

DEVELOPMENT COOPERATION AND INTERNATIONALIZATION OF UNIVERSITIES

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This panel arises from the need to share experiences of integrating international development cooperation in the strategic process of internationalization of universities in all their functions: their teaching, learning and research policies and in the organization of services and administration. The internationalization process, which most universities are embarking on as no longer avoidable, provide them with the opportunity to acquire the tools and the attitudes essential to ward off an otherwise inevitable loss of relevance in contemporary societies. Internationalizing the university through both “cross-border” mobility of students and faculty, and changes to curricula, means integrating the international, intercultural and global dimensions in their central functions (research, training and services) in order to transform society. To gain a broad perspective, an uncommon sensitivity and a high capacity of inter-cultural and trans-national communication is needed not only for teachers but also for the culture of the institution. The end product of such an approach should be the development of a “global perspective” that will lead to the emergence of professionals / citizens of the world. The “global citizen” is one who sees the world and its inhabitants as interdependent and works to promote both his own interests and those of the most disadvantaged populations, anywhere on the planet. Equipped with the appropriate tools, those who leave the university can contribute to the best achievements in their professional role within the community, at home as well as abroad.

Cooperation with low- and middle-income countries provides a fundamental contribution to universities looking for a global perspective and gives new perspectives on issues related to local development and innovation. The exposure of teachers and students to development cooperation, both for reasons of ethical and of personal and professional growth, is very conducive to the acquisition of new skills and generates particular understanding to appreciate diversities and combat prejudices, to manage change and the dynamics that shape society. The ultimate impact of the beneficial dialogue between development cooperation and internationalization of the university is mutual: it is no longer knowledge transfer and “developing the other” but innovating through knowledge exchange and growing together.

This panel intended to gather evidence from the field in the form of proposals or theoretical elaborations, with the view to facilitate the integration and mutual enrichment between the experience of international cooperation and the process of university internationalization in all the different actors of the exchange.

Focussing on the important, global issue of sustainability, Alessandra Bonoli and Francesca Cappellaro’s paper [1] discusses how current international programmes in this field aim at supporting “universities to commit themselves to principles of sustainability and give the impulse to start with implementing sustainability into every day processes.” After reporting on the numerous and extremely variegated international experiences, the distinctive example of the University of Bologna is presented as a case in point with its geographically decentralised approach and complex organization; its diverse initiatives are described in their social and environmental sustainability impact. According to the authors, the University of Bologna’s experience of implementing sustainable practices into the university structure can act as a model “to demonstrate the theory and practice of sustainability” and thus become a “living laboratory of sustainability” leading to real changes.

In his paper [2], Angelo Stefanini argues that, in strengthening their approach to development cooperation, universities should be guided by a process of internationalization aimed at social transformation. From their privileged position and power status, higher education institutions are well equipped to address “the difficulties and contradictions related to poverty-alleviation policies and development paths” through the production, the reproduction and the application of knowledge in fields related to human development, such as environmental sustainability, peace, health, gender equality and quality of life, within a common framework of human rights and social justice. “In short,” the author contends, “universities should emphasize the identity and importance of IDC [international development cooperation] activities through their recognition as a statutory objective of university work, their inclusion in strategic plans, the creation of institutional bodies to promote and manage them, and the existence of tools and dedicated funds for their implementation.” This goal can be promoted by a process of internationalization leading to the development of a “global perspective” within the university organisational culture, which means for staff and students becoming aware of the ties that exist between their lives and that of others in the global context, and “developing the skills, attitudes and values that enable [them] to work together with other people from different countries and cultures in search of a more just and sustainable world.” The experience of the Centre for International Health of the University of Bologna is described as a telling example of an educational action-research in deconstructing current development cooperation’s mainstream narrative with the view to re-construct it with different type of knowledge. As the author concludes,

problems may arise when universities will decide to engage in the process of building an institutional ethos and provide a learning framework to students and faculty in order to keep awake critical thinking: the latter is in fact the best tool to avoid disasters in planning and implementing international development projects.

Simona Epasto [3] discusses the role of public consultations in building a post-2015 global agenda for the Millennium Development Goals (MDGs). Acknowledging the difficulties faced by the creation of a global partnership for development (MDG n.8), she reports on an international research aimed at analysing the contribution of these consultations to the global debate in order to “help to reveal people's priorities and to provide key inputs to the discussion of a post-2015 future development program.” The problems encountered by what is seen by some observers as an attempt to threaten the entire global health governance, are both in relation to the “difficulties for the main actors of the cooperation for development policies to converge on common goals through constructive dialogue” and to “the need to define new forms of cooperation that would start from the comparison and the involvement of the non-institutional actors of civil life.” Since consultations are currently on-going, it is “still too early to define concrete goals and targets for the post-2015 development program of the United Nations.” Perhaps it is also too optimistic to expect from such an exercise a reliable, all-embracing and momentous response to the following questions: will the private sector (in the form of food, beverage, or pharmaceutical corporations and private foundations dominated by enlightened “philanthro-capitalists”) should and, indeed, could have a role in guiding international and human development? Should the answer be left to a hard, lengthy, demanding though truly globally democratic process such as only a revived and strengthened United Nations Organization can ensure?

These considerations may probably be taken as a fair compendium of the number of problems raised by the institutional engagement of universities into the system of international development cooperation. A genuine effort to contribute to a real development for all human beings within the framework of human rights and social justice, beginning from those in most need, cannot avoid to face the hard questions of “whose development?” and “who gain and who loses?” Social institutions like universities, having responsibility for upholding the values of scholarship and social transformation, necessarily bear a tremendous and difficult burden, which cannot be underestimated and reduced exclusively to the task of implementing technical projects in poor countries just like a charitable organization. The kind of expertise that universities should equip development professionals with, therefore, should be meant “not to provide people with answers, but with the means to organize themselves and produce solutions to their own problems”.

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INITIATIVES TO START WITH IMPLEMENTING SUSTAINABILITY PROCESS INTO UNIVERSITY OF BOLOGNA

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ABSTRACT

In the recent years, voluntary sustainability campus programs are growing worldwide. Regional and international conferences, higher education associations and intergovernmental organizations, such as UNEP and UNESCO, have developed a variety of agreements, declarations and charters on university sustainability with the aim to help, coordinate and strengthen campus efforts. As at 2011 there were more than 30 such international agreements, signed by more than 1400 universities globally (i.e. COPERNICUS Alliance, European Network on Higher Education for Sustainable Development, EAUC, the Environmental Association for Universities and Colleges, UK). Furthermore there are also initiatives working at international level, such as the International Sustainable Campus Network (ISCN) and the Global University Leaders Forum (GULF) or the Global Universities Partnership on Environment and Sustainability (GUPES): an intergovernmental platform launched in 2010 that engages universities globally in responding to the challenges of sustainable development, by supporting innovative and relevant approaches to education. All these programs and initiatives aspire to help universities to commit themselves to principles of sustainability and give the impulse to start with implementing sustainability into every day processes. In its more than 900 centuries of history, University of Bologna has been geographically expanded through the city acquiring more and more separate buildings instead of being concentrated in few campuses. Hence University of Bologna is complex, multi-faceted entity with diverse organizational subcultures, traditions and concerns. The transitory nature of university life for the bulk of the campus community can mean that the real impacts of the institution remain unacknowledged. In the paper a first attempt to collect some University of Bologna initiatives in sustainability field is reported. The actions are categorized by social and environmental sustainability issue.

THE CONTEXT: UNIVERSITY SYSTEM

Currently, there has been a large globally growth of voluntary sustainability campus programs. These programs help universities to commit themselves to principles of sustainability and give the impulse to start with implementing sustainability into every day processes. The different and particular ways of how to bring sustainability into action create a common knowledge that enables universities to build strong sustainability communities. By pooling this knowledge of best practices, solutions and lessons learned, the transfer of experiences in a vital network becomes substantial for successful transformation of higher education institutions into places of sustainability. There is a lot of potential for further development in this field on the technical or the behavioural site. Associated to research and education, the environmental profile also encompasses the environmental performance of the University as an organization.

Implementing sustainable practices into university structure can help to demonstrate the theory and practice of sustainability. The campus itself can develop a feedback mechanism for the teaching and research practices through taking action to understand and reduce the unsustainable impacts of their own activities.

Sustainability transition approach applied at university system

Universities are complex, multi-faceted entities with diverse organizational subcultures, traditions and concerns, and the transitory nature of university life for the bulk of the campus community can mean the real impacts of the institution remain unacknowledged (Lozano, 2011). There may be individual high quality initiatives aimed at addressing these impacts, but where these are restricted to one or a handful of organizational units they inevitably end up ad hoc and uncoordinated. In addition, limited funding and multiple calls on capital budgets favour short-term fixes over green investments with long-term paybacks.

Transition approach can be a useful support in finding the correct approach on how to deal with sustainability at university. Applying transition theory to the specific case of university could be an interesting example on how to put in practice a successful transformation of higher education institution into place of sustainability and it also can contribute to better understand radical innovation processes (Markard and Truffer, 2008).

Several transition concepts have to be considered in setting up a framework for sustainability planning and

management of university system. As university is a complex system, it can be examined with a multilevel perspective (Rip and Kemp, 1998; Geels, 2002; Schot and Geels, 2008) or with arena of development approach (Jørgensen, 2012). A promising approach adopted in the urban field that could be applied at university level is the Urban Transition Management, UTM [Drift, EUR, 2010] that identifies an interesting approach to achieve sustainability innovation.

UTM identifies 5 phases for urban sustainability innovation:

- Phase 1: Preparation & Exploration
- Phase 2: Problem Structuring & Envisioning
- Phase 3: Backcasting, Pathways & Agenda Building
- Phase 4: Experimenting & Implementing
- Phase 5: Monitoring & Evaluation

In conclusion it can be said that Sustainability Transition can certainly provide the basis for the definition of a concept and a roadmap of sustainable initiatives at university, setting priority with the aim at helping to enhance the sustainability of the campuses.

PRACTICAL STEPS FOR IMPLEMENTING SUSTAINABLE CAMPUS

In the following a first attempt of defining a pathway for sustainable campus is provided:

1. *Status quo analysis of sustainability projects and actions.* The first step consists of investigating the status quo and the activities in the sustainability field at university (Internal analysis). In addition an overview of international and/or national sustainability initiatives, networks and projects with special focus on universities can be useful to identify support leading colleges, universities, and corporate campuses. An example is International Sustainable Campus Network (ISCN) is a global forum or the exchange of information, ideas, and best practices for achieving sustainable campus operations and integrating sustainability in research and teaching.
2. *Engaging the university communities.* Staff and students have heavy workloads; limited time and multiple expectations as to how that time is used can make it problematic to initiate, maintain, complete and evaluate projects, and compound natural resistance to change. Usually, the demands of teaching and research results in the structural separation of academic staff from campus management. This has led to the view that focusing on campus issues is a distraction from the core mission of the university. Moreover, universities generally lack the incentive structures necessary to promote changes at the individual level. As shown in Fig. 1, UNEP (2012) proposes an interesting approach for engaging the university and wider communities.

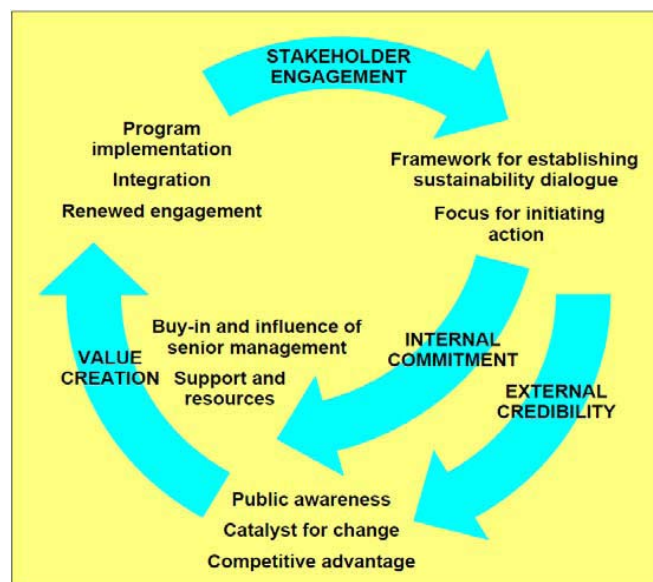


Fig. 1 - The "virtuous cycle" of stakeholder engagement (Partridge, 2005; UNEP, 2012).

As campus sustainability programs become more sophisticated, there is an urgent need for a unified approach for sharing experiences, including measuring and reporting performance. This requires on-going conversations in networks of leading scholars and practitioners.

3. *Create a vision of the campus as living laboratory of sustainability.* The campus can become a living laboratory where to apply strategies and actions and transform itself into green. The results could be the

capacity to reduce its carbon footprint, increase resource efficiency, enhance ecosystem management and minimize waste and pollution. A sustainable university can help to catalyze a more sustainable world. But for realizing this ambitious result it is required the creation of a common vision of sustainable campus among all the stakeholders.

4. *Creation of Strategic Green Niches.* The role of green niches is crucial in sustainable transition process [Smith, 2007]. Providing proposals for starting with a "bottom-up" sustainable initiative (niche-experiment) could help to improve the awareness and to engage all the stakeholders. As in other sustainability transition processes, niche is a concrete way to put in practice a sustainability system also into university system.
5. *Sustainability reporting.* The final result of the previous sustainability process could be the development of sustainability report. Sustainability reporting could be a beneficial initiative involving the whole university, setting targets, goals and performance and informing on sustainable campus progress. It could help to overcome some weaknesses and to improve the strengths already existing. The main benefits to implement a sustainability report could be summarized:
 - to bring together actions, to join the forces and to identify objectives and priorities toward sustainability;
 - to fix a set of indicators in a way to check the progress and to quantify the sustainability performances;
 - to improve the existing knowledge and to introduce new research issues.

SUSTAINABLE INITIATIVES AT UNIVERSITY OF BOLOGNA

In its more than 900 centuries of history, University of Bologna has been geographically expanded through the city acquiring more and more separate buildings instead of being concentrated in few campus. Furthermore, in the last 20-25 years the Romagna campus (Rimini, Cesena, Ravenna and Forlì) has been also added to University of Bologna.

Basically University of Bologna is complex organization and the implementation of sustainability process is a big challenge to experiment and to implement a real change towards sustainability. In the following, a first attempt to collect sustainability initiatives within University of Bologna is reported. The actions are categorized by sustainability issue.

Tab. 1 – Sustainable initiatives at University of Bologna.

<i>Category</i>	<i>Action</i>	<i>Location</i>
Energy	Photovoltaic plant	Bologna Campus via Terracini
Buildings	Green roof	Bologna Campus via Terracini
Buildings	Leed Certificate Process	Bologna Campus via Terracini
Waste Management	Waste separate collection system	Bologna Campus via Terracini and via Risorgimento
Waste Management	Compost plant	Bologna Campus, University Botanic Garden
Waste Management	Informatic Electric and Electronic Equipment Waste (IWEEE) Management and Recovery	Allcampuses of Bologna, Forlì, Cesena, Rimini

As describe in table 1, most of sustainable initiatives are located at School of Engineering and Architecture in via Terracini, Bologna. An important achievement will be that the campus could become a living laboratory where apply strategies and actions to transform itself into green. The final result is to improve the capacity to reduce the university's carbon footprint and increase resource efficiency.

Terracini Campus as Transition and Sustainability Laboratory

Engineering and Architecture School in Terracini is a recent plexus that includes classrooms, offices and laboratories. Also common areas and spaces for students are present, such as reading classrooms, library, cafeteria. Terracini Campus Engineering and Architecture School has been chosen as a laboratory for Transition and Sustainability for University of Bologna. Of course other initiatives have been started also thanks to several other department, but in this paper we refer to our own experience. For a Transition and sustainability "lab" it can be applied an "holistic approach", as suggested by the International Sustainable Campus Network (ISCN, 2013) using a nested hierarchy encompassing individual buildings, campus-wide planning and target setting, and integration of research, teaching, outreach and facilities for sustainability (figure 2).

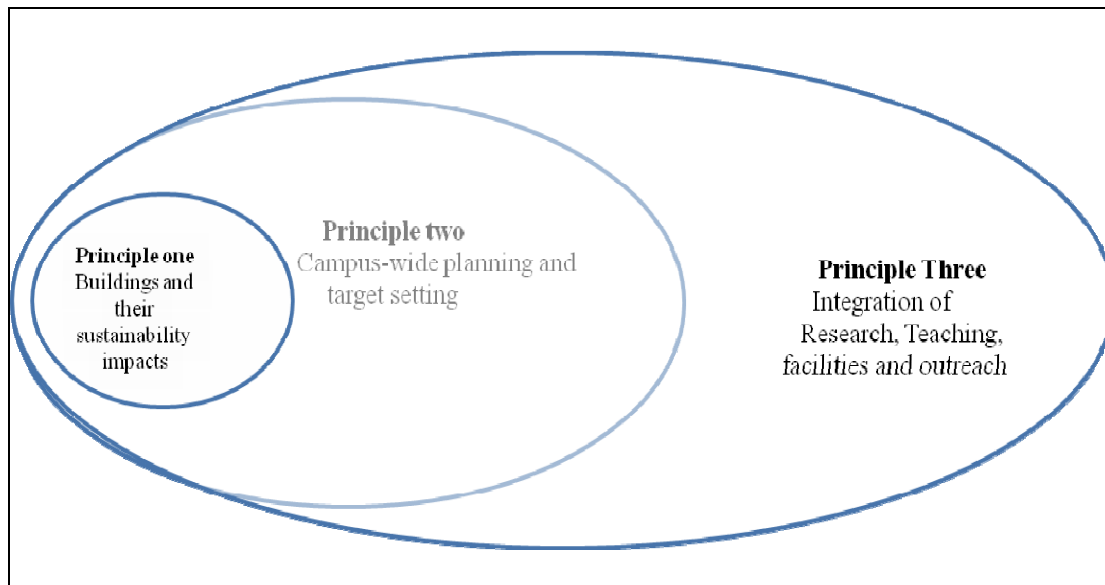


Fig. 2 - The International Sustainable Campus Network (ISCN) holistic approach for sustainable transition projects.

The main goals of that experimental approach are:

- implement good practices in progress;
- involve all the stakeholders of Terracini campus in order to improve the way to the sustainability;
- promote the integration between all different aspects in teaching, research management and decision activities;
- encourage innovative best practices and solutions that can have a good “fall out” not only from an environmental, but also from social and economic point of view.

Most of interventions have been designed and some are already realized with positive effects from environmental, economic and social point of view. In order to facilitate the implementation of interventions through a technical and management approach, a transversal and interdisciplinary team has been created for the coordination, the exchange and the operative discussion on sustainability initiatives of Terracini campus. That team includes researchers and professor, master and PhD Students, technicians, managers and administrative staff.

The actions that have been improving are listed in the following.

Green roofs and vegetated walls. These elements represent helpful components to reduce energy consumptions in buildings. Other important environmental benefits concern the rain water collection for a reuse inside the building and the improvement of the comfort and life quality. A pilot green roofs on the Engineering laboratories of DICAM, located in Terracini, has been constructed in July 2013 and it is one of the first green roof in the city of Bologna.

Urban Waste Separate Collection. Two years ago a project of separate collection has been improved in order to reduce the total amount of undifferentiated waste. The project aims to separate recyclable fractions (paper, plastics, aluminum, organic, etc.) and to promote a correct approach in urban waste management.

Informatics Electronic Equipment Waste Management. A new approach in Informatics WEEE (IWEEE) management has been imagined. University offices and departments produce yearly a very big quantity of Informatics waste in relation with the growth and upgrade in informatics and the necessity to exchange old equipment with the most updated. An overview has been made in order to evaluate the quantity of IWEEE produced, their operating state and their re-usability. Then it has been imagined the possibility of a centralized collection center at Terracini Campus, involving student associations, for the recovery and the preparation for re-use of IWEEE. A trashware activity will continuously recover the disused equipment that in their “second life” will be used inside the university or given to the local community (no-profit associations, schools, social and community centers, etc.), with economic benefits and social added value.

Future actions and initiatives

Other actions are in progress and will be achieved in the near future.

- LEED EBOM certificate for the main building of Via Terracini.
- Reduction of water consumption of all bathrooms, throw flow controllers and timers.
- Introduction of “Water Drinking Fountain” in order to guarantee public drinking and mineral water distribution for students and other people that work in Terracini.
- Creation of some areas and spaces for students constructed with non-conventional building materials.
- Proposal for sustainable and local high quality food supplying for canteen and cafeteria.

Further activities will also propose for next year, in particular in relation with training and dissemination activities for improving sustainable transition knowledge. Workshops, training days and stages could be planned out for teaching staff, technical and administrative staff and students in order to raise awareness on sustainability issues.

Some of expected benefits towards sustainability could be energy and water consumption reduction, use and management of technological systems improvement, reduction of maintenance requirements, increase of the value of the buildings, improvement of the monitoring of energy consumption, reduction of air emissions, savings in energy cost, improving of the work quality, comfort and safety, increasing the involvement and the empowerment of staff and students.

All these actions could generate virtuous transformation for the promotion of sustainability initiatives both inside and outside of Unibo, thus an overall increase of the sustainability awareness and skills will be achieved.

EXPECTED RESULTS AND CONCLUSIONS

Achieving a sustainable path at via Terracini headquarters of the School of Engineering and Architecture leads to improve by economic and environmental point of view and to have a positive impact on research, teaching and life itself of people using this structure. The plexus via Terracini can become a “living laboratory of sustainability”. Through the implementation of best management practices of natural resources (energy, water, etc.), waste and environmental impact reduction and the realization of experimental measures (e.g. roof green or LEED certification) there is the chance to experiment and implement a real change towards sustainability. The described project is based on concrete actions, but at the same time allows to involve researchers and to explore new research fields, such as the identification of methods for the benefits and environmental impacts assessment. The involvement of the administrative staff is crucial for the success of the initiatives, especially for what concerns the operational management of facilities such as offices and laboratories. Finally, the participation and the training of students on sustainability issues can allow them to make a direct experience of sustainability and to improve their skills providing the possibility to build a correct way of living sustainability.

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INTERNATIONAL DEVELOPMENT COOPERATION AND INTERNATIONALIZATION OF THE UNIVERSITY: DE-CONSTRUCT TO RE-CONSTRUCT WITH DIFFERENT TYPES OF KNOWLEDGE

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ABSTRACT

Universities are regarded as key institutions in the processes of social change and development. As such they are well positioned to be oriented to cooperation and technical assistance, with all that this implies (research, development education, human capital formation, etc.). They need however to carve out a more important space in the arena of international development cooperation (IDC) and adopt strategies more coherent to their social responsibility. IDC, from its part, may provide a fundamental contribution to universities that, through a process of internationalization, intend to acquire a global perspective and lead to consider under new perspectives the issues of local development and innovation. The exposure of students and faculty to IDC, both for ethical reasons and personal and professional growth, may create new skills and generate special sensitivity to appreciate diversity, combat prejudice, and manage change and the dynamics that shape society. On the other hand, universities should provide students and faculty with an innovative educational framework suitable to enable professionals to meet the realities of poverty, exclusion and inequality in the South as well as in the North of the planet. To ensure that this task is not reduced to a mere transfer of knowledge and technology, in a sterile act of charity or indeed neo-colonialism, a process of “deconstruction” is needed of the many clichés and stereotypes that are part of the conventional “underdevelopment” and “development aid” discourse. A guided process of internationalization aimed at social transformation may empower universities in this undertaking. Building on the experience of the Centre for Studies and Research in International and Intercultural Health (CSI) at the University of Bologna, this paper discusses the need for a paradigm shift supporting an innovative educational practice that lead to deconstruct IDC’s mainstream narrative in order to re-construct it with other, different types of knowledge.

BACKGROUND: THE REALITY OF INTERNATIONAL DEVELOPMENT COOPERATION (IDC)

Before embarking in words and concepts open to different interpretations, some background information is needed. First of all, I’m using the term international (or global) development in the holistic and multi-disciplinary context of human development, i.e. the development of a greater quality of life for humans, and not simply economic growth. Secondly, the Development Aid Committee of the Organisation for Economic Co-operation and Development (DAC-OECD) defines international cooperation as a broad concept that encompasses all kinds of activities carried out jointly and in coordination by two or more sovereign States and/or by these and international organisations, whatever their area or aim. According to this definition, international development co-operation (IDC) may involve processes related to financial aid, governance, healthcare and education, gender equality, disaster preparedness, infrastructure, economics, human rights, environment and other. In this sense, it is specifically composed of institutions and policies that arose after the Second World War and mainly focus on alleviating poverty and improving living conditions in previously colonised countries. IDC may then be defined as a form of international co-operation that makes contact between countries with different levels of development seeking mutual benefit. [1: 9]

A distinction should be made between IDC and international development aid. In fact, “To co-operate implies sharing work or a task, doing something with others in a coordinated way, in conformity with a plan, and to a certain degree, voluntarily, encouraged by some type of mutual interest or benefit, which may be established as well between unequal partners, as between equals. Aid is something different from co-operation. It still has a social content, since it presupposes a relation between partners, but it does not imply sharing. [...] In principle, one can help someone who is passive or even someone who refuses to be helped.” [2] The term IDC is therefore used to express the idea that a partnership should exist between donor and recipient, rather than the traditional situation in which the relationship is deeply asymmetrical and dominated by the wealth, power and specialized knowledge of one side.

In reality, the term “development cooperation” is often used interchangeably, as a euphemism for “development aid”; whatever that is, its achievements on records are hard to digest. After several decades of what is known as Official Development Assistance (ODA) accompanied by plenty of rhetoric of cooperation and partnership, 1.22 billion people, the equivalent of 20.6% of the population in the developing world, live in extreme poverty (under \$1.25 a day). [3] In 1970, the world’s rich countries agreed to give 0.7% of their Gross National Income as official international

development aid, annually. Since that time, their actual promised targets were rarely met. Furthermore, aid often comes with a price of its own for developing nations, i.e.:

- aid is often wasted on conditions that the recipient must use overpriced goods and services from donor countries;
- most aid does not actually go to the poorest who would need it the most;
- aid amounts are hindered by rich country protectionism that denies market access for poor country products, while rich nations use aid as a lever to open poor country markets to their products;
- large projects or massive grand strategies often fail to help the vulnerable as money can often be embezzled away. [4]

A possible conclusion is that, looking for solutions to the current problems of poverty and underdevelopment one cannot expect that these will be from aid or from international co-operation as it has been understood so far. Much wider and coherent policies are needed at international level, embracing international trade and investment, environmental protection and technical innovation, migration and arms control. On the other hand, although condemning the “aid system” for its inefficiency is legitimate, to say that the inhuman life conditions of billions of people are a consequence of the failure of the “aid system” is short sighted and the hypocritical search for an easy scapegoat. “Reforming the ‘aid system’, which is not a ‘system’ but a sort of cauldron containing almost anything, from good to bad and worse, is a long and slow process. What remains is the unbearable injustice of the iniquitous inequalities between those who have and those who have not. What remains is the intrinsic goodness of the idea that those who have must promote a change leading towards more justice, towards a more bearable human condition for all.” [5] What this change should consist in, and how it should be achieved, is the real issue facing IDC. We can speak about four modes of IDC, i.e. financial cooperation, food aid, humanitarian aid and technical co-operation. To narrow our approach I shall focus exclusively on the last.

UNIVERSITIES AND IDC: WHAT UNIVERSITIES SHOULD BE DOING

Universities are regarded as key institutions in the processes of social change and development. They not only, in fact, serve as centres of production (through research), reproduction (through education) and implementation (through assistance and services) of scientific knowledge. They are as well integral part of society, engaged in a 'social contract' governing their mutual relations. In addition, during periods of radical change, universities and their constituencies have often played an equally important role in creating new institutions of civil society, in promoting new cultural values, and in educating members of the new social elites. [6] Academic institutions have also been a favourite instrument for promoting Western world values and the neo-liberal ideology in the developing world as in the case of the Rockefeller Foundation and other large philanthropic initiatives. [7]

In recent years, universities have acquired an increasingly important role in IDC as part of a process that has led to the increase in the number and types of social actors providing international support for greater equality and human, sustainable development. We have gone from a situation where only a few specialized organizations, such as international non-government organizations (NGOs), United Nations agencies and private foundations, were devoted to the task, to one in which many other institutions and social groups have begun to engage in development cooperation programs and projects in various fields and in different countries. This has given rise to a great diversity in cooperative efforts and working methods. In this context, it is not surprising that contradictions and problems have arisen in the way IDC is understood and applied into practice. [8]

Education in general, including higher education, is an essential component of the process of expanding opportunities for freedom to people and societies and for human development. As a result, strengthening the university system and promoting access to the higher education are essential objectives of universities engaged in IDC. Similarly, a role universities might play in IDC is to work together to try and resolve the difficulties and contradictions related to poverty-alleviation policies and development paths, and to promote research in fields related to these goals, such as gender equality, strengthening women's capacities and autonomy, environmental sustainability, peace, health and quality of life, within a common framework of human rights and social justice. From this perspective the place of IDC within the university system cannot be regarded simply as one of the functions of a generic process of international collaboration between universities of the North and the South of the planet, a sort of exotic appendix to embellish academic institutions and their faculty's CVs.

Universities entering the IDC system should aim at enriching humanly and academically the people who participate in this effort and the structures that compose it, in a spirit of selfless commitment to solidarity. This may be facilitated by adopting the ‘decentralised cooperation’ approach, which embodies the principles of solidarity and equitable and sustainable development among peoples, founded on participation, promotion of human rights and fundamental freedoms by strengthening capacity and powers of decentralized actors and in particular of the most disadvantaged social groups. Decentralised cooperation is founded on commitment of citizens, government, NGOs, associations and local groups, trade unions, cooperatives, businesses, and educational institutions, including universities. Decentralization and participation are the key words. “Non-state actors and local authorities in development” is a

specific European Commission's thematic programme aiming at encouraging non-state actors and local authorities, both from the EU and in developing countries, to get more involved in development issues.

As an essential part of the university's social commitment, therefore, IDC cannot be understood like a sort of extra-curricular activity or be limited to individual obligations. It should rather be integrated into all activities that characterize it. This means that the university should be institutionally involved in this role and support it with technical, human and financial means, avoiding to delegate tasks only to more socially conscious individuals and groups, or allowing it be considered simply as a moral option of an individual nature, alien to academic work and institutional activities. In short, universities should emphasize the identity and importance of IDC activities through their recognition as a statutory objective of university work, their inclusion in strategic plans, the creation of institutional bodies to promote and manage them, and the existence of tools and dedicated funds for their implementation.

UNIVERSITIES AND IDC: WHAT UNIVERSITIES HAVE BEEN DOING

Although the theme of IDC has long been on the agenda of government agencies, NGOs and institutions, in a number of Italian universities only in recent years it has begun to be viewed as an important aspect of the educational and research processes. Despite a variety of undergraduate and post-graduate programmes on development-related issues being quickly born, IDC's progression into university life has often been a slow process and no clear policy on IDC have been spontaneously generated. This can develop only by a series of organizational strategies, a central administrative agency is needed to coordinate, plan, manage, evaluate and monitor the various actions and, finally, programmes and international activities are only generated within a meaningful international framework of education, cooperation and interchange. Mobility, above all, is the area in which universities have incorporated international cooperation in their activities. It should be noted, however, that to have a significant number of foreign students coming from poor countries or to hold training courses on IDC-related topics does not necessarily mean for an institution 'to do' IDC. Moreover, the activity "international" is hardly perceived as an axis cross-cutting all the undertakings of the academic institution. More frequently it is seen as a space of action of the university, which does not connect directly nor visibly improve the quality of processes. Neither, in the end, there seems to be a clear definition of what the desirable levels of investment are or should be, based on the characteristics of institutional support projects and the benefits expected from the IDC. Instead, IDC is often perceived as an object of unnecessary expenditures, an obligation or merely an activity of prestige (for some), and certainly regarded as one of the least needed in times of budget cut-backs. A number of universities have successfully incorporated IDC in their institutional structure, have a dedicated office with a definite plan of action, and carry out a series of international activities. But can it be said that they really 'do' IDC? [9]

So, what are the reasons why universities have been weak in, or indeed absent from the whole system of IDC? Might it be because another actor filled their role? Is it perhaps a short sighted and distorted understanding of the institutional role and social responsibility of the university that prevented a more forward-looking and comprehensive interpretation of the true mission of the university? The academic institutions are well positioned for cooperation and technical assistance with all that this implies (i.e. research, development education, human capital formation, etc.), but they need to carve out a more important space in the arena of IDC and adopt a more committed and solidary approach than many NGOs have shown in the past decades. The question is how can they be supported to embark in such a transformation amidst the storm brought about by the current globalization process?

IDC AND THE INTERNATIONALIZATION OF THE UNIVERSITY

As globalization continues to evolve, universities are called upon to modify their policies and programmes to respond to the changing realities and avoid losing social relevance. A guided process of internationalization is widely viewed [10] as a way of helping them in this task. According to Knight, the internationalization of a university is "the process of integrating an international, intercultural or global dimension into the purpose, functions [i.e. research, teaching and services] or delivery of higher education at the institutional and national levels." [11: 21] The internationalization of higher education is however inevitably affected by different views of the world. On the one hand, it may be seen as the institutional process by which universities can compete on a global level to achieve a competitive advantage in the global market of higher education. Another way to see internationalization is as an example of global cooperation, of international and intercultural sharing in an ideal "global village". A third model of internationalization aims at social transformation through a critical analysis that rejects the supremacy of the market and recognizes the reality of marginalization of populations produced by the neo-liberal globalization. [12] Regardless their ideological position, the existence of different models indicates that universities are organizations based on values and, as such, able to facilitate a transformation of the social order. Be it explicit or implicit, the choice of the model is itself of great importance as it raises the question of the social responsibility of the university in its various expressions. It is apparent, for instance, that for the second and third model the concepts of cooperation, collaboration, solidarity, sharing and fairness are crucial.

The natural outcome for the universities engaged in a process of internationalization should be the development of a “global perspective”. According to the Development Education Association [13], acquiring a global perspective in education means becoming aware of the ties that exist between our lives and that of others in the global context; increasing the understanding of the economic forces, and social policies that affect our lives; developing the skills, attitudes and values that enable us to work together with other people from different countries and cultures in search of a more just and sustainable world. In short, the “global citizen” is one who sees the world and its inhabitants as interdependent and works to develop the capacity to promote its own interests as well as those of the most disadvantaged populations, anywhere. The Commission on the Education of Health Professionals for the 21st Century, chaired by the Dean of the Harvard University School of Public Health and the President of the China Medical Board, maintains that the root of the failure of medical education in creating this type of professionals is the poor attention of curricula to the ‘global dimensions of health’. Part of this ‘culture of indifference’ is reflected in the lack of awareness of the importance of the university as a fundamental social institution. [14]

Hanson [15] has explored the main issues related to how individual courses and their instructors might foster what she calls “engaged global citizenship”. Reporting on a 6-year outcome evaluation, she discusses the impact and potential of transformative pedagogies. Building on Paulo Freire’s pedagogy [16] whereby education is viewed as never neutral and having either an instrumental or an emancipatory purpose, she acknowledges that “if educators do not encourage the oppressed (or the learner) to question, to challenge, and to see the exercise of unjust power as problematic, they enable the oppressed to accept it, adapt to it, and engage in its reproduction.” And she asks, “How can educators in a university setting utilize both the internationalization process and their course curricula to catalyse personal and social transformation and foster global citizenship?” She quotes Bond and Scott [17] as arguing for a model of internationalization that may counter “a naive tendency toward the promotion of what they call intellectual tourism, involving the application of traditional academic knowledge and practice to new cultures with no attention to critical self-reflection or the discourse of development.” Educators are then encouraged to do more than create international placement opportunities or just use global examples.

What is needed is “not only culturally sensitive professionals or clinical practice, but also personal transformation and extended understanding of, and commitment to social change”, particularly in a field like medicine and health where renewed global emphasis is emerging on the social determinants of health, health inequities [18] and social accountability [19]. Such an approach calls for recognition of the reality that globalization leads to increased marginalization of significant groups of people around the world. This calls for a model of internationalization that is mainly about prioritising those research and educational activities that increase knowledge and awareness of inequalities both within and between nations. An internationalization that is “guided by principles of mutuality and reciprocity.” [20: 73]. Universities supporting social transformation models of internationalization should then introduce educational practices that facilitate learning outcomes beyond the walls of classroom learning and professional practice, and leaders and educators who work “tactically inside and strategically outside of the system”. [20: 85]

In conclusion, this model of internationalization may provide a fundamental contribution to universities wishing to engage into IDC equipped with a global perspective. On the other hand, abundant literature shows that exposure of teachers and students to field-based IDC creates new skills and generates special sensitivity to appreciate diversity, combating prejudice, manage change and the dynamics that shape society. [21] [22] [23]

CSI AND IDC

The Centre for Studies and Research in International and Intercultural Health (CSI) at the University of Bologna is an academic centre founded in 2006 by a small group of health activists unhappy about the pervasive lack of social commitment in medical practice and education. The aim of CSI is to reaffirm health as a “fundamental right of individuals and interest of the community” [24], to address the power relation between the medical profession and the community as a potent determinant of health, and to engage in working practices for addressing it. By adopting a self-reflective approach, the CSI has been explicitly developing counter-hegemonic methods, and providing a participatory, non-hierarchical academic workspace managed by unanimity, open to faculty, students, health professionals and anyone sharing common goals. Currently it is composed of more than thirty volunteers and scholars from different areas (public health, medical anthropology, economics, and other), is delivering a solid package of participatory and multidisciplinary teaching, and is engaged in community-based research in collaborations with health promoting institutions, at home and abroad. The main problems encountered are related to the conservative attitude of the faculty when confronted with the need for change; the difficulty of health professionals to effectively address in-house power relations; the obstacles perceived by physicians to embrace multi-methodological approaches and to work in multi-disciplinary teams.

As an academic body, CSI views research and teaching as a tool for social change and health promotion. CSI’s general approach to IDC is embodied in the title of an elective course, “The destruction of certainties”, offered only once and then incorporated into CSI’s regular teaching. In order to be able to support IDC, the argument goes, the university should, firstly, open itself to complexity. In the words of the sociologist Edgar Morin, “[T]he 20th century produced gigantic progress in all fields of scientific knowledge and technology. At the same time it produced a new kind of blindness to complex, fundamental, global problems, and this blindness generated countless errors and illusions, beginning with the scientists, technicians, and specialists themselves. [...] Fragmentation and compartmentalization of

knowledge keeps us from grasping ‘that which is woven together.’ [...] It means understanding disjunctive, reductive thought by exercising thought that distinguishes and connects. It does not mean giving up knowledge of the parts for Knowledge of the whole, or giving up analysis for synthesis, it means conjugating them. This is the challenge of complexity...”[25: 19] What is needed is a trans-disciplinary and multi-methodological approach, which relies on the contributions of both social sciences and humanities and natural and biomedical sciences. A model of internationalization that brings together an international network of practices for human development is most suited to provide universities with the tools necessary to address IDC’s current, complex issues such as global coordination, the power of “new global players”, donor dependence and the role of “beneficiary” national governments.

Secondly, teaching and learning in the university should be focused on “processuality”. Universities which have committed themselves to a meaningful IDC should be unwilling to propose their own, turn key outcomes to less endowed partners; they should rather join their partners’ experiences by participating, through teaching, research and field projects, to their struggle to reclaim their right for a self-directed, human-oriented development.

Thirdly, to suitably and credibly enter into equitable IDC with poor partner countries, most often former colonies, universities should make all efforts to denaturalize historical processes, and analyse their impact. The “aid system” is a case in point. As mentioned earlier, development aid to poor countries, often benevolently presented as IDC, is usually charitably given and thankfully received on the basis of solidarity, economic interests or political affiliation. What used to be a donors “hidden” agenda (i.e. mere self-interest) today is widely acknowledged and unashamedly disclosed. Less debated is, instead, the extent to which donors reflect on, feel accountable (on political, ethical and legal grounds) and conscientiously accept full responsibility also for the unintended effects of their well-intentioned interventions.

Fourthly, it is therefore paramount to deconstruct current IDC’s mainstream narrative in order to re-construct it with different type of knowledge. For example, IDC is often an instrument of creation of economic, political, cultural or simply healthcare dependence. This is where the role of universities would really be unique and priceless by, for instance (a) developing mechanisms to hold donors and powerful Northern partners into account; (b) providing knowledge and expertise to support national leaderships and strengthen local capacities; and (c) studying and learning from South-South collaboration both bi-laterally, between emerging powers and low-income countries, and multi-laterally, through clubs and coalitions, perhaps one of the least explored areas by academics. [26]

CONCLUSION

Linking his personal experience of deinstitutionalisation of psychiatric hospitals in Italy to that of IDC, Luciano Carrino, a former IDC official at the Italian ministry of foreign affairs, offers the following inspirational comment: “[It is important] to stimulate critical thinking, making it the main instrument of work and at the same time giving it a sort of ethical value [to refrain from being] complicit in inhuman acts and from falling into the deception of clichés and science. [...] The motivation for what we did first of all was ethical, but we also had the belief that, in this way, we would have approached more the ability to better treat the patients.” [27]

According to Carrino, building an international network of practices against social exclusion has political and technical values. A political value of the network is the fact that it serves to give strength to groups which, if not connected, would remain more easily unheard and vulnerable. His technical value is in the fact that today, more than ever, it is not enough to have the desire, the “good intention” [28] to help a community in trouble. Rather, people themselves must know what actions are actually able to change their situation. To empower them, IDC’s partners should know how to reduce their dependence on strong groups. What is important therefore is not to provide people with answers, but with the means to organize themselves and produce solutions to their problems by analyzing their own needs and set their own priorities through a participatory approach. The outcome of such a process is that partner communities regain confidence on their capabilities and build higher self-esteem. They realize that the solutions are in the community not in the IDC.

In order not to be reduced to a mere transfer of knowledge and technology or to a sterile, neo-colonial exercise of charity, IDC activities should be integral part of an internationalization strategy oriented toward social transformation and involving a process of “deconstruction” of the many clichés and stereotypes that make up the current, conventional “underdevelopment” and “development aid” discourse. Probably the most difficult task for universities engaging in this process is to build an institutional ethos and provide a learning framework to students and faculty as well “to keep awake critical thinking, to avoid fall into the illusion of having solved all problems, to be able to be irreducibly consistent, in action, with the ethical impulse that unites us all as human beings.” [27]

NOMENCLATURE

CSI	Centre for Studies and Research in International and Intercultural Health
IDC	International Development Cooperation
DAC-OECD	Development Aid Committee of the Organisation for Economic Co-operation and Development
ODA	Official Development Assistance
NGOs	Non-Governmental Organizations

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GLOBAL PARTNERSHIP, PARTICIPATION AND DEVELOPMENT COOPERATION: THE ROLE OF PUBLIC CONSULTATIONS LAUNCHED BY THE UNITED NATIONS IN BUILDING A POST-2015 GLOBAL AGENDA AIMING AT A MULTI-DIMENSIONAL AND MULTI-SCALAR DEVELOPMENT

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ABSTRACT

The MDGs represent a concerted project that gave birth to unprecedented synergetic efforts. Ever since their enunciation, they became the focus of political discussions and actions in the field of economic and social development, meetings and conferences were held regularly in order to reaffirm their importance, their effort and to evaluate the accomplished progress.

Among the Goals, the creation of a global partnership for development is often considered the weak link in the chain, whether in relation to the difficulties for the main actors of the cooperation for development policies to converge on common goals through constructive dialogue aimed at efficient and effective actions, or for the need to define new forms of cooperation that would start from the comparison and the involvement of the non-institutional actors of civil life. In this perspective, the UN urged the adoption of a public and a participatory process bottom-up aimed at analyzing the progress and the achievements in relation to the development and the elaboration of new proposals, in such a way as to shape the priorities by creating a stronger sense of belonging to the community. For this purpose, a series of consultations has been initiated to meet the request for greater participation in the formation of a new agenda for the post-2015 development, which is an innovation and an achievement for the adopted methods and for the aroused interest.

This research aims to analyze what the contribution of these consultations to the global debate is, which help to reveal people's priorities and to provide key inputs to the discussion of a post-2015 future development program. At the same time, it explores the potentialities of a synergic cooperation as the fundamental link between international development cooperation, decentralized cooperation and territorial cooperation, a source of renewal in the conception of development based on participation, rights and freedoms, strengthening territorial capacity in the global context and the creation of a network of exchanges that constitute the platform for the construction of new multidimensional development policies.

The Millennium Declaration stands for an agreed project which aims to create the foundation to construct a global interest in order to form a solid ground for future actions all over the world. During the last thirteen years, the MD and the Millennium Development Goals have represented the fundamental keys to political and economic debates that concern the development in the North and in the South. Conferences and Meetings were held regularly in order to confirm their caliber and their effort also to assess the achieved progress.

The eight Goals aimed to halve the rate of extreme poverty, to stop the spread of HIV and to provide universal primary education, represent a concerted project between all countries and major institutions in the world that have given birth to unprecedented synergistic efforts in order to satisfy the needs of the world's poorest. They were adopted by acclamation, through a procedural innovation - called "consensus" - that diverges from the United Nations' tradition who has always considered necessary that texts of this type were carefully prepared and discussed at length in the Commissions. Nevertheless they have not been exempt from criticism, sometimes even ferocious, like the one of the Egyptian economist Samir Amin, author of an irreverent article that disassembles, literally, the enthusiasms [1].

His critique at the limits of irony, begins with the observation that the procedure of adoption by consensus, outlines a change in the international balances, as the Global Triad would prove able to exercise its hegemony also on the UN. Even though the scope and value of the goals might, at first sight, appear unexceptionable to the economist, he dismantles them one by one, highlighting that they are not the result of an initiative of the poor countries, but of the three usual suspects assisted by the World Bank, the International Monetary Fund and the Organization for Economic Cooperation and Development. That simple fact, according to Amin, creates the doubt that this is an ideological cover for neoliberal initiatives; with hardly objectionable motives, however, he comes to the hypothesis that they are a subtle and a refined tool for the creation of an *apartheid* on a global scale, the extension of the liberal system, reproduction and an in-depth study of the global polarization.

If the extreme simplicity and conciseness of the objectives, on the one hand, led to an immediate impact on the

collective consciousness, on the other it is seen as one of the additional weaknesses, exacerbated by a reductionist approach and the difficulties of measurement.

An additional limit concerns the application of the objectives. They were conceived as targets of a global nature, which can hardly be carried out without an approach that would assess the specific territorial, cultural, economic and political conditions of each country. It seems to be imperative, therefore, to adapt the global objectives to national contexts and to make a global comparison on the basis of territorial surveys.

An additional factor, as mentioned, is that the monitoring and data collection create many problems especially in situations in which the statistical revelation systems do not appear adequate to evaluate the progress and to make comparisons.

Among the Goals, the creation of a global partnership for development is often considered the weak link in the chain, whether in relation to the difficulties for the main actors of the cooperation for development policies to converge on common goals through constructive dialogue aimed at efficient and effective actions, or for the need to define new forms of cooperation that would start from the comparison and the involvement of the non-institutional actors of civil life [2]. In this perspective, the UN urged the adoption of a public and a participatory process bottom-up aimed at analyzing the progress and the achievements in relation to the development and the elaboration of new proposals, in such a way as to shape the priorities by creating a stronger sense of belonging to the community. For this purpose, a series of consultations has been initiated to meet the request for greater participation in the formation of a new agenda for the post-2015 development, which is an innovation and an achievement for the adopted methods and for the aroused interest [3] [4].

In 2001 Kofi Annan, General Secretary of the United Nations at the time, launched within the framework of implementing the Declaration of the Millennium, one of the eight MDGs appears as a powerful tool to mobilize the international community and raise the public awareness about global emergencies. The global partnership for development remains one of the most central nodes to the achievement of other objectives. The themes behind the new system of partnership are fundamental, perhaps even more than it could have been predicted in 2000, nevertheless, as repeatedly pointed out by the UN, the connection between the various goals, the choice of the goals and the use of detection indicators are rather fragmentary. When the MDGs were set in 2000, the contribution of the private sector towards their achievement has not been fully understood, causing an impairment of the sensitivity and global responsibility towards their achievement by 2015.

Some of the most ambitious challenges, such as partnership and the adaptation of different goals to different local contexts, continue to commit the international community after 2015; other detectable limits correlated to the responsibility for the implementation certainly could have been avoided if a public, territorial and more inclusive consultation process had been carried out, before the enunciation of the goals themselves. The choice, in fact, even if preceded by a series of UN conferences, was an exclusive prerogative of a small group of politicians and academics [5].

For these reasons, the UN Secretary-General Ban Ki-moon called for a bottom-up and participatory process aimed at highlighting the priorities of the people, to create a greater sense of belonging and to find answers that reflect the aspirations of the people around the world [6].

Currently the national consultations are underway in 83 countries to whose governments, the UN provides support. Covering a wide range of subject areas and involving the people in most countries of the world, such consultations may provide key inputs for the discussion of future development programs. With the start of consultations three years before the MDG deadline, it is hoped that they will contribute to the efforts of the Member States of the United Nations to agree upon a framework for an actual, effective and efficient development. Finally, it is also hoped that the consultations could deepen and broaden the feedback and the actions of national governments by January 2016.

THE VARIOUS LEVELS OF ONGOING CONSULTATIONS

The national consultations, as mentioned, are underway in 83 countries, with the aspiration to reach 100 countries by the end of the 2013. Organized by the national headquarters of the UN, under the leadership of the Resident Coordinator of the United Nations, they saw the inclusion of many interested parts such as the governments, the civil society, the private sector, the media and the universities. The countries that were selected to participate are a representative sample of the different territorial dimensions. The following list shows the countries currently committed to this effort, but it does not preclude the support to other countries (Tab. 1).

Tab. 1 - Source: United Nations Development Group, The Global Conversation Begins.

AFRICA	ASIA AND THE PACIFIC	LATIN AMERICA AND THE CARIBBEAN	ARAB STATES	EASTERN EUROPE AND CENTRAL ASIA
Angola	Bangladesh	Bolivia	Algeria	Albania
Benin	Bhutan	Brazil	Djibouti	Armenia
Burkina Faso	Cambodia	Colombia	Egypt	Azerbaijan
Burundi	China	Costa Rica	Iraq	Belarus
Cameroon	India	Cuba	Jordan	Kazakhstan
Cape Verde	Indonesia	Dominican Republic	Morocco	Kosovo ⁴⁹
Central African Republic	Iran	Ecuador	Sudan	Kyrgyzstan
Côte d'Ivoire	Mongolia	El Salvador	Yemen	Moldova
Democratic Republic of the Congo	Pakistan	Guatemala		Montenegro
Ethiopia	Philippines	Honduras		Tajikistan
Gabon	Papua New Guinea	Jamaica		Turkey
Gambia	Samoa	Peru		Serbia
Ghana	Solomon Islands	St. Lucia		Turkmenistan
Kenya	Sri Lanka	Suriname		Ukraine
Liberia	Thailand	Uruguay		
Mali	Timor-Leste			
Malawi	Viet Nam			
Mauretania				
Mauritius				
Mozambique				
Niger				
Nigeria				
Rwanda				
Senegal				
South Africa				
Tanzania				
Togo				
Uganda				
Zambia				

Thematic consultations were polarized on 11 topics covering the main challenges in terms of sustainability: conflict, violence and disasters, education, energy, environmental sustainability, food security and nutrition, governance, growth and employment, health, the fight against inequality, population dynamics, and water (Fig. 1).

Thematic Consultations

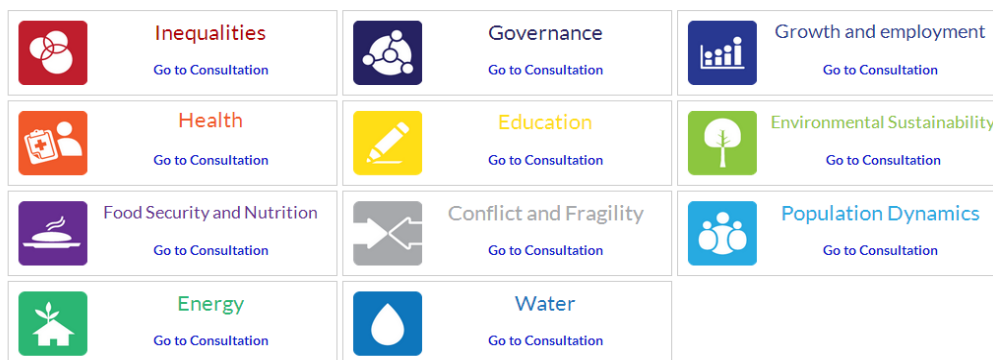


Fig. 1 - Source: www.worldwewant2015.org.

Some thematic discussions are accompanied by action-oriented initiatives, such as energy sustainability; at the same time, recent developments in the field of measurement have allowed great strides. Many have commissioned background papers by people from a cross-section of the globe, while the majority has undertaken a series of e-discussions and held meetings of “leadership” to convene leading thinkers in various fields around the world. Table 2 contains a complete description of the 11 thematic discussions’ process.

Tab. 2 - Source: United Nations Development Group, The Global Conversation Begins.

THEMATIC CONSULTATION	CO-LEADERS	SPONSORING OR ASSOCIATED GOVERNMENTS
Addressing Inequalities	UNICEF and UN Women	Denmark and Ghana
Conflict, Violence and Disaster	UNDP, PBSO and ISDR	Finland, Indonesia, Liberia and Panama
Education	UNESCO and UNICEF	Canada, Egypt, France, Germany, Mexico, Senegal, South Africa and Thailand
Energy	UNIDO, DESA and World Bank	India, Mexico, Norway and Tanzania
Environmental Sustainability	UNEP and UNDP	Costa Rica and France
Governance	UNDP and OHCHR	Bangladesh, Brazil, Egypt, Germany, Philippines and South Africa
Growth and Employment	ILO and UNDP	Japan
Health	UNICEF, WHO	Botswana and Sweden
Hunger, Food Security and Nutrition	WFP and FAO	Colombia and Spain
Population Dynamics	UNDESA, IOM, UNFPA and UNHABITAT	Bangladesh and Switzerland
Water	UNICEF, DESA and UN Water	Hungary, Jordan, Liberia, Mozambique, The Netherlands and Switzerland

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A global online conversation is taking place on the site worldwewant2015.org, on Facebook and other forums in various countries, as well as through the investigation “my world”, that enables individuals to rank their priorities. Through online and offline methods, the site asks the people about which of the 16 problems would lead to a change in their lives, offering also to the interviewees the ability to write suggestions. The 16 options were identified through existing research and voting exercises that cover the existing MDGs as well as sustainability, security, governance and transparency issues (Fig. 2; Fig. 3). The initiative has been developed by the United Nations with the support of more than 230 partners around the world.

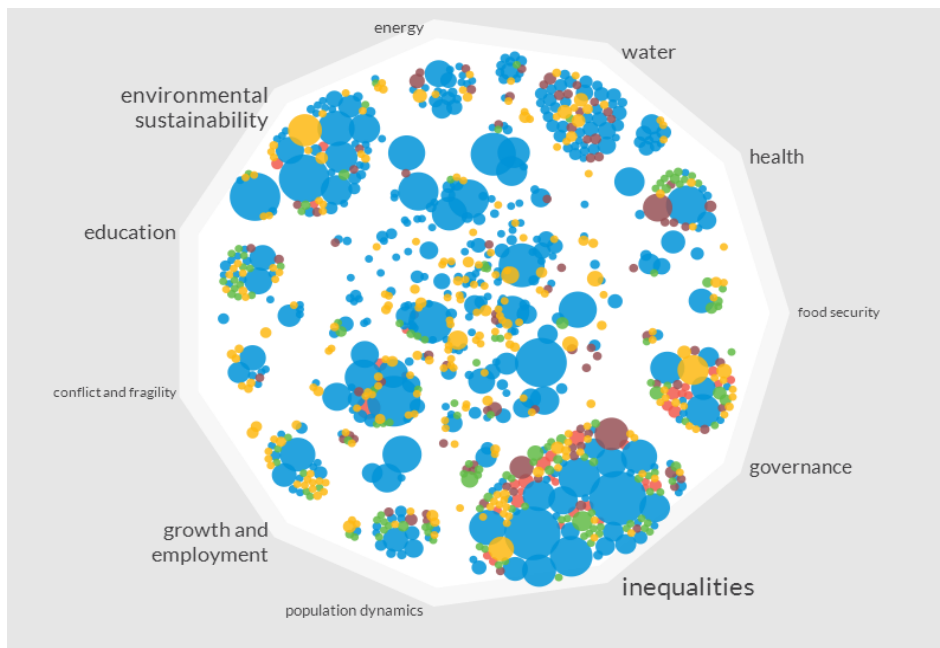


Fig. 2 - World trends. Source: www.worldwewant2015.org.



Fig. 3 - Source: www.worldwewant2015.org.

THE TERRITORIAL SCALE OF CONSULTATIONS

In order to create a common basis for consultations and implement participation and inclusion at the national level, the Task Team of the UN has provided to national governments a set of guidelines that has been adapted to national contexts. Country Teams of the UN, of governments and of civil society partners have designed their consultations on the basis of stakeholder groups, involving, therefore, groups that usually do not participate in political discussions [7]. A prime example is provided by Iran where the consultations have seen as participants teachers' associations, women health workers, Shora Yari volunteers in Tehran Municipalities, Education and Social Work research institutions and student organizations, among others, to reflect the concerns of the most vulnerable part of the population represented by children living and working on the streets and drug addicts [8] (Fig. 4).

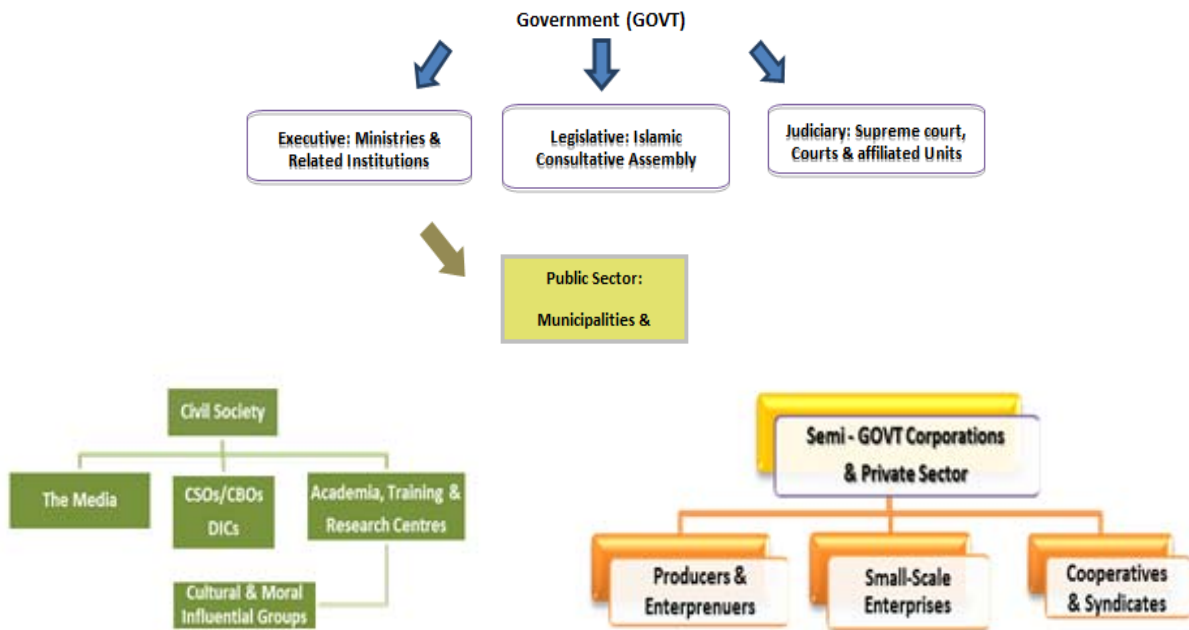


Fig. 4 - Source: Iran_DOCX_Post 2015 Final Report (12 June) - post MFA DoE comments - final ver 1, www.worldwewant2015.org.

CONSULTATION RESULTS

Priorities for the Global Development agenda:

- Peace, Tranquility & Security – End to Hostilities
- Supportive Socio-Economic Development – Decent Jobs
- Regional Targets
- Sustainable Development

In India, civil society, trade unions and industry cooperate with the government for the elaboration of answers about the needs of the population. Turkmenistan involved in the national consultations, also, entrepreneurs, farmers, youth and even the disabled. In Ecuador and Peru, the UN teams have drawn especially the attention of children, youth, women and people living in the Amazon region, or those groups usually excluded from the definition of the agenda of development and planning processes. Other examples relate to realities such as Turkey and Bangladesh, where consultations with stakeholders have identified the issues on which polarize discussions on the basis of previous conversations of public policy. It should be added that many countries (Jordan, Moldova, Serbia and Uganda) are using innovative methods to raise awareness such as SMS or media platforms like Google, Twitter and Facebook to involve as many people in the consultations. National consultations tend not only to fuel the debate and implement global post-2015, but they are also leading to decentralized actions of adaptation of global issues through national development strategies as occurred in Honduras and Albania, where governments are interested in using the results of consultation to inform future national development strategies. Then, the case of Bhutan appears emblematic; national consultations are implementing discussions that are already afoot about the concept of Gross National Happiness, using the results to make it even more relevant to specific regional assessments about the citizens' happiness.

THE REGIONAL CONSULTATIONS ON THE NEW DEVELOPMENT AGENDA

The regional commissions of the United Nations and other UN partners, as mentioned, have activated a series of consultations with representatives of the government, the civil society, the private sector and the academic world. The consultation process is slower in Asia and in Africa. From data provided by the UN Economic Commission for Africa three sub-regional consultations in Accra, Ghana, Mombasa, Kenya, and Dakar, Senegal have been convened. At the same time for Asia and the Pacific, sub-regional consultations have been set up on the MDGs and prospects in Almaty, Kazakhstan, for Central and Eastern Europe, in Nadi, Fiji, in the Pacific, Bangkok, Thailand, for the South-East Asia, and Dhaka, Bangladesh, in South Asia. The Economic Commission for Latin America and the Caribbean, along with the Government of Colombia and the Regional UNDG, held two consultations in Bogota to take stock of the MDGs and to outline future development scenarios. What is important, for our purposes, is that these dialogues concerned:

- consultations with civil society;
- consultations with the private sector, including those coordinated by the Global Compact;
- research carried out by focus groups in all parts of the world, including Southern Voice, the Overseas Development Institute, Brookings Institution, North-South Institute, Korea Development Institute, International Centre for Governance Innovation and the World Resources Institute;
- consultations led by the High Level Group of the Secretary General on Agenda post-2015 development with the civil society, the private sector, the industries and the youth;
- the search for solutions for the sustainable Network Development Solutions;
- consultations planned by the Cities and Local Governments.

THE SITUATION IN EUROPE

Governments, civil society groups and UN bodies across Europe are conducting consultations on the agenda post-2015 placed on the development agenda. The European Task Force Beyond 2015 campaign, which reunites almost 200 organizations, supports national resolutions of Denmark, Finland, Ireland, the UK, Spain and France. Further consultations are planned in Netherlands, Italy and Baltic States. At the end of 2012, the European Commission conducted an online survey that gathered input from more than 100 organizations of the civil society on the benefits of the Millennium Development Goals, the feasibility, the potential field of application and the shape of a future order of the day. As part of a major consultation on the development policy of France, between November 2012 and March 2013, the French Ministry of Foreign Affairs also organized a consultation on the post-2015 development agenda. National Committees for UNICEF in the United Kingdom, Germany and Belgium are conducting online and in person consultations. For example, UNICEF UK has pledged 600 young people under the age of 25 between December 2012 and February 2013. The United Nations Millennium Campaign in Spain has also conducted a consultation with 400 people representing 100 organizations of the civil society (Fig. 5).

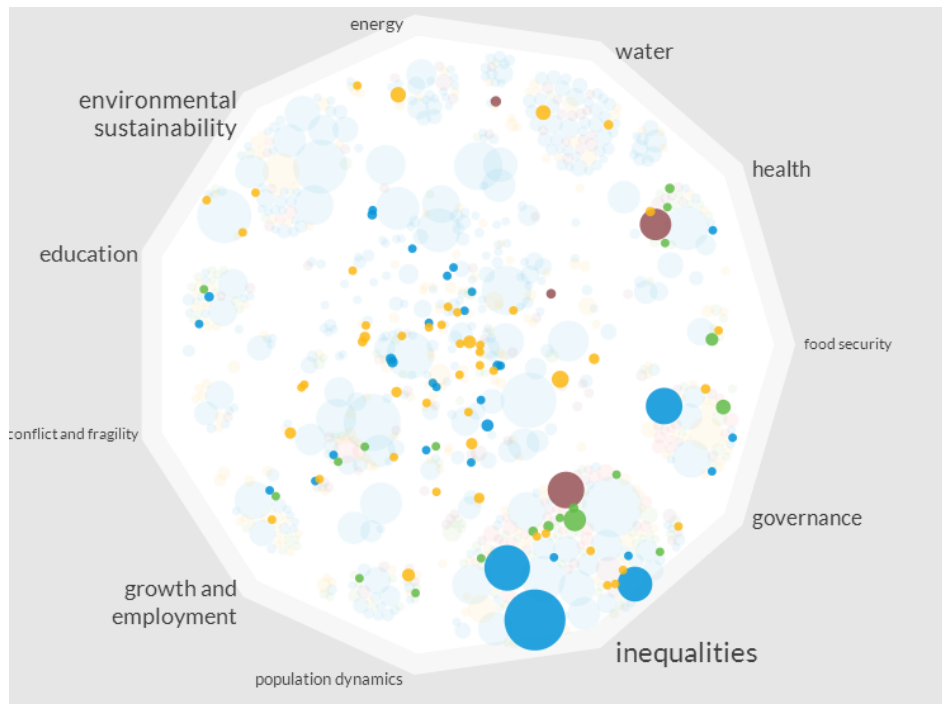


Fig. 5 - Europe trends. Source: www.worldwewant2015.org.

GLOBAL CONSULTATIONS

All these processes are expanding the space for an unprecedented global discussion, which allows the sharing of different points of view in order to reach an understanding not only of priorities, but also of the areas of consensus and the means of implementation and measurement of development aims. This must imperatively, in our opinion, be taken into consideration by representatives of individual states that are preparing to intensify intergovernmental negotiations near the end of 2015.

The consultations started in September 2012 by the UN involved approximately 200,000 persons in most countries of the world [9]. The global conversation online www.worldwewant2015.org is growing day by day, with 3,000 persons who actively contribute and over 50,000 members. At the moment these online consultations have reached more than 1 million persons. The peculiarity of these online consultations is the scale, because the contribution is voluntarily outside city, regional or national contexts, and it concerns global and general perspectives. The data provided by the organization indicate that about 130,000 persons have contributed to the national dialogue, of which nearly 50,000 in Eastern Europe and Central Asia and more than 20,000 in the Asia-Pacific region. For example in Uganda only 17,000 took part in U-report, a free SMS based service, designed to give Ugandan youth the opportunity to express their opinions on the main issues. It is important to note that in most countries people of urban and rural areas participated, with a good gender balance. In Jordan, for example, out of 1000 persons engaged in consultations, 43 percent live outside the capital, and 45% are women.

In addition to the websites consultations on access to water, health and education have given rise to discussions in all regions. The central challenge of the post-2015 development program of the United Nations is to ensure that globalization becomes a positive force for all the peoples of present and future generations in the world. In our opinion, globalization offers great opportunities, but its benefits are currently shared unequally. The constant race to the increase in material well-being and GDP threatens the resilience of ecosystems. The persistence of inequality and the struggle for resources are key determinants of growing conflict in many regions of the world. At the same time poverty, hunger, lack of access to water resources, insecurity and violence are key factors that hinder human development and efforts to achieve sustainable development from the economic, human and social point of view [10] [11].

The interdependence of the challenges that they face needs a new, more holistic and multidimensional approach. As evidenced by the reports of the UN Task Team on the Development Agenda post-2015, the fundamental issues are:

- a vision for the future that is based on the fundamental values of human rights, equality and sustainability.
- The definition of the ultimate goals and concrete objectives, reorganized according to four fundamental dimensions characterized by a more holistic approach:
 - o inclusive social development;
 - o inclusive economic development;
 - o sustainability;
 - o peace and security.

In the realization of the “future we want for all”, a coherence policy seems to be fundamental on a global, regional, national and sub-national scale. Beyond the global aims, a large space for designing national policy and especially the adaptation to local conditions is needed, without omitting an overview and the fundamental principles. Recently the UNDP has focused attention on development through a new approach called Decentralized Governance for Development (DGD), assuming that local development as an important factor of progress towards the achievement of the Goals of the Millennium, since - here it highlights the difference of the meaning- it is not only a local development, but a process that capitalizes on the comparative and competitive advantages of the territories, mobilizes the specific natural, economic, social, political and institutional resources, and it is integrated into national development strategies; in this perspective, decentralization, local governance and participation are the key concepts for the promotion of a balanced development and for the adoption of efficient and effective policies [12] [13].

The program of post-2015 development of the United Nations should be conceived as a global agenda with shared responsibilities for all countries. As a result, the Global Partnership for development would also need to be redefined towards a more balanced approach between all development partners that will allow a real change based on equity and sustainable development. This should also lead to reforms of global governance mechanisms. It is still too early to define concrete goals and targets for the post-2015 development program of the United Nations. In addition, the initiated inclusive consultations are still in course and they will be fundamental to the definition of a shared vision [14].

The immediate challenge is to reach consensus on a development that meets the needs of present and future generations, that is able to define clearly the priorities and that would provide the basis for aid and guidance for coherent policy on a global, national and regional scale.

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