develop international programs to attract foreign students,

give high priority to quality assurance.

Adoption of a common credit currency, similar assessment criteria and setting equivalent achievement standards across universities

can make an important contribution to student mobility. (UNESCO, 2003, p.14)

Collaboration among organizations with different fields of competence, missions, organizational cultures and functions has in recent decades become one way of addressing complex economic and social issues. (UNESCO, 1998, Sheet 7)

State's responsibilities for higher education

= consider **NGO** as key players in the transformation of higher education.

= promote **innovative projects for collaboration** between higher education institutions and different sectors of society (UNESCO, 1998, Sheet 7)

<knowledge society here>

SLIDE   Coming of Knowledge-Based Societies

New information and communication technologies have produced an exponential increase not only in the availability but also in the production of information and technology.   New tools, such as data banks and sophisticated software programs, are transforming our ways of working and studying.   Higher education is in an exceptional position to play an active role in ensuring that knowledge-based societies remain committed to world peace and democracy.

Knowledge-based societies can be an engine for transforming higher education as it is today.   (UNESCO, 1998, Sheet 3)

(1) The crucial role of new technologies:

While the new technologies are important tools for higher education, they must remain at the service of higher education.   The higher education community is urged to:

Take the lead is using new technologies to modernize its activities and to encourage mobility between countries and institutions, and in the work

world;
Establish networks, engage in technology transfers, and promote the pooling of experience in the application of information technologies to education;
Create new learning environments, in particular high-quality distance education courses and virtual campuses where cultural identities are respected;
Modify the role of teachers rather than reduce their numbers, and adopt continuing education policies that allow them to update and upgrade their pedagogical skills in this new educational context.

(2) Research in a knowledge-based society:
Research must not be limited to certain disciplines, but should be allowed to flourish in the human sciences as much as in the natural sciences, in the arts as much as in engineering, in education as much as in computer technology. Here are further guidelines:
Strengthen innovation, interdisciplinarity and transdisciplinarity;
Strike an appropriate balance between basic and applied research;
Promote postgraduate studies.
Recognize international activities such as the creation of interactive networks and international research projects as quality indicators for higher education <From local to global, global to local: spatial dimension, linkages by issue>

(3) Education focusing on skills and aptitudes:
Higher education, which has long been associated with theoretical learning, should also include programs for developing skills and aptitudes.   The higher education community is encouraged to:
Recast its curricula to go beyond mere cognitive mastery of disciplines;
Take account of prior learning;
Develop new teaching materials and new testing methods that will promote not only powers of memory but also powers of comprehension, creativity and skills for practical work.

(4) Recognizing cultural diversity:
Institutions will have to be able to work in contexts of cultural diversity, as access to higher education is expanded to more varied groups, and as projects

increasingly take on an international dimension.

Recognize the importance of associating modern science and technology with traditional or local knowledge and know-how;

Ensure that activities with an international dimension take account of the national cultural values and circumstances of each country.

Encourage multilingualism and sponsor teacher and student exchange programs <languages, machine translation>;

(5) Higher education to help humanize globalization: (UNESCO 1998, sheet 5)

People, goods, and ideas now more around the world at a speed never before imagined.   New information and communication technologies are creating a worldwide marketplace.

However, we often tend to overlook the dramatic consequences that this new global economy can have at the local level, particularly, where it heightens existing inequalities and gives rise to new ones.

Higher education, which has long had international and universal dimensions and aspirations, must now play an important role in giving a human face to globalization:

Include within the mission of higher education an international dimension that is respectful of countries' cultural values and national circumstances;

Support higher education in developing countries;

Establish comparable quality standards that are recognized internationally;

Create a mechanism within each institution for promoting and managing international cooperation (e.g., twinning of institutions, creation of center of excellence, volunteers for teaching and research work in developing countries);   (UNESCO 1998, sheet 5)

(6) Move toward learning throughout life.

The stress is henceforth on learning rather than teaching.

It calls for a rethinking of education in space and in time.

Encourage admission to higher education at any age, with due recognitinof prior learning skills;

Overcome the obstacles faced by special target groups;

Pursue efforts to ensure full access to higher education for women.

Allow students to change courses and enhance academic mobility within and

between national systems;
Diversify the supply of higher education through new types of public, private, and nonprofit institutions;
Implement professional development programs for higher education personnel, encourage constant innovation in curriculum, teaching and learning methods. (UNESCO 1998, sheet 4)

References:

Asia Pacific Forum for Environment and Development (APFED) (2005), *Final Report, Paradigm Shift towards Sustainability for Asia and the Pacific---Turning Challenges into Opportunities---*.

IUCN-The World Conservation Union (2002), *Education and Sustainability: Responding to the Global Challenge.*

OECD (1996), *Information Technology and the Future of Post-Secondary Education.*

Shinichiro Miyazawa (2001), "Present Status and Future Prospects of Internet Translation Software" (in Japanese), in Keio Media and Communications Research, No.51.

UNESCO (1998), *Working Together to Transform Higher Education*, Discussion Kit on the World Conference on Higher Education.

UNESCO (2002), *Teaching and Learning for a Sustainable Future, A Multimedia Teacher Education Programme.* (see also website below).

UNESCO (2003), *Higher Education in Asia and the Pacific 1998-2003*, Follow-up to the World Conference on Higher Education.

UNESCO and OECD (2003), *Financing Education-Investments and Returns*, Analysis of the World Education Indicators 2002 Edition.

UNESCO Bangkok and UNEP Bangkok (2004), *Asia-Pacific Multi-agency*

Consultation: Education for Sustainable Development, Final Report.

United Nations Department of Public Information (2002), *Johannesburg Summit 2002, Partnerships: Turning Commitments into Results.*

United Nations (2003), *Johannesburg Declaration on Sustainable Development and Plan of Implementation of the World Summit on Sustainable Development.*

United Nations University (2005), *United Nations University International Courses (UNU-IC).*

United Nations University Institute of Advanced Studies (2005), *Mobilising for Education for Sustainable Development: Towards a Global Learning Space based on Regional Center of Expertise.*

Web Sites:

Asia Pacific Forum for Environment and Development (APFED) Final Report address: www.iges.or.jp/en/ltp.pdf/apfed/
Earth Charter address: www.earthcharter.org
Field-based   Interactive   e-Learning   *Feel-the-Earth*   address: www.feeltheearth.com
Joint Lecture Series *Advanced Seminar in International Environmental Studies* e-Course Management System address: www.ecourse.tipg.net
UN   Division   for   Sustainable   Development   address: www.un.org/esa/sustdev
UN *Millennium Development Goals* address: www.un.org/millenniumgoals/
UNESCO   *Educating   for   a   Sustainable   Future*   address: www.unesco.org/education/tlsf