



Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

IESALC

Instituto Internacional para  
la Educación Superior  
en América Latina y el Caribe

## BULLETIN UNESCO-IESALC Projections Number 228 | June 2017



### **UNESCO-IESALC extends its invitation to register in the virtual forums**

By Pedro Henríquez Guajardo

June has been a month of joint efforts in relation to the formulation and organization of the 3rd Regional Conference on Higher Education (CRES 2018). We have defined priority issues that guide us to a better development of the next regional conference, which will be held during the week of June 11th to 15th, 2018, in Córdoba, Argentina.

From June 13th to 16th, UNESCO-IESALC participated, together with numerous actors of the regional academic community, in the XVIII International Meeting of Virtual-Educa. Celebrated in Colombia 2017, the meeting gathered 30.000 people related to the academic communities in Latin America and the Caribbean, embracing aspects such as the knowledge society; lifelong learning and training; technology resources; knowledge management instruments; coverage, equity, quality and relevance to an inclusive education; and multilateral and governmental initiatives concerning education innovation through information and communication technologies.

As part of the programming, UNESCO-IESALC participated in a multilateral forum; in the 7th meeting of the Latin American and Caribbean Parliament (Parlatino) and in a seminary called “Towards CRES 2018: Innovation in Higher Education (HE) and Knowledge Management, Basic Elements of HE in the XXI Century”, organized by the Association of Universities of Latin America and the Caribbean for integration (AUALCPI) and supported by the Universidad de Ciencias Aplicadas y Ambientales U.D.C.A, the Universidad de San Buenaventura and the Universidad Americana.

Additionally, we want to share the Global Education Monitoring Report (GEM) 2016; Education for People and Planet: Creating Sustainable Futures for All, commissioned by UNESCO in a collaborative effort involving agencies, institutions and governments. This recently published document emerged from the World Education Forum held in Incheon (Republic of Korea) in May 2015, with 1.600 participants from 160 countries, with the aim of ensuring “inclusive and equitable quality education and promote lifelong learning opportunities for all” (front cover of the Incheon

Declaration and Framework for Action). Its purpose is to provide accurate data to the design of efficient public policies aimed at accomplishing the Sustainable Development Goal 4 (SDGs) to 2030.

Finally, we wish to extend our invitation to register in the virtual forums to contribute to the Higher Education (HE) debate and to participate in the final documents that will be discussed during CRES 2018. The 3rd Regional Conference, designed by the UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC) will count, in this opportunity, with the support of the Universidad Nacional de Córdoba (UNC) and with the active participation of the academic actors involved in higher education.

### **Open registration process to virtual forums for the Regional Conference on Higher Education – CRES 2018**

UNESCO’s International Institute for Higher Education in Latin America and the



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Caribbean (IESALC) along with the National University of Córdoba (in Spanish Universidad Nacional de Córdoba, UNC), will open, as of July 10th, the virtual forums linked to the core themes of the 3rd Regional Conference on Higher Education – CRES 2018 which will be held from June 11th to 15th, 2018 in Cordoba, Argentina.

### Participa en el **Foro CRES 2018**



The interested public can register from now in the CRES 2018 Website: [www.cres2018.org](http://www.cres2018.org). The forums will be open until September 30th, 2017 to allow scholars, students, researchers, consultants and followers of Higher Education (HE) to contribute with their reflections and analysis to the Higher Education Systems in

Latin America and the Caribbean. These exchanges will nourish the documents and debates that will be discussed during the conference.

To take part in the forums, a Website registration is required and has limited quotas. The interested public has to choose one core theme to exchanges ideas, opinions and projects.

#### **UNESCO-IESALC supports the creation of an integral system of educational innovation**

UNESCO's International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC) participated in the XVIII International meeting of Virtual-Educa, Colombia 2017, organized by the Secretariat General of the Organization of American States (OAS), from June 13th to 16th, in Bogotá.

Under the slogan "Education and innovation for social transformation", the meeting gathered around 30.000 people connected to the education systems in Latin America and the Caribbean, with the purpose of reflecting and debating about

technologies in learning and teaching towards competitive and sustainable development.

In this occasion, Virtual Educa and UNESCO-IESALC associated to follow-up with technology as an instrument for strengthening the development of higher education (GE) aiming at creating an integral system of educational innovation. This initiative was also supported by the Colombian Ministry of National Education, the World Bank and the OAS, among other international organizations.

This effort recognizes that information and communication technologies (ICTs) transcend the classrooms and rise to citizenship. For UNESCO, the education process is continuous and implies the appropriation of technology by citizens, facing the world digital economy. "This new alliance allows us to associate with technology taking into account the fact that, thanks to virtual education, during the last 15 years, enrolment has increased. We have to worry about virtual education in HE and then in the education system, to ensure quality and recognition of this modality in every level" stated



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Pedro Henríquez-Guajardo, Director of UNESCO-IESALC.

As a result of the XVIII Virtual Educa edition, UNESCO-IESALC subscribed the Declaration of Bogotá, document that underlines the ICTs progress and its impact on education, such as the implementation of technology in lifelong training, and other relevant issues, as the need to recognize the role of the States and to ensure quality in every level and modality of education, including secondary and mid-level education, and technical training, among others.



Multilateral Forum during the XVIII International Meeting of Virtual Educa

### Higher Education according to the Global Education Monitoring (GEM) Report 2016

UNESCO published the Global Education Monitoring (GEM) Report 2016, an editorially independent, authoritative and evidence-based annual study commissioned by UNESCO since 2002 with the purpose of monitoring progress in global education. It is a “singular, comprehensive, analytical and authoritative reference for the global follow-up and review of education” in those countries that count on truthful figures.

Under the title of “Education for people and planet: creating sustainable futures for all”, the report seeks to accomplish the Development Goal 4 in order to strengthen the Sustainable Development Goals (SDGs) framework 2015-2030 related to education. Its mandate is “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. This goal emerges from the Incheon Declaration for Education 2030 (Republic of Korea) held in 2015 on the occasion of the World Education Forum.

Irina Bokova, Director-General of UNESCO, affirms: “the 2030 Agenda for Sustainable Development calls on us to develop holistic and integrated responses to the many social, economic and environmental challenges we face. This means reaching out beyond traditional boundaries and creating effective, cross-sectoral partnerships” and invites the involved actors to participate in the achievement of the SDG4 in 2030.

### Concerning higher education

Participation in higher education (HE) “reflects national policies on secondary education, admissions norms, standardized entrance exams, costs and financial aid, private provision, and university curricular design” according to Clancey and Goastellec (p. 227, 2007). That is why it is necessary to visualize the education system as a whole in order to analyze the actual status of the HE in Latin America and the Caribbean.

In this report, the themes related to the “technical, vocational, tertiary and adult education” are analyzed under three specific notions: access, affordability and quality.