Universities and EFA
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General Introduction

I.   Changing trends in Higher Education

A Historical Perspective:
The Evolution of the <u>Social Contract</u> between universities and society:
        - From guilds and intellectual centers for the elite
        - To universities expanding access to serving greater needs of society
        - Unprecedented recent growth
Alternative Forms and Emerging Challenges
        - University responsibilities toward societal issues, poverty, HIV/AIDS,
        sustainable development, UN Millennium Goals, etc.
        - Student responsibilities and mobilization
        - Privatization and collaborative partnerships

Main themes from the 1998 World Conference on Higher Education
        - Focus on development; public good; human right
        - Relevance to society; and its changing world of work
        - Resources and financing alternatives in light of expanding access
        - Internationalization and fostering partnerships

A Redefined Role for Higher Education in Society
- Re-designing delivery systems for new demands of a radically fast-
  changing world of work
- Responding to wider needs of society: EFA, Millennium Development
  Goals (gender) Sustainable Development (environment, HIV/AIDS,
  justice, equity, tolerance)
- New state governance mechanisms to incorporate broader partnerships and
  finance mechanisms (privatization, cost recovery; corporatization)

II.   Continuing Efforts in Education for All

The 1990 Jomtien EFA Declaration and Vision
Lessons from the EFA 1990-2000 Decade

The Unfinished Struggle for Education for All
- Access: Reaching the unreached; achieving the Millennium Development
  Goal for access and gender

- Quality: relevance, dropouts and repetition
- Broadening partnerships; enlisting the higher education sector
- Role of information and innovation
- Securing financial and social support
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III. Major points of interaction between higher education and basic education

- Traditional community service
- Teacher training: pre-service and in service
- Re-designing content of study
- Applying research from neuro-sciences, child psychology, etc.
- Policy research and advocacy
- Conscientization and social responsibility

Possible Recommendations to be Drawn Up
- Traditional outreach focused on EFA; credit for this
- Strengthening ministry links for pre-service and in-service teacher education
- Creating bridges between researchers and policy makers; fostering new partnerships
- Instilling social responsibility for EFA among university students, e.g. UNITWIN
- Higher education and sustainable development (environment, HIV/AIDS, equity, etc.)

Possible Calls for Action
- Calling on ICTs to build knowledge societies
- Calling on international agencies and governments to recognize the role of universities and engage them in development goals and EFA strategies
- Calling on strengthening university twinning
- Calling on special strategies for countries in special situations
- Calling on NGOs in Higher Ed and NGOs in EFA to work more closely together

IV. The Emerging New Paradigm
Causative factors
- Globalization and interdependence: what is inevitable and what is avoidable
- Complexity theory and the pace/nature of change
- State, government, and systemic inadequacies
The Need for New Paradigms
- Learning for equitable, sustainable interdependence
The Delors vision: A Lifelong Learning Society