

RANKING AND TOOLS FOR QUALITY ASSESSMENT IN LATIN AMERICA AND THE CARIBBEAN



United Nations
Educational, Scientific and
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• International Institute for
• Higher Education in
• Latin America and the Caribbean

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INQAAHE INTERNATIONAL CONFERENCE
“ASEGURAMIENTO DE LA CALIDAD,
FUNDAMENTO DEL FUTURO”

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RANKING...

...ranking of higher education institutions have arrived to stay as one of emergent global challenges. We urge the elaboration of a diversity of ranking systems, using a number of criteria that could reflect actual needs of differentiated systems as well as the diversity of a cultural and linguistic world...



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CRES 2008

“The building of a Higher Education Latin American and Caribbean Space (ENLACES in Spanish) is essential, and must be part of the agenda of the region’s governments and multilateral agencies. This is key to reaching higher levels of regional integration in its fundamental aspects: greater depth in its cultural dimension; the development of academic strengths that will promote regional approaches to the world’s most pressing problems; the use of human resources to create synergies on a regional scale; the bridging of gaps in the availability of professional and technical capacities and knowledge; the consideration of knowledge from the view point of a collective well-being; and, the creation of competencies for the organic link between academic knowledge, production, employment, and social life, instilled with a humanistic attitude and intellectual responsibility”

Final Declaration , RCHE, Cartagena de Indias, 2008



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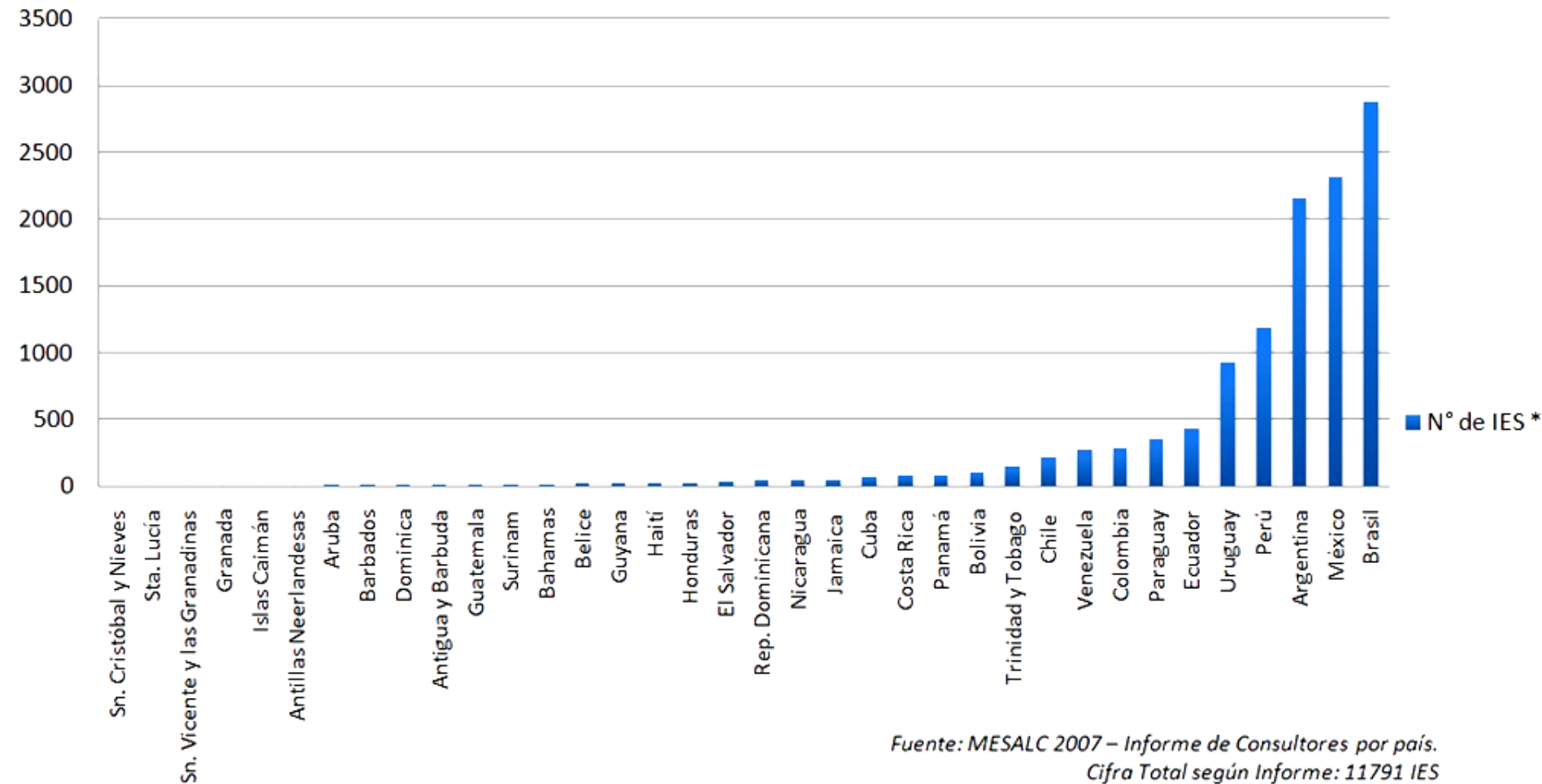
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Official numbers

| País | Matrícula Pregrado | Egreso Pregrado | Matrícula Postgrado | Egreso Postgrado | N° Docentes | N° IES |
|-------------------------------|-----------------------|--------------------|------------------------|---------------------|----------------|--------|
| Argentina | 1.625.484 | 227.229 | 80.160 | 7.362 | 190.479 | 2.159 |
| Aruba | 2.668 | | | | | 5 |
| Barbados | 14.324 | | | | | |
| Belize | 3.581 | | | | | |
| Bolivia¹ | 238.583 | | | | 11.972 | 49 |
| Brasil | 5.080.056 | 800.318 | 150.118 | | 338.890 | 2.252 |
| British Virgin Islands | 1.211 | | | | | |
| Caymand Islands | 912 | | | | | |
| Chile² | 768.851 | 90.543 | 25.348 | 13.808 | 58.222 | 236 |
| Colombia | 1.407.739 | 112.412 | 75.658 | 29.151 | | 282 |
| Cuba | 710.798 | 74.845 | | | 62.288 | 65 |
| Ecuador | 534.522 | | | | | |
| El Salvador | 138.615 | 15.121 | 1.872 | 650 | 8.562 | 37 |
| Grenada | 6.689 | | | | | |
| Guyana | 7.306 | | | | | |
| Honduras | 147.740 | | | | | |
| Jamaica | 39.467 | | | | 1.512 | 17 |
| México | 2.519.674 | 300.851 | 185.516 | 34.216 | 282.268 | 2.397 |
| Panamá | 124.138 | | 6.930 | | 13.164 | |
| Perú³ | 782.970 | | 56.358 | | 59.085 | 100 |
| Saint Kitts and Nevis | 859 | | | | | |
| Saint Lucia | 2.577 | | | | | |
| Uruguay | 112.479 | 6.535 | | 2.265 | 34.700 | |
| Venezuela | 2.006.348 | | 102.983 | | | |
| Total | 16.277.591 | | | | | |

N° de IES - ALC. Año 2006



...A REGIONAL PROPOSAL...



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Mapa de la Educación Superior en Latinoamérica y el Caribe



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MESALC

MAIN CHARACTERISTICS:

- ✓ IT IS AN INFORMATION SYSTEM ON LINE, CREATED TO PROMOTE NATIONAL HIGHER EDUCATION INFORMATION SYSTEMS
- ✓ IS A TOOL OF EASY UNDERSTANDING AND FREE ACCESS
- ✓ IT CONTAINS A NUMBER OF INDICATORS AND VARIABLES THAT FACILITATES EVERY COUNTRY DIAGNOSTIC ON ACADEMIC SITUATION



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SEVEN DIMENSIONS:

1. DESCRIPTION OF NATIONAL SYSTEMS: TYPES OF INSTITUTIONS, ADMINISTRATIVE CATEGORY OF HEI; TYPES OF CERTIFICATION AT THE END OF STUDIES; STATISTICAL SYSTEMS OF HEI; FINANCING, FELLOWSHIPS, GENERAL DATA OF THE HEI
2. HEI INFRASTRUCTURE PROFILE
3. INSTITUTIONAL DATA: ACADEMIC OFFER, ACADEMIC AND STUDENT POPULATION;
4. DATA REFERRED TO KNOWLEDGE MANAGEMENT: NUMBER AND TYPE OF PUBLICATIONS, SUPPORT INFRASTRUCTURE AND AREA INVESTMENT



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SEVEN DIMENSIONS:

5. SOCIAL RESPONSIBILITY, EQUALITY AND RELEVANCE: ASPECTS TO BE DEVELOPED BY HEI LIKE TECHNOLOGICAL TRANSFERENCE, INSTITUTIONAL ORIGINATED ENTERPRISES, GRADUATES FOLLOW-UP, SUSTAINABLE DEVELOPMENT PROGRAMS, SOCIAL ACTIVITIES, CONTINUING EDUCATION, AFFIRMATIVE ACTION
6. INSTITUTIONAL MANAGEMENT: RELEVANT DATA FOR EXTERNAL CONTROL AND INTERNAL /EXTERNAL INSTITUTIONAL ASSESSMENT
7. HEI INTERNATIONAL AND INSTITUTIONAL RELATIONS: ACADEMIC MOBILITY ACADEMIC COOPERATION PROGRAMS



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MESALC Steps

2007

- ✓ Project start
- ✓ Methodology creation
- ✓ Development of first indicators model
- ✓ Development of first data import model
- ✓ Study /diagnostic and pilot test (data Import) of national systems in Argentina, Brazil and Colombia

2008

- ✓ Pilot test in Mexico
- ✓ Consultants mission for basic data uploading on higher education national systems
- ✓ Glossary creation of HE
- ✓ Regional Conference on HE: Project Regional Consolidation



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MESALC Steps

2009

- ✓ New pilot phase of MESALC
- ✓ Data uploading of secondary education in LAC
- ✓ LAC higher education system data uploading
- ✓ Development of project new phase
- ✓ Creation of data system through “on line” forms
- ✓ MESALC “on line” conceptualization
- ✓ Project start in Peru

2010

- ✓ Restructuring of indicators and variables base
- ✓ Development of higher indicators education – phase one
- ✓ Glossary reformulation
- ✓ Data reformulation
- ✓ Consolidation of first phase of Mesalc “on line” information system
- ✓ Draft of primary design of MESALC public phase
- ✓ Preparation of MESALC ‘ s publics contents



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MESALC Steps

2011

- ✓ Innovation of MESALC technological platform
- ✓ Consolidation final phase of “on line” information system
- ✓ Beginning and development of *seal* “SOMOS MESALC”
- ✓ Articulation of “on line” MESALC with *INFO ACES* (ALFA III)
- ✓ On line consolidation of downloaded pilot forms with HE LAC
- ✓ Consolidation of massive data new charge considering selected Latin American and Caribbean countries
- ✓ Ultimate design of MESALC public phase



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FINAL COMMENTS

IT IS VERY IMPORTANT THAT HUMAN DEVELOPMENT INDICATORS SHOW DIFFERENT OPTIONS A HUMAN BEING MAY HAVE IN HIS/HER OWN SPACE, TO BE OR TO DO WHAT HE OR SHE WANTS TO BE OR TO DO. THUS, THE MORE OPTIONS YOU MAY HAVE THE MORE HUMAN DEVELOPMENT ; ON THE CONTRARY, THE LEAST AMOUNT OF OPTIONS, THE LEAST HUMAN DEVELOPMENT

- ❖ **METHODOLOGICAL**
- ❖ **SOCIAL/CULTURAL**
- ❖ **DEMOGRAPHIC**

THANK YOU FOR YOUR ATTENTION



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