

In these pages the reader will first find a summary of the organization, its growth and the problems the institution deals with. Then there's a brief overview of the Argentine university system today, with some references to its past, followed by a very accurate, updated explanatory outline of the tasks the CONEAU has developed in each of its different working areas after fifteen years of intense activity. Finally, there's a large chart showing the mutual interaction between both entities—the Commission and the System—that has provided undeniable quality assurance guarantees throughout the whole higher education field in the Argentine Republic.

Since August 1996, the National Commission of University Evaluation and Accreditation (Comisión Nacional de Evaluación y Acreditación Universitaria, CONEAU), has been developing an intense activity within the Argentine University System in order to safeguard the educational quality as a basic, essential condition for the institutions that make up that system.

Perhaps the silent work of the CONEAU within the academic field has prevented it from being duly known by our society at large. This book is intended to make up for that probable lack of awareness, offering a very accurate, detailed summary of the Commission's work, which is intertwined with university activity throughout the country.

In these pages, the reader will find basic information about what the book's title foretells, as well as some enjoyable references to some historical milestones of higher education in the Argentine Republic and a view, both feasible and optimistic, of the new institutional prospects.



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[The CONEAU and the Argentine university system]



The CONEAU and the Argentine university system



1996-2013 Report

Since its origin in the colonial Cordoba until the mid-twentieth century, the Argentine university system was set up slowly but steadily. Six public universities distributed within the vast area of the country were all its wealth in 1956. However, from that year on a previously withheld demand to expand university education burst its way through our society and nowadays we have 117 higher education institutions—56 state institutions and 59 private institutions, plus 2 international ones.

To prevent the system from breaking up due to the lack of clear guidelines regarding the constituent rules of a top-hierarchy educational structure and considering university institutions should work in accordance to the needs of their social environment, the National Commission of University Evaluation and Accreditation (Comisión Nacional de Evaluación y Acreditación Universitaria, CONEAU) was created by the Higher Education Law (LES 24,521) and started operating in August, 1996.

Despite the initial distrust, the CONEAU's activity continued to consolidate and grow along these first fifteen years of persistent work. In that sense, this book is a summary of the process which today has proven to be a successfully overcome challenge thanks to actions backed both by the national government—that has spared no effort to provide economic resources—and by technicians and scientists the Commission itself has shaped into a solid working team of university professionals (including advisory commissions and peer evaluation committees, assigned after careful queries in the pertinent university system organizations). Twelve members of well-known academic and scientific background, assigned by the National Executive Branch, lead the CONEAU.

THE CONEAU AND THE ARGENTINE UNIVERSITY SYSTEM



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The CONEAU and the Argentine university system

1996-2013 Report

Prologue by Néstor Pan

Buenos Aires, 2013

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PROLOGUE

In the early 2000s, public education was deprived of funds, demoralized, deeply weakened and unable to project itself into the Nation's future. Since 2003, the political will to revert this situation has become noticeable through a conclusive indicator: the state investment in the educational area increased from 3.86% of that year's GDP to 6.47% in 2011.

During that same period (2003-2011), the change meant a budget increase for the national university system from 1,800 to 14,500 million pesos.

Simultaneously, the consolidation of the CONEAU was encouraged as an essential part of the improvement of higher education quality. University evaluation and accreditation became a State Policy. In this sense, the enrichment of CONEAU's

structure and budget entailed the need of meeting quality requirements, but also of reassuring cost-free education, co-government, autonomy and academic liberty.

Nowadays, our country has a minimum standard system that guarantees the academic quality in state and private university institutions. While the ranking method promoted in some international circuits deepens the difference between first- and second-quality institutions and degrees, the guarantee system established in Argentina favours equity and reduces the different asymmetries affecting the institutional and academic quality.

In our country, the consolidation of university evaluation was possible thanks to three central concepts of the implemented evaluation and accreditation model.

First of all, while voluntary evaluation and accreditation systems are widely spread in other countries (deepening the difference between institutions, as the already consolidated are the only ones that apply), the compulsory nature of ours allows the possibility of academic recognition to all the institutions, undergraduate and graduate careers, teachers, students and graduates.

Secondly, the undergraduate career accreditation, declared to be of public interest, far from excluding


the ones with difficulties, involves them through the creation of improvement plans within the same accreditation process.

On the other hand, the CONEAU evaluations are basic to guide direct investments into priority areas through the National Ministry of Education. This way of analyzing the programs, which states “improvement commitments” for the academic units, results, in the medium and long term, in strengthened careers with unified designs and rectified weaknesses.

Due to the time elapsed, it can be said that a system of permanent evaluation and quality assurance for the Argentine university institutions has been born in this way.

Finally, the collegiate constitution of the organization, the stability and professionalization of the technical team and the participation of the academic communities through peer review have allowed the construction of a notion of quality that has the power of bringing together the respect to autonomy and the diversity of institutional projects converging in the evaluation.

The results obtained are far better than the ones expected: each of the Commission members’ effort was above what their duties demanded and the recognition of



*rectors and deans gives us cause
for the greatest satisfaction, as
we feel part of the same goal:
a university in accordance with
these times of change and the
reinforcement of mutual trust.*

Néstor Pan
PRESIDENT



INTRODUCTION

Not only people who don't belong to the university sphere, but also many who do belong to it—like teachers, students, assistants or staff workers—would probably not know what to answer or would hesitate with questions which are part of the grounds of their work: What is the CONEAU? How and when was this institution born? Which functions does it fulfil and what does it have to do with the national university system? Consequently, how does the sustained advocacy of the CONEAU interact both with the whole

and with each of the academic levels developed in our centres of advanced studies?

The following pages will provide essential data to answer several of these questions. Through tables, graphics and images complemented with concise and precise texts, we will try to give the reader a synthesis of what the book title suggests as an evidence of our collaborative work and as a challenge for the new times.



THE NATIONAL COMMISSION OF EVALUATION AND ACCREDITATION

The quality evaluation of university education is a key topic of the reform agenda that, around the mid-1980s, started being implemented in this field in almost all regions of the world.

The new university education agenda has been the result of different political, social and economic facts that have led to the revision of the bonds between the State, the university and the civil society. The evaluation has been introduced as a suitable tool to establish a regulation alternative for the university institutions so they can improve the quality of the training they provide. Thus, the arising of public or private evaluation agencies has been internationally spread, having the assurance and improvement of the university training quality as their main targets.

In the case of Argentina, the passing of the Higher Education Law 24.521 (LES) in 1995 established a new regulatory framework that modified the State control of the university institutions, introducing the evaluation and the quality assurance as a new axis for university policy. The National Commission of University Evaluation and Accreditation (CONEAU) was created by the LES. It is a decentralized body that acts under the jurisdiction of the National Ministry of Education (ME) and started operating in August 1996.

Three background records that inspired the activities now developed by the CONEAU stand out:

- Firstly, the doctrine generated in the Interuniversity National Council (CIN) arising from the plenary agreements 50/92 and 133/94 regarding the relevant aspects of the university quality.

- Secondly, since 1993 the ME has signed sixteen agreements with national universities, two with faculty associations and one with a private university, to plan and implement institutional evaluation processes. These agreements included the advising during the self-assessment period, which remained in the hands of the institutions themselves, and the assistance for the creation and coordination of external evaluation committees. During 1995, the evaluation of three national universities was completed within this program. The CONEAU undertook the responsibility of carrying out the other agreements related to external evaluations.

- In 1994, the ME created the Post-Graduate Degree Committee (CAP). This body called volunteers to accredit master and doctorate degrees. The CAP accredited almost two thirds of the applications with positive results, and sorted the programs accredited into three categories according to their quality. The Ministry transferred these accrediting procedures to the CONEAU, hereby concluding the CAP's duties.

The CONEAU is led by twelve members of well-known scientific and academic hierarchy. They carry out their duties in personal capacity, bearing criteria independence and without taking on the representation of any institution.

The members of the CONEAU are appointed by the National Executive Branch, proposed by the following bodies and in the quantity stated in each case: three for the Interuniversity National Council; one for the Private University Rectors Council; one for the National Education Academy; three for the National Senate; three for the National Chamber

of Deputies; one for the National Ministry of Education. They are appointed for four years with a partial renewal every two years. Two of its members exercise their duties as President and Vice President, chosen by their fellow members and for a one year period.¹

The university community participation is carried out through the setting up of Advisory Boards and Committees of Peers, appointed by the body. Its members are chosen after consulting university institutions, scientific and professional associations as well as other relevant technical bodies. The duly founded opinion and advice of those Commissions and Committees set up the basis of the resolutions announced by the CONEAU. Likewise, the CONEAU has a Roster of Experts that had 9,709 members by the end of 2011.

The Technical Team of the institution comprises professional graduates, experts in the production of evaluation techniques and procedures.

Since 2009, the body has a new organizational structure which was passed by Administrative Decision 270/09. It comprises four Directions: the Direction of Institutional Evaluation; the Direction of Program Accreditation; the Direction of Development, Planning and International Relations and the Direction of Administration, as well as a Legal Advisory Department.

¹ The election of the board members is established by the LES. Moreover, the Executive Branch Decree 173/96 and its modification stated on Decree 705/97 specifically rule the functioning of the CONEAU. To these regulations, those created by the CONEAU as Internal Regulations and Code of Ethics should be added.



Dr. Emilio Fermín Mignone (1922-1998), first President of the CONEAU. Prominent figure of Argentine education: between 1973 and 1976 he was the Rector of the National University of Luján and since 1994 he was a member of the National Academy of Education. He was the author of valuable contributions in the field of human rights, he had a remarkable role in the emergence of the human rights organizations and he chaired the Social and Legal Studies Centre (CELS) until he died.

Photographs: are courtesy of Memoria Abierta (Open Memory):
www.memoriaabierta.org.ar/



Board members and ex board members of the CONEAU

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 Storni Fernando
 Stubrin Adolfo Luis
Talento Cutrin J. M. Francisco
(President from 2005 to 2008)



Plenary Session of the National Commission held in November 2011.

Functions of the CONEAU

As per the objectives originated by the 46th article of the LES, the CONEAU has legal mandate to fulfil the following tasks:

Torres Adolfo Domingo
 Tenchini Arnaldo Sergio
 Vernengo Marcelo Jorge
Villanueva Ernesto Fernando
(President from 1999 to 2000 and from 2002 to 2004)

- Coordinate and carry out the external evaluation envisaged in the 44th article.

- Periodically accredit the undergraduate degrees that have certificates belonging to the professions regulated by the State, the exercise of which would be of public interest directly risking health, security, rights, possessions or the inhabitants education, as established by the Ministry of Education in accordance with the Council of Universities (43rd article).²

- Accredit the post graduate degrees and projects that allow a Specialization, Master or Doctorate degree (39th article).

- Declare the consistence and viability of the institutional project needed by the ME to authorize the set up of a new university institution created by Law, or the recognition of a provincial university institution.

- Declare the consistence and viability of the institutional project needed to obtain a temporary authorization of new private university institutions, as

² The Council of Universities is a coordination and consultancy body, created by the LES. It is chaired by the Minister of Education, or whoever is appointed with a category not below the one of Secretary. It is made up by the Executive Committee of the Interuniversity National Council (CIN, 7 members), the Board of Directors of the Private University Rectors Council (CRUP, 7 members), a Rector in-office for each of the seven regional members of the Regional Councils for Higher Education Planning (CPRES) and one representative of the Federal Education Council.

well as their follow-up during the temporary functioning period and the permanent recognition.

The CONEAU resolutions, referred to the ME are binding when they advise not to authorize institutions..

The CONEAU also has legal mandate to pass judgement on the recognition of private entities of evaluation and accreditation

(EPEAUs) included in the 45th article of the LES, so the ME is able to authorize them (Ministry Resolution Number 879/02)



Plenary Session of the National Commission carried out in November 2011.



THE ARGENTINE UNIVERSITY SYSTEM

Argentina has 117 university higher education institutions: 56 are State Institutions and 59 are Private Institutions. There are also an international institution and a foreign University head office in our country.

Among the 56 State-managed institutions, two provincial institutions have been considered to have positive reports from the CONEAU according to article 69th of the LES.

The CPRES (Regional Councils for Higher Education Planning) are the articulation fields for higher education institutions at the regional level. They comprise representatives of the university institutions and the provincial governments of each region.

At the Metropolitan CPRES (covering the city of Buenos Aires and the suburban belt around Buenos Aires city) 46% of the country's university institutions can be found. ¹

¹ Reference is made to the location of the Rectorship of each university institution despite the institution's academic activity in other Regional Councils.



Geographic distribution of the university higher education institutions

METROPOLITAN

Universidad de Buenos Aires
Universidad Nacional de General San Martín
Universidad Nacional de General Sarmiento
Universidad Nacional de La Matanza
Universidad Nacional de Lanús
Universidad Nacional de Lomas de Zamora
Universidad Nacional de Quilmes
Universidad Nacional de Tres de Febrero
Universidad Nacional Arturo Jauretche
Universidad Nacional de Avellaneda
Universidad Nacional de José C. Paz
Universidad Nacional de Moreno
Universidad Nacional del Oeste
Universidad Tecnológica Nacional - Rectorado (*)
Universidad Católica Argentina
Universidad Favoloro
Universidad Abierta Interamericana
Universidad Maimónides
Universidad Austral
Universidad Argentina de la Empresa
Universidad del Museo Social Argentino
Universidad del Salvador
Universidad de Ciencias Empresariales y Sociales
Universidad de Flores
Universidad Torcuato Di Tella
Universidad de Belgrano
Universidad de Palermo
Universidad de la Marina Mercante
Universidad de Morón
Universidad de San Andrés
Universidad del CEMA
Universidad del Cine
Universidad CAECE
Universidad Argentina John F. Kennedy
Universidad ISALUD
Universidad Popular de Madres de Plaza de Mayo
Instituto Universitario Nacional de Arte
Instituto de Enseñanza Superior del Ejército
Instituto de la Policía Federal Argentina
Instituto Universitario de Seguridad Marítima
Instituto Universitario Naval
Instituto Universitario de Gendarmería Nacional
Instituto Tecnológico de Buenos Aires ITBA
Instituto Universitario Escuela de Medicina del Hospital Italiano
Instituto Universitario Cemic
Instituto Universitario de Ciencias de la Salud Fundación Barceló
Instituto Universitario de Salud Mental - APDEBA
Instituto Universitario ISEDET
Instituto Universitario Escuela Argentina de Negocios
Instituto Universitario ESEADE
Instituto Universitario IDEA (**)
Instituto Universitario River Plate (**)
Universidad de Bologna
Facultad Latinoamericana de Ciencias Sociales

BUENOS AIRES

Universidad Nacional de La Plata
Universidad Nacional del Centro de la Pcia. de Bs. As.
Universidad Nacional de Mar del Plata
Universidad Nacional del Noroeste de la Pcia. de Bs. As.
Universidad Nacional del Sur
Universidad Nacional de Luján
Universidad Católica de La Plata
Universidad Notarial Argentina
Universidad Atlántida Argentina
Universidad FASTA
Universidad del Este
Escuela Universitaria de Teología
Universidad Pedagógica de la Pcia. de Bs. As.

CENTRAL WEST

Universidad Nacional de Córdoba
Universidad Nacional de Cuyo
Universidad Nacional de La Rioja
Universidad Nacional de Río Cuarto
Universidad Nacional de San Luis
Universidad Nacional de San Juan
Universidad Nacional de Villa María
Universidad Nacional de Chilecito
Universidad Nacional de Villa Mercedes
Universidad Blas Pascal
Universidad Católica de Córdoba
Universidad Católica de Cuyo
Universidad Champagnat
Universidad de Mendoza
Universidad del Aconcagua
Universidad de Congreso
Universidad Empresarial Siglo XXI
Universidad Juan Agustín Maza
Instituto Universitario Aeronáutico

CENTRAL EAST

Universidad Nacional de Entre Ríos
Universidad Nacional del Litoral
Universidad Nacional de Rosario
Universidad Adventista del Plata
Universidad Católica de Santa Fe
Universidad de Concepción del Uruguay
Universidad del Centro Educativo Latinoamericano
Instituto Universitario Italiano de Rosario
Instituto Universitario del Gran Rosario
Universidad Autónoma de Entre Ríos

NORTHEAST

Universidad Nacional de Formosa
Universidad Nacional de Misiones
Universidad Nacional del Nordeste
Universidad Nacional del Chaco Austral
Universidad de la Cuenca del Plata
Universidad Gastón Dachary

NORTHWEST

Universidad Nacional de Catamarca
Universidad Nacional de Jujuy
Universidad Nacional de Salta
Universidad Nacional de Santiago del Estero
Universidad Nacional de Tucumán
Universidad Católica de Salta
Universidad Católica de Santiago del Estero
Universidad del Norte Santo Tomás de Aquino
Universidad de San Pablo Tucumán

SOUTH

Universidad Nacional del Comahue
Universidad Nacional de la Pampa
Universidad Nacional de la Patagonia San Juan Bosco
Universidad Nacional de la Patagonia Austral
Universidad Nacional de Tierra del Fuego, Antártida e Islas del Atlántico Sur
Universidad Nacional de Río Negro

(*) It has Regional Faculties in all CPRES

(**) Without academic activity

The expansion of the Argentine university system

Until 1955 there were six State Universities in Argentina, the oldest in the system—the Universidad Nacional de Córdoba, Universidad Nacional de La Plata, Universidad de Buenos Aires, Universidad Nacional de Cuyo, Universidad Nacional de Tucumán and Universidad Nacional del Litoral.

The period 1956 – 1970 is characterized by the bursting of private university institutions: the first twenty private institutions of the country were created in this period. During the period 1971 – 1976 an important number of state institutions were created.

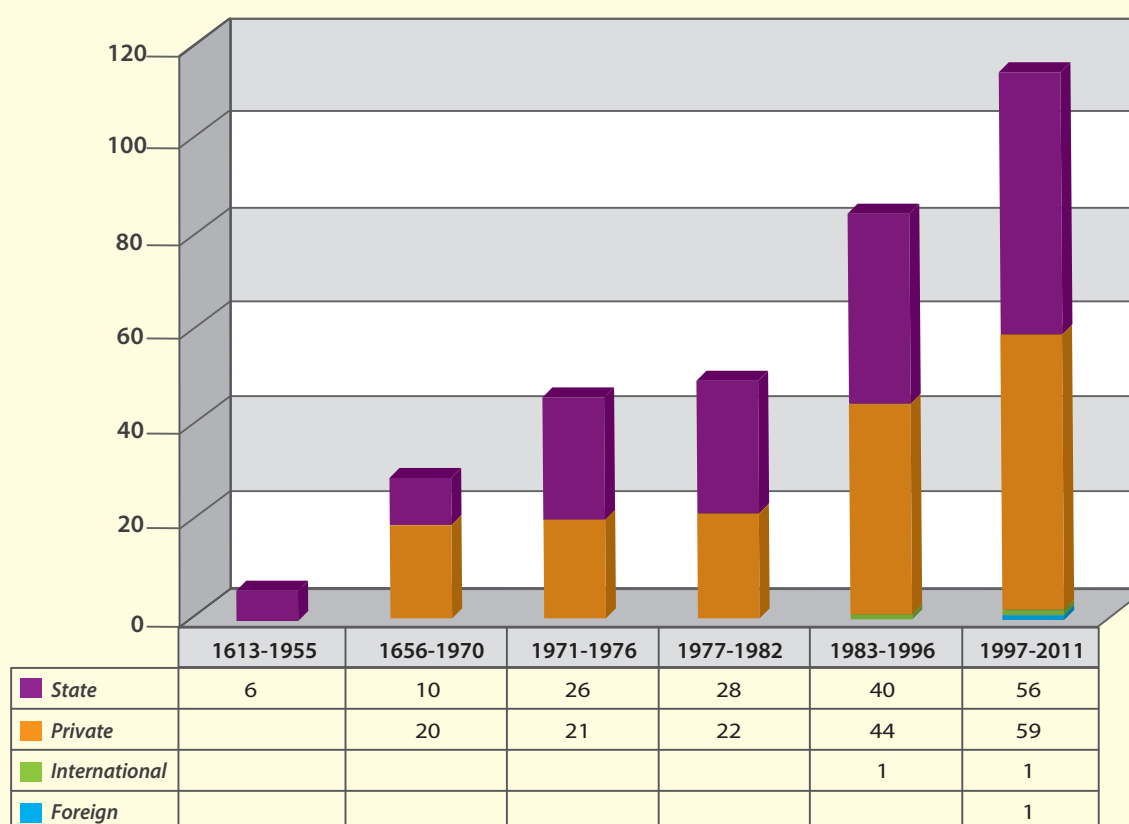
Since the 1990s, the university system expansion process has restarted with the creation of new state and private

university institutions.

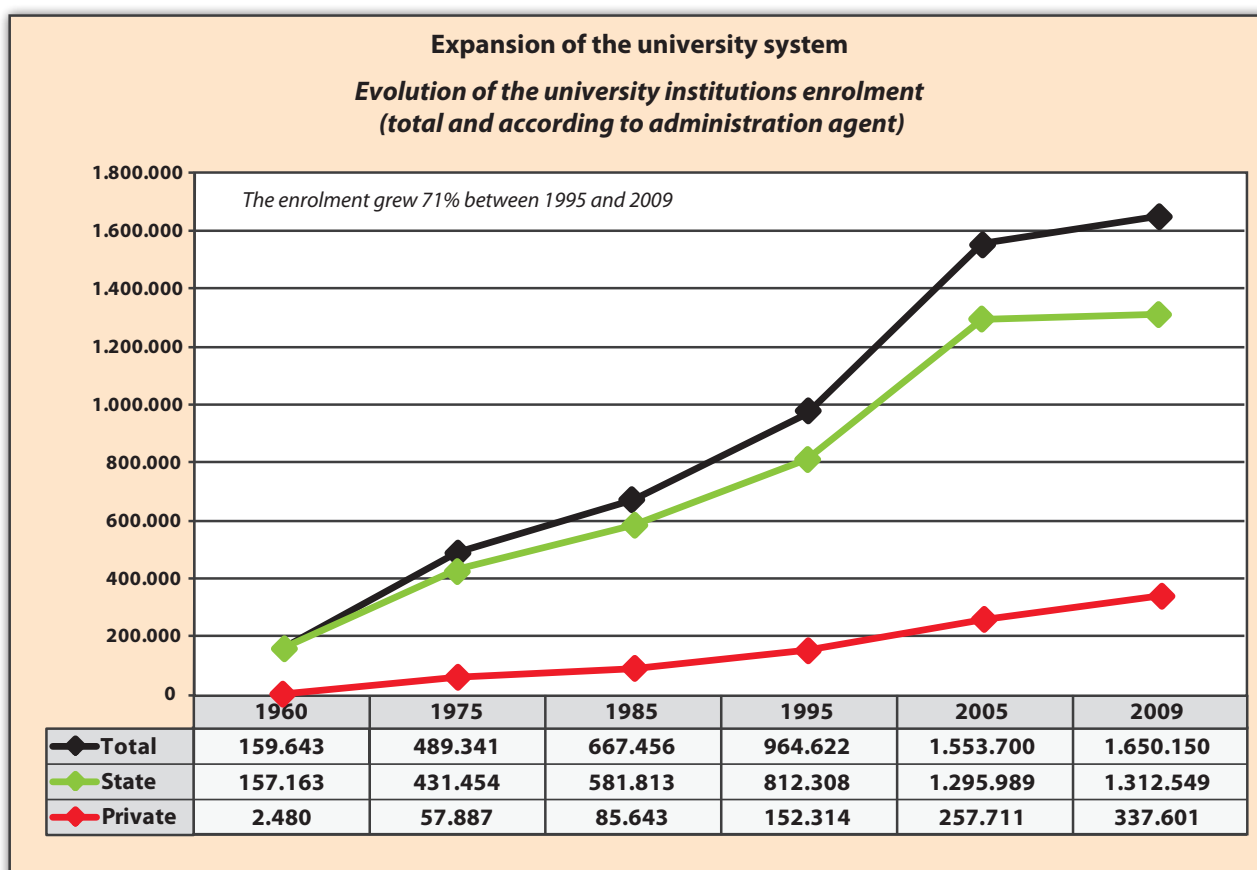
In 1960 Argentina had 159,643 university students. The expansion of the university enrolment was constant and in 2009 there were 1,650,150 students in the Argentine university institutions. The state university institutions concentrate approximately 80% of the enrolment..

Expansion of the university system

University institutions in each period according to administration agents



Two of the 56 state institutions existing since 2011 are provincial universities which have obtained a favourable report from de CONEAU as per the LES 69th article



Source: Compilation based on the 2009 Yearbook data, SPU

During the year 2001 the Argentine university gross rate, i.e. the number of university students out of the whole 18 to 24 year-old², population, was 25%. That gross rate rose to 35.2% in 2009.

	%	
	Year 2001	Year 2009
Higher Education Gross Rate	36	49,2
University Gross Rate	25	35,2

Data extracted from the SPU 2009 Yearbook

If the total amount of higher education students (university and non-university) is considered, during 2009 the gross rate of higher education was 49.2%

² The International definition of this gross rate (OCDE) is calculated over the 20 to 24 year-old population; in order to make it representative of the Argentine case, the gross rate has been widened to 18 to 24 year-olds..

Cartagena Statement



Cartagena City Streets



Book exhibition in the 2008 CRES - Cartagena City



Cartagena City Streets

Day after day, on a growing basis, higher education has become a “social public good and a universal human right. This is the certainty and the basis of the strategic role it has in the sustainable development processes of the countries in the region”. With this convincing certainty, “the Regional Conference of Higher Education in Latin America and the Caribbean (CRES), was held in the City of Cartagena de Indias, Colombia, under the aegis of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC)” and with the support of several country governments in the continent.

This event, which was followed by a vast audience through the Internet, with its deliberations transmitted in four languages, also had a strong participation of Argentine and international educational organizations—among them, the CONEAU—and about 3,500 members of the regional academic community.

Meetings devoted to analyze higher education are usually held both in our continent and the entire world and some basic precedents were mentioned in the CRES. The role of the “Córdoba Reform, the principles of which are today a fundamental orientation regarding university autonomy, co-government, universal access and social commitment” was emphasized.

The balance done by the CRES visualized, “from a prospective point of view, the challenges and opportunities of higher education in the region in light of the regional integration and the global context changes”.

The Cartagena Statement (as the final document issued by the CRES is publicly known), covers a wide range of problems and provides proposals and suggestions. As a sample of some of its main comments, three points from the second paragraph (B: 2, 3 and 7) and one of the third (C: 8), to which the CONEAU pays special attention, will be replicated next.

- Higher education as a social public good is reaffirmed since access to it is a true right of all citizens. National education policies are the necessary condition to favor access to quality higher education by means of the appropriate strategies and actions.
- Considering the immense task of covering the expansion faced by Latin America and the Caribbean, both public and private agents are obliged to provide higher education of quality and relevance. Therefore, the governments need to strengthen the accreditation mechanisms to guarantee the public service transparency and condition.
- Education offered by transnational providers, exempt from the control and guidance of national States, favours education that is de-contextualized, where the principles of pertinence and equity are displaced. This increases social exclusion, fosters inequality and consolidates underdevelopment. In our countries, we must promote the necessary laws and mechanisms to regulate academic offerings, and especially transnational offerings, in all the key aspects of quality higher education.



Thematic session 3 Quality and pertinence-CRES 2008



Reading of CRES statement 2008

Source: Galería Picasa Web Unesco-lesalc
<https://picasaweb.google.com/cres2008>

- Information and communication technologies should involve qualified personnel, validated experiences and a strict system of quality control in order to be a positive tool for geographic and temporal expansion of the teaching-learning process.



WORKING AREAS OF THE CONEAU

As the way towards the two basic points formulated by the initial questions has been cleared up in the previous pages (on one hand, what the CONEAU is and which its key function is: guaranteeing and supporting the quality improvement of university education by means of its permanent evaluation processes; on the other hand, offering the first approach to the Argentine university system expansion), now the challenge is to see how the CONEAU intervenes to improve that system and, specifically, what steps the organizational structure implemented in 2009 is taking to achieve that.

INSTITUTIONAL EVALUATION

The Direction of Institutional Evaluation has a total of eleven functions. The different tasks it carries out were institutionalized during the first six working years of the CONEAU (1996-2002). The first ones to be implemented were the analysis of temporary authorization applications and the external evaluation of university institutions, in 1996 and 1997 respectively.

These different functions are organized into two areas: Institutional Projects and External Evaluation.

Institutional Projects

Temporary authorization of private and foreign university institutions (46th and 63rd articles of the LES)

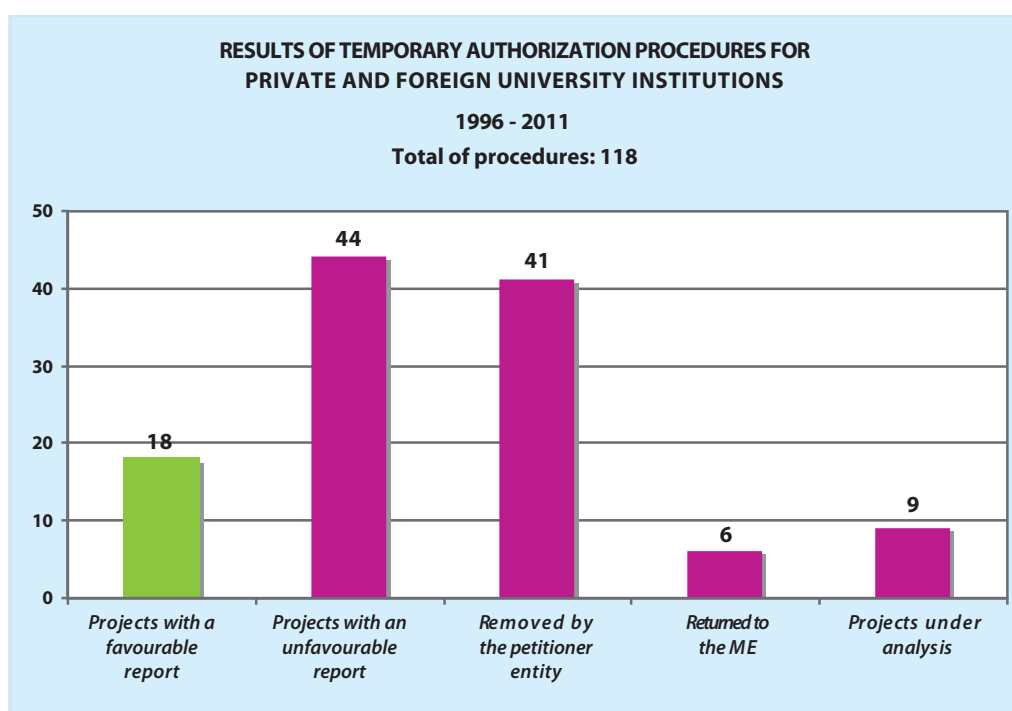
The Higher Education Law (LES) states that the temporary authorization for running private and foreign university institutions granted by the National Executive Branch requires a prior favourable report from the CONEAU.

For these cases, the Commission, with the help of experts, must analyze if the institutional project is viable, academically qualified and relevant. The evaluation of the coherence among the mission, the intended purposes and the expected results as well as the institutional capacities to fulfil the project are essential.

To accomplish this, the track record of the foundation or promoter organization, the financial resources and the infrastructure and assigned equipment, the academic level of the proposed teachers, the teaching curricula adequacy to the present standards of each discipline, the international interconnection and agreements are pondered.

From 1996 to 2011, 118 institutional projects were evaluated. Only 18 had a favourable report from the CONEAU.

These data show the regulatory impact of the CONEAU on the expansion of private university institutions within the university system, providing a quality threshold founded on the implementation of rigorous evaluation criteria and the establishment of strict procedures.



Follow-up of the private university institutions with a temporary authorization (64th article, subsection a) of the LES)

During the temporarily authorized working period of the university institutions, the CONEAU's job continues in two aspects: evaluating annual reports and evaluating the alterations of the institutional project.

The CONEAU provides the ME with directions to follow-up the private university institutions with a temporary authorization, which is carried out through the reports they must submit annually, where the degree of achievement of the institutional and academic objectives and of the action plans stated in the temporary authorization application must be reflected. The annual reports analysis is a valuable tool for the university institution, both as a reference and as a follow-up during the initial stretch of its academic and institutional development. On the other hand, the degree of the institution's adjustment to its project and original action plan, as well as the fulfilment level of the suggestions resulting from the follow-up, are crucial elements at the moment the permanent authorization of the university institution is analyzed.

From 1996 to 2011, the CONEAU drafted a total amount of 187 resolutions corresponding to the analysis of annual reports of academic follow-up.

Similarly, every modification to the original action plan carried out by the university institutions with a temporary authorization (statute modifications, creation of new careers, levels or university degrees and curricula) must be authorized by the ME, based on a favourable report from the CONEAU

The quality and relevance of the suggested modifications must be analyzed from two points of view: the institutional capacity to provide the new academic offer and its adequacy to the originally adopted institutional project. For the mentioned reasons, any proposed alteration of the institutional project must come with detailed justifications and a pre-feasibility and relevance analysis.

From its creation until 2011, the CONEAU has analyzed 213 applications to modify the original project, 61 of which concerned the teaching of new

undergraduate programs, 148 were about graduate programs and 4 referred to statute alterations.

Permanent authorization of private university institutions with a temporary authorization (65th article of the LES)

Once the six-year period of the temporary working authorization has expired, the institutions can ask for their permanent recognition. The institutions that obtain it are therefore enabled to operate with more autonomy regarding their statute modifications, the creation of careers and alteration of study plans, the creation of academic units, the administration of goods and services and the diploma awarding.

A favourable reference from the CONEAU for the permanent authorization of a university institution guarantees the institution has achieved a qualified and satisfactory academic and institutional development which assures it doesn't need the systematic, frequent tutelage, supervision and verification by the State.

To process a permanent authorization application, the CONEAU assigns experts who analyze the legal-institutional, academic and economic-financial magnitude of the institution. During this analyzing process the achievements reached by the institution are examined in accordance with the original institutional project, the prospect future development and the suggestions rising from previous evaluations, both from the institutional and from the degree accreditation point of view.

From the 22 applications for permanent authorization analyzed by the CONEAU until December 2011, 18 belonged to private university institutions created before the LES was passed, and the remaining 4 to institutions the CONEAU was part of ever since their creation. These applications were solved positively, with the exception of one that was recommended to keep its temporary authorization for an additional period of three years.

Launching of national university institutions and authorization of provincial university institutions (49th and 69th articles of the LES)

The national university institutions are established by law but need to request their launching to start working. For this, an organizer-rector assigned by the ME leads the process to frame the institutional project and the temporary statute draft.

For the evaluation of this kind of cases, the CONEAU, in consultation with experts, analyzes if the institutional project has an appropriate justification, if it meets the principles and rules of the LES, if it is viable and consistent, if it has an academic development plan comprising the teaching, investigating and extension aspects, as well as the infra-structure where the activities will be developed, among others.

From 1996 to 2011, the 13 applications for the launching of national university institutions analyzed by the CONEAU obtained a favourable resolution.

In the case of the provincial university institutions, the national validity of the degrees and diplomas issued, needs the approval of the National Executive Branch after the CONEAU's report.

In most cases, the CONEAU hires experts to analyze the justification, viability and consistence of the institutional and academic project as well as its adequacy to the principles and rules of the LES, the academic level of the teacher's board that will be the institution's initial faculty as well as their scientific investigation and university teaching background, the quality and updating of the teaching and investigation plans submitted, the financial resources and the international interaction and agreements.

Up to now, from the 9 authorization applications submitted, 2 have obtained a favourable recommendation from the CONEAU, 3 belong to the one provincial institution that has carried out consecutive applications, 1 has been returned to the ME and 3 are now under analysis.

Authorization of private entities of evaluation and accreditation (EPAUs) (45th article of the LES)

Private entities devoted to evaluation and accreditation of university institutions must be authorized by the ME after the CONEAU's report.

In most cases, the CONEAU hires experts for the evaluation of the institutional abilities of the proposal. They must have satisfactory patrimony and infrastructure to fulfil its objectives, as well as a duly trained direction and technical body to perform those functions.

Two private projects from evaluation and accreditation entities have been analyzed. Both projects were accepted (in 2001 and 2007), recommending those institutions could start their activities in the area of external evaluation of state and private university institutions.

Undergraduate and graduate offers of university institutions out of the scope of the Regional Council of Higher Education Planning (CPRES) they belong to.

The University Council must rule regarding the relevance of every attending undergraduate or graduate offer addressed to be implemented totally or partially out of the scope of the CPRES the university institution belongs to. For this purpose, it can request the opinion of the CPRES and the CONEAU.

In these cases, the CONEAU ponders the aspects of the proposal related to the real possibilities of implementing the offer with the corresponding quality level of an undergraduate or graduate educational activity, taking into account the project characteristics and the distance between the place where the said offer is intended to be fulfilled and the main campus of the institution.

So far, the CONEAU has been consulted about this matter only 3 times.

Public Registry of Investigation Centres and Higher Education Vocational Training Institutions (39th article of the LES)

In order to rule on the level and hierarchy of the entities intending to teach specialization careers through an agreement with university institutions, the CONEAU ponders the applying entity's

background and carries out a thorough check up of its institutional capacities, activities, scientific or educational results and impacts, as appropriate. It must also carry out the temporary accreditation of the projected careers.

Up to now, there has been a total number of 7 applications for Registry enrolment, 2 of which obtained a favourable resolution, other 2 got an unfavourable resolution as they hadn't accredited the graduate careers submitted and 3 are under analysis.

External evaluation of university institutions (44th article of the LES)

The LES establishes that the university institutions managed either by state or by private administrators should assure internal institutional evaluation instances so as to analyze the achievements and difficulties in the fulfilment of their functions and decide actions for their improvement.

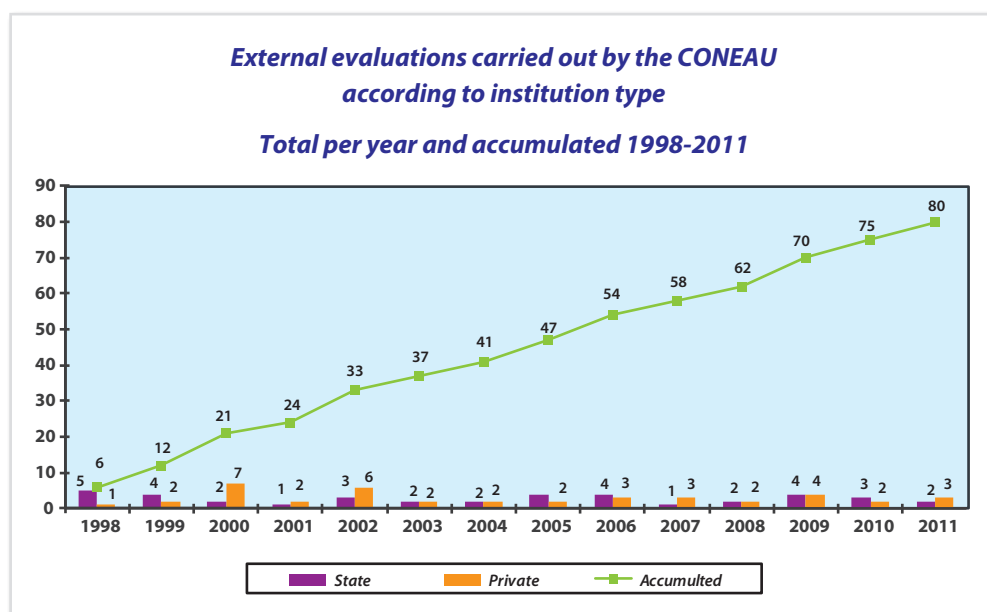
For this to be representative of the institution as a whole, it must have a high level of participation of the university community members, it must approach the university institution as a whole, it must take into account its contextual and historic perspective and contain quantity and quality information that allows an interpretation and a suitable analysis of the institutional reality.

The external evaluations made by the CONEAU with the participation of peer evaluators, where the university institution setting, its functioning

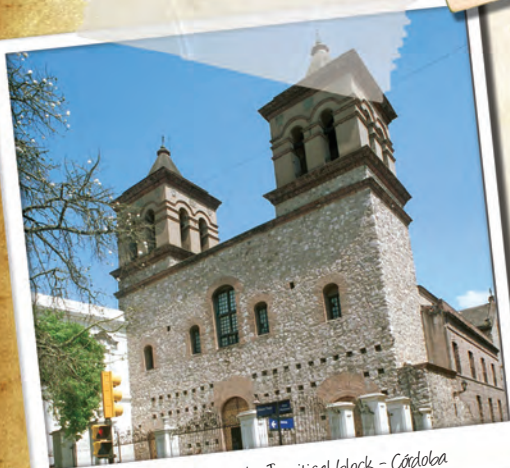
and historic development, its processes, results and social insertion are assessed. Based on this singular, historical, strict, respectful analysis of the institutional project that the institution makes about itself, and on the basis of self-evaluation, the external evaluation process decides the suggested courses of action needed to improve quality.

In 1996, the launching of external evaluations required creating consensus with the lead agencies in the system (CIN-CRUP) regarding the procedures and the focus the institutional evaluations would have. As a result of those exchanges, two documents were issued: "Guidelines for the Institutional Evaluation" (Res. CONEAU 94/97), which establishes the basic conditions for self-evaluation and external evaluation, and the Resolution CONEAU 315/00 that holds guidelines for writing the final report. As part of the continuous process of reviewing of the procedures, the document "Criteria and procedures for the external evaluation" was adopted (Res. CONEAU 382/11). It specifies the basic information self-evaluation must include, formalizes the interaction of the institutional evaluation with other evaluations carried out within the CONEAU scope and defines the criteria for peer evaluation.

So far, 80 institutional evaluations have been carried out:



FIRST STEPS OF UNIVERSITY TEACHING IN ARGENTINA



Now-a-days view of the Jesuitical block - Córdoba



Dean Funes monument - Córdoba

Reconstruction of the University with the Jesuit Church - Córdoba, late XVIIIth century >

RECONSTRUCCION DE LA UNIVERSIDAD CON LA IGLESIA DE LOS JESUITAS - CORDOBA
AL FIN DEL SIGLO XVIII



The first stage of the university teaching history belongs to the colonial period and had its only centre in Córdoba with the presence of the Society of Jesus which, in 1610, founded a Maximum College that some time later was recognized as a lower category or conventual University. The Jesuits gave a scholastic turn to their teaching and Theology was the discipline they highlighted above all. They taught Latin and their main purpose was to educate clergymen. But in the next century there were changes arising from the Bourbon reforms, among which the expulsion of the Jesuits in 1767 was the most remarkable. This intensified the influence of the Crown on education.

Although the pedagogic structure, having a strong Thomistic foundation, wasn't substantially modified during the Salesian management, echoes of the modernist arguments could be heard among the Córdoba faculty: the voices of Descartes and Newton resonated while a decisive boost to the study of Law was given. Nevertheless, the most important step for renewal was given at the beginning of the XIXth century when a major university was set up on the foundations of the old one: The Royal University of Saint Carlos and Our Lady of Montserrat, which started working in 1808 after the election of Dean Gregorio Funes as its Rector. He would then modify the study plans. This University, together with the one in Charcas (Chuquisaca), was the seedbed where many relevant figures of our history, like José María Paz, Dalmacio Vélez Sarsfield, Santiago Derqui or the Paraguayan Gaspar Rodríguez de Francia, got their education.

During the XIXth century, even though the University of Córdoba kept its prestigious halo (with remarkable advances in the scientific areas, with well-known German teachers hired and several ecclesiastical prerogatives displaced as a result of the pressure of liberal groups), the second Argentine university started rising up and consolidating—the University of Buenos Aires, which would reflect the advances of the independence fights and later the social structure changes in the country more accurately. (It should be pointed out that in those days the European medieval university model was being eroded by the winds of the Illustration.)

Since Viceroy Vértiz attempts, but with much more energy after the May uprising, colleges, academies and institutes of military arts, maths, medicine, law, nautical and, in general, disciplines that gave an answer to the needs of that historical moment were founded in Buenos Aires. Finally, through a decree from the provincial government led by Martín Rodríguez, the University of Buenos Aires (UBA) was created on August 9th, 1821. Its main driving force was the priest Antonio Sáenz, who was appointed first rector of the institution (after his death in 1825, José Valentín Gómez took over). Among the students of those first years we can find Vicente Fidel López, Bernardo de Irigoyen, Marcos Paz, Vicente Quesada and José Evaristo Uriburu.

After the Rosas period, during which the government had a strong interference policy, the UBA was the scene of various modifications that tended to provide the university with a suitable structure in accordance with the changes that were taking place both locally and internationally. The prominent figure in this process was, no doubt, Juan María Gutiérrez, clear-sighted member of the Generation of '37, friend and collaborator of Echeverría and Alberdi, as well as the author of an unavoidable piece of work on the “Origin and development of Public Higher Education in Buenos Aires”, among other seminal works. One of Gutiérrez's initial measures, once he had taken over the rectorcy in 1861, was the opening of an Exact Sciences Department, where the training of engineers was privileged, stating a net professional teaching profile, particularly in the natural sciences field. His draft law to organize the university as a coordinating body of different faculties where a tendering system was applied as mechanism for tenure awarding is also remarkable.

In 1880, after the federalization of Buenos Aires City, several cultural institutions were transferred to the national State, the UBA among them. Three years later, its rector, Nicolás Avellaneda, who was also a senator and ex-president at the time, submitted a draft university law that, after long discussions, became the first integral organization of the Argentine university system when it was enacted two years later



Hand over of the minute for the creation of the UBA to Cap. Genl. Martín Rodríguez, Governor of Buenos Aires at Saint Ignacio's church on August 12th 1821.
Painting by Antonio González Moreno exhibited at the Faculty of Law.



Library of the old Faculty of Philosophy and Literature of the UBA



Old Faculty of Philosophy and Literature building - UBA.
(Now-a-days headquarter of the Rectorcy in Viamonte Street)

Source: General Nacional Archives

PROGRAM ACCREDITATION

The Direction of Accreditation concentrates the evaluation and accreditation of undergraduate and final program projects which may compromise public interest, as they could directly affect public health, safety, rights, properties or the inhabitants' education (according to the 43rd article of the LES). It is also in charge of the evaluation and accreditation of the graduate programs and graduate new programs of all disciplines (according to the 39th article of the LES).

These accreditation functions are distributed in two areas: Undergraduate Accreditation and Graduate Accreditation.

Accreditation of undergraduate degrees

The ME, in agreement with the University Council, states the list of degrees deemed to be of public interest and establishes the standards each career must fulfil for its accreditation. Through Ministerial Resolution, which is the fundamental rule for the accreditation of each public interest career, the activities related to the degree, the amount of classroom time, the basic curricular contents and the intensity criteria for the practical training are established. The issuing of these resolutions sets the pace for the incorporation of careers to the accreditation processes.

The first accredited degree was Medicine. Later on, the standards for the evaluation of fourteen Engineering degrees, Agronomic, Industrial Engineering and Land Surveying, Metallurgical Engineering, Biomedical Engineering, Pharmacy and Biochemistry, Veterinary, Telecommunication Engineering, Architecture,

Computer Science Engineering, Dentistry, Geology, Chemistry and Psychology were adopted. In the late 2011 the standards for the Biology Bachelor were enacted. The ones corresponding to the Lawyer and Public Accountant degrees are under revision. Recently, the various university professor degrees have been declared of public interest and thus they have been included in the 43rd article of the LES.

The CONEAU organizes the accreditation processes for the undergraduate careers through calls that involve all the careers that offer the corresponding degree. These processes comprise the self-evaluation stages of the program, the action of the Peer Committee and the CONEAU's final decision.

The self-evaluation report includes both the production of systematized, comparable information and a detailed analysis of the conditions under which the programs and results are developed. If necessary, it includes the framing of improving plans which enable

the fulfilment of the quality requirements expected by the standards.

The action of the Peer Committee comprises the self-evaluation report analysis as well as any other relevant information appearing for each call, the visit to the program head office and the elaboration of an opinion. The CONEAU makes a final decision on the basis of all these proceedings and the peer review. The results can be:

- 1) Accreditation for a 6-year period of those programs that fully comply the standard profile expected.
- 2) Accreditation for a 3-year period: for those programs that a) in spite of having the expected profile haven't completed the teaching cycle, so they lack graduates; b) in spite of not having reached the expected standard profile show enough elements to consider that the improvement plan development will allow to reach it in a reasonable

time.

- 3) No accreditation: for those programs that don't comply the quality criteria expected and whose improving plans are not considered viable or are insufficient to reach the quality standard stated by the Ministerial Resolution.

Finally, when the accreditation is awarded for 3 years, the 2nd stage of the original call is organized.

Its object is the verification of the improvement plan compliance and the progress evaluation of the program in light of the quality profile established by the standards. In the event the evaluation is

favourable, the accreditation is extended for another 3-year period.

The accreditation of the undergraduate programs is organized in cycles. Once the first cycle of accreditation has been completed (after the 6-year accreditation of the degrees submitted in the first call is due), the New Accreditation Cycle starts.

In 2008 the CONEAU called the Medicine programs for the New Cycle. In 2009 and 2010 it was the turn of the Engineering programs included in the first call. In some cases the ME establishes new standards (stated on a new Ministerial Resolution) and this was the case for the

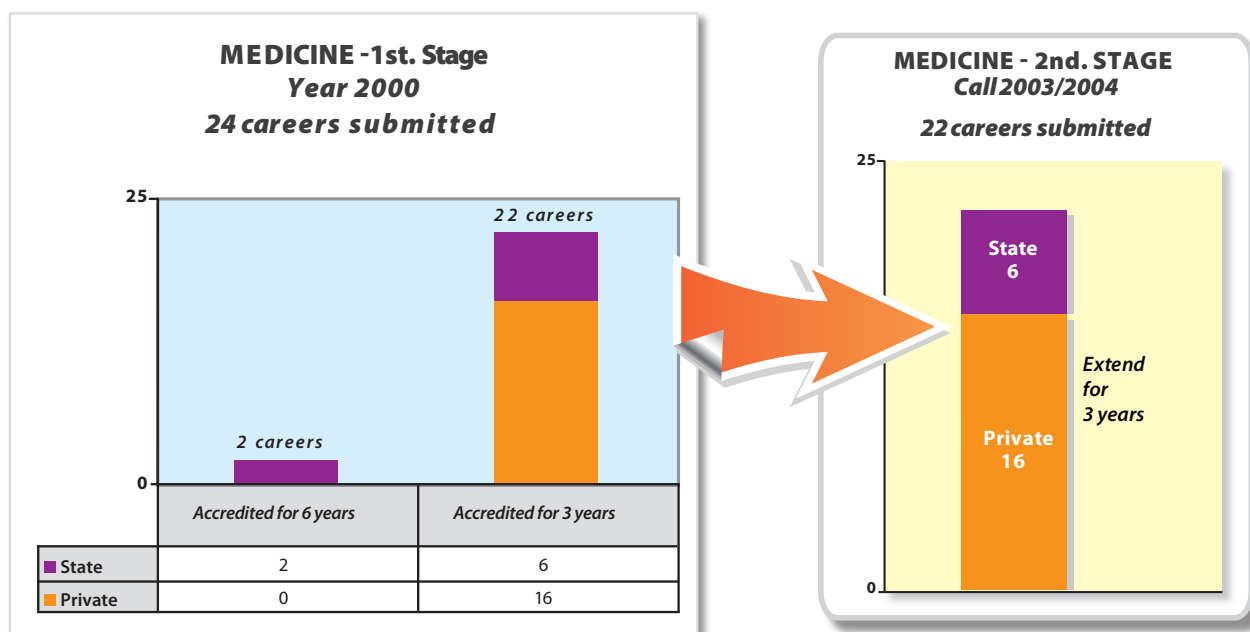
New Cycle of Medicine for which a Ministerial Resolution containing new standards was adopted.

The accreditation processes of each degree carried out until December 2011 are shown below. Geology, Chemistry and Psychology are not shown because the global results of the 2011 Calls are not available. For the same reason, the 2nd Call for Veterinary and the Calls for Engineering degrees carried out in 2010 are not included either.

Schedule of undergraduate careers accreditation

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Medicine	Standards	1st Stage Voluntary & Compulsory			2nd Stage	2nd Stage			Standards	New Cycle			
Engineering, fourteen degrees			Standards	1st Stage Period 1	1st Stage Periods 2 & 3	1st Stage Period 4 Compulsory		2nd Stage	2nd Stage	2nd Stage	New Cycle	New Cycle	
Industrial Engineering and Land Surveying				Standards			1st Stage Periods 1 & 2				2nd Stage	2nd Stage	
Agronomy					Standards	1st Stage				2nd Stage	2nd Stage		
Pharmacy & Biochemistry						Standards	1st Stage					2nd Stage	
Metallurgical Engineering						Standards	1st Stage				2nd Stage	2nd Stage	
Biomedical Engineering						Standards	1st Stage				2nd Stage	2nd Stage	
Telecommun. Engineering								Standards	1st Stage			2nd Stage	
Veterinary							Standards	1st Stage					2nd Stage
Architecture								Standards	1st Stage Period 1	1st Stage Period 2			
Dentistry										Standards	1st Stage		
Geology											Standards		1st Stage
Psychology											Standards		1st Stage
Chemistry											Standards		1st Stage
IT											Standards	1st Stage	
Natural Resources Engineering											Standards	1st Stage	
Zoo technical Engineering											Standards	1st Stage	
Forestry Engineering											Standards	1st Stage	
Biology													Standards

Medicine



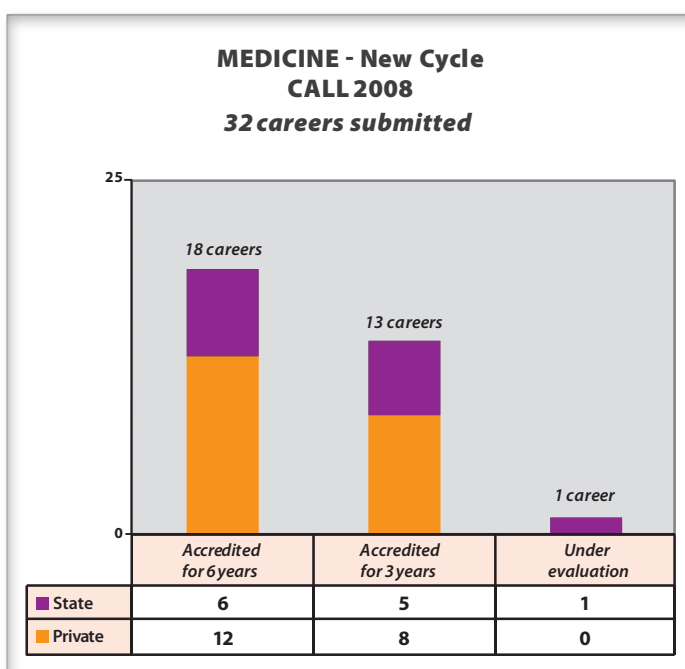
The accreditation process of the Medicine programs was carried out through two calls, a voluntary one in 2000 and a compulsory one in 2001.

In 2000, 24 Medicine programs were evaluated for the first time (1st Stage). The programs that had been accredited for 3 years during the 1st Stage (22 programs), applied to the 2nd Stage in 2004 and all of them got accreditation for another 3-year period.

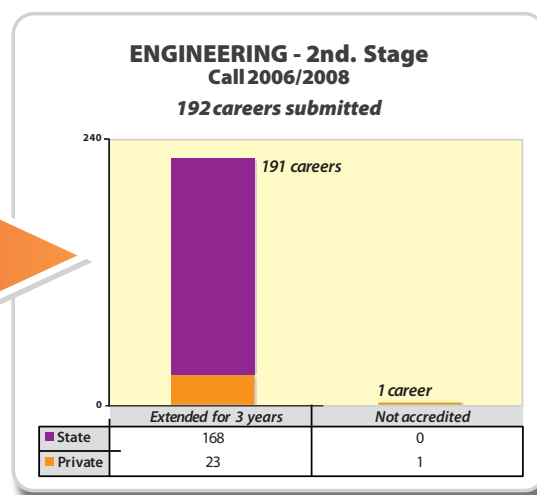
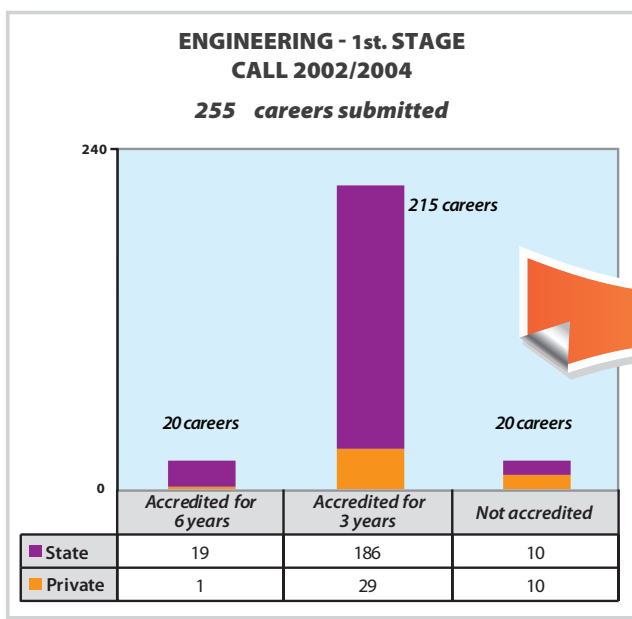
In 2008 there was a call for the New Cycle of accreditation for all the programs, after the review of the standards adopted in 1999 by the Ministry of Education (Ministerial Resolution 535/99). That review resulted in a new resolution (Ministerial Resolution 1314/07).

After the evaluation of the 32 Medicine programs during the New Cycle, 18 were accredited for 6 years, which shows that the number of

programs that achieved the expected standard profile increased as compared to the first accreditation results in 2000. In that call, only 2 programs out of 24 submissions had been accredited for 6 years.



Engineering



In 2001, the standards for the evaluation of thirteen Engineering degrees were approved: Aeronautical Engineer, Food, Environmental, Civil, Electrical, Electro mechanical, Electronics, Materials, Mechanical, Mining, Nuclear, Petroleum and Chemistry (Ministerial Resolution 1232/01). Later on, Hydraulic Engineering and Water Resources Engineering were added (Ministerial Resolution 13/04).

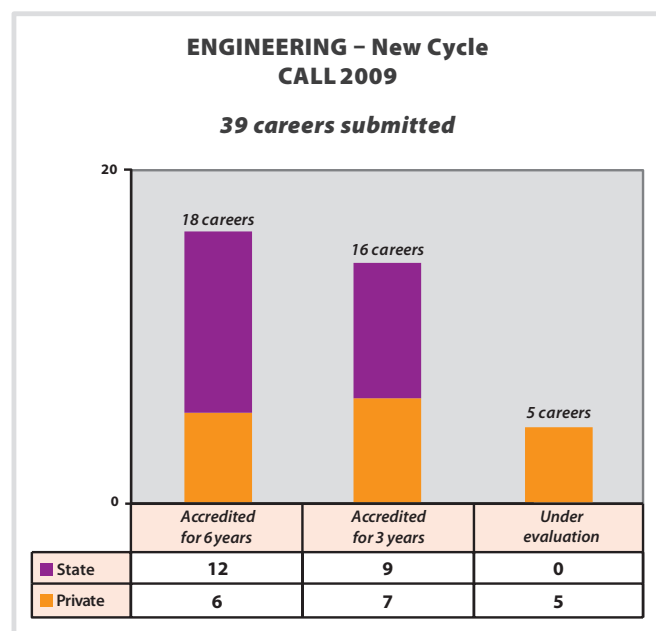
In this case a voluntary and a compulsory call were also carried out, but considering the number of programs the voluntary call was divided into three stages. After these stages the compulsory call was performed.

From the 255 programs submitted in the 1st Stage, 20 were accredited for 6 years, 215 for 3 years and 20 were not accredited.

In the 2nd Stage (calls in 2006, 2008, 2009 and 2010), 192 programs applied (the accreditation of 23 of the 215 programs that had been accredited for 3 years during the 1st Stage was still in force). 191 programs got their accreditation extended for another 3

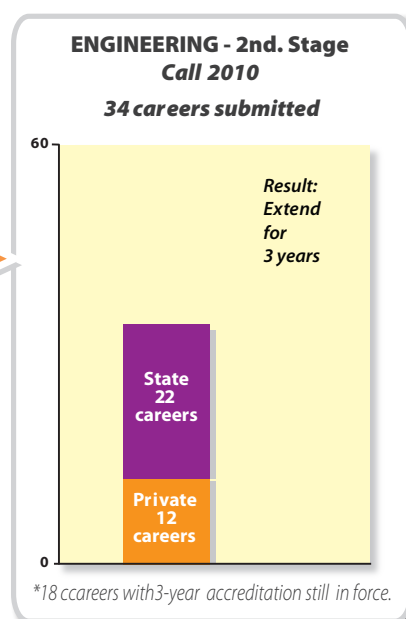
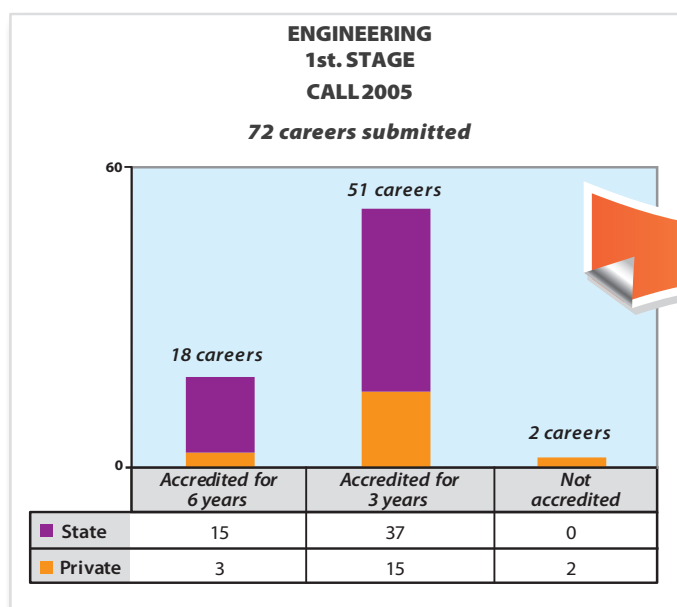
years and 1 was not accredited.

In 2009 the New Cycle of accreditation started for the above mentioned Engineering orientations. On the call Resolution issued that year, the programs with expired or next-to-expire accreditations were called. 39 programs applied: 18 were accredited for 6 years, 16 were accredited for 3 years and 5 are still under evaluation.



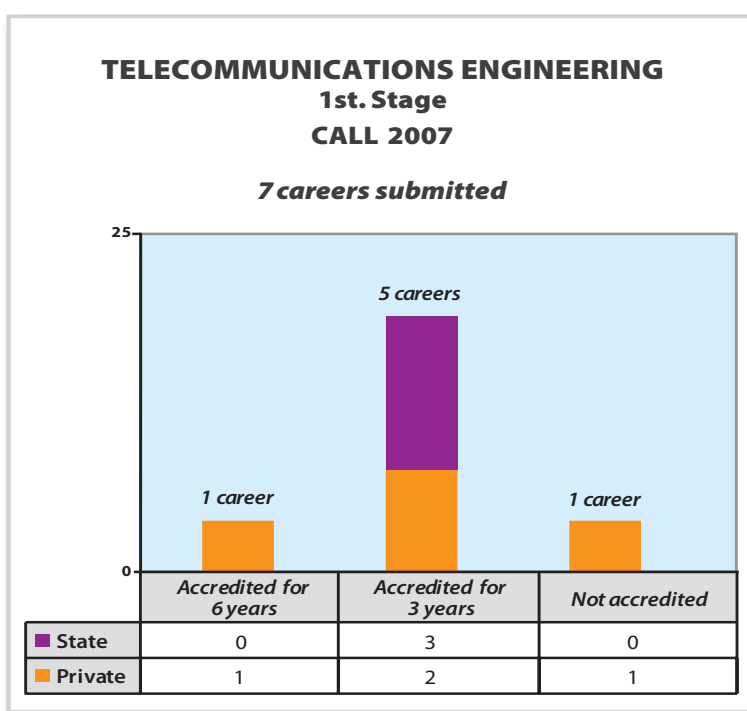
Industrial Engineering, Land Surveying, Bioengineering, Metallurgical Engineering

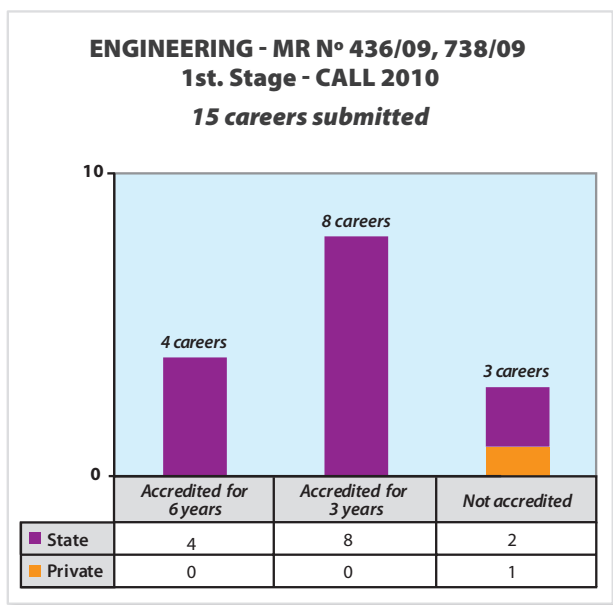
Between 2002 and 2004, the degrees of Industrial Engineering, Land Surveying Engineering, Biomedical Engineering, Bioengineering and Metallurgical Engineering were incorporated (Ministerial Resolutions 1054/02, 1603/04 and 1610/04). In 2005, 72 programs applied: 18 were accredited for 6 years, 52 for 3 years and 2 were not accredited. For the 2nd Stage call, carried out in 2009, 34 programs applied. At that moment, the accreditation of 18 programs was still in force.



Telecommunications Engineering

Once the standards for the accreditation of the Telecommunication Engineering programs were established (Ministerial Resolution 1456/06), the CONEAU issued a call for the submission of the corresponding programs (1st Stage). From the 7 programs submitted, 5 were accredited for 3 years, one for 6 years and one was not accredited.





Natural Resources Engineering, Forestry Engineering and Zoo Technical Engineering

In 2009, the standards for the accreditation of the programs that bestow the degrees of Forestry Engineer and Natural Resources Engineer (Ministerial Resolution 436/09) and the programs that bestow the degree of Zoo Technical Engineer (Ministerial Resolution 738/09) were approved. These programs were subject of the same call from the CONEAU, issued in 2010.

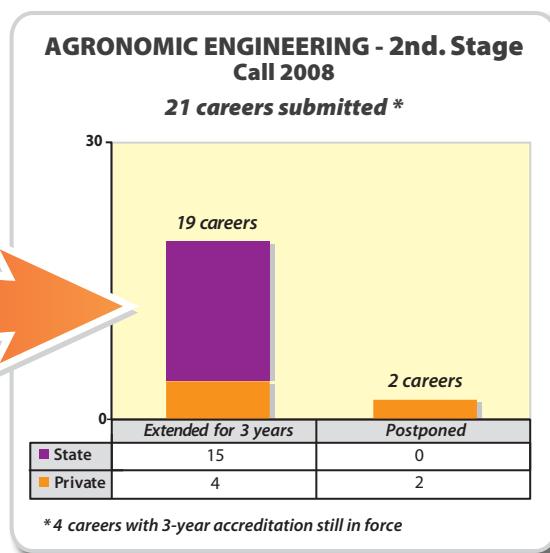
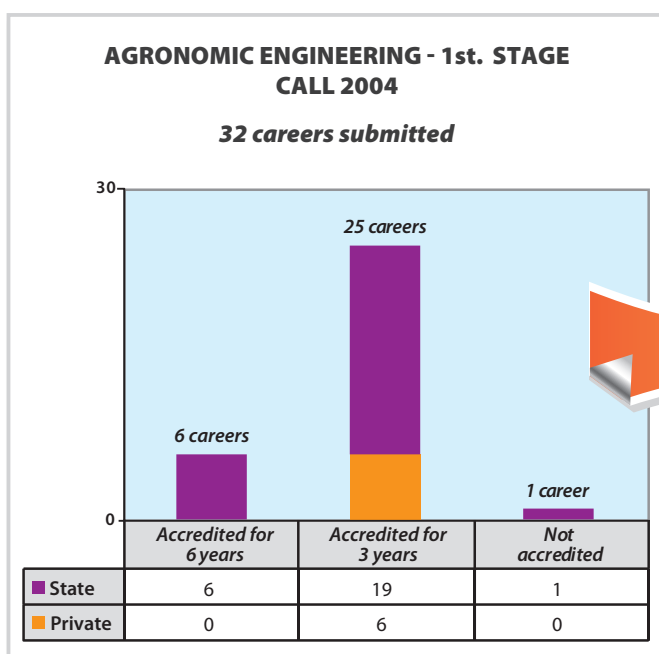
From the 15 programs submitted, 4 were accredited for 6 years, 8 for 3 years and 3 were not accredited

Agronomic Engineering

In 2003 the standards for the accreditation of the Agronomic Engineer were approved (Ministerial Resolution 334/03).

In 2004 there was a call for the programs of Agronomic Engineering, to which 32 programs applied: 6 were accredited for 6 years, 25 for 3 years and 1 career was not accredited

In 2008, 21 of the 25 programs accredited for 3 years applied for the 2nd Stage accreditation. 19 programs obtained their accreditation for 3 years and 2 programs obtained the resolution of putting off the decision to extend the accreditation

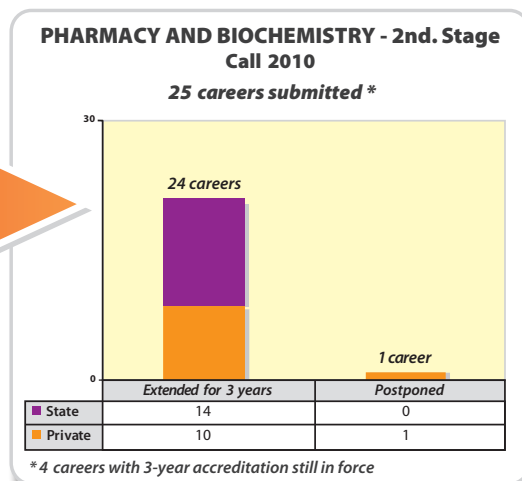
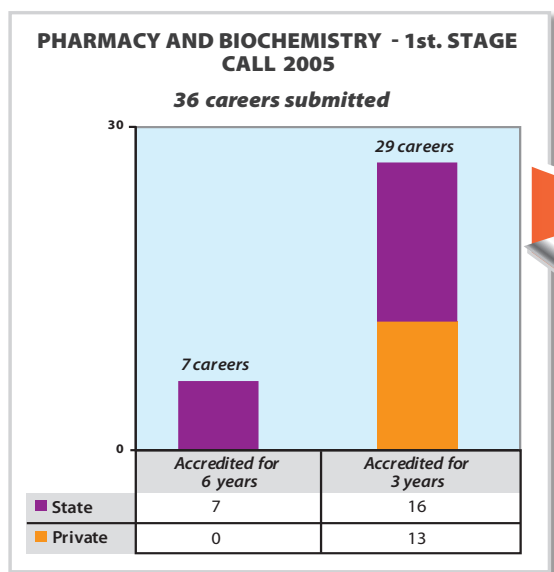


Pharmacy and Biochemistry

In 2004, the standards for the degrees of Bachelor in Biochemistry or Biochemist (Ministerial Resolution 565/04) and Bachelor in Pharmacy or Pharmacist (Ministerial Resolution 566/04) were established.

In the year 2005 a call was done for the Pharmacy and Biochemistry programs. 36 programs applied, 7 of which were accredited for 6 years and 29 were accredited for 3 years.

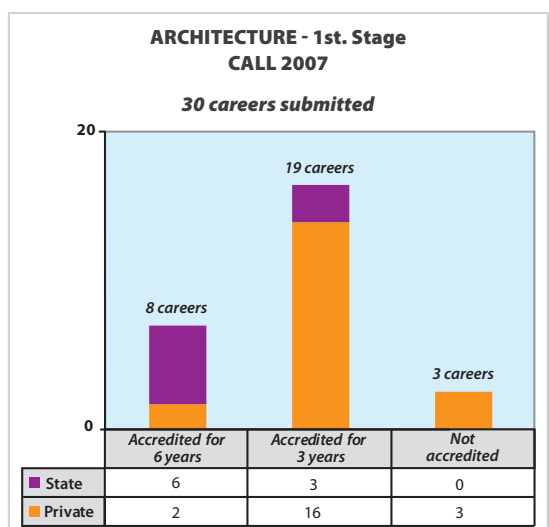
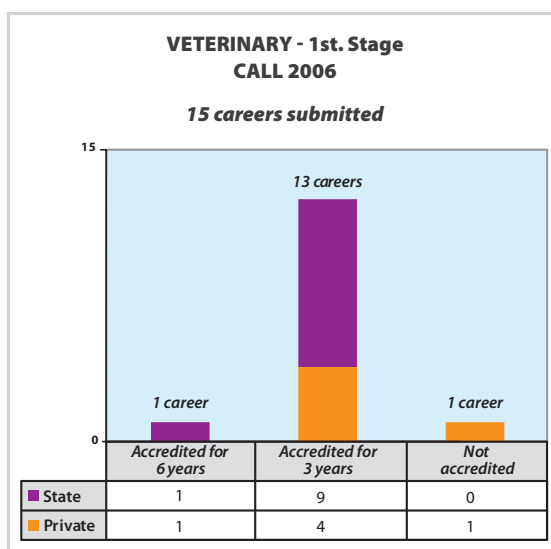
In the year 2010 there was a call for the 2nd Stage and 25 programs applied. Accreditation was extended for another 3 years to 24 programs and the extension decision was put off for one of them.



Veterinary

In 2005, the standards for the accreditation of the Veterinary degrees (Ministerial Resolution 1034/05) was approved.

In 2006 the call for these programs was carried out; 15 applied, 1 was accredited for 6 years, 13 were accredited for 3 years and 1 was not accredited.



Architecture

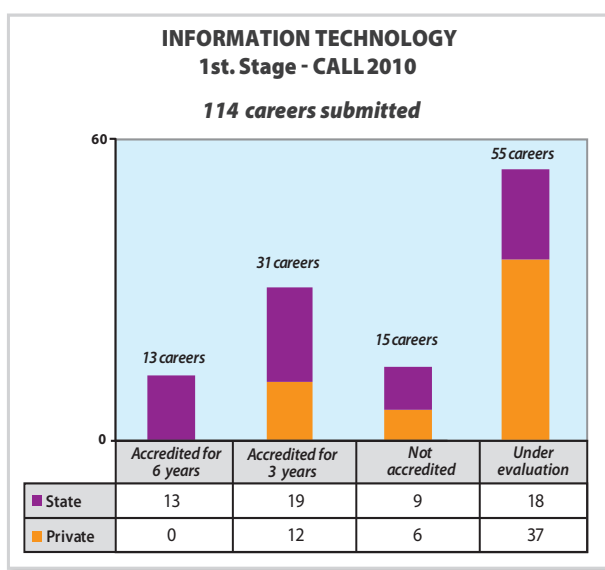
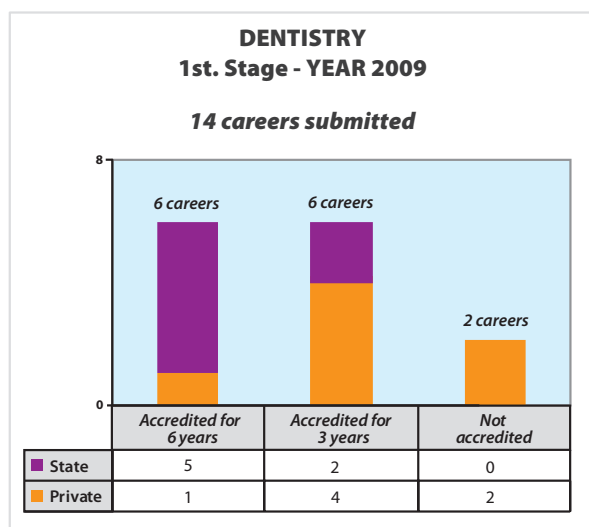
In 2006, the standards for the accreditation of the Architect degree (Ministerial Resolution 498/06) were issued.

In 2007 the call for the Architecture programs was carried out. Of the 30 programs submitted, 8 were accredited for 6 years, 19 were accredited for 3 years and 3 were not accredited.

Dentistry

In 2008, the standards for the accreditation of the careers that bestow the degree of Dentist (Ministerial Resolution 1413/08) were approved.

One year later (2009), the call for the programs was carried out. Of the 14 programs submitted, 6 were accredited for 6 years, 6 were accredited for 3 years and 2 were not accredited.

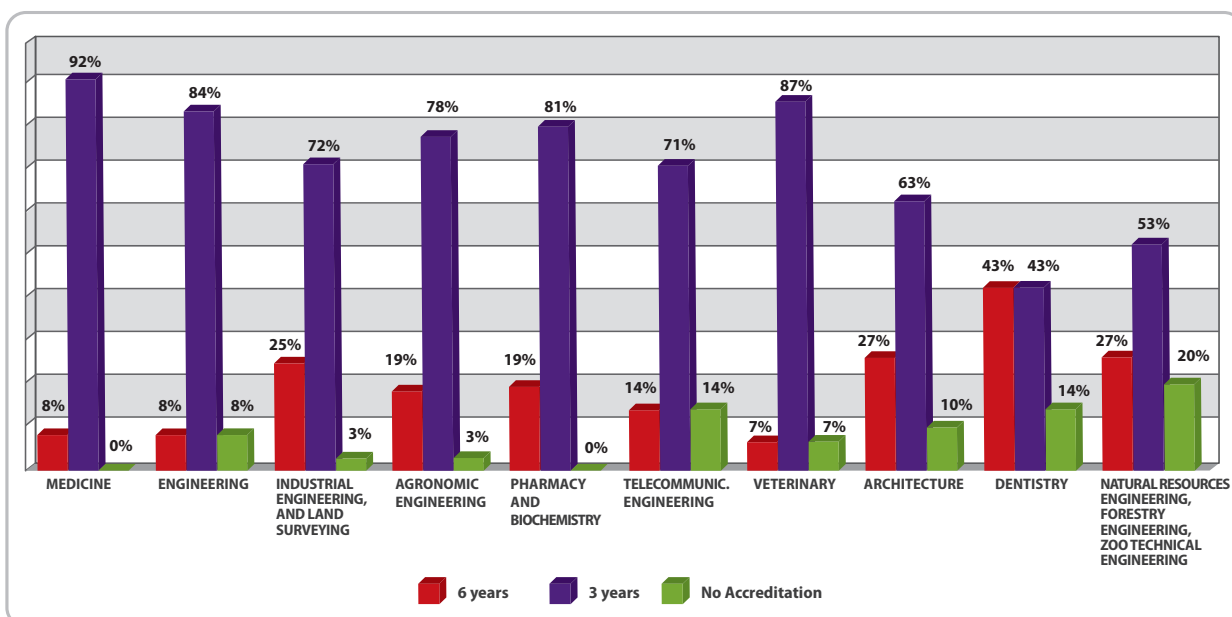


Information Technology

In 2009, the standards for the accreditation of the programs that bestow the degrees of Bachelor in Computer Science, Bachelor in Computer Systems/Informatic Systems/Systems Analysis, Bachelor in Information Technology, Computer Engineer and Engineer in Computer Science and Engineer in Informatics/Information Systems were established. Consequently, the call was carried out in 2010.

114 programs applied, 13 of which were accredited for 6 years, 31 for 3 years, 15 were not accredited, and 55 are still under evaluation.

Results of the 1st Stage of undergraduate accreditations – Compared by discipline



The general balance of the accreditation of undergraduate programs has been significantly positive, as it established a quality threshold in the programs and it encouraged improvement processes in those that bore weaknesses. As showed in the comparative chart, most of the programs accredited for 3 years with an improvement commitment to be reviewed in 3 years' time.

In particular, the accreditation of undergraduate degrees led to quality promotion programs managed by the Secretariat of University Policies of the ME, which provided funds to the university institutions, thus allowing significant improvements.

Undergraduate program projects

The projects related to the design of the undergraduate programs that have been declared of public interest are evaluated by the CONEAU for the sole purpose of the official validity of the degree. These new programs are not submitted according to the compulsory call method because they can be entered during the months of April and October each year.

So far, a total number of 69 new programs have been entered, 44 of which were accredited, 8 were not accredited and 17 are under evaluation.

Undergraduate projects submitted, according to institution management agent and results

	Total Projects	Accredited			Not accredited			Under evaluation		
		Public	Private	Total Accredited	Public	Private	Total not accredited	Public	Private	Total under evaluation
Medicine	10	4	5	9	0	0	0	0	1	1
Agronomic Engineering	4	3	0	3	0	0	0	1	0	1
RM Engineering 1232	24	13	2	15	1	1	2	3	4	7
Industrial Eng. & Land Surveying	6	4	1	5	0	0	0	1	0	1
Veterinary	4	1	1	2	1	0	1	1	0	1
Pharmacy & Biochemistry	4	2	2	4	0	0	0	0	0	0
Dentistry	3	0	0	0	1	0	1	1	1	2
Architecture	2	0	1	1	0	0	0	1	0	1
Informatics	9	3	1	4	3	1	4	1	0	1
Geology	2	0	0	0	0	0	0	2	0	2
Telecommunic. Engineering	1	1	0	1	0	0	0	0	0	0
Total projects	69	31	13	44	6	2	8	11	6	17



What is the the ARCU-SUR System?

The Regional University Program Accreditation System for the MERCOSUR was created in 2007, once there was a positive evaluation of the Experimental Accreditation Mechanism (MEXA) that took place between 2002 and 2006 and accredited a total amount of 62 Agronomy, Engineering and Medicine programs, 14 of which were Argentine. Its basis were defined in the "Memorandum of understanding for the creation and implementation of a university career accreditation system for the validation of the respective degrees within the Mercosur and its associated States", approved during the XXXIIIrd Meeting of Ministers of Education, carried out in Montevideo that year. Later, this Memorandum became an Agreement among the countries through Decision 17/08 of the Common Market Group endorsed in San Miguel de Tucumán, Argentina on June 30th 2008.

The degrees that have been added to the regional accreditation system so far are Medicine, Agronomy, Engineering, Veterinary, Architecture, Nursing, Dentistry.



Pictures: Regional training seminar of Medicine and Dentistry peer evaluation (Buenos Aires, 2010).

Regional accreditation

Being part of the National Accreditation Agencies Network of the MERCOSUR (RANA), the CONEAU manages the accreditation processes carried out within the Regional University Program Accreditation System for the MERCOSUR (ARCU-SUR System), according to the quality criteria and the procedures established in the mentioned supranational field.

Based on the national agencies' conferment to state the modality of participation in each call for a regional accreditation process, the CONEAU establishes a methodology with the eligibility criteria applied for the programs of the Argentine university institutions. This methodology pursues the compatibility of the national and regional accreditation processes in order to prevent the institutions from repeating evaluation actions.

54 Argentine undergraduate programs were submitted to the accreditation calls, according to the degree schedule defined by the ARCU-SUR System for the period 2008-2011.

ARCU-SUR schedule for career accreditation

	2008	2009	2010	2011
<i>Architecture</i>	Call			
<i>Agronomy</i>	Call			
<i>Veterinary</i>		Call		
<i>Nursing</i>		Call		
<i>Engineering</i>		Call		
<i>Medicine</i>			Call	
<i>Dentistry</i>			Call	

Programs submitted for ARCU-SUR accreditation according to institution management agent and results.

	Total	Accredited			In process		
		State	Private	Total	State	Private	Total
Agronomy	8	8		8			
Architecture	9	8	1	9			
Nursing	4	4		4			
Veterinary	8	8		8			
Engineering	19	1		1	17	1	18
Medicine	4	2	2	4			
Dentistry	2	2		2			
Total	54	33	3	36	17	1	18

Graduate accreditation

Since 1997, the Commission has moved forward in the evaluation and accreditation of graduate degrees in all disciplines. Until late 2011, the criteria and minimum standards after which the CONEAU had evaluated the graduate programs—specializations, masters or doctorates, either classroom-based or using distance learning techniques—were established under the Ministerial Resolution 1168/97. Later, this rule was substituted by the Ministerial Resolution 160/11.

Following the same criteria and standards, the CONEAU evaluates not only the already established programs but also the new ones (formally created by the university institutions but with no academic activity yet) to allow the official approval of their degrees, according to the procedure ruled by the Ministerial Resolution 51/10. In these cases, it is the Commission's responsibility to advise the ME whether to bestow a temporary authorization and the consequent national validity of that degree. On the other hand, the ME grants its approval only if the program is submitted to the CONEAU's first call after the beginning of the academic activities. It expires if the institution doesn't request it or doesn't obtain it.

In all cases, the Commission makes its decisions based on the advice of the evaluators from the Peer Committees. The committees organize themselves in disciplinary or professional areas and they are composed by no less than three experts. There tends to be a preservation of the regional and institutional diversity as well as the presence of different scientific, philosophical and methodological trends. Likewise, the rotation of experts of each discipline is sought. Each Committee evaluates the programs or projects it has been assigned, applying the criteria and the standards in force, duly adjusted to the specificity of each disciplinary field and orientation.

Between 1997 and 2011, a total of 5395 graduate degree submissions were received. 3375 belonged to active careers and 2020 to new programs.

The submitted requests show the distribution of graduate degrees generated by the Argentine university system according to their type and disciplinary area. As the Table shows, there is a big number of graduate degrees in Social Sciences (1790). According to each discipline, there are differences in the predominance of the different kinds of degrees.

Graduate careers submitted according to call and disciplinary area.

	1st CALL	2nd CALL	3rd CALL	3rd CALL
Disciplinary area	1997-2000	2002-2003	2006-2007	2008-2010
<i>Applied Sciences</i>	234	95	-	447
<i>Basic Sciences</i>	77	17	69	-
<i>Health Sciences</i>	360	174	399	-
<i>Human Sciences</i>	144	69	195	-
<i>Social Sciences</i>	321	188	-	586
Totales	1136	543	663	1033

In 2011, the 4th Call for Human Sciences graduate careers was formalised.

Almost half of the Basic Sciences graduate degrees are doctorates, while more than 80% of the ones in Health Sciences are specializations.

From the total number of graduate degree submissions, 68% belong to state- managed university institutions and 32% to privately managed institutions. As for the results of the evaluation, 3483 graduate programs were accredited, 1337 were not accredited and 575 are still under evaluation. In the comparative chart showing the results as per disciplinary area on the next page, it can be noticed that there is no significant variation of the percentages between the submissions that got the accreditation and those not accredited. In the case of the Basic Sciences, the doctorate tradition has an influence in the lower no- accreditation percentage obtained.

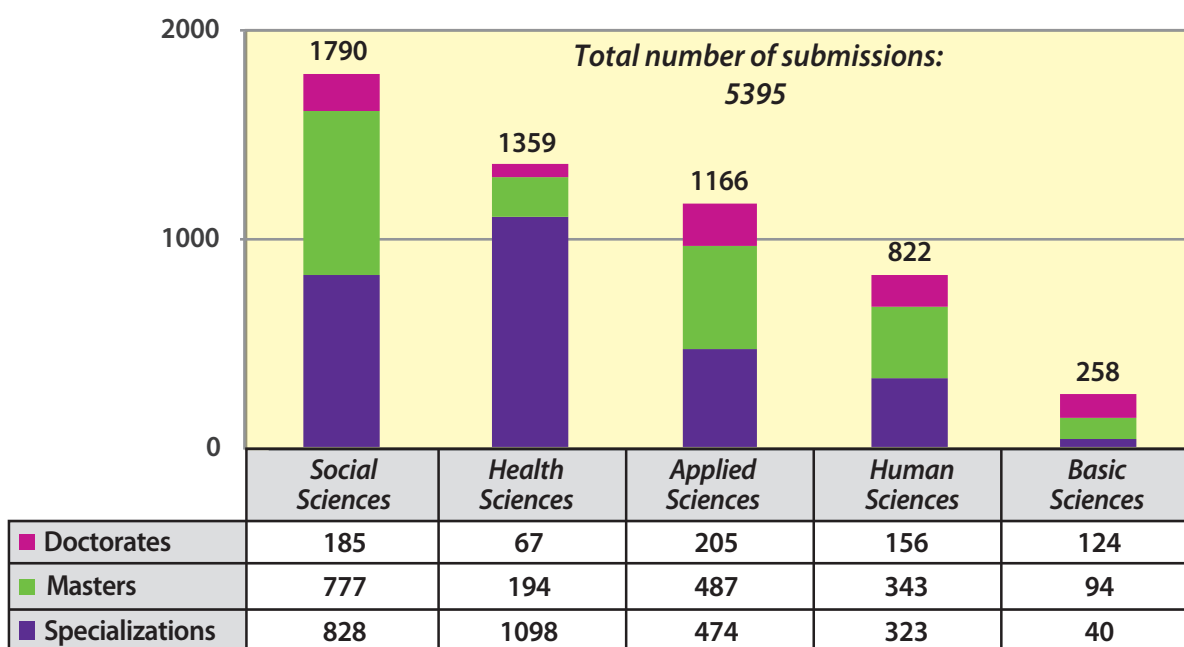
The institutions can optionally request a graduate degree categorization. There are three categorization levels: A, if the program

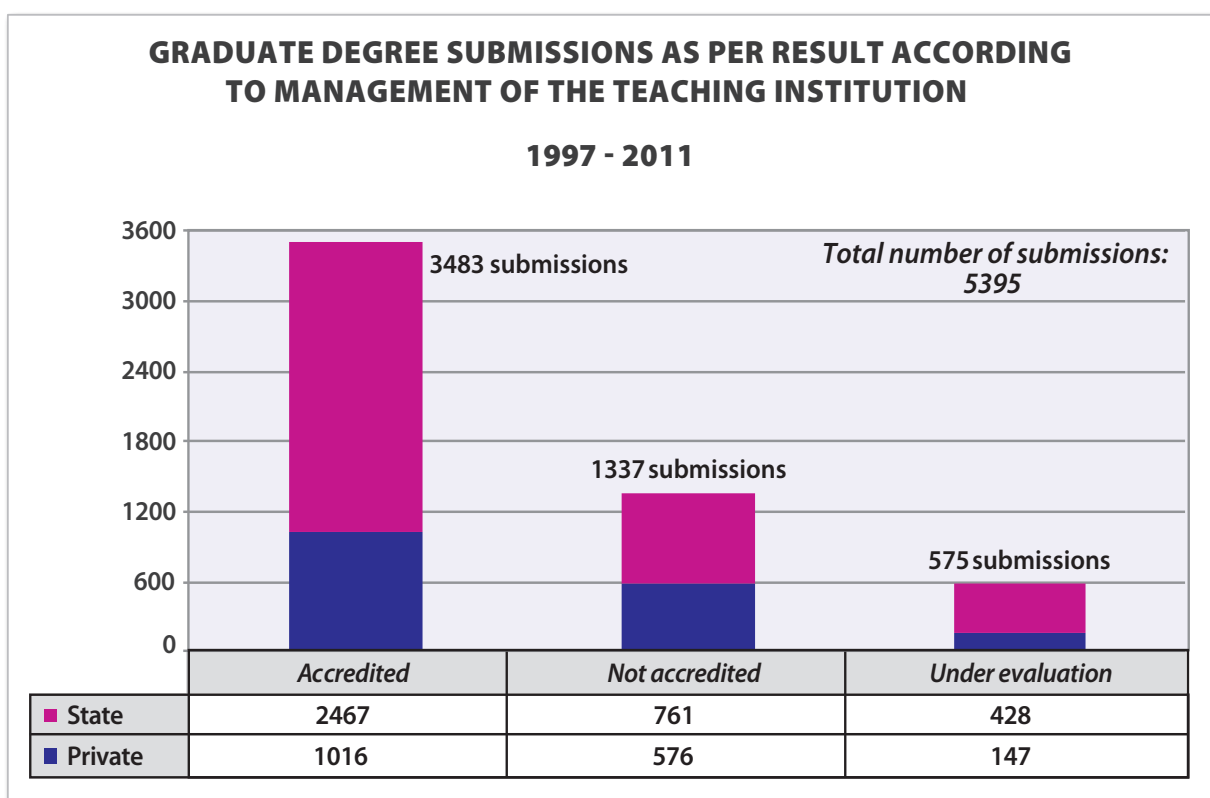
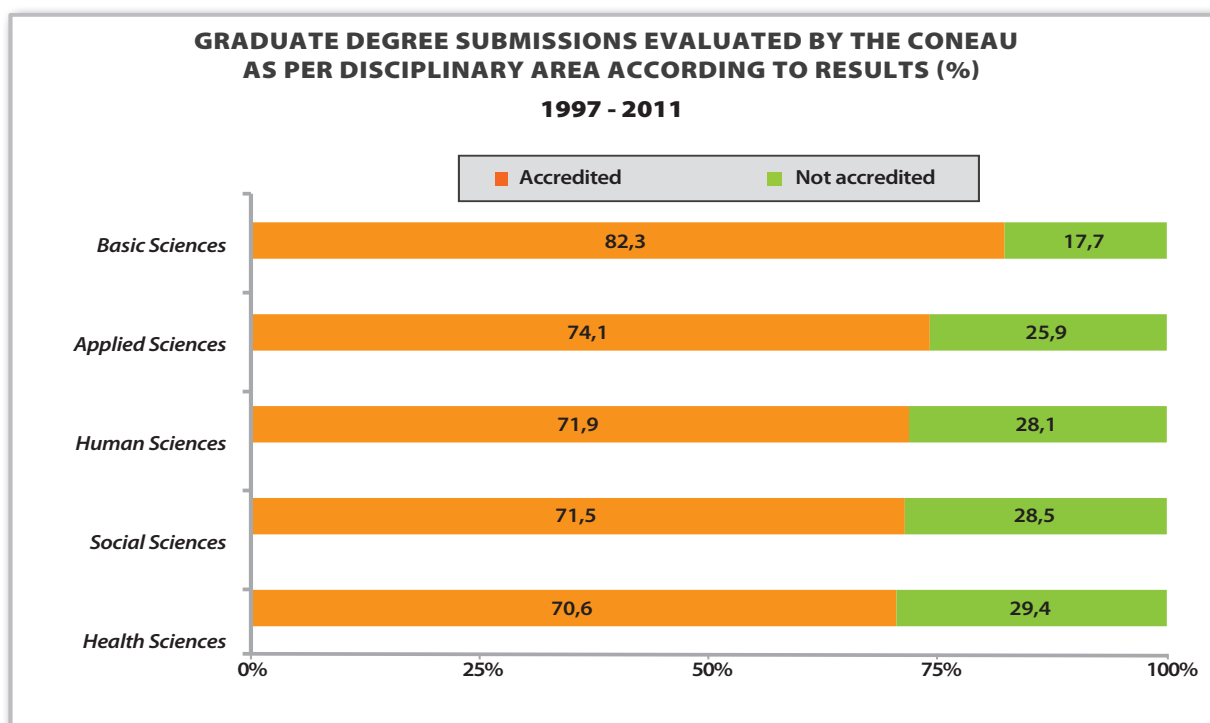
is considered excellent; B, if it is considered very good; C, if it is considered good. In the case of the programs that haven't finished their teaching cycle and don't have graduates, the categories include a subscript "n" (An, Bn and Cn), to establish a difference with the categories assigned to the programs submitting all their evaluation dimensions completely developed.

To carry out this task, the CONEAU periodically notifies the institutions and publishes the calls for graduate degrees of any specific discipline on its Web site. On the other hand, it receives submissions for new careers or projects in April and October every year to allow their the temporary official authorization.

GRADUATE DEGREE SUBMISSIONS PER DISCIPLINARY AREA ACCORDING TO THE TYPE OF GRADUATE DEGREE

1997 - 2011





UNIVERSITY REFORM OF 1918



Rectorate in the early XXth century



Reformist march

In the transition from the XIXth to the XXth century, the sociocultural structures of most of the Latin American countries went through big changes—a new social class and important unprivileged groups started to make themselves heard or even to make their voices prevail. Perhaps Mexico, with the ending of the Porfiriato and the beginning of the Revolution in 1910, would be the clearest example of this.

But other countries also went through a process of change, like Argentina, where it covered an arch stretching from Roca's predominance to the triumph of Radicalism. In 1916, when Hipólito Yrigoyen took on the presidency of the Nation, the strong rising of the middle class and the presence of an incipient urban proletariat were impossible

to hide. In the educational field—encouraged by a liberalism with positivist overtones—there were important reforms, the starting point of which could be set in 1884 when the Law 1420 established the tuition-free, secular and compulsory education, renewing the primary schooling system. Correlatively, the university system went through fundamental changes after arduous debates.

Shortly after launching the Avellaneda Law some inadequacies started to be questioned, like the evident exclusion of the humanistic disciplines. Then, modernization process of the university system set some milestones: the creation of the Universidad de La Plata, provincial at first (1897) and then national (1905), with the remarkable impulse given by Joaquín V. González, and later on the Universidad del Litoral (1919) and Tucumán (1921). Between those dates several events took place which constitute a unique and radiating phenomenon: the University Reform.

A consequence of the massive immigration in the last decades of the XIXth century was the access of the immigrant descendants to the university which would go on growing steadily from then on. That increasing number of students was accompanied by the birth of the first labour union organizations (e.g. the Buenos Aires University Federation, founded in 1908) and sparked off several conflicts with the authorities of our university institutions. But while the student activism in the Universidad de Buenos Aires was able to impose most of its claims and in the Universidad Nacional de La Plata—because of its advanced foundation project and the innovations introduced

in its study plans—the discordant voices kept a moderate tone, the reformist burst in the Universidad Nacional de Córdoba was uncontrollable and deeply significant. The resistance of that institution's government to change and its remarkably conservative approach and evident clerical burdens, as well as its a close-minded board of directors made up of relatives and life members, led the student leaders from a determined resistance to an unwavering amount of demands on both statute reforms and the renewal of its anachronistic scientific basis. (The petition the authorities resisted the most was the participation of the students' delegates in the university government.) But thanks to students' combative activism, which included long strikes, the support of some reformist professors and a double intervention by the national government (José Nicolás Matienzo was in charge of the first intervention and the Minister of National Public Instruction, José S. Salinas, of the second one) the Córdoba Reform of 1918 finished successfully. Its echoes were felt in the other two National Universities and many of the achievements obtained by the activism in Córdoba were taken into account when the next two universities were created.

It's also worth recalling that eminent Argentine intellectuals like Enrique Martínez Paz, Juan B. Justo, José Ingenieros, Alejandro Korn and Ricardo Rojas, among others, proclaimed, shared and/or introduced several principles of the University Reform during their own administrations. It should be noted that this movement had a great impact on the entire continent, particularly after the International Student Congress held in Mexico in 1921. In Cuba and Peru its effects struck on the highest political level. Finally, let's remember two prominent figures that included many of the reformist measures from Córdoba in their own political proposals: the Peruvian leader Víctor Raúl Haya de la Torre (founder of the powerful American Popular Revolutionary Alliance, APRA, in 1924) and Juan José Arévalo (former student from La Plata who became president of the Guatemala Republic in 1945). Also, in addition to the specific university reforms (autonomy, student representation, teacher tenders, etc.), many of the leaders transferred the reformist principles to wider areas of the political sphere.



Rector's office occupation



Arrested students

Source: Courtesy Archive of House of the University Reform museum
www.reformadel18.unc.edu.ar

DEVELOPMENT, PLANNING AND INTERNATIONAL RELATIONS

The Direction of Development, Planning and International Relations was created in 2009 with the object of reaching a higher institutionalization level than the preceding Development and Institutional Relations area, strengthening the bonds and consolidating the connections with the domestic, regional and international environment.

At present there are three departments in charge of carrying out these tasks: International Relations, Development and Training, Promotion and Publications.

International Relations

Initially, the institutional and methodological designs for university evaluation and accreditation carried out by other countries were the reference frame for the definition of the CONEAU's the evaluation and accreditation guidelines and method. After its consolidation, the CONEAU became a referent for other quality evaluation and accreditation entities, particularly in the Latin American region.

Its participation in regional and international arenas and networks and its international cooperation actions have been directed to the creation of mutual recognition and trust relations with other university evaluation and accreditation organisms.

The CONEAU participated (and still

participates) mainly in the following international arenas:

- MERCOSUR. Implementation of the ARCU-SUR System and its precedent, the Experimental Mechanism of Career Accreditation for the Validation of Undergraduate University Degrees (MEXA).
- Iberoamerican Network for Quality Accreditation Agencies in Higher Education (RIACES). The CONEAU was the RIACES President between 2003 and 2005, and has been in charge of the General and Technical Secretariat since 2005 until 2012.
- International Network for Quality Assurance Agencies in Higher Education (INQAAHE).



Pictures:
INQAAHE Forum 2008, organized by the CONEAU in the UCA.

In 2008, the CONEAU was the selected venue for the INQAAHE Biannual Forum and it has been part of the INQAAHE Board of Directors since 2011.

The CONEAU promotes the evaluation and accreditation processes and results through papers and lectures about the quality assurance systems in different places. Likewise, it carries out bilateral and international activities to observe the evaluation and accreditation experiences of other entities, and it also welcomes observers who study the Argentine evaluation and accreditation experience.

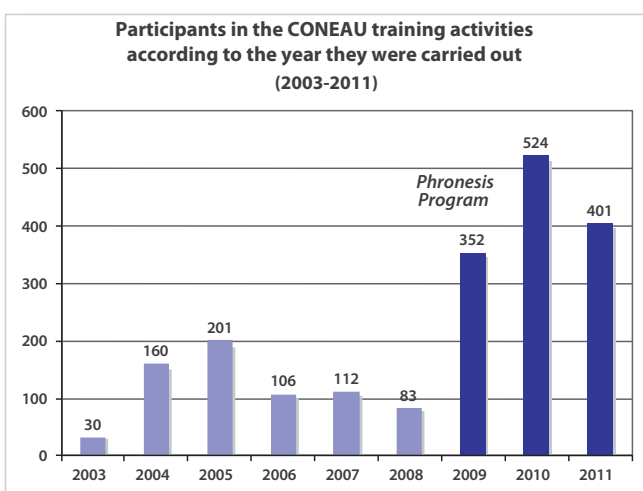
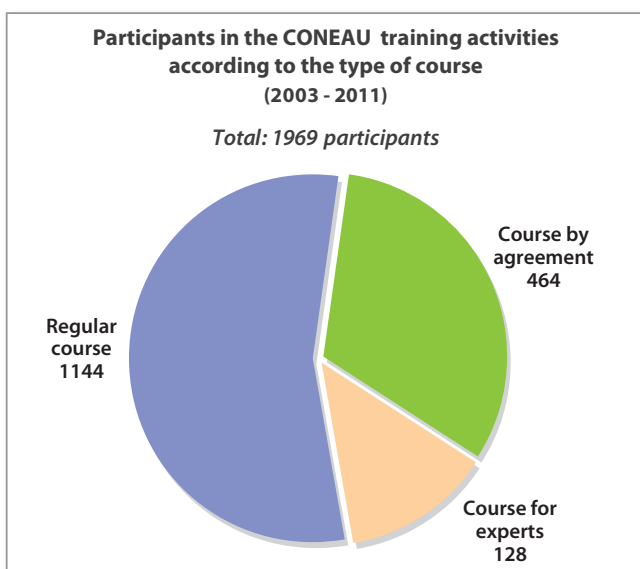


Development and training

Until 2008, the CONEAU taught professional update courses as a way of offering training opportunities to the management staff of the university institutions, supporting the self-evaluation processes of the university institutions and improving communication within the university system. Moreover, there were editions of these courses in other countries (Paraguay, Bolivia, Uruguay and Venezuela).

The Phrónesis Program has been running since 2009. Its purpose is to contribute to the construction of an integrated view on the evaluation and accreditation system in order to strengthen the abilities of the actors involved in that system in their respective roles—technicians, evaluators and managers of the quality systems in domestic and international university institutions.

The Program diversified the methods and recipients of the training activities through two new working guidelines: agreements with the university institutions and training of experts. By means of those strategies, the number of participants in the training activities increased several times over. As shown in the chart, between 2009 and 2011 (1277) there were more participants than in the period 2003-2008 (692).



Why was the Greek expression “phrónesis” used to name the CONEAU training program?

In Greek philosophy, “phrónesis” is one of the intellectual virtues; it deals with the knowledge of the contingent, of things that can be some other way, and it is oriented to action. It doesn’t result in an absolute, immutable knowledge, but achieves deep thinking on what’s universal in an environment of peculiarity and change. To make decisions, it doesn’t resort to truth (object of the “epistème”, the science), but to deliberation, i.e. the exercise of weighing reasons and different points of view. It is not an innate virtue, as it is learnt through education.

The Phrónesis Program is inspired on the practical and deliberative sense of “phrónesis” and it provides an environment for the participative construction and transmission of theoretical and practical knowledge on university evaluation. The Program is intended to strengthen the different participants in the evaluation and accreditation process in the roles they are playing — managers, experts, professionals and others.

In addition, the Program is accompanied by the image of the painting Ciudad Lagui (1939), by the Argentine artist Xul Solar (1887-1963), whose interests led him to the study of multiple branches of knowledge, as philosophy, religion and linguistics, as well as to the creation of artificial languages by combining existing tongues. The selected painting evokes the hardworking, overcoming and creative spirit of university.

www.coneau.gov.ar/phronesis2



Image: Copyright Pan Klub-Xul Solar Museum Foundation

phrónesis

Promotion and publications

The institutional publications that had previously been discontinued started to be published again due to a wider communication policy framed by the renovation and strengthening of the whole design of the organization image. Indeed, a new institutional logo was created as well as a new website.

Between 1998 and 2004, the CONEAU published 21 reports in its “External Evaluations” series. This task was resumed during the Bicentennial year and 15 new titles have been released since then. The books have been widely distributed among ministers, rectors, legislators, libraries, etc., reinforcing the compliance of article 44 of the LES—which states the public nature the institutional improvement recommendations arising from the evaluations must have—since all the finished external evaluation reports are available at the institutional website.

Apart from the workbooks published for the Phrónesis Program courses and the new volumes of the above mentioned “External Evaluations” series, by the end of 2011 two titles with a wider scope were published.

In the “Institutional Documents” series, the book **MANAGEMENT PROGRESS SINCE THE INSTITUTIONAL EVALUATION** was published. It reflects a strict, thorough survey of the CONEAU on its own development and organization. After its self-evaluation,



the institution submitted itself to a top-level international external evaluation in 2007. The recommendations received were considered, expanded and deepened in the following years. The result of this persistent work is captured in this book, a must for those interested in knowing the job of the CONEAU. Directors, technicians and area managers cooperated in the production of the book, under the coordination of Juan Carlos Geneyro.

The other volume is **THE CONEAU AND THE ARGENTINE UNIVERSITY SYSTEM**, the book you are reading now. (Its publication was postponed for 2 months, January-February 2012, in order to provide a rigorous update of the data at the end of 2011.)



UNIVERSIDAD OBRERA NACIONAL

The most innovative action of the first Peronist government regarding university matters was probably the creation of an educational facility that responded to the sustained growth of the country's industrial production directly and categorically—the Universidad Obrera Nacional (UON). Created in 1948 by the Law 13,229 as a higher education technical institution depending on the National Learning and Professional Guidance Commission, the UON had, as one of its main purposes, “the comprehensive training of working-class professionals in order to meet the national industry needs” (article 10).

Image:
National Worker University poster



There were six universities in the country at that moment. The new institution, which bestowed the degree of Factory Engineer, entailed an important innovation: the development of technical education within the university. In 1952, President Perón made a speech during the University opening ceremony, reinforcing the main concepts of the UON:

■ “It was then, in 1944, when the first regulation was released, establishing the organization of the workforce and the technical capacity of the Argentine industry. It was then that we thought our workers should not train in the workshop pains or in the long-gone employers’ abuse of apprentices who were exploited and scorned in the same workplaces they should have loved and praised. It was then when we said: why can a doctor, a lawyer, a soldier, train in a school where the State pays for their studies while a poor worker, bereft of means and living in poverty, has to train in the workshop pains or through the mistreatment he gets

from his employers? And this idea gave birth to professional orientation, where our boys, respecting and promoting the respect of their workplace, should shape the Argentine workforce spirit, so that later, by the combination of their technical conceptions with our machines, the perfect industrial products could be developed, as we must perfect them today to make them useful..."

■ "We don't want schools to train men on how to tell others the way to do things, but men who will know how to do things by themselves. During a century and a half of existence we've had millions of men capable of saying how to do things, but very few who were capable of actually doing them. That's why we want this school, which is born with our own guidelines, to know that even pure science is worthless in life if it's not submitted to application..."

■ "And for this one must have worker hands and live with the smell of machine oil and with the grease stains that are indelible when one works. We won't build a great Argentina with dandies. The great Argentina we dream of will be built by the workers' hands, the workers' arms and the workers' hearts. And I am sure the New Argentina will belong to those workers, to those who know how to train mentally, physically and manually on the execution of all jobs. The Argentina of the future is meant to belong to those workers. That's why today we may be placing the cornerstone of a new Argentina we don't even know yet."

The present Universidad Tecnológica Nacional, created in 1959, acknowledges the UON as its original precedent. The UON went through a dissolution period after Perón was overthrown in 1955. By that time, the UON had spread all over the country—besides its Buenos Aires headquarters, it had opened Regional Worker Colleges in Córdoba, Mendoza, Santa Fe, Rosario, Bahía Blanca, La Plata and Tucumán.

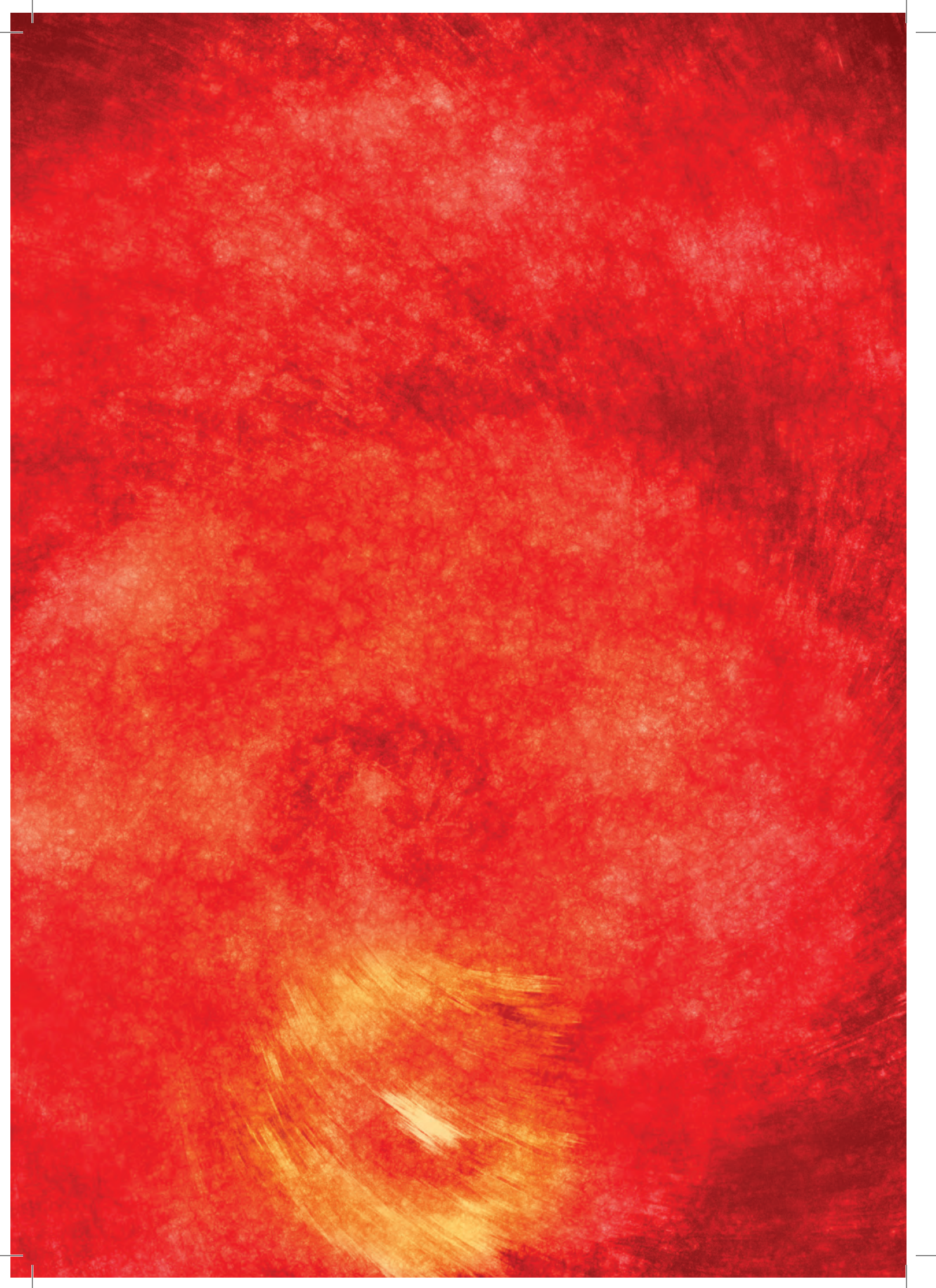


Students of UON Buenos Aires Regional College greet President Perón at the end of academic year 1953



Press conference held by UON Rector Mr. Claudio Conditti (1955)

Source: National General Archive



THE CONEAU IN THE UNIVERSITY INSTITUTIONS

The CONEAU's deep rooting within the university system consists, above all, of having accomplished the full recognition of the need of performing a certain task, the one developed by the CONEAU—the caring and encouragement of higher education quality.





Since August 1996 until today, the sustained work of the CONEAU has had a solid and growing incidence in the national university system.

In the following chart, the influence the central actions of the CONEAU have had in the university institutions can be appreciated: 109 university institutions have gone through some institutional evaluation or career accreditation process carried out by the CONEAU.

The CONEAU has evaluated the institutional projects of the 17 private institutions created after the LES and of the foreign university with headquarters in Argentina; and it has recommended their temporary authorization (AP) to the Ministry of Education.

In addition, it elaborates the resolutions corresponding to the analysis of the academic follow-up annual reports of the institutions that have obtained their temporary authorization.

It has bestowed the definite validation (RD) to 20 private institutions: 3 of them had been created after the LES, so the CONEAU had already taken part in the temporary authorization formalities of the mentioned institutions.

The CONEAU has taken part in the formalities for setting up the 13 National Universities created by National law after the LES was passed and in the validation of the two provincial universities.

The CONEAU has carried out External Evaluations of 70 university institutions over a total of 93 institutions that can be externally evaluated as they have been active for a minimum of six years, which is the established condition to perform an external evaluation. Five of these institutions have already had their second external evaluation.

The CONEAU Direction of Program Accreditation has completed 1166 processes related to the accreditation of undergraduate projects and careers and 5260 processes for the accreditation of graduate projects and careers.



WHEN THE CONEAU STARTED WORKING, THERE WERE QUESTIONINGS AND DOUBTS IN QUITE A FEW EDUCATIONAL ENVIRONMENTS, AS IT WAS FEARED THAT ITS WORK COULD SERIOUSLY INFRINGE THE UNIVERSITY AUTONOMY. THE PERSISTENT AND RESPECTFUL WORK CARRIED OUT BY THE INSTITUTION FOR 15 YEARS HAS DISPELLED THOSE DOUBTS AND FEARS. EVALUATION HAS BEEN ADDED AS ANOTHER ACADEMIC MANAGEMENT TOOL IN THE HABITUAL PROCESSES OF UNIVERSITY LIFE.

National University Institutions

		<i>External Evaluation</i>	<i>Undergraduate Accreditation Formalities</i>	<i>Graduate Accreditation Formalities</i>
Universidad de Buenos Aires			14	505
Universidad Nacional de Catamarca			10	36
Universidad Nacional de Córdoba	2003	42	588	
Universidad Nacional de Cuyo	2011 in process (2nd)	26	154	
Universidad Nacional de Entre Ríos		8	48	
Universidad Nacional de Formosa		6	3	
Universidad Nacional de General San Martín	2004	8	112	
Universidad Nacional de General Sarmiento	2010	3	23	
Universidad Nacional de Jujuy		10	9	
Universidad Nacional de La Matanza	2006	8	38	
Universidad Nacional de La Pampa	2005	13	23	
Universidad Nacional de la Patagonia Austral	2002	5	6	
Universidad Nacional de la Patagonia San Juan Bosco	1999	25	38	
Universidad Nacional de La Plata	2009	51	255	
Universidad Nacional de La Rioja	2005	26	49	
Universidad Nacional de Lomas de Zamora	2006	7	43	
Universidad Nacional de Lujan	1998	8	25	
Universidad Nacional de Mar del Plata		33	118	
Universidad Nacional de Misiones	2004	20	73	
Universidad Nacional de Quilmes	2008	4	19	
Universidad Nacional de Rio Cuarto	2002	17	59	
Universidad Nacional de Rosario	2005	27	284	
Universidad Nacional de Salta	2000	15	43	
Universidad Nacional de San Juan	1998	35	74	
Universidad Nacional de San Luis	1999	34	68	
Universidad Nacional de Santiago del Estero	1998	20	37	
Universidad Nacional de Tucumán	1998	35	158	
Universidad Nacional del Centro de la Provincia de Buenos Aires	1999	18	47	
Universidad Nacional del Comahue		12	51	
Universidad Nacional del Litoral	2009 (2nd.)	28	119	
Universidad Nacional del Nordeste	2009 (2nd.)	31	90	
Universidad Nacional del Sur	2011 in process (2nd.)	34	87	
Universidad Tecnológica Nacional	2010 in process	264	119	
Instituto de Enseñanza Superior del Ejército	2009 (2nd.)	17	25	
Instituto Universitario Aeronáutico	2010 (2nd.)	11	11	
Instituto Universitario de la Policía Federal Argentina	2006	1	15	
Instituto Universitario Naval	2006		15	

National University Institutions					
	Start-Up Stage	External Evaluation	Undergraduate Accreditation Formalities	Graduate Accreditation Formalities	
Universidad Nacional de Villa María	1997	2008	6	7	
Universidad Nacional de Lanús	1997	2005	2	43	
Universidad Nacional de Tres de Febrero	1998	2007	2	80	
Instituto Universitario Nacional de Arte	1999			24	
Universidad Nacional del Noroeste de la Provincia de Buenos Aires	2005	The 6-year period after their creation required to perform the External Evaluation hasn't finished yet	8	6	
Universidad Nacional de Chilecito	2008		4		
Instituto Universitario de Seguridad Marítima	2008				
Universidad Nacional de Río Negro	2009		10	10	
Universidad Nacional del Chaco Austral	2009		4	6	
Instituto Universitario de Gendarmería Nacional	2010				
Universidad Nacional Arturo Jauretche	2011		9		
Universidad Nacional de Avellaneda	2011		2	2	
Universidad Nacional de Moreno	2011		1		
Universidad Nacional de José Clemente Paz	Created by National Law. Their Institutional Projects will be submitted to the CONEAU for start-up formalities				
Universidad Nacional de Tierra del Fuego, Antártida e Islas del Atlántico Sur					
Universidad Nacional de Villa Mercedes					
Universidad Nacional del Oeste					

Provincial University Institutions				
	<i>Validation</i>	<i>External Evaluation</i>	<i>Undergraduate Accreditation Formalities</i>	<i>Graduate Accreditation Formalities</i>
Universidad Autónoma de Entre Ríos	2001		3	3
Universidad Pedagógica de la Pcia. De Buenos Aires (*)	2010			8
(*) No National Executive Branch Decree				

International University Institutions			
	<i>External Evaluation</i>	<i>Undergraduate Accreditation Formalities</i>	<i>Graduate Accreditation Formalities</i>
Facultad Latinoamericana de Ciencias Sociales			40

Night of the long batons



Pictures / Images

Source: Portal educ.ar www.educ.ar

Even though the main purpose of this book is to provide an overview of the CONEAU's work—the necessity of its foundation, its quick and intense development and its present institutional structure—at the same time, and as it clearly should be, a concise view of the action field on which this work has been carried out, i.e. the Argentine university system, is also given within these pages. In this respect, the following have successively been mentioned: its origin during the colonial times in Córdoba capital city; the changes introduced by the independency activism that resulted in the development of Buenos Aires university; the different circumstances that, between the late XIXth century and the beginning of the next one led to the modernization of the national educational system as a whole and, at university level, was evident in the foundational endeavours of four new national universities during the first half of the XXth century, but above all in the burst of the Reform of 1918 and its effects, with its renewing and democratizing proposals that could not always be fulfilled due to the attacks of the conservative resistance. In 1955, there was a “tradition” of only six active universities and only one proposal for a different

kind of higher education institution, the Universidad Obrera Nacional, in accordance with the social transformations introduced by the Peronist government.

The government of the self-proclaimed Liberating Revolution found a university system that was facing a strong expansion. The increasingly growing high-school and university enrollment that had begun during the Peronist period continued in those days and the official initiatives to solve the problem were weak. It was then that the discussion on the possibility of creating private universities started or, better said, reopened a latent debate, with sporadic eclosions during the XXth century that were particularly encouraged by groups related to the Catholic Church. The de facto government settled this publicly when it included the article 28 in the Decree 6403, where the possibility of creating “free universities” by private initiatives was stated. But the wide and intense debate about “secular or free”, accompanied by demonstrations and strikes, came to an end with Arturo Frondizi's government, which favoured the latter and regulated the article 28 in September 1958. Soon after, the first privately managed university institutions appeared. There were twenty by 1970. (In the corresponding section of the second chapter of this book the expansion of the national university system up to the present time is clearly shown.)

In the apex of the conflict between the supporters of "the secular or the free", the ones who manifested in favour of the state-managed education with greater enthusiasm were teachers and students from the University of Buenos Aires, the rector of which was Risieri Frondizi, brother of the country's president. During his term of office, as during the terms of his immediate continuators, the "humanists" (progresist Catholics), Julio Olivera and Hilario Fernández Long, the university obtained a solid international prestige, mainly resulting from the work of its scientists and researchers. Simultaneously, the student movement endorsed the fervour and concerns of the 1960s world.

That period, known to have been of a very high voltage in the development of the national university, was shattered in 1966. On June 28th of that year, President Arturo Illia was overthrown by a military coup d'état led by General Juan Carlos Onganía. This revolt, self-proclaimed as the Argentine Revolution, dissolved the Congress, dismissed the members of the Supreme Court of Justice and banned the activity of political parties. On July 29th, the law-decree 16,912 established the university autonomy was abolished and, even though the authorities would remain in functions, they would be directly subordinated to the Executive Branch (then becoming mere delegates). In addition, political activities of student centres and groups were forbidden. The immediate rejection of those measures by the members of the national universities led to their governmental intervention.

But this process was marked by the facts that configured "the night of the long batons". Faced with the rejection of authorities and students who occupied several Colleges, the de facto government acted quickly and violently. A journalist from *Primera Plana*, Sergio Moreno, "scared to death and holding my press credential in the hand that trembled the least", could witness the event in situ. His report in that famous magazine, then extended with interviews to Engineer Fernández Long, the Exact Sciences Dean Rolando García and others who also had leading roles, plus a serious documentary collection, gave shape to the book that is the best testimonial database of what happened in those days: "The night of the long batons" (the cartoon by Quino shown here illustrates its back cover).

On page 26 we read: "during the night of the last Friday of July 1966, the Infantry Guard entered and cracked down on students and professors of the occupied Colleges of Philosophy

and Literature, Engineering and Architecture (where 130 people were arrested) and specially Exact Sciences, where the repression was harder and the arrested were more. The level of violence and impunity the 'forces of law and order' acted with caused a strong impression in public opinion and were widely commented in foreign countries. In Exact Sciences, the police entered at about eleven at night. The operation that included five assault vehicles, one fire engine and about a hundred Infantry Guards, was personally directed by (the General and Federal Police chief) Mario Adolfo Fonseca".

Beyond the baton blows with which "they methodically beat up (professors and students) before arresting them and taking them away, wounded, in the police trucks", this episode became a key precedent and turned to be a symbol of the procedures that, later on, other self-proclaimed governments have implemented against the country's educational institutions, specially against higher education entities. Since democracy was recovered, this kind of events haven't been repeated. It is expected that they will never happen again.

Legend: See? This is the little stick that crushes ideologies



© QUINO

Image: cartoon by Quino for the book "The night of the long batons" by Sergio Moreno.

**Private university institutions with permanent validation before
the CONEAU was set up**

	<i>External Evaluation</i>	<i>Undergraduate Accreditation formalities</i>	<i>Graduate Accreditation Formalities</i>
Universidad CAECE		5	27
Universidad Católica Argentina "Santa María de los Buenos Aires"	2003	29	149
Universidad Argentina de la Empresa	2002	10	25
Universidad Argentina John F. Kennedy	Evaluated by FAPEYAU	9	19
Universidad Católica de Córdoba		30	105
Universidad Católica de Cuyo		12	45
Universidad Católica de La Plata		7	34
Universidad Católica de Salta	2007	11	58
Universidad Católica de Santa Fé	2009	5	21
Universidad Católica de Santiago del Estero	2011	8	12
Universidad Champagnat		1	2
Universidad de Belgrano	2001	19	53
Universidad de Concepción del Uruguay	2010	3	7
Universidad de la Marina Mercante		14	3
Universidad de Mendoza	2000	20	36
Universidad de Morón	2008	33	33
Escuela Universitaria de Teología			
Instituto Tecnológico de Buenos Aires		15	50
Universidad del Aconcagua	2004	5	17
Universidad del Museo Social Argentino	2000	1	35
Universidad del Norte Santo Tomás de Aquino	2002	5	8
Universidad del Salvador	Evaluated by FAPEYAU	22	181
Universidad Juan Agustín Maza	2007	9	25
Universidad Notarial Argentina			39

**Private university institutions
created before the Higher Education Law was passed with no permanent
validation before the CONEAU was set up**

	<i>Permanent Validation</i>	<i>External Evaluation</i>	<i>Undergraduate Accreditation formalities</i>	<i>Graduate Accreditation formalities</i>
Universidad Austral	2001	2000	6	63
Universidad de Palermo	2001	1999	7	28
Universidad Maimónides	2002	1999	12	84
Universidad Adventista del Plata	2002	1998	5	14
Universidad del Cine	2002	2002		1
Universidad de Ciencias Empresariales y Sociales	2003	2011 (2nd.)	5	63
Universidad Favaloro	2003	2000	5	47

Private university institutions created before the Higher Education Law was passed with no permanent validation before the CONEAU was set up				
	<i>Permanent Validation</i>	<i>External Evaluation</i>	<i>Undergraduate Accreditation formalities</i>	<i>Graduate Accreditation formalities</i>
Universidad Empresarial del Siglo XXI	2004	2003	3	24
Universidad FASTA	2005	2002	6	7
Universidad de la Cuenca del Plata	2005	2004	6	14
Universidad Abierta Interamericana	2005	2002	14	28
Instituto Universitario de Ciencias de la Salud Barceló	2006	2000	9	17
Universidad de San Andrés	2006	2000		44
Universidad del CEMA	2006	2001	1	24
Universidad del Centro Educativo Latinoamericano	2006	2005	4	9
Universidad Blas Pascal	2006	2010 (2nd.)	11	16
Universidad Torcuato Di Tella	2007	2005	1	48
Universidad Atlántida Argentina		2008	5	
Universidad de Congreso		2009	3	4
Universidad de Flores		2006	5	4

Private university institutions created after the Higher Education Law was passed					
	<i>AP</i>	<i>RD</i>	<i>External Evaluation</i>	<i>Undergraduate Accreditation</i>	<i>Graduate Accreditation</i>
Universidad ISALUD	1998	2007	2006		33
Instituto Universitario CEMIC	1997	2008	2007	4	43
Universidad Gastón Dachary	1997	2008	2006	2	7
Instituto Universitario ESEADE	1998		2009		16
Instituto Universitario Escuela de Medicina del Hospital Italiano	2000	2011	2009	5	33
Instituto Universitario ISEDET	2000				2
Instituto Universitario Italiano de Rosario	2000		2011	5	13
Instituto Universitario IDEA - Sin Actividad Académica	2001				
Instituto Universitario Escuela Argentina de Negocios	2003			1	
Instituto Universitario de Salud Mental APDEBA	2004		The academic activities began after the temporary authorization given by the CONEAU. The necessary period required for an External Evaluation is not completed yet		1
Instituto Universitario del Gran Rosario	2005				3
Universidad de San Pablo - Tucumán	2007			1	3
Universidad del Este	2008				
Universidad Popular Madres de Plaza de Mayo	2010				

**Private university institutions
created after the Higher Education Law was passed**

	<i>AP</i>	<i>RD</i>	<i>External Evaluation</i>	<i>Undergraduate Accreditation</i>	<i>Graduate Accreditation</i>
Instituto Universitario River Plate	2009				
Universidad de San Isidro Dr. Plácido Marín (*)	2010				
Instituto Universitario de Ciencias Biométricas de Córdoba (*)	2010				
(*) No creation Decree from the National Executive Branch					

Foreign university Institutions

	<i>AP</i>	<i>RD</i>	<i>External Evaluation</i>	<i>Undergraduate Accreditation</i>	<i>Graduate Accreditation</i>
Universidad de Bologna	2000				5

Non-university Institutions authorized to teach specializations

	<i>AP</i>	<i>RD</i>	<i>External Evaluation</i>	<i>Undergraduate Accreditation</i>	<i>Graduate Accreditation</i>
Asociación Médica Argentina					16
Asociación Odontológica Argentina					1
TOTAL			80	1376	5395

FIFTEEN YEARS AND NEW PROSPECTS

It is evident today that during the years the CONEAU has been active, the university system dynamics has caused a sustained increase in the number of institutional evaluation and program accreditation requests. This development became a challenge which was taken up with actions that, among other characteristics, demanded an increase of the necessary economic resources to afford it.

The incorporation of new public interest degrees and new university institutions, besides the recent requests for the second and third institutional evaluations and undergraduate and graduate program accreditations, are renewed challenges that will need not only additional economic, technical and equipment resources, but also mechanisms that allow the organization to maintain the evaluation quality in a growing number of cases.

For this new stage, the Commission intends to capitalize its strong bonds with the university system, achieved fifteen years after its creation, in order to go forward on evaluation and accreditation models that will guarantee both quality improvement and the institutional commitment to evaluation.

The remarkable points to take into account for the institution's future work will be pointed out as follows: first, the articulation of the different evaluation and accreditation processes should be

deepened in order to consolidate the integration of a system. For this purpose, we propose program evaluations that integrate undergraduate and graduate accreditation processes on one hand and program accreditation and institution evaluations on the other. In addition, it will be advisable to design tools for the collection of the usual data involved in the different accreditation and evaluation requests, as well as to consider the possibility of reconciling systems and schedules to foresee contact points or possibilities of making a better use of the information within the organization and also with other organizations and programs related to university education and to the science and technology system. Finally, the communication policy should be continued by increasing the publishing activity, with publications on institutional evaluation and topics related to the Commission's main activities.

In the previous pages an outline has been drawn on: first, a synthesis of the organization, its growth and the difficulties faced by the CONEAU since it was created; then, a detailed view of the Argentine university system today, with some references to its past; finally, the tasks performed by the CONEAU's different working areas have been pointed out in detail.

The extensive final chart (or consecutive charts) shows the work of the CONEAU in the Argentine university system, or perhaps it

would be more suitable to say it shows the mutual interaction between the Commission and the system, providing the guidelines for a clear institutional follow-up during the last fifteen years and assuring the quality of Higher Education in the whole territory of the Argentine Republic.

Taking into account what has been done during these first fifteen years (the synthesis of which is given in this publication), it doesn't seem utopian to foretell more collaborative, efficient work, in permanent growth and for the mutual benefit of the CONEAU and the Argentine university system.

In conclusion and in consonance with the above mentioned, it is worth emphasising that a progressive system concerned with equity and mutual trust is the crystallization of the evaluation and accreditation State policies implemented in our country during the last years.

ABOUT THE TRANSLATION

The words above are a translation of the one published in the Spanish version in early 2012. Both to update institutional information and to verify the progress made by CONEAU (for instance, the first edition of a comprehensive guide of Accredited Graduate Programs in the República Argentina), it is recommended to visit the institutional website: <http://www.coneau.gob.ar>.

In reference to the changes on the national higher education system (pp. 19-23), it might be included the creation of the Universidad Metropolitana para la Educación y el Trabajo and the Universidad de San Isidro (both from the Metropolitan CPRES), the Instituto Universitario de Ciencias Biomédicas (MidWest CPRES) and the Universidad Católica de las Misiones (Northeast CPRES). According to these new additions, there are 121 higher education institutions recognized by CONEAU.

“We want today is a celebration not only for our University, but also for the entire Argentine university system”, emphasized Francisco Tamarit, Head of the Universidad Nacional de Córdoba, before the celebrations that could be considered symbolic: the oldest university of Argentina and one of the four oldest in Latin America has reached 400 years: 1613-2013 (see also <http://www.unc.edu.ar>). The formal closure of the commemorative agenda, which had began on May 13, 2012 under the slogan “400 days for 400 years”, was held the last June 19 in the Campus of Córdoba in which 25,000 people took part of the event. The ceremony concluded with the speech of the President of the Republic, Dra. Cristina Fernández de Kirchner, who among other valuable concepts declared: here today, “being a university student, rather than a privilege, it is a duty of commitment with the society”



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