TEAM INVOLVED IN THE PREPARATION OF THIS PUBLICATION iii
LIST OF FIGURES, TABLES AND MAPS viii
LIST OF ABBREVIATIONS USED IN THIS PUBLICATION x
ABOUT THE AUTHORS xiii
UNESCO’S INTRODUCTION xxiv
UNITED NATIONS UNIVERSITY’S INTRODUCTION xxvi
UNIVERSITAT POLÍTÈCNICA DE CATALUNYA BARCELONATECH INTRODUCTION xxviii
A POEM FOR THE GREAT TURNING xxx
EDITORS’ INTRODUCTION: KNOWLEDGE, ENGAGEMENT AND HIGHER EDUCATION – CONTRIBUTING TO SOCIAL CHANGE xxxi

PART I. THE CONTEXT 1

I.1 Global challenges
Rajesh Tandon (India) 3

I.2 Rio+20: ‘The Future We Want.’ The first global agenda of the XXI century
Cristina Escrigas (Spain) 6
I.2.1 Rio+20: dynamics, governance and sustainable development goals
Maria Ivanova (Bulgaria) 11

I.3 The world we imagine
Melba Claudio-González (Puerto Rico) and Crystal Tremblay (Canada) 15

I.4 Personal transformation and the consciousness revolution. Conscious life design in the holistic-biocentric evolutive model
Daniel Lumera (Italy) 19

I.5 Higher education in the world: main trends and facts
Simon Marginson (Australia) and Anna Smolentseva (Russia) 26

I.6 Timeline of the main statements of community–university engagement
Gemma Puig (Spain) 34

PART II. GLOBAL ISSUES ON KNOWLEDGE, ENGAGEMENT AND HIGHER EDUCATION 37

II.1 Community–university engagement 39
II.1.1 Community–university engagement – global terms and terrain
Lorraine McIlrath (Ireland) 39

II.1.2 Engagement and partnership of higher education institutions with society: experiences, learning and worries
Carlos Cortez Ruiz (Mexico) 44

II.1.3 The architecture of engagement: financing the institutional structures that support community–university partnerships
Edward T. Jackson (Canada) 49

II.2 Knowledge in a new era 56
II.2.1 Redesign progress now! The use of knowledge for a reconceptualized human progress
Claudia Neubauer (Germany) and Matthieu Calame (France) 56

II.2.2 The challenges of knowledge in a knowledge democracy
Jesús Granados Sánchez and Cristina Escrigas (Spain) 60

II.2.3 Enlarging the conception of knowledge: the dialogue between ancient knowledge and sciences
Manuel Ramiro Muñoz (Colombia) and Paul Wangoola (Uganda) 65

II.3 Knowledge for and with society 69
II.3.1 Knowledge democracy, cognitive justice and the role of universities
John Gaventa and Felix Bivens (USA) 69

II.3.2 Community and civil society as sources of knowledge
Rajesh Tandon and PRIA Team (India) 74

II.3.3 Shifting to intelligent societies
Daniel Innerarity (Spain) 78

II.4 University social responsibility: a mature and responsible definition
François Vallaeyts (France) 88

II.5 Engagement beyond the third mission: the experience of albukhary international university
Dzulkiflii Razak (Malaysia and Evangelos Afendras (Greece) 97

II.6 Rebuilding university social engagement
Juan Ramón de la Fuente and Axel Didriksson (Mexico) 105
PART III. RESEARCH ON KNOWLEDGE, ENGAGEMENT AND HIGHER EDUCATION

III Community–university engagement initiatives: trends and progress

Jesús Granados Sánchez and Gemma Puig (Spain)

PART IV. REGIONAL DEVELOPMENTS

IV.1 Moving beyond the ivory tower: the expanding global movement of engaged universities

Lorlene M. Hoyt and Robert M. Hollister (USA)

IV.1.1 Global networks on community–university engagement

129

IV.2 Knowledge, engagement and higher education in Africa

Shirley Walters (South Africa) and George Openjuru (Uganda)

Inside View IV.2.1 Community–university engagement in South Africa

Jerome Slamat (South Africa)

152

Inside View IV.2.2 Knowledge, engagement and higher education in Eastern Africa

Janice Desire Businye (Uganda)

Spotlight Issues IV.2.3 Theatre for development in support of health service delivery in rural Nigeria

Oga Steve Abah (Nigeria)

Spotlight Issues IV.2.4 Implementing the third mission of universities in Africa: contributing to the millennium development goals

Julia Preece (South Africa)

161

Spotlight Issues IV.2.5 Women’s empowerment and community engagement

Julia Preece (South Africa)

163

IV.2.6 Networks on community–university engagement in Africa

164

IV.2.7 Good Practices

165

IV.3 Knowledge, engagement and higher education in the Arab States

Barbara Lethem Ibrahim (Egypt)

Inside View IV.3.1 The universities of Palestine and regional engagement

Keith Hammond (United Kingdom) and Hatem Ali-Elaydi (Palestine)

Inside View IV.3.2 Knowledge, engagement and higher education in Qatar

Uday Rosario (India)

111

139

142

156

160

163

164

182

Inside View IV.3.3 University initiatives in the Arab world: spotlight on Jordan

Danielle Feinstein (USA)

Inside View IV.3.4 Knowledge, engagement and higher education in Morocco

Brian Selstad and Alice Barnsdale (USA)

186

Spotlight Issues IV.3.5 Poetry, higher education and social movements

Soheila Pashang (Morocco)

189

Spotlight Issues IV.3.6 The Inclusive Neighborhood project as a case study of civic engagement in Beirut, Lebanon

Cynthia Myntti and Mounir Mabsout (Lebanon)

191

IV.3.7 Networks on community engagement in the Arab states

193

IV.3.8 Good Practices

194

IV.4 Knowledge, engagement and higher education in Asia and the Pacific

Carol Hok Ka Ma (Hong Kong) and Rajesh Tandon (India)

Inside View IV.4.1 The nexus between knowledge, engagement and higher education in Australia: responding to the complex challenges of our time

Michael Cuthill (Australia)

207

Inside View IV.4.2 Knowledge, engagement and higher education in India

B. Devi Prasad (India)

196

Inside View IV.4.3 Community-based learning: context as text

Betty Cernol-McCann (The Philippines)

212

Spotlight Issues IV.4.4 Addressing ageing issues through elder learning in the Asia–Pacific region

Alfred Cheung-Ming Chan (China), Carol Hok Ka Ma (Hong Kong), Alice Liu Cheng (China)

214

IV.4.5 Networks on community–university engagement in Asia and the Pacific

216

IV.4.6 Good Practices

217

IV.5 Knowledge, engagement and higher education in Europe

Paul Benneworth (The Netherlands) and Michael Osborne (UK)

Inside View IV.5.1 Knowledge production, regional engagement and higher education in Poland

Marek Kwiek (Poland)

232

Inside View IV.5.2 Community–university engagement and social responsibility: community service practices by Turkish higher education institutions

Ayhan G. Hakan, Seçil Kaya and Elif Toprak (Turkey)

234
Spotlight Issues IV.5.3
The experience of the National Co-ordinating Centre for Public Engagement in the UK
Sophie Duncan and Paul Manners (UK) 236

Spotlight Issues IV.5.4
OECD reviews of higher education in regional and city development
Oscar Valiente (Spain) 238

IV.5.5
Networks on community–university engagement in Europe 240

IV.5.6
Good Practices 240

IV.6
Knowledge, engagement and higher education in Canada and the USA
Hiram E. Fitzgerald (USA) 242

Inside View IV.6.1
Research and training beyond the university walls
Sylvie B. de Grosbois and Yves Mauffette (Canada) 259

Spotlight Issues IV.6.2
Bringing community and university scholars together on a national stage: the Canadian Community–University Exposition experience
Joanna Ochocka (Canada) 262

Spotlight Issues IV.6.3
Strategic initiatives to impact the institutionalization of community engagement at a public research university
Andrew Furco (USA) 264

IV.6.4
Networks on community–university engagement in North America 267

IV.6.5
Good Practices 269

IV.7
Knowledge, engagement and higher education in Latin America and the Caribbean
María Nieves Tapia (Argentina) 271

Inside View IV.7.1
Knowledge, engagement and higher education in the Caribbean
Patricia Ellis (Barbados) 285

Inside View IV.7.2
Extramural studies and experiences of learning and service-learning against the logic of university marketization in Brazil
Katia Gonçalves Mori (Brazil) 287

Inside View IV.7.3
The social responsibility of higher education in Chile: AQUALIS, the higher education forum
Mónica Jiménez de la Jara (Chile) 289

Spotlight Issues IV.7.4
The role of the university in the transformation of a territory of poverty
Paulo Speller, Sofia Lerche Vieira and Stela Meneghel (Brazil) 290

Spotlight Issues IV.7.5
The Social Entrepreneurship Lab
Luz Arabany Ramirez (Colombia) 292

Spotlight Issues IV.7.6
The Indigenous Intercultural University network — a place for dialogue on knowledge
Claudia Stengel (Bolivia) 294

IV.7.7
Networks on community–university engagement in Latin America and the Caribbean 295

IV.7.8
Good Practices 297

PART V. FUTURE VISIONS AND AGENDA FOR ACTION 299
V.1 Transformative knowledge to drive social change: visions for the future
Budd L. Hall (Canada), Cristina Escrigas (Spain), Rajesh Tandon (India) and Jesús Granados Sánchez (Spain) 301

PART VI. FURTHER READING 311
VI Recommended bibliography on community–university engagement
Melba Claudio-González (Puerto Rico) and Jesús Granados Sánchez (Spain) 313