasks successfully, schools, institutions of teacher education and those in charge of non-formal education programmes should seek the assistance of people with experience in the fields of peace, human rights and democracy (politicians, jurists, sociologists and psychologists) and of the NGOs specialized in human rights. Similarly, pedagogy and the actual practice of exchanges should form part of the training courses of all educators.

24. Teacher education activities must fit into an overall policy to upgrade the teaching profession. International experts, professional bodies and teachers' unions should be associated with the preparation and implementation of action strategies because they have an important role to play in the promotion of a culture of peace among teachers themselves.

Action on behalf of vulnerable groups

25. Specific strategies for the education of vulnerable groups and those recently exposed to conflict or in a situation of open conflict are required as a matter of urgency, giving particular attention to children at risk and to girls and women subjected to sexual abuse and other forms of violence. Possible practical measures could include, for example, the organization outside the conflict zone of specialized forums and workshops for educators, family members and mass media professionals belonging to the conflicting groups and an intensive training activity for educators in post-conflict situations. Such measures should be undertaken in co-operation with governments whenever possible.

26. The organization of education programmes for abandoned children, street children, refugee and displaced children and economically and sexually exploited children are a matter of urgency.

27. It is equally urgent to organize special youth programmes, laying emphasis on participation by children and young people in solidarity actions and environmental protection.

28. In addition, efforts should be made to address the special needs of people with learning difficulties by providing them with relevant education in a non-exclusionary and integrated educational setting.

29. Furthermore, in order to create understanding between different groups in society, there must be respect for the educational rights of persons belonging to national or ethnic, religious and linguistic minorities, as well as indigenous people, and this must also have implications in the curricula and methods as well as in the way education is organized.

Research and development

30. New problems require new solutions. It is essential to work out strategies for making better use of research findings, to develop new teaching methods and approaches and to improve co-ordination in choosing research themes between research institutes in the social sciences and education in order to address in a more relevant and effective way the complex nature of education in order to address in a more relevant and effective way the complex nature of education for peace, human rights and democracy. The effectiveness of educational management should be enhanced by research on decision-making by all those involved in the educational process (government, teachers, parents, etc.). Research should also be focused on finding new ways of changing public attitudes towards human rights and environmental issues. The impact of educational programmes may be better assessed by developing a system of indicators of results, setting up data banks on innovative experiments, and strengthening systems for disseminating and sharing information and research findings, nationally and internationally.

Higher education

31. Higher education institutions can contribute in many ways to education for peace, human rights and democracy. In this connection, the introduction into the curricula of knowledge, values and skills relating to peace, human rights, justice, the practice of democracy, professional ethics, civic commitment and social responsibility should be envisaged. Educational institutions at this level should

also ensure that students appreciate the interdependence of States in an increasingly global society.

Co-ordination between the education sector and other agents of socialization

32. The education of citizens cannot be the exclusive responsibility of the education sector. If it is to be able to do its job effectively in this field, the education sector should closely co-operate, in particular, with the family, the media, including traditional channels of communication, the world of work and NGOs.

33. Concerning co-ordination between school and family, measures should be taken to encourage the participation of parents in school activities. Furthermore, education programmes for adults and the community in general in order to strengthen the school's work are essential.

34. The influence of the media in the socialization of children and young people is increasingly being acknowledged. It is, therefore, essential to train teachers and prepare students for the critical analysis and use of the media, and to develop their competence to profit from the media by a selective choice of programmes. On the other hand, the media should be urged to promote the values of peace, respect for human rights, democracy and tolerance, in particular by avoiding programmes and other products that incite hatred, violence, cruelty and disrespect for human dignity.

Non-formal education of young people and adults

35. Young people who spend a lot of time outside school and who often do not have access to the formal education system, or to vocational training or a job, as well as young people doing their military service, are a very important target group of education programmes for peace, human rights and democracy. While seeking improved access to formal education and vocational training it is therefore essential for them to be able to receive non-formal education adapted to their needs, which would prepare them to assume their role as citizens in a responsible and effective way. In addition, education for peace, human rights and respect for the law has to be provided for young people in prisons, reformatories or treatment centres.

36. Adult education programmes - in which NGOs have an important role to play - should make everyone aware of the link between local living conditions and world problems. Basic education programmes should attach particular importance to subject-matter relating to peace, human rights and democracy. All

culturally suitable media such as folklore, popular theatre, community discussion groups and radio should be used in mass education.

Regional and international co-operation

37. The promotion of peace and democracy will require regional co-operation, international solidarity and the strengthening of co-operation between international and governmental bodies, non-governmental organizations, the scientific community, business circles, industry and the media. This solidarity and co-operation must help the developing countries to cater for their needs for promoting education for peace, human rights and democracy.

38. UNESCO should place its institutional capability, and in particular its regional and international innovation networks, at the service of the efforts to give effect to this Framework of Action. The Associated Schools Project, the UNESCO Clubs and Associations, the UNESCO chairs, the major education projects for Africa, Asia and the Pacific, Latin America and the Caribbean, the Arab States and Europe, the follow-up bodies of the Jomtien World conference, and in particular the regional and international conferences of ministers of education should make specific contributions. In these efforts, especially at national level, the active participation of National Commissions for UNESCO should be a strategic asset in enhancing the effectiveness of the actions proposed.

39. UNESCO should introduce questions relating to the application of this Framework of Action at meetings to be held at the highest level regionally and internationally, develop programmes for the training of educational personnel, strengthen or develop networks of institutions, and carry out comparative research on teaching programmes, methods and materials. In accordance with the commitments set forth in the Declaration on Education for Peace, Human Rights and Democracy, the programmes should be evaluated on a regular basis.

40. In this context, UNESCO, in line with the United Nations actions such as 'Agenda for Peace', 'Agenda for Development', 'Agenda 21' and 'Social Summit', should launch initiatives to implement this operation with other institutions in the United Nations system and other regional and international organizations, so as to establish a global plan of activities and set priorities for joint, co-ordinated action. This could include a UNESCO-managed fund for international co-operation in education for peace, human rights and democracy.

41. National and international non-governmental organizations should be encouraged to participate actively in the implementation of this Framework of Action.

**UNESCO Associated Universities Projekt (UAUP):
Feasibility Study
by Bernd Hamm, 1992
extract pp. 22-29**

(...)

IV. The Concept of UAU and of *studium integrale*

27. A UNESCO Associated University (UAUP) in the sense of the present project is an institution of higher education which offers, as an important element of its entire educational programme, a *studium integrale* as described below and which is, by some form of agreement, related to UNESCO. An international UAUP network includes a number of UAUPs from different countries which are interrelated by, and co-operate according to some form of agreement.

It remains to be seen during the pilot phase how such projects develop in their respective settings, what obstacles they have to overcome, and which forms of internal implementation and external relationships may turn out most productive in the light of UAUP's goals. Therefore, the following presents more the general philosophy on which UAUP projects should be based than some sort of finalized criteria.

28. Education for tomorrow in the university system must take into account at least two salient features: (1) University graduates should, despite their expertise in any field of specialized academic studies, become acquainted with some general knowledge and principal understanding of the global society in which they are supposed to act. Without neglecting the productive and social values of specialization, divisions of labor, and interdependence, it is necessary to understand that specialization without a clear understanding of the specialists' position in and contribution to society leads to social blindness and a lack of social responsibility. (2) It is no longer, as it was in the past, that one education before adulthood suffices for the entire subsequent professional life. Education already is for many, and will be a life-long task and experience for all in the future. It is therefore important to have a solid basis of general knowledge on which several phases of specialization can build. Thus, the *studium integrale* is not to substitute but rather to complement studies in any specialised academic field.

29. In its contents, the *studium integrale* envisaged is somewhere at the intersept between peace studies, global studies, future studies, human rights/ethics, environmental studies, international relations, and world problématique. The perspective must be one rooted in the broad field of social sciences. This does not exclude elements of natural sciences which may come in then and only then where natural phenomena are directly interrelated with human behavior and social

action. The type of knowledge sought is one of *Orientierungswissen*, i.e. knowledge useful to guide future decisions and action, and not one of *Verfügungswissen*, i.e. knowledge to exploit resources. *Studium integrale* should confront students with insights into the interconnectedness of all levels of society, global, regional, national, and local, as well as with knowledge about the interrelatedness of basic problems, peace, environment, development, human rights, population. Students should understand that social institutions are in the core of all these.

30. The *studium integrale* should use an interdisciplinary approach. Interdisciplinarity, however, is not an end in itself, and it is not the panacea for everything. However interesting an experience might be for an economist to talk with an archeologist, such talk will usually have little or no impact on the professional outlooks of both. This is not what is intended in the *studium integrale*. In a broad sense, *studium integrale* wants to promote social understanding and responsibility. This includes an understanding of the global society and its major problems and the social effects of one's own professional work. Therefore, this is not about interdisciplinarity but rather about transdisciplinarity, where *studium integrale* transcends the views of any discipline of academic study. It is only from such a holistic perspective that professional academic work might be geared to the major problems of society and human betterment in general, where sustainability in the broad sense (including economic, social, and environmental aspects) is considered to be the principal goal. Therefore, *studium integrale* necessarily contains at least one important element about the future, viz. the visions of a better world. Such visions (i.e. ethics) should guide our decisions of today. The link between visions of a future better world and today's decisions in the very domain of future studies. Other components may include, e.g., peace and security, development, environment, population, democracy and human rights, international economic and financial interdependence, the UN system, and globalization and localization.

31. Today's reality as perceived in the minds of most men and women inside and outside academia is still dominated by the nation-state as the major element of social structure. At the same time, the nation-state in fact decreases sharply in significance: globalization of finance, economy, and media, the transfer of sovereignty to supranational institutions on the one hand, the increasing quest for local identity, culture, and self-determination on the other are elements which work together to transcend the nation-state. In our life of tomorrow, our experience tends to become local-regional (where "region" is understood in the sense of continent). The region is becoming the major organizational entity, and it could make sense to put some emphasis on this new and complex reality of the region as a starting point for the *studium integrale*. However, the region must always be understood as an element in the wider context of global society. Thus, while the approach might be African, Latin American, or European, major emphasis should be placed on the dependence of the region on, and the role it

plays for this global society. A purely global approach should by no means be excluded but may turn out to be too abstract for students to be understood and related to their own reality.

32. The *studium integrale* may be offered, in the short run, non-credit to undergraduates, graduates, post-graduates and/or in continuing education. In the longer run, it should be made compulsory and credit for students of all disciplines. The experimental projects used different approaches, from the intrusion of international elements into already existing disciplinary courses, via complementary programmes added to certain or all studies, through full degree programmes. This variety should not be restricted; careful evaluation by the end of the pilot phase may lead to more precise recommendations.

33. It has to be discussed which ways of institutional implementation of *studium integrale* exist in individual institutions of higher education. Whatever solutions might come up, they should allow to bring people together who are already active in international education, though isolated from each other and separated by faculty boundaries, in the same university. The pilot phase should produce more information on experiences made with different models.

34. It remains open for experiment which didactic forms the *studium integrale* may take. The UAU pilot projects are encouraged to report the ways they choose and the experiences made so that such information can be distributed to all other pilot projects and included in the advertising materials, and finally may be used for the elaboration of a UAU handbook. The important criterion is that the message is received by the respective target group, and it would be a good idea to test this.

35. It is most likely, and the Tunis meeting has confirmed this impression, that relatively little exists which could be used as teaching materials for the *studium integrale*. Such materials must therefore be produced, and this could best be done out of concrete work of those who in fact offer or organize *studium integrale* courses. Such materials have to meet at least four criteria: (a) complexity, i.e. the real diversity of different cultural, disciplinary or epistemological approaches to a problem must be reflected; (b) intellectual honesty, i.e. a critical view on the gap between theory and empirical reality and on the crucial conflicts and contradictions must be stimulated; (c) target-group specific presentation, i.e. the entire language and layout of the material must be so designed as to reach the intended clientèle in the most effective way; and (d) use of the most advanced didactical technology, including where necessary videos, computers, simulation models etc. It seems that this can only be achieved by intercultural groups of experts together with a professional educator. Therefore, provision must be made that such production can be stimulated, and the results evaluated, translated and distributed to others in the network and, after some

revision, to a public at large. A helpful first step could be the collection and distribution of course syllabi.

36. UAU networks consist of sets of institutions of higher education which offer *studium integrale* as important part of their regular programme. Such networks may either be built on existing partnerships where it would be necessary to develop this often star-shaped pattern into a network with (ideally) all interlinked among each other and the introduction of *studium integrale* make it a UAU network. Or a network may be newly formed on regional or other communalities. Project UNITWIN places emphasis on the creation of such networks in the developing countries as a means for strengthening higher education with international support and based on South-South cooperation, but also includes North-South and East-West cooperation. The universities member of a UAU network should have enough in common to allow them to coordinate some of their programmes so that student and faculty exchange makes sense and, possibly, to develop some common research foci. UNITWIN might provide a frame of reference and a supporting instrument to develop UAU networks. The networking could also be among certain faculties or institutes or chairs and not necessarily needs to involve only entire universities. A Global Education Newsletter might be recommended to interlink the individual UAUs of a network or world wide. The feasibility study might recommend that projects to build UAU networks receive special attention in UNITWIN.

37. UNESCO Chairs might be an excellent instrument to create and stimulate individual UAUs and UAU networks. If so intended, however, it might be preferable not to establish individual and isolated chairs in individual disciplines but rather consequently use the criteria of *studium integrale* and thus transdisciplinarity on the one hand and networking on the other for decisions on UNESCO Chair applications. UNESCO Chair holders might, as a first step in this position, be invited as visiting professors to UNESCO where they either direct a project related to their fields of interest or absolve an internship in several sectors, divisions, and working units of the Organization.

38. It might be advisable that one institution per region serves, permanently or temporarily, as a focal point to "educate the educators", i.e. those who commit themselves to organize and offer *studium integrale* programmes. This should be a centre of excellence and would deserve special support.

39. UAUPs with well developed and tested *studium integrale* programmes might be willing to accept the task of offering continuing education for Associated School teachers, thus systematically relating Associated Schools with Associated Universities.

40. The establishment on an International Institute for Global Education might also be taken into consideration in the longer run.

41. Such an ambitious project as UAUP can only be realized if sufficient incentives are given from the outset until take-off. Such incentives must not necessarily be only monetary, although travel grants, meetings, contracts, prizes etc. might be indispensable. In many cases, fellowships will be such an incentive (e.g. for Third World postgraduates who want to Study German unification or European integration as part of their dissertation work), in other cases it will be granting the UNESCO depository library status. Finally and very often, symbolic recognition would also be helpful. It might well be that UAUP attracts funds-in-trust and co-financing, as in the case of UNESCO chairs, is possible.

42. It seems a good idea to get UAUs and UNESCO Chairs involved in immediate UNESCO work as part of the consultation process, in expert and steering committees, on expert missions, and in other ways to implement the programme. To maximize the potential benefit for UNESCO, UNESCO Chair holders must be allowed to become well acquainted with the Organization and its working principles. A possible way to achieve this goal might be the introduction of Visiting Professorships as a first stage in the career as a UNESCO Chair holder (in analogy to the associated experts scheme).

(...)

**Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms
by the General Conference of UNESCO, 19.11.1974**

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 17 October to 23 November 1974, at its eighteenth session,

Mindful of the responsibility incumbent on States to achieve through education the aims set forth in the Charter of the United Nations, the Constitution of Unesco, the Universal Declaration of Human Rights and the Geneva Conventions for the Protection of Victims of War of 12 August 1949, in order to promote international understanding, co-operation and peace and respect for human rights and fundamental freedoms,

Reaffirming the responsibility which is incumbent on Unesco to encourage and support in Member States any activity designed to ensure the education of all the advancement of justice, freedom, human rights and peace,

Noting nevertheless that the activity of Unesco and of its Member States sometimes has an impact only on a small minority of the steadily growing numbers of schoolchildren, students, young people and adults continuing their education, and educators, and that the curricula and methods of international education are not always attuned to the needs and aspirations of the participating young people and adults,

Noting moreover that in a number of cases there is still a wide disparity between proclaimed ideals, declared intentions and the actual situation,

Having decided, at its seventh session, that this education should be the subject of a recommendation to Member States,

Adopts this nineteenth day of November 1974, the present recommendation.

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required in conformity with the constitutional practice of each State to give effect within their respective territories to the principles set forth in this recommendation.

The General Conference recommends that Member States bring this recommendation to the attention of the authorities, departments or bodies responsible for school education, higher education and out-of-school education, of the various organizations carrying out educational work among young people and adults such as student and youth movements, associations of pupils' parents, teachers' unions and other interested parties.

The General Conference recommends that Member States submit to it, by dates and in the form to be decided upon by the Conference, reports concerning the action taken by them in pursuance of this recommendation.

I. Significance of terms

1. For the purposes of this recommendation:

(a) The word 'education' implies the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capacities, attitudes, aptitudes and knowledge. This process is not limited to any specific activities.

(b) The terms 'international understanding', 'co-operation' and 'peace' are to be considered as an indivisible whole based on the principle of friendly relations between peoples and States having different social and political systems and on the respect for human rights and fundamental freedoms. In the text of this recommendation, the different connotations of these terms are sometimes gathered together in a concise expression, 'international education'.

(c) 'Human rights' and 'fundamental freedoms' are those defined in the United Nations Charter, the Universal Declaration of Human Rights and the International Covenants on Economic, Social and Cultural Rights, and on Civil and Political Rights.

II. Scope

2. This recommendation applies to all stages and forms of education.

III. Guiding principles

3. Education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of Unesco and the Universal Declaration of Human Rights, particularly Article 26, paragraph 2, of the last-named, which states: 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.'

4. In order to enable every person to contribute actively to the fulfilment of the aims referred to in paragraph 3, and promote international solidarity and co-operation, which are necessary in solving the world problems affecting the individuals' and communities' life and exercise of fundamental rights and freedoms, the following objectives should be regarded as major guiding principles of educational policy:

(a) an international dimension and a global perspective in education at all levels and in all its forms;

- (b) understanding and respect for all peoples, their cultures, civilisations, values and ways of life, including domestic ethnic cultures and cultures of other nations;
- (c) awareness of the increasing global interdependence between peoples and nations;
- (d) abilities to communicate with others;
- (e) awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;
- (f) understanding of the necessity for international solidarity and co-operation;
- (g) readiness on the part of the individual to participate in solving the problems of his community, his country and world at large.

5. Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and the international level; to understand and explain facts, opinions and ideas; to work in a group; to accept and participate in free discussions; to observe the elementary rules of procedure applicable to any discussion; and to base value-judgements and decisions on a rational analysis of relevant facts and factors.

6. Education should stress the inadmissibility of recourse to war for purposes of expansion, aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racism, fascism, and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation.

IV. National policy, planning and administration

7. Each Member State should formulate and apply national policies aimed at increasing the efficacy of education in all its forms and strengthening its contribution to international understanding and co-operation, to the maintenance and development of a just peace, to the establishment of social justice, to respect for and application of human rights and fundamental freedoms, and to the eradication of the prejudices, misconceptions, inequalities and all forms of injustice which hinder the achievement of these aims.

8. Member States should in collaboration with the National Commission take steps to ensure co-operation between ministries and departments and co-ordination of their efforts to plan and carry concerted programmes of action in international education.

9. Member States should provide, consistent with their constitutional provisions, the financial, administrative, material and moral necessary to implement this recommendation.

V. Particular aspects of learning, training and action

Ethnical and civic aspects

10. Member States should take appropriate steps to strengthen and develop in the processes of learning and training, attitudes and behavior based on recognition of the equality and necessary interdependence of nations and peoples.

11. Member States should take steps to ensure that the principles of the Universal Declaration of Human Rights and of the International Convention on the Elimination of All Forms of Racial Discrimination become an integral part of the developing personality of each child, adolescent, young person or adult by applying these principles in the daily conduct of education at each level and in all its forms, thus enabling each individual to contribute personally to the regeneration and extension of education in direction indicated.

12. Member States should urge educators, in collaboration with pupils, parents, the organizations concerned and the community, to use methods which appeal to the creative imagination of children and adolescents and to their social activities and thereby to prepare them to exercise their rights and freedoms while recognizing and respecting the rights of others and to perform their social duties.

13. Member States should promote, at every stage of education, an active civic training which will enable every person to gain a knowledge of the method of operation and the work of public institutions, whether local, national or international, to become acquainted with the procedures for solving fundamental problems; and to participate in the cultural life of the community and in public affairs. Wherever possible, this participation should increasingly link education and action to solve problems at the local, national and international levels.

14. Education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradictions and tensions between countries, together with study of ways of overcoming these

contradictions, which are the real impediments to understanding, true international co-operation and the development of world peace.

15. Education should emphasize the true interests of peoples and their incompatibility with the interests of monopolistic groups holding economic and political power, which practise exploitation and foment war.

16. Student participation in the organization of studies and of the educational establishment they are attending should itself be considered a factor in civic education and an important element in international education.

Cultural aspects

17. Member States should promote, at various stages and in various types of education, study of different cultures, their reciprocal influences, their perspectives and ways of life, in order to encourage mutual appreciation of the differences between them. Such study should, among other things, give due importance to the teaching of foreign languages, civilizations and cultural heritage as a means of promoting international and inter-cultural understanding.

Study of the major problems of mankind

18. Education should be directed both towards the eradication of conditions which perpetuate and aggravate major problems affecting human survival and well-being - inequality, injustice, international relations based on the use of force - and towards measures of international co-operation likely to help solve them. Education which in this respect must necessarily be of an interdisciplinary nature should relate to such problems as:

- (a) equality of rights of peoples, and the right of peoples to self-determination;
- (b) the maintenance of peace; different types of war and their causes and effects; disarmament; the inadmissibility of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace;
- (c) action to ensure the exercise and observance of human rights, including those of refugees; racialism and its eradication; the fight against discrimination in its various forms;
- (d) economic growth and social development and their relation to social justice; colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions;

- (e) the use, management and conservation of natural resources, pollution of the environment;
- (f) preservation of the cultural heritage of mankind;
- (g) the role and methods of action of the United Nations system in efforts to solve such problems and possibilities for strengthening and furthering its action.

19. Steps should be taken to develop the study of those sciences and disciplines which are directly related to the exercise of the increasingly varied duties and responsibilities involved in international relations.

Other aspects

20. Member States should encourage educational authorities and educators to give education planned in accordance with this recommendation an interdisciplinary, problem-oriented content adapted to the complexity of the issues involved in the application of human rights and in international co-operation, and in itself illustrating the ideas of reciprocal influence, mutual support and solidarity. Such programmes should be based on adequate research, experimentation and the identification of specific educational objectives.

21. Member States should endeavour to ensure that international educational activity is granted special attention and resources when it is carried out in situations involving particularly delicate or expositive social problems in relations, for example, where there are obvious inequalities in opportunities for access to education.

VI. Action in various sectors of education

22. Increased efforts should be made to develop and infuse an international and inter-cultural dimension at all stages and in all forms of education.

23. Member States should take advantage of the experience of the Associated Schools which carry out, with Unescos's help, programmes of international education. Those concerned with Associated Schools in Member States should strengthen and renew their efforts to extend the programme to other educational institutions which have carried out successful programmes of international education should also be studied and disseminated.

24. As pre-school education develops, Member States should encourage in it activities which correspond to the purposes of the recommendation because fundamental attitudes, such as, for example, attitudes on race, are often formed in the pre-school years. In this respect, the attitude of parents should be deemed to

be an essential factor for the education of children, and the adult education referred to in paragraph 30 should pay special attention to the preparation of parents for their role in pre-school education. The first school should be designed and organized as a social environment having its own character and value, in which various situations, including games, will enable children to become aware of their rights, to assert themselves freely while accepting their responsibilities, and to improve and extend through direct experience their sense of belonging to larger and larger communities - the family, the school, then the local, national and world communities.

25. Member States should urge the authorities concerned, as well as teachers and students, to re-examine periodically how post-secondary and university education should be improved so that it may contribute more fully to the attainment of the objectives of this recommendation.

26. Higher education should comprise civic training and learning activities for all students that will sharpen their knowledge of the major problems which they should help to solve, provide them with possibilities for direct and continuous action aimed at the solution of those problems, and improve their sense of international co-operation.

27. As post-secondary educational establishments, particularly universities, serve growing numbers of people, they should carry out programmes of international education as part of their broadened function in lifelong education and should in all teaching adopt a global approach. Using all means of communication available to them, they should provide opportunities, facilities for learning and activities adapted to people's real interests, problems and aspirations.

28. In order to develop the study and practice of international co-operation, post-secondary educational establishments should systematically take advantage of the forms of international action inherent in their role, such as visits from foreign professors and students and professional co-operation between professors and research teams in different countries. In particular, studies and experimental work should be carried out on the linguistic, social, emotional and cultural obstacles, tensions, attitudes and actions which affect both foreign students and host establishments.

29. Every stage of specialized vocational training should include training to enable students to understand their role and the role of their professions in developing their society, furthering international co-operation, maintaining and developing peace, and to assume their role actively as early as possible.

30. Whatever the aims and forms of out-of-school education, including adult education, they should be based on the following considerations:

(a) as far as possible a global approach should be applied in all out-of-school education programmes, which should comprise the appropriate moral, civic, cultural, scientific and technical elements of international education;

(b) all the parties concerned should combine efforts to adapt and use the mass media of communication, self-education, and inter-active learning, and such institutions as museums and public libraries to convey relevant knowledge to the individual, to foster in him or her favourable attitudes and a willingness to take positive action, and to spread knowledge and understanding of the educational campaigns and programmes planned in accordance with the objectives of this recommendation;

(c) the parties concerned, whether public or private, should endeavour to take advantage of favourable situations and opportunities, such as the social and cultural activities of youth centres and clubs, cultural centres, community centres or trade unions, youth gatherings and festivals, sporting events, contacts with foreign visitors, students or immigrants and exchanges of persons in general.

31. Steps should be taken to assist the establishment and development of such organizations as student and teacher associations for the United Nations, international relations clubs and Unesco Clubs, which should be associated with the preparation and implementation of co-ordinated programmes of international education.

32. Member States should endeavour to ensure that, at each stage of school and out-of-school education, activities directed towards the objectives of this recommendation be co-ordinated and form a coherent whole within the curricula for the different levels and types of education, learning and training. The principles of co-operation and association which are inherent in this recommendation should be applied in all educational activities.

VII. Teacher preparation

33. Member States should constantly improve the ways and means of preparing and certifying teachers and other educational personnel for their role in pursuing the objectives of this recommendation and should, to this end:

(a) provide teachers with motivations for their subsequent work: commitment to the ethics of human rights and to the aim of changing society, so that human rights are applied in practice; a grasp of the fundamental unity of mankind; ability to instil appreciation of the riches which the diversity of cultures can bestow on every individual, group or nation;

(b) provide basic interdisciplinary knowledge of world problems and the problems of international co-operation, through, among other means, work to solve these problems;

- (c) prepare teachers themselves to take an active part in devising programmes of international education and educational equipment and materials, taking into account the aspirations of pupils and working in close collaboration with them;
- (d) comprise experiments in the use of active methods of education and training in at least elementary techniques of evaluation, particularly those applicable to the social behaviour and attitudes of children, adolescents and adults;
- (e) develop aptitudes and skills such as a desire and ability to create favourable opportunities and take advantage of them;
- (f) include the study of experiments in international education, especially innovative experiments carried out in other countries, and provide those concerned, to the fullest possible extent, with opportunities for making direct contact with foreign teachers.

34. Member States should provide those concerned with direction, supervision or guidance - for instance, inspectors, educational advisors, principals of teacher-training colleges and organizers of educational activities for young people and adults - with training, information and advice enabling them to help teachers work towards the objectives of this recommendation, taking into account the aspirations of young people with regard to international problems and new educational methods that are likely to improve prospects for fulfilling these aspirations. For these purposes, seminars or refresher courses relating to international and inter-cultural education should be organized to bring together authorities and teachers; other seminars or courses might permit supervisory personnel and teachers to meet with other groups concerned such as parents, students, and teachers' associations. Since there must be a gradual but profound change in the role of education, the results of experiments for the remodelling of structures and hierarchical relations in educational establishments should be reflected in training, information and advice.

35. Member States should endeavour to ensure that any programme of further training for teachers in service or for personnel responsible for direction includes components of international education and opportunities to compare the results of their experiences in international education.

36. Member States should encourage and facilitate educational study and refresher courses abroad, particularly by awarding fellowships, and should encourage recognition of such courses as part of the regular process of initial training, appointment, refresher training and promotion of teachers.

37. Member States should organize or assist bilateral exchanges of teachers at all levels of education.

VIII. Educational equipment and materials

38. Member States should increase their efforts to facilitate the renewal, production, dissemination and exchange of equipment and materials for international education, giving special consideration to the fact that in many countries pupils and students receive most of their knowledge about international affairs through the mass media outside the school. To meet the needs expressed by those concerned with international education, efforts should be concentrated on overcoming the lack of teaching aids and on improving their quality. Action should be on the following lines:

- (a) appropriate and constructive use should be made of the entire range of equipment and aids available, from textbooks to television, and of the new educational technology;
- (b) there should be a component of special mass media education in teaching to help the pupils to select and analyse the information conveyed by mass media;
- (c) a global approach, comprising the introduction of international components, serving as a framework for presenting local and national aspects of different subjects and illustrating the scientific and cultural history of mankind, should be employed in textbooks and all other aids to learning, with due regard to the value of the visual arts and music as factors conducive to understanding between different cultures;
- (d) written and audio-visual materials of an interdisciplinary nature illustrating the major problems confronting mankind and showing in each case the need for international co-operation and its practical form should be prepared in the language or languages of instruction of the country with the aid of information supplied by the United Nations, Unesco and other Specialized Agencies;
- (e) documents and other materials illustrating the culture and the way of each country, the chief problems with which it is faced, and its participation in activities of world-wide concern should be prepared and communicated to other countries.

39. Member States should promote appropriate measures to ensure that educational aids, especially textbooks, are free from elements liable to give rise to misunderstanding, mistrust, racist reactions, contempt or hatred with regard to other groups or peoples. Materials should provide a broad background of knowledge which will help learners to evaluate information and ideas disseminated through the mass media that seem to run counter to the aims of this recommendation.

40. According to its needs and possibilities, each Member State should establish or help to establish one or more documentation centres offering written and audio-visual material devised according to the objectives of this recommendation and adapted to the different forms and stages of education. These centres should be designed to foster the reform of international education, especially by

developing and disseminating innovative ideas and materials, and should also organize and facilitate exchanges of information with other countries.

IX. Research and experimentation

41. Member States should stimulate and support research on the foundations, guiding principles, means of implementation and effects of international education and on innovations and experimental activities in this field, such as those taking place in the Associated Schools. This action calls for collaboration by universities, research bodies and centres, teacher-training institutions, adult education training centres and appropriate non-governmental organizations.

42. Member States should take appropriate steps to ensure that teachers and the various authorities concerned build international education on a sound psychological and sociological basis by applying the results of research carried out in each country on the formation and development of favourable or unfavourable attitudes and behaviour, on attitude change, on the interaction of personality development and education and on the positive or negative effects of educational activity. A substantial part of this research should be devoted to the aspirations of young people concerning international problems and relations.

X. International co-operation

43. Member states should consider international co-operation a responsibility in developing international education. In the implementation of this recommendation they should refrain from intervening in matters which are essentially within the domestic jurisdiction of any State in accordance with the United Nations Charter. By their own actions, they should demonstrate that implementing this recommendation is itself an exercise in international understanding and co-operation. They should, for example, organize, or help the appropriate authorities and non-governmental organizations to organize, an increasing number of international meetings and study sessions on international education; strengthen their programmes for the reception of foreign students, research workers, teachers and educators belonging to workers' associations and adult education associations; promote reciprocal visits by schoolchildren, and student and teacher exchanges; extend and intensify exchanges of information on cultures and ways of life; arrange for the translation or adaptation and dissemination of information and suggestions coming from other countries.

44. Member States should encourage the co-operation between their Associated Schools and those of other countries with the help of Unesco in order to promote mutual benefits by expanding their experiences in a wider international perspective.

45. Member States should encourage wider exchanges of textbooks, especially history and geography textbooks, and should, where appropriate, take measures, by concluding, if possible, bilateral and multilateral agreements, for the reciprocal study and revision of textbooks and other educational materials in order to ensure that they are accurate, balanced, up to date and unprejudiced and will enhance mutual knowledge and understanding between different peoples.