

Abstract

In Part I this report studied selected global issues on higher education's role in social and human development. This overview is a synthesis of the regional perspectives on higher education's role for human and social development based on the contribution of the authors in four key areas – one of which is the state of higher education in each region since the World Conference on Higher Education (WCHE) held in 1998, the other is possible future roles, strategies and actions of higher education in order to foster social and human development – for the regions classified as: Sub-Saharan Africa, Arab States, Asia and the Pacific, Europe, North America (USA and Canada) and Latin America and the Caribbean.

INTRODUCTION

The role of the higher education institutions (HEIs) has been changing over time from custodians and transmitters of culturally respected forms of knowledge through producers of skilled human resources to a more recent role as agents of social transformation through social and human development. This role, although it had been there in the past, has been receiving new emphasis in today's world of overemphasized market friendliness and material well-being. In Part I, the present report has analysed selected global issues on higher education's role in social and human development. The present overview attempts to synthesize the regional perspectives on higher education's role for human and social development based on the contributions of the authors in the following four areas.

- What has been the state of higher education in the region since the World Conference on Higher Education (WCHE) held in 1998?
- What has been the impact of political, social, economic and technological challenges of globalization in the region in relation to social and human development?
- What could be the contribution of higher education to social and human development in the region?
- What could be the future role, strategies

and actions of higher education in order to foster social and human development?

We shall deal with each of these issues for the regions classified as: sub-Saharan Africa, Arab States, Asia and the Pacific, Europe, North America (USA and Canada) and Latin America and the Caribbean. Except for the statistical part, our overview reflects, as a rule, the authors' point of view – in some cases almost verbatim. Nevertheless we have constructed some joints with our own inputs. We strongly recommend the reader to make a careful reading of the authors' original papers, in order to appreciate all the richness and nuances within them. In a brief synthesis like this one only some relevant points appear, but not the enlightening picture given in the whole article by the authors.

Obviously countries in each of these regions vary significantly in their status for each of these areas. The authors have had to aggregate for simplicity and for interregional comparison. Variation exists not only in geo-political and socioeconomic contexts but more so, in the size of their population, their status in human development as defined by the UNDP and also in the size of their higher education sector. We give below the magnitude of the intra-regional variation for the year 2004 from the UNESCO (population and enrolment)¹ and the UNDP (human development index)² statistics for the reader to have an idea of the nature and extent of this variation.

In sub-Saharan Africa's 45 countries, total population varied from 80 thousand in Seychelles to 129 million in Nigeria; in the Arab States' 20 countries, it varied from 716 thousand in Bahrain to 73 million in Egypt; in Asia and the Pacific's widely varied 51 countries it varied from a meagre 1 thousand each in Niue and Tokelau to 1308 million in China; in Europe's 44 countries (including Israel) it varied from San Marino's 28 thousand to Russia's 144 million, in North America's two countries it varied from Canada's 32 million to the USA's 295 million and in Latin America and Caribbean's 41 countries it varied from Montserrat's 4 thousand to Brazil's 184 million.

The human development index varies from

11.1

AN OVERVIEW OF REGIONAL PERSPECTIVES ON THE ROLE OF HIGHER EDUCATION IN SOCIAL AND HUMAN DEVELOPMENT

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TABLE II.1.1
Regional average of enrolment, GER and GPI (1999 and 2004)

Region	1999				2004				1999		2004				
	Enrolment				Enrolment				GER Total		GPI				
	Total		Female	**	Total		Female	**							
Arab States	5,165,102		2,146,236	**	6,519,997		3,104,275	**	19		21	0.74	**	0.94	**
Central and Eastern Europe	12,960,439	**	6,930,388	**	18,517,288		10,137,470		39	**	54	1.18	**	1.24	
Central Asia	1,278,741	**	609,876	**	1,883,736		956,126		19	**	25	0.91	**	1.04	
East Asia and the Pacific	22,809,230		9,493,132	**	39,397,161		17,882,449		14		23	0.74	**	0.88	
Latin America and the Caribbean	10,662,525		5,619,533		14,869,644		7,973,367		21		29	1.12		1.17	
North America and Western Europe	28,240,250		15,304,602		32,951,513		18,359,176		61		70	1.23		1.31	
South and West Asia		15,390,226		6,091,718		...		10	...		0.7	
Sub-Saharan Africa	2,133,275		858,935	**	3,338,427		1,271,189		4		5	0.67	**	0.62	

Note: (**) UIS estimation; (...) Data not available.
Source: UNESCO Institute of Statistics website.

0.311 in Niger (the lowest in the world with a rank of 177) to 0.842 in Seychelles (rank: 47) in sub-Saharan Africa; from 0.492 in Yemen (rank: 150) to 0.859 in Bahrain (rank: 39) in the Arab States; from 0.527 in Nepal (rank: 138) to 0.957 in Australia (rank: 3) in Asia and the Pacific; from 0.694 in Moldova (rank: 114) to 0.965 in Norway (rank: 1) in Europe; from 0.950 in Canada (rank: 6) to 0.948 in USA (rank: 8) in North America and from 0.482 in Haiti (rank: 154) to 0.879 in Barbados in the Latin America and Caribbean region (rank: 31).

The size of enrolment varies in sub-Saharan Africa from 1500 in Gambia to 633 thousand in South Africa; from 1100 in Djibouti to 2.5 million in Egypt in the Arab States; from 500 in Palau to 19.4 million in China in Asia and the Pacific; from 300 in Andorra to 8.6 million in Russia in Europe; from 1.3 million to 16.9 million in the USA in the North American region and from 700 in Belize (only 10 in Turks and Caicos Islands) to 4 million in Brazil in the Latin America and the Caribbean region.

WHAT HAS BEEN THE STATE OF HIGHER EDUCATION IN THE REGION SINCE THE WORLD CONFERENCE ON HIGHER EDUCATION (WCHE) HELD IN 1998?

One of the recommendations of the WCHE was increased provision of access. This has been realized at different rates in different regions. Development of higher education is the most important element for human and social development. Its distribution between male and female

provides an important social aspect of development. We start our analysis with these two aspects.

World enrolment has increased from 92 million in 1999, with 44.2 million female, to 132 million in 2004, with 65.3 million female.³ World participation rate measured by gross enrolment ratio (GER, total enrolment divided by total population in the relevant age group) in higher education has increased from 18% to 24% during 1999–2004 with an increase in gender parity index (GPI = female GER/male GER) from 0.97 to 1.03, female overtaking males in participation.

It can be observed that higher education at the world level has achieved 'mass' stage (GER, more than 15%) at 24% whereas in sub-Saharan Africa and South and West Asia it is still elitist (GER less than 15%) with a meagre participation rate of 5% and 11% respectively. In North America and Europe it has achieved universal stage with higher than 50% GER whereas in Arab States, East Asia and the Pacific, and Latin America and the Caribbean higher education is at the 'mass' stage with 21%, 23% and 28% GER respectively.

In respect of gender parity significant improvement can be noted at the world level where females have taken over males. Women are most favoured in Iceland with a gender parity index of 1.78 followed by the Caribbean sub-region at 1.70. Region-wise, they are most favoured in North America and Western Europe combined, where the index is highest at 1.32, followed by the Pacific sub-region (1.27), Central and Eastern Europe (1.25), Latin America (1.16) and Central Asia (1.05). In all the other regions males dominate. In sub-Saharan Africa women

are least favoured with an index of 0.62 below South and South West Asia at 0.70. Among the regions, significant improvement has been achieved by the Arab States with an increase in the value of the index from 0.74 to 0.95.

There have also been other developments in the regions, which are discussed below.

In the sub-Saharan region, a large number of initiatives have been launched to revitalize higher education. The US\$200 million programme of 'Partnership for Higher Education in Africa' launched in 2000, US\$5 billion ten-year partnership project called 'Renewing the African University' launched in 2005, a four-year US\$7 million programme called 'Regional Capacity Mobilization Initiative' funded by the United Kingdom, and the Association of African University's four-year US\$20.4 million 'Core Programme' launched in 2005, to mention only a few, are mobilizing development partners in Africa to bring about reforms in higher education to promote human and social development in the region. Nevertheless, the deterioration of the infrastructure, the 'brain drain' and the high number of vacancies in university positions are among the main factors hindering higher education development in this region.

In the Arab region, although access has been widened as noted above, the development after WCHE is characterized by reduced public expenditure in higher education with emphasis on market mechanism, deterioration in quality, gender inequity in teaching posts, proliferation of diversified providers, and less emphasis on research and innovation. Indeed, it is apprehended that if the current state of affairs continues human and social development will be inhibited.

The WCHE has experienced the following changes in Asia and the Pacific, in addition to the issue of access mentioned above: a polarized transition from 'elite' to 'mass' higher education, a rise in private higher education, corporatization, and cross-border mobility raising concern for social equity and broader issues of human development.

Europe has shown concern for many of the WCHE issues in working together through a diverse range of international organizations and initiatives including the European Union (EU), the Council of Europe and, above all, the Bologna Process. The mechanisms of the Bologna Process provide a model for collaborating and for developing a community of practice.

The change in the political perception of universities is the most striking fact about European higher education in the decade after the WCHE, according to Anne Corbett. At the beginning of the 1990s, universities were considered by national governments to be difficult to manage and fund and, apparently, they seriously lagged behind

the universities of the US and Japan. Yet ten years on from the WCHE, universities have achieved an uncommon and exceptional level of political importance at European and national level. According to the author 'they form part of normal experience for around half of the European population of conventional student age, with the complexities of funding and governance that this implies at national level. They are clearly identified by the EU and many national governments as a critical part of the solution to the economic challenges that face Europe as a whole, as profitable activity becomes increasingly tied to the wealth that knowledge exploitation can generate on a global scale. All organizations, and especially the Council of Europe, look to them to advance democracy' (Corbett, 2008).

Even if Europe is closer than many developed countries to the social and equity in access aims of the WCHE, a more explicit link between the Bologna Process and the WCHE agenda is needed.

In North America, as a response to the WCHE recommendations, clear guidelines were given in support of a humanistic perspective of higher education where ecological, cultural and ethical dimensions of human and social development received as much importance as economic ones. Increased access for underprivileged and non-traditional students, such as aboriginals, people with disabilities, minority groups, programmes offered in minority languages, emphasis on adult and continuing education programmes and interdisciplinary research combining social and natural sciences and science and engineering are facilitating the achievement of the WCHE goals. The use of ICT in the institutions of higher education is promoting transparency and accountability as well as off-campus outreach activities while making higher education accessible to the 'unreached'.

In Latin America and the Caribbean, the WCHE had as a central impact the offering – beginning from what was expressed in the Regional Conference of LAC (1996) and in the Action Plan, as well as in the WCHE – of a theoretical frame with consensus to transform higher education in the region. At a higher level, this implied a shared general vision about how to carry out the transformation processes of public – and even private – HEIs through institutional evaluation, with the goal of improving management and financial systems as well as equity in access as a key priority. But also it implied much more: that the university should be a key agent in transforming society by building viable alternatives in the middle of complexity and uncertainty. According to Axel Didriksson (2008), author of the regional perspective of Latin America and the Caribbean, international cooperation and building of networks has been one of the greatest inputs of the WCHE in the region

as along with innovation and the internationalization of HE. IESALC-UNESCO has played a leading role in this sense. Didriksson also points out the challenges for HE: the rapid increase of privatization, the lack of access for the poorest and the low GER – despite its improvement – in comparison with developed countries.

WHAT HAS BEEN THE IMPACT OF POLITICAL, SOCIAL, ECONOMIC AND TECHNOLOGICAL CHALLENGES OF GLOBALIZATION IN THE REGION IN RELATION TO SOCIAL AND HUMAN DEVELOPMENT?

In his paper on sub-Saharan Africa, Goolam Mohamedbhai gives a picture of the effects of globalization arguing that, although globalization has improved growth and development in many developing countries, there is genuine concern that the poorer countries of sub-Saharan Africa have not benefited from this processes.

‘There is now worldwide agreement that global sustainable development cannot exist if sub-Saharan Africa remains underdeveloped, that the region needs to be assisted, and that higher education can play a significant role in improving the situation’ (Mohamedbhai, 2008).

In the Arab States region, according to Mohaya Zaytoun (2008), ‘the Arab economy under globalization lacks many of the features of a knowledge-based economy that can develop, promote and reward high productivity, scientific research and innovation. Moreover, Arab economies have not attained expectations of a high and sustainable growth rate.’

Concerning globalization, one dilemma for the Asia and Pacific region is how to make value and moral education serve the two complementary purposes of modernization and preservation of national identity and culture. Reduction of poverty and economic growth have been accompanied by growing inequality; increased consumerism by environmental degradation; and great economic success has been accompanied by increased competition for resources and for potential for conflicts affecting human and social development.

The author of the European regional paper considers that globalization is a highly controversial topic across Europe. Dispute is fuelled by the uncertainties generated by globalization – the interdependence of economies worldwide, driven forward by liberalizing market economies and rapidly falling costs of transport and communication – and the ambiguities as to where cause and effect lie. ‘The case for globalization is that Europe – and the world – has got richer in this period; human welfare, broadly defined, has been promoted since the late 1980s

and the number of people in poverty has declined. However, opponents of globalization have had a significant political impact within the past few years and widespread public support. In Europe, globalization is blamed variously for the disappearance of traditional industrial jobs; the emergences of new consumer demands as successful societies get richer; the necessity for a highly educated society to keep such an economy expanding, perhaps at the expense of other educational needs; and the emergence of disparities which are geographical and income-related’ (Corbett, 2008).

In North America, globalization is perceived to have changed communicative culture. Institutions have been recommended to adapt to the demands of the knowledge-based economy to survive in the globalize world. Globalization leads to ‘lifetime fluidity’ between school and work. Institutions of higher education are in the best place to take advantage of that. However there are also challenges facing higher education due to globalization in the North American context. These include more emphasis on economic values of education, priority to business and industry, ‘corporatism’ and ‘academic capitalism’, which is perceived as not harmonious with social and human development (Hall and Dragne, 2008).

According to Didriksson’s (2008) data and analysis, globalization has had a very negative effect on higher education in the Latin America and Caribbean region. Globalization benefited some countries of LAC but imposed new asymmetries that, instead of stimulating the development of local capacities in the area of creation and diffusion of knowledge, and of extending the possibility of development with equity, blocked them, thereby strengthening privatization, inequity and backwardness in higher education and scientific research. The impact of globalization has not implied a positive reform, but rather the deformation and alteration of the universities.

One can observe marked difference in the perception of the impact of globalization in the different regions. The industrialized countries of the North and West observe a more or less positive impact of globalization; sub-Saharan Africa, the Arab States and Latin America and the Caribbean observe a predominantly negative impact of globalization whereas the Asia and Pacific region observes mixed results according to sub-regions and countries.

WHAT COULD BE THE CONTRIBUTION OF HIGHER EDUCATION TO SOCIAL AND HUMAN DEVELOPMENT?

In sub-Saharan Africa, the most important contribution of higher education to human and social development

would be human capital formation followed by capacity building in coping with globalization, addressing gender issues, meeting the goals of the 'Education for All' programme and of the Millennium Development Goals (MDGs), providing the necessary skilled human resources especially teachers, facing the challenge of HIV/AIDS through relevant means including outreach programmes and alleviating poverty through rural development programmes.

In the Arab states, higher education would contribute to human and social development by promoting socially relevant non-university education, open and distance learning, focusing on the issues related to quality of higher education, emphasizing research and knowledge creation, focusing on better working conditions for faculty in order to control brain drain, designing employment-oriented higher education strategies and regulating new providers of higher education.

In Asia and the Pacific, the challenges facing higher education are the idea of higher education as a public good, inadequate operational mechanisms to respond to the changing external environment because of the lack both of institutional autonomy and of interaction between institutions, commerce and industry, and a polluted academic and campus culture. According to Wang Yibing (2008), for higher education to contribute to social and human development, transformative measures are needed in these areas.

In Europe, higher education's contribution to social and human development is noted through its meeting the new demands imposed on it by globalization. Higher education holds many of the keys that will make the difference between an active and a passive response to the challenges, and European countries have high standards of higher education. However, for higher education to contribute to social and human development there is need, according Corbett (2008), for attention 'to the uncertainties and options which relate to knowledge in a context in which universities are ever more conscious of globalization, knowledge as exemplified by student mobility, knowledge in terms of production and knowledge as legitimated by a universal model'.

One important contribution of European higher education to social and human development is the growing debate in universities around issues such as the social dimension of European higher education, the nature of the 'public good' and the international role of European universities. Other issues under debate include how universities can contribute to North-South solidarity, sustainable development, climate change and personal development priorities. Nevertheless, this debate should be widespread to all European universities, and also take

into account reform strategies and the multiple roles of universities; roles as both reproductive – of elites, and of knowledge – and transformative agents.

Higher education in North America is contributing to social and human development through civic engagement (engaging community by taking activities off campus, enhancing civic literacy and promoting the value of community engagement among students, faculty and staff, supporting community-based research initiatives and links with community groups, promoting opportunities for knowledge transfer and technology transfer), curricular reform, multiculturalism, increased continuing education access, internationalization and finally addressing the issue of global warming through implementation of plans for specific actions.

In North America, multiculturalism and fostering diversity have an important place in social and human development through higher education. Diversity has been raised as an issue in post-secondary institutions, with attention being paid to exclusion, discrimination, inequities, and harassment. HEIs have been roused to action to provide organizational responses to diversity by demands, pressures and normative expectations originating in their external world.

The major contribution higher education might have to human and social development in Latin America and the Caribbean, would imply that the diverse forms of education and higher education, the science and the technology, are evaluated by their capacity to improve the distribution of income and the eradication of poverty.

The region is characterized by indifference towards the MDGs, stagnation, growing poverty and inequality, and by not fulfilling the proper features of knowledge society. This crisis of transition could be overcome by constructing an alternative scenario in which governments and institutions would consider higher education to be a public good and a strategic instrument in the elimination of poverty and inequality.

WHAT COULD BE THE FUTURE ROLE, STRATEGIES AND ACTIONS OF HIGHER EDUCATION IN ORDER TO FOSTER SOCIAL AND HUMAN DEVELOPMENT?

SUB-SAHARAN AFRICA

In sub-Saharan Africa the future role, strategies and actions that would be considered as options by governments and institutions – in order to foster social and human development, according to Mohamedbhai (2008), author of the regional paper – are the following:

- Higher education may be reformed with quality assur-

ance as the driving force at both system and institutional levels with emphasis on higher participation rate, with multidisciplinary programmes incorporating elements for social and human development, with participative and problem-based teaching and with the development of analytical skills and critical and independent thinking that fosters team work.

- Higher education would try to achieve the MDGs.
- Higher education would resist the commercialization and commoditization of higher education. Private and cross-border higher education would be welcomed but regulated.
- The state would differentiate the country's institutions capable and suitable for carrying out research while research in science and technology will be given priority. Universities could emphasize developmental research. Fundamental research should also be emphasized in selected relevant areas.
- Higher education in Africa would have to place greater emphasis on community engagement.
- Higher education in Africa should be relevant to both the local community and the global society. There would be recognition of community service on equal terms with teaching and research involving students and staff in developmental problems of rural areas, with appreciation for rich indigenous knowledge.
- Resources would be pooled and collaborative partnerships created with institutions and through associations at the national, regional and international levels involving the African Diaspora academics.
- The government would have the primary responsibility but institutions can and should assist in performing the future role of the sector effectively by operating democratically, by promoting fairness and justice and by setting appropriate machinery for dialogue and for resolving disputes and differences.
- The future role of higher education to achieve human and social development in Africa would need institutions to operate in a peaceful and democratic environment with transparency and accountability, free from conflict, political interference and persecution and in an environment conducive to learning.

THE ARAB STATES

In the Arab States, the future role, strategies and actions that would be developed by higher education in order to promote social and human development according to Zaytoun (2008) could be the following:

- Higher education would focus on achieving the MDGs.
- Higher education would promote research activities.
- Higher education would have to upgrade curriculum and pedagogy.

- Higher education would have to enjoy autonomy and academic freedom, and foster social responsibility.
- Higher education would develop research directed towards: enhancing the levels of education; graduating qualified and socially committed teachers; appropriate curriculum design; periodic evaluation of the educational process and staff development.
- Higher education would generate political will to address local problems, developing intra-regional cooperation, emphasizing industrial progress to create effective demand for R&D, recognizing traditional knowledge, performing research on formulation of sound public policies, implementing strategies and evaluation procedures for human and social development and developing strategic alliances among the stakeholders of research.
- Higher education would promote the integration of selected disciplines and creation of new disciplines, the introduction of active and participative learning and a right balance of 'general' and 'professional' education to facilitate development of the whole individual.
- Higher education would ensure faculty members, students and public the right to information and internet connectivity, empowering the academic community to resist foreign pressures and interests and enabling them to identify a unified vision and agenda.
- Higher education would design and implement an employment-oriented strategy, which may combine entrepreneurship skills with skills for social and human development.
- Higher education would contribute to overcoming inequality in its different forms and to fostering equal opportunity within the entire society through female empowerment; promoting human rights; broadening access to quality higher education, knowledge and information; regulating privatization and commercialization of higher education; controlling 'monoculture' and foreign language domination; balancing financial motivations with social and human development motivations and last, but not least, managing the phenomenon of globalization to the advantage of the country.

ASIA AND THE PACIFIC

In Asia and the Pacific, the future role, strategies and actions that would be developed by higher education in order to encourage social and human development according to Wang (2008) are the following:

- Higher education would be the builder of a 'culture of peace' and the major partner in the 'dialogue of civilizations'.

- Higher education would foster political awareness in the public by training future leaders and educators.
- Higher education may provide solutions to problems facing human, social and environmental development.
- Higher education would redefine its role and reposition itself through a rational analysis of the principle of cost-sharing, reinstating its fair share in national budget, balancing its economic role with the role of social and human development, alerting the major lending and donor agencies about the negative effects of ignoring higher education and enacting new legislation or revision of present laws to ensure institutional autonomy and other requirements to achieve the new role for social and human development.
- Higher education institutions would have to readjust their vision, mission and the ‘nurture of the uniqueness’ keeping in view their comparative advantage due to location, context or historical and cultural traditions and their commitments for social and human development.
- They would go through a process of reengineering for adoption of one or more learning models for the future such as, ‘single mode’, ‘open and distance model’, ‘dual’ and ‘mixed mode’ of universities, and the model of entrepreneurial universities.
- They would go through renovation and development of curricula to meet social and human developmental needs.
- They would create the political will and institutional framework, and mobilize resources to develop the research capacity in the countries for economic, social and human development.
- Higher education institutions of the region would promote international cooperation, especially working with international and regional organizations and agencies, and establish bilateral cooperation with foreign institutions to perform the role higher education has assigned itself as described above.

EUROPE

In Europe, the future role, strategies and actions that may be developed by higher education in order to foster social and human development according to Corbett (2008) are the following:

- The rights of individuals to exercise real choice over various types of higher education would be vastly increased.
- In the European higher education area there would be many signs of common practice such as, compatible national systems of qualifications, common use of credits both for transfer and accumulation and so on.
- European universities would play an important role on the international scene because of their intrinsic democratic and human rights values and their humanistic tradition so important for human and social development.
- Questions such as the social dimension of higher education, the nature of the ‘public good’ and the international role of the universities would be priority issues.
- European universities would contribute to North–South solidarity, sustainable development, climate change, and personal development of citizens.
- The Council of Europe, networked with Magna Charta and Bologna members, would encourage and accelerate implementation of higher education strategies to contribute to social and human development.
- ‘A new international strategy’ would bring governments, academics, students and other stakeholders together to explore and identify affordable strategies for higher education including internationalization for a more sustainable world which could be supportive of human and social development. The internationalization strategies would be determined not solely on European terms, but also include capacity development in developing countries in areas such as democratization process, managing cross-border higher education, finance, and gender and brain drain issues.
- The implementation strategy has to be collaborative and not imposed from top to bottom; the policy aims would be not to harmonize systems but to develop a community of practice.
- Finally, universities would engage in their traditional tasks of teaching and research by combining ‘consciousness raising and solid knowledge accumulation’ in support of social and human development.

NORTH AMERICA

In North America, the future role, strategies and actions that may be developed by higher education in order to promote social and human development, are perceived to be different in the USA from those in Canada in various aspects. Nevertheless, in a synthesis of this sort we will try to show analogies more than differences. For a full picture of the current situation, see Hall and Dragne’s paper later in this report.

- Public HEIs would have to face the difficulties in providing wider access and necessary supports from poor, black, Hispanic, Native American and other socially challenged groups within their neighbourhood communities.
- Higher education would also have to face challenges of climate change, civic engagement, global harmony, inclusion, and the reduction of violence in the lives

of people as useful elements for social and human development.

- Concern has already been expressed about the crucial role of higher education in improving social cohesion and inclusion with priority given to under-represented groups including aboriginal peoples.
- Universities would expand their outreach efforts to develop a research and science culture.
- Universities would promote international solidarity through graduate scholarships.
- Higher education would incorporate 'robust language' on civic engagement into the strategic plans of all institutions and create university-wide offices, programmes or centres of civic/community engagement and Chairs of Community Engaged Studies as well as places for Community Scholars in Residence.
- Higher education would create institutional and national working groups on the implications for merit, tenure and promotion of community-engaged programming.
- Higher education would create/consolidate a national network of community-engaged practices.
- Higher education would support the creation of an open-source database for relevant knowledge.
- Higher education would promote the revitalization and recovery of relevant dying languages.
- Higher education would promote internationalization through curricular reforms focusing on inclusion of a truly global knowledge base and linking institutions of the South with the idea of mutual development.

LATIN AMERICA AND THE CARIBBEAN

In Latin America and the Caribbean, the future role, strategies and actions that could be considered as options by governments and institutions in order to foster social and human development, according to Didriksson (2008), are the following:

- To assume their social responsibility for fostering democratization and the broader participation of civil society and for recommending policies benefiting the whole society.
- To emphasize the need for national, regional and local policies articulating different levels of education.
- To recommend and put in place policies in order to avoid and eliminate existing inequalities in gender, colour, ethnic origin and social class.
- Higher education could broaden and diversify the institutional offer and the curricula, offering knowledge with social relevance. This action would help to include marginalized youth and adults previously excluded from access to higher education.
- To recommend policies in order to foster investment

in technological and scientific research and to consider science and technology to be the strategic components of the knowledge society.

- The universities would strengthen, update and introduce capacities of research according to their social needs.
- To recommend policies to avoid massive migration of the labour force, and brain drain in particular.
- Higher education would be predominantly of public character, free and with high relevance (pertinence) and social responsibility.
- Higher education could be an object of state policies with a prospective vision and the aim of constructing a knowledge society with equity.
- The knowledge produced and transferred from the universities would be oriented to (a) eradicate poverty and inequality, (b) diminish the gap between developed and less developed countries, and (c) strengthen the competitiveness and productivity of the Latin America and the Caribbean region in order to foster regional and international cooperation.
- Higher education would encourage diversification of financial sources.
- Higher education would promote its own democratization in order to give access to those with merit who have previously been excluded.
- Higher education would realize a process of reform and change in order to achieve a common space of human and social development, of construction of equity and citizenship, as well as of scientific and technological development.

CONCLUDING REMARKS

We have noted above that in respect of the past roles higher education played in social and human development the experiences differ among the regions.

1. Concerning the state of higher education since the WCHE, we can see that it had less impact in Europe and North America and in developed countries of Asia, and more impact in the rest of the regions. This could be explained by the fact that many of the recommendations of the WCHE had already been achieved by developed countries.
2. Differences among regions have been most significant in the area of the impact of globalization. In the developed countries of Europe and North America, the trends of globalization are perceived in a very optimistic way. However, in regions hosting less developed countries – sub-Saharan Africa, the Arab States, Latin America and the Caribbean – you can

find a rather worrisome view of the problems and challenges posed by globalization, whereas the Asia and Pacific region has an eclectic view concerning the impact of globalization in relation to social and human development.

- In sub-Saharan Africa, even if globalization has improved growth and development in some countries, a general perception exists that the income gap with developed countries has increased and that globalization has posed challenges such as growing poverty in some countries and brain drain.
- In the Arab States, globalization has had an impact on social and human development, leading to dualism in the world of work in many countries. High-productivity, technologically advanced enclaves co-exist with a low-productivity, technologically traditional sector. A perception exists that globalization may create problems in relation to issues such as: equity; funding; and economic, social and human development. Challenges of globalization to national and regional sovereignty are also at stake.
- In Asia, challenges of globalization to social and human development include 'rapidly growing economies; the accelerating pace of economic globalization; the transition towards a knowledge society; and the mistrust, tension and potential for conflict caused by competition for markets, recourses and influences between and within nations in the region, which has a severe impact on human and social development and on the role of higher education in literacy campaigns, poverty alleviation, environmental protection and sustainable development' (Wang, 2008).
- The perception of globalization in Europe, according to the author of the regional paper, is that Europe – and the world – has got richer in this period: human welfare, broadly defined, has been promoted since the late 1980s and the number of people in poverty has declined. Nevertheless, in Europe, globalization is criticized for the elimination of traditional industrial jobs; consumerism; elitism in education and higher education; and the emergency of disparities affecting access to education and to higher education.
- Research developed in the USA and Canada suggests that globalization faces important challenges (Hall and Drange, 2008):
 - Instruction tends to be valued for and carried out with economic ends in mind ('economizing');
 - Education is more sensitive to the needs of business and industry ('the new vocationalism');

- In a more competitive environment, HEIs tend to emulate corporations' behaviour ('corporatism');
- With the diminution in state funding, universities may seek and favour research contracts that lead to substantial revenue ('academic capitalism').

- In Latin America and the Caribbean, globalization imposed new asymmetries and conditions that instead of promoting and benefiting the development of the local capacities of creation and diffusion of knowledge, and of higher education, leads to stagnation in many aspects. Nevertheless, in some countries and institutions innovation and excellence in various fields developed.
3. Higher education can play a key role in the social and human development in the different regions of the world according to their peculiarities, as well as at world level, contributing in the solution of unresolved problems such as: poverty; abuse and lack of respect for human rights; improving democracy; conflict resolutions; peace keeping and peace building; environmental protection; and preserving and developing human values. Universities and HEIs have the capacity to study all these complex problems and also to help shape new solutions to them. HEIs need to develop a prospective vision of the scenarios and alternative solutions to ongoing problems, as well as the political will and the capacity to reach out towards an uncertain and unknown future by working in concert in global networks at world level.

Let us now turn to how higher education is contributing to social and human development at the regional level. The main concerns, as well as those voiced in the contributions on sub-Saharan Africa, the Arab States, and Latin America and the Caribbean, are around the following issues: human capital formation; capacity building; MDGs; gender issues; improving quality and incorporating the newest ideas of higher education; fostering state financing of higher education; better working conditions for faculty; and helping to deal – especially in Africa – with the challenge of HIV/AIDS.

- In Asia, there is strong criticism concerning the vision that only through higher education as a public good can social and human development be reached. Higher education is contributing in literacy campaigns, poverty alleviation, environmental protection and sustainable development as well as in fostering the trends of the knowledge society.
- In Europe, important contributions are developing around the following issues: the social dimension of higher education as a public good and how universities can contribute to democracy; human

rights; North–South solidarity; sustainable development; climate change; and personal development priorities.

- In North America, the main concerns are around specific issues such as: student mobility; civic engagement; curricular reform; diversity and multiculturalism.
 - In Latin America and the Caribbean, in addition to what we said above concerning some common features with sub-Saharan Africa and the Arab States, the contribution of higher education to social and human development lies mainly in their role of improving the distribution of income and the eradication of poverty.
4. In respect of the future role for higher education in social and human development, the main demand in sub-Saharan Africa, the Arab States and Latin America and the Caribbean is that higher education should give answers and recommend policies in order to achieve sustainable human development with equity. In Asia, in spite of differences in sub-regions, the priorities concerning the future role of higher education are to provide solutions to development problems and to foster institutional autonomy. In Europe and North America, HEIs will play a leading role in fostering democracy and human rights values through international cooperation and elaborating adequate responses to growing diversity as well as to multiculturalism.

Concerning future strategies and actions, all the regions are unanimous in devising ways and means to make higher education oriented towards a balance between economic developments on the one hand and social and human development on the other. There is universal agreement among the authors that without human and social development there cannot be sustainable development in the world. In addition to the specific regional strategies already summarized, global strategies recommended by authors of regional papers, and with consensus among them, in order to foster social and human development through higher education are, among others, the following:

- to develop an equally accessible higher education on the basis of merit
- to reinforce its critical function
- to promote academic freedom and autonomy

- to develop systems of higher education adapted to the needs of society
- to promote the contribution of higher education to the whole education system
- to diversify the models of higher education
- to develop research oriented towards sustainable development
- to achieve equity in the gender issue
- to foster the status of higher education as a public service and as a public good even if considering that private higher education could play a positive role
- to develop internationalization of higher education as an important tool for reinforcing international cooperation and building peace as well as global harmony.

The following chapters give the details of the perspectives for the regions as perceived and experienced by the authors.

NOTES

- 1 UNESCO Institute for Statistics.
- 2 UNDP (2006) *The Human Development Report, 2006*, Table 1 UNDP, New York.
- 3 See Statistical Tables in this volume.

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