



UMAP Vice-President Forum 2008 Higher Education for Sustainable Development

Organized by the University of Colima
Manzanillo, Colima, México
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15 April 2008.

OPENING CEREMONY

Words of welcome

Mr. Miguel Ángel Aguayo López, M.Sc. and UMAP chairman, acknowledging the polysemy of sustainable development, noted that sustainable development has been defined as “a kind of development that meets the needs of the present without compromising the ability of the future generations to meet their own needs;” which is why reference is made to the principles of mainstreaming, multidisciplinary, convergence, reconciliation, coherence, globalism, integration, balance and harmony.

In view of the above, this kind of forum was developed within UMAP with a view to discussing how, from the trenches of universities, it would be possible to promote the sustainable development of our societies. The starting point is realizing that we are required to promote learning, dialogue and understanding among the various cultures, and that we are required to do our part with the new generations. There is no question that, in this case, the way in which sustainable development is understood and managed depends on the culture of every region. Moreover, there are several cultural universes in the public and private sectors that are making the issue of sustainable development increasingly more complex.

As a consequence, universities specifically aim to work towards ensuring the corporate culture of the sustainable development of our societies, which entails working hard both within our institutions and among counterparts, and working in the areas of communication, teaching, learning, action and cooperation.

This is precisely what, from UMAP, is being attempted with cooperation among institutions and people, thanks to the generosity of our keynote speakers and panelists who for two days will help draft the *Colima Declaration* on the issue of sustainable development and the contribution made by universities.

Dr. Sumate Yamnoon, UMAP secretary general, pointed out that he was honored to be in the presence of 15 UMAP representatives and, on the occasion of the 10th anniversary of UMAP, invite the participants to follow the guidelines that aim to achieve academic excellence. As scholars, we must translate these ideas about sustainable development disseminated by the United Nations into teaching practices.



We are here to discuss how to achieve sustainable development by means of the development of programs, university mobility, research and innovation in all fields and aspects associated with sustainable development.

We must find a holistic approach that takes into account all those aspects, social, economic and cultural experiences, and we must find the fundamentals of the facts and the existing cultures, in particular those that help the student to promote the cultural progress made by his or her people; help the students to put all this into practice, to understand the coherence of the sustainable-development goals so as to favor human development, by acquiring skills that will help them work as members of multicultural teams that enable them to understand world concerns with ethical elements.

This leads to the reaffirmation of the mission statement and the objectives of UMAP, established in our *Strategic plan 2008*, so as to increase university mobility for professors and students. One of the biggest challenges would involve generating trust, equality and mutual understanding. It will be important to make sure that students meet this profile.

Opening address

Ambassador Carlos García de Alba, in his capacity as representative of the Government of the Republic, noted that Josefina Vázquez Mota, minister of Public Education in Mexico, is deeply interested in the agreements that could be reached during this meeting, and asked that her regards be conveyed to the participants, along with her message stating that she wants to make sure that overseas-communication and cooperation channels reach the farthest corners.

These international conferences, she said, are the platforms that better encourage dialogue and the exchange of better education practices among countries and people; therefore, let us share and learn together.

He pointed out that the Ministry of Public Education believes that one of its main goals is to promote the internationalization of higher education by supporting projects and courses of action that favor mobility, academic exchange and the establishment of academic networks, including organizations and international-cooperation partnerships, such as UMAP.

When Mexico was going through a complex internationalization process and was making arrangements to become an APEC member, the University Mobility in Asia and the Pacific project began in 1993 as a voluntary association of government and non-government representatives of the higher-education sector in the Asia-Pacific region, within the framework of APEC itself. Since then its objective has been to achieve international understanding through increased mobility of students and academics from universities located in 30 countries.



In 1997 heads of state agreed to make an addition to the *Kyoto Protocol*, which is the legal instrument that will make it possible to impose severe sanctions so as to address the said set of problems, once it is endorsed by the required number of parties.

This is why the most recent meeting of the Intergovernmental Panel on Climate Change is important. During this meeting, held in Bali, Indonesia, on 15 December 2007, the 10,000 participants from 180 countries approved the proposal concerning the *Bali Roadmap*, as it constitutes a clear action plan aimed at making sure that by 2009 all the countries accept the controversial Article 9 of the *Kyoto Protocol*, which provides that measures against climate change implemented by the Parties shall be periodically reviewed in light of the latest scientific evidence.

Achieving sustainable development at Mexican public and private universities requires solutions. Higher education must encourage the participation of civil society. The following two lines must provide the basis for any viable environmental agenda for the years to come: to allocate funds to projects actively involving environmental education, and to create environmental-education programs at nurseries and kindergartens, primary schools, secondary schools, high schools, subject-centered schools and universities, including graduate programs, research and technological-development projects, without overlooking non-formal education.

Opening of the Forum

Mr. Carlos Cruz Mendoza, Education minister in Colima representing Mr. Silverio Cavazos Ceballos, governor of the state of Colima, congratulated the organizers of the Forum and the President of the University of Colima in particular. He greeted and welcomed ambassador Carlos de Alba Ruiz and Dr. Sumate Yamnoon, UMAP secretary general.

Mr. Carlos Cruz Mendoza stressed that this meeting represents an important tool that will make it possible to learn about the technology, the science and the humanities that are taught at our universities. It will also make it possible to get together and discuss the needs deriving from the immediate challenge, to make sure that our peoples achieve higher standards of social development.

Higher education and sustainable development are the focus of this Forum. The aim is to overcome difficulties facing university mobility and to go from bilateral agreements to multilateral ones, as well as to educate men and women and encourage them to seek human development.

He stressed that it is encouraging to see that the international academic community meets to apply their knowledge and find solutions to the hardships



facing our peoples. This breadth of knowledge has made it possible to rise to major challenges.

KEYNOTE SPEECHES

I. Higher education for sustainable development from the Asian perspective

India: *Sarvagya S. Katiyar*, chairman of the North Regional Committee and the Association of Indian Universities.

Mr. Sarvagya S. Katiyar noted that the UN declared the decade of 2005-2014 as the Decade of Education for Sustainable Development, with a view to establishing a period of time for the nations to understand and learn the values, behavior and lifestyle that are needed for the future of sustainability and social transformation.

Meanwhile, humanity is faced with problems that are increasingly more complex and terrible, such those resulting from terrorism and energy security, the Severe Acute Respiratory Syndrome (SARS) and AIDS, climate change and its implications for ocean warming, in addition to the resurgence of tuberculosis and malaria, or drug addiction and pornography, among other pandemics and disasters that are a threat to governance in the planet.

Since the last decade of the 20th century, the report entitled *Our Common Future*, of the WCED, better known as the Brundtland Commission, defines sustainable development as the kind of development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

The agenda suggested by the WCED includes almost all of today's matters of interest with the creation of a global-alert system designed to manage and protect our natural resources from climate change; the preservation of biodiversity; rural development and urbanization; poverty alleviation and social responsibility; cultural diversity and education for everyone; the free flow of information, human rights, gender equality and peace.

From that point of view, UNESCO has repeatedly requested governments to rethink their education approach at least in two respects: firstly, curricula and their content; secondly, their pedagogy and evaluation methods. The priority for any education level or type, UNESCO argues, must be that of lifelong education.

The same report suggests seven strategies aimed at achieving the goals of sustainable development: advocacy and vision building; consultation and ownership; partnership and networks; capacity building and training; research and innovation, use of Information and Communication Technologies (ICTs), as well as monitoring and evaluation.



The higher-education perspective for sustainable development must be clearly oriented towards international education. For example, he explained that, as a result of the transformation of the higher-education system in India, from an elitist system to a collective one, the system is willing to open its doors to new providers of this service, in view of the fact that foreign students are viewed as sources of social and cultural renovation.

2. Achieving the Millennium Development Goals in Latin America

Mexico: Ambassador Carlos García de Alba, director of Foreign Affairs of the Ministry of Public Education, Mexico.

Mr. Carlos García de Alba discussed the current progress made by Latin America and the Caribbean towards achieving the Millennium Development Goals, only seven years away from the 2015 deadline. In this respect, he said that in September 2000, during the UN Millennium Summit, 189 world heads of state agreed upon a project aimed at identifying and neutralizing the conditions that directly hinder the development of nations and their welfare.

The international pact is now known as the Millennium Development Goals, and they constitute a new global-governance tool leading to a process by means of which national systems obtain results. The main objective of this project is to ensure that people lead a life of dignity in harmony with their environment; assert their political, civil, economic, social and cultural rights; are given the same opportunities regardless of their sex, race, religion or sexual preference.

According to the report entitled *EFA Global Monitoring Report 2008 "Education for All by 2015 Will we make it?"* education has made unsteady progress in different countries.

The challenge for Latin America is to reach the population sectors facing different kinds of inequality. The biggest challenge is permanency rather than access to basic education, in terms of access and permanency, geographical access and ethnic origin. The above is compounded by other factors such as violence inside and outside the school, natural disasters, social conflict, and the lack of flexibility that would make it possible to include handicapped boys and girls across the region as well as including those population sectors that require bilingual and intercultural education.

With regard to the Mexican education system, it should be noted that it is characterized by its sheer size, complexity and heterogeneity; therefore, we also face significant education challenges.

He ended his presentation referring again to the importance of going back to the basics of education, as that is the foundation of the social and human



development of our population. He reminded the people in attendance that it is necessary to strike a balance between offering technical and vocational education and offering general education, as both pathways give access to higher education.

He placed emphasis on the importance of reversing underdevelopment so as to ensure the high quality, competitiveness and relevance of high-school education and thus encourage the sustainable economic development of our region. In this regard, he noted that the experience of the universities of the Asia-Pacific region is definitely needed.

3. The future of the humanities at the modern university

Canada: Dr. Pierre Cazalis, IGLU coordinator general.

Mr. Pierre Cazalis started his keynote speech pointing to the need to reshape and explain the modern university, without making reference to the pre-modern university. He stressed that the pre-modern university is today's university, much criticized by the 1995 UNESCO World Conference.

The final declaration issued ten critiques, including lack of relevance. UNESCO argues that the university does not respond to the needs of its environment; there is evidence of a lack of viability; its alumni do not know how to work; and its students are not given enough attention. There is also evidence of insufficient diversification, accountability, development of education, lack of training intended for staff and even students, insufficient use of ICTs and limited participation of women.

When defining humanism, Mr. Cazalis noted that mankind, its comprehensive development, respect for it and equality have to be seen as the core of its *raison d'être*, the paradigm. Mankind is at the center. Are the humanities the road to humanism? However, there is a difference. Are the humanities courses, programs, integrated programs, aimed, for example, at accomplishing the mission that is today viewed as essential to sustainable development? Do they aim to accomplish the mission of development or are they the spirit?

It has taken researchers over 50 years, since Hiroshima, to become aware of some evidence. The first piece of evidence is that it does not raise awareness of metaphysical problems. Knowledge does not result in a higher level of moral awareness. Science and technology do not contribute to the well-being of mankind. The uncontrolled applications of science. Reason does not make it possible to solve political nor ethnic problems. Science and technology do not explain human behavior nor the wide gap between the haves and the have-nots, etc.

This is the reason why the major issue concerning the need to strike a balance between technical education and values can be raised at the university.



Knowing and knowing how to be. Usefulness and disinterest, especially when we aim to make sure that the university serves mankind and society.

He suggested that we insist on further promoting the principle of social responsibility. We must ask ourselves, in every course, which is our social responsibility as professors or as members of an academic group, which moral guidance will be given to the students; and we must promote the leadership and the development of people.

We must also promote the principle of compassion in each activity undertaken by the university. The principle of responsibility gets mixed up with that of social relevance. On the contrary, it is necessary to monitor standards of behavior and eradicate violent attitude and discourse.

The future of the humanities at the modern university is absolutely essential. Universities will save humanism, as long as active humanities are practiced through self-learning

16 April 2008.

KEYNOTE SPEECHES

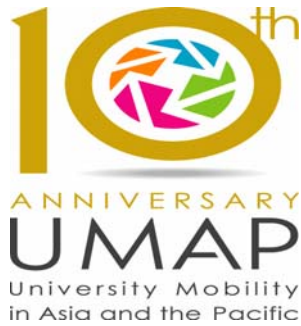
4. Higher education for sustainable development from the North American Perspective

United States: *Dr. Francisco Marmolejo Cervantes*, executive director of the Consortium for North American Higher Education Collaboration (CONAHEC).

Mr. Marmolejo insisted that higher-education institutions must prepare students for sociability and sustainability. There is a link among peoples through understanding, and, when considering regions, there is a role for sustainable development.

Latin America shows that a significant contribution is made to the generation of knowledge. The region is diverse. A factor that has an impact on the work of higher education is connected with the income of people.

He added that it is possible to make comparisons when it comes to higher education and sustainable development. In this respect, political contexts are diverse. There is no public education in Canada; the public and the private sectors coexist in Mexico, and the United States is home to a strange dichotomy between public and private education in view of the independence of higher education.



With regard to education access, Canada has an environmental and social approach; the Mexican discourse focuses on the social, political and pedagogical perspective, while the rationalist discourse prevails in the United States, as it is important to see how the university contributes to the environment.

He placed emphasis on the fact that it is urgent to play a socially active role to achieve sustainable development, and that higher-education institutions can and must play a more significant role. It is obvious that changes are not enough, because, in principle, work must be done within the higher-education institutions.

He referred to the following as domains of sustainable development: the curriculum, research and the contribution to the preservation of the environment, and, lastly, the university as an entity that has shared responsibility for sustainable development and its dimensions.

With regard to the curriculum, education must be given to a larger number of people at the local level so as to ensure their employability. In addition, it is necessary to address new training needs and support professional development.

The abilities that should be added to the curriculum include the ability to appreciate the environment. However, it is also necessary to consider how to raise awareness among the people at large while training professors. Moreover, there is little commitment to taking it upon ourselves to do the above. He pointed out that we must think about the fact that an increasing number of alumni should complete their studies with greater understanding of the environment and with empathy for it.

PANEL SESSION 1

1. University cooperation for economic, social and cultural development

Panelist 1: *Dr. Rafael López Castañares*, executive secretary of the National Association of Universities and Higher-Education Institutions (ANUIES), Mexico.

Juan Carlos Rivera, on behalf of the Executive Secretary of ANUIES, noted that universities must address demands in an urgent manner, but offering solutions in all fields. He pointed out that Mexico's higher-education system is opening its doors, becoming more flexible, more relevant, and is achieving high quality. In addition, the country's professors are increasingly taking part in the world debate.

He said that we must not forget the strategic vision of international cooperation to train global students. He insisted on the fact that the university must be viewed as a catalyst for change brought about by research and innovation, the training of more critical students and the dissemination of good practices.



Panelist 2: *Prof. David Goodman*, deputy vice-chancellor and vice-president (International), University of Technology, Australia.

While explaining the experience of *UTS: In the city and in the world*, he pointed out that in order to achieve the internationalization of students there are four teaching areas that are viewed as priorities: business, technologies, the humanities and health science. He placed emphasis on the fact that it is necessary to offer training in teamwork and collaboration networks, international studies, communications, design and tourism.

He asserted that forging alliances and seeking scientific cooperation serve as tools that make it possible to compete and increase the contributions made by institutions to sustainable development. Among others, he suggested the following as priorities: the management of environmental sources; the biology of infectious diseases; mechatronics; public options; China's sociocultural change; qualitative finances; intelligent information systems, and health technologies.

Panelist 3: *Mr. Kazumaza Honda*, senior civil servant, Japan.

When discussing Japan's higher education and the way in which contributions can be made to sustainable development, he suggested ratifying UMAP's aims and objectives determined by its Chairman, with a view to promoting university-exchange programs and promoting among students the knowledge of the economic, social and cultural systems of the Asia-Pacific region by means of cooperation among higher-education institutions.

He also said that, in addition to involving the creation of monitoring systems, international education also entails learning about transnational problems and global competition. As a matter of fact, it is possible to detect and analyze these problems. Similarly, it is possible to create potential local and transnational economic/cultural sources, so as to contribute to ensuring sustainable development.

Another role of the university in the realm of sustainable development is to teach students that there is no choice but to preserve the environment. Therefore, one of the university's main responsibilities is to know the objectives and commitments of the *Kyoto Protocol* with a view to preserving the natural, global, inhabitable and safe environment.



Panelist 4: *Alberto Ortiz Prieto*, architect, director of Undergraduate Programs, Chiclayo University, Peru.

Alberto Ortiz Prieto underscored the importance of preparing at universities leaders that could bring about the transformation that society needs by means of strategic plans. Life is competitive, creative and human. Students must look to attain an objective that results in the materialization of the spirit of a leader.

It has been said that universities prepare students for success, because once trained they succeed in joining a neoliberal society. Therefore, it seems that the university educates successful young people; however, the university forgets that the problem lies in not knowing where the paradigms, the objectives and neoliberalism are; we face a situation that is irreversible, because the real problem is the inconsistency between neoliberalism and sustainable development, since it focuses on an objective of a financial and qualitative nature. It is a hegemonic ideology that has to be fought with sustainable development, and this will be achieved when the university prepares leaders that are able to understand life and its real problems; unfortunately, well-being was believed to be the same as happiness, understanding wisdom as the main tool for sustainable development in the fields of science and technology, which, in turn, contributes to the well-being of the individual.

We must encourage leadership at the university, and we must always look at our history to learn about changes and the transformation brought about by leaders, who made it possible to achieve life, which has to be creative and human, as well as sensitive to human changes.

It is difficult to establish goals and programs when there are no leaders that develop strategies and a clear vision of the objective that has been set; it is the proactive role of the leader to establish goals, set objectives and gather resources.

Therefore, I suggest rising to our challenges with knowledge and capacity, and summoning up spiritual strength by believing in ourselves and in God. The leadership of universities is important because it turns individuals into agents of change for sustainable development.

Q & A session

Dr. Katiyar commented that all the presentations focus on the same objective. The classic case was that of UTS, giving an account of the set of problems facing universities. This is a conference on mobility among higher-education institutions. The most significant mobility is that among the United



States, Australia, the United Kingdom and the other countries. Who finances this mobility and which are the mechanisms that make processes less expensive?

For his part, Dr. David Goodman noted that his students are financed by the University, because they do not receive funds from the government. However, some of them are given scholarships provided by the Government or the industry. Incoming students (5,000), most of them entering legally, are students that finance themselves. It has now been decided to increase the number of scholarship recipients (5) that go to the university to do research. Incoming students are people of means.

Panelist 5: Prof. Md. Tajul Islam, University Grant Commission, Bangladesh.

Professor Tajul explained the experience of Bangladesh, and pointed out that traditional higher education in his country is a rich experience. Students from every corner of India and even China and the Far East used to come to these universities. This tradition continued for a long time.

In Bangladesh, the historic milestone of university cooperation is not new, as it dates back to the days of independence (1921). The country underwent quantitative and qualitative changes in the area of higher education beginning in the 1990s. A large number of public universities began to work in a short period of time.

As a consequence, he asserted that globalization not only created a great opportunity for cooperation in the realm of higher education, but it also made cooperation an imperative: we either cooperate or face underdevelopment. Therefore, the Asia-Pacific nations cannot be left out of this trend.

PANEL SESSION 2

Panelist 1: *Mr. Mario García Valdez*, President of the Autonomous University of San Luis Potosí, Mexico.

Mr. García Valdez gave an overview of the mobility experience of UASLP and some of the characteristics of the University: it is the most important university in the state of San Luis Potosí; this year marks the 85th anniversary of its autonomy status; it is a member of CUMex; it has made its presence felt in its society and it has a vision statement: to ensure equality among students by means of quality and comprehensive education, which is why the issue of mobility is important, because poor Mexican students open a window to the world that gives them access to this vision. This is the framework within which the Environmental



Agenda of UASLP was created, whose mission is to link the work of the University with the engagement of the University community so as to make sure that a positive impact on the environment is made inside and outside the institution. This cannot be left out of the education given to the student.

The aim of the Agenda is to include the issue of the environment in the graduate and undergraduate programs in order to have an impact on human-resource training, with a view to enhancing graduate programs and diversifying laboratories, all of which is connected with the needs of the environment. The University brings this concept to the technology and the researchers to ensure that they provide society with solutions.

We have developed innovative communication strategies that help foster the culture of the environment, change traditional teaching paradigms and update the University's environmental programs to ensure that they are run in a coordinated fashion following multidisciplinary approaches.

He stressed that UASLP has programs that focus on the environment, in view of the fact that this is an issue that is relevant to education processes.

Mobility is part of a comprehensive kind of education, just like environmental education, in such a way that the objective is to provide the labor market with alumni that are able to launch projects that focus on the environment. As a result of the above, we received the National Ecology Award in recognition of our endeavor.

UASLP runs projects that include environmental needs in the search for mobility, such as the Alpha Network Project, which aims to implement sustainable technologies to purify and treat waste water. The Alpha Network aims to address the factors that have an impact on water and environmental preservation, while promoting sustainable development. This project includes the participation of Italian and Argentinean universities, among others. Another project is PROMESAN, North America's higher-education mobility program, which aims to train students in various disciplines that prevent pollution. Canada, Mexico and the United States participate in this project. The International Master's in Sustainable Development and Management Alpha Project was launched to address the need for multiple degrees, and it is being run with the participation of universities from Chile, Argentina, the Netherlands, etc. Another project is the International Master's in the Environment and Resource Management, which involves the participation of Canada and Mexico.

The common elements of the projects are developed with funds from international organizations. Academic bodies would be put together, and students as well as professors would enjoy the benefits, because they would take part in mobility.



Through UMAP, UASLP seeks to encourage institutions to include the perspective of the environment and sustainable development in their mobility programs; ensure a work environment that makes it possible to establish academic-research networks and programs designed to train human resources, exchange scholars and request funds for environmental and sustainable-development programs.

Lastly, he noted that mobility is extraordinary because it opens a window to the world. However, if all of the above does not lead to the environmental component, the mobility program will fall short of expectations.

Panelist 2: *Dr. Nenalyn Defensor*, Higher Education Commission, the Philippines.

Nenalyn Defensor commented that the design of joint programs should be promoted while ensuring the quality of higher education by means of discussion among local and foreign peers, as well as at the multilateral and the institutional levels.

It is especially urgent to review the experience that UMAP has gained and compile a database from this information, in order to determine how networks and collaboration initiatives have evolved with the use of the *UMAP Plan*, or determine how the formation of networks could be improved.

It is necessary to begin a comparative study of the curricula of a selection of UMAP education programs with the aim of determining which are similar and how credit can be more easily transferred, and with a view to establishing the multilateral issuance of degrees. It is also necessary to periodically monitor cross-border education offered by UMAP nations and submit the corresponding report to UMAP for deliberation, and to offer workshops on the UMAP Credit Transfer Scheme.

Panelist 3: *Jonathan GoldbergBelle*, director of the Office of International Relations, University of Illinois at Springfield, United States.

Mr. GoldbergBelle pointed to the importance of offering online bachelor's programs while taking full advantage of the existing technological education centers of the UMAP partner universities, based on the curricula determined by the host universities or with courses or specific activities offered by various institutions, all of which would also involve visiting the country offering the program, so as to broaden the experience of the participants.

It is desirable to make sure that agreements are reached during the Manzanillo conference with the aim of producing a catalogue of these programs or



online courses, while giving priority to those focusing on sustainable development. It would be also desirable to agree on the possibility of issuing joint or certified degrees that are valid in several APEC countries. This would provide the basis for an international or multinational education. The above would greatly encourage curricular and research development, thus making it possible to establish links between students and professors.

Panelist 4: *Dr. Norpisah Mat Isa*, International and Academic Affairs, Universiti Sains Malásia.

Norpisah Mat Isa pointed out that we have adopted the definition describing sustainable development as the kind of development that meets the needs of the present without compromising the needs of the future generations; our main concern is about the depletion of natural resources and, above all, about the technological and electronic resource, while we are concerned with limiting exaggerated consumption by means of education while making sure that our young students become better people.

In order to make sure that the future is at least what it is supposed to be, the UN and UNESCO have made recommendations in this respect. Mat Isa asked how we, in the higher-education sector, could play our role and make sure that today's development does not compromise the needs of the future generation. Higher education plays a significant role in this respect, and in many places it is viewed as the catalyst for change and socioeconomic development.

She suggested that UMAP address two recommendations made by the Higher Education Working Group that met in 2007 during the 4th International Conference on Environmental Education (CIEE): Marshal resources to promote information exchange and outreach support community-based non-formal and informal education for sustainability programs, such as sustainability lecture series, collaborative action research projects, internships, and service-learning; Form coalitions and consortia of HE institutions to partner with government, the private sector, and NGOs to develop strategic plans and marshal resources to implement the above recommendations.

Norpisah Mat Isa noted that UMAP can play a significant role in promoting knowledge and ideas to encourage sustainable development. One strategy involves adopting ideas identified by organizations such as UNESCO, for example: how to encourage online discussion about sustainable development; creating a database of experts in sustainable development; encouraging students to discuss at conferences and seminars the real practices developed by their institutions, and encouraging them to become leaders in the future.



She suggested that UMAP's conferences and workshops include student activities such as recycling and the planting of trees. She also suggested creating a UMAP voluntary program to enable students to learn more about poverty problems, thus learning about the need to reduce consumption of their country's natural resources. The online forum could put forward more ideas, and it is the first platform that UMAP should start.

ROUND TABLE DISCUSSIONS

Round Table discussion 1.

“Development of the Joint Degree Programs & Research-Net for Student Exchange & Staff Mobility with Implications on Mutual Recognition of Qualification & UCTS.

Prof. Dr. Akira Ninomiya, Chair of the round table 1, presented a discussion paper on the topic. He explained the difficulties have the single definition of joint degrees, double degrees and/or dual degrees, or even collaborative degrees, especially cross-boarder joint degrees and gave the definitions for double and joint degree programs.

After that, made the proposal to launch _the pilot/trial activity for the UMAP Participating Universities to meet and to develop the joint Master Program in the certain area of the study and also gave some ways to solve the difficulties such as different calendars, and proposed to transfer credits to the home institution based on the UMAP Credit Transfer System. Regarding the funding, said that UMAP Board is invited to consider the financial assistance to the groups of universities who wish to challenge the development of the joint programs, of the double degree programs, and other types of collaborative programs in our region so that the students can enjoy so much enriched international programs and so that we can promote mutual understanding.

Dr. Ninomiya proposed the following items for discussion: Why do we provide such a joint program/degree? How can we control the quality of the program? Who should burden the costs of studying abroad?, Are tuition and fees to be exempted? Are the joint programs taught in English? Can we control the difference of the academic calendars by separating the countries into the two groups: Spring and Autumn? Without any scholarships are those joint programs feasible in Asia and the Pacific? Should we talk to the Governments to think about the policies of the joint degrees? Are you interested in developing the joint programs?

Several points of view were shared by the participants and agreed to send proposals to join the project. Dr. Juan Gonzalez, president of the Mexican Researchers Network for Pacific Basin Studies, proposed the project “Analysis and measurement of determinant competitiveness of microbusiness in Colima, Mexico and Bangkok, Thailand Kindom.

Round Table Discussion 2.

“Development of UMAP Special Courses for Student Exchange among UMAP & Promotion of Student Mobility”

Assoc.Prof.Churnrurtai Kanchanachitra, Vice President for International Relations and Networking Development, *Mahidol University*, Thailand, and Chair of the round table 2,



invited the participants to share proposals about how UMAP could help to the universities to contribute to the sustainable development through academic cooperation particularly by developing UMAP Special Courses for Student Exchange among UMAP & Promotion of Student Mobility.

Two projects were proposed by the participants, one of them was presented by Raul Rodriguez Ramirez Director of internationalization of the Universidad del Valle de Atemajac in Mexico. He shared the experience of the Canadian & Mexican Institutions Working Together to Help Their Faculty & Students Gain an International Perspective and proposed that this kind of relationship could be promoted by UMAP and among UMAP participating universities.

Dr. Francisco Paredes Ochoa, Coordinator of the Latin-American Faculty of Social Sciences proposed to start a joint project wich includes research and a kind of specialized courses and seminars to help Asian universities to learn about Latin American Culture and viceversa, that Latin American universities to learn about Asian Culture.

CLOSING SESSION

Future Courses of Action: What is at the Core?

Mr. Miguel Ángel Aguayo López, M.Sc. and UMAP chairman, thanked all the attendees for their participation, the team of the University of Colima for making this conference possible, Dr. Sumate Yamnoon for his trust, and the keynote speakers for their participation.

Mankind has gone through periods of emergency and crisis. The planet is currently facing the problem of climate change and sustainable development, and sometimes, we, the universities, have become castles and do not consider our social responsibility, and in times of crisis we must find solutions, paradigms, and we must implement courses of action seeking improvement. Universities must champion these new changes; there are many things that professors, students and workers know which can contribute to local changes to achieve a global vision by changing paradigms and not by implementing past strategies.

For his part, Dr. Sumate Yamnoon said that he was convinced that the objective had been met. If yesterday's activities were meant to prepare us for the future, then everything will change.

Changes in the realm of higher education are normal; they are those common roles that universities already play, and if sustainable development is added, it will be necessary to make adjustments to our behavior and our wisdom.

We have to think how online courses can become part of UMAP. He specifically said that, for his part, he would like to recommend that the 3rd Vice-President Forum discuss the details of online courses, e-learning and technologies.



The UMAP Chairman and the UMAP Secretary General undertook to deliver the report on the Forum and the *Colima Declaration* once it is reviewed by the UMAP Vice-President Forum Coordinator Committee.

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