



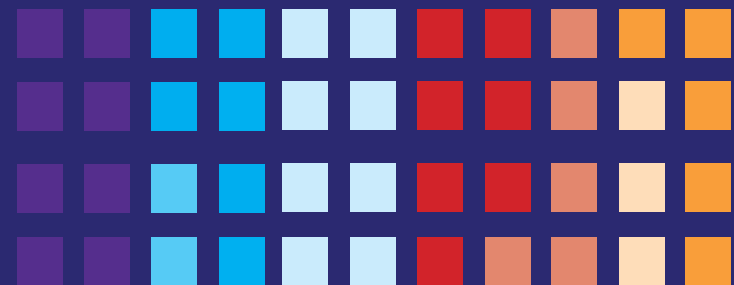
United Nations
Educational, Scientific and
Cultural Organization



IESALC

International Institute for
Higher Education in
Latin America and the Caribbean

MANAGEMENT REPORT 2008-2010



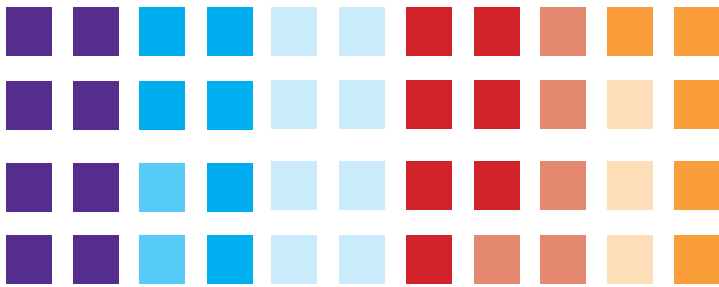


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Introduction

This report describes the activities carried out by UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC) from September 2008 to October 2010, a term during which Mr. José Renato de Carvalho, held the position of Director *ad interim* (DG/NOTE/08/35).

During this period, the Institute was run in accordance with UNESCO institutional mandates and its strategic objectives and priorities as set by UNESCO Medium Term Strategy for 2008-2013 (34 C/4) and the Biennial Sectorial Priority (BSP) of the Education Programme for 2008-2009 (34 C/5) and 2010-2011 (35 C/5), which were approved by the 34th General Conference (Paris, October 2007) and the 35th General Conference (Paris, October 2009), accordingly.

UNESCO-IESALC Governing Board Meetings in Cartagena de Indias (July 2008), Caracas (January 2009) and Panama (April 2010) supervised and oriented the elaboration of the Annual Plan of Activities of the Institute in line with UNESCO strategic framework and the demands for the developments of Higher Education in the region.

The activities here reported aimed at the consolidation of a regional agenda for the transformation and improvement of Higher Education in Latin America and the Caribbean, based on the of the central role of Higher Education for the sustainable development of the region; the positioning of Higher Education back to the core of the public policy debate and the creation of a basic institutional framework and tools to support the implementation of this agenda.

The achievement of these objectives was articulated around the dissemination of the findings, conclusions and recommendations of the Regional Conference on Higher Education (CRES 2008 in Spanish) held in Cartagena de Indias, June 2008 and the World Conference on Higher Education (WCHE 2009) held in Paris, July 2009, with emphasis placed on the implementation of the Latin American and the Caribbean Area for Higher Education (ENLACES in Spanish).

The first part of this report contains an analysis of the strategic and programmatic framework of UNESCO and the logical connections of these priorities and the Institute's objectives and lines of action. The second part provides an overview of all activities developed by UNESCO-IESALC in the region over the last two years. The third part gives a brief account of the administrative and financial matters throughout the period.

Part I

References

UNESCO STRATEGIC FRAMEWORK

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was created in London on November 16, 1945 “to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations”¹. Over the last 65 years, the UNESCO has adapted itself to new international dynamics, but has always upheld its basic principles.

UNESCO OVERARCHING OBJECTIVES

The current UNESCO Medium-Term Strategy 2008-2013 was approved in 2007 by the 34th General Conference and set out its main objective for this period as to contribute to “the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information”². To put this strategy into action, the UNESCO defined five overarching objectives:

1. Attaining quality education for all and lifelong learning

UNESCO regards Education as a human right and an essential element for the full development of human potential. Development and economic prosperity depend on the ability of countries to educate all members of their societies and offer them lifelong learning. Everyone, from early childhood to adult years, from all social sectors, shall be granted access to quality education through formal and non-formal systems. The Declaration of the World Education Forum at Dakar³, the Education for All Programme (EFA) and the Millennium Development Goals (MDG) provide the foundations of this overarching objective (see Table 1).

Table 1: UNESCO Basic Principles⁴

- education is a human right;
- education includes both formal and non-formal systems;
- quality education at all levels is critical;
- education for all refers to all levels of education, i.e. from early childhood to higher education and
- lifelong learning

2. Mobilizing science knowledge and policy for sustainable development

In order to achieve sustainable development it is necessary to broaden and promote access to scientific and technological research and innovations. UNESCO believes it is fundamental to strengthen human and institutional skills in the fields of science and technology on all levels of teaching and it supports the strengthening of the capacities of national research systems, specially those related to sustainable development.

3. Addressing emerging social and ethical challenges

UNESCO considers it pertinent to ensure the monitoring and analysis of the impact of scientific and technological innovations on human rights and aims to provide a coherent approach to the dynamics between science and society. The links between the results of scientific research and the needs at national and local levels on issues relating to the social pillar of sustainable development shall be strengthened with particular emphasis on the large-scale social transformations. Emphasis shall also be placed on research-policy frameworks relating to poverty eradication, the fight against discriminations, youth violence and the adoption of a human rights-based approach. A third issue is related to the capacity to identify emerging ethical and societal issues in UNESCO fields of competence.

4. Fostering cultural diversity, intercultural dialogue and a culture of peace

The Universal Declaration on Cultural Diversity recognises cultural diversity as heritage of humanity. On this basis, UNESCO promotes the development of intercultural dialogue and understanding through the promotion of the diversity of all forms of expressions, seeking to guarantee harmonious and peaceful coexistence among them. In the same sense, it promotes creative diversity and the multiplicity of cultural expressions, regarded as crucial factors for the sustainable development and peace-building processes.

5. Building inclusive knowledge societies through information and communication

The Organization will contribute to the construction of knowledge societies, by promoting the creation, preservation and the open use of and access to information. In this sense, and taking an approach that fosters multiple participation, UNESCO seeks to promote the exchange of ideas, experiences, initiatives, knowledge and its free circulation, specially in the developing world.

In implementing these five overarching objectives, UNESCO promotes gender equality in all domains and gives priority to the needs of the African continent. The intention is also to support the implementation of the Education for All Programme (EFA) and the Millennium Development Goals (MDG) as well as promoting the participation of vulnerable and disadvantaged developing groups and the improvement of the South-South cooperation.

On the basis of its Medium Term Strategy 2008-2013, UNESCO set out the Biennial Sectorial Priority (BSP) for each of its areas of activity in order to orientate the definition of the programme of activities and respective budget. This report takes as point of reference the sector objectives and priorities of the UNESCO Education Programme for the biennial periods. (See Table 2).

TABLE 2: BIENNIAL SECTORAL PRIORITY – PROGRAM I: EDUCATION ⁵

2008-2009	2010-2011
34 C/5	35 C/5
<p>1: Leading education for all (EFA) by ensuring global coordination and providing assistance to Member States to achieve the EFA goals and education-related Millennium Development Goals (MDGs) based on the Global Action Plan (GAP)</p> <p>2: Fostering literacy and quality education for all at all levels and through both formal and non-formal lifelong learning, with particular emphasis on Africa, gender equality, youth, LDCs, SIDS as well as the most vulnerable segments of society, including indigenous peoples, and education for sustainable development.</p>	<p>1: Supporting the achievement of education for all (EFA)</p> <p>2: Providing global and regional leadership in education, including through the implementation of recommendations of major international education conferences</p>
MAIN LINES OF ACTION	
<p>1: Global leadership in EFA, coordination of United Nations priorities in education, and development of strong partnerships</p> <p>2: Development of a global framework and networks for capacity development in planning and management of education systems</p> <p>3: Promote policy dialogue, research, set norms and standards</p> <p>4: Provide capacity development and technical support to assist national efforts in achieving the Dakar goals</p>	<p>1: Building blocks for EFA: literacy, teachers and work skills</p> <p>2: Building effective education systems from early childhood care and education to higher education, and furthering lifelong learning</p> <p>3: Sector-wide frameworks: helping governments to plan and manage the education sector</p> <p>4: Leading the international education agenda, including education for sustainable development (ESD), and tracking trends</p>

UNESCO AND HIGHER EDUCATION

So far, UNESCO has held two World Conferences on Higher Education (1998 and 2009) and their conclusions and recommendations are expected to frame the organization strategies for its intervention in this area. Based upon a world-wide debate on the problems and challenges that the sector is facing in the current context of societal changes, the conferences offered recommendations for governments and other agents in the development of their Higher Education systems and institutions.

In July 2009 the II World Conference on Higher Education (WCHE 2009) was organized by UNESCO in Paris and provided a platform for the debate on “the new dynamics of Higher Education and research for societal change and development”. The WCHE 2009 drew on and consolidated the debate and recommendations of six regional conferences held in Cartagena de Indias, Macao, Dakar, New Delhi, Bucharest and Cairo.

The WCHE 2009 Final Communiqué pointed out that the experience of the previous decades demonstrates that Higher Education and research contribute to the eradication of poverty and boost sustainable development. It also highlighted the contribution of Higher Education towards the achievements of the Millennium Development Goals (MDG) and of the Education for All (EFA) objectives. Additionally, it was reaffirmed that Higher Education is “a public good and a strategic imperative for all levels of teaching, and as a foundational element of research, innovation and creativity”⁶, and as such Higher Education is a duty of the State and a responsibility of all sectors of society.

The Final Communiqué reflected on five essential areas of Higher Education: social responsibility; access, equity and quality; internationalization, regionalization and globalization; learning, research and innovation and Higher Education in Africa. It also called on Member States to create policies and institutional strategies in the field of Higher Education.

With regards to Latin America and the Caribbean, the preparatory meeting for WCHE 2009 was organized by UNESCO-IESALC in Cartagena de Indias, June 2008. This event will be commented in the following pages of this report.

UNESCO-IESALC STRATEGIC REFERENCES

The fundamental mission of UNESCO-IESALC is to contribute to the development and transformation of Higher Education in the region "... guaranteeing relevance, quality, efficiency and equity of Higher Education in all of its activities, within the context of a new approach to regional and international cooperation, which promotes the proportional participation of all the agents involved".⁷

The definition of institutional objectives and related activities for the period 2008-2010 reflected this mission in line with the UNESCO Strategic Framework (previously described in this report) and with the principles and recommendations that emerged from CRES 2008 and WCHE 2009.

PRINCIPLES

- **Higher Education as a strategic resource for sustainable development of contemporary societies**

Higher Education should take on the role of social leadership in the area of creating knowledge that is available to the world in order to deal with challenges across the world. Within this context, in Latin American and Caribbean societies, the role of Higher Education is a fundamental tool for promoting social inclusion and equal opportunities. It also helps people to overcome poverty, lays the bases for political and social stability and promotes the improvement of educational processes and teacher training.

- **An integral vision of Higher Education**

Higher Education must be oriented toward the integral training of people, citizens and professionals, who are able to approach the challenges implied in endogenous development and the integration of our countries with ethical, social and environmental responsibility and participate actively, critically and constructively to society.

STRATEGIES

1. To consolidate a strategic agenda of Higher Education in Latin America and the Caribbean

This agenda has been under construction since the first Regional Conference on Higher Education, which took place in Havana 1996, and the first World Conference on Higher Education that was held in Paris in 1998. Both conferences provided important framework for the debate on the development of Higher Education in the region.

In October 2007, the director of the Institute, Dr Ana Lúcia Gazzola, mobilized a group of representatives of Latin American State Members within UNESCO 34th General Conference in support of a resolution, which eventually came to be approved, urging UNESCO to call the second World Conference on Higher Education. Immediately UNESCO-IESALC started the organization of the Regional Conference.

CRES 2008 was held in Cartagena de Indias, Colombia, July 4 - 6 2008 and brought together 3359 participants, more than 400 institutions, 61 of them participating in the Science and Technology Exhibition and 114 university presses. The CRES 2008 was the most important and most highly attended event ever organized by UNESCO-IESALC.

Since the end of CRES 2008 until now, UNESCO-IESALC has been dedicated to the promotion of the debate and consolidation of the principles and recommendations of the conferences within the region. This process was supposed to lead to a regional consensus on an agenda for the improvement and transformation of Higher Education systems and institutions in Latin America and the Caribbean, which shall guide the implementation of public policies and institutional programmes.

2. Implementation of Higher Education regional agenda

Between 2008-2010, UNESCO-IESALC focused on the creation of mechanisms that articulate the different initiatives of agents working within Higher Education in order to materialize the ideas set out by the Higher Education regional agenda which emerged out of the Higher Education conferences (CRES 2008 and WCHE 2009) and from regional debate that followed them.

The guidelines set by the Action Plan of CRES 2008 provided a basic references to this strategy. They are:

- a. Expanding Higher Education (undergraduate and graduate levels) with quality, relevance and social inclusion.
- b. Promoting accreditation, evaluation and quality assurance policies
- c. Encouraging educational innovation and research on all levels
- d. Building a regional agenda for science, technology and innovation in order to overcome disparities and promote sustainable development of Latin America and the Caribbean, in accordance to the general policies of Member States
- e. Supporting regional Latin American and the Caribbean integration as well as the internationalization of Higher Education through the construction of ENLACES (Latin American and the Caribbean Area for Higher Education), among other initiatives.

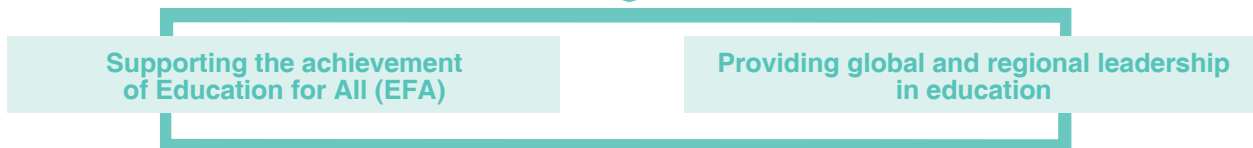
UNESCO

“As a specialized agency of the United Nations, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information”.

OVERARCHING OBJECTIVES 2008-2013



PROGRAMME 1: EDUCATION SECTORAL PRIORITIES



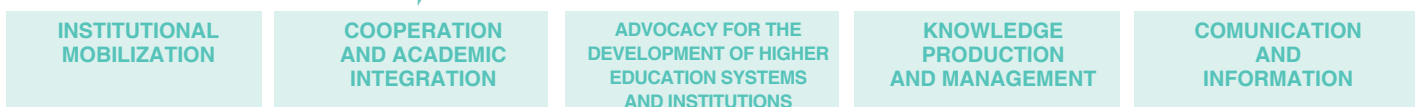
IESALC INSTITUTIONAL OBJECTIVES



REFERENCE POINTS

- CRES 2008
- WCHE 2009

STRATEGIC AREAS



PROGRAMMES AND ACTIVITIES

In order to implement the UNESCO-IESALC institutional strategy, five programmes of activities were created:

Programme 1 – Institutional Mobilization

The Institute disseminated the principles and recommendations produced at CRES 2008 and WCHE 2009 and worked on a regional agenda for the development of Higher Education, along with a process of increasing mobilization of institutional commitments and resources for its implementation.

Programme 2 – Cooperation and Academic Integration

UNESCO-IESALC promoted cooperation between systems and institutions of Higher Education in the context of creating and strengthening a Latin American and the Caribbean academic area. To accomplish this, the Institute supported, mobilized and articulated with different platforms and institutions in order to exchange ideas and experiences on the future of Higher Education.

Programme 3 – Advocacy for the Development of Higher Education systems and institutions

The Institute supported the improvement of the institutional capacities of Member States and Higher Education institutions for the formulation, planning, execution, management and evaluation of policies, programmes and projects related to the implementation of the regional agenda.

Programme 4 – Production and Management of Knowledge

UNESCO-IESALC acted as a point of reference and platform for the exchange of information about the study, reflection, analysis, creation and dissemination of knowledge about the situation, dynamics, trends and challenges for Higher Education in the region.

Programme 5 - Communication and Information

The Institution disseminated information on the main projects, events, publications and announcements within Higher Education. It also created an environment for the discussion and debate about fundamental aspects related to the topic. In addition, it produced information that is relevant to Higher Education and provide virtual tools to support the articulation between agents and institutions in the field.

Part II Programmes and Activities

1

PROGRAMME 1 INSTITUTIONAL MOBILIZATION

REGIONAL MOBILIZATION FOR THE WCHE 2009

From September 2008 onwards, UNESCO-IESALC sponsored and carried out a set of activities across the region in order to prepare regional representatives for their participation in the WCHE 2009. Among the activities were the following:

Meetings Before and After WCHE 2009

On November 20-21, 2008, UNESCO-IESALC supported the VII Summit of State University Rectors in Latin America and the Caribbean, which was held in the city of San Salvador de Jujuy, Argentina. The theme for the seventh edition of the summit was "A meeting point between Cartagena and Paris" and its objective was to call on Governments, university networks, councils of rectors and Higher Education institutions to endorse broad regional participation at the World Conference on Higher Education (WCHE 2009), to be held

in Paris, July 2009. The Director *a.i.* of UNESCO-IESALC presented the opening speech at the Summit.

The Galapagos Meeting, March 1-2, 2009, responded to a call made by the President of the National Higher Education Council of Ecuador (CONESUP). The event was sponsored by UNESCO-IESALC and supported by the Andres Bello Agreement (CAB). It aimed to reaffirm the proposals agreed upon at CRES 2008 in the run up to WCHE 2009, and to provide a platform to articulate the participation of regional representatives to build up the consensus on the positions that would be presented at the plenary session of the WCHE 2009.

One hundred days after the closing of the II World Conference on Higher Education 2009, the VIII Summit of State University Rectors in Latin America and the Caribbean was held in Quito (October 2009).

The rectors in attendance evaluated the influence on the region of the WCHE 2009 conclusions. The participants signed the Quito Bicentenary Declaration.

Mobilization and Support for Student Participation

From January 20-25, 2009, the Latin American and Caribbean Continental Students Organization (OCLAE) and student unions from several Latin American and Caribbean countries organized the “I Triennial of Culture, Science and Art” in Salvador, Brazil. The event featured the workshop “The Challenge of University Reform for a Regional Integration Project”, which was supported by UNESCO-IESALC. In the workshop, student representatives from all over the region debated issues such as education, culture, science, technology and public policies emerging from the principles and recommendations of CRES 2008.

The OCLAE also took part in the World Social Forum and in the World Education Forum, which provided a preparatory platform for a dialogue between students from all over the region to consolidate the positions they were going to take to the WCHE 2009.

Fundraising

In response to a request coming from the WCHE 2009 Organizing Committee, UNESCO-IESALC launched a regional fundraising initiative for the Conference. At the end UNESCO-IESALC managed to raise around US\$ 270,000 which were granted by the Government of Brazil, the National Higher Education Council of Ecuador (CONESUP), the Council of Rectors of Panama, the Secretariat of University Policy at the Ministry of Education of Argentina, the Ministry of Education of Uruguay and the Ministry of Popular Power for University Education of Venezuela.

Texts Produced

UNESCO-IESALC commissioned the elaboration of two reference texts to WCHE 2009 entitled “Higher Education in the World Trade Organization (WTO): A threat to the future of Higher Education in the World” (by Dr. Rafael Guarga) and “Higher Education: a public good, a duty of the State” (by Dr. José Dias Sobrinho).

After the Conference, UNESCO-IESALC published a bilingual edition (Spanish and English) of “2009 World Conference on Higher Education: The New Dynamics of Higher Education and Research For Societal Change and Development” (UNESCO Paris, 5-8 July 2009) and promoted it widely across the region, distributing more than a thousand copies.

Articulation of Representatives of the Region

During the WCHE 2009, UNESCO-IESALC articulated the contributions of regional delegates from Governments, university networks, council of rectors and non-governmental organizations from all over Latin America and the Caribbean (LAC) to the representatives of the region in the Conference Draft Committee (Brazil, Jamaica and Venezuela), who defended a position of consensus based upon the recommendations of CRES 2008.

Online Publishing and *in situ* Participation (stands and publications)

The Institute set up a stand at UNESCO Headquarters in Paris where it distributed printed and digital material about the Institute’s activities and publications. The space functioned as a meeting point for the Latin American and Caribbean community where they could discuss and share their impressions of the event.

Given the interest triggered by WCHE 2009 in Latin America and the Caribbean, UNESCO-IESALC played a crucial role in disseminating information, debates and conclusions of the event throughout the region.

Fulfilling this role, the Institute used its website to provide live streaming of the sessions and produced daily digital bulletins in English and Spanish with interviews, news, press monitoring, audio content, photo galleries and multimedia resources. This information was distributed to more than 110,000 people across the region and was published on the

UNESCO-IESALC website. From all the sources of information available, the Institute provided one of the most wide reaching coverage of the Conference.

Once the WCHE 2009 was over, the Institute asked well-known experts in the field for their analyses of the event's outcome. Subsequently, this material was compiled as a special edition of the Bulletin IESALC Reports No. 197, published in Spanish, Portuguese and English, and made it available on the website www.iesalc.unesco.org.ve.

NATIONAL EDUCATION SYSTEMS

In order to assure the support and mobilize new resources for the implementation of the agreements reached during CRES 2008 and WCHE 2009, UNESCO-IESALC has worked on a series of activities designed to take the debate on the regional agenda for the development of Higher Education into public policy decision-making areas.

• I Caribbean Conference on Higher Education, Suriname (April 2009)

The I Caribbean Conference on Higher Education was co-organized by UNESCO-IESALC, the Organization of American States (OAS), the UNESCO Kingston Cluster Office for the Caribbean and the Government of Suriname. It was carried out in Paramaribo from April 11-13, 2010. Among those who attended the conference were education ministers and directors of Higher Education institutions from 17 Caribbean non-Hispanic countries, as well as representatives from the main university networks in the region. The President of Suriname, Dr Ronald Runaldo Venetiaan, opened the Conference.

In response to the request made by the plenary, the Declaration of Paramaribo confirmed the creation of an even closer alliance between UNESCO-IESALC, OAS, UNESCO Kingston, regional agencies (CARICOM, UNICA and other regional university networks) and the Caribbean countries, in their commitment to the creation of a qualification framework for the Caribbean region. This framework will lead to improvement of the quality assurance and accreditation mechanisms across the region. It also established that shared doctoral programs would be designed, which would include a protagonic role for Caribbean Higher Education institutions to attend the demands of small insular states.

• Meeting of Latin American Senators, Argentina (November 2009)

The Meeting of Latin American Senators gathered in Buenos Aires the Presidents of the Education Commissions from the Parliaments of all Latin American countries but Honduras, due to political instability, and Costa Rica, due to the electoral process taking place at the time. The Meeting was organized by the Senate House of the Republic of Argentina, UNESCO-IESALC and UNICEF. The event provided a platform to raise the awareness among the legislators on the original perspectives of the Higher Education reform.

The meeting led to the creation of a Presidents of Education Commission Network, which would provide them with the informational and practical tools to exchange experiences on the Parliamentary work and to discuss the promotion of joint legal initiatives. The Meeting Annals were published by the Presidents of the Senate Education and Culture Commission of Argentina and UNESCO-IESALC. Additionally, an agreement was signed to hold the meeting on a yearly basis and UNESCO-IESALC was asked to organized the Meeting in Nicaragua in 2011.

- **National Higher Education Forum, Brazil (May 2009)**

The Ministry of Education of Brazil and the National Education Council, with the support from the UNESCO Office in Brazil, organized the first session of the National Higher Education Forum in May 2009, in Brasilia. The aim of the Forum was to consolidate Brazil's position at WCHE 2009 and to produce a core document that could be used as a reference to the debates about Higher Education at the National Education Conference, which would be organized in 2010.

UNESCO-IESALC's opening speech in the event was based on the principles and recommendations of the CRES 2008. The Secretary of Higher Education, the President of the National Education Council, the President of the Higher Education Chamber at the National Education Council, rectors, academics and other guests attended the Forum.

- **VII Congress of Paraguayan Public Universities, Paraguay (September 2009)**

The VII Congress of Paraguayan Public Universities dealt with the theme "Reform and perspectives of Higher Education in the Paraguayan public universities" and took place within the national debate on the reform of Higher Education in Paraguay. The Director *a.i.* of UNESCO-IESALC gave the opening conference.

The Congress was followed by a public meeting to debate the draft bill produced by the Bicameral Commission for Higher Education Reform, headed by Dr. Víctor Ríos Ojeda, Rector of the Pilar National University and a member of congress.

- **International Congress on Upper Secondary and Higher Education: Building Knowledge Societies for a Sustainable Future, Mexico (October 2008 and November 2009)**

Over the last three years, the Secretariat of Public Education of Mexico City has organized the International Congress on Upper Secondary and Higher Education. This space has gradually been consolidated as an important platform for exchanging ideas and thinking about education, where researchers, students, teachers, directors, and civil servants of Mexico's education secretariats meet on a yearly basis to discuss national policies and programs in the field. Since its first edition, UNESCO-IESALC has given its institutional support to this important international event and has actively participated in all editions of this Congress.

• Forum Financing Higher Education, Colombia (March 2010)

This forum was organized by the Ministry of Education of Colombia and provided an opportunity to compare the funding structure of Higher Education systems of many developed and developing countries.

The Director *a.i.* of UNESCO-IESALC reaffirmed at the Forum the commitments that were taken on board at CRES 2008 and WCHE 2009 regarding Higher Education as “a social public good, a universal human right and duty of the State”⁸. Following this debate, UNESCO-IESALC is producing an edition of the journal *Educación Superior y Sociedad* (Higher Education and Society) on the theme, which will be published in 2011.

THE DEBATE ABOUT HIGHER EDUCATION

With the aim of stimulating debate and increasing participation of all actors in discussions concerning the conclusions and recommendations of CRES 2008 and WCHE 2009, UNESCO-IESALC has given institutional support to national and international events promoted by different university networks, associations and Higher Education institutions from 2008-2010.

As the Institute could not participate directly in all events, alternative forms of support were deployed, such as authorizing organizations to publicize UNESCO-IESALC’s institutional support, use of the logo in promoting events and/or publication in the Institute’s communication channels. News was sent to members of the database, which has some 110,000 contacts in the region and beyond. In order to increase visibility and strengthen the abovementioned institutions’ work, in some cases the Institute published more extensive information about these events on its website or in the IESALC Reports Newsletter.

With these actions UNESCO-IESALC recognized the value of the abovementioned groups as key actors in attaining the objectives set out by the Institute. Table 3 presents the activities supported during this period.

TABLE 3. SUPPORT TO THE DEBATE ON THE HIGHER EDUCATION AGENDA

I Virtual Ibero-American Congress on Quality of Distance Learning.	Latin American Foundation for Distance Learning (FLEAD), the Dominican Inter-institutional Distance Learning Network (RIDEAD), the Venezuelan Distance Learning Association (AVED), the Distance Learning University Network Red (RUEDA) and the Clavijero Distance Learning Consortium of Mexico. October 29 until November 10, 2008.
I Distance Learning Workshop.	Granma University. Bayamo, Cuba. February 23-27, 2009.
II Cuban Congress on Local Development.	Granma University. Bayamo, Cuba. February 25-27, 2009.
Creation of the International Network for Convergence in Higher Education (RICES).	Third of February National University. Buenos Aires, Argentina. April 2009.

TABLE 3. SUPPORT TO THE DEBATE ON THE HIGHER EDUCATION AGENDA

VII International Congress on Ibero-American University Publications: Knowledge and Society.	Latin America and Caribbean University Press Association (ASEUC). Bogota, Colombia. August 12-14, 2009.
Courses "Access to Justice for Indigenous" and "Protection of Rights to Personal Safety and Prohibition of Torture in Inter-American and Universal Systems of Human Rights Protection".	Inter-American Virtual Classroom of the Inter-American Human Rights Institute (IIDH). San José, Costa Rica. August 14, 2009.
X Latin American Seminar on Universities and Regional Development and VII International Law Work Days: "University Social Responsibility in Human Development in Latin America and the Caribbean".	Intercontinental University of Technology (UTI), Fidal Foundation Ecuador and The Network of Regional Latin American Universities (UREL). Asunción, Paraguay. September 24-26, 2009.
Workshop on Harmonizing Quality Criteria for Regional Accreditation in Doctorates in Basic Research and Biotechnology.	Organization of Ibero-American States (OEI) and Ibero-American Network for the Accreditation of the Quality of Higher Education (RIACES). Buenos Aires, Argentina. September 28 until October 02, 2009.
II National Congress on Educational Policies and the National Higher Education System.	Autonomous University of the State of Mexico (UAEMex). Mexico City, Mexico. September 30 until October 2, 2009.
Latin American Course on Higher Education Policies and Evaluation.	Federal University of Latin American Integration (UNILA). Foz do Iguacu, Brasil. October 1, 2009.
III Reading and Writing Meeting.	The Reading and Writing in Higher Education Network (REDLEES), Colombian Association of Universities (ASCUN) and the Del Valle Pontifical Javeriana and San Buenaventura Universities. Cali, Colombia. October 8-10, 2009.
Latin American Forum on Intercultural Universities of Orinary and Afrodescendent Peoples and Nations.	Mexico Multicultural National University Program, Autonomous University of Mexico City (UAEMex) and the Spanish Cultural Centre (CCE). Mexico City, Mexico. October 12-15, 2009.
VI International Workshop on Higher Education Reform, "State and Market in Higher Education Reforms: trends, policies and experiences from a comparative perspective".	Centre of Investigation and Advanced Studies (CINVESTAV) of the National Polytechnic of Mexico. Mexico City, Mexico. November 9 -11, 2009.
IV Latin American Meeting of Gender Studies.	Network of Regional Latin American Universities (UREL). Puebla, Mexico. November 9-11, 2009.
International Seminar "Management Policies and Tools to Empower University Voluntary Workers".	Ibero-American Social Commitment and University Voluntary Workers Network (REDIVU). Madrid, Spain. November 16-20, 2009.

TABLE 3. SUPPORT TO THE DEBATE ON THE HIGHER EDUCATION AGENDA

Third Regional Meeting on Intercultural Higher Education in Latin America and the Caribbean.	General Coordination Office for Intercultural and Bilingual Education at the Secretariat of Public Education of Mexico (CGEIB). Pátzcuaro, Michoacán, México. November 16-20, 2009.
III International Seminar on Postgraduate Studies in Ibero-America: Quality, Relevance, Innovation and Impact.	Ibero-American University Postgraduate Studies Association (AUIP). Mar del Plata, Argentina. November 19-20, 2009.
II Meeting of the Indigenous Intercultural University Network.	Indigenous Intercultural University (UII) and the Indigenous Foundation. Quito, Ecuador. November 26-28, 2009.
III Regional Summer School MOST/ UNESCO 2009 for Latin America and the Caribbean: "Nexus between Social and Political Sciences. Policies of Social Development in Times of Crisis".	Latin American Social Sciences Council (CLACSO). Santo Domingo, Dominican Republic. December 7-11, 2009.
"Evaluating Quality in Postgraduate Programs in Central America".	Central American Agency for Postgraduate Degree Accreditation (ACAP) and the National Higher Education Accreditation System (SINAES). December 11, 2009.
International Course "Training and Updating in Regional Assessment and Quality Accreditation Processes in Higher Education".	Ibero-American Network for the Accreditation of the Quality of Higher Education (RIACES) and the Organization of American States (OAS). Buenos Aires, Argentina. March 3-27, 2010.
I Ibero-American Workday of the Alliance of Ibero-American Networks of Sustainability and Environment on Universities and Sustainability.	Alliance of Ibero-American University Networks for Sustainability and the Environment (ARIUSA). Corrientes, Argentina. March 19, 2010.
Higher Education Symposium: "Knowledge and the Project for the Future".	UNESCO Department of Education of Management, Innovation and Collaboration in Higher Education. San Juan, Puerto Rico. March 25-26, 2010.
International Seminar on Academia.	The Challenging Academic Profession and the Third of February University. Buenos Aires, Argentina. March 30 until April 1, 2010.
International Meeting: "Interculturalizing University".	San Cristóbal de Huamanga National University (UNSCH) and the Hatun Ña Project. Lima, Peru. April 8-10, 2010.

TABLE 3. SUPPORT TO THE DEBATE ON THE HIGHER EDUCATION AGENDA

I Argentine and Latin American Congress of Postgraduate Courses in Higher Education “In the Bicentenary of the Argentine Nation”.	Argentine Network of Higher Education Postgraduate Courses (RAPES). Ministry of Education and the San Luis National University. San Luis, Argentina. April 21 until May 14, 2010.
I Latin American Meeting of Technical and Technological Education.	Colombian Association of Higher Education Institutions Teaching Technology (ACIET). Isla de San Andrés y Providencia, Colombia. May 13-15, 2010.
Study and Research Nucleus into Higher Education of the MERCOSUR Education Sector.	MERCOSUR Education Sector. Montevideo, Uruguay. August 31 until November 15, 2010.
III Edition of the International Congress on Education and Development for the Future of the World. “The role of international cooperation in the fight against poverty and the training of humanist scientists for the twenty-first century”.	Foundation for International Higher Education (FESI). Puebla, Mexico. September 10-11, 2010.
Forum “Latin American-Caribbean Nations Community”.	General Workers Confederation of Colombia (CGT); the Latin American Workers’ University (UTAL) “Emilio Máspero” and the Latin American Institute of Cooperation and Development (ILACDE) and sponsored by the Latin American Parliament (Parlatino); the Pontifical Javeriana University; University of the Andes and the Colombian National Conciliation Commission (CCN-COL). Bogota, Colombia. September 22, 2010.
II Inter-University Meeting on Higher Education, “Social Inclusion, Interculturality and Equity in Higher Education”.	Fundación Equitas, Valparaiso University, University of the Border, Ford Foundation for the Andean and Southern Cone Region. Temuco, Chile. September 29-30, 2010.
II Meeting of Part Time Doctorates and Research Incubators.	Inter-American University of Puerto Rico, (UIP) the Inter-American University Organization (OUI), the OUI Vicepresident’s Office of the Caribbean and the OUI CAMPUS Project. San Juan, Puerto Rico. September 29 until October 1, 2010.
II Philosophia Personae International Congress: An anthropology for the twenty-first century. Personalistic philosophy.	Pontifical Commission for Latin America (CAL), UNESCO-IESALC, International Federation of Catholic Universities, Colombian Institute for Credits and Foreign Studies (ICETEX), Italian Institute of Culture in Bogota, Global University Network for Innovation (GUNI) and Cuban Embassy in Colombia. Bogota, Colombia. October 4-8, 2010.
International Course: “Training and Updating in Regional Processes of Assessment and Quality Accreditation in Higher Education”.	Ibero-American Network for the Accreditation of the Quality of Higher Education (RIACES). Buenos Aires, Argentina. November 2-5, 2010.

TABLE 3. SUPPORT TO THE DEBATE ON THE HIGHER EDUCATION AGENDA

XV Congress on Technology and Distance Learning.	Free Distance Learning University (UNED), Consortium of Distance Learning (CREAD). San José, Costa Rica. November 3-5, 2010.
Colloquium “University Theory”.	University of the Republic (UdelaR). Montevideo, Uruguay. November 10-12, 2010.
V International Conference of Barcelona on Higher Education: “Higher Education Committed to Sustainability: from comprehension to action”.	Polytechnic University of Catalunya (UPC). Barcelona, Spain. November 23-25, 2010.
VI International Meeting “Quality Assurance in Teaching”.	KIPUS Network. Mexico. December 8-10, 2010.
VI International Congress of the UNESCO Department for the Improvement of Quality and Equity in Reading and Writing-Focused Education in Latin America.	UNESCO Chair for Reading and Writing. Barranquilla, Colombia. June 16-17, 2011.
Conferencia Biennial de INQAAHE.	International Network for Quality Assurance Agencies in Higher Education (INQAAHE) Biennial Conference. National Agency of Quality Assessment and Accreditation (ANECA). Madrid, Spain. April 4-7, 2011.



PROGRAMME 2 COOPERATION AND ACADEMIC INTEGRATION

UNESCO-IESALC recognizes the importance of regional academic cooperation as a means of overcoming the main challenges faced by Higher Education systems and institutions in Latin America and the Caribbean (LAC). The WCHE 2009 Final Communique echoed this point and recommended to foster academic cooperation between countries in the same geographical region that have similar objectives and the same approach to problems in Higher Education. In this sense, the agenda for the development of Higher Education in Latin America and the Caribbean which has been promoted by UNESCO-IESALC shall serve as a basic reference for the development of academic cooperation and integration in the region.

However, the scope of the regional academic cooperation, according to the conclusions of CRES 2008, shall extend beyond the issues related to the improvement of Higher Education and shall also be driven to the articulation and sharing of knowledge, scientific and cultural potential and other academic resources for facing the problems challenging our societies. "Such problems know no borders, and their solution depends on the collective efforts of Higher Education institution and States"⁹. To this end, academic networks play a key role in their capacity to articulate local and regional Higher Education institutions and promote joint initiatives of academic cooperation and integration.

In line with these ideas, UNESCO-IESALC supports, mobilizes and orchestrates different existing platforms and institutional areas of academic cooperation around the joint implementation of the regional agenda for the development of Higher Education in Latin America and the Caribbean.

LATIN AMERICAN AND THE CARIBBEAN AREA FOR HIGHER EDUCATION (ENLACES)

The idea of creating a Higher Education Area in Latin America and the Caribbean had been advocated repeatedly over the last decade. It has been argued that as Europe has managed to create its area of academic cooperation and integration, Latin America and the Caribbean (LAC) should pursue a similar proposal. However, it was only at CRES 2008 that this concern was taken on board and it was agreed that the region would work together to build a collaborative area in the field of Higher Education, under the coordination of UNESCO-IESALC. If the LAC countries are to reach higher levels of development and overcome the gaps in the availability of knowledge, regional synergies and potential human resources will be explored through a collaborative effort to address the main challenges to sustainable human development in the region. These are the expectations behind the proposal of the Latin American and the Caribbean Area for Higher Education (ENLACES). (See Table 4).

In November 2008, the creation of ENLACES was

discussed at a meeting in Panama organized by the Inter-American University Organization (OUI), the Union of Latin American and the Caribbean Universities (UDUAL) and UNESCO-IESALC. Other regional university networks were also present at the meeting, where the basic guidelines for the creation of ENLACES were discussed. The Panama Meeting was followed by two subsequent meetings. In Mexico (February 2009) a technical commission comprised of these three institutions established an initial work plan for the creation of ENLACES. Then, in the Dominican Republic (May 2009), university networks and councils of rectors signed the Santo Domingo Declaration to support the creation of the ENLACES under the coordination of UNESCO-IESALC. This proposal also received support from the Dominican Republic Government.

At the III Meeting of University Networks and Councils of Rectors of Latin America and the Caribbean, in Lima, June 2009 - which was organized by UNESCO-IESALC - some 40 university networks and councils of rectors approved

the ENLACES project presented by UNESCO-IESALC and ratified their commitment to building it up. The Lima Declaration was released as a result of the event and an ENLACES Follow-up Commission was designated (see Table 5), to act as a means of consultancy, technical support and supervision of the construction of ENLACES. This Commission met for the first time in Santo Domingo in June 2010.

Since it was approved in June 2009, UNESCO-IESALC has been working to create the structure for ENLACES and developing alliances to put it into action. The ENLACES activities, main lines of action and products developed so far are available at www.iesalc.unesco.org.ve/enlaces.



Latin American and the Caribbean Area for Higher Education (ENLACES) is a regional platform for the mobilization and orchestration of concrete actions of academic cooperation in the region.

TABLE 4: ABOUT ENLACES

<p>OBJECTIVES</p>	<p>It fosters dialogue between institutional actors in order to promote the consolidation of a consensual agenda that works toward overcoming existing problems in Higher Education systems. It promotes inclusive, quality and relevant Higher Education and supports reform projects and/or the strengthening of national systems and Higher Education institutions, as well as promoting information related to these processes. It seeks to promote activities based on the development of Higher Education in Latin America and the Caribbean, which are based on the principles, values and recommendations approved by the academic community at the regional and world conferences on Higher Education (CRES 2008 and WCHE 2009).</p>
<p>CONTEXT</p>	<p>ENLACES was not created as part of a regional integration policy run by governments in the region. The focus of ENLACES is placed on articulating Higher Education networks and other actors in order to address each institution's specific needs. This strategy responds to the limited regional integration of Latin America and the Caribbean countries. It is hoped that as this platform develops, governments will become more involved in the process.</p>
<p>FORMS OF PARTICIPATION</p>	<p>Both institutions and individuals can participate in ENLACES. Institutions can propose projects and/or make suggestions about specific actions within the field of Higher Education. Institutional participation is also carried out through an institution's orchestration and/or intervention into existing ENLACES projects. On an individual level, participation in ENLACES is open to everyone who wishes to contribute to it with articles, questions, publications and by registering their Higher Education related initiatives.</p>

TABLE 5: MEMBERS OF THE ENLACES FOLLOW-UP COMMISSION

National Association of Directors of the Federal Higher Education Institutions (ANDIFES)	João Carlos Brahm Cousin
National Assembly of Rectors of Peru (ANR)	Elio Iván Rodríguez Chávez
National Association of Universities and Higher Education Institutions (ANUIES)	Rafael López Castañares
Union of Latin American and the Caribbean Universities (UDUAL)	Gustavo García de Paredes
Association of Universities Montevideo Group (AUGM)	Eduardo Francisco José Asueta
Central American University Council (CSUCA)	Eugenio Trejos Benavides
Continental Latin American and the Caribbean Students Organization (OCLAE)	Renan Alencar Moreira
UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC)	José Renato Carvalho

Projects and Regional Alliances

During ENLACES' first year, UNESCO-IESALC set out to create institutional alliances which would make it possible to launch the first regional cooperation programme within the ENLACES framework. This period was focused on evaluating areas in which ENLACES could act. As a result, during this period the Institute put some projects into action, while others are still at the planning stage. It is hoped that these projects will be consolidated in 2011.

In collaboration with Consortium SIU in Argentina, ENLACES currently offers to the public universities in the region, free of charge, a set of computer-based university management solutions. Also discussions are on the way with the Argentine government regarding the proposal to extend Infouniversidades across the entire region. This initiative comprises a website that publishes university news about research and studies developed in the country's public universities.

Additionally, in conjunction with the Columbus Association, ENLACES will set in motion an Academic Management Programme. It will start with twenty universities working on the development of projects on three strategic areas: internationalization and institutional development, research management and Service-Based Learning. The programme will be set up in 2011.

In association with the Centre of Quality Management and Change of the Valencia Polytechnic University in Spain, ENLACES offers an evaluation methodology for monitoring the integration of university graduates to the professional life (PROFLEX). The aim is to implement this resource in a representative group of universities in the region, which will be selected in the next Meeting of University Networks and Councils of Rectors.

Also, in collaboration with the Ministry of Education of Colombia, ENLACES offers to Higher Education institutions, a system for preventing drop-outs and analyzing students performance in Higher Education institutions (SPADIES).

Enlaces Portal

The ENLACES portal (www.iesalc.unesco.org.ve/enlaces), launched in December 2009, is the virtual platform to support the development of its activities. It contains virtual tools that give those working in Higher Education the opportunity to participate actively in regional academic projects. It also includes interactive sections, publications, studies, theme-based research observatories, lists of initiatives and networks, as well as promoting relevant events and scholarships for the academic community. The following resources are among those available on the website:

Portal of initiatives

Portal of Higher Education Initiatives: this is an open platform for the articulation and management of projects, initiatives, experiences and academic activities in the region and linked to the development of the principles and recommendations set out by the regional and World Higher Education Conferences (CRES 2008 and WCHE 2009). As a virtual resource, the site enables Higher Education Institutes to find out what their counterparts are doing in relation to specific themes and fosters debates, academic collaboration and the exchange of ideas and projects.

HENet ON HIGHER EDUCATION

Higher Education Networks Module: is a space to publish information that is relevant to the current activities, projects, and experiences of organizations (agencies, institutes, councils, committees, consortia, networks, etc.) working in Higher Education. This module is a reference point that publicizes information, communication, exchange, and participation for the institutional agents who are the main protagonists of the ENLACES project.

WEEKLY Debate

Weekly Debate: in this virtual space those interested in current affairs topics related to Higher Education can interact with experts in the field. Users can send questions to academics through the ENLACES website, which are then subsequently answered and published. Dr Hebe Vessuri, Dr Daniel Mato, Dr. Guillermo Vargas Salazar, Dr José Miguel Carot, Dr Sylvie Didou, Dr Daniel Samoilovich, Dr Pablo Rios, Dr Lydia Emerencia, Dr Jamil Salmi and Dr Francisco Marmolejo participated in this debate.

Regional Observatories

Regional Observatories: these virtual spaces provide an electronic platform for academic debate and research on strategic themes and trends in Higher Education in the region. The observatories are open to everybody in the academic community. Three observatories are already up and running (Academic and Scientific Mobility, Cultural Diversity and Interculturality, and University Social Responsibility), and another three are under development (Latin American University Thinking, Teacher Training and Internationalization).

ALPHA III PROJECT - INFOACES / UPV

In collaboration with UNESCO-IESALC, the Centre for Quality Management and Change of the Valencia Polytechnic University, Spain (UPV) has mobilized around 30 universities in Latin America and Europe in order to present the proposal “Integral Information System of Latin American Higher Education Institutions for the Common Higher Education Area with Europe (INFOACES)” to the Alpha III Programme - Second Phase of the Latin American Programme.

The project will include and pursue the following objectives:

- A system of categorizing Higher Education Institutions on the basis of their institutional profiles, which is also based on the real and diverse functions that each of the institutions carries out.
- A system of indicators that measure the performance and the main results of these institutions.
- A system of information about Latin American Higher Education Institutions beyond the duration of this programme in order to support policy development in Higher Education and the group of INFOACES and to be integrated into initiatives already underway in the region, such as ENLACES and the Map of Higher Education in Latin America and the Caribbean (MESALC) project.

UNESCO-IESALC will participate together with the UPV in the technical coordination of the project, which will work with systems of information already in use in the region, among which features the MESALC project, run by UNESCO-IESALC. The project was approved in all instances of the Alpha III programme and currently the gathering of documentation is underway in order to seek authorization for financial support from the European Commission. The budget is around 2 million Euros, and the project will be developed over the next three years.

UNITWIN NETWORKS AND UNESCO CHAIRS

The UNESCO Chairs are devised by UNESCO-IESALC as strategic tools to foster and expand academic cooperation and integration, to implement the principles and recommendations of the Higher Education conferences and to strengthen ENLACES. In this context, the work of the UNESCO Chairs, University Twinning and Networking (UNITWIN), and its articulation within the University Networks and Councils of Rectors across the region, are activities that have been an important feature on the Institute's programme given their political and institutional potential.

The purpose of work carried out by UNESCO-IESALC in this field has fundamentally been to give visibility to and strengthen the work carried out by the UNESCO Chairs and UNITWIN, which in turn has led to the Institute promoting its activities and events. Simultaneously, it has supported the creation of new UNESCO Chairs and it has promoted the creation of structures and links between organizations in order to foster greater integration of their activities.

The activities carried out with the UNESCO Chairs and UNITWIN are:

- Assisting the Governing Board of the Technological Institute of the Americas (ITLA), in the guidelines and procedures that UNESCO demands in order to create a UNESCO Chair. Santo Domingo, Dominican Republic. December 2008.
- Advising the Juan Misael Saracho Autonomous University (UAJMS) in the creation of a UNESCO Chair on a Culture of Peace and Sustainable Development. Tarija, Bolivia. April 2009.
- Using the UNESCO-IESALC website to promote the Fifth International Congress of the UNESCO Chair for Improving the Quality and Equity of Reading and Writing Focused Education in Latin America. Caracas, Venezuela. June 2009.
- Evaluation of the Project to create a UNESCO Chair on Inclusion in University Higher Education presented by the Santiago de Chile University, which was sent by the UNESCO Headquarters in Paris. Santiago, Chile. April 2009.
- Advising the International University for Sustainable Development in Nicaragua in the creation of a UNESCO Chair on Sustainable Development. Managua, Nicaragua. April 2009.
- Support for the promotion of activities carried out by the UNESCO Chair on Bio-degradable Materials of the University of Havana. Cuba. 2009.
- Support for the creation of a UNESCO Chair on Latin American University Thinking at the Centre of Development Studies at the Central University of Venezuela. Caracas, Venezuela. May-September 2009.
- Elaboration of proposal of an UNESCO Chair "Environmental Education and Sustainable Development" at the National Distance Learning University (UNED), Madrid, Spain, and for the UNESCO Chair "Pro-Diversity Education", at the Monseñor Raspanti Institute in conjunction with the Psychology Faculty at the National University of Buenos Aires, Argentina. March 2010.
- Support to the Symposium "Universities under discussion: knowledge and the project for the future". In commemoration of the ten-year anniversary of the UNESCO Chair on Management, Innovation and Collaboration in Higher Education San Juan, Puerto Rico. March 2010.

EVALUATION AND ACCREDITATION

At the WCHE 2009 it was agreed that Member States have dedicated efforts to improve access to and guarantee the quality of education. UNESCO-IESALC considers that this work should continue and that Higher Education regulatory and quality assurance mechanisms should be put into practice in order to orientate the process of transformation of systems and institutions to achieve quality, fair and relevant Higher Education.

Equally, the need to establish national systems of evaluation and accreditation has been underlined in order to make national Higher Education systems transparent and to orientate decisions taken by all agents (governments, Higher Education institutions, development agencies, businesses, students and families, etc.) involved in the field of Higher Education.

It is also necessary to increase regional cooperation to foster the convergence and articulation of national systems of evaluation and accreditation that can reflect demands, reduce risks, and enable the development of the potential for internationalizing Higher Education.

Aspects such as the convalidation of studies and diplomas, teachers and students mobility, academic cooperation in subjects such as: management, teaching, research, innovation, service provision, and distance learning, are elements of internationalization that could be stimulated and improved by the mutual acknowledgement of each nation's accreditation systems. In this sense, good regional practice, such as the ARCU-SUR and the experiences of the Andrés Bello Agreement (CAB), must be acknowledged and stimulated.

To turn this scenario into a reality, UNESCO-IESALC has supported the initiatives of the Ibero-American Accreditation of the Quality of Higher Education Network (RIACES) and has promoted the establishment and strengthening of systems to guarantee quality, national standards and their use on a regional scale. With this in mind, UNESCO-IESALC participated in a serie of activities linked to university evaluation and accreditation between September 2008 and October 2010, in order to contribute to these projects:

- Participation in VI General Assembly of RIACES, as a member of the network, Asuncion, Paraguay, April 17-19, 2009.
- Institutional support in the celebration of the VII RIACES General Assembly, held in Havana, Cuba, February 12, 2010.
- Support for the participation of RIACES in the III Latin America and the Caribbean Meeting of University Networks and Councils of Rectors, at the headquarters of the National Assembly of Rectors in Lima, Peru, June 1-2, 2009, for the launch of ENLACES.
- Support for RIACES participation and presentation about assessment and accreditation during the Caribbean Higher Education Conference (CCHC 2010), promoted by UNESCO-IESALC, OAS-DHDEC and UNESCO Kingston, held in Paramaribo, Suriname, April 11-13, 2010.
- Co-organization of the V International Workshop of Quality Assessment and Accreditation in Higher Education, during the Seventh International University Congress 2010, Havana, Cuba, February 10-12, 2010. RIACES and UNESCO-IESALC organized the event in order to debate the contribution to assessment and accreditation processes to the promotion of equity and relevance in Higher Education.
- Coordination of "I Seminar Virtual Higher Education Assessment and Accreditation. Processes of Recognizing Degrees, Diplomas and Study Programs", organized as part of XI International Virtual Educa Meeting, held at the Santo Domingo Autonomous University, Santo Domingo, Dominican Republic, June 22, 2010.

- New edition of the online course, available on the UNESCO-IESALC website, Training of Evaluators, in association with Third of February University (UNTREF, Buenos Aires, Argentina), coordinated by the Professor Norberto Fernandez Lamarra. July 2010.
- Support for the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP) to carry out the training of external evaluators of medicine and other health professions programmes. These workshops will be held in Jamaica and Barbados in December 2010.
- Presentation of the paper: “A Regional Agenda for Quality Higher Education. CRES 2008” in the International Course for Continuing Education: Education for the Twenty-first Century and International Comparative Higher Education. Held at the International Miranda Foundation Centre, Caracas, Venezuela, November 10-14, 2008.
- Presentation of the paper: “A Regional Agenda for Quality Higher Education. CRES 2008” at the IX Meeting of the Regional Andean Forum for Dialogue and Integration of Agricultural and Rural Education at the III Assembly of the Andean Federation of Associations of Higher Education in Agricultural Sciences and Related Areas. Held at the Agronomy Faculty at the Central University of Venezuela, Maracay, Venezuela, December 10-12, 2008.
- Presentation of the paper: “Assessment and Accreditation in Latin American Higher Education within the CRES 2008 Plan of Action” during the XV Anniversary of the Interinstitutional Relations Office at Zulia University. Maracaibo, Venezuela, February 27, 2009.
- Presentation of the paper: “A Regional Agenda for Quality Higher Education. From CRES 2008 to WCHE 2009” during the X AUALCPI General Assembly and the International Seminar “A Network of Actions for the World Conference on Higher Education 2009”. Headquarters of the Andrés Bello Agreement, Bogota, Colombia, May 7-8, 2009.
- Publication of the article: “Policies of Assessment and Accreditation of the Quality of Higher Education in Latin America and the Caribbean: A new agenda for regional integration”, written by Ernesto González Enders, consultant to UNESCO-IESALC. Bulletin IESALC Reports No. 203, February 2010.
- Presentation of the paper: “Architectures for Creating Higher Education Spaces. Multi-lateral Organizations”, in the round table at the Seminar “Guaranteeing Quality Higher Education in the European Union, Latin America and Caribbean Area”, organized by ANECA and the Presidency of the European Union, Madrid, Spain, April 27-28, 2010.
- Participation in the talk: “Assessment and Accreditation in Latin America” during the VIII National Curriculum Meeting and II International Congress of Quality and Innovation in Higher Education, organized by the Nucleus of Academic Vice-rectors and National Commission of Venezuelan University Curricula, held at the Central University of Venezuela, Caracas, Venezuela. July 14-16, 2010.
- Support to RIACES participation with the paper on assessment and accreditation during the Meeting “The Creation of the Latin America and Caribbean Area for Higher Education (ENLACES) and the Ibero-American Knowledge Space (EIC). A route toward recognizing qualifications”, organized by the CUIB, UNESCO-IESALC, Secretariat of University Policies at the Ministry of Education and National Inter-university Council (CIN) of Argentina. Buenos Aires, Argentina. August 30, 2010.
- Presentation of the paper: “Managing quality in Latin American universities: Challenges and strategies”, during the Central American Postgraduate Accreditation Agency Regional Consulting Forum (ACAP). Tegucigalpa, Honduras, October 27-28, 2010.

- Production of Regional Studies on Assessment and Accreditation. UNESCO-IESALC and RIACES are working on proposals to be implemented in 2011.

The activities are:

- A regional study about quality assessment and accreditation in distance learning (EaD) programs with invitations extended to other networks working in this area of Higher Education.
- A comparative study on methodological criteria used in quality assessment and accreditation in Latin America, jointly with national accreditation agencies affiliated to RIACES.



RELEVANCE AND UNIVERSITY SOCIAL RESPONSIBILITY ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Relevance and social commitment are two central principles for the transformation of Higher Education. Both conferences CRES 2008 and WCHE 2009 coincide on the recommendation that “Faced with the complexity of current and future global challenges, higher education has the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, inter alia food security, climate change, water management, intercultural dialogue, renewable energy and public health”. (WCHE 2009 Final Communiqué). UNESCO-IESALC contributed with the promotion of these principals by organizing and participating in the following activities.

- Organization and management of the Observatory on University Social Responsibility (RSU), with the support of two pre-existing regional and national observatories: the Social Responsibility Observatory, which is headed by the Catholic University and the Javeriana University (Colombia), and the Ibero-American Observatory of Distance Learning University Social Responsibility (OIRSUD), headed by the Open University for Adults (UAPA) of the Dominican Republic and the National University for Distance Education (UNED) of Spain. The Observatory is organized as an electronic platform for academic debate and provides up-to-date information about existing initiatives in the region, reporting their achievements and challenges, promoting study and research in the region. It supports academic cooperation in the development of initiatives carried out in different institutions and takes action to foster activities related to University Social Responsibility. The platform is open to all groups and bodies who are interested in the topic.
- Moderator of Panel I: Evaluation and discussion of ways of implementing university social responsibility in Latin American and Caribbean universities from a historical viewpoint and in support of the creation of the Ibero-American Network of University Volunteers (REDIVU) at the II International Congress “University and Voluntary Workers: Towards a new social agenda in Latin America and the Caribbean”. Autonomous University of Santo Domingo, Santo Domingo, Dominican Republic. December 4-5, 2008.
- Inaugural Keynote Speech: Social Responsibility in Distance Learning Universities in the CRES 2008 Plan of Action in the Ibero-American Forum “Community Relations and Social Responsibility in Distance Learning Institutions: Experiences and Potential”, held at the Open University for Adults (UAPA) Santiago de los Caballeros, Dominican Republic. February 17-19, 2009.

- Institutional support for the inauguration of the Ibero-American Observatory on Social Responsibility in Distance Learning Universities (OIRSUD). Havana, Cuba. February 8, 2010.
- Organization and promotion of the seminar “Virtual Higher Education in Latin America and the Caribbean and University Social Responsibility” during the XI Virtual Educa International Meeting, held at Autonomous University of Santo Domingo, Santo Domingo, Dominican Republic. June 21-25, 2010.
- Opening presentation “From Social Relevance to University Social Responsibility in Latin America” at the V International Latin American Management Congress. Socially Relevant Management: Towards a Transformation of Organizations promoted by Zulia University and the Venezuelan Management Magazine. Maracaibo, Venezuela. October 26-29, 2010.

Publications:

- Higher Education and Society Journal (Revista Educación Superior y Sociedad), edited by UNESCO-IESALC. “The University Social Responsibility Movement: A new understanding of the role of universities” (original text in Spanish) ESS Nueva Época. Year 13, Number 2, September 2008.
- “Social Responsibility: a New Paradigm in Higher Education. From Corporate Social Responsibility to University Social Responsibility” (original text in Spanish), Ernesto González Enders. Revista Diálogos UTAL, No.2: 39-46, 6 March 2009.
- “Transforming Latin American Universities” (original text in Spanish), Ernesto González Enders. Article, Bulletin IESALC Reports 190, June 2009. Published also in English in the special Bulletin 200 distributed during the WCHE 2009.

RECOGNITION OF QUALIFICATIONS

In the context of the limited impact of the Regional Agreement for the Recognition of Latin American and Caribbean Studies, Degrees and Diplomas, promoted by UNESCO and signed by 14 Latin American countries in 1974, and the lack of a Latin American framework for qualifications, which have got in the way of processes of the convalidation of degrees and academic programme and which have subsequently restricted the mobility of students and professionals and limited academic cooperation in the region, the seminar “The Creation of the Latin America and Caribbean Area for Higher Education and the Ibero-American Space of Knowledge. A route towards the recognition of degrees” was held in Buenos Aires, Argentina on August 30, 2010.

The seminar was promoted by UNESCO-IESALC, the National Inter-university Council (CIN), the Secretariat of University Policies of the Argentine Ministry of Education and the Ibero-American University Council (CUIB). It was designed as a space for the discussion of alternative ways of facilitating and increasing transparency in national degree and study programme recognition processes in countries across the region.

Presidents of the Latin American Councils of Rectors linked to CUIB took part in the event, along with members of parliament who preside over education commissions in the parliaments of four Latin American countries, leaders of university networks, and representatives from the Education Ministries from six countries in the region. The conclusions from the seminar revealed the conviction that the XX Ibero-American Summit of Heads of State and Government, that will be held in Mar del Plata Argentina, in December 2010, will be the right moment to present the topic to governments from the region.

ARTICULATION WITH OTHER HIGHER EDUCATION AREAS

Ibero-American Knowledge Space (EIC)

UNESCO-IESALC has taken part in activities organized by the Ibero-American Knowledge Space (EIC), promoted by the Ibero-American General Secretariat (SEGIB), the Organization of Ibero-American States (OEI) and the Ibero-American University Council (CUIB) and supports their development in the region as part of the alliances established by the ENLACES framework.

On July 17-18, 2008 the II Ibero-American Forum of Heads of Higher Education, Science and Innovation was carried out in Antigua, Guatemala, and it underlined the need to articulate different initiatives to create spaces to foster cooperation and academic integration. Present at the event were representatives from the Higher Education systems of Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, El Salvador, Spain, Guatemala, Honduras, Mexico, Nicaragua, Paraguay, Portugal, Uruguay and Venezuela. Additionally, as well as UNESCO-IESALC, guests from different regional organizations and university networks, such as the Central American University Board (CSUCA), the Ibero-American Network for Accreditation of the Quality of Higher Education (RIACES) and the Carolina Foundation attended the conference. The objective of the event was to follow up actions undertaken within the Ibero-American Knowledge Space (EIC), to evaluate the progress made and to design new lines of action in order to strengthen this common space and its articulation with other regional initiatives.

Subsequently, the III Ibero-American Forum took place on the June 5, 2009 in Buenos Aires, Argentina. Representatives from Higher Education, Science and Innovation systems from Argentina, Brazil, Bolivia, Chile, Colombia, Costa Rica, Cuba, Ecuador, Spain, Guatemala, Honduras, Mexico, Nicaragua, Paraguay, Peru, Portugal, Dominican Republic, Uruguay and Venezuela attended, along with CSUCA, UNESCO-IESALC, RIACES and the Carolina Foundation.

During the forum the “Pablo Neruda” Ibero-American Programme for Academic Mobility was presented, new initiatives in the development of the EIC were discussed, as well as its strategic lines of action and priorities. The IV Ibero-American Forum was held in Mexico City, Mexico, on July 22-23, 2010, where the basic structure and organizational framework of the Ibero-American Knowledge Space were approved.

ACADEMIC COMMUNITY

Higher Education Students

With the aim of strengthening the work of student associations, who are key members of the academic community, UNESCO-IESALC supported the Latin American and Caribbean Continental Students Organization (OCLAE) in its role as a representative of the student movement. This support was directed at promoting the articulation of the institution within other regional Higher Education networks and to strengthen the work it carries out in the different areas it covers.

Among the main forms of support given to the above mentioned organization, are:

- Preparation and coordination of a round table discussion about “Ninety Years of the Cordoba Reform and the Latin American University”, during CRES 2008. At this event, OCLAE’s active participation in all the forums at the Conference was also promoted. Cartagena de Indias, Colombia. June 4-6, 2008.
- Institutional support at the General Secretariat of OCLAE, held in Caracas, Venezuela. October 31, 2008.
- Institutional support and presentation of a paper during the “VI UNE Culture Biennale and I Latin American OCLAE Students Triennial”, in Salvador de Bahía, Brazil. January 21-24, 2009.
- Support for OCLAE participation in the III Meeting of University Networks and Councils of Chancellors of Latin America and the Caribbean and their incorporation as institutional members of the ENLACES Follow-Up Commission held in Lima, Peru. June 1-2, 2009.
- Support for OCLAE participation in the WCHE 2009. They were chosen by UNESCO- IESALC to represent students from Latin America and the Caribbean. July 6-8, 2009.

Teachers

In order to promote the participation of teachers in debates about Higher Education, UNESCO-IESALC supported this segment of the academic community in the creation of the Observatory on Latin America and the Caribbean University Teachers Trade Union. This tool seeks to be an important reference for studying changes in the working conditions of university teachers and a platform for their articulation and participation in the process of Higher Education transformation in the region.

The observatory’s creation was approved at the I Latin America and the Caribbean University Teachers Trade Union Forum, which was held on June 7-8, 2010 in Buenos Aires, Argentina. The event was organized by the Argentine Federation of University Teachers (FEDUN) in conjunction with the UNESCO-IESALC.

Among the participants were the Brazilian Forum of Teachers from Federal Higher Education Institutions (PROIFES), the Venezuelan National Federation of Trade Unions of Higher Education Teachers (FENA-SINPRES), the Peruvian National Federation of University Teachers (FENDUP), the Trade Union of National University Workers (STUN) from Costa Rica and the Confederation of American Educators (CEA).

Non-teaching Workers

In the debate about regional Higher Education, so-called non-teaching university workers, employees or administrative workers - depending on each country’s terminology -are rarely represented by any institution. For this reason, UNESCO-IESALC supported the Confederation of Workers of the Universities of the Americas (CONTUA) during its creation.

In May 2008, the III Meeting of University Workers in Latin America and the Caribbean took place in Buenos Aires, Argentina. During this event, the Institute discussed topics that later were included at the CRES 2008 Action Plan. Their proposals and thoughts are reflected in the priority initiatives of CRES 2008.

They were also invited to take part in the III Meeting of University Networks and Councils of Rectors of Latin America and the Caribbean in Lima, where these actors endorsed the ENLACES project.

PROGRAMME 3 ADVOCACY FOR THE DEVELOPMENT OF HIGHER EDUCATION SYSTEMS AND INSTITUTIONS

One of the UNESCO-IESALC's main activities is to contribute to the strengthening of the capacities of Higher Education systems and institutions for managing, monitoring and assessing their process of transformation and improvement. In order to do this, during the period 2008-2010 the Institute carried out a set of key activities in two specific areas: support for national Higher Education systems and for the Higher Education Networks and Councils of Rectors.

NATIONAL HIGHER EDUCATION SYSTEMS

French Mission to the Dominican Republic. March 15-20, 2010

In March 2010, a French delegation, representing the Ministry of Foreign and European Affairs, visited the Dominican Republic in order to reactivate the close cooperation that had previously existed between universities in both countries. The activity reflected the intention of President Leonel Fernandez from Dominican Republic to enhance the trade and cooperation between both countries.

The Secretary of the State for Higher Education, Science and Technology from the Dominican Republic asked UNESCO-IESALC to take part in the national delegation and to follow the negotiations. Among the topics discussed during the event were: (1) the creation of new international masters programmes, (2) the strengthening of doctoral programmes, (3) the increase in student scholarships and (4) exchange between teachers and researchers in all areas of scientific knowledge.

Two conferences were also carried out in the FUNGLODE(19) offices within this mission's activities. They were entitled "Higher Education: Actions and viewpoints for the twenty-first century: A comparative experience between France and the Dominican Republic" and "Higher Education: Actions and viewpoints for the twenty-first century: Regional cooperation in the field of Higher Education", the later presented by the Director a.i. of UNESCO-IESALC.

Support for the System of Quality Assessment and Accreditation in Venezuela. Since August 2009

UNESCO-IESALC and the Ministry of Popular Power for University Education (MPPEU) in the Bolivarian Republic of Venezuela signed an agreement to support the development of the MPPEU capacity to promote the evaluation and accreditation of programmes and Higher Education institutions in Venezuela, within the framework of MERCOSUR System of Regional Accreditation of University Degrees (ARCUSUR) as of the second semester of 2009. The agreement focuses on the development of evaluation and accreditation processes of university degrees in agronomy, architecture, veterinary medicine and engineering.

Recovery of the Higher Education System in Haiti. May 2010

UNESCO-IESALC joined in the reconstruction of the Haitian higher education system initiatives following the devastating earthquake that hit the country on January 12, 2010. The Institute has been working in close collaboration with Dr. Jacky Lumarque, rector of the Quisqueya University, member of the UNESCO-IESALC Governing Board and president of the Presidential Education Commission in Haiti, which is in charge of articulating the aid for the reconstruction of the national educational system.

As part of this work, from May 11-12, 2010, the Ministry of Higher Education, Science and Technology of the Dominican Republic, the Dominican Association of University Rectors (ADRU) and UNESCO-IESALC co-organized, in conjunction with the Presidential Education Commission of Haiti, the “Meeting with Universities from the Dominican Republic and Haiti for the Recovery of the Haitian Higher Education System” in Port-au-Prince. During this event, a diagnostic of Higher Education in Haiti was carried out in terms of its infrastructure, academic-institutional and financial situation and Dr. Lumarque presented the basic guidelines of the Recovery Plan of the Education System in Haiti. In addition, possible ways to return Higher Education institutions in Haiti to their academic work were debated at the meeting, among which were: a) teacher training, b) broadening of courses offered, c) development of research capacity, d) integration and development of university networks and consortiums. The Government of Dominican Republic has offered to fund the construction of a new university campus in the country.

Teacher Training Project. September 2010

Together with the Education Sector of the Organization of American States (OAS), UNESCO-IESALC is working on a proposal for a study on trends in teacher training. The aim of the study would be to find out the conditions of teacher training in the region, from primary to Higher Education, in order to understand the processes that lead to true quality in education.

The research will be carried out in six regions of Latin America and the Caribbean: Mexico, Caribbean, Central America, Andean Region, Brazil and Southern Cones. It is expected to be complete before September 2011.

Support for Institutions and Intercultural Higher Education. 2008 – 2011

The project Cultural Diversity and Interculturality in Higher Education in Latin America is aimed at documenting, analyzing experiences and supporting the development of Higher Education institutions in Latin America and the Caribbean, which work to address with the needs, demands and proposals of indigenous and Afrodescendent communities in the field of Higher Education. It also contributes to developing sustainable mechanisms of collaboration between the institutions studied and other with similar interests, as well as laying foundations that enable recommendations for policy and initiatives to promote their development.

In the first stage of this project, UNESCO-IESALC received funding from the Spanish cooperation funds which were donated to the UNESCO. Recently, the Ford Foundation approved a donation to the project, which is described below.

Publications:

- Mato, Daniel, coordinator (2008) Cultural Diversity and Interculturality in Higher Education. Experiences in Latin America. (Diversidad Cultural e Interculturalidad en Educación Superior. Experiencias en América Latina in Spanish). Caracas: UNESCO-IESALC. Available on the website.
- Mato, Daniel, coordinator (2009) Intercultural Higher Education Institutions. Building Processes, Achievements, Innovations and Challenges (Instituciones Interculturales de Educación Superior en América Latina. Procesos de Construcción, Logros, innovaciones y Desafíos in Spanish). Caracas: UNESCO-IESALC. Available on the website.
- Mato, Daniel, coordinator (2009) Higher Education, Intercultural Collaboration and Sustainable Development/Living Well (Educación Superior, Colaboración Intercultural y Desarrollo Sostenible/Buen Vivir. Experiencias en América Latina in Spanish). Caracas: UNESCO-IESALC. Available on the website.

In 2008, as part of this Project, a call was made for contributions to a Record of experiences of Higher Education institutions oriented to the study and application of ethnic or local knowledge to local development and/or the improvement of quality of life of the participating populations. A total of two hundred and thirty four (234) records were received, of which eighty-two (82) bore the characteristics stipulated by the Project. These 82 experiences were incorporated into Record of Initiatives on the ENLACES website and, additionally, eight (8) of the experiences were published as the Project's third book.

In line with the objectives and advances made by the Project, the Regional Workshop on Cultural Diversity and Interculturality in Latin American Higher Education was organized in Belo Horizonte, Brazil on August 6-7, 2009 with the objective of consolidating the bases for academic cooperation and the future implementation of specific projects to foster the consolidation and development of the intercultural programmes and Higher Education institutions in the region. Similarly, two important documents were produced in the Workshop, whose recommendations have been used as a start off point for the formulation of new activities in the Project: the Belo Horizonte Declaration and the Recommendations for the creation of the Regional Forum for Cultural Diversity and the Promotion of Equitable Interculturality in Latin American Higher Education.

The Observatory on Cultural Diversity and Interculturality in Latin American Higher Education was also created as part of the Latin America and Caribbean Area for Higher Education (ENLACES). Additionally, a Discussion Forum was created in accordance with the recommendations made by participants in the Belo Horizonte workshop. The Observatory seeks to be a virtual space that is a cornerstone within the field, to oversee and promote equitable interculturality in Higher Education, and to provide a space where researchers, representatives from indigenous and afrodescendent communities, decision makers, and other parties interested in the meeting of the Higher Education needs, demands and proposals of these communities, can participate in order to foster strategies of institutional collaboration, academic cooperation, the study and monitoring of experiences, management of knowledge and shared resources, regional dialogue and institutional mobilization.

UNESCO-IESALC produced a special edition of IESALC Reports Newsletter for the launch of the Observatory, which was dedicated to the issue of cultural diversity and interculturality in Higher Education. Authors of the third book were commissioned to write a short article about their experiences and the Newsletter also included an editorial piece written by Dr. Daniel Mato, who coordinated this third book.

In October 2010, the Ford Foundation approved financial support for the Project with the aim of supporting institutional and academic strengthening of the Intercultural Higher Education Institutes (IIES) and the Higher Education institution programmes oriented toward meeting the Higher Education demands, needs, and proposals of indigenous and afrodescendent communities. To achieve this objective, the following lines of action have been proposed:

Contributors up to the present: 56 researchers, from 45 Higher Education institutions, in 11 Latin American countries (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guatemala, Mexico, Nicaragua, Peru and Venezuela), who have produced 52 case studies.

- Creation of a centre of teaching resources that fosters academic cooperation between the IIES and the programmes.
- Financial support for joint research programmes about themes relevant to the promotion of interculturality in Higher Education and community relations projects that promote good living in indigenous and/or afrodescendent communities, value their knowledge and feature them as protagonists in the programmes.
- Study and dissemination of the current situation of public policies regarding intercultural Higher Education in Latin America and the Caribbean.
- Support for the development of processes to improve the management of Higher Education Intercultural Institutions.
- Consolidation of the Observatory on Cultural Diversity and Interculturality in Latin American Higher Education and promotion of academic cooperation between IIES and other intercultural programmes within ENLACES.

Events

UNESCO-IESALC has given institutional support and sponsored the participation of the project coordinator, Dr Daniel Mato, in the events described below:

- Presentation: “Cultural Diversity, Interculturality and Latin American Higher Education”. Round table with Indigenous Students in Latin American Higher Education. Department of Educational Research (DIE), Centre of Research and Advanced Studies (CINVESTAV), National Polytechnic Institute. Mexico City, Mexico. February 26, 2008.
- Conference: “Cultural Diversity, Inclusion and Equitable and Mutually-respectful Interculturality in Higher Education”. II International Forum on Inclusive Higher Education. Towards recognising ethnic and cultural diversity. Organized by the Ministry of National Education and the Colombian Association of Universities (ASCUN). Bogota, Colombia. September 9-10, 2008.
- Conference: “Cultural Diversity and Interculturality in Latin American Higher Education. Challenges and opportunities for Anthropology”. XVI General Meeting of the Mexican Network of Anthropology Training Institutions (MIFA Network) and VI General Workshop for the project “An Anthropology of Anthropology”, organized by the MIFA Network, Chiapas Autonomous University and the Chiapas Intercultural University. San Cristóbal de Las Casas, Chiapas, Mexico. October 10, 2008.
- Conference: “Relevance, Cultural Diversity and Equitable Interculturality in Higher Education”. First State Forum on Relevance in Higher Education, organized by the State Commission for Higher Education Planning (COEPES) of the State of Guanajuato.

La Salle Bajío University, León, Guanajuato. Mexico. February 20, 2009.

- Opening Conference “Experiences in Indigenous Higher Education in Latin America. A Diversity of Institutional Responses, Challenges and Opportunities”. Series of debates “Ethnic Higher Education in México: Pending issues for reflection”. Debates organized by the Science and Technology Commission of the Senate of the Republic and the Department of Educational Research, Centre of Research and Advanced Studies, National Polytechnic Institute (IPN). Senate of the Republic. Mexico City, Mexico. September 2, 2009.

- Conference: “Cultural Diversity and Interculturality in Latin American Higher Education”. Third Regional Meeting on Intercultural Higher Education in Latin America and the Caribbean organized by General Coordinating Office of Intercultural and Bilingual Education (CGEIB) of the Mexican Secretariat of Public Education (SEP). Pátzcuaro, Michoacán, Mexico. November 16-20, 2009.

- Conference: “Cultural Diversity and Interculturality in Latin American Higher Education. The Regional Panorama”. International Meeting “400 Years of “Mestizaje”. Beyond the commemoration of the IV Centenary of the publication of the first part of the *Comentarios Reales* by Inca Garcilaso. Córdoba, Spain. December 2-3, 2009.

- Conference: “Cultural Diversity and Interculturality in Higher Education. Trends and Experiences in Latin

America”. Seminar on Intercultural Higher Education, organized by the Ministry of National Education (MEN), the Colombian Association of Universities (ASCUN) and the Pontifical Bolivarian University of Medellín (UPB). Medellín, Colombia. March 4-5, 2010.

- Conference: “Cultural Diversity and Interculturality in Higher Education. Trends and Experiences in Latin America”. Intercultural Degree course in Indigenous Education. Agreste Academic Centre, Pernambuco Federal University (UFPE), Caruaru, Brazil. April 15, 2010.

- Conference: “The Indigenous Movement, Higher Education and Equitable Interculturality”. Postgraduate Programme in Sociology, Pernambuco Federal University (UFPE), Recife, Brazil. April 16, 2010.

- Round Table “University and Interculturality”. San Carlos de Bariloche, Argentina. August 24, 2010.

- Conference in the International Seminar “Social Inclusion, interculturality and Equity in Higher Education”, Temuco, Chile. September 29- October 1, 2010.

- Presentation of the book *Cultural Diversity and Interculturality in Higher Education. Experiences in Latin America (Diversidad Cultural e Interculturalidad en Educación Superior. Experiencias en América Latina)* at the University Book Fair, Casa de la Universidad Veracruzana Intercultural. Xalapa, Veracruz, Mexico. October 1, 2010.

UNIVERSITY NETWORKS AND COUNCILS OF RECTORS

Working with university networks and councils of rectors in the region is an important part of UNESCO-IESALC's program of activities, firstly because these institutions have great political and institutional potential to contribute to the process of academic cooperation and integration in the region and in the construction of the Latin America and Caribbean Area for Higher Education (ENLACES), and also because they represent an important mean of implementing the recommendations established at regional and world education conferences.

The CRES 2008 Declaration states that university networks and Higher Education Councils are strategic interlocutors and protagonists in developing proposals to solve problems that are a priority for the region and they are thus allocated a relevant role on the basis of their promotion of integration and cooperation. The Declaration emphasizes that: "It is through network-building that the region's institutions of Higher Education can unite and share the scientific and cultural potential they possess for analyzing and proposing solutions for strategic problems". In this sense, and in order to promote academic integration and cooperation, during the 2008-2010 period, UNESCO-IESALC has sought to articulate activities carried out by university networks and councils of rectors.

As part of this work, the Institute has developed a virtual platform entitled the Higher Education Networks Module as part of the ENLACES project. The space is designed to provide access to information, communication, exchange and participation for organizations (agencies, institutes, councils, committees, consortiums, associations, networks, etc.) linked to Higher Education in the region. Its objective is to identify and publish useful and relevant information related to activities, projects, and experiences currently developed by these actors and also to constitute itself as a place to foment the cooperation of these actors.

The module seeks to:

- Give visibility to the activities, projects, and experiences of institutional actors within ENLACES.
- Promote the strengthening of academic cooperation between institutional actors in the region and between them and other continents, supporting existing collaborations and stimulating new experiences between South-South, North-South, and South-North.
- Publish and facilitate the transferral of good practice and innovative experiences established between these actors through programs and/or collaborative initiatives.
- Support the processes of creation, promotion, and exchange of research produced by these actors concerning the various topics related to the field of Higher Education in the region and related to management of these organizations.
- To promote these organizations' participation in the different activities, programmes, and services that ENLACES promotes.

Support for events organized by the networks

Respecting the autonomy of each organization and with the aim of joining forces to broaden and strengthen processes of academic cooperation in the region which form part of the framework of recommendations reached by Higher Education conferences, the Institute promotes yearly meetings of University Networks and Councils of Rectors in Latin America and the Caribbean (Brasilia, November 2006; Caracas, May 2007; Lima June 2009), whose last edition aimed to set out basic guidelines for the development of ENLACES.

UNESCO-IESALC has also sought to support the organizations on an institutional level in order to strengthen the work carried out by networks and councils. In this sense it has supported their activities and the promotion of their projects, events, results and/or products in the region's academic community.

The Institute has thus contributed through institutional support, co-organization, funding, presentation of papers and/or promotion of the events listed below (see Table 6):

TABLE 6. INSTITUTIONAL SUPPORT

Institutional support at the III Colloquium on the Internationalization of Higher Education in Latin American Universities.	Association of Montevideo Group Universities (AUGM). Ciudad del Este, Paraguay. September 10, 2008.
Institutional support and presentation of a paper at the I Meeting of Directors of Welfare in Higher Education Institutions in Latin America and the Caribbean and XXIX National Plenary on University Welfare.	National Network of University Welfare at the Colombian Association of Universities (ASCUN) and the National Ministry of Education (MEN) of Colombia. Cali, Colombia. October 7-8, 2008.
Participation at the IV Ordinary Meeting of the Inter-American Committee on Education. Coordinated by the Organization of American States (OAS).	Organization of American States (OAS). Del 13 al 16 de octubre de 2008. Quito, Ecuador. October 13-16, 2008.
Presentation of a paper at the Seminar "Citizenship and Development in Latin America".	Latin American and Caribbean University. Caracas, Venezuela. October 16-17, 2008.
Presentation of the Project Map of Higher Education in Latin America and the Caribbean (MESALC) at the "Teacher Education for 21st Century Seminar: Revising Teacher Education in the Americas".	Organization of American State's (OAS) Education Sector. Port of Spain, Trinidad and Tobago. October 29-31, 2008.

TABLE 6. INSTITUTIONAL SUPPORT

<p>Presentation of a paper at the Seminar on Higher Education in the Twenty-first Century and Comparative Education. Event carried out at the International Course on Continued Training in Higher Education.</p>	<p>International Miranda Centre Foundation. Caracas, Venezuela. November 13, 2008.</p>
<p>Presentation of a paper on the conclusions of the CRES 2008 and the advances in the conformation of ENLACES at the IX Meeting of the Education, Culture, Science, Technology and Commission of the Latin American Parliament.</p>	<p>Latin American Parliament. Panama City, Panama. December 3, 2008.</p>
<p>Presentation of a paper at the I National Congress on Higher Education of Nicaragua.</p>	<p>Universities Council of Nicaragua. Managua, Nicaragua. December 4, 2008.</p>
<p>Presentation of a paper at the Forum on Agricultural and Rural Education.</p>	<p>Regional Andean Forum for Dialogue and Integration of Agricultural and Rural Education (FRADIEAR). Maracay, Venezuela. December 10-12, 2008.</p>
<p>Presentation of a paper at the International Meeting of State Universities. "Public Universities: a challenge for the twenty-first century".</p>	<p>University of Chile. Santiago, Chile. January 14-15, 2009.</p>
<p>Institutional support and participation in the I General Assembly of the Observatory on University Social Responsibility.</p>	<p>Catholic University of Colombia and the Pontifical Javeriana University. Bogota, Colombia. February 16, 2009.</p>
<p>Open speech during the I Ibero-American and Caribbean Forum on "Community Relations and Social Responsibility in Distance Learning Universities".</p>	<p>Open University for Adults. Santo Domingo, Dominican Republic. February 17-19, 2009.</p>
<p>Participation in the Work Meeting of the Technical Committee of International Academic Coordination of the Latin American Doctorate in Education.</p>	<p>National Pedagogical University of Colombia. Bogota, Colombia. February 19, 2009.</p>

TABLE 6. INSTITUTIONAL SUPPORT

<p>Presentation of a paper at the I Regional Forum on Policies in Science, Technology and Innovation in Latin America and the Caribbean: Towards a new social contract in Science”.</p>	<p>UNESCO Regional Science Office for Latin America and the Caribbean. Mexico City, Mexico. March 9-13, 2009.</p>
<p>Presentation of the CRES 2008 Action Plan to the Permanent Commission on Cooperation and Inter-institutional Relations at the National Council of Venezuelan Universities.</p>	<p>National Council of Venezuelan Universities. Caracas, Venezuela. March 11-13, 2009.</p>
<p>Presentation of the paper “From a Regional Agenda to Quality Higher Education” at the Council of Rectors of Private Universities in Argentina (CRUP).</p>	<p>Council of Chancellors of Private Universities in Argentina (CRUP). Buenos Aires, Argentina. March 26-27, 2009.</p>
<p>Work meeting with the Deans of Agriculture, Maritime Studies, Environmental Studies and Forestry of the National Council of Universities in order to explore the possibility of creating the Latin American Doctorate in Agrarian and Maritime Sciences.</p>	<p>National Council of Venezuelan Universities. Caracas, Venezuela. March 27, 2009.</p>
<p>Presentation of the ENLACES Project at the I Joint International Congress of Hispanic Association of Universities (HACU), Consortium for Collaboration in Higher Education in North America (COHACE) and the Inter-American University Organization (OUI).</p>	<p>Hispanic Association of Universities (HACU), Consortium for Collaboration in Higher Education in North America (COHACE) and the Inter-American University Organization (OUI). Guadalajara, Mexico. April 22-24, 2009.</p>
<p>Sponsorship of the Seminar Latin American Universities under Discussion: An interregional approach as a contribution to the World Conference on Higher Education.</p>	<p>Universidad Central de Venezuela. Caracas, Venezuela. May 4-5, 2009.</p>

TABLE 6. INSTITUTIONAL SUPPORT

<p>Attendance at the X General Assembly of the Association of Latin American and Caribbean Universities for Integration (AUALCPI) and the International Seminar “Networks of Actions for the World Conference on Higher Education”.</p>	<p>Association of Latin American and Caribbean Universities for Integration (AUALCPI). Bogota, Colombia. May 27, 2009.</p>
<p>Institutional support and presentation of a paper at the International Colloquium “Education for Latin American Integration”. The event marked the start of academic activities at the Federal University of Latin American Integration (UNILA).</p>	<p>Federal University of Latin American Integration (UNILA). Foz do Iguaçu, Brazil. August 19-22, 2009.</p>
<p>Presentation of a paper at the I Latin American Seminar on Higher Education “Democratization of University and Public Policies. Strategies in opposition to the Mercantilization of Higher Education”.</p>	<p>National Federation of University Teachers (CONADU), the Institute of Study and Training (IEC) and the Latin American Council of Social Sciences (CLACSO). Buenos Aires, Argentina. September 13, 2009.</p>
<p>Institutional support and paper at the Latin American Course on Specialization in Public Policies and Evaluation of Higher Education (CLAEPPAES).</p>	<p>Federal University of Latin American Integration (UNILA), Foz do Iguaçu, Brazil. October 2009.</p>
<p>Sponsorship and presentation of a paper in the Panel “Transforming the global crisis into an opportunity: the big challenge for Latin America and the Caribbean”, during the Workshop “Training and Organization in the Labour Movement”.</p>	<p>“Emilio Máspero” University of Latin American Workers. Caracas, Venezuela. November 11, 2009.</p>
<p>Support for the creation of and participation in the constituent meeting of the Latin American Network of International Relations in Higher Education (ReLARIES).</p>	<p>Latin American Network of International Relations in Higher Education (ReLARIES). Buenos Aires, Argentina. November 15-18, 2009.</p>
<p>Participation and presentation of a paper at the XI National Assembly of the Colombian Network for the Internationalization of Higher Education (RCI).</p>	<p>Colombian Network for the Internationalization of Higher Education (RCI). Cartagena de Indias, Colombia. November 19-20, 2009.</p>

TABLE 6. INSTITUTIONAL SUPPORT

<p>Presentation of the paper at the LV Meeting of the Council of Rectors of the Association of Universities Montevideo Group (AUGM).</p>	<p>Association of Universities Montevideo Group (AUGM). Belo Horizonte, Brazil. December 10-11, 2009.</p>
<p>Presentation of a paper at the Ibero-American ARIUSA Workday about Universities and Sustainability.</p>	<p>Alliance of Ibero-American Networks of Sustainability and Environmental Universities (ARIUSA). Corrientes, Argentina. March 18-19, 2010.</p>
<p>Presentation of a paper at the Post-doctoral Programme at the Faculty of Educational Sciences at the University of Carabobo.</p>	<p>University of Carabobo. Valencia, Venezuela. July 28, 2010.</p>
<p>Attendance at the celebration of the XXX Anniversary of the Dominican Association of University Rectors (ADRU).</p>	<p>Dominican Association of University Rectors (ADRU). Santo Domingo, Dominican Republic. September 15, 2010.</p>



PROGRAMME 4 KNOWLEDGE PRODUCTION AND MANAGEMENT

Following the UNESCO guidelines towards the building of knowledge societies that provide “access to information for all, freedom of expression and linguistic diversity”¹⁰ and in accordance with the institutional objective of promoting the knowledge on the tendencies and challenges of Higher Education in the region as a base for the “formulation of policies, strategies and other regional initiatives”¹¹ related to the improvement of Higher Education systems and institutions, UNESCO-IESALC devised the programme of activities on knowledge production and management.

The Institute has created a virtual interactive tool that can be accessed by specialists, students, teachers, authorities and the general public for the exchange of ideas and debate on the dynamics, processes, trends and challenges facing Higher Education in the region. This process involves the promotion of these studies in all formats (publications, printed material, CDs and electronic documents). The website is an example of the Institute’s initiative of putting into action the policy of using Open Educational Resources (OER) promoted by UNESCO.

EDITORIAL POLICY

UNESCO-IESALC’s editorial policy is directed toward the study of topics that are related to its institutional mandates and the development of strategic issues from its Biennial Plan of Activities, particularly those related to the recommendations of CRES 2008 and WCHE 2009 (see Table 7). UNESCO-IESALC’s editorial policy is approved and constantly monitored by its Governing Board¹².

TABLE 7: UNESCO-IESALC STRATEGIC THEMES

Academic Mobility	Miscellaneous
Access, Admission, Student Profile	Monitoring Graduate Employment
Communication and Information Technology	Networks
Cultural Diversity and Interculturality	Programmes for Achieving the MDG
Distance Education	Public and Private Funding
Inclusion	Quality Assurance and Accreditation
International Cooperation	Research and Innovation
Internationalization	Revision of Curriculums
Knowledge Management	Science and Technology
Latin American University Thinking	Student Aid and Scholarship Programmes
Leadership and Entrepreneurship	Teachers Training
Life-long Learning	University Social Responsibility and Commitment

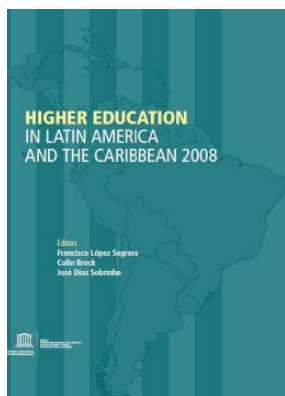
The Institute has an International Editorial Board guiding the implementation of this policy. It establishes the priorities for research and the creation of knowledge, as well as overseeing the editorial production. The studies are governed by the principle of “mutual respect among Member States and between the Organization and Member States, showing the spirit of cooperation and international understanding”¹³. Well-known specialists from the region sit on the Board for a three year period.

The publications operate according to the principle of copyright release, which allows the Institute to reproduce the studies partially or in their entirety, using digital and print formats in the original and other languages. The objective is to make knowledge a universal resource that is available to all. UNESCO-IESALC publications can be downloaded from its website, acquired in its Caracas headquarters or through the Librería de la U (www.libreriadelaU.com).

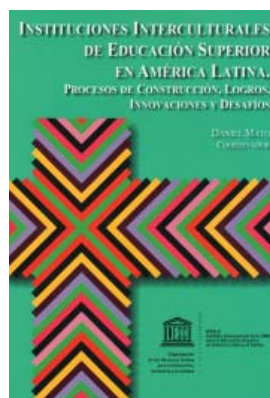
BOOKS

Nine books relating to Higher Education were produced or co-produced during the period 2008-2010. These publications are available digitally via the UNESCO-IESALC website. On the website there are currently more than 70 publications edited or co-edited by the Institute. UNESCO-IESALC also distributes these studies to libraries, institutions and others involved in Higher Education upon demand.

The publications edited during this period are:



Higher Education in Latin America and the Caribbean 2008.
 Edited by Francisco López Segrera, Colin Brock, José Dias Sobrinho.
 UNESCO-IESALC.
 Caracas. 2009.



Intercultural Higher Education Institutions. Building Processes, Achievements, Innovations and Challenges
 (Original in Spanish).
 Coordinated by Daniel Mato.
 UNESCO-IESALC.
 Caracas. 2009.



Cultural Diversity and Interculturality in Higher Education
 (Original in Spanish).
 Coordinated by Daniel Mato.
 2nd Edition.
 UNESCO-IESALC and Veracruzana University of Mexico. 2010.



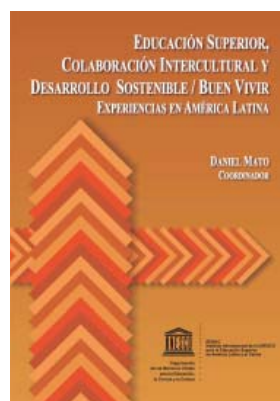
Brain Drain, Academic Mobility and Scientific Networks. Latin American Perspectives (Original in Spanish). Edited by Sylvie Didou Aupetit and Etienne Gérard. UNESCO-IESALC, Centre of Research on Advanced Studies (Cinvestav) at the National Polytechnic Institute and the Research Institute for Development (IRD). Mexico City. 2009.



Knowledge for Transformation: Production and Reflections about Science, Technology and Innovation in Ibero-America (Original in Spanish). Coordinated by Hebe Vessuri, Pablo Kreimer, Antonio Arellano and Luis Sanz Menéndez. Results of the IV Meeting of Young Reseachers and the Ibero-American Doctoral School in Social and Political Studies on Science and Technology. UNESCO-IESALC, ESOCITE, CYTED, AECID, IVIC. Caracas. 2010.



Comparative Higher Education: the Protagonism of Internationalization (Original in Spanish). By Carmen García Guadilla. UNESCO-IESALC and BID & CO editor. Caracas. 2010.



Higher Education, Intercultural Collaboration and Sustainable Development / Living Well (Original in Spanish). Coordinated by Daniel Mato. UNESCO-IESALC. Caracas. 2009.



Latin American Universities Under Discussion (Original in Spanish). Coordinated by José María Cadenas. UNESCO-IESALC, Academic Vice-rector's Office at the Central University of Venezuela and the Centre of Studies of America. Caracas. 2010.



The Student's Voice: The Success of University Retention Programmes (Original in Spanish). By Clelia Pineda Báez. UNESCO-IESALC and La Sabana University in Colombia. Bogota. 2010.

HIGHER EDUCATION AND SOCIETY JOURNAL



The Higher Education and Society Journal (Educación Superior y Sociedad - ESS) is published twice a year and (as of the second semester of 2010) is arbitrated. The goal of this publication is to disseminate research results, identify gaps in knowledge and new priorities for research, as well as introducing questions and current problems into the debate surrounding Higher Education. The journal also promotes research in the field, publishes information about policies and good practices and contributes to linking research results to policy making, as well as facilitating and stimulating the exchange of ideas, experience and critical debate. Additionally, this publication strengthens a platform of communication between researchers and a store of studies related to Higher Education in different countries across Latin America and the Caribbean.

The journal has been published since 1990, and its 24 editions cover the most diverse topics in Higher Education. From 2000-2006, ESS was not edited, but returned in 2007, under the coordination by Dr. Hebe Vessuri. In 2010, UNESCO-IESALC began digitalizing the magazine in order to recover the oldest editions, which are now available on the Institute's website.

ESS journal is indexed with open access software known as the Open Journal System (OJS), which facilitates its edition, from the editorial production, including arbitration, to its publishing on the Internet, as well as the search tool which retrieves articles by author, title, key words and summaries.

This new software has been used by UNESCO-IESALC as part of the Institute's initiative to foster regional integration and academic cooperation by providing open access to knowledge.

The ESS journal is registered in the Directory of Latin American Scientific Periodicals (LATINDEX) and in the Index of Higher Education and Educational Research Magazines (IRESIE) run by the National Autonomous University of Mexico. It will shortly be registered in a list of publications at the National Foundation for Science, Technology and Innovation in Venezuela (FONACYT), after which it will be included in the Scientific Electronic Library Online (SciELO) Venezuela, EDUCARE and ERIC.

From 2008-2010, the following titles of ESS were published:



The Movement of University Social Responsibility: A New Way of Understanding Universities' Mission (Original in Spanish). Year 13. No. 2. September 2008.



Experiences of Academic Cooperation in MERCOSUR Countries (Original in Spanish). Year 14. No. 1. January 2009.



Higher Education in the Anglophone Caribbean. Year 14. No. 2. September 2009.

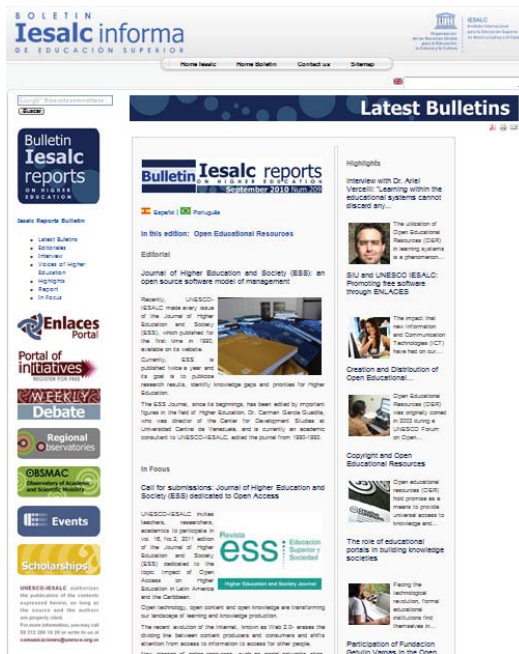


Transformations in Higher Education in America: Identities under Construction (Original in Spanish). Year 15. No. 1. January 2010.



Higher Education Institutions in Border and Trans-border Areas (Original in Spanish). Year 15. No. 2. 2010. (currently being printed).

BULLETIN IESALC REPORTS



This is a two-weekly digital publication that is dedicated to promoting and publishing information about issues related to Higher Education. From 2010, each edition of the newsletter deals with specific areas of interest, such as cultural diversity and interculturality, innovation, open educational resources, internationalization, among others.

Since September 2008, 40 editions of the newsletter have been published in the three most widely spoken languages in Latin America and the Caribbean: Portuguese, English and Spanish in order to provide the whole region with access to the publication. Additionally, two special editions were printed for distribution at the WCHE 2009 and at University 2010.

Currently, IESALC Reports is sent to more than 110,000 people and is one of the Institute's key means of publicizing information about new trends and the most up-to-date information about Higher Education in throughout region.

REGIONAL OBSERVATORIES

The regional observatories are a platform for dialogue and cooperation in the production of knowledge related to strategic issues in the development of Higher Education in the region. The observatories bring together studies, publications, initiatives, events, news and discussion forums in a single website. The resource is available through the ENLACES website and enables individuals from diverse institutions to take part in it.

The observatories that are currently under development are:

Observatory on Academic and Scientific Mobility (Observatorio sobre Movilidades Académicas y Científicas): coordinated by Dr Sylvie Didou, researcher from the Centre of Research on Advanced Studies (CINVESTAV) which is based in Mexico. The main aim of this observatory is to become a virtual space for reference, structured information for making decision and a mechanism for signalling and monitoring the changes that affect student, academic and professional migration and mobility. The observatory was created in response to the regional need to order available data regarding funding for post-graduate students, the return of highly qualified personnel to their native countries and publishing scholarship competitions. It is a consequence of the increase in actors involved in this type of initiatives: institutions, governments, civil society, native countries or countries receiving students, international organizations and networks.

Cultural Diversity and Interculturality Observatory (Observatorio de Diversidad Cultural e Interculturalidad): coordinated by Dr. Daniel Mato, UNESCO-IESALC consultant. The observatory's goal is to contribute to the advance, consolidation, and growth of intercultural experiences in Higher Education that currently exist in countries across Latin America and the Caribbean. It also seeks to offer a sustainable means of collaboration between Higher Education institutions who work to meet the needs, demands and proposals of indigenous and afrodescendent communities, and other interested communities, in the field of Higher Education. The observatory was created in accordance with the recommendations of the CRES 2008 and those made at the Regional Workshop on Cultural Diversity and Interculturality in Higher Education in Latin America (Belo Horizonte, Brazil, 6-7 August 2009).

Observatory on University Social Responsibility (Observatorio sobre Responsabilidad Social Universitaria): the observatory was created and inspired by the the Observatory on University Social Responsibility (ORSU) founded by the Catholic University and the Pontifical Javeriana University in Colombia, and is coordinated by Profesor Humberto Grimaldo. It also receives support from the Ibero-American Network of University Voluntary Workers for Social Inclusion (REDIVU) and the Observatory of the RSU of Distance Learning Institutions (OIRSUD). The objective of the observatory is to become a source of independent, rigorous, impartial and reliable information regarding policies and practices in the field of University Social Responsibility. It aims to provide statistics and information geared towards improving accountability, fomenting reporting, as well as achieving a more active and informed participation among stakeholders, in order to develop a culture of responsibility and social commitment.



Observatory on Latin American University Thinking (Observatorio de Pensamiento Universitario Latinoamericano): coordinated by Dr. Carmen Garcia Guadilla, researcher at the Development Studies Centre (CENDES) at the Central University of Venezuela. This observatory aims to create a space for reflexion and analysis about the ideas and people who have impacted upon Latin American universities throughout history. The space provides a platform where the public of researchers and students can have access to information and exchange knowledge through studies and analyses that have been or will be produced. The observatory is part of the Unesco Chair in University Thinking in Latin America based at the Development Studies Centre at the Central University of Venezuela and the UNESCO-IESALC.

Observatory on Internationalization of Higher Education (Observatorio de la Internacionalización de la Educación Superior): coordinated by Dr Javier Pablo Hermo, Director of the Interdisciplinary Program on Globalization, Internationalization and Regionalization at the University of Buenos Aires. This mission of this observatory is to research trends in various areas related to the process of internationalization in Higher Education institutions, such as the creation of foreign universities in Latin American and Caribbean countries through the acquisition of institutions, alliances, fusions and the opening of “branch campuses”; the expansion of virtual transnational Higher Education systems with national links and the policies of joint awarding of degrees and representation agreements and/or franchising, among other possible developments. It will also study other phenomena that clearly affect the internationalization of Higher Education. It thus seeks to monitor other fields of international negotiations, especially those related to commercial and service-based negotiations, whether these are bilateral agreements established by Free Trade Agreements, or multilateral agreements within the World Trade Organization’s (WTO) General Agreement on Trade in Services (GATS).

Observatory on Latin American and Caribbean University Teachers Trade Unions (Observatorio Sindical Docente Universitario Latinoamericano y del Caribe): the objective of the observatory is to become an archive and to mobilize teachers to participate in debates about the future of Higher Education in the region, as well as providing news and monitoring changes in trade unions in organizations of university teachers across the region. The observatory responds to the need for an agenda that takes into account the process of integration of university trade unions across Latin America. The creation of the observatory was approved at the Forum of Latin American and Caribbean University Teachers Trade Unions that took place in Buenos Aires from June 7-8, 2010. The meeting was organized by the Federation of University Teachers (Argentina) and UNESCO-IESALC.

MAP AND GLOSSARY OF HIGHER EDUCATION



MESALC



The Map of Higher Education in Latin America and the Caribbean Project (MESALC) aims to orchestrate national systems of information about Higher Education in Latin America and the Caribbean and to create a database about Higher Education in the region. This project began in 2007 as a UNESCO-IESALC initiative under the auspices of a monitoring commission comprised of experts in Higher Education.

During its early years, the MESALC was carried out as three national pilot tests in Argentina, Brazil and Colombia. A system was designed to import database which gathered information about national systems of statistics about Higher Education and then stored and processed the data in line with the variables established by the map¹⁴.

In early 2008, basic information about the national Higher Education Systems in several countries was gathered by local consultants. This procedure was carried out according to the MESALC guidelines, which were used as a reference point for the documents and institutional presentations carried out at the Regional Conference on Higher Education (CRES 2008).

At the same time, UNESCO-IESALC organized the Glossary of Higher Education in conjunction with a group of international consultants in order to identify and define the basic concepts used in the implementation of MESALC. The results of these reports enabled the complexity and differences of each nation's systems of information to be made apparent.

In 2009, the MESALC began to study a new pilot phase data which would be adapted to the diverse countries across the region of Latin America and the Caribbean.

From 2009-2010 the system for collating information from online forms was put into action. Peru joined the project through its National Assembly of Rectors and developed its own pilot web-based forms and the UNESCO-IESALC began developing the online system of information, which includes elements for collating information from forms and importing and exporting databases. This new process enabled MESALC to become more open and flexible in order to deal with the demands of pilot projects in additional countries, which would be dealt with following the technological consolidation which entered its final phase.

Over the following years the Institute plans to work with the Member States of the UNESCO-IESALC to implement the MESALC as their principal means of collecting statistical information.

As well as the databases held by UNESCO-IESALC, the BVES will act as a reservoir of the catalogueographic records of the Education School Documentation Centre at the Central University of Venezuela, and the database of Postgraduate Theses at the Humanities and Education Faculty at the university.

Additionally, there is the possibility of incorporating an open-access, multilingual web-based tool for library management - the ABCD (Automatization of Libraries and Documentation Centres) - into the BVES is under evaluation.

COURSES

During 2008-2010, UNESCO-IESALC supported different institutions across the region in the development of academic programs to train professionals in specific areas of interest for the UNESCO and the Institute. The programs that received backing from the UNESCO-IESALC were:

- **Joint PhD Programme on Latin American Education: Public Policies and Teaching Profession**

Academic programme whose objective is to train PhD students to a high level, providing them with skills in theory and methodology, as well in analysis and interpretation and in order to foment change in the state of education across Latin America within a framework of sustainable development. The doctorate's curriculum is based on the principles of interdisciplinarity, flexibility, integrality, and social relevance.

Table 8. Universities involved in the Doctorate in Latin American Education: Public Policies and the Teaching Profession.

Brazil

Federal University of Minas Gerais

Chile

Bío Bío University

University of the Border

Metropolitan University of Educational Sciences

Cardenal Silva Henríquez Catholic University

Colombia

National Pedagogical University

México

National Pedagogical University

Venezuela

Liberator Experimental Pedagogical University

The program covers a number of different teaching centres and seeks to strengthen and establish strong alliances between the different Latin American universities involved, to create international teaching and research teams, to promote student mobility and thus train professionals who are committed to the social demands of the context they work in and who are able to make significant and relevant contributions to society from academia through their research.

Academic responsibility for the doctorate has been shared by prestigious universities with UNESCO backing (see Table 8), through the UNESCO Regional Bureau of Education for Latin America and the Caribbean (OREALC) and UNESCO-IESALC.

- **I Diploma of Advanced Training for Journalists Covering the Environment**

This course is organized by the Centre of Integral Environmental Studies (CENAMB) at the Central University of Venezuela and the Venezuelan Foundation Agua Clara. The objective of this program is to train journalists who cover the environment in any of its expressions. The program aims to use the media to encourage citizens to exercise their individual and collective rights, neighbourhood watch, and to develop life in a healthy environment. UNESCO-IESALC hopes that this initiative will be replicated in other universities in the region.



Scholarships: in order to encourage academic mobility in the region, UNESCO-IESALC gathers together and promotes information about scholarships and announcements made by Institutions across Latin America and abroad. Also, UNESCO-IESALC offers Institutions the chance to register their scholarships for free on the website.



Events: just as in the Scholarships section, the UNESCO-IESALC website contains a listing of the main Higher Education events in the region. Additionally, institutions can send information about their events to be promoted on the site.



News: UNESCO-IESALC produces news that is relevant to the Higher Education sector in the region. Also, on a daily basis it publishes news generated by Governments, State Members, and Higher Education networks. Additionally, it publishes information produced by other agencies and foundations belonging to the United Nations System and the UNESCO across the world.



Press Monitoring: daily monitoring of the main newspapers in Latin America and the Caribbean in order to identify information related to Higher Education.

ENLACES WEBSITE

This website works as a means of communications and inter-relations for the Latin America and Caribbean Area for Higher Education (ENLACES). As mentioned above, the objective of this platform is to promote academic cooperation and regional integration. UNESCO-IESALC took on board the job of providing the technological platform, managing, and promoting the tools and interactive applications of the ENLACES website. These applications are: Higher Education Networks Module, Weekly Debate, Portal of Higher Education Initiatives and Regional Observatories.

■ Local Events

Tertulias

In order to celebrate important dates within the United Nations System and to create a space for debating issues related to the United Nations and UNESCO mandates, from 2008-2010 the Institute organized numerous debates, talks, workshops and exhibitions about these topics which were open to the Venezuelan public.

• ***Gabriela Mistral and Pablo Neruda. Universal Figures in Chilean Culture. November 18, 2008:*** UNESCO-IESALC, the National Library of Venezuela and the Embassy of Chile in Venezuela joined forces to pay homage to two key figures in Latin American literature: Gabriela Mistral and Pablo Neruda. The Chilean Ambassador and other distinguished guests attended the event and an exhibition of photographs was inaugurated during the tribute.

• ***Forging a Culture of Peace: Testimonies from Hiroshima and Nagasaki. November 26, 2008:*** as part of Human Rights Day, UNESCO-IESALC welcomed seven survivors of the Nagasaki atomic bomb attack at its headquarters. The guests are members of the so-called “Peace Boat”, which is a non-profit, non-governmental international organization based in Japan, which works to promote peace, human rights, fair and sustainable development and respect for the environment. During the event, the survivors talked about their experiences and were able to transmit their anti-nuclear message to the public.

• ***HIV/AIDS: Communication as a Means of Prevention. December 5, 2008:*** as part of World AIDS Day, UNESCO-IESALC organized an event to analyse and think about the best way to use communication tools to prevent the transmission of HIV among young people. The event was supported by UNAIDS and the Venezuelan NGOs: Fundación Daniela Chappard, Acción Solidaria (Solidary Action) and Acción Ciudadana contra el SIDA (Citizen Action Against Aids).

• ***EnamorArte, February 20, 2009:*** The creation of Mother Language Day was decreed at the 1999 UNESCO General Conference on the basis that recognizing cultural and linguistic diversity is a way to strengthen unity and cohesion among societies. UNESCO-IESALC decided to celebrate this important day by organizing an event entitled ENAMORARTE, which also paid tribute to the renowned Venezuelan poet Rafael Cadenas who recited poems about love and language. As part of the event, a group of students from the National Experimental University of the Arts organized an exhibition of paintings, sculptures and audiovisual work, which was shown in the UNESCO-IESALC exhibition space.

• ***Coffee on Heels. March 19, 2009:*** to celebrate International Women’s Day, UNESCO-IESALC organized a tertulia that brought together well-known women who discussed the way they approach challenges and take on the opportunities that the twenty first century offers them. During the event, the public enjoyed poetry and photography dedicated to women. The renowned architect, Celina Bentata; Mariela Colmenares, Vice president of External Communications and Social Issues of the Venezuelan bank Banesco and Morelia Jiménez, sociologist and a consultant for UNIFEM spoke during the event.

• ***Coffee for the Earth. April 21, 2009:*** to celebrate Earth Day, UNESCO-IESALC called on Eduardo Klein and Patricia Miloslavich, ecologists and lecturers from the Simon Bolivar University, to talk about conserving marine biodiversity in the context of Venezuela’s oil development and the Marine Life Census project. Franklin Rojas, President of the NGO PROVITA, Manuel Gómez and Heriberto Araujo, members of the Association of Cooperatives, Promotions and Rural Services (PROSER) also attended the event.

- **Coffee Without Borders. June 30, 2009:** to celebrate World Refugee Day, UNESCO-IESALC invited the UNHCR representative in Venezuela to talk about the importance of educating about rehabilitating the lives of refugees. It also invited the Chilean writer Miro Popic, who edits the Caracas Gastronomy Guide, and Argentine Hebe Vessuri, Chief Researcher at the Centre of Scientific Studies at the Venezuelan Institute of Scientific Research (IVIC) to talk about their experiences as immigrants.

- **Coffee with Rights. August 6, 2009:** to celebrate International Day of the World's Indigenous People, UNESCO-IESALC invited the anthropologist and Central University of Venezuela lecturer, Ronny Velásquez, to talk about the integration of indigenous peoples into Higher Education in Venezuela. Velásquez also showed his personal collection of indigenous art at the event. The event also featured the awards giving ceremony for the student essay competition “Cultural Rights, Human Rights: the challenges of diversity”, which was organized by the United Nations Development Program (UNDP).

- **Coffee for Women. November 25, 2009:** UNESCO-IESALC, together with support from other agencies within the United Nations System in Venezuela, began the campaign “United to end to violence against women and to prevent AIDS”. In accordance with this initiative, the UNESCO-IESALC invited directors of organizations that work to eradicate violence against women in Venezuela. Among the guests were representatives from the civil association Family Planning (PLAFAM), the Venezuelan Association for Alternative Sexual Education (AVESA) and the Centre for Women's Studies at the Central University of Venezuela (CEM-UCV).

CAMPAIGNS

- **Campaign “United to end to violence against women and to prevent AIDS”:** organized by UNESCO-IESALC with support from other agencies within the United Nations System in Venezuela. This campaign took place over 16 days in order to raise awareness and inform Caracas' university student population about non-violence against women and the prevention of HIV-AIDS. The activity drew more than 50 volunteers and took place across eight universities in the city. Some of the activities included talks, film forum, and handing out condoms and information to more than 2,000 students.

The event took place as part of the International Day for the Elimination of Violence against Women (November 25, 2009), World AIDS Day (December 1, 2009) and Human Rights Day (December 10, 2009), and brought together students, teachers, NGOs and members of the public. Additionally, the campaign Hairdressers against AIDS organized by L'Oreal Venezuela and the company “Bodegas Pomar” took part in the cause.



Other events

- Breakfast for Cultural Attachés from Latin American Embassies in Caracas, which took place to establish links between the embassies of Member States. April 29, 2009.
- Signing of the UNESCO-IESALC, UNAIDS and L’Oreal Agreement in order to support the project Hairdressers against AIDS. July 2, 2009.
- Celebration of the 199th Anniversary of Chilean National Independence, to lend support to the Chilean Embassy in Venezuela. September 24, 2009.
- Cultural Week: the Galapagos Islands - 50 Years as a National Park, in support of the Ecuadorian Embassy in Venezuela. From September 28 until October 3, 2009.
- Support for the National Admissions Commission of the National University Council of the Ministry of Popular Power for University Education, which included a meeting with Venezuelan universities and a symposium about admission into Higher Education. July 30-31, 2009.
- Support for the Office of Statistics and Prospective Analysis of the Ministry of Popular Power for University Education to carry out the “Workdays to Promote the Information System and Venezuelan Observatory of University Education. November 24, 2009.
- Support for the National Open University of Venezuela to carry out eight academic events between 2008 and 2010.



Part III Administration and Finance

UNESCO-IESALC GOVERNING BOARD

UNESCO-IESALC Statutes sets that “as an integral part of UNESCO, the Institute shall enjoy the intellectual, administrative and functional autonomy necessary to achieve its objectives, in accordance with the present Statutes” (Article 1.2). A Governing Board, composed of thirteen members, establishes the strategic directives that rule over the Institute’s activities, approve its annual plan of activities and supervise their implementation.

Every two years, the Board must report on the Institute’s technical and administrative work to the UNESCO General Conference. It is also in charge of presenting a list of pre-selected candidates to the UNESCO Director-General as part of the recruitment process for the director of the Institute.

The I Meeting of the Executive Committee of the UNESCO-IESALC Governing Board, which was created in June 2008, took place in Caracas on January 27, 2009. The main objective of this first meeting was to introduce Mr. José Renato Carvalho, who is now the a.i. Director of the Institute, and to discuss the guidelines for the activities planned for 2009. It was agreed to:

- a) publicize the principles and recommendations of CRES 2008 in the perspectives on and the exercises to think about Higher Education that took place in the region;
- b) articulate Latin American and Caribbean participation in WCHE 2009, and
- c) lay the foundations for the CRES recommendation for the creation of ENLACES.

Additionally, initial arrangements were made for the then President of the Governing Board, Dr. Elaine Allen-Foster, to initiate the management report that would be presented to the Education Commission at the 35th Session of the UNESCO General Conference in October 2009.

The VII Ordinary Meeting of UNESCO-IESALC Governing Board took place on April 22-23, 2010 at the Technological University of Panama in Panama City. During the meeting, eight new members were officially received onto the Board and whose tenure would culminate with the 37th Session of the UNESCO General Conference in 2013. The Governing Board approved the management report for 2009, presented by the UNESCO-IESALC a.i. Director Mr. José Renato

Carvalho, which detailed the activities carried out by the Institute during the above-mentioned period and the proposals for future activities.

For the period of this report, the Institute's Governing Board was composed by the following members:

GOVERNING BOARD 2007 - 2009		GOVERNING BOARD 2009 - 2011	
Arauz Quijano, María Isaura	El Salvador	Arauz Quijano, María Isaura	El Salvador
Botero, Javier	Colombia	Arconte, Alain	CORPUCA*
De Arosemena, Mercedes	Panama	Armanet, Pilar	Chile
Dibbern, Alberto	Argentina	Dibbern, Alberto (President)	CIN-Argentina*
Du Bois, Jeanette	Granada/Bahamas	Córdova, Yadira	Venezuela
Foster-Allen, Elaine (President)	Jamaica	Frederick, Rufina	Santa Lucía
Lumarque, Jacky	Haiti	Lumarque, Jacky	Haiti
Mariña Müller, Manuel	Venezuela	Melo de Carmona, Ligia	Dominican Republic
Martuschelli Quitana, Jaime	NGO (UDUAL)*	Martuschelli Quitana, Jaime	NGO (UDUAL)*
Méndez de Pinedo, Lucrecia	Guatemala	More, Terence	Granada
Morter-Lewis, Corinth Irene	Belize	Paredes de Vásquez, Marcela	CRP - Panama*
Riveros, Luis	Chile	Suárez, Mario Oliva	Cuba
Trindade, Hégio	Brazil	Trindade, Hégio	Brazil

*

CORPUCA: Regional Conference for Rectors, Presidents, and Directors of University Institutions in the Caribbean

CIN: National Inter-university Council, Argentina

UDUAL: Union of Latin American and the Caribbean Universities

CRP: Council of Rectors of Panama

UNITED NATIONS SYSTEM IN VENEZUELA

In conjunction with the System of United Nations Agencies in Venezuela (SNUV), UNESCO-IESALC contributed to the elaboration of the Framework Development Aid (MANUD) 2009-2013 and its approval by the Government of the Bolivarian Republic of Venezuela. The program sets out the different areas of intervention and cooperation between the United Nations System in Venezuela (SNUV) and the Government of the Bolivarian Republic of Venezuela. MANUD 2009-2013 was the result of research that took place during almost two years and in which all the United Nations agencies accredited in Venezuela took part along with their counterparts in State institutions.

Additionally, the SNUV carried out its annual retreats in the form of joint work days, during which the final reports of the Resident Coordinator were presented and debated in San Cristóbal, Táchira State and Catia La Mar, Vargas State. Also, the Joint Programmes were created on the basis of the five national priorities that were agreed upon. UNESCO-IESALC took part in each of these activities and made the relevant appointments within the work groups dealing with each of the different Thematic Groups that were set up.

UNESCO-IESALC has also supported different SNUV initiatives, especially those linked to the prevention of HIV-AIDS. Additionally, as a key member of the United Nations Country Team (UNCT), the Institute took part in the monthly meetings organized by the Resident Coordinator in order to align the agencies' discourse with issues of national and international concern, as well as assuring cooperative joint work and the divulging of these projects' aims in the country.

UNITED NATIONS SYSTEM EVENTS IN VENEZUELA



- **Venezuelan Model of the United Nations:** UNESCO-IESALC supported the Venezuelan students association to promote the work of the United Nations. The Venezuelan Model of the United Nations (MOVENU) took place in 2008, 2009, and 2010 in order to simulate real situations that occur at the heart of United Nations agencies in which university students act as delegations from all countries across the world. The Institute has contributed to the last three editions of the MOVENU by giving logistical and financial support to the event as well as providing informative material about the UNESCO. The event is promoted by eight Venezuelan universities and some 900 students from different academic institutions from Venezuelan and Latin America have taken part in it over the last three years.



- **UNAIDS:** support for the workshops “National Referendum on Technical Cooperation for National Response”, March 2, 2009; “HIV-AIDS Workshop”, September 17, 2009; “Workshop with the Friends of the Police about HIV-AIDS”, November 26, 2009, and also for the Film Forum about HIV-AIDS at the Communications School of the Central University of Venezuela with a student group entitled “Contra la Pared” (Up Against the Wall). November 30, 2009. Signing of the UNESCO-IESALC, UNAIDS and L’Oreal Agreement in order to support the project Hairdressers against AIDS. July 2, 2009.



- **National Commission of Cooperation with the UNESCO:** support to organize an inter-institutional meeting in order to analyze the creation of an international regulatory body for the Protection of Indigenous Languages in Danger of Extinction. March 5, 2009.



- **United Nations System in Venezuela:** support for the Workshop ESFERAS, April 14-16, 2009, in the event “Together for the Earth”, to celebrate World Earth Day, in conjunction with NatGeo and UNS agencies (April 17, 2009). Also, support for the meeting on the Swine Flu Epidemic, April 30, 2009; the Meeting of UN Employees in Venezuela, that took place on World AIDS Day, December 1, 2009 and the “High Level Workshop: Birth Respected”, July 12-13, 2010.



- **UNICEF:** support for the inter-agency meeting during the visit of Mrs Christine Norton, UNICEF Regional Gender and Adolescent Development Advisor for Latin America and the Caribbean, May 12, 2009 and for the “Gender Equality Workshop”, October 13, 2009.



- **UNIFEM:** logistical support for the event entitled “United to end violence against women” during the event “Culture takes over Parque del Oeste Alí Primera” in Catia, Caracas, Venezuela. November 25, 2009.



- **United Nations Department of Safety and Security (UNDSS):** support for the workshop “Personal Protection”. This event took place in order to train personnel from the United Nations System in Venezuela about safety and the actions that should be taken in the event of natural disasters. April 14-21, 2010.

ADMINISTRATION

FINANCIAL MANAGEMENT

UNESCO-IESALC activities are financed by two basic sources: UNESCO transfers and donations made by the Government of the Bolivarian Republic of Venezuela to run the Institute. The Venezuelan Government also provides the facilities for the Institute offices. There were three determining factors that influenced the financial management during the September 2008-October 2010 period: (i) the move to broaden third party economic contributions, (ii) the impact of Venezuela's currency exchange policy and, (iii) the decision at the 35th Session of the UNESCO General Conference to reduce funding to UNESCO-IESALC by 10%.

As of September 2008, the first initiative was to seek to formalize an agreement regarding financial donations by the Secretariat of Public Education (SEP) of Mexico to carry out CRES 2008. The agreement, which was achieved at the end of 2008, made it possible to settle and close the CRES 2008 accounts and to balance the Institute's budget. UNESCO-IESALC then began negotiations with the Venezuelan Ministry of Popular Power for University Education in order to revise the annual funding received by the Institute. A new agreement was signed, with the support of Minister Luis Acuña, which made significant changes to the abovementioned contribution. A complementary agreement with the Ministry signed in October 2009 has provided financial resources to carry out the project of quality assessment and accreditation of degrees in the Venezuelan Higher Education system in line with the requirements of the MERCOSUR Education Program.

In addition to these contributions to its regular budget, since 2007 UNESCO-IESALC has received extra financial assistance from the Voluntary Contribution of the Spanish Government to the UNESCO to finance the development of the MESALC projects and, more recently, the Observatory on Academic and Scientific Mobility in Latin America and the Caribbean. During the organizational stage of the World Conference on Education and in response to a request made by its organizing committee, UNESCO-IESALC also raised US\$ 270,000 to support the conference.

In 2010, UNESCO-IESALC joined together with the Polytechnic University of Valencia to present the INFOACES project to the III Alpha Program for Latin America, sponsored by the European Commission. The project will involve 30 institutions and Higher Education agencies in Latin America and Europe. In the second semester, the Ford Foundation approved a donation to fund new activities in the project Cultural Diversity and Interculturality in Higher Education in Latin America, which has been in existence since 2007.

In August 2009, and in addition to its restrictions on currency exchange, the Venezuelan Government extended its controls to regulate access to foreign currencies, eliminating US Dollar accounts from its national banking system, as well as eliminating the possibility of transferring money abroad from accounts held in local currency. International organizations had previously been authorized to carry out these operations. As a consequence, UNESCO-IESALC events abroad (consultancy, international meetings, travel expenses, publications, etc.) became more difficult to administer.

In January 2010, the Government devalued the national currency by around 87% and set up a dual exchange rate. In terms of the Institute's budget, the new value of the national currency led to a reduction in the role played by local fundraising in the Institute's overall budget, which is consolidated by American Dollars in accordance with the regulation adopted by the UNESCO. From a financial viewpoint, the devaluation meant an increase in local currency resources that

come from transfers made in dollars to the Institute. This increase has partially compensated the growth in maintenance costs for activities in Venezuela. The United Nations System recently recognized the existence of the dual exchange rate and the Government of Venezuela authorized the United Nations System to use it, thus enabling it to use the preferential exchange rate to send money abroad or to transfer its money into foreign currencies. Together with the Central Bank of Venezuela, UNESCO-IESALC is processing its authorization to use the preferential exchange rate. Once it is approved, this will re-establish the purchasing power of the Institute's income.

The 10% reduction in financial contributions made to the Institute, which was established at the 35th Session of the UNESCO General Conference (35 GC), forced the Institute to adjust its budget. However, the resolution that was emanated at the Conference requested that UNESCO support UNESCO-IESALC in extra-budget fundraising for the biennial 2010-2011. In addition, it was recommended that funding for the next biennial 2012-2013 should return to the amount agreed before the Conference. This resolution has not been processed.

Finally, the current amounts of Reserve Funds, Publication Funds, and the changes in exchange rates resulting from the abovementioned events, constitute resources for increasing UNESCO-IESALC's 2011 budget.

AGREEMENTS

1. Cooperation agreement signed with the Ministry of Popular Power for Higher Education of the Bolivarian Republic of Venezuela in order to formalize the annual subsidy and the "in kind" contribution which the Venezuelan Government has been making through the Ministry.

to carry out the evaluation and accreditation of degrees in Agronomy, Medicine, Veterinary Science, Engineering, and other areas.
2. Signing of a specific collaborative agreement with Ministry of Popular Power for Higher Education of the Bolivarian Republic of Venezuela in order to promote the evaluation and degree accreditation process in Venezuela, in line with the guidelines of the MERCOSUR Education Program.
3. Signing of a memorandum of agreement ACNUR, UNICEF, UNIFEM, UNDP and UNESCO-IESALC to undertake joint activities in order to disseminate and promote Human Rights in Venezuela.
4. Associative agreement between the Veracruzana University (Mexico) and UNESCO-IESALC to co-edit the second edition of the bibliography on "Cultural Diversity and Interculturality in Higher Education" with a print run of 1000 books.
5. Signing of an agreement for specific collaboration with the Ministry of Popular Power for Higher Education of the Bolivarian Republic of Venezuela in order to support the Ministry in identifying and hiring international evaluators

6. Alliance with the firm L'OREAL VENEZUELA, C.A. and UNAIDS to work together to support the initiative "Hairdressers against Aids" organized by the L'Oréal Professional Products Division and UNESCO (Paris), which seeks to publicize information to prevent HIV and AIDS among stylists, hairdressers and related areas.
7. Agreement signed between the National Assembly of Rectors (ANR) of the Republic of Peru and UNESCO-IESALC in the "Map of Higher Education in Latin America and the Caribbean Project". The agreement commits the Institute to giving technical support to the ANR in consultancy and technology transfer in order to set up the MAPA project in Peru.
8. Cooperative Agreement signed with the SIU Consortium of Argentina. This alliance enables Latin American and Caribbean public universities to use software systems developed by the SIU. These computing solutions cover different aspects of university management, such as human resources, budget, finance and accounting administration, academic management, contract and heritage management, publication and on-line news content and decision-making systems.

GENERAL SERVICES

Preventive and corrective maintenance to the physical site occupied by UNESCO-IESALC were carried out in accordance with the General Services Current Operating Plan Regulations (POV) The following relevant actions were carried out in the September 2008-October 2010 period:

- Refurbishment of the building's physical infrastructure, including painting, moving of lights, new windows and concrete flagstones in the car park, which had been included in general refurbishment plans. September 2008.
- Purchase and installation of two electrical pumps in the Hydropneumatic System and the repair of a third pump to be used as an auxiliary in emergencies in order to improve the provision of water. October 2008.
- Corrective maintenance of the machine rooms for the Institution's elevator. The damaged travelling cable that connects the cabin with the machine room still needs to be changed for it to be completely operational. February 2009.
- Programmed preventative and corrective maintenance to the whole electrical system in the building, which involved installing lights in the car parking, changing the electrical ballasts, and equipping the electrical charges in the main electric panel. Preventative maintenance was also carried out on the secondary electric panels situated in each of the building's plants. It is worth noting that this reduced the power loss that was affecting electronic equipment (computers, monitors, printers, etc.). February 2009.
- Preventative and corrective maintenance of painting, lighting, and central and individual air conditioning in the building. May 2009
- Maintenance and repair of the car parking in order to optimize its use. December 2009
- In response to the burst of the main water pipe in the water pump room, which provides water for the building, and which led to the whole ground floor being flooded, a careful study of the entire plumbing system was carried out and showed that the network had been brought to a standstill by sediments and calcium deposits in almost all of its secondary branches. The study also detected that the extent of the damage required work to be carried out on a greater scale, which took place from December 2009 until June 2010. The document SG-INF-RIE-2010/001 contains all the technical and administrative information relating to this work.
- Three trees that obstructed the abovementioned tube were removed as part of works to solve problems with the hydropneumatic system. The trees were removed in their entirety to avoid any future problems with the water system. The trees were replaced by 35 metres of reinforced concrete to provide the necessary support for the underground water tank. September 2010.
- Refurbishment of the covered car parking. The roof in the area was waterproofed, new lights fitted, walls painted, and the car parking area demarcated. October 2010.
- Refurbishment of the basement and installation of new porcelain-covered tile flooring. The electrical system was redistributed throughout the basement and the basement level electric panel was updated. October 2010.
- Repair of all UPS units (Uninterruptible Power Supply) placed at each of the workstations (PC). This protects computing equipment, providing them with an estimated 40 minutes of battery time, as well as protecting computing servers against continual electrical faults in the power supply. October 2010.
- Purchase and installation of four air conditioning units to replace units removed from the following offices: Director's Office, Meeting Room, Systems Engineering Office, Consultants' Office. October 2010.

COLLABORATORS

SEPTEMBER 2008 – OCTOBER 2010

José Renato de Carvalho

a.i. Director

UNESCO EMPLOYEES

01. Antonio Camacho
02. Beatriz Guerrero Knausel
03. José Antonio Quintero Goris
04. José Loyo
05. Minerva D'Elia
06. Ricardo Trujillo (until October 2008)
07. Yeritza Rodriguez
08. Zulay Gómez Marin

LOCAL PERSONNEL (CONSULTANT/ SERVICE CONTRACTS)

09. Asdrúbal Santana (since August 2009)
10. Ayurami Rodríguez (since September 2008)
11. Carla González (since October 2009)
12. Carolina Romero (since September 2008)
13. Claudia Carranza (until December 2008)
14. Débora Ramos
15. Erika Medina (until May 2009)
16. Euridice Bandres (since February 2010)
17. Grace Guerrero (until August 2009)
18. Hilda Verónica Pedraza (since August 2010)
19. Jeiderman Castillo (since June 2010)
20. Jessica Gerdel (since December 2009)
21. Jesús Orozco (since October 2008)
22. Lorice Sivira Mujalli (since July 2009)
23. Reinaldo Silva (August 2009 - September 2010)
24. Rodolfo Ernesto González (since October 2008)
25. Rossana Paredes (since September 2009)
26. Yuliana Seijas (since March 2009)

RECEPTION, SURVEILLANCE AND SECURITY

27. Carlos Bravo
28. Enrique Heredia (November 2009 - March 2010)
29. Henny de Jesús Pérez (until October 2009)
30. Leonel Batatima Montañez (April 2010 - July 2010)
31. Luis Muñoz Soto (since August 2010)
32. Orangel Torres

INTERNS

33. Andrea Small (October 2009 - November 2009)
34. Andreína Acosta (October 2009 - December 2009)
35. Baldomero Verdú (July 2010 - September 2010)
36. Claudia Salazar (April 2010 - June 2010)
37. Elizabeth Reverendo (July 2010 - September 2010)
38. Eloy Gómez (October 2009 - April 2010)
39. Jeymar Biachis (October 2009 - December 2009)
40. Katherine Pennacchio (February 2010 - September 2010)
41. Sasha Briceño (February 2010 - July 2010)



Footnotes

- 1 UNESCO Constitution. London, 1945.
- 2 UNESCO Medium-Term Strategy 34 C/4 2008-2013, approved at 34th General Conference. 2007.
- 3 World Education Forum. Dakar. 2000
- 4 UNESCO Medium-Term Strategy 34 C/4 2008-2013, approved at 34th General Conference. 2007.
- 5 UNESCO approved Programme and Budget 2008-2009, Major Programme 1: Education
- 6 Communiqué of the World Conference on Higher Education 2009. ED.2009/CONF.402/2.
- 7 Article 2. UNESCO-IESALC Statutes.
- 8 Declaration of the Regional Conference on Higher Education 2008.
- 9 Declaration of the Regional Conference on Higher Education 2008.
- 10 Towards Knowledge Societies” UNESCO – coord. Günther Cyranek (2005)
- 11 Art. 3.2.4 UNESCO -IESALC Statutes
- 12 Approved by the VII Meeting of the UNESCO-IESALC Governing Board, held in Panama City, Panama, 22-23 April 2010.
- 13 UNESCO-IESALC Editorial Policy. Approved by the VII Meeting of the UNESCO-IESALC Governing Board, held in Panama City, Panama April 22-23 2010
- 14 UNESCO-IESALC adapted the technology called PingIFES developed by the Federal University of Minas Gerais for the Ministry of Education in Brazil.



UNESCO-IESALC

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