



Global Cooperation for the Democratic Mission of Higher Education

COUNCIL OF EUROPE



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Webinar

6 December 2023

15.00 - 16.30 CET

**Engagement with
Civil Society**

**Experience from
Latin America**

Agenda

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1. How to join the webinar

In order to join the zoom meeting, we kindly ask you to download the zoom app (link for your convenience <https://zoom.us/download>).

The web browser client will download automatically when you join your first zoom meeting, but in order to avoid technical problems, we kindly ask you to do it in advance.

There are 3 ways to join the Zoom meeting:

1. From the Zoom app on your desktop
2. Through the link via your email invitation
3. From the Zoom website

Once you have signed in with your username and password, you will have to use this link:

Link: <https://us02web.zoom.us/j/81602514986?pwd=TXpxNWN5Qm9LeTNGZ09RQ2xaZDU2dz09>

PLEASE, DON'T SHARE THESE INFORMATION WITH ANYBODY. Only registered participants are allowed to enter.

Please, keep your audio and video off.

You will first be placed in a waiting room. Following authorisation you will be placed in the virtual meeting room.

IMPORTANT: Please, rename your profile. Your name that appears under your picture has to be the same as you used to register for the webinar, so that we can recognize you. Thank you.

In case you would like to submit questions, please, write them on the Chat.

3. Introduction to the webinar

Engagement with Civil Society Experience from Latin America

presented by the Magna Charta Observatory in association with the Global Cooperation for the Democratic Mission of Higher Education*

The Magna Charta Universitatum 2020 declares

‘Universities have a civic role and responsibility. They are part of global, collegial networks of scientific enquiry and scholarship, building on shared bodies of knowledge and contributing to their further development. They also are embedded in local cultures and crucially relevant to their future and enrichment. While they are immersed in and connected with global developments, they engage fully with and assume leading roles in local communities and ecosystems.’

Latin America is currently witnessing a resurgence of interest in the different ways that higher education institutions can contribute to democratic development through stronger engagement with civil society. The ‘university extension’ movement dating back to the early 1900s is going through a revival that is contributing to the democratic mission of the university. It takes different forms and has different names – extension, engagement, linkages, solidarity service learning, participatory action research, social responsibility, etc – but they all share a common purpose, namely, to place the traditional teaching and research functions of the university within the overall context of the community and society in which it operates.

The purpose of this webinar is to share first-hand perspectives from Latin American countries so that the experience of Latin America can become part of the global conversation around the democratic mission of the university and the way it may best engage with its local community and civil society.

3. Programme

14.55 Opening access to participants at Zoom

15.00 Introduction by the moderator

Ronaldo Munck Professor of Sociology and Director of the Centre for Engaged Research at Dublin City University and former member of the Council of Europe Task Force on The Local Democratic Mission of Higher Education

Perspectives from Brazil

by Marcelo Knobel, Former Rector of the University of Campinas, São Paulo & member of the Governing Council of the Magna Charta Observatory

Perspectives from Uruguay

by Agustín Cano Menoni is a full time professor at Universidad de la República (Udelar)

Perspectives from Argentina

María Rosa Tapia, Bachelor of Education, Instructional Designer in Educational Technology (San Diego State University), Specialist and Master in Educational Technology (University of Buenos Aires - UBA)

Global Perspectives

Rita A. Hodges, associate director of the Netter Center for Community Partnerships at the University of Pennsylvania & executive secretary of the International Consortium for Higher Education, Civic Responsibility, and Democracy

15.45 Q&A

16.30 End of the webinar

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4. Speakers' bios

Ronaldo Munck is Professor of Sociology and Director of the Centre for Engaged Research at Dublin City University and was a member of the Council of Europe Task Force on The Local Democratic Mission of Higher Education. Professor Munck was the first Head of Civic Engagement at DCU and drove the 'third mission' alongside teaching and research. His own work in this area includes the co-edited volumes Higher Education and Civic Engagement: Comparative Perspectives, Higher Education and Community-Based Research. Creating a Global Vision and The Local Mission of Higher Education: Principles and Practice.

As a political sociologist Professor Munck has written widely on the impact of globalisation on development, changing work patterns and migration. Recent works include Migration, Precarity and Global Governance; Rethinking Global Labour: After Neoliberalism and Social Movements in Latin America: Mapping the Mosaic.

Professor Munck has led large-scale social research projects funded by The British Academy, Economic and Social Research Council, Human Sciences Research Council, The Horizon Fund (EU), EU Peace and Reconciliation Fund, EU Corporate Social Responsibility Project, EU AGIS framework, EU Science and Society framework, HEA/Irish Aid Programme of Strategic Co-operation, South African Netherlands Partnership for Development, Social Science and Humanities Research Council, Canada.

He is a member of the editorial board of the following international journals: Globalizations, Global Social Policy, Global Discourse, Global Labour Journal, Latin American Perspectives and Review: Journal of the Fernand Braudel Center. He is a lead author of Amartya Sen's International Panel on Social Progress Report 'Rethinking Society of the 21st Century'.

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Ronaldo
Munck

4. Speakers' bios

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Marcelo Knobel is a Full Professor of Physics and he was the 12th Rector of the University of Campinas (Unicamp), in Brazil, institution to which he has been linked for more than three decades.

After obtaining both his bachelor's and his PhD degrees in Physics from Unicamp, Knobel spent some time in Italy and Spain as a postdoctoral researcher. He joined Unicamp again upon his return to Brazil, but this time as a faculty member. Prior to becoming Rector, Knobel held several leadership roles at Unicamp. He was the first Executive Director of the Unicamp Exploratory Science Museum and served as Vice-Rector for Undergraduate Programs, just to mention a few examples. While in this last position, he was responsible for implementing an innovative interdisciplinary program, named ProFIS, which combines social inclusion with general higher education. This initiative gained him the 2013 Peter Muranyí Prize in Education.

Knobel held other important roles outside of Unicamp as well, including Vice-President of the Brazilian Physics Society and Executive Director of the Brazilian Nanotechnology National Laboratory (LNNano) at the Brazilian Center for Research in Energy and Materials (CNPEM). He is currently a member of the CNPEM Board of Directors.

A researcher with a strong interest in science dissemination and higher education studies, Knobel has already published more than 250 scientific papers, in addition to numerous opinion pieces in both national and international newspapers and magazines. He is the editor-in-chief of the Journal of Magnetism and Magnetic Materials (Elsevier), and he was editor-in-chief of *Ciência & Cultura*, a science and technology magazine published by the Brazilian Society for the Progress of Science (SBPC) during 10 years.

Knobel is an Eisenhower Fellow (2007), Fellow of the John Simon Guggenheim Memorial Foundation (2009) and Lemann Fellow (2015).



Marcelo
Knobel

4. Speakers' bios

Agustín Cano Menoni is a full time professor at Universidad de la República (Udelar), the main public university of Uruguay. He works in the Institute of Education (School of Humanities and Education) and in the “Programa Integral Metropolitano”, an Udelar engagement program in Montevideo. Between 2008 and 2011 he served as coordinator of the Department of University Extension Projects of the Central Extension Service of Udelar. He is a Level I researcher in the National System of Researchers of the uruguayan “Agencia Nacional de Investigación e Innovación”. He is currently a member of the editorial board of several academic journals in Uruguay and Argentina dedicated to university engagement topics.

His academic work is located in the field of education, with emphasis on higher education, and in particular on the subject of community engagement and university-society relations. His work has sought to articulate both a sociological and a pedagogical perspective. He has coordinated or participated in comparative research projects on community engagement and outreach policies of universities in the region, in research on the pedagogical dimension of university engagement, in systematizations of experiences, and in historical studies on Latin American extension. On these topics he has researched, published, cooperated and taught in undergraduate and graduate courses in Uruguay as well as in universities of Argentina, Chile, Brasil, Panama, Mexico and USA. He has also organized academic events both nationally and internationally, and has written books, chapters and scientific articles in academic journals.

In addition to the purposes linked to the creation of knowledge, his work has also sought to contribute to the construction of pedagogical alternatives in higher education, particularly from his work at the “Programa Integral Metropolitano” of Udelar. From this program, he has promoted interdisciplinary and intersectorial research, teaching and community engagement processes, aimed at strengthening educational communities and their capacity to respond to the problems and challenges they face.

Dr. Cano received BS in Psychology from the Udelar - Uruguay (2007), MA in Social Projects from Lumsa Università di Roma – Italy (2007) and PhD in Pedagogy from the Universidad Nacional Autónoma de México – UNAM (2017).

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Agustín Cano
Menoni

5. Speakers' bios

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María Rosa Tapia is a Bachelor of Education, Instructional Designer in Educational Technology (San Diego State University), Specialist and Master in Educational Technology (University of Buenos Aires - UBA). Her thesis for the Master's Degree in Educational Technology at the UBA was entitled "Information and communication technologies (ICT) in the development of solidarity service-learning projects".

A member of the Latin American Center for Solidarity Service-Learning (CLAYSS) since its foundation in 2002, she has coordinated the Youth Volunteer Program for the Americas "PaSo Joven", Distance Education Courses and the Solidarity Schools Support Program. She taught service-learning and the integration of technologies in solidary educational projects in courses, workshops and webinars for educational institutions and social organizations in the five continents.

She is actually the Coordinator of Higher Education and the Service-Learning in Catholic Higher Education Program UNISERVITATE, a Porticus initiative coordinated by CLAYSS.

At the University of Buenos Aires (UBA) she is responsible for the Faculty Training on "Educational Social Practices" at the Academic Affairs Secretariat and at the National University "Raúl Scalabrini Ortiz" (UNSO) she is responsible of the Center for development of Educational Technology and Distance Education, and teaches "Learning and Technology".



María Rosa
Tapia

4. Speakers' bios

Rita A. Hodges is associate director of the Barbara and Edward Netter Center for Community Partnerships at the University of Pennsylvania, a university-wide center that develops and helps implement democratic, mutually transformative, place-based partnerships between Penn and West Philadelphia. Hodges manages the Netter Center's development and alumni relation activities; advances its regional, national and global outreach; and oversees administrative operations and communications. She serves as Executive Secretary of the International Consortium for Higher Education, Civic Responsibility and Democracy (chaired by Netter Center Director Ira Harkavy), which is a pillar organization of the Global Cooperation for the Democratic Mission of Higher Education with the Council of Europe, the Organization of American States, and the International Association of Universities.

Hodges serves on the steering committee of the Philadelphia Higher Education Network for Neighborhood Development (PHENND), a network of over 25 colleges and universities in the Philadelphia region. Her doctoral research focuses on the democratic engagement of colleges and universities with their local communities as anchor institutions. Hodges has co-authored numerous articles and chapters on university-community partnerships as well as two books: *The Road Half Traveled: University Engagement at a Crossroads* (2012, with Steve Dubb); and *Knowledge for Social Change: Bacon, Dewey and the Revolutionary Transformation of Research Universities in the Twenty-First Century* (2017, with Penn colleagues). She is co-editor of *Higher Education in Latin America and the Caribbean: Civic Engagement and the Democratic Mission* (2023, with Ronaldo Munck, Yadira Pinilla, and Catherine Bartch).

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Rita A.
Hodges

5. The Magna Charta Observatory

The Magna Charta Observatory is the global guardian of fundamental university values and assists universities and higher education systems to operate effectively in accordance with them for the benefit of students, staff, society and universities themselves.

Over 900 universities from 86 countries have signed its statement of fundamental values since 1988.

The MCO supports a global community of universities through values. It assists universities pro-actively and through supportive actions when difficulties are encountered.

The MCO was founded by the University of Bologna and the European University Association. It is a non-profit organisation and is based in Bologna. It is funded by the University of Bologna and donations from signatories.

Why MCO is needed

The MCO provides assistance for universities who want to be at the forefront of understanding and implementation of the fundamental values.

It has developed the Living Values project which can be used by universities to enable them to put their values into practice more effectively.

MCO reviews and reports when circumstances do not allow universities to operate autonomously.

MCO helps Countries to enable their universities to be more aware of the significance of fundamental values for the development of their higher education systems.

MCO assists key stakeholders when fundamental values, especially academic freedom, are not being upheld.

MCO seeks to promote a deeper understanding of the importance of values and their operation in different contexts.

MCO helps universities learn from other situations that can enrich practice. As institutions operate more globally the importance of mutual understanding and shared values helps to build stronger partnerships through trust.

Autonomy is a journey - not a destination. Journeys have different starting points, progress at different speeds and experience different operational constraints.

MCO Strategic plan

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6. The MCU 2020

The Observatory has prepared a new version of the Magna Charta Universitatum: the MCU 2020. The text (in English) has been adopted by the MCO's Governing Council.

The new MCU removes nothing from the original fundamental values to which universities signed up. It strives to be responsive to and resonate with contemporary challenges and concerns.

Its tone recognises that the pursuit of the fundamental values has worth along with their actual attainment, which, in practice, is a constant quest.

It recognises the more global nature of what universities do and the wider range of local responsibilities which they have.

The text of the MCU 2020 is here below.

It has been launched at the occasion of the XXXIII MCO anniversary on 16 June 2021.

Preamble

The Magna Charta Universitatum, a declaration and affirmation of the fundamental principles upon which the mission of universities should be based, was signed in 1988 on the occasion of the 900th anniversary of the University of Bologna. The first principle was independence: research and teaching must be intellectually and morally independent of all political influence and economic interests. The second was that teaching and research should be inseparable, with students engaged in the search for knowledge and greater understanding. The third principle identified the university as a site for free enquiry and debate, distinguished by its openness to dialogue and rejection of intolerance.

The Magna Charta Universitatum recognised that universities upholding these principles could take many forms under the combined influence of culture, geography and history. Despite being explicitly the product of a specific moment in European development the document envisaged a networked world in which knowledge and influence should cross cultural boundaries in the pursuit of human understanding.

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MCU²⁰²⁰

The world has since become interconnected in ways unimaginable at the time of the original declaration. Universities have proliferated around the globe, dramatically increasing in variety as well as scope and mission. Globally the number and diversity of students seeking a university education has increased, as have their reasons for doing so and the expectations of their families and communities. The number of publications has increased enormously while trust in academia is being eroded by a loss of confidence in expertise. In the sway of new technologies, modes of learning, teaching and research are changing rapidly; universities are both leading and responding to these developments.

Despite these changes, the potential of higher education to be a positive agent of change and social transformation endures. The principles laid out in the Magna Charta Universitatum are as valid today as they were in 1988, and they are the necessary precondition for human advancement through enquiry, analysis and sound action. The dramatic changes outlined above require the global academy to identify responsibilities and commitments that the signatories agree are vital to universities around the world in the Twenty-First Century. That is the reason for this new declaration.

Principles, Values and Responsibilities

Universities acknowledge that they have a responsibility to engage with and respond to the aspirations and challenges of the world and to the communities they serve, to benefit humanity and contribute to sustainability.

Intellectual and moral autonomy is the hallmark of any university and a precondition for the fulfilment of its responsibilities to society. That independence needs to be recognised and protected by governments and society at large, and defended vigorously by institutions themselves.

To fulfil their potential, universities require a reliable social contract with civil society, one which supports pursuit of the highest possible quality of academic work, with full respect for institutional autonomy.

As they create and disseminate knowledge, universities question dogmas and established doctrines and encourage critical thinking in all students and scholars. Academic freedom is their lifeblood; open enquiry and dialogue their nourishment.

Universities embrace their duty to teach and undertake research ethically and with integrity, producing reliable, trustworthy and accessible results.

Universities have a civic role and responsibility. They are part of global, collegial networks of scientific enquiry and scholarship, building on shared bodies of knowledge and contributing to their further development. They also are embedded in local cultures and crucially relevant to their future and enrichment. While they are immersed in and connected with global developments, they engage fully with and assume leading roles in local communities and ecosystems.

Universities are non-discriminatory spaces of tolerance and respect where diversity of perspectives flourishes and where inclusivity, anchored in principles of equity and fairness, prevails. They therefore commit themselves to advance equity and fairness in all aspects of academic life including admissions, hiring and promotion practices.

Education is a human right, a public good, and should be available to all. Universities recognise that learning is a lifelong activity with tertiary education as one part of a continuum. Within that one part, universities serve diverse learners at all stages of their lives.

Universities acknowledge that individuals and communities, often due to inequitable circumstances, have difficulty gaining access to higher education or influencing the modes and matter of academic study. To realise human potential everywhere, universities deliberately seek ways to welcome and engage with diverse voices and perspectives.

By signing the Magna Charta Universitatum 2020 universities declare their commitment to the original declaration and to upholding and advancing the Principles, Values and Responsibilities stated above, to strengthen the role of universities in the preservation of the planet and promoting health, prosperity, and enlightenment around the world.

Approved by the Governing Council 12 March 2020

7. How to become a signatory of the MCU 2020

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In order to apply to become a signatory of the MCU2020, you are kindly asked to read the Admission Policy, fill the Application Form that you can download from the MCO website (link for your convenience: <http://www.magna-charta.org/magna-charta-universitatum/sign-the-magna-charta>) and email it with the following documents to the Magna Charta Observatory Administrator at magnacharta@unibo.it.

Documents to be attached:

- a) A formal request to become a signatory signed by the senior academic post holder (Rector, President or Vice-Chancellor)
- b) Evidence in the form of certified minutes from the senior academic body and the ultimate governing body that the application has their full support
- c) Statements of support from 3 universities, at least two of which should be outside their own country, which are already signatories of the Magna Charta Universitatum.

The Governing Council of the Magna Charta Observatory reviews request to sign the MCU during its Winter/Spring meeting, before the 2020 signing event, that will be held in Autumn 2024.

Please send us the listed required documents within the 15th of March 2024, to be reviewed within next Ceremony.

The Application Form and the required documents have to be drafted in (or translated into) English.



8. Supporters of the MCO - 2023

'The MCO thanks its supporters whose donations enable it to implement its strategy and serve universities

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on donations
to undertake
its work.
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9. Bibliography

The book

Higher Education in Latin America and the Caribbean: Civic engagement and the democratic mission

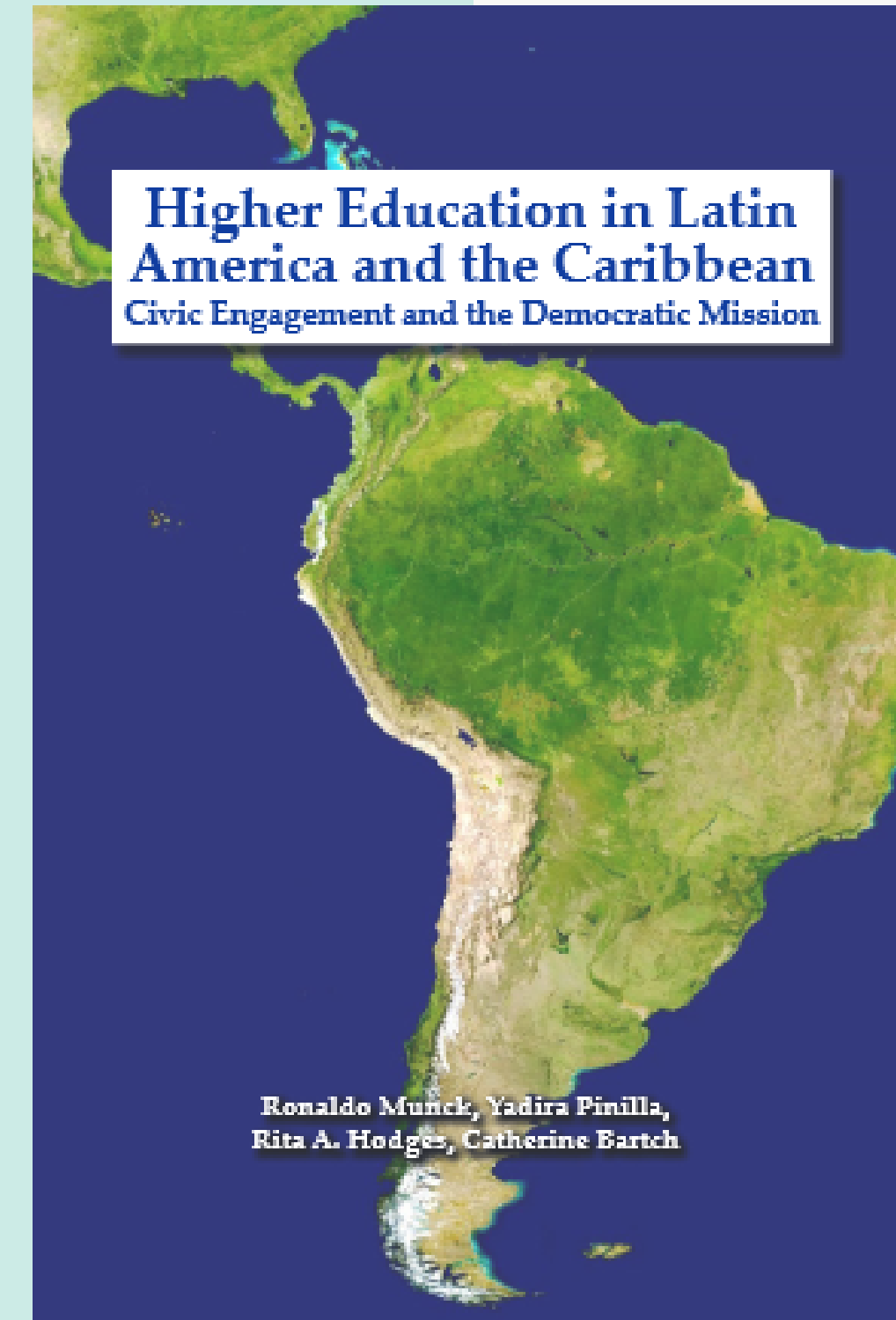
edited by Ronaldo Munck, Yadira Pinilla, Rita A. Hodges, and Catherine Bartch
is available [open access here](#).

“The educational landscape of an entire continent has come into sharper focus for the English-speaking world with the publication of this book. Making an indispensable contribution, it has brought Latin American and Caribbean nations – from Mexico to Argentina, and from Ecuador to Brazil - more dramatically into conversation with one another about how universities can be a force for social transformation, while promoting democratic values of justice and full inclusion. The book also makes it clear that, higher education in Latin America has added its voice to the wider global discussion, of how higher education can pivot from an insular posture to an engaged one. This, as universities partner with local and regional communities to address pressing problems - from health care, violence, and sustainability to water quality, racism, and economic inequalities. This is good news for Latin America, for the world, and for the future of the planet”.

Caryn McTighe Musil, Distinguished Fellow, American Association of Colleges and Universities

“This book explores the civic engagement and democratic mission of higher education in Latin America and the Caribbean. It draws on experiences from most parts of the continent and covers issues like engagement; teaching democracy; and ethnicity, language, and inequality. It also offers a historical perspective. It will be essential reading for anyone concerned with Latin America, as well as with the democratic mission of higher education in a global perspective”.

Sjur Bergan, former Head of the Education Department, Council of Europe



10. MCO Contact details

Magna Charta Observatory

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Thank you!

**LET US KNOW IF YOU HAVE
QUESTIONS OR CLARIFICATIONS.**

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