

# ACADEMIC SUMMIT EUROPE- LATIN AMERICA AND THE CARIBBEAN

BRUXELLES - 8th and 9th JUNE 2015.

## CONCEPT-PAPER

“Education for social inclusion: from basic school and pre-university pedagogies, teachers training and lifelong training.”

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In its objective to establish a Strategic alliance between the members of the EU and those of the CELAC, (Commission of the States of Latin America and the Caribbean), the 7th Summit of the Heads of State and governments expressed the importance of the role of higher education (Article 29 Declaration of Santiago) and took note of the first academic Summit UE-CELAC held in Santiago de Chile. This first Summit has set the objective of promoting the construction of a “Euro-Latin American area for higher education, science, technology and innovation”. This vast operation covers multiple aspects and it is important to develop its pedagogical dimensions within the framework of the societal role of higher education.

### « Education will be crucial to the challenges of the future”. (Ricardo Lagos<sup>1</sup>)

There seems to be a general consensus on the fact that education is a priority factor in economic growth, democratic stability and reduction of poverty, as well as in equal opportunity and a better insertion of each individual in the society. Yet, in fact, Education still occupies a marginalized position in political decisions and academic research, as well as in the media and the public opinion. How can pedagogy be so badly perceived, even by the teachers themselves (F.Jarraud<sup>2</sup>)? The objectives of the second academic Summit UE-CELAC seem to offer an ideal platform to reopen the debate about this obvious lack of consideration for educational issues, especially because these were not addressed at all during the first Summit. This second academic Summit could thus present an opportunity for a creative dynamic assessment of educational policies, using the synergies created by the bi-regional dimension on the actors and the representatives in charge of education.

Such a bi--regional synergy would be particularly effective because in both geographic areas education must be reconsidered and adapted to fit the new economical, political, social and technological contexts in order to be able to confront the challenges of the future. This implies (re)-specifying the ideal of a just society, (re)-defining and (re)-instating common symbolic systems (C.Cox<sup>3</sup> and J.C. Tedesco<sup>4</sup>), and (re)-building a pedagogy taking into consideration: the complex reality (E.Morin<sup>5</sup>), interdisciplinarity, instability of knowledge, social reality and public participation, ethical responsibility, new technologies, artistic and cultural appreciation, citizen’s education, etc. Instead of speaking hastily (once again) about “Reforms”, we might want to consider a “reform process which result is not certain and does not have foreseeable outcome, but which gives direction to our action” (A. Prost). A rehabilitated educational system would also allow to (re)-legitimize pedagogy,

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<sup>1</sup> R.Lagos, in Prologue to « Educación y justicia social en América Latina” de J.C. Tedesco, 2012, Buenos Aires

<sup>2</sup> F.Jarraud, speech at tribute to P.Meirieu, « Où vont les pédagogues ? », 10 janvier 2015, Lyon

<sup>3</sup> C.Cox, « Políticas educacionales en el cambio de siglo”, 2003, Santiago

<sup>4</sup> J.C.Tedesco, “Educación y justicia social en América Latina”, 2012, Buenos Aires

<sup>5</sup> E.Morin, “Les sept savoirs nécessaires à l’éducation du futur”, 2000, Paris

school and teachers as relevant social actors. (J.C. Tedesco<sup>6</sup>). Establishing such dialogue about the very foundations of education at the bi-regional level would enable profitable mutual critical contributions and more dynamic perspectives for each country, region, university or participant.

Submitted papers can question the current educational system, pedagogic research, exchanges or innovating proposals, and can be declined in 4 closely related fields:

- **Basic Education.** Considering human rights, our moral duty vis-a-vis the future generations, the huge economic, politic and social impact (in particular on the integration of women in the labour market), the search for equity and the scientific theories on children's cognitive and emotional capital formation, (Myers<sup>7</sup>), we must give priority to basic education, and taking action from very early stages. It is necessary to improve the overall quality of our educational system. This can lead to a reexamination of the program contents, a reorganization of workflows, proposals for improvements in educational institutions management, a research on the relationships between school and families, or on the effective methods of integrating new technologies and audio-visual means into the learning process.

- **Teachers training.** This reassessment of school cannot be carried out without amending initial and continuous teachers training in both regions. Again, exposition to intra-regional and interregional external scrutiny while redefining these on a national (or local) level should stimulate innovative and challenging proposals. Teachers recruitment methods, type and contents of their training, definitions of their new role, exchanges between students and/or teachers, collaboration between educational Institutions from varied countries and regions are all useful working lines.

- **Pedagogic research.** We desperately need a "reflexive assistance" (Hameline<sup>8</sup>), a "reflection in constant change" (J.P.Mayaud<sup>9</sup>), a diversification of approaches (neurobiology, sociology, epistemology (E. Morin...), a more precise and more scientific knowledge of the training process (A.Giordan<sup>10</sup>), an inquiry into the finalities of school and finally, innovative thoughts allowing to offset the "deficit of sense" (J.C.Tedesco<sup>11</sup>) and to find the "pleasure of learning" (P.Meirieu<sup>12</sup>)

- **"Cultural Pedagogy"**. To bring culture (and Arts) in the heart of the training contents seems self-evident, even a tautology to some, and yet, this assertion causes, on both continents, outcries, animated debates, doubts and skepticism which too often lead to its suppression or its reduction to a classly diversion. However, it appears to us that this cultural training for all and from early age is essential to the educational process. Imbuing all citizens with deep respect and sensitivity for cultural diversities would allow to increase dramatically the probabilities of social equality and integration, since culture is one of the crucial barriers to social mobility. How can we better approach "cultural Pedagogy" than through cross-cultural collaboration? Arguing in favor of cultural education (J.M. Zakhartchouk<sup>13</sup>- P.Meirieu<sup>14</sup>),

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<sup>6</sup> J.C.Tedesco, "Educación y justicia social en América Latina", 2012, Buenos Aires

<sup>7</sup> R.Myers, « The Twelve Who Survive. Strengthening Programs of Early Childhood Development in the Third World, Londres, 1992.

<sup>8</sup> D. Hameline, Speech for tribute to P.Meirieu, « Où vont les pédagogues ? », 10 janvier 2015, Lyon

<sup>9</sup> J.P.Mayaud, Discours lors de l'hommage à P.Meirieu, « Où vont les pédagogues ? », 10 janvier 2015, Lyon

<sup>10</sup> A. Giordan, « Apprendre », 1998, Paris

<sup>11</sup> J.C. Tedesco, "Educacion y justicia social en America Latina", 2012, Buenos Aires

<sup>12</sup> P.Meirieu, « Le plaisir d'apprendre », 2014, Paris

<sup>13</sup> J.M.Zakhartchouk, « L'enseignant, un passeur culturel », 1999, Paris

building a specific method (M.Tassin and Cellule EPICURE<sup>15</sup>), systematizing it in elementary schools would have important consequences on personal development (identity construction), on pedagogical efficiency and on social insertion and would allow to accelerate the desired convergence between the citizens of the EU and the CELAC.

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<sup>14</sup> P.Meirieu, Conférence, « Arts et artistes à l'école », 2004, Paris

<sup>15</sup> M.Tassin et Cellule EPICURE, « Comment donner sens et saveur aux savoirs », 2011, Louvain-la-Neuve