

General Report

CRES 2018

III Regional Conference
on Higher Education



United Nations
Educational, Scientific and
Cultural Organization

IESALC

International Institute for
Higher Education in
Latin America and the Caribbean

**Regional Conference on Higher Education 2018.
General Report**

@UNESCO-IESALC, 2018

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The Regional Conferences on Higher Education (CRES in Spanish) have been organized by the UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC), with an approximate periodicity of ten years. The first Conference took place in Havana, Cuba, in 1996. The second one was held in Cartagena de Indias, in 2008. On June 15th, 2016, the Memorandum de Entendimiento [Memorandum of Understanding] was signed between UNESCO-IESALC, the Universidad Nacional de Córdoba [UNC], the National Interuniversity Council [CIN] and the Secretariat of University Policies [SPU] of the Ministry of Education of Argentina; this gave forth to the celebration of the Third Regional Conference from June 11th to 14th, 2018 in the framework of the centenary of the University Reform of 1918.

The goals of the Regional Conference on Higher Education (CRES 2018) reflected a constant process of study and analysis on higher education in Latin America and the Caribbean. In this sense, the main goals of the Cordoba Conference were (a) to contribute to the consolidation of systems in the region and (b) to generate research and innovation spaces for human development, democratic coexistence and citizenship, based on the principles of tolerance, solidarity and social commitment. The CRES 2018 Declaration was derived from this as a guiding instrument for the guidelines and an Action Plan road map. The Conference of Córdoba was based on seven thematic axes, in each of which researchers from throughout Latin America and the Caribbean participated. During the stages prior to the Cordoba Conference, regional preparatory meetings, virtual forums, meetings, seminars, events and a wide range of consultation and analysis mechanisms were held to include all possible views and accommodate the largest number of participations from interested stakeholders, institutions and governments. Approximately 12 thousand people participated in the Conference, face-to-face and in virtual fashion. The general program was organized in conferences, forums, symposia on the Conference's thematic axes and discussion tables.

CRES 2018 had a program of complementary activities, including book presentations and meetings of associations, authorities, university and thematic networks. In the closing ceremony, the director of UNESCO-IESALC, Pedro Henríquez Guajardo; the rector of the Universidad Nacional de Córdoba, Hugo Juri, and the general coordinator of the CRES 2018, Francisco Tamarit, read the Declaration's preface. After the culmination of the CRES 2018, the process of formulating the Action Plan 2018-2028 with a multidisciplinary team has begun, complying with the principle of regionalization that systematized results, expressed in the Declaration, and in documents with proposals and other official documents. The Action Plan implies the prospective opening of the 2018-2028 decade within the framework of the Sustainable Development Goals (SDG). It is a production process that has been thought through all its stages, actions and strategies. This CRES 2018 Action Plan is the result of a rigorous managerial, academic and technical process that will constitute the regional contribution for the next World Conference on Higher Education at UNESCO's headquarters.





CRES 2018

The UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC), the Universidad Nacional de Córdoba (UNC), the National Inter-University Council (CIN) and the Secretariat for University Policies (SPU) of the Ministry of Education of Argentina agreed to celebrate the III Regional Conference on Higher Education in Latin America and the Caribbean (CRES 2018) within the framework of the Centennial of the 1918 University Reform.

The CRES 2018 goals revealed a constant process of analysis and reflection regarding the higher education in Latin America and the Caribbean. In this respect, III CRES had as purposes (a) contributing to the consolidation of the systems in the region and (b) creating spaces for research and innovation for human development, democratic coexistence and civic responsibility, based on principles of tolerance, solidarity and social commitment. This conference resulted in the development of the CRES 2018 Declaration, as an orienting instrument of the guidelines and the road map for the Action Plan. CRES 2018 was based on seven thematic axes and the collaboration of researchers from the region.

AXIS 1

HIGHER EDUCATION AS PART OF THE EDUCATION SYSTEM IN LATIN AMERICA AND THE CARIBBEAN



Theme coordinator: **María José Lemaitre**

Academic consultants: **Raúl Aguilera, Alberto Dibbern, Carolyn Hayle, Alfonso Muga, Jairo Téllez**

The main theme focused on an analysis of the quality of the higher education, based on the challenges posed by the current reality of the sector in Latin America and the Caribbean.

It is organized into three major chapters:

The first one referred to the characteristics of higher education in the region, considering the changes in the higher education demand, the diversification of supply and the challenges associated with the need to articulate the higher education both with the previous levels -basic and medium education- as between the different levels corresponding to tertiary education.

The second one presented a vision of the quality of higher education that combines the institutional identity expressed in the priorities that emerge from its mission, with the pertinence of its purposes, while taking care of the needs and demands of the environment that the institution defined as its scope of influence [social, disciplinary, professional, and normative]. An analysis of quality assurance experiences in the region allows us to identify lessons, positive results and problems to be addressed, among which there is a certain 'evaluation fatigue', which tends to bureaucratize these processes and reduce their ability to promote continuous improvement.

The third one aimed to identify aspects that need to be maintained and reinforced, as well as the areas in which quality assurance processes need to be reformulated, so that they are fundamentally an opportunity to strengthen institutions' capacity to take responsibility for increasing levels of quality in all its functions and tasks.

AXIS 2

HIGHER EDUCATION, CULTURAL DIVERSITY AND INTERCULTURALITY IN LATIN AMERICA



Thematic coordinator: **Daniel Mato**

Academic consultants: **Alta Hooker Blanford, Álvaro Guaymás, Anny Ocoró Loango, Esteban Emilio Mosonyi, Inés Olivera Rodríguez, Luis Alberto Tuaza, María Eugenia Choque Quispe, Maria Nilza da Silva, Maribel Mora Curriao, Milena Mazabel Cuásquer, Rita Gomes do Nascimento, Sergio Enrique Hernández Loeza, Xinia Zúñiga**

This research provided analytical elements and policy recommendations that contributed to respond to the challenge posed in the CRES 2008 Final Declaration that "the chal-

lenge is not only to include indigenous people, afro-descendants and other culturally

differentiated people in institutions as they exist today but to transform them to be more relevant to cultural diversity.”

To this end, it offered an aggregated panorama at regional level and specific national studies that examined some historical, demographic and socio-cultural factors of particular importance regarding higher education for/by/with indigenous and afro-descendant peoples. It also provided an up-to-date picture of concrete experiences in the area throughout the region, highlighting its main achievements and difficulties, as well as the challenges posed by unsatisfied needs, by proposals and demands of significant actors in the field and by the challenge posed by CRES 2008.

In addition, it analyzed the main advances in, and gaps between, norms, policies and practices in this area, as well as the articulations and differences between policies and practices of inclusion, equity, relevance, evaluation, quality accreditation and “interculturization” [relevance to cultural diversity].

The research also reported on the roles played in this field by governmental and intergovernmental bodies, regional consultation, coordination and agreement, international cooperation agencies and foundations, as well as by some inter-institutional and inter-personal collaboration networks and meetings. For comparative purposes, this research briefly reviewed the main developments and challenges in this area in other regions of the world.

AXIS 3 HIGHER EDUCATION, INTERNATIONALIZATION AND REGIONAL INTEGRATION IN LATIN AMERICA AND THE CARIBBEAN



Thematic coordinator: Jocelyne Gacel-Ávila

Academic consultants: Carlos Aguirre-Bastos, Carlos Tünnermann Bernheim, Francisco Marmolejo, Jesús Sebastián, Julio César Theiler, Luz Inmaculada Madera Soriano, Miguel Sergio Rodríguez, Rodolfo Barrere, Scilia Rodríguez-Rodríguez

This thematic axis presented a state-of-the-art about the process of internationalization of higher education in the Latin American and Caribbean region; in addition to providing a series of recommendations to guide the public and institutional policies of the sector in the region.

The team of experts was led by Dr. Jocelyne Gacel-Ávila, coordinator of the Regional Observatory on Internationalization and Networks in Tertiary Education in Latin America and the Caribbean (OBIRET). In this study, the following topics on the internationalization of higher education in Latin America and the Caribbean were analyzed: educational philosophy and concepts supporting the process of comprehensive internationalization; global trends in higher education and internationalization processes at the global domain; a balance of trends and characteristics of the internationalization process in the Latin American and Caribbean region; the progress of the academic integration process; the internationalization of research and the production of knowledge; as well as the internationalization of the curriculum and its challenges for our region; the main trends of cooperation in Latin America

and the Caribbean in higher education, science and technology: recent developments and vision for the future. Based on these different analyzes, recommendations have been made to draw up a plan of action that will enable the region to consolidate its internationalization process and be better placed in the context of globalization and the knowledge society.

AXIS 4

THE ROLE OF HIGHER EDUCATION AHEAD OF SOCIAL CHALLENGES IN LATIN AMERICA AND THE CARIBBEAN



Thematic coordinator: **Humberto Grimaldo**

Academic consultants: **Alejandra Fierro, Axel Didriksson, Inés Riego, Juanjo Martí Noguera, Mirna Zavaleta, Oscar Licandro, Pablo Guadarrama, Víctor Martín Fiorino**

The current university, following its critical and society's actions guiding tradition, is called to be an agent of educational quality and a space in which society reviews itself, acquires competences to transform its practices and advances in the design and construction of a sustainable future. This can be defined in the university social commitment supported on the principle that promotes a quality education for all, articulated in relation to the vectors of purpose [the university is oriented to serve the public good and not the private capital] and identity [it is built from cultural diversity and the idea of peace].

In this sense, higher education institutions [HEI] have the responsibility to advance the understanding of problems with social, economic, scientific and cultural dimensions, as well as the capacity to face them, for which they must assume the social leadership in matters of knowledge creation, stimulating critical thinking and active citizenship to address challenges associated with inequality, exploitation of the planet and human understanding [CRES, 2008].

The main themes on social challenges, commitment and social duty, articulates valuable strategies to integrate the historical heritage of the university, the current role of the university in complex and conflictive societies and the contribution to the future of society, through initiatives that make the Sustainable Development Goals operational.

AXIS 5

SCIENTIFIC AND TECHNOLOGICAL RESEARCH AND INNOVATION AS THE ENGINE OF HUMAN, SOCIAL AND ECONOMIC DEVELOPMENT FOR LATIN AMERICA AND THE CARIBBEAN

Thematic coordinator: **René Ramírez**

Academic consultants: **Alexis Mercado, Claudia Ballas, Eduardo Rinesi, Hebe Vessuri, Hernán Núñez, Karenia Córdova, María Caramenz Carlotto, María Dolores Avilés, Rina Pazos, Verena Hitner**

This axis analyzed the situation of scientific-technological research and innovation as the engine of human, social and economic development in Latin America and the Caribbean. The question was: what science, what technology and what



innovation do we want for our region 100 years after the Cordoba Reform? The discussion began with an analysis of the crisis of civilization and the role of knowledge/information in the global and Latin American context. We worked based on the argument that the world's crisis of civilization is the product of a way -in the historical moment that we live- of knowledge management and information, which includes the economic financing of productive production and scientific-technological appropriation, which leverages institutional frameworks linked to hyper-privatization and commercialization of knowledge and information.

This theme raised the need to think about a new social institutionality that does not fail to consider the pattern of specialization in South America. Thus, if the autonomy of Cordoba happened within the framework of the search for emancipation from the Church and the State, today that autonomy seeks social emancipation within the framework of breaking with cognitive neo-dependence. In this context, it is defended to build institutional frameworks where knowledge is treated as a universal human right of humanity. The text proposed other knowledge management for the construction of a sustainable human democracy, whose purpose is the structuring of a common collective social intellect of humanity.

AXIS 6 THE STRATEGIC ROLE OF HIGHER EDUCATION IN SUSTAINABLE DEVELOPMENT OF LATIN AMERICA AND THE CARIBBEAN



Thematic coordinator: Pedro Henríquez Guajardo

Academic consultants: Anapátricia Morales Vilha, Annette Insanally, Carlos Netto, César Villegas, Claudio Rama, Denise Leite, Elizabeth Sosa, Emilio Rodríguez-Ponce, Enrique Ravelo, Héctor Sauret, Imanol Ordorika, Jane Fraga Tutikian, José Tavares dos Santos, Lucía Fraca, María Luce, Marília Morosini, Orlando Albornoz, Rafael Núñez, Ricardo Cuenca, Sandra de Deus, Sandra Gift, Tonatiuh Soley, Wrana María Parizzi

In its condition of social public good, human and universal right, and a duty of the State, higher education [HE] is projected towards new dimensions, different values, different challenges and unprecedented commitments that brings the XXI century. This vision of HE depends, on one hand, on the role of society as observer and guarantor of the commitments that the HE actors have signed at national, regional and global level and, on the other hand, on the design and distribution of responsibilities by governments of public policy processes around their operation and financing, stimulating the participation of varied institutions, public and private. Framed by the Sustainable Development Goals [SDG], higher education institutions [HEI] are called to be governed by ethical principles and transparency, which leads to reflect and investigate on: a) rethinking HE, its mission, objectives, roles, ethical values, rights vs. services; b) public policies, autonomy and types of government; c) economics of HE; d) private HEIs ; e) virtual HE;

f) strengthening of teacher training and educational research; g) HE and sustainable development; h) HE and employability. These aspects were transversal to all the issues of this thematic axis.

AXIS 7

CENTENNIAL OF UNIVERSITY OF CÓRDOBA REFORM.

TOWARDS A NEW MANIFESTO OF THE LATIN AMERICAN HIGHER EDUCATION



Thematic coordinator: **Rafael Guarga**

Academic consultants: César Tcach, Elvira Martín Sabina,
Ana Lúcia Gazzola, Carlos Bianchi, Imanol Ordorika,
Lincoln Bizzozero Revelez, Nicolás Pose

The working group relied on three axes: the 1918 Córdoba Reform, the 1996 and 2008 Regional Conferences on Higher Education, and the 2030 Agenda for Sustainable Development.

The broad repercussions of the Cordoba Reform in Latin America were highlighted, taking into account the libertarian message expressed in its Manifesto, which constituted the basic platform of student demonstrations in defense of university autonomy and against dictatorships.

A first aspect of this document synthesizes the history of the student and university movement and examines the value of the fundamental proposals regarding the 21st century, especially those that assign fundamental importance to the development of Science at the University to be built in Latin America and the Caribbean [LAC].

A second aspect refers to the two Regional Conferences on Higher Education, CRES 1996 and 2008, particularly in those areas concerning agreements reached in regard to the defense of Higher Education as a social public welfare, and the need to strengthen its pertinence strongly relating it to our societies' needs and demands.

The third aspect examines essential issues of the 2030 Agenda for Sustainable Development approved by the United Nations with the participation of civil society and academic organizations. The indispensable incorporation of the sciences and their applications in the construction of a new paradigm of sustainable human development was emphasized.

The double challenge that LAC faces, on one hand, to ensure the insertion of advanced knowledge as an added value in order to transform the economies, and on the other hand, to improve the quality of life of the region's people, was highlighted.

Our work sought to combine past and present in order to build universities in which the 1918 historical legacy – enriched by the contributions of successive regional conferences – can serve as a toolbox for higher education in Latin America.





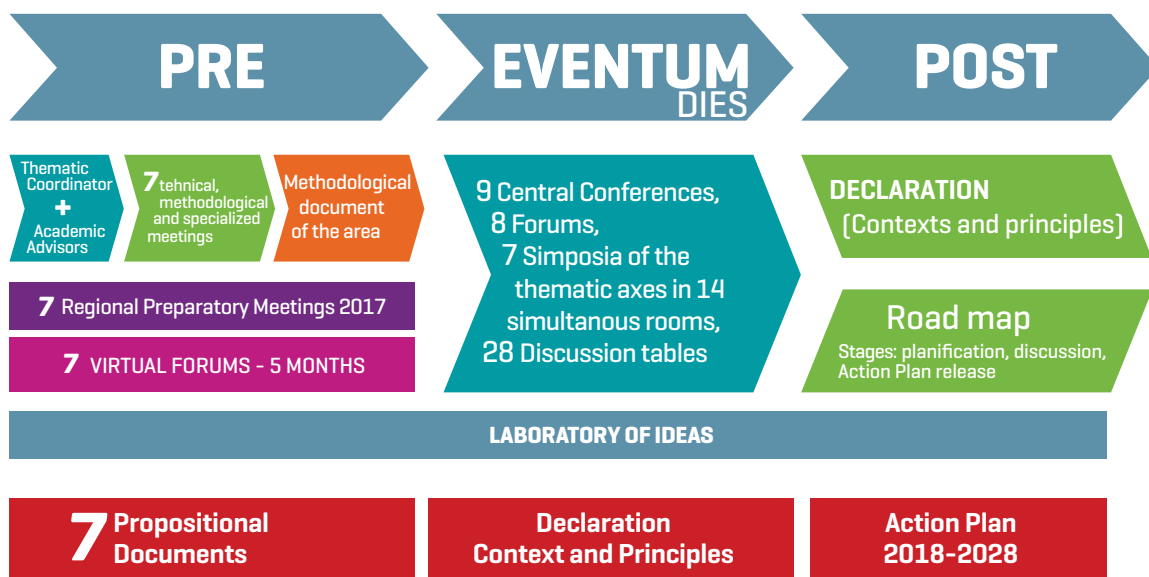
Regional Conference on Higher Education: a staged construction

Due to its complexity, the III Regional Conference on Higher Education was constructed by stages. The following tables show in details the activities of the debates carried out in each stage, as well as the events for reflection and the obtained products, made up in the base official documents of the Conference.

STAGES	EVENTS	PUBLISHING PRODUCTS	
1.-PRE-CONFERENCE From May 8 th 2017 to June 8 th 2018	(7) Thematic and methodological meetings	Methodological and concept documents. Drafts of the thematic books Draft of the book " <i>Trends</i> "	
	(7) Regional Preparatory thematic Meetings [RPM]	Proposal Documents. Manuscript of the thematic books, in its preliminary version.	
	(7) Virtual Forums	Report and thematic articles Higher Education and Society Magazine [ESS]	
	Regional Outreach	Map of events	
2.- CONFERENCE / <i>Eventum Dies</i> from June 11 th to 14 th 2018	CRES 2018	Opening Ceremony	Declaration. Reports and recommendations
		Academic Forums and Discussion tables	
		Symposiums of the thematic axes	
		Analysis and systematization roundtable	
		Closing Ceremony. Reading of the Declaration	
3.-POST-CONFERENCE from June 18 th to December 21 st , 2018	Workshops. Coordination, document management and process of consultation.	Action Plan	

IESALC-UNESCO (2017). CRES 2018. Stages

The following diagram was part of the Outreach Material of the Conference.



1.- Pre-Conference Stage (from May 8th 2017 to June 8th 2018)

The Pre-Conference stage of CRES 2018 is related to the organization of the process of research, analysis, reflection, discussion and construction of thematic ideas for the Conference. Its conception corresponded to the selection of researchers with high level of academic performance, whose responsibility was to carry out a thematic analysis in order to develop trends in the area within the framework of Sustainable Development goals (SDGs), targeting 2030. Its main goals were the elaboration of the following publishing products: the thematic book, the proposal document (PD) and the book *Trends of higher education in Latin America and the Caribbean*¹. Due to their function, definition and nature, these three publications resulted in: a) the vertebral axis of the Pre-Conference Stage; b) carriers of the area's trends and the substantive ideas of CRES 2018 and c) served as inputs to the management of the essential ideas in the text of Declaration and the Action Plan.

The strategic objectives of the Pre-Conference Stage were the discussion and debate for publishing products, which defined the foundation of future actions and strategies. According to these previous considerations, the following working table was organized:

¹ **Thematic book:** it condenses the conceptual and methodological proposals of the thematic area.
Proposal Document: it is the document comprehending the thematic trends, according to its reflection and analysis and also taking into consideration the recommendations, actions and orientations for the institutional and/or public policymaking.
Book *Trends of Higher Education in Latin America and the Caribbean 2018-2028*: it is a publication activated every 10 years and it comprehends conceptual proposals of the trends of higher education in the region.

WORK PHASES AND ELABORATION OF PUBLISHING PRODUCTS CRES 2018

Name of the phase	Actions and strategies	Publishing products and/or outcomes	Execution Dates
Planning	1.-Technical methodological meeting	Essential document of the area (content and methodology) and plan and/or drafts of the book of the thematic axis	June-September 2017
	2.-Period of research, analysis and reflection	Documents written by TC y AC (Manuscripts of the thematic book) Project of proposal documents	
Validation	3.-Regional Preparatory Meeting (RPM)	Approval of Proposal Document and the manuscripts resulted from the plan	October and November 2017
Elaboration and delivery	4.-Period of cohesion, organization, preparation and delivery	Proposal document, thematic book, chapter of the book <i>Trends</i>	December 2017 February 2018

IESALC-UNESCO [2017]. Work phases and elaboration of publishing products CRES 2018

A.-TECHNICAL, METHODOLOGICAL AND SPECIALIZED MEETING (TM)

A meeting held between the thematic coordinator and its academic consultant team in order to organize the group and to design the background document of the area (BDA), which showed the epistemic and methodological position of the thematic team. This was the group's "how" for the elaboration of CRES 2018 products. Once the BDA was structured, the work platform for the thematic development was established.

B.-PERIOD OF RESEARCH, ANALYSIS AND REFLECTION

This was the period between the Technical Meeting (TM) and the Regional Preliminary Meeting (RPM) where the thematic coordinator (TC) and the academic consultants (AC) started the processes of production (research, reflection, analysis and construction) with consulting and exchanging actions. The outcome was a paper, written under the theoretical and methodological scheme, which was decided by document of the area (BDA) and then, it was handed to the TC for its articulation in the Proposal Document (PD) of the area, as project and input for the RPM, which became the path to its validation. During this period, the plan and/or draft for the thematic book was developed. The elaboration of the resulting manuscripts was governed by the publishing guidelines of CRES 2018.²

C.-REGIONAL PREPARATORY MEETING (RPM)

This was an attendant-based specialized event which gathered the TC and its AC team, with the purpose of discussing the Proposal Document (PD) of the area, as well as the manuscript of the thematic book (TB). The PD and the TB were the goals of this pre-Conference phase and depended on a process that started in document of the area (BDA), produced during the Technical- Methodological Meeting.

² UNESCO-IESALC [2017]. Methodological and publishing guidelines CRES 2018. Caracas-IESALC.



Organized by each TC, the RPM was held between October and November 2017 and then, between February and March 2018. It envisaged two days of discussion. The RPM hosting country and institution was decided by each TC in agreement with its working team.

The RPM Outcome was the validation of the Proposal Document and the Thematic Book. Once this phase was completed, the organization of the document and publishing products in their final version was initiated.

REGIONAL PREPARATORY MEETINGS	DATES	LOCATION	PARTNER COUNTRIES
Higher Education as part of Education System in the American Continent.	October 19 th and 20 th 2017	Chile	Argentina, Chile, Colombia Jamaica, Paraguay
Higher Education, Cultural Diversity and Interculturality in Latin America.	October 7 th 2017	Argentina	Argentina, Brazil, Bolivia, Chile, Colombia, Costa Rica Ecuador, Mexico, Nicaragua, Venezuela
Higher Education, Internationalization and Regional Integration in Latin America and the Caribbean.	October 23 rd and 24 th 2017	Mexico	Argentina, Bolivia, Mexico, Nicaragua,
The role of Higher Education ahead of Social Challenges in Latin America and the Caribbean	September 4 th 2017	Peru	Argentina, Colombia, Cuba, Mexico. Peru, Venezuela,
Scientific and Technological Research and Innovation as the engine of Human, Social and Economic Development.	November 15 th , 16 th and 17 th 2017	Ecuador	Argentina, Brazil, Chile Ecuador, Venezuela
The Strategic Role of Higher Education in Sustainable Development of Latin America and the Caribbean.	February 7 th and 8 th 2018	Colombia	Argentina, Brazil, Chile, Honduras, Jamaica, Mexico, Peru, Trinidad y Tobago, Venezuela
Centennial of the Reform of Cordoba	March 15 th and 16 th 2018	Uruguay	Argentina, Brazil, Cuba Mexico

D.-VIRTUAL FORUMS

The Virtual Forums (<http://foros.cres2018.unc.edu.ar/>) were an interesting and innovating experience, allowing to concentrate opinions of Latin American and the Caribbean academic community in an asynchronous way, in the discussion about the thematic axes of the III Regional Conference on Higher Education [CRES 2018]. It was an information exchange, where the academic community expressed its opinions, exchanged ideas and experiences, asked questions, exposed situations, reacted to approaches, summarized reflections and interrogations with intervention of seven moderators, whose duties were promoting, supporting and feeding the discussion. The moderators were PhD students in Education and Public Policies in Latin America and the Caribbean, coming from UPEL-Venezuela [Universidad Pedagógica Experimental Libertador]. From July 10th to November 10th 2017, they were in charge of moderating seven series of discussion governed by thirty five [35] questions, one conclusion phase and one phase of recommendations.

This experience resulted in fourteen thousand three hundred and fifty [14350] visits, a participation of one thousand five hundred [1500] and five hundred and sixty nine [569] messages sent. All of them were systematized and published in Higher Education and Society Magazine No. 25 (<http://ess.iesalc.unesco.org.ve/ess3/.index.php/ess/issue/view/46>).

Participa en el **Foro CRES 2018**



E.-PERIOD OF COHESION, ORGANIZATION, PREPARATION AND DELIVERY

This period started after finalizing the seven Regional Preparatory Meetings [RPM]. Each project of the Proposal Document moved forward from an approved version to a final and official document of the Conference. The manuscript of each thematic book advanced towards its preliminary version, under the publishing parameters. Each Thematic Coordinator was in charge of organizing and preparing the following publishing products:

- Proposal Document
- Thematic Book
- Executive summary of the Thematic Book
- Chapter for the book “Trends of Higher Education in Latin America and the Caribbean 2018-2018”

E.- MAP OF EVENTS

2017: TOWARDS CRES 2018

MONTH	COUNTRY	LOCATION	DATE	ACTIVITY	RESPONSIBLE
January	Argentina	Buenos Aires	24-25	Regional Meeting of Ministers of Education of Latin America and the Caribbean	Regional Bureau for Education in Latin America and the Caribbean [OREALC/UNESCO Santiago] and the Ministry of Education and Sports of Argentina
February					
March	Argentina	Universidad Nacional de Cuyo, Mendoza	6-7	Launch event of the International Higher Education Fair Argentina (FIESA)	Universidad Nacional de Cuyo
	Venezuela	UNESCO-IESALC Caracas	23	Symposium <i>University debates</i>	UNESCO-IESALC
	Mexico	Pachuca, Hidalgo	16-17	International Forum on Evaluation and Accreditation of the Higher Education in Mexico	Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES) y Subsecretaría de Educación Superior de México
April	Argentina	Universidad Nacional de Córdoba	17-19	First Technical Inter-Institutional Meeting	UNESCO-IESALC, Secretariat for University Policies, National Inter-University Council of Argentina (CIN) and Universidad Nacional de Córdoba
	Peru	Lima	20-21	Meeting of the Network of Private Universities of Latin America and the Caribbean "Innovating the Educational Management: A different approach"	Consejo de Rectores de Universidades Privadas (CRUP) y la Red de Universidades Privadas de América Latina y el Caribe
	Argentina	Universidad Nacional de La Plata La Plata, Provincia de Buenos Aires	24-25	AUGM Meeting	Asociación de Universidades Grupo Montevideo (AUGM)
May	Argentina	Universidad Nacional de Córdoba	8-9	CRES2018 Thematic Coordinators Meeting	Thematic coordinators, Academic consultants of UNESCO-IESALC, UNC office
	France	Paris	15-23	Leadership Team Meeting	UNESCO Headquarters
	Panama	ISAE -Universidad	29-30	Eleventh Ordinary Meeting of the Administrative Council of IESALC	UNESCO-IESALC

MONTH	COUNTRY	LOCATION	DATE	ACTIVITY	RESPONSIBLE
June	Colombia	Bogotá	12	18 th Virtual Meeting "Educa Colombia" 2017. Held at Bogotá, June 13 - 16, 2017	Reunión del Patronato de Virtual Educa
			14	Seminar "To CRES 2018: Innovation in Higher Education". As part of the IX Chair of Latin American and Caribbean Integration: "Higher Education for integration in the framework of the virtual academic agenda of "Educa Colombia 2017", particularly the Forum on Higher Education, Innovation and Internationalization	Virtual Educa Colombia Asociación de Universidades de América Latina y el Caribe para la integración [AUALCPI]
July	Dominican Republic	Santo Domingo	10-14	Third Meeting of the Working Group in charge of revising and updating the Regional Convention for Recognition of Studies, Degrees and Diplomas of Higher Education in Latin America and the Caribbean, dated 1974.	UNESCO IESALC
August	Brazil	São Paulo	17-18	Fórum - Ensino Superior Privado na América Latina - foco no Brazil	Sindicato das Mantenedoras de Ensino Superior [Semesp] y la Unión de Universidades de América Latina y el Caribe [Udual]
		Puerto Alegre	28-29	8 th Regional Meeting for University Networks and Councils of Chancellors in Latin America and the Caribbean	UNESCO-IESALC, Grupo Coimbra and Universidade Federal do Rio Grande do Sul [UFRGS]
September					

MONTH	COUNTRY	LOCATION	DATE	ACTIVITY	RESPONSIBLE
October	Argentina	Universidad Nacional de Tres de Febrero (UNTREF) Buenos Aires	4-6	4th Discussion and the Workshop: International Higher Education and Indigenous People and Afro-descendants in Latin America. Public Policies, possibilities, obstacles and challenges	Red Educación Superior y Pueblos Indígenas y Afrodescendientes en América Latina (Red ESIAL). Universidad Nacional de Tres de Febrero (UNTREF), Centro Interdisciplinario de Estudios Avanzados (CIEA)
	Canada	Montreal, Quebec	12-15	Conference of the Americas on International Education (CAEI)	Organización Universitaria Interamericana (OUI-IOHE)
	Chile	Santiago de Chile	19 -20	Regional Preparatory Meeting (RPM) - Quality	UNESCO-IESALC
	Colombia	Bogotá	25-26	Ibero-American Talk "Perspectives and contributions to the Regional Conference on Higher Education CRES 2018 and the World Conference on Higher Education".	Asociación Colombiana de Universidades (ASCUN)
	Mexico	Mexico D.F	25-27	XXVII International Congress on Educational Funding. "Financing higher education through educational credits and scholarships: current situation, data, challenges and innovative strategies".	Asociación Panamericana de Instituciones Crédito Educativo (ÁPICE)
	Mexico	Guadalajara	23-24	Regional Preparatory Meeting (RPM) - Internationalization	UNESCO-IESALC
November	France	Paris	30 de octubre al 10 noviembre	39 th Meeting of UNESCO General Conference	UNESCO Headquarters
	Argentina	Buenos Aires	9-10	Regional Talk: Balance and contributions to CRES 2018	Facultad de Artes de la UNC
	Ecuador	Quito	15-17	Regional Preparatory Meeting (RPM) - Science and Technology	UNESCO-IESALC
	Peru	Lima	16-18	Module III: Strategies for teachers' mobility in economic integration zones with freedom of movement in Latin America (MERCOSUR)	Universidad Peruana Cayetano Heredia
	Guatemala	Antigua	20-21	XII Ordinary Meeting of IESALC's Administrative Council	UNESCO-IESALC
	Mexico	Universidad de Guadalajara	22-24 [22-29]	2017 ANUIES International Conference: "Alliances of Higher Education for Sustainable Development"	Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES)
December					

2018: TOWARDS CRES 2018

MONTH	COUNTRY	LOCATION	DATE	ACTIVITY	RESPONSIBLE
January	Chile	Santiago de Chile	4-5	Presentation Organizing the CRES 2018	Universidad de Chile
	Chile	Santiago de Chile	8-9	International Workshop: Higher Education for the XXI Century	Centro Interuniversitario de Desarrollo [CINDA]
	Venezuela	Caracas	24	Discussion Table: virtual forums	UNESCO-IESALC
	Peru	Lima	29-30	Academic Mobility in Economic Integration Zones	Universidad Cayetano Heredia
	Venezuela	Caracas	31	Discussion Table: proposal document	UNESCO-IESALC
February	Venezuela	Caracas	7	Discussion Table: Declaration	UNESCO-IESALC
	Colombia	Bogotá	21-22	Regional Preparatory Meeting [RPM] - Strategic Role	UNESCO-IESALC
	Cuba	La Habana	12-16	Universidad 2018	Ministry of Higher Education of Cuba
March	Venezuela	Caracas	6	Meeting of Venezuelan Rectors	UNESCO-IESALC
	Uruguay	Montevideo	15-16	Regional Preparatory Meeting [RPM] - University of Córdoba Reform	UNESCO-IESALC
	Paraguay	Asunción	21-23	"To the Regional Conference on Higher Education"	Consejo Nacional de Educación Superior [CONES]
April	Argentina	Buenos Aires	4-6	4 th Meeting of the Working Group in charge of revising and updating the Convention Recognition	UNESCO-IESALC, Comisión Nacional Argentina de Cooperación con la UNESCO and the Secretariat for University Policies of Argentina [SPU]
	Chile	Arica Iquique	8-10	Inauguration of the Academic Year	Universidad de Tarapacá [UTA]
	Argentina	Córdoba	9-14	III Technical Mission	UNESCO-IESALC
	Dominican Republic	Santo Domingo	19-22	Forum on Virtual Higher Education Educa Caribe	Virtual Educa, UNICARIBE, MESCyT
	Brazil	Brazilia	23-25	CRES/ANDIFES Seminar	Associação Nacional dos Dirigentes das Instituições Federais de Ensino Superior [ANDIFES]
May	Brazil	Rio de Janeiro	2-3	Meeting between IESALC's Governing Board and UNIRIO	UNESCO-IESALC
	Argentina	Córdoba	5	Exit Team I	UNESCO-IESALC
	Argentina	Córdoba	7-9	Thematic Coordinators Meeting	UNESCO-IESALC
	Colombia	Bogotá	9-11	Distance Learning	Universidad Nacional Abierta y a Distancia [UNAD]
	Ecuador	Cuenca	21-23	Higher Education through distance learning	Universidad Nacional de Educación [UNAE]
	Ecuador	Loja	From May 29 to June 1 st	Evaluation, Certification and Accreditation of Higher Education through distance learning and on-line: America, Africa, Asia, Europe and Oceania	CREAD, VIRTUAL EDUCA, UTPL, CALED
	Argentina	Córdoba	21	Exit Team II	UNESCO-IESALC

MONTH	COUNTRY	LOCATION	DATE	ACTIVITY	RESPONSIBLE
June	Argentina	Córdoba	1	Exit Team III	UNESCO-IESALC
	Argentina	Córdoba	11-15	CRES2018	UNESCO-IESALC, Universidad Nacional de Córdoba [UNC]
July	Bolivia	Cochabamba	23-26	Regional Meeting of Ministers of Education of Latin America and the Caribbean	OREALC/UNESCO
	Chile	Santiago	30 al 1	IGLU 2018 Course: Andean Countries Center	Instituto de Gestión en Liderazgo Universitario [IGLU] - Organización Universitaria Interamericana [Oui-iohe] -
August	Brazil	Sao Paulo	22-24	Creces	USCS
	Venezuela	Caracas	29	Advisory and Specialized Committee	UNESCO-IESALC
September	Peru	Lima	4-5	Internationalization of the Universities of Chile and Peru	Universidad de Piura, among others
	Peru	Lima	6	Conference: Conclusions of CRES 2018	Universidad Cayetano Heredia
	Argentina	Buenos Aires	10-14	20 th International Meeting on Virtual Educa	Virtual Educa
	Colombia	Barranquilla	24-26	Education and mobility	Universidad Simón Bolívar
	Colombia	Cartagena	27-28	7 th Meeting on the SUE University Management	Ministerio de Educación Nacional [MEN], Asociación Colombiana de Universidades [ASCUN], Universidad de Cartagena
	Panama	Panama	27-29	29 th Meeting of the Commission of Education, Culture, Science, Technology and Communication of the Latin American and the Caribbean Parliament and the Second Regional Seminar on the Sustainable Development goals for the Parliaments in Latin America and the Caribbean [PARLATINO - UIP]	Parlamento Latinoamericano [PARLATINO]

MONTH	COUNTRY	LOCATION	DATE	ACTIVITY	RESPONSIBLE
October	Venezuela	Caracas	8-9	Advisory and Regional Committee	UNESCO-IESALC
	Paraguay	Encarnación	12-13	19 th Latin American Conferences on Education 2018: Inclusive, equitable and quality education	Confederación Mundial de Educación [COMED]
	Colombia	Popayán	17-20	2 nd International Conference on Inter-Cultural Communication: "Constructing the Knowledge and Works from Abya Ayala"	Red de Universidades Indígenas Interculturales y Comunitarias de Abya Yala RIICAY [RUIICAY]
	Argentina	Buenos Aires	24-25	5 th Symposium: International Higher Education and Indigenous People and Afro-descendants in Latin America	Universidad Nacional de Tres de Febrero [UNTREF]
	France	Paris	29-30	Leadership Team Meeting	UNESCO
November	Venezuela	Zulia	8-9	Creation of the Chair Esteban Mosonyi	UNESCO-IESALC, Universidad del Zulia [LUZ], Universidad Pedagógica Experimental Libertador [UPEL], Universidad Católica Cecilio Acosta [UNICA]
	Dominican Republic	Santo Domingo	12-13	50 th Anniversary of UNICA	Asociación de Universidades e Institutos de Investigación del Caribe [UNICA] / Pontificia Universidad Católica Madre y Maestra [PUCMM]
	Mexico	Zacatecas	14-15	Seminar: Trends in Higher Education in Latin America and the Caribbean	Universidad de Zacatecas
	Ecuador	Quito	22-23	Presentation of the collection CRES 2018. Convention. Seminar	Universidad UTE
	Peru	Lima	29-30	4 th Accreditation Congress	Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa [SINEACE]
December	France	Paris	5-7	1 st Intergovernmental Meeting on the Global Convention on the Recognition of Higher Education Qualifications	UNESCO

2.-Conference Stage (from June 11th to 14th, 2018)

The stage *Eventum Dies* started on Monday, June 11th 2018.

SUNDAY 10	MONDAY 11	TUESDAY 12	WEDNESDAY 13	THURSDAY 14	FRIDAY 15
	ORFEO SUPERDOMO*	CIUDAD UNIVERSITARIA	CIUDAD UNIVERSITARIA	ORFEO SUPERDOMO*	CIUDAD UNIVERSITARIA
3 - 6 pm ■ Acreditations in the Historical Museum of the National University of Córdoba <small>[Obispo Trejo 242 - Manzana Jesuística]</small>	9 am - 12 pm ■ Acreditations in the Historical Museum of the National University of Córdoba <small>[Obispo Trejo 242 - Manzana Jesuística]</small> 8:30 am - 12 pm ■ Acreditations in Argentina Pavilion <small>[Av. Haya de la Torre S/N - Ciudad Universitaria]</small> 12:30 - 14:45 pm ■ Transfer in special buses to Orfeo Superdomo 1 - 6 pm ■ Acreditations in Orfeo Superdomo 3:30 - 4:30 pm ■ OPENING CEREMONY 4:30 pm ■ Artistic Show 5:30 pm ■ Plenary conference by Boaventura de Sousa Santos 6 - 7:30 pm ■ Transfer by special buses to the Center	7:30 - 9 am ■ Transfer in special buses to University City 8 am - 6 pm ■ Accreditation in Argentina Pavilion 9:30 - 10:30am ■ Conferences 10:30 - 11:00 am ■ Break 11:00 am - 12:30 pm ■ Academic Forums 12:30 - 2:30 pm ■ Lunch break 2:30 - 4:30 pm ■ Symposium Thematic Axes 4:30 - 5:00 pm ■ Break 5 - 6:30 pm ■ Discussion tables 6 - 8:00 pm ■ Transfer by special buses to the Center	7:30 - 9 am ■ Transfer in special buses and Accreditation in Argentina Pavilion 9:30 - 10:30 am ■ Conferences 10:30 am ■ Break 11 am - 12:30 pm ■ Academic Forums 12:30 - 2:30 pm ■ Lunch break 2:30 -4:30 pm ■ Symposium Thematic Axes 4:30 -5:00 pm ■ Break 5:00 - 6:30 pm ■ Discussion tables 6 - 8 pm ■ Transfer by special buses to the Center	1 - 3 pm ■ Transfer in special buses to Orfeo Superdomo 3:30 - 6:30 pm ■ CLOSING CEREMONY CRES 2018 ■ Reading of the CRES 2018 Declaration 6:30 - 7:30 pm ■ Transfer by special buses to the Center	3 pm ■ Central act of the Centennial of the University Reform ■ Centenary Graduate ■ Music Festival: ■ UNC Symphony Orchestra ■ University Choirs ■ Ninfas ■ Los Caligaris ■ Los Auténticos Decadentes

[*] Av. Manuel Cardeñosa 3450

<http://cres2018.org/programas/programa-breve>



A.-OPENING CEREMONY

CRES opening reaffirmed the engagement of education with social transformation

3200 actors of higher education such as scholars, workers, students, professional associations, student centers, research centers, unions, government and non-government organizations of the region attended the opening ceremony.

Alejandro Finocchiaro, Minister of Education of the Republic of Argentina; Stefania Giannini, UNESCO Assistant Director-General for Education; Hugo Juri, President of Universidad Nacional de Cordoba; Pedro Henriquez Guajardo, Director of UNESCO International Institute for Higher Education in Latin America and the Caribbean [UNESCO-IESALC]; Francisco Tamarit, general coordinator of CRES 2018 and Ramon Mestre, Mayor of Cordoba, participated in the opening ceremony. They agreed to reaffirm higher education as a universal right, as public commitment and as a fundamental human right as well. They recognized the importance of CRES 2018 for placing higher education in the center of the political agenda of governments. They also applauded the election of the city of Cordoba, Argentina, as host of the Conference in the framework of the Centennial of the University Reform.

Pedro Henriquez Guajardo started his speech with a greeting in guaraní, wichí, quechua and mapundugún languages as a way of highlighting the challenge of adopting public policies facing diversity: “We have moved forward, but it is not enough. We are still at an average of 48% net coverage, concentrated in few countries of the region. We are, in fact, diverse, but very asymmetrical”. He recognized the necessity of revolutionizing the



knowledge in order to transform it into a driving force for sustainable development and also to be culturally appropriate.

B.- SYMPOSIUMS OF THE THEMATIC AXES. METHODOLOGICAL GUIDELINES

The symposiums for the thematic axes were held on June 12th and 13th, from 14.30hrs. to 16.30 hrs. The high number of participants, expressed in the following table, demanded time organization and methodological strategy in order to ensure the high performance of content activity, which was very important for the Conference's official documents.

SYMPOSIUM	REGISTERED PARTICIPANTS
Higher Education as part of Education System in Latin America and the Caribbean Thematic coordinator: María José Lemaitre	503
Higher Education, Cultural Diversity and Interculturality in Latin America Thematic coordinator: Daniel Mato	604
Higher Education, Internationalization and Regional Integration in Latin America and the Caribbean Thematic coordinator: Jocelyne Gacel-Ávila	538
The Role of Higher Education ahead of Social Challenges in Latin America and the Caribbean Thematic coordinator: Humberto Grimaldo	684
Scientific and Technological Research and Innovation as the engine of Human, Social and Economic Development for Latin America and the Caribbean Thematic coordinator: René Ramírez	648
Strategic Role of Higher Education in the Sustainable Development of Latin America and the Caribbean Thematic coordinator: Pedro Henríquez Guajardo	612
Centennial of University of Córdoba Reform. Towards a New Manifesto of the Latin American Higher Education Thematic coordinator: Rafael Guarga	810
Total of registered participants in the symposia	4399

Taken from the official Web site of CRES 2018

The conditions and assurance of participation of the audience, the plenary discussion, the reception of proposals from the participants and the analysis of contents determined the following action plans: 1.-attendant mode Symposium-, 2.-Protocol of moderation and 3.-Systematization process.

**SYMPOSIUM- ATTENDANT MODE AND PROTOCOL OF MODERATION: JUNE 12TH AND 13TH.
14.30 HRS. TO 16.30 HRS.**

a.-Protocol [each session] June 12th [day 1 of symposium]

HOUR	ACTIVITY	RESPONSIBLE
14:30 hrs.	Beginning	Moderator and protocol
14:35 hrs.	Presentation of the symposium and protocol of discussion	Moderator
14:40 hrs.	Presentation of proposal document	Thematic coordinator / academic consultant
15:10 hrs. to 16:05 hrs.	The discussion started by giving to attendants the right to speech, according to the speaker registry. The length of the interventions was 3 minutes. Once concluded the presentation of some speakers, they handed their proposal in writing.	Moderator and participants from the audience
	1 15:10 hrs. 7 15:40 hrs.	
	2 15:15 hrs. 8 15:45 hrs.	
	3 15:20 hrs. 9 15:50 hrs.	
	4 15:25 hrs. 10 16:55 hrs.	
	5 15:30 hrs. 11 16:00 hrs.	
6 15:35 hrs. 12 16:05 hrs.		
16:10 hrs. to 16:30 hrs.	Closing and Summary of debate	Thematic coordinator/ academic consultant

c.- Protocol June 13th [day 2 of symposium]

HOUR	ACTIVITY	RESPONSIBLE
14:30 hrs.	Beginning	Moderator
14:35 hrs.	Presentation on the progress of the discussion of June 12th	Thematic coordinator / academic consultant
14:45 hrs. to 16:05 hrs.	The discussion started by giving to the attendants the right to speech, according to the speaker registry. The length of the interventions was 3 minutes. Once concluded the presentation of some speakers, they handed their proposal in writing.	Moderator and participants from the audience
	1 14:45 hrs. 9 15:25 hrs.	
	2 14:50 hrs. 10 15:30 hrs.	
	3 14:55 hrs. 11 15:35 hrs.	
	4 15:00 hrs. 12 15:40 hrs.	
	5 15:05 hrs. 13 15:45 hrs.	
	6 15:10 hrs. 14 15:50 hrs.	
	7 15:15 hrs. 15 15:55 hrs.	
8 15:20 hrs. 16 16:00 hrs.		
16:05 hrs. to 16:30 hrs.	Summary of debate and closing	Thematic coordinator / academic consultant

SYMPOSIUMS OF THE THEMATIC AXES. SOME ASPECTS OF THE DISCUSSION

SYMPOSIUM 1 HIGHER EDUCATION AS PART OF THE EDUCATION SYSTEM IN LATIN AMERICA AND THE CARIBBEAN

Coordinator

María José Lemaitre | Academic Consultant Team

Moderators

Jairo Tellez | Daniel Michaels

Systematizers

Luis Torres
Rosana Corrado
Mónica Trevisan

503

Participants

Location:

Sala de las Américas

Pabellón Argentina



María José Lemaitre commented the importance of bringing to debate the proposal document in order to learn the richness of all new positive aspects, which were not considered before. During the discussion of the topics, teacher preparation was considered an issue to be treated as State and institutional policy. In terms of quality, it was noted to be under supervision of the institutions and programs of education systems, in which elements such as pertinence, equity, diversity and inclusion are essential. Likewise, when speaking about quality, it should exist a large participation of actors from diverse areas in the design of definition, criteria and the mechanism to its implementation.

**HIGHER EDUCATION, CULTURAL DIVERSITY AND INTERCULTURALITY
IN LATIN AMERICA**

Coordinator

Daniel Mato | Academic Consultant Team

Moderators

Academic Consultant Team

Systematizers

Helena Hernández
Ester Frola
Marlene Fermín
Mayling Bermúdez
Carolina Pérez
Adriana Salette Loss

483

Participants

Location:

Sala de Actos

Pabellón Argentina



During the symposium, the proposal document of the axis was validated by a high percentage of participants. Conclusions of the symposium point out higher education institutes (HEI) as guardians for the compliance of the international regulation on human rights (HR) for cultural diversity and interculturality. In this sense they support: 1) the acknowledgment of the worldview of indigenous and afro-descendant people in the design, implementation and evaluation of education offers concerning to them, and 2) in matters of their accreditation mechanisms, they recognize that countries must have a compulsory understanding of interculturality as a way of promoting diversity, acknowledgement of their own intercultural and bilingual education system, with the active participation of native people, among others considerations.

**HIGHER EDUCATION, INTERNATIONALIZATION AND REGIONAL INTEGRATION
IN LATIN AMERICA AND THE CARIBBEAN**

Coordinator

Jocelyne Gacel-Ávila | Academic Consultant Team

Moderators

Magdalena Bustos | Carlos Iván Moreno
Renee Zickmann

538

Participants

Systematizers

Eva Monagas
Soledad Oregioni
María Paz López
Lucas Hoffmann | Julieta Abba
Marcelo Monzón | Mauro Dadario

Location:

Aula Magna FCE



During the symposium, the proposal document of the axis was debated with approaches such as: the development of a credit system that allows the comparability of diplomas at a regional level; the promotion of virtual mobility and the regional integration by means of the internationalization, the quality research with relevance, projection and impact. As deepening axis, the following aspects were emphasized: 1) increasing and consolidating the international relational capital of the researchers; 2) introducing the international aspect in the program of postgraduate studies with the purpose of training researchers through collaboration schemes with institutions of other countries, by giving priority to the regional integration of ALC. They also considered the promotion of regional integration by encouraging the principle of supranationality.

**THE ROLE OF HIGHER EDUCATION AHEAD OF SOCIAL CHALLENGES
IN LATIN AMERICA AND THE CARIBBEAN**

Coordinator

Humberto Grimaldo | Academic Consultant Team

Moderators

Cecilia Conci | José Othón Flores
Nadia Ceraniuk | Rosa Terradellas
Antonio Roveda | Gracia Navarro

684

Participants

Location:

Aula A1, A2 y A3

Systematizers

Patricia Quiroga
Federico Gutiérrez
Pilar Martínez | María de los Ángeles Rosales



During the symposium, the concept of social university commitment was discussed with the promotion of quality education for everyone. They showed the necessity for the universities to review their actions in order to orient the society, with the commitment of solving its existing chronic problems. They suggested that higher education institutions [HEI] need to commit to social groups facing vulnerability situations through projects of inclusion, poverty eradication, innovation and entrepreneurship for the sake of social justice. It is necessary to stop speaking of poor or vulnerable people and instead refer to them as people under poverty and vulnerable situation respectively. It is also important that every country declares inclusion in their National Constitutions, as a starting point to implement institutional and public policies.

SCIENTIFIC AND TECHNOLOGICAL RESEARCH AND INNOVATION AS THE ENGINE OF HUMAN, SOCIAL AND ECONOMIC DEVELOPMENT FOR LATIN AMERICA AND THE CARIBBEAN

Coordinator

René Ramirez | Academic Consultant Team

Moderators

Verena Hitner | Hernán Núñez | Rina Pazos

Systematizers

Mónica Delgado
 Sofía Caturelli
 Florencia Faierman
 Ana Taborga
 Alejandra Roca | Silvia Libaak | Silvia Corigliani

648

Participants

Location:

UNT -Auditorio

UNT -Aula Magna



During the symposium, the “Declaration on science, knowledges, technologies and arts” was read. They debated about developing a science governance system, based on social dialogue and participation of all actors involved, considering knowledge as public asset. They pointed out evaluation of researchers and projects, taking into account the social relevance in their processes and outcomes. Proposals of open access and discussion with patent systems were highlighted. The debate focused on the fundamental ideas in research and its contribution to personal development. Quality research must be carried out as a cycle: planning scientific research, evaluating the results of the planning process, researching again, according to the results of the already mentioned evaluation. We learn to research, only by researching.

THE STRATEGIC ROLE OF HIGHER EDUCATION IN SUSTAINABLE DEVELOPMENT OF LATIN AMERICA AND THE CARIBBEAN

Coordinator

Pedro Henríquez Guajardo | Academic Consultant Team

Moderators

César Villegas | Elizabeth Sosa

Systematizers

Alejandra Moreno
 Judith del Valle Rodríguez
 María Dolores Juri
 Abel Rodríguez | Andrea Salas
 Andrea Páez | Rossana Zalazar Giummarresi

612

Participants

Location:

Auditorio Batería D



Members of the academic team read the proposal document to begin the debate speaking of the most relevant aspects. They remarked that the higher education institutions [HEI] and the universities have to contribute to social productive transformation and to national strategy development. They pointed out the necessity of generating an interdisciplinary complex epistemology through the dialogue with social and popular organizations. From their point of view, sustainability implies to overcome social and ecological imbalances without including economic approaches. Sustainable development needs to be conceptualized, analyzed and separated with the purpose of interpreting and including it in the development of planning university career curricula and the institutional mission. It is necessary to establish concrete elements [conceptual, technical, measurable and verifiable] to transcend ideas and concrete specific measures with regards to sustainability of universities in Latin America and the Caribbean.

**CENTENNIAL OF UNIVERSITY OF CÓRDOBA REFORM.
TOWARDS A NEW MANIFESTO OF THE LATIN AMERICA HIGHER EDUCATION**

Coordinator

Rafael Guarga | Academic Consultant Team

Moderators

Academic Consultant Team

Systematizers

Josefina Ruiz
Verónica Catovsky
Silvia Rodríguez
Hernán Morero

810

Participants

Location:

Auditorio - FAUD



During this symposium, it was pointed out that 50% of enrollment of higher education corresponds to private institutions and it is necessary to differentiate between nonprofit and profit institutions. Within the frame of the discussion, it was emphasized the need of confirmation of this demand and also to avoid the profit from higher education in all areas of the region. It is a historical responsibility that must be added to the final document of CRES 2018. The discussion reaffirmed a series of principles that have been shaped to find out how to preserve them and to identify a new proposal that offers the possibility of strengthening the university studies and be able to sustain them with in time to guarantee an emancipatory education. The public universities must serve to the development of our people.



PROCESS OF SYSTEMATIZATION

Its main objective was to collect the suggestions from the participants of all thematic symposiums of CRES 2018, with the purpose of gathering all the proposals and recommendation to be considered in the proposal *corpus* of the CRES 2018 Declaration.

This team was composed by Doctors, PhD students and also junior researches from Argentina, Brazil, Chile, Colombia, Paraguay and Venezuela. The work plan started in May with activities of technical training for the analysis of contents, with both online and attendant-based phases. It was organized according to the following schedule:

WORK SCHEDULE	
I CONCEPTUAL INTRODUCTION PHASE	
Reading: proposal document chapter of "Trends" Thematic book	From May 23 rd to June 8 th
II METHODOLOGICAL PHASE	
Workshop of Systematizers	May 29 th , June 1 st , 4 th and 5 th
Opening meeting	June 8 th 2018
Methodological Meeting	June 9 th 2018
III PHASE OF SYSTEMATIZATION OF THE SYMPOSIUMS CRES 2018	
Attendance at the opening ceremony of CRES 2018	Orfeo Superdomo, June 11 th . Cordoba
Attendance at the corresponding Symposium room Introduction to the thematic coordinator.	June 12 th and 13 th Universidad Nacional de Córdoba, Córdoba
Thematic Meeting for the report consolidation of every session	June 12 th and 13 th
Report Delivery in the analysis room	June 13 th
Attendance at the closing ceremony of CRES 2018; Reading of CRES 2018 Declaration	June 14 th

Protocol of systematization had three steps:



The process of reading, registering and analyzing concluded with the delivery of ethnographic and category reports and the collection of proposals for systematization to the academic team of CRES.

These inputs were the information from the **summarized report of the symposiums CRES 2018** and material for consultation in the Post-CRES phase for the elaboration of the **Action Plan**.

C. DISCUSSION TABLES AND ACADEMIC FORUMS

Eight academic forums and 26 discussion tables took place during the CRES 2018, which counted with the participation of rectors and specialists from diverse Latinamerican and European higher education institutions (HEI). Additionally, two more spaces were destined to the participation of labor union organizations that gather workers from Latinamerican universities. The themes discussed ranged from university autonomy to the current involvement of IES in scientific and technological innovation, as well as the commitment with sustainable development in the region.

DISCUSSION TABLES

- 1) **Open Access and Democratization of Knowledge** | José Alejandro Consigli [coord.], Félix Nieto, Dominique Babini, Marcus Tomasi, Eduardo Peñalosa y Alejandra Nardi.
- 2) **Arts and Cultural Heritage in Higher Education** | Ramiro Noriega Fernández [coord.], Héctor Floriani, Sandra Torlucci, Miguel Flores Covarrubias y Frédéric Vacheron.
- 3) **Distance and Virtual Higher Education** | Ángel Hernández Castillo [coord.], Marco Antonio Lorenzatti, Manuel Velasco, Damián del Valle y Rodrigo Capelato.
- 4) **Higher Education in the Borders and the Promotion of a Culture of Peace** | Héctor Sauret coord.), Marco Fontoura Hansen, Ángel Rivero Palomo, César A. Reyes y Javier Gortari.
- 5) **Higher Education and Ibero-American Cooperation** | Daniel Ricardo Pizzi [coord.], Segundo Píriz Durán, Pablo Speller, Jorge Calzoni y Félix García Lausín.
- 6) **Higher Education and Multilateral Cooperation** | Ernesto Villanueva [coord.], Josep M. Vilalta, Carlos Quenan, Oscar Garrido Álvarez y Sydnei Roberto Kempa.
- 7) **Higher Education and Human Rights** | María del Rosario Badano [coord.], Mario Ricardo Sabbatini, Jorge Murillo, Enoé Texier, Manena Vilanova y Mario Fuentes Terán.
- 8) **Higher Education and the Media** | Luis Negretti [coord.], Alejandro Villar, Márcio Santos Fernandes, Claudia Ducatenzeiler, Manuel San Pedro y Omar Rincón.
- 9) **Higher Education and Social Mobility** | Célio da Cunha [coord.], Patricia Martínez Barrios, Roberto Moreno Godoy, Jesús Ramos Martín y Raquel Krawchik.
- 10) **Higher Education and Gender Perspective** | Carolina Scotto [coord.], Eduardo Matio, Diana Sedal Yanes, Juana Duarte Galeas y Tamara Naíz.
- 11) **Higher Education, Accreditation of Careers and Evaluation of Institutions and Teachers** | Andrés Delich [coord.], Norberto Fernández Lamarra, Valdemar Sguissardi, María Clara Rangel y Antonio Francisco Lapolla.
- 12) **Higher Education, Migrants and Displaced Persons** | Olga Bonetti [coord.], Óscar Herrera Sandoval, Ricardo Rivero Ortega, Martha Guerreño López y Horaldo Reimer.
- 13) **Higher Education, Postgraduate Studies and Critical Mass Training** | Fabián A. Calderón [coord.], Sonia Araujo, Julián Rodríguez Priore, Darío Maiorana y Stela María Meneghel.
- 14) **Higher Education, Pedagogical Reforms and Curricular Diversification** | María Mendé [coord.], Alfonso López Díaz, Adrián Cannellotto, Ana Vogliotti y Catalina Nosiglia.
- 15) **The Role of Technical and Polytechnic Universities in the Future Development of ALyC** | Rubén Soro [coord.], Héctor Aiassa, Mario Rodríguez Casas, Sônia de Souza Fernandes, Roberto Giordano Lerena y José Cuozzo
- 16) **Experiences and Challenges of Higher Education in Bioethics in Latin America and the Caribbean** | Susana Vidal [coord.], Natan Monsores, Eduardo Rueda y Cristina Solange Donda.

- 17] **Financing Higher Education** | Eduardo Sánchez Martínez [coord.], Roberto Escalante, Roberto Leher y Hugo Andrade.
- 18] **Teacher Training and Citizenship Building** | Mercedes Leal [coord.], Hermes Alduvín Díaz, Mercedes Collazo, Rosanne Carneiro Sarturi y María Rosanna Quiroga.
- 19] **Government and Management of Higher Education** | Néstor Blanco [coord.], Kitty Gaona Franco, Juan Carlos del Bello, Gustavo Oliveira y Sergio Obeide.
- 20] **Technological Innovation and Socio-Productive Development** | Alberto Toloza [coord.], Marcelo Knobel, Mario Albornoz, Daniel Samoilovich y Luis Pinto Faverio.
- 21] **University Autonomy** | Adolfo Stubrin [coord.], Carlos Forero Robayo, Jaime Valls Esponda, Antonio Ibarra y Claudio Suasnábar.
- 22] **The Higher Education in the Face of the Challenges of New Technologies** | Luis Bonilla [coord.], Celso Garrido Noguera, Marcelo Prieto Jiménez, Marlon Brevé Reyes y Joaquín Valdés.
- 23] **Public Policies of Socio-Educational Inclusion in Education** | P. Alfonso Gómez, s.j. [coord.], Federico G. Thea, Francisco Javier Gil, Berenice Quinzani Jordão y Murilo Silva de Camargo.
- 24] **Rethinking University Extension** | Luis María Amuchástegui [coord.], Carlos Lopera Palacio, Álvaro Maglia y Mónica Reinatz Estrada.
- 25] **Transforming Ourselves to Transform. The challenge of Higher Education** | Roberto Rovere [coord.], Emmanuel Zagury Tourinho, Santiago Lajes Choy, Pablo Gentili y Ada Gallegos.
- 26] **Link between Universities and Institutes of Higher Education** | Alejandra Birgin [coord.], Elsy Escolar Santo Domingo, Oscar Ruibal, Carlos Pérez Rasetti y Silvia Mercedes Ríos Zavala.

Contributions of the workers to the CRES: CONTUA, FESIDUAS and FESITRAUCAMSE

ACADEMIC FORUMS

- 1] **Higher Education and Regional Integration of Latin America and the Caribbean** | Carla Comerlato Jardim [coord.], Andrew Augustine, Leónidas Carvalho Suárez, Enrique Graue Wiechers, Henning Jensen Pennington.
- 2] **Higher Education for Good Living. A Challenge from the South to the World** | Sara Ladrón de Guevara [coord.], Carlos Alvarado Cerezo, Evilázio Gorges Teixeira, Mariano Pacher Morel y Catalina Vélez.
- 3] **The future of Higher Education in Latin America and the Caribbean** | Rodolfo Tecchi [coord.], Waldo Albarracín Sánchez, Francisco Telémaco Talavera, Salvador Valle Gámez y Roger Arias Alvarado.
- 4] **Higher Education between Regulation and Self-evaluation** | Guillermo Tamarit [coord.], P. David Fernández Dávalos, s.j., Hildegardo González Irala, P. Julio Fernández Techera, s.i., y Enrique Ravelo.
- 5] **The challenges of South-South Cooperation for Higher Education** | Juan Fuentes Soria [coord.], Orestes Cachay Boza, Edgar Parra Chacón, Yorki Mayor Hernández y Gabriela Diker.
- 6] **The Challenges of Pedagogical Innovation in Higher Education in Latin America and the Caribbean** | Rodolfo De Vicenzi [coord.], Freddy Álvarez, José Manuel Restrepo, Sanie Romero de Velázquez y José Armando Tavaréz Rodríguez.
- 7] **Public Policies of Higher Education in Latin America and the Caribbean** | Aldo Valle Acevedo, Aldo Nelson Bona, Roberto Markarian, Miriam Nicado García e Iván Rodríguez Chávez.
- 8] **Higher Education and Globalization: Right or Commodity** | Sandra Goulart Almeida, Eduardo Flores Castro, Francisco Herrera Alvarado, María Delfina Veiravé y Jaime Alberto Leal.



D.- COLLECTION CRES 2018. PUBLISHING PRODUCTS OF THE CONFERENCE

The CRES 2018 collection was conceived for the purposes of regional knowledge spreading regarding the thematic axes, defined within the framework of the Conference. The veracity and academic excellence shaped the production of knowledge, based on research and adjusted to the requirements of scientific research protocols.

The object of the outreach was aimed to accompany the formulation of institutional policies of higher education institutions [HEI] and of public policies of the Member States framed within the trends of higher education systems in Latin America and the Caribbean. With those purposes, partnerships and agreements are being signed with HEI from each country in the region. To date with Argentina, Ecuador, Colombia, Peru and Chile.

This collection is comprised of 10 titles: seven correspond to each thematic axis and the other three to higher education trends, executive summaries and retrospective studies and projections of regional higher education.

The content of this collection can be downloaded in its digital format at the following links:

<http://www.cres2018.org/biblioteca/coleccion-cres-2018>

[www.iesalc.unesco.org/ve/Información y documentación/cres 2018/Colección Cres 2018](http://www.iesalc.unesco.org/ve/Información%20y%20documentación/cres%202018/Colección%20Cres%202018)



Third Regional Conference on Higher Education for Latin America and the Caribbean

CRES 2018 PRESENTATION

The Regional Conferences on Higher Education (CRES in Spanish) have been organized by the UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC), with an approximate periodicity of ten years. The first Conference took place in Havana, Cuba, in 1996. The second one was held in Cartagena de Indias, in 2008. On June 15th, 2016, the Memorandum de Entendimiento [Memorandum of Understanding] was signed between UNESCO-IESALC, the Universidad Nacional de Cordoba (UNC), the National Interuniversity Council (CIN) and the Secretariat of University Policies (SPU) of the Ministry of Education of Argentina; this gave forth to the celebration of the Third Regional Conference from June 11th to 14th, 2018 in the framework of the centenary of the University Reform of 1918.

The goals of the Regional Conference on Higher Education (CRES 2018) reflected a constant process of study and analysis on higher education in Latin America and the Caribbean. Thus, the main goals of the Cordoba Conference were (a) to contribute to the consolidation of higher education systems in the region and (b) to generate research and innovation spaces for human development, democratic coexistence and citizenship, based on the principles of tolerance, solidarity and social commitment. The CRES 2018 Declaration, as a guiding instrument for the strategic guidelines of the sector, and the Action Plan with its road map, derived from the Regional Conference. The Conference of Cordoba was based on seven thematic axes, in each of which researchers from throughout Latin America and the Caribbean participated.

During the stages prior to the Cordoba Conference, regional preparatory meetings, virtual forums, meetings, seminars, events and a wide range of consultation and analysis mechanisms were held to include all possible views and accommodate the largest number of participations from interested stakeholders, institutions and governments. Approximately 12 thousand people participated in the Conference, face-to-face and in virtual fashion.

The general program was organized in conferences, forums, symposia on the Conference's thematic axes and discussion tables. CRES 2018 had a program of complementary activities, including book presentations and meetings of associations, authorities, university and thematic networks. In the closing ceremony, the director of UNESCO-IESALC, Pedro Henríquez Guajardo; the rector of the Universidad Nacional de Cordoba, Hugo Juri, and the general coordinator of the CRES 2018, Francisco Tamarit, read the Declaration's preface. After the culmination of the CRES 2018, began the process of formulating the Action Plan 2018-2028 with a multidisciplinary team that has systematized results from the Declaration, proposal documents and other official documents. The Action Plan implies the prospective opening of the 2018-2028 decade within the framework of

the Sustainable Development Goals (SDG) and the UNESCO Global Education 2030 Agenda. It will be adopted during the IX Meeting of Networks and Councils of Rectors of Latin America and the Caribbean which will be organized by UNESCO-IESALC in March 2019.

The CRES 2018 Action Plan is the result of a rigorous managerial, academic and technical process that will constitute the regional contribution for the next World Conference on Higher Education at UNESCO's headquarters.

This document presents the CRES 2018 Declaration, the summaries of the thematic axes and the Letter from the Indigenous Peoples' Universities and Institutions of Education, read during the closing ceremony of the Regional Conference.

Pedro Henríquez Guajardo

DIRECTOR OF UNESCO-IESALC

CRES 2018 DECLARATION

To all men and women of Latin America and the Caribbean:

The sweeping changes, affecting the region and the world in crisis, call us to fight for a radical change; for a more democratic, more equal, more sustainable, and fairer society.

A century ago, the students of the Cordoba Reform proclaimed that "*The griefs that remain are the liberties we still lack*". This message cannot be forgotten, because the grief is still here, and it takes many forms; for we still see poverty, inequality, injustice, and social violence in the region.

Just as a century ago, the university today is in favor of science with a humanistic perspective, and in favor of a technology that is fair, and provides for the common good and the rights of all men and women.

The Third Regional Conference on Higher Education for Latin America and the Caribbean endorses the agreements reached in the Declarations adopted in the Regional Conference held in La Habana (Cuba) in 1996, the World Conference on Higher Education in Paris (France) in 1998, and the Regional Conference on Higher Education held in Cartagena de Indias (Colombia) in 2008 while reasserting the principle that considers that Higher Education is a common public good, a universal human right which should be ensured by the State. These principles are based on the deep conviction that the access to, and use and democratization of knowledge is a collective, strategic social asset essential to guarantee the basic human rights and the wellbeing of our peoples, the construction of full citizenship, the social emancipation, and the regional integration with solidarity of Latin America and the Caribbean.

We hereby reassert the autonomy that allows higher education institutions to play a critical and proactive role in society without the constraints imposed by the governments in office, religious beliefs, the market or special interests. The defense of higher education institutions' autonomy is an unavoidable contemporary responsibility for the Latin America and Caribbean region, and it entails, at the same time, the defense of the higher education' social commitment.

To think that education, science, technology and arts will solve the current human pressing issues is important but not enough. They should become the means to freedom and equality, without any distinction based on social status, gender, ethnicity, religion or age. If the dialogue of knowledges is to be universal, it should be many-sided and based on an equal footing; only then will the dialogue among cultures be enabled.

The economic, technological and social differences existing between the North and the South, and the internal divide among States are becoming more exacerbated, rather than disappearing. The international system promotes the free exchange of goods, while applying exclusionary migration regulations. The high rate of emigration of the population of Latin America and the Caribbean shows the lack of opportunities and inequalities affecting, above all, the young.

Gender inequality manifests itself in the pay gap, in the discrimination in the workplace and in the difference in the access to decision-making positions in the public or private sector. The worst indicators of poverty and social exclusion are seen among Indigenous and Afro-descendant women.

Science, arts and technology should become the pillars for cooperation tending towards an equal development of the region with solidarity, based on processes that lead to the consolidation of an independent and politically sovereign block.

The weak regulation of foreign supply has intensified the transnationalization processes and the market-oriented view of higher education; thus, precluding, or in many cases, restraining the actual social right to education. This trend has to be reverted and we urge all the States of Latin America and the Caribbean to establish strict regulatory systems for higher education as well as for other educational levels.

Education is not a good to be traded. That is why we ask our States not to sign bilateral or multilateral free trade treaties which consider education as a for-profit service, or that foster the commodification of any level of education. We also request them to increase the resources allotted to education, science and technology.

States have to assume the inalienable commitment to regulate and evaluate public and private institutions and degrees, in all their modalities, to ensure universal access to higher education as well as retention and graduation, while offering quality training that promotes inclusion and local and regional relevance.

Similarly to what happened in 1918, "*rebellion has broken out*" in Latin America and the Caribbean as well as in a world where the international financial system is concentrated in powerful minorities that push large majorities into the margins of exclusion, social vulnerability and job insecurity.

In spite of all the great achievements attained in the development of knowledge, research, and academic and popular knowledge and wisdom, a significant sector of the population, both in Latin America and the Caribbean and in the world, does not have access to basic social rights, to employment, health, drinking water or education.

In this 20th Century, millions of children, youngsters, adults and the elderly are excluded from current social, cultural, economic and technological progress. Furthermore, regional and global inequality is so strong that in many situations and contexts, there

are communities which have no access to higher education, because it continues to be a privilege and not a right as the young students of 1918 longed for.

In the Centennial of the Reform, we cannot remain oblivious to human suffering or our historical mandate. We cannot continue to be indifferent to the collective future, to the fight for the heroic truth, and to the transcendental desire for human freedom. Higher Education should be forged by the local, state, national and international leadership, as they are fully represented here. If we bear this in mind, it will be possible to begin a new and historical transformation of higher education with social commitment and responsibility to guarantee the full exercise of the right to free, public higher education, with wide access.

In agreement with the fourth Sustainable Development Goal of the Agenda 2030 adopted by UNESCO, we urge the States to promote a strong policy to widen the provision of higher education, to carry out an in-depth review of the procedures for access to the system, and to develop affirmative action policies making no distinctions based on gender, ethnicity, social class and/or disability; to ensure universal access to, retention and graduation from higher education.

In this context, higher education institutions should accept all colors, and recognize the interculturality of our countries and communities so that higher education becomes a means for equal access and social promotion, and not a sphere where privileges continue to exist. We cannot remain silent in the face of the deprivation and pain suffered by men and women, as stated relentlessly by Mario Benedetti, "there is nothing more deafening than silence".

A century ago, the students of the Cordoba Reform strongly denounced that in Cordoba and in an unfair and tyrannical world, the universities had become "*the faithful reflection of our decadent societies, which continue to exhibit a dismal parade of senile immobility*". Many years have gone by, and this message for the future is challenging us and piercing us like an ethical arrow that questions our practices. How do we contribute to the creation of a fair order, to social equality, to harmony among nations and to human emancipation?; how do we contribute to the overcoming of the scientific and technological gap of our production structures?; what is our contribution to the forging of the identity of the peoples, human integrity, gender equality and free discussion of ideas so as to guarantee the strength of our local, national and regional cultures?

It is imperative and indispensable the active engagement of our higher education institutions with the social, cultural, political, economic and technological transformation. We have to educate the leaders of tomorrow on the value of social awareness and the desire to promote Latin American and Caribbean bonds. Let us forge working communities willing to learn and build a critical knowledge where the dialogue among students and professors is the rule. Let us build democratic learning environments where the vital manifestation of the personality develops, and where artistic, scientific and technological creations are expressed without any boundaries.

The higher education to be created should fulfill its cultural and ethical calling with full autonomy and freedom; thus, contributing to practical, political definitions which

shall influence the changes needed and desired by our communities. Higher education should be the emblematic institution symbol of the national critical awareness of our Latin American and Caribbean region.

Higher education institutions are called upon to fulfill a crucial role in the promotion and strengthening of the Latin American and Caribbean democracies, rejecting all dictatorships and any violation of public freedoms, human rights and all forms of authoritarianism in the region.

We feel our solidarity with all young people from Latin America, the Caribbean and the world, whose life we celebrate, and we also recognize in their fights and dreams, our own aspirations in favor of the social, political and cultural transformation.

The task that falls upon us is not simple, but great is the cause that is lit by the brightness of its truth. It is, as anticipated in the Liminal Manifesto, a desire to *“become a glorious omen or it may have the virtue of a call to the supreme fight for liberty”*.

We call upon all men and women of Latin America and the Caribbean to look into the future and work relentlessly for a permanent educational reform, and for the rebirth of the culture and the life of our societies and peoples.

THEMATIC AXES

HIGHER EDUCATION AS PART OF THE EDUCATION SYSTEM IN LATIN AMERICA AND THE CARIBBEAN

Higher education is today an aspiration of young people graduating from high schools and of many adults who did not use to have access to this educational level. The increasing demand for access to higher education requires the satisfaction of multiple needs, resulting in the diversification of the offer provided through different types of institutions, programs, teaching-learning modalities and training strategies. Today, when discussing higher education, we refer to a wide and diverse set which goes beyond our traditional conception, which used to identify higher education with universities.

In this context, the articulation of higher education with the other educational levels is essential. However, while higher education criticizes the education students received before having access to it, it does not assume the commitment it has, more specifically, in terms of the quality of teachers' training. This is a critical aspect which should be addressed, both by higher education institutions, as well as by public policies: it is necessary for the institutions to give priority to quality training, centered on the current needs of children and adolescents. Moreover, public authorities should be actively involved in the design and implementation of policies that reassess the teaching profession, recognizing its central role, and adequately rewarding educational performance.

Furthermore, the issues related to quality should be addressed in a context of diversity. This requires the definition of quality with the participation of the main social actors, and the establishment of indicators adequate to the training objectives of the institutions, which should incorporate inclusion, diversity and relevance as core values. It is necessary to design policies and mechanisms which are not limited to assessing, but

which are determined to promoting quality and support to the institutions so that they, while in exercise of a responsible autonomy, assume the commitment to steadily advance in the capacity to meet the needs of the students and the social environment surrounding them.

If higher education is to contribute more and more to the wellbeing of the region, it is necessary to promote the articulation of higher education institutions with the different social sectors, and to ensure lifelong learning opportunities for all.

1. Governments and higher education institutions should endeavor to implement agreements, programs and institutional arrangements that recognize knowledge, skills and prior studies, as well as the respective credentials and certifications, acquired in the same or other systems of higher education, in secondary education or in the workplace, fostering initiatives that promote lifelong learning, surpassing the terminal curricula.
2. It is necessary to address the real needs of students from the beginning, based on the expectations demanded by higher education institutions. Processes that facilitate the transition between secondary and higher education should be generated, with vocational, support and leveling programs, through the re-design of curricula.
3. The flexibility of the curricula is essential. It is necessary to review the curricular structures in order to arrange them by competencies, reduce the content in undergraduate studies and expand opportunities in postgraduate studies. The result of this process should produce open educational trajectories (such as the accreditation of modules and not of subjects), and be oriented towards the recognition of verifiable qualifications.
4. States and higher education institutions must develop connective strategies and collaborative programs, at the undergraduate and postgraduate levels, guaranteeing the resources for innovation, science, technology and research, and thus avoiding the dissociation between higher education and the productive environment.
5. Accreditation should be based on simultaneous evaluations in those careers within the same area of knowledge, integrating the institutional (financial, administrative and managerial) and academic (professional training) aspects in order to perform comparative analysis. Also, regulatory and evaluation mechanisms of the accreditation agencies, should be established in order to ensure international criteria of credibility and effectiveness.

HIGHER EDUCATION, CULTURAL DIVERSITY AND INTERCULTURALITY IN LATIN AMERICA

The policies and institutions of higher education should proactively contribute to the struggle against all mechanisms generating racism, sexism, xenophobia, and all other forms of intolerance and discrimination. It is essential to guarantee the rights of all sectors of population which may be discriminated due to their race, ethnicity, gender, socio-economic standing, disability, sexual orientation, religion, nationality or forced displacement. Financial resources and research, teaching, and outreach efforts should be allotted to these purposes.

It is necessary to promote cultural diversity and interculturalism under conditions of mutual respect and equality. The challenge is not just for higher education institutions to include women, people with disabilities, members of Indigenous and Afro-descendant populations and individuals of groups historically discriminated, but to transform the institutions so that they become socially and culturally relevant. These changes should ensure that the worldviews, values, knowledge, wisdoms, linguistic systems, learning methods, and means of production of knowledge of those social groups and peoples are incorporated into higher education institutions.

The epistemology, learning methods, and institutional designs characteristic of Indigenous and Afro-descendant peoples, farming communities, and other sociocultural distinct communities have to be recognized and valued. All these should be guaranteed by adequate quality assurance policies and mechanisms; and to this end, specific indicators should be used. The free and informed participation of representatives of those groups should be fostered.

Education is not just a human right but a right of all the peoples. The Latin American and Caribbean States and societies have a significant historical debt with Indigenous and Afro-descendant peoples. Although their rights are recognized in several international documents and in most of the national constitutions, there is still a deficit in the effective enjoyment of these rights, even in higher education. The institutions of higher education should guarantee the effective enjoyment of these rights and should educate the population in general, and in particular, their communities against racism and all forms of discrimination and related intolerance.

It is essential to promote and facilitate the learning of the Indigenous and Afro-descendant languages and their effective use in teaching, research and outreach activities. The training of intercultural bilingual teachers for all levels of the educational systems is a priority for higher education.

1. Higher education institutions (HEI) have a legal, ethical, social and political obligation to apply the rights of Indigenous and Afro-descendant peoples effectively.
2. Institutions of higher education have an obligation to educate respecting and applying rights against racism and all forms of racial discrimination and related forms of intolerance towards the population in general, and particularly, towards its own teachers, researchers, officials and managers, as well as to those who provide professional, scientific and humanistic training.
3. The public and institutional policies of higher education must proactively contribute to dismantle all the mechanisms that generate racism, discrimination and all forms of intolerance that still exist in Latin American societies.
4. It is imperative for public and institutional policies to guarantee not only the Indigenous and Afro-descendant peoples' rights, but also the rights of all the groups that are frequently discriminated, in terms of gender, race, ethnicity, religion, age, socio-economic situation, sexual orientation, disability/special abilities and situations of forced displacement. It is unavoidable for higher education institutions to make all the efforts in research, teaching and extension programs required to meet these ends.

5. Higher education institutions (HEI) should promote cultural diversity and inter-culturality in equitable and mutually respectful conditions. The challenge is not only to include indigenous, African descendant and other culturally differentiated people in the institutions such as they exist now, but to transform these to make them more relevant for cultural diversity. It is imperative to incorporate the Indigenous and Afro-descendant peoples' knowledge, traditional lore, values, linguistic systems, worldviews, forms of learning, and ways of producing knowledge, and for this to be done with the informed and active participation of these peoples' representatives.
6. Public and institutional policies on higher education should promote and facilitate the learning of native American languages.
7. Higher education public policies and institutional accreditation mechanisms must recognize and value the experiences of Indigenous and Afro-descendant peoples' educational institutions, their contributions to the resolution of important social problems and their educational innovations. To this end, they must incorporate specific indicators in their definition and ensure the informed and opportune inclusion of these peoples' professionals and representatives in the evaluation and accreditation processes.

HIGHER EDUCATION, INTERNATIONALIZATION AND REGIONAL INTEGRATION IN LATIN AMERICA AND THE CARIBBEAN

In Latin America and the Caribbean, “ensuring the right to equitable and inclusive quality education” (CEPAL, 2016) is one of the cornerstones supporting the necessary social and economic change. Its achievement is related to the development of competencies allowing the region, its countries and its citizens to act in a relevant manner in complex scenarios, and to be inserted effectively in the knowledge-based world dynamics. This requires changes in the educational systems and their institutions, which should consider cooperation, exchange of knowledge and transference of resources among regions, countries and institutions with solidarity. In the region, internationalization should foster interinstitutional cooperation based on solidarity among equals, with emphasis in South-South cooperation and regional integration. It should promote an intercultural dialogue, respecting the idiosyncrasy and identity of the participating countries, fostering the organization of interuniversity networks, and strengthening the national capacity by means of interinstitutional collaboration and interaction among academic peers at regional and international spheres. This will foster the flow and ownership of knowledge as a strategic social good, favoring the sustainable development of the region and its countries.

In this context, internationalization is a key tool, which is essential to transform higher education, to strengthen the communities, and to promote quality and ownership of teaching, research, and outreach. This favors the training of citizens and professionals, while being respectful of cultural diversity, and committed to intercultural understanding, and a culture of peace, with the capacity to live together and work in the global and local community. The antithesis would be the conception of a market-oriented internationalization which favors the hegemonic and denationalizing interests of globalization.

Compliance with these objectives demands the use of systemic, comprehensive, global strategies cutting across all institutional development policies. Likewise, it is essential to have public policies supporting the internationalization process by means of the establishment of organizational frameworks facilitating regional academic integration, student and teacher mobility, the recognition of international training, the international dimension of academic programs and international cooperation in research, among others.

We recognize a humanistic and supportive internationalization that contributes to a greater and better understanding and cooperation between cultures and nations, based on an inter-institutional collaboration based on solidarity and mutual respect.

1. The links between universities and other higher education institutions strengthen, consolidate and nurture the creation of the national capacities of the countries involved. This guarantees the diversity of academic sources in the fields of research and knowledge production, on a regional and global scale.
2. Higher education institutions contribute to the consensual design of projects of nation, with their own educational projects as starting points, committing all their teaching, research and service activities to the process.
3. Internationalization will become a lever for the transformation of the tertiary education sector with systemic, all-embracing, comprehensive and transversal strategies permeating all the institutional development policies with curricular contents and structures.
4. Internationalization is a strategic medium for the production of knowledge with a perspective based on international collaboration. It is a process for the innovation and improvement of the quality and relevance of tertiary education in relation to the development of global and intercultural competences in students.
5. Public and institutional policies are determinant to consolidate the institutionalization of the international dimension of universities and of the three levels of the educational process: the micro [teaching-learning process in the classroom], the medium [structure and curricular content], and the macro [design of institutional policies on teaching, research and dissemination].
6. The international dimension is an intrinsic component of national scientific policies and of the scientific and research development instruments, with collaborative schemes towards regional integration, through:
 - a. the promotion and funding of the internationalization of research,
 - b. the increase and consolidation of the importance of international relationships between researcRESrs,
 - c. the introduction of the international dimension in graduate programs for the training of researcRESrs,
 - d. the improvement of the quality, relevance, productivity and visibility of research.
8. The internationalization of higher education will be consolidated through a regional scientific development policy and strategy, which will coordinate efforts, strengthen resources and multiply programs.

9. The governments of the region need to boost, deepen and consolidate the political will towards regional integration. In relation to higher education, a permanent articulation between public and institutional policies is imperative in order to build a regional academic community that respects diversity and simultaneously recognizes the validity of other systems and institutions.
10. In regional higher education it is essential to establish policies, coordinating structures, regional programs and the corresponding financial structure to strengthen and extend the integration efforts, the cooperative work and the programs of the different councils and associations of national, regional and international universities, international organizations, and higher education institutions (HEI).
11. It is imperative to increase intraregional student mobility through inclusive initiatives and financing schemes that reach all the countries of the region, enabling the incorporation of disadvantaged students.
12. The pliability of the programs and curricula, their recognition and the coordination of the academic calendars, are basic conditions for the growth of mobility in regional higher education.

THE ROLE OF HIGHER EDUCATION AHEAD OF SOCIAL CHALLENGES IN LATIN AMERICAN AND CARIBBEAN

In view of the social challenges the region faces, education should provide a quality, universal service to the local community so as foster the human development of each environment, articulating tradition and state of the art innovation, promoting the diversity of competencies, skills and knowledge, merging specialized activity with daily life, popular wisdom and authentic ethical and esthetic intelligence in territorial harmony beyond any impact. It is essential to consider all people as unique and unfinished, as facilitators of change and agents of development by generating mechanisms for personal and social growth, and for the establishment of communities. In other words, higher education is the co-creator of knowledge and innovation, transforming them into knowledge that is embodied in the social practices, intellectual independence tools, social transformation and the construction of fairer, more equitable and supportive political structures, and above all, subsidiary to vernacular shared values. The region should promote science for all, critical citizenship and authentic, democratic and transparent governance for an effective construction of re-humanizing territorial relationships with all actors, improving communication among them, and making it possible to select the best contributions, thus generating relationships of co-responsibility which facilitate the wellbeing of the people.

1. The social responsibility of higher education institutions requires a new relationship with society and calls for an innovative transformation of higher education.
2. The limited approach of university social projection and extension, which make them visible as appendices of the central function of student education and knowledge production, should be qualitatively overcome, and the consistent social commitment of higher education to society's new realities should be identified.

3. The social commitment of higher education is based on the promotion of quality education for all. It implies promoting lifelong education, considering the student as a permanent ally of a process in which his/her knowledge and skills are at the service of social transformation for the good of all, especially the most vulnerable sectors.
4. Higher education must profoundly review its actions, in order to guide society and contribute to solve the chronic problems that afflict it. Higher education institutions must commit themselves to develop projects of inclusion, combat against poverty, innovate and promote social entrepreneurship for groups that face diverse situations of vulnerability, in favor of social justice. In this context, the relationship of higher education institutions with society, linked to the common good, highlights the need to operate with all the actors, may they be institutions or persons.
5. The social responsibility of higher education involves developing territorial and transformative commitments, from the perspective of an expanded academic community, in which the graduate is an ally and social transformer. In it, knowledge, training and action are interwoven to achieve a truly fair and sustainable development.
6. Training in higher education institutions is a permanent exercise of re-humanization.
7. Higher education institutions should link up with society to jointly create and design new scenarios for the democratic generation of knowledge, overcoming the disciplinary and academic vision of education.

SCIENTIFIC AND TECHNOLOGICAL RESEARCH AND INNOVATION AS THE ENGINE OF HUMAN, SOCIAL AND ECONOMIC DEVELOPMENT FOR LATIN AMERICA AND THE CARIBBEAN

There will be no justice in the region if there is no freedom of thought and expression for the society as a whole, and there will be no freedom of thought if our countries do not generate knowledge relevant to their realities and social innovations to transform the primary production export matrix and secondary production import matrix, and to challenge the established order. Higher education institutions should claim sovereignty to imagine, create, have access to, and apply the knowledge we need for the wellbeing of our societies, as part of their strategic role. One cannot think of a strategy to overcome unfair cognitive gaps without opening new epistemic roads. These new roads require breaking up with the [neo]colonial, [neo]dependent, anthropocentric, racist and patriarchal thought still prevalent in our societies. Only if learning what is known, and the generation of new knowledge are reconciled, if theory and practice go hand in hand, knowledge will support social justice. To understand the dimension of the change required by this epistemic matrix, we have to refer to the management of science and knowledge in the current system in a world favoring accumulation. This management is based on the construction of a hegemonic thought system, in which the exclusive role of science is the accumulation of capital through the production of proprietary technological innovation for commercial purposes. If we are to break up with this logic, we should consider knowledge as a universal human right and a collective right of the people, for it is a social and common public good promoting the sovereignty, wellbeing and

emancipation of our societies and the construction of the Latin American and Caribbean integration. In other words, we should recognize that knowledge is the product of the intellectual and experimental heritage of humanity, being therefore a common good, and as a general rule, part of the public domain. This epistemic breakup implies the recognition of the strategic role played by the arts and culture in the production of knowledge with social commitment, and in the fight for cultural sovereignty and multicultural integration of the regions.

The political dispute over “which knowledge we want” becomes, at the same time, a political dispute over “which society”, and “which region we wish”. There will be no transformation of knowledge without a change in the historical power relationships in Latin America and the Caribbean. However, there will be no change in the historical power relationships in the region without a transformation of knowledge.

1. Knowledge is a universal human right and a collective right of the peoples, a public and social common asset for well-being, sovereignty and the emancipation of our societies, for the construction of Latin American and Caribbean citizenship.
2. The social function of science and knowledge is rethought in order to guarantee sustainability, peace, preserve cultural diversity, democracy, human coexistence and the reproduction of life.
3. Knowledge is a common resource and a public asset, therefore society has the right to demand the democratization of its access, and make the best use of it. Universal access to the system of science, technology and innovation and effective participation in the generation of knowledge of all actors in the system, guarantee gender and ethnic-racial equity, and equality of peoples and nationalities.
4. The promotion of technological development, responsible scientific research and the construction of inter-institutional knowledge networks, with trans-disciplinary and interdisciplinary approaches, guarantee quality and theoretical-methodological rigor.
5. The development of sociotechnical innovation ecosystems will sustain itself on the transfer of technology, technological disaggregation and the closing of cognitive gaps.
6. The human, social, economic and cultural development of LAC requires the recovery, re-evaluation and protection of the traditional and ancestral knowledge within the framework of respect for diversity, epistemic equity and the dialogue of knowledge.
7. The impulse towards a knowledge management oriented towards a sovereign, free and collaborative construction of science, to advance in the construction of regional knowledge in a context of greater integration of higher education actors.
8. The region demands new and adequate processes of evaluation, production and dissemination of knowledge, with standards of relevance.
9. Training processes at the graduate level aimed at scientific and technological research in the region will be enhanced with emphasis on social relevance.
10. The strategic use of the intellectual property system is directly linked to the recovery of the public and common sense of knowledge and technologies.

THE STRATEGIC ROLE OF HIGHER EDUCATION IN SUSTAINABLE DEVELOPMENT OF LATIN AMERICA AND THE CARIBBEAN

Sustainable development is a way of thinking that projects man towards a better relationship with the context, a categorical imperative that establishes the ethical value of coexistence in the world. It should respond to the social demands that require efficient and appropriate technical knowledge and its goal should be to overcome the conflicts and situations that affect the social sphere in order to reach common welfare. This premise establishes sustainable thinking as an integrated, complex, inter-disciplinary, universal and transforming social sciences' epistemic construction of high economic, social and environmental content in order to face the crisis of civilization. It views humankind's reality through multidimensional approaches to its problems, intervening in accordance with risk management towards a better coexistence. Therefore, its principles are based on humanism, the public good, human rights and the platform to guarantee the realization of other rights.

Education is immersed in ethical assessments; therefore, society and education are articulated in an indissoluble construction of a social and complex way of thinking that is expressed through the sustainable development goals, and particularly the 4th goal of the UNESCO Education Agenda 2030. This objective "guarantees an inclusive and equitable quality education and promotes lifelong learning opportunities for all". Consequently, the dynamics of social thought guide the discussion about higher education under the considerations of sustainable thinking with multidisciplinary approaches. In addition, the dimensions that define its pedagogical performance are those of gratuity, equity, quality, relevant and effective learning, accessibility, employability, gender equality, recognition of differences, and the development of theoretical and practical knowledge in order to promote the Sustainable Development Goals.

Society and higher education based on sustainable thinking must consider the difficulties, especially in the constantly changing current reality, imposed by degrees of uncertainty, ambiguity and complexity. It is time for academics, scientists and all members of society to dialogue; it is time to review the institutions' structures, to innovate in their commitments and ways to achieve them. Higher education's main goal is to form citizens with sustainable thinking to be the engine of the new society.

Under this interpretation, higher education as a social-strategic public asset, human and universal right, and State obligation in Latin America and the Caribbean, acquires new functions, different values, different challenges, unprecedented commitments and a strategic role in sustainable development. Higher education institutions (HEI) must establish closer links with the contexts to which they belong, so they can be more relevant to and responsible for society. They must participate in social advancement, in the generation of wealth, in a culture of peace, of integration and social identification, in the struggle against hunger and poverty, and the growth of identities. Likewise, it must be proactive in the prevention of climate change and the energy crisis.

These broad and demanding challenges make HEI become strategic organizations for the development of countries, specifically in LAC. It will mainly be these institutions

who will contribute to reduce and overcome the gaps that exist in the areas of science, technology, innovation and culture between our countries.

The idea of sustainability as a principle is that the knowledge generated in academic spaces can be introduced, used and adapted to social, economic and environmental goals that benefit all people; to build the mechanisms to live well and have better societies. Higher education can help us learn how to do it through the following actions: [a] optimizing institutional structures, [b] redesigning its mission, objectives, values, governance, and funding; and [c] innovating in order to meet social commitments. Four challenges emerge from this: 1. to become engines for social promotion and mobility; 2. to respond to the new challenges imposed by globalization and knowledge societies upon developing countries to generate their own capacity for scientific and technological production. 3. to connect and integrate themselves in a better way with their own societies; 4. to promote the development of a responsible citizenship committed to social issues, sustainability and the construction of better, more just, equitable and peaceful societies, based on human values and democratic coexistence.

1. The results of debates and discussions on university autonomy must have an impact on its legal status and should be developed within the framework of the Constitution of each of the region's countries.
2. The processes of design, formulation and application of higher education public policies must guarantee academic and financial autonomy and, consequently, the sustainability of higher education institutions.
3. Investment in research and development affects the productive capacity of countries, for this reason, the States will be responsible for its increase according to adequate criteria and indicators.
4. Sustainability as an organizational culture is the foundation for the design of public funding policies for higher education. In this context, higher education institutions will design outreaching strategies for society to know and assume the Sustainable Development Goals (SDG) and the 2030 Education Agenda and work towards its achievement.
5. The criteria of sustainable development in relation to higher education may:
 - a) be applied in their plans, programs, policies, strategies and actions, especially in the orientation of the investment for those purposes; and,
 - b) establish research, development and innovation programs and projects, and proposals for its transformation, jointly with public entities and social productive organizations.
6. Access, inclusion and equity, quality and relevance are, together, a strategic regional objective of an at distance and virtual higher education system duly regulated, with renewed and flexible curricular designs, which takes advantage of free access to technology and educational resources.
7. Tertiary education is essential for the insertion of people in the labor market and the eradication of poverty. Therefore, it is essential to prioritize investment at this level and establish links and compatibilities between the productive sector and

higher education institutions. This will make it possible to reduce the gap between the human talent required by the productive sector and the one that is graduating from higher education institutions [HEI].

8. The HEI will be responsible for graduating professionals with technical, professional and cultural skills able to face the challenges of society and contribute to the achievement of the SDGs, and to have access to decent employment and to activate entrepreneurship.
9. Access, inclusion and equity, quality and relevance are, together, a strategic regional objective of a privately managed higher education system, and it is in a position, not only to invest additional financial resources, but also to introduce approaches, experiences and innovations. Similarly, this management system should continue to aim, along with public institutions, to achieve this strategic objective.
10. For-profit private education does not fall within the scope of the principle of “national treatment”; on the other hand, public subsidies and other public policy tools that are granted to a national institution should be granted to others, regardless of whether they are public or private, national or foreign.
11. The Regional Conference on Higher Education 2018 ratifies its rejection of the conception of higher education as a service. Higher education is not part, neither now nor in the future, of the negotiations of international commercial forums.

CENTENNIAL OF UNIVERSITY OF CÓRDOBA REFORM. TOWARDS A NEW MANIFESTO OF THE LATIN AMERICAN HIGHER EDUCATION

In order to continue with the spirit and the principles of the 1918 Reform, the Declarations adopted in the Regional Conference, held in Havana, Cuba in 1996, the Regional Conference of Higher Education for Latin America and the Caribbean held in 2008 and the World Conference on Higher Education held in 1998 are hereby endorsed. Higher education is a public, social good, and a human right which should be ensured by the State. Knowledge should be considered a social public good. The State should regulate the higher education system, and it should prohibit all higher education institutions that are for profit.

The current political context in the region leading, in some countries, to the persecution of university authorities, violence against students, economic adjustments and a violation of university autonomy is a historical regression. All these violations should be strongly condemned.

The higher education institutions of Latin America and the Caribbean should defend the political and social rights, and critically advocate for their insertion in the face of a neoliberal development model. Thus, they shall contribute, with social responsibility and commitment to new proposals which recreate the traditions of autonomy, social transformation, anti-authoritarianism, democracy, freedom of teaching, and specifically a political influence based on knowledge and reason.

Social commitment should be accompanied by equality, full democracy, economic development, creation of and access to culture and the arts, and the defense of human

rights. This commitment implies that higher education should be part of the society, and it should uphold democratic principles in all its spheres of action.

Autonomy is an essential condition if the institutions are to play a critical proactive role in the society. This is based on the right to have access to decision making, to representation and full democratic participation expressed in the co-governance as well as in the transparency and accountability of their actions.

It is essential to achieve full gender equality, to eradicate harassment and other forms of gender violence, and to establish affirmative action programs and policies to increase the presence of academic women in postgraduate courses and in the management of universities.

We propose that universal coverage be guaranteed for all between the ages of 18 and 23. The procedures for access should be reviewed, affirmative action policies which do not discriminate on the basis of gender, ethnicity, class, disability should be established, and social inclusion should be expanded.

Public higher education should be free, and it should be accompanied by a system of grants for low income students and students from marginalized populations.

1. Reaffirmation of the fundamental role of Latin American and Caribbean public universities in society.

We ratify the central role of the region's public universities since they are privileged spaces for the construction of bridges between global trends and national identities. They are the main institutions in the public sphere for reflective understanding and criticism –based on knowledge– of contemporary society, and are fundamental institutions for the production of knowledge, attending to a very broad set of social concerns, demands and problems in various fields.

2. It is necessary to reaffirm the identity of the University of LAC, as opposed to the standardized hegemonic model of an elitist university. To this end, the question of the inseparable nature of teaching, research and extension, of the identity and tradition of its history with its mission and purposes must be included in the definitions and policies of the Latin American public university. This makes it possible for it to assume a relevant role in society regarding its contribution for creative, productive and cultural development.
3. We confirm the commitment of the LAC Universities to the transformation and democratic progress of our societies. Universities should participate in national and international discussions on knowledge and scientific and technological development, as well as on intellectual property [patents and application of knowledge in products] and on the right to traditional knowledge.
4. In the present, it is an unavoidable obligation to participate in the discussion about the philosophy and orientation of education in our countries; to produce teaching materials and promote pedagogical innovations; to contribute to the training of teachers and to present alternative public policies in this sector.
5. The crisis of the political institutions and republican bases that the region's countries are going through, pose new political responsibilities towards society. In this

sense, the ideology of the University Reform of Córdoba is reaffirmed, its university model proposes a social, educational and essentially political project with a special Latin American perspective. In addition, the University's firm and inescapable commitment to republican values, social democracy and human rights must be reasserted.

6. The autonomy that is being demanded is that which allows the university to exercise its critical and proactive role vis-à-vis society, without restrictions and limits imposed by the governments of the day, religious beliefs, the market or particular interests. The defense of university autonomy is an inescapable and highly relevant responsibility in Latin America and the Caribbean and is, at the same time, a defense of the university's social commitment.
7. It is necessary to include universal coverage in higher education as a strategic goal in line with the Sustainable Development Goal [SDG] of the Development Agenda. To achieve this, a vigorous policy of expansion of the public proposal of free higher education is required. It should be in line with an in-depth review of the procedures for accessing the system, establishing a new generation of affirmative action policies -based on gender, ethnicity, class and different capacities- in order to expand social inclusion and diversity in the policies of access, permanence, degree qualifications and graduation.
8. We express our conviction that public higher education in Latin America should be free and a duty of the State, which should assume it as a non-delegable responsibility, guaranteeing the access and permanence of students in higher education. In order to be complete, solid systems of assistance for students with limited economic resources and for those from traditionally marginalized populations should be put into practice.
9. In line with the Sustainable Development Goals set for 2030, it is fundamental to reverse the trends towards a mercantilist education. The SDGs and, in particular, those concerning higher education, require a public commitment and a new pact that includes adequate funding of public higher education institutions as a state policy.
10. The regulation of private higher education is necessary in order to guarantee the quality of education and the rights of those who choose it. There is an important difference among private higher education institutions; those that have arisen, especially in recent years, for profit are different from others that are founded within the educational systems. In order to contribute to the quality of education and the corresponding SDG, we propose the prohibition of higher education institutions for profit in all the countries of the region.
11. There is a delay in LAC in the creation of knowledge associated with fundamental research and, to a greater extent, in its application linked to innovation processes in social and productive spheres. It is important to consider a strategic scientific and technological development program, regionally agreed upon, promoting research applied to contexts related to the most important social, cultural and

productive issues, as a goal for the next decade. In line with this, greater public funding for scientific and technological development should be encouraged in each of the LAC countries.

12. A fundamental aspect in the regionalization / internationalization process of the University of LAC is that it should constitute itself as one of the pillars and central actors of the 2030 Agenda for Sustainable Development. In terms of regionalization-internationalization, this process should boost and strengthen the contribution that the region's universities have made. This has been achieved through joining efforts (national and regional) in order to build the Espacio Latinoamericano y Caribeño de Educación Superior (Latin American and Caribbean Higher Education Area) – ENLACES as a representative space of higher education in LAC. The CRES 2018 must propose objectives and goals for its development during the next years.
13. The CRES 2018 axle 7 has to incorporate this aspect as a central and unavoidable issue. It has to do essentially with the spirit of the young reformers of '18, who from their critical and discontented view expressed a university capable of thinking and rethinking itself. Nowadays, this extraordinary exercise of imagining a possible future can be reached depending on the regional agreement expressed today in CRES 2018.
14. We propose the creation of a Program of Higher Education Studies and Prospects for LAC.

FINAL CONSIDERATIONS

Under the framework of the celebration of the 100 years of the Cordoba Reform, the CRES 2018 ratifies the following principles: higher education is a socio-strategic public asset, a State obligation, a space for knowledge, a human and universal right; its exercise strengthens democracy and makes it possible to overcome inequities. It unfolds its commitment to the human being, to his/her context, to the development of values and ideals that inspire a culture of peace, with respect for human rights in an environment of democratic guarantees in the context of the sustainable development goals.

The declaration of the principle on higher education sets itself within the UNESCO legal framework and regulations. It is inscribed within a humanist conceptual structure, with focus on human development and as an element for social mobility, able of transforming people's lives and their realities. A politically active consideration and commitment to promote access, equity, inclusion, quality, learning and relevance is highlighted. The commitments, demands and challenges we have to face are many and they respond to the solid intention of consolidating our systems and institutions.

III REGIONAL CONFERENCE ON HIGHER EDUCATION FOR LATIN AMERICA AND THE CARIBBEAN**LETTER FROM THE INDIGENOUS PEOPLES' UNIVERSITIES AND INSTITUTIONS OF EDUCATION**

Córdoba, Argentina, June 14, 2018

Universidad Autónoma Indígena Intercultural [Intercultural Indigenous Autonomous University] –UAIIN- Colombia;

Universidad Indígena Intercultural Comunitaria Productiva Guaraní [Guarani Productive Intercultural Indigenous University], Pueblos de Tierras Bajas “Apiaguaiki Tupa” [“Apiaguaiki Tupa” Lower Lands People] and Universidad Indígena Intercultural Productiva Quechua “Casimiro Huanca” [“Casimiro Huanca” Quechua Productive Intercultural Indigenous University] Bolivia;

Universidad Intercultural Amawtay Wasi [Amawtay Wasi Intercultural University], Ecuador;

Consejo QOMPI [QOMPI Council], Centro Educativo Integral QATAXAC NAM QOMPI – IES – CESBI Pampa del Indio Chaco [Integral Educational Center QATAXAC NAM QOMPI – IES – CESBI of the Pampa del Indio Chaco], and Instituto de Educación Superior Intercultural “Gloria Pérez”, [“Gloria Pérez” Intercultural Higher Education Institute], Argentina;

Oficina de los Pueblos Indígenas de la Universidad Nacional de Panama [National University of Panama Indigenous Peoples’ Office], Panama;

Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense [University of the Autonomous Regions of the Nicaraguan Caribbean Coast] – URACCAN- Nicaragua;

Universidad Ixil [Ixil University] and Universidad Maya Kakchikel [Kakchikel Maya University] Guatemala;

and the Red de Universidades Indígenas Interculturales y Comunitarias de Abya Yala [the Abya Yala Intercultural and Communitarian Indigenous Universities Network] “RUIICAY”.

TO THE REGIONAL CONFERENCE OF HIGHER EDUCATION [CRES 2018]

Within the framework of CRES 2018, which took place in Cordoba, Argentina, on June 11, 12 and 13, 2018, Doctor Alta Hooker, URACCAN Rector and RUIICAY Coordinator, delivered the Conference “Interculturality and Internationalization from a Latin American and Caribbean Perspective” and in the Symposium Thematic Axle “Higher Education, Cultural Diversity and Inter-culturality in Latin America” was also held. The Intercultural and Communitarian Indigenous Universities that attended these events decided to open a space of discussion and exchange of experiences, which had the following results:

1. Our recognition to the organizers of the CRES for having propitiated the approach of intercultural issues and cultural diversity in higher education in Latin America and the Caribbean, which has allowed us to promulgate our word and our own experiences on university education, thus making our contribution to the CRES 2018.
2. Interculturality, understood as a way of promoting cultural diversity and the values of our millenarian cultures, permitted important steps in favor of our Indigenous and Afro-descendant Peoples in conventional universities during the last decades. Some examples of this are the following: specific programs with indigenous contents, training of intercultural professionals, positive actions favoring young people, among others. However, we must affirm that the historical debt of the States and the higher education institutions (HEI) towards Indigenous and Afro-descendant Peoples persists. This manifests itself by the lack of recognition and respect for our educational and cultural institutions, by the academy that turns us into objects of study instead of protagonists, the loss of indigenous culture by those who attend the universities, and even by epistemic violence or the devaluation of our concepts and indigenous pedagogy, among others.
3. Within the Regional Conference on Higher Education (CRES 2018) framework, we want to share with the States and HEIs that, during the last decades, our grandmothers and grandfathers, our wise people, and our indigenous communities, by means of a shared effort with our social organizations and community authorities, have begun a process of reconstruction and re-creation of our indigenous and afro-descendant educational, social, cultural and spiritual institutions. Our universities and educational institutions with their own curricula, pedagogies, identity and symbols, are born inter-cultural, reaffirming their indigenous and afro-descendant content and character. At the same time, they also seek access to other cultures, educational systems, knowledge, sciences and cultures aiming for a pluri-cultural and inter-cultural education constituting processes of growing pluri-diversity.
4. Our universities and educational institutions have been created under the constitutional laws of our countries. They apply international conventions such as the ILO 169 Convention, the United Nations Declaration on the Rights of Indigenous Peoples, OAS Declaration on the Rights of Indigenous Peoples, the Afro-descendant People's Declaration of the Decade, the Sustainable Development Goals; and exercise the universal right to decide their own and their future generation's destiny. However, only some States recognize the institutionalism of our Universities and Educational Institutions and give them financial support. Other cases are in process, and in several cases, our Universities and higher education institutions (HEI) are simply not recognized or respected. Nevertheless, many of these institutions of indigenous and afro-descendant people exist, some are being created and others are growing, becoming a part of the cultural and educational wealth of our countries.

5. We are convinced that within the framework of inter-culturality, States and HEIs are moving towards a process of dialogue of knowledge, peoples and cultures. This process needs the recognition and respect for indigenous and afro-descendant universities and institutions, including their legal, health and food production systems, and their own languages. In addition, joint efforts should be implemented for the training of inter-cultural professionals that will reaffirm and reinforce their indigenous and afro-descendant cultural identity, even though they are professionals graduated from conventional universities. Other actions seeking to eliminate racism towards indigenous and afro-descendant people and all forms of social inequity that affect our societies should also be carried out.
6. We advocate a culture of tolerance, solidarity, and goodwill between our peoples and communities and of harmony with Mother Earth, our territories and their natural assets, that are part of the contents of our universities and educational institutions that have the goals of educating our people for the life and the good living, recovering solidarity through our worldviews and pedagogies, dreams and hopes, and forms of evaluation and accreditation. All this in exercise of our right to education as a public and social asset, a universal human right and an obligation of the States and of the higher education institutions [HEI], which also have an institutional responsibility to support and accompany to harmonize in a joint and respectful way, both educational and cultural processes.

In closing our message to CRES 2018, we value and support the efforts of the Indigenous Community QOM and other Indigenous and Afro-descendant Peoples of Argentina and of all our America that are trying to re-build their own universities or different forms of educational institutions. We reiterate our recognition for the opportunity to promulgate our word and our own experiences on education, and we express our commitment to continue participating with actions and proposals in the dialogue between knowledge promoted by the Regional Conference on Higher Education [CRES 2018].

Córdoba, Argentina, June 14, 2018

Presented at the assembly of the III Regional Conference of Higher Education held at the National University of Cordoba, on the 14th day of the month of June 2018.

3.-Post-Conference Stage. CRES 2018-2028 Action Plan [from July 2nd to December 21st 2018]

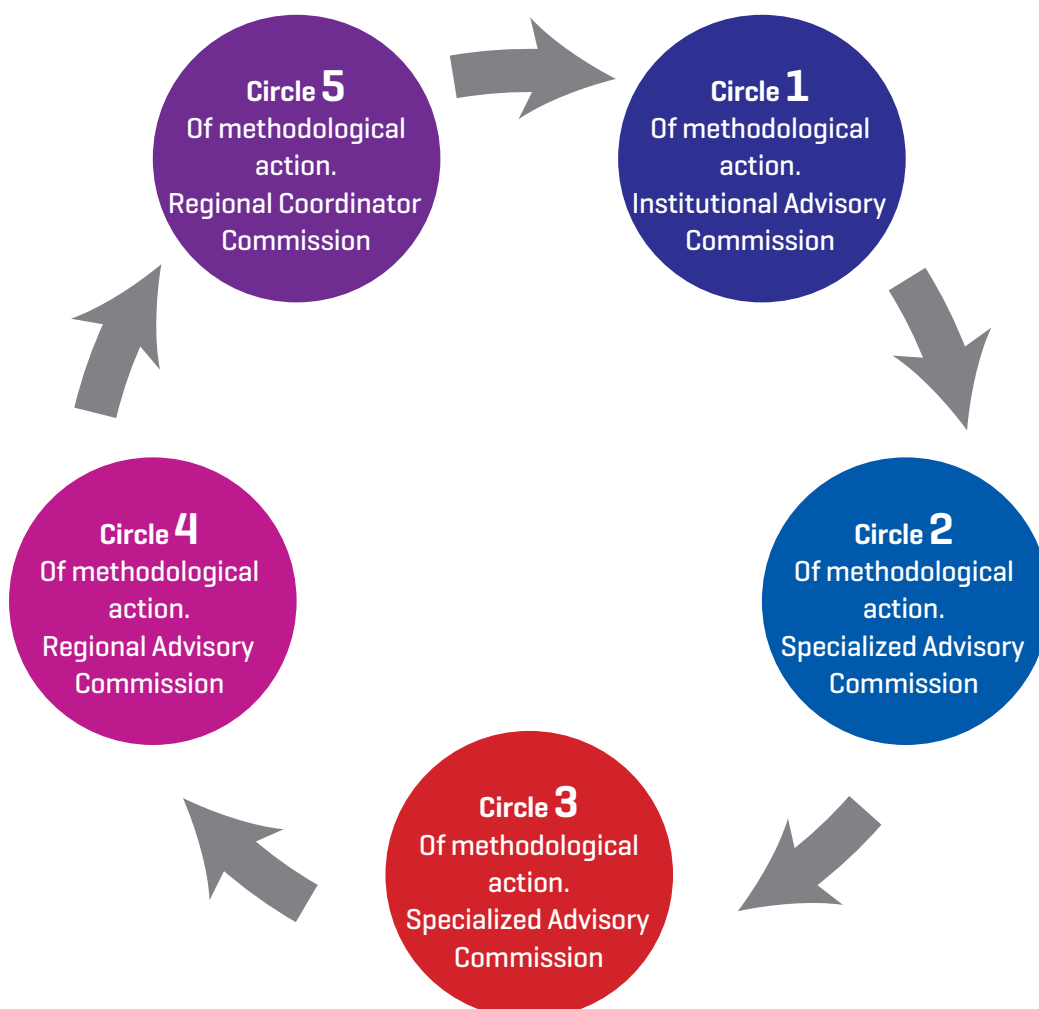
Post-CRES 2018 started two weeks after finalizing the Conference and consisted of the systematization of the CRES 2018 outcomes, expressed in the CRES 2018 Declaration, the proposal documents and the symposiums as base inputs in the definition of the proposal for the **Action Plan CRES 2018-2028**.

This Action Plan proposal resulting from CRES 2018 was conceived as a series of tasks and activities for the execution of the recommendations and conclusions of the Conference that open the perspective of decade 2018-2028 within the framework of the Objectives for Sustainable Development 2030. For this reason, its process was designed by stages, actions and strategies and it will be the outcome of a strict management, academic and technical process, described as follows:

Action Plan								
Introduction								
Contexts and Principles								
Strategic Areas								
Acknowledgment	Quality				Internationalization			
Coverage and articulation	Teacher Training				Sustainable Development			
Guidelines								
	Higher Education as part of the system	Inter-culturality and diversity	Internationalization and integration	Social Challenges	Research, Innovation, science and technology	Strategic Role	Centennial of the Reform	Teacher Training
1-Objectives								
2-Goals								
3-Indicative strategies								
4-Recommendations								
5-Monitoring, follow up, policy examination based on evidence								
6-Annex I Work Methodology								
7-Annex II Indicators								

This structure corresponds to the guidelines defined by UNESCO for the organization of the Framework for Education Action 2030 and it was adapted for structural purposes of Action Plan CRES 2018. The technical protocol defined the following circles of methodological action:

- **Circle 1 of methodological action. Institutional Advisory Commission:** It is integrated by academic consultants from UNESCO-IESALC, who designed the work program, the methodology and the definition of contexts, principles, strategic areas and the formulation of objectives, goals and indicative strategies.
- **Circle 2 of methodological action. Specialized Advisory Commission:** It is called Technical Advisory Group and it is integrated by regional researchers responsible for the formulation of thematic and qualitative-quantitative indicators.
- **Circle 3 of methodological action. Specialized Advisory Commission:** It is integrated by experts in higher education, who are comprising the technical table for evaluating the preliminary document.
- **Circle 4 of methodological action. Regional Advisory Commission:** It is composed by leaders and authorities of the sector, as well as specialists in higher education from Latin America and the Caribbean, who integrated a technical table for the evaluation of the preliminary document. This was a validating authority.
- **Circle 5 of methodological action. Regional Coordinator Commission:** led by the director of UNESCO-IESALC, Pedro Henríquez Guajardo and is comprised by the thematic coordinators, authorities of Universidad Nacional de Cordoba (UNC) and general coordinator of CRES 2018. This commission became an approval authority for the Action Plan CRES 2018-2028.



These **Circles of methodological action** are comprised of the following specialists in Latin America and the Caribbean:

GENERAL COORDINATION FOR THE PROPOSAL OF ACTION PLAN CRES 2018-2028					
Pedro Henríquez Guajardo / Director UNESCO-IESALC					
Institutional Advisory Commission [UNESCO-IESALC]	Regional Technical Commission	Specialized Advisory Commission	Regional Advisory Commission Participating higher education institutions (HEI) and higher education networks [They submitted their suggestion, proposals and endorsements]		Regional Coordinator Mission
Ayuramí Rodríguez	Abel Rodríguez Universidad Nacional Experimental Sur del Lago UNESUR, Venezuela	Alexis Mercado Cendes, Universidad Central de Venezuela UCV	Universidade Municipal de São Caetano do Sul, Brasil	Pontifícia Universidade Católica do Rio Grande do Sul [PUCRS], Brasil	Maria José Lemaitre
Débora Ramos	Addy Rodríguez Betanzos, Universidad de Quintana Roo, México	Benjamín Sharifker Universidad Metropolitana UNIMET	Participants of the 8th Meeting of University Networks and Council of Rectors of Latin America and the Caribbean. Towards the CRES 2018, Brasil	Universidade Estadual do Centro, Brasil	Daniel Mato
Elizabeth Sosa	Andrea Páez, Universidad San Buenaventura - Colombia	Enoé Texier, Universidad Central de Venezuela UCV	Entities of public higher education in Brasil [ANDIFES, ABRUEM, CONIF]	Asociación Iberoamericana de Instituciones de Enseñanza de la Ingeniería [ASIBEI]	Jocelyne Gacel-Ávila
Enrique Ravelo	Anapatrícia Moraes Vilha Universidade Federal do ABC -UFABC- Brasil	José Duque Instituto Internacional de Desarrollo y Cooperación -IIDES	Universidad de Buenos Aires [UBA], Argentina	Red de Universidades Provinciales [RUP], Argentina	Humberto Grimaldo
José Antonio Vargas	Annette Insanally University of West Indies -UWI- Jamaica	Julia Flores Universidad Pedagógica Experimental Libertador UPEL	Forum of Rectors of Cordoba Universities	Rectores de las Universidades Argentinas [CIN, CRUP], Argentina	René Ramírez
Sara Maneiro	Claudia Ballas Universidad Tecnológica Equinoccial UTE, Ecuador	Karenia Córdova Universidad Central de Venezuela UCV	Universidad Nacional de Luján, Argentina	Universidad Nacional de Tierra del Fuego, Antártida e Islas del Atlántico Sur [UNTDF], Argentina	Rafael Guarga
Yara Bastidas	Eva Monagas Universidad de Carabobo, Venezuela	Mirna Yonis Universidad Central de Venezuela UCV	Universidad Nacional de Moreno, Argentina	Universidad Nacional de Chilecito, Argentina	Francisco Tamarit CRES 2018 General Coordinator
	Helena Hernández Fundación Universitaria Cafam, Colombia	Rita Añez Universidad Nacional Experimental Politecnica UNEXPO	Universidad Nacional de Colombia, Colombia	Observatorio de la Educación Virtual en América Latina y El Caribe - Virtual Educa	Hugo Juri Rector de la UNC, Member of the CRES 2018 Executive Committee
	Inés Riego Universidad Católica de Córdoba, Argentina	Oscar Bastidas Universidad Central de Venezuela UCV	Universities and education institutions related to Indigenous People	Universidad Central de Venezuela, Venezuela	Mirian Carvallo Member of the CRES 2018 Executive Committee
	José Duque Instituto Internacional de Desarrollo y Cooperación IIDES, Venezuela	María Cristina Parra, La Universidad del Zulia [LUZ]	Universidad Nacional de Educación [UNAE], Ecuador	Participants of the 2 nd International Meeting for Higher Education in the Arts, Ecuador	

Institutional Advisory Commission (UNESCO-IESALC)	Regional Technical Commission	Specialized Advisory Commission	Regional Advisory Commission Participating higher education institutions (HEI) and higher education networks (They submitted their suggestion, proposals and endorsements)		Regional Coordinator Mission
	Juan José Martí Universidad Internacional de Valencia, España		Universidad de Chile, Chile	Universidad de Tarapacá, Chile	
	Laura Phillips Universidad de Ciencias Aplicadas y Ambientales U.D.C.A, Colombia		Academic community of universities, higher education institutions, institute of technology [ANEAES; CONACYT of México; CONES of Paraguay; Ministerio de Educación y Ciencia del Gobierno de Paraguay, Paraguay].	Universidad de Coímbra, Portugal	
	Luis Torres Universidad Nacional Experimental Sur del Lago UNESUR, Venezuela		Universidad Nacional Autónoma de Honduras, Honduras	Participants of the Regional Preparatory Meeting (RPM) of the CRES 2018 thematic axe Scientific and technological research and innovation as the engine of human, social and economic development for Latin America and the Caribbean	
	Mailyng Bermúdez Universidad Pedagógica Experimental Libertador UPEL, Venezuela		Higher education study and research unit of MERCOSUR (Redes NEIES) and Universidad Nacional del Centro de la provincia de Buenos Aires (UNICEN)	Red Zona de Integración del Centro oeste de América del Sur [Red ZICOSUR Universitaria]	
	Magdalena Bustos Universidad de Guadalajara UDG, México		Red Interuniversitaria Latinoamericana y del Caribe sobre Discapacidad y Derechos Humanos	Red Universitaria de Género [RUGE]	
	Mónica Delgado Universidad Nacional Abierta UNA, Venezuela		Red Universitaria de Artes [RUA]	Red de Asociaciones Latinoamericanas y Caribeñas de Universidades Privadas [REALCUP]	
	Patricia Quiroga Universidad Pedagógica Experimental Libertador UPEL, Venezuela		Consejos Regionales de Planificación de la Educación Superior [CPRES]	Consejo Latinoamericano de Ciencias Sociales [CLACSO]	
	Verena Hitner Universidad de Los Hemisferios, Ecuador		University members of the Consejo de Educación Superior y Consejo Técnico Consultivo, Honduras	Espacio Latinoamericano y Caribeño de Educación Superior [ENLACES] [ANUIES y UDUAL]	
	Víctor Martín Fiorino Universidad Católica de Colombia		Sindicatos de educación superior e investigación de la Internacional de la Educación para América Latina [FESITRAUCAMC, CONADU, CONTEE, PROIFES, FENDUP, FAPROUASD, FAUECH]	Movimiento Sindical Universitario [CONTUA, FESIDUAS, FESITRAUCAMC]	

4.-Conclusions

THE REGIONAL CONFERENCE'S IMPACT

The Regional Conference on Higher Education 2018 (CRES 2018) was a space for dialogue, debate, analysis and reflections on the state of art and the challenges that the sector will face in the next decade. This CRES 2018 is an opportunity to strengthen the region's higher education through the execution of its products: Declaration and Action Plan.

The IESALC, as an intergovernmental agency, assumes the CRES 2018's conclusions, recommendations and impacts as a commitment of implementation, accompaniment, and collaborative work for the development of public and institutional policies for a better order in the sector enabling it to become a real opportunity for human development.

Understanding the impacts that are described as cause of a sequential effect, which in social organizations are expressed as forces that instigate benefits or damages that occur within them, the following is considered:

1. The sector's fundamental actors effectively met in order to promote strategic articulations that define public and institutional policies for the strengthening of higher education systems and institutions.
2. The Member States and associates of Latin America and the Caribbean, together with the key actors of the higher education sector, verified the need to make transformations in order to meet the social demands of the 2030 agenda and the Sustainable Development Goals (SDG).
3. The systems and institutions of higher education in Latin America and the Caribbean became aware of the need to transform institutional management, academic functions and links with the environment.

