



SÉRIES VALUES, CULTURE, AND EDUCATION

# Thinking through University Reform

PROPOSAL PAPERS FOR THE XXI<sup>ST</sup> CENTURY - CHARLES LEOPOLD MAYER EDITIONS

# Proposal papers for the 21<sup>th</sup> century

*The proposal papers are a collection of short books on each decisive area of our future, which assemble those proposals that appear the most capable of bringing about the changes and transformations needed for the construction of a more just and sustainable 20<sup>th</sup> century. They aim to inspire debate over these issues at both local and global levels.*

The term 'globalisation' corresponds to major transformations that represent both opportunities for progress and risks of aggravating social disparities and ecological imbalances. It is important that those with political and economic power do not alone have control over these transformations as, trapped within their own short-term logic, they can only lead us to a permanent global crisis, all too apparent since the September 11<sup>th</sup> attacks on the United States.

This is why the Alliance for a Responsible, Plural and United World (see appendix) initiated, in 2000-2001, a process of assembling and pinpointing proposals from different movements and organisations, different actors in society and regions around the world. This process began with electronic forums, followed by a series of international workshops and meetings, and resulted in some sixty proposal texts, presented at the World Citizen Assembly held in Lille (France) in December 2001.

These texts, some of which have been completed and updated, are now in the process of being published by a network of associative and institutional publishers in 6 languages (English, Spanish, Portuguese, French, Arabic and Chinese) in 7 countries (Peru, Brazil, Zimbabwe, France, Lebanon, India, China). These publishers work together in order to adapt the texts to their different cultural and geopolitical contexts. The aim is that the proposal papers stimulate the largest possible debate in each of these regions of the world and that they reach their target publics whether they be decision-makers, journalists, young people or social movements.

# Presentation of the Paper « Thinking through University Reform »

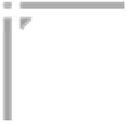
This document has to be read as a necessary articulation between, on the one hand, a general view of teaching reform, in the form of general reflections, and on the other, more specific proposals arising out of attempts to anticipate a reform leading to an effective transformation. University Reform must go beyond the idea of a simple administrative reform in order to meet the great challenges that knowledge will have to cope with during the third millennium, especially the challenges of globalisation and of diversity. Out of this arises the double paradox of the University's function: adapting to and integrating scientific modernity, answering to the basic needs of training, providing the teachers for new professions; but also and above all providing teaching that is meta-professional and meta-technical, that is to say, a Culture.

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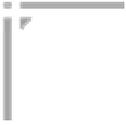
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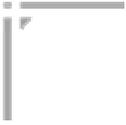
# Thinking through University Reform

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# INTRODUCTION

The “Thinking about University Reform” Forum is a series of interactive exchanges (based on an electronic discussion forum) and “real” exchanges (during two working meetings) between academics coming from various countries backgrounds and disciplines.

The work started, first of all, with the Forum at Lisbon in April 2001 where the methodology was discussed. This methodological approach had to answer to various criteria:

- contributing towards the interaction of different types of experience (thematic debates)
- exchanging ways of seeing through discussing points of view
- finally, setting up a sorting mechanism for all the information arising out of the debate (summaries of the discussions), with the objective of creating a paper for the discussion of all the proposals representing the general foundations of the Reform.

As from this moment and during the following seven months, the actual interactive debates themselves took place, with more than eighty teacher-researchers taking part.

Finally, a last meeting in Brasilia in October 2001 reunited the main participants in this Forum with the objective of validating the proposals and creating a final document to be presented to the Assemblée Mondiale Citoyenne (World Citizen Assembly) at Lille in December 2001.

This Forum, with its different lines of thought and its variety, is an ever open form of reasoning that works through the creation of interactive debates, without exclusion or discrimination and this is its strength (united in diversity).

The proposals and the thinking arising out of the Forum only represent the participants. These are the academics who have devoted seven months to voluntary work in order to contribute towards the creation of a citizens’ debate about the university considered as a social instrument and the best placed to aid human development through knowledge.

Perhaps its greatest resource was the fact that all the participants were both from Universities and were citizens.

It is important to stress that this Forum was created and targeted essentially towards exchanges of experience rather than formulating a consensus, and the contents of this document were put together from discussion and exchange. It is in precisely this sense that they fully express the collective will of a group.

Finally, this document has to be read as a necessary link up between, on the one hand, a general view of teaching reform, the central concern motivating the exchanges and that we expressed in the form of generalised reflection and on

the other, more specific proposals arising out of attempts to anticipate a wished for reform leading to an effective transformation.

This experience led us to understand University Reform as going beyond the idea of a simple administrative reform in answer to the great challenges that knowledge will have to cope with during the third millennium through the challenge of globalisation and of diversity.

Out of which arises the double paradox of the University's function: adapting to and integrating scientific modernity, answering to the basic needs of training, providing the teachers for new professions; but also and above all providing teaching that is meta-professional and meta-technical, that is to say, a Culture.

# The Challenges for University Reform

Universities are in an important phase of transformation under the pressure of various demands. Whether in the North or the South, whether rich or poor, they share concerns and challenges and are questioning their basic reasoning and their future development. They are looking at past performance and re-evaluating their purpose in the light of the challenges that today's society presents them, at the local as much as the global level.

The responsibilities of the university are being questioned and its organisational and political structure also. At the same time the traditional organisation of knowledge is in disarray, as well as traditional approaches to cultural reproduction and the transmission of knowledge. Everything is being questioned.

On one side, it is obvious that today knowledge is necessary for the development and well-being of societies. It is also true that this creates not only a growing demand for higher education, but also the necessity for a great deal of co-operation between the various disciplines and the various centres of cultural knowledge production and between the different types of knowledge (scientific, artistic, material). Teaching can no longer be organised around the principle of a passive apprenticeship in received, established knowledge, but through the necessity of learning to learn in a way that is universal and contextual.

On the other side, the hyper-specialisation and compartmentalisation of disciplines impedes access to major areas of knowledge.

Furthermore, the University is everywhere being asked, internally and externally to be efficient and effective. It is asked to submit to the market on the pretext of guaranteeing the professional future of its students. This poorly mastered relationship risks changing the University into "a higher education college for professional training" and simply one more business among others. The University thus risks being down graded within higher education (in the largest sense of the term), research and the transmission of culture.

In face of the challenges and difficulties of a reform of this ancient institution the general tendency is that of adaptive answers, piecemeal and scattered and principally concerned with the demands of the market; whereas, in fact, the answer can only come from thinking more globally.

The University institution has always been submitted to profound changes over the centuries, in close relationship with the currents of the day and with the knowledge culture and science that the various periods have produced

The University must preserve its soul in preserving the principle of "Universitas", this principle that since its birth in the Middle Ages has inspired it to be a place of autonomous thought, of research and the diffusion of knowledge. This is a place where the various approaches to knowledge and different cultures have no other aim than the search for a common truth. It must have a free dialogue and be outside any logic of profitability and in withdrawing from any coercion of national, religious, economic, political, etc.

The principle of University autonomy must be defended in order to guarantee the ability to produce research, including the so-called “non profitable” research and a wide teaching engagement beyond the various external demands.

Anything contrary would weaken research as a world vision and weaken the cultural and scientific heritage in general.

In conformity with its missions (research, training, service to organisations, international co-operation), the University remains a special place for treating thought, knowledge, teaching, reflection and education. A place where cultures and languages mix. A place where it is able to put at the disposal of the public, whomsoever they may be, the possibility of learning, looking, listening, appreciating, criticising, evaluating sciences and techniques and the quality of a text, the direction of a play, an interpretation or a work of art. These are the necessary means so that everybody can construct their own vision of the world and share, in variety and plurality, that of others and the construction of common destiny.

Within this design is to be found the specific challenges the University must raise:

- Its role of producing and transmitting knowledge,
- Its place in the “City” (in the ancient sense of “civitas”, as being the citizens of a political region), its social, cultural and political role and the responsibilities brought about by having this place.

The University must preserve the fundamental and cross-disciplinary knowledge that a terrible cultural impoverishment seems to be gnawing away. It must play its role of dialogue and exchange between the various knowledge producing areas, the cultures, and make up for the lack of meaning that is hitting all the sectors that make up society.

Walled in by their specialisms, locked into their laboratory, cut off from the surrounding world, a not unimportant part of the University teacher-researchers take no interest in knowledge other than that which is necessary to excel in their specialism. The teacher-researcher has become a “super-technician”, not much of member of a university and even less a humanist. It is thus that research in science, arts, philosophy, social science and the teaching of these same disciplines retain only the “trainer” aspect of their mission. “Trainer” in the sense of limited professional training, that knows how to answer to the criteria of technical efficiency and economic return without worrying about cultural aspects, that is to say, the education of a critical view of knowledge, that is an essential condition for an ability to step back and look and for giving meaning to the production of knowledge. Even if specialisation is indispensable for research or creative work to arrive at its aims and that disciplinary specialisms are sometimes necessary, it is our duty to measure the challenges to knowledge and be able to look at it critically, despite social pressures and the internal and external restrictions born out of the need for profitability and efficiency. The challenge of disciplinary specialisms has to be understood as well as the openings, breaking down of barriers and cross-disciplinary approaches.

The pedagogy built on the basis of high standards and quality will not only have to occur in the relationship between teachers and learners, researchers and

would be researchers, but also in the relationship with power, between those who governs and those governed. It is this quality that grants the true fulfilment of the individual within society, the world and life in general.

It is thus that the University in its role of transmitting culture and knowledge is at the heart, not only of research, but also of the permanent will to be intelligible. We know that the two problematics: that of the interpretation of the world and that of its transformation are as one. We know also that changing the world seems to be the business of everybody, but the mastery of such a transformation is still a domain reserved for a minority.

Scientific knowledge is the depository of a power that is neither neutral nor objective. It can act either for or against life and well being!

The University and its members have the ethical and citizen responsibility for scientific and technical creation.

While the mass of the population finds itself part of society and therefore of culture, education and training, the University has been inserted within this problematic and the culture it proposes to transmit to society is concerned with all the social economic and political constraints. On the one hand it is bound by these constraints and on the other, asked to transmit a fundamental culture of democracy and the common good. This culture has to be an uplifting of the spirit, as much through scientific knowledge as through artistic endeavour. A culture of a dialectic capable of accompanying and anticipating the best future forms of adaptation and disadaptation. For, as Paul Ricoeur justly wrote in *Histoire et Vérité*: "Culture is also that which disadapts man, leaves him ready for the opening, for the far off, for the other, for everything. (...) Education in the strongest sense of the word, is perhaps nothing but the just and difficult balance between the demands of objectification, that is to say adaptation and the demands of critical thought and of disadaptation. It is this delicate balance that holds man upright".

It is necessary to have a place, like the University, that takes charge of not only of the ethical and civic responsibility for science, but which also takes part in citizenship and of living well together. Through culture, which allows self-knowledge: for culture is the vector of identity and of self-awareness, because it is capable of recognition, without which marginalisation is born. Culture is a collective inheritance and it is the determining factor in our relation with the other and our answer to the appeal of the other within public or private spaces. It is also the answer to distrust and hatred.

Maybe, we can find here a part of the answer to a question that remains unsolved:

How can we ensure that science and scientific research, the arts and their practices, knowledge and techniques, produced through the imagination of the human species, can be put to the service of humanity?

# Thoughts and Proposals for a Reform

The thinking coming out of the Brasilia seminar and all the proposals made to the forum lead us to sum up the University's challenges along the following major paths:

## Society and University

### Social Responsibility

The responsibility of the University and academics are institutionally and individually as one.

The University institution has the responsibility of creating and having a critical view of its own missions and the interaction of these with the "City". As a consequence it also has the responsibility of developing critical thinking and of guaranteeing independent thought.

This is without doubt the meaning to be given today to academic and scientific freedom (academic liberty is also the right of students). Independence, however, has no meaning outside the partnership with others within the society concerned by projects and realities.

The University has also the responsibility of placing research and knowledge within their social, historic, political, cultural and aesthetic contexts.

This arises out of the necessary workings of democracy.

Also the University must develop the idea of individual responsibility. It means reformulating and claiming a concept of ethical and deontic responsibility that cannot be measured simply in terms of the obvious damage in direct applications of techniques but also in terms of the interaction of the university with everybody else.

❖ CF. Proposal : Page23 :

Valorising Service to the Human Community (non-academic)

*Service to the community is an increasingly necessary task for the University if its role in the global society is to be better fulfilled.*

❖ CF. Proposal : Page 24:

Responsible Prospective Judgement and Evaluation. Constitution of Academic Charters

*In matters of research, the researcher and teacher-researcher academic must be conscious that all knowledge produced and transmitted can only be responsible knowledge and that this responsibility must be evaluated by context oriented judgements (time, place, culture, society) and in a perspective of the globalised society.*

❖ CF. Experience : Page 25:

Institutionalise an Academic Social Service co-ordinated by the University  
*Institutionalise the idea that 30% of student training must be devoted to multidisciplinary community service projects, co-ordinated by the University and financed by the State.*

❖ CF. Proposal : Page 26:

**Give Feminisation Precedence in Problematic Forming, Exchanges and Appointments**

*Go beyond formal content, lectures and practical guides in order that the University shall be able to play its role of social partner in the process of sustainable development on a local and national scale as well as of regions and the entire planet. Problematic forming cannot simply avoid taking into consideration male/female equality. It cannot avoid either a university that is not reduced to the technologies of communication.*

## **Culture and University in the “City”**

The University must be a place for open thinking, encounters and exchanges and a source of proposals on the entire cultural problematic which can be of interest at the same time to the relations between the different fields of knowledge, art and education and the various preoccupations of the “City”.

The debate of ideas, the blossoming of thought and the questioning of meaning must be among the main preoccupations of the University.

Letting thematic cultural objects emerge belongs to the University. All disciplines and cultural fields are called upon to look into these objects.

In this way, the cultural valorisation of scientific, technical and artistic research allows the university world to confront society by debating the social, cultural and ethical value of research. This is part of the process of acquiring what is necessary in order to clarify the public and political debate occurring around knowledge and technique. This confrontation is mutually enriching for both the University and society.

The carrying out of such “extra-curricula” projects naturally commits the entire University community and the various potential, educational, institutional and Association partners of the University.

The University must devote the necessary means towards carrying out such projects.

❖ CF. Experience : Page 27:

**The USTL CULTURE project – Culture, Knowledge, Arts and Education – the University in the “City”**

*The keystone of our activities is based on the Archimedes Rendezvous that proposes to work in themes. There are various social and political themes, (e.g.: work, the town, responsibility, borders), linked to the social present (e.g.: the school between Utopia and reality, the environment, man’s relation with nature, development, the women’s Mediterranean) and the immaterial (e.g.: otherness between the visible and invisible, spirituality, time infinity, error).*

*The scientific view of knowledge and the sensitive one of art are used in analysis of each theme.*

*The view of knowledge:*

*A cross-disciplinary scientific committee has been made up in order to analyse the theme in terms of main areas to develop. The coherence of this work is based on all the disciplines through a historical, epistemological, philosophical,*

*scientific, sociological and political approach.*

*The sensitive view of art:*

*A programming committee has been set up. This has been asked to create an artistic programming bearing on the chosen themes.*

❖ CF. Proposal : Page 29:

Knowledge as an experience of otherness

*This is a relationship of coexistence between dialogue, diversity and the other. And if there is a link with the other or alter ego it should not be seen only in the sense of another person, but must also be understood as a socio-epistemological and pedagogic otherness.*

## Teaching and the work market

It is essential to save the University and its *raison d'être* from “commercialisation” and the pitiless logic of profit.

Economic, social and political constraints must not put into question the coherence and balance between knowledge and know-how, the one being called pure and the other applied.

It is also necessary for the University to reserve a place, which belongs to a critical and questioning teaching in the sense of citizenship, environment, human relations, otherness, ethical knowledge, epistemology, and politics, etc.

❖ CF. Proposal : Page 30:

Valorise University training for creating active and responsible citizens

*In a context where there is strong tendency give precedence to professional training and instrumental thought, leading to a unique thought form, it is important to revalorise training for citizenship where a critical spirit can find a place in order to avoid pure instrumentality and achieve value in the academic programmes.*

❖ CF. Proposal : Page 31:

The ethic of the uncertain facing the challenge of an academic institution rationally commercialised

*The ethic of the uncertain and of mixed thought must combat an omni-commercialisation of the University (research as with the other functions) ever more governed by its financial, economic and techno-scientific viability. Among other phenomena, we are experiencing the throwing over of the idealist conception of the creation, transmission and application of knowledge.*

# Governance and University

## University and Autonomy

In the areas that the University governs, we have sacrificed the academic function that should be the structuring principle of governance.

In general, the debate on University governance has moved away from the discussion of aims towards the area of the fight for power, with the transformation of the very basic idea of working towards common interests into chaotic infighting among assorted interests.

Two present examples can illustrate this: the Spanish case and the Mexican case.

In Spain, the reaction to the proposal of the Ministry of Education for the election of the University authorities by direct and universal vote has become focused on the mechanism itself rather whether or not such a process is appropriate to the functioning of a University.

In Mexico, it is interesting to learn that all the UNAM reformist debate (Universit  Nationale Autonome de Mexico) has been kept to the necessity of revising its governmental structure, and indispensable academic reform is rarely mentioned.

A question arises: why is it that the University, that has directly helped society to give itself an appropriate governance and organisation for the aims it wished to fulfil, has been demonstrated to be so incapable of organising and governing itself?

The critical distance maintained between itself and society becomes lost in itself and the University turns into an ivory tower entirely separated from the environment that gives it meaning; that has created it and expects to benefit from what it produces.

The themes of academic governance and organisation must be subject to a wide ranging, even confrontational debate on the meaning and nature of the AUTONOMY of the academic task.

It is the whole of society that feels the results of this independence and therefore it alone can demand to be given an account of its activity.

The governance and organisation of the University must reflect the principle of maximum representation from among those that make it up.

## Educational Policy

It is essential to construct a system of equivalence and exchange between the various study routes. This is already being set up in Europe and will allow other regions a similar organisation. This would be the optimisation of rare resources favouring mobility and co-operation.

❖ CF. Proposal : Page 33 ;

Equivalence in Structural Organisation and also in Curricula within a Regional Framework

*Today we can come across numerous teaching programme systems, notably the Anglo-Saxon and Francophone systems and even at the interior of these systems the organisation is different. So much so that the equivalence between countries creates enormous problems and constitute obstacles for the mobility of the school and student populations as well as institutional collaboration.*

❖ CF. Proposal : Page 33 ;

Integration of Higher Education in a Global Training Project

*Higher Education forms part of the educational whole and must, in particular, interact with Secondary Education and link in initial training and on-going training.*

## Partnership, Network and Co-operation

The Universities partners are as various and numerous as the political, cultural and social context demands.

The missions of the University are best developed through partnership and setting up a network. An awareness of all partners is necessary in order to optimise contributions of any sort between the University and society.

❖ CF. Proposal : Page 35

Multiply Networks and Make Visible the Invisible

*Start a movement of people, institutions and communities as a means optimising the problematic of complexity within Higher Education.*

Develop an international inter-University co-operation, so that all receive a mutual and respectful benefit.

The welcome of students and teacher-researchers from the South in Northern Universities must entail such a co-operation.

❖ CF. Proposal : Page 36 :

Promote and Valorise international and Inter-academic Co-operation

*Co-operation today permits cultural rooting and scientific innovation in a plural and globalised universe.*

# Transmission of Knowledge

## Training of Trainers

❖ : CF. Proposal : Page 38

### Programme Model for Interdisciplinary Training

*It is vital to constitute space for apprenticeship in interdisciplinary projects. Being interdisciplinary does not come about automatically in the thoughts of researchers. It needs a process of apprenticeship and an epistemological, methodological and technological back up is essential. Such an apprenticeship will set in motion a reform in scientific thinking among researchers and technicians.*

❖ CF. Proposal : Page 40 :

### Provide Interdisciplinary Co-operation Posts at the University. Sketching out a Profile

*This proposal has taken from a sketch idea a potential profile for an interdisciplinary co-operator as from an analogy with the profession of a functional consultant. .*

*The functional consultant (not to be confused with an expert or “expert consultant”) plays the role of mediator. In a service society, he has essentially an inter-functional role and in the area of the new technologies ensures a vital link between the business and its mode of functioning, on the one hand and on the other, the computer expert and his appreciation of the technical feasibility of a solution to a problem.*

*Thus a similar role created for the University would allow for the co-operation necessary for a multi-disciplinary research and provide teaching on general aspects, on such questions as methodology or interdisciplinary ideas.*

## Training

- University training must extend into the social needs of the country.
- The University must get into relation with school teaching and all other forms of “apprenticeship”, on-going and professional training, working-class education, etc.

❖ CF. Proposal : Page 44 :

### Alternating Theoretical and Practical Training through Experience in the Field

*The sandwich course is more than ever necessary for linking theoretical and practical training thorough field experience adding an essential social element to the scientific experience.*

❖ CF. Proposal : Page 45 :

Appropriateness of Training to the Social and Cultural Context

*Above all with the countries of the South the programming at University level must take into account the real problems of the country taken in true cultural context and linked up with the programming of the Secondary and Primary areas which should equally give culture a place of greater importance. The school constitutes a very influential environment for the individual personality and the non-respect of the pupil's cultural values during school training risks uprooting the child from his socio-cultural medium*

❖ CF. Proposal : Page 46 :

**Reappraisal of Scientifico-Technological Domination: a new model of science and technology which integrates the know-how of non-dominant groups**

***Academic knowledge is an historical product. It exists in a given society and answers to the epistemology, system of values, the cosmic view and interests of the dominant group. Today, the science-technology preponderant in the academic system is the dominant model. It answers to the interests, cognitive style, the way of viewing the world, etc. of the white man, of the upper middle-classes of Western societies.***

*How can academic knowledge already formed be redrawn? It having been created over centuries on the basis of the essential cosmic vision of a western-centric-patriarchal-capitalist society, exploiter of humans and nature its epistemic ideas are: precision, determination, control and profit. And its tools for understanding are: reductionism, fragmentation, separation, control, etc.*

❖ CF. Experience : Page 48 :

Promoting the Creation of the Inter and Cross-Disciplinary University

*Promote and encourage the creation of Universities based on a perspective of inter and cross-disciplinary perspective, in linking up various knowledge areas with the problematic of a local, regional and global context. This proposal has the intention of rethinking the main functions of the University in the face of contemporary challenges on the model of the type of society to which academics aspire and wish to contribute to. In this perspective, the creation of a university necessitates academic reorganisation, the creation of new diplomas and a renovation of the pedagogical process. Furthermore, this creation demands the auto-stimulation of academic communities and clear decisions, in order to convince those who want a better system of knowledge and a better education.*

❖ CF. Proposal : Page 50 :

Relativising the Idea of Excellence through the Hierarchy of Contents, Diplomas and Certificates

*The criteria of appreciation of the academic establishment must be bettered by relativising the elitist models and the priority given to the over-privileged theoretical training notably through examinations.*

## Research

- Research must keep its non-utilitarian, playful and creative aspect.
- In certain societies it is necessary to give a training that takes the cultural context into account. The example of Africa demands that the University does everything possible in order to avoid a split between modern society and traditional society.
- Finally, the University as a depository of knowledge and scientific recognition, must also be the institution that holds the intellectual property, which would permit a financial and strategic independence.

❖ CF. Proposal : Page 51 :

For a Research that is not Only in the Competence of Researchers

*Researchers and teacher-researchers are not alone in research, for internal partners (students in the sense of learners) and those outside the university (industrialists, politicians, Associations and professional groups, etc.) play an essential role in the construction of knowledge and its internal and external recognition. Also should we reinforce or simply set up partnerships between groups because of the fact that the idea that research takes place in laboratories or in separate units is merging into the idea of innovative action through networks?*

❖ CF. Proposal : Page 52 :

Redefining Intellectual Property within the Framework of Scientific Recognition

*Intellectual property is confronted by the paradox of the scientific researchers as authors of research not being given the rights of the authors of this research. At the same time the University is dispossessed of its function as a depository of knowledge.*

# Conclusion

The UNIV Forum – Mixed Vision of an Unconditional Reform.

The thinking that fed the dialogue about University reform was possible because of an original conception of the communication space, discussion and filing. The unusual aspect of this approach lies in the manner we adapted the virtual tool to the real work of the academic (teacher/researcher). Out of which, from the beginning arose the necessity of rethinking the concepts of the Forum (creation of the virtualisation) in order to make immediately readable the contributions circulating in real time in three different languages (French, English and Spanish). We know we had to create a process that could reorganise the contents of the discussion, thus helping us to pass through the disciplinary frontiers of the discussion. For, contrary to other thematic forums, this one did not use a preliminary prepared text that guided the debate, but it was on the contrary built round themes so as to meet the final objective: to create a paper of proposals.

It is was necessary for this delocalised dialogue to reflect the concern arising out of the difficulties of a reform, in, terms of aim, value and the project. This is why ideas moved towards bringing out the pragmatic elements of the proposals suggested during the course of the debate. We were not able to extend the critical analysis because of time limits. But the mission and role of the University is to develop the critical sense. In this sense, therefore the University should be the place where nothing is sheltered from being questioned, not even the presently determined face of democracy. Finally, it must be insisted upon that this work brought out new paths of thought that merited being followed up in depth in a second phase of discussion and/or observation: a “pilot” experiment in reform.

# Proposal Files

## Society and University

### Social Responsibility

#### Valorising Service to the Human Community (non-academic)

##### Stating the proposal:

Service to the community is an increasingly necessary task for the University if its role in the global society is to be better fulfilled.

##### Context:

Worldwide. The third task that has become traditional for the University is that of service to the community. This is better than through administrative authorities, which, contrary to the general drift have nothing to do with the intra-academic community.

##### Proposal Description:

Because of the temptations of retreating into a false security during periods of crisis, either into ivory towers or, at the other extreme, in becoming devoted to the service of the global market, the above task has become vital for developing greater synergy between research, training and partnerships with the exterior world. This service to the community must be able to undermine the single-mindedness of a single world, of a humanity with no other future in mind than the apotheosis of the market. Put another way, a critical attack on the monopolistic empire of the rational supposes that the plurality of expertise existing with “others” would be favoured, through the University, with the result that the University’s own field of creation and activity would be increased thus favouring the expectations and needs of specific environments.

##### Implementation of the Proposal:

Academic expertise must be put at the disposal of marginalised communities as a particular means of promoting a responsible, plural and united world. Recognising this service is absolutely necessary in terms of evaluating the scientific career as something more than a mere appendix to academic life.

Already the justification of certain administrative services constitutes for some academics a way of carrying out this task, for if the University serves society through training and research that it produces and distributes, they see the global society as being served indirectly. Just as in Mexico and other countries (Brazil, for example, with the measures taken by the Catholic University of Sao Paulo with regard to marginalised communities), this proposal must become the subject of legislation in all countries.

### **Those Implementing the Proposal:**

The network of academic humanitarian Associations and scientists allied with the people concerned in society.

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## **Responsible Prospective Judgement and Evaluation. Constitution of Academic Charters**

### **Statement of the Proposal:**

In matters of research, the researcher and teacher-researcher academic must be conscious that all knowledge produced and transmitted can only be responsible knowledge and that this responsibility must be evaluated by context oriented judgements (time, place, culture, society) and in a perspective of the globalised society.

### **Context:**

The world as a local global alliance.

By tradition the University represents an independent area of academic liberty (that is to say, beyond the contingencies of the neutral and objective path taken) out of which arises the necessity to confirm for itself and its outside partners its role when faced with a technological, financial and economic globalisation.

### **Proposal Description:**

The judgement must be made through an analysis of the University in the human "City" and in humanity within its biological, physical and social environment. It must also be made while taking into account that to succeed in any creation or innovation, it must necessarily be accompanied by social innovation and therefore the undertaking of training in or by research in this direction. This is of first importance within the context of globalisation today which is truncated and engendering exclusion.

### **Implementation of the Proposal:**

Set up procedures that allow students, scientists and also administrators free evaluative expression. Such evaluation necessitates debate in the various types of academic councils at every level.

### **Those implementing the Proposal:**

All the academics, including administrators and decision-makers of the University in charge of setting up evaluation procedures in a pro-action spirit.

### **Questions:**

- Has this proposal already been implemented?

Example: At Namur concerning certain faculties and within them some section groups and departments. At a more general level, in the University a charter exists that constitutes the Universities commitment in certain aspects of

sustainable development and social justice. This charter is part of the academic organisation.

- If yes, how long did it take? Was it a success or a failure? Why?

At Namur the charter was a subject of debate for many years. It has to be constantly remembered to be a fundamental reference point.

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## **Institutionalising an Academic Social Service Co-ordinated by the University**

### **Statement of the Proposal**

Institutionalising the idea that 30 % of student training must be devoted to projects of multi-disciplinary community service, co-ordinated by the University and financed by the State.

### **Commentary:**

In the Mexican Higher Education system, a Social Service asks that professional work in the service of the community be carried out in order to obtain a diploma. This service was created in 1940 within the framework of medical training, where it functions best. Even though this experiment has never been a success it is obvious that it can give much to society and create a link between the University and real problems while at the same time enriching student training.

### **Context:**

- a) All students should feel the duty to give back to society something of the knowledge acquired while studying.
- b) This also allows the University to encounter the problems of society and feed them into training.
- c) The nature itself of the problems concerning the majority of the population requires knowledge that is inter-, multi- and cross-disciplinary.

### **Proposal Description:**

The proposal has two directions:

- ✓ the first: towards the students. This activity is the occasion for applying the learning acquired.
- ✓ the second: towards the Universities. The University has to set up multi-disciplinary projects in social development, which would allow the recovery of day to day knowledge and to question the authorities as to the relevance of the teaching.

### **Implicated in the Proposal:**

Universities, students and the State.

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## **Give Feminisation Precedence in Problematic Forming, Exchanges and Appointments**

### **Statement of the Proposal:**

Go beyond formal content, lectures and practical guides in order that the University shall be able to play its role of social partner in the process of sustainable development on a local and national scale and as of regions and the entire planet. Problematic forming cannot simply avoid taking into consideration male/female equality. It cannot avoid either a university that is not reduced to the technologies of communication.

### **Context:**

Western dominance within globalisation.

### **Proposal Description:**

Trainers and learners must keep on defending the great importance of exchanges and problematic forming. In this way training will always be linked to real life situations. A special attention must be given to training vectors (languages, symbols, and media) in order to valorise the rooting of culture in the context of teaching. This must be treated energetically, with the rise in exclusion and loss of identity, to enable the Universities to serve a culture of peace and social cohesion. Again, it must not be forgotten that the academic institution must establish male/female equality, which does not yet really exist. The female role will allow Universities to subscribe to more concrete values and vital sensibilities.

It must not be believed that the arrival of the new so-called communication technologies will give to exchanges all the help that they merit. Watch out for the purely virtual Universities.

### **Implementing the Proposal:**

Give precedence, according to the case, to female commitment at a level of equality of qualification, while keeping to the spirit of the academic and scientific community. We have to be aware that this entails a battle not only in terms of the male academic, but as much experience bears witness, at the level of appointments, juries and also among certain women who readily present details as a major obstacle to success in order to protect a difficultly acquired territorial monopoly.

Be united male/female and womale/female

Continue to favour concrete encounter which is expressive of a whole reality that goes beyond the purely rational reality and takes on the reality of sensitivity.

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## **Culture University in the “City”**

### **The USTL CULTURE project – Culture, Knowledge, Arts and Education – the University in the “City”**

The cultural project of the University of Science and Technology of Lille proposes:

- ✓ To make of the University an open space for thought, encounters and exchanges, and a body of proposals on all the cultural problematics of interest in the relations between different fields of knowledge, art and education.
- ✓ To put to a most open possible debate the various questions posed by the “City”.
- ✓ To give the exchange of ideas, the blossoming thought and to give the question of meaning the place that it merits.
- ✓ To allow the academic world, by giving cultural value to scientific, technical and artistic research, to confront society by debating the social, cultural and ethical value of that research.
- ✓ To develop in this environment, capable of constructing knowledge and awareness, the maximum dialogue between the different areas of knowledge and culture.
- ✓ To put at the disposal of the public the necessary elements to enlighten the public and political debate on knowledge and technique, in order that each individual can construct his vision of the world. Thus, to develop a founding culture for democracy and the common good. This confrontation would end up by mutually enriching both the University and Society.
- ✓ To commit to carrying out this project the entire academic community and the various potential partners of the University from education, institutions and Associations.
- ✓ To participate in the fulfilment of individuals in their relations with society, the world and life.

#### **In order to carry out this project:**

The keystone of our activities is based on the Archimedes Rendezvous that proposes to work on themes. These are various social and political themes, (e.g.: work, the town, responsibility and borders), linked to the social present (e.g.: the school between Utopia and reality, environment, man’s relation with nature, development, the women’s Mediterranean) and the immaterial (e.g.: otherness between the visible and invisible, spirituality, time infinity, error).

The scientific view of knowledge and the sensitive one of art are used in the analysis of each theme.

#### **The view of knowledge:**

A cross-disciplinary scientific committee has been constituted in order to analyse the theme in terms of main directions to develop. The coherence of this

work is based on all the disciplines through a historical, epistemological, philosophical, scientific, sociological and political approach.

This examination of the theme in its relation to knowledge will be set up in various ways:

- Round tables, conferences and debates: in general a dozen,
- Study days, where the more specialist aspects will be looked into,
- Symposiums targeting a specific public,
- Travelling pedagogical exhibitions,
- The publication of basic articles and collective works, in paper form or on Internet,
- The production of scientific shows and thematic pedagogical exhibitions.

### **The sensitive view of art:**

A programming committee has been set up. This has been asked to create an artistic programming bearing on the chosen themes.

Contemporary art, theatre, music, cinema, video, public lectures, writing workshops are invited to take part in each theme proposed. The intervention of the artist and his works within this framework will allow breaking with the univocity of disciplined cultures in order to be better turned towards questioning, the enrichment even the confrontation of views, rather than single of points of view and their demonstration.

### **The support of communal initiatives by association:**

- Internally: Setting up a coherent policy supporting and encouraging Associations to create cultural projects with students, teachers or individuals.
- Externally: Proposing a welcome not in terms of controlling content but simply with logistic support for cultural Associations, amateur companies, semi-professionals, professionals who have made the request to the USTL Culture (through the decision of a commission).

The public for these encounters is as varied as it is numerous:

- Varied: students, older secondary school students, the retired, educationalists, teachers, researchers, members of Associations, specialists, etc.
- Numerous: each encounter to bring together between a hundred and four hundred people.

On the one hand the public is alone, individual and anonymous, on the other hand, they are partners. As such, they are associated upstream from the University working and thinking: secondary schools, Associations, cultural and artistic partners, etc.

### **This project has premises and equipment:**

Today it is made up of a cultural-café equipped with a corner for productions, an exhibition gallery, the offices of the team in charge of the project, in all about 500 m<sup>2</sup>. In the middle-term this will receive an extra 1000 m<sup>2</sup>.

### **An example of partnership:**

The secondary school students are associated through a voluntary work partnership. The secondary school students with the University's agreement and with the aid of a teacher have formed groups of volunteers. These groups are visited by academics, members of scientific committees who demonstrate the approach being followed. Later the secondary school students are likely to go along to the University. They are also invited to work on the themes of the study days. They come to participate in explaining the result of their thinking and to listen to specialists in the field.

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## **Knowledge as an experience of otherness**

### **Statement of the Proposal:**

This is relationship of coexistence between dialogue, diversity and the other. And if there is a link with the other or alter ego it should not be seen only in the sense of another person, but must also be understood as a socio-epistemological and pedagogic otherness

### **Context:**

The Universities

### **Proposal Description:**

The epistemological and pedagogical otherness is presented as a challenge. The alter ego when it is not accepted in its difference, is considered and treated as "alius", that is to say, foreign. Thus the dialogue closes. The challenge of otherness is a challenge of love in a complex relationship of insecurity, encounter, antagonism and dialogue.

If otherness thinks about the other as subject, it knows and creates other forms of knowledge. This always implies an ethical dimension which shows by the choice of path, ideas, beliefs and values and is based on the idea of humanity.

We believe that University and thought reform is a daily attitude of otherness.

In considering what has been explained we propose:

- ✓ To develop thinking that considers otherness to be primordial and controlling in the creation of projects;
- ✓ To consider realities as inter-connections in an ongoing dialogue;
- ✓ To consider public and private spaces as spaces for culture and the encouragement of plurality and cognitive democracy.

### **Authors of the implementation**

All the communities of the University.

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## Teaching and the Work Market

### Valorise University training for creating active and responsible citizens

#### Statement of the proposal:

In a context where there is strong tendency to give precedence to professional training and instrumental thought, leading to a unique thought form, it is important to revalorise training for citizenship, where a critical spirit can find a place in order to avoid pure instrumentality and achieve value in the academic programmes.

#### Context:

All countries and all Universities

#### Proposal description:

In the context within which University training markets are developing, the risk of having specific forms of training that are inadequate for some and a basic training that is more adapted for others is rather large.

There is also a risk that the hierarchy built between programmes of study will increase and from this the elite and others could benefit.

- What will become possible once the programme is implemented?

The creation of active and responsible citizens, professionals capable of taking initiatives in their domain and capable of continuing to learn and people that have a critical spirit.

#### Implementation of the Proposal:

Action with the mechanisms concerned with Programme accreditation and the authorities responsible for the recognition of programmes and the equivalence of programmes.

Each country has certainly its own regulations that are certainly affected by the opening up of the market

#### Those Concerned in Implementation

The public organisations responsible for the accreditation of programmes and the universities themselves must be explicit in this area and have clear policies. Within the Universities, it is the teachers and the teachers and students as well as the authorities responsible for the programmes.

Public support for fundamental academic training that is accessible is essential.

#### Questions:

- Has this Proposal already been implemented?

This proposal wishes to avoid losing that which already exists (in Quebec and perhaps elsewhere). It must be realised that there is co-ordination at State level insofar as University programmes are concerned. It is to be feared that the

present tendency favours a deterioration in order to avoid dividing classes or giving precedence to highly targeted programmes.

Results: single line thinking and a growing availability of instrumental knowledge within the programmes and the disappearance of less “profitable” programmes.

- If yes, how long did it take? Was it a success or a failure? Why?

The time necessary for exchanging points of view, to explain this and to develop respect for humanist values seems to me an essential condition for advancing such a proposal.

To know the practices of various countries is also essential in order to understand the rapid deterioration taking place, evaluate potential and above all to get to know the allies in this area.

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## **The Ethic of the Uncertain Facing the Challenge of an Academic Institution Rationally Commercialised**

### **Statement of the proposal:**

The ethic of the uncertain and the mixing of thought must combat an omni-commercialisation of the University (research as with the other functions) ever more governed by its financial, economic and techno-scientific viability. Among other phenomena, we are experiencing the throwing over of the idealist conception of the creation, transmission and application of knowledge.

### **Context:**

Worldwide. The traditional Western University (From Bologna to Berlin – Humboldt) and dominant in the North and the South is managed with a multi-national logic but stays fixed within Mandarin structures whatever the model.

### **Proposal Description:**

Example: Biotechnology or computer science have become the subjects of basic research.

The manager is the one who defines the policy of academic organisation. He is taken up in the logic of the financial turbulence of the world market, leaving behind the plurality of socio-cultural challenges, the innovation and creation necessary at a global level in order to create a self-sustainable development.

It is surprising to see the change in language in the official English or European texts where the student has become customer. The researcher has become a project executive ordered around on the basis of economic solvency. The higher function has disappeared to the benefit of the professional super-school managed according to the rational structure of a business (one dimensional) where massive, democratic recruiting is accompanied by highly bureaucratised methods of management. Which, at the level of research, becomes an alignment with international industrial programmes in order to be financially viable. This excludes the recognition of any research without an economic end in view. The

so-called institutionally autonomous University, with full academic and scientific liberty has no choice in maintaining its laboratories but to enter into the huge programmes defined by other social bodies.

Critical consciousness evaporates through the conditions of scientific production that subscribes to the division of work and the closing of knowledge areas even if the official line chatters on about inter-disciplinary activity, cross-disciplinary research and as if techno-science did not fulfil a practical-social function. From this the theory prevails that the University is a sort of theological basis for the truth. This has allowed it to become the guarantor of this one and only way of thinking.

The financial and management side of things having taken precedence. The University can no longer be the melting pot or the catalyst for multiple interactions. It is no longer the source of mutation in times of crisis, nor anticipatory, nor the initiator of change.

### **Proposal Implementation:**

The setting up of interaction between advanced scientific and technical knowledge and the local know-how and its passing on within each culture through the recognition of the network of human Associations as complementary to the institution in such a way as to give back the university its institutive character. It is essential at the level of citizenship that the University re-institutes communication with society on some basis other than expertise. For this, valorising intermediaries such as Associations helped by the technical and logical networks, would allow a public and open debate. Similarly, if academic liberty and institutional autonomy can still be relevant, it will be through partnerships with those on the outside. These latter allow the challenges, expectations, needs and urgent problems of present and future generations to be better measured.

Universities are always led, even with reference to known objects or themes, to do “re-search” in such a way as to favour capitalisation and exchange of experiences. Therefore the mixing of cultures and the hybridisation of knowledge is demanded.

### **Those Concerned in Implementation:**

The Universities including the students who have to undertake research work with the outside partners concerned. This commitment cannot be the work of hierarchical or institutional decision-makers but must come from academic professionals. Co-operation is an extremely technically and socially efficient conspiratorial route for confronting institutional blockages and resistance. If science is strategy, in particular in the eyes of the University, changes are brought about by tactics (actions for “striking blows” in the territory of the other).

### **Questions:**

- Has this proposal already been implemented?

Yes, including at the level of decision makers such as the European Commission who prefer to work in terms of networks of researchers when attributing targeted research for major challenges (AIDS, etc.).

# **Governance and University**

## **Educational Policy**

### **Integration of Higher Education in a Global Training Project**

#### **Statement of the Proposal:**

Higher Education is part of the educational whole and must, in particular, be in interaction with Secondary teaching and create the link between initial training and ongoing training.

#### **Context:**

Western dominance in globalisation

#### **Proposal Description:**

The University has a tendency to forget that it is part of a general system of education. It has to constantly adapt to the public it takes in, whether it is adults or students. Training cannot be simply ex-cathedra teaching but must include seminars and practical work where the experience of all the participants plays a central part even for the teacher-mediator.

#### **Implementing the Proposal:**

Annual revision of programmes if necessary to transform them in the above spirit. At the level of decision making structures, people from the outside from various backgrounds (State, industrial, social work, culture, etc.) need to be brought in. Difficult to get round: internal resistance linked to the academic mentality. Not everything should pass through ministerial decree.

#### **Those Concerned in Implementation**

Students should be present for all discussion, creation and evaluation as well as people from the outside.

It is up to the decision-makers to look to this

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### **Equivalence in Structural Organisation and also in Curricula within a Regional Framework**

#### **Statement of the Proposal:**

Today we can come across numerous teaching programme systems, notably the Anglo-Saxon and Francophone systems and even at the interior of these systems the organisation is different. So much so that the equivalence between countries creates enormous problems and constitute obstacles for the mobility of the school and student populations as well as institutional collaboration.

**Context:**

Worldwide.

**Proposal Description and Implementation:**

Throughout the world there exists as many systems of organising and programming of Teaching as there are countries. Enormous differences can be seen between the Anglo-Saxon countries and the Francophone countries. The Eastern European and Asian countries also have their own educational systems. Each country of the Third World has habitually adopted the educational system of their previous colonisers.

What makes the situation even more complicated is that inside each of what might be called the great systems of organising and programming teaching there exist marked differences between each country making up the system.

As an example, within the Francophone system, the Teaching Programme in France differs radically from that of Belgium.

In the present state of things, these differences between Teaching Systems hamper considerably exchanges of Teachers and Researchers, particularly between the countries of the South.

It is difficult to undertake joint research projects even though often the existing social problems are identical.

We are simply seeing a duplication of research with the consequences of making the distribution of already insufficient resources irrational.

Still within the logic of the rational use of resources, it would be interesting to have at a regional level Universities and Regional Research Centres that are highly specialised.

At present, when the world has a tendency to unify (cf. European Union, African Union) and taking into account what has just been said, the definition of precise equivalence criteria become necessary above all for the countries of the South, in order to give precedence to and make easier pupil and student mobility as well as inter-academic Co-operation at all levels.

**Those Concerned in Implementation:**

- United Nations Organisations and NGO's concerned in the Science of Teaching: UNESCO, WHO, etc.
- States
- Universities

**Question:**

- Has this proposal already been attempted?

Attempts have been made but without much follow up.

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## Partnership, Network and Co-operation

### Multiply Networks and Make Visible the Invisible

#### Statement of the Proposal:

Start a movement of people, institutions and communities as a means optimising the problematic of complexity within Higher Education

With reference to the 'Documentary Support' arising out of the Forum, the Institutions of Higher Education must be involved – initially those taking part – in order that they can create the basis for the participation of other institutions in various countries; and introduce in each area the discussion of this Documentary Support in order to produce modifications which will be shared by the Institutions of relevant countries.

Capitalise on the proposals and actions resulting from this movement reinforcing the possibility of creating joint proposals.

Establish a timetable over a minimum period of two years in order to make the proposal for forming a Network that makes visible the invisible effective, which will bring to light the experiences of various regions.

#### Context:

This proposal is situated in the countries that include (among others) the Mercosur. It concerns and involves the Public Universities of the countries mentioned.

#### Proposal Description:

Anthropological, cultural and ethical perspectives, that encourage the preservation of identity within diversity and its being respected, by paying attention to the necessary tension between local regional traditions and the global process to do with technological modernisation.

Implementing the proposal allows:

- ✓ The recognition of various "others" both intra- and inter-institutional and the value of expression, production and technico-technological strategies of the various communities' socio-cultural matrices.
- ✓ **To make visible the socio-cultural networks, broken but not lost, and to visualise saving them as a component of supreme interest for the University-Communities link up.**

The indispensable change within Higher Education involves linking the University with the insertion Communities at the micro and macro level.

Gamble on the recovery of a social link and the creation of an emerging space arising out of the virtuality that the communication technologies offer. Visualise the University in the role of organiser of resistance and, using knowledge, propose new directions as a challenge to the dominant hegemonic model.

### **Application of the Proposal:**

- ✓ An initial phase of “mobilisation” (discussion of the Forum’s documentary back up in all the participating institutions).
- ✓ A phase of extension and socialisation with all the other Institutions in the Communities.
- ✓ A phase of ‘simultaneous production’ and dissemination of the results of the institutional discussions in the various regions concerned.
- ✓ A phase of ‘reinforcement’ and evaluation of these new networks as regard to possible action production and sharing of experiences that have satisfied the original target. Make visible the invisible and encourage human development with the University as the linking route in the Regions.

### **Concerned:**

Institutions, Regional Communities;

Potential initiators: the various participants at the Forum

### **Question:**

Has this proposal already been implemented?

This proposal has not been attempted before. We envisage 1 year for the first two Phases, a second year for the remaining Phases and a global analysis of the Proposal.

Condition: Having the support and the backing of the co-ordination of the Forum: for example, in order to obtain a greater legitimation in and outside the institutions of these different countries so as to successfully introduce the proposal.

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## **Promote and Valorise International and Inter-academic Co-operation**

### **Statement of the Proposal:**

Co-operation today permits cultural rooting and scientific innovation in a plural and globalised universe.

### **Context:**

Because it is difficult to be alone in certain research, this recent development has been working for about ten years through the various international, academic encounters and conferences.

### **Proposal Description:**

Co-operation serves essentially for the exchange of indispensable experience and knowledge that cannot be capitalised in a single place. It allows a mutual

work in collation, comparison and apprenticeship in terms of training by and through research, in terms of technique and innovation, as well as in terms teaching content, pedagogical practice and interventions. It cannot be fully effective and at the service of all the various partners unless:

From the beginning and throughout the activities the inter-academic challenges are in evidence,

that it comes out of real negotiations over specific projects with a single end in view.

In valorising multi-voice dialogue, in recognising and promoting co-expertise and protean reciprocity, co-operation in the area of research and training helps in opening up each academic community to other areas of life, such as becoming aware of the nature of one's own environment. This is one way among others, but paradigmatic, to subscribe to pluriversity as a contemporary criterion of the global planetary society and to make the "University" play its role as catalyst and area of incubation.

### **Implementation of the Proposal:**

Over and above a simple association of Universities, co-operation has to be an alliance, at various levels, of academics and responsible citizens. The human network constitutes an emergence of different academic wills to work the institutional alliances together in complementarity, so as to give full meaning to the implementation of this proposal.

### **Those concerned in implementation:**

The academics before the institutions themselves.

# Transmission of Knowledge

## Training Trainers

### Programme Model for Interdisciplinary Training

#### Statement of the proposal:

It is vital to constitute space for apprenticeship in interdisciplinary projects. Being interdisciplinary does not come about automatically in the thoughts of researchers. It needs a process of apprenticeship and an epistemological, methodological and technological back up is essential. Such an apprenticeship will set in motion a reform in scientific thinking among researchers and technicians.

#### Context:

Universities and other public or private organisations.

#### Introduction:

It is about the valorising of rare research/teaching subjects that those interested in the subject have managed to set up locally (Uruguay) and in other countries. We are not talking about communicating cases that already exist in various fields of scientific and professional work, but of particular spaces of cross-disciplinary thought development and of interdisciplinary activity. We consider that this space should be taken up by academics that wish to contribute, using systematised production factors, to the daily more difficult work of some researchers and technicians.

#### Description:

What we are proposing is a training experience, which seeks to organise (in the form of seminars) the various facets, involved in this type of work within the world of interdisciplinary work. The objective is to have a view that transcends disciplinary specificity, in developing abilities that allow for work in common in a movement across the fields involved. This Training Programme can be carried out independently or maybe in association with Academic Programmes that have this type of work as an element of their overall school programmes.

It is of a fundamental conceptual importance to point out that this position does not inhibit or erode unidisciplinary research. On the contrary, it depends on a high unidisciplinary accomplishment in order to increase the chances of success in multiple approaches. Because of this, one of the questions that all interdisciplinary work has to answer concerns the relevance of this format for a given problem. This would mean, in our opinion, that the inter-disciplinary approach is not an ideal option but more a tactical choice. It is important to bear this in mind, given the enormous complexity of its structure and the quantity of resources necessary for its development.

For these reasons we understand that a Training Programme that tends to produce and reinforce abilities for interdisciplinary research and intervention,

can favour applied production. Through such training, it is expected that the participant could in the end answer basic questions: the why, when and how of interdisciplinary activity.

### **Programme Objectives:**

In General:

- Contributing to the critical development of action paradigms in scientific work.
- Encouraging scientific thought reform which contributes to the advance of knowledge.
- Tighten up and reinforce a research spirit open to the growing complexity of today's world, to the various areas of knowledge involved and a respectful and productive communication between these areas.

In Particular:

- Generate a debating space on the paradigms that bring together scientific research and technical intervention.
- Offer conceptual tools and methodologies for interdisciplinary development.
- Draw up an account of group, institutional and administrative conditions present in interdisciplinary projects.

### **Thematic Content Lines of the Programme:**

I) The Cross-disciplinary strategy: "Think as a network".

- Paradigm crises.
- Criticise traditional epistemologies.
- Definitions of complex thought.
- Approximations to reality: the limits of knowledge.
- Towards a cross-disciplinary strategy.

II) The Interdisciplinary Project: "act as a network"

- Systemic research.
- Methodologies, technologies and administration.
- Interdisciplinary teams in applied research and intervention. Constitution, co-ordination, dynamic producers and antiproductors.
- Participative research: extra-disciplinary integration.
- Vision through disciplines.
- Description of the interdisciplinary project (advantages and limitations).
- Institutional aspects of the interdisciplinary project (obstacles and advantages).

### **Relevant Items that need to be considered in the Programme:**

A) Relating to the epistemology of interdisciplinary thought.

- Interdisciplinary movements in the sciences.
- Transfer of knowledge (importation/exportation of models)

- Process of knowledge transfer.
- Frequent problems in knowledge transfer.

#### B) Relating to the Interdisciplinary Team.

- Factors determining the interdisciplinary Team.
- Types of interaction linked to interdisciplinary thought.
- Technique of integrating teams.
- Ideal profile for a team leader.
- Personal characteristics for interdisciplinary activity.

#### C) Relating to the Interdisciplinary Project

- requests that help make appear interest in the interdisciplinary
- Stages of the interdisciplinary process.
- Steps in the development of an interdisciplinary project.

#### **Commentary**

The proposed programme has already been applied in the Catholic University of Uruguay. It was created and led by Luis Carrizo under the auspices of the Academic Vice Rectorate of the Education section of the University. The results promised well, in leaving a precedent for future action. It is important to envisage reproducing it in other institutions, as the theme proposed was of interest to academics and it is possible to adapt it to research institutions, non-professional organisations and decision-making organisations in government and business. The APC can serve as an institutional reference for its development and exposure.

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### **Provide Interdisciplinary Co-operation Posts at the University. Sketching out a Profile**

#### **Statement of the Proposal:**

This proposal took from a sketch idea a potential profile for an interdisciplinary co-operator in an analogy with the profession of a functional consultant.

The functional consultant (not to be confused with an expert or “expert consultant”) plays the role of mediator. In a service society, he has essentially an inter-functional role and in the area of the new technologies ensures a vital link between a business and its mode of functioning, on the one hand and on the other the computer expert and his appreciation of the technical feasibility of a solution to a problem.

Thus a similar role created for the University would allow for the Co-operation necessary for a multi-disciplinary research and provide teaching on general aspects, on such questions as methodology or interdisciplinary ideas.

### **Context:**

France.

That of a sectorial University made up of thought chapels. A University that is open exclusively to holders of doctoral or post-doctoral qualifications, traditionally giving preference to monodisciplinary courses.

That of a University that can no longer have pretensions to a strict positivism or absolute knowledge that has to re-evaluate its social function. A University where at times the sacred nature of knowledge must be abandoned in order that other types of knowledge, often of a consequential nature, can emerge. That is, knowledge that does not arise out of industrial production or from the production of the services.

### **Description of the analogy:**

Role of the Functional Consultant. Example of new technologies and systems of information.

Computer tools developed by programming specialists must first of all answer to requirements or specifications that neither the client business nor the programmer can produce. An “interface” is necessary to take up the need and formalise it in terms the computer specialist can understand. The job of the consultant is to operate at different levels. Upstream at the level of the client business he intervenes as a “catalyst” for needs. In visiting all the personnel concerned he will build up a system of information that will finish up by answering optimally to need intentions in line with technical feasibility. Also, downstream, he must validate his choices with technical experts who will reframe the sketched out solution before going on to its implementation.

Analogy with a potential action of an interdisciplinary intermediary. Example: Law and Mathematics

Latin law, being made up of rules and norms, is confronted by juridical methodological problems when dealing with, for example, the qualification of facts. Reasoning constructed out of traditional binary logic and juridical categories lack in suppleness as of when one has to justify the hybrid status of an embryo or reconcile antagonistic principals, etc. This is about fundamental research arising directly out of a necessary social pragmatism. In parallel and without any link, mathematicians work at constructing new logic's, new formalisms potentially interesting for the law. Again, the choice of hypotheses or axioms made by the mathematician will be clarified by juridical practice.

A “frontier passer” will gain by encountering two distant categories of researchers, in formalising for the mathematician the juridical questions and making mathematical research accessible to lawyers.

### **Sketching out a Profile:**

This interdisciplinary co-operator participates by doing more than the sum of the parties who are awaiting a practical application out of the encounter between two distinct entities. He makes the dialogue possible and the encounter between programmes, by managing the planning of the desired objectives, in proposing systematic syntheses of the advancing thought processes and in re-adjusting the problematic of the context of the research in question (an epistemic watchman).

It is not about giving the power of decision of one discipline over another. On the contrary it is about creating structures for fruitful thinking within which a discipline keeps its autonomy while at the same time getting access to the problematics of another and possibly receiving an enriching and nourishing experience.

Characteristics of the “interdisciplinary ”:

orientated towards “method” before being orientated towards “knowledge”  
information vector

intervening at one and the same time as a scientist and a manager (organisation).

Area of action:

interdisciplinary research,  
evaluation of the pragmatic relevance of knowledge,  
method and organisations of work...

Roles:

cementing dialogues,  
identifying obstacles in terms of vocabulary, notions or in terms of current thinking,  
training or having trained each of the parties in the rudiments of the other disciplines,  
evaluating with the teacher-researchers the promising aspects of the research,  
taking into account the business aspect,  
proposing ideas,  
working in terms of objectives.

Examples of training in targeted abilities:

Those with double qualifications,

Giving proof of the qualities sought with a functional consultant, by first of all demonstrating the ability to adapt and to synthesise and listen and then the proof of method and communicative skills.

Knowledge of epistemology or of educational science.

### **Proposal Implementation:**

Open up access to the University for non-specialist profiles, “interdisciplinary ” co-ordinating the cross-disciplinary projects and assuring teaching of a generalist or cross-disciplinary methodological character, (which could correspond to “human training” or “humanities” courses, proposed in France for the schools of engineering).

The setting up of this is to come from University authorities or the initiatives of institutions such as the National Centre for Scientific Research or equally from an association such as PRELUDE (Programme de Recherche et de Liaison Universitaires pour le co-Développement auto-soutenable – Programme for Research and Academic Liaison for a Self-sustaining co-Development) for example, seeking to favour research-action.

It requires, other than cultural evolution, the means of giving recognition to these cross-disciplinary posts that are not going to be devoted to the publication of research articles.

There must also be a less rigid allocation of finance and a lifting of impediments of an institutional nature that often serve to slow down or stop initiatives that cross the boundaries of research units.

**Indirect and Innovative Perspectives:**

This work could promote the interest of uni-disciplinary teacher-researchers to open up their field to other disciplines and can be seen as a practical application of the “epistemological tite” proposed by Edgar Morin. It could also end up with methodological research with an interesting cross-disciplinary aim.

**Questions:**

- Has this proposal already been carried out?

In different forms, certainly.

- If not how long do you think it would take, short term (1 to 2 years), long-term (3 to 5 years), more?

Put the proposal to the proof for a few years (about 2 to 3 years). Extend it in the case of worthwhile results.

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## Training

### Alternating Theoretical and Practical Training through Experience in the Field

#### Statement of the Proposal:

The sandwich course is more than ever necessary for linking theoretical and practical training through field experience adding an essential social element to the scientific experience.

#### Context:

Worldwide. The contemporary context that privileges theory impedes the understanding of the complexity and globality of the realities found in the field.

#### Proposal Description:

The supremacy of theory is incompatible with the apprenticeship in cross-disciplinary thinking and dialogue with those in the field. Integrating the field does not necessarily mean excessively loading training programmes. On the contrary, it has to bring about a reappraisal of the organising principles of teaching. In principle, academic curricula should be able to integrate, make inter-university mobility easier, which presupposes the principles of co-operation negotiated between real partners. The historical reputation of certain Universities does not confer on them any specific right in terms of science and training.

Example: Some European Universities, whose renown seem immutable, are the less innovative with reference to sustainable development than the so-called peripheral Universities.

#### Proposal Implementation:

Associations' networks must be given true value between trainers and Universities in order to be allowed, through their being complementary to the institution, to carry out the necessary transformation.

#### Those concerned in implementation:

The teacher and researcher networks.

#### Questions:

- Has this proposal already been carried out?

Yes. Example: the European programmes ERASMUS and SOCRATES (programmes of exchange and mobility for students); networks such as PRELUDE (a network of voluntary teachers and researchers backed by their institutions who help conceive and implement the practices of sustainable co-development).

- If yes, how long did it take? Was it a success or a failure? Why?

Example: At least a year is necessary to operate student exchanges within the Erasmus framework.

## **Appropriateness of Training to the Social and Cultural Context**

### **Statement of the Proposal:**

Above all, with the countries of the South, the programming at University level must take into account the real problems of the country, taken in true cultural context and link up with the programming of the Secondary and Primary areas which should equally give the local culture a place of greater importance. The school constitutes a very influential environment for the individual personality and the non-respect of the pupil's cultural values during school training risks uprooting the child from his socio-cultural medium.

### **Context:**

Concerns mostly developing countries as they have a real need for the so-called "Logo" Universities.

### **Proposal Description:**

The creation of Higher Education Programmes should take into account the real problems of development, taken in their true cultural context, particularly with the Southern countries, in order to put efficient and effective management onto the work market. This asks for a precise definition of the problems of society in every dimension and the constitution of priorities in terms of essentially operational research, bearing in mind the limited resources. This creation of Higher Education Programmes must respect the cultural and social values, must link up closely with Secondary and Primary Teaching, which in turn must give an even greater place to culture. The acquisition of and respect for cultural values on the part of an expert, is in reality acquired throughout his training and not at the summit of the pyramid. Therefore that of the Secondary and Primary areas must accompany the reform of Higher Education Teaching. This way of creating Teaching programmes, that is to say, based on the real problems of development while respecting culture, could allow an endogenous development of the countries and avoid the situation the exists in the South and which seriously inhibits the transmission of knowledge by the Expert. At the level of the Southern Countries there exists two societies: one is Traditional and the other is so-called Modern. We understand by the traditional society a part of the population who did not go to school and can barely read or write and who usually live in the countryside. The modern society is made up of those who have at least fully attended primary school and can be either urban or rural. Today's expert belongs to the modern society. The suppression of the two societies following upon the reform of Teaching in general will allow him to preserve and respect the cultural values of his society and to use a language understandable by his peers, when transmitting scientific information within the context of plural expertise.

### **Those Involved in the Implementation:**

- Government (Ministry with Teaching in its portfolio)
- Universities: Societies in all their dimensions

### **Question:**

- Has this proposal already been carried out? Yes, in certain countries, but superficially.

## **Reappraisal of Scientific-Technological Domination: a new model of science and technology which integrates the know-how of non-dominant groups**

### **Statement of the proposal:**

Academic knowledge is an historical product. It exists in a given society and answers to the epistemology, system of values, the cosmic view and interests of the dominant group. Today, the science-technology preponderant in the academic system is the dominant model. It answers to the interests, cognitive style, the way of viewing the world, etc. of the white man, of the upper middle-classes of Western societies.

Present scientifico-technological mastery constitutes one of the ways of perceiving the world and the way of being in relation with it. It has been built up over the centuries while at the same time forgetting about the know-how, cosmic visions, etc. of other cultures. Let us not forget that the "female" culture, also a part of the Western dominance, answers to another logic, other values and another psychology.

How can academic knowledge already formed be redrawn? It having been created over centuries on the basis of the essential cosmic vision of a western-centric-patriarchal-capitalist society, exploiter of humans and nature its epistemic ideas are: precision, determination, control and profit. And its tools for understanding are reductionism, fragmentation, separation, control, etc.

The obsessive dichotomization/fragmentation of Western male thinking/doing has built an iron separation between their own values, abilities, fitness and the abilities and values of everybody else (this we call the space of the excluded).

A separation put in place by an antagonist and incapable of making a connection between:

Dominant space: rational, objective, divisive, scientific and male,

Space of the excluded: irrational, subjective, relational and female

Within this dichotomised space we have related female values (at least in part) to those of other cultures (African, Indian). The dominant thinking constructs analogies between all the groups belonging to the space of the excluded. This regrouping has been built on the negation of the particular nature of each group. The over-riding factor is that they do not have the values of the dominant group.

### **Proposal Description:**

It is to do with confronting the ideal of control and profit of the dominant model. Other societies have maintained:

- another way of relating to nature and are in inter-relation with it,
- another way of conceiving of economico-productive relations.

The starting point is to recognise that in the University (public or private - in its relations with businesses) it is scientifico-technological knowledge that truly counts, in the double sense of its transmission and its production. Within the two aspects it is blind to the know-how of non-dominant minorities of Western society and that of African societies.

We must carry out an analysis of knowledge, its use and of the scientifico-technico transfer, with the recognition of the needs and know-how of what is transferred.

From the point of view of complex thought, the feminist, the ecologist, the pacifist and the positions of the peripheral countries, the anti-globalisation movement, etc., converge in these alternatives.

1. Values: knowledge (and its transmission) research and the application of knowledge must answer to other values:

.peace: a determining road for deciding what is to be researched/implemented

.Well-being of humanity and the planet

.economic equality

2. Knowledge and Research. Knowledge is social and localised and has an economico-political dimension. For this, there must be a research monitoring and an evaluation of the risks and/or possible benefits.

3. Those concerned: research programmes will be organised on the basis of real world problems and not on that of the progress of each discipline in isolation from the rest. For this, a stop must be put to the separation between the “hard” and “human” sciences. We must add yet another category, always excluded: groups without formal education. All members of society must give their opinion and make decisions.

4. The anthro-social sciences; knowledge belonging to other cultures, their cosmic visions, their way of understanding nature; literature, poetry and oral culture must be fed into the dominant techno-scientific knowledge.

### **Implementation:**

Within the dynamics of class functions. Teaching within uncertainty: the didactic must be implemented on the basis of a dialogue game between knowledge sure/completed and the taking into account of the unknown. For this, there should be implemented a:

Didactic revision of knowledge transmission models, which will allow us to cohabit with doubt and incomplete knowledge.

Interdisciplinary syllabus.

- subject matter relating to, ethics, philosophy, sociology. The scientific didactic should be included in the scientifico-technological programmes.

- we should not forget a scientifico-technological training in the anthro-social disciplines, in order to be able to take part in decision making.

- Revision of the cursus so that the know-how of the excluded may be integrated within the dominant model

### **Context:**

The proposals and their implementation vary totally as a function of the situation, of the type of university, and the relation it has with its sources of finance.

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## **Promoting the Creation of the Inter and Cross-Disciplinary University**

### **Statement of the proposal:**

Promote and encourage the creation of Universities based on a perspective of the inter and cross-disciplinary perspectives, in linking up various knowledge areas with the problematic of a local, regional and global context. This proposal has the intention of rethinking the main functions of the University in the face of contemporary challenges on the model of the type of society to which academics aspire and wish to contribute to. In this perspective, the creation of a university necessitates academic reorganisation, the creation of new diplomas and a renovation of the pedagogical process. Furthermore, this creation demands the auto-stimulation of academic communities and clear decisions, in order to convince those who want a better system of knowledge and a better education.

### **Context:**

The creation of the University within this perspective of complexity, inter and/or cross-disciplinary thinking, could most easily be done in the context of the relative autonomy of young Universities (Public or Private Sector), of small or middle size, as well as with well integrated work teams favourable towards the dialogue of knowledge.

### **Proposal description:**

The proposal to create an inter or cross-disciplinary University arises out of the necessity of facing more and more complex problems that are unforeseeable in the present context as well as in the contemporary challenges of Higher Education. The thinking and the suggestions made in terms of complex thought in Higher Education, just as with the recommendations of the UNESCO International Commission for Education in the XXI<sup>st</sup> century can be reference models for the creation of a new University.

From this reference, arise the guiding principles for University organisation, as well as a more future orientated vision of dealing with problems when better inserted in the local and global reality. In such a perspective, research and teaching must be conceived of as an apprenticeship for the students and teachers, that is to say, as capable of producing alternative answers in order to overcome environmental difficulties. The collaboration networks with institutions and social groups are absolutely necessary in order to give sense and relevance to educational work. This proposal necessitates a definition of the basic components of the traditional academic model, understood as a communication process made up of various elements:

An interdisciplinary component implies a phase of common dialogue that consists in exchanging concepts and methodologies and of making connections with, setting up the problematic and putting into context the human condition.

A “primary” disciplinary component suggests a theoretico-conceptual, methodological and discipline competence phase.

A component linked to the environment necessitates a phase in interdisciplinary intervention, in face of the challenges of our community, on a basis of introspective approaches and work teams. Finally the last component is that of intra or interdisciplinary differentiation. This consists of a pre-specialisation in

such a way as to envisage professionalisation within the discipline (intra) and/or with the participation of other disciplines (inter).

Furthermore, the community relations that define the relation student/teacher have a fundamental role in the process of trainer/training pedagogy.

Finally, the conditions and obstacles in the way of applying this new academic project should be mentioned: the epistemological, cultural, institutional, organisational, psycho-social and economic obstacles. But, ignoring for the moment the importance of all these obstacles, the greatest challenge in this process is the construction of an ethico-intellectual force capable of visualising the University of the Future.

### **Proposal Implementation:**

Without under-estimating short term management, nor neglecting the necessity of adapting to the existing University system, it is fundamental to adopt a medium term perspective in order to carry through to a successful conclusion the proposals for refounding the University. It is important to underline that the refoundation does not consist of adopting a radical view and/or an excessive theoretical approach, but rather to take into consideration the capitalisation of positive experiences arising out of the historical heritage of the University. All the same it is necessary to assure the conditions for applying the proposal: financial and human resources, the demands of the students, offers of employment, etc. All reforms create anxiety. This is why, it is not a matter of imposing a new University from on high and/or imposing from the exterior, but of obtaining the participation of the academic community, supported by a permanent dialogue and with the help of various external aids: public authorities, local communities, salaried personnel and the international community. Within the framework of the strategy envisaged, it will be a question of renewing the University as much from the interior as the exterior.

From the interior: a change from the mono-disciplinary culture must be promoted, analysing internal rivalries and abstract intellectual struggles for ideas and encouraging inter-sector collaboration strategies with the Universities, civic organisations, businesses, etc.

Authors of the proposal

Even though this proposal originated from the anxieties of the Rector of the University (Latin America University, Morelia, Mexico) and all the teachers, it was shared and enriched by the teachers of the institution. The teacher is the key element in making the proposal viable and the student is also an important part of the system. The professional pragmatism of most of the participants has to be faced and we must be ready to find initial responses to be not very favourable, given previous abortive experiences in the field of reform.

### **Question:**

**Has this proposal been carried out?**

**It has been in the course of being set up over the last two years with both managers and teachers participating in the Latin American University (Morelia, Mexico). A new phase of application is expected in August 2002.**

## **Relativising the Idea of Excellence through the Hierarchy of Contents, Diplomas and Certificates**

### **Statement of the proposal:**

The criteria of appreciation of the academic establishment must be bettered by relativising the elitist models and the priority given to the over-privileged theoretical training, notably through examinations.

### **Context:**

Western dominance in globalisation.

The elitist University context that is imposed on the world. Context of unbridled competition in the University, just as in other Businesses.

### **Proposal Description:**

An ideal model of the scientific is part of a hierarchisation, which has little to do with the socio-professional reality towards which the diplomas and the work of research units lead. For example, the excellence of a mathematical discourse does not make the professional mathematician often at the service of other functions, a privileged person. He will find himself first of all as a teacher, an actuary or a researcher among others and not the guarantor of scientific validity and the supremacy of its judgement. A trainer, for a responsible and citizenlike teaching in the construction and transmission of knowledge, must be considered as a veritable learning partner who in the end is entirely responsible for his own apprenticeship. University life is not to be summarised as the ingurgitation of a syllabus.

Example: We frequently see students evaluated as excellent having more difficulty in succeeding at the social and professional level than students that are more average but more committed as responsible citizens in university life.

### **Proposal Implementation:**

Keep in mind that neither docility nor unbridled competition are good criteria of excellence.

### **Those involved in implementation:**

Teachers and researchers rebecome (demo)critical.

### **Questions:**

- has this proposal ever been carried out?

The present crisis, the crisis of civilisation, makes us prefer to rely on the solidity and security of established models.

## Research

### For a Research that is not Only in the Competence of Researchers

#### Statement of the proposal:

Researchers and teacher-researchers are not alone in research, for internal partners (students in the sense of learners) and those outside the university (industrialists, politicians, Associations and professional groups, etc.) play an essential role in the construction of knowledge and its internal and external recognition. Also, should we reinforce or simply set up partnerships between groups because of the fact that the idea that research takes place in laboratories or in separate units is merging into the idea of innovative action through networks.

#### Context:

Worldwide: the context of cultural globalisation concerning the North as much as the South where the same contradictions are to be found in a more or less obvious way.

#### Proposal Description:

The excellence and quality of research is subject to its relevance, in the sense that it can no longer be evaluated as a function of traditional criteria of the selection and hierarchisation of the "Citation Index". Such criteria result in increasing the "brain drain" effect and no longer take into consideration at all the environmental and concrete conditions of research in the service of a sustainable development. This development must take cultural diversity into account to achieve a true social mastery of technical and scientific dominance.

It is about plural excellence rooted in the nature of the Geography.

Example: Only 10% of the possibly medicinal plants are known today. The plea against acid rain is a plea for forest bio-diversity. A bio-diversity useful, as well, for international businesses, that from the knowledge of natural molecules can manufacture and sell pharmaceutical products arising from the synthesis of these molecules to the countries of the South.

#### Proposal implementation:

Example [an experience recounted by the Rector of the Mato Grosso State University during the international University conference at New Dehli in 1995 or 1996]: The Mato Grosso State University in Brazil changed its system of training by no longer continuing to train for research through the separate disciplines but in developing thematic action-research linked to the need and expectations in the field. It makes the students partners and they learn the various disciplines (mathematics etc.) through concrete thematic action.

The difficulty: breaking down the dividing wall between basic research and applied research, teaching and technology and getting above the discipline oriented approach and the associated idea of research excellence.

The mentality does not change only on the inside. The transversal networks of co-operation and social recognition will be decisive facilitating criteria.

### **Those concerned in implementation**

In the network perspective, each professional academic can at his level take initiatives without waiting for institutional directives from Rectors or Ministries, in order to work with other colleagues other faculties and people from outside the Universities, without, of course, forgetting the students.

### **Questions:**

- Has this proposal already been carried out?

Yes, in the form of initiatives by, for example, Rwanda National University, at the University Centre for research into Pharmacopoeia and Traditional Medicine (CURPHAMETRA), in Mato Grosso.

- If yes, how much time did it take? Was it a success or a failure? Why?

At least five years.

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## **Redefining Intellectual Property within the Framework of Scientific Recognition**

### **Statement of the Proposal:**

Intellectual property is confronted by the paradox of the scientific researchers as authors of research not being given the rights of the authors of this research. Because of this the University is dispossessed of its function as a depository of knowledge.

### **Context:**

The European experience.

### **Proposal Description:**

On the one hand patents, for example, presently make up part of academic curriculum vitae and publications;

But on the other hand, these same patents are the captured property of industrial firms, which stop, for a certain time, the necessary circulation of results, at the level of the scientific community. This circulation the is sole means of validating results as scientific.

### **Proposal Implementation:**

The University cannot itself stop this process that comes from the whole social group as a problem of world governance. Inter-university co-operation must install a world debate for ridding academic life of these blockages linked to various industrial and professional secrets (for example, the case of the bio-medical patents).

### **Those concerned in implementation:**

These are the academic, political, juridical, political and social authorities.

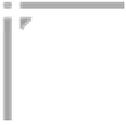
The Unions as well as citizen Associations must play a catalyst role in this debate.

Academics can play an active role as experts or counter-experts as was the case with nuclear power, biotechnology and communication technologies.

### **Questions:**

- Has this proposal already been carried out?

Yes, in embryonic form in the debates on the dangers of biotechnology (Genetically Modified Organisms, bio-ethics) following upon social movements. The nuclear power debate is revealing in this sense.



# The Alliance for a Responsible, Plural and United World

Working together towards the challenges of the 21<sup>st</sup> century

Ever since the late eighties of the 20th century, numerous initiatives have been put forward from different regions of the world and extremely diverse contexts. Different social actors were thus put in motion with the aim of organising a vast worldwide process seeking to explore values, proposals and regulations capable of overcoming the modern challenges humanity is faced with.

A large number of thematic, collegial and continental meetings were organised in the early nineties, a process which led, in 1993, to the drafting of the *Platform for a Responsible and United World*.

Regional groups were set up, international professional networks and thematic networks on the fundamental issues of our era were developed: the Alliance was created. It is financially and technically supported by the Charles Léopold Mayer Foundation for the progress of Humankind (FPH), among others.

The Alliance is focussed on inventing new forms of collective action on both a local and global scale, with the aim of shaping together the future of an increasingly complex and interdependent world.

The challenge of the Alliance is to actively support unity in diversity by asserting our societies' capability to understand and appreciate the complexity of situations, the interdependence of problems and the diversity and legitimacy of geo-cultural, social and professional perspectives.

*The Alliance, as a space of discussion, reflection and proposals, is built around three main orientations:*

***Local groups aiming to bring people of a community, a region, a country or a continent together by looking at the realities and issues of their own societies. This is the geo-cultural approach. It reflects the diversity of places and cultures.***

***Groups of socio-professional actors wishing to provoke dialogue and mobilisation within a given social sector or profession (youth, peasants, scientists, local representatives, etc.). This is the collegial approach. It reflects the diversity of social and professional milieus, their concerns and responsibilities towards society and the challenges of today's world.***

Thematic workshops seeking to create reflection groups centred around the major issues of our common future (sustainable water management, regional integration and globalisation, financial markets, art and society, etc.). This is the

**thematic approach.** It reflects the diverse challenges humanity is faced with in the 21<sup>st</sup> century. Thematic workshops are organised into four areas: Values and Culture, Economy and Society, Governance and Citizenship, Humanity and the Biosphere.

Seeking both to draw on the richness of materials and experiences gathered by these reflection groups whilst networking with other citizen dynamics with a similar focus, the Alliance fixed itself the objective of obtaining collectively developed, concrete proposals. The following meetings were thus organised:

- **international meetings**, for each thematic workshop and each college,
- **synchronized continental assemblies** (Africa, Americas, Asia, Europe) and a regional meeting in the Arab world (Lebanon) in June 2001.
- a **Citizen World Assembly**, held in December 2001 in Lille, France, bringing 400 participants together from around the world.

These meetings together contributed to the drafting of some sixty *Proposal Papers for the 20<sup>th</sup> century* and a *Charter of Human Responsibilities*, published in several languages in different countries.

The Alliance has been involved in a process of disseminating and developing these outcomes since the beginning of 2002. Networks are expanding, branching out and their work themes are becoming increasingly transversal. They also strengthen links with other approaches aiming to create an alternative globalisation.

For further information, please visit the **alliance website** at [www.alliance21.org](http://www.alliance21.org), where the history of the Alliance, the challenges it is engaged in and the workshops and discussion forums being held can be viewed in three languages (French, English and Spanish).

E-mail: [info@alliance21.org](mailto:info@alliance21.org)

# The proposal papers on the internet

Whether in their provisional or definitive form, all the proposal papers and their corresponding translations can be accessed on the website of the Alliance for a Responsible, Plural and United World, at:

<http://www.alliance21.org/fr/proposals>

## Themes available:

### Values, education, cultures, art and the sciences

Teachers and education – Education to an active and responsible citizenship – The alliance and the media – Art and cultural identity in building a united world – Women – Youth action and proposals for social change – An intercultural cultural diversity in the era of globalisation – Proposals of the inter-religious college – War, genocide, ...restoring humanity in human beings faced by extreme situations – Thinking through university reform – Social control of the scientific production system – Information society, knowledge society: benefiting from change – time and sustainable development

### Economy and society

Transformations in the field of work – The trade-union movement at the dawn of the 21st century – Exclusion and Precariousness – Companies and solidarity – How can enterprises exercise their responsibility – Corporate responsibility – Production, technology and investment – Ethical consumption – Fiscal policy, tax, distribution of national income and social welfare – Social finance – Escaping the financial maze: Finance for the common good – Social money as a lever for the new economic paradigm – Debt and adjustment – Fair trade – From the WTO's setback at Seattle ... to the conditions for global governance – Food security and international trade negotiations – Completely sustainable development: an alternative to neo-liberal globalisation – Economic policies, ideologies and geo-cultural dimension – Women and economy – Economy of solidarity – Health and its challenges in the 21st century – The challenges of Artisan fishery in the 21st century – agriculture and sustainable development – People's right to feed themselves and achieve food sovereignty – Food security

### Governance and citizenship

Principles of governance in the 21st century – Territories, places for creating relationships: for communities of shared relations – Thinking the city of tomorrow: the words of their inhabitants – Urban violence – Peasant farmers confronting the challenges of the 21st century – Social leaders in the 21st century: challenges and proposals – Local authorities or local co-ordination – State and development – Food, nutrition and public policies – From the conversion of arm industries to the search for security – The military and the construction of peace – Re-modelling global governance to the meet the challenges of the 21st century

## **Relations between humanity and the biosphere**

Environmental education: 6 proposals for citizens' action – Proposals relating to the question of water supply – Save our soils to sustain our societies – Forests of the world – Energy efficiency – Industrial ecology: agenda for the long-term evolution of the industrial system – Civil society and GMO's: what international strategies? – Refusing the privatisation of life and proposing alternatives

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