

X INTERNATIONAL SEMINAR OF THE CGBU

PLENARY SESSION 1:

GLOBAL UNIVERSITIES IN THE XXI CENTURY: CHARACTERISTICS, TRENDS AND MAIN CHALLENGES

a view from
BRASIL

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Global context:

Crises

- Economy
- Society
- State
- Education
- Subject (of knowledge)

epistemological context

- speed of change
- compression of time-space
- time projected into the future
- trans-limited space
- hyperconnectivity
- collective intelligence
- epistemodiversity
- inter-transdisciplinarity
- technoscience as superstructure

society of
knowledge

economic context

- globalization of the productive process
- integration of financial system
- rapid cycles of economic crises
- multifunctionality of products
- de-professionalization of labor
- centrality of technology
- automation of production
- artificial intelligence
- knowledge: main asset

cognitive
capitalism

sociopolitical context

- perverse effects of social and political crises
- redefinition of the State/Market relationship
- imperialism of economic blocks
- adjustments with fiscal austerity
- withdrawal of public policies
- crisis of the Welfare State
- post-neo-liberalism
- political individualism
- racism and xenophobia
- subordinate globalization

global
society

a view from

BRASIL

BRASIL

a case of
subordinate
globalization

BRASIL social context

- economic inclusion (market)
- regressive tax regime
- persistence of poverty
- increase of inequities
- precarization of labor
- environmental challenges
- violence and intolerance
- perverse education system

Let's
talk about
Education

Premise

Education constitutes a fundamental right of the human being because it is the matrix of all rights capable of promoting equity in modern societies



Marquis
de Condorcet
(1743-1794)

R A P P O R T

E T

PROJET DE DÉCRET

*Sur l'organisation générale de l'Instruction
publique ,*

Présentés à l'Assemblée Nationale , au nom
du Comité d'Instruction publique ,

Par C O N D O R C E T ,

Les 20 et 21 Avril 1792

GENTLEMEN

To offer all individuals of the human species the means to provide their needs, to ensure their well-being, to know and exercise their rights, to understand and fulfil their duties;

To guarantee each one the possibility of improving its craft, of empowering itself for the social functions to which it is enabled, to develop the full range of talents that it has received from nature; In order to establish among all the citizens a true equality, achieving the political equality recognized by the law;

This must be the first objective of a national education which, from this point of view, constitutes a duty of justice to the public.

Corollary

University Education is a key requirement for enabling the human being to participate in global interactions through fully-entitled cognitive citizenship in democratic societies

Preliminary

to distinguish
between functions of
tertiary education
from missions of
university education

Functions of tertiary education

1. Instruction of technical cadres
 - users of technological applications
 - professionals and managers
 - Teachers
2. Replication of established knowledge
[disciplinary and correlate technologies]
3. Qualification of Professional Careers
[accumulation of symbolic capital]

Missions of university education

1. Promotion of academic cultures
[escolastic, humanistic, technoscientific, ecological]
2. Formation of intellectuals
 - Scientists (knowledge producers)
 - Inventors (technology developers)
 - Critics (contested knowledge)
 - Educators (*bildung* promoters)
3. Knowledge creation-production
[generation of symbolic capital]
4. Cultural criticism: social transformation
[general education; intercultural learning]

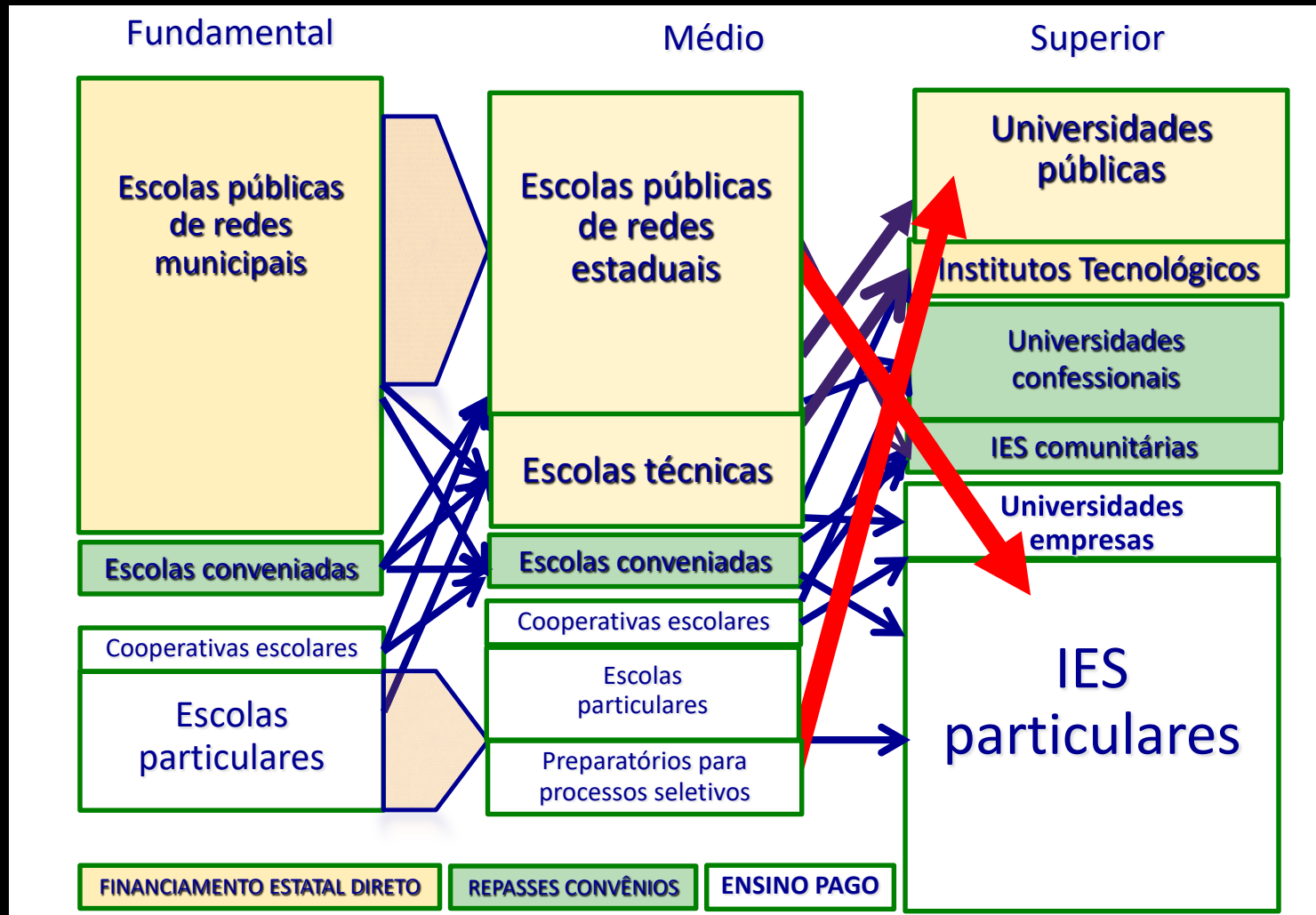
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a case of subordinate globalization

In Brazil today, institutions called universities have performed vocational training functions more than the University's historical missions

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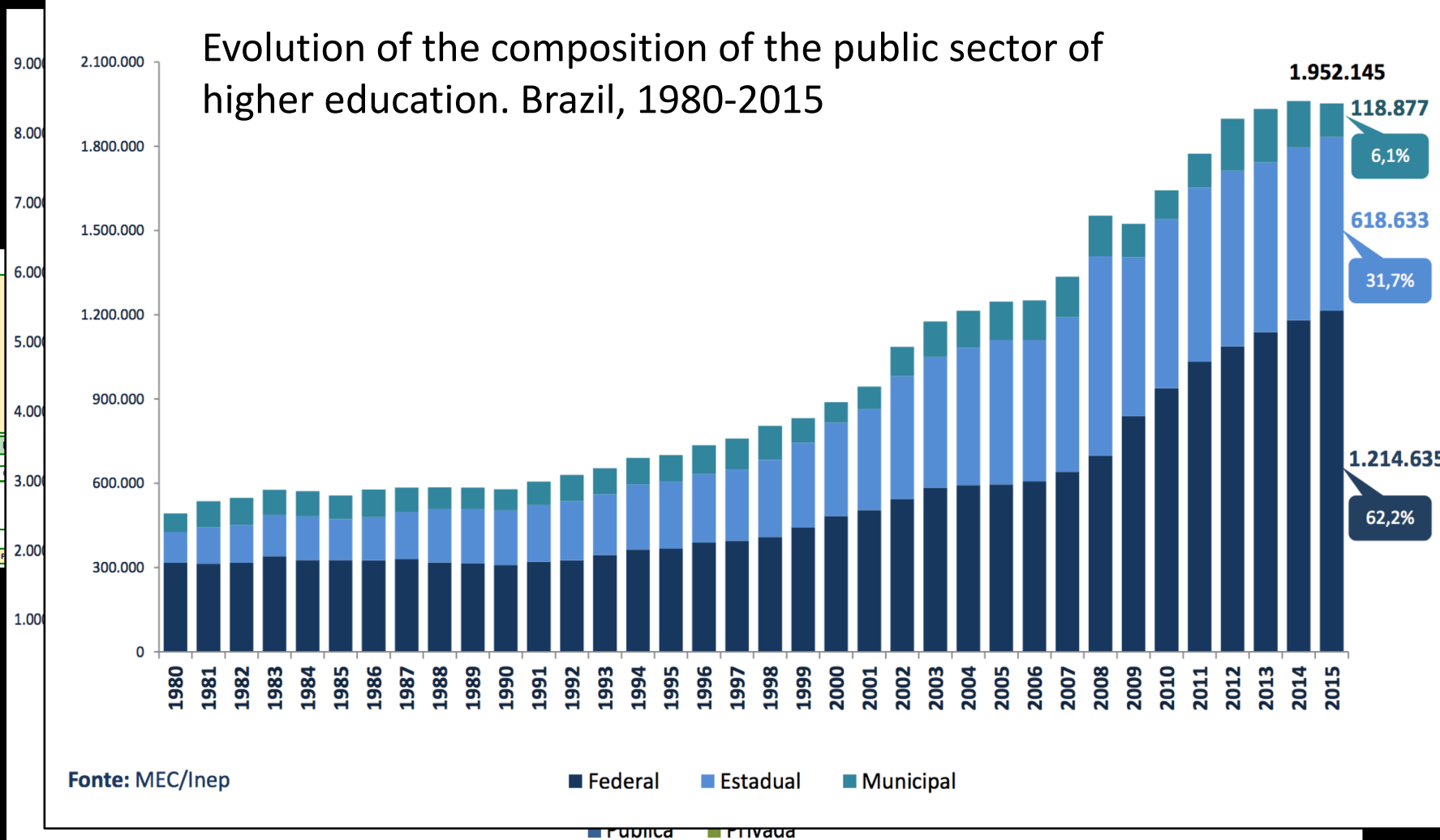
Education system: Structure and trajectories



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Education system: Structure and trajectories

Evolution of the composition of the public sector of higher education. Brazil, 1980-2015



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a case of subordinate globalization

Mechanisms for the production of "competencies to promote iniquities" can be identified in the system (universities, colleges, schools, courses, programs, etc.) of technical-professional training of the agents responsible for operating the functions of economic, political and cultural reproduction of the social formation

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a case of subordinate globalization

State promoter of social inequalities

Education: Reproduction of inequities

Higher education: vector of domination and social exclusion

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beyond subordinate globalization

Agenda for
emancipatory higher
education in
democratic societies
in a globalized world

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agenda for the University in a globalized world

The technoscientific frontiers of today (nanomaterials, neochemistry, robotics, big data, artificial intelligence, heuristics, biomodeling, institutional design etc.) and the threats (individualism, fundamentalism, social fascism etc.) to the political culture of cognitive democracy signal to a new formation profile for the subject protagonist of the 21st century.

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agenda for cognitive democracy in a globalized world

1. Recognize knowledge as an economic and geopolitical asset
2. Create and foster innovative institutions
3. Promote the idea of university education
4. Pursue critical technological competence
5. Value education for social sensitivity
6. Invest in disruptive technosciences
7. Review the welfare state as ethical-social
8. Prioritize transformative public policies
9. Regain the societal-community space
10. Overcome subordinate globalization

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agenda for the University in a globalized world

ACADEMIC

1. Recognize knowledge as an economic and geopolitical asset
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6. Pursue critical technological competence

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agenda for the University in a globalized world

Pentavium: 5 issues for general university education

- I. Linguistic competence
(domain of at least one lingua franca, defined by the area of professional activity)
- II. Training in research
(reasoning skills and interpretability to produce knowledge)
- III. Pedagogical competence
(teaching skills to share meaningful knowledge)
- IV. Ecosocial sensibility
(responsive listening ability, with ethics and respect for human diversity, in the ecology of knowledges)
- V. Critical technological competence
(understanding of means of practice and their implications)

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agenda for the University in a globalized world

ECOSOCIAL SENSITIVITY

1. Planetary consciousness
(Territory-world; local-Global)
2. Systemic responsibility
(Part-whole; network point)
3. Propensity to change
(Ethics and respect for human diversity)
4. Transepistemic thinking
(Ecology of knowledges)
5. Solidarity and empathy
(Overcome self-centered individualism)

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agenda for the University in a globalized world

CRITICAL TECHNOLOGICAL COMPETENCE

- Understanding of logics, mechanisms and effects of techniques and instruments of practice, in order to dominate processes of generation of technologies developed for interventions upon individual and collective bodies.

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CRITICAL TECHNOLOGICAL COMPETENCE

- Ability to apply technologies at maximum efficacy, turning it into efficiency (cost-benefit), concrete effectiveness (quality-equity) and sustainable social transformation.

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agenda for the University in a globalized world

CRITICAL TECHNOLOGICAL COMPETENCE

- Capacity for using expertise, practices and techniques, based on critical assessment of their operational aspects, mainly potential for sustainability and social integration.

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beyond subordinate globalization

In a global economy, the University can no longer be called upon to provide a model of community, an intellectual Levittown. And the appeal to the University as a model of community no longer serves as the answer to the question of the social function of the university. Rather, the University will have to become one place, among others, where the attempt is made to think the social bond without recourse to a unifying idea, whether of culture or of state.

Bill Readings
(1962-1994)

Readings, B. *The University in Ruins*.
Harvard University Press, 1996, p. 191.

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beyond subordinate globalization

The university, in its new history in a globalized world, will be necessary, perhaps indispensable for the struggle to overcome social inequities as a step toward cognitive democracy. Committed to the transformation of society, it will confirm its mission of promoting Ethnodiversity and Epistemodiversity (ecology of the knowledges) and the formation of critical and engaged citizens ("competent rebels").

Sousa-Santos, Boaventura & Almeida Filho, Naomar. *A Universidade do Século XXI: Para uma Universidade Nova*. Coimbra, Almedina, 2009.