

FOREWORD

The Proceedings of the CUCS Torino 2013 Congress are the result of the fruitful confrontation on development and cooperation activities which many Italian universities, as well as members of the international development cooperation system are engaged in. The organization of the CUCS Torino 2013 was possible thanks to collaboration between the Italian universities belonging to CUCS (Italian University Network for Development Cooperation), the General Directorate of Development Cooperation at the Ministry of Foreign Affairs and the Ministry of Education and Research.

The fact that the two Turin universities chose to promote and organize in synergy the Congress and the publication of the Proceedings is due to their desire to contribute to the consolidation of a local development cooperation system, in partnership with all those who made the event possible. Special thanks go to: the local institutions (the Piedmont Regional, the Province of Turin, the Municipality of Turin, the Network of local municipalities for peace - Co.Co.Pa., Gruppo Trasporti Torinesi-GTT), the Turin School of Development (ILO), the Chamber of Commerce (CCIAA), Compagnia di San Paolo, Fondazione CRT and the Piedmont NGOs Consortium.

The very title of the Congress - “Imagining cultures of cooperation. Universities networking to face the new development challenges ” - reflects multiple objectives. Here below are the main ones:

- the acknowledgement of the creative and innovative role which academic knowledge can produce and make available for the international development cooperation system;
- the joint commitment of the two Turin universities in the field of international development cooperation, as demonstrated by the 2013 Turin CUCS Congress. Their conviction is that cooperation is worthwhile and that it is necessary “to cooperate in order to cooperate better”;
- the active participation of the universities in the debate on the definition of the Post-2015 Development Agenda, by contributing with research, knowledge and the education of the future ruling classes, who will eventually be required to turn the objectives into policies and concrete results;
- a deep reflection on the relationship between development cooperation and the internationalization of university institutions and, more in general, of our territory.

In most cases academic mobility and university internationalization processes are first of all inspired by a competitive approach. The organization of the CUCS Torino 2013 Congress, its outcomes included within these Proceedings, and the projects that were born during the days of the Congress testify the richness, the effectiveness and ultimately the strong necessity for a cooperative approach in order to promote awareness in citizens who will be active and desirous of responding to the new global challenges.

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IMAGINING CULTURES OF COOPERATION: UNIVERSITIES NETWORKING TO FACE THE NEW DEVELOPMENT CHALLENGES

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THE CUCS UNIVERSITY NETWORK: COOPERATING TOWARDS A BETTER COOPERATION

The Proceedings of the CUCS Torino 2013 Congress (19-21 September 2013) represent the final step of a scientific project and of an organisational and relational process that have proved challenging, engaging and ultimately rewording. At the same time the Proceedings testify the growing contribution by the Italian universities to the debate on international development and set a new beginning towards the next CUCS Congress to be held in 2015 in Brescia, as well as towards a more tight and effective cooperation between Politecnico di Torino, University of Turin and all the other actors involved in international development cooperation within the territory of Turin and Piedmont (international organisations, local institutions, NGOs, foundations, private companies...).

Founded in 2007, the Italian Universities Network for Development Cooperation (CUCS) encompasses today 28 universitiesⁱ. CUCS represents nowadays the widest academic and scientific forum in Italy where universities can exchange and debate among themselves and with other international cooperation partners on development issues.

CUCS Torino 2013 came after the first CUCS Congress in Pavia (June 2009), focused on “Universities and Youth for Cooperation and Peace” and the second CUCS Congress in Padua (September 2011), on “Academic cooperation and the synergy with civil society and business community”ⁱⁱ.

The present Proceedings contribute to highlight the rapid pace at which CUCS is growing in terms of enthusiasm by its participants and in terms of quality of their scientific contribution to the current national and international debate on development, as acknowledged also by Caterina Bertolini (Coordinator of University Cooperation at the Minister of Foreign Affairs - General Directorate of Development Cooperation), in her introductory remarks to these Proceedings.

A detailed overview of CUCS objectives, institutional structure, historical evolution and future perspectives is offered by Emanuela Colombo (Polytechnic of Milan) on behalf of CUCS in the introductory session in these Proceedings. Gianni Vaggi's (University of Pavia) introductory remarks discusses the role that CUCS - and knowledge and training in broader terms - should play in the rapidly changing global scenarios of international development cooperation, while Eduardo Missoni (Bocconi University) focuses particularly on the contribution that universities might offer to the key area of global health.

THE CUCS TORINO 2013 CONGRESS: STRUCTURE AND GOALS

The title of the CUCS Torino 2013 Congress – “Imagining cultures of cooperation. Universities networking to face the new development challenges” – echoes the very mission of the University: being a space for debate and for producing and sharing culture, it aims at promoting a broader innovative effort to critically assess previous experiences in order to enhance the effectiveness of cooperation within and between universities, as well as with other development partners.

Consequently, one of the main objectives of the Congress was to offer such a space, in front of the need of evaluating, raising awareness, and to know how to produce a Culture of Cooperation in all academic research fields. Therefore CUCSTorino2013 gave the opportunity to researchers working in/for development cooperation to take the stock of the current debate and start with new grip and ideas.

A second objective was to enhance relations within the CUCS network and between the network and other development cooperation actors, such as governmental and local authorities, civil society and NGOs, private companies and international organizations (in particular the UN and EU agencies based in Turin).

A third objective was to promote a deep reflection regarding the changes occurring at different levels on current development trends (theories, policies, and practices) and cooperation, and on the role of Universities as development cooperation actors, in terms of research, education and training, solutions implementation in the field, technology transfer and co-creation. Moreover the III CUCS Congress reflected on the achievements and perspectives of the Millennium Development Goals (MDGs), and on the contribution that universities should offer to the definition of the post 2015 development agenda.

The Congress has been organised in four plenary sessions, three parallel sessions and two poster sessions attended by more than 400 participants from 31 Italian universities and 10 foreign universities, international organisations, national ministries, local authorities, NGOs, and private companies. The three days of the Congress were hosted in three different venues, the University of Turin, the Politecnico di Torino and the International Training Centre of the International Labour Organisation (ITC-ILO), as a symbolic and spatial representation of the cooperation efforts between different institutions that has made the Congress possible and successful. On the evening of Friday the 20th, the

Municipality of Turin hosted a side-event to the Congress, with the projection of videos on development issues.

In the first day of the Congress, the opening session was held in the Aula Magna of the University of Turin, with the introductory remarks by the Rectors, and by representatives of the Piedmont Region, the Province of Turin, the Minister of Foreign Affairs - General Directorate of Development Cooperation (MAE-DGCS), the Italian NGOs Association (AOI) and the CUCS network. Following the openings, a first plenary session was devoted to a special event on food security in preparation of the World Food Day, jointly organised by the CUCS and the Ministry of Foreign Affairs, with speakers from FAO, IFAD, WFP, NGOs and universities. The second plenary session aimed at introducing the scientific debate of the Congress, with interventions by the CUCS delegates from University of Pavia, Bocconi University of Milan and by the Ministry of Education and Scientific Research.

On the second day of the Congress, three keynote lecturers addressed the plenary in the Aula Magna of the Politecnico di Torino: Francesco Biciato (UNDP), Mazen O. A. Hasna, (Qatar University) and Jean-Claude Bolay (Ecole Polytechnique Fédérale de Lausanne). During the third day of the Congress, the final plenary session was held at the International Training Center-ILO. This final session focused on the role of universities in the post 2015 development agenda, with representative from ILO-ITC, UNDP, UNESCO, European Commission DG Dev, OECD-DAC. The Italian Deputy Minister of Foreign Affairs, Mr. Lapo Pistelli, closed the session and the whole Congress by addressing in his concluding remarks the issues of the post 2015 development agenda and the process of reform of the Italian development cooperation.

Panels and posters sessions alternated the plenary sessions during the first two days of the Congress. The 33 thematic panels were selected through a call for panels, followed by a call for papers and posters; 155 papers and 93 posters were selected through a second call, with the scientific advice by the panels' coordinators. By involving both academicians and practitioners in the two rounds of selection, the Congress managed to enlarge the number of participants compared to the previous editions, and thus to enrich the quantity and the quality of the debate.

Being CUCS a multidisciplinary network, panel sessions have been defined considering a cross- and trans-disciplinary approach, identifying nine main thematic sections: Education, training and human resources; Global health; Security, risks, conflicts and vulnerability; Human settlements, territories and communities; Economic development: actors, networks and processes; Development cooperation methods and approaches; Rural development, natural resources and environment; Cultural cooperation; ICT and media for development. Each thematic session included different panels dealing with papers about theoretical and/or methodological approaches, while projects and experiences of research, education, technology co-creation and implementation in the field are included in poster format.

Paper presenters were invited to contribute to at least one of the following overarching questions:

- *Partnerships and frameworks to enhance cooperation*: which styles, practices, strategies, actors, approaches and instruments strengthen the culture and the effectiveness of cooperation? How and with which specificities do Universities cooperate with other actors within development programs and processes? How to enhance their contribution?
- *The link between knowledge, technology and power within the processes of local and global development*: knowledge and technology play a crucial role in upholding the processes of economic development, in shaping power relations and in promoting or hampering human rights and democracy; how do Universities participate to these processes? How do they balance the detachment proper of scientific research with the inclination to civic and moral engagement in the processes of social transformation?
- *Technology transfer and co-creation*: which methods and instruments are the most appropriate to guarantee the sustainability of the technology transfer and co-creation? How to analyse its impact on receiving societies? Which kind of academic contribution? Which is the relationship between general and theoretical knowledge, on one side, and local and contextualised knowledge on the other? From technology transfer from the North to the South to technology co-creation and knowledge sharing, mainly thanks to ICT: utopia or reality?

THE CUCS TORINO 2013 PROCEEDINGS AND THE WAY FORWARD

The Proceedings of the CUCS Torino 2013 Congress collect most of the papers and of the posters presented during the Congress. The papers included in the Proceedings have been selected in close cooperation with panels' coordinators; they have been edited and revised following the Congress debate and an internal review by the panel coordinators in the aftermaths of the Congress. The Proceedings seek to contribute to the national and international debate on development cooperation activities carried out by the Italian Universities by sharing research-based analysis, stimulating debate and building common ground among key stakeholders.

The general picture offered by the whole of the papers and of the posters in the Proceedings is extremely rich and articulated, addressing the broader spectrum of the universities' field of intervention in international development cooperation. All the three university's missions are involved: research, training and the so called "third mission", that broadly covers the involvement of the university within the society, its engagement and outreach. In this respect, universities are contributing through training and research *for* development cooperation – i.e. producing general knowledge that might be used as a background for development cooperation initiatives -, *in* development cooperation –

getting directly involved within development cooperation activities by dint of applied training and research – and *on* development cooperation – approaching development cooperation and its social, political, cultural and technical dynamics as the privileged object of its study. These issues are explicitly addressed in the Proceedings section on “Education, Training and Human Resources”; they also represent a crosscutting theme to almost all the panels.

Beyond the specific contribution offered by each panel, paper and poster, we believe that the CUCS Torino 2013 Congress and its Proceedings represent a step forward towards a deeper and more effective engagement by the Italian universities within the rapidly evolving scenarios of international development cooperation. International development actors, theories, strategies, policies and practices are evolving both at the global and at the local scales. The Proceedings section on “Methods and approaches in development cooperation” specifically offers a glimpse of such dynamics, which again were addressed directly or indirectly in most of the panels. New donors such as China, Turkey and Brazil are emerging, redefining the traditional North-South equilibriums. They introduce new practices and devices in international cooperation, beside the conventional channels of official development assistance (ODA). The economic and political influence of these new donors often challenge more consolidated approaches within the international development forums, such as those affirming the link between development and the promotion of democracy and human rights. On the other side, new ways of understanding and measuring development and well-being are emerging from the bottom up, both in high and low income countries. The Proceedings section on “Economic development” specifically addresses the growing role of economic actors, the private sector, and migrants’ entrepreneurship in shaping these processes and orienting the definition of new development strategies in the context of the economic crisis affecting consolidated development models such as the European one, and resulting in the shrinking of public resources allocated to international development cooperation. Several other Proceedings sections and panels – ICT, media and development; ICT and Capacity building; Sustainability of environmental technologies in developing countries; Geomatics for emergency,... - address the role of technology, and in particular ICT as an instrument to empower new paths of development, denouncing at the same time the risk of reproducing asymmetric power relations linked to knowledge and technology.

Are the traditional actors of international development cooperation, such as Italy and specifically Italian universities, aware of the magnitude of these changes? Are they equipped to tackle them? We consider the approval of the long awaited reform of the Italian development cooperation in August 2014 as an encouraging step towards a positive answer to these questions. The reform process was discussed during the CUCS Congress too, confirming the Italian universities’ willingness to engage and cooperate with the Italian Ministry of Foreign Affairs and other development partners in the definition of national strategies and guidelines. In these respects, the Italian universities are looking forward further discussion and future implementation of the new Ministry’s “Principles, guidelines and priorities for development cooperation with Universities, Research and Training Centres”.

While these progresses are encouraging, we believe that there is still a long way ahead to sharpen the Italian universities’ contribution to international development. Therefore, on the basis of the CUCS experience and of the CUCS Torino 2013 Congress debate, we would like to conclude by sharing a set of questions developed in order to raise awareness, effectiveness and efficiency within universities’ development cooperation initiatives and towards a University policy on international development cooperation. These are the questions that will orient the future engagement of the Politecnico di Torino and the University of Turin, including their joint initiatives, on international development cooperation. We hope that they might also inspire other universities, within the CUCS network and beyond.

1. Universities, international cooperation and the post 2015 development agenda

- Why universities should get involved in international development cooperation?
- How international development cooperation has been addressed within the different missions of the university (training, research and the “third mission” dealing with universities’ public engagement and outreach)?
- How universities understand the new global scenarios and the new geographies of development? How do they insert in these processes?
- How universities are contributing to the definition of the post 2015 development agenda? How this agenda will shape their future engagement on international development cooperation?

2. Universities’ internal organisation for development cooperation

- How the engagement in international development cooperation initiatives fits within universities’ broader strategies on academic mobility and internationalisation? The competitive approach based on university benchmarking and inspiring universities’ internationalisation strategies is complementary or alternative to the spirit of international development cooperation?
- Do universities need to elaborate a specific agenda on international development cooperation? Or the issue should be rather tackled as cross-cutting theme in the ordinary planning and activities of the universities?
- Which are universities’ best practices in terms of internal organisation to manage development cooperation initiatives, information sharing on these projects within the university and outside, and promotion of trans-disciplinary working groups for development cooperation?

- Which are the most suitable modalities to organise and offer training on international development cooperation issues for universities' students and staff?
- Which are the most effective tools to promote the research on international development cooperation issues?
- Which are the most needed mechanisms to monitor and evaluate universities' development cooperation initiatives?

3. The partnership for international development cooperation

- Which are the national and international academic networks more interesting and promising for international development studies?
- Which partnership should be established or reinforced with the other international development cooperation actors (governments, international organisations, NGOs, local authorities, private companies, foundations, religious actors,...)? Which are the most effective spaces and tools to foster such a partnership?
- Which academic partnership should be prioritised (top ranking international universities in high income countries or universities and other research/training centres in the countries of intervention)?

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We are particularly grateful to Elena Giglia and Alessandro Leccese (University of Turin) for their guidance and support in publishing these Proceedings as a first issue of a new open access journal, JUNCO- Journal of universities and development cooperation. We hope that this will be the first of a long series of issues, allowing JUNCO to become a space where universities can share and debate the results of their researches among them and with other international development cooperation partners.

The publication of these Proceedings represents the last step of a long scientific and organisational process started in July 2012. Throughout this process we have met and we have been supported by the work of many people. In acknowledging all of them by name there is the risk to forget somebody, nevertheless we try.

A collective thanks to all the friends, colleagues, Rectors, Delegates of the CUCS network, particularly to Emanuela Colombo and Gianni Vaggi, tireless coordinators and spokespersons, and to Ferruccio Miglietta, CUCS' fundamental organising support.

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ⁱ CUCS Partner Universities are: Istituto Universitario di Studi Superiori di Pavia, Politecnico di Milano, Politecnico di Torino, Università IULM di Milano, Università degli Studi di Bergamo, Università degli Studi di Bologna, Università degli Studi di Brescia, Università Cattolica del Sacro Cuore di Milano, Università Commerciale Luigi Bocconi, Università degli Studi di Ferrara, Università degli Studi di Firenze, Università degli Studi di Genova, Università dell'Insubria, Università degli Studi di Milano, Università degli Studi di Milano-Bicocca, Università degli Studi di Modena e Reggio Emilia, Università degli Studi di Padova, Università degli Studi del Piemonte Orientale "Amedeo Avogadro", Università degli Studi di Parma, Università degli Studi di Pavia, Università degli Studi di Siena, Università degli Studi di Trento, Università degli Studi di Torino, Università degli Studi di Trieste, Università degli Studi di Urbino, Università della Valle D'Aosta, Università Cà Foscari di Venezia.

ⁱⁱ For the proceedings of the previous editions of the CUCS Congress see: Vaggi G., Colombo E., Miglietta F. (eds.) (2010), "L'Università e i giovani per la cooperazione e la pace. Formazione, ricerca, innovazione e partenariati per lo sviluppo globale", Atti del I Congresso CUCS 2009, Poliscript, Politecnico di Milano; "La cooperazione universitaria e la sinergia con la società civile e le imprese", Atti del II° Congresso Nazionale CUCS sulla Cooperazione Universitaria, Padova, 15-16 Settembre 2011, Università di Padova (CD-Rom).

ITALY AND THE POST 2015 DEVELOPMENT AGENDA. THE ROLE OF UNIVERSITIES

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The production of knowledge, the sharing of know-how and the training of qualified human resources are all becoming more and more meaningful in sustainable development policies. Participants must increasingly have more specific capacities of analysis and interpretation, of pinpointing appropriate but flexible strategies and of dialogue with beneficiaries and with other cooperation actors, both at the level of single countries and at an international level.

The Italian academic world and the world of research have for some time been contributing to development cooperation by means that have been evolving in time. In recent years, while the cooperation paradigm was in the process of thorough transformation thanks to the IV High Level Forum on Aid Effectiveness of Busan(2011), universities and R&D bodies have seen their role as cooperation actors fully recognized.

This role, on the one hand, presupposes an evolved concept of capacity development in favor of partner countries and, on the other, the scientific and intellectual contribution of the academic world to the international debate as regards development issues. Training is leading – through support activities and the formation of partnerships – to the creation in partner countries of university centers and research. These have been enhanced by training courses and can support scientific research in areas which are of utmost importance for the development of those countries.

On the other hand, the contribution of the academic world to cooperation themes can be particularly meaningful, also thanks to the Italian position in international debates. In the 2014-15 period, Italy has been playing a principal negotiating role within the UN system in the definition of the new 2015-2030 development agenda. This was preceded by the first high level meeting of the “Global Partnership for Effective Development Cooperation” in Mexico in April 2014 and will be followed by the semester of the Italian Presidency of the European Union in the second half of the year. Another major cooperation opportunity will be offered by the 2015 Milan Universal Exposition, a unique venue for international debates which will be characterized by original contributions, the result of experience gained in the field of cooperation and of the intellectual contributions of the Italian academic and scientific world.

The CUCS Congress, held in Turin in September 2013, offered a prime example of the level and the breadth of the development themes which Italian universities are facing with competence and enthusiasm, both in Italy and abroad. High level papers were presented dealing with education and training, economic development, conflicts and vulnerability, to mention just a few of the topics found in the Congress proceedings. Moreover, university interest and research undoubtedly add meaningful elements to the practical methods used and to the evaluation of final outcomes. Contents and methodology are two aspects which the General Direction of Development Cooperation will continue to work on, relying on the collaboration of Italian universities, to achieve results in line with the principles of efficient aid.



UNIVERSITY NETWORKS AS ACTORS OF SCIENTIFIC AND MULTIDISCIPLINARY PARTNERSHIPS: HISTORY AND DEVELOPMENT OF CUCS

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History and Mission of the CUCS (Coordinamento Universitario per la Cooperazione allo Sviluppo - University Network for Development Cooperation)

In December 2004, the **Direzione Generale Cooperazione allo Sviluppo** (General Directorate for Development Cooperation) of the Minister of Foreign Affairs, promoted a wide project aiming to involve youths in the creation of **regional university networks**. The mission of this project, activated by the then Director General Deodato with the support of Prof. Caneva, was to foster the coordination between university and institutions. This coordination continued along the years thanks to the support of all succeeding Directors General, and in particular thanks to Director General Belloni and the current Director General Cantini, who reinforced the original scheme.

In this framework, some Universities, already part of one of the regional university networks in the northern region of Italy realized the importance and somehow the urgency of deepening the debate and keeping it at an academic level. Moreover, they gave birth to a University coordination which found its essence in the original characteristics and peculiarities of each University. This was the beginning of **Coordinamento Universitario per la Cooperazione allo Sviluppo (CUCS)** in 2007, that today includes 28 Universities. In the MoU signed by the Rectors and their reference delegates, the complex and multidisciplinary challenges of Human and Sustainable Development and Cooperation, as well as the necessity of strong partnerships, are recognized. Four are the fundamental elements:

- **Competences in Cooperation:** setting patterns of education, training, design and scientific communication in the sector, to give impulse to the creation of new generations of researchers, academicians and professionals (here and in Development Countries). Cooperation today needs to be seen in this professional frame. Voluntary attitude and inclination are positive engines, but they must be supported by consolidated experience and competence;
- **Cooperation models:** bringing innovation in the practice of cooperation using research for improving the efficacy. A research aiming at technologies and development models that are appropriate and participated, able to induce individual development and not dependence, and with the awareness that a unique optimum does not exist, but rather that each solution is strictly related to the specific context of action. Giving particular attention to genuine listening, reading and interpretation capacities and dialogue with local stakeholders lead to a positive approach of mutual learning;
- **Partnerships:** building Networks of competences (among Universities, NGOs, International Organizations, Non Profit, Enterprises, local and national institutions), since it is true that being alone allows you to run faster, but you can't go far when such themes assume the complexity typical of our society.

The CUCS was born as a voluntary organism and each partner accepted to define the internal roles, the commitments and all the necessary functions in a participatory manner. Within this approach and in cooperation with the General Directorate of Development Cooperation of the Ministry of Foreign Affairs, the CUCS organized three **national congresses**, one every two years starting from Pavia 2009, then Padova 2011 and today Torino 2013, and several dedicated days in the years in between, giving space to the description of experiences of cooperation but also giving the opportunity to analyze some fundamental topics: We remember in 2009 the role of cooperation in the University, in 2011 the partnerships between University and Civil Society and between University and Private Sector, and today the role of training and research in the post 2015 agenda.

The relevance of Cooperation and Sustainable Development in the mission of University

Why do these themes have such relevance in the academia? What is the relation with the academic mission? Is only the domino of the so called third mission? In our opinion there is more, and there is a deep linkage with the first and the second mission of the University, that are education and research. We live in a further complex society, where we can't help recognizing the necessity to create solid bases of knowledge and specific competences as well as solid capacities of systemic analysis as well. This is requested by the current challenges of society. Thus, also from the University point of

view, it emerges the relevance **to enrich training curricula** of future citizens and professionals and the **role of scientific research in bringing innovation (that not always has to be conceived as invention)**.

Enriching training curricula: the original mission of University is training **graduates able to cover an active role in the transformation of the society**, both in the South and in the North of the World.

Time and challenges are changing: from the MDGs of today to the challenges of tomorrow post 2015 agenda, hence training methods and contents must adapt. Sustainable development must be somehow integrated in the curricula of the students (whatever disciplines they are studying), either from the theoretical knowledge either from the more practical point of view of the appropriate instruments. This is urgent not only for those who will operate in Cooperation, but also for all the individuals that will operate in global contexts, that are almost all our graduates. We all speak about internationalization. Also these capacities, beyond the personal skills of speaking one or more different idioms besides their mother tongue, may be considered as “internationalization”.

These considerations are open at the international level and include also the role of Universities in promoting principles of sustainable development and possible paths. The CUCS is involved at all levels in this frame, from European projects to specific experiences, and intends to give its own contribution to the discussion both from the theoretical and practical point of view, implementing practical experiences and seeking a coordination at institutional level with our reference Ministries to debate on these topics.

Scientific Research for Innovation: **scientific research becomes a tool for development**. Today challenges are linked and cross the traditional disciplines. To make some examples:

- Developing countries still express emergencies to face in a synergic manner: food security and safety, access to energy and water, to an acceptable health care system, to education, the problem of urban development and its sustainable planning.
- Emerging countries, together with developed countries, need to face global issues that are integrated by definition and concern the compatibility of the economic development with the environmental protection, land ownership, labor and employment, peace and international security. Nowadays there is great attention to the Water Energy and Food nexus, Climate change, Land Energy and Water, urban development, quality of life, decent work. In this vision, technology and innovation, together with those models implemented in human sectors that represent the results of research, are further seen as tools able to support society in overcoming cultural, economic, environmental frontiers of human development. Finally, technology and know-how transfer become a collective building for a real and mutual learning (a humankind that grows and gives value to strengths, mitigating weaknesses).

Final considerations

The CUCS represented and represents a platform for debating all the issues pertaining the scientific and academic dimension of university cooperation.

We all know how it is really difficult to coordinate each other. And the few working example of network at the European level confirms the analysis. It is worth mentioning the presence in Europe of thematic networks as EADI or national as UNIPiD, very similar to CUCS even if more restricted (7-8 Finnish Universities). The Italian experience represents one of the very few example at European level. Its voluntary nature is certainly a big strength: it confirms, in every meeting and event, the real interest in the topic of Cooperation and the sincere sharing within the network, which is based primarily on mutual trust.

On the other hand, this voluntary nature expresses some limits in recognizing CUCS from a formal point of view, with a legal nature and able to apply to calls and refer in behalf of members. This topic is particularly important today. Indeed, in its future the CUCS needs to:

- become a more and more **representative speaker**, recognized and distinguished within the civil society and the institutions, in order to develop fruitful relationships from which the South of the World could gain benefit;
- widen the **design and intervention knowledge, skills and competences of University** in the Cooperation (by implementing joined projects and actions, as the Palestine case).

Therefore, the moment in which the CUCS should assume a more formal structure has arrived, though maintaining its voluntary nature and counting on the trust among partners.

The coordination has still many steps to make and share in order to grow, but it is already a relevant speaker for every program of development, education, institutional building or rebuilding. It is relevant where a synergic action among Government, Civil Society, University and Enterprises is desirable to have a real effect on the cultural, social and anthropologic change that is further requested by the global world.

For this change we must go on in doing our job, we must prepare the next generation of citizens and professionals; they need to be prepared and provided with adequate instruments to face the current and future challenges and to coop with them with deep ethics of responsibility.

We need this change for them, for us and for the future of our world.

THE DEVELOPMENT SCENARIOS AND UNIVERSITY COOPERATION

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ABSTRACT

The notion of development has greatly changed during the last thirty years and it includes many more dimensions than income per capita. Health education, environment gender are now regarded as some of the many faces of development. Debate is now going on the post 2015 Goals. In parallel with the evolution in the notion of development policies too have changed from the purely economic conditionalities known as Washington Consensus to a broader view of partnership for development. However the last thirty years have also seen important changes in the economic scenarios. Many countries in Asia have experienced long sustained economic growth and the economy has also improved in many countries in Africa and Latin America. We have also seen the emergence of the so called new donors, which are extremely important players in the world economy. But the present economic crisis is also largely due to an excess of productive capacity and to the saturation of demand in many important sectors. Many countries try to overcome the economic difficulties by cutting domestic demand and fostering exports. This however leads to increasing competition and to neo-protectionist attitudes.

International cooperation must take into account the changed economic relations. At the same time it must work along the line indicated by the view of development as empowerment and ownership. Two concepts which highlight the changing relations among the actors of international cooperation. From the donors-beneficiaries relationship we are moving to a more equal partnership, which however will also bring to the different judgments and evaluation which can be expressed. The smoothing of these differences is a challenge in order to achieve mutual trust. University cooperation has a great role to play in this endeavour, also because in the case of university partnerships distances are much smaller than in other type of cooperation. Networking, academic mobility, joint research are part of the process which must lead to a better mutual knowledge among the people of the world.

THE EVOLUTION OF THE NOTION OF DEVELOPMENT

In the beginning it was economic growth; in the fifties and sixties development was mainly regarded as economic growth: the increase in the Gross Domestic Product (GDP) per capita. Economic growth models focused on capital accumulation and on exogenous technical progress. According to the dominant views capital would flow to the countries in which it is scarce, typically developing countries and where labour was abundant; technology too would circulate more or less free of charge across countries, being a bonus for the poorest ones.

Today development is regarded as a multi-faced phenomenon, even better it is an ever evolving process. Let us briefly point out some of the major contributions to this new view. It all started with debates in the sixties and seventies, but it is only towards the end of the eighties which a general consensus began to emerge on a broader definition of development, more in [1].

In 1987 Brundtland Report by the United nations the idea of sustainable development receives a first definition, as the process which can satisfy the needs of present generations without compromising the possibilities of future generations, see [2]. Since this report the environment dimension and the idea of sustainability become essential aspects of the notion of development, recall the 1992 Rio Conference on sustainable development.

In 1990 we have the first Human Development report by UNDP with the Human Development Index, which includes not only income but also education and health.

In September 2000 the Millennium Declaration by the United Nations, the OECD, the World Bank and the IMF present the Millennium Development Goals, eight goals which provide the now most widely accepted definition of development, including health, education, environment and gender.

In 2012 at the conference Rio+20 the idea of the Sustainable Development Goals, SDGs, emerged; the sustainability dimension was receiving a broader definition not limited to the environmental aspect.

The MDGs were set for the year 2015 which is now quite close and on may 2013 the United Nations published a report which represents a first step in order to set new goals and a new time frame [3]. This is just a proposal for debate which now includes twelve goals and five 'transformative shifts', which focus on jobs and inclusive growth, leave no one behind, peace, sustainability and finally a global partnership, which is in fact a repetition of former MDG number eight.

This evolution has been strengthened in recent years thanks to the fact that the very notion of Gross Domestic

Product is being questioned has an appropriate indicator of the standard of living of people. The research work focuses on the definition of well-being, perhaps the most famous report is the so called Sarkozy Report of 2008 [4]. A lot of attention is also dedicated to the issue of environmental sustainability, see for instance the work of Dasgupta at Cambridge [5]. And in 2012 we have the first World Happiness Report which owes a lot the work of a team at Columbia University led by Jeffrey Sachs [6]. In 2013 in Italy we have the first report on the with an indicator for the BES - Benessere Equo e Sostenibile (Equitable and Sustainable Well-being).

Poverty too is no longer defined in terms of income only, but more in general as 'deprivation', or the lack of capabilities, in the sense of lack of the possibility to decide and to choose about one's life. Since 2010 we have the *Multidimensional poverty* by OPHI, the Oxford Poverty and Human Development Initiative [7].

All these approaches are quite recent ones and even if they show some relevant differences, nevertheless there are major similarities in respect to the view of development they support. Let us single out just two of these similarities. First is the idea that development corresponds to the enlargement of opportunities and possibilities of choice by the people. Second development it is a process which is valued and regarded as in a positive way by the people who are involved in it. The evolution of the notion of development and the emergence of that of 'human development' owes a lot to the work of Nobel laureate Amartya Sen [8].

DEVELOPMENT POLICIES AND INTERNATIONAL COOPERATION

In the eighties and nineties we had the *Washington Consensus*; a set of economic reforms which was based on two main ideas. First, economic growth will derive thanks to reduction of the role of the state and to the opening of the economy; second, economic benefits will trickle down to the entire society. Therefore let the markets do their job in terms of allocation of resources and development will arrive.

In the late nineties different views emerged focusing more on the role of institutions and the so called 'second generation reforms', which were related much more to the social features of the economy, to the accountability of the governments and to an appropriate interaction between the state and the markets; the so called *post-Washington Consensus*. Less well-known but equally important is the approach to development policies proposed in 1999 by the then President of the World Bank James Wolfenshon: the *Comprehensive Development Framework*, which implied both an holistic view of development and a set of possible policies based on multiplicity of actors, from private firms, to local governments, to civil society and international organization.

Beginning in 2000 with the Monterrey conference on 'Finance for development' a series of High Level Forum has been held in order to define some sort of best practices in international cooperation. They go from Rome to 2003 to the Paris declaration of 2005 to the Accra Agenda for Action of September 2008 and to the 2011 Busan fourth forum on Aid Effectiveness, which has ended up with the *Busan Partnership for Effective Development Co-operation*.

The major topic of all these conferences has been aid effectiveness, which has however been examined from different points of view. Monterrey stressed the fact that if developing countries have to meet the MDGs by 2015 they must implement the appropriate policies and reforms, above all good governance, but the rich countries must commit to more and more predictable and stable aid flows. Up till now only five of countries reaches the *0.7% of GDP* which is the target set by the UN since the seventies. Monterrey also emphasizes the role of global public goods. The 2005 Paris declaration recommends the donor to have more accountable programs, to adopt coherent aid policies and to coordinate among themselves. In Accra the notion of *country ownership* is underlined. Finally Busan focuses on development effectiveness and not just aid effectiveness, which requires having a shared tools between all partners, including partners in the 'South', for the evaluation of programs and projects. The involvement of the civil society is another important issue and more attention is dedicated to the development outcomes of projects and policies rather than to input indicators only.

THE ECONOMY STRIKES BACK

The debates of the last thirty years give a very useful view of development and they also indicate the procedures and the strategies which should be adopted in order to try to achieve it. We are therefore in a very convenient position to think about the way in which international cooperation should be approached and university cooperation in particular. However we must consider the overall scenario in which cooperation must operate in the coming decades and in some major changes in the world economy since the last decade of the twentieth century. This should help us to set international cooperation, and in particular European cooperation in a realistic context.

Let us point to some of the most important new elements in the world economy during the last generation. On the positive side, first.

One, at the world level goal one of the MDGs - halving the number of those living on less than 1.25 dollar a day - will be achieved largely thanks to economic growth in Asia and in China in particular. Most of the poor people now live in middle income countries (see [9], p. 1) and all the more so if we take the 2 dollars a day threshold (see [9], p. 6).

Two, the twenty first century will be the century of Asia. Luckily enough we have had the Asian Miracle, with

many countries in the continent upgrading from Low Income to Middle income. The notion of emerging markets did not exist twenty years ago, not we had the BRICS. This is of the utmost importance because it takes us away from the gloomy perspectives in which some regions have a destiny of economic stagnation; now there are success stories and not only in China.

Three, the 'lost decade' of the eighties and nineties of the last century, saw stagnating income per capita in three world regions: Middle East and North Africa, Latin America and Sub-Saharan Africa. Since the year 2000 even Sub-Saharan Africa, the poorest region, has been doing better than before growing on average around 5%; it is not China and let us see if these growth rates can be sustained over the years, but there are reasons for optimism. Something similar has taken place in Latin America, where there has also been some decrease in inequality.

Four, the so called South now presents some global power, China, perhaps India and some regional powers, Brazil, South Africa and Russia, therefore the old division rich-poor countries, north-south needs not be replaced by a more articulated geography. From G7 and G8 the world has moved to G20. This is good because it means that there are more players and potentially more opportunities for the poorest countries. This does not mean that trade relations of China with Africa are positive ones, but the emergence of the new economic powers, or new donors - not members of the OECD-DAC club - gives African countries an opportunity to deal with more countries, instead of being stuck into the traditional economic relations dating back either to the colonial period or to the post World War II economic setting. This fact also opens the possibility for the always advocated south-south cooperation.

Five, since 1998 Foreign Direct Investment and remittances have become the largest financial flows to developing countries, with around 600 and 450 billion dollars respectively. Remittances include only the officially registered ones, hundreds of billions are assumed to enter developing countries in an unofficial way. International aid is around 130 billion.

For many years we have advocated trade not aid, now we should all be happy about that. However... there is also the dark side.

One, the financial crisis of 2007-2008 is not yet over and it has drastically reduced employment opportunities in many high income economies, most notably in Europe. Financial markets whose size still overtakes the World Income by almost nine times, have proved to be extremely volatile and risky and is still not yet clear how they can help to produce wealth and job opportunities around the world. In modern finance there is an inherent element of systemic risk and of volatility.

Two, since the late eighties income distribution has worsened in all High Income economies reversing a pattern of increasing equality which had taken place since 1950, this is indeed extremely worrying because it means that all the social achievements of the last sixty years might be at danger. This includes the welfare system in western Europe, which by the guarantees decent minimal conditions and less unequal opportunities in education and health to everybody; notice that these are the two pillars of the notion of human development.

Three, even if growth rates are higher than before in many developing countries young people do not find appropriate employment. The situation is particularly severe in some Arab countries which should generate between 2.5 and 3 million of new jobs every year in order to absorb all those who are entering the labour market. Here there appears to be a kind of mismatch between the number of qualified people holding university degrees looking for a job and the ability of the economies to absorb them; quite often the result is migration.

Four, the present crisis has many features of a crisis of overproduction. For many years China has been investing 35-40% of GDP and other countries in Asia have followed similar path even if not with such exceptionally high investment ratios. This has led to a situation of overcapacity at the world level; the overall productive structure could produce more goods than those which can profitably be sold on international markets. This is clear in some productive sectors which appear to be saturated, the car industry being a case in point.

The world economy is now much more interconnected than it was forty years ago, but it is also going through a period of deep changes in what we can call the international division of labour. This is leading to huge imbalances which show both in the different growth rates among countries and above all in the deficits and surplus of the balances of payments. This happens among different countries and regions but also inside regional groups, the Euro area being an obvious example. In many countries this leads to budget constraints and to deflationary policies, with negative impact on resources for both knowledge and international cooperation. Even more dangerous are the tendencies towards isolation, the opposition to free movements of people and to neo-protectionist policies. Economic competition is now quite fierce and countries tend to protect their economies and to pursue both strict budgetary policies and to repress domestic demand in favour of exports. Remember that Asian economic growth is largely explained by a combination of export-led growth, industrial policies and huge accumulation of physical capital.

EMPOWERMENT AND OWNERSHIP

If economic forces are so powerful and even dominant, what about all the nice ideas of development as a complex process, the importance of human rights, the new MDGs and cooperation as partnership? These are well established points and we need to debate and to progress from them. However, we must not underestimate the strength of economic forces, the opportunities they offer but also how ruthless they can be.

Empowerment and ownership are two words which very well describe the recent trends in the debates about

development and cooperation. Empowerment is the possibility to enlarge one's opportunities and her set of choices [10]. Ownership has the ability of developing countries and people to take the development process into their own ends. Both notions lead to a situation in which we will have to interpret cooperation as a dialogue among more equal partners. International cooperation will not immediately cease to be also partly donor-driven, but the role of traditional donors will become less relevant and more voices from the 'global south' will make themselves heard. It is a complicated process already under way and the economic facts we have examined in the previous section do reinforce it.

Cooperation as a partnership among actors who now feel they have the right to decide about their future. We are rapidly moving from *working for* to *working with*.

But the partners differ in terms of culture, tradition, social organization and conditions of life. How to decide the priorities: infrastructures or health? Economic growth or human rights? Traditional village authorities versus equal rights and voices.

DISTANCE, DIALOGUE AND UNIVERSITY COOPERATION

In international cooperation we are used to *distance*, but that is mainly described in terms of different standard of living, which can be quantified thanks to economic, social, demographic indicators and so on. However there is another aspect of distance which has to do with the notion of *otherness*, and in particular with the fact that we may have different views on what is right or wrong, good or bad. People do differ in the way in which they formulate judgements. All these is of course particularly relevant in international politics, but it applies to a variety of situation and conditions, including judgment about what is an appropriate ethical conduct. Human beings all over the world continuously make judgments about simple and complex situations, which goes from how to organize family life to international politics. We also differ in terms of emotions and feelings, which are a very important element in the process of formulation of judgements. The perception of distance is also largely subjective; how poor do I feel I am? Does it depend on the indicators of international organizations? How much do I value income *vis-à-vis* culture, family bonds etc.?

International cooperation is about reducing these distances; the gap will never close completely and does not have to disappear because each of us is entitled to her identity; we must not end up all thinking in the same way. Nevertheless when distance is quite large there are problems in sharing initiatives and projects and in working together.

Dialogue is the process by which distances in judgements might be reduced; of course politics plays an extremely important role, but we must not underestimate all the opportunities of direct knowledge among different actors. A prerequisite for dialogue is mutual knowledge. International cooperation will more and more become a dialogue between equal partners who need to know each other better.

In this scenario *University cooperation* enjoys several advantages, I would say even privileges. We work with young people and we have to do with education and research, that is to say with *knowledge* in the sense of transferring and even producing it; knowledge is now regarded as new global public good (see [11], p. 35). We also have several tools to appreciate the differences and the same time to reduce distance: joint research programs, academic mobility, different networks, ranging from scientific societies to thematic networks, to regional networks and so on. All this networks provide also a sense of commonality, a sense of belonging, which is an important tool in reducing the distance.

In the case of university cooperation distance is not so large. How far are we from a poor villager in a remote part of Kenya? How far are we from a colleague of the university of Nairobi? In the latter case we have many common tools for communication, words easily have similar meanings, all the more so if we belong to the same academic field.

The ability to appreciate differences and to ask ourselves questions is a fundamental springboard for the improvement and enlargement of knowledge: otherness is also a way to learn. But when distance is quite large this may be difficult either because we are unable to communicate, or because our original positions are so far away that the whole process to re-approach them is painful and does not seem to produce positive outcomes.

In university cooperation it is much easier to have positive feedbacks: sharing a project is complicated but it is not so difficult to achieve a situation in which there is satisfaction by all partners. Thanks to the positive experience we can think of carrying on our collaboration. Dialogue needs to produce some positive outcome which strengthens trust and mutual feelings; empathy improves.

When distance is large it is more difficult to come to a common sense of satisfaction; dialogue requires more time and patience, and if some unpleasant event takes place the whole process of closing the gap might stop and even be reversed.

In his 2006 *Identity and violence* and in the 2009 *The idea of justice* Amartya Sen faces the issue of the different identities which characterize people around the world and how they might lead to conflicts and separation. To move from closed social groups to more open ones is a fundamental issue in today's debate on global justice. This is a crucial issue for the coming decades and we can do a lot to favour the process of opening up our identities. Indeed this is perhaps the most important challenge but also the most important opportunity of university cooperation.

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ROLE AND SOCIAL RESPONSIBILITY OF THE UNIVERSITY IN PROMOTING INTERNATIONAL COOPERATION FOR GLOBAL HEALTH

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The acceleration of the process of globalization, understood as interconnectedness and economic interdependence, has pushed a process of cultural homogenization, along with the adoption of a Western, neoliberal development model, based on the dogma of economic growth and maximization of profit, which in turn requires indefinite and unsustainable consumption of resources and production of waste. Zygmunt Bauman's "I consume, thus I am" well synthesizes this contemporary way of recognizing the existence of the human being.

Social and environmental determinants embedded in our growth-society have dramatic consequences on health. On the one side, they are associated with substantial epidemiological changes in the profile of risk factors, with a growing double burden on poor countries and populations now facing both the challenge of "traditional" infectious diseases and the upsurge of chronic degenerative diseases of "modernity", once associated with wealthy life styles. On the other side unregulated growth societies go hand in hand with growing inequities in the distribution of health and access to health services.

In developing countries, impoverished National health systems face a growing shortage of health personnel for whose training significant domestic resources were invested. Active "pull" policies from rich societies and "push" factors associated with local living conditions favour brain drain from rural to urban areas, and from the South to the richer North of the world.

The loss of trust in multilateralism, the advent of global philanthro-capitalism and the push for a stronger role of the private sector in global health, gave rise to a mushrooming of public-private ventures, an increasing fragmentation of international aid to development, lack of coordination, exogenous models and procedures imposed on recipient countries, with ever increasing transaction and operational costs, in spite of the widely recognised and repeatedly reaffirmed principles of Aid effectiveness (ownership, alignment, harmonization, outcome based management and accountability).

These are only few examples of the increasing complexity of the world scenario and pose new challenges to education and research in the field of health.

Beyond the traditional approaches of "Tropical" medicine - an exotic legacy of colonial times erroneously attributing to geography the origin of diseases - and International Health - narrowly defining intergovernmental relations related to the health sector and medical practice abroad -, Global Health is an emerging area for interdisciplinary studies, research and practice that considers the effects of globalization on health -understood in the comprehensive meaning of a complete state of physical, mental and social well-being- and the achievement of equity in health for all people worldwide, emphasizing transnational health issues, determinants and solutions, and their interactions with national and local systems.

University plays a fundamental role in building new knowledge and competences for Global Health, which obviously links with international and transnational cooperation, starting from a wider reflection on, and rethinking of development. Thus, four areas of research appear to be relevant to the purpose: research on development (what should be really understood as human progress?); research for development (studies on: societal models and policies, methodologies, approaches, technologies, etc.); research on Development Cooperation (studies on: policies, governance, procedures, financing, practices of cooperation, etc.); and, in Development Cooperation (action research, north-south, and triangular collaborative research projects, etc.).

Regarding University's educational mission, higher education institutions dealing with the education of medical doctors and other health care professionals, including professionals trained in other disciplines (economic, social, political, etc.) that will operate in health-related or health-influencing fields, can no longer leave out a comprehensive understanding and consequences of the existing interrelationships between the local and global context. In today's globalized world, the promotion of the awareness of those interrelationships and appalling inequities, and the education of new generations of health professionals committed to social justice has become an ethical imperative. In that direction, the inclusion in the learning process of future professionals of an intercultural exposure and the direct experience of problems and life conditions in poorer societies, represent powerful educational tools.

There is a pressing need to reflect not only on "what is taught" (content) but on "how it is taught", inserting the training of future professionals in a values context that will prepare them to act as citizens of the world, for a world capable of future (in peace, sustainable and equitable). To that end, especially for Universities promoting international development cooperation, providing the students with the tools and the environments facilitating their "learning to be" and their "learning to do it together" should be at the centre of their social role and responsibility.