GLOBALISATION AND HIGHER EDUCATION

Guidance on ethical issues arising from international academic activities
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AUT preface

This guidance, which has been produced in conjunction with the Development Education Association, is designed to assist members who may be involved in or are contemplating work abroad or in collaboration with colleagues or institutions in other countries. Globalisation of world trade will increase the amount of international activity for universities. Equally, financial pressures on higher education institutions lead them to see their international role as increasingly entrepreneurial, contributing to national export earnings. While this process may create opportunities for universities and individual academics, it may also give rise to ethical dilemmas which practising professionals need to address.

These guidelines examine some of those dilemmas and suggest how they can be tackled. We also intend to use the guide to persuade universities to adopt codes of social accountability and thus avoid such issues having to be resolved by individual members of staff without any institutional support. This guidance encourages an approach to international academic activity which promotes the contribution of higher education to development and supports government priorities of attacking poverty, illiteracy and disease.

DAVID TRIESMAN
General Secretary

DEA preface

Higher education has always operated within a global and multi-cultural arena. But the environment has changed dramatically over the past decade. We now live in the era of instant global communications. Many higher education institutions see themselves as international bodies. But what do we use as the basis for our understanding of the wider world?

The Development Education Association (DEA) is very pleased to be associated with this initiative because it is one of the first attempts to address the role of academics in this globalised educational arena. Development education as a term may not be well known in higher education, but its principles can be seen within many courses and activities. Central to our perspective is that education which does not take into account our global interdependence fails to give people a full understanding of whatever subject or skill they are learning. We also start from a recognition that we need to understand the causes of injustice and inequality in the world so that we can work towards a universal goal of just and equitable sustainable development.

For the DEA, this guidance is a contribution to encouraging academics to recognise these agendas in their work. We are also pleased to acknowledge the encouragement and support of the Department for International Development (DFID) with this initiative and welcome DFID’s increasing contribution to promoting a greater understanding of global and development issues.

DOUGLAS BOURN
Director
Globalisation and higher education

Guidance on ethical issues arising from international academic activities

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Acknowledgement

This document has been produced as a joint project between the Association of University Teachers (AUT) and the Development Education Association (DEA). The work benefited from the supervision of a joint working party formed by representatives of both organisations. A large part of the credit for the document must go to Dr Aileen McKenzie, who acted as consultant to the project and undertook the extensive research and much of the original drafting. Acknowledgement is also given to members of the AUT European and International Affairs Committee, who reviewed the document, and also to members of AUT's 1999 Summer Council, who provided constructive comments that contributed to the finished publication. Any errors and omissions remain the responsibility of the AUT and the DEA.
GLOBALISATION AND HIGHER EDUCATION

Guidance on ethical issues arising from international academic activities

EXECUTIVE SUMMARY

This document has been prepared by the Association of University Teachers (AUT) and the Development Education Association (DEA) in response to the increasing importance given to higher education as a 'commodity' in the global market.

The earnings potential of higher education combined with declining state funding has created increased international activity for many academic and academic related staff which in turn may give rise to ethical dilemmas.

This document sets out to:

1. raise awareness of increasing potential for ethical dilemmas resulting from the increased role of universities in a global market;

2. provide both background information on areas of possible ethical concern and on sources of information that can assist practitioners in determining their own ethical stance; and

3. set an agenda for considered policy development for the AUT and universities to establish frameworks for resolving potential ethical concerns, which avoid such issues having to be resolved by individual members of staff without any institutional support.

The document looks at developments in international activities of universities, in particular the recruitment of overseas students, franchising of courses overseas and research relationships. Case studies in the main document describe ways in which activities may pose dilemmas for staff concerned. Extensive references are provided to sources of information and advice on these activities.

There are two key areas which are considered to be the most likely sources of ethical problems - those of human rights and of sustainable development. In particular extensive reference is made to the Universal Declaration of Human Rights; significantly 1998 saw the commemoration of the 50th anniversary of the signing of the Declaration by the United Nations member states. It is also the case that since the Declaration was signed our understanding of social, political, economic and cultural interdependence of human rights and freedoms has developed considerably, despite a recent history where such rights and freedoms have seldom been vigorously and coherently upheld. The development of a global market has refocused attention on the need to share similar understandings of these rights with trading partners. Pressures to secure international earnings through higher education will bring university staff increasingly into contact with situations were human rights are not always respected. The Amnesty International UK Business Group, the Council of Economic Priorities and the Ethical Trading Initiative all provide models for codes of ethical trading standards. In particular the Amnesty International checklist of human rights principles is one which could easily be adapted for university activities, and it is recommended that universities consider adopting an appropriate policy to be applied to their work.
It is readily acknowledged that there is no neat and tidy ethical checklist which can be applied to all situations at all times. Similarly different academics involved in similar activity may approach issues from different perspectives and reach different practical conclusions. In determining such stances it is suggested that the following questions should be addressed:

❐ Should I work in, or would my activity condone, a system where freedom of thought, conscience, opinion, assembly and association including membership of independent trade unions, is not permitted?

❐ Should I work in, with or for a system where all are not equal before the law?

❐ Should I work in, with or for a system where either I or my colleagues may be subject to arbitrary arrest, detention or exile?

❐ Should I work in, with or for a system where citizens are subjected to torture or other cruel, inhumane and degrading punishment?

❐ Should I work in, with or for a system where education is not available to all?

It is argued here that if higher education is to be part social progress, then it is difficult to see how it can avoid having to grapple with sustainable development issues; those who are being educated will have to deal with social and environmental legacies left by the current generation and will, in turn, create social and environmental legacies for future generations. Attention is drawn to the Declaration following the UNESCO Higher Education World Conference in 1998 and in particular the emphasis on the academic community’s ‘role of service’. Agenda 21, produced by the Rio Earth Summit of the UN, points to ways in which the academic community can play such a role, in particular, in developing the capacity of countries, peoples and institutions to understand complex environment and development issues so that they can make informed choices. Chapter 38 of Agenda 21 urges the establishment of training programmes for school and university graduates to help them achieve sustainable livelihoods and all sectors of society, including industry, universities, government, non governmental organisations and community organisations should train people in environmental management. The acknowledged lack of progress in implementing Agenda 21 is attributed in part to the tension between social justice and environmental goals. Universities in fulfilling their ‘role of service’ have a particularly important function in giving prominence to social justice issues in sustainability debates.

In 1993 the Toyne Committee produced a report on environmental responsibility in further and higher education systems which sets out a number of recommendations for government, for institutions, for standard setting bodies and for funding councils. When the report was reviewed in the autumn of 1995, response to the recommendations was seen to be extremely patchy. Many university authorities still need to adopt sound environmental policies covering both the wider responsibilities in external and particularly international academic work and also internal practice.

It is intended that this document will stimulate further discussion on the need for higher education institutions to address issues of human rights and sustainable development in so far as the work of academic staff impinges on the principles enshrined within these areas. This does not require extensive bureaucratic machinery but it does call for clear policy statements that do not leave individual staff members alone to face hard choices between successful market activity and acceptable ethical practice.
1 INTRODUCTION

Higher education is now a major element on the international agenda. Reports from organisations such as United Nations Educational, Scientific & Cultural Organisation (UNESCO), the World Bank and the Organisation for Economic Co-operation and Development (OECD) acknowledge the crucial role for education in economic development throughout the world. In these reports the roles for higher education in economic development, the globalisation of the world economy, the development of a knowledge-based society and the education and training of a skilled and flexible workforce are seen as crucial. Academic and academic related staff in higher education are increasingly likely to become involved in a variety of ways in educational activities with an international dimension whether as policy makers, advisors, members of research or teaching groups or as individual practitioners.

This increasing international participation has had the effect of both emphasising existing problems of ethical issues arising out of academic work and of raising new ones; there is growing concern expressed as more examples of unethical behaviour are made public. Questions about how members of academic or related professions should behave in the context of international activities are being asked with increasing frequency. This document is intended to identify some of the issues that might arise and to set them within the context of values shared by the Association of University Teachers (AUT) and the Development and Education Association (DEA) in order to provide a framework within which practitioners can identify and address ethical questions arising out of their activities.

Purpose of this booklet

There are seldom quick and straightforward answers to ethical dilemmas. This document cannot and does not attempt to address all the possible issues which may arise when university staff are contemplating or engaged in international work.

In developing the document attention has been paid to roles university staff may be called upon to play in international academic activities; in particular, those arising from recruitment and teaching of and support of overseas students and from collaboration with overseas institutions through franchising arrangements and research which either draws on material from other countries and/or involves collaboration with colleagues overseas. With these activities in mind, further consideration is then given to two areas where it is felt ethical issues are most likely to be presented in a university environment which is becoming increasingly competitive and driven to secure ‘commercial’ income - human rights and environmental sustainability. It is the premise of this document that principles underlining these two issues, while not uncontroversial, are nevertheless fundamental to a notion of academic professionalism and the idea of the ‘role of service’ generally held by those concerned with the provision of higher education.

Against this background the document sets out to:

1. raise awareness of increasing potential for ethical dilemmas resulting from the increased role of universities in a global market;

2. provide both background information on areas of possible ethical concern and on sources of information which can assist practitioners in determining their own ethical stance; and

3. set an agenda for considered policy development for the AUT and universities to establish frameworks
for resolving potential ethical concerns, which avoid such issues having to be resolved by individual members of staff without any institutional support.

**Background - perceptions of the role of higher education**

Perceptions of the proper responses of higher education policy makers and practitioners to contemporary international trends may be very different. Some commentators see higher education narrowly defined as serving largely economic goals:

> There is consistent evidence from multiple sources of a strong positive relationship between educational attainment levels and output and productivity growth.

Others regard it more broadly as part of a process of lifelong learning that both prepares citizens to contribute economically to society and but also to contribute ethically, culturally, socially and politically:

> There is a need to rethink and broaden the notion of lifelong education. Not only must it adapt to changes in the nature of work but it also constitutes a continuous process of forming whole human beings - their knowledge and aptitudes, as well as the critical faculty and ability to act. It should enable people to develop awareness of themselves and their environment and encourage them to play their social role at work and in the community.
> Jacques Delors 1996, Learning: The Treasure Within, UNESCO

Narrow perceptions of the role of higher education can be counterposed to broader perceptions, as exemplified in the following table:

<table>
<thead>
<tr>
<th>Higher education - narrow perceptions</th>
<th>Higher education - broad perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The product: the specialised and knowledgeable individual equipped to play an economic role in society</td>
<td>The product: the reflective and adaptive team player equipped to respond creatively to all forms of change</td>
</tr>
<tr>
<td>The task: production of a skilled workforce to attain economic goals</td>
<td>The task: contributor to the lifelong development of ‘responsible global citizens’</td>
</tr>
<tr>
<td>Research: ‘cutting edge’ research to gain sectoral or national competitive advantage</td>
<td>Research: international collaboration in research and information sharing</td>
</tr>
<tr>
<td>The knowledge society: higher education as an exportable commodity and a contributor toward economic goals</td>
<td>The knowledge society: higher education’s ‘role of service’ to society, multiple partnerships to facilitate knowledge distribution</td>
</tr>
</tbody>
</table>

The perceptions in the above table are not necessarily mutually exclusive; higher education is capable of meeting different expectations. This appears clearly in the Declaration adopted by the 1998 UNESCO (the United Nations Educational, Scientific and Cultural Organisation) World Conference on Higher Education. UNESCO’s 182 members adopted the Declaration on Higher Education for the 21st Century and an accompanying framework for priority action. The Declaration and framework were the result of a five-day international gathering which involved over 4,000 participants and included 114 ministers of education or
higher education. The main themes included proposals for increasing the accessibility of higher education and suggestions for fostering international solidarity.

While higher education's economic function was appreciated, so too were its many other roles. The main points of the Declaration have been summarised as follows:

- Higher education should be accessible to all on merit
- A more student-orientated vision of higher education
- Core missions are educating, training and undertaking research. Others include the promotion of national, regional, international and historic cultures, the enhancement of societal values and contributing to the development and improvement of education at all levels, including through teacher training
- Emphasis on higher education's ethical role, autonomy, responsible and anticipatory function
- All engaged in higher education should defend and disseminate universally accepted values, among them peace, justice, freedom, equality and solidarity
- Equity of access; promotion of the role of women
- Higher education should reinforce its role of service to society, especially in assisting eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease
- Reinforced links with the world of work with efforts devoted to developing students' entrepreneurial skills so that they become job creators as well as job seekers
- Greater diversity in organisation and recruitment methods and criteria
- National and institutional decision-makers should place students and their needs at the centre of their concerns
- Greater sharing of knowledge and expertise across national borders and the need to stem the brain drain, with priority given to training programmes in the developing countries, in centres of excellence forming regional and international networks, with short periods of specialised and intensive study abroad.


The AUT and the DEA welcome this Declaration and share the values that it embraces. This document has been produced to stimulate AUT members, their colleagues and higher education policy makers to consider the contemporary international role of higher education and ethical problems that can arise from this role. While accepting that higher education is now a multi-million pound export earner, the AUT takes the position that the sector's mission as a provider of quality education, research and training must not be compromised. The global marketing of higher education means that academic staff may be called upon to weigh professional and ethical principles against financial imperatives. AUT recognises that there are no easy or universal answers, but it believes that members will find it timely to consider these issues and their own positions with respect to them.

The DEA, as well as believing that wider world issues and perspectives should be an integral feature of all educational activity, holds that a commitment to equity, social justice and sustainable development should underpin all educational policies and initiatives.

‘Development education is concerned with the quality of teaching and learning, the ethos of the learning environment and the democratic participation of learners and the learning process. Development education places importance on problem posing as much as upon problem solving, on the application of interpretive and resolutive skills as much as upon the acquisition of knowledge, on the local as much as upon the global and on Northern as much as upon Southern development, arguing that the world is best viewed as an interactive whole.’


Toward this end three themes are explored here, international partnerships and activities, human rights,
and sustainable development. The AUT appreciates that many academics are eager to engage with sustainable development, to strengthen democratic institutions and practices and to contribute to a fairer distribution of global rewards and resources. A substantial number are already engaged in what the UNESCO conference called higher education’s ‘role of service’ and they take such work very seriously indeed. Approaches to education, research and training that fail to reconcile the social and the environmental with the economic are increasingly seen as flawed. World Bank thinking is firmly disposed to the view that improvement of the human condition and the preservation of the environment are inseparable from education and training for sustainable and democratic development:

The Bank helps to facilitate learning and strengthen client country capacity through EDI’s activities (the Economic Development Institute). As greater emphasis has been placed upon knowledge as a catalyst of reform, EDI...has...launched and piloted core courses on development priorities from banking, finance and regulation to environment and sustainable development and from governance to human and social development...


An integrative approach to local, national and international development needs to be given prominence in higher education, not least because higher education has the capacity to make an important impact upon these interlocking levels of global society:

We share a global environment. We depend on each other for development and prosperity... We can no longer separate what we want to achieve within our borders from what we face across our borders...

If our finance, our trade, media, communications and even culture is, day by day, more transnational it would be strange and politically dangerous if our politics remained locked in old compartments built just after the Second World War. If the challenge is international then the response must be international too. We must launch a new era of international partnerships in which we modernise those institutions that allow us to co-operate and to work together.

Tony Blair (1998:1) Speech at the 53rd UN General Assembly, New York

If higher education allows itself to be dominated by competition and financial interests, it runs the risk of intellectual isolation. Knowledge may be generated but not distributed unless it is paid for. To reach the appropriate audiences academics need to incorporate professional, ethical and financial systems of quality assurance in the planning, monitoring, evaluation and review of entrepreneurial activity.

**Taking things forward**

This guidance document aims to encourage AUT members, colleagues and higher education policy-makers to consider where tensions are likely to arise in the planning and implementation of their international activities and also how they can be addressed. This does not have to be done in a bureaucratic way but there is clearly a need for policy guidelines. The three main sections of the guidance give examples of the way that academics have approached or may have to approach different tensions and they refer the reader to salient questions and sources of information. Readers may use the document to assist in clarifying personal values and/or for stimulating discussion and action with colleagues. The document is being circulated to vice-chancellors and principals and AUT local associations are encouraged to persuade them to adopt the approaches suggested here.

The DEA has a strategy group looking at how global and development education perspectives can be
reflected within all aspects of higher education activity. This includes working with a range of non-
governmental organisations who are engaged in educational and awareness raising projects with students
and academics, a joint initiative with Forum for the Future and organising a series of seminars with
appropriate research centres on the impact of globalisation and international development on educational
programmes in the UK.

Sources of support and guidance

There are so many sources of support and guidance available that it would be a major enterprise to list
them all. However, members may find the following helpful.

❐ university charters and statutes

❐ terms of reference of university committees dealing with ethics and professional standards

❐ professional and ethical obligations (e.g. conditions for membership to professional bodies)

❐ contracts of employment, terms and conditions of service and other associated documents

❐ codes of practice on international collaboration and guidelines for working with overseas students (e.g.
CVCP, HEQC, UKOSA, British Council)

❐ documentation from special interest organisations (e.g. Amnesty International, Council on Economic
Priorities, Educational International)

❐ national and international documents (e.g. the Foreign and Commonwealth Office, Department for
International Development, Department for the Environment, Transport and Regions policies, papers
and reports, relevant UN, UNESCO, UNED and ILO charters, declarations and conventions)
The international marketing of higher education

The Economic Impact of International Students in UK Higher Education (CVCP, 1995) notes that not only has the number of overseas students European Union (EU) and non-EU increased steadily since the 1970’s, but so too has income from fees and other forms of student expenditure, making higher education a significant earner in national and international terms. In 1973 there were 35,000 foreign students studying in the UK, a number which had almost trebled by 1992/93 to 95,000. Non-EU originated fees amounted to £310 million in 1992/93 and both EU and non-EU students spent a further £415 million on British goods and services in the same year. This, in total, was more than double the export value of coal, gas and electricity in 1992/93.

In the early 1990’s pre-1992 universities relied, on average, upon 5.1% of recurrent income coming from non-EU nationals, while ‘new’ universities depended, on average, upon non-EU nationals for 2.2% of recurrent income. However, there were extreme examples at either end of the spectrum, with the London Business School deriving some 23.9% of recurrent income from non-EU nationals, and the Universities of Bournemouth and Northumbria appearing to derive no such income at all.

The Committee of Vice-chancellors and Principals’ (CVCP) report also points out that long-term economic benefits should also be considered. UK educated overseas students are not only likely to make future purchases of UK goods and services when they return home but also commend UK higher education and specifically their alma mater to prospective students. The contribution of higher education thus starts to become part of a very big picture indeed. Even in global terms the picture is not inconsiderable, with the UK’s 17% of the total pool of enrolled overseas students coming second only to the USA’s 70%.

The CVCP report ranks the top 34 ‘suppliers of overseas students to the UK’ and the top 34 ‘UK export markets for merchandise’ on the same table. Twenty-five countries are common to the two columns suggesting that time spent studying in the UK helps generate ‘a stock of goodwill towards UK plc’. It would be reasonable to expect that sales of UK ‘intellectual merchandise’ (such as publications, courses and know-how) will be assisted by this same stock of goodwill. The CVCP notes that UK higher education has successfully practised ‘product and market diversification’ via new approaches, including distance learning packages, franchising, twinning and new courses. UK higher education systems appear to have been adept at interpreting and responding to the social, political and economic factors that drive overseas demand. An obvious example of response to market demand is that as governments and individuals have found it increasingly difficult to finance long periods of study away from their own country, universities have come up with an array of cost-reducing or cost-spreading approaches:

- modularised courses which can be taken full and/or part-time and paid for in instalments
- country of domicile-based learning - courses delivered by distance methods
- country of domicile-based and/or UK-based learning - mixed-mode courses delivered by distance and taught methods
- country of domicile-based and UK-based learning - split site taught courses
- country of domicile-based UK - franchised courses
- country of domicile-based UK courses adapted and taught by overseas academics - localised courses

The Higher Education Statistics Agency (HESA) monitors students’ choice of courses by qualification aim, fee-paying status, domicile, age group, subject areas, locality of institution and by gender. UK higher
education institutions also gather their own data through course monitoring, contact with funders and overseas universities and focused market research. Capacity to produce ‘intellectual merchandise’ which satisfies market demand is better today than its ever been.

**Supporting overseas students**

While few, if any, universities are able to ignore the economic ‘bottom line’, most appreciate that in parallel to generating income they need to play a broad ‘role of service’ to overseas students. Some go to extraordinary lengths to welcome, support and address the needs of such students. A number of bodies produce guidelines and codes of practice pertaining to the recruitment and support of overseas students (British Council, 1995; CVCP, 1995; UKCOSA, 1998-99). There are also websites and helplines for further information which students can tap into. The CVCP code of practice is very comprehensive and describes good practice in information provision, marketing and recruitment, admissions, academic matters, support services, student feedback and code of practice monitoring. The information section for example covers

- the quality and clarity of up-to-date institutional literature
- the availability of information at pre-application and arrival stages
- the comprehensiveness of literature: courses offered and qualifications needed; academic requirements and English language proficiency
- details of tuition fees
- institutional requirements concerning payment of fees and charges
- accommodation on and off campus
- academic and non-academic support services relevant to overseas students’ needs
- institutional policies on equal opportunities
- sources of financial assistance
- institutional services available during vocational periods
- general guidance on such areas as UK immigration and entry regulations, employment, health provision and insurance, emergency services and drugs legislation
- advice on UK culture including social conventions, general aspects of everyday life and living costs
- references to external sources of guidance and advice, including UKCOSA (the Council for International Education) and British Council literature

CVCP (1995), Recruitment and Support of International Students in UK Higher Education Institutions

Yet because different people are charged with recruiting, welcoming, orientating and supporting overseas students academically and pastorally, there can be weaknesses in the university good practice chain. Students need time and opportunity to pursue proper enquiries at overseas recruitment fairs and will find it helpful to talk to academic as well as international office staff on such occasions. Delegates attending such fairs need to be aware of admissions procedures and course-entry requirements so that prospective students are not given false hopes, or worse, actually promised admittance on the spot. Administrative, ancillary, library and academic staff who come into contact with overseas students need to be sensitised to cultural differences and enabled to deal with overseas students in an appropriate way. All university staff need to be appraised of the content and process of overseas-student induction programmes in order to ensure they are fully supported. Finally, overseas students often value contact with the wider society; one way of initiating this can be via placement schemes. Such schemes work best where they coincide with the student needs and interests while enabling the student and the placement body to capitalise on each other’s skills and experience.

Once settled into their UK universities and having access to necessary support facilities, overseas students
may be regarded as valuable contributors to the educational and cultural experiences provided by their institutions. The diverse cultural and life experiences of overseas students can help place issues in a broader context. Despite the range of cultural societies provided through many student unions, integration into mainstream university academic and social life is not easy for some overseas students. In the academic context Edward Said has commented:

Without significant exception the universalising discourses of modern Europe and the United States assume the silence, willing or otherwise, of the non-European world. There is incorporation; there is inclusion; there is direct rule; there is coercion. But there is only infrequently an acknowledgement that the colonised people should be heard from, their ideas known.


All staff and students should accept the responsibility to ensure that overseas students are sufficiently at ease in their new environment in order to contribute themselves to the university experience of both students and staff. This is something which can be specifically taken into account as part of staff development programmes. The increased breadth of critical vision derived from overseas students should be regarded as an educational asset of a university to be welcomed and encouraged.

**Higher education partnerships**

The Higher Education Quality Council (HEQC, now Quality Assurance Agency for Higher Education) produced a Code of Practice for Overseas Collaborative Provision in Higher Education (1995). This Code notes that international collaboration policy should clearly specify

- the relationship between the policy and the institution’s mission, should state the university’s requirements in respect of the comparability of the quality and standards of programmes provided overseas, and should list the benefits which are expected to accrue to the institution and its partners as a result of the links.

Potential overseas partner institutions may have a variety of intentions and motives in wishing to establish collaborative links. The UK partner should make extensive enquiries to satisfy itself that these intentions and motives are fully compatible with its own, and will not require it to compromise its own quality and academic standards.

The Code covers matters such as responsibility for quality and standards, the selection of partners, financial arrangements, the use of agents, quality control, and the language of instruction.

Although such codes tend to emphasise course delivery arrangements, they can serve as ‘good practice’ checklists for academics involved in other forms of international relationship. However, we need to recognise that different relationships require different levels of ethical and organisational response. Some, like internet fora, are informal and are likely to carry few implications; others demand formal arrangements from the outset. Those that grow from modest beginnings into complex programmes require constant monitoring and revision. North - South academic collaboration always requires special scrutiny, not least because the Northern half of the partnership tends not only to have the greater power and resources but is also able to exercise such strength, even unwittingly, to its own advantage. What constitutes ‘mutual benefit’ to each party needs to be made clear very early on. The need for genuine co-operation ‘based on solidarity and partnership, as a means of bridging the gap between rich and poor countries’ is recognised in the UNESCO Declaration (1998:20); this suggests that ‘each institution of higher education should envisage the creation of an appropriate structure and/or mechanism for promoting and managing international co-operation’.
Case studies

The use of educational agents as brokers or facilitators of educational links with overseas partners needs to be treated with caution. HEQ C makes a number of points:

- Educational agencies are commercial ventures whose interests cannot necessarily be assumed to be the same as those of their UK clients.

- While much of the value of agents lies in their specialist knowledge of the local higher education scene, this knowledge may on occasions be used partially and to the disadvantage of UK institutions.

(1995: 9)

The first of the cases below indicates the sort of difficulties that can arise with overseas franchises. The second demonstrates how dilemmas can be effectively addressed even where there may be a degree of risk.

CASE 1

A university establishes a franchise arrangement with a private overseas teaching institution. The franchise arrangement states clearly the standards to be met, the syllabus of each course and the control by the university over marking practices and standards. Teaching is by a mixture of secondment of staff and outreach teaching/distance teaching by the franchising university and by locally recruited staff.

There is an assumption by students enrolling at the franchised college that because they are paying for the course, they will automatically qualify. As a result, pressure from students, parents, the franchisee or the franchising institution may be brought on teaching staff to adjust marking standards so that everyone passes the examinations and assessments.

This scenario raises several problems relating to the nature of the enforceability of the contract between the two institutions, the fundamentally commercial nature of the relationship with consequent possibilities of compromise, the local expectations of proprietors, local staff and students, a private education system as the only access to higher education for some students and the acceptability of the recruitment policies adopted locally for both staff and students.

Issues for franchising institutions can arise from their ability and willingness to monitor the activities of the institutions to which they franchise. Issues for academic and related staff relate to the extent to which they are personally and professionally vulnerable in situations such as these.

There are quality implications for the university and the support it gives to its staff in a potentially compromised position and there are issues for individual staff in terms of contractual obligations, managerial instructions and behaviour and the maintenance of professional integrity.

CASE 2

An example of one UK university’s relationship with an overseas agent involved the agent approaching one of the university’s departments to run one of its courses at a far eastern university. The agent was most insistent that the course should remain under the control of the UK university and that he should act as intermediary. However, when one of the staff from the UK department visited the far eastern university to
discuss delivery arrangements, the academic saw that the course would only partially meet the proposed students’ needs. This led the lecturer to suggest that the overseas institution should take out a franchise on the course, validate it and adapt it to meet the needs of the students. He and his colleagues would assist in the process and help train their overseas partners to run the course as part of the franchising agreement. The agent was disgruntled by this because it meant that he would make less money on recruiting students to a locally priced (and seemingly less-prestigious) course, but both the overseas university and the students were better served.

Research relationships

International relationships in research must also be considered. Gibbons (1998) argues that if universities are to keep up with the knowledge production system they also need to participate in the knowledge distribution system. ‘Universities of the 21st century will develop many more and different kinds of links with surrounding society. Perhaps one day they will be ranked in terms of their “connectivity” to the distributed knowledge production system’, he says. Apart from making professional and commercial sense to be at the forefront of research and development in a particular field, there are equally valid ethical reasons as to why universities should be ‘connective’. As Lionel Jospin told the 1998 UNESCO gathering, ‘higher education must adapt to the market but not be governed by it’. By maintaining a critical independence from the market, research carried out by higher education institutions preserves not only its value but also its unique capacity to contribute to the improvement of the human condition.

Pressure on UK academics to ‘produce’ research for research assessment purposes and generally to attract funding has created an increasingly instrumental approach to research activity. The practice of research often requires data collection, observation and sampling from other countries, including those in the less developed world. Such activity should be regarded as more than an extension of a research function based in the UK matters such as relationships with local higher education institutions and cultural and environmental impact need to be considered. The UNESCO Declaration urges higher education institutions to:

...use their autonomy and high academic standards to contribute to the sustainable development of society and to the resolution of the issues facing the society of the future...

(1998:17)

and to...take all necessary measures to reinforce their service to the community, especially their activities aimed at eliminating poverty, intolerance, violence, illiteracy...

(1998:18)

Academic research should not be regarded as being at an end with the publication of an article. Any lessons from a piece of research which can be of service to the community, should be clearly identified and brought to the attention of interests who are in a position to act upon them.
Expanding conceptions of rights

The Universal Declaration of Human Rights is as significant today as it was in 1948 when it was drawn up and ratified by the United Nation’s then 58 country members. As UN membership has grown to its present 185 member states, increasing numbers of the world’s people have turned to the Declaration to legitimate claims to rights and protest infringements of liberties. This has set in train a process which has enabled us to deepen our understanding of the social, political, economic and cultural interdependence of the nature of human rights and freedoms. The early civil and political emphasis of the Declaration has been expanded to give greater prominence to ‘second generation’ rights, such as social and cultural rights, which have been augmented over the past decade by ‘third generation’ rights such as the right to development, to self-determination and to a sustainable environment. Our conception of entitlement to rights has expanded, as has our capacity to perceive how the rights of particular groups (such as children, women, religious and racial minorities and indigenous peoples) require special attention.

[The leaders of the world] affirmed rights were universal for all peoples regardless of race, religion or country. They had no time for the notion that human rights are subject to any kind of cultural relativism and nor should we fifty years later.

Those fifty years have also left threadbare the excuse that human rights are a luxury which cannot be afforded by countries that are poor. Human rights are indeed of little value without freedom from hunger, from want and from disease. And economic and social rights are as important as civil and political rights. But the past two decades have repeatedly demonstrated that political freedom and economic development are not in conflict, but are mutually reinforcing.

Countries with the strongest authoritarian rule are more often than not countries whose economies have stagnated as backwaters in a global economy that has passed them by. Conversely, the World Bank has concluded that the economies with the faster growth were those where political equality has produced the fairest shares of income.


Rights fundamental to academic freedom

It could be argued that all rights are fundamental to academic freedom, but this is too broad to provide the practising academic with an adequate reflective focus. The Universal Declaration of Human Rights contains a number of Articles that academics are likely to find particularly relevant:

- **Article 18** Everyone has the right to freedom of thought, conscience and religion
- **Article 19** Everyone has the right to freedom of opinion and expression
- **Article 20 (1)** Everyone has the right to freedom of peaceful assembly and association
- **Article 23 (4)** Everyone has the right to form and to join trade unions for the protection of (her) his interests
- **Article 26 (1)** Everyone has the right to education...higher education shall be equally accessible to all on the basis of merit
- **Article 26 (2)** Education shall be directed to the full development of the human personality and to the
strengthening of respect for human rights and fundamental freedoms

Article 27 (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits

In addition to the Universal Declaration there are a number of specialist human rights conventions. Academics who work with children, young people and families should refer to the UN Convention on the Rights of the Child (1989). Academics concerned with trade union activities, labour studies and indigenous and tribal peoples should refer to the relevant International Labour Office (ILO) Conventions.

Knowing which countries have signed up to particular conventions can be as important as knowing what conventions exist. Amnesty International Reports provide a detailed picture of the ratification and accession process of many UN and ILO conventions (and list Amnesty offices and actions worldwide), but the following summary gives us a helpful overview of the process.

Table 2: Ratification of major human rights conventions, March 1 1997

<table>
<thead>
<tr>
<th>Convention</th>
<th>Countries that have ratified or acceded</th>
<th>Countries that have not ratified or acceded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention of punishment and genocide, 1948</td>
<td>120</td>
<td>72</td>
</tr>
<tr>
<td>Convention on the status of refugees, 1951</td>
<td>125</td>
<td>67</td>
</tr>
<tr>
<td>Economic, social and cultural rights, 1966</td>
<td>135</td>
<td>57</td>
</tr>
<tr>
<td>Civil and political rights, 1966</td>
<td>136</td>
<td>56</td>
</tr>
<tr>
<td>Elimination of discrimination against women, 1979</td>
<td>153</td>
<td>39</td>
</tr>
<tr>
<td>Convention against torture, 1984</td>
<td>102</td>
<td>90</td>
</tr>
<tr>
<td>Rights of the child, 1989</td>
<td>190</td>
<td>2</td>
</tr>
</tbody>
</table>

The United States has not ratified the conventions on the rights of the child, the elimination of discrimination against women and economic, social and cultural rights. Switzerland and Afghanistan have not acceded to the convention on women. Just over half of the UN’s members have signed up to the convention against torture and other cruel, inhuman or degrading punishment, although Indonesia, Nicaragua, Nigeria, Sierra Leone and Belgium are among the objectors. Source: The New Internationalist, 1998

Marketisation and integrity

We inhabit a society and a world where human rights and freedoms are seldom vigorously and coherently upheld. Whether as actors in the UK higher education system or as members of international academic ventures we find that we are increasingly confronted by difficult ethical decisions. The marketisation of the UK higher education system, with its attendant pressures of exporting courses and intellectual products to other parts of the world, of winning overseas students from competitor universities, and of securing lucrative research contracts from foreign governments and the commercial world, makes academics’ roles and responsibilities ever more complex. What follows is based upon the premise that it is better to anticipate and prepare for ethical dilemmas than to respond in a piecemeal way when the storm clouds break. The remainder of the human rights section of this document can be used for personal reflection, though it has to be said that individual members of staff are likely to feel vulnerable if they do not have the shelter of a wider policy umbrella.
While acknowledging that there are no easy answers to ethical dilemmas, there are various initiatives that help show how human rights dilemmas can be addressed at an institution-wide level. The Amnesty International UK Business Group (1998) has produced a ‘checklist of human rights principles’. If the word ‘universities’ is substituted for the word ‘companies’, the checklist enables consideration of where universities could adopt policy and practice:

1. **[University] policy on human rights**
   All [universities] should adopt an explicit [university] policy on human rights which includes support for the Universal Declaration of Human Rights...

2. **Security**
   All [universities] should ensure that any security arrangements protect human rights and are consistent with international standards for law enforcement...

3. **Community engagement**
   All [universities] should take reasonable steps to ensure that their operations do not have negative impact on the enjoyment of human rights by the communities in which they operate...

4. **Freedom from discrimination**
   All [universities] should ensure that their policies and practices prevent discrimination based on ethnic origin, gender, sexuality, colour, language, national or social origin, economic status, religion, political or other conscientiously held beliefs...

5. **Freedom from slavery**
   All [universities] should ensure that their policies and practices prohibit the use of chattel slaves, forced labour, bonded child labourers or coerced prison labour...

6. **Health and safety**
   All [universities] should ensure that their policies and practices provide for safe and healthy working conditions and products...

The Council on Economic Priorities (CEP) has produced an international standard for social accountability based upon International Labour Office (ILO) Conventions, the CEPAA SA 8000:1997. While described as ‘a uniform, auditable standard for a third party verification system’ and directed at the corporate world, it can equally be adopted by universities that wish to make their position on social accountability known. The CEP runs a Forum on Global Standards, which is open to universities and offers regular training sessions on ethical auditing. SA 8000 deals with the following ‘social accountability arrangements’:

1. Child labour
2. Forced labour
3. Health and safety
4. Freedom of association and right to collective bargaining
5. Discrimination
6. Disciplinary practices
7. Working hours
8. Compensation
9. Management systems: policy; management review; company representatives; planning and implementation; addressing concerns and taking correction action; outside communication; access for (third party) verification; records
The Ethical Trading Initiative (ETI), an alliance of companies, non-government organisations and trade unions, has similar intentions to the CEP. It is committed to working together to identify and promote good practice in the implementation of codes of labour practice, including the monitoring and independent verification of the observance of code provisions. Universities are unable to join the ETI but can work with ETI members and obtain the ETI ‘base code’ (comparable to SA 8000) for reference.

There is strong evidence from the Ethical Research and Information Service (ERIS) to suggest that ethical policies are good for business. There is no reason to suppose that such policies would not also be good for universities. It should not go unremarked that universities have the good fortune to have a broader array of means at their disposal for endorsing human rights and freedoms than those normally available to companies. Universities possess the capacity to establish policies and practices which not only impact upon the ‘hidden curriculum’, but also the ‘formal curriculum’ or core business of their work. In the case of the latter, this could range from ensuring that all research programmes describe how ethical issues, problems and questions will be addressed and evaluated, to ensuring that all students are introduced to human rights and freedoms and are required to apply what they have learned to both real and hypothetical situations.

**Case study**

It would be impossible to describe all the scenarios in which rights infringements impact upon academic freedom. Most commonly concerns about human rights will focus on:

- the exportation of courses to societies run by oppressive regimes risking punitive action being taken toward staff, students and others
- the franchising, licensing or adaptation of courses to foreign universities where freedom of expression is discouraged and censorship is likely or admission is subject to discriminatory practices
- research that may be used against rather than in support of the rights and freedoms of a community
- research that may contribute toward oppressive or militaristic purposes

Dr Y of X University is approached by her head of department who says that he is in the process of negotiating the provision of a course for members of the internal security forces from a country which has an oppressive and authoritarian government and has recently been in the news for the violent repression of student protest. The country is seeking admission to OECD and is anxious to demonstrate to leading industrial nations that it will introduce internal security systems which respect human rights. The course has been designed to provide senior officers of the security forces with an appreciation of human rights and the way in which such rights need to be protected in policing operations. Dr Y is asked to teach on the course.

A way to approach this problem would be to determine whether undertakings given by the government in question are credible. The appropriate Foreign Office desk should be able to acknowledge whether an application to join the OECD has been made and if the OECD’s Social Affairs Committee has laid down any stipulations for admission. If this is confirmed, Dr Y may wish to satisfy herself that the prospective students have the capacity to be influential in changing the behaviour of the security forces. For example, senior officers should not only attend and/or support the course but also support its implications in terms of policy change.
Human rights - some questions for academics to ask

There is no neat and tidy ethical checklist which can be applied to all situations at all times. While institutional and departmental policies may be relatively clear-cut, the choices that an individual feels compelled to make may not always be quite so straightforward, yet individuals need not feel that they are entering uncharted territory. There are sources of support and guidance available and the more widely one consults before making an ethical choice, the more comfortable one is likely to feel with the decision. The main question that needs to be asked is ‘what is likely to be the impact of my decision?’ Supplementary questions may be posed and are likely to include:

» Should I work in, or would my activity condone, a system where freedom of thought, conscience, opinion, assembly and association including membership of independent trade unions, is not permitted?

» Should I work in, with or for a system where all are not equal before the law?

» Should I work in, with or for a system where either my colleagues or I might be subject to arbitrary arrest, detention or exile?

» Should I work in, with or for a system where citizens are subjected to torture or other cruel, inhumane and degrading punishment?

» Should I work in, with or for a system where education is not available to all?

Different academics will come up with different responses to such questions. Much will depend upon context-specific factors. For example, one academic may answer ‘yes’ to the final question because they believe that they can assist in universalising education, while another may answer ‘no’ because they believe that they will be serving an educational élite and helping to maintain social inequality. On the other hand, there will be those academics whose business it is to research into and teach about oppressive regimes and who would find it very difficult to have no contact with such societies. At the end of the day it is important to be very clear about one’s own professional values and the way they articulate with broader policy and legislative arenas.
4 SUSTAINABLE DEVELOPMENT

The ‘marketing’ of higher education can mean either selling goods and services that simply conform to existing social and environmental practices or ones that involve original thought, innovation, new perspectives, new approaches to managing change and new models of social, political, economic, scientific and cultural organisation.

If higher education is to be part of social progress, then it cannot avoid having to grapple with sustainable development; those who are being educated will have to deal with social and environmental legacies left by the current generation and will, in turn, create social and environmental legacies for the future.

Academics’ ‘role of service’

UNESCO’s emphasis on the academic community’s ‘role of service’ was noted earlier in this document. Agenda 21, the Rio Earth Summit’s Agenda for Change which was endorsed by 179 member states in June 1992, points to ways that the academic community can play such a role:

- A country’s ability to develop in a more sustainable way depends on the capacity of its people and institutions to understand complex environment and development issues so that they can make the right development choices.

- People need to have the expertise to understand the potential and the limits of the environment. They will face difficult policy choices when dealing with such complex problems as global climate change and protecting biodiversity. This will require scientific, technological, organisational, institutional and other skills.

  Michael Keating (1993:58), The Earth Summit’s Agenda for Change, Centre for Our Common Future

It would be difficult to imagine how capacity could be created or skills, knowledge and technical know-how be transferred to developing areas of the world, if the academic community does not play its part in these tasks. The importance of education, training and public information is endorsed throughout Agenda 21, including its 2 UN conventions on climate and biodiversity. Chapters 31 and 36 are particularly significant for academics. Chapter 31 focuses on ‘Scientists and technologists’ to suggest that governments should:

- Decide how national scientific and technological programmes could help development to become more sustainable.

- Provide for full and open sharing of information among scientists and decision makers...

And might find it a good idea to:

- [Form] national advisory groups to help scientists and society develop common values on environmental and developmental ethics.

- [Put] environmental and development ethics into education and research priorities.

Chapter 36 deals with ‘Education, training and public awareness’ and advocates that environmental and
development issues should crosscut all levels of the system over the next three years (1992-95). More specifically, countries should:

- Set up training programmes for school and university graduates to help them achieve sustainable livelihoods.
- Encourage all sectors of society, including industry, universities, governments, non-government organisations and community organisations, to train people in environmental management.

**Sustainable development and social justice**

As might be expected from a programme of this scale, progress has been patchy. Although Jonathan Porritt has pointed out that though the Earth Summit can be regarded as being ‘just another UN talk shop’, a substantial number of international, national and local achievements have come about as a result of Rio. Porritt acknowledges that while the slowness of progress in relation to the urgency of the task creates frustration, an equally important tension stems from sustainable development and social justice not being given equal attention to specific environmental goals such as global warming and biodiversity;

So it’s worth remembering...that there was undoubtedly a ‘deal’ on the table at the Earth Summit. G77 and emerging countries implicitly agreed to sign up to action plans for addressing some of the big environmental issues (global warming, deforestation, loss of biodiversity etc.) whilst oecd countries implicitly signed up to the idea of increased aid flows and other forms of development assistance as the quid pro quo for their buy-in to the environment agenda...

But the deal couldn’t quite be made to stick even at the time. At the behest of the United States and the UK, the crucial concept of over-consumption in northern industrialized countries was entirely excised from the conference documentation and discussed only on the fringes.


While this interpretation of events may or may not be accurate, the underlying issue to note is that the vast majority of Earth Summit outcomes have been orchestrated from a Northern environmental position rather than a global vantage point. In consequence, sustainable development as an integrative goal in which social and environmental tensions are addressed and reconciled in North-South terms, seems to have disappeared from the discussions. As long as social justice is rendered invisible in sustainability discourse, analyses and solutions can only be partial. If the general public remain hazy about how the North impacts upon the South, there will be no incentive to produce any change. Universities have a particularly important ‘role of service’ to play in giving prominence to social justice issues in sustainability debates.

**Higher education and the sustainable society**

The World Commission on Environment and Development (WCED: 1987) stressed sustainable development, as linking present actions to the future, defining it as,

development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Since WCED, thinking has moved on apace. Caring for the Earth: A strategy for sustainable living (World
Conservation Union, the UN Environment Programme and the World Wide Fund for Nature, 1991) put forward ‘a world ethic for living sustainably’, which deals with ‘third generation rights’ and introduces ‘fourth generation rights’ which assert the intrinsic value of all living things and our interdependence with the natural world:

- Every human being is part of the community of life, made up of all living creatures. This community links all human societies, present and future generations, and humanity and the rest of nature.

- Every human being has the same fundamental and equal rights, including: the right to life liberty and security of person; to the freedom of thought, conscience, and religion; to enquiry and expression; and within the limits of the Earth, to the resources needed for a decent standard of living. No individual, community or nation has the right to depend on another for its means of subsistence.

- Each person and each society is entitled to respect of these rights; and is responsible for the protection of these rights for all others.

- Every life form warrants respect independently of its worth to people. Human development should not threaten the integrity of nature or the survival of other species. People should treat all creatures decently, and protect them from cruelty, avoidable suffering, and unnecessary suffering.

- Everyone should take responsibility for his or her impacts on nature. People should conserve ecological processes and the diversity of nature, and use any resource frugally and efficiently, ensuring that their uses of renewable sources are sustainable.

- Everyone should aim to share fairly the benefits and costs of resource use, among different communities and interest groups, among regions that are poor and those that are affluent, and between present and future generations. Each generation should leave to the future a world that is at least as diverse and productive as the one it inherited. Development of one society or generation should not limit the opportunities of other societies or generations.

- The protection of human rights and those of the rest of nature is a worldwide responsibility that transcends all cultural, ideological and geographical boundaries. The responsibility is both individual and collective.

(ibid, 1991:14)

It can be argued that, just as the exploration of first, second and third generation rights should be an essential part of university life, so too should be fourth generation rights. We are, however, a very long way from this state of affairs.

In 1993 the Toyne Committee produced a report on Environmental Responsibility in the further and higher education systems. The Report recommended that all further and higher education (FHE) institutions should produce and publicise environmental policy statements in readiness for the 1994/5 academic year. Three years later a review of progress was published. Most FHE institutions had still not developed environmental policy statements and in the Review’s preface, the chair of the Toyne Committee, Professor Peter Toyne, admitted that the Committee’s reluctance to be prescriptive had undoubtedly contributed to ‘very little progress [being] made in taking forward the agenda’. In an attempt to redress this, the Toyne Review drew out six ‘key recommendations’ from the original Toyne Report:

1. For Government

Key recommendation 1
Responsible global citizenship should be recognised as a desired core learning outcome. ‘Enabling
The Toyne Review survey was mailed to 222 higher education institutions in autumn 1995, it was responded to by 65 higher education staff and achieved a 29% response rate. Of the institutions responding 39 had developed an institutional policy and strategy, 26 had conducted environmental audits/reviews, 21 had created co-ordinator posts, 15 had established an environmental budget and 10 had identified a common learning agenda for sustainability for all students. The Review makes the point that any member of staff or student is capable of raising the idea of an institutional response and setting policy wheels in motion. Although a solitary upholder of environmental responsibility may seem like a rather romantic notion, the reality may not be far from this. Higher education institutions are often sluggish to express a coherent commitment to any sort of policy or practice and most seem to be stirred to action by committed groups or individuals, often articulating their concern through the AUT.

Where universities do not have a comprehensive environmental or, preferably, internationally-focused sustainable development policy, this can be pursued with local associations and/or through academic
structures. ‘Sources and further information’ at the end of this section provides reading on such topics as university-local authority partnerships, curriculum guidance, North-South perspectives on sustainable development and information on education for sustainability. Local Authority Eco-Management and Audit (LA-EMAS) and International Standards Office (ISO 14001) schemes provide models of good practice. ISO 14001 enables universities to sign up to internationally recognised standards in environmental management and auditing.

CASE STUDY

This university college has neither environmental or sustainable development policy nor any environmental management and audit system. Within the college there are academics who are either keen to implement or are already implementing elements of environmental education, development education and education for sustainability in courses. Such work has, however, been patchy, piecemeal and lacked proper investment. Also within the college there is a new and exciting futuristic learning centre being established which is expected to demonstrate new educational directions. But, rather than being focused upon a range of teaching and learning futures, the staff charged with developing the centre have so far focused almost exclusively upon computer-related learning because this is what will attract funding. A number of the staff in the college believes that its education for sustainability and sustainable development profile should be stronger and more coherent and that the college should become a centre of excellence in this field.

A way to approach this problem would be for concerned staff to come together to press for an institutional policy which covers ethical and environmental practice and endorses education for sustainability as both a cross-curricular theme and an area of study in its own right. Concerned staff could press their institution to develop in conjunction with stakeholders, means by which ethical and environmental practice can be improved, and how to encourage and conduct a focused programme of research and development in education for sustainability and its related fields.
5 CONCLUSION

This document has considered the role of higher education in an increasingly inter-connected world, a role which is becoming more and more recognised and integrated into the process of economic development. It has also sought to look at development in broader terms than just economic and in a way that reflects higher education’s traditional roles and values. While this process may generate apparent tensions, the document seeks to advise on means of managing such tensions.

It is indisputable that the world as a whole must develop on a sustainable basis and in a way which seeks to ensure its free and fair enjoyment by all, both present and future generations. Notwithstanding the need to respect cultural diversity, increased interaction creates the need to seek global acceptance of fundamental rights, in particular, through educational opportunities. Furthermore, higher education cannot shirk its responsibilities to human progress and the immediate need to attack world problems of poverty, illiteracy and disease. These principles must underpin the universities’ mission statements and inform the practice of all organisations both within and outside higher education. This document seeks to make such aims explicit and to raise awareness to ensure that universities contribute to them.

The information contained in this document should be used by members, local associations and institutions as a basis for critical assessment of the international role of activities of universities and their staff in a manner which places the fundamental issues identified here at the centre of our concerns.
1. INTRODUCTION

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