

U N E S C O

UNESCO/NGO Collective Consultation on Higher Education

Draft 4th Medium Term Plan 1996-2001

Global Action Plan

I. Introduction

The draft 4th Medium Term Plan of UNESCO (1996-2001) will be oriented towards the achievement of two major objectives:

- .sustainable human development
- .the culture of peace.

The draft Medium Term Plan, to be approved at the 28th General Conference of UNESCO in late 1995, will propose a chapter devoted to higher education ("**Transforming higher education for knowledge-intensive modern societies**"). This will have 3 main orientations:

- . analysis of key policy trends and issues;
- . consolidation of the UNITWIN/UNESCO Chairs Programme in fields related to sustainable development, including the reform and renewal of higher education systems and institutions;
- . normative action related to the recognition of degrees and diplomas.

II. The Collective Consultation Global Action Plan

The 4th Collective Consultation (Paris 26-28 September 1994) focused on **Higher Education and Capacity-building for the 21st Century**. This debate recognized that the overall development process - and thus, implicitly, its various human, social, cultural and economic aspects - depends greatly on sound capacity-building strategies to ensure the optimal provision and use of human resources. In particular, the contribution of highly trained manpower, which is the special province of higher education, has a key role in accomplishing this task.

This challenge has become even more complex since higher education is currently facing radical changes related to access, diversification and resourcing. These major transformations are affecting every region of the world. Yet, the quest for enhanced overall quality and relevance remains the overarching and universal objective.

Hence, effective partnerships with NGOs at national, regional and international levels have become more important than ever before in view of their ability to assist policy-making through the promotion of capacity-building instruments. This dynamic will help implement the recommendations of certain initiatives which recognize higher education as a main component in the development process: i.e. the UN's Agenda 21, its Agenda for Peace, the 1995 World Social Summit and the Commission of Education for the XXI Century convened by UNESCO.

Against this background, the 4th UNESCO/NGO Collective Consultation recommended the preparation of a Global Action Plan (1996-2001). This will seek to consolidate the UNESCO/NGO partnership which is axed on two functions:

- .**analysis of the main higher education issues** as these affect specific groups, institutions or regions today. This reflection function links directly to the new **UNESCO policy paper entitled Change and Development in Higher Education**. Over the 4th MTP period, this paper will be regularly reviewed and will serve as a catalyst for the study of specific aspects of policy. As well, its content will guide the preparation of a World Conference on Higher Education tentatively suggested for 1996/1997;
- .**co-operative action** to strengthen the capacities required for effective higher education policy-making at the national and institutional levels. **The UNITWIN/UNESCO Chairs Programme** is the primary instrument for this collaboration and, to date, NGOs have initiated and supported some 20 projects related to the management of higher education or to the consolidation of particular disciplines. The 4th MTP will emphasize the need to ensure the sustainability of existing projects and to launch new ventures so that expertise is more equitably developed and shared.

III. Aims of the Global Action Plan

Three aims are foreseen:

- . help implement the 4th Medium Term Plan itself;
- . help ensure coverage of pertinent aspects of higher education both socio-cultural and socio-economic;
- . ensure the optimal contribution of NGOs specialized in higher education to the capacity-building process in this area during the MTP period.

IV. Partnerships

The Collective Consultation will interact with all Sectors of UNESCO, as well as the IIEP and regional offices, including CEPES and CRESALC.

As well, the NGOs will collaborate with UNESCO's **IGO partners** involved in higher education activity such as the United Nations University, the World Bank, the UNDP, WHO,

the Commonwealth Secretariat, the Commonwealth of Learning, the UNDP, the regional development banks, the United Nations Volunteers, the OECD, the European Union and the Council of Europe.

V. Strategies

The key strategies for action will be:

- .information exchange
- .action research
- .training
- .networking
- .advocacy.

VI. Priority Domains

The following list summarizes, through major regroupings, the main concerns and areas of interest, as stated by the NGOs which are members of the Collective Consultation:

Higher Education Policy, including Financing

NGOs: ACU, CRE, EI, IAEA, IAU, UDUAL

Higher Education, Society and Sustainable Human Development, including Peace

NGOs: AIESEC, AArU, AAU, AUP, AUPELF, CIEE, CRE, FIUC, IAAS, IAU, IAUPL, ICDE, ICSU, IFMSA, MIEC, OUI, UDUAL, WUS

Internationalization of Higher Education and Mobility

NGOs: AIESEC, AUP, AUPELF, CIEE, CUM, EI, ELSA, FISE, IAAS, IAU, IFMSA, MIEC, PRELUDE IFUW

Higher Education and the World of Work

NGOs: AIESEC, ELLI, ELSA, FISE, UITA

Higher Education and Lifelong Learning

NGOs: ELLI, ICDE, IFMSA

Higher Education and Youth Issues

NGOs: AIESEC, ELSA, IAAS, IFMSA, IUS, MIEC, WUS

Institutional Management, Staff Development and Evaluation

NGOs: ACU, AArU, AAU, AIPU, AUPELF, CRE, EI, IAEA, IAU, IFUW, OUI

Higher Education and Regional Development

NGOs: AAU, AIPU, AUPELF, CIEE, CUM, EI, FISE, IAUPL, PRELUDE, UDUAL

Higher Education, Science and Technology

NGOs: AArU, AUPELF, ISCU, OUI, PRELUDE, UTA

Status of the Professoriate

NGOs: AIPU, FISE, IAUPPL

Academic Freedom

NGOs: IAUPPL, FISE, WUS

Higher Education, Women and Development

NGOs: ACU, IFUW, OUI

Alternative Higher Education Delivery Systems and CIT

NGOs: AArU, AUP, EI, ELLI, IAEA, ICDE, OUI

VII. Priority Programmes

During the 4th MTP, the Collective Consultation will interact with a variety of ongoing or new programmes within UNESCO. An intersectoral sample is as follows:

- . the Standing Committee on NGOs (Bureau for External Relations)
- . Future Studies (Bureau of Programming and Evaluation)

Education

- . UNITWIN/UNESCO Chairs Programme
- . Normative action related to the International Recommendation on the recognition of degrees and diplomas and the status of Higher Education Teaching Personnel
- . Learning without Frontiers
- . UNEVOC

Science

UNISPAR (University, Industry, Science Partnership)

Social Sciences

MOST (Management of Social Transformations)
The Human Genome

Culture

World Decade for Culture and Development
Commission on Culture and Development

Communication

ORBICOM

Special Projects

Environment and Population Education and Information for Development

Towards a Culture of Peace

Action in favour of Women and Development

Youth and the Culture of the Future

VIII. NGO Projects under UNITWIN/UNESCO Chairs Programme

The following projects will continue to expand during the 4th MTP:

- . the IAU/UNESCO Information Centre for Higher Education (plus other Data Base projects with NGOs of the Consultation)
- . co-operation with the IAU project Agenda 2000 for Sustainable Development
- . the Joint AAU/UNESCO Programme for Higher Education Management in African Universities
- . the Joint UNESCO/ACU-CHEMS Programme for Higher Education Management
- . Project CRE/COLUMBUS for Institutional Development between European and Latin American universities
- . Project CRE/COPERNICUS for Environmental Law, Economics and Health amongst European universities
- . ACU/Commonwealth Secretariat/UNESCO Network for Women in Higher Education Management
- . OUI/UNESCO Inter-american Network for Women, Higher Education and Human Development
- . UNESCO/UNV/CIEE Project INUV: International Network of University Volunteers
- . Project to promote the Quality of Training in Institutional Management and Staff Development
- . Project CUM for Mediterranean Universities
- . AUPELF/UNESCO project for the restructuration of Lebanese universities
- . PRELUDE: Higher Education and society
- . International Education and Peace Studies (Associated Universities Project) and action in favour of Palestinian universities.

IX. Expected Outcomes

Through the above activities as well as through new action to be launched during the 4th MTP, the expected results are:

.NGO support to UNESCO's activity related to higher education policy, notably via analysis of issues at the regional and international levels;

.consolidation and expansion of NGO co-operative inter-institutional projects;

.greater awareness and impact of action related to information exchange, training and action research due to selection and monitoring of projects and due to the mobilization of the various NGO constituencies in support of UNESCO action;

.reinforcement and expansion of the UNESCO/NGO Collective Consultation partnership in higher education.

Presentation of the UNESCO/NGO Collective Consultation
on Higher Education

1. The UNESCO/NGO Collective Consultation on Higher Education

Established in 1988

25 NGOs specialized in higher education

Addressing policy issues related to the socio-cultural and economic aspects of higher education

To assure information exchange, action research and training via a biennial Co-operative Action Plan

The Consultation constitutes:

- . a Think Tank on Higher Education for UNESCO. To date some 20 Round Tables on key issues have been held
- . a key partners in international co-operative action under the aegis of the UNITWIN/UNESCO Chairs Programme. Nearly 50% of UNITWIN networks are NGO projects.

The Consultation thus contributes to the production of high-level human resources.

2. Membership: 25 NGOs

Associations of rectors and universities:

AAU	120 members
AArU	103 members
ACU	422 members
AUPELF	270 members
CRE	497 members
CUM	136 members
FIUC	179 members
OUI	350 members
UDUAL	177 members

and, of course, the federating body, the International Association of Universities IAU - with some 600 members.

Together these represent nearly 3000 institutions worldwide.

3. Another important group is the **professoriate** represented by:

Education International EI

which represents over 300,000 teachers at the higher education level

La Fédération internationale syndicale de l'enseignement FISE

embracing 152 unions with 26 million members

L'Association internationale des professeurs et des maîtres de conférences des universités IAUPL

founded in 1944 by professors from the allied nations living in the United Kingdom. Today, it has members and groups in 30 countries.

L'Association internationale de la pédagogie universitaire AIPU

whose worldwide membership is dedicated to ensuring the quality of the teaching profession.

4. The **student community** is another vital partner:

the International Association of Students in Economics and Management **AIESEC**: 90.000 members in over 820 institutions in more than 81 countries

the International Union of Students **IUS**: grouping 117 unions in all regions

Le Mouvement international des étudiants catholiques **MIEC**: with 72 federations worldwide.

MIEC and the Jeunesse étudiante chrétienne internationale **JECI** form **PAX ROMANA**.

Today's students are the clients of higher education
and tomorrow's leaders and citizens.

5. Certain members represent specific groups with the higher education community such as:

.scientists, engineers, technicians and researchers:

-the International Union of Scientific Unions ICSU
with 124 associations from all regions

-the Union of International Technical Associations
UITA active in 120 countries

.the International Federation of University Women
IFUW grouping 200.000 women graduates worldwide

.the International Association for Educational
Assessment IAEA whose expertise in evaluation involves
83 groups in over 40 countries.

6. As well, certain Consultation members focus on specific areas which orient higher education today:

the World University Service WUS - some 47 unions worldwide dealing with the social questions including academic freedom and human rights

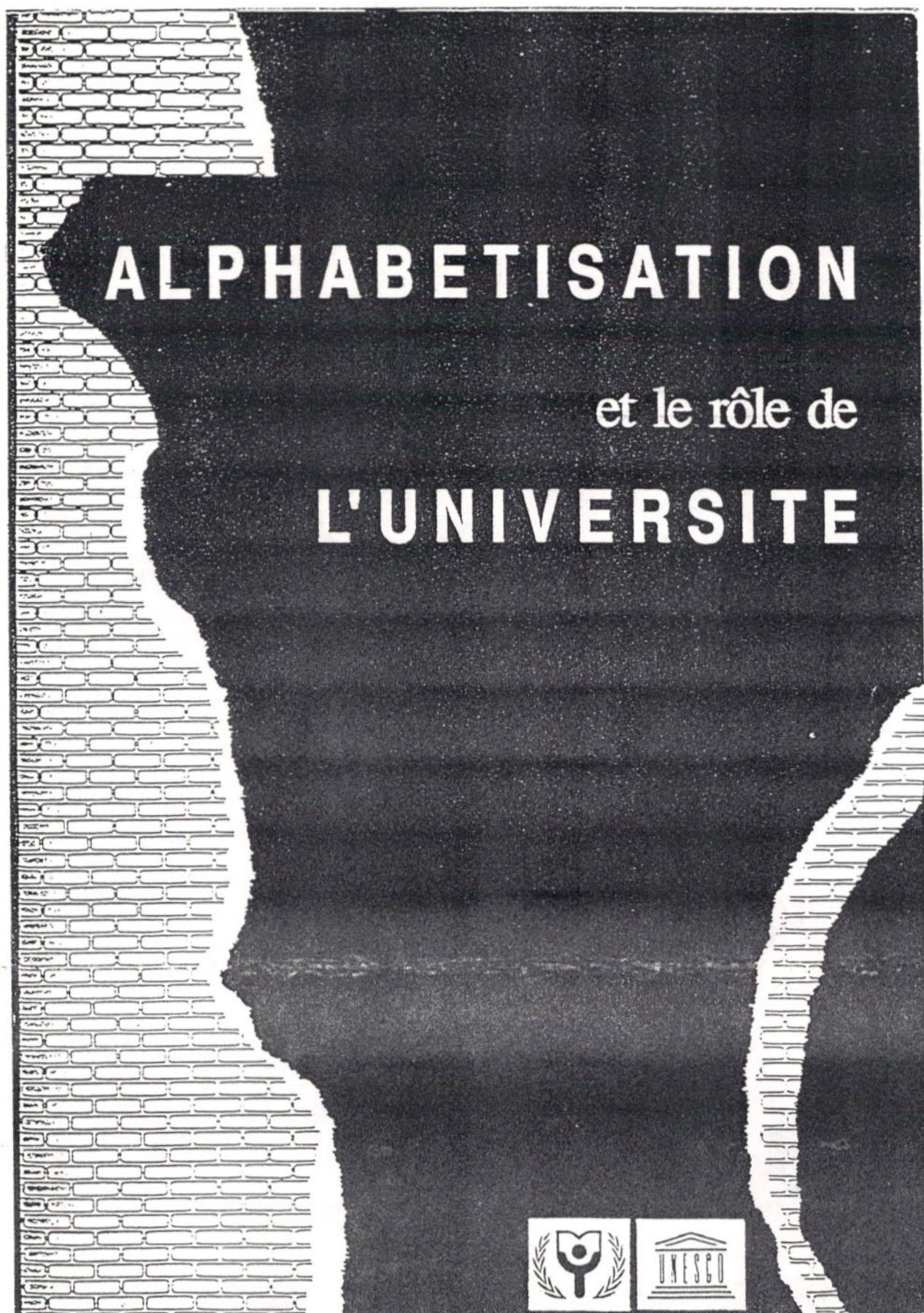
the International Council for Distance Education ICDE for the promotion of distance learning active in over 60 countries in all regions

the Council on International Educational Exchange CIEE whose 230 members work to enhance academic mobility

Le Programme de recherche et de liaison universitaire pour le développement PRELUDE which groups scholars and institutions in all regions so that scientific research may be linked to development priorities.

Together, the 25 organizations described constitute the
UNESCO/NGO Collective Consultation on Higher
Education.

7. What trends, issues and problems does the Consultation address? These include development questions such as **Literacy**



8. Environmental concerns....



9. Cultural development which also links to mobility and the internationalization of higher education

21 CAHIERS SUR L'ENSEIGNEMENT SUPÉRIEUR

MOBILITÉ ET ÉCHANGES UNIVERSITAIRES EN VUE DE FAVORISER LA FORMATION ET LA COOPÉRATION INTERNATIONALES

Table ronde

Unesco-Association des Universités
partiellement ou entièrement
de langue française (AUPELF)



33 CAHIERS SUR
L'ENSEIGNEMENT SUPERIEUR

**ENSEIGNEMENT SUPERIEUR
SCIENTIFIQUE
ET TECHNIQUE :
NOUVELLES
TECHNOLOGIES
DE L'INFORMATION ET
DE LA COMMUNICATION**

Table Ronde

Unesco-Association des Universités
partiellement ou entièrement de langue
française (AUPELF)



11. ... including Distance Education

*New Papers
on Higher Education*

5

Studies and Research

LATIN AMERICA AND THE CARIBBEAN: A Survey of Distance Education 1991

A study conducted by:
The International Council
for Distance Education
and The International Centre
for Distance Learning

Co-ordinator:
Keith Harry



12. ... and questions related to women graduates.

25 CAHIERS SUR L'ENSEIGNEMENT SUPERIEUR

RESPONSABILITE DES FEMMES DANS LA CONDUITE DE LEUR CARRIERE ET ENSEIGNEMENT SUPERIEUR

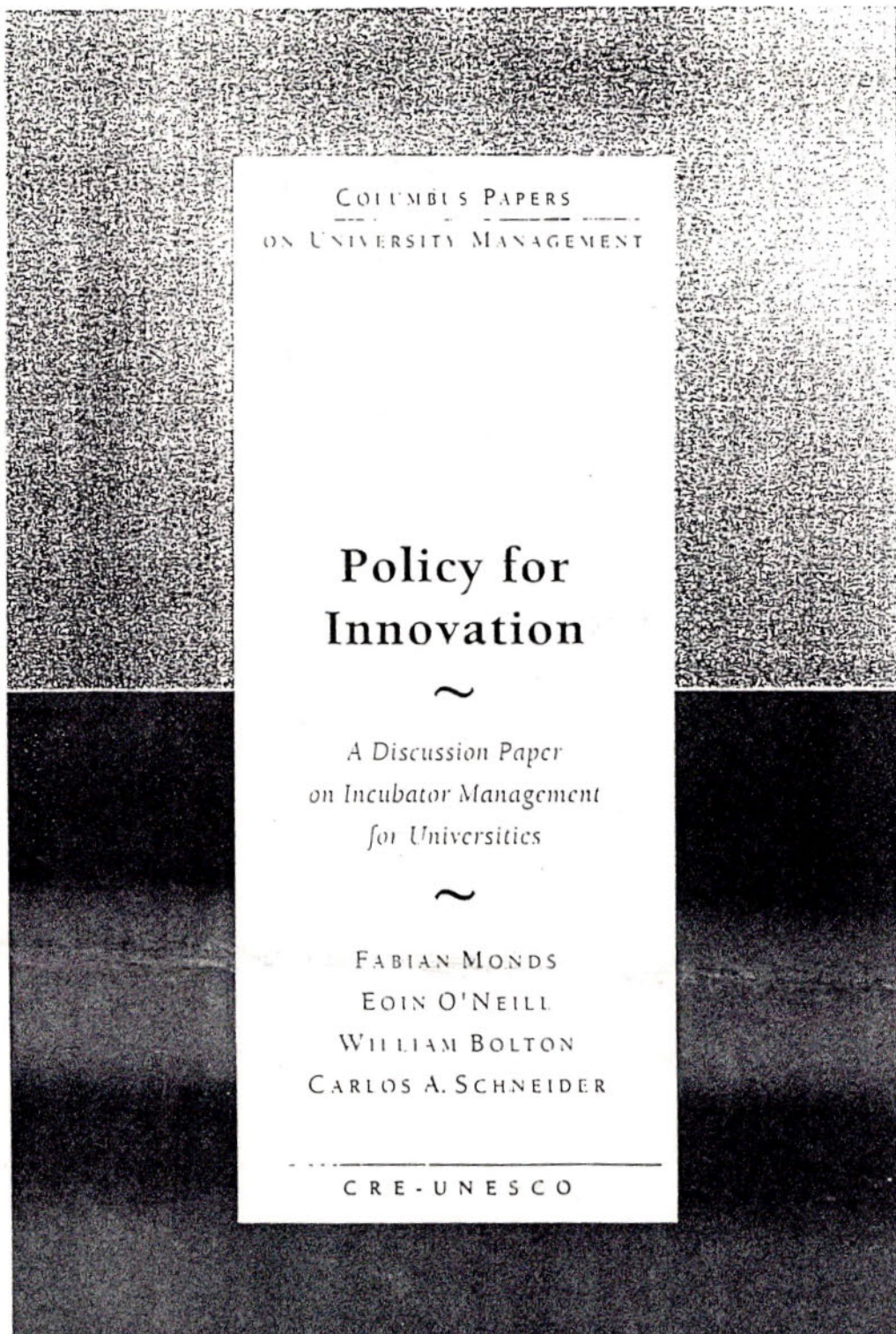
Table ronde

Unesco-Fédération internationale des Femmes
diplômées des Universités (FIFDU)



13. Higher Education is a key component of:

Economic growth



14. ... thus linking to the world of work and industry

*Nouveaux cahiers sur
l'enseignement supérieur*

3

Études et recherches

L'enseignement supérieur et le monde du travail

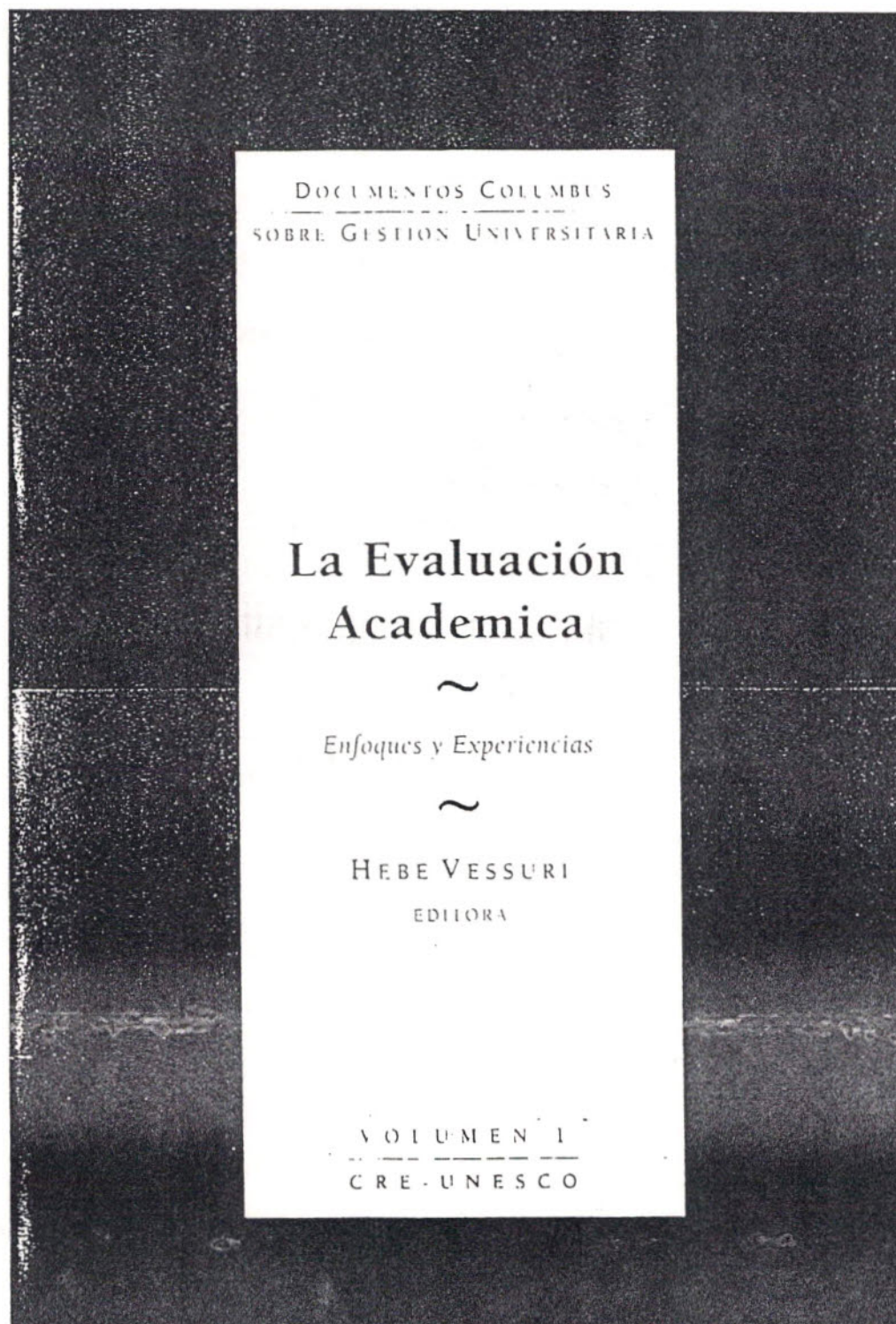
Fédération internationale
des syndicats d'enseignants

Bibliographie annotée
par Noël Terrot



15. At the same time, ... and as a necessary complement to these societal concerns the Consultation focuses on issues related to the efficiency of higher education systems and institutions.

This mandate covers questions related to governance and institutional quality



16. ... and the quality, career path and concerns of the professoriate including their support for the concept of academic freedom.

30 CAHIERS SUR
L'ENSEIGNEMENT SUPERIEUR

**LES RESPONSABILITES INTERNATIONALES
DU PROFESSEUR
D'UNIVERSITE**

Table ronde

Unesco-IAUPL



17. The balance between education and specialized training which includes the domain of lifelong learning is another important debate.

29 PAPERS ON HIGHER EDUCATION

THE CHALLENGE FOR THE UNIVERSITY: PROVIDING EDUCATION AND MEETING ECONOMIC REQUIREMENTS

Round Table Unesco-IUS



18. These issues may require curriculum reform to reflect the reality of studying complex problems via an interdisciplinary approach.

24 CAHIERS SUR L'ENSEIGNEMENT SUPERIEUR

ENSEIGNEMENT SUPERIEUR ET INTERDISCIPLINARITÉ : PROBLEMES ET PERSPECTIVES

Table ronde

Unesco-Fédération internationale
des Universités catholiques (FIUC)



19. Concurrently, higher education systems and institutions are facing severe funding constraints affecting:

tuition fees

**Fury at fee
rise to pay
for growth**

staffing costs

**Contracts
forced on
lecturers**

research funding

**In the town and
gown business**

20. Moreover, the strong trend towards greater accountability has resulted in more numerous assessment measures such as:

auditing

**Audit exposes
FE phantoms**

performance-related funding

**Bonus for work
with industry**

quality control

**Guided tour of the
House of Quality**

21. In response to these issues, the Consultation concentrates on capacity-building in higher education. This is done via:

.Information Exchange

The IAU/UNESCO Joint Higher Education Information Centre produces:

- the World Guide to Higher Education
- the International Handbook on Universities
- the International List of Universities
- other data bases on higher education.

.Action Research

and

.Joint Training Programmes with UNESCO.

22. Information exchange has been assured through the biennial meetings of the Consultation on global issues of higher education:

1st Consultation 1988:

Higher Education: problems and challenges for what future?

2nd Consultation 1991:

The Quality and Pertinence of Higher Education

3rd Consultation 1992:

The Management of International Co-operation in Higher Education

..... in collaboration with the World Bank

4th Consultation 1994:

Higher Education: Capacity-building for the 21st Century

..... co-hosted with the United Nations University UNU.

23. Action research has covered:

**The Literacy Training Development Programme for
Africa LTDPA**

This is a **UNITWIN** network involving 3 members
of the **African Association of Universities AAU:**

. the University of Botswana

. the University of Ibadan, Nigeria

. the University of Tunis

which link to

.the University of Pennsylvania, USA.

24. The Management of Higher Education in Different Socio-Cultural Contexts

*Nouveaux cahiers sur
l'enseignement supérieur*

4

Documentation des réunions

La gestion universitaire dans des contextes socio-culturels différents

Rapport de la Table ronde,
Conférence internationale sur l'éducation
Genève, 1992



25. Staff development

Higher education staff development: directions for the twenty-first century

Authors

Jennifer Barnes
Brigitte Berendt
János Csirik
Hassan El Hares
Gerrie ter Haar
John Jones
Mubanga E. Kashoki
Mary Louise Kearney
Mohamed Maamoury
Geoffrey McDonald
Chatchai Ratanachai
José Silvio
Pierre Van Der Donck
Henk van Rijnsum
Hebe Yessuri

Origins and experience

Argentina
Australia
Canada
Brazil
Germany
Hungary
Netherlands
New Zealand
Thailand
Tunisia
United Kingdom
United States

UNESCO

One needs long and
world of education to be

positive factors. In proble
dependence in decision-m
blems.

will be wasted if she does n
step up on the management
is the greatest problem for
field of higher education. T
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secondary level is a very importan
ant of this sector.

women alone. It is the responsi
every Indonesian family. Societ
right to higher education is a

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in these groups
vel in promoting women

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on the place of origin. The ir
themselves. Besides these on
al level. These organization
nities for high-level decision-r

top management in higher educa
ess. It is a process of evolution, r
sideration the rapid progress
non world trends in every field; th

WOMEN IN HIGHER EDUCATION MANAGEMENT



27. In addition, the **UNU** and **UNESCO** have undertaken an important joint study as part of the Action Research component.

THE ROLE OF THE UNIVERSITY: A GLOBAL PERSPECTIVE

edited by Torsten Husén



The United Nations
University



United Nations Educational, Scientific and
Cultural Organization

28. The Consultation's Joint Training Programmes
within the framework of the UNITWIN/UNESCO
Chairs Programme:

Africa.....

the AAU/UNESCO Joint Programme for Higher
Education in Africa

.information services

.research on regional higher education policy issues

.leadership and middle management training

.post-graduate exchanges in disciplines related to

development

29.the developing Commonwealth countries.....

the UNESCO/ACU-Commonwealth Higher Education Management Scheme (CHEMS) Joint Programme in Higher Education Management

- . strategic planning in universities
- . the management of international institutional co-operation
- . the reinforcement of higher education management information systems (HEMIS).

....and Central and Eastern Europe

- . Institutional leadership and management.

UNESCO regularly supports the OECD/CRE seminar programme for Newly Appointed Heads of Institutions.

A special new project is

The Quality of Training in Higher Education Management

- . institutional and staff development
- . curriculum innovation.

Partners: UNESCO, OECD

AAU, CRE, IFUW, OUI

The Arab Network for Staff Development (ANSO)

The European Association for Research and Development in Higher Education (EARDHE).

30. UNESCO/CRE co-operation for Project COLUMBUS

..... Collaboration in university management: a bridge between universities and scholars

- . institutional development
- . university/industry linkages

UNESCO/CRE-COLUMBUS Chairs and Networks:

- . a UNESCO Chair in the Sociology of Science in Venezuela
- . a UNESCO Chair and training programme in Technology Transfer in Brazil.

A joint UNESCO/CRE-COLUMBUS Action Research Programme for publications related to:

- . management
- . the quality of academic teaching
- . the University and its environment

31. Women and Higher Education:

.the UNESCO/ACU/Commonwealth Secretariat Network in Commonwealth universities

.the UNESCO/OUI Network between American, Canadian and Latin American institutions

These linkages reinforce:

.the presence of university women in institutional management posts

.their the involvement at the decision-making level in their professions

.their contribution to social and human development via their family, community and working lives.

To mark the 4th World Conference on Women (Beijing, China, 1995), UNESCO, ACU, OUI and IFUW will collaborate to produce an action research study entitled *The University Curriculum and Women: towards equality, democracy and peace*.

32. Higher education, social and human development and the culture of peace:

Project COPERNICUS

- . Environmental Law, Economics and Health
- . partnerships between universities, national decision-makers and the economic sector
- . networks operate in the Baltic and Danube sub-regions
- . UNESCO, WHO and CRE.

AUPELF /UNESCO UNITWIN Network

- . post-graduate training in Agronomy
- . French, Belgian and Canadian universities
- . Jesuit, Maronite and Shi'ite institutions in Lebanon

International Network of University Volunteers INUV

- . INTERNET Data Base
- . volunteer visiting professors in key disciplines for development
- . Council for International Educational Exchange CIEE, UNESCO and the United Nations Volunteers UNV.

33. The **UNESCO/NGO Collective Consultation on Higher Education** will continue to grow and expand as it finds:

- ▶ new members
- ▶ new partners
- ▶ new strategies to contribute to the human and social development processes and the renewal of higher education itself.

Thus, the Consultation helps educate and train:

- ▶ institutional leaders, academics and administrators
- ▶ skilled human resources in all fields
- ▶ citizens

...this is part of capacity-building for the 21st Century

ESCAP - Van Ruy -

✓ Promotⁿ of Assoc of Regs levels -

- Educ & Res Inst - Network in Regs - partly of ESCAP
- Educ related work -

Macau - strategic & special location - open to cooperation -
Intl. Reg. Univ;

- will convey some info ^{MC} ~~that~~ → contacts w/
Beijing, Guangzhou;

- MC - full member of Portuguese State Univ Council
hence linked to EU (Dias - UNESCO) -

- links w/ Africa -

[linkages members - as feature]

- movement; evaluation Univ
- extⁿ regulations for evaluation - Dutch
experience being followed;]

D Dao - 100 universities - [3^{only}] - improve membership -

- prob^{ly} of reorganization; curriculum; g^{ovt}
assistance;

✓ exchange information -

efficiency of HE organization - reduction in
bureaucracy;



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture

UNESCO - Non-Governmental Organizations' Collective Consultation on Higher Education

In 1988 UNESCO established the Collective Consultation of Non-Governmental Organizations specialized in higher education. This consists of 25 organizations representing all areas of the higher education community. (Please refer to list verso.)

This group is able to:

- act as a Think Tank to assist UNESCO in the orientation of its higher education programme so that major trends are duly reflected and key issues addressed. To date, some 20 Round Tables on specific questions have been held with NGOs;
- to participate in the actual execution of UNESOC's programme - for example in the domains of institutional management, staff development, evaluation procedures, and in the recognition of degrees and diplomas;
- provide support for UNITWIN/UNESCO Chairs Programme which aims at strengthening the contribution of higher education to advanced training and research related to sustainable development. Some 15 NGO projects have started since 1991.

The role of assistance to the reflection process and to the practical implementation of UNESCO's programme will continue to flourish. To date, three meetings of the Collective Consultation have taken place. The fourth, co-hosted by UNESCO and the United Nations University, will be held in September 1994 in Paris on the theme of "Higher Education: Capacity-building for the 21st Century". An Action Plan will be prepared to help orient UNESCO's collaboration with the NGO Collective Consultation for the Fourth Medium Term Plan (1996-2001).

UNESCO - Organisations non-gouvernementales - Consultation collective sur l'enseignement supérieur

En 1988, l'UNESCO a établi la consultation collective des Organisations non-gouvernementales spécialisées dans le domaine de l'enseignement supérieur. Vingt-cinq organisations de tous les champs de la communauté de l'enseignement supérieur y sont représentées. (Prière de voir la liste au verso.)

Ce groupe est chargé de:

- conseiller l'UNESCO dans l'orientation de son programme de l'enseignement supérieur afin d'y refléter les tendances principales et de contribuer à la résolution des problèmes majeurs. A ce jour, quelques 20 Tables rondes ont été organisées sur des questions spécifiques en collaboration avec des ONGs;
- participer de manière active à l'exécution du programme de l'UNESCO; par exemple aux activités relatives à la gestion institutionnelle, au développement du personnel, aux procédures d'évaluation et de reconnaissance des degrés et des diplômes académiques;
- soutenir le Programme UNITWIN/Chaires UNESCO qui vise à renforcer la contribution de l'enseignement supérieur à la formation et à la recherche de haut niveau nécessaires pour le développement durable. Les ONG ont élaboré quelque 15 projets à ce jour.

Cette assistance en ce qui concerne le processus de la réflexion ainsi que de l'exécution du programme de l'UNESCO continuera. Quatre réunions de la consultation collective ont eu lieu, la plus récente sur le thème de "Enseignement supérieur: ressources humaines de haut niveau pour le XXIème siècle". Organisée conjointement par l'UNESCO et l'Université des Nations Unies, elle se tiendra à Paris en septembre 1994. Un Plan d'action sera élaboré afin d'orienter la coopération entre UNESCO et la consultation collective pendant le 4ème Plan à moyen terme (1996-2001).

COLLECTIVE CONSULTATION MEMBERS

Association of African Universities (AAU)

Association of Arab Universities (AAU)

Association of Commonwealth Universities (ACU)

Association internationale de la pédagogie universitaire (AIPU)

Association des universités partiellement ou entièrement de langue française (AUPELF)

Communauté des universités méditerranéennes (CUM)

Conférence permanente des Recteurs, des Présidents et Vice-chanceliers des Universités européennes (CRE)

Council on International Educational Exchange (CIEE)

Education International (EI)

Fédération internationale syndicale des enseignants (FISE)

Fédération internationale des universités catholiques (FIUC)

International Association for Educational Assessment (IAEA)

International Association of Students in Economics and Management (AIESEC)

International Association of University Professors and Lecturers (IAUPL)

International Association of Universities (IAU)

International Council for Distance Education (ICDE)

International Council of Scientific Unions (ICSU)

International Federation of University Women (IFUW)

International Union of Students (IUS)

Mouvement international des étudiants catholiques (MIEC)

Organisation universitaire interaméricaine (OUI)

Programme de Recherche et de liaison universitaire pour le développement (PRELUDE)

Union des Universités de l'Amérique latine (UDUAL)

Union of International Technical Associations (UITA)

World University Service (WUS)

Further information:

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