HIGHER EDUCATION IN LATIN AMERICA AND THE CARIBBEAN: Key stage of a commitment

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SOME FIGURES ON HIGHER EDUCATION (HE) IN LATIN AMERICA AND THE CARIBBEAN (LAC)

The region counts with more 13 thousand tertiary education institutions (universities, instituts, research centers, etc) that offer 60 thousand HE programs (undergraduate and postgraduate) reaching near 22 million students.

52% of the enrolment concentrates on a few countries (8 of 33).

Virtual and distance learning reaches 22%.

Enrolment increase in the last 30 years mainly relies on the private sector and technologies.
SOME FIGURES ON REGIONAL HIGHER EDUCATION

The region still lacks of a critical mass of human capital for research, reaching only an index of 1.35 researchers per each thousand of the economically active population.

The population growth in HE has reached approximately 49% (2016) of net coverage (23% in 2001).
Brain drain from LAC to the Organisation for Economic Co-operation and Development countries (OECD), has the second place (7.4%) among migration rates of population with HE studies, only surpassed by Africa (10.8%), and higher when compared to the world average of 5.4%.

Alarming rates within the region: Guyana (92.7%), Haiti (73.9%), Jamaica (46.3%), Cuba (20.2%), El Salvador (19.6%), Guatemala (17.2%), Honduras (13.8%), Dominican Republic (11.9%), Colombia (10.5%), Ecuador (8.3%), Mexico (6.0%), Argentina (5.6%) and Brazil (2.4%), (OCDE, 2013).
SOME FIGURES ON REGIONAL HIGHER EDUCATION

The number of academics in LAC with doctor degrees is very low: Argentina (10%), Cuba (10%), Mexico (7%), Colombia (7%), Ecuador (4%) y Peru (3%). Nonetheless, there has been progresses in Brasil (27%) and Chile (26%).

HE graduation rates are lower than other regions: the correspondents to the first cycle (licenciature degree) of Chile (31.4%), Colombia (18.6%), Mexico (22.4%) and Argentina (12%) are below the average of OECD countries (36.3%).
Context of regional HE debates...

Institutions
Public – Private
Massified – Elitists

Conceptions
Right - Service

Processes
Internacionalization
Transnationalization

Towards a Regional Model
of Higher Education
Towards a Regional Model of Higher Education

System under analysis, discussion and criticism that forces the transformation of higher education institutions (HEI) towards a new model of HE

Reflections on tertiary educational models

Conception
- Homocategorical
- Hyperspecialized
- Unidisciplinary

Critics
- Social function
- Democratization
- Quality
- Autonomy

Social function
- Democratization
- Quality
- Autonomy
Considerations on a new regional model of higher education

Conception
- Heterocategorical
- Heterogenous and contextualized knowledge
- Interdisciplinary and flexible curricula design
- Demands of contemporary world

Attributes
- Coverage
- Gender issues
- Social relevance
- Prospective curricula
- Teacher training
- Academic mobility

System on reflection and discussion as the must be of higher education

Towards a Regional Model of Higher Education
Theoretical referents

Declaration

Action Plan

Higher Education Relevance

Financial strategies

New Technologies of Information and Communication

Realignment of International Cooperation

Quality, evaluation and institutional certification
The following diagram was part of the Outreach Material of the Conference.

**PRE**
- Thematic Coordinator + Academic Advisors
- 7 technical, methodological and specialized meetings
- Methodological document of the area
- 7 Regional Preparatory Meetings 2017
- 7 Virtual Forums - 5 Months

**EVENTUM DIES**
- 9 Central Conferences, 8 Forums, 7 Simposia of the thematic axes in 14 simultaneous rooms, 28 Discussion tables

**POST**
- Declaration (Contexts and principles)
- Road map
  - Stages: planification, discussion, Action Plan release

**LABORATORY OF IDEAS**
- 7 Propositional Documents
- Declaration Context and Principles
- Action Plan 2018-2028
√ CRES 2018 Declaration and contextualization of institutional and systemic interests of regional higher education;

√ Action Plan CRES 2018 - 2028 as a strategic instrument for action and change, setting guidelines from the regional perspective for an eventual world conference;

√ The Action Plan 2018 - 2028, even without having any binding legal force, impacts on the processes of modification of legal texts. Persuasive instrument on States and Civil Society in general, primary sources of Law;

√ Framework of knowledge in higher education renewed especially around the trend of the systems in the XXI Century;

√ Ideas and new paradigms which emerging from a regional conference are appropriate for higher education actors in LAC, and contribute to nourish the main current of thought in Higher Education;

√ Empowerment and reaffirmation of the role IESALC as a laboratory of ideas and political articulator of interests of diverse actors.
The need to foster dialogue among the actors of regional higher education, especially to articulate the approaches of public policy (governments) and institutional policies (IES). Hence, the network meetings – from the tenth edition onwards - will count with the participation of official representatives of the Member States.

A re-evaluation of policy instruments available at UNESCO, especially the conventions of recognition of studies, degrees and diplomas, and UNESCO Chairs as a source of/ for public policies definition in different areas of higher education. For example, virtuous circle of access, permanence and achievement.

Ratification of the articulating role of IESALC among different actors of the system and its accompaniment to the governments in the definitions of public policies in Higher Education.

The urgent need to encourage governments and institutions on the relevance of developing basic information systems especially related to the field of recognition/quality assurance.
Action Plan
2018-2028
<table>
<thead>
<tr>
<th>Route</th>
<th>Preconference</th>
<th>Conference</th>
<th>Postconference</th>
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<tbody>
<tr>
<td>Content Analysis</td>
<td>411 categories</td>
<td>Thematic axes Simposia</td>
<td>Preliminary version Prepared by: Comisión Consultiva Institucional</td>
</tr>
<tr>
<td>7 Technical meetings</td>
<td>Analyst Team (52 people)</td>
<td>Methodological review by: Comisión Técnica Consultiva (19 regional professors/researchers)</td>
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<tr>
<td>7 Regional Preparatory Meetings</td>
<td></td>
<td>Contents review by: Comisión Consultiva de Venezuela (11 professors/researchers)</td>
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<tr>
<td>7 Virtual Fora</td>
<td></td>
<td>Contents debate by: General Coordinator of CRES. Universidad de Córdoba, CIN Thematic Coordinators.</td>
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<tr>
<td>1054 institutional contributions (simposia, fora, meetings)</td>
<td></td>
<td>Process of Regional Consultation (Survey) (Oct-Nov &amp; Nov up to Feb)</td>
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</table>
Higher Education as the main engine of human development:

- Education Forum 2015 - Incheon Declaration (May, 2015)
- Sustainable Development Goals (SDG) of the United Nations (September, 2015)

Higher Education in Latin America and the Caribbean targeting democratic transformation and advancement of our societies,

Higher education systems and institutions empowered with strategic and pluralistic social focus

- restoration of peace
- the eradication of poverty
- sustainable development
- intercultural dialogue
- social inequalities
- institutional crises
- new political and social responsibilities.
- pluralistic social focus
- autonomy
- quality
- inclusion
- cultural diversity
1.- Higher Education is a social and strategic public good, a responsibility of the State.

2.- It is relevant and guarantees public quality assurance processes.

3.- It produces knowledge, is a universal and collective human right of the people.

4.- It is defined by its social commitment embodied in the Social Responsibility of the University (USR), Territorial Social Responsibility (TSR) and Transformative Territorial Social Responsibility (TSR2).

5.- It is empowered by its cultural diversity and interculturality favoring equality and mutual respect for groups.

6.- It is autonomous, essential for institutions to be able to exercise a critical and proactive role in society.

7.- It responds to the objectives of sustainable development in an integrated manner.

8.- It is inclusive.

Declaration of higher education principles in Latin America and the Caribbean
STRATEGIC AREAS of HIGHER EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

1. Recognition

2. Coverage and articulation

3. Institutionalization and internationalization management

4. Quality

5. Teacher Training

6. Sustainable Development

7. The Greater Caribbean
Working lines

1.- Higher Education as part of the education system
2.- Higher Education, cultural diversity and interculturality
3.- Higher Education, internationalization and integration
4.- Role of Higher Education addressing social challenges
5.- Scientific and technological research and innovation
6.- Strategic role of higher education in the sustainable development of Latin America and the Caribbean
7.- One hundred years of Córdoba.
8.- Teacher training

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<td>Indicative strategies</td>
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<td>Recommendations</td>
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<td>Quality assurance processes</td>
<td>Cultural diversity and interculturality</td>
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<td>-----------------------------</td>
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<td>Quality culture and systems evaluation</td>
<td>Promotion of interculturality and diversity</td>
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<td>Quality assurance networks</td>
<td>Linguistic systems, cosmovisions and learning ways</td>
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<td>Appropriate curricular changes for Quality improvement</td>
<td>Research, teaching and extension against racism</td>
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<td>Technical and academic capacity building to consolidate evaluation mechanisms</td>
<td>Intercultural higher education experiences within the Caribbean region</td>
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<td>Social relevance of professions</td>
<td>Higher education, refugees and immigrants</td>
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<td>Integration of quality programs</td>
<td>Intercultural vision and higher education institutions</td>
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<td>Agenda for regional dialogues and debates on interculturality</td>
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### Key issues on Higher Education in Latin America & the Caribbean

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<th>Social challenges</th>
<th>Research</th>
<th>Sustainable development</th>
<th>Teacher training</th>
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<tr>
<td>Higher education and its relationship with society under the conception of STR</td>
<td>The generation of knowledge and the democratization of its access</td>
<td>Sustainable development, higher education as the engine of social transformation</td>
<td>The re-evaluation of the teaching profession</td>
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<tr>
<td>Higher education: territorial and rehumanizing relationships</td>
<td>Social appropriation of sciences. Research towards the solution of social problems</td>
<td>Sustainable development, higher education, curriculum and citizenship</td>
<td>The dignity of the teaching profession</td>
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<td>Development of competencies for social transformation</td>
<td>The development of technology and the circulation of information</td>
<td>Sustainable development and the transformation of teaching, research and extension functions</td>
<td>The improvement of teacher training and professional performance</td>
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<tr>
<td>Social responsibility as a strategic university function</td>
<td>Alliances and regional exchange networks</td>
<td>Higher education, virtuality and distance education</td>
<td>The articulation of teacher education systems in the region</td>
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<td>Higher education, legislation and social responsibility</td>
<td>Higher education, institutionalized spaces of regional articulation for the development of scientific research, technology and innovation</td>
<td>Higher education of private management</td>
<td>The teacher training system and society</td>
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<td>Regulatory and academic reforms on social responsibility</td>
<td>Higher education, research and innovative sustainable entrepreneurship</td>
<td>The relations of higher education with the productive sector and society</td>
<td>University teacher training</td>
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<td>Social projects of social responsibility in terms of inclusion, fight against poverty, innovation and entrepreneurship</td>
<td>Higher education, research and technology transfer</td>
<td>Employability</td>
<td>Intercultural teacher training</td>
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Thanks