YEAR BOOK



CONSEJO INTERUNIVERSITARIO NACIONAL

National Interuniversity Board

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Year Book 2011-2012 National Interuniversity Board

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Institutional

Institutional Overview

The National Interuniversity Board (CIN, by its Spanish acronym) was created by a Decree Law passed by Argentine President, Dr. Raúl Alfonsín, on December 20, 1985. The Board is a non-state controlled entity under public law mainly supported by the contributions of its members.

For the first ten years the CIN was exclusively formed by those National Universities that willingly decided to be part of it pursuant to their autonomy and, thus, adhered to the board as a coordinating body for university policies. As of the enactment of the Higher Education Act in 1995, University Institutes and Provincial Universities recognized by the Nation have been incorporated.

The CIN is a compulsory consultation body in case of major decisions for the university system. Together with the Board of Private University Presidents (CRUP, by its Spanish acronym) and representatives of the Regional Planning Boards for Higher Education (CPRES, by its Spanish acronym), the CIN is part of the Board of Universities presided by the Minister of Education of the Nation.

The functions of the CIN are:

- **a.** To propose and coordinate common policies for the university institutions that form part of it.
- **b.** To define and coordinate plans and activities in academic fields, scientific research, extension, and management among the institutions that form part thereof.
- **c.** To coordinate the policies of member institutions with different educational levels and jurisdictions and with scientific and technical research and cultural bodies.
- d. To form part of interuniversity coordination regional bodies.
- **e.** To express well-founded opinions with regard to any project for the creation or closing of national university institutions.
- f. To create and support self-assessment and external assessment for its members.
- **g.** To coordinate, ensure compatibility, and establish proposals on the validity of full and partial studies as well as on the degrees thereof.
- **h.** To propose and promote a scholarship policy for professors and students that allows for actual implementation of policies for equal opportunities.
- i. To promote common research programs, both national and regional.
- **j.** To analyze the problems of general and higher education in the Argentine Republic and to present proposals to public powers.
- **k.** To analyze the problems of general and higher education in the world, specially in Latin America, and to present proposals for academic exchange and integration.
- **I.** To establish, increase, and coordinate relations of any kind with other public and private, national or foreign institutions that may grant financing lines, contributions or donations of funds or supplies and technical support for the execution of programs, projects and activities in the areas of science, technology, culture, and sports.
- **m.** To report its activities to the whole national education system.
- **n.** To cooperate, assist, and advice in the activities and undertakings of each of its members when required.
- **o.** To act as a consultant body in the topics and matters submitted for advice and to participate at the Board of Universities pursuant to the provisions set forth under the Higher Education Act (Statute Section 2) Functions

As a member of the Board of Universities, the CIN carries out the following actions:

- **a.** Decides, together with the Federal Board of Education, all criteria and guidelines to coordinate with other educational levels.
- **b.** Participates in the Consulting Board of the Teacher Training Institute.

c. Determines which first degree university careers shall be subject to accreditation, the minimum number of hours for their curricula, the basic curricular contents and criteria on the intensity of practical training, and the patterns and standards for accreditation processes.

The CIN government bodies are:

- a. The Plenary.
- b. The Executive Committee.
- **c.** The President.
- d. The Vice-President.

The Plenary of University Presidents meets twice a year, in March and September, in ordinary sessions that take place at any CIN member University. In addition, when urgent or highly important matters arise, extraordinary sessions are held at the CIN headquarters located at the Autonomous City of Buenos Aires.

The Executive Committee is formed by ten members: the President and Vice-President of the CIN and eight members of the Board. Among them CIN representatives for the Board of Universities are elected.

The permanent Executive Secretariat manages the Board's different activities.

Permanent Commissions

Permanent Commissions analyze all matters that the CIN will consider. Each member of the Executive Committee presides one of the Permanent Commissions, with the help of a coordinator. The coordinator is also a University President.

In 1996, the Technical Advisory Commission for collective bargaining was formed, and has been working since then for improving both teaching and non-teaching staff work conditions. Within this commission is the Subcommission for Hygiene and Safety. Commission presidents and coordinators are technically assisted by professionals specially hired as advisors, and within the framework of the commissions there are networks that institutionalize and coordinate the work of those responsible for the different areas of the University Institutions that are members of the CIN.

Interuniversity Organizations

The national university system is a complex group of institutions that in order to implement its essential functions of teaching, research, and extension, generates different interrelation instances.

Thus, intermediate organizations that carry out a series of activities in specific areas have originated, sometimes thanks to the initiative of the person responsible for the area and sometimes thanks to the initiative of the Plenary of the National Interuniversity Board (CIN). In general, the representatives of each CIN member are the university officials working in the specific area, thus in their participation both academic specialty and university management experience are combined.

In order to organize work, the Plenary of Presidents approved a series of regulations that, essentially, set forth the following rules:

"Interuniversity organizations shall be constituted within the National Interuniversity Board, such as networks or associations, devoted to considering, analyzing or developing proposals and activities related to different areas of university management. In addition, those groups already formed may request to be recognized as such as long as they meet the terms of this description" (section 1).

In all cases they shall:

- . Set objectives that are compatible with the objectives of this Board and the interests of the whole university system.
- . Be open to the participation of all CIN member university institutions.
- . Ensure that the participation of each member in the organization is supported by the authority of the university institution they represent or to which they belong.
- . Design work regulations that ensure the participation of all members in decision making and democratic election of authorities, that shall be approved by the Plenary of Presidents" (section 2).

Distance Education Network (RUEDA, by its Spanish acronym)

It was created in August 10, 1990 and incorporated to the CIN by Plenary Agreement No. 630/07 of March 29, 2007. The objectives of this network are:

- **a.** To promote, generate, and support the development of distance academic, research, and extension projects prioritizing collaborative and innovative proposals.
- **b.** Advice, upon request of the different organizations, on pedagogical, political, economic, legislative, and technical aspects related to those topics within its competence.
- c. Promote educational, upgrading, and permanent training opportunities for its members.
- **d.** Organize, hold, and participate in national, regional, and international meetings related to the area.
- **e.** Promote communication of teaching, research, and extension experiences and projects in order to optimize and increase the resources available at National University Institutions.
- **f.** Update the roster of teaching, research, and extension academic projects linked to this learning mode and developed by National University Institutions that are part of RUEDA.
- **g.** Develop and support bibliographic material production related to this learning mode in order to create spaces for theoretical and methodological production.
- **h.** Promote the subscription of interinstitutional agreements for the development of those activities inherent to the Network.
- i. Develop promotion and communication strategies for RUEDA's activities.
- RUEDA publishes a periodic journal and, so far, it has published three books on distance education. This network meets regularly and organizes relevant national and international meetings on distance education. All RUEDA activities and updated information is published in the website www.rueda.edu.ar

The Technical Committee exists since 1992 with the aim of gathering sport officials at National Universities.

Although it always acted within the CIN framework, it was formally incorporated by Plenary Agreement No. 617/07.

The main objectives of this commission are:

- **a.** Organize, develop, and promote state university sports within the whole national territory and publish material for promoting sports activities at each University.
- **b.** Promote the organization of conferences, courses, congresses, seminars or any other kind of organization for improving the work of teaching staff and training technical staff.
- **c.** Prepare the national and international sports calendar at different levels and sponsor, organize, and supervise regional and national championships, University National Games or any other kind of permanent or temporary activities included in the sports calendar, acting as arbitrator with final decision in any dispute that may arise.
- **d.** Represent national university sports at national and international level, establishing as many relations as possible with similar institutions abroad so as to be able to organize tours and/or games among their representative teams.
- **e.** Promote social, cultural, and affective interrelations among the students of all national universities through sports, physical education, recreation, and outdoor activities.
- **f.** Direct, organize, and supervise, through the permanent commissions and pursuant to the regulations in force, all the activities of the pre-selection and/or selection teams formed to represent national university sports.
- **g.** Promote any research work in the specific field of physical education, sports, recreation and outdoor activities that can be undertaken and keep an updated database on this field. Every two years, the CTDUA organizes the National University Games and is the head of the Argentine delegation in the Games of the FISU (International Federation of University Sport).

Network of Publishing Houses at National Universities (REUN, by its Spanish acronym)

It was created in 1995 and incorporated to the CIN by Plenary Agreement No. 643/07. The objectives of REUN are:

- **a.** Generate an efficient instrument to favor promotion, production, transmission, and circulation of knowledge and scientific and literary production in National University Institutions in the form of published products.
- **b.** Promote the creation, sustainability, and growth of publishing houses in order to:
- . Help professors, researchers, and extension staff to publish their scientific, academic and literary production, thus fostering academic discussion and exchange.
- . Allow university communities and society to gain access to such production in a direct and economical way.
- **c.** Quickly and efficiently help in the exchange of information among National University Institutions, so as to optimize reciprocal knowledge.
- **d.** Compare and adequate the organic structures of each publishing house or publication center of the different organizational models, projects, and programs of REUN, taking into account the particular reality of each University.
- e. Plan and advertise works and events related to the editorial activity.
- **f.** Promote the use of technological breakthroughs.
- g. Promote the regionalization of the activities, projects, and programs of REUN.

International Cooperation Network of National Universities (REDCIUN, by its Spanish acronym)

RedCIUN gathers university officials that are responsible for international cooperation at Argentine national universities. It was created in 1999 and formalized by Plenary Agreement No. 326/99 on April 19 of the same year.

Some of the objectives of RedCIUN are:

- a. Promote the internationalization of Argentine higher education.
- b. Contribute to the institutional development of national universities in the international area.
- **c.** Generate, promote, and implement programs, projects, and actions that shall adequately meet the interests of National Universities.
- **d.** Create coordination and interaction instances with both governmental and non-governmental bodies in order to make proposals and express opinions.
- **e.** Promote interaction with other national and international entities and networks with compatible purposes and objectives.
- **f.** Contribute to the development and professionalization of the areas of international relations as structures specialized in the promotion and management of internationalization of Argentine Higher Education.
- **g.** Encourage training of human resources in topics related to RedCIUN by developing a general program subject to regional needs in which National Universities shall participate. Among other activities of interest, RedCIUN coordinates a permanent training program for the staff of international offices, through internships in the area of international cooperation of the different universities throughout the country. In addition, RedCIUN is a founding member of the Latin American Network of International Relations at Higher Education Institutions (ReLARIES, by its Spanish acronym).

In line with this, in 2004, the CIN and the National Association of Mexican Universities and Higher Education Institutions (ANUIES, by its Spanish acronym) created the JIMA Program for undergraduate student exchange among Argentine and Mexican Universities that is administered by international relations offices at the universities. In addition, the MAGMA Program for Mexico/Argentina Academic and University Staff Mobility was recently created in order to continue strengthening the bonds already created and to contribute to improving the skills of human resources in the participating institutions.

The regulations that govern this network are in Plenary Agreement No. 530/04. For further information, visit www.redciun.edu.ar

Technological Liaison Network at Argentine National Universities (REDVITEC, by its Spanish acronym)

In 1992, Act 23877 for the Promotion and Development of Technological Innovation was passed and, since 1994, the Secretariat of University Policies created the Technological Liaison Program at National Universities. Since then, the Universities created an informal network that began to work in this field. The existence of this network was formalized at the CIN by Plenary Agreement No. 497/03.

The main objectives of this network are:

- a. Promote a major role of National Universities in the discussion of R+D+I policies.
- **b.** Create coordination and interaction instances with governmental and non-governmental bodies.
- **c.** Share technological liaison experiences with the social, productive, and governmental media.
- **d.** Inform society of the contribution of the university system to knowledge development and transfer.
- e. Interact with other national and international entities and networks.
- **f.** Contribute to the development and professionalization of technological liaison areas at National Universities.
- **g.** Provide technical advice to CIN Commissions of Science, Technology, and Art and Relations and Extension as well as to the SPU, the SCTIP and any other area of government related to the filed.
- **h.** Train human resources in areas relevant to the network.
- By Plenary Agreement No. 552/05, the protocol for the execution of third party services within the framework of the RedVITEC was approved. This protocol is applicable to all works or service renderings that include teaching, research, and extension activities,

required or offered by two or more institutions that form part of the network, to third parties – who finance in whole or in part the activities to be developed.

For specific activities visit www.redvitec.edu.ar, where you can also see the technological offer of national universities.

University Welfare Network (REDBIEN, by its Spanish acronym)

The university officials responsible for University Welfare encouraged by the support of the Secretariat of University Policies of the Nation, promoted the creation of the Network, formalized by Plenary Agreement of the CIN Nº 620/07 dated March 29, 2007. The objectives of this network are:

- **a.** Promote university welfare actions that shall offer equal opportunities in order to strengthen the construction of a democratic and socially responsible University.
- **b.** Generate socially responsible and collaborative relations among universities so as to strengthen welfare policies in all institutions.
- c. Implement or coordinate welfare policies with other national, provincial, municipal, and private institutions when requested by the CIN Executive Committee or following the instructions thereof.
- d. Contribute to the academic and cultural development of the University Community.
- **e.** Promote training of human resources in those topics inherent to the Network by developing a general program with the intervention of the universities.

REDBIEN has promoted the Physical Accessibility Program to university buildings in collaboration with the Subcommission of Hygiene and Safety of the CIN, obtaining specific funding from the Ministry of Infrastructure of the Nation so as to carry out all necessary works.

REDBIEN Coordinates the activities of member universities with regard to health prevention, disability, protection of individual rights, culture, tourism, sports, and recreation, university canteens and economic scholarships.

All the information about this network can be found at www.redbien.edu.ar

National Audiovisual University Network (RENAU)

This network was incorporated to the CIN by Plenary Agreement No. 622/07 dated March 29, 2007 and its major objectives are:

- **a.** Develop public audiovisual communication, protecting local and regional identity with the purpose of building a pluralistic country and promoting cultural and diverse development, strengthening and enhancing audiovisual production.
- **b.** Encourage and cooperate in the development of educational, cultural, and scientific projects that shall be in agreement with and in response to the objectives of public education, promoted either from the National State or from National Universities.
- **c.** Support the singular and pluralistic experience of each center and create a federal production model by means of cooperation with the technical, human (professional), and logistical resources of the organizations.
- **d.** Make productions in diverse genres and systematization of the daily chronicle of the different towns and regions that shall allow the strengthening of their cultural identities and the recovery and protection of collective memory.
- **e.** Promote research, action, and recovery projects, such as audiovisual and photographic banks that are essential to acknowledge identity.
- **f.** Contribute to the development and professionalization of audiovisual production, management, and promotion areas as a structure specialized in technology and knowledge promotion and management.
- **g.** Instrument consulting services within the framework of public policies that shall support the comprehensive development of campaigns for public welfare, technology transfer, and productive value chain optimization, communication and technological development and design of communication and information.

h. Train and educate professionals to promote knowledge sharing among the different regions of the member institutions.

Thanks to the activity of this Network, the CIN has a series of micro programs that are shown at the official television channel and that allow to promote research, transfer, and extension activities at National Universities.

By the end of 2008, the Public Television Federal Council was created formed by Argentine public channels and RENAU is one of its adherent members. In addition, the network is working to launch a Web Channel that will soon show audiovisual contents from National Universities.

University Extension Network (REXUNI, by its Spanish acronym)

The University Extension Network (REXUNI) was created by the National Interuniversity Council on September 16, 2008 by Plenary Agreement No. 681/08 with the purpose of generating, promoting, and communicating university extension policies, so as to strengthen the construction of a democratic and socially responsible University. The main objectives of this network are:

- **a.** Generate, promote, and communicate university extension policies so as to strengthen a democratic and socially responsible university.
- **b.** Promote the development of spaces for analyzing and reflecting on university extension that may allow for continuous education of individuals, learning generation, and development of critical and creative capacities.
- **c.** Encourage social responsibility and cooperation among the universities in order to strengthen extension policies.
- **d.** Favor institutionalization and appreciation of university extension within the scope of the national university system, promoting curricular insertion and integration with teaching and research.
- **e.** Propose actions to the CIN for coordinating extension policies with other networks as well as with international, national, provincial or municipal public or private institutions. At present, the network is working in the academic weighting of university extension, among other topics, by requesting the incorporation of a specific item in the National Budget that shall take into account the purposes of university extension and the work of professors and students that take part in diverse actions within this area.

Association of Argentine University Networks (ARUNA)

ARUNA was created in July 7, 1998. It is a legal entity (IGJ No. 000883) and full incorporation of this association to the CIN depends on certain statutory changes that are under process.

The main objectives of this network are:

- **a.** Strengthen the principles and rights that shall guarantee the existence of free and stable university radio broadcasting to serve the country and to defend democratic ideals and constitutional rules that shall govern the life of the Nation and encourage national and regional culture in all its expressions.
- **b.** Encourage, support, and develop training programs for human resources working in the field and update university communication systems by fostering technical and administrative upgrading.
- **c.** Promote the improvement of general regulations for university radios, cooperating with national, provincial, and municipal public powers by means of studies, claims, bills or any other action in this regard.

At present, there are 2 AM and 35 FM radio stations scattered throughout the country. They exchange news and meet to share experiences about the activity. ARUNA offers technical and professional advice to radio stations and works together with public organizations such as the Ministry of Education, the CNC, and Télam.

At present, ARUNA members are organizing the radio network of MERCOSUR and Latin American universities and, after promoting and participating in the debates for the bill,

ARUNA president, Omar Turconi, was appointed representative of the National Universities' radio station in the brand new Audiovisual Communication Federal Council. For complete and updated information on the network, visit www.arunaweb.com.ar

TECHNICAL ADVISORY COMISSION FOR COLLECTIVE BARGAINING

Budget Act No. 24447 for the year 1995, sets forth under section 19, that National Universities shall establish their own salary regime and personnel administration. Such act was then included in Higher Education Act No. 24521.

Within this framework, universities had to assume the corresponding representation for the employer sector in the development of collective bargaining, thus they had to unify the legal entity. The issuance of Decree Law No. 1007/95 and Plenary Agreement No. 182/95 established the procedure, and such provisions are being followed since then, both for teaching and non-teaching staff.

In 1998 the Program for Work Reform and Restructuring was created. This program had to be negotiated within the framework of collective bargaining for each sector, and so it was necessary to have political leadership and adequate technical advice. For the latter, it was necessary to replace the structure that had been generated in those first years, "by a larger structure with fixed terms and objectives", thus creating the "Technical Advisory Commission of the Program for Work Reform and Restructuring that shall act under the guidelines of the Executive Committee" (Section 1, Provision of the Executive Committee No. 97/98, dated 06/02/98).

Thus, by mid 1998, the commission drafted the documents needed for implementing the Program, that included a pluri-annual funding plan, and that constituted the first result of this new period in the work environment of National Universities.

At that time, the political leadership for collective bargaining was assumed by University Presidents, as collective negotiators. After some time, still with the power to give instructions, the collective bargaining function was given to the members of the now called Technical Advisory Commission for Collective Bargaining.

Since then, the commission has developed a series of activities that include preparation of work material, information on the particularities of the issues by organizing meetings at the universities and, specially, follow-up of negotiations with teaching and non-teaching sectors. In this last case, it should be noted that collective agreement approval was achieved —and it is finally reflected under Decree Law No. 366/06- and implementation is currently in force at University Institutions. The Agreement brought category reassignment of the workers of the Sector, pursuant to the provisions set forth therein, that represented a new hierarchy for non-teaching staff.

At present, the commission is working on a draft for a collective agreement for the teaching sector and is ready to review the one in force now with the workers' union FATUN.

SUB-COMISSION OF HYGIENE, SAFETY, AND SECURITY

It was formed in the year 2003, and in August 30 of the same year, the first meeting with university personnel in charge of Hygiene, Safety, and Security services took place. In celebration of such event, the "Day of Health, Safety, and Security at National Universities", was created pursuant to provision CE 331/05.

Some of the objectives of this sub-commission are:

- . Promote health, safety, security, and environmental management at national universities.
- . Generate actions that shall guarantee better health and safety conditions in the work environment, contributing to workers' welfare, individuals' safety, and asset security.
- . Know, communicate, and advertise the wide array of topics in all research, extension, teaching, and management actions currently executed by the universities in the area.
- . Reach the whole educational community in order to promote a "culture" for accident prevention, a change of habits, and improvement of professors, students, and staff health at educational institutions, as well as respect for the environment.
- Analyze the approach to health treatment, work safety, and the environment from the point of view of research, teaching, extension, and management.
- . Recognize common and complementary work lines and the progress made in them.
- . Encourage direct knowledge among university representatives and promote meetings for university representatives and their work groups so as to cooperate in research, teaching, extension, health, safety, security, environment, and accessibility management.
- . Know and exchange opinions on action policies in each of the themes and assess common future actions.
- . Promote and expand interaction, exchange, and complementarity among universities so as to coordinate joint actions for improving the quality of health, safety, security environment, and accessibility.

Although this sub-commission originated in one of the non-teaching sector collective bargaining agreement provisions, it has developed an important work in the area, participating not only in specific bargaining instances but also in other instances related to general university activities.

The actions taken include the proposal for the National Program for Evacuation of individuals in university buildings, financed by the Secretariat of University Policies, the annual organization, since 2007, of the "National Conference on Health and Work Safety at Higher Education Environments", the development of the National Program for university institutions' authorities training/awareness, as well as a survey of the different problems that national university institutions suffer, participation in the drafting of the bidding document for hiring a single occupational risk insurance company (ART, by its Spanish acronym) and the relation with other national entities so as to reach the objectives proposed.

Public Universities in the Bicentennial Year

There follows a collectively drafted document to be used as a diagnosis that includes proposals for Argentine Higher Education developed using as a basis a work agenda executed under the motto "Challenges of Higher Education. From the Bicentennial of the Nation to the Centennial of the University Reform". According to four major topics -"University and Inclusion", "University and Development", "University and Knowledge", and "University and Citizenship". During the year 2010, several debates were held that allowed for a conceptual development process that resulted in the presentation of the final document in La Plata city in October.

Two hundred years after the First Cry for Freedom, all Public Universities gathered at the National Interuniversity Board (CIN), feel the need to renew our commitment to the Nation. We understand that the People of the Argentine Republic demands from us, today more than ever, significant contributions in order to achieve a sustainable and sovereign development that shall also encompasse social justice.

We are fully aware that this is a major challenge requiring skills to critically review the customs and practices that are common in our institutional culture.

This Bicentennial finds us in a reality marked by the will to progress towards a knowledge society that combines growth with fair distribution of wealth and environmental balance. Public Universities are absolutely sure that they have a major role in the construction of such society.

The following document aims at providing a critical and reflexive contribution, achieved thanks to the activities developed within the Bicentennial Agenda of the National Interuniversity Board under the motto "Challenges in Higher Education: From the Bicentennial of the Nation to the Centennial of the University Reform".

Supporting the principles of autonomy, joint government, teaching freedom, and free education, we understand these concepts within the context defined by current reality, explicitly including social commitment as an equally important dimension of university life. It is not our intention to have a foundational spirit; the progress made in strengthening the coordination between the Nation and university life should develop so that it necessarily implies acknowledgement our history, attention to the present, and decision on the vision of the future that we want to build. Although there are many aspects that need transformation, in our history lie all those that allowed -in spite of the recurrent crisis— for universities to survive and still have many values to offer. On this basis we should jointly propose the aspects that should continue and the changes that are needed so as for our universities to face current challenges.

International experiences show that there are no cases in which universities were absent in the definition and construction of integrated and productive society models. On the one hand, because science, technology, and knowledge in general play an increasingly important role in the definition of such models; on the other hand, because most leaders and officials are formed at the universities.

In order to take such huge responsibility, Public Universities are self-called to critically reflect and discuss concrete ways that will lead us to reach these objectives. The different sectors that make up universities have their own perspectives and it is essential to take them into account so as to generate integrating proposals. But we also know that we should avoid isolation and that a proactive and synergic interaction as the one we are looking for cannot be built exclusively from our own requirements, but through an open and frank dialogue with all social and democratic political forces that are capable of contributing to such task.

Public Universities, from the place that corresponds to us, wish to take part in the definition of public interest policies. We do not deny that there are still historical prejudices and fragmentations; however, we are working hard to overcome them and we believe that we have made some progress in that respect.

There were, there are, and there will always be differences within the university system. We celebrate these differences. Differences are enriching and form the essence of pluralism that is essential for the good development of Higher Education, constituting a solid defense whenever a unified thought was attempted to be imposed. We always prefer the uncomfortable uncertainties of sciences to the comfortable certainties of dogmas. From that same perspective and faced with the national reality of this Bicentennial. university diversity converges with the challenge of actively involving us in the construction of the developed and sustainable country that all Argentines deserve. So much so that we can state that in all public universities there is today the necessary willingness to locate transcendental objectives above contextual divergences; as well as to incorporate more and more local and regional variables that shall act as catalyzing elements that shall ease and encourage progress towards inclusion-oriented and integrating objectives. We are committed to further strengthen those actions that tend to build a country that shall choose a development model based on a fairer wealth production system and supplementary income distribution. A model in which work and education shall be conceived from the recovery of their historical role as a tool for inclusion and dignification of citizens, as well as vehicles for ascending social mobility. A model in which science, technology, and innovation are instruments to improve the living conditions of the People. We know of the efforts made to recover a present State, capable of acting more and in a better way as guarantor of everybody's rights, both in those aspects related to the life of citizens in general and of university individuals in particular. In such sense, we can highlight:

- . The investment in Education increased systematically and, today, it has exceeded the goal of 6% set forth by the Educational Financing Act.
- . The Educational Infrastructure Plan allowed for the construction of 940 schools in five years and, in particular, the University Infrastructure Plan has already completed 107 works at different National Universities, 42 are under construction, and 27 are under bidding process.
- . The recovery of Technical Education and the efforts made to improve Education at all levels with specific legislation and concrete actions, such as the creation and start up of the Connecting Equality Program that foresees to give 3,000,000 netbooks to high school students; and the programs for improving university quality in different fields, such as PROMEI (for Engineering), PROSOC (for Social Sciences), PROHUM (for Humanities), PROMVET (for Veterinary), etc.
- . The effective actions with regard to inclusion policies in Higher Education, such as the scholarship Program for students taking university careers that are a priority for the country, with more than 30,000 recipients that receive, each year, between AR\$ 3,500 and AR\$ 12,000, depending on the career and the year they are in.
- . The creation of the Ministry of Science, Technology, and Productive Innovation and the resources allocated to these activities, that not only allowed to multiply by three the number of people devoted to scientific and technological work, but also the fact that this year the number of Argentine researchers, that returned to the country after emigrating in search of the opportunities they could not find here, has exceeded 800.
- . The Universal Allowance per Child that, according to the first conclusions of CONICET research teams, published after a year of the implementation thereof, is about to become one of the most successful social polices in the last 50 years. The continuation of these and other actions of the same kind are essential for Bicentennial Argentina; thus, we attempt to give a dimension to some data of reality that, because of their meaning and impact on national life, encourage and motivate us in this undertaking.

It is an attempt to progress, from the university autonomy exercised with responsibility, that we support and practice, in search of new ways to relate ourselves with all the levels that constitute the State to which we belong and to link ourselves with all the entities and organizations that are representative of Society. Identifying the coincidences is a significantly important step in the construction of productive and enriching relations. In this

way, we understand at least one of the dimensions of exercising university autonomy with social commitment.

In addition, it should also be pointed out that, in the last few years, our involvement and participation, in those matters we believe are transcendental for the country, is increasingly active. The discussion of the Audiovisual Communication Service Act, the participation in the Agro-Food and Agro-Industry Strategic Plan, the major role assigned to the implementation of the Argentine Digital Terrestrial Television System and other actions coordinated from the National Interuniversity Board with several Ministries are a tangible proof of this. Specially, the Research and Development Strategic Program created thanks to the initiative of the Board itself, in agreement with national policies in Science, Technology, and Productive Innovation, is a valuable example of what we can do.

Public Argentine Universities in the Globalized World

Higher Education is not exempt from the consequences of globalization. In the last ten years, university enrolment in the world increased in more than 51 million students. This causes HE to be seen, from certain sectors, as a market with a high potential for commercial exploitation. Thus, while some currents of thought attempt to impose it as a tradable good, we defend it as a Public Asset and a Universal Human Right, a position sustained and approved as the block for Latin America and the Caribbean in the World Higher Education Conference held in Paris in 2009.

In addition, the meaning of quality in HE is highly discussed in the world. Those abstractions intending to dissociate quality from pertinence are naïf. We support and promote a concept of quality that necessarily supplements those of pertinence and inclusion.

We do not want to be set aside of HE internationalization processes, we want to participate more and more in them; however, we intend that this participation turns into a benefit for the whole Argentine Society and that integration starts from identity and values.

Re-thinking the social dimension of university activities at present also means to propose a new opportunity for Politics. This is one of our major challenges faced with the complexity involved in committing ourselves to contribute in a more concrete and direct way to improve the living conditions of the Argentine People faced with present and future challenges. Without abandoning our role as necessary actors in the analysis of universal principles of thought and in the reflection on changing and multiple realities, Argentine Public Universities understand that it is time to act, also, as drivers for the development of wealth and distribution. We know that assuming this role implies defeating great difficulties. However, it is our decision to use all our capabilities to effectively contribute to the understanding of issues that present multiple facets, involving social, cultural, environmental, and economic dimensions, as well as scientific and technological dimensions, developing the necessary competences and skills to respond to them, taking over the historical truth of the community to which we belong, its setting, traditions and innovations, its memory, its present, and the work we have ahead.

There is growing awareness of the need to generate policies for the inclusion of marginal sectors, to cater for the explosive growth of world population, and to progress in the access to primary and high school education to adapt to the rapid change in technological evolution and in the world of work and pedagogy, with new learning approaches and methods. Faced with this scenario, changes are not only necessary but inevitable. And we believe that the best alternative we have is to try to lead changes in those aspects in which we are relevant actors. It is not our intention to become the illustrated pioneers but to fill the space that corresponds to us and to play the role we have as state, public, and autonomous institutions supported by the effort of the whole Argentine People. From that role, we are ready to commit ourselves to interpret, participate, and contribute to the transformation process and, therefore, to create new knowledge areas to support the complexity of each of these requirements.

In this context and within the framework of this holistic vision of the role of Public Universities, Higher Education major concerns in the last decade focus on those aspects that are essential to its growth. Continuous quality, relevance, and social pertinence improvement as a whole, inclusion through massive access, permanence, and successful completion of undergraduate courses and further long life education are issues that require permanent attention. They also include custody of university autonomy, claim for adequate budgets, internationalization of university processes, and fair access to new information and communication technologies.

Challenges for Argentine Public Universities

The determining factors and characteristics of the contemporary world, that include and frame the reality in our country, give a dimension to the challenges of Public Universities for the next years and show us what to do for national development and People progress. The National Interuniversity Board has implemented the Bicentennial Agenda to reflect on the role of the University at this time of the Nation and, in several meetings held at the Universidades Nacionales de Cuyo (University and Inclusion), del Nordeste (University and Development), de Catamarca (University and Knowledge), and de Río Negro (University and Citizenship) and with the contributions of the whole university community, these issues were analyzed and the result was a set of essential challenges that we want and we have to assume:

- . Coordinate a socially responsible and inclusive Argentine Public University System that shall assume a leading role in the construction of a society in which education, knowledge, and cultural goods are democratically distributed, actively participating in social transformations towards achieving sustainable development, collective progress, and Human Rights defense and promotion. A system capable of generating opportunities for those who do not have any today, that functions in a proactive and synergic way with the State of which we are part as well as with Society's representative sectors.
- . Guarantee the education of responsible citizens who fully endorse the principles of democracy and scientific and humanistic culture, and increase the number of highly qualified graduates, enhancing value education, science responsibility, and the social value of knowledge, contributing to understand, preserve, record in history, foster, and promote universal, national, and regional culture.
- . Encourage an academic model that stands out because of teaching quality, relevance, and pertinence. That highlights reflection, insight, and information interpretation and that is capable of adapting itself to the dynamics of a world in continuous change. A model represented by knowledge generation, promotion, communication, and transfer through scientific, technological, humanistic, and artistic research, based on the explicit definition of problems to be solved and the inquiry of topics within their contexts. A model expressed by the joint effort with communities; by an active communication work linked to the creation of citizen awareness based on social responsibility, respect of Human Rights and cultural diversity; and on an extension work that enriches education, cooperating in the detection of problems for research and creating action spaces linked to different social actors, especially those that belong to the most neglected sectors.
- . Keep an adequate balance among teaching, research, and extension functions in institutions that grow in diversity and flexibility; promoting progressive increase in professors' hours devoted to academic work so as to assume the constant commitment required by Higher Education.
- . Develop coordination policies with the whole Educational System to make the transition from High School to Higher Education easier, cooperating in the creation of solid cognitive and learning bases at previous levels, so that incoming students have the necessary skills to acquire, build, and transfer knowledge to benefit society and successfully develop their university careers.
- . Progress in dropout control, caused by academic reasons -previous education, lack of support, and excessive length of undergraduate education- external reasons -mainly socio-

economic-, other reasons inherent to the system -such as massiveness, insufficient number of scholarships or similar services, admission systems, career orientation, and educational environment-, and personal reasons -both related to attitude and motivation.

- . Promote social distribution of knowledge, turning Education into a mechanism for cohesion and social integration, moving from disciplinary models to trans disciplinary models and generating careers with innovative educational proposals that give an answer to new social, environmental, cultural, scientific, technological, economic, and political models required by our community in order to achieve a sustainable development, a greater regional integration, and a fairer and more inclusive society.
- . Promote continuous education through the permanent contact of graduates with universities, for upgrading and incorporating new knowledge, as well as for the inclusion of other sectors of community interested in increasing their knowledge, art, and culture.
- . Significantly increase the number of doctors that form part of the system of scientific research, technological development, and innovation.
- . Undertake linkage actions with the productive system, the State, social and community movements and Society as a whole, generating a proper environment for those innovation processes needed for the sustainable growth of the country, generalizing the use of new organization and production approaches in the different regions, in particular for micro, small, and medium-sized enterprises. The idea is to contribute to a development model in which the capacity to add value on the basis of qualified work, to innovate, and to create on the basis of their own science and technology are determining factors for growth.
- . Promote basic and applied research and technological developments in all disciplinary fields, oriented towards solving relevant problems, such as environmental conservation, climate change, rational use of water, and reserve and energy conservation, nanotechnology, biotechnology, improvement of productive processes, human and urban development sustainability with regard to housing, general service infrastructure, including transportation, public health, education, security, and work, among others.
- . Coordinate policies with national, provincial, and municipal organizations to define and finance work in these fields, attempting to satisfy, first, local, national, and regional needs, and encouraging training of human resources in vacancy areas, both geographically and thematically.
- . Promote the use of new information and communication technologies taking into account pertinence and social inclusion criteria.
- . Firmly undertake the social university commitment and enhance service actions for society, in particular work towards eliminating poverty, intolerance, discrimination, violence, illiteracy, hunger, environmental damage, and disease by applying interdisciplinary and trans disciplinary approaches.
- . Encourage the transformation of Public Universities into natural spaces for the discussion and exchange of ideas not only among members, but also with society in general, that will allow to identify and prioritize those topics that are essential for community development.
- . Promote a comprehensive educational proposal, coordinating scientific knowledge in Higher Education with the "know how" given by the trade, oriented towards training those sectors that are not involved in formal academic education, but that require new knowledge or tools to get inserted, remain, and progress in the world of labor.
- . Value human diversity, markedly pluricultural and multilingual, adding knowledge sharing and the acknowledgement of value diversity and learning methods as key elements in the policies, plans, and programs of the sector; and strengthening cultural identities and integration of the region and native peoples.
- . Promote the consolidation of interuniversity coordination, encouraging the creation of networks, mobility of students, professors, and researchers, diploma validation, joint degrees and research, taking advantage of international cooperation and prioritizing Latin American integration.
- . Move ahead in a strategic and participative university planning, transparent administration, and efficient management of institutional development with efficiency, effectiveness,

communicability, flexibility, and team work, with adequate financing to work and the infrastructure and equipment needed.

- . Promote, in a coordinated way, diverse actions towards the achievement of a response of the university system to the growing demands of Higher Education, in particular when faced with the challenge that represents the change to compulsory high school education as set forth in the Education Act, for the whole country, in a cooperative way and according to the development plans agreed.
- . Implement positive actions for reducing existing asymmetries within the university system, trying to guarantee similar conditions to all students all over the country.
- . Consolidate actions towards the creation of a Higher Education Area for Latin America and the Caribbean by supporting integration processes such as UNASUR and strengthening the principle of considering "...Higher Education as a social public asset, a human and a universal right, and a State obligation".

These challenges that we are supporting once again as Argentine Public Universities committed to national development should lie on the guarantee of:

- . Regulatory, administrative, political, institutional, and academic autonomy exercised with responsibility as well as economic autarky.
- . A sufficient and well-administered budget for stimulating teaching, scientific research, technological development, transfer, extension, liaison, and national and international interuniversity networks.
- . Protection of joint government, free intermediate and first degree education, plurality of chairs, access to chairs by public examination, student admission, permanence, and graduation in the undergraduate Higher Education System according to the merits of individuals with the will to learn.
- . The systematic assurance of quality and pertinence of comprehensive proposals, through self-assessment processes and external evaluations by public organizations that are also formed by universities.
- . A set of devices and services for students that address academic, external, internal, and personal reasons for dropout and slowing, and allows for inclusion, contention, and permanence in the university system that is essential for social mobility.
- . A fast, transparent, and qualified administration with a well-equipped, sufficient, safe, and well-maintained infrastructure.

The reason for the existence of Argentine Public Universities is to serve the community and help it to progress. Our Society shall have more opportunities for progress if its members know more and are better educated and this is a contribution that shall be made by public universities. That is our challenge and our commitment with our People.

Agenda of the Commitments Assumed by Argentine Public Universities

Guidelines for major general objectives in the mid and long term are important because they mark the course to follow, but the truth is that we make progress in that direction by performing concrete actions.

In the same way as we are getting involved in different instances related to national life, beyond those that are traditionally part of the specific scope of Higher Education, we express herein that we are determined to increase our participation.

Universities have academic, professional, scientific, and technological staff with competence in almost all knowledge disciplines and areas and, also, with a large number of students under educational process. Geographic distribution of universities throughout the country is a valuable element to be considered.

On the other hand, the university community is aware of being the beneficiary of a system supported with the effort off all those who live in this country. Workers, business people, traders, freelance professionals and even the most neglected sectors, all contribute to the Argentine Public University System, and this demands from us a stronger commitment Thus, in this Bicentennial, we, the university community, want to do more and are able to do it. We are convinced that the conditions are given to continue and increase interaction with

different civil and governmental actors. If we coordinate efforts and actions with other National and Provincial State organizations as well as with local governments and other organizations that represent the different sectors of Society, it is possible to develop programs, projects, and actions with clear objectives, verifiable impact goals, and defined deadlines.

President of the Argentine Nation, Cristina Fernández de Kirchner, those of us engaged in university activities are educated in the rigor of academia, but we are also full of passion and hope. And this is a special occasion for us to show our passion for Argentina and our hope to consolidate a country in which sustainable and sovereign national development with social justice is possible.

LONG LIVE THE ARGENTINE NATION!

Agreements

Since its creation, the National Interuniversity Board (CIN) has subscribed a large number of cooperation agreements with different national and international organizations and institutions.

In addition, in 1994, the Framework Agreement between National and Provincial Universities was signed (Plenary Agreement No. 142/94) with the adhesion of almost all CIN members that helps in the organization of mutual cooperation activities.

COOPERATION AGREEMENTS IN FORCE

- . Argentine Industrial Union (Year 2001, Plenary Agreement No. 399/01)
- . Italian University Center in Argentina (CUIA) (Year 2002, Plenary Agreement No. 417/02)
- . Universia (Year 2002, Plenary Agreement No. 441/02)
- . EDUC.AR (Year 2002, Plenary Agreement No. 441/02)
- . Conference of Spanish University Presidents (Year 2003, Plenary Agreement No. 470/03)
- . Ministry of Education, Science, and Technology and National Institute of Social Services for Retirees and Pensioners in the Argentine Republic (Year 2003, Plenary Agreement No. 471/03)
- . Banco Río de la Plata (Year 2004, Plenary Agreement No. 521/04)
- . Ministry of Higher Education of the Republic of Cuba (Year 2004, Plenary Agreement No. 523/04)
- . Secretariat of Economic Policy and Secretariat of University Policies (Year 2004, Plenary Agreement No. 525/04)
- . National Association of Mexican Higher Education Universities and Institutions (ANUIES) (Year 2004, Plenary Agreement No. 539/04)
- . Saint Petersburg Board of University Presidents (Year 2005, Plenary Agreement No. 551/05)
- . Caja de Ahorro y Pensiones de Barcelona and Banco Credicoop Cooperativo Limitado (Year 2005, Plenary Agreement No. 587/05)
- . Conference of French University Presidents (Year 2007, Plenary Agreement No. 634/07)
- . National Library (Year 2009, Plenary Agreement No. 702/09)
- . Secretariat of Culture of the Presidency of the Nation (Year 2009, Plenary Agreement No. 717/09)
- . National Agency for Scientific and Technological Promotion (Plenary Agreement No. 725/10).
- . Ministry of Science, Technology, and Productive Innovation and CONICET (Plenary Agreement No. 726/10).
- . Ministry of Defense (Plenary Agreement No. 737/10).
- . Argentine Federation of Professional Associations in Economic Sciences (Plenary Agreement No. 738/10).
- . Ministry of Agriculture, Livestock, and Fishing and Ministry of Education (Plenary Agreement No. 743/10).
- . Secretariat of Energy of the Ministry of Federal Planning, Public Investment, and Services (Plenary Agreement No. 754/10).
- . National Institute of Film and Audiovisual Arts (Plenary Agreement No. 755/10).
- . Ministry of Federal Planning, Public Investment and Services (Plenary Agreement No. 756/10).
- . Ministry of Federal Planning, Public Investment and Services (Plenary Agreement No. 772/11).
- . Ministry of Federal Planning, Public Investment and Services (Plenary Agreement No. 773/11).
- . Secretariat for the Prevention of Drug Addiction and the Fight against Drug Trafficking (Plenary Agreement No. 774/11).

- . Argentine Television Union, Audiovisual Services, Interactive Data and Agreement (Plenary Agreement No. 775/11).
- Council of Rectors of Private Universities (Plenary Agreement No. 776/11). Argentine Legal Data System (SAIJ) and Network of Legal Advisors of National Universities (Plenary Agreement No. 778/11).
- . Colombian Association of Universities ASCUN (Plenary Agreement No. 795/11).

National university institutions

National University Institutions

- 1. UNDAV UNIVERSIDAD NACIONAL DE AVELLANEDA
- 2. UBA UNIVERSIDAD DE BUENOS AIRES
- 3. UNCA UNIVERSIDAD NACIONAL DE CATAMARCA
- 4. UNICEN UNIVERSIDAD NACIONAL DEL CENTRO DE LA PROVINCIA DE BUENOS AIRES
- 5. UNCAUS UNIVERSIDAD NACIONAL DEL CHACO AUSTRAL
- 6. UNC UNIVERSIDAD NACIONAL DE CÓRDOBA
- 7. UNDEC UNIVERSIDAD NACIONAL DE CHILECITO
- 8. UNCO UNIVERSIDAD NACIONAL DEL COMAHUE
- 9. UNCUYO UNIVERSIDAD NACIONAL DE CUYO
- 10. UNER UNIVERSIDAD NACIONAL DE ENTRE RÍOS
- 11. UNF UNIVERSIDAD NACIONAL DE FORMOSA
- 12. UNGS UNIVERSIDAD NACIONAL DE GENERAL SARMIENTO
- 13. IESE INSTITUTO DE ENSEÑANZA SUPERIOR DEL EJÉRCITO
- 14. IUA INSTITUTO UNIVERSITARIO AERONÁUTICO
- 15. IUPFA INSTITUTO UNIVERSITARIO DE LA POLICÍA FEDERAL ARGENTINA
- 16. IUGNA INSTITUTO UNIVERSITARIO DE LA GENDARMERÍA NACIONAL ARGENTINA
- 17. IUN INSTITUTO UNIVERSITARIO NAVAL
- 18. IUSM INSTITUTO UNIVERSITARIO DE SEGURIDAD MARÍTIMA
- 19. IUNA INSTITUTO UNIVERSITARIO NACIONAL DEL ARTE
- 20. UNJU UNIVERSIDAD NACIONAL DE JUJUY
- 21. UNLAM UNIVERSIDAD NACIONAL DE LA MATANZA
- 22. UNLZ UNIVERSIDAD NACIONAL DE LOMAS DE ZAMORA
- 23. UNLPAM UNIVERSIDAD NACIONAL DE LA PAMPA
- 24. UNLP UNIVERSIDAD NACIONAL DE LA PLATA
- 25. UNLAR UNIVERSIDAD NACIONAL DE LA RIOJA
- 26. UNLA UNIVERSIDAD NACIONAL DE LANUS
- 27. UNL UNIVERSIDAD NACIONAL DEL LITORAL
- 28. UNLU UNIVERSIDAD NACIONAL DE LUJÁN
- 29. UNMDP UNIVERSIDAD NACIONAL DE MAR DEL PLATA
- 30. UNAM UNIVERSIDAD NACIONAL DE MISIONES
- 31. UNNE UNIVERSIDAD NACIONAL DEL NORDESTE
- 32. UNNOBA UNIVERSIDAD NACIONAL DEL NOROESTE DE LA PROVINCIA DE BUENOS AIRES
- 33. UNPA UNIVERSIDAD NACIONAL DE LA PATAGONIA AUSTRAL
- 34. UNPSJB UNIVERSIDAD NACIONAL DE LA PATAGONIA SAN JUAN BOSCO
- 35. UNQ UNIVERSIDAD NACIONAL DE QUILMES
- 36. UNRC UNIVERSIDAD NACIONAL DE RÍO CUARTO
- 37. UNRN UNIVERSIDAD NACIONAL DE RÍO NEGRO
- 38. UNR UNIVERSIDAD NACIONAL DE ROSARIO
- 39. UNSA UNIVERSIDAD NACIONAL DE SALTA
- 40. UNSJ UNIVERSIDAD NACIONAL DE SAN JUAN
- 41. UNSL UNIVERSIDAD NACIONAL DE SAN LUIS
- 42. UNSAM UNIVERSIDAD NACIONAL DE SAN MARTÍN
- 43. UNSE UNIVERSIDAD NACIONAL DE SANTIAGO DEL ESTERO
- 44. UNS UNIVERSIDAD NACIONAL DEL SUR
- 45. UTN UNIVERSIDAD TECNOLÓGICA NACIONAL
- 46. UNTREF UNIVERSIDAD NACIONAL DE TRES DE FEBRERO
- 47. UNT UNIVERSIDAD NACIONAL DE TUCUMÁN
- 48. UNVM UNIVERSIDAD NACIONAL DE VILLA MARÍA
- 49. UADER UNIVERSIDAD AUTÓNOMA DE ENTRE RÍOS
- 50. UNIPE UNIVERSIDAD PEDAGÓGICA PROVINCIAL
- 51. UNPAZ UNIVERSIDAD NACIONAL DE JOSÉ C. PAZ
- 52. UNM UNIVERSIDAD NACIONAL DE MORENO
- 53. UNO UNIVERSIDAD NACIONAL DEL OESTE
- 54. UNTDF UNIVERSIDAD NACIONAL DE TIERRA DEL FUEGO
- 55. UNVIME UNIVERSIDAD NACIONAL DE VILLA MERCEDES
- 56. UNAJ UNIVERSIDAD NACIONAL ARTURO JAURETCHE

INFORMATION ABOUT NATIONAL UNIVERSITIES INSTITUTIONS

In this section, those universities and university institutes that are full members of the National Interuniversity Board (CIN) are introduced in alphabetical order. At the end, those university institutions undergoing an organization process are included.

The article describing institutional progress recorded in the last year was supplied by each institution. Statistical information has been supplied by the Secretariat of University Policies (SPU). With regard to intermediate degrees, first degrees, and postgraduate degrees, the information has been taken from the SPU database of "Official Degrees" that contains the information of the degrees granted by Argentine Universities with official recognition and, consequently, national validity.

Pursuant to Ministry Provision No. 6/97, for a degree to be considered as a first university degree, the study plan must establish a minimum duration of 4 years and a minimum number of 2600 60-minute hours of classroom training.

Below such duration and number of hours, a degree is considered an intermediate university degree provided the plan establishes a minimum duration of 2 years and a minimum number of 1600 60-minute hours.

With regard to postgraduate degrees, pursuant to Ministry Provision No. 1168/97, all Specialization's, Master's or Doctor's Degrees obtained after the first degree are considered postgraduate degrees.

The number of hours established for postgraduate degrees can be distributed in units of different duration and format such as courses, workshops, and seminars.

In the case of Specialization Programs, the minimum number of hours is 360 hours of classes and in the case of Master Programs, 540 hours. In the last case, it also includes a minimum of 160 hours for tutorships and research activities at the university -it should be noticed that the hours devoted to thesis development are not considered.

On the other hand, the information referred to the number of intermediate and first degree students, intermediate and first degree graduates, students awarded PNBU scholarships, postgraduate students, teaching staff positions, professors-researchers, research projects, non-teaching staff and university voluntary work projects financed by the SPU was taken from the last University Statistics Yearbook published by the SPU, with data corresponding to the year 2009.

Those public university institutions undergoing an institutional organization stage, due to their recent creation, do not have sufficient data for all items. In the same way, some numbers for university institutes that depend from the armed and security forces are not included in SPU statistics.

Universidad Nacional de Avellaneda

The Universidad Nacional de Avellaneda (UNDAV) was founded on November 11, 2009 through Act No. 26 543. One year after, the 1100 university students are already studying in its classrooms attending the Leveling Course for 2011 admission and are getting ready to start classes. The leveling stage started on February 7 at the University Complex in España and Colón, Avellaneda, where the old Market used to be located. This course was conceived with an inclusive purpose on mind and it offers all students the necessary tools to start their university studies. It also has a specific tutoring system that enables personalized follow-up to help those who need reinforcement during the courses. The organizing president, engineer Jorge Calzoni, said that the beginning of University activities are a "dream that started a long time ago and became a reality thanks to the effort of the community as a whole."

In this sense, the UNDAV sets as its priority goal the education of people with high quality ethics, politics, and professionalism, as well as the generation and adaptation of knowledge; preservation and reinterpretation of culture; and active participation to lead change processes towards a better quality of life for its community.

In order to do this, the University has an important academic offer, linked to the local situation but from a national scope, and designed to meet the demands of a better society. This offer includes: Cultural Management, Physical Activity and Sports, Environmental Sciences, Technical Degree in Branding and Packaging, Journalism, and University Nursing; all organized through the corresponding Departments.

Thus, starting from the acknowledgment of culture and the appreciation of sports and their importance not only from the competitive point of view but also from the recreational one, considering the need to construct a healthier environment to live in and educating professionals able to contribute knowledge to address social needs as regards work and/or health, these departments organize, from the different programs, diverse study plans that ensure a first class university education from the city of Avellaneda and without geographical boundaries.

UNIVERSIDAD NACIONAL DE AVELLANEDA

Created by: Act No. 26.543 dated 11/11/2009

Website: www.undav.edu.ar

Main Complex: España 350 - B1870BWH Avellaneda - Buenos Aires - Tel. 54-11-42229640 Fax:

54-11-42292400

President: Engineer Jorge CALZONI **Vice President:** MA Nancy GANZ

Academic Units:

Department of Culture and Arts

Department of Physical Activity, Sports, and Recreation

Department of Environmental Sciences

Department of Production and Work

Cross-Sectional Department of Social Sciences

Cross-Sectional Department of Health Sciences

Universidad de Buenos Aires

The Universidad de Buenos Aires (UBA) was inaugurated on August 12, 1821 on the initiative of Bernardino Rivadavia –Minister of Government of Buenos Aires province at the time. It was originally a provincial university until 1881, when it was nationalized. The UBA was created to manage elementary, middle, and higher education in the province. The first UBA President was Antonio Saenz.

It was originally organized into six departments until 1865, when President Juan María Guitiérrez drafted the University Regulations which established the UBA as a federation of faculties and implemented the call for examination of professors. As from 1874, the Departments became faculties giving origin to the Faculty of Law, the Faculty of Mathematics, and the Faculty of Physical and Natural Sciences. That same year, the Faculty of Medicine was restored to the UBA, from which it had been disassociated in 1852.

In the 1880s, the UBA was nationalized and, pursuant to "Avellaneda Law", which institutionally defined the profile for the National Universities of Córdoba and Buenos Aires, the Universidad de Buenos Aires Statute was passed. The first years of the 20th century witnessed the beginning of the first Students' Associations which were the foundation for the Federación Universitaria de Buenos Aires (FUBA), created in 1908. Meanwhile, the UBA continued creating and adding academic units until achieving its current structure.

As from 1984, the UBA started a transformation process which included the following highlights:

- The creation of the Secretariat of University Extension and the "Ricardo Rojas" Cultural Center, a university cultural space that operates following a new cultural management approach, which integrates intellectual discussion and artistic practice. It offers a place for artistic performances and events and, at the same time, teaching and educational activities are conducted there through courses and workshops.
- The creation of the Ciclo Básico Común (CBC General Education Course), the academic unit where new students study core and introductory subjects before actually entering the faculty of their choice.
- Through an agreement signed by the UBA and the Federal Penitentiary Service, the Centro Universitario Devoto (CUD) was founded. It was followed by Caseros and Ezeiza centers. Undergraduate courses are offered at all these prison centers.
- The inauguration of the University Regional Centers in Avellaneda and San Isidro as part of the decentralization and regionalization policy.
- The creation of the Museum Network, which gathers the 14 museums that belong to the UBA and performs extension and scientific promotion activities, enhancing available resources and creating common areas for the different study fields.
- The strong impulse to Eudeba, protecting its original goals while considering the current circumstances that characterize publishing activities.
- Bearing in mind the need to strategically position the UBA in relation to knowledge creation, spreading and transfer, a new regulation was passed which enabled the University Higher Council to authorize the creation of 18 Research Institutes belonging to the Universidad de Buenos Aires and 22 dual dependency institutes with CONICET, some already existing and some new ones.



UNIVERSIDAD DE BUENOS AIRES

Created by: Creation Edict dated 12/08/1821 of Buenos Aires Province Government.

Website: www.uba.ar

Main Complex: Viamonte 430/444 and Reconquista 694 - C1053ABJ Ciudad Autónoma de Buenos

Aires. Tel: 54-11-4510-1100 Fax: 54-11-4511-8123

President: Doctor Rubén HALLÚ

Vice President: Professor Alberto Edgardo BARBIERI

Academic Units:

School of Agronomics

School of Architecture, Design, and Urbanism

School of Economic Sciences

School of Exact and Natural Sciences

School of Social Sciences

School of Veterinary Sciences

School of Law

School of Pharmacy and Biochemistry

School of Philosophy and Literature

School of Engineering

School of Medicine

School of Dental Medicine

School of Psychology

Intermediate Degrees: 20

First Degrees: 67

Postgraduate Degrees: 50

Intermediate and First Degree Students: 294837 Intermediate and First Degree Graduates: 16420 Students awarded PNBU Scholarships: 532 Postgraduate Students: No data available.

Teaching Staff Positions: 28746 **Professors-Researchers:** 2731

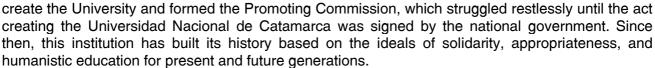
Research Projects: 1288 Non-teaching Staff: 13226

University Voluntary Work Projects financed by the SPU: 125

Universidad Nacional de Catamarca

Since its creation in 1972, pursuant to Act No. 19 832, the Universidad Nacional de Catamarca (UNCa) became the most important center for Higher Education in Catamarca Province. It was the result of an ambitious project combining the history of prestigious educational institutions such as the Escuela Normal Regional "Fray Mamerto Esquiu," then turned into the "Instituto Nacional del Profesorado," origin of the Universidad Nacional de Catamarca.

In 1968, professor Federico Emiliano País, in his capacity as President of the Institute, promoted the project to



The eight academic units that make up the Universidad Nacional de Catamarca offer a wide academic variety including 122 programs from preparatory and undergraduate level to graduate courses. There are two preparatory schools that are part of the university structure: ENET Nº 1 "Prof. Vicente G. Aguilera" and Fray Mamerto Esquiú. The staff includes 504 categorized researchers, 78 laboratories, a university canteen, eight libraries —with a total of 20 952 volumes-, 14 interdisciplinary reference centers to render specialized services to society, a History Research Center of the Argentine Northeast, an experimental campus —which is part of the Faculty of Agricultural Sciences- in the Department of Capayán, and 13 international cooperation programs.

The Reception and Interpretation Center of Laguna Blanca Biosphere Reserve Comprehensive Museum, which was declared World Heritage by UNESCO and which is the site for national and international research, is also part of the UNCa.

Besides, the University has a School of Graduate Advanced Studies, an Anthropology Museum -part of

The round coat of arms symbolizes the most perfect of all known shapes and volumes and represents the roundness of the earth. The geometric trim stands for the pre-Columbian cultures that lived in Catamarca's geographic area. The open book is the par excellence symbol of man's access to knowledge and research. The flame on the book expresses intellectual clarity encompasses the willingness to prevail and the constantly renewed spiritual tension. The mountains are one of the most important elements Catamarca's landscape. The sunlight shines on the horizon and announces a brand new day, representing the creation of the Universidad Nacional de Catamarca.

the School of Archeology-, a Laboratory of Languages –part of the Faculty of Humanities-, a University Dormitory –with room for 78 students-, two Publishing Houses -Editorial Científica and Editorial Universitaria-, a Healthcare Center, the Program "Recovering our Memory" –devoted to the rescue of pre-Columbian ancient cultures through craftwork, weaves, and other cultural expressions-, 25 cultural and artistic workshops, a University Polyphonic Choir, a Children and Youth Choir, a Community Theater, a Classic and Modern Dance School, a Skating School, Sports School for children and young people, the University Radio FM 100.7 –which has been on the air for over 17 years- and the television show "La Universidad en Acción" –over 17 years running.

Thirty eight years after its creation, the UNCa still upholds its mission and commitment to the society of Catamarca as the first day, promoting new challenges to achieve social equality and education for each and every individual.

UNIVERSIDAD NACIONAL DE CATAMARCA

Created by: Act No. 19831 dated 12/09/1972

Website: www.unca.edu.ar

Main Complex: Esquiú 612 - K4700BIN San Fernando del Valle de Catamarca - Catamarca

Tel: 54-3833-424099/456410/450765/423858 Fax: 54-3833-431200

President: Engineer Flavio Sergio FAMA

Vice President: Engineer Oscar Alfonso ARELLANO

Academic Units:

School of Agricultural Sciences

School of Economic Sciences and Administration

School of Health Sciences

School of Exact and Natural Sciences

School of Law

School of Humanities

School of Technology and Applied Sciences

School of Archeology

Intermediate Degrees: 22

First Degrees: 37

Postgraduate Degrees: 30

Intermediate and First Degree Students: 12127 Intermediate and First Degree Graduates: 316 Students awarded PNBU Scholarships: 225

Postgraduate Students: 798
Teaching Staff Positions: 1154
Professors-Researchers: 328

Research Projects: 93 **Non-teaching Staff:** 540

University Voluntary Work Projects financed by the SPU: 21

Universidad Nacional del Centro de la Provincia de Buenos Aires

The Instituto Universitario de Tandil was created in the 1960s. The academic activity of this private university started in the Faculty of Human Sciences, adding the Faculties of Economic Sciences and of Physics and Mathematical Sciences in 1965; and the Faculty of Veterinary Sciences in 1969.

In 1969, the Instituto Universitario de Olavarría was created thanks to the economic support received from a private company and the municipal government. This institute was an academic extension of the Universidad Nacional del Sur, which controlled the activities conducted in its two Departments: Engineering and Economic Sciences.

In 1973, the city of Azul also added higher studies to its academic offer, creating the Department of Agronomics, part of the Instituto Universitario de Olavarría.

In 1974, Act 20 753 created the Universidad Nacional del Centro de la Provincia de Buenos Aires (UNICEN), gathering the university structures existing in the cities of Tandil, Olavarría, and Azul. The Universidad Nacional del Centro de la Provincia de Buenos Aires has, as part of its role as a Higher Education Institution, the core mission of developing and spreading world culture, organizing and offering humanistic, scientific, professional, artistic, and technical education; promoting research; coordinating the several educational levels and fostering comprehensive and qualified education of students as subjects and recipients of culture, with a desirable ethic and moral level.

It has three regional sites: the main site, where the President's Office is located, is in the city of Tandil, and the other two sites are at Azul and Olavarría. Around 12 000 students are distributed among nine Faculties and one High School, students can choose among 21 intermediate degrees, and 58 undergraduate and 20 postgraduate programs. Academic excellence, research, extension, technological transfer, and services for a comprehensive education of the students are the main goals of this Institution which has now been working in the education of new generations for over three decades. Major mid-term goals of UNICEN are:

- To give a new value to undergraduate education.
- To contribute to equal opportunity by lowering university educational costs.
- To increase the number of professors recognized by scientific agencies.
- To recover the impulse given by the Scientific and Technological Park and increase it creating a cultural industry center.
- To strengthen the relation with the local town halls that are part of the University area of influence.
- To develop an internationalization policy that goes beyond students' exchange programs.
- To improve quality of work and retirement conditions for professors and administrative staff.
- To encourage the academic career for professors and the incorporation of administrative employees to the permanent staff.
- To include the relation with the alumni in the agenda.
- To strengthen the university social commitment.



UNIVERSIDAD NACIONAL DEL CENTRO DE LA PROVINCIA DE BUENOS AIRES

Created by: Act No. 20753 dated 09/10/74

Website: www.unicen.edu.ar

Main Complex: General Pinto 399 - B7000GHG - Tandil - Buenos Aires - Tel. 54-2293-422000

President: Roberto TASSARA, CPA

Vice President: Agronomic Engineer Omar LOSARDO

Academic Units:

School of Art (Tandil)

School of Agronomics (Azul)

School of Economic Sciences (Tandil)

School of Exact Sciences (Tandil)

School of Human Sciences (Tandil)

School of Social Sciences (Olavarría)

School of Veterinary Sciences (Tandil)

School of Law (Azul)

School of Engineering (Olavarría)

College of Health Sciences (Olavarría)

Quequén University Teaching Unit (Quequén)

Intermediate Degrees: 34

First Degrees: 67

Postgraduate Degrees: 21

Intermediate and First Degree Students: 12672 Intermediate and First Degree Graduates: 519 Students awarded PNBU Scholarships: 129

Postgraduate Students: 455
Teaching Staff Positions: 2175
Professors-Researchers: 501

Research Projects: 132 Non-teaching Staff: 521

University Voluntary Work Projects financed by the SPU: 11

Universidad Nacional del Chaco Austral

The Universidad Nacional del Chaco Austral (UNCAus) was created by Act No. 26 335. Said rule established that the University was constituted on the foundations of the Faculty of Agribusiness, part of the Universidad Nacional del Nordeste, located in the city of Presidente Roque Saenz Peña. To that end, a special committee was formed between the Universidad Nacional del Nordeste and the Universidad Nacional del Chaco Austral with the mission of materializing the transfer to the new university of all the educational services of the above mentioned faculty: movable and immovable assets, executive, teaching, and administrative staff, and students.

During 2009, the Universidad Nacional del Chaco Austral achieved goals that had been set as part of its institutional development, starting its consolidation as a university institution. The opening of the pre-existing programs of the Faculty of Agribusinesses as UNCAus programs, plus the addition of new programs, resulted in an offer of fourteen academic programs with 1900 enrolled students from different parts of the country.

The continuation of the certification process for the programs of Chemical Engineering, Food Engineering, and Industrial Engineering before the CONEAU, under the responsibility of the Universidad Nacional del Chaco Austral, evidences the coherent and consistent work with the process started at the Faculty of Agribusiness and that today, continues under the responsibility of the UNCAus. The incorporation of equipment and bibliographic material, the implementation of the Projects of Teaching Improvement for Engineering Programs (PROMEI I and PROMEI II) and for Pharmacy and Biochemistry (PROMFyB), both of the Secretariat of University Policies, together with the UNCAus own funding have helped to increase and improve significantly IT equipment, equipment for students' hands-on training, research and services to third parties, and the acquisition of books for the university community.

The cultural activities that were originated in the Institution through the involvement of the educational community and society in general favored the organization of drama, dancing and singing groups. One of the highlights is the creation of the Programa Cultural Saenz Peña de Punta a Punta, organized with the Institute of Culture of the Province of Chaco, as a first local experience with the objective of extending the experience to different locations in the Province. The strong presence of the University in the community is tangible through the University Volunteering Programs, informal training activities for the general people, involvement in the fight against dengue fever and influenza H1N1 virus by preparing products in its Drug Factory, provision of technical assistance in different areas according to the profile of programs offered and the ongoing work of the laboratories for third parties.

The University is committed to inform and advise the students who meet the requirements to access national and provincial scholarships from the National University Scholarship Program (PNBU), the National Program of TICs Scholarship (PNBTICS), the Bicentenario Scholarships, the Ingenieros Chaqueños Scholarships and the University Scholarships, enabling them to obtain economic support to help them to continue their studies.

The UNCAus has set as one of its goals to continue working to provide an educational model to the region that offers new growth alternatives using scientific and technological knowledge as starting point.

UNIVERSIDAD NACIONAL DEL CHACO AUSTRAL

Created by: Act No. 26335 dated 26/12/2007

Website: www.uncaus.edu.ar

Main Complex: Calle Comandante Fernández Nº 755 - H3700LGO Presidencia Roque Sáenz

Peña - Chaco - Tel. 54-3732-420137/424580 Fax: 54-3732-420137/424580

President: Engineer Omar Vicente JUDIS (on leave)

Vice President: Engineer Walter Gustavo LOPÉZ (in charge)

Academic Units:

Department of Basic and Applied Sciences
Department of Social and Humanistic Sciences

Intermediate and First Degree Students: 1949 Students awarded PNBU Scholarships: 67

Universidad Nacional de Córdoba

The Universidad Nacional de Córdoba dates back to the first quarter of the 17th century when the Jesuit Order opened the Colegio Máximo, where they taught philosophy and theology.

In 1613, higher studies began, but the power to issue degrees was not granted until 1621, and a year later, the University was inaugurated. This inauguration marks the beginning of the Higher Education history in the country. After the Jesuit Order was expelled from the university government in 1767, the Franciscans

were entrusted with the direction of the institution. Law was added to the academic offer, giving origin to the Faculty of Law and Social Sciences in 1791.

In 1800, by the Royal Charter, the Higher Education Institution name was changed to Real Universidad de San Carlos y de Nuestra Señora de Monserrat, and it was granted the privileges and prerogatives enjoyed by the most important universities in Spain and the Americas. As from 1808, the secular clergy replaced the Franciscans in the university direction introducing major reforms to the studies and adding new subjects to the curriculum.

Later on, in 1856, with the enactment of the National Constitution, the Universidad de Córdoba was nationalized. Between 1860 and 1880, many academic reforms were introduced: theological studies were eliminated and science gained remarkable impulse, as it is shown by the creation of the Faculty of Physical and Mathematical Sciences, the Academy of Exact Sciences, the Astronomical Observatory, and the Faculty of Medicine.

In 1918, Córdoba's university youth groups started a movement to defend the true democratization of education, which spread quickly across Latin America. This movement, known as the University Reform, took place half a century earlier than the similar events that occurred in May 1968 in France. It claimed for the creation of a student governing body and supported university autonomy, freedom of teaching and thought and implementation of the call for professor examinations with a

The UNC coat of arms changed over the years according to the authorities corresponding to each period: Jesuit Order, Franciscans, secular clergy, province, and national authorities. Nevertheless, the several versions keep a similar symbolism, with differences in some images, added or deleted elements.

Among the inscriptions on the emblem, a band with the motto in Latin "Ut Portem Nomen Meum", which means "so that they carry my name" and the Jesuit order symbol "JHS": Jesus Hominum Salvador, are the most relevant ones. While the UNC is a secular institution, some religious ceremonies — originated in ancient times- are still celebrated. The Patron of this education institution is the Immaculate Conception; therefore, each year on December 8, since the decision adopted by the University Senate in 1678, there is an official ceremony, chaired by the University President, at the Company's Church for the end of the academic year.

jury including students among its members for the appointment of professors. It also supported research and extension activities as major functions of the university, as well as commitment to society. Already in the 20th century, the faculties of Philosophy Humanities; Economics; and Architecture Urban Design: and Dentistry; Chemistry; Agricultural Sciences; Mathematics, Astronomy and Physics; as well as the Escuela Superior de Lenguas and the Escuela Superior de Comercio "General Manuel Belgrano", which was added to the historical Colegio Nacional de Monserrat, were created.

Its academic structure includes twelve faculties, 98 research institutes, three centers for postgraduate studies, 25 libraries, 16 museums, two astronomical observatories, two middle education and post-secondary schools, three university canteens, and 22 sports facilities.

Likewise, the UNC has over 100 000 undergraduate students, 7 intermediate degrees, 86 undergraduate programs, 163 postgraduate programs, and 8 post-

secondary degrees, and over 7 000 graduates, 11 400 teaching staff members, and 3 500 administrative and technical staff members.

UNIVERSIDAD NACIONAL DE CÓRDOBA

Created by: Foundation date 19/06/1613 - Nationalization date 11/09/1856

Website: www.unc.edu.ar

Main Complex: Haya de la Torre s/n, Pabellón Argentina, Ciudad Universitaria - X5000GYA

Córdoba - Córdoba - Tel. 54-351-4334072/4078/3093/3094/4081/4082/3088/3089

President: Dr Silvia Carolina SCOTTO

Vice President: Dr Hebe S. GOLDENHERSCH

Academic Units:

School of Architecture, Urbanism, and Design School of Agriculture and Livestock Sciences

School of Economic Sciences

School of Exact, Physical, and Natural Sciences

School of Medical Sciences

School of Chemical Sciences

School of Law and Social Sciences

School of Philosophy and Humanities

School of Languages

School of Mathematics, Astronomy, and Physics

School of Dental Medicine

School of Psychology

Intermediate Degrees: 44

First Degrees: 116

Postgraduate Degrees: 198

Intermediate and First Degree Students: 103616 Intermediate and First Degree Graduates: 7241 Students awarded PNBU Scholarships: 400

Postgraduate Students: 6825 Teaching Staff Positions: 9776 Professors-Researchers: 1695

Research Projects: 703 Non-teaching Staff: 3491

Universidad Nacional de Chilecito

The main institutional foundation for the creation of the Universidad Nacional de Chilecito (UNDeC) was its inclusion in the Minutes of the Consejo del Plata Meeting —seed of the National Academy of Education- held on late 1968 in Samay Huasi, house where Joaquín Víctor González used to visit when he needed to rest or think peacefully, which he later donated to the Universidad Nacional de La Plata. Said Minutes advocated in favor of a territorial decentralization process of the National Universities and of the creation of 16 new universities, among them, Chilecito.

Nevertheless, the current university was, since 1973, part of the Universidad Provincial de La Rioja, created by Decree No. 28 309/72 of the Provincial Executive Power. Later on, through Act No. 24 299 of 1994, the Universidad Nacional de La Rioja was created on the foundations of the Provincial University. Thirty years after the opening of the site of Universidad de Chilecito, the community of Chilecito and its region of influence insisted on the need to create the Universidad Nacional de Chilecito, through its institutions and with a list of request sent to Chilecito representative at the National Senate, signed by 10000 people. The request was backed up by the support expressed by the City Council of Chilecito Department and the Provincial House of Representatives. Act No. 25 813 of 2003 founded the UNDeC and Ministry provision No. 336, dated April 1, 2004, authorized the beginning of university services and the performance of all the activities inherent to its operation within Chilecito Department territory.



starting point in the identity consolidation process, the project design needed to validate the knowledge that the university itself has from its surroundings, before setting the corresponding goals. This was enabled by the assessment of the situation and the identification of elements that matched the history and the need to define, from the implementation of a new university project, the comparative and competitive advantages for the development of knowledge, either own knowledge or knowledge subject to appropriation, and its correct transfer. The lack of a solid scientific training of professors regarding local issues, or the existence of sound training, but foreign to the region, did not result in knowledge accumulation nor in its proper transfer according to the regional development needs. The institutional goals of the

University are based on the certain evidence that there is a true university awareness and vocation in Chilecito, reflected in the need to turn the region into a real development center, with the vital contribution of a university of its own, driving force for education, scientific research, science, technology, extension, and production, rendering services to society and being part of a specific society, different from other regions.

UNIVERSIDAD NACIONAL DE CHILECITO

Created by: Decree Law of the National Executive Power No. 2615 dated 16/12/2002 - Act No.

25813 dated 05/11/2003 **Website:** www.undec.edu.ar

Main Complex: 9 de Julio 22 - F5360CKB Chilecito - La Rioja - Tel. 54-3825-427200/01/02/03 Fax:

54-3825-427200

President: Engineer Norberto CAMINOA

Academic Units:

Department of Basic and Technological
Department of Education Science and Health
Department of Social Sciences, Law and Economics

Intermediate Degrees: 6

First Degrees: 13

Intermediate and First Degree Students: 3997 Intermediate and First Degree Graduates: 26 Students awarded PNBU Scholarships: 24

Teaching Staff Positions: 308

Non-teaching Staff: 117

Universidad Nacional del Comahue

In 1965, the Legislative Power of Neuguén Province passed Act No. 414 that created the Universidad del Neuquén. The University was created to provide some sort of quidance to those schools specialized in oil, mining, industrial, and agricultural fields. The university centers had to be located in the most suitable places for each area of interest and the intention was to financially support order to promote development of their skills and vocations,



thus preventing their migration. At the same time, an attempt was made to promote settlement of professors, providing them all the necessary resources to develop productive capacities.

The visual identification of the Universidad Nacional del Comahue was established, as communicational concept, based on the research and analysis of graphical elements that are characteristic of the Mapuche (graphics and handicrafts). Therefore, it implies the recovery and enhancement of the appreciation for those symbols of cultural ancestors from Comahue area, where the University is located. The design was developed from an image found in a "Cultrum" or "Tambor de Machi," the formal diagram of which represents the mythical division of Mapuche space. Its ends show human sketches of individuals or archetypes found in Mapuche craftworks and cave paintings. They are graphically harmonized, thus generating a circular image with the necessary visual impact.

The circle is a closed image, but it is formed by shapes made of lines thus creating a kind of "game" with incoming and outgoing movements. The structure of the individuals matches the generalization of human representations. In this case, the arms are open strengthening the sense of unity.

To summarize, the proposed trademarksymbol aims at representing regional integration and Man as target and recipient of university activity.

(Author: Julio Bariani, Visual Communication Designer).

On September 29, 1964, the Executive Power of Neuguén Province submitted to the Legislative Power a bill for the creation of a Higher Education Institution offering programs in Mathematics, Physics, Chemistry, History, Geography, Spanish and Literature, and Natural Sciences. It also proposed the creation of programs Anthropology, in Social Psychology, Administration, Tourism, Geology and Mining. In 1965, Neuguén City Town Hall donated the land for the construction of the university campus. The lot included 107 hectares, to which other lots were added making a total of 120 hectares where the parks and gardens surrounding the different buildings were created. On July 15, 1971, the National Executive Power passed and enacted Act No. 19 117 creating the Universidad Nacional del Comahue (UNCo.) Thus, one of the highest aspirations of the regional community was achieved and a long and hard process was finally completed. March 15, 1972 marks the beginning of the first school period at the new institution. The idea was not to inaugurate a university following the formal auidelines of those already existing in the country, but to build upon the experience of the Universidad Provincial de Neuquén and the Institutes of Río Negro, from which several classes had already graduated. The history of the University has not been easy and the difficult times undergone in the country also affected this institution. Its growth is irrevocably intertwined with the development of the provinces it serves. The university is located in two territories with similar histories, making up a single human, social, and cultural unit.

UNIVERSIDAD NACIONAL DEL COMAHUE

Created by: Act No. 19117 dated 15/07/1971

Website: www.uncoma.edu.ar

Main Complex: Buenos Aires 1400 - 8300 Neuguén - Neuguén - Tel. 54-299-4490363/0300

President: Professor Teresa Petrona VEGA

Vice President: Agricultural Engineer Miguel Angel SILVA

Academic Units:

School of Agricultural Sciences

School of Educational Sciences

School of Health and Environmental Sciences

School of Medical Sciences

School of Food Sciences and Technologies

School of Law and Social Sciences

School of Economics and Administration

School of Humanities

School of Computer Sciences

School of Engineering

School of Languages

School of Tourism

Bariloche University Regional Center

Atlántic University Regional Center

Institute of Marine and Fishing Biology

San Martín de los Andes University Facilities

Zapala University Facilities

Intermediate Degrees: 50

First Degrees: 52

Postgraduate Degrees: 28

Intermediate and First Degree Students: 26647 Intermediate and First Degree Graduates: 1283 Students awarded PNBU Scholarships: 124

Postgraduate Students: 2213
Teaching Staff Positions: 2812
Professors-Researchers: 583

Research Projects: 173 Non-teaching Staff: 760

Universidad Nacional de Cuyo

The Universidad Nacional de Cuyo (UNCuyo) was founded on March 21, 1939 through the National Executive Decree Law No. 20 972. On August 16, that same year, classes officially started with an inauguration speech given by Ricardo Rojas. It was created to offer educational services in the Cuyo region that includes the provinces of Mendoza, San Juan, and San Luis.

At the beginning, it assembled some already existing educational centers and some new ones that after only a few years obtained university status and well-known academic level. That regional hub—based in Mendoza for Humanities, Medicine, Agronomics, and Economics; in San Juan for Engineering and Architecture and in San Luis for Basic Sciences- continued until 1973. That year, the Universidad Nacional de San Luis and the Universidad Nacional de San Juan were created on the foundations of the Faculties and Schools based on said provinces.

One of the UNCuyo main concerns is to cater for local, provincial and regional strategic development needs, through proactive policies that include teaching activities at preparatory, undergraduate and graduate level, as well as pre-university studies; research in areas already under study and in some new ones; extension activities, including several social and cultural programs, the latter through its artistic divisions, and productive connections. Active policies are also adopted through our own projects and programs and through collaboration efforts that lead to the institutional connection of the University on a national and international level. Within the framework of this strong relation with the provincial business and productive sectors, the UNCuyo

develops projects for business incubators and biotechnological and technological centers. The Universidad Nacional de Cuyo has eleven faculties, ten in the city of Mendoza and one in San Rafael. The Instituto de Ciencias Básicas and the prestigious Instituto Balseiro, in the city of San Carlos de Bariloche, are also part of the university. The university structure also includes the Instituto Tecnológico Universitario, which prepares students in short programs with readily available job placement, with regional sites throughout the Province, and the Instituto Universitario de Seguridad Pública (in agreement with the provincial State). The UNCuyo also supports five high school institutions (Colegio Universitario Central "General José de San Martín", Escuela de Comercio "Martín Zapata", Liceo Enológico "Domingo



Agrícola y Enológico "Domingo Faustino Sarmiento", Escuela de Agricultura de General Alvear, and Escuela de Magisterio) and is part of General Basic Education through the School "Carmen Vera Arenas", the Teaching Application Department of the Faculty of Philosophy and Literature and of the Faculty of Sciences Applied to the Industry, which offer General Basic Education No. 3. Besides, it complements its teaching activity with the School of Foreign Languages.

It is currently conducting over 480 research projects and 10 R&D programs; it offers 83 grants for staff attending graduate studies and 136 grants to foster research. Besides, 925 professors-researchers receive the benefits of the Incentive Program.

It has an Integrated Documentation System (SID – Sistema Integrado de Documentación) which includes the libraries of all the academic units, the Central Library, the CDA (Centro de Documentación Audiovisual – Audiovisual Documentation Center) and the CDH (Centro de Documentación Histórica – Historical Documentation Center). Finally, the UNCuyo has several artistic and cultural expressions that enrich its institutional life and that of the community, such as the theater company, the permanent ballet company, the Symphonic Orchestra, the Aconcagua Wind Quintet, the University Choir, the Chamber Choir, the Children and Youth Choir and the University Cinema.

UNIVERSIDAD NACIONAL DE CUYO

Created by: Act No. 12578 dated 21/03/1939

Website: www.uncu.edu.ar

Main Complex: Centro Universitario Parque General San Martín - M5502JMA Mendoza - Mendoza

- Tel. 54-261-4135000

President: Agricultural Engineer Arturo Roberto SOMOZA

Academic Units:

School of Arts and Design

School of Agricultural Sciences

School of Industry-Applied Sciences

School of Economic Sciences

School of Medical Sciences

School of Political and Social Sciences

School of Law

School of Elementary and Special Education

School of Philosophy and Literature

School of Engineering

School of Dental Medicine

Balseiro Institute

Institute of Basic Sciences

University Technological Institute

Public Security University Institute

Intermediate Degrees: 55

First Degrees: 167

Postgraduate Degrees: 59

Intermediate and First Degree Students: 31659 Intermediate and First Degree Graduates: 2223 Students awarded PNBU Scholarships: 236

Postgraduate Students: 3506 Teaching Staff Positions: 4419 Professors-Researchers: 876

Research Projects: 355 Non-teaching Staff: 1402

Universidad Nacional de Entre Ríos

Although the Universidad de Buenos Aires is the first successful project for cultural and scientific modernization in the Río de la Plata area, similar initiatives were contemporary to it in Entre Ríos. In 1849, the governor Urquiza promoted the creation of the Colegio Concepción del Uruguay, conceived as a prelude for a future regional University. Between Urquiza's presidency and the creation of the Universidad Nacional del Litoral in 1920, Entre Ríos province consolidated, apart from the Colegio and the Escuela Normal de Profesores de Paraná, the School of Law, which has granted the degree of lawyer since 1881, and the School of Chemistry and Pharmacy, established in 1903. background is part of the long education tradition that shows the interest of the ruling classes in the Province in generating local intellectual resources. In 1954, the Universidad Nacional del Litoral



created the Accountants' Course in the city of Concordia, which became the Faculty of Administration Sciences in 1971.

But it was not until the implementation of the "Taquini Plan," which included the creation of 16 new Universities in the country, that the Universidad Nacional de Entre Ríos (UNER) was inaugurated on May, 1973. In recognition of the cultural tradition of the city and the university vocation of the Colegio Nacional, it was decided that the President's Office would be located in the city of Concepción del Uruguay, and Miguel Angel Marsiglia was appointed Organizing President. He was followed in the position by Engineer Andrés Millán, who created the UNER administrative system.

During the university organization period, which started in December 1983, Eduardo Barbagelata was in charge of the UNER reorganization, until achieving its full operation capacity with its own three-branch government, with representatives for professors, students, and graduates. In April 1986, the first UNER University Assembly gathered at the Colegio de Concepción del Uruguay and elected Barbagelata as President. Afterwards, Accountant César Gottfried (1990-1994, 1994-1998 and 1998-2002), followed by Accountant Eduardo Asueta (2002-2006 and 2006-2010), were elected presidents. The decentralized organization of the UNER sets it apart from other National Universities, which have almost all their activities in the same city. The Academic Units have their seat in the cities of Paraná, Concepción del Uruguay, Oro Verde, Gualeguaychú, Concordia and Villaguay. This characteristic makes regional integration a trademark of the UNER that shapes it as an institution which is open to knowledge expression and production in permanent interaction with local realities; which does not discriminate and which encourages dialogue and cultural exchange. Among its main goals, we can mention the education of professionals and researchers who recover the historical and social background of a province with a multiple and varied economic, political and cultural configuration, with a pluri-ethnic structure and geographical traits that enhance its peculiarity.

The logo was created and approved by an open competition, on August 29, 1974. Its design includes a stylization of the letters "U" and "N," complemented by two wavy bars that represent Uruguay and Paraná rivers, which, at the same time, create a paraph with the national colors.

In this sense, the Universidad Nacional de Entre Ríos promoted the creation of programs to cater for the needs and demands of the Province and the region, organizing academic proposals to strengthen the link with the social and productive environment, considering the development of the University in the context of its daily activities and participating in the actions to solve the problems of Entre Ríos, within the framework of national public education.

UNIVERSIDAD NACIONAL DE ENTRE RÍOS

Created by: Act No. 20366 dated 10/05/1973

Website: www.uner.edu.ar

Main Complex: Eva Perón 24 - E3260FIB Concepción del Uruguay - Entre Ríos - Tel. 54-3442-

421500/421530

President: Engineer Jorge Amado GERARD

Vice President: Engineer María Cristina BENINTENDE

Academic Units:

School of Bromatology

School of Agriculture and Livestock Sciences

School of Administration Sciences

School of Food Sciences

School of Educational Sciences

School of Health Sciences

School of Economic Sciences

School of Engineering

School of Social Work

Intermediate Degrees: 18

First Degrees: 28

Postgraduate Degrees: 16

Intermediate and First Degree Students: 12440 Intermediate and First Degree Graduates: 1126 Students awarded PNBU Scholarships: 177

Postgraduate Students: 618
Teaching Staff Positions: 2590
Professors-Researchers: 168

Research Projects: 60 Non-teaching Staff: 606

Universidad Nacional de Formosa

The university activity in Formosa started in the 1970s with the creation of the Instituto Universitario de Formosa (IUF), pursuant to an agreement between the provincial government and the Universidad Nacional del Nordeste (UNNE). Undergraduate and graduate programs were offered for a period of time. The study plans for teachers' training courses corresponded to the Faculties of Humanities and of Exact and Natural Sciences and Surveying, technical and Public Accountancy programs corresponded to the Faculty of Economics, all of them part of the UNNE. The Forest Engineering study plan was the one followed at the Faculty of Forest Sciences at Universidad Nacional de Santiago del Estero (UNSE) and that of the Teachers' Training Program in Agricultural Education Sciences was prepared by the IUF. Program selection was based on the social requirements at the time and the professors were from Chaco and Corrientes. In 1973, the first professors and professionals living in the area were incorporated to the IUF staff through public examinations and the provincial government provided financial support to the institution. In 1974, the Government transferred the IUF to the UNNE with all its resources and, two years later, the three academic units at Formosa were unified into the Faculty of Renewable Natural Resources (FRNR). As from 1983, the IUF was reactivated and term programs were turned into permanent programs. At the same time, there were calls for public examinations to appoint professors in order to normalize the institute situation in 1986. Finally, in 1988, Act No. 23 631 created the Universidad

Nacional de Formosa (UNaF). There were five organizing administrations until its normalization. The University adopted the Statute from the Universidad Nacional de Lomas de Zamora, the academic and administrative organization was restructured and new programs were created. In 1994, the last Organizing Delegate modified the University Statute and the Pedagogic System in order to redefine the University profile pursuant to the new Federal Education Act. In 1995, the Faculty Health Sciences and the Faculty Administration, Economics, and Business were created, thus ending IUF activities.

As from that moment, the Central Library and the Information Technology Laboratory were built, there were 209 calls for examinations for teaching positions and finally, in July 1997, Deans, Vice-Deans and the first President of the normalized



UNAF were democratically elected. Since 1997, four Scientific Journals are published: Resúmenes Jornadas de Ciencia y Tecnología [Science and Technology Symposium Summary], Resúmenes Encuentro de Jóvenes Investigadores del MERCOSUR [MERCOSUR Young Researchers' Meeting Summary], Resúmenes Encuentro de Profesores en Geografía [Geography Professors' Meeting Summary] and the EUREKA bulletin, for scientific knowledge communication.

Through the SECyT, 43 research projects are financially supported, and twelve PICTOS projects are jointly supported by the National Agency for Technological and Scientific Promotion. Since 2006, 42 scholarships for postgraduate studies have been granted and, through the Program for the Education of Doctors, ten doctor's degree scholarships are funded. Between 2004 and 2008, five Research Units were created.

The Central Library has 13 134 books, 1 038 leaflets, 143 continuous resources and 110 electronic resources. Since 2003, the university has access to the MINCYT Electronic Library, which is integrated into the Unified Database (BDU) of the SUI and to the Agricultural Information and Documentation System of the Americas (SIDALC). Between 1998 and 2008, the study plans were modified and cooperative graduate programs and Curricular Complementation Cycles were offered; the institutional self-evaluation was performed; there was a facility extension with the building of Module III and a laboratory complex; and the UNaF was computerized through the University Information Technology System (SUI).

UNIVERSIDAD NACIONAL DE FORMOSA

Created by: Act No. 23631 dated 28/09/1988

Website: www.unf.edu.ar

Main Complex: Don Bosco 1082 - 3600 Formosa - Formosa - Tel. 54-3717-430485/

434274/423922

President: Engineer Martín René ROMANO **Vice President:** Doctor Roque SILGUERO

Academic Units:

School of Administration, Economics, and Business School of Health Sciences School of Humanities School of Natural Resources

Intermediate Degrees: 30

First Degrees: 53

Postgraduate Degrees: 1

Intermediate and First Degree Students: 10956 Intermediate and First Degree Graduates: 452 Students awarded PNBU Scholarships: 593

Postgraduate Students: 311
Teaching Staff Positions: 1200
Professors-Researchers: 68

Research Projects: 26 Non-teaching Staff: 356

Universidad Nacional de General Sarmiento

The Universidad Nacional de General Sarmiento (UNGS) was created in 1993. In its original project, it adopted as ruling principle the interrelation between education, critical research on problems affecting society, and search of alternative actions to overcome said problems. Its purpose is to contribute to the democratization of education and to offer access to knowledge to all sectors of society while pursuing academic excellence.

Likewise, it adopts a strict call for examination policy to appoint professors; it supports student-centered learning strategies and the students receive customized education opportunities. At the same time, the university sponsors interdisciplinary laboratories to widen the perspective of the professional field. The University is organized in interdisciplinary institutes with important participation of fulltime professors-researchers whose work ensures a close relationship between education, research and services. It adopts a pedagogic strategy centered in ensuring a sound basic and specialized education for students in order to facilitate access to theory and updated information on fundamental topics, essential for their professional careers within different institutions and, eventually, pursue graduate studies.

Within that framework, the University has an up-to-date offer of programs and graduate courses as well as ongoing educational programs, cycles and courses. There are tutors and counselors to accompany students' progress and an active scholarship system for studies, research and teaching, as well as a modern and efficient public library. The University openly aims at conducting both basic and applied research in connection to the needs, problems and challenges of its immediate social region of reference, the Metropolitan Region of Buenos Aires, without disregarding the national level.

To such end, it develops strong links with governmental institutions, as well as with social organizations of different nature: businesses, trade unions, education institutions, community

organizations, among others, with which the University aims at developing an active interaction and joint initiatives for the benefit of their community. The UNGS is organized in four Institutes, responsible for conducting research, teaching, services and community outreach. The research is designed based on institutionally-established topics, areas and research lines, according to their relevance for the system of social needs. Thus, the institutes are identified with topics rather than disciplines:

- Institute of Sciences, responsible for teaching the First University Cycle
- Institute of the Conurbation, that offers university programs on Public Administration, Urban Ecology, Social Politics, and Urbanism;



- Institute of Human Development that offers the University Preparedness Course, university studies in Communication, Culture and Artistic Languages, Political Education and Studies; University-level Teacher Training studies in Economics, Philosophy, Physics, History, and Mathematics.
- Institute of Industry, that offers university studies in Industrial Political Economics, Electromechanical Engineering, and Industrial Engineering.

UNIVERSIDAD NACIONAL DE GENERAL SARMIENTO

Created by: Act No. 24082 dated 20/05/1992

Website: www.ungs.edu.ar

Main Complex: Juan María Gutiérrez 1150 - Modulo I, Piso 1 - Oficinas 158 - 151 - B1613GSX

Los Polvorines - Buenos Aires - Tel. 54-4469750075927643 Fax: 54-11-4697592

President: Doctor Eduardo RINESI

Vice President: Professor Gustavo KOHAN

Academic Units:

Institute of Sciences
Institute of Industry
Institute of the Conurbation
Institute of Human Development

Intermediate Degrees: 5

First Degrees: 17

Postgraduate Degrees: 11

Intermediate and First Degree Students: 4874 Intermediate and First Degree Graduates: 280 Students awarded PNBU Scholarships: 107

Postgraduate Students: 414
Teaching Staff Positions: 553
Professors-Researchers: 114

Research Projects: 59 Non-teaching Staff: 213

Instituto de Enseñanza Superior del Ejército

On January 1, 1986, the Directorate of Higher Institutes of the Army, predecessor of the current Instituto de Enseñanza Superior del Ejército (IESE - Army Higher Education Institute), was created to coordinate the Colegio Militar de la Nación (National Military College), the Escuela Superior de Guerra (Army War College) and the Escuela Superior Técnica (Technical College), main components of the Army higher education system. Since then, the idea was to turn this Directorate into a University Institute and this goal was achieved in 1990 pursuant to section 16 of Act No. 17 778. The IESE was created by Provision No. 2 024 of the Ministry of Education and Justice in October 29, 1990. The Institute President's Office was entrusted with the task of coordinating and directing these three Academic Units with long track records, sound institutional culture and a characteristic tradition and role within the Army. Until 1995, the President's Office had a very small structure, limited to the President, the Academic Council and the Academic Secretariat. But, as from 1995, the Education Services Transfer Act, the Federal Education Act and the Higher Education Act called for restructuring the Institute, modifying its Statute and enlarging its organization. Given the existence of the IESE as a University Institute, the Army decided to obtain the recognition and certification of the Institutes of this structure and to keep the pedagogical and administrative relationships with the National Ministry of Education. Thus, the six Military High Schools, the Military Social Institute "Dr. Dámaso Centeno", the School of Noncommissioned Officers of the Army "Sargento Cabral" and the Army Distance Learning Service were incorporated into the IESE.

The IESE has a University Radio, a School of Languages —originally created to teach English to the Army staff in order to prepare them for different UN missions—, an Information Technology school, the Technical College Library, the Army University Publishing House (EUDE) —which promotes the production of professors and students from its academic units, both in graphic and virtual media—, and publishes three magazines: the Revista de la Escuela Superior de Guerra [Army War College Journal], the Revista Digital Universitaria [University Digital Journal (ReDiU)] of the National Military College and the Revista de la Escuela Superior Técnica [Technical College Journal].

Besides, all the academic units of the IESE, the Army War College, the Technical College and the National Military College have famous thematic museums or historical rooms.

The IESE also develops numerous artistic and cultural activities through the choirs of the Army War College and the Technical College, and the Symphonic Association of the National Military College, the most important musical entity of the Argentine Army. This entity is made up of the Symphonic Band, the Polyphonic Choir, the Special Orchestra, the Chamber Music Group and the Folk Music Group of the Army and it currently includes around one hundred musicians adapting its organization and instruments when the Military Music Band presents a show. This complex process would not have been possible without the correct measures adopted by the Institute direction to bring the entity up-to-date and to strength the connections and links both internally and with society as a whole. Since that difficult start in 1995, the IESE has understood that a serious evaluation, together with a proper placement of human resources in the organization according to their skills and abilities, is one of the most powerful diagnostic tools to achieve goals, fostering true institutional growth.

INSTITUTO DE ENSEÑANZA SUPERIOR DEL EJÉRCITO

Created by: Ministry Provision No. 2024 dated 29/10/1990

Website: www.iese.edu.ar

Main Complex: Av Cabildo 65 – 1º Piso - C1426AAA Ciudad Autónoma de Buenos Aires – Tel. 54-

11-46660100/45765648/52 Fax: 54-11-45765648

President: General Fabián Emilio Alfredo BROWN

Academic Units:

National Military College

"Teniente General Luis María Campos" Army War College

"General de División Manuel Nicolás Savio" Technical College

"Doctor Dámaso Centeno" Military Social Institute

"General Belgrano" Military High School

"General Espejo" Military High School

"General Gregorio Aráoz de Lamadrid" Military High School

"General Paz" Military High School

"General Roca" Military High School

"General San Martín" Military High School

Intermediate Degrees: 9

First Degrees: 23

Postgraduate Degrees: 15

Intermediate and First Degree Students: 1482 Intermediate and First Degree Graduates: 277

Postgraduate Students: 234

Instituto Universitario Aeronáutico

The Instituto Universitario Aeronáutico (IUA Aeronautics University Institute), part of the Argentine Air Force, was created with the name Escuela de Ingeniería Aeronáutica on December 13, 1947, and became part of the National University System in 1971 pursuant to Decree Law No. 3 179/71. Its current name was approved by Provision No. 3/93 of the Ministry of Education and Culture, which categorized this institution as University Institute and, by Act No. 24 521, it became part of the national university system.

The coat of arms, with a circular border, limits a blue and golden field with a divided escutcheon in the middle forming two areas containing the different objects. It was created in blue and gold. These colors are linked to the Argentine Air Force and identified with those of the national emblem, showing the strong commitment of the institution with the country. The images located at both sides, as well as their colors, talk about the origin, the purpose and the destiny assigned to the former Aero Technical College. On the right side, a wing of the flying machine devised by Leonardo Da Vinci with diagonal background symbolizes the mission of the Institute to educate aeronautical engineers, expressing its reason for being, which today is enriched by other fields of knowledge. On the left side, there is a lamp on a Dorian column. The column, which has a special character thanks to the simplicity of its art and its eloquent magnificence, supports the lamp of wisdom, symbol of modern science, on its capital. The emblem is completed by a ribbon with the motto of the Institute: "Mens Agitat Molem", i.e., "the mind moves the world." Finally, the emblem is surrounded by a round seal with the Institute's name and year of foundation.

The purpose of the IUA is to offer university education, conduct scientific and technological research and perform cultural outreach technological transfer activities in order to contribute to the achievement of the Argentine Air Force mission, according to the country aerospace interests. In 1987, the addition of the distance learning program gave a new profile to the Institute and enabled access to University education from the most distant places within the Argentine territory. In 1996, the institute put into orbit the microsatellite c sat I "Víctor," which was the result of many years of aeronautic and space research, placing the Institute within the privileged group of Universities around the world which have been able to materialize such achievement.

Thanks to the level of excellence gained through its history, the Institute became a mainstay of Córdoba and of the country.

The IUA has the Aerospace Technology University Museum, which inherited the historical and technological heritage of the Military Airplane Factory, symbol of the City of Córdoba. Moreover, the Institute offers opportunities for the artistic expression of the university community, such as the Aeronautical University Institute Choir.

INSTITUTO UNIVERSITARIO AERONÁUTICO

Created by: Decree Law of the National Executive Power No. 3179 dated 19/08/1971. Ministry

Provision No. 3 dated 12/01/1993

Website: www.iua.edu.ar

Main Complex: Av. Fuerza Aérea Km. 6.500 - 5010 Guarnición Aérea Córdoba - Córdoba - Tel.

54-351-5688801/02/05 Fax: 54-351-5688801

President: Brigadier Major Raúl Enrique ACOSTA

General Vice President: Doctor Silvia Patricia de Guadalupe SILVETTI

Academic Units:

Education, Updating, and Experimentation Center

College of Anti-Aircraft Artillery

College of Military Aviation

College of Health Sciences

College of Defense Electronics

College of Aerospace Exploration and Recognition

College of Security and Defense

College of Noncommissioned Officers of the Air Force

College of Air War

Ezeiza Educational Institute

Armed Forces Intelligence Institute

Civil Aviation National Institute

Aeronautic and Space Law National Institute

Military Aeronautic High School

Unit of Distance Education Abroad

Intermediate Degrees: 26

First Degrees: 18

Postgraduate Degrees: 5

Intermediate and First Degree Students: 6945 Intermediate and First Degree Graduates: 752 Students awarded PNBU Scholarships: 4

Instituto Universitario de la Policía Federal Argentina

On August 2, 1974, within the Argentine Federal Police structure, the Academia Superior de Estudios Policiales [Police Academy for Higher Education] was created to address the needs for a higher level teaching and research institution contributing to the organization into a hierarchy of the police profession and to the recognition of the scientific and technical training of the members of the force.

The Academy was incorporated to the regime set forth by Act No. 17 778 through Decree Law No. 3 880/77, granting national validity to degrees of University Criminalistics Expert, Document Science Expert, Ballistics Expert, and Dactyloscopy Expert. In 1982, through Decree Law No. 376, national validity was awarded to Security and Social Action University Programs. Later on, new programs were added to the academic offer, such as Protection against Accidents and Natural Disasters, Criminal and Social Sciences and International Relations. Through Provision No. 1432/92 issued by the Ministry of Education, the Academy name was changed to Instituto Universitario de la Policía Federal Argentina (IUPFA) and, in 1995, it was incorporated to the Higher Education Act system as a State University. Decree Law No. 499/95 authorized its incorporation to the National Interuniversity Board.

As from 1997, the Law program was added, the Social Action program curriculum was updated to create the Social Work program, and the Nursing School was incorporated offering University-level

The IUPFA has as prevalent feature the image of the Roman goddess Minerva. In ancient times, she was linked to the Greek goddess Athena due to the similarity of their attributes, especially wisdom, which is the inspirational source behind the ideas of this Institution. In the military field, wisdom turned Minerva into the master of warfare techniques aimed at protecting the homeland or city she protects. On the IUPFA emblem, this protecting image appears surrounded by the emblematic laurels, historical symbol of success, and inserted within the representative shape of the Argentine Federal Police emblem. The goddess is the ultimate representation of the Institute goal: protection, dissemination and quest for technical and scientific knowledge.

Nursing and University Graduate in Nursing degrees. In 1998, the Faculty of Biomedical Sciences was founded. It offers the degrees of University-level Nurse, University Graduate in Nursing, Professional Operating Room Nurse, and Operating Room Assistance and Organization degrees. As from 2000, the Institute offers the following programs: Accidentology and Road Accident Prevention; **Public** Calligrapher; **Telecommunications** National Engineering: Accidents. Natural **Disasters** Environmental Safety Management; Specialization Graduate Program in Crime Scientific Investigation, Master's Degree in Public Safety and Specialization Graduate Program in University Level Teaching.

The institute was created to meet the Institutional need of a higher level teaching and research center, and it contributed to the establishment of a hierarchy within the police profession. Today, it is open to the community, integrating society as a whole and offering yet another service to citizens.

INSTITUTO UNIVERSITARIO DE LA POLICÍA FEDERAL ARGENTINA

Created by: Decree Law of the National Executive Power No. 3880 dated 26/12/1977. Ministry

Provision No. 885 dated 08/10/1991

Website: www.universidad-policial.edu.ar

Main Complex: Rosario 532 2º piso - C1424CCL Ciudad Autónoma de Buenos Aires - Tel. 54-11-

49055011/5030 Fax: 54-11-49055011

President: Prof. Alejandro R. SALOMON

Academic Units:

School of Biomedical Sciences

School of Criminalistics

School of Security Sciences

School of Legal and Social Sciences

"Nuestra Señora de los Remedios" Nursing School

College of Surgical Instrumentation

Distance Education High School

Intermediate Degrees: 10

First Degrees: 18

Postgraduate Degrees: 7

Intermediate and First Degree Students: 4966 Intermediate and First Degree Graduates: 362 Students awarded PNBU Scholarships: 12

Postgraduate Students: 93

Instituto Universitario de la Gendarmería Nacional

During the last 25 years, the Argentine Armed and Security Forces underwent significant restructuring processes. Within the military education area, these forces, except for Gendarmería Nacional [National Borders Patrol] and Prefectura Naval Argentina [Argentine Naval Coast Guard], implemented changes aimed at enhancing academic quality in education. Thus, there was an increase in the requirements for admission into de Forces and, together with the military training, a university-level academic period of studies was implemented.

Gendarmería Nacional is a security force, of military nature and of intermediate force, with the mission of supplying national security, national defense and foreign policy support. It reports to the Ministry of Security, Justice and Human Rights and it is part of the National Security System set forth by Act No. 24 059.

In this context and as part of the formal education incorporated to the National University System, Gendarmería Nacional aims at educating professionals able to comply with the great demands generated by society. Therefore, the Instituto Universitario de Gendarmería Nacional (IUGNA) was founded on September 22, 2007 by Act No. 26 286 and pursuant to section 27 of the Higher Education Act No. 24 521. Said institute adapted its professional, research, and extension offer to the Public Safety field, providing the National Borders Patrol Educational System (SEGEN) an

The diagram for the IUGNA emblem complies with the characteristics and size of the already approved emblems for the institutes of the Force.

It has a light blue and white circular crown (three concentric circles) as protective shields for the Argentine Republic territory and our Islas Malvinas. Part of the outline of the Nation is ornamented with a blue, light blue and white ribbon that make reference to the Argentine nationality.

On the opposite outline and center, there is the image of a slender wrought milestone symbolizing iron protection of our borders and reflecting sturdiness and strength, based on value tradition and virtues characterize our Border Patrol Officers. Above both images, a book that represents knowledge and capacity to act, within the whole national territory, Gendarmería crowned with the Nacional emblem.

academic structure that is part of the Higher Education System and of the National Education System. The Instituto Universitario de Gendarmería Nacional was founded to meet the educational and updating needs of the Force staff in the Public Safety area, taking into consideration scientific and technical, humanistic, theoretical and practical, teaching and research skills that should be developed to fulfill the institutional mission and purpose. The institute is also open to all those who meet ethical standards and intellectual and professional skills and who wish to pursue an education in the Public Safety area within a university context with high educational quality.

By file No. 1833/09 of the Ministry of Education, the President of the Instituto Universitario de Gendarmería Nacional submitted for ministerial consideration a draft of IUGNA's academic statutes, which was approved by Provision No. 417/2009 issued by said authority and published in Official Gazette No. 31 771 dated November 2, 2009. Pursuant to the provisions set forth in section 49 of the Higher Education Act, the IUGNA is currently undergoing the organization and normalization process.

INSTITUTO UNIVERSITARIO DE LA GENDARMERÍA NACIONAL ARGENTINA

Created by: Act No. 26286 dated 11/09/2007

Website: Not available.

Main Complex: Av. Paseo Colón 533/535 Piso 8º - C1063ACF Ciudad Autónoma de Buenos Aires

- Tel. 54-11-51693326/3482 Fax: 54-11-51693326

President: Major Commander Horacio Eduardo LASTRETTI, Lawyer

Academic Units:

General Don Martín Miguel de Güemes National Border Patrol College Brigadier General Don Manuel María Calderón National Border Patrol College Corporal Raúl Remberto Cuello National Patrol Border Noncommissioned Officers' College Corporate Juan Adolfo Romero Specialized Training Institute Distance Education and New Educational Technologies Center

First Degrees: 3

Instituto Universitario Naval

The Instituto Universitario Naval (INUN – Naval University Institute) has the following mission:

- "to recruit, educate and train, with excellent professional quality, all military personnel from permanent staff and naval reserve, civil personnel from the Navy and from the Merchant Navy, both in the relevant academic aspects and in those specifically of military forces.
- "to conduct scientific and technical research in the science and art of naval and maritime operations and in all the fields of knowledge related to them;
- "to provide services and extension, as required by the community and, at the same time, to optimize the cooperation and interaction between the Naval Educational System and the National Educational System in order to achieve professional excellence for Argentine Navy and Merchant Navy staff,
- "to contribute to maritime sciences and to cooperate with the citizens interested in adding, transferring or enhancing their knowledge in the naval and maritime field, including all related areas, that would enable them to acquire the necessary skills and assume the corresponding responsibilities."

As coordination stage of the Naval Educational System (SEN, by its Spanish acronym), the INUN was recognized and valued for the quality of its education, training, and continuous education processes for all naval and merchant navy staff. Said processes are based on ethical and constitutional values and an excellent specific technical and professional training, coordinated with joint military action and with the national educational system, through a suitable and efficient management system. Consequently, the Instituto Universitario Naval (INUN) aims at being the national and international academic referent in Naval areas related to defense which include the maritime and scientific area as well as other related fields. At the Escuela de Oficiales de la Armada [College for Navy Officers], at Puerto Belgrano, students can attend the university-level programs of Naval Resources Administration for Defense and Naval Administration. Moreover, there are graduate courses on Organization Management and Logistic. Currently, work is being conducted to create the Hyperbaric Medicine Specialization that, as part of the INUN academic programs, will be offered at the Naval Hospital "Dr. Pedro Mallo" of the City of Buenos Aires.

At the Escuela de Oficiales de la Armada, there are graduate courses on Organization Management, Logistics and Operative Analysis; at the Escuela de Guerra Naval students can obtain a Master's Degree in Logistics Management; a Master's Degree in Organization Management and a Master's Degree in Strategic Studies and; at the Escuela de Ciencias del Mar, they can attend the Cartography University Program.

INSTITUTO UNIVERSITARIO NAVAL

Created by: Ministry Provision No. 1503 dated 28/11/1991. Ministry Provision No. 1194 dated

18/06/1998

Website: www.inun.edu.ar

Main Complex: Av. Comodoro Py 2055 Piso 10 - C1104BEA Ciudad Autónoma de Buenos Aires -

Tel. 54-11-43172050/43172000 Fax: 54-11-43172050

President: Admiral Hugo Manuel VIVES

Academic Units:

College of Marine Sciences College of Naval War College for Navy Officers National Nautical College Naval Military College

Intermediate Degrees: 6

First Degrees: 14

Postgraduate Degrees: 7

Intermediate and First Degree Students: 1099
Intermediate and First Degree Graduates: 178
Students awarded PNBU Scholarships: 2

Postgraduate Students: 26

Instituto Universitario de Seguridad Marítima

Decree Law No. 1 389/02 authorized the creation of the Instituto Universitario de Seguridad Marítima (IUSM – University Institute of Maritime Security), as a functional unit part of the Prefectura Naval Argentina (Argentine Naval Coast Guard). On May 15, 2003, within the framework of Higher Education Act No. 24 521, the Ministry of Education, Science, and Technology approved its Statutes by Provision No. 781. Later on, and to ensure its operation was in full compliance with the national legislation, the Institution was created by Act No. 26 286, enacted on August 22, 2007.

The Instituto Universitario de Seguridad Marítima of the Prefectura Naval Argentina adopts as fields of study and knowledge for its academic activities all topics related to Navigation Security and Safety and Maritime Protection, Public Security, Environmental Protection and Ancillary activities related to Maritime Fishing and Hunting, Migration, Customs and Health.

Academic, research, and extension activities are conducted at the Academic Units of the Prefectura Naval Argentina Education System.

The Instituto Universitario de Seguridad Marítima develops its system of symbols referring its field to a surface that incorporated the rodela shield as the oldest shield human society used for protection.

The origin of this piece can be traced back to the most primitive defense element against the attacks of the enemy, the wheel. It is a round and thin shelter that, held using the left arm, covered the chest of the user. It was better than heavy Roman shelters and it was widely used in the maritime environment as protection for rowers and sailors who fastened it to the gunwale of their ships.

Its design, with no angles, expresses Prefectura Naval Argentina willingness to integrate to the university community an institute open to the freedom of thought and creative intelligence.

Its field shelters the asymmetric bands identifying the family of institutions devoted to the protection of life and goods on the water. The Crux or Southern Cross rests on its broad band. It is a symbol of its territory and it is an element that joins similar entities in this part of the Americas.

On this surface, between its outer lines, the first registered Distinctive Pennant of Prefectura Naval Argentina is fluttering. It was authorized by the President of the Republic, General Julio Argentino Roca, through a Decree Law dated August 1, 1903. As from 1924, the white flag, with its borders decorated with a blue stripe, includes the two anchors.

It was originally used only in the bowsprit of the ships of the ancient Prefectura General Marítima, until April 25, 1941 when it was also hoisted at the flagpoles of all the Agencies and Offices of the Institution.

On the lower border of the emblem, it reads: "Instituto Universitario de Seguridad Marítima" and, on the upper band, the Institution of origin is identified: Prefectura Naval Argentina.

The emblem and its building blocks are enameled in azure stripes that symbolize serenity and temperance. Those bearing azure in their coat of arms are obliged to help and lend their protective hand.

The silver color is the background on which the above mentioned elements rest, leaving the field completely clean and with no sign whatsoever. The coat of arms that include silver indicates that the bearer is obliged to shelter and defend the innocent.

INSTITUTO UNIVERSITARIO DE SEGURIDAD MARÍTIMA

Created by: Act No. 26.286 dated 11/09/2007

Website: www.prefecturanaval.edu.ar

Main Complex: Av. Corrientes 345 Piso 12 - C1043AAD Capital Federal – Tel. 54-11-45767611/13

Fax: 54-11-45767611

Organizing President: General Coast Guard Officer Osvaldo Daniel TOURN

Academic Units:

Regional Training Center

Police Professional Training Center

Center for Maritime Security and Environmental Protection Strategic Studies

Center for Aeronautic Professional Extension

Center for Naval Technology Updating

National Rescue and Diving College

College

Computer Science College

Education and Training College for Merchant Navy on Board Personnel

Teacher Education, Training, and Updating Institute

Educational Institutes: Academic Department for "General Matías de Irigoyen" College for Officers and Academic Department for "Colonel Martín Jacobo Thompson" College for Noncommissioned Officers

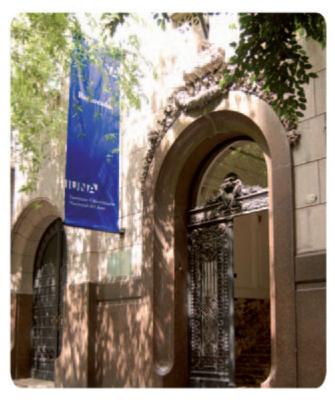
Intermediate Degrees: 10

First Degrees: 2

Intermediate and First Degree Students: 263

Instituto Universitario Nacional del Arte

The IUNA was founded on December 3, 1996 integrating the seven national colleges of art located in the City of Buenos Aires, which had played an important role in the enrichment of the Argentine cultural and artistic heritage, training both artists and teachers throughout the 20th century. The transfer of these institutions to the university level, together with the creation of new academic units related to other artistic expressions, finally served as structure for the IUNA and addressed new artistic education needs in the higher education context. This situation did not only ensure academic excellence, together with tradition and innovation, but also the complete development of the autonomy that characterizes universities. through the participation of the different sectors of the university in the governing bodies. The IUNA is the only public university institution in the City of Buenos Aires that grants undergraduate and postgraduate degrees including theory and practice in the different artistic disciplines. In this sense, it is an absolutely innovative proposal, not only in Argentina but also in Latin America, as it is the first University exclusively devoted



to the teaching of arts. Among the programs that prepare for a university degree, the IUNA offers: Gaffer and Assistant Camera, Production Assistant, Sound Assistant, Show Lighting Assistant, Dancer, Music Arranger, Orchestral Conduction Assistant, Assistant Choir Direction, Instrumentalist, Folk and Tango Performer, National Instrument Performer and Tango Performer. Among first degree programs, it offers: Audiovisual Arts; Acting; Scene Direction; Show Lighting Design; Choreography; Musical Arts; Visual Arts; Cultural Assets Preservation and Restoration; Folklore; Multimedia Arts; and Arts Critic; and the Art Teaching Degree in Visual Arts; Visual Arts specialized in Fire Arts; Dancing specialized in Folk Dances and Tango; Folklore specialized in National Instruments; Dancing specialized in Self-Expression through Movement, Dancing, Music or Theater.

It also offers Postgraduate Specialization Courses in Cultural Management and Administration, Dramatic Writing, Dance Movement Therapy, Dance Contemporary Tendencies, Combined Artistic Languages, Media and Technology for Pictorial Production, New Technologies for Interactive Art, Critical Writing Production, Media Promotion of Arts and Sound Applied to Digital Arts. There are Master's Degree programs in Dramatic Writing, Dance Movement Therapy and Combined Artistic Languages.

From the interrelation among all the artistic languages while respecting their differences, the IUNA is the place where all these different perspectives coexist to promote the development of academic education, teaching, research, production, and extension in musical, visual, dramatic, audiovisual, multimedia, and movement arts, together with the area of Critic and Teacher Training for all levels. The IUNA, as a university institution, stresses the role of art as a field of knowledge in higher education; develops an ongoing dialogue with the contemporary art field in this country and around the world; and strengthens, through multiple extension, transfer and linkage activities, inclusion and integration through art.

INSTITUTO UNIVERSITARIO NACIONAL DEL ARTE

Created by: Decree Law No. 1404 dated 03/12/1996

Website: www.iuna.edu.ar

Main Complex: Azcuénaga 1129 - C1115AAG Ciudad Autónoma de Buenos Aires - Tel. 54-11-

57771300 Fax: 54-11-57771300

President: Professor Liliana B. DEMAIO

Vice President: Professor Susana PIRES MATEUS

Academic Units:

Department of Audiovisual Arts

Department of Dramatic Arts

Department of Movement Arts

Department of Musical and Sound Arts

Department of Visual Arts

Art Critics Cross-Department Area

Folklore Cross-Department Area

Teacher Training Cross-Department Area

Multimedia Art Cross-Department Area

Tracing and Compared Sculpture Museum

Intermediate Degrees: 23

First Degrees: 13

Postgraduate Degrees: 9

Intermediate and First Degree Students: 14400 Intermediate and First Degree Graduates: 433 Students awarded PNBU Scholarships: 57

Postgraduate Students: 489
Teaching Staff Positions: 2465
Professors-Researchers: 35

Research Projects: 23 Non-teaching Staff: 382

Universidad Nacional de Jujuy

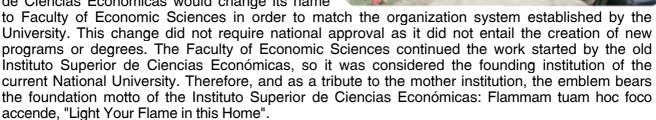
In 1959, the same year of the dissolution of the Instituto Ricardo Rojas, by Decree Law No. 2 699 of the provincial Executive Power, the Instituto Superior de Ciencias Económicas was created. It was an initiative of young graduates from the Escuela Nacional de Comercio supported by professor José Antonio Casas, who, after its foundation, became the first President of the Institute. The Instituto Superior de Ciencias Económicas started its activities under the academic supervision of the Universidad Nacional de Tucumán, which had been the academic irradiation center in the Northwest of the country. It was created following the structure of a university and it had the hierarchy of a university official institution granting the degrees of Public Accountant and Real Estate Appraiser. Its organization was similar to that of the universities, with a President and a Higher Council, respecting the representation of the different sectors in its government. The purpose was to establish a Higher Education Institution in the Province dedicated to economic sciences, as it was considered that there was immediate need for Public Accountants and Real Estate Appraisers due to the progress that the province of Jujuy was experiencing. These professionals were needed both in public administration and in business, industrial and production activities in general.

After a committee analyzed the viability of creating a University in the province of Jujuy, the governor, Engineer Manuel Perez, promoted the enactment of Act No. 2 849/72 founding the Universidad Provincial de Jujuy. Likewise, the statutes to rule the institution's future were created. The first president of the Universidad Provincial de Jujuy, and as a tribute to his contribution to the institution, was also Professor José Antonio Casas. Act No. 2 849/72 considered the Instituto

Superior de Ciencias Económicas the cornerstone of the Universidad Provincial de Jujuy by mentioning it as the sole preexisting institution with university hierarchy and creating the rest of the faculties.

The University adopted a Faculty system for its academic and administrative organization. Therefore, it is made up of the Instituto Superior de Ciencias Económicas; the Instituto Superior de Servicio Social; the other faculties, schools, institutes and teaching training institutions that were created and by faculties created by law such as Industrial Engineering, Mining Engineering, Metallurgic Engineering and Agronomics.

Meanwhile, on January 18, 1973, the provincial Government determined that the Instituto Superior de Ciencias Económicas would change its name



Nowadays, the Universidad Nacional de Jujuy (UNJu) also has a Mining School "Dr. Horacio Carrillo", an Institute of Mining and Industrial Technologies, a Geology and Mining Institute, a Geology, Mining and Paleontology Museum, an Institute of Biology of the Altitudes, and a Wild Fauna Station.

The University also has a University Choir, the Radio Universidad 92.9 FM, and the Universidad Nacional de Jujuy Publishing House.



UNIVERSIDAD NACIONAL DE JUJUY

Created by: Act No. 20579 dated 13/11/1973

Website: www.unju.edu.ar

Main Complex: Av. Bolivia 1239 - Y4600GNA San Salvador de Jujuy - Jujuy - Tel. 54-388-

4221506/4221502/4221501/1504 Fax: 54-388-4221507

President: Doctor Enrique Mateo ARNAU, Chemical Engineer

Vice President: Professor Angélica Mercedes GARAY DE FUMAGALLI

Academic Units:

Doctor "Horacio Carrillo" Mine School

School of Agricultural Sciences

School of Economic Sciences

School of Humanities and Social Sciences

School of Engineering

Institute of Altitude Biology

Institute of Geology and Mining

Intermediate Degrees: 15

First Degrees: 37

Postgraduate Degrees: 12

Intermediate and First Degree Students: 12966 Intermediate and First Degree Graduates: 272 Students awarded PNBU Scholarships: 283

Postgraduate Students: 329
Teaching Staff Positions: 1218
Professors-Researchers: 211

Research Projects: 83 Non-teaching Staff: 414

Universidad Nacional de La Matanza

The Universidad Nacional de La Matanza (UNLaM) was created in 1989 by Act No. 23 748, passed on September 29 and enacted on October 23 of that same year. At that time, the institution opened its doors to over 1200 students enrolled in the first school year. The first academic year started on April 15, 1991 at Schools No. 27 and 51 of the District and, only by the end of 1991, through the Fundación Universidad Nacional de La Matanza, the 40 hectares of a former automotive company were turned into classrooms, laboratories, and computer rooms, among other facilities of this Institution.

The University mission is to build an education and cultural project basically inspired in and committed to the local, provincial, and national reality. It was envisioned and conceived to ensure the ongoing inclusion of all citizens, respecting their diversity and, particularly, the uniqueness and richness of their cultural expressions. The UNLaM has over 180 classrooms and several areas for lectures, conferences, video projection, and videoconferences. The laboratory area is fully equipped with cutting-edge technology: one for languages and interactive videos, three for electronics, one for physics, and one for nursing. Each information technology laboratory is equipped with 25 state-of-the-art computers.

The sports field has an athletics track, football 11 and futsal, rugby, hockey, and beach volley fields; and a semi-Olympic swimming pool. All these facilities are complemented by a modern gym.

The Media Institute, with its graphic, radio, and television productions generates professional high quality material. institution has Universidad at FM 89.1, and the Periódico EM, in its paper and digital versions, fully prepared by University students and alumni. The Leopoldo Marechal Library, inaugurated by the end of the year 2003, is one of the most



complete of the Buenos Aires conurbation and meets the demands of the students and neighbors of the community. It has around 61 000 volumes, a silent reading room for 120 people, a group study room for 500 users, a reference room, a virtual room with 15 PCs for online and multimedia tasks, a talking book library for visually impaired people and a video library. Some of the goals of the UNLaM project are to contribute to the retention and settlement of young population in La Matanza and its area of influence, to meet the needs of the community and to act as driving force for change and development. Besides, it aims at motivating students to understand the entrepreneur and innovative spirit, and the need for leaders committed to community progress, professional honesty, and respect for the human race dignity and its right to know the truth. Also, the appreciation of cultural, historical, and social values of the community and the country are a key element of the university education.

UNIVERSIDAD NACIONAL DE LA MATANZA

Created by: Act No. 23748 dated 29/09/1989

Website: www.unlam.edu.ar

Main Complex: Florencio Varela 1903 - B1754JEC San Justo - Buenos Aires - Tel. 54-11-

44808992/46518339/44808949 Fax: 54-11-44808992

President: Professor Daniel Eduardo MARTINEZ

Vice President: Professor Doctor Victor René NICOLETTI

Academic Units:

Department of Law and Political Sciences

Department of Economic Sciences

Department of Engineering and Technological Research

Department of Humanities and Social Sciences

Postgraduate School

Intermediate Degrees: 29

First Degrees: 28

Postgraduate Degrees: 17

Intermediate and First Degree Students: 33348 Intermediate and First Degree Graduates: 801 Students awarded PNBU Scholarships: 168

Postgraduate Students: 1501
Teaching Staff Positions: 1704
Professors-Researchers: 157

Research Projects: 50 **Non-teaching Staff:** 368

Universidad Nacional de Lomas de Zamora

By the end of the 1960s, the community of Lomas de Zamora –with the intermediate organizations acting as driving force for the project- outlined the desire for a local university. The dreams and hopes of that community became a reality on October 13, 1972 when Act 19 888 was passed creating, together with other higher education institutions, the Universidad Nacional de Lomas de Zamora. The creation of the UNLZ was promoted by the resizing of national universities –especially Buenos Aires and La Plata-, which had been overcrowded with an increasing population of students, and due to the important demographic growth recorded between 1960 and 1970, which reached 51% in Lomas de Zamora and 31% in Greater Buenos Aires. The haste that characterized the approval of the Universidad Nacional de Lomas de Zamora foundational project prevented the design of a budgetary project to include the resources needed to construct the buildings; thus, the UNLZ had a budgetary gap that would continue for years. Within that context, the first students enrolled for the three brand new programs: Management, Rural Engineering, and Social Communication; three options aimed at giving a "non-traditional" profile to the UNLZ programs.

Since its first enrolment period in 1972, the University has gained a presence in the Higher Education field that today includes a varied offer of undergraduate and postgraduate programs.

It has an average of 9 000 new students each year, and around 35 000 regular students representing a significant percentage of the number of students who attend higher education institutions in the province of Buenos Aires.

Over 2 300 professors are the main human resource of the university.

The UNLZ has a solid academic background with a strong influence over almost 2 800 000 inhabitants of the South of Buenos Aires conurbation and neighboring areas.

Nowadays, the University has several buildings at Santa Catalina premises and at the university campus at the so-called Cruce de Lomas, which is accessible through Avenida Juan XXIII, only meters away from the Provincial Route and its area of influence including several districts of Buenos Aires Conurbation.

The university campus, where the Faculty of Engineering, Law, Economics, Social Sciences; the Media Laboratory; and the Central Library are located, is in the border between Lomas de Zamora and Esteban Echeverría districts, near La Almirante Matanza, Brown, Ezeiza, Florencio Varela, Presidente Perón and San Vicente. The successful integration of most of its almost 30000 graduates, especially in the disciplines that are part of its academic tradition, is the evidence of the University prestige. The Academic Unit has been able to establish itself as a national hallmark for several topics and it also recognized in many Latin American countries.



UNIVERSIDAD NACIONAL DE LOMAS DE ZAMORA

Created by: Act No. 19888 dated 13/10/1972

Website: www.unlz.edu.ar

Main Complex: Ruta Provincial № 4 Km 2 – 1836 Llavallol, Lomas de Zamora - Buenos Aires -

Tel. 54-11-42828046/42831121/42829458/42832623 Fax: 54-11-42828046

President: MA Diego MOLEA

Vice President: Professor Horacio Alberto GEGUNDE

Academic Units:

School of Agricultural Sciences School of Economic Sciences School of Social Sciences School of Law School of Engineering

Intermediate Degrees: 37 First Degrees: 56

Postgraduate Degrees: 25

Intermediate and First Degree Students: 37212 Intermediate and First Degree Graduates: 2329 Students awarded PNBU Scholarships: 131

Postgraduate Students: 273
Teaching Staff Positions: 3258
Professors-Researchers: 65

Research Projects: 41 Non-teaching Staff: 562

Universidad Nacional de La Pampa

The Universidad Nacional de La Pampa (UNLPam) started its academic activities as a provincial university on September 4, 1958 pursuant to a Decree Law. It was nationalized by National Act No. 20 275 dated April 12, 1973, as a result of strong institutional negotiations and the important mobilization of La Pampa community. The UNLPam, according to its founding principles and statutory objectives, is an institution that fosters permanent change and interchange as the driving forces behind science, culture, and technology, paying attention to the demands of its social environment and keeping its linkage to the national and international academic-scientific world.

With this profile, it contributes to the development and application of ideas and techniques in the scientific, technological, and humanistic field for the civil society and government institutions alike. It educates qualified, critic, and committed professionals to answer the current social and workforce needs, but who are also prepared to adapt, anticipate, and lead changing processes. It faces the challenges implied by the University-Society relation integrating teaching and research based on social commitment.

In the development of its institutional mission, it creates ways of relating with the social environment, in order to establish an active collaboration with the great goals of the country. In less than 50 years of existence, the institution has six academic units: Agronomics, Economics and Legal Sciences, Exact and Natural Sciences, Human Sciences, Veterinary Sciences and Engineering, based in the two main cities of La Pampa: Santa Rosa and General Pico. Approximately 9000 students attend classes there and 400 professionals graduate each year. Its academic staff includes more than 1800 positions —over 80 percent appointed through public examination—and its administrative staff includes over 300 employees.

The University coat of arms was approved on November 13, 1964. It includes a slender book divided into two fields, black and gray (representing the movement from darkness into light); a central flame in three colors: red, orange and yellow, symbolizing the knowledge and wisdom and a goose feather, representing the dissemination of knowledge. The Institution motto is "Scientia et Labor cum Constatia e Probitate" (Science and Work with Perseverance and Probity.)

In the middle-run, the Universidad Nacional de La Pampa goals include consolidation of its institutional prestige, addition of new programs to its academic offer as well as research and extension programs, and strengthening its bonds with the province, municipalities, and non-governmental agencies. All these goals are included in the institutional policy defined by the Strategic Plan and the 2005-2010 Institutional Development Project.

UNIVERSIDAD NACIONAL DE LA PAMPA

Created by: Act No. 20575 dated 12/04/1973

Website: www.unlpam.edu.ar

Main Complex: Coronel Gil 353 3 Piso - L6300DUG Santa Rosa - La Pampa - Tel. 54-2954-

451600/451604/451628 Fax: 54-2954-433408

President: Professor Sergio A. BAUDINO, CPA **Vice President:** MA Hugo Alfredo ALFONSO

Academic Units:

School of Agronomics

School of Economic and Legal Sciences

School of Exact and Natural Sciences

School of Human Sciences

School of Veterinary Sciences

School of Engineering

Intermediate Degrees: 21

First Degrees: 52

Postgraduate Degrees: 15

Intermediate and First Degree Students: 8611
Intermediate and First Degree Graduates: 513
Students awarded PNBU Scholarships: 131

Postgraduate Students: 195
Teaching Staff Positions: 1755
Professors-Researchers: 242

Research Projects: 91 Non-teaching Staff: 331

Universidad Nacional de La Plata

The Universidad Nacional de La Plata, founded in 1905 by Joaquín Víctor González, was the result of the convergence of two fundamental concepts. On one hand, the traditional interpretation of the term "University" as knowledge natural environment; on the other, the updated idea of scientific knowledge based on experimental, social and artistic activities in all its different expressions. With over a century of existence, it is still a pioneer in advanced cultural, artistic, and scientific studies and innovation. This has granted this institution the prestige that positions it among the most important of the country, the Americas and the world. Teaching, research, and extension constitute the cornerstones of the University. It currently has 17 Faculties with over 90 thousand students. In the last years, there is an enrollment average of nearly 22 000 candidates, out of which 18 500 are actually admitted to start attending classes. 4000 students graduate every year. The academic offer at UNLP includes 118 undergraduate programs and 166 postgraduate programs (85 percent are certified or pending certification by the University Evaluation and Accreditation National Committee [CONEAU]), as well as around 500 postgraduate courses. Moreover, the university has 49 open lectures that report to the Presidency in addition to all those available at the Faculties.

At the pre-university level, the academic offer includes five High Schools with around 5000 students. The UNLP staff includes 10 900 professors and teachers and 2 900 administrative employees.

The Presidency building, main office of this Higher Education Institution is located in downtown La Plata, in Avenida 7 No. 776. The University also has 141 Research and Development Centers where 3 500 researches perform their daily activities. Besides, it has a Natural Science Museum and a network of twelve thematic museums, an Astronomical Observatory, a Public Library and a network of 21 libraries, a Publishing House, an AM-FM radio, a Physical Education institute with a sports field, four branches of the university canteen, where 4500 students have their meals every day and university dorms with capacity for 400 professors and students that will open soon.



UNIVERSIDAD NACIONAL DE LA PLATA

Created by: Act No. 4699 dated 12/08/1905

Website: www.unlp.edu.ar

Main Complex: Calle 7 N 776 E/47 y 48 - 1900 La Plata - Buenos Aires - Tel: 54-221-

4236804/4278002/6412 Fax: 54-221-4256967

President: Doctor Fernando Alfredo TAUBER **Vice President:** Professor Raúl Aníbal PERDOMO

Academic Units:

School of Architecture and Urbanism

School of Fine Arts

School of Agricultural and Forest Sciences

School of Astronomic and Geophysical Sciences

School of Economic Sciences

School of Exact Sciences

School of Legal and Social Sciences

School of Medical Sciences

School of Natural Sciences and Museum

School of Veterinary Sciences

School of Humanities and Educational Sciences

School of Computer Sciences

School of Engineering

School of Dental Medicine

School of Journalism and Social Communication

School of Psychology School of Social Work

Intermediate Degrees: 18

First Degrees: 131

Postgraduate Degrees: 52

Intermediate and First Degree Students: 99197 Intermediate and First Degree Graduates: 4734 Students awarded PNBU Scholarships: 700

Postgraduate Students: 6086
Teaching Staff Positions: 14305
Professors-Researchers: 1920

Research Projects: 624 Non-teaching Staff: 3263

Universidad Nacional de La Rioja

The Universidad Nacional de La Rioja (UNLaR) was created by National Act No. 24 299 in 1993, on the foundations of the Universidad Provincial de La Rioja (UPLR), which had been established by Provincial Act No. 3 392 in 1972. This Higher Education Institution is the first university of the Province and of its capital city, which is over four hundred years old. It has a history of almost forty years and, for over 15 years, it has been part of the group of National Universities, i.e., since the agreement for the transfer of the former Provincial University to the Argentine National jurisdiction was signed on February 18, 1994.



The UNLaR is an academic-scientific, cultural, and educational institution governed by public law and rendering services to the Province, the region and the Nation, in charge of generating and disseminating knowledge, culture, science, and technology, that ensures its professors the right to freely conduct research, present ideas and make inquiries within their field of interest, that fosters the ongoing training of the members of the academic staff and of researchers, and that organizes cultural, artistic, sport, and recreational activities to complement teaching activities.

Likewise, the UNLaR establishes that it is the duty of each and every professor to show scientific ability, moral integrity, and university rectitude, and envisages that the University shall perform an organized and ongoing work within the society and shall foster the improvement of the community and of the individuals. Its institutional structure is made up of five academic departments: Health and Educational Sciences; Humanities; Exact, Physical, and Natural Sciences; Social, Legal, and Economic Sciences and Sciences and Technologies Applied to Production, Environment, and Urbanism, which operate in five university centers (in the Capital City, Aimogasta, Chamical, Chepes and Villa Unión) and an academic regional building in Villa Santa Rita de Catuna. Research and extension activities are conducted in different settings, including the Hospital Escuela y de Clínicas "Virgen María de Fátima," equipped with state-of-the-art technology; the University Radio 90.9 FM, with ongoing broadcasting and services for the university community and the region; and the educational-productive unit for the manufacturing of oil, olives, jams, and marmalades, honey, essential oils, and nursery-greenhouse for research on the behavior of plant species that are of interest for local conditions, which products have received countless national and international awards.

The UNLaR institutional symbol is a legacy from the Provincial University. It is a coat of arms formed by two half-fields, an azure one and a sable one, containing the images that characterize the institution. The upper field contains the condor, the sky, the sun, and the mountains symbolizing its location and area of influence. The lower field contains the books and the lamp symbolizing knowledge. It is completed with classic and indigenous fillets and decorative trims and a light blue and white ribbon to emphasize the respect for national symbols that guide the actions of those representing the University.

University Choir participates The in institutional events and is invited to those of other institutions. They have made several recordings, one with the famous vocal group "Opus Cuatro". The academic production and that of local authors is published by the University Publishing House (EUDELaR), health coverage for teaching and administrative staff is offered through a health insurance of the university (OSUNLaR) and it has the support of the Fundación de la Universidad Nacional de La Rioja (FUNLaR) to materialize many of its activities and projects.

UNIVERSIDAD NACIONAL DE LA RIOJA

Created by: Act No. 24299 dated 05/01/1994

Website: www.unlr.edu.ar

Main Complex: Ciudad Universitaria de La Ciencia y de La Tecnica - Av. Dr. M. De La Fuente S/N

- 5300 La Rioja - La Rioja - Tel. 54-3822-457000/457003/457006 Fax: 54-3822-457061

President: Professor Doctor Enrique Daniel Nicolás TELLO ROLDAN

Vice President: Professor Sergio Eduardo MARTIN

Academic Units:

Academic Department of Social, Legal, and Economic Sciences

Academic Department of Science and Technology Applied to Production, Environment, and

Urbanism

Department of Exact, Physical, and Natural Sciences

Department of Health Science and Education

Academic Department of Humanities

Chamical University Site

Villa Unión University Site

Aimogasta University Site

Chepes University Site

Santa Rita de Catuna Academic Extension Site

Intermediate Degrees: 29

First Degrees: 55

Postgraduate Degrees: 5

Intermediate and First Degree Students: 25494 Intermediate and First Degree Graduates: 624 Students awarded PNBU Scholarships: 464

Postgraduate Students: 205
Teaching Staff Positions: 1632
Professors-Researchers: 35

Research Projects: 25 Non-teaching Staff: 272

Universidad Nacional de Lanús

The Universidad Nacional de Lanús (UNLa) was created by Act No. 24 496 on June 7, 1995. In December 1996, through Acts No. 24 750 and 24 751, the university received the lots where it is currently located, in the streets 29 Septiembre Hipólito and Irigoyen of Remedios de Escalada, Lanús, Buenos Aires This initial province. stage witnessed the creation of the Centers for Human Rights, Political, Employment and Society Studies, and Urban Project and Management. Academic activities started in 1997, with Nursing and Social Work, and Audiovisual Arts



Undergraduate Programs and the Master's Degree in New Technologies in the Judicial System. In December, that same year, the Ethics Research Center was created.

In 1995, when Ana Jaramillo was appointed Organizing President of the Universidad Nacional de Lanús, the UNLa logo was created.

In order to ensure the originality of its creation, a thorough survey of symbols used by other universities, both in Argentina and abroad, was conducted.

As it is an education institution of public nature, the purpose was to achieve a sustainable visual communication able to transmit its main ethical values.

To create the UNLa logo, a rectangular shape was chosen to represent and communicate two concepts related to the university: the classroom (as containing space) and the book (as educational element).

Apart from being analogous to the surrounding urban landscape colors, such as the railway architecture (stations and workshops), the university itself and the long factory walls that characterized Lanús during the industrial times, it is partly identified with the most important sports institution of the area, the Club Atlético Lanús.

Selecting the Optima typographic family acted as the link connecting two aspects in the logo composition: tradition and innovation, ideas widely embraced by the University. It was created by the German typographer Hermann Zapf between the years 1952 and 1955. It is considered a modern classical typography, without the serif that characterizes the Roman letters. The Optima design complies with the parameters of the so-called Humanistic typographies.

In the UNLa logo, the letters are laid in the rectangle as soft and dynamic elements. They offer a sender-receiver reciprocity where the community in general, and the university in particular, besides receiving the graphical message, end up adding their own content in a positive way.

UNIVERSIDAD NACIONAL DE LANÚS

Created by: Act No. 24496 dated 07/06/1995

Website: www.unla.edu.ar

Main Complex: 29 de Septiembre 3901 - B1826GLC Remedios de Escalada, Lanús - Buenos Aires

- Tel. 54-11-63229200/63229262/42024778 Fax: 54-11-63229200

President: Doctor Ana JARAMILLO
Vice President: MA Nerio NEIROTTI

Academic Units:

Department of Productive and Technological Development

Department of Humanities and Arts

Department of Planning and Public Policies

Department of Community Health

Intermediate Degrees: 19

First Degrees: 45

Postgraduate Degrees: 25

Intermediate and First Degree Students: 10209 Intermediate and First Degree Graduates: 548 Students awarded PNBU Scholarships: 67

Postgraduate Students: 2186 Teaching Staff Positions: 654 Professors-Researchers: 43

Research Projects: 26 Non-teaching Staff: 336

Universidad Nacional del Litoral

On October 17, 1919, the national act establishing the creation of the Universidad Nacional del Litoral (UNL) was passed. Since then, the institution has considered itself a "daughter of the 1918 University Reform," which proclaimed the principles of a free, open, and politically independent University, ensuring the state nature of higher education. The UNL was conceived as a regional University, as it included schools and institutes located in the cities of Santa Fe, Paraná, Rosario, and Corrientes. This structure implied new characteristics as it included faculties and schools in different cities of the region. Thus, it established in Santa Fe on the foundations of law studies existing at the Universidad de Santa Fe (since 1889), and on the foundations of the Industrial High School (created in 1909). The Faculty of Law (currently Legal and Social Sciences) and the Faculty of Industrial and Agricultural Chemistry (currently Chemical Engineering) were the first ones.



The Presidency building, completed in 1935,

became famous due to the relevance of the events that took place there. The historical main hall was the venue for the Constitutional National Convention in 1957 and 1994. The mission of this Higher Education Institution is to educate free citizens, able to become part of a democratic society, with the highest level of excellence and within all the areas of scientific, technical, humanistic, and cultural knowledge. UNL facilities help for the development of its teaching, research, extension, linkage, and management activities. It has laboratories equipped with state-of-the-art technology, libraries with important bibliographic heritage, areas for cultural expression and recreation, as well as sports activities. Its facilities include the University Campus, the Cultural Forum, the Museum of Contemporary Arts, the UNL-ATE premises and the Ecological Reserve. In the middle-run, the

The UNL has nine faculties and nine academic units (the Higher Institute of the Schools of Sciences, the Health Higher Education Institute Ramón Carrillo, the University School of Food located in Reconquista, and the University School of Food Analysis located in Galvez; at high school level, the Higher Industrial School, and the Agriculture, Stockbreeding and Farming School located in Esperanza; the Elementary School and La Ronda pre-school.)

university aims at developing educational policies conceived within the current Latin American context; developing scientific and technological research to enhance quality of life; strengthening extension, innovation and social linkage policies with the social and productive sector of the region; analyzing the feasibility of internationalization and regional integration actions enabling academic and inter-institutional mobility; and promoting university welfare in order to foster global education, human development, and quality of life of all the members of the university community.

UNIVERSIDAD NACIONAL DEL LITORAL

Created by: Act No. 10861 dated 17/10/1919

Website: www.unl.edu.ar

Main Complex: Boulevard Pellegrini 2750 - S3000ADQ Santa Fe - Santa Fe - Tel. 54-342-

4571110/19 Fax: 54-342-4571125

President: Albor Ángel CANTARD, Attorney

Vice President: Architect Miguel Ángel IRIGOYEN

Academic Units:

School of Architecture, Design, and Urbanism School of Biochemistry and Biological Sciences

School of Agricultural Sciences

School of Economic Sciences

School of Legal and Social Sciences

School of Medical Sciences

School of Veterinary Sciences

School of Humanities and Sciences

School of Chemical Engineering

School of Engineering and Water Sciences

"Ramón Carrillo" Health College

University College of Food Analysis

University College of Food

Agriculture and Livestock High School

Industrial High School

Intermediate Degrees: 68

First Degrees: 103

Postgraduate Degrees: 40

Intermediate and First Degree Students: 40739
Intermediate and First Degree Graduates: 1596

Students awarded PNBU Scholarships: 0

Postgraduate Students: 2344
Teaching Staff Positions: 4797
Professors-Researchers: 829

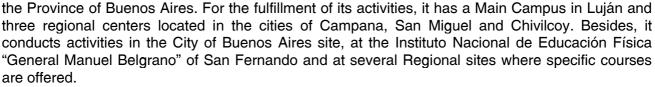
Research Projects: 325 Non-teaching Staff: 944

Universidad Nacional de Luján

Those who envisioned the idea behind the Universidad Nacional de Luján (UNLu), which enabled its foundation by Act No. 20 031 dated December 20, 1972, conceived a modern University, divided into departments, regional centers and linked to the region it serves through its research and extension activities. The university was closed in 1980, during a dark period of Argentine history. This incredible damage was repaired by Act No. 23 044, which fairly ordered its reopening on July 30, 1984, after democracy was reestablished in the country.

Through its 34 years of history, the UNLu set an institutional profile based on a pluralistic conception of university life founded in democracy and freedom of speech. This implied the reaffirmation of University Autonomy and the ideological independency of this institution.

The UNLu is located in the northern and western area of



The Regional Sites were conceived to provide a high quality university offer to a wide sector of society, setting as top priorities to cater for regional needs and the implementation of a decentralized management structure.

The three Regional Centers were founded during the tenure of Mignone, second President acting as administrator, through agreements executed with the corresponding municipalities. Back then, they played an important political-educational role as they helped to meet the demands of several towns and cities of the region. They also acted as "entrance inlets" helping to consolidate the university foundation through a great influx of students. Nowadays, these Centers are an integral part of the institution, and their growth matches that of the University. The Universidad Nacional de Luján adopted a department structure and it is divided into four Departments: Basic Sciences, Social Sciences, Education, and Technology. They are academic units that perform teaching, research and extension activities. In the first area, the Departments render services to any of the programs offered at the UNLu, within their field of knowledge.

This academic organization enabled the institution to concentrate specialists of each area in only one place, so the Departments include Divisions.

The institutional framework to ensure the conceptual and methodological unity of the programs, based on the curricular objectives, is given by the Coordination Unit of each program and by the corresponding Study Plan Commissions, made up of professors of the Departments who give the courses, as well as of students and graduate representatives. The Higher Council decides on the creation and organization of programs and approves study plans. The President's Office is responsible for the organization of programs.

With this double structure of Departments and Program Coordination, the Institution aims at meeting two needs: to keep the disciplinary specialists together and to correctly coordinate the development of the programs. The institution has its own radio –LRI 385, FM 88.9 Mhz-, a Publishing House and Printing Press Department, a Polyphonic Choir, and permanent Art Workshops on Theater, Folk Dances, Violin, Viola, and Cello.



UNIVERSIDAD NACIONAL DE LUJÁN

Created by: Decree Law No. 20031 dated 20/12/1972

Website: www.unlu.edu.ar

Main Complex: Ruta 5 y Avenida Constitución - 6700 Luján - Buenos Aires - Tel. 54-2323-

427701/420380/3979/3677/2485 Fax: 54-2323-4277016

President: Doctor Oreste Carlos CANSANELLO Vice President: MA Hernán Alberto BACARINI

Academic Units:

Department of Basic Sciences

Department of Social Sciences

Department of Education

Department of Technology

Campana Regional Center

Chivilcoy Regional Center

San Miguel Regional Center

San Fernando Office

UGAE (External Academic Management Unit)

Intermediate Degrees: 16

First Degrees: 23

Postgraduate Degrees: 13

Intermediate and First Degree Students: 16580 Intermediate and First Degree Graduates: 860 Students awarded PNBU Scholarships: 86

Postgraduate Students: 266
Teaching Staff Positions: 1768
Professors-Researchers: 176

Research Projects: 89 Non-teaching Staff: 676

Universidad Nacional de Mar del Plata

The Mar del Plata site of the Universidad de la Provincia de Buenos Aires was created by Decree Law No. 11 723 dated October 19, 1961 issued by the Executive Power of Buenos Aires Province. On September 30, 1975, Universidad Nacional de Mar del Plata based (UNMdP) was created on Universidad Provincial and with the addition of programs from the Universidad Católica. As from 1983, the reestablishment of democracy entailed changes inside the UNMdP: the enrollment of students increased dramatically and professors who had continued their careers



outside the University rejoined the Institution; a joint government was established; the Colegio Nacional "Dr. Arturo Illia" was created; a non-formal and distance education project was implemented; the Psychology program was offered again. In 2006, Biochemistry was added to the academic offer and Sociology was re-opened.

The UNMdP Statutes establish that the role of the university is to preserve cultural and scientific heritage, fostering the development of new knowledge mainly related to the national and regional situation, educating all its students with the highest academic level in order to enable them to efficiently participate in the construction of a fair society, ensuring a democratic transfer of knowledge and the encouragement of students' critical awareness.

The UNMdP has nine Faculties that offer intermediate, undergraduate, and postgraduate programs. The Faculties are the academic, administrative, and government units of one or several related programs. They are responsible for achieving the goals needed to grant academic and professional degrees and for controlling research, management, and extension activities.

In the middle-run, the UNMdP aims at fostering the transition to a knowledge-based state in order to achieve a fair and equal society with the following values: 1.- Education, as a means to access knowledge, improve quality of life and promote social mobility. 2.- Knowledge, as support for culture with elements of innovation and solidarity. 3.- Economic and social progress, within a framework of permanent innovation, regional integration, and respect for human rights and the environment. This middle-run plan is open to changes and revisions as surrounding reality changes, as goals are attained and as the future of education, science, and technology unfolds. The UNMdP has artistic

The emblem meaning specifies that its constitutive elements are a circle (the University) and a wave (the university entities). The expressive relation is given by the similarity between the constant movement of the sea and the evolution movement of the university entities, both ongoing, changing and looking for new coasts and new goals.

entities, which report to the University Extension Secretariat, such as the Theater of the Universidad Nacional de Mar del Plata, the University Choir, the Children's Choir, the Vocal Camerata Juventus and the String Quartet. Likewise, the University has the Radio Universidad FM 95.7, the Enlace Universitario Newspaper (bimonthly publication), the web page and the weekly page on La Capital de Mar del Plata newspaper with original information pieces. All these entities report to the Communication and Public Relations Undersecretariat.

UNIVERSIDAD NACIONAL DE MAR DEL PLATA

Created by: Act No. 21139 dated 30/09/1975

Website: www.mdp.edu.ar

Main Complex: Av. Juan Bautista Alberdi 2695 - B7600GYI Mar del Plata - Buenos Aires - Tel. 54-

223-4921700/4921710/4921705/1708/4916646 Fax: 54-223-4921709

President: Professor Francisco MOREA

Vice President: Engineer Raúl Horacio CONDE

Academic Units:

School of Architecture, Urbanism, and Industrial Design

School of Agricultural Sciences

School of Health Sciences and Social Services

School of Economic and Social Sciences

School of Exact and Natural Sciences

School of Law

School of Humanities

School of Engineering

School of Psychology

Intermediate Degrees: 19

First Degrees: 51

Postgraduate Degrees: 55

Intermediate and First Degree Students: 21118
Intermediate and First Degree Graduates: 1055
Students awarded PNBU Scholarships: 212

Postgraduate Students: 227
Teaching Staff Positions: 4677
Professors-Researchers: 784

Research Projects: 294 Non-teaching Staff: 795

Universidad Nacional de Misiones

The Universidad Nacional de Misiones (UNaM), located in the Province of Misiones, is a public law university institution. autonomous for academic and institutional matters, and economic and financially selfsufficient. It has a regionalized organization within the province and a decentralized operative structure. It was founded in 1973 to support the integration interrelationship among provincial, regional, national, and international governmental and non-governmental institutions, which share aim and objectives. It is characterized by the widest ideological, political, and religious plurality.

It has six faculties and two schools and it constitutes a community in search of institutional quality and excellence, based on the professional training and development of its members. The UNaM is



an institution that aims at preserving and promoting universal culture, with an emphasis on national and regional levels, together with the organization, instrumentation, and evaluation of the teaching-learning process. It interacts with other sectors of the educational system to use scientific knowledge to solve social development problems in the province, in the region, and in the whole country. Today, after 36 years of history, the UNaM is an educational institution of excellence which guarantees free education in every academic unit distributed in three regions: Oberá, Eldorado, and Posadas, with over 50 undergraduate and intermediate degrees and 30 postgraduate degrees. The University also coordinates programs in other cities in province such as Apóstoles, Puerto Rico, Santa Ana, and San Pedro.

The main activities of the UNaM are teaching, research, extension, and social service. Therefore, the institution aims at educating and training students of all levels in order to adapt to knowledge progress, according to individual demands as well as national and regional standards.

Besides, it promotes a commitment to society through the efficient and effective provision of services within its area of competence; and fosters social service in the university community, to ensure the principles of equity and equality of opportunities.

The Universidad Nacional de Misiones develops extension activities in order to promote the interaction with its environment, contributing to the social and cultural growth of the region, with an important development in the cultural area. Among these activities, are the Oberá University Choir, the University Choral Assembly, and the Misiones University Choir, as well as the Chamber Group and a Youth Symphonic Orchestra. There are also two permanent theater companies: TEUNaM Posadas and TEUNaM Oberá, and a Plastic Arts Workshop.

The University has several institutional communication channels to inform about the academic units and University activities, such as an electronic bulletin –Nexo Extensión-, a television program – Conexión- and the FM Universidad. Finally, the institution has a university publishing house – EdUNaM-, created in 1992 in order to publish the teaching and academic papers and the best productions of regional literature and essays.

UNIVERSIDAD NACIONAL DE MISIONES

Created by: Act No. 20286 dated 16/04/1973

Website: www.unam.edu.ar

Main Complex: Campus Universitario - Ruta Nacional 12 Km. 7,5 – 3304 Miguel Lanús - Misiones -

Tel. 54-3752-480500/480916 Fax: 54-3752-480500

President: MA Javier GORTARI

Vice President: Professor Carlos Alberto TREVISAN

Academic Units:

School of Arts

School of Economic Sciences

School of Exact, Chemical, and Natural Sciences

School of Forest Sciences

School of Humanities and Social Sciences

School of Engineering

Eldorado Agrotechnical High School

Intermediate Degrees: 31

First Degrees: 53

Postgraduate Degrees: 35

Intermediate and First Degree Students: 20583 Intermediate and First Degree Graduates: 697 Students awarded PNBU Scholarships: 567

Postgraduate Students: 807
Teaching Staff Positions: 1554
Professors-Researchers: 302

Research Projects: 143 Non-teaching Staff: 441

Universidad Nacional del Nordeste

Between 1920 and 1955, the university life in the northeast of Argentina depended on the operation of the faculties, programs, and institutes created and subordinated to the Universidad Nacional del Litoral and the Universidad Nacional de Tucumán. Among the Faculties that were part of the UNL, there was the Faculty of Agriculture, Stockbreeding, and Related Industries located in the city of

Corrientes. That was the starting point, in 1951, for the Instituto Nacional de Profesorado Corrientes, and in Resistencia, a first year course corresponding to the Public Accountancy and Real Estate Appraisal program that was part of the Faculty of Economics, Business, and Political Sciences. Two years later, the School of Medicine, part of the Faculty of Medical Sciences, Pharmacy, and Related Subjects of the Universidad Nacional del Litoral, was founded. Then, in 1955 and also in Corrientes, the School of Law was founded as part of the Faculty of Legal and Social Sciences of the same university. In 1937, on the initiative of the President of the Universidad Nacional de Tucumán, the Regional Research Department was created. It was a research agency devoted to the study of



different aspects of the reality affecting the northern region of the country, including health. Said agency had six departments with related purposes. One of them was the Instituto de Medicina Regional and its main office was moved to the city of Resistencia in 1954. Based on this background, and when the national territories became provinces, the wish for a university center in the region became stronger. The increase in the number of high school students and the creation of several institution of this level resulted in the urgent need for professors and higher education options to avoid the migration of young people to other centers. In response to the enthusiasm of the provincial communities involved, in December 14, 1956, Decree Law No. 22 229 founded the Universidad Nacional del Nordeste (UNNE).

The UNNE institutional mission is a collective construction inside the University that aims at identifying the needs and demands of society and becoming a means to foster sustainable development and transfer institutional activities and academic and scientific work to the community. The objective is to establish programs for service rendering and to offer the results of its work in order to collaborate with social requirements; conduct research to improve the quality of life in society and implement the necessary changes to achieve a better quality of life; and play an essential role in the rescue of popular knowledge as a key tool in regional identity preservation within the globalization context. The UNNE is a regional university with ten faculties located in three campuses, two of them in Corrientes and one in Resistencia. It has academic presence with programs in over ten cities across Corrientes and Chaco, and it has also implemented a virtual campus. Its academic offer includes 40 intermediate, 87 undergraduate and 20 postgraduate degrees. It has around 50 000 students and more than 4700 professors, out of which over 500 hold postgraduate degrees —almost 300 hold specialist's degrees, over 160 master's degrees and around 120 doctor's degrees. According to the statistics prepared by the University, between 1995 and 2005, around 20 000 professionals graduated from the different programs.

UNIVERSIDAD NACIONAL DEL NORDESTE

Created by: Decree Law No. 22299 dated 16/12/1956

Website: www.unne.edu.ar

Main Complex: 25 de Mayo 868 - W3400BCH Corrientes - Corrientes - Tel. 54-3783- 425064/4678

Fax: 54-3783-474185

President: Engineer Eduardo E. DEL VALLE

Vice President: Professor María Delfina VEIRAVE

Academic Units:

School of Architecture and Urbanism

School of Arts, Design, and Cultural Sciences

School of Agricultural Sciences

School of Economic Sciences

School of Exact and Natural Sciences and Land Surveying

School of Veterinary Sciences

School of Law. Social and Political Sciences

School of Humanities

School of Engineering

School of Medicine

School of Dental Medicine

Institute of Criminalistics and Criminology

Intermediate Degrees: 41

First Degrees: 91

Postgraduate Degrees: 20

Intermediate and First Degree Students: 50890 Intermediate and First Degree Graduates: 3032 Students awarded PNBU Scholarships: 540

Postgraduate Students: 1649
Teaching Staff Positions: 4723
Professors-Researchers: 400

Research Projects: 166 Non-teaching Staff: 1615

Universidad Nacional del Noroeste de la Provincia de Buenos Aires

The Universidad Nacional del Noroeste de la Provincia de Buenos Aires (UNNOBA) was founded on December 16, 2002 by Decree and its foundation was ratified by Act No. 25 824 dated November 19, 2003. Its headquarters are in the city of Junín, where the main authorities are located, and there is another site in the city of Pergamino.

The UNNOBA institutional and academic project is based on the foundations laid by the organization of two Regional University Centers: Junín (CURJ) and Pergamino (CURP), which had conducted university higher education activities since 1990 and 1991, respectively. Its organization stage began in 2003; the classes corresponding to its own academic offer started in 2005; and the University Assembly elected its first President in 2007. By the end of 2008, the UNNOBA started the organization of its academic units based on the integration of two unit types linked to the

administration of academic activities: Schools and Departments. Said organizational system resulted in three Schools -of Agricultural, Environmental Sciences: Natural and Technology; and of Economic and Legal Sciences- and five Departments -of Basic and Experimental Sciences; of Economic, Legal and Social Sciences; of Information and Technology; of Related and Supplementary Subjects, and of Humanities. The Schools are the academic units where the University offers the programs. They are responsible for developing and updating the programs, as well as for curricular structure and studv Departments, on the other hand, are organized around specific disciplines or fields of knowledge and provide the professors required for the different areas. The departments with an area of knowledge exclusive of a School are part of it;



otherwise, they are part of the Academic Secretariat. This organizational structure based on Departments enables the horizontal mobility of teaching staff, as well as the flexibility of the academic operational structure of the University.

From the cities of Junín and Pergamino, UNNOBA academic sites, located in the Northwestern region of the province of Buenos Aires, the institution extends its influence to the cities of San Nicolás, Ramallo, San Pedro, Baradero, Zárate, Campana, Escobar, Tigre and San Fernando, and the districts of Alberti, Arrecifes (Bartolomé Mitre), Capitán Sarmiento, Cármen de Areco, Colón, Chacabuco, Chivilcoy, Exaltación de la Cruz, General Arenales, Junín, Leandro N. Alem, Mercedes, Pergamino, Rojas, Salto, San Andrés de Giles, San Antonio de Areco and Suipacha. Some of these cities, due to their business, service, health, education, media, and administrative activities, influence other areas of the South of Santa Fe and the Northeast of the province of La Pampa.

The UNNOBA has undertaken joint actions with the municipalities in its area of influence and, especially, with the twenty municipalities that signed general cooperation agreements, to provide an academic offer relevant for the region.

The development poles of the region, such as agricultural exploitation in the northwest of the Province of Buenos Aires, the textile industry in Pergamino, Arrecifes and Junín, the railway and agrochemical industry in Junín, the steel industry in Bragado, the metallurgical industry in 9 de Julio and the plastic, mechanic and packaging industry in Chivilcoy, as well as the research and production centers of companies, together with the activities of the municipalities of the area of influence, work as framework for the academic offer of the UNNOBA.

UNIVERSIDAD NACIONAL DEL NOROESTE DE LA PROVINCIA DE BUENOS AIRES

Created by: Decree Law of the National Executive Power No. 2617 dated 16/12/2002

Website: www.unnoba.edu.ar

Main Complex: Roque Sáenz Peña 456 - B6000FJJ Junín - Buenos Aires - Tel. 54-2362-

444213/428781/445479 Fax: 54-2362-428781

President: Professor Guillermo Ricardo TAMARIT

Vice President: MA Danya TAVELA

Academic Units:

Department of Related and Complementary Programs

Department of Basic and Experimental Sciences

Department of Economic, Legal, and Social Sciences

Department of Humanities

Department of Computer Sciences and Technology

Intermediate Degrees: 16

First Degrees: 11

Postgraduate Degrees: 0

Intermediate and First Degree Students: 5135 Intermediate and First Degree Graduates: 31 Students awarded PNBU Scholarships: 199

Postgraduate Students: 0
Teaching Staff Positions: 607
Professors-Researchers: 0

Research Projects: 0 Non-teaching Staff: 156

Universidad Nacional de la Patagonia Austral

The Universidad Nacional de la Patagonia Austral shares the same responsibilities inherent to any other institution that supports, produces, creates and transfers knowledge; but it is characterized by the area where it performs said activities, a complex and wide geography located in the southern end of the Americas. There, in the province of Santa Cruz, the UNPA conducts its activities. It is the most southern public and free university of the country, with academic units in the cities of Caleta Olivia, Puerto San Julián, Río Turbio and in the provincial capital, Río Gallegos, where the President's Office is located. Due to the territorial and population characteristics, the UNPA has a unique organization different from the other Higher Education Institutions, where the academic units are regional sites, with special involvement in their area of influence.

The UNPA was the result of a transformation and merging process of different institutions that existed in the province since the '60s: the Centros de Estudios Terciarios de Río Turbio, Puerto San Julián, Caleta Olivia and Río Gallegos; and the Instituto Universitario de Santa Cruz. Through an agreement executed by the governments of Santa Cruz and Tierra del Fuego on December 6, 1990, the Universidad Federal de la Patagonia Austral (UFPA) was created under the system of provincial institutions. This was the immediate predecessor of this Higher Education Institution that today offers high quality education to thousands of young people and adults from the region. The Universidad Nacional exists as from the enactment of National Act No. 24 446, passed on December 23, 1994 and enacted on January 11, 1995, although the actual transference of the institution took place in January, 1996.

Since then, the UNPA has focused on meeting the demands not only of professional education but also, and mainly, of scientific and technological knowledge production in order to contribute to the development of the entire region.

Despite its short history, it has already undergone two successful self-evaluation and external evaluation processes and, since 2006, it is one of the three universities in the country that is implementing its Institutional Improvement Plan through a Contract-Program executed with the National Secretariat of University Policies.

Since 2003, the UNPA has been offering courses using b-learning and e-learning systems through the UNPAbimodal virtual platform and, in 2006, it implemented the first academic offers using only the e-learning method in the areas of Tourism, Natural Resources and Socio-Community Development.

To ensure accessibility to the UNPAbimodal system, the University signed agreements with the municipalities of the region and developed a network of cyber-education centers and help desks offer services throughout the UNPA area of influence.



UNIVERSIDAD NACIONAL DE LA PATAGONIA AUSTRAL

Created by: Act No. 24446 dated 23/12/1994

Website: www.unpa.edu.ar

Main Complex: Lisandro de la Torre 860 - Z9400JZR Río Gallegos - Santa Cruz - Tel. 54-2966-

442370/76/77 Fax: 54-2966-442316

President: Eugenia MARQUEZ, Systems Analyst **Vice President:** Engineer Hugo Santos ROJAS

Academic Units:

Caleta Olivia Academic Unit Río Gallegos Academic Unit Río Turbio Academic Unit San Julián Academic Unit

Intermediate Degrees: 32

First Degrees: 47

Postgraduate Degrees: 3

Intermediate and First Degree Students: 6392 Intermediate and First Degree Graduates: 173 Students awarded PNBU Scholarships: 0

Postgraduate Students: 47
Teaching Staff Positions: 963
Professors-Researchers: 98

Research Projects: 81 Non-teaching Staff: 340

Universidad Nacional de la Patagonia San Juan Bosco

The Universidad Nacional de la Patagonia San Juan Bosco was founded by Act No. 22 173 on February 25, 1980, which unified the Universidad de la Patagonia San Juan Bosco, authorized by Decree No. 2850 of the year 1963, and the Universidad Nacional de la Patagonia, created by Act No. 20 296 in 1974. The regional structure of the University includes the President's Office in Comodoro Rivadavia and regional sites in Trelew, Puerto Madryn, Esquel and Ushuaia*, area of its jurisdictional coverage. The Faculties of Engineering, Humanities, and Social Sciences, Economic Sciences, Natural Sciences and Legal Sciences are all part of the University. The Colegio Universitario Patagónico, teaching and research centers and institutes are also part of the University. A Social Council, with members from different sectors



of the regional community, advises the institution in order to cooperate in the interaction with the community.

The underpinnings for university studies in the region include initiatives such as the foundation, in 1943, of the Universidad Popular de la Patagonia, which operated until 1950 offering technical and specialized education; and the creation, in 1947, of the Instituto Superior de Estudios Patagónicos, which had a positive research mission with publications on Patagonia history. In May, 1959, the Instituto Universitario de la Patagonia opened its doors in Comodoro Rivadavia. It had a Council, a President and Schools of Sciences and Humanities. It offered educational services until 1961, when it became the Universidad de la Patagonia San Juan Bosco (UNPSJB), acknowledged as such by the national Executive Power in April, 1963.

Back then, it was a private and denominational university originated within the Salesian congregation and using the facilities of the Colegio Salesiano Dean Funes. It was organized in two Schools: Sciences, including Geology, Biochemistry, Pharmacy, and Engineering programs; and Humanities, including Literature, History, and Geography programs. At the same time, in 1960, a group of neighbors from the lower valley of the Río Chubut founded an Association which had as main goal the creation of a university. In 1965, the steps taken lead to the creation, by an Act passed by the Legislature of the Province of Chubut, of the Instituto de Estudios Superiores (IDES), which, in 1966, was incorporated to the Universidad Nacional del Sur.

In 1972, in Comodoro Rivadavia, the students' movement started to demand a better education, higher level of excellence and a chance to have an open dialog with authorities. Within the framework of a national policy fostering the creation of new universities, a Promoting Committee was organized for the foundation of a national university. Finally, in April, 1973, Act No. 20 296 established the creation of the Universidad Nacional de la Patagonia, which was inaugurated in May, 1974. In order to avoid a repetition of programs, an agreement was reached between the new university and the private university. Nevertheless, it was really hard to coordinate the activities of both universities. This situation became even worse until, in 1979, an agreement established the merging of both institutions. Since then, in February, 1980, Act No. 22 173 was passed for the creation of the Universidad Nacional de la Patagonia San Juan Bosco, unifying the Universidad Nacional de la Patagonia and the Universidad de la Patagonia San Juan Bosco into one unique entity.

Some of the institutional milestones include: in 1981, the agreement between the Government of the province of Chubut and the Universidad Nacional de la Patagonia San Juan Bosco, through which the province transferred the Instituto Universitario de Trelew to the University, was ratified; in 1983, the Colegio Universitario Patagónico was founded; and in 1984, Ushuaia and Puerto Madryn sites were created.

^{*}At the time of going to press, the Ushuaia site of the Universidad Nacional de la Patagonia San Juan Bosco will be the foundation for the Universidad de Tierra del Fuego, Antártida e Islas del Atlántico Sur, created by Act No. 26 559 dated November 18, 2009.

UNIVERSIDAD NACIONAL DE LA PATAGONIA SAN JUAN BOSCO

Created by: Act No. 22173 dated 25/02/1980

Website: www.unp.edu.ar

Main Complex: Ciudad Universitaria Ruta Provincial Nc 1 Km. 4 - 9005 Comodoro Rivadavia -

Chubut - Tel. 54-297-4557453/4557687/7856/7954 Fax: 54-297-4550934

President: Professor Adolfo Domingo GENINI

Vice President: Doctor Alicia BORASO

Academic Units:

School of Economic Sciences

School of Legal Sciences

School of Natural Sciences

School of Humanities and Social Sciences

School of Engineering

Intermediate Degrees: 29

First Degrees: 45

Postgraduate Degrees: 23

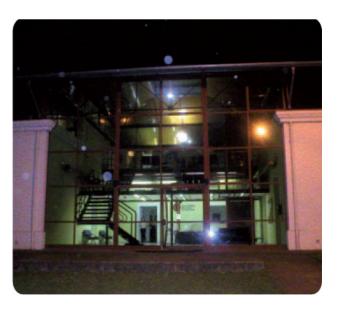
Intermediate and First Degree Students: 13656 **Intermediate and First Degree Graduates: 517** Students awarded PNBU Scholarships: 6

Postgraduate Students: 537 **Teaching Staff Positions: 3352 Professors-Researchers: 191**

Research Projects: 81 Non-teaching Staff: 500

Universidad Nacional de Quilmes

The Universidad Nacional de Quilmes (UNQ) is located in the city of Bernal (municipality of Quilmes), in the south of Greater Buenos Aires. It was founded on October 23, 1989 by Act No. 23 749 of the Honorable National Congress. Its programs were designed following the premise that they should be innovative and non-traditional. The UNQ mission is to produce, teach and transfer high quality knowledge within an equal and pluralistic environment. The basic functions of the University are teaching, research, extension, human resources education, technological development, productive innovation and culture promotion and dissemination. Since its origin, the UNQ has undergone sustained growth in academic, research, transference. extension, publishing, and infrastructure aspects.



In 1999, the UNQ was the first university in Argentina and in Latin America to offer a virtual platform for educational purposes through the Universidad Virtual de Quilmes (UVQ) Program. Today, it has 6500 students and over 2500 graduates distributed in all the provinces of Argentina and abroad. It offers eight undergraduate programs and four postgraduate programs and renders transference, training and consulting services to different private and public institutions of the country.

The programs are taught by highly qualified academic staff. The UNQ supports students as from the Admission Course with scholarships and university tutors. They have a personal interaction with university staff and receive guidance on academic matters, administrative formalities, orientation courses, and private lessons during all the stages of their University studies.

The university opened with only ten classrooms and it currently has over 25 000 sq m of facilities on the grounds of the old Fabril Financiera de Bernal factory. The UNQ has laboratories with state-of-the-art equipment; a library; multimedia and Information Technology classrooms; radio, audio and video studios; a free Internet room; among other facilities for students.

The increase in the number of programs and students enrolled had its correlate in the facilities improvement which is an ongoing process that includes the construction, extension, and refurbishment of the different areas. The University has an agora, an auditorium, an exhibition room, a cafeteria, a sports area and an industrial pilot plant. It also has recreational areas, study desks and other spaces aimed at strengthening the extracurricular activities as a place for sharing and exchanging ideas. The UNQ also has a diversified postgraduate studies offer, which includes different levels (doctor's and master's degrees, specializations and diploma courses) and has been nationally and internationally recognized. Its qualified academic staff offer personalized attention to each of its students in order to ensure the highest level of academic excellence within a context of ongoing education demand for professionals and researchers.

The university offers training and education through its extension courses on information technology, music, administration, communication, languages, gastronomy, hotel and catering, tourism, sports, arts, design, and vocational guidance, among others.

Research has been one of the top priorities. Major research areas at the UNQ are in cancer diagnosis and treatment, Chagas' disease, diabetes, etc. Likewise, it transfers its knowledge to the community by doing research in social issues, assisting micro-enterprises of the area, and working in the district's neighborhoods.

UNIVERSIDAD NACIONAL DE QUILMES

Created by: Act No. 23749 dated 29/09/1989

Website: www.unq.edu.ar

Main Complex: Roque Sáenz Peña 352 - B1876BXD Bernal - Buenos Aires - Tel. 54-11-

43657100/43657124 Fax: 54-11-43657101

President: Professor Gustavo Eduardo LUGONES **Vice President:** Doctor Mario Enrique LOZANO

Academic Units:

Department of Sciences and Technology
Department of Social Sciences
Department Center of Studies and Research
Quilmes Virtual University Distance Education Program
Institute of Studies on Science and Technology

Intermediate Degrees: 16

First Degrees: 24

Postgraduate Degrees: 3

Intermediate and First Degree Students: 12762 Intermediate and First Degree Graduates: 718 Students awarded PNBU Scholarships: 149

Postgraduate Students: 596
Teaching Staff Positions: 757
Professors-Researchers: 147

Research Projects: 42 Non-teaching Staff: 333

Universidad Nacional de Río Cuarto

The Universidad Nacional de Río Cuarto (UNRC), a public law institution, is a working community part of the national higher education system that provides education, conducts scientific research, offers technical training, professional education, and ethical and esthetical enhancement, promotes and disseminates national culture in all its forms, produces goods and renders services with social projection. Within that framework, its activity is focused on shedding light over the great problems of humanity, making necessary and useful contributions for their solution, preferably for problems corresponding to national life and, especially, those of Río Cuarto region. According to its ultimate purpose, the university fosters community involvement in favor of life, peace, democracy, and freedom, promoting the role of Argentina in the world as well as regional and Latin American integration. It was founded on May 1, 1971 by a Decree of the National Executive Power as part of an Argentine program to adapt university education to development needs, and as an answer to a strong social movement, both local and regional, which enabled the biggest cultural achievement of the region.

In 1974, the university was organized into faculties with the creation of Agronomics and Veterinary Science, Economic Sciences, Exact, Physico-Chemical, and Natural Sciences, Human Sciences and Engineering. Most of the buildings were erected between 1975 and 1980.

The Faculty of Agronomics and Veterinary Science is divided into the Departments of Animal Production, Agricultural Economics, Animal Clinical Medicine, Agricultural Ecology, Plant Production, Animal Anatomy, Public Health, Agricultural Biology, Animal Breeding, and Animal Pathology.

The Faculty of Economic Sciences is divided into the Departments of Administration Sciences, Humanities and Education, Accounting, Mathematics and Statistics, Economics and Legal Sciences. The Faculty of Exact, Physico-Chemical, and Natural Sciences is organized in the Departments of Natural Sciences, Computing, Molecular Biology, Physics, Geology, Mathematics, Microbiology, and Immunology and Chemistry. The Faculty of Human Sciences is divided into the Departments of Communication Sciences; Legal, Political and Social Sciences; Languages, Spanish and Literature; Geography, History and Philosophy; Physical Education; Education Sciences and Nursing. Finally, the Faculty of Engineering is divided into the Departments of Basic Sciences, Electricity and Electronics, Mechanics, and Chemical Technology. Including the 106 graduates who received their degree during the 192nd graduation ceremony on Friday, November 13, 2009, the UNRC has formed nearly 16000 graduates, from 1973 up to date. As a result of the growth of academic activities, it offers 61 undergraduate and 55 postgraduate programs. Considering the data from the last seven years, its annual number of graduates fluctuates between 750 and 1000 students.



UNIVERSIDAD NACIONAL DE RÍO CUARTO

Created by: Act No. 19020 dated 01/05/1971

Website: www.unrc.edu.ar

Main Complex: Ruta Nacional 36 Km. 601 - 5800 Río Cuarto - Córdoba - Tel. 54-358-

4676300/4676200/4676310 Fax: 54-358-4680280

President: Dr. Marcelo RUIZ

Vice President: Engineer Javier SALMINIS

Academic Units:

School of Agronomics and Veterinary

School of Economic Sciences

School of Exact, Physico-Chemical, and Natural Sciences

School of Human Sciences

School of Engineering

Postgraduate School

Intermediate Degrees: 32

First Degrees: 64

Postgraduate Degrees: 55

Intermediate and First Degree Students: 16138 Intermediate and First Degree Graduates: 889 Students awarded PNBU Scholarships: 89

Postgraduate Students: 1002 Teaching Staff Positions: 1931 Professors-Researchers: 834

Research Projects: 191 Non-teaching Staff: 510

Universidad Nacional de Río Negro

The Universidad Nacional de Río Negro (UNRN) was created in response to a historical demand of Río Negro society to have a Higher Education Institution with the mission to cater for the demands of university level education within the provincial territory, to contribute to economic development, and to foster social mobility and justice.

Act No. 26 330 for the creation of Universidad Nacional de Río Negro was enacted on December 19, 2007 and was based on a feasibility study with a favorable report of the National Interuniversity Board. Said legal rule established two conditions: 1.- that the academic offer of the UNRN should complement that of the Universidad Nacional del Comahue and the Instituto Balseiro of the Universidad Nacional de Cuyo; and 2.- that the territorial expansion should not surpass the borders of the Province of Río Negro. Both conditions are completely justified.

The first one because, from the state university planning system point of view, the competition between universities with funding provided by tax-payers' contributions should be avoided. The second because, even though it is a National University, the UNRN is part of a system where institutions are generally named after the provinces they are in and conduct their activities mainly within the provincial territory. This is not the result of a legal rule but rather of a coherent institutional development, respecting principles of healthy interuniversity cooperation and non competition.

The feasibility study that supports the act includes the basis for the new Higher Education Institution, which constitutes the guidelines for its institutional project, namely:

- (i) a relational University, linked to the territory it is located in, the province of Río Negro;
- (ii) a regional University, which should achieve the goal of meeting the demands of a vast territory of 200000 sq km, larger than countries such as the Netherlands, Belgium, Spain, France, Italy, Great Britain or Germany;
- (iii) a University that wisely combines teaching, research, and extension activities, and
- (iv) a University that moves towards incorporating information and communication technologymediated teaching in its educational proposals.

UNIVERSIDAD NACIONAL DE RÍO NEGRO

Created by: Act No. 26330 dated 19/12/2007

Website: www.unrn.edu.ar

Main Complex: Belgrano 526 - R8500FAL Viedma - Río Negro - Tel. 54-2920-428601 Fax: 54-

2920-428601

President: Professor Juan Carlos DEL BELLO

Vice President for the Andes Site: Raúl MONETA ALLER Vice President for the Atlantic Site: MSc. Anselmo TORRES

Vice President for the Alto Valle y Valle Medio: MSc. Pablo BOHOSLAVSKY

Academic Units:

Research Institute in Practical Philosophy and Asian, African, Latin American, and Caribbean Thought

Research Institute in Cultural Diversity and Change Processes (Bariloche)

Research Institute in Geosciences (General Roca)

Research Institute in Public Policies and Government (Viedma)

Research Institute for Natural Sciences and Mathematics Teaching (Allen)

Intermediate Degrees: 1

First Degrees: 2

Intermediate and First Degree Students: 1622 Students awarded PNBU Scholarships: 2

Universidad Nacional de Rosario

The Universidad Nacional de Rosario (UNR) was founded by Act 17 987 dated November 29, 1968, using as foundation 8 faculties, one higher education institute, 2 high schools, and 2 teaching hospitals, all part of the Universidad Nacional del Litoral (UNL), but located in Rosario.

The precedents for the UNR date back to the beginning of the 20th century, when important personalities such as Juan Álvarez, Rafael Castillo, Estanislao S. Zeballos, Joaquín V. González, and Jorge Raúl Rodríguez, from the press and the legislature, fostered its existence and submitted several bills proposing its creation. Finally, in 1919, the Universidad



Nacional del Litoral was founded and the Faculties of Medical Sciences, Engineering and Architecture, Economics, Business, and Political Sciences, and Mathematics, Physics, and Natural Sciences, were located in Rosario. Later, the Faculty of Philosophy (1947), the Instituto Superior de Música (1949), the Faculty of Dentistry (1959), and the Faculty of Law and of Agricultural Sciences (both in 1967) were opened. Later on, the faculties of Architecture (1971), Political Sciences and International Relations, Veterinary Sciences, Biochemical and Pharmaceutical Sciences, and Psychology became part of the university to complete the current structure of 12 faculties.

Since its beginnings, the Universidad Nacional de Rosario established an active interaction with the society of Rosario. This strong relationship was seen in each project that the university implemented and generated a sustained growth in accordance with the demands of the region.

Its current structure includes 12 faculties, 3 high school institutes, and 1 center for interdisciplinary studies. Its facilities cover 68 000 square meters and it has a wide academic offer of courses which has been complemented in the last years by the virtual campus, an education method mediated by information and communication technology, using the Internet. In this new field, the UNR has undergone an ongoing research and development process that resulted in the implementation of the Moodle platform, as technological support for e-learning. The FM Radio of the UNR gathers well-known journalists of the area and university community actors who depict the social, economic, political, and cultural situation of the city and the country on a daily basis.

The university publishing house (UNR Editora), created in 1989, enables the publication of

The UNR motto is "Confingere Hominem Cogitantem," educating thinking human beings. Its logo has the votive lamp of the National Flag Monument Propylon and its torch in the middle, to represent the eternal and necessary aspiration of men to come close to liberty and justice ideals. The image of the rising star represents the constant quest for the highest achievement, perfection. The sun rays stand for the awakening of a better day.

academic work from university professors. Besides, it publishes the work of professors from the rest of the universities of the country and the region.

The university also has a Virtual Library with documents from the libraries of all the academic units, information centers, schools, departments and institutes that are part of the UNR.

UNIVERSIDAD NACIONAL DE ROSARIO

Created by: Act No. 17987 dated 29/11/1968

Website: www.unr.edu.ar

Main Complex: Córdoba 1814 - S2000AXD Rosario - Santa Fe - Tel. 54-341-

4802626/4802620/22/25/28/29 Fax: 54-341-4802627

President: Professor Darío Pascual MAIORANA

Vice President: Professor Eduardo Jorge SEMINARA

Academic Units:

School of Architecture, Planning, and Design

School of Political Sciences and International Relations

School of Agricultural Sciences

School of Biochemical and Pharmaceutical Sciences

School of Economic Sciences and Statistics

School of Exact Sciences, Engineering, and Land Surveying

School of Medical Sciences

School of Veterinary Sciences

School of Law

School of Humanities and Arts

School of Dental Medicine

School of Psychology

Center for Interdisciplinary Studies

"Libertador San Martín" Agrotechnical High School

Commerce High School

"General San Martín" Higher Polytechnic Institute

Intermediate Degrees: 69

First Degrees: 150

Postgraduate Degrees: 169

Intermediate and First Degree Students: 71847 Intermediate and First Degree Graduates: 6877 Students awarded PNBU Scholarships: 376

Postgraduate Students: 10602 Teaching Staff Positions: 8721 Professors-Researchers: 1211

Research Projects: 461 Non-teaching Staff: 2524

Universidad Nacional de Salta

The Universidad Nacional de Salta was built on the foundations of preexisting research and university teaching institutions, which offered their academic history and their human resources, facilities, and budgets. The oldest precedent was the Instituto de Humanidades de Salta, created by the Archbishopric in 1948, later recognized by the Faculty of Cultural Sciences and Arts of the Universidad Nacional de Tucumán (UNT).

In 1951, the government of the Province of Salta established, under the control of the Instituto de Humanidades, the School for High School Teachers, where different teacher training courses were offered. Then, it became the University Department of Humanities and



Education Sciences under the control of the Faculty of Philosophy and Literature of the UNT. In 1952, the UNT created in Salta the Instituto Étnico del Norte, including, among its offices, the Anthropology Division of the Instituto de Etnología of the Faculty of Philosophy and Literature and, since 1954, the Health Center that, until that moment, had been under the jurisdiction of the Faculty of Medicine.

In 1951, the provincial government founded the Escuela Superior de Ciencias Naturales, which operated as Instituto del Museo Provincial de Ciencias Naturales, transferred to the UNT the following year. Since 1953, the departments transferred started to operate in Salta as Faculty of Natural Sciences, incorporating the Instituto de Geología y Minería (Jujuy), the Escuela de Minas (Jujuy) and the Escuela Técnica de Vespucio (Tartagal, Salta). And in 1969, the University Department of Humanities and Education Sciences was moved to the jurisdiction of the Faculty of Natural Sciences.

Some years later, in 1956, the government of the province of Salta founded the Escuela Superior de Ciencias Económicas, which was turned into a Department part of the Faculty of Economic Sciences of the UNT, and the Instituto del Bocio, later Department of the Endocrinology Department, created in 1958.

Given the existence of all these departments of the UNT in the province of Salta, a Programming Committee was created in order to turn said departments into the Universidad Nacional de Salta. It was finally founded by Act No. 19 633 in 1972, establishing that the Universidad Nacional de Salta (UNSa) would open its doors on January 1, 1973 in the premises that the UNT kept in that city and that were transferred to the university.

The statute established the university academic organization into departments and research institutes. Activities started with the Departments of Exact Sciences, Natural Sciences, Technological Sciences, Economic Sciences, Legal and Social Sciences, Education Sciences and Humanities; the Institutes of Regional Development, Art and Folklore, Agricultural Sciences and

The University coat of arms was created by the plastic artist Osvaldo Juane, follower of Carlos Luis García Bes "Pajita", who imprinted a whole generation of artists with the love for native topics of ancient American history. In his creation, Juane summarizes the identity of the Argentine and Latin American people with the geographic, historical, and cultural belonging of the peoples who share this universe of symbols and senses every day.

The University motto, "My wisdom comes from this land," harmonically integrated into the artistic work, was conceived with unique literary precision by the poet and writer from Salta, Manuel J. Castilla.

Natural Resources, and Nutritional Sciences; the Research Council; and the Regional Sites of Metán-Rosario de la Frontera, Orán, Tartagal.

Nowadays, the UNSa has three museums—the Museum of Natural Sciences, the Tartagal Regional Ethnographic Museum, and the Historical Museum of the Universidad Nacional de Salta "Prof. Eduardo Moisés Ashur"- the Astronomical Observatory, and the Cultural Center, which has a Drama Group and a University Choir.

UNIVERSIDAD NACIONAL DE SALTA

Created by: Act No. 19633 dated 11/05/1972

Website: www.unsa.edu.ar

Main Complex: Complejo Universitario General San Martín – Av. Bolivia 5150 - A4408FVY Salta –

Salta - Tel. 54-387-4255427/4258669/4255440 Fax: 54-387-4255535

President: Victor Hugo CLAROS, CPA

Vice President: Doctor Miguel Ángel BOSO

Academic Units:

School of Health Sciences

School of Economic Sciences

School of Exact Sciences

School of Natural Sciences

School of Humanities

School of Engineering

Orán Regional Site

Tartagal Regional Site

Metán - Rosario de la Frontera Regional Site

High School Institute (IEM) - Salta

High School Institute (IEM) - Tartagal

Intermediate Degrees: 26

First Degrees: 47

Postgraduate Degrees: 21

Intermediate and First Degree Students: 23269 Intermediate and First Degree Graduates: 133 Students awarded PNBU Scholarships: 354

Postgraduate Students: 1107
Teaching Staff Positions: 1645
Professors-Researchers: 413

Research Projects: 147 Non-teaching Staff: 520

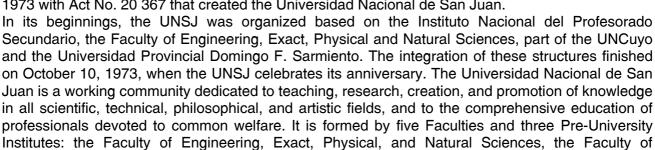
Universidad Nacional de San Juan

The UNSJ opened its doors on October 10, 1973. Its inauguration was the final stage of a process that started in the 19th century with its most remote predecessor, the Colegio Preparatorio, a scientific education institution that prepared students for University, founded by Domingo Faustino Sarmiento when he was the governor of San Juan. The Mineralogy chair of this High School would

become, years later, the Escuela de Minas, direct predecessor of the School of Engineering of San Juan. In 1939, the Universidad Nacional de Cuyo was created with headquarters in Mendoza. The School of Engineering -since 1947, Faculty of Engineering, Exact, Physical and Natural Sciences- was always located in San Juan. Also in 1947, Teacher Training courses were created in the province at the Escuela Normal Sarmiento. then called Escuela de Profesores, where students graduated with a Teacher's Degree specialized in Sciences or in Literature. In 1958, these courses were separated from the Escuela Normal and became the Instituto Nacional del Profesorado Secundario.

Although the community of San Juan had been taking steps to obtain a National University in San Juan through the Pro University Commission since the 1960', this goal was only achieved in

1973 with Act No. 20 367 that created the Universidad Nacional de San Juan.



The coat of arms of the Universidad Nacional de San Juan was created by the plastic artist and university professor Luis Suárez Jofré. It is divided into fields and lines that evoke the desert geography of San Juan. On the upper part, it has a star that alludes to the Universidad Nacional de San Juan as source of light and knowledge.

Philosophy, Humanities, and Arts, the Faculty of Social Sciences, and the Faculty of Architecture, Urbanism and Design, the Escuela Industrial "Domingo Faustino Sarmiento", the Colegio Central Universitario "Mariano Moreno" and the Escuela de Comercio "Libertador General San Martín." Besides, the institution has an important number of institutes and research centers, art entities (Symphonic Orchestra, choirs, museums), and mass media (radio, audiovisual production center, and magazine).

UNIVERSIDAD NACIONAL DE SAN JUAN

Created by: Act No. 20367 dated 10/05/1973

Website: www.unsj.edu.ar

Main Complex: Mitre 396 (Este) 6º piso - J5402CWH San Juan - San Juan - Tel. 54-264- 4295000

Fax: 54-264-4295023

President: Doctor Engineer Benjamín Rafael KUCHEN

Vice President: MSc. Nelly María FILIPPA

Academic Units:

School of Architecture, Urbanism, and Design School of Exact, Physical, and Natural Sciences School of Social Sciences School of Philosophy, Humanities, and Arts School of Engineering

Intermediate Degrees: 21

First Degrees: 87

Postgraduate Degrees: 27

Intermediate and First Degree Students: 17822 Intermediate and First Degree Graduates: 587 Students awarded PNBU Scholarships: 273

Postgraduate Students: 478
Teaching Staff Positions: 3376
Professors-Researchers: 796

Research Projects: 252 Non-teaching Staff: 1114

Universidad Nacional de San Luis

The Universidad Nacional de San Luis was created in the year 1973 and has a rich historical background dating back to the year 1939 with the foundation of the Universidad Nacional de Cuyo and the incorporation the Escuela Normal Juan Pascual Pringles of San Luis to its organization, which was famous for its teaching training programs. In 1940, the Instituto Nacional del Profesorado was created, initiating the organization into a hierarchy and professional structure for teaching activity. It was devoted to the teaching of physico-chemical sciences and included two teaching training programs corresponding doctor's degrees: Mathematics and Physics, and Chemistry and Mineralogy. Later on, in 1941, it was replaced by the Instituto Pedagógico of San Luis, which, in 1946, was upgraded to the category of Faculty of Education Sciences and added the university five-year programs and the



Doctor's degrees. A further contribution to the humanistic and scientific tradition of higher education in San Luis was the creation of a center dedicated to scientific research, the Instituto de Investigaciones Pedagógicas (1948). The university growth was accompanied by the creation of the School of Pharmacy (1951), the addition of the Institute of Physics "Dr. José A. Balseiro," located in San Carlos de Bariloche (1955)*, the consolidation of different areas of knowledge gathered in Departments such as the departments of Mathematics and Physics, Pedagogical Sciences, and Chemistry and Mineralogy. All these modifications led, in 1958, to a change of names and the Faculty of Education Sciences was renamed Faculty of Sciences. A structure of Schools was established: Mathematics and Physics; Chemistry, Biochemistry and Pharmacy; Pedagogy and Psychology; and, finally, the School of Atomic Physics of San Carlos de Bariloche. The change in the name of the faculty implied a transformation that strengthened the development of scientific research, without disregarding the former teaching training orientation.

In 1969, the Faculty of Sciences was divided into the Faculty of Pedagogy and Psychology and the Faculty of Physical Chemistry and Mathematics and, a year later, new Schools, that were part of these faculties, were created.

Finally, with the geographical restructuring of the Universidad Nacional de Cuyo, the Universidad Nacional de San Luis was created on May 10, 1973. The first president was Mauricio Amílcar López. As from that moment, the university was defined as a community-open, participative, and pluralistic institution. Some of the highlights of its proposal were the transformation of its academic structures into Areas of curricular integration, the division into departments, the study of the national situation, an important extension policy, the Pedagogical Service, the Pilot Plant for Drug Production, the Regional Advisory Commission, and the Secretariat of Community Transference. Also the creation of two university campuses: San Luis, formed by the Departments of Mathematics, Chemistry, Physics, Natural Sciences, Education Sciences, Psychology; and Villa Mercedes, with the Departments of Basic Sciences, Technology, and Social Relations and Management.

During the dictatorship period, the Faculty structure was implemented again, and, since the return to democracy, the UNSL started to undergo different stages of growth, development, and projection in diverse areas of knowledge and services. Nowadays, it has four Faculties: Human Sciences; Physical, Mathematical, and Natural Sciences; Engineering and Socio-Economic Sciences, and Chemistry, Biochemistry, and Pharmacy, as well as a Polytechnic and Artistic Institute. Its academic offer includes an Open Distance Learning Department, the Escuela Normal Juan Pascual Pringles and a Pre-school.

The UNSL offers a University Canteen service, a sports center, a gymnasium, sports facilities, the recreational and tourist center La Florida, as well as Health Care Service (DOSPU).

^{*} The Institute of Physics "Dr José A. Balseiro" was finally placed under the jurisdiction of the Universidad Nacional de Cuyo.

UNIVERSIDAD NACIONAL DE SAN LUIS

Created by: Act No. 20365 dated 10/05/1973

Website: www.unsl.edu.ar

Main Complex: Ejército de los Andes 950 2º piso - D5700HHW San Luis - San Luis - Tel. 54-2652-

520300 Fax: 54-2652-520300

President: Doctor José Luis RICCARDO

Vice President: Professor Nelly Esther MAINERO

Academic Units:

School of Physical, Mathematical, and Natural Sciences

School of Human Sciences

School of Engineering and Economic and Social Sciences

School of Chemistry, Biochemistry, and Pharmacy
"Juan Pascual Pringles" High School for Teachers

Intermediate Degrees: 54

First Degrees: 73

Postgraduate Degrees: 39

Intermediate and First Degree Students: 11974 Intermediate and First Degree Graduates: 630 Students awarded PNBU Scholarships: 206

Postgraduate Students: 1059 Teaching Staff Positions: 1449 Professors-Researchers: 684

Research Projects: 138 Non-teaching Staff: 664

Universidad Nacional de San Martín

The Universidad Nacional de San Martín (UNSAM) was created in 1992 by Act No. 24 095 and since its foundation it has been working in developing an institutional profile that combines scientific and academic high quality with a strong vocation for community involvement and service. There are two main traits that characterize its nature: first, the innovative profile of its undergraduate and postgraduate program offer, including university, doctor's and master's degrees which are a regional point of reference both in social and basic sciences. The second distinctive element is its capacity to establish partnerships that has enabled the creation of productive relations with scientific research and technology transfer agencies.

With the adoption of this partnership policy, the UNSAM gained, in a very short time, relevance in the so-called "hard sciences" and added, through agreements with first class entities, highly qualified researchers to the teaching activities. Thus, over 60 percent of the academic and research activity of the University is focused on the areas of science and technology. In its twelve academic units, the UNSAM houses over 40 Centers that create knowledge in different areas of the humanities, natural, exact, and social sciences making competitive and socially relevant contributions. Moreover and deeply convinced of the fact that academic production should transmit its creative power towards the community, the UNSAM systematically promotes and participates in projects with significant social and cultural value. Just to mention a few: the participation in the restoration of the "Ejercicio Plástico" mural by David Alfaro Siqueiros and well-known Argentine artists (through the TAREA center); the preparation of the project to enhance the value and add new functional characteristics to the former Hotel de Inmigrantes and the National Immigration Museum; the creation of the school violence observatory; the development of the technical assistance program to different state agencies (Presidency of the Cabinet of Ministers, Ministry of Health, Ministry of Education, Central Bank, etc.); artistic productions (TV documentaries) for the educational channel Encuentro; the film "lluminados por el Fuego," which won the Goya award among other international prizes; etc. The UNSAM is aware of its strategic role for the construction of citizenship, so one of its priorities is for Schools and Institutes to guide the academic process, as well as knowledge production and transfer, in harmony with the country's historic idiosyncrasy, cultural tradition and environmental heritage.

UNIVERSIDAD NACIONAL DE SAN MARTÍN

Created by: Act No. 24095 dated 10/06/1992

Website: www.unsam.edu.ar

Main Complex: Martín de Irigoyen 3100 - 1650 San Martín - Buenos Aires - Tel. 54-011-

40061500/47241500/45807550/51/59 Fax: 54-11-45807550

President: Professor Carlos RUTA

Vice President: Doctor Daniel DI GREGORIO

Academic Units:

College of Science and Technology College of Economics and Business

College of Humanities

College of Politics and Government

Postgraduate School

Institute of Higher Social Studies

Institute of Industrial Quality

Institute of Rehabilitation and Movement Sciences

Dan Beninson Institute of Nuclear Energy

Institute of Research and Environmental Engineering

Institute of Biotechnological Research

"Professor Jorge A. Sábato" Institute of Technology

Railway Technological Institute

Constituyentes Technological Complex

Intermediate Degrees: 33

First Degrees: 66

Postgraduate Degrees: 44

Intermediate and First Degree Students: 11175 Intermediate and First Degree Graduates: 805 Students awarded PNBU Scholarships: 11

Postgraduate Students: 2001 Teaching Staff Positions: 1597 Professors-Researchers: 139

Research Projects: 68 Non-teaching Staff: 683

Universidad Nacional de Santiago del Estero

It is located in Santiago del Estero, a city founded in 1553, the oldest in the country. The

Universidad Nacional de Santiago del Estero (UNSE) was created in 1973 and, since the day of its creation, it was focused on meeting the demands of its community. Therefore, the programs created were aimed at solving the problems of the local social environment, focusing on technology, health, and social issues

This university satisfied the regional demand of many generations of young adults who, otherwise, would not have had the possibility of getting access to higher education.

The UNSE is formed by faculties, schools, institutes and departments. The headquarters of the university are located in the southern area of the city and the President's Office, the Faculty Dean's Offices, administrative offices, as well as classrooms and laboratories for teaching and research purposes are all located there.

The university also has a Central Library, an

auditorium, an FM radio station, a television station, and an institutional publication called UNASE. There are other buildings, belonging to the Faculties which are located in rural and industrial areas

and host many laboratories where research and teaching activities are conducted.



The UNSE logo represents the Sun as symbol of light, life, development, and warmth, but, at the same time, it symbolizes wisdom and creative power. It is also the Sun in the regional native tradition, the Inti that lightens the past.

In the graphical aspect, this Sun is inserted in the Santiago del Estero culture as its wavy lines resemble the pre-Columbian weave and pottery decorative trims.

The sunrays in the logo are shaped as hands pointing to the four cardinal points. The layout of these hands is not static; it adds movement and dynamism to the emblem.

Movement is counterclockwise. The clock hands signal physical and quantitative time.

Here, they rotate in the opposite direction as they indicate time created and dominated by man through knowledge and research, which belong to the University.

In this movement, the sunrays reach the highest point in the northwest angle, which is the region of Argentina where the UNSE is located.

On the lower part of the logo, together with the UNSE acronym, appears the motto "To give reasons for our hope," paraphrasing verse 15, chapter 3 of Saint Peter's second epistle.

The meaning of this phrase, which rescues the Christian affiliation of the institution, is a reminder of the commitment of the University, its professors and students to be a factor of spiritual, material, and scientific progress for this region of the country.

UNIVERSIDAD NACIONAL DE SANTIAGO DEL ESTERO

Created by: Act No. 20364 dated 16/05/1973

Website: www.unse.edu.ar

Main Complex: Av. Belgrano (S) 1912 - G4200ABT Santiago del Estero - Santiago del Estero -

Tel. 54-385-4509500/4509510/9508 Fax: 54-385-4222595

President: Professor Natividad NASSIF

Vice President: Doctor Carlos Raúl LÓPEZ

Academic Units:

School of Agronomics and Agroindustries
School of Exact Sciences and Technology
School of Forest Sciences
School of Humanities, Social Sciences, and Health
Agriculture and Livestock High School

Intermediate Degrees: 22

Educational Innovation High School

First Degrees: 45

Postgraduate Degrees: 19

Intermediate and First Degree Students: 14723 Intermediate and First Degree Graduates: 802 Students awarded PNBU Scholarships: 364

Postgraduate Students: 264
Teaching Staff Positions: 987
Professors-Researchers: 275

Research Projects: 102 Non-teaching Staff: 419

Universidad Nacional del Sur

The precedent of the current Universidad Nacional del Sur was the Instituto Tecnológico del Sur, created in 1946 by provincial Act No. 5 051, which began its activities under the academic dependence of the Universidad Nacional de La Plata. In 1947, the national government signed an agreement with the government of Buenos Aires province stating that both of them would supply the funds for the operation and maintenance of the institute. The following year, the national government appointed Miguel López Francés as President in charge of adopting the necessary measures for the organization thereof. He was also the Minister of Economy of Buenos Aires province, and from that position he promoted the growth of



the new institution. The ITS received a vast number of European academics and scientists who arrived in Argentina following the Second World War and conducted their state-of-the-art research activities in fields such as Mathematics, Chemistry, Physics, Engineering, and Economics.

In 1955, Professor Pedro González Prieto was appointed auditor, and work began for the institute to become a national university. After the studies carried out by an advisory committee appointed by the Executive Power and made up of five well-known intellectuals, the creation of the Universidad Nacional del Sur was passed by Decree Law No. 154 dated January 5, 1956. The UNS was the seventh national university created in the country –following Córdoba, Buenos Aires, La Plata, Tucumán, Litoral, Cuyo and the current Universidad Tecnológica Nacional- and the first one established outside a provincial capital.

The first President was the famous philosopher Vicente Fatone, who set the spirit that still characterizes the university: knowledge, interdisciplinarity, plurality of thought, regional projection, and academic quality. Unlike the aforementioned institutions, the new university organized its academic structure in Departments, instead of the traditional Faculties. Departments have a smaller administrative structure and allow for knowledge flexibility and transversality. Thus, academic units do not have to create for their own programs those courses offered at other departments, so that students can take them at the corresponding departments and enrich their education as they move in different Departments. The UNS President's office is located just one block away from Bahía Blanca main square, at Colón 80. At present, the activities of the President's Office and its Secretariats take place in this building. At Alem 925 is the Casa de la Cultura, a colonial mansion dedicated to cultural activities, and the UNS Publishing House. The Department of Agronomics and a classroom complex used by all university departments are located in the area known as "Altos del Palihue". There is a project to build a 30-hectare campus where several academic units, sports and services facilities will be located. There are several high schools that are part of the UNS: the Escuela de Educación General Básica, the Escuela Superior de Comercio, the Escuela Normal Superior, and the Escuela de Agricultura y Ganadería.

Nowadays, the UNS has 16 Departments: Agronomics; Biology, Biochemistry and Pharmacy; Administration Sciences; Computer Sciences and Engineering; Health Sciences; Law; Economics; Physics; Geography and Tourism; Geology; Humanities; Engineering; Electric and Computer Engineering; Chemical Engineering; Mathematics, and Chemistry. A high percentage of the academic staff has postgraduate studies and full time dedication to teaching and research activities. Many professors carry out their research work at the university laboratories and centers as well as at some of the seven institutes appointed by agreement with the National Board for Scientific and Technical Research (CONICET).

UNIVERSIDAD NACIONAL DEL SUR

Created by: Decree Law of the National Executive Power No. 154 dated 05/01/1956

Website: www.uns.edu.ar

Main Complex: Av. Colón 80 - B8000FTN Bahía Blanca - Buenos Aires - Tel. 54-291-

4595000/5015/5017/5027 Fax: 54-291-4595016

President: Doctor Guillermo CRAPISTE

Vice President: MA María del Carmen VAQUERO

Academic Units:

Department of Agronomy

Department of Biology, Biochemistry, and Pharmacy

Department of Administration Sciences

Department of Health Sciences

Department of Computer Sciences and Engineering

Department of Law

Department of Economics

Department of Physics

Department of Geography and Tourism

Department of Geology

Department of Humanities

Department of Engineering

Department of Electric and Computer Engineering

Department of Chemical Engineering

Department of Mathematics

Department of Chemistry

Center for Renewable Resources in the Semi-Arid Region

Bahía Blanca Regional Center for Basic and Applied Research

Argentine Oceanographic Institute

Bahía Blanca Institute of Biochemical Research

Bahía Blanca Mathematics Institute

Institute of Applied Mechanics

Intermediate Degrees: 17

First Degrees: 54

Postgraduate Degrees: 29

Intermediate and First Degree Students: 18840 Intermediate and First Degree Graduates: 1000 Students awarded PNBU Scholarships: 220

Postgraduate Students: 753
Teaching Staff Positions: 2763
Professors-Researchers: 661

Research Projects: 199 Non-teaching Staff: 481

Universidad Tecnológica Nacional

In 1948, Act No. 13 229 created the Universidad Obrera Nacional. One of the characteristics of the project was that it aimed at providing specialized higher technical studies for students who worked. On March 17, 1953, it was finally opened, together with the President's Office and Buenos Aires Regional Faculty at Medrano 951. The Universidad Obrera started to operate under a self-sufficient legal regime under the name Universidad Tecnológica Nacional thus obtaining full powers to set study plans, appoint and dismiss professors and staff, elect authorities, and manage its assets according to the creation act, the National Accounting Act, and to the Statutes that, later on, were implemented (passed by Decree Law No. 1 529).

One of the differences that set the Universidad Tecnológica Nacional (UTN) apart from the rest of the Universities, since its beginnings, was the fact that it has its operative units in geographically different places, within a coordinated plan of higher technological culture at a national level, but respecting the regional characteristics, thus being the only federal university of the country. The specific role of the Universidad Tecnológica Nacional is to create, preserve and transfer universal technology and culture in the technological field, being the only national university of the country with an academic structure where engineering sciences are the main core.

The UTN extension in the communities where the different sites are located enables the operation of ten FM radio stations, ten choirs,



two orchestras and a ballet, the organization several general and training courses, and the development of specific extension projects.

The Universidad Tecnológica Nacional symbol that summarizes its creative tradition is enlightening to understand its fundamentals, its scientific-cultural and thoughtful plurality, its wisdom heritage, its highest ambitions to achieve transcendence through the spiritual and moral values that characterize its Christian conception of life.

As communication instrument, it aims towards a positive technical totality; a comprehensive technique that can be integrated, which provides safety and well-being to the world we live in. Technology cannot be considered a static discipline that obeys immutable to external laws; on the contrary, it is in permanent evolution. That is the reason for the symbolic externalization of the arches, which express permanent dynamics at the service of conscious, thoughtful, and responsible progress.

The symbol, as a whole, is the summary of this combination of elements in the desire to configure a vision which is valid at scientific, technical, and humanistic level. It is the vision of a new and habitable humanism, mainly conceived for men, which shall free them from frustrations and protect them from alienation, ecological chaos or loneliness. The signs have been distributed to achieve a double symmetry as a demonstrative unit of the balanced and stable character that should be paramount in the University as Institution.

UNIVERSIDAD TECNOLÓGICA NACIONAL

Created by: Act No. 14855 dated 14/10/1959 as amended by Acts No. 15948 and 16712

Website: www.utn.edu.ar

Main Complex: Sarmiento 440 - piso 3º, 5º, 6º, 7º, 8º - C1041AAJ Ciudad Autónoma de Buenos

Aires - Tel. 54-11-53715600/5700/5702/5704/5703 Fax: 54-11-53715697

President: Engineer Héctor Carlos BROTTO

Vice President: Engineer Carlos Eduardo FANTINI

Academic Units:

Mar del Plata Study Center Avellaneda Regional School Bahía Blanca Regional School Buenos Aires Regional School Concepción del Uruguay Regional School Córdoba Regional School

Delta Regional School

General Pacheco Regional School

Haedo Regional School
La Plata Regional School
La Rioja Regional School
Mendoza Regional School
Paraná Regional School
Rafaela Regional School

Resistencia Regional School

Río Grande Regional School

Rosario Regional School

San Francisco Regional School San Nicolás Regional School San Rafael Regional School Santa Fe Regional School Tucumán Regional School

Venado Tuerto Regional School

Villa María Regional School

Higher National Institute for Technical Teacher Training

Chubut Academic Regional School Confluencia Academic Regional School Reconquista Academic Regional School Río Gallegos Academic Regional School

Concordia Academic Unit Trengue Lauguen Academic Unit

Intermediate Degrees: 47

First Degrees: 46

Postgraduate Degrees: 14

Intermediate and First Degree Students: 75980 Intermediate and First Degree Graduates: 4171 Students awarded PNBU Scholarships: 901

Postgraduate Students: 2481
Teaching Staff Positions: 20684
Professors-Researchers: 388

Research Projects: 153 Non-teaching Staff: 1980

Universidad Nacional de Tres de Febrero

The history of the Universidad Nacional de Tres de Febrero is rather short, it started in 1995, when UNTREF was created by the Honorable Congress of the Nation through Act No. 24 495 passed on June 7, 1995, until the present.

The first two years are characterized as a period of feasibility studies, when Jorge Taiana was the Organizing President for a short period –from September 1995 to March 1996- and Ignacio Palacios Hidalgo from that month until June 1997. This stage starts when the Academic and Institutional Project of the University was implemented and Aníbal Y. Jozami was appointed Organizing President, on June 13, 1997.

On December 5 of that same year, the university submitted before the University Evaluation and Accreditation National Committee its Academic and Institutional Project, prepared by César Lorenzano.

On March 24, 1998, the CONEAU issued Provision No. 035 which states on its first section: "To issue a favorable recommendation to the Ministry of Culture and Education regarding the start up of the Universidad Nacional de Tres de Febrero." The then Ministry of Culture and Education of the Nation passed the Statute of the UNTREF through Provision No. 968 and in 1998 the first Admission Course started as well as classes corresponding to the first ten undergraduate programs created that same year. Classes were at Los Aromos site, in El Palomar. A preexisting building was refurbished for said purpose.

That same year, the postgraduate programs in Education Policies and Administration, International Business Relations, Epistemology and History of Science, and Latin American Integration started at the Centro Cultural Borges site.

In November, 1998, senate, teaching departments, non-governmental associations and administrative staff elections were called. As a result of that process, the first authorities, Martín Gras, César Lorenzano, Carlos Torres, Ernesto Rosa, and Fermín Fevre were elected as Directors of the Departments. On December 14, 1998, the First University Assembly was held and appointed Aníbal Yazbeck Jozami as President of the Universidad de Tres de Febrero, and Martín Kaufman was appointed Vice-President.

In March 1999, the first Higher Council Meeting was held, establishing the end of the university organization process and starting its regular academic and institutional life. That same year, the President's Office building was inaugurated and the Caseros site, for undergraduate programs, opened in 2000. In 2002, the Saenz Peña site opened to host admission courses, with an increasing number of students, under the direction of Celina Curti.

UNIVERSIDAD NACIONAL DE TRES DE FEBRERO

Created by: Act No. 24495 dated 07/06/1995

Website: www.untref.edu.ar

Main Complex: Av. Mosconi 2736 - B1674AHF Sáenz Peña - Buenos Aires - Tel. 54-11-

45196010/11/12/13 Fax: 54-11-45196010

President: Professor Aníbal Yazbeck JOZAMI **Vice President:** Professor Martín KAUFMANN

Academic Units:

School of Administration and Economics

Department of Art and Culture Department of Social Sciences

Department of Engineering

Department of Methodology, Statistics, and Mathematics

Department of Health and Social Security

Intermediate Degrees: 23

First Degrees: 34

Postgraduate Degrees: 18

Intermediate and First Degree Students: 8714
Intermediate and First Degree Graduates: 268
Students awarded PNBU Scholarships: 11

Postgraduate Students: 754
Teaching Staff Positions: 500
Professors-Researchers: 16

Research Projects: 11 Non-teaching Staff: 200

Universidad Nacional de Tucumán

The Universidad Nacional de Tucumán (UNT) was officially opened on May 25, 1914. Its president, founder, and key player for the project was Juan Benjamín Terán, who stated that "as all intellectual foundation, the opening of the house is the starting point for an indefinite evolution." The founding

project, summarized in the motto "Pedes in Terra ad Sidera Visus" (the feet on the ground and the look on the sky), assigns a regional vocation with modern character, focused on the science of the time and open to the world. Nationalized in 1921 by the enactment of Act No. 11 027, the UNT started a new era where teaching, research, and extension became its main purposes.

The UNT has 13 faculties, a University School of Cinema, Video, and Television, an Institute of Protected Natural Areas and a University Center in Aguilares. It has seven Experimental Schools in different modalities (technical, arts, agricultural and livestock and high schools), where students can attend the four levels of education. The different sites of the UNT are located in San Miguel de Tucumán and neighboring cities and include several buildings that total 204 569 sq m. It also has a natural reserve, the Parque Biológico at Sierras de San Javier, of 14000 hectares, a university hall of residences in Horco

AND THE PARTY OF T

Molle and San Javier and a Sports Complex. Its cultural and extension activities include the Teatro

Alberti, the Eugenio Flavio Virla and

The design of the provinces of the Argentine Northwest Ricardo Rojas Cultural Centers, the

represents the states where the University has the strongest influence. The stars are the cultural foci that, in congruent constellation, spread through said area of the country. The lower part, with its duplicated sugar cane, symbolizes times of plenty, and the thistle, with three stems and three flowers, the University intention to serve as origin for a real culture through its faculties. The coat of arms rests on an elliptical field, representing Argentina in its usual heraldry: white, purity and light blue, beauty of ideals. It is surrounded by a blue band that intensifies that second meaning that serves as background for the title and motto: Universidad Nacional de Tucumán "Pedes in Terra ad Sidera Visus". The latter expresses the place allocated to man in the Universe, i.e., revitalize in heaven to revitalize then, the earth. The rising sun represents the civilization promised by Argentina and the band that floats at the coat of arms foot remembers the date of the University foundation.

Alberti, the Eugenio Flavio Virla and Ricardo Rojas Cultural Centers, the Archeology museum and the MUNT, venues for the academic and cultural activities of the province. These centers are connected to the Symphonic and Youth Orchestras, and to the university and children and young singers' choirs, as their activities are conducted in those places devoted to artistic expressions. Besides, the UNT has its own radio station (Radio Universidad) and a television channel (Canal 10), which are part of the daily activities of San Miguel de Tucumán citizens. It also has four scientific centers that part of the National Board for Scientific and Technical Research (CONICET).

UNIVERSIDAD NACIONAL DE TUCUMÁN

Nationalized pursuant to Act No. 11027 from 1921

Website: www.unt.edu.ar

Main Complex: Ayacucho 491 - T4000INI San Miguel de Tucumán - Tucumán - Tel. 54-381-

4247762/7752 Fax: 54-381-4248025

President: Juan Alberto CERISOLA, CPA Vice President: Doctor Alicia BARDÓN

Academic Units:

School of Agronomics and Zootechnics School of Architecture and Urbanism

School of Arts

School of Biochemistry, Chemistry, and Pharmacy

School of Economic Sciences

School of Exact Sciences and Technology

School of Natural Sciences and Miguel Lillo Institute

School of Law and Social Sciences

School of Physical Education

School of Philosophy and Literature

School of Medicine

School of Dental Medicine

School of Psychology

Film, Video, and Television College

Nursing College

Intermediate Degrees: 31

First Degrees: 68

Postgraduate Degrees: 20

Intermediate and First Degree Students: 60648 Intermediate and First Degree Graduates: 1966 Students awarded PNBU Scholarships: 1496

Postgraduate Students: 5227
Teaching Staff Positions: 4837
Professors-Researchers: 1412

Research Projects: 333 Non-teaching Staff: 3029

Universidad Nacional de Villa María

The bill for the creation of the Universidad Nacional de Villa María (UNVM) was passed on April 5, 1995. The sense of this University is related to a city born in the horizons of the plains in the south of Córdoba and that, in is distant solitude, saw the raise of artists and intellectuals of the level of Fernando Bonfiglioli, José Arico or Antonio Sobral, while giving origin to an important number of higher education non-university institutions which, at an early stage, turned Villa María into a higher education center in the inlands of the country. In this place and as part of that history, the UNVM was born with its three academic-pedagogic institutes: Social Sciences, Human Sciences, and Basic and Applied Sciences. Students can attend undergraduate programs, master's degree programs and specializations, and a Doctor's degree program in New Languages of Communication (together with the Universidad de La Laguna from Spain) There are a great number of programs and training activities open to the community too. The academic activities started on April 14, 1997 and, in order to operate, the university rented an old building downtown and several scattered offices. Almost at the same time, a 96 hectare lot was purchased in the northern area of the city, where the campus construction began, and has been growing ever since, already hosting a great part of its offices and facilities. The conviction of fostering actions to democratize the university led the UNVM to make great efforts to facilitate access and enhance retention of students within the university system. With that goal in mind, there are residences for students, a global health system, subsidized bus fares, and a comprehensive system of scholarships and support, giving priority to students of lower economic resources.

Apart from the academic concerns, the UNVM also pays special attention to social and solidarity issues. This concern fosters important integration activities with the community, such as sports and recreational practices together with educational, cultural, and health prevention actions that target the city of Villa María and its area of influence. Within that framework, there are many activities that grew stronger and generated permanent groups that, in some cases, have extended beyond the region and even beyond national borders. Today, the UNVM has a choir, two string and wind groups, the university drama group, the ballet, art groups and workshops of the university program for the elderly.

The professional television set and the technical equipment used in the Musical Composition with popular music orientation and Audiovisual Design and Production were the basis for a university news program and later on for a series of cultural programs for radio and TV, one of which is a joint production with the other two national universities of the province.

The willingness to achieve a professional and comprehensive education led to the addition of

The logo of the UNVM has a blue rectangle and a red open curved shape to represent hard and the soft sciences. The individual –represented by a single curved stroke – and the community –represented by a set of similar strokes- are located inside the logo.

subjects related to history, social and economic problems, philosophy, foreign languages, artistic activities and physical education to all the curricula of the programs.

The UNVM also encourages sports activities and it has official teams and athletes who represent the university in tournaments and games.

UNIVERSIDAD NACIONAL DE VILLA MARÍA

Created by: Act No. 24484 dated 05/04/1995

Website: www.unvm.edu.ar

Main Complex: Entre Ríos 1425 - X5900AGI Villa María - Córdoba - Tel. 54-353-

4539103/106/108/124 Fax: 54-353-4539110

President: Martín Rodrigo GILL, Attorney

Vice President: María Cecilia Ana CONCI, CPA

Academic Units:

Academic and Pedagogical Institute for Basic and Applied Sciences

Academic and Pedagogical Institute for Human Sciences Academic and Pedagogical Institute for Human Sciences

Doctor Antonio Sobral University Center

Mediterranean University Center

Intermediate Degrees: 7

First Degrees: 24

Postgraduate Degrees: 2

Intermediate and First Degree Students: 4099 Intermediate and First Degree Graduates: 139 Students awarded PNBU Scholarships: 34

Postgraduate Students: 0 Teaching Staff Positions: 520 Professors-Researchers: 86

Research Projects: 36 Non-teaching Staff: 149

Universidad Autónoma de Entre Ríos (Provincial university undergoing an organization process)

Its creation, in 2000, was the answer to the challenges faced by the social, economic, political and cultural life of the community of Entre Ríos. The need to find new approaches for different problems was the driving force for the will of the provincial and municipal states, and of some civil society organizations linked to production and education areas, to envision and build an institution with democratic foundation to implement new education policies. Thus, through the Creation Act of the Universidad Autónoma de Entre Ríos (UADER), approved by Decree Law No. 2 974 in the year 2000, issued by the Ministry of Government, Justice and Education of Entre Ríos, over 20 Higher Education Institutes, High Schools, and other institutions were transferred to make up the academic structure of the brand new University that, today, has four Faculties: Humanities, Arts and Social Sciences; Science and Technology; Management Sciences; and Life and Health Sciences. The UADER set as its institutional mission to deliver pre-university and university education in the province of Entre Ríos, in order to build and promote knowledge within a context, valuing the relation between the creation of human resources and the economic development, and fostering the diversification of scientific and cultural expressions.

The Universidad Autónoma reaches with its educational offer 9 out of the 17 departments of Entre Ríos, offering classes in 16 cities: Paraná, Concepción del Uruguay, Concordia, Gualeguaychú, Chajarí, Federación, La Paz, Villaguay, Crespo, Gral. Ramírez, Oro Verde, Diamante, Basavilbaso, Santa Elena, Gualeguay, and Nogoya. The President's Office is in Paraná, as well as the Academic Secretariat, the Economic, Financial, and Administrative Secretariat, the Science and Technology Secretariat, the University Extension and Student Welfare Secretariat and the Higher Council the Secretariat. Besides, there are President's Office Coordinating Units in Concepción del Uruguay and Concordia. At the same time, each Faculty has its Advisory Council and offices for the Dean and the Secretariats, and regional sites and classrooms in different cities.

Due to this geographical characteristic, it is a great opportunity not only for the young people and adults who wish to get a higher education and have real possibilities of obtaining a job, but also for the territorial development of teaching, research and extension projects that create a close bond between the University and the local communities.

The UADER is undergoing a growth and consolidation process as a Higher Education Institution, after obtaining official acknowledgement and national validity by the Ministry of Education of the Nation for almost all of its 79 programs –technician, teacher training, five-year programs and translation degrees.

In the middle-run, the challenge is to move forward in the institutional normalization process, aiming at achieving an inclusive working environment, with strong emphasis in the development and commitment towards a collective construction policy regarding human rights, giving priority to education quality in the different areas of knowledge, regularizing the situation of professors, calling for public examinations, and consolidating research, extension, and technological functions, by strengthening the existing areas and creating new ones, such as the Publishing House and the International Cooperation area. Finally, the need for academic units to get their own buildings while keeping the ones they already have is still part of the agenda.

UNIVERSIDAD PROVINCIAL AUTÓNOMA DE ENTRE RÍOS

Created by: Act No 9250 of Entre Ríos Province. Recognized by Decree Law No. 806 dated

20/06/2001

Website: www.uader.edu.ar

Main Complex: Av. Ramírez 1143 - 3100 Paraná - Entre Ríos - Tel. 54-343-4232369/4207880

Fax: 54-343-4207880

Academic Units:

School of Science and Technology School of Management Sciences School of Life and Health Sciences School of Humanities, Arts, and Social Sciences

Intermediate Degrees: 50

First Degrees: 82

Postgraduate Degrees: 0

Intermediate and First Degree Students: 15877 Intermediate and First Degree Graduates: 797 Students awarded PNBU Scholarships: 231

Postgraduate Students: 0

UNIVERSIDAD PEDAGÓGICA DE LA PROVINCIA DE BUENOS AIRES

Created by: Act No. 13.511 dated 18/08/2006

Website: www.unipe.edu.ar

Main Complex: Calle 8 № 713 - 1900 La Plata - Buenos Aires - Tel. 54-0221-4824184/7065/4288

President: Professor Adrián CANNELLOTTO **Vice President:** Professor Daniel MALCOLM

Academic Units:

Department of Mathematical and Experimental Sciences Department of social Sciences Department of Humanities Department of Technology

UNIVERSIDAD NACIONAL DE JOSÉ CLEMENTE PAZ

Created by: Act No. 26577 dated 02/12/2009

Website: www.unpaz.edu.ar

Main Complex: Leandro Alem № 4731 - 1665 José Clemente Paz - Buenos Aires - Tel. 54-

02320-649025/21

Organizing President: Dr. Alejandro BATTAGLIA

Academic Units:

Department of Law and Legal

Department of Social Sciences and Humanities

Department of Economics

Department of Health Sciences

Department of Industry and Technological Innovation

Department of Architecture, Design and Planning

School of Art

School of Government and Public Management

Universidad Nacional de Moreno (undergoing an organization process)

The Universidad Nacional de Moreno (UNM), created by Act No. 26 575 in December, 2009, is a key factor to foster the social development of the territory, understanding that the State must meet the demand university education, increasing the public offer in a balanced way, giving priority to the efforts in areas where the population faces greater difficulties to have access and remain in the educational system.

Therefore, the University has set as general goal the cultural, social, and economic promotion of the community of the District and region where it is located, through the generation and transfer of scientific and technological knowledge and innovation contributing to the cultural and social enhancement of the Nation, the human and professional development of the society and the solution to problems, needs and demands of the community in general. In June, 2010, by Decree Law No. 841, the President of the Nation, Cristina Fernández de Kirchner, appoints the organizing president of the University, Hugo Andrade, to open a university institution for the community of Moreno in February 2011 with an initial educational offer organized in three Academic Departments: Basic Sciences and Technology, Economics and Administration, and Humanities and Social Sciences. The Department of Basic Sciences and Technology aims at contributing to the development of the technological and productive capabilities through education of professionals, generation of knowledge and rendering of services to the community in the fields of technologies based on electronics, especially those oriented to the development of data networks and multimedia applications. During a first stage, this department will offer the Electronic Engineering program. Through the Department of Economics and Administration, the UNM wants to influence the construction of a society where work plays a major role and where the purpose of economic development is the improvement of the quality of life of all its members. With this in mind, the programs of Labor Relations, Administration, and Economics will be offered.

Finally, the Department of Humanities and Social Sciences focuses on the education of professionals committed to social equity, respect for cultural diversity, and academic excellence, following a cross-disciplinary approach to knowledge. The programs of Social Work, Social Communication and High School Education will be offered there.

For the students enrolled in the programs, the University offers, as first academic activity, the University Orientation and Readiness Course (COPRUN), conceived as the first encounter of students with the university world. The proposal includes a University entry course of educational nature to help candidates develop knowledge, attitudes, and values critical for higher education and for the university environment.

The course includes a Reading and Writing Workshop and a Problem Solving Workshop and, as public education aims at creating equal citizens by offering knowledge democratization through different strategies, the UNM decided to deliver the study material free of charge.

UNIVERSIDAD NACIONAL DE MORENO

Created by: Act No. 26575 dated 02/12/2009

Website: www.unm.edu.ar

Main Complex: Av. Bartolomé Mitre Nº 1891 - B1744OHC Moreno - Buenos Aires - Tel. 54-237-

4667186/4365/1529 Fax: 54-237-4667186

Organizing President: Professor Hugo ANDRADE

Academic Units:

Department of Basic Sciences and Technology School of Economics and Administration Department of Humanities and Social Sciences

UNIVERSIDAD NACIONAL DEL OESTE

Created by: Act No. 26544 dated 03/12/2009

Website: www.uno.edu.ar

Main Complex: Belgrano № 369 - 1718 San Antonio de Padua - Buenos Aires - Tel. 54-220-

4834150

Organizing President: Dr. Marcelo DUCRÓS

Academic Units:

School of Management School of Engineering School of Health Sciences School of Computing School of Humanities

UNIVERSIDAD NACIONAL DE TIERRA DEL FUEGO, ANTÁRTIDA E ISLAS DEL ATLÁNTICO SUR

Created by: Act No. 26559 dated 21/12/2009

Website: www.untdf.edu.ar

Main Complex: Onas № 450 - 9410 Ushuaia - Tierra del Fuego - Tel. 54-2901-434163/577582

Organizing President: Dr. Marcelo DUCRÓS

Academic Units:

Institute for Economic Development and Innovation Institute of Culture, Society and State Institute for Polar Sciences and Natural Resources Institute of Education and Knowledge

UNIVERSIDAD NACIONAL DE VILLA MERCEDES

Created by: Act No. 26542 dated 11/11/2009

Website: www.unvime.edu.ar

Main Complex: Las Heras № 383 - 5730 Villa Mercedes - San Luis - Tel. 54-2657-422154

Organizing President: Dr. Gladys María CIUFFO

Universidad Nacional Arturo Jauretche

(undergoing an organization process)

Only one year after the National Congress passed the creation act for Universidad Nacional Arturo Jauretche (UNAJ), and with the beginning of its first school year, it is worth mentioning some of the attainments and accomplishments already achieved in the academic and institutional area. The challenges ahead in such a short time encompass a vast variety of actions, from the education project submission before the Ministry of Education to the selection of the eleven programs for this first stage together with the teaching staff, including the opening of the President's Office Building in Florencio Varela and the presentation of the University to the community and to public, executive and legislative authorities as well as before professors and before public and private schools. Regarding the work with students and education authorities, professors from the University visited over 60 educational institutions from Florencio Varela, both public and private, during October, November and December, to present the University proposal and the initial eleven programs to students and school authorities. These visits were critical to establish a relation with the teaching community and the future students who will enter the University this school year. It is worth mentioning the work performed by educational authorities who provided a solid and permanent support to the University and its authorities so that all areas of the community could have access to the university proposal.

On November 1, 2010 the President's Office building was opened to the community. It is located at the corner of Avenida San Martín and Granaderos, and, starting that same day and until December 15, students could pre-enroll in the programs to be offered in 2011. During the first fifteen days, the first thousand students were pre-enrolled, widely exceeding authorities' expectations. By the end of 2010, the pre-enrollment reached three thousand students, mainly in the following programs: Nursing (a bit over one thousand pre-enrolled students), Administration, Information Technology Engineering, Labor Relations and Biochemistry. The number of students pre-enrolled in the rest of the programs was also high. On November 17, in Florencio Varela, the president of the Nation, Cristina Fernández de Kirchner, formally announced the creation of the University during a massive public ceremony. In her speech, she mentioned the intention of requesting the Universidad de La Plata to transfer to Universidad Nacional Arturo Jauretche the piece of land that used to be property of the former YPF laboratories, located in Avda. Calchaquí and Avda. del Trabajo. Much sooner than expected, the President's promise became a reality. On January 24, 2011 during a ceremony held in the building where YPF laboratories used to operate, the transfer of the building and surrounding piece of land was signed so that they could host the UNAJ campus. While the remodeling works are moving forward, the programs started on March 28, 2011 at the Hospital El Cruce, in Florencio Varela.

UNIVERSIDAD NACIONAL ARTURO JAURETCHE

Created by: Act No. 26576 dated 29/12/2009

Website: www.unaj.edu.ar

Main Complex: Avenida San Martín y Granaderos – 1888 Florencio Varela – Buenos Aires – Tel.

54-11-42552070/1892/1581 Fax: 54-11-42552070/1892/1581

Organizing President: Professor Ernesto VILLANUEVA

Academic Units:

Institute of Health Sciences Institute of Social Sciences and Administration Institute of Engineering and Agronomy

Documentary appendix

DECLARATION OF HORCO MOLLE, TUCUMÁN

(Approved by Plenary Agreement No. 537/04, Río Gallegos, September 23, 2004)

FIRST SYMPOSIUM FOR THE ANALYSIS OF HIGHER EDUCATION IN ARGENTINA

Horco Molle, Province of Tucumán, August 26 – 27, 2004

Over the last few years, higher education has undergone significant changes around the world. The increasing number of students and their heterogeneous condition; the multiplication of their spheres of activity; the variety of institutions with different purposes, functions and priorities, are all part of the new demands and challenges faced by higher education. The university is among those institutions of the contemporary world that face the greater challenges. Deep and complex changes in human lifestyle affect it: the development of science and technology which has contributed to transforming the productive processes, the information access conditions and means of distribution; the organization of economies and the social dynamics with uneven effects.

For the Argentine university, these challenges become particularly important if we consider the current social and economic situation of the country.

University presidents, gathered in the National Interuniversity Board, undertake the commitment to consolidate:

A university that educates free citizens, with strong ethic convictions and committed to a democratic society, with the highest level of excellence and within all the areas of scientific, technical, humanistic, and cultural knowledge.
 A university permanently eager to expand the borders of knowledge, with adequate balance between pure research and research oriented to specific goals for the benefit of society as a whole.
 A university that interacts with the productive sector and the State, generating an atmosphere which fosters the scientific and technological innovation processes needed for the country's sustainable development.
 An inclusive university that assumes a leading role in the construction of a society where education, knowledge, and other cultural assets are democratically distributed.

The high levels of poverty and socially excluded population in Argentina, as well as the pressing need to rebuild our economy and social bonds, are an essential dimension that shall have a strong influence on the definition of the educational, scientific, and technological policies for the next years. On this regard, the university must increase its contribution to social and economic change with social justice and equal opportunities and it must promote a sustainable development project.

То	achieve these goals, university presidents agree:
	To consolidate university policy as a quest for consensus among the autonomous university and State
	powers, in permanent dialog with society.
	To update and consolidate the institutional projects of each university as a means for their development.
	To increase the university commitment to create bonds with society.
	To strengthen the actions to communicate the results obtained by universities at their different working
	levels.
	To foster the articulation between the different higher education modalities.
	To promote the gradual organization in cycles that would facilitate the design of common basic
	disciplinary contents by family of programs.
	To build an undergraduate and graduate credit system, to promote articulation within the same university
	and among universities.
	To enhance the institutional conditions and strategies to facilitate the transition from high school education into university, and to improve learning processes, education quality, study progress, and graduation rate.

- To strengthen the teaching role at the university.
 To consolidate and extend university information systems and to define a shared system of indicators to
- improve the knowledge of the system and the decision-making process.

 To prepare in the short-term, a framework document containing the proposal of lines of action for higher
- □ To prepare, in the short-term, a framework document containing the proposal of lines of action for higher education in the next ten years, including studies conducted by the CIN, other institutions, and subject matter experts.
- ☐ To contribute to the debate on the situation and proposals for the improvement of the educational system at its different levels.

To request that future	university	budgets	include	gradual	increases	that	would	enable	the	achieve	ement	of
these goals.												

We would like to reassert and to share with our society that a proper investment in education, science, and technology is a necessary condition for the social, economic, and cultural development of the country.

We would also like to take this opportunity to mention the efforts that the university community as a whole has made in the last years to support, despite the restrictions and the important political and social crisis, university activities and viability, positively contributing to the efforts of our society. The complete implementation of the university budget and the timely transfers, as well as other budgetary decisions adopted by the National Government have been, without any doubt, valuable measures for the predictability and operation of the university system.

The ninetieth anniversary of the Universidad Nacional de Tucumán is an evidence of the public university validity in our country. Likewise, the twentieth anniversary of the recovery of the Universidad Nacional de Luján, closed by the last military dictatorship, confirms the full force and effect of university autonomy.

Horco Molle, Tucumán, August 27, 2004.

ANALYSIS OF HIGHER EDUCATION ACT No. 24 521

(Approved by Plenary Agreement No. 640/07, Buenos Aires, July 4, 2007)

This extraordinary plenary meeting on the Reform of the Higher Education Act is a first step in the long way that the CIN has to go in order to initiate the drafting of a document together with the different sectors that constitute the university system.

It is obvious that, before starting the discussion of specific issues, we must consider the kind of university we desire to have in the future, bearing in mind that its construction is an ongoing process that implies the collective work of all the members of the university community and society.

The contribution of everyone involved is a critical element, because the aspirations of the group of universities shall be understood and reflected, considering that we share the desire of living and working in a better and fairer society, which offers opportunities to recover a united country, with no exclusions, with a University that plays a leading role and ranks at top national and international positions.

Thus, all the sectors of the university community have been working for several months to submit proposals regarding the necessary changes to adjust to our new reality.

It is necessary to discuss the profile that public University Institutions should have in the decades to come, considering the current context. We believe that the intellectual processes have undergone significant transformations over the last years changing the way we see and analyze our environment. This new vision is characterized by complexity, diversity, interdependency, uncertainty, and instability, among other factors.

At the same time, economic and cultural globalization processes have opened new frontiers to human interchange and world mobility, both of goods and ideas, and knowledge, information technology, communication, and continuous education have gained importance and relevance as their effects became apparent in every aspect of human life.

Due to these transformations, we are currently living in a high interrelation world, undergoing a permanent and increasingly fast mutation process, with highly dynamic evolution rates.

Therefore, we are living in a new world we need to become a part of, adopting the highlights of this exchange, but preserving our culture.

Technological breakthroughs have been a constant in the last two hundred years -even though the speed-up experienced in the last decades and years is really amazing-, and they should, in theory, contribute to improve quality of life. Scientific and technological development has huge possibilities of transforming productive processes, information access conditions and channels of distribution; economy organization and social dynamics.

Nevertheless, these phenomena, which have expanded man's capabilities and possibilities for development, have had uneven effects as they have been linked with situations that hover over the future as threats rather than hope.

Understanding these deep and significant changes is critical to generate strategies that will enable us to seize the opportunities they offer and to minimize the negative effects they entail. Being unaware could have tremendous consequences.

In order to understand these deep changes we need to consider the paths that have brought us here, and from here, we should dare to generate new courses to places that still remain undefined and unknown. We should create new glasses to look at a new world. To distinguish, configure, and recognize it are essential tasks to interact in the difference as the only way to evolution.

Currently, society tends to be increasingly based on knowledge. One of the necessary conditions to fulfill this task is that the University analyzes itself, together with society. This would provide a huge transformation and adaptability capacity with the ability to foresee these new scenarios where the institution will have to perform its activities.

It is necessary to reassert the role the university plays as knowledge innovator, as critical consciousness of society, and as means for social and productive integration of students and graduates, whose education should be committed to a better society. The university should be a sounding board for the needs of society, and a preparation field for social and political change. It should rediscover its link with the productive world, educating professionals committed to the national future and with public morals.

The Universities can and should improve their organization, so that the diversity expressed within their walls shall be ordered according to the interests of the group and shall contribute to the achievement of institutional purposes and goals. They should provide evidence of imagination, creativity, intelligence, and willingness to change.

The improvement of our organization is a key factor to achieve the well-being of any society. A society that creates better organizations can offer a better standard of living to its citizens.

Finally, we want to be a University System that:

Ensures public, open, and free education, recognized by its relevance and quality. With the ability to
provide answers to the higher education globalization phenomenon.
Ensures real inclusion and improvement conditions in university education.
Is proactive, plural, committed, able to foresee transformations, and new trends, generating changes with
an innovative and creative spirit.
Provides quality education for undergraduate and graduate programs, research, and extension and
fosters national and international excellence lines in emerging topics.
Fosters an active participation of all university community members, connecting joint efforts with
challenges, needs, and demands of society.
Possesses a public funding system and acknowledges that a proper investment in education, science, art
and technology is a necessary condition for the social, economic, and cultural development of a country.
Critically values its own historical process in order to plan its future.

In this setting, the University System should start to undergo proper transformations if it wants to be a transformation agent itself. From this point of view, we suggest a reform to the Higher Education Act, which could revolve around four main areas:

- a.- Ideological area
- b.- Political area
- c.- Institutional area
- d.- Academic area

The CIN shall agree on an agenda of relevant aspects to analyze the possible reforms to the rule that governs Higher Education in our country.

GUIDELINES FOR A HIGHER EDUCATION ACT

Introduction

Within the framework of Plenary Agreement No. 640/07, the CIN decided to promote changes to the Higher Education Act, together with the different sectors of university life, based on a series of documents that each of them would prepare.²⁶

New social challenges and constant generation and transfer of new scientific and technological knowledge have extended the frontiers of human capacity and the possibilities for its development. Within this framework, society increasingly relies on the potentiality of its universities to face new scenarios in the dawn of this century.

Ideological, political, and institutional aspects should be considered and the academic issues related to teaching, research, extension, and management should be updated. Thus, the universities will be able to propose regulations on Higher Education, within the framework of the information and knowledge society, guided by the concept of education as a public asset and human right.

Considering that universities play a main role in the cultural, economic, and social development of a country, it is necessary to strengthen their leadership and to provide their structures with greater flexibility to adopt new strategies. Specific plans should be designed according to the characteristics of the universities, professors' profiles, undergraduate and graduate studies offer, and research, innovation, cooperation, extension, and management processes in order to achieve quality teaching, excellent research and innovation, society-committed cooperation and extension, and transparent management, within the framework of university autonomy.

The new society calls for professionals with high cultural, scientific, and technical level, which only university education is able to provide. It also requires a life-long continuous education, which serves the social and structural needs, as well as those needs related to personal realization. Thus, the Act should create the conditions to enable major players in university activity -professors, students, graduates, administrative, and service staff- to foster and develop a better coordinated university system, increasing quality and with an active social commitment.

This document develops principles related to national Universities and public University Institutes and those Public Provincial Universities that comply with the regulations that grant national validity to the degrees issued.

It is important to mention the need to have, within the Act, specific sections for private Universities, including their rights and duties.

Thus, the issues related to autonomy, autarky, and free nature are characteristic of Public University Institutions, both national and provincial, in the terms set forth by their statutes.

In the case of University Institutes that are part of the Armed Forces and of the Security Services, it is hereby recommended that the term "National" be included in their names. They should establish their government and administration system according to their own institutional regimens, with the autonomy limitations they deem proper. The rules of the Higher Education Act shall apply to them in all the terms that are not contrary to the aforementioned.

²⁶ This document has been prepared based on the opinions collected from documents submitted by different universities, FATUN, FUA, and legislators. The proposed topics were developed based on the matching of coincidences.

1. GENERAL CONCEPTS

1.1. Higher Education as a Public Asset and Human Right

As set forth by the National Education Act, "education and knowledge are a public asset and a personal and social right, guaranteed by the State" (section 2). Therefore, higher education, as part of the former, shall be considered in the same way.

Thus is stated by the Declaration of Human Rights (sections 26 and 27) and the principles ratified and expanded by section 13 of the International Pact on Economic, Social, and Cultural Rights, adopted by the UN in 1966, expanded by the Declaration of CEPAL (2005), the World Conference on Higher Education – UNESCO (1998) and the objectives set forth in the Summit of Latin American University Presidents (2006). In agreement with the aforementioned, its condition as a public asset, a not alienable asset, is reaffirmed. The inclusion of higher education within the services category, as proposed by the World Trade Organization, conceives it as equal to any good or service subject to be traded. This approach is inadmissible.

The CIN expressly declares that it is in favor of considering higher education as a public asset, a human, personal, and social right guaranteed by the State, and this should be incorporated in the legislation regulating Public Higher Education.

1.2. Free and Equal Education

The National Constitution of 1994 sets forth in section 75, sub section 19 that the Congress shall have the following power: "... to sanction laws... guaranteeing the principles of free and equal state public education and the autonomy and autarky of national universities."

On its part, the National Education Act sets forth in section 4: "The National State, the Provinces and the Autonomous City of Buenos Aires have the major and unique responsibility of providing comprehensive, permanent, and high-quality education to each and every inhabitant of the Nation, guaranteeing that the exercise of said right shall be fair, free, and equal, with the participation of social organizations and families." From these definitions, the Higher Education Act should clearly guarantee a free offer of undergraduate programs, establishing equity as principle of justice in equality. Equity is understood, in a subsidiary way, as the expression of the sense of fairness.

The law should guarantee and enforce the principle of equity by allocating proper resources and paying special attention to the most needed cultural and social groups. Besides, a universal policy of scholarships should be established, ensuring social inclusion and fostering social equality and justice.

The concept of free education applies to all undergraduate programs requiring complete high school education or its equivalent for admission. Each University shall set its own admission terms and conditions. On exceptional occasions, older individuals –today the base has been established at 25 years— who do not meet that requirement shall be able to enter university, provided they pass the corresponding exams established by the universities.

Specific instruments to enable gradual implementation of a free offer for other modalities and levels of education shall be planned.

1.3. Autonomy

As stated before, section 75, subsection 19 of the National Constitution establishes the principle of autonomy for national universities. According to the definition for this term provided by the Real Academia Española "it is the authority that some entities have, within a state, to have their own rules and governing bodies." The constitutional principle of university autonomy entails the possibility of self-determination of public universities and encompasses regulation, institutional, political, administrative and academic matters.

- ☐ Regulations: authority to set its own regulations, under the only condition of respecting the National Constitution and laws.
- ☐ Institutional: authority to design joint government, assessment method for academic and administrative staff skills, call for public examination, and tenure system.
- □ Political: respect for the social role of the University, power to take a stance and develop programs independently from the economic and political powers.
- Administrative: power to design its organization and management system.
- ☐ Academic: freedom from the scientific and political point of view to organize teaching, research, extension, cooperation, and links.

Although the role of the State as the body that sets and controls policies for the higher education system as a whole is acknowledged, the law shall not rule on matters regarding internal operative aspects of the institutions, mainly those related to institutional government and administration.

For university institutions, autonomy implies the capacity to solve problems, promote changes, and achieve a real interaction, by consensus, with the different social players and is one of the most important cornerstones of public universities.

Autonomy is a right of the university as a whole, and does not imply a confederation of faculties, departments, or academic units, because the fragmentation of autonomy affects the internal operation of the universities. Within the new institutional context, the autonomy principle might conflict with the public accountability principle. In order to avoid this, autonomy does not have to be understood as a simple isolation of the internal conflicts of power, but rather as the capacity of the public university to enter into contracts and agreements with other players, ensuring the social relevance of its actions.

1.4. Autarky

It implies the power of Public University Institutions to administrate themselves, with social accountability, transparency, and relevance. It includes their budgetary allocations as well as their own resources. The latter shall never affect the unique obligation of the State to provide the necessary funds for their operation.

"University autarky complements..." its autonomy "... and it shall be understood –even when said expression has not been clearly defined by the constituent lawmaker– as the legal ability granted to universities to administer their own patrimony, i.e., the ability to administer and dispose of the resources that" (the Congress) "shall assign to each of them, through the subsidies set forth in the budget law, as well as the full capacity to obtain, administrate, and dispose of their own resources generated as a result of the performance of their functions" [27]

The Universities shall have an internal audit service and the external entity responsible for controlling the accounting administrative management shall be the National General Audit Agency, for the reasons stated in the corresponding section.

2. CHARACTERISTICS OF THE ACT

2.1. General Considerations

The act shall ensure university autonomy and autarky, preventing regulations from affecting university powers to decide on academic and institutional matters.

The act, which shall be approved by consensus with the university community, has the obligation of promoting real education equal opportunities for the whole community, realizing the value of social inclusion, the creation of systems to ensure quality, and the elimination of inequalities of access, improving students' continuation of studies and graduation.

It shall guarantee the free nature of undergraduate programs, foster institutional cooperation (among universities and with the rest of the education levels), avoid fragmentation of the system and assume that

Higher Education, as a strategic variable for national development, shall respond to the requirements of society, fostering an education redistribution with social equality.

It shall be an act that reflects the characteristics of public universities, whose main goal is to recover their role as critical conscience, as forum not only for education, but also for culture and knowledge transfer, to create the settings for research and recovery of the community knowledge related to the most pressing problems affecting men and women in our country, such as exclusion, poverty, education, health, environment, and human rights.

It shall be an act that expresses the particular traits of the universities; respects rights and guarantees the principles of autonomy and autarky with the social relevance characteristic of public University Institutions.

The Act shall guarantee a university joint government made up mainly of university professors, students, administrative staff, and graduates, and shall establish that professor representation shall not be less than 50% of the number of members in the different collegiate bodies.

Regarding this last issue, each university, pursuant to its statutes and institutional organization, shall establish the participation method for deans or equivalent authorities in those bodies.

The Act shall set forth that the statutes of each University shall rule the particular government bodies, the system for the election of authorities —ensuring the full right of participation for the different sections in the terms established by each university— the duration of the term of office, the members of the collegiate bodies, and the corresponding distributions, the admission systems and the representation of the community.

²⁷ Gil Domínguez, Andrés. "Autonomía y Autarquía de las Universidades Nacionales. Un adelanto constitucional, un retroceso legislativo". (AGD Consultores, in www.agdconsultora.com.ar)

2.2. Higher Education Act or University Act

Considering the fact that it regulates higher education as a whole, the Higher Education Act is part of the trend followed by other countries of the region, such as Brazil, Chile, and Colombia and, for the first time in our nation, it enabled the possibility to jointly deal with the two post high school education modalities: the so called Non-University education and University Higher Education.

The lack of historical interaction between these two modalities has been deeply analyzed during the last years in Argentina and, although there is a rule that partly encompasses both, it does not solve the problem. It is just a first step towards the recognition that these education modalities undergo very similar situations, should have similar levels of demand, and there should be processes for their cooperation and complementation.

In section 35, the National Education Act establishes that Higher Education shall be ruled by Higher Education Act No. 24521, the analysis of which is the subject matter of these articles, and section 36 asserts the competence of the National Ministry of Education, Science, and Technology, in agreement with the Federal Education Council, to establish the "regulation mechanism and evaluation and interaction criteria related to higher education institutes which are part of the National State, of the Provinces and of the Autonomous City of Buenos Aires." In agreement with this criterion, it is stated that the Act shall effectively remain an Act for Higher Education.

2.3. Act that Encompasses Public and Private University Institutions

As stated before, the Act shall encompass both kinds of university institutions –regardless of their public or private nature– defining the common missions and obligations, at institutional, regulatory, and academic policy level, and setting responsibilities and teaching, research, and extension functions, notwithstanding the possibility of having separated sections.

3. ORGANIZATION AND COORDINATION OF THE HIGHER EDUCATION SYSTEM

3.1. Coordinating Agencies:

National Interuniversity Board (CIN) – Council of Universities (CU) – Regional Planning Councils for Higher Education (CPRES)

The act shall reaffirm the CIN function as coordinating and development body for the System of Public University Institutions.

Likewise, it shall ensure that the Ministry of Education, Science, and Technology allocates the funds to guarantee university participation in the university coordinating bodies.

It is considered that the existence of the CU has been an important step forward in the integration and coordination of the university system. Nevertheless, the proposed configuration assigns a majority representation to the Public University Institutions, as compared to the Private Universities, according to their respective programmatic developments, fundamental activities (teaching, research, extension, linkage), and number of enrolled students.

Regarding the CPRES, its competence, especially regarding provincial jurisdictions, shall be defined in a more precise fashion.

It is also necessary to consider the different development processes of public and private institutions, according to which the chair of the CPRES shall always be assigned to a representative of public institutions.

3.2. Coordination with Other Educational Levels, according to the LEN

As stated before, the Higher Education Act represents a step forward in the coordination between higher university and non-university education as it points out that this coordination is an unavoidable goal of a democratic education policy. This means the recognition of the abilities acquired by those who have a non-university higher education degree —who used to be matched to middle education graduates— so that they can continue with their studies. Moreover, it implies an efficient use of public resources invested in the training of these professionals, considering that a significant percentage of them studied at state institutions.

Over the last years, coordination experiences have multiplied, including the recognition of non-university higher education degrees to access a five-year university program. The criteria for this sort of coordination depend on the universities, and there are a great number of different approaches. Attempts have been made

to try to find a more homogenous approach through agreements in the CPRES, but unfortunately they have not been completely successful.

To continue working on this issue, notwithstanding the fact that a regulation on this subject should be implemented, the act shall ensure specific funding for coordination policies among all the levels of the system. Together with the aforementioned, another important issue is the need to establish clear financial support policies to strengthen professor training in Public University Institutions. Besides, an effective participation of these Institutions in professor training enhancement programs implemented pursuant to the National Education Act shall be considered.

3.3. Evaluation and Certification Stages

The importance of evaluation and certification is highlighted. Self-evaluation plays an important role in this process. The act shall set forth that the external evaluation of public University Institutions shall be performed based on the institutional projects and the strategic planning of each university.

The creation of a unified official body for university evaluation and certification is proposed. Said body shall include a higher representation of members proposed by the CIN.

3.4. On the Granting of Academic Degrees and Professional Authorizations

The Act shall establish that degrees with official recognition, and in such sense validated by the National Ministry of Education, Science, and Technology, shall certify the academic education received and shall authorize the corresponding professional practice within all the national territory, notwithstanding the participation that, within the National Constitution framework, might correspond to each jurisdiction.

The modification of the concept of public interest program for the definition of priority programs, according to social needs, is proposed.

4. BUDGETARY AND ADMINISTRATIVE POLICY

4.1. Funding

The university budget shall ensure the rendering of a quality service in all the university activities –teaching, research, cooperation, extension, and linkage-. In order to achieve this, its budgetary allocation shall be adequate and the distribution shall be determined by agreement mechanisms with the participation of the CIN and of the Universities, taking into consideration objective guidelines.

Foreseeable and sustained resources shall be guaranteed through specific regulations for Higher Education. In this sense, we propose a budgetary allocation specific for extension, cooperation, and linkage, which are activities closely related to the commitment to and development of the area and to the academic interaction with the world.

The budget shall include the additional resources allocated to each university due to salary increases, operating costs, and special needs, with effective budgetary increases from the previous year.

Following this outline, these principles, set forth by the CIN Declaration of Horco Molle (2004), shall be the top priority:

- ☐ Knowledge democratically distributed among members of the society is the best tool to achieve the well-being and development of the country.
- ☐ A greater investment in university education is critical to generate and publicly distribute said knowledge.
- ☐ The universities are committed to guide their activities based on the social expectations that nourish and support them with the corresponding academic and scientific quality.

The act shall also include a sustained funding policy for interaction programs among universities and all levels of the education system, as previously stated.

The proposal for creation of new universities shall consider the funding that would enable their operation, without affecting the budgetary allocations and requirements of existing universities. Those new budgetary items shall encompass the complete and sufficient coverage for the development of essential university activities (teaching, research, cooperation, extension, and management).

Besides, the creation of new Universities shall not be based on the fragmentation of existing National Universities, unless the Universities involved have granted their agreement.

4.2. Programs

Although it is acknowledged that public authorities can allocated resources for special programs according to

their corresponding policies; the Higher Education Act shall set as top priority the allocation of these resources to Universities, so that they can use them for the development stated in their corresponding strategic planning.

The national budget shall permanently include a program for funding maintenance and development of the infrastructure of public University Institutions, which is a key element to ensure a service of academic quality and excellence.

4.3. Salary Policy

The principle of participation of Public University Institutions in the decisions regarding employment conditions and salaries for their workers is hereby reasserted.

Said participation shall be through the involvement of the CIN in the decisions regarding salary policies and in collective bargaining agreements at national level for the workers of Public Institutions, as well as with the direction of each university in the local bargaining agreement for subject matters authorized by the national bargaining agreement or not covered hereby.

4.4. Intervention and Control

Each university shall have its own internal control and audit mechanisms. The external controls shall be the ones corresponding to the National General Audit Agency, considering that the budgetary allocations are made by the Legislative and not by the SIGEN²⁸.

This is clearly stated in sections 96 and 97 of the Act that rules on the Financial Administration and Control Systems for the National Public Sector Regimen No. 24 156, which reads: "Section 96: The General Accounting Office [Sindicatura General] of the Nation, which shall be the body responsible for the internal control of the National Executive is hereby created; section 97: The General Accounting Office of the Nation is a legal entity with administrative and financial autarky, which reports to the President of the Nation". And to make it even clearer, the Supreme Court of Justice of the Nation construed that "from the debate of the constituent assembly itself, it is obvious that the goal of autonomy was to free the University from its dependence from the Executive Power, but not from the regulatory authority of the Legislative power"²⁹

4.5. For Social Security Rules Application Purposes.

The act shall set forth that university authorities —President, Vice-President, Deans, Vice-Deans, or Directors and Deputy Directors of Departments or equivalent positions- who were professors before being appointed in these positions shall keep said condition for social security and pension benefit purposes.

²⁸ Section 116: The General Audit Agency [Auditoría General] of the Nation, which shall be the body responsible for external control of the national public sector and which shall report to the National Congress is hereby created; (continues). Section 117: Its competence includes the external control following the budgetary, economic, financial, patrimonial, and legal administration, as well as the ruling on accounting and financial statements of the Central Administration, decentralized agencies,"... (continues). Act No. 24 156.
²⁹ It is also possible to refer to rulings on the case "U. N. de Mar del Plata vs. Banco de la Nación Argentina on damages" and "U. N. de la Matanza vs. National State – National Executive Power– Decree 1356/99 in Act 16986 action for enforcement of rights (extraordinary remedy)."

UNIVERSITY POLICY CRITERIA TO CONSIDER PROPOSALS FOR THE CREATION OF NEW NATIONAL UNIVERSITY INSTITUTIONS

(Appendix I of Plenary Agreement No. 325/99, Córdoba, April 19, 1999)

The most serious of problems that have affected our university system for decades is the fact that it has grown with no planning or considerations on the advisability or suitability of the creation of new public university institutions. This lack of university policies resulted in the absence of a real university system, where each of the pieces is an answer to the needs of regional and national development.

The expansion of our university system was generally fostered by the pressure exerted by local groups that were able to introduce in the National Congress a brief bill for the creation of a university institution and then, on the basis of perseverance or political pressures, the bill was passed. In those cases, the law, which did not include more than four or five sections, only established the creation of the institution, but made no consideration as to the quality of the institutional project, the educational offer to be included or the relevance for the region and the country, in terms of its contribution to the development and the demand for graduates at regional or national level, and without a thorough analysis of its feasibility in terms of actual availability of human resources, equipment, and infrastructure, budget -whether of national or local origin-, among other issues.

In order to prevent the worsening of this problem, detrimental to the society in general and to the university system and its institutions in particular, the Higher Education Act (*Ley de Educación Superior* – LES) establishes that the projects for the creation of a new university institution shall consider the corresponding budgetary credit and shall include a feasibility analysis to support it (section 48). But it also includes as a *sine qua non* condition that the National Congress shall have the "prior opinion of the CIN".

This demand is aimed at granting the CIN the possibility of exerting the coordination function assigned by section 73, subsection a) of the LES. This implies the need to analyze and issue an opinion, mainly on the need, advisability and suitability of the university creation and its insertion in the system, considering a strategic plan for the growth of the system. The opinion rendered by the CIN on these aspects shall be considered as "prior and special pronouncement" to any other issue, as it can be totally disqualifying. This situation does not occur with funding and quality —which shall also be analyzed- as they can be improved in the project.

Considering that funding for universities is provided by the whole society, the rejection of creation initiatives only based on local reasons and which do not correspond to a real general interest, or at least to a regional interest that especially requires the creation of such institution, is reasonable and justified. This point justifies the differences between the creation of a public university and the authorization of a private one. In the latter, the quality and relevance shall be especially important, not the infrastructure and budgetary issues as they have to be previously guaranteed by the private financial investment. This is not the case with the creation of a public institution because opening it in a place where it is not necessary, advisable or appropriate, implies a waste of public funding, which the State shall administer wisely, avoiding damages to society and to the university system itself.

Thus, the first question we need to ask when deciding on the creation of a new public university is: which are the reasons of general interest justifying this creation? The answer cannot be based on generic reasons only (a new university always represents more culture) or local reasons only (with this university our children would not have to move to another city, considering the risks and cost that this situation implies), and these reasons cannot suffice because, even when they are valid from an individual point of view, if admitted, we would have to accept the absurd situation in which each city of the country would have equal rights to have a national university.

The valid answer requires, we insist, a sound foundation which involves general interests, which considers a new institution within the university system, which answers to the strategic plan for the expansion of said system, which analyzes the quality of the proposal and its necessity, advisability, and appropriateness; which assesses regional and national factors and considers the availability of human resources, equipment and infrastructure as well as budgetary issues.

Besides, all these aspects shall be mainly supported by concrete data and precedents, demonstrated and demonstrable, which properly reflect the current situation and which forecast the future development and impact of the project. Only after analyzing the relevance of the project and accepting its legitimacy, the aspects regarding quality and viability shall be considered.

Taking all these aspects into consideration and in order to comply with the task assigned by section 48, which is not simply a formal or bureaucratic task, with the corresponding responsibility, the CIN shall require:

- 1) Precise and proven information of all the necessary precedents to analyze the reasons supporting the project.
- 2) Entrusting the necessary technical studies to duly justify the ruling.

- 3) Requesting their justified opinion to preexisting National University Institutions in the region corresponding to the Regional Planning Council (CPRES) where the creation of the new institution is proposed. Each of them shall also submit a report on the possibility of covering in whole or in part the education offer proposed in the creation projects, whether with traditional classes or a blended-learning system, in case the necessary budgetary resources are available.
- 4) Promotion of an internal discussion to consider the general interests of society, of the National University System and of the communities involved, in order to produce the ruling required by the Higher Education Act.

The CIN ruling shall reflect the responsibility assigned to it by the Council, so that, with absolute sensibility, it shall communicate to the National Congress the necessary information to take the most suitable decision for national and regional development.

ELEMENTS TO BE CONSIDERED IN ORDER TO ANALYZE THE FEASIBILITY OF A PROJECT FOR A NEW NATIONAL UNIVERSITY INSTITUTION

(Appendix II of Plenary Agreement No. 325/99, Córdoba, April 19, 1999)

I. INTRODUCTION

In section 48, Higher Education Act No. 24 521 (*Ley de Educación Superior* – LES) lays the foundation for the creation of new national institutions: "they can only be created by a National Act, which shall provide for the corresponding budgetary credit and shall be based on the feasibility study endorsing the initiative. For the creation, a prior report by the National Interuniversity Board is required."

For a new national university institution project to be considered feasible, it shall necessarily comply with four essential aspects:

- a) Answer to the definitions included in the LES as to the requirements that university institutions shall meet.
- b) Indicate –with detailed and scientifically accurate reasons- the need for and the uniqueness of the contributions that the projected institution will make to the education and training of professional graduates of the country and to the cultural, social, and economic development and transformation of the local and regional communities in which it will interact in particular and of the community in general;
- c) Include accurate justification proving the quality of the project university offer, and the relevance and feasibility of its operation, within the context of the development of the current university system in Argentina;
- d) Demonstrate, with elements that constitute proven evidence, that the projected institution has the formal support of local, state and private organizations in the area of influence.

In order to comply with these four essential aspects, it is necessary to perform the particular analysis of various relevant elements.

Those elements, which are considered essential and critical for the analysis, are listed below.

II. ASPECTS TO ANALYZE THE FEASIBILITY OF A PROJECT FOR A NEW NATIONAL UNIVERSITY INSTITUTION

1. Name for the Projected Institution

The feasibility study for the project shall include considerations as to the clarity of the formulation and reasons to support the name assigned to the projected institution.

The basic elements to be considered are:

- a) justification for geographic, disciplinary, and historical reasons, or any other reason, which resulted in the use of said name.
- b) a clear distinction from names of existing university institutions, whether state or private, or any other entity, in order to avoid problems arising out of the conflicts of interests or confusion of the public in general.
- c) compliance with the provisions set forth under section 27 of the LES, from the analysis of the justification that supports the fact that the adopted name complies with essential aspects of the institutional project regarding the disciplinary areas that will be included and the institutional and academic structure and organization of the proposed institution.

2. Area of Influence

The project feasibility analysis shall include considerations as to the specifications related to the territorial area of influence of the classroom university education offer of the projected institution, within the context of the region corresponding to the Higher Education Regional Planning Council (CPRES) it belongs to.

To issue said opinions, the following basic elements shall be taken into account:

a) the general reasons justifying the localization of the headquarters where the academic activities are conducted and of the different projected sites; in case of institutions with regional structures, the localization of

sites which are part of the proposed institution.

b) the relevance of the elements that evidence that the projected institution has the formal support of local, state and private organizations in the area of influence.

3. Social and Economic Reasons that Justify the Project

The feasibility analysis shall include comments and considerations on the social and economic reasons that resulted in the submission of the project, and opinions as to the expected impact on the economic growth and social and cultural development related to the opening of the new institution.

To prepare said comments, the following aspects have to be considered:

- a. Retrospective and prospective analyses related to the economic and social situation and development of the specific areas and neighboring regions which are part of the jurisdiction outlined for the proposed institution.
- b. Relation between the diagnosis results and the essential characteristics of the proposal.
- c. Suitability of the expected impacts on the projection included in the proposal and its coherence with the social and economic situation and forecasts.
- d. Quality and updating of the supporting information used to prepare the diagnosis.
- e. Scientific accuracy of the methods used to obtain the main information of the social and economic foundation, as well as its quality.

The social and economic aspect of the feasibility analysis shall include, at least, the following variables related to the provincial jurisdictions of the CPRES region where the new university institution will be located:

- a. Economic: evolution and prospective of the Geographical Gross Product; relative importance of the areas that form it; productive and market prospects.
- b. Technical and economic: evolution and prospects regarding technological development; conditions for technical transfer, learning, adaptation, and adoption processes.
- c. Social: demographic, employment, and human development rate evolution and prospects. Within these last ones, specific and detailed references about education, which shall explicit, at least, the following information related to the area of influence of the new institution, regarding the education diagnosis in said area:
- ☐ Literacy and schooling rate at primary level and rate of new students who enter senior high school (polimodal) level and the evolution of enrolled students at this level during the last ten years.
- ☐ Rate of graduates from senior high school level and rate of access to non-university higher education. Evolution of enrolled students in non-university higher education.
- ☐ Information on graduates from non-university and university higher education institutions who reside in the area of influence, according to the type of degree.

4. Historical and Institutional Reasons that Justify the Project

The feasibility analysis shall include considerations about the historical and institutional grounds leading to the submission of the project.

The basic elements to be considered are:

- a. Precedents regarding university institution projects previously prepared, whether submitted or not for analysis and creation, and related to the project under analysis or integral part thereof.
- b. Precedents and grounds related to interaction agreements with other institutions of the higher education system, the general education system, the scientific and technical system or other state or private agencies involved in the production and transfer of knowledge or in the education and training of human resources.

5. Education Policy Reasons that Justify the Project

The feasibility analysis shall consider opinions on the education policy reasons that resulted in the submission of the project, as well as considerations regarding the forecast impact as to generation and transfer of knowledge, interdisciplinary cultural education and professional and specific scientific training.

To prepare said comments, the following aspects have to be considered:

a. The suitability of quantitative predictions as to enrollment (including data on the evolution of enrolled students in national and private institutions who are domiciled and live in the area of influence of the project under analysis, as well as graduation and dropout rates).

- b. The relevance of the predictions as to the coordination with high school education level, in order to adapt the level to student population and continuity of their studies at university level.
- c. The suitability of the predictions as to the insertion of graduates in the area corresponding to the jurisdiction of the proposed institution, as well as the coherence of said predictions in the stated social and economic development framework.
- d. The quality and update of the grounds regarding the singularity of the academic contribution of the proposal in the existing university offer context; the stated regional social, economic and institutional development; and the existing discussions at the level of the disciplines that are part of the project.
- e. The relation between the previously stated analyses and the essential characteristics of the proposal.
- f. The feasibility of the impacts on the education system forecast in the projection included in the proposal and its coherence with the social, economic, and academic development situation and forecasts.
- g. The quality and update of the support information and bibliography used to prepare the academic analysis.

6. Availability and Access to Human Resources

The feasibility analysis shall include considerations related to the foundations stated in the proposal regarding availability and access to academic staff according to the essential characteristics of the academic and institutional project of the proposed institution.

To prepare said considerations, the following aspects have to be considered:

- a. The coherence between quantitative and qualitative predictions for professors and the general characteristics of the academic project.
- b. The relevance of real availability sudies of potentially required teaching staff;
- c. The suitability of the predictions regarding the results of the call for professors and their participation in the project under analysis.

7. Availability and Access to Infrastructure and Equipment

The feasibility analysis shall include considerations related to the foundations stated in the proposal regarding availability and access to the infrastructure and equipment required to materialize the academic and institutional project of the proposed institution.

To prepare said considerations, the following aspects have to be considered:

- a. The coherence between the quantitative and qualitative predictions for infrastructure and equipment and the general characteristics of the academic project.
- b. The relevance of the studies of real availability of required infrastructure and equipment (including viability analysis of the agreements established beforehand with public and private entities of the area where the institution is going to operate).
- c. The appropriateness of the predictions.

8. Availability and Access to Budget

The feasibility analysis shall include considerations about the foundations developed in the proposal regarding the provisions for budgetary credit from the national treasury, as well as forecast supplementary resources.

To prepare said considerations, the following aspects have to be considered:

- a. The coherence between the budgetary requirements and the general characteristics of the proposed academic project.
- b. The relevance of the studies of real availability of supplementary budgetary resources additional to those provided by the national treasury (including agreements established beforehand with public and private entities of the area where the institution is going to operate).
- c. The appropriateness of the predictions.
- d. The feasibility for the granting of budgetary credit according to the foreseen macroeconomic scenario and the situation and evolution of national accounts.

NATIONAL COOPERATIVE PROGRAM OF INTER-INSTITUTIONAL POSTGRADUATE STUDIES FOR PROFESSORS-RESEARCHERS AT NATIONAL INSTITUTIONS

(Approved by Plenary Agreement No. 680/08, Lomas de Zamora, December 16, 2008) The National Interuniversity Board (CIN) proposes the development of a National Cooperative Program of Inter-Institutional Postgraduate Studies mainly focused on the education with academic excellence of a critical mass of human resources in teaching and research for National Universities.

This program arises out of the need of the different national universities that are part of the CIN to update and enhance their teaching staff, offering education opportunities to their graduates and keeping their curricula at the highest academic level.

Universities offer postgraduate programs such as specializations, master's or doctor's degrees. But the overlapping of said offer is really significant and this situation is often the result not only of academic reasons, but also of economic or even corporate ones.

In our country, the cornerstone of university institutional policy is University Autonomy. Thus, higher education institutions are sovereign when it comes to establishing their academic offer. In the specific case of graduate programs, this offer shall comply with the certification process as stated by current regulations. However, certification standards do not consider overlapping academic offer and inter-institutional cooperation is not sufficiently valued.

The proposal for a National Cooperative Program of Inter-Institutional Postgraduate Studies addresses the need to optimize the use of economic and academic resources, establishing networks among national university institutions to jointly create, develop, and implement postgraduate programs.

Then, we can distinguish two main reasons for a university policy on cooperative inter-institutional postgraduate programs:

- 1. To work in collaboration, achieving synergy among public universities, in order to compensate regional differences in different fields of study.
- 2. To promote professor and student mobility in order to generate a greater transfer of knowledge and high quality academic education.

Thus, the offer of postgraduate studies within the Program, especially doctor's degrees, shall mainly aim at teaching and research staff of the different universities, and their creation and development shall answer the academic education needs of higher education institutions.

In the case of paid postgraduate programs, professors-researchers from participating universities of each program with the corresponding endorsement from those Education Institutions, shall be exempted from payment.

Those professors who join inter-institutional postgraduate studies within this Program shall undertake the commitment of remaining at their institutions for a period of at least twice the duration of the courses, once they finish their studies.

The operation of most academic postgraduate programs is mainly supported by universities themselves. But in this case, the effort should be backed up by the Secretariat of University Policies of the Ministry of Education, giving it a priority status and establishing a specific funding mechanism to implement the Program.

GUIDELINES FOR A PROGRAM TO STRENGTHEN UNIVERSITY EXTENSION AT PUBLIC UNIVERSITIES IN ARGENTINA

(Approved by Plenary Agreement No. 711/09, Villa María, September 29, 2009)

"The addition of university extension, with a legal nature, i.e., the addition of a new capacity dedicated to create and share learning relations that characterize its classrooms with society... would become a permanent function"

Joaquín V. González

Opening Speech at the Conferences on University Extension, La Plata, 1907

A Brief History

The National Inter-University Board addressed the Extension topic since its creation, forming the Extension Commission within the core of the Executive Committee.

Thus, in the year 1992 (Plenary Agreement No. 91/92) the CIN recommended to promote and implement institutional instruments and specific regulations in order to ensure the development of Extension functions and activities at National Universities; indicating that said instruments would provide the mechanisms to program, design, approve, execute, evaluate, and fund Extension projects.

Back then, the need to implement institutional instruments for the development of Extension Projects was stated.

In 1995, the CIN asked the Ministry of Culture and Education (Plenary Agreement No. 184/95) to add "University Extension" in the draft budget for 1996.

In the year 1997, through Plenary Agreement No. 251/97, the previous requests were strengthened and the following concept was added: "Extension is a communication process between the University and society, based on the scientific, technological, cultural, artistic, and humanistic knowledge gathered in the institution and in its capacity as educational entity, fully aware of its social role".

In this sense, it has been widely agreed within national universities that extension "is a process that implies a communication with society, where the university positions itself, talks, and builds relations and representations with the different sectors of society with which it interacts". (CIN, 1997)

In this communicational process, different assumptions are at stake; assumptions on which these knowledge and values are based, assumptions on the relations from which we effectively pretend to communicate them and on the interlocutors that will be preferred, according to the different positions from which extension is viewed.

This interactive relation enhances integration among universities and society, between supply and demand of knowledge, between topics of research and problems faced by society, in order to produce an interactive process where knowledge is built in constant contact with its environment and is affected by it.

This is where a trend that coordinates the university-society relation around democratization of knowledge is clear, assigning to the higher education institutions a leading role in social transformation.

This point of view is coherent with the agreements achieved by the universities of the Region. In the Declaration of the Conference of Higher Education for Latin America and the Caribbean (Cartagena de Indias, 2008), relevance, autonomy, quality, and social commitment of the universities are specially valued.

Likewise, it emphasizes the recent World Conference on Higher Education (WCHE, 2009), which final statement highlights the value of extension together with teaching and research as the substantive functions of the university.

Last Agreements Reached at the Universities

National universities make important efforts in order to maintain and enhance their extension development. Likewise, it is worth mentioning the agreements and understandings achieved in congresses and in the National Meetings on Extension which have been organized since 2000 up to date.

As a result of these agreements, the National University Extension Network (REXUNI) was created within the CIN in order to generate, promote, and transmit university extension policies as a federal meeting setting for associative and collaborative work, and to provide joint answers to shared problems.

There is no doubt that the Third National Congress on Extension that took place on May this year at the Universidad Nacional del Litoral (Santa Fe), as well as the 8th National Meeting on Extension organized at the Universidad Nacional de Misiones (Posadas) in September this year and the work performed by the Extension Commission and the REXUNI of the CIN have been some of the most important events enabling universities to socialize experiences, to share visions on their social function, as well to agree on a work agenda for the following years.

From the conclusions drawn, it is worth mentioning: the new value given to extension as a university substantive function and its academic recognition; the promotion of its integration with teaching and research; the curricular addition of extension and its institutionalization, creating the necessary administration instruments enabling the possibility of implementing extension policies determined by each university; the acknowledgment of different dimensions of extension (dialogic, pedagogic, social) that result in its conceptual richness and position it as one of the substantive academic functions; the coordination of actions of national universities with the State (in its different jurisdiction) and with the different social sectors; the strengthening of the national universities' role regarding public policies.

The consensus reached in these areas has made it possible to agree on objectives oriented to actions that the national universities have been performing, such as:

To promote social appropriation of scientific, technological, cultural, and artistic knowledge and
the democratization of information as a means to play a main role in building an inclusive
society.
To favor the new value assigned to Extension as a university substantive function and its
academic recognition in the different evaluation, certification, and categorization processes.
To promote the curricular addition of extension in teaching-learning processes enabling the
education of socially committed and critical professionals.
To coordinate extension and research functions as regards social creation and appropriation of
knowledge.
To reinforce the budget for Extension activities through a specific allocation of resources
enabling their development.
To systematize the experiences and to promote the publication of results of Extension projects
and programs, setting criteria for the editorial production in order to ensure its quality.
To coordinate with the RENAU and the REUN the promotion of activities related to Extension
Programs and Projects through audiovisual and printed media.
To promote the creation and implementation of Programs and Projects that facilitate
communication of general knowledge and transfer of scientific knowledge in the search for
concrete solutions required by society through interventions that result in innovative changes.
To make sure that each project significantly contributes to human sustainable development, to
social promotion, and to self-management of involved sectors.
To boost the work performed by the Secretariat of University Policies with actions conducted by
the Secretariats of Extension of the Universities.
To promote the education of students, professors, administrative staff, and graduates in
everything related to university extension, as well as the development of values through
practices related to solidarity and voluntary actions.

PROPOSAL:

Development of a Program to Strengthen University Extension in Public Universities of Argentina

scholarship systems, and granting academic recognition to the practices.

RATIONALE:

During the last years, the number of National Universities with Systems of Extension Programs and Projects has increased. The goal is to generalize and consolidate this trend with total respect for university autonomy. Based on the surveys of the rules in force at each university, it is possible to identify a set of common criteria, such as:

☐ To strengthen the work of the program and project teams by training all members, implementing

- Interdisciplinary approach
- Integration with teaching and research
- Strengthening of citizenship and critical thinking
- Creation of modern technologies for social welfare
- Generation of results for policy creation
- Total respect for Human Rights and citizen participation

- Development of creative projects, giving priority to the fight against poverty, exclusion, and social vulnerability
- Creation of knowledge together with the communities
- Appreciation of human and social capital
- Promotion of human and sustainable development with total respect for the environment
- Generation of sustainable production and consumption
- Development of critical and ethical values
- Integration of theory with practice.

Why do we Need a System of Extension Programs and Projects?

A System of Extension Programs and Projects makes it possible:

- To incorporate extension in the curriculum and integrate it with teaching and research activities.
- To join different disciplines and to enable the participation of members of the whole university community (professors, students, graduates, administrative staff).
- To develop institutional policies with academic criteria of relevance, quality, participation, continuity and commitment in each of the Universities.
- To define basic agreements for all National Universities regarding rules, definition of programs and projects, and already created pool of evaluators, as well as evaluation criteria and processes and academic recognition proposals.
- To allocate economic resources for the implementation of programs and projects and the strengthening of teams, as well as to look for alternative funding sources with the corresponding institutional agreements.

About the Programs and Projects

- Extension Programs represent institutional definitions of each University, addressing different areas related to the most important problems or concerns of society. The Programs may also be instruments to administrate university policies regarding university extension.
- Extension Projects are areas of work with the State in its different jurisdictions and with different players of the community, addressing the most diverse and complex social and productive problems, within a given territory. For this purpose, the Project has a structure to ensure that its objectives are attainable. It shall have a planning and methodology that will define the whole process, the organization, the demands, the participants, the available human and economic resources and their optimization.
- Each Extension Project is part of a social intervention process and implies cultural, social, or productive development proposals, which provide solutions to concrete problems. This intervention is interactive and dialogic, and scientific knowledge interacts with community knowledge.
- The System offers the possibility of performing an institutional monitoring and assessment, as well as systematically collecting the opinions of the community.
- Likewise, the system will consider level of interdisciplinary integration, with the participation of professors, students, university support staff, and graduates, considering their level of training; knowledge generation, communication and transfer functions; type of relation between the University and the Society institutions; action on them, highlighting the self-administration capacity in the recipient and its multiplying effect; and finally, precedents of the proposed work.

The Programs and Projects will be linked to the pedagogic dynamics of the academic units involved and shall be oriented to:

- Improving living conditions of the population in social vulnerability situation.
- Favoring local and regional development.
- Strengthening the social role of the University.

PLAN TO STRENGTHEN SCIENTIFIC RESEARCH, TECHNOLOGICAL DEVELOPMENT, AND INNOVATION AT NATIONAL UNIVERSITIES

(Approved by Plenary Agreement No. 687/09, Buenos Aires, March 17, 2009)

1. SCIENTIFIC AND TECHNOLOGICAL ACTIVITY AT NATIONAL UNIVERSITIES

1.1 Scientific and Technological Activity as University Mission

Today, scientific research and technological development, as well as transfer and linkage activities aimed at innovation, as main elements of the sustainable development of the Nation, are core components of the mission of National Universities (NUs). Even more, it is a set of activities that set them apart from other educational institutions.

On the one hand, research and development activities performed at the NUs are key elements for training of researchers, technologists, and professionals able to conduct their activities with full command of the most advanced knowledge. On the other hand, the ability to create and communicate knowledge turns NUs into essential players in the social and economic development processes of their area of influence, as well as in the implementation and consolidation of innovative local and regional systems.

Both dimensions imply the need to coordinate and articulate the activities that characterize scientific research, technological development, and productive innovation with training of Human Resources (HR).

In order to guarantee that social responsibility guides the whole knowledge production and transfer process, effectively contributing to national development, it is necessary that the NUs commitment to research, development, and transfer activity incorporates options for the analysis and solution of relevant problems from the very beginning, providing the means to guarantee the economic and social impact of these activities. At the same time, it is necessary to establish internal and external interactions, especially with the entities responsible for the design and implementation of public policies.

This "Plan to strengthen scientific research, technological development, and innovation at National Universities" aims at consolidating Public Universities as relevant players in the Argentine System of Science, Technology, and Innovation enabling, at the same time, that NUs properly integrate themselves into the development of the Bicentennial National Strategic Plan for Science, Technology, and Innovation (2006 – 2010).

1.2. Scientific and Technological University Activity and National Planning in Science, Technology, and Productive Innovation

The guidelines included in the Bicentennial National Strategic Plan for Science, Technology, and Innovation (2006-2010) of the Secretariat of Science and Technology (SeCyT) significantly rely on the contribution from NIIs

Some of the aspects contributing to the achievement of the quantitative goals of said plan are being addressed by the Secretariat of University Policies (*Secretaria de Políticas Universitarias*, SPU) of the Ministry of Education (*Ministerio de Educación*, ME). That is the case of the programs of academic HR training, enhancement of teaching of strategic disciplines, scholarships for priority programs, etc. All these initiatives, which are really important for national development, shall be sustained and deepened to ensure the compliance with the goal of increasing the proportion of scientists and technologists in the economically active population.

There are other dimensions that rely on convergent initiatives and ideas between the Ministry of Science, Technology, and Productive Innovation (*Ministerio de Ciencia, Tecnología e Innovación Productiva*, MinCyT) and NUs. Over the last years, the increase in the number of scholarships and applicants enrolled in the Researcher Professional Career at the National Board for Scientific and Technical Research (*Consejo Nacional de Investigaciones Científicas y Técnicas*, CONICET), as well as the calls for enrolment issued by the MinCyT, in general, and by the National Agency for Scientific and Technological Promotion (*Agencia Nacional de Promoción Científica y Tecnológica*, ANPCyT) in particular, have resulted in the progress made in research, development, and transfer activities in many universities, after years of stagnation.

However, the resources currently available for NUs are not enough to implement their own research, development, and innovation strategies, as well as work programs such as the ones that can arise from the orientations and strategic planning goals proposed by the MinCyT.

1.3. A Scientific and Technological University Policy: Criteria and Conditions

From the point of view of Public National Universities, in order to boost their contribution to the fulfillment of their functions and achievement of strategic goals of the country regarding science, technology, and innovation, it is necessary to strengthen the abilities of all university institutions that make up the system in order to implement a research strategy with an orientation of its own which, at the same time, shall interact with those generated at national and regional level. To such end, and for the fulfillment of their own goals and objectives, as well as of their social function, NUs shall be able to generate their own strategy, which shall include the following building blocks:

a) Articulation of the system.

It is essential to try to consolidate a University System of Science, Technology, and Innovation, which shall articulate the policies of all NUs, but it is also strategically important to articulate with the rest of the National System of Science, Technology, and Productive Innovation.

b) Consolidation of capacities.

NUs have developed areas of scientific research and technological development which have available equipment and HR that, even though they need strengthening, are able to generate scientific knowledge and socialize it; develop and transfer technologies, techniques, and applications; and advise and render services. These capacities, which encompass almost the whole national territory, shall be consolidated, updated, and enhanced, in order to achieve a territorial distribution which is increasingly uniform and which satisfies local and regional needs.

c) Commitment to sustainable development.

NUs have to deepen their commitment so that education, research results, and technological innovation processes are accessible to the whole educational system, to the State, to social organizations, to workers, and to productive sectors in order to contribute to the achievement of social, economic, and environmentally sustainable development and a better quality of life.

d) Strategic thinking.

It is necessary that NUs consolidate their institutional capacity to think strategically, guiding their actions towards mid- and long-term goals, which contribute with other entities adding synergy to explore and understand future social, economic, and environmental demands. Therefore, it is necessary to strengthen their prospective thinking cores and their links with the rest of society.

2. NATIONAL BUDGET FOR SCIENCE AND TECHNOLOGY AT NATIONAL UNIVERSITIES: CURRENT SITUATION.

2.1. The Gap between University Contributions to the Science and Technology System and Budgetary Resources

In terms of Human Resources, NUs concentrate most of the scientific and technological capacity of the country. Nevertheless, all NUs together receive a small part of the budget for the development of scientific research, technological development, and innovation activities. Near two thirds of the people devoted to these activities in Argentina work in Public National Universities.

In contrast, public universities receive less than one third of the resources that the country allocates each year to science, technology, and innovation. Most of said resources are indirectly assigned though funds that are subject to public competition, such as those managed by the Fund for Scientific and Technological Research (Fondo para la Investigación Científica y Tecnológica, FONCyT), the Argentine Technological Fund (Fondo Tecnológico Argentino, FONTAR), and the CONICET; or they come from international cooperation and projects hired by the private sector. A smaller amount is allocated as credit specifically assigned within the NUs budget.

Therefore, according to all the aforementioned considerations, the increase of budgetary credit allocated to Science and Technology (S&T) is a necessary condition to enable university research centers and teams to properly perform their work based on their own strategies, as well as on those of the system as a whole and on those arising out of the demands of society.

Besides, considering the pressing need to achieve an interaction with the rest of the National Scientific, Technological, and Innovation System, with National and Provincial State agencies, as well as with social and productive sectors, it is necessary for NUs to have stronger institutional and funding capabilities than those currently available for the counterpart contribution required by the different funding programs, especially those of the MinCyT.

2.2. The Slow Budgetary Growth

The System of Public Universities is permanently and increasingly requested to play a major role in the

scientific and technological development of the country. Contrary to this, the credit assigned to NUs for science and technology activities remained unchanged for several years, increasing only in the year 2008, through the plan to strengthen these activities implemented at the time. However, Science and Technology Indicators for the year 2007 evidence that investment in Research and Development (R&D) per researcher equivalent to full-time for Public Universities is around AR\$ 60,000 per year, while for public agencies (SeCyT, CONICET) it amounts to AR\$ 145,000 pesos. In the private sector the figure is around AR\$ 290,000 per year. The slow growth in resources directly allocated to support university scientific and technical activities, the increase in the number of professors-researchers, and the need to face new challenges, especially those resulting from the need to provide answers to the demands in strategic topics for social and productive development, apart from those required by the progress in scientific disciplines, result in the following problems:

- a) Slow growth of scientific activity level.
- b) Difficulty to produce relative growth in emerging areas of vacancy, both from a territorial and from a thematic point of view.
- c) Difficulty to generate projects and train HR in strategic areas at regional or national level.

3. THE HORIZON OF THE RESOURCES CONSIDERED IN THE NATIONAL STRATEGIC PLAN

3.1. General Framework

The development of the Plan to Strengthen Scientific Research, Technological Development and Innovation at National Universities requires additional budgetary resources. It is important to highlight that the increase of funds for this plan is part of the Bicentennial National Strategic Plan for Science, Technology, and Innovation (2006 – 2010), which sets the goal of increasing the investment in R&D (public and private) up to a figure equivalent to 1% of the GDP by the year 2015. In this sense, the resources that NUs need should be within said parameter.

3.2. The Budget Needed for the Development of Scientific and Technological Activities at National Universities

In the year 2002, the global budget for national universities was AR\$ 1 692 millions, with AR\$ 56 231 299 allocated to Science and Technology, thus representing approximately 3.3% of the total amount. In the year 2007, out of a global budged of AR\$ 5 307 millions, the percentage allocated to Science and Technology was around 1.5%, i.e. AR\$ 76 231 299.

For the year 2008, the global budget for national universities is AR\$ 6 000 millions, while Science and Technology represents approximately 1.76% of the total amount, i.e. AR\$ 106 000 000. Table 1 shows the evolution of the general budget allocated to NUs and the part corresponding to Science and Technology, comparing the years 2002, 2007, and 2008.

Table 1: Comparative evolution of the general budget for NUs and that assigned to Science and Technology

Year	General budget for NUs ³⁰	Science and Technology for NUs
2002	1 692	56 (3.3%)
2007	5 307	76 (1.5%)
2008	6 000	106 (1.7%)

Therefore, in order to recover a share close to 3% in the year 2009, the budgetary allocation for Science and Technology should increase at least up to values exceeding AR\$ 200 millions.

³⁰ The figures are in million AR pesos

4. ELEMENTS FOR A PROPOSAL.

General Guidelines

The proposal outlined in this section is aimed at strengthening Science, Technology, and Innovation activities at NUs, which require the increase of resources allocated to S&T (Science and Technology).

According to this approach, the strengthening proposal has three main elements that imply actions in the short, medium, and long term.

4.1. Element 1: Institutional Grading and Strengthening of Scientific and Technological Activities at National Universities. Actions in the Short Term.

Rationale:

The activities in the field of Science, Technology, and Innovation performed by NUs with their own resources aim at complying with one of the basic functions of university institutions and to supplement the rest of the substantive activities, i.e., Teaching and University Extension.

These activities aim at developing skills through basic and applied scientific research, as well as developing and transferring technology – either corresponding to one discipline, interdisciplinary or cross-disciplinary. It is mainly guided by the dynamics of the theoretical evolution of disciplines and by the demands of the social, economic and productive context.

The budget assigned to these activities is currently not enough. Therefore, in the short term, support is required so that each university may define its scientific and technological work agenda, strengthening the profile of each institution. This process will result in the growth of National Universities as a whole.

Goal:

To support and maintain research, development, innovation, and transfer programs and projects currently conducted at NUs with resources allocated to ensure the performance of their scientific and technological activities.

Strategy:

Direct allocation of the budget according to guidelines, increasing the contributions made to R&D activities at NUs. The contributions will be used for equipment, supplies, support for congress presentations, publications in scientific journals, and maintenance of laboratory operating conditions.

Required budget:

For the development of this element a budget of one hundred and twenty million AR pesos is required in the year 2009, which represents a 20% increase from the allocation of the previous year, as a first step towards the consolidation of the Strengthening Plan. This increase would basically cover the inflation accrued over the years when the allocation remained unchanged and would accompany the important growth in the number of university researchers and technologists.

4.2. Element 2: Development of Educational Activities in Science, Technology, and Human Resources in Strategic and Priority Areas. Actions in the Short and Medium Term.

Rationale:

Today, new ways for producing and communicating knowledge, social and productive problems faced by the countries of the region (food, energy, production, environment, health, and education, among others), expansion of new technologies, as well as internationalization of knowledge and higher education make it necessary to generate scientific policies clearly oriented to provide greater articulation and social relevance to scientific and technological production. This implies the need to manage the production and socialization of interdisciplinary and cross-disciplinary knowledge, in a cooperative fashion within inter-institutional networks. Apart from its epistemological value, this knowledge has to be connected to major national problems, it has to be socially distributed, and it has to be validated with criteria regarding its applicability, social responsibility or contribution to the analysis or solution of economic, social, productive or environmental relevant problems. These considerations justify the need to support and consolidate not only research and development

These considerations justify the need to support and consolidate not only research and development generated by each university individually, based on its own traditions, capacities, local needs or scientific

background, but also the production of knowledge which is considered relevant and appropriate. The relevance and appropriateness is defined and agreed upon according to the guidelines or priority areas set by the National Strategic Plan for Science, Technology, and Innovation, as well as by the areas of vacancy that arise when the Scientific and Technological Policy is compared with other Public Policies (Health, Education, Economy, Social Development, etc.), emphasizing the need to address regional problems.

Thus, together with the resources allocated in the short term to ensure the foundations for the performance of scientific and technological activities at NUs, it is necessary to have funding in the medium term for a set of strategic actions in R&D and HR training.

This is why National Universities consider it essential to work together with the MinCyT and the SPU, as well as with other national and provincial public agencies, in the development of a work program in the medium term setting some general criteria and needs.

The general criteria for this program are:

- ☐ The actions to be conducted within the program shall comply with the functional reform criteria characteristic of a strategic planning process. This means that the actions shall be oriented to strengthening the creation and consolidation of networks, which would help to achieve a critical mass that would optimize existing capacities and cover vacancies, highlighting the need to deepen the multidisciplinary feature of research.
- ☐ The actions of the program shall comply with the priority thematic guidelines and with goals for the improvement of regional distribution.

From the priorities established, the proposal is to carry out research and development of cooperative nature, tending to address the priority areas defined in the Bicentennial National Strategic Plan for Science, Technology, and Innovation (2006-2010), integrating teams and groups from different NUs in order to ensure the constitution of the critical mass of capacities needed for each thematic area.

Goal:

To maintain and support the development of activities of R&D and of HR training in priority strategic thematic areas with social relevance and appropriateness criteria.

Strategy:

The development of new programs agreed upon among several NUs with central allocation and distribution by region or topic is proposed. The element can be further divided into three programs:

4.2.1. Research and Development Strategic Program (*Programa Estratégico de Investigación y Desarrollo*, PEID)

It is made up of R&D Projects that address national or regional strategic needs, in relevant priority areas with high social and productive impact, centered in the solution of concrete problems.

It aims at solving relevant regional problems with known impact and that, at the same time, are within the Bicentennial National Strategic Plan for Science, Technology, and Innovation (2006 – 2010), using the expertise resulting from the creation of work teams with HR from different NUs that get together for said purpose.

It aims at conducting research defined by NUs and coordinated with the priority areas of the Bicentennial National Strategic Plan for Science, Technology, and Innovation (2006 – 2010).

It is not the intention of this program to encompass all the multiple possible relations among national entities of Science, Technology, and Innovation and NUs, nor to limit any other way or system to establish relationships, and much less to replace existing ones. On the contrary, it necessarily requires coordination with different entities of government, as well as with the social and productive environment as a way of promoting the synergic work with verifiable impact.

4.2.2. Human Resources Training Program

This program encompasses two sub-programs:

1. Scholarships to foster scientific vocations for undergraduate students.

It offers paid scholarships for advanced students with good academic performance, so that they can complete their program and, at the same time, become members of research, development, innovation, linkage or transfer groups and projects, as a way of encouraging vocations and initiate their training in these activities.

2. Grants for priority and/or vacancy areas for postgraduate students.

The aim is to promote the training of Human Resources through grants for postgraduate studies in regional priority or vacancy areas. According to these general criteria, an important segment of the

program shall be focused on the training of researchers and technologists at postgraduate level, in priority fields and with a national scope distribution.

Within this program, it is necessary to consider that, nowadays, there is a clear disparity among the number of grants assigned by different entities within the National System of Science, Technology, and Innovation. Efforts should be made to balance the system, as this situation is clearly hindering the coordination between the different players. A policy that tends to value the grants based on similar criteria for all the entities that are part of the system would contribute, without any doubt, to ease coordination.

4.2.3. Program for Communication of Scientific Research, Technological Development, and Innovation Activities at National Universities (CIN Plenary Agreement No. 652/07)

In order to foster the production of knowledge which is inter- or cross-disciplinary, distributed, cooperatively built within a network, and with social relevance or responsibility, it is not enough to implement programs solely dedicated to those activities or to train Human Resources for that purpose. It is also necessary to generate devices that would favor the circulation and socialization of that knowledge in its use or application context so that it can be discussed, validated regarding applicability and reformulated according to the singularities of each setting.

In this sense, it is necessary to support the production of material that enables communication of the results obtained from scientific and technological activities in settings other than the academic community where they were obtained. It is also necessary to use journals, books, manuals, master's and doctor's thesis -in printed or digital media-, videos or audiovisual material to communicate said results in the mass media, among other. That will facilitate communication and promotion of the results obtained by the scientific and technological work in the application contexts.

On the other hand, a study or survey is required to organize the corresponding plan to create or to unify existing high level publications for the disciplines that do not have a communication means of excellence. These publications shall be for traditional basic areas as well as for those related to professional careers that are deemed of strategic importance for the needs of the nation and, therefore, the publication of the progress made is required.

This will also help —as stated in CIN Plenary Agreement No. 652/07 dated October 9, 2007- to achieve a correct coordination of activities in R&D with other university actions that would leverage the scientific and technological development of the country. These initiatives will give sense to a high level of concurrence in the work of the different CIN Permanent Commissions, which have complementary goals. This will help to lay the foundations in order to move forward in the creation of a wider Strategic Plan for the University system, which will tend to encompass all the substantive dimensions of university life.

Required budget:

For the development of element 3, a budget of sixty three million AR pesos is required for the year 2009. For the sub-element 4.2.1., a budget of AR\$ 40 millions is required for its implementation in 2009. It is necessary to mention that for 2008, a budget of AR\$ 5 millions has already been allocated and its use is being designed according to the types of projects, characteristics of the call, national and regional thematic areas it will encompass, possible mechanisms for co-funding and cooperation with different state agencies. Up to now, work is being conducted in areas such as social marginalization, agri-food, alternative sources of energy, climate change, and sustainability indicators. Obtaining this budget would enable the possibility of continuing and strengthening the "Research and Development Strategic Program" (*Programa Estratégico de Investigación y Desarrollo*, PEID) Pilot Plan that started in 2008, especially if co-funding with the MinCyT is

For the implementation of the rest of the elements (4.2.2 and 4.2.3), AR\$ 20 millions and AR\$ 3 millions are required, respectively.

4.3. Element 3: National Institutional Infrastructure Program for National University Laboratories. Actions in the Long Term

Rationale:

obtained.

Over the last few years, there has been a significant increase in the number of researchers and technologists, as well as an increase in the hours devoted to research by university professors, scholarship holders of the

FONCyT and of other national and provincial agencies and, especially, of CONICET scholarship holders. In most of the cases, this important increase was not matched by a proportional increase in infrastructure and equipment investment. Likewise, growth projections for professors-researchers for the immediate future indicate that new infrastructure and logistic investment will be required and that said investment should be included in the strategies implemented by universities.

Goal:

To enhance or improve infrastructure to ensure proper working conditions for professors-researchers.

Strategy:

This Program will make it possible to outline strategic planning for laboratory infrastructure at NUs. The future goals, with the implementation of the PEID, are to search for counterparts in other areas of National and Provincial States, and to adapt research and development laboratories to meet local, regional, and national demands.

Required funding:

For the year 2009, AR\$ 30 millions are required for a first stage. In the future, and in cooperation with other agencies of the National State (Ministry of Federal Planning, Public Investment, and Services; Ministry of Science, Technology, and Productive Innovation; other ministries or national or provincial agencies), this element will enable the creation of an infrastructure plan for R&D activities. This will require an essential initial investment that will act as counterpart for starting its implementation.

5. TOTAL REQUESTED BUDGET

Based on the aforementioned reasons and in order to implement the Plan to Strengthen Scientific Research, Technological Development, and Innovation at National Universities, a budget according to the set goals was prepared.

RESEARCH AND DEVELOPMENT STRATEGIC PROGRAM (*PROGRAMA ESTRATÉGICO DE INVESTIGACIÓN Y DESARROLLO*, PEID).

(Appendix II to Plenary Agreement No. 687/09, Buenos Aires, March 17, 2009)

The Research and Development Strategic Program (*Programa Estratégico de Investigación y Desarrollo*, PEID) was developed within the framework of the guidelines for scientific and technological policy of National Universities included in the PLAN FOR STRENGTHENING SCIENTIFIC RESEARCH, TECHNOLOGICAL DEVELOPMENT, AND INNOVATION AT NATIONAL UNIVERSITIES.

The Technical Support Group (*Grupo de Apoyo Técnico*, GAT) for this Program identified seven priority thematic areas together with all NUs:

- 1. Social marginalization (assigned to the Northwestern region).
- 2. New communication and information technologies (ICTs) in Education (assigned to the Central East region).
- 3. Food and agriculture system (assigned to the Central West region).
- 4. Energy (assigned to Patagonia region).
- 5. Health (assigned to Buenos Aires region).
- 6. Sustainability indicators (assigned to the Northeastern region).
- 7. Climate change and environment (assigned to the Metropolitan region).

As indicated in the reference document: "The selection of these thematic areas does not mean that we are unaware of the importance of other problems of national and scientific interest. The proposal is to start with a reduced number of them, as a pilot test or trial, in order to assess the experience and then, generalize it, with the modifications and enhancements deemed necessary, to a broader spectrum of thematic areas".

A workshop-seminar will be organized for each of the priority thematic areas during the first semester of 2009. These work meetings will aim at developing scientific-technological policies to give a comprehensive and geographically plural driving force to the development of said areas.

In this sense, the PEID considers and encourages the search for different national and provincial entities for the development of projects and funding contributions, according to the national and regional needs connected to these priority areas.

Each of the regions will be responsible for coordinating the activities on one of the thematic areas, but all the universities that are part of the CIN will be able to participate according to their own definition and interest, thus ensuring and interregional perspective of the national problems. The general coordination of the seven areas shall be conducted by the technical support group (GAT) created for said purpose, according to the already established guidelines and to those recommended or agreed upon in the future at the Committee of Science, Tecnology, and Art, the Executive Committee or the CIN Plenary.

Workshop-Seminars

Depending on the complexity of the priority area addressed, pre-workshops will be organized to facilitate and ensure the work and conclusions of the workshop-seminars. The pre-workshops will be organized in those areas that, due to their complexity, require a previous discussion in order to outline topics within the thematic area, establish short and medium-term priorities, and justify that selection and classification.

Pre-Workshops

The pre-workshops will work on topics selected by the GAT together with each of the regions responsible for each priority area (See appendix 1) and will assess current research groups, general topic under development, and equipment available. It is expected that the participants of these pre-workshops, after analyzing the current situation of knowledge, establishing possible scenarios for future changes and outlining vacancy areas, shall characterize the priority area with emphasis in two or three topics selected by the GAT. Besides, it would be important, if considered necessary, to expand the number of topics (4 or 5 per priority area) for possible new PEID calls. This analysis, summarized in a brief document, will be a basic element to be used in the Workshop-Seminar.

The idea is to prepare a very short document that will be used to trigger the discussion in the workshop-seminar about each of the already selected topics. The Workshop-Seminar, in turn, aims at establishing topics and sub-topics with special emphasis on social-productive demand and public policies that could be studied in

future research while setting possible research objectives.

During the pre-workshop, the topics to be developed in each strategic area are analyzed and justified. The workshop-seminar will complete the corresponding subtopics and possible projects to be developed or suggested.

A Scientific Committee with no more than 5 members will be formed for the Pre-Workshop and Workshop-Seminar. Up to 20 people will be invited to the Pre-Workshops and up to 80 to the Workshop-Seminar, depending on the area of interest. The participants at the pre-workshop shall be mainly members of the Scientific Committee, the GATT, and Secretaries of NUs.

1. Rationale for the Workshop-Seminars

The organization of the workshop-seminars is justified as follows:

- a. Although there is a wide geographical distribution among National Universities within the Argentine territory, it is necessary to ensure a federal point of view for the different problems to be addressed with regional approaches in each of the areas.
- b. University activity shall combine substantive aspects such as research, technological development, transfer, and training inside each University while being closely linked to the requirements and demands arising from the social and productive context.
- c. It is necessary to move forward in the coordination of the University System and its relation to its surroundings, through the creation of "R&D&T (Research & Development & Transfer) Networks".
- d. University-State-Society interaction will make it possible to establish the necessary tools to address different problems, as well as the needs regarding relevant and systematized information, training of Human Resources, research, development and transfer of results.

It is important to clarify that this is not about performing already made diagnoses, but to systematize them and spot deficiencies and vacancies. And the intention is not to establish public policies, but to contribute ideas and proposals that can be useful for those responsible for establishing said policies.

2. General Goals for the Workshop-Seminars

To establish topics that are considered relevant within each area, to highlight those especially linked to emerging demands of the social-productive sector and of the public or public policy sector.
To analyze the urgent needs of society; medium-term needs (especially regarding public policies); basic and applied research needs and prospective of future scenarios, of each of the selected topics, identifying academic-scientific vacancies and knowledge required to address critical problems in the State, civil society, and productive sector fields.
To identify research and development groups that are part of National Universities and, if possible, also of other institutions connected to the selected topics.
To identify training needs for human resources, especially in territorial or thematic vacancy areas.
To analyze, systematize and, if needed, prepare development and impact indicators for the topics within the selected areas of interest.

3. Guidelines for the Organization of the Workshop-Seminars to Foster and Develop Priority Thematic Areas

Venue: the workshop-seminars will be organized at venues to be determined by each responsible region, as agreed with the GAT. At the same time, at the GAT and as agreed with NUs and the State and productive area entities, the general characteristics and types of Projects to be developed in order to respond to the topics and subtopics analyzed and stated in the Final Document will be outlined.

	outlined.		
Par	ration: no more than two days. ticipants: the expected participants at the workshop-seminars are: Scientists and technicians specialized in the topic of NUs and guests from different institutions connected with the selected topics		
	Legislators and officials related to Science and Technology activities		
	Foreign referents or scientists connected to the development of the proposed activities.		

A report that shall include: The identification and justification of the selection of relevant subtopics, detailing: ☐ Current status of knowledge: it refers to the current knowledge and especially to the level attained in Argentina regarding the topic -existing work groups, technological heritage (existing equipment and laboratories), research topics, general results achieved in the specific area of research. Change scenarios: it refers to the identification of possible regional change scenarios for each topic. ☐ Knowledge vacancy areas: it refers to the detailed analysis of research lines that would be advisable to foster considering not only the needs of the Scientific-Technological System but also, and mainly, the emerging demand from Society and the Public Sector. Proposals for possible R&D projects defining main goals to be developed in those Projects and, if possible, to start with the pre-design of said goals based on the demands, social relevance, and identification of public policy needs. Suggestions for systematization or establishment of development indicators and topic follow-up. Identification of possible adopters of the social-productive sector and of the State. Construction of possible future scenarios to guide public policies or prepare for said scenarios. ☐ A model structure proposal for the methodology and schedule of Workshop-Seminars conducted in each region was included. Each one should prepare a final document containing at least: General situation diagnosis of the area Definition of the specific topics and subtopics and their characterization ☐ Identification of research groups, laboratories, and available equipment for the selected topics Search and identification of interested parties or adopters Setting of possible goals, expectable results with emphasis on expectable social impact of R&D work results, and possible creation of work groups per Region. Pending Immediate Tasks □ To schedule the venues and dates for all the seminars. □ To create the corresponding Scientific Committees for each of the seven thematic areas. The recommendation is to limit the number of people to a minimum, so that concrete work regarding scientific definitions needed for the meetings can be completed. To create the corresponding Organizing Committees and start its activities. ■ To organize and design the Document containing: a) Minimum information on all the active projects related to the topics and their directors. The following shall be included: projects from NUs, ANPCyT, CONICET, and existing provincial agencies. b) Information on the availability of related laboratories, equipment, etc. Information on

Expected Results for the Workshop-Seminars:

APPENDIX

SUGGESTED TOPICS OF EACH PRIORITY AREA TO BE CONSIDERED AS FOUNDATION ACCORDING TO THE

postgraduate studies (master's and doctor's degrees).

ANALYSES ALREADY PERFORMED AT THE GAT IN THE DIFFERENT THEMATIC AREAS WITH THE CONTRIBUTION OF THE DIFFERENT REGIONS

Social marginalization, social policies and citizenship.

- a. Marginalization and violence.
- b. Marginalization and education (includes social and symbolic marginalization).
- c. Social marginalization and housing.

New communication and information technologies. ICTs in education.

- a. Support platforms for teaching-learning processes. ICTs in university education.
- b. Development of Advanced Multimedia Technologies to support educational processes.
- c. Development of ICTs for education of people with special needs and as social inclusion tools.

Food and agriculture system.

- a. Food sovereignty
- b. Regional products as food source
- c. New products
- d. Controlled quality and health food quality and safety
- e. Biotechnological processes to produce food
- f. Dissemination of products by origin, production type or quality

Energy.

- a. Energy efficiency and rational use
- b. Application of renewable energies

Health.

- a. Health prevention
- b. New methods
- c. Health administration
- d. Social scope of the health system

Sustainability indicators.

- a. Methodology and conceptualization of indicators
- b. Global and regional indicators
 - b.1. Social subsystem
 - b.2. Environmental subsystem

Environment and climate change.

- a. Climate change and pollution
- b. Waste treatment
- c. Environmental problems in water basins

PEID. FUNDING AND SCHEDULE

(Approved by Plenary Agreement No. 708/09, Villa María, September 29, 2009)

Development, Progress, and Prospects

Within the framework of the guidelines for the science, technology, and innovation policy of National Universities included in the Plan for Strengthening Scientific Research, Technological Development, and Innovation at National Universities, the Research and Development Strategic Program (*Programa Estratégico de Investigación y Desarrollo*, PEID) is being developed.

In order to achieve the dynamics that would facilitate the development of the proposed policies, the Science, Technology, and Art Committee suggested the creation of a Technical Support Group (*Grupo de Apoyo Técnico*, GAT), which acts as coordination entity for the implementation of the initiatives corresponding to the strengthening plan. The members of this Technical Support Group include an Incumbent Representative and a Substitute Representative for each of the seven regions, as well as a Coordinator.

Within the framework of the PEID, as established by the corresponding plenary agreement, the work focused on seven priority thematic areas, namely: Social Marginalization, New Communication and Information Technologies (ICTs) in Education, Food and Agriculture System, Energy, Health, Sustainability Indicators, and Climate Change and Environment.

The work was organized so that each of the regions was assigned the responsibility for the actions related to a thematic area, identifying a set of topics, together with the GAT. This was then submitted for consideration to the Committee Plenary meeting, and the topics per priority thematic area were agreed upon (see appendix to previous document).

For each of the priority thematic areas, a workshop-seminar was conducted, five of them during the first

semester of the year 2009 and two in the second semester.

Below is a list of the dates and venues, as well as the number of participants —both university and extrauniversity ones- and the investment made in each meeting.

☐ Thematic area: ICTs in education.

Workshop venue and date: Universidad Nacional del Litoral, June 22 - 23, 2009

University participants: 65

Extra-university participants: 9 (2 foreigners)

Investment: AR\$ 62,000.-

■ Thematic area: Sustainability indicators.

Pre-workshop venue and date: Universidad Nacional del Nordeste, March 27, 2009 Workshop venue and date: Universidad Nacional del Nordeste. July 2 – 3, 2009

University participants: 46 Extra-university participants: 15 Investment: AR\$ 89,000.-

☐ Thematic area: Food and Agriculture System.

Pre-workshop venue and date: Universidad Nacional de San Juan, June 9, 2009 Workshop venue and date: Universidad Nacional de Córdoba, July 1 - 2, 2009

University participants: 35 Investment: AR\$ 70,000.-

■ Thematic area: Social marginalization.

Pre-workshop venue and date: Universidad Nacional de Tucumán, May 11, 2009 Workshop venue and date: Universidad Nacional de Tucumán, June 22 - 23, 2009

University participants: 60 Extra-university participants: 13 Investment: AR\$ 80,000.-

☐ Thematic area: Environment and climate change.

Pre-workshop venue and date: Universidad Nacional de Gral. San Martín, April 17, 2009 and Universidad

Nacional de Lanús, April 24, 2009.

Workshop venue and date: Universidad Nacional de General Sarmiento, May 14 - 15, 2009

University participants: 67
Extra-university participants: 10
Investment: AR\$ 56,000.
Thematic area: Energy.

Pre-workshop venue and date: Universidad Nacional de la Patagonia Austral, May 13, 2009 Workshop venue and date: Universidad Nacional del Comahue, September 17 – 18, 2009

University participants: 18
Extra-university participants: 6
Investment: AR\$ 80,000.
Thematic area: Health.

Pre-workshop venue and date: Universidad Nacional de La Plata, May 5, 2009 Workshop venue and date: Universidad Nacional de La Plata, September 3 – 4, 2009

University participants: 15 Investment: AR\$ 63,000.-

☐ Total: 306 university participants and 63 extra-university participants, with a AR\$ 500,000 investment.

The pre-workshops were conducted to define the strategies that were considered more suitable for the workshop approach, as well as other issues related to their organization.

The workshop-seminars were working meetings. The final products from these meetings were guidelines for the generation of a series of initiatives mainly aimed at improving the development of concrete activities to be undertaken within the framework of the PEID, with a geographically plural conception.

The participation or identification of national and provincial entities was encouraged, especially of those entities with which joint actions could be conducted in a coordinated and synergic way, or which were willing to contribute to the co-funding of PEID projects.

Each region coordinated the activities around one of the thematic areas and the participation of all NUs was encouraged, trying to achieve an interregional perspective of the national problems. In this sense, relevant topics within each area were pointed out, considering those related to emerging needs of the social and productive sector, social demands or arising out of public policies.

Academic and scientific vacancies were identified as well as the required knowledge to address problems deemed critical for the State, the civil society, and the productive sector.

One of the relevant issues implied the socialization of activities performed by research and development groups at NUs related to the priority thematic areas. Both the pre-workshops as the workshop-seminars became facilitating settings for information exchange and encouraged joint work.

The activities included surveys on postgraduate activities related to the priority thematic areas and on

publications related to active research projects. Besides, researchers in charge of this work at all levels were identified.

The tasks performed and the results obtained within each pre-workshop and each workshop-seminar were included in documents and all the information gathered as a result of the PEID activities is being systematized and organized with the valuable contribution of the UNL that developed a web page especially for this purpose and that will be hosted at the CIN website.

On the Funding Instruments for the PEID

According to the provisions set forth by the CIN, the S&T budget (function 5) for the year 2008, AR\$ 5 millions, were allocated to start the execution of the PEID. Besides, efforts were made before the National Ministry of Science, Technology, and Productive Innovation. As a result, the Minister Lino Barañao promised that said Ministry would make a contribution that would be, at least, equivalent to twice the amount invested by NUs. To such end, a Framework Agreement (recorded on March 27, 2009) was executed in order to have a formal instrument that would enable, through complementary records, the possibility of setting goals and establishing the specific contributions for the activities to be performed within the PEID.

In each workshop-seminar, initiatives were suggested so that, under the proper and timely situations according to the goals and objectives of the PEID, contributions can be obtained from other public or private entities interested in acting as "adopters" of the undertaken projects. Beyond economic resources that can be obtained using this method, this strategy is considered an essential vehicle to try to cause the most significant impact on the social and productive environment.

The Minister of Science, Technology, and Productive Innovation indicated that the National Agency for Scientific and Technological Promotion (*Agencia Nacional de Promoción Científica y Tecnológica*, ANPCyT) would be the entity that would act together with the CIN to carry out the initiatives agreed upon within the PEID framework, and appointed Armando Bertranou as contact person for those purposes.

Within that context, three meetings were held with the ANPCyT in order to move forward in the definition of funding instruments to implement actions to be conducted as part of the PEID. For this purpose and through the corresponding workshops, for each priority thematic area the thematic schemes to be funded were defined, sorting them in an attempt to contemplate particular characteristics and needs pursuant to the following guidelines:

- ☐ TYPE I: Research and development topics that can generate projects to be submitted for calls made by the ANPCyT, with funding from the ANPCyT-CIN, with the participation of other national entities (Secretariat of Environment and Sustainable Development, Ministry of Health, Ministry of Social Development, etc. as well as other public or private entities).
- □ TYPE II: Topics that can generate development programs (networks, maps, observatories, framework programs, etc.) with the participation of the CIN, the ANPCyT and other entities. This type of work shall establish national network-like programs, with the participation of projects conducted by the NUs of each Region. With the same general goals, but with specific goals emphasizing the emerging needs of the characteristics of each region. Thus, even though there is a common frame for the whole country, each region works on a characteristic regional aspect, problem or product within the general context of the corresponding program. The idea is that the results or products of these programs will be nationally coordinated as harmonically as regional characteristics shall permit.

Funding Schemes

From the interaction with the ANPCyT, it was agreed that the funding instruments to be implemented within the PEID framework would be similar, in a first stage, (and with the corresponding adaptations for the projects to be funded in the PEID) to the following instruments that the ANPCyT has already developed (notwithstanding the possibility of using other complementary funding from the FONCYT or FONTAR):

PID Type: Research and Development Projects (*Proyectos de Investigación y Desarrollo*, PID). Two years. With adopter(s). The PID will be used to fund TYPE I projects. Conditions to apply: at least five universities from three different regions, with national or regional –provincial or municipal-adopter(s), social players as well as eventually private sector players. Initially, ideas for projects will be submitted that shall include the definition of the consortiums that will carry out the PID. The ANPCyT will be able to suggest the merging of different project-ideas whenever deemed convenient.

PICTO Type: Oriented Scientific-Technological Research Projects (*Proyectos de Investigación Científico-Tecnológicos Orientados*, PICTO). One year. The PICTO will fund TYPE II projects. Development of a national topic with regional approach. Mainly formed by NUs from the same region, but with the intention of adding other NUs to meet the needs that may arise according to the topics and existing strong points.

For all seven priority areas:

Per priority area: 7 PICTO (49 "small projects", one regional project per priority area, a topic from each priority area) + 2 PDI (14 "big projects", 2 topics per priority area).

Contributions

Pe PIC PEST	ere will be two calls: 1st Call: riod for the submission of PID type project-ideas: December 2009 – February 2010 D Type Start Date: March 2010. riod for the submission of PICTO type project-ideas: February 2010 – April 2010 CTO Type Start Date: before the end of 2010 first semester. timated number: approximately 14 projects 2nd Call: riod for the submission of PID and PICTO type project-ideas: June 2010. D Type Projects Start Date: August 2010. CTO Type Projects Start Date: August 2010.
	Interdisciplinary and inter-institutional nature, creation of networks.
	Regional nature with social relevance and importance.
	Flexible formulation and adaptation possibilities for subsequent approaches.
	e assessment criteria will be mainly oriented by the following guidelines: Proven capacity to identify, formulate, set out and solve problems, taking into consideration the prover suitability of the groups in the subject matter of the work.
	Goals oriented to achieve results with high social or productive impact, aimed at applications that will be of interest for one or more adopters.
	The addition of young researchers to the groups responsible for the projects (or network nodes) or to the group of collaborators will be taken into account, especially considering this situation in the case of NUs with vacancies in those topics.
	The recipients of the subsidies will be the NUs of the research groups responsible for the conduction of the projects.
	In the proposals submitted by a Network formed by NUs and other institutions or agencies, the first will be the "beneficiary institutions" and the latter the "adopters".

BRIEF CONSIDERATIONS AS TO THE "MODEL OF BUDGET ALLOCATION GUIDELINES"31

A "model" is a representation. This representation can be of the reality (what it is), of the observed, or of the ideal (what should be), what can be, what we want to achieve as goal. Each model corresponds to a notion. In the case of the Argentine university system, there is no "university model". Each one is different from the other in many aspects, at different levels, from different approaches. And it is right to be so, among other things because in the exercise of university autonomy, each one defines its mission and vision, its objectives, its institutional project, its didactic model, its education technologies, its supplies, processes and products; its own objective function, its own cost function.

Therefore, the "model of budget allocation guidelines" shall acknowledge that diversity and solve the issue aiming at finding equity from the core determinants that participate in the education process, the most relevant observable variables, their behavior, their incidence in the equation, and their possible homogenization.

There is no doubt that the academic staff variable is relevant, as professors are the drivers of the processes in the education function (teaching and learning). The student variable is also essential as it is not possible to talk about an education system without students. The student is the most influential element in the equation.

Therefore, defining the student/professor relation immediately appears as an essential issue to address the allocation of resources for education. But this is not a linear, directly proportional relation, let alone an homogeneous one.

In the Argentine university system there are big, medium-sized, and small universities, according to the number of students enrolled. The diversity of the academic offer of each one is another outstanding characteristic. The education technologies applied are another important heterogeneity factor. Research, extension, and linkage activities are other elements that affect the education cost function.

Therefore, the first thing that has to be completely clear is that the purpose has always been to create a "model" applicable to all of them, and not the representation of the situation of any university in particular.

³¹ This is part of the work presented by CPA Gabriel Eduardo Ojeda for the Workshop at Villa La Angostura, October 23 – 24, 2008.

The second point to consider is that, while the results produced by the model as a whole and in each module or component in particular are based on assumptions, there is no intention for them to be applied by any given university. There is no suggestion indicating that academic staff modules are the ones that should be used as there are important factors which are not defined, such as didactic model, education technology, and pedagogic strategies.

The methodology applied for the construction of the "model" can be characterized as "subsequent approximations," as it was not the creation of a technical team devoted to said project through the application of a scientific method, but rather a gradual process with the contributions and consensus of different players over time, with additions and corrections.

This method originated in Plenary Agreement No. 74/92 prepared by the "Budgetary Guidelines Committee" which, after a lot of hard work and discussions, defined the objective function as "Equivalent budget per homogeneous student," through a least square regression (negative exponential distribution curve), so that, via the consecutive application of the budgetary increases, all national universities would have equal budget per student in the defined conditions. This function was based on the assumption of existence of economies of scale according to the different sizes of national universities.

The SPU Regulatory Model

Gathering these precedents and many more, the then Secretariat of Higher Education (now called SPU) prepared a "Method for the allocation of resources to national universities," defining as objective function a "Regulatory Budget", i.e., the budget required by each national university to cover, under standard conditions, their ongoing academic and scientific activities.

Originally, this model defines the regulatory expenditure on academic staff and infers, in percentage terms, the other elements. Following the adjustments introduced by CIN Plenary Agreements No. 458/03, 465/03, and 508/04, the Regulatory Budget for Expenditure on Staff (academic staff, administrative staff, and authorities) by regulatory payroll and other expenses, in percentage terms, is determined out of the total of Item 1

In order to establish the regulatory budget for academic staff, the model defines 14 standard disciplines; links each of the undergraduate programs to one of those disciplines; estimates the total number of class hours for each discipline; translates those hours to equivalent yearly subjects of 120 hours each; classifies the subjects into 4 categories (A, B, C, D) according to the diversity of the pedagogical demand and distributes them into the years of the program.

It assumes a certain degree of common subjects (tracks shared by programs associated to each standard discipline); the students of each program are assigned to the corresponding standard disciplinary matrix, thus establishing the number of students per subject.

It defines the standard student:professor ratio and estimates for each subject and by aggregation for each program and for each University, the number of required "standard teaching modules." Those teaching modules are turned into professors' positions and valued according to the current salary scales.

The regulatory payroll for administrative staff and authorities is determined according to the provisions set forth in CIN Plenary Agreement No. 508/04.

An important issue that the model indicates in its premises is that "the total number of undergraduate programs of each National University will be deemed, with no consideration whatsoever as to the greater or lesser efficiency of the higher education total system," issue addressed by the CIN distribution model.

Once the Regulatory Budget is estimated, it is compared to the Observed Budged of each National University, obtaining the differences (gaps) existing between them. The "model" reaches the conclusion that there are two basic alternatives for the allocation of resources (differential between regulatory-observed):

- ☐ To allocate the incremental resources among underfunded universities
- ☐ To reallocate the actual budget (totally or partially) according to the estimated regulatory values.

In the first case, historical budgets remain unchanged and only budgetary increases are affected. The second option, provided there are underfunded and overfunded institutions, produces the increase and the decrease of the historical budgets, respectively.

The CIN Model for Objective Budgetary Allocation Guidelines

Since the "Declaration of Comodoro Rivadavia" (see Plenary Agreements No. 288/98 and 360/00), both the Economic Affairs Commission and the Presidents' Plenary Meetings ratified that "all the budgetary increases granted to national universities shall be allocated without causing any kind of decrease in the historical budget of any national university".

Plenary Agreement No. 395/01 that, for the first time, approves a "Distribution Model for Budgetary Increases," defining 4 allocation "groups", ratifies the aforementioned premise providing that the "components of the system shall be applied to 100% of the increments obtained".

Plenary Agreement No. 458/03 that approves the distribution levels with minimum and maximum percentages for each group, ratifies once more that "the unanimous opinion was to point out that any fund allocation criterion shall be applied only to budgetary increases", and at the same time it suggests modifications to the SPU Regulatory Model regarding common core subjects, assessment of academic staff, administrative staff, and authorities and the economy of scale index applicable to the Universidad Tecnológica Nacional.

Plenary Agreement No. 465/03 approves the "National Interuniversity Board Model for Objective Budgetary Allocation Guidelines;" proposes to the SPU the creation of a Liaison Commission to monitor the Model and establishes that all the information used as input for the Model application, in all its elements, as well as the procedures applied for its execution, shall be communicated to all NUs for information purposes. It also encourages the establishment of a Committee made up of a representative from each NU that will conduct a Program of Activities for Model Monitoring to analyze the application of the Model and suggest ideas for its improvement.

The Allocation Criteria for Budgetary Increases

The Model approved by Plenary Agreement No. 465/03 is based on the following criteria:

- 1. The "objective function" is defined as the strategic will to achieve its fulfillment, to make it possible that National Universities do not have a figure greater than 75% of their total budget allocated to Item 1 (Staff), assigning the remaining 25% to cover its expenditure on items 2, 3, 4 (in this case with the exception of infrastructure expenditure) and 5. Starting from 86%-14% in the year 2003, the 75%-25% target should be achieved in the 2007 budget.
- 2. The second "group" of allocations (b%) is applied through the determination of the "referenced student" concept. This concept has as starting point the nominal students of each university and is adjusted independently by an economy of scale index, an academic activity index, and an academic offer complexity index.
- 3. The third "group" of allocations (c%) is applied based on the SPU Regulatory Model.
- 4. The fourth "group" of allocations (d%) is applied based on the category of researchers and work load of each of the categorized professors.
- 5. Regarding the Extension function, its incorporation is not deemed advisable, considering that no common indicator can be established.

As to the methodology to allocate additional funding, the following proportions are decided for the year 2003:

- ☐ First allocation: 45% according to the size of each university (Global Scale Economy); it corresponds to the b% of Plenary Agreement No. 395/01.
- □ Second allocation: 5% for research programs. It corresponds to the d% of Plenary Agreement No. 395/01.
- ☐ Third allocation: 50% according to the methodology of the SPU Regulatory Budget. It corresponds to the c% of Plenary Agreement No. 395/01.

The sum of these three allocations shall be the budgetary increase corresponding to each university out of the total.

The "Referenced Student" in the Model of Guidelines

As stated above, the student variable is one of the main ones in any education costs (and budgets) system. The CIN Model for Objective Budgetary Allocation Guidelines expressly acknowledges this and, for that purpose, builds the proposal based on the homogenization of the nominal (observed) students of each national university through three subsequent adjustments.

The students who enter the first year of the system are the result of the number of enrolled students corrected by a dropout factor. Those reenrolled who have passed one or more subjects in the previous year are added to them (except for the academic activity index).

The non-university higher education level students are the total of students enrolled by the end of the previous year's school period.

The high school, elementary school, and pre-school level students are the total of students enrolled by the end of the previous year's school period.

1. Adjustment by Global Economy of Scale Index.

The first adjustment is to consider the existence of global economies of scale, based on all the precedents from the Appendix to the 1994 Annual Report of the Budgetary Guidelines Commission created by Plenary Agreement No. 74/92 and other considerations and justifications.

Considering the size of the universities based on the number of students, a negative exponential distribution curve (least square regression) of the y = a * x - b type is built, determining the minimum and maximum

values according to the biggest and smallest universities.

The established index is then multiplied by (number of nominal students-1), obtaining the referenced students by Economy of Scale Index (*Índice de economía de escala*, IEE).

2. Adjustment by Academic Offer Complexity Index.

The Academic Complexity indicator reflects the influence of the differential budgetary requirements for different programs of the national university system. To prepare it, the students from each university are sorted in 14 disciplines that were determined in the SPU matrixes applying the different complexity weighting factors.

The sum of the weighted students by the respective disciplinary coefficient, divided by the number of nominal students will provide the complexity index of the academic offer (*índice de complejidad de la oferta académica*, ICOA) The referenced students will be the result of multiplying the number of nominal students by the ICOA.

3. Adjustment per Academic Activity Index.

This indicator relies on the conviction that the national university system should acknowledge the differential academic activity of the students from each university, as the different level of academic activity results in a different budgetary requirement.

Taking the information from Chart 7 "A" of the SIU Araucano (only university students), the number of students is multiplied by the corresponding number of passed courses (from 0 to 6 or more); they are added and divided by the total of nominal students. The result is the average for each university.

Likewise, the university system average is obtained (summation of the number of students who passed the previous year from 0 to 6 or more subjects, from all the national universities divided by the total number of nominal students of the system).

The academic activity index of each university will be the result of relating the average of each one to the system average.

The referenced students by IAA will be the nominal students multiplied by the corresponding IAA.

The total number of "referenced students" for each university will be the sum of:

Nominal declared students.
IEE referenced students.
ICOA referenced students.
IAA referenced students.

This total of referenced students (adjusted) is divided by the total number of referenced students (adjusted) of the national university system and the participation percentage of each university in the total will be the participation percentage in the allocation of the funds of this "group" (b% of Plenary Agreement No. 395/01 = 45% of Plenary Agreement No. 465/03).

Final Considerations

As it is the case with every model, the one conceived for this situation is aimed at achieving a previously defined objective function. The consecutive practical application and its comparison to the reality observed will demonstrate if this purpose is actually achieved and to what extent.

It is obvious and undeniable that each of the components of the model operates differently in each concrete reality, so the model is conceived for a situation that is dynamic and changing per se and not for ideal or stable situations.

The Global Economy of Scale index, for instance, will have different degrees of incidence whether it refers to universities with programs in just one site or to universities with programs in different sites. The same happens in the case of those universities with several sites and only a few students in each of them as compared to other university with a greater number of students.

The Academic Activity index will vary according to the design of the curricular tracks of the university programs. For those programs that for the same number of total hours are divided into year, semester or fourmonth period subjects, the weighting of the number of passed courses in the year will be unequal, therefore the IAA and the number of referenced students by this indicator will be different.

The Academic Offer Complexity index incidence will be different according to the combination of the programs offered and the number of students enrolled in each of them.

The incidence of the different indicators should be especially considered by the university administration. A great number of enrolled students in low complexity programs, combined with low reenrollment rate and low academic activity, will result in a relatively lower budgetary allocation than one that combines less number of enrolled students in high complexity programs, with high retention rate and high activity rate.

Bearing in mind these brief considerations and some other reasons, linear comparisons of the results should not be made (budget per nominal students, for instance) because it can result in confusion and hasty conclusions.

Notwithstanding the aforementioned, updating and, if necessary, redefinition of common tracks and matrixes;

classification of courses; standard teaching modules; study and addition of other variables and indicators; consideration of special structures and situations, etc., would contribute to the continuous improvement of the current Model.

The creation of a university cost observatory should be a goal to be addressed by the National Interuniversity Board as a step forward towards the achievement of resource allocation equity.

Last, but not least, is the quality of the data and the appropriateness of the collection time, as well as the possibility to audit them. This was a recurrent concern in the meetings held by the Economic Affairs Committee and it was ratified by the different Plenary Agreements as from Plenary Agreement No. 395/01. Nevertheless, it is still a pending issue.

Scholarship Program to Stimulate Scientific Vocations

Plenary Agreement No. 764/11

Annex I

Regulation

Article 1

Under the "Plan to Strengthen Scientific Research, Technological Development and Innovation in the National Universities" (aq Pl No. 676/08 and 687/09), the National Inter-University Council (CIN) finance Stimulus Scholarship for Scientific Vocations to university students wishing to start their research training within the framework of accredited research projects, developed in the context of National Universities (UUNN) which are financed in science, humanities, technological and Artistic Works.

Article 2

The CIN made the convocation and on the proposal of the Commission of Science, Technology and Art, appoint a Multidisciplinary Assessment Committee by Region which will handle the analysis of the presentations and preparation of the merit order, based on which the CIN will issue the corresponding resolution of grant.

Article 3

The Secretary of Science and Technology or its equivalent (SECYT) of each national university will be responsible for managing everything related to the Scholarship Program (submission to the contest and subsequent monitoring of performance of trainees).

Article 4

Scholarship may apply for UUNN advanced students, that do not exceed 28 years of age at December 31st of the year of the call (inclusive), with an average of at least six (6) points (including failed exams).

It is considered an advanced student that who has passed at least 50% of the subjects of the study plan for his course, at the closing of enrollment for the scholarship contest. Applicants who do not meet the percentage established at the close of registration and owe up to three (3) subjects to achieve it, can also register, and in case of being beneficiaries of an scholarship must show that they have approved this percentage, with the required average, before the due date for the beginning of it.

The work done during the development of the scholarship may be used in the development of a thesis.

Article 5

The the trainee workload is twelve (12) hours per week and their dedication only is compatible with a single-time teaching position at the same university and the benefits received by the trainee as "financial assistance" (grants financial aid dining or notes, etc.).

The scholarships will last for twelve (12) months. A student can only be benefited with two periods in this category. Those who have obtained a scholarship to appear at a new call must provide a progress report of the first period, which should have favorable assessment of the relevant Committee in addition to verification that their academic performance

The student who finishes his career during the benefit of a scholarship may continue until the end of it.

Article 6

Trainees receive a fixed amount stipend stablished by the CIN. No extra pay for seniority, bonuses or social benefits and no retirement savings will be made. Each UUNN shall bear the costs relating to the ART.

Article 7

a. Cancellation

The CIN may cancel the scholarship at the request of the corresponding University, if clear breach of the obligations contained in this Regulation is found.

b. Permits and franchises

The system of permits for trainees is Established for the cases listed below:

- 1. SICKNESS DURING THE YEAR: 45 days continuous or discontinuous, of which 30 are with perception of stipends and 15 without perception.
- 2. FOR MARRIAGE: 10 days, with payment of stipends.
- 3. MATERNITY, INCLUDING PRE AND POST DELIVERY: 90 days, with payment of stipends. In this case it may extend the deadline for submission of final report to ninety days under express request.
- 4. FOR ANNUAL LEAVE: from 1 to 31 January or period of 30 calendar days in the time agreed with the Director of Scholarship, with payment of stipends.
- 5. BEREAVEMENT:
- a) RELATIONSHIP OF 1ST. DEGREE CONSANGUINEOUS OR SPOUSE: 10 working days, with payment of stipends.
- b) RELATIONSHIP OF 2ND. DEGREE CONSANGUINEOUS: 5 working days, with payment of stipends.
- c) RELATIONSHIP OF 1ST. OR 2ND. POLITICAL LEVEL: 1 business day, with payment of stipends.
- 6. FOR REASONS OF PARTICULAR NATURE, the trainee may not attend 3 days a year, in periods not greater than 1 day.
- 7. IN EXCEPTIONAL CASES, SECYT may grant permission without perception of stipends, if the reasons expressed by the trainee justify it.

The SECYT of every corresponding UUNN shall authorize the permissions of the trainee, upon request backed up by the director, with the respective records.

None of the permissions granted, release the trainee of the submission of reports on the corresponding dates.

Article 8

Applicants should make their presentation to every SECYT of each UUNN.

Registration

Applicants must complete and submit the forms developed ad hoc, together with the work plan, proof of accreditation of the Project in which is inserted (based at the University in which students develop their studies), the guarantee of its directors and the Academic Unit authority in which they will conduct the investigation.

On the closing date of inscription, records containing all the enrolled in the contest will be done. No registrations will be accepted after the deadline

Candidates may make only one presentation in each call.

Admissibility

After closing the registration period, every SECYT of each UUNN analyzes compliance of the provisions established in this Regulation, in case of noncompliance, the presentation will be considered unacceptable and rejected.

Evaluation

For the evaluation of the presentations admissible, the UUNN of each region will choose a university headquarters, which shall forward all documentation. The headquarters of each UUNN shall convoke the Evaluation Commission which delivers an opinion for every submission and determines corresponding order of merit.

Article 9

Trainees will be led by a Director who shall be part of the Research Project in which proposes insertion and may have a co-director. One member of the direction (Director or Associate Director) must be a researcher

trained or possess a Master's degree or Ph.D. or Category III or higher on the National Incentive Program or otherwise present a solid background in the area, the other will only need prove his participation in an Project accredited by the UUNN or any other national or international scientific and technological agencies, according to the conditions set for the accreditation of Projects in Incentive Program.

Can not serve as Director or Codirector those who have a family relationship up to third grade with the fellow.

On every call, will not be accepted more than 1 trainee per Director or Codirector.

The figure of Codirector must be duly substantiated by the Director in the scholarship application. It is not mandatory and will be taken into account only if the justification for his presence is backed by the needs of the proposed Work Plan. The presence of a local Codirector is mandatory if the Director does not work full-time, is not a Professor - Researchers from the University or is not situated in the context of it.

The Director or in his absence the Codirector shall be working as a teacher at the UN in which the Project is developed.

The operations involved in the scholarship will be fulfilled in the field of the UUNN that endorses the proposal.

Any request for change in the direction of the scholarship presented by the trainee (with endorsement from the Director) or by the Director (with knowledge of the Scholar), duly substantiated, shall be settled by the SECYT of every UUNN.

Article 10 When evaluating the applicant, his academic, teaching and refinement, the work plan and the proposed direction will be taken into account, according to the following assessment percentage:

	Points
1. Academic Background	55
The historical average obtained by the applicant (PHP)	
on the career and the general historical average of the last five (5) years	
of study at the institution (PHC) will be taken into account.	
2. Background of the Applicant	15
Background in UUNN university teaching, courses, seminars,	
conference presentations, publications, language, background research,	
performance on previous grants, internships, among others.	
3. Trainee Work Plan	15
Activities to be developed by the trainee , the consistency between	
the title, objectives and methodology, feasibility and appropriateness	
of the schedule to the duration of the scholarship are considered.	
4. Address	15
Background related to the work plan, dedication to the project.	

Article 11

The operations involved in the scholarship will be fulfilled within the scope of the university where the trainee pursues his studies, the workplace of the Director or Codirector. These are:

- 1 Develop the tasks outlined in the Work Plan submitted in the application.
- 2 Keep their personal data, employment and contact with the SECYT of the university, communicating immediately any change in the information provided in your scholarship application
- 3 Present on SECYT and before ten (10) of each month a record of accomplishment of tasks, supported by the Director or Codirector
- 4 Submit to the SECYT the final report in the due date, signed by the trainee, the Director of scholarship and Codirector

- 5 Make available to the Director and Codirector of scholarship and the University any information on the development of his work as an intern, whenever so requested.
- 6 Disseminate research results through the usual channels in each discipline (publications, conferences, scientific meetings, etc.).
- 7 Refrain from changing the Work Plan or Workplace without prior agreement of the SECYT
- 8 Attend interviews for which they are cited and provide the elements that are required to inform the competent bodies of the University regarding the development of their work.
- 9 Participate in activities that the University implements to complement their training.

Article 12

a. Reporting

Fellows must submit to the SECYT a final report up to 30 days of completion of the scholarship.

The reports should have the academic evaluation of the Director and Codirector.

- b. Contents of the Report
- 1 Synthetic presentation of the work done (no more than one page).
- 2 Degree of compliance of the work plan (no more than half a page)
- 3 Objectives achieved (no more than one page).
- 4 Hypothesis confirmed or refuted (no more than half a page)
- 5 Methods and techniques used (no more than two pages).
- 6 Bibliography (no more than one page).
- 7 Results (published, in press, presentations at conferences, etc.).
- 8 Obstacles and difficulties in developing the plan (no more than half a page)
- 9 Courses taken, attendance at scientific meetings, workshops, etc.
- 10 Academic progress during the scholarship period
- 11 Other data deemed of interest.
- 12 Supporting documentation
- c. Evaluation of reports

Reports presented by the trainees will be evaluated by the appropriate Evaluation Commission which shall deliver a well founded opinion advising approve or not approve them.

In case of disapproving, the trainee may not take a new competition.

Article 13

Duties of the Director and Co-Director

- a. To know, observe and enforce all provisions of this Regulation and notify the SECYT any infringement of it.
- b. To formulate and / or endorse the work plan of the trainee, their duration, their timetable, budget and funding sources.
- c. To direct the Trainee under the terms contained in the Work Plan, taking responsibility for their training, their training in research methodology and publication of results.
- d. To certify monthly to the SECYT fulfillment of obligations and compliance of schedule, in order to make effective payment of stipends .
- e. Inform the SECYT on the work done by the trainee by submitting a report an academic evaluation thereof, which shall include a judgment on the research competence demonstrated by the grantee during the grant period according with the following contents:
- 1. Evaluation of the work done by the trainee.
- 2. Difficulties encountered (institutional, human and financial).
- 3. General concept of the Trainee.
- Proposal to complete and improve the training of the trainee.

Article 14

Director resignations and absences

- a. Once given the scholarship, if reasons of force majeure prevented him from directing, should propose a substitute to the SECYT a Director or Codirector that in the same act accepts this task.
- b. May not be absent from the workplace for a period exceeding 30 days or discontinuous periods for a total of 120 days during the fellowship without the SECYT designating a Director substitute or Codirector

Higher Education and their contributions to reach the Millennium Development Goals

Plerary Agreement No. 771/11

ANNEX

Background

NATIONAL COUNCIL FOR THE COORDINATION OF SOCIAL POLICIES (CNCPS), OFFICE OF THE PRESIDENT

The origin of the Millennium Development Goals (MDGs) lies in the Millennium Declaration of the United Nations, which was adopted by all 189 member states (147 of them represented by their Heads of State or Government), On September 8, 2000. These goals were set for 2015 with reference to the global situation of 1990.

The Declaration contains numerous commitments to improve the destiny of humanity in the new century. It identifies concerns, values and principles related to development. It represents the coronation of the consensus reached in the past decade in terms of peace, security and disarmament, poverty eradication, human rights, environmental protection, population and gender equity, and a rethinking of the global discussion of development inserted into the short and long term agendas of international agencies, governments and civil society.

By signing the heads of state pledged to "spare no effort ... to free our fellow men, women and children from abject and dehumanizing conditions of extreme poverty, which are currently undergoing more than 1,000 million humans. We are committed to making a reality for everyone the right to development."

When considering the eradication of poverty, world leaders said very clearly that for the first time in history that goal is possible with the resources, knowledge and technology that humanity has.

The Millennium Summit was a milestone in the strengthening of the international community aimed at addressing major global challenges in development.

Based on this statement, the United Nations Secretariat drew up a list of eight goals, each with measurable targets and numerical indicators internationally agreed to assess progress called "Millennium Development Goals".

The MDGs set quantifiable goals and targets to fight against extreme poverty in its many dimensions (income poverty, hunger, disease, lack of adequate shelter and exclusion), while promoting gender equality, education and environmental sustainability, forming a modicum of dignity to be sought to assure to all citizens of a country. They were raised with the belief that the objectives and goals mobilize more effectively the national and international actors and help to forge partnerships for development. They also provide the means to set benchmarks and evaluate progress. Discussions focused on targets with timelines induce certain policy reforms. Moreover, the MDGs allow to open a space for debate on policies, programs and projects that make it possible to approach goals.

Argentina and the MDGs

Argentina, through an iterative process of adaptation of the internationally agreed MDGs started in 2002, has adopted the following:

• Eradicate extreme poverty and hunger.

- · Achieve universal primary education.
- Promote decent work.
- Promote equality and gender equity.
- · Reduce infant mortality.
- · Improve maternal health.
- Combat HIV / AIDS, Tuberculosis, Malaria, Chagas disease and other diseases.
- Ensure a sustainable environment.
- Promote a global partnership for development.

Our country has included the objective "to promote decent work," meaning that the promotion of employment protected by the law results in economic growth with equity.

Towards the end of 2003, the First Country Report 2003 is presented publicly by President Kirchner as an expression of Government's commitment to its achievement.

The National Council for the Coordination of Social Policies (CNCPS), under the President's Office, was appointed as the agency responsible for monitoring the MDGs. Its main tasks are related to:

- Install the lead in the national political agenda.
- Engage government agencies and society as a whole to fulfill the goals.
- · Collaborate in working together to define and redefine the goals and monitoring indicators.
- Disseminate integrated information regarding the results of the monitoring of the Millennium Development Goals.
- Coordinate with all levels of the National Statistical System for the purpose of standardizing concepts, definitions and methodologies.
- Coordinate the production of the Country Report, the Report of Provinces and the METADATA.
- Produce technical documents related to conceptual and methodological aspects and general information.
- Collaborate in the production of MDG reports with national ministries.
- Provide the required information related to the MDGs by various international organizations and the Ministry of Foreign Affairs, Foreign Trade and Worship.
- Provide the necessary inputs to the President or the country's representatives to attend the High Level Meetings conducted by the UN General Secretariat.
- Guide provincialization processes and municipalization.

The idea workforce is that achieve goals in the MDGs is a task that involves everyone: governments, civil society organizations and the private sector and general public. In this regard the National University System is considered an indispensable player.

THE NATIONAL INTER-UNIVERSITY COUNCIL

The National University System and the MDGs

The Universities and University Institutes have as essential tasks teaching, research and extension, are fields of thought and knowledge, and as such have much to contribute deepening and integrating the production of studies and actions / interventions that contribute to achieve goals established and the monitoring of progress in fulfilling the commitments undertaken by Argentina when signing the Millennium Declaration.

In this sense, the national university system adopted a series of engagements, among which are:

· Commitment to equity and quality

Equity and quality are two key challenges, which sometimes are in tension, but have been assumed by the National Universities with equal commitment.

A massive University that advocates the inclusion of all, taking the accepted paradigm for other educational levels, should not give up the quality levels achieved, and those who aspire.

In this it is necessary to strengthen measures aimed at ensuring equal opportunities in access to college, comprising especially the sectors that due socioeconomic, ethnic, gender or disabilities, have difficulties in their passage through this level.

• The strengthening of scientific research, technological development and innovation

Globalization in a scheme of deep strategic knowledge competitiveness, has raised a scientific and technological gap between countries, but also left gaps where it is possible to achieve competitive developments. It is essential to know how to strengthen them now and in the forecast scenarios. But above all, new spaces should be found in these scenarios.

There is no doubt that in this context universities must take a proactive role. It is not just a cyclical issue, but the inescapable commitment to the society which has given them the priviliged place they occupy.

In this context, universities gathered at the CIN have taken the historic decision to formulate and implement the Plan to Strengthen Scientific Research, Technological Development and Innovation in the National Universities, adopting the strategic priorities, consistent with the ones defined in the National Strategic Plan for Science, Technology and Innovation Bicentennial.

The strengthening Plan emphasizes research as one of the missions of the University, and aims to support and sustain the development of scientific activity and human resource training in priority thematic areas of strategic relevance and social criteria, proposing development of new programs concluded between several national universities with central allocation and distribution subject or region.

University's social Commitment

All National Universities, many of them since its foundation, and all since 1918, have made, from the University Extension, various actions that respond to the social responsibility that they bear.

Ranging from technological and scientific activities related to solving problems of the world of production and development to the creation of cultural spaces accessible to the communities or the development of projects that create jobs and reverse pictures of poverty and failures in responding to basic needs.

Today's world requires solutions to the development issues. In this regard the University has been called on a mission that extends and strengthens its social meaning, demonstrating its commitment to the community they belong and serve to.

The effort carried out by national universities to sustain and expand the development of Extension in each of them has been important, and highlights the similarities and agreements made, both in Congress and in the National Conference of Extension, conducted since 2000 to date.

On the basis of surveys carried out in the regulations that govern each university, we identify a set of common criteria, such as the strengthening of citizenship and critical thinking, full respect for human rights and citizen participation, development creative projects, prioritizing the fight against poverty, social exclusion and vulnerability, building knowledge together with communities, promoting sustainable human development with full respect for the environment.

Lines of joint work to be developed in 2011 to enhance efforts to reach the targets set for 2015

From the points of contact between the commitments of the country and the essential functions of the national university system, the following worklines are agreed:

1. The explicit commitment of the Universities and University Institutes that comprise the CIN to achieving the MDGs.

Developing a declarative document and specific cooperation agreement between the Universities and University Institutes that comprise the CIN and the CNCPS for working together towards the achievement of the MDGs and the development of instruments for measuring and evaluating the actions taken by various

2. Dissemination and awareness

Establish in the academic calendar 2011 a month for advocacy and awareness of each of the MDGs.

- MARCH: Eradicate extreme poverty and hunger.
- APRIL: Achieve universal primary education.
- MAY: Promoting decent work.
- JUNE: Promote gender equality and gender equity.
- JULY: Reduce child mortality.
- AUGUST: Improve maternal health.
- SEPTEMBER: Combat HIV / AIDS, Tuberculosis, Malaria, Chagas disease and other diseases.
- OCTOBER: Ensure environmental sustainability.
- NOVEMBER: Promote a global partnership for development.

In this regard, the Executive Committee of the CIN has been implementing the principle of this activity (see Res. EC No. 648/10).

3. The publication of the national university system's contributions to the MDGs

Preparation of a survey of interventions implemented by the National Universities of compliance or some of the MDGs.

This publication could become some of the CNCPS technical documents and / or of the CIN.

4. - The work of the theme of the MDGs within the framework of the Network of University Extension (REXUNI)

Organizing a REXUNI workshop with the CNCPS presence in order to assume the priority of the MDGs as goals of the university extension projects.

At a later time, generate assessment criteria and guidelines based on the MDGs to be added to those used to assess the relevance of extension projects.

Also promote the institutionalization of these criteria and guidelines in the design and evaluation of both the outreach projects funded by the universities themselves, such as those funded through the programs of the Ministry of Education.

5. The Millennium Development Goals as lines of research within the PEID

Conducting a meeting between the CNCPS and Technical Support Group PEID to incorporate in the evaluation of research projects, variables that take into account the topics addressed by the MDGs.

6. - Creation of an "Award MDGs"

Action to encourage and enhance university initiatives that addresses the ones identified as the Millennium Development Goals, call designed jointly by the National Coordinating Council for Social Policy and the CIN, awarded by the Office of the President.

Towards a National Tutoring system for Higher Education in public university institutions

Plenary Agreement No. 794/11

ANNEX

Statement

The great geopolitical, social, cultural and economic call upon the society in general and public in particular, to create links of mutual reciprocity.

Facing contexts marked by uncertainty, public colleges should pay attention to the production and transfer of knowledge and also the welfare and development of its students, through personal, academic and professional counseling.

The public universities are facing, among others, the following challenges:

- c Increased demand for higher education.
- c Internationalization of education and research.
- c Developing a close and effective cooperation with industries.
- c Multiplication of knowledge production sites.

The emergence of new needs and expectations that arise from the knowledge society require scientific training, technical and humanistic education and a continuous readiness to respond to the expectations of all parties and, especially, students.

It requires balance between innovation and tradition, academic excellence and social and economic relevance, and coherence of the curriculum.

Higher education institutions have the primary responsibility to ensure that students who enroll in them reach graduation. This task requires teaching and learning processes oriented towards greater social relevance, to a permanent renewal of the methodology, content and evaluation mechanisms.

One of the most successful ways to reduce attrition and shelling, ensuring permanence and complete their basic studies is mentoring, which is a space for dialogue, guidance and support, which creates conditions for students to develop their own cognitive construction.

The university tutoring has emerged as one of the necessary factors of support and counseling and psychocurricular teaching that promotes learning and innovation quality, strength training and professional development of students and improve relationships and foster action, academic and social welfare among the teachers and the institution itself.

It is the responsibility of the Public University, ensure counseling and tutoring to all students, with special emphasis on admission and during the early years of their careers.

It is an educational strategy that requires adequate institutional sustainability, economic and specific training should be undertaken as a public policy.

That is why the National Inter-University Council advocates the implementation of a National Tutoring to apply to all public universities and to embrace as state policies all those that encourage social inclusion and retention.

Academic mobility Colombia - Argentina (MACA)

Plenary Agreement No. 795/11

ANNEX I

Specific Inter-institutional cooperation agreement Colombian Association of Universities (ASCUN) and National Interuniversity Council (CIN)

This document provides evidence of the Specific Interagency Cooperation Agreement that subscribes:

THE NATIONAL INTER-UNIVERSITY COUNCIL OF ARGENTINA (CIN)

Public agency of coordination and consultation that gathers national institutions and the provincial university recognized by the Argentina Nation that are definitely organized. Resident at the Autonomous City of Buenos Aires, capital of Argentina, 2084 José A. Pacheco de Melo Street.

THE COLOMBIAN ASSOCIATION OF UNIVERSITIES OF THE REPUBLIC OF COLOMBIA (ASCUN)

Organization that brings Colombian universities, public and private, and is the representative body in front of government institutions, private sector and the international academic community. Domiciled in the City of Bogotá, capital of the Republic of Colombia, 93 street No. 16 - 43.

FIRST CLAUSE

Background

This initiative results as a complementary process to the Framework Agreement of Cooperation between the National Inter-University Council of Argentina (CIN) and the Colombian Association of Universities (ASCUN), whose main objective lies in the mutual interest in promoting the internationalization of higher education in joint efforts to strengthen academic cooperation and promote the development of the quality of education given to the educational community. This leads to the signing of a Specific cooperation Agreement for the exchange of undergraduate students between the institutions of the CIN and IESs ASCUN members.

SECOND CLAUSE

Rationale

The institutions involved expressed the desirability of promoting the exchange of undergraduate students with appreciation (for academic purposes) through the creation of a program called "Academic Mobility Colombia - Argentina (MACA.)" as a way to contrast the own experience and acquire a more rich and universal reality, as well as greater integration between Colombia and Argentina.

THIRD CLAUSE

General Operation

1. In each country, there will be a project coordinator office, which will be responsible for coordination. In Argentina, coordination is carried out directly by the Executive Secretary of the CIN and in Colombia by the International Relations Coordination ASCUN.

Participating institutions shall agree in writing to comply with certain conditions that define program coordination: timeliness, effective recognition of studies, timely and clear information request sent to the coordination of the project, provide the best facilities to students who receive, among others.

- 2. Student exchanges will be made in the levels of graduate and undergraduate degrees, and the requirement of the program is full recognition of studies by faculty and academic units involved, establishing itself as areas of common study to all races Universities exchange.
- 3. Each university will inform the Coordination of the country the number of places offered for exchange, specifying the starting and ending dates of the academic period, as well as the person responsible for the process, including their full contact details (name, title, mail telephone, indicative country and city, mailing

address and phone number).

- 4. The participating universities will be those ASCUN member of the CIN and for the period in which this agreement is in effect.
- 5. Each participating university, in its capacity as home institution, will sign a commitment, prior to mobilize the student, in which it is obliged to recognize and accredit the courses taken at the student's own career, by the adoption from the highest authority of the academic unit of the curriculum agreed by the student with academic coordinators of both universities and the subsequent presentation of the transcript, issued by the host university, with the approval of the courses taken.
- 6. We will use the standard form.
- 7. The duration of each exchange will be one semester.
- 8. Students should arrive at the destination city with at least one week before the start of their academic process.
- 9. Each participating university, give advice to the foreign students regarding the procedures required by the country of arrival, such as foreiners registration, permit applications, among others.
- 10. A proper schedule will be provided to select the students, to post on time the study contracts to the Coordinator Office in each country, and to ensure that students have enough time for the procedures for obtaining visa.
- 11. Each university will select students who will participate in the exchange semester, ensuring equal opportunities for all applicants. In all cases the procedure on merit will be applied (criterion of excellence), in which candidates will present their academic background, education and certification of other requirements that each university considers relevant.
- 12. Each university will have its institutional coordinator and will designate as many academic coordinator as different races they have offered to send or receive students under exchange program.
- 13. Each university will prepare an annual report on the results, progress and areas for improvement of this agreement.

FOURTH CLAUSE

Student Requirements

Postulate Students must meet the following requirements:

- a. Be enrolled as regular students in the university.
- b. Have completed at least 40% of the course or degree they take.
- c. Being under 30 and not take up teaching positions.
- d. Present the curriculum of the subjects or disciplines that wish to study abroad as well as those intended to be recognized in their own curriculum, which shall be agreed between the academic units of the two participating universities.
- e. Included in the agreed schedule, the optional courses, in addition to the ones specific of the career.

FIFTH CLAUSE

Table of Equivalents

For the transfer of marks obtained in studies in the foreign college to the students home Universities, we suggest using the Table of Equivalents.

In the case that the note conversion options are more than one, the higher score will be taken.

In The Certificate of Studies, the foreign university will include in each subject the grade earned by the student according to their own grading scale. The university will use the table below to convert the grades obtained by the student to the current system in it.

SIXTH CLAUSE

Funding

The program will be funded as follows, taking into account that each university is both source and host

institution:

- c The home institution may finance all or part of the cost of transfer (depending on budgetary possibilities).
- c The university will fund throughout the whole period of stay, accommodation and meals for the students who receive.
- c The student will face the expenses for obtaining the respective visa, an insurance accident, illness and repatriation and other personal expenses not covered by the financing of universities.

SEVENTH CLAUSE

Timeline

Mobility program will be developed taking into account the following:

- c Final Agreement of places: the end of March / August.
- c Open enrollment period is established by each university.
- c Sending the transcripts of selected students: until 15 May / October.
- c Home Mobility January to March or July-September.

EIGHTH CLAUSE

Validity

This agreement will be valid for three (3) years from the signing of the parties and will automatically be renewed for successive equivalent, unless otherwise stated by some of the parties with a notice of six (6) months from the date of its completion, without this adversely affects the performance of ongoing activities or interests of participating students.

NINTH CLAUSE

Commitments of the parties

According to the mode of operation and reciprocity feature that translates the program, each participating university will be, in turn, University of Origin and Host University.

Commitments of the University of origin

As the home university, each participating institution will:

- a. Widely publicize the MACA program among academic units and student population.
- b. Maintain close communication with the host universities, both in coordinating institutional and academic coordination before the start of the respective semester and during its course.
- c. Select, by competitive examination, one and two alternates for each position offered. In addition to considering educational background, education and certification of other requirements that each college deems appropriate, will assess the student's academic proposal.
- d. Informing students about the selected program objectives and operation of the rights that are assisted and the commitments they make, the steps necessary to obtain the visa, the financial aid funds available and the people of contact both at university and at the destination.
- e. Define each of these students and supervised by the academic coordinators of the two universities involved, the curriculum will take, which will require a time commitment similar to that of students in the host institution, and include no less three subjects.
- f. Determine in detail the recognition of courses taken and the work that meets the student under the program and its accreditation by way of career advancement, upon presentation of a Certificate of Studies issued by the university.
- g. Monitor compliance with the obligation placed on the student contract, prior to his departure, accident insurance, sickness and repatriation coverage for the entire period.
- h. Support the student selected to participate in the Program in all matters relating to procedures for obtaining a visa, and give due opportunity in economic aid allocated to pay the fare and incidental expenses of their stay abroad.
- i. Participate in the approval of any amendments to the agreed syllabus, which take place in the university.
- j. Send to the host university the student record selected. Which shall contain:

- Single Application MACA (Academic Contract signed by the responsible for ensuring recognition).
- · Academic Record (transcript).
- · A letter stating the reasons.
- Letter of nomination or elevation from the home university.
- · Copy of passport.
- Copy of student visa (when it is issued).
- Copy of health insurance and life that includes repatriation and have effect throughout the period of exchange (when it has the visa and travel certainty).

Commitments of the host university:

As the host university, each participating institution will:

- a. Send the letter of acceptance required for the processing of student visa, which consist in further institutional commitment (university) of:
- i. Exempt from paying foreign student enrollment.
- ii. Assume the costs incurred place by way of student accommodation and meals for the time corresponding to the academic period.
- b. Transmit to the home universities, in time, the start and end of classes for the corresponding semester in the academic units involved.
- c. Give the student a briefing joining the University.
- d. Inform and advise students on the conditions of room and board.
- e. Exempt the exchange student tuition fees, which must have been formalized in the home university.
- f. Provide room and board to exchange students in their own facilities or by appointment. The host university will provide lodging and food during the academic period shifts including exams, providing food 7 days a week, in the form that each university decides to use.
- g. Allow the use of facilities and services provided to the student population.
- h. Send to the University of origin information on the incorporation and the progress of the exchange students.
- i. Send the certificate of the qualifications of the exchange students in a period not exceeding 40 calendar days / calendar have completed the enrollment period. Him shall be recorded in addition to the courses approved, not approved, as well as subjects abandoned by the student.

Commitments assumed by the students

Students require timely manner:

- a. Comply with the rules, laws and statutes in force in the country and host university.
- b. Meet the demands or requirements necessary for the regulation and / or promotion of selected subjects. Exchange students are subject to the same conditions of regularization, promotion and adoption of materials than other students.
- c. Bear in mind the objectives of the MACA at all times and remember at the same time the responsibilities of representing their university and country that are actually invested, and act accordingly.
- d. Performed on the host university curriculum which means a significant percentage of the time commitment and dedication similar to that of a student through their degree.
- e. To implement the agreed curriculum, either in its original version or under subsequent amendments to it introdujeren in the university.
- f. Complete the activities required in the curriculum of the race who attend college station, attend class regularly and participate in all activities of monitoring, control, evaluation and administrative set by the university.
- g. Communicating the academic coordinator of their home university to any changes in the curriculum to be arranged.
- h. Manage and fund the student visa in a timely manner.
- i. An insurance accident, illness and repatriation cover contingencies that may arise during their period of stay at the host university, including round-trip travel. No student will be allowed to leave their home university if

you do not have this insurance, you must prove to her.

- j. Take personal responsibility for damage suffer damages and the damages caused by them during their participation in the program and not covered by the insurance contract and expressly relieve that responsibility to the institutions involved and the program itself.
- k. Provide the university of origin and destination health history for your best attention to any contingency: surgeries, allergies, current treatments, current medications, vaccines and other information considered relevant.
- I. Bear the cost of transportation from their home and even the host university, in whole or in part, as agreed with the home institution.
- m. Meet the official rates of enrollment in the university of origin for the matters set out in the learning agreement.
- n. Bear the costs for study materials, supplies and all payments for services or activities not included in this agreement.

Commitments of the ASCUN and CIN

Give each student a certificate of participation in the MACA, signed by the coordinators of both institutions.

In Witness whereof You have two (2) copies of the same tenor and a single effect, each party receiving theirs, at 28 days of April 2011.

Expansion program of Higher Education

Plenary Agreement No. 802/11

ANNEX

I. The universities and the expansion of higher education

Argentina as a nation had in its complex development, an aspect that has characterized it in the concert of Latin American nations, which has been the development of education. It has in the National University of Cordoba, close to fulfilling four hundred years, his longest-standing history and in his short life of sovereign nation, learned to shape the most developed and most inclusive educational model.

Its university system has formed many professionals, teachers, leaders and intellectuals in Latin America. The recurring crises of the last sexenio and state policies with continuity, which were applied by close related countries in the developing of their higher education system, led us to lose that leadership a decade ago, and this has begun to be reversed in recent years.

The Reform of the 18 developed several policy themes truly revolutionary for its time, that today have been met and in some cases overcome completely. Namely, university autonomy, co-governance, academic freedom and substantive action as a third extension (in addition to teaching and research). To these policies, the Peronism has added in the 50's the gratuity of higher education and at this stage, the inclusion as substantive axis of development.

There are key aspects of public policy that are not in the LES, as its value of active policy instrument, both in the repairer sense to allow access to higher education in densely populated areas without a university, as well as its powerful retention capacity and population attraction, that is sensitive facilitator of quality of life, a central element of population and land management policies.

Understanding the social function to be met by universities, is established in the Declaration of the Second Regional Conference on Higher Education - CRES 2008 - IESALC-convened by UNESCO, held in Cartagena de Indias, which states that the Latin American University 's primary mission is the integral and social development of its population environments.

The definition of education as "social public good, universal human right and responsibility of the state" successfully defended by Latin America with some African and Asian universities in the Second World Conference on Higher Education - UNESCO - Paris in 2009, is a historical landmark. He faced the position of the central countries who wanted to turn it into service, subject to being marketed as another tradable good.

Having been involved leading the development of these documents, the Argentine public universities have the political and institutional commitment to formalize strategic academic thinking, aligned with the strategic vision that the Argentine people is pointing to endorse public policies generated in recent years and especially those relating to higher education. Some of the components of that Strategic Thinking are:

Determine training priorities of graduates in careers necessary for national, regional and local levels, offering university courses taken and modalities to improve the inclusion of young people in the exercise of citizenship, work and social service, respond to regional priorities and comprehensive development, encouraging research, development, innovation and transfer, in that direction.

It is possible to infer that although there are active policies in our country there is no consolidated university system. Has not been defined by the state (partly in consideration of university autonomy), nor from the universities as a whole to build an integrated system. One aspect to consider is that there are two organizations that meet the national universities, as whether public (CIN) or private (CRUP). In recent decades, due to the recurrent crises, we have established an organizational culture of "situation".

Day by day, has been the mark for a long time and just in the last two or three years begins to be heard about strategic plans, future scenario analysis and planning.

In this context is very important and is gaining strength Expansion of Higher Education (ES) and, if not previously discussed and agreed upon, can generate major conflicts or produce an imbalance of serious consequences. It is that there are two legitimate and relevant policies, but "apparently" opposite: the inclusion of the suburban areas, disadvantaged regions and provinces for which the tool has been the creation of new universities and a strategy for harmonious and sustainable settlement of the national territory, which understands the ES as a powerful tool for retention and / or population attraction to halt and if possible

reverse, the emigration process from small cities to the most densely populated centers, that attract higher quality of life in which education is a major component.

One of the most important issues in the strategic conception of the state, is education and its impact on inclusion, sustainable development of community and personal fulfillment. There is practically no public discourse that does not refer to education as the main tool of progress and social justice. But when, as in our case, the public higher education is financed entirely by the state, with the contribution of all Argentines, even the excluded, it should be considered essential the planning and consolidation as a state policy.

Under current conditions,in the so-called global knowledge society, which must be correctly interpreted for our reality, you can have access to a better quality of life in small and medium cities than in the megalopolis. This also promotes a more sustainable socio environmental and social justice, with human-scale cities. It must be clear that the existence of university provision is a high impact element, which is added as "quality of life." The two largest youth mobilizers, are the possibility to study and work.

The ability to plan the presence of the University in all dense population that requires it is a challenge we must face. College technical programs, presential Basic Cycles and some presential or semipresential courses, linked to the formation of leaders and professionals to local endogenous development are just some of the tools we have at disposal. But this requires a rigorous analysis of the relevance of the proposal, which must be induced by social relevance and necessity.

II. The axes characterizing Argentina Public and free University

a. Commitment to be present in all subject areas of statutory form

Argentina Public and free University (UAPG), should not discard in its mission and vision any possible proposals that verify relevance to the socio environment in which are provided, based on rigorous analysis, which should contain minimum agreed standards. This analysis should include demands and needs of the region of impact, in a medium and long term prospective. There should not be a priori proposals of first and second class, because many of the ones discarded by the public university tradition are strongly inclusive for disadvantaged sectors and currently offered by private education. Although private provision exists in the region it is important the public presence for inclusion.

b. Public service profile of the proposal

The UAPG should aim to contemplate in its various configurations, the action of its graduates in local, regional and national levels. The profile of preferential public service in their careers, should consider the prospective vision, planning and professional responsibility in the convergence of expertise for the common good. A field to be developed is the vision of the challenge of the Latin American integration and the experiences of students and professors exchange.

c. Flattening of the academic structure

Without going into particular institutional history and inertia of academic structures, the effects of enlargement of the proposals and to foster more participation and commitment of its members, it is highly desirable to flatten the old academic structure, forming teams training teaching, broader responsibilities and less segmented and more supportive of all, to ensure educational processes based on shared responsibility.

d. Harmonious territorial coverage, staggered and articulated

Be migrated from the paradigm of generating proposals from the potential (availability of teaching and infrastructure) to the needs of the region, plans to transform the structures sorting them in order. All forms of current study need to be valued to improve the coverage territory, especially aimed at training professionals who require the endogenous development of towns and cities of the vast geography of Argentina. The localization of technical programs, basic cycles for areas of knowledge, Bachelor Cycle and Modalities of Education Blended with tutorials, are few. The creation of Regional Higher Education should be promoted in all provinces or regions with funding secured, supported tutoring systems with flexible curriculum and an educational proposal that does not mean replicate runs, but respond to the concerns and needs of regional production, with relevance and social responsibility.

e. Development of new proposals articulated within and between institutional

It is desirable that the new offerings are designed in a coordinated manner, from the teaching resources available in the various academic units of each university, and among public universities that are complementary and share jointly the proposals.

f. Comprehensive training of its members

We need to go specifically to incorporate disciplinary training, content and practice focused on comprehensive training in values such as solidarity and social commitment. It is important to recover the experiences of each prevocational University in social practices and propose this as comprehensive training and compulsory cross in flexible forms of spectrum. That is, assume social responsibility means being part of the Public and Free University of Argentina.

III. First stage: Acquisition of planning capabilities in ERCP for system expansion

The great expansion of higher education system in our country occurred in the last twenty years, was made through two aspects, the enrollment growth and institutional expansion. Regarding the latter, the growing number of institutions, the creation of public and private universities, adds the territorial expansion of existing institutions through the creation of sites, subsites, courtly extensions and support centers for programs of distance education.

Until the nineties, the growth in enrollment expansion was net: more students in existing races, and also indirectly by the creation of new races from the restoration of democracy. Since the nineties, however, the increase in enrollment began to be more linked to the creation of new options for college in locations that traditionally did not have these offers, either by creating new institutions (this especially in the case of new national universities, as the new private sites do not settle without previous university offer) or extensions of existing ones. The enrollment growth began to be the answer to greater territorial distribution of university provision. A transparent and important example can be found in the new universities of Greater Buenos Aires created between 2002 and 2008, when these universities already had stabilized its training, had an annual average growth in enrollment of 15.5% while for the same period, the traditional universities in the region (UBA, UNLP and UNLZ) was only 2.4%, the enrollment of these new universities came in 2008 to 79,037 students without it meant a decrease in enrollment in traditional universities, which reached 429,718. In any case, the minimum loss of traditional university tuition has been in favor of new private universities in the city of Buenos Aires, and not the development of new national universities Suburbs. But also noteworthy is the creation of new public universities in thinly covers the provinces of Cordoba and Buenos Aires.

It is widespread and can also be observed in other countries in the region (Brazil, Venezuela, Colombia, Cuba) in which there is demand for regionalization of higher education and at the same time, public policies that go to meet of these demands. The trend is to supply vecinalización university.

In the present situation of our country, with sustained growth and public policies that claim the role of promoter and planner of the State, the issue of regionalization and decentralization of the planning system requires, first, systematize and organize the efforts of state, system and local actors and, second, meet the demand to expand the geographic coverage of higher education contributing to the goal of expanding the levels of democratization and contributing to the formation of more and better graduates according to the needs of the country, their integrated development and regions.

The National Inter-University Council has drawn attention to the need to seek an alternative to overcome these demands attention only by way of the creation of new universities, whose consolidation involves much time and effort that, while building the Again, fragments sometimes traumatically, provided less efficiently, that exists. In this context he proposed "the creation of a joint cooperation program and National University and optimize use of existing institutional resources, both for the public university system, as in the regions, for purposes of expansion of an integral aspect so required in areas where the disclosure of the need to assist you through an orderly and cooperative policy "(Whole Agreement No. 629/07).

A comprehensive policy of territorial coverage should draw on the experiences of universities, taking the best of the variety of types that produced the different geographical expansion strategies implemented by the institutions:

- a. Creating own offices, extensions courtly, academic institutions, as well as new programs by existing institutions with little coverage in the territory's natural development.
- b. Development of regional or national distance learning, blended learning or intensive completed.
- c. Joint racing Higher Education Institutions (HEIs).
- d. Establishment of university courses in HEIs, in educational institutions at other levels.
- e. Partnership with other universities.
- f. Partnership with public bodies.
- g. Partnership with non-state (outside the field of education).

But above all, the policy of occupation of the territory must meet the opportunities that, when proposals to decentralize higher education offered by Information Technology and Communication and its application to teaching. It should promote a policy that promotes the design of local areas of higher education bimodal, ie constituted an institutional conception that is formed by a close link between presentness and use of ICTs.

The program provides for the extension of the territorial coverage of higher education by taking advantage of existing capabilities in both subsystems, Universities and Institutions of Higher Education. It is proposed to transform the experiences and partially dispersed geographical expansion in a virtuous cycle in which the system reaches more people but with quality and relevance, ie prioritizing the most needed training areas for comprehensive development of society and in which vacancies are verified national, regional or local.

The program aims to answer the growing need for higher education overcoming the fragmentation of the system alternatives, the creation of universities or unplanned proliferation of offers according to market dynamics based solely on a blind ism obvious demand.

The pattern that is projected for this is to implement multiple actions, including the creation of Regional Higher Education (CRES) developed from the latest teaching strategies and designed from the full utilization of the resources offered by ICTs.

The CRES (whose final characteristics will be among the first products of this cooperative program), are postulated as institutional units for the development of comprehensive academic, needs the attention of local and subregional training at various levels. They are located in geographies think determined according to regional priorities to expand the coverage of higher education system, managed cooperatively by institutions of higher education as appropriate. The establishment and activity of the centers will include a development plan for the progressive and planned deployment of its activities and academic training of human resources necessary for its operation and consolidation.

The proposal suggests that each of these centers as a tool in various ERCP to meet the demands and social needs dynamically, and determining priorities, through the analysis of the demands and needs, and through built consensus with stakeholders regional and local.

In the past two years have created seven new national universities that are already in various stages of implementation and commissioning. These new institutions involve the solution of expectations of university education locally through an alternative that is very demanding administrative, academic and financial concentrated in a short time compared to other alternatives and more gradual. The fact is that there are other projects to create public universities in various stages of treatment. Surely a quick response via the Expansion Program can satisfy the expectations that drive these projects in a framework of participation and planning involving the individual authors.

IV. Programme aims and purposes of expansion of higher education

The aim is to increase opportunities of access, retention and graduation to higher education by extending the territorial coverage for care needs and demands of higher education in order to development of regions and localities.

The strategic aims are:

- c Ensure that the expansion of higher education system meets the criteria of relevance and social function, overcoming market logic.
- c Institutionalize a planning tool for the development of higher education can identify, process and channel demand in terms of social needs, prioritize and schedule coordination capabilities and resources of the system's institutions, provinces, municipalities and regional and local actors.
- c Define models of quality assessment for regional higher education centers and subcenters, arranging institutional and pedagogical criteria through the exercise of joint responsibility of institutions and regional stakeholders.
- c Coordinate the higher education system with other levels of education, regional and national level.

The objectives are:

- c To institutionalize practices and cooperative joint planning between universities and regional jurisdictions and the system.
- c Ensuring access to higher education and recognition of rights from expanding territorial coverage and appropriate educational provision, that is, based on need and social demand.
- c Improve the quality of higher education in general and especially in the priority areas.
- c Address the academic and professional training in areas of regional vacancy.
- c Increase the effectiveness of processes between races, institutions of higher education and subsystems.
- c Increase the impact of the higher education system in the regional and local development.
- c Better linkages and partnerships between universities and municipalities and local organizations.

V. Instrument expansion proposal

Are variants of a program that allows boarding options in line with institutional diversity, which must comply with the Protocol Relevance of the proposal in terms of demand and social need to develop in the SPU. The Territorial Expansion may have as response to demand and unmet social needs. For example:

- Locations associated public university. Locations agreed between universities and provincial governments and / or municipalities. Students and teachers have the same rights as public universities.
- Territorial expansion of the existing universities in their natural territories.
- Creation of Regional Higher Education (CRES)
- Diversification of supply is public and free for inclusion. Articulated new careers, new ways of enabling completed work and study, blended learning offerings, basic cycles for areas of expertise, superior technical programs, etc.
- · Creation of new universities.

VI. Background for the construction of an alternative expansion of higher education

a. Framework of strategic guidelines and targets computers

Are established by the visions of the Plan of the Ministry of Education, the Science and Technology, Ministry of Science, Technology and Productive Innovation Strategic Vision of Land Management of the Ministry of Federal Planning, Public Investment and Services, and Strategic Plan Agriculture in the Ministry of Agriculture, Livestock and Fisheries, Industrial Plan 2020, and so on.

b. Preparation of map of the supply of ES Argentina

ES Georeference supply public and private official in the DNGU in the territory, in a clustered version in large areas (in different colors) and another for related careers (Task of National Planning and Coordination University of the SPU and ERCP, with the collaboration of CIN and CRUP).

c. Preparation of map of the institutional coverage of IS Argentina

Georeference physical presence (offices, sub-offices, branches, regional centers, etc.). Of public and private HEIs (Task of National Planning and Coordination University of SPU and ERCP, with the collaboration of CIN and CRUP) .

The first phase of the Expansion Program of Higher Education was the instance of the diagnosis and evaluation whose results allow to have the ERCP with capacity planning and analysis of proposals and needs, in the system, with more complete information on the real deal according to their geographical distribution and the logic of institutional expansion, mostly governed by the market.

In this context there are two aspects to be considered in the second stage of the program: first, overcoming market logic achieving a more balanced supply with the needs and priorities of society, on the other hand, it was found that regional coverage initiatives exist in some fee-not national universities and other made in cooperation between municipalities, national universities, and in one case, Southwest University Provincial of the Province of Buenos Aires.

From these considerations emerge the two lines that should characterize this second stage: first the identification of localities with priority conditions for the establishment of Regional Higher Education and, secondly, the strengthening of existing centers and networks in order to improve the quality and generate new careers in areas declared priority that without the state contribution would not be covered.