

PROVISIONAL SYNTHESIS
FORUM FOR THE CROSS-EVALUATION OF PROPOSALS
FOR A RESPONSIBLE, UNITED AND PLURAL WORLD

SYNTHESIS OF THE FOUR POLES

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PROVISIONAL SYNTHESIS
FORUM FOR THE CROSS-EVALUATION OF PROPOSALS FOR A RESPONSIBLE,
UNITED AND PLURAL WORLD

PROVISIONAL SYNTHESIS OF THE PROPOSALS OF 35 TEXTS

1. CROSS-SYNTHESIS OF THE HUMANITY AND BIOSPHERE POLE (HBP)

1.1 INTRODUCTION:

This synthesis has been produced with the evaluations made of 7 of the texts of the Humanity and Biosphere Pole out of a total of 11.

The proposals evaluated and included in this synthesis are of the following texts:

"07. Privatisation of Life"

"15. Water Supply Governance"

"17. Saving our Soils to Protect our Societies"

"18. Food, Nutrition and Public Policies"

"20. Food Safety and Sovereignty and Sustainable Agriculture" (that synthesised the papers "Food Safety", "Sustainable Agriculture" and "WTO and Agriculture"),

"22. GMO and Agriculture"

"23. Industrial Ecology"

The 30 most favourably evaluated articles of these texts have been selected, to which 4 articles suggested by the forum participants have been added.

The texts of the Humanity and Biosphere Pole on "Energy", "Time and Sustainable Development", "Land Reform" and "Forests" have not yet been submitted for evaluation.

1.2 MOST FAVOURABLY EVALUATED PROPOSALS

HBP. I. On the Natural Resources that Sustain Life

HBP.01. Water is an inalienable right for every human being. Water is an asset common to man. Water is also a social and economic asset. Any governance of the water supply must contain a social section as nobody should be deprived of water due to their inability to pay for it. (15.01.)

24	1	0	0
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HBP.02. All levels of water supply management are necessary and independent. Transparency and democratic and effective participation -notably of women and minority groups- must be part of any water supply management. Ethics must govern all management of the resource and anything which comes into contact with water. (15.02.)

22	3	0	0
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HBP.03. The management of a shared water supply, common water zones and water catchment areas must be reinforced by regional co-operation and by an appropriate, fair and equitable legal structure.

The integrated approach to the catchment areas must take into account the needs of irrigation and those of towns, jointly and not separately as is often seen to be the case. Equipment must be sought to bring about an economy of water and to increase its efficiency in irrigation systems and industrial processes. (15.03.)

22	1	0	2
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HBP.04. Water is vital for the practice of active subsidiarity, in the fundamental decision making and in granting those without the right to speak. Its governance starts an inverse globalization being based on unity.

The traditional knowledge of the communities concerning water should be restored and taken into consideration on the occasion of any project and any new implementation. (15.04.)

20	2	0	3
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HBP.05. The governance of a water supply must be guided by the principles of sustainable development. It must respect the requirements of all living creatures on earth just as it must preserve the interests of future generations. Science and technology must be used to meet the requirements of the communities both in the fields of drinking water supplies and sanitation facilities. Science and technology must be applied whilst respecting and restoring local knowledge. (15.06.)

25	0	0	0
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HBP.06. Western countries with a mild climate and adequate water supply buy oil from desert countries in exchange for money which returns to the banks of the western countries. In these cases, it should be agreed that at least a part of this oil is exchanged for water. (Article suggested by a participant for proposal 15.)

HBP.07. All governance of a water supply must promote a society economical with water. It must watch over the harmonization of the values relative to water for a better co-operation between nations and organize the various levels of governance with a view to best assure compatibility between unity and diversity. It must promote education in connection with water, and make the general public more widely aware of water economy and resource conservation. (15.07.)

25	0	0	0
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HBP.08. The large ecosystems which produce water, especially mountains and forests, must be environmentally protected and considered areas of important interest for humanity, including their indigenous peoples. Policies of economic support must be established for the countries owning these areas, which should be considered financial assets so that they can be appropriately protected without involving any kind of loss of sovereignty or debt. (Article suggested by a participant for proposal 15.)

HBP.09. THE REHABILITATION OF SOIL IN POPULAR CULTURE. In the domain of conventional education, to set up teaching systems that ensure an adequate knowledge of soil, indispensable for all citizens of the planet. This teaching should be built on the fact that soil is a natural body and cultural heritage fulfilling basic functions. (17.01.)

22	1	0	0
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HBP.10. In the domain of popularization and public awareness, to set up and monitor innovative educational practices based on the concept of diversity: drawing from the range of knowledge, taking account of the multifarious of teaching, information and communication resources, and continuously adapting the process to changing situations. (17.03.)

22	0	0	1
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HBP.11. To introduce incentives and enforce regulations and laws based on a broad participatory process involving all stakeholders, including the policy makers and authorities, as well as producers and land users themselves, the scientific community and civil society.

Regulations are nearly always implemented by administrative units but considerations should as far as possible be based on geographical units such as watersheds or landforms. (17.06)

21	2	0	0
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HBP.12. To establish a set of binding rules, such as an international convention on the sustainable use of soil and on land management. The ratification by all states of such an instrument is not only desirable, but also urgent. (17.10.)

22	0	0	1
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HBP.13. To relate soil and international trade: to mention soil and impact on soil in all regional and global negotiations on trade and to introduce the topic of soil into the processes that lead to making regional and international trade agreements. (17.11.)

22	1	0	0
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HBP.14. To relate soil and human poverty: to encourage all initiatives aiming at poverty alleviation world-wide. Priority in financial support should be given to projects that target smallholders. (17.12)

22	1	0	0
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HBP.15. HUMAN SOLIDARITY TO SAVE A WORLDWIDE HERITAGE

With regard to global cooperation to protect soil against degradation: to establish soil information networks. (17.14.)

22	1	0	0
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HBP.16. To mobilise funds for soil conservation, restoration, improvement and where practicable creation. One can imagine the initiation of a World Soil Fund from which volunteers and financial donors would support activities leading to the improvement of the soil situation world-wide. (17.15.)

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HBP.17. To raise awareness of environmental NGOs to the fact that soil is a key component of the environment. It should be one of the major items that they address in their fieldwork. (17.16.)

21	2	0	0
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HBP.18. Support must be given to the beliefs of communities and countries that have demonstrated a solid ethical position against patents on living material and natural processes, such as the WTO's African group, and countries that are trying to impose compulsory licenses, such as in the field of medicine (i.e. South Africa). (07.05.)

22	3	0	6
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HBP.19. The regulation of access to biological resources must be promoted, as well as the means for a country to choose a national "sui generis" law that protects the innovations of local communities and is consistent with the Convention on Biological Diversity and the FAO's International Engagement.

This legislation authorises traditional agricultural practises, and includes the right for farmers to sow their seeds and commercialise former varieties. The model legislation of the Organization of African Unity (OAU) can be taken as example. (07.09.)

23	5	0	3
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HBP II. On Economic Production and Public Policies Related to the reproduction of Human Life

HBP.20. Industrial development at a local, regional or national level must incorporate a systemic approach, such as Industrial Ecology, if it is to be effective. Economic development policy needs to be based on an accurate knowledge of the resource flows within an area so that spatial planning, choice of industries and residential and commercial activities are organised so as to use the available resources in the most efficient manner possible. (23.18.)

14	1	0	0
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HBP.21. Diversify agricultural crops to encourage production of foods rich in micronutrients – vegetables, fruit, pulses – while respecting the environment and food safety regulations. (18.10.)

20	0	0	0
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HBP.22. Introduce nutritional quality objectives in industrial production and institutional catering – less salt, sugar and fat, and more micronutrients and dietary fibre. (18.11.)

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HBP.23. Produce food labelling that is objective, complete and easy to understand. (18.15.)

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HBP.24. Strengthen national, regional and international legislation. It is important to use as reference the Protocol on Biosecurity of Carthagera, which

recognises the principle of precaution concerning cross-border movements of all GMOs. Therefore the Biosecurity Protocol must be written into national and regional legislation (the application of labelling showing entire processing procedures) and the application of zero-tolerance for traces of GMOs in agricultural products. (22.04.)

18	4	0	1
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HBP.25. Introduce legislation and/or other measures to encourage respect of the right of the individual to food and nutrition. The first step could be the adoption of the "International Code of Conduct on the Human Right to Adequate Food"; it implies a movement to dealing with nutrition in terms of human rights. Introduce monitoring procedures to ensure the right to food and nutrition is fulfilled. (18.04.)

19	1	0	0
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HBP.26. Strengthen public regulations and controls concerning:

- Agricultural and industrial food production to ensure food is of satisfactory quality - from the point of view of nutrition, hygiene and flavour - while at the same time respecting the environment;
- Labelling of foods to ensure the consumer has access to objective information;
- Food advertising particularly that aimed at children;
- Introduce nutritional surveillance at the national or regional level depending on the political and administrative structure of the country concerned.

(18.05.)

19	1	0	0
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HBP 27. *Certify the food produced in regions of environmental value and provide tax incentives to the ecological producers as a form of reverting resources for the protection of fragile ecosystems or of high biodiversity and their populations.* (Article suggested by a participant for proposal 18.)

HBP.28. Urgent food safety policies are essential, but they necessarily have to cover elements linked to the structural transformation of the conditions which gave rise to the situations from which they are derived. (20.02.)

14	1	0	0
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HBP.29. Promote that a maximum number of countries ratify the Protocol on Biosecurity of Cartagena to have any force. It sets out procedures for prior agreement, in full knowledge, for cross-border movements of GMOs. This requires the explicit consent of the importer before the GMOs can be imported. However, it is necessary to acknowledge the supremacy of the Biodiversity Convention, which provides the framework for the Cartagena Protocol, on WTO agreements. (22.02.)

21	1	0	1
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HBP.30. It is also necessary to introduce a clause invoking the overall responsibility of GMO producers regarding the health of consumers and damage to the environment, applicable world-wide. (22.03.)

22	0	0	1
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HBP.31. Develop information systems that are completely independent from multinational corporations and political powers. (22.05.)

22	0	0	1
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HBP.32. Promote an independent public research for sustainable agriculture without GMOs. Opening up public research to societal concerns by promoting forums for dialogue with researchers. (22.06.)

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HBP.33. Set up wide alliances that bring together consumers, farmers, and public researchers. (22.07.)

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HBP.34. *Develop programmes and pedagogic and practical actions for crops, livestock and food transformation: community gardens, school orchards, leisure farms, etc.* (Article suggested by a participant for proposal 18.)

2. CROSS-SYNTHESIS OF THE GOVERNANCE AND CITIZENSHIP POLE (GCP)

2.1 INTRODUCTION:

This text has been produced with the evaluations made of 5 texts of the Governance and Citizenship Pole out of a total of 14.

The proposals evaluated and included in this synthesis are of the following texts:

"04. New Bases for a Legitimate World Governance"

"05. Inhabitants' Organisations"

"30. Territory, the Place of Relations: towards a Community of Links and Solidarity"

"31. State and Development"

"32. European Continent"

The 30 most favourably evaluated articles of these texts have been selected, to which 4 articles suggested by the forum participants have been added.

The texts of the Governance and Citizenship Pole on "Social Leaders in the 21st century", "Network of the Military on the Construction of Peace", "Arms Industry Conversion", "Network of Fisherfolk", "Network of Farmers", "Principles of Governance in the 21st Century", "Human Rights and World Governance" and "Urban Violence" have not yet been submitted for evaluation.

2.2 MOST FAVOURABLY EVALUATED PROPOSALS

GCP I. On World Governance

GCP 01. The issue of world governance is no longer simply a question of relations between sovereign states. (04.01.)

40	5	0	1
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GCP 02. For the new regulations to be accepted by the world's peoples, they must be seen to be legitimate, with clear objectives and to apply to rich and poor countries alike. Moreover, their definition and control requires the participation of all peoples. (04.04.)

41	4	0	1
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GCP 03. World governance requires common foundations:

a) common objectives: sustainable development, reduction of inequalities, peace;

b) a common ethical basis: the Universal Declaration of Human Rights and the Charter of Human Responsibilities.

These are the foundations on which it is possible to define the areas of action by the international community, since the hierarchy of norms and standards apply to every area (trade, the environment, health, security, etc.), and to the great world causes in which both states and multilateral institutions must co-operate. (04.06.)

40	5	0	10
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GCP 04. An international community conscious of its unity and diversity must emerge in order to break away from the present system of relations between states. This community does not simply consist of co-operation-competition between "blocks". It is composed of relations between social and professional "milieus" that occupy very different positions in society and the economy. (04.07.)

41	3	0	2
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GCP 05. Rethinking governance also means rethinking the "social contract" that links different "milieus" with the rest of society, with every social and professional "milieu" claiming its rights but acknowledging its responsibilities vis-à-vis the others. (04.08.)

39	1	0	6
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GCP 06. This puts an end to the black and white division between public actors that manage public interests and private actors that serve private interests. Most importantly, a private actor whose activity has an impact on the public therefore takes on public responsibilities. (04.13.)

33	8	0	5
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GCP 07. A world public arena must be built and community debates encouraged to ensure the emergence of an international community and democratic world governance. The democratic use of Internet could be a powerful tool to this end. (04.16.)

37	9	0	0
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GCP 08. Organised civil society constitutes the counterbalance required, in particular by calling governments to account and contributing to a permanent audit of multilateral institutions. (04.17.)

39	5	0	2
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GCP II. On National and Local Territorial Governance

GCP 09. The State should be considered as a link in the chain of governance: the role that the State should play in development can no longer be considered as a strictly national issue. We must abandon the idea of absolute sovereignty which is now obsolete. The activities of multi-national corporations, transnational trade and the economy on which international delinquency is based are evidence against absolute sovereignty. There is a difference between State representation and reality. (31.01.)

18	3	0	0
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GCP 10. The State is inadequate and essential at the same time, because issues are no longer considered in terms of national intervention but in terms of adjustments between territorial hierarchies because of the difference between the scale of the problems (increasingly global) and the scale of competences (national territory, where democracy is exercised) (Trans-

border co-operation on a regional scale between different countries, world-wide environmental regulations). (31.03.)

18	3	0	0
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GCP 11. *At each level of public representation, the accumulation of mandates must be strictly limited or directly prohibited. In keeping with this same spirit, the renewal of a mandate must be established as an exception which can only be justified with an "exceptional" balance.* (Article suggested by a participant for proposal 04.)

GCP 12. The State is no longer the only responsible public institution that affects public interest. The State is not the only regulatory agent. The activities of a large number of private organisations affect the public field (multi-national corporations, NGOs, etc.). It is also true that some States, under the influence of private groups, are not working towards the common good. Therefore, there is an urgent need to judge the private sector and the NGOs by their impact and not by their objectives. The public and private sectors are not opposing, but complementary, forces. (31.04.)

19	2	0	0
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GCP 13. The State continues to be essential with regards to solidarity and the redistribution of wealth. If the State abandons its role as entrepreneur, it is with a view to reviewing major social infrastructures: national solidarity, education, redistribution of wealth, health care, education. It should co-operating and establishing a real dialogue with civil society and with the agents in different fields. (31.05.)

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GCP 14. Development can not be purchased: it is based on experience, personal abilities, learning and knowledge. Development does not only imply building modern infrastructures, industrial units and effective telecommunication systems. Development is based primarily on the mobilisation of the population and the assessment of its potential within a long-term global vision. Positive development experiences have shown that anchorage to the past and local experiences related to external activities create innovation-

oriented dynamics. These processes function when they are supported by the State. (31.06.)

18	3	0	0
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GCP 15. Invent a "territorial" approach in the fight against poverty and exclusion; encourage co-operation between all the parties concerned by the territory together with participation by all citizens (30.01.)

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GCP 16. Go beyond technocratic management and sector-based approach to territories, rediscover an integrated approach, and develop co-operation and the tools of participation so that everyone has an opportunity to express himself.

- Optimise a territorial approach to development.
- Promote liberty of association, thought, information and expression, by all means available.
- Set up free elections - voting rights for all native persons or persons who are durably established in the country.
- Recognise inhabitants' rights to administer the resources in their environment themselves.
- Set up conditions for participating in group decisions, for each social group and each person concerned.
- Give support to real participation by all social groups including the poor, insolvent and migrants.
- Enable diversity to express it, respecting minorities and the weak.

Pass from a delegation process to a co-operation process. (30.02.)

19	2	0	0
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GCP 17. *It is useful to evoke the experience of the participatory budgets which are a very interesting advance in the direct involvement of the inhabitants in directing city affairs. But there are many other experiences which must be the source of learning and several method elements to adapt them to the very different and complex realities of the different countries.* (Article suggested by a participant for proposal 05.)

GCP 18. Make exchange fluxes inside and outside territories transparent and discover indicators that are more reliable than the GNP.

- Draw up eco-balances for all consumed objects and materials.
- Develop territory piloting systems for controlling the use of natural goods and consumption.
- Implicate citizens in defining local indicators and objectives.
- Develop independent expertise.
- Develop comparative indicators (local/local and local/global.)
- Develop *quality of life* indicators (30.08.)

21	0	0	0
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GCP 19. For a better quality of life: produce, dialogue, travel and consume differently by respecting eco-systems and cultures. (30.09.)

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GCP 20. For better local roots and consuming in a way more compatible with natural environment.

- Give priority to satisfying local requirements.
- Introduce the efficiency revolution: reduce the proportion of raw matter per article
- Optimise heritages of the past, notably knowledge and expertise.
- Products adapted to local beliefs, to local customs, traditions, culture and religion.
- Stop investing which give no support to forms of local development and which don't have their roots in existing structures.
- Equitable work conditions. Fair prices and fair wages.
- Production in harmony with the seasons, and differences in climate and in crops.
- Recognise immaterial needs in industrialised societies and stop replacing them by merchandise.
- Consume responsibly.
- A vocation for southern continents areas, more than merely feeding the inhabitants of the North- dwellers and keeping them happy.
- Ecology and urban agriculture.

- Control over the big companies: seeds, territorial enclaves, labour employment conditions.
- Reduction in monocultures and exporting crops just to earn foreign currency.
- Stop producing harmful drugs intended for traffic.
- Ecological limits to means of transport and a reduction of its pollution: consume local products, promote public transport and developments for pedestrians, cyclists, trams...
- Provide access to mobility for all social levels (30.10.)

21 0 0 0

GCP 21. Demands made on companies to adapt themselves to a system of social dialogue.

- The company as a participant in local contexts and not solely as a place for economic production.
- Efficiency and ethical, ecological and social responsibility for companies and communities
- Interdependence of productive, social and cultural sectors
- Cultivate sharing and exchanging
- Halt speculation and all means of becoming richer that are not connected to productive work.
- Put a brake on virtually activities and sales of needless products. Requirements clause.
- Ban advertising. Reduce the influence of fashion.
- Durability of products. Repairing. Recycling.
- Put a brake on company nomadism. (30.20.)

20 1 0 0

GCP III. On Citizenship

GCP 22. For the State to be legitimate as well as legal, it should obtain a global view of the society of which it is part. We also need to ask ourselves the following question: what is the present meaning of citizenship? There isn't an exclusive citizenship. There are plural citizenships that depend on

each individual's history. Citizenship depends on civic education, and on the opportunity that individuals have to belong to society as persons and not as mere economic agents, and to fulfil themselves, for themselves and for others, beyond the perspective of material benefits. (31.09.)

21 0 0 0

GCP 23. A new concept of citizenship. Until recently, the "citizen" placed his or her confidence regarding many situations in disinterested and uncontested experts: doctors, teachers, farmers, political leaders. Today these institutions and persons should accept reconsidering their roles, seeing them contractually rather than as a mission. In return, it is obvious that citizens must take on more duties. Citizens will have a voice in their own destinies, with no more clerks to speak in their name (32.02.)

15 0 0 0

GCP 24. *Beyond the necessary role of the collective movements and the institutions, it is necessary to point out the importance of individual and citizenship responsibility that is also exercised through the act of consumption (at a global level). For instance, the sooner the citizen adopts a mode of ethical and ecological consumption, the sooner good world governance will be achieved.* (Article suggested by a participant for proposal 04.)

GCP 25. In the participation process, the total is more than the sum of the different parts

- Set up rules of consultation that will enable each community to define their options in the face of the challenges and which respect minorities and the diversity of their social structure.
- Develop awareness of democratic rights that goes hand-in-hand with awareness of democratic duties.
- Defend the interests of absent third parties: children, handicapped persons, future generations
- Define objectives without getting lost in detail and by delegating to known discussion partners.

- Learn on how to evaluate public policies and the real processes of direct participation.
- Put the accent on the type and quality of the processes as much as on their results. (30.04.)

20	1	0	0
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GCP 26. Rights I. The question of rights is no longer put merely in terms of defending institutions, but, now, rights have become an instrument of defence for inhabitants. (05.10.)

27	5	0	4
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GCP 27. Rights II. Authorities do not forget to apply laws against inhabitants. On the other hand inhabitants' rights are forgotten especially when inhabitants are unaware of their existence. The proposal is therefore to inform and make inhabitants aware of their rights. (05.11.)

29	4	0	1
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GCP 28. *It is necessary to organise, structure and develop the tools appropriate to share information. The geographic and thematic structuring allows the articulation of the levels of territory from the local to the global and the articulation of their roles. To be endowed with tools so as to share information allows the enhancement of their competences and, in this way, the attributes of cognitive elements appropriate for a true expression of active citizenship. The international community will not be fabricated. It will emerge and, in order to make it visible, it is necessary to find the ways and means with which all individuals, wherever they are, can make their voice heard. The development networks constituted, such as the national network of the inhabitants of Cameroon, using the New Information and Communication Technologies in order to share the competences and the expression of citizen values, seem indispensable.* (Article suggested by a participant for proposal 04.)

GCP 29. Faced with international institutions in situations of weakness (such as the United Nations), proposals aim at articulating inhabitants' organisations on international levels to constitute a force, a world alliance capable of influencing decisions. (05.18.)

27	5	0	4
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GCP 30. For creating an exchange network. Against "producing" events. Media have lost their function as organs of information, of public consciousness, of social evaluation and of putting different social partners into contact together. They no relate events, they create them according to economical or political criteria. (30.05.)

18	3	0	0
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GCP 31. The role of media is to help make people aware of common problems; sharing out wisdom means increasing wisdom.

- Create a deeper understanding of territories as being a support for relationships between different actors. Use media for distributing important, useful information that is suitable for cultural contexts.
- Information on events + interpretation of facts + a critical way of looking at participants, at society, at the choices made considered to be essential constituents of good information.
- Recognition of long-term processes, including the distant future.
- Independence in the face of economic pressures, of the financial power and in the face of advertisers.
- Ways of expression for different social groups in order to they express themselves.
- Sharing experiences freely, exchanging knowledge. (30.06.)

21	0	0	0
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GCP 32. In favour of slowness – fluctuating time.

- Time as a link between people and not as a unity of measurement.
- Seasons' cyclical time (summer time, winter time).
- Fluctuating time, autonomy in relation to planned time.
- Subjective time, emotional time and personal or community rhythms
- Chosen time and sharing work.
- Promote complementarity of time (mothers, unemployed and aged persons, part-time work, etc) as potential means for creating relationships.

- Make different times coexist (historical times, the present, short and long terms)
- Control industrial time so that respects geological time (combustion of fossilised energy, absorbing waste)
- Rehabilitate the present as a privileged moment. (30.14.)

19	2	0	0
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GCP 33. For the creativity and usefulness of work, against slavery and mercantilism. It is important that work rediscovers its direct relations with satisfying requirements and with creativity. Even if certain jobs are composed of repetitive tasks or are carried out under difficult conditions, the fact that one is doing a useful job is an essential factor for human dignity. Work must be a link to enable people to be in relation with others. The value of relations must be estimated other than by monetary standards. (30.18.)

19	2	0	0
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GCP 34. Satisfying requirements: for personal individuals and developing communities.

- Give work its meaning, its humanity and its richness in terms of a personal dialogue between individuals and not between a human being and a product.
- Work for encouraging everyone, being a tool for their creativity and for fulfilling the community's priority requirements - "visible" and useful products.
- Optimising non-commercial activities.
- Softening limits between professional and home life that are all too sharply contrasted.
- Social status not related to work.
- Basic income guaranteed by the community.
- Reduction in the role of money as a universal standard of value in exchanges. (30.19.)

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3. CROSS-SYNTHESIS OF THE SOCIO-ECONOMY OF SOLIDARITY POLE (SESP)

3.1 INTRODUCTION:

This text has been produced with the evaluations made of 15 texts of the Socio-Economy of Solidarity Pole out of a total of 19.

The proposals evaluated and included in this synthesis are of the following texts:

- "02. Women and Economy"
- "06. Social Money"
- "08. Sustainable Development"
- "09. Fair Trade"
- "10. Ethical Consumption"
- "11. Production, Technology and Investment"
- "12. Economy of Solidarity"
- "13. Debt and Adjustment"
- "14. Companies and Solidarity"
- "19. Labour, Employment and Economic Activity"
- "21. Economic Policies, Ideologies and Geo-Cultural Dimension"
- "24. Fiscal Policy and Social Welfare"
- "28. Finance of Solidarity"
- "29. Sustainable Finance"
- "33. Precarious Situations and Exclusion"

The 30 most favourably evaluated articles of these texts have been selected, to which 6 articles suggested by the forum participants have been added.

The proposals of the SESP Pole “International Trade”, “Trade Union Movement”, “Health” and “Sustainable Tourism” have not yet been submitted for evaluation.

3.2 MOST FAVOURABLY EVALUATED PROPOSALS

SESP I. On a Globalisation Based on Sustainability and Solidarity

SESP 01. Move towards a new system of procedures and institutions for world government. (08.01.)

36	2	0	3
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SESP 02. Protection for the basic needs of the debtors is fundamental. Areas of negotiation should be established in which creditors do not have the leading role. (13.08.)

22	1	0	0
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SESP 03. Establish indicators that measure the ecological and social debt and include them in international conferences about debt. Redefine the concept of humane development and develop new indicators that take into account the conservation of the environment, social sustainability, and non-discrimination of people and the effects of negative externalities. (08.06.)

36	4	0	1
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SESP 04. *It is necessary to tackle the causes that generate the foreign debt of the southern countries based on a re-evaluation of the fair price of the raw materials in the world market and the end of the monopoly of multinationals.* (Article suggested by a participant for proposal 13.)

SESP 05. *The co-operation bodies of the northern countries must give priority to funding sources in order to support initiatives of fair trade from the southern countries, based on both production and consumption.* (Article suggested by a participant for proposal 09.)

SESP 06. Actions must be defined to oppose the monopolistic offensive, supported by the major nations through patents, which at the same time appropriate popular knowledge in function of economic interests and attempt to impose their rights to patent knowledge and goods which constitute the social heritage. (08.09.)

35	4	0	2
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SESP 07. At the same time as setting up systems of sustainable production and more rational processes of change in land use, it is necessary to optimise the mechanisms of alert, prevention, resolution and mitigation of natural disasters and those caused by human factors. (08.10.)

36	4	0	1
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SESP II. On Changes in the Financial System

SESP 08. Create openness in national financial systems and abolish tax havens. Private institutions must adhere to an international charter that defines the responsibilities of international loan organisations. (08.08.)

37	3	0	1
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SESP 09. Responsible financial decisions in the service of the common good. No regulation can be efficient if it is not accompanied by awareness by the actors involved of the fact that their responsibilities go beyond legal factors and encompass taking account of the other. Seeking the common good demands opening out to the Other, to he that has no voice in the affair. Better consideration of the other in normal financial decisions would be a major step towards acting for the common good. It should be done without harming financial activity itself, since it is an essential activity of the economy. Three areas in which explicit consideration of the Other appear most urgent are those of loans, investment and inter-mediation. (29.06.)

11	2	0	1
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SESP 10. Deeply study the uses of social money, so as to understand its evolving logic, its constraints and possibilities to make headway with the construction of an economy in solidarity that benefits from these advantages, without succumbing to the temptation of premature centralization. (06.02.)

31	3	0	0
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SESP 11. Promote the Finance of Solidarity between all agents. Organise the promotion of the Finance of Solidarity by publications, participation in international conferences and seminars. Organise lobbies. Attempt to influence not only the decision-makers, but also other professionals, to create alliances for a quality finance system. (28.08.)

12	1	0	0
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SESP III. On the Political Project of the Economy of Solidarity

SESP 12. Develop political actions to support the development of social economic relations. Decisions capable of changing economic relations largely depend on the existence of a political project, thus it is vital to encourage the active participation of women in political procedures. (02.15).

44	5	0	4
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SESP 13. A solid base for political sustainability requires a re-definition of the role of municipalities; in effect it is in the local domain that community life is most directly expressed. To do this, it is necessary to promote participation at neighbourhood level for all issues linked to the improvement of the family, social and institutional quality of life, and also to favour the setting up of participatory budgeting. (08.13.)

34	6	0	1
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SESP 14. To build the Economy of Solidarity is to build a political and educational project. Although it is all one process, it is not spontaneous. There is

an urgent need for a political project, particularly because the ES involves few economic relations. The focal point here is Solidarity: it is around Solidarity that we build a broad political project for a new national and global society. The ES does not develop automatically and mechanically. To become an agent for social change, one has to be a political and educational force. Solidarity is only actively created as part of a process that is also of an educational nature. (19.06.)

19	3	0	0
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SESP IV. On Education and Training for a Sustainable Economy of Solidarity

SESP 15. L'éducation pour le développement durable doit être remise dans son contexte, en mettant l'accent sur de nouvelles formes de perception des besoins et de l'usage des ressources. Elle devrait s'orienter simultanément vers:

- a) la formation en termes de valeurs qui renforcent la conscience de la responsabilité nécessaire pour un développement intégral durable.
- b) la formation de connaissances utiles pour résoudre des problèmes de durabilité. (08.14.)

36	2	0	3
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SESP 16. *To train and inform the wage earners and social actors of the company in general about their involvement in the united company so that they have the means to participate in the regulation of the business activity.* (Article suggested by a participant for proposal 14.)

SESP 17. Define exchanging projects between universities to ensure public and governmental agenda with issues on economy in solidarity, innovations in monetary theories. Give international support to governments that experiment with economy in solidarity for local development. (06.13.)

32	2	0	0
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SESP 18. The involvement of final consumers is at present limited. It is also difficult to apply ethical consumption. The lack of transparent information, the insufficient distribution of fair products and the high cost of ethical products are some of the factors that explain why a consumer's change of mentality does not always have an impact on the purchases that he/she makes. (14.16.)

20	0	0	0
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SESP 19. *Re-socialize the new generations in the culture and practice of ethical consumption through formal educational processes (school) and informal processes (family, peer groups, movements, churches, etc.).* (Article suggested by a participant for proposal 10.)

SESP V. On the Reconsideration of the Prevailing Paradigm

PSES.20. The people have identified seven principles, directions essential for deepening and enhancing the foundations of a new economic paradigm. These foundations are intimately related to the "reconceptualisation" of basic economic concepts. The eight principles are follows:

- The multifunctionalism of the "productive" activities and work done by women;
- The elimination of barriers (decompartmentalisation) and the sharing of work and responsibilities;
- Recognition of the need to conciliate roles and activities and fair sharing of time and tasks;
- Recognition of traditional know-how and experience acquired outside the sphere of the "dominant" economy;
- The organisation of production and life on the basis of the time and needs of persons and communities;
- A hierarchy of priorities that takes into account people's lives and their identities as human beings;
- Transparency in activities at all levels. (02.06.)

39	9	0	5
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SESP 21. Women also want to express the urgent need for another form of individual and collective development that recognises:

- equality between women and men,
- the spiritual, mental physical and social dimensions of the individual,
- harmonious and balanced development between the "centre" and the "periphery"; between the North, South, East and West; within the territory of a country, etc. (02.04.)

44	8	0	1
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SESP 22. The initiatives of women respond to contextualised needs, i.e. the physical, political, economic and cultural environment is decisive regarding these needs and initiatives. (02.01.)

46	6	0	1
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SESP 23. **Reconceptualise basic economic concepts.** Among the economic concepts to be reconceptualised, women give priority to the following: the human being, her/his position in the economy in the widest meaning; nature; time; the economy, the economy in all its diversity; growth; value; wealth; work; the conditions of trade; productivity. (02.08.)

42	7	0	4
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SESP 24. Formulate adapted and diversified indicators of wealth and work. Indicators must be modified in order to bring to light the traditional activities carried out by women, the voluntary activities of both women and men, the immaterial aspects of the quality of life, activities that create social cohesion, the importance of free, convivial and "non-productive" trade. (02.10.)

44	5	0	4
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SESP VI. On New United and Socio-economic Policies

SESP 25. 21.07. Draw up economic policies based on new data.

Promote education on solidarity, community and co-operation values as a prerequisite for consolidating the project for a new, profoundly human, political economy, especially in cultural milieus. This must be materialised by economic policies in coherence with the objectives that have been set. Develop economic policies as a means of supplying material bases for well-being and the development of individuals, peoples and nations by respecting biological, human and cultural diversity in sustainable co-operation with nature. Amplify participation mechanisms in sectors of production, money, trade and finance by trying, above all, to respect human requirements, sustainable social development and citizens' rights. (21.07.)

21	0	0	0
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SESP 26. It is required:

- developing the means to account for them fairly, by using standards other than measurement by money,
- giving women the means to influence decisions in economic spheres and make known, discuss and accept a new economic paradigm (02.11.)

44	7	0	2
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SESP 27. Encourage the circulation of information and communication between all the actors involved in Fair trade.

It is important to compensate for the delay experienced by marginalized producers and regions in attaining the infrastructures that allow access to information, and which also allows them to use the contemporary means of communication, notably the new information and communication technologies. Consumers are an essential point of support for Fair Trade. They also have a right to full and open information. (09.03.)

36	1	0	2
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SESP 28. The setting up of local, regional, national and international platforms to enable the synergies, communication and networking of actors and Fair Trade experiences to take place at these different levels.

In particular, the objectives of these platforms will be to strengthen and assess the impact of activities whilst taking into account the various objectives of Fair Trade. (09.05.)

35	3	0	1
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SESP 29. The actors of Fair Trade must start to take into account a precise analysis of the effects of production modes and international exchange on the environment, when clarifying their criteria.

This will allow them to be credible in the framework of the search for sustainable development. They must participate along side environmentalist organisations in the efforts for the internalisation of environmental and social costs and the setting up of a Multilateral Accord on the Environment.

(09.07.)

38	0	0	1
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SESP 30. Stimulate the ethical consumption culture. Mobilize and sensitize towards ethical consumption through education (to stimulate critical thinking and the defense of an ethics that respects and takes up responsibility in relation to all) and through information (to allow the option, the choice, the consumer's power to discover the exploitation relations inherent to goods trading) to discuss the articulation between the relations that we establish in our work and life, and the exploitation relations that underlie the goods we purchase. Include in educational syllabi, in teacher development courses, and professional training courses, critical thinking about economy, advertising and consumption. (10.10.)

31	1	0	1
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PSES.31. Promotion of the Policy of the Universal Minimum Income. It is a deeply revolutionary demand, since it allows one to differentiate between work and employment, employment and survival, income and market; it also breaks with the need to commercialise the workforce and with the myth whereby it is possible to sell individual productive capacity without selling oneself. The minimum income must be seen as social and a citizen's right,

guaranteed for everyone, from the cradle to the grave, regardless of his or her integration in the economic process. (24.01.)

16	1	0	0
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SESP 32. *It is necessary to find the means to introduce the components of the economy of solidarity into the "classical" companies by, for instance, a) developing the communication with the federative bodies: Chambers of Commerce, business people groups, business people guilds; b) informing their clients and consumers so as to encourage them to develop these practices; c) mobilising the trade union organisations in order to promote information on the economy of solidarity within the companies.* (Article suggested by a participant for proposal 12.)

SESP 33. Bring the socially excluded and the socially accepted together, as the fervent supporters of an economy at the service of mankind. With the means and within the limits available, experiment with new kinds of businesses, where people are valued for what they are and not for what they have, where money is not an end in itself, but a way of creating more activity. (33.09.)

14	0	0	0
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SESP 34. *Economically support the initiatives of civil society and reduce support to the official bureaucratic apparatus. The mobilisation and participation of citizen must be supported despite its "lack of credibility" in the eyes of the investors.* (Article suggested by a participant for proposal 21.)

SESP 35. Consolidate positive experiences and create sustainable systems of production, distribution and consumption among the different components of the economy of solidarity on a local, national and international scale (12.08.)

30	0	1	0
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SESP 36. The Alliance for a Responsible, Plural and United World should play a proactive role in implementing the proposed initiatives. (11.01.)

22	2	0	2
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4. CROSS-SYNTHESIS OF THE VALUES, CULTURE, ART, EDUCATION AND SOCIETY POLE (VCAESP)

4.1 INTRODUCTION:

This text has been produced with the evaluations made of 8 texts of the Values, Culture, Art, Education and Society Pole out of a total of 13.

The proposals evaluated and included in this synthesis are of the following texts:

- "01. Network of Scientists"
- "03. Interculturality"
- "16. Network of Artists"
- "25. Education"
- "26. Citizen Education"
- "27. Environmental Education"
- "34. Network of University People"
- "35. Network of Youths"

The 30 most favourably evaluated articles of these texts have been selected, to which 6 articles suggested by the forum participants have been added.

The proposal of the VCAESP Pole "New Information and Communication Technologies", "Re-establishing Humanity in the Human", "Network of Women", "Inter-religious College" and "College of Journalists" have not yet been submitted for evaluation.

4.2 MOST FAVOURABLY EVALUATED PROPOSALS

VCAESP I. On some Fundamental Notions

VCAESP.01. Necessity for change is a responsible act: A system that recommends materialism as the only alternative by encouraging social egoism is no longer viable. Changing and bringing the values of "life" (love, solidar-

ity, compassion, respecting differences) back to the foreground are vital notions. (35.03.)

21	1	0	0
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VCAESP.02. Initiate reflection on notions of power: Money, political power, etc. are no longer enough to turn a country or an individual into a unit of power. (35.04.)

20	2	0	0
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VCAESP.03. Culture. We should consider that in every culture there are three distinct levels that are, however, articulated: the fundamental values, the institutions that articulate these values and the concrete practice. (03.02.)

26	8	0	5
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VCAESP.04. Cultural diversity. We should take up the most adequate model, which is called "*A world that includes many worlds*", ruling out the other two possibilities: "*One monochromatic world*" or "*One colourful world*", because we feel that the point is not manage to get harmony despite our differences, but because of our differences. (03.03.)

34	3	0	2
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VCAESP.05. Pluralism. We should develop the notion of pluralism as a dynamic balance between an isolating plurality and a uniformizing unity, refusing both the reduction of cultural diversity to universal parameters and the dismantling relativism, by means of developing a radical relativity that takes into account the cultural text as well as its pre-text and context. (03.04.)

26	5	0	8
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VCAESP.06. Integrate the notion of "sustainability" in changes that have been initiated: As actors on today's stage, our first responsibility is to envisage our action on the basis of consequences to past experiences and to show any possible consequences for the generations to come. Prudence is therefore an essential principle to be respected. (35.02.)

21	1	0	0
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VCAESP.07. Problems and solutions in perpetual movement: In our approach to developing observations or actions, we must integrate the non-static aspect of events and, because of this, be neither ashamed not frightened of changing course. (35.10.)

21	1	0	0
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VCAESP II. On Global Harmony

VCAESP.08. Strengthening cultural identity in face of globalization. The globalization process has spread throughout the world, and has stripped the character from rich cultures by commercializing relations that before were based on community life, on gratitude and on affectionate and symbolic exchanges. The economy-world has also stimulated the appearance of a culture-world. However, social and cultural movements and strong local identities have instigated a cultural rebirth. 'Essence' can be found at the local level, and 'appearance' at the global level. (16.10.)

24	2	0	1
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VCAESP.09. Strengthening the cultural diversity of different countries and regions, and stimulating cultural exchange. Each culture has its history, its wealth and its singularity. It is in its diversity that solutions for the great challenges of humanity are found. However, defending diversity as a factor of cultural enrichment, should not hinder cultural exchange, or the blind defence of traditions. Some cultures experience rich narratives and myths, while at the same time disrespect human rights. This is unacceptable. For these cultures, experiencing cultural exchange can bring forth parameters regarding unknown rights in their history. (16.08.)

25	0	0	1
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VCAESP.10. Building a culture of peace. Our societies practically don't know what lasting Peace is. The culture of Peace should be one of the most important banners, and not only so that the Empire can reign over the consensus and silence of the dominated, but as a condition for constructing a happier society in all fields of human activities and life. Art, as builder of communities of emotion, as a celebration of collectivity, could play a fundamental role – as an aggregating essence and Peace builder. In this sense, campaigns for peace, movements for art and peace in schools, art and peace meetings among young people, symbolic actions for peace and movements against disarmament could be carried out. (16.14.)

25	2	0	0
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VCAESP.11. From an international perspective of education, within the framework of an alternative globalisation, we must think of an education which promotes the development of the civil society on a national, regional and planetary scale by taking care of the different cultural ways of appropriation of reality and the defence of the rights related to the different cultural identities. (25.01.)

20	1	0	0
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VCAESP.12. *Promoting at a world scale an in depth revision of the guidelines, parameters and criteria that govern science, research and production of knowledge. As long as science continues with the same paradigms of positivism and the knowledge "fragmented into watertight compartments" their members (mostly educators and researchers) will continue to hinder an equitable, fair and united development of the planet.* (Article suggested by a participant for proposal 25.)

VCAESP.13. *Promoting a universal humanism. Proposing a common trunk of knowledge for all the university students and teachers in the world in order to contribute to the creation of a peaceful globalisation with a programme in two main parts: a) a large unitary recount of all the sciences: elements of physics and astrophysics (the formation of the universe), chemistry, biology (birth of life on Earth and the evolution of species), general anthropology, agronomy, medicine and the passage to culture with the relation of man with the Earth, with life and humanity*

itself; b) an atlas of the mosaic of human cultures: elements of geography and history of the families of languages and their evolution, elements of religions (polytheisms, monotheisms, pantheisms, atheisms), elements of political sciences (different kinds of governments); elements of economics (the distribution of wealth in the world); selected masterpieces of the world wisdoms and the fine arts (literature, music, painting). (Article suggested by a participant for proposal 26.)

VCAESP III. On Social Harmony

VCAESP.14. Stimulating the artist's social responsibility. Art is the product of creative imagination, but it also is problem identifying from reality. Consequently, artists have an important place in society, and deserve special respect due to their sensibility and creativity. In many cases they serve as a reference and in some they serve as a myth. Art contributes to forming a community of emotions. Therefore, the artist's role is of utmost importance in changing the reality of different countries and enriching the imaginary, in this way, increasing the quality of material and spiritual life. (16.04.)

23	4	0	0
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VCAESP.15. Defending the right of cultural citizenship. The search for a better quality of life, economic development, the alleviation of poverty, the improvement of living conditions, the preservation of the environment and the renewal of politics are not the only things that are central in our society; so are the right to culture and to cultural citizenship. In contemporary societies, this should be a permanent fight, because modernization and globalization tend to create a market culture that negates the rich cultural processes of different countries. (16.06.)

26	1	0	0
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VCAESP.16. *There should be dialogue between the democratic political culture of representation based on the nation-state and the participatory political culture based on the response to community needs.* (Article suggested by a participant for proposal 03.)

VCAESP.17. Promote an education that works on a pedagogy of ethics. The educational institutions must offer to a weakened community the model of an institution that practises justice, encourages participation, protects the weak ones, respects environment and cultures, respects suffering and supports solidarity. Develop an education in order to build and properly channel a feeling of ethical outrage due to the sweeping injustice; encourage the organization of students, so that they defend the rights for children, youth, pupils, women, men and citizens. (25.02.)

19	2	0	0
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VCAESP.18. Education must make an active contribution to the critical reflection and the democratization of the culture, including for instance new experiences of social and cultural struggle in its curricular development. That is, the institutionalized school-taught reality must undergo a constant confrontation with the new results of social change. (25.04.)

19	2	0	0
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VCAESP.19. It is fundamental to aim at developing alternative communication media from educational centres and other social players, like neighbourhood movements and foundations. It is necessary to learn the value of other ways of communication, even silence. Unlike the mass media in hands of dominant classes, we must realize how useful they are. (25.05.)

18	3	0	0
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VCAESP.20. To democratize communications, education must promote a critical reflection on mass media and their role in the exercise of social domination. What we look for are educational institutions as strongly interconnected spaces, in which the generation of instruments carries along an active participation of the people involved. (25.06.)

18	3	0	0
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VCAESP.21. It is also necessary to design a shared scale of values that represents the base for an equitable society and these values must be able

to comprehend and make concrete the various forms of struggle expressed in the society. The ideal values to be present in the practice of educational institutions are solidarity, life, dignity, peace, recognition of the other, justice, democracy and environmentalism. (25.08.)

18	3	0	0
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VCAESP.22. It is fundamental to promote different ways to produce knowledge and to discuss without concessions what this hegemonic model shows as something "natural". Furthermore, educational institutions should strengthen these spaces, getting the knowledge produced in the general scientific field with a critical spirit. (25.11.)

19	2	0	0
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VCAESP.23. It is necessary to promote the defence of public education, avoiding improvisation and market discipline. If educational institutions play a more dynamic role and so develop reflection processes, plural and participatory strategies, we will be able to stem "preconcepts" that schematize and immobilize the fundamental dynamics of change. (25.14.)

19	2	0	0
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VCAESP.24. Build a new kind of education where differences can be dealt with in accordance with democratic principles, solidarity and equal rights, against any kind of discrimination, whatever it may be: class, race or gender. (25.18.)

19	2	0	0
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VCAESP.25. Put pressure on the state, to carry out its duties so that the right to education, teaching and learning becomes a reality. Reject any form of privatisation or commercialisation, whether overt or disguised, in the educational process. (26.10.)

18	1	0	0
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VCAESP.26. Promote the introduction and or the development of Environmental Education within education systems. The directions for action are

therefore to seek the introduction of processes in such systems that would permit, generally:

- developing a global, critical approach that will be adopted by entire systems, especially in relation with traditional disciplines;
- integrating education for exercising citizenship in every traditional discipline;
- adopting a philosophic and cultural approach aimed at developing critical analysis in pupils and students. (27.04.)

18	3	0	0
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VCAESP.27. *It is necessary to incorporate models of access to the resources of the Earth and the environment which offer alternatives to private property into environmental education. It is necessary to explore models of "communities" or "participation" of land or indigenous resources and models of land occupation. Private property as a single model of land owning must be further developed with other proposals, given that it lies at the heart of inequities and at the root of privatization and merchandising of the resources that should be preserved and safeguarded for the welfare of futures generations and the Earth.* (Article suggested by a participant for proposal 27.)

VCAESP.28. The school of life is just as important as normal school: Young people from 15 to 25 years old and their parents must be made aware of the importance of being involved in alternative projects for development and social change, so as to develop their personality and their skills through exercising responsibilities and methods of cultural exchange. This education, self-discovery, is essential for completing knowledge provided at home, in society and at school. (35.08.)

19	3	0	0
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VCAESP.29. *Young people must acquire a practical education on the ecosystems. For instance, group activities in the middle of forests and jungles are possible such as: a) to reforest areas already cleared; b) to preserve primitive tree species as far as possible; c) to get to know the forests and jungles through the organisation of walks together with the inhabitants of the region who have the traditional practical*

knowledge of this environment and its peoples; d) to learn how to use without destroying; e) to create the Guardians of Forests and Jungles forming groups of "youths of all ages" to develop the previous proposals. (Article suggested by a participant for proposal 35.)

VCAESP.30. Making the university responsible in society. The responsibility of the university and academics combines institutional and individual outlooks. Regarding research, the professor/researcher should be aware that all knowledge produced and diffused must be responsible knowledge and that this responsibility requires evaluation through contextualised judgements. The university therefore has the responsibility of resituating research and knowledge within their social, historic, political, cultural and aesthetic contexts. (34.01.)

20	0	0	0
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VCAESP.31. Establishing a *conscience clause* designed to re-establish a certain equilibrium between employers and scientific staff, who may be *employed* by *private* or *public* companies. The objective is to control the transparency and commercial use of new scientific knowledge, in particular everything to do with living matter biology and applying principles of precaution. (01.02.)

41	8	0	0
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VCAESP IV. On Personal Conduct in Keeping with World Social Harmony

VCAESP.32. Our existence depends on EVERYTHING that surrounds us: Outside the family and school, from the very beginning children must be helped to become aware of the existence of relationships between them, society and the environment in which they live. These relations must be explained in terms of:

- Responsibility and self-respect, respect for nature and others;
- Continuous evaluation of their own actions and thoughts;

- Richness of exchange and dialogue. (35.09.)

22	0	0	0
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VCAESP.33. *It is useful to remember that the basic conditions of cultural liberty are and continue to be: a knowledge of reading, writing, and arithmetic. One might insist on the fact that respect for orthography must be experienced not as a submission to the rule but rather as a concrete individual expression of the will to progress and of the intimate responsibility of each individual to want (or not) "to be less bestial".*

VCAESP.34. Consumers constitute an essential category. This sector obviously participates in the economy, but environmental problems are generated by consumption, leading to effects harmful to health and well-being.

Therefore action is needed to:

- permit everyone to identify their essential needs: to ask the question "Do I really need this?" before asking, "What should I choose?";
- resist advertising, gadgets, that which does not last, etc.;
- avoid waste by over-consumption;
- choose healthy food and follow a balanced diet,
- attempt to reduce packaging, since it totals over half of waste in industrial societies. (27.13.)

19	2	0	0
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VCAESP.35. The art has the task of making the world a better place to live in. A place that is more than just a struggle for daily survival, a place for creative imagination, for dreaming, for the utopia. It is important to highlight the importance of Art as an instrument enabling people to bear a new vision of the human being, and for its contribution in helping to elevate self-esteem, to humanize and emancipate the spirit; in other words, Art's contribution in making people and society better. (16.03.)

24	3	0	0
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VCAESP.36. The university must develop the notion of individual responsibility. This entails reformulating and appropriating a concept of ethical and deontological responsibility that does not only assess itself vis-à-vis the obvious and direct harm of technological applications, but also vis-à-vis the responsibility of academics in their relationship with the world. (34.02.)

19	1	0	0
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