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UNESCO Transdisciplinary Chair
Human Development and Culture of Peace
University of Florence



UNESCO Transdisciplinary Chair
Human Development and Culture of Peace



The Project 2017/2021 (Synthesis)

*The historical challenge of the planetary civilization
Towards the Earth's Humanism, in search of the co-science and co-
growth beyond violence*

Paolo Orefice
CHAIRHOLDER



University of Florence – October 31 2017

*Welcome to the UNESCO Transdisciplinary Chair
Human Development and Culture of Peace
University of Florence
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*Building peace in the minds of men and women
(UNESCO)*

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THE PROJECT

1. The Project and the three Programs (6/2017- 5/2021)

1.1 The reference frame: the historical challenge of the planetary civilization.

The Terrestrial Humanism: the species renaissance. The history of humanity, began over a hundred thousand years ago with the diaspora of the Homo Sapiens Sapiens populations, losing contact with the four corners of the Earth, in our times it marks the definitive return to the meeting of all populations on a planetary scale.

This meeting is made possible by the global network that irreversibly connect life and the living conditions of all human kind and share them in the unexplored experience of planetary coexistence, in which, however, problems are not resolved but furtherly exacerbated. Indeed, the problems, divisions and inequalities inherited from previous societies are aggravated. The historical challenge of current and future generations is to work on the full civilization of the whole species, which leads to unity, dignity and common good, the constituent divergences of each and all in accordance to the nature of the Earth that sustains them.

The historical direction to be taken is therefore to affirm the *Terrestrial Humanism: a Renaissance of Species* – similarly to what was done by means of diverse and innovative human excellences – in order to generate further advanced forms and contents of human intelligence and conditions for the benefit of all the inhabitants of the unique and extraordinary House/Home we share in common.

Co-science and co-growth. Human civilization finds nourishment in further and larger paradigms: Knowing and acting (two faces of the same anthropological dimension) are brought

to mutual interference, overcoming divisions and alienation, as well as knowledge and actions are re-established within relationships. The Earth citizen is born: different knowledge of science and culture generates co-science because these citizens learn together and give the right value to this knowledge; different actions generate co-growth because they grow together. They all grow in all the components of their nature.

Education and Earth citizenship beyond violence. Education to a worthy and more inclusive life in addition to more equitable and free conditions for the whole kind nourish interconnection and unity of knowledge and actions. This process allows human kind to reach a more advanced stage of intelligence and coexistence, taking another evolutionary leap in its historical path. Through the cultural anthropization of the terrestrial civilization the Earth society leaves behind the strategy of violence to which is linked, according to the logic of opposites, since the biological evolution from which it was born, leading to a mature terrestrial citizen, according to the transdisciplinary logic of the third included which stores violence as a result of an inferior historical intelligence, away from the subhuman deviations of an absolute world domination.

Transdisciplinary paradigm. A transdisciplinary point of view is essential to overcome the prospective criticism of the historical limits of human development and peace culture of the 1900s. The shattered approach to reality through separate disciplines and their bearers, torn and divided in research, work and the developmental policies of people and societies, is carrying to a “liquid modernity”, as philosopher Zigmund Bauman affirmed in his later years. At a global level, this has a very negative impact on the existence of about seven and a half billion men and women, with incredible damage to the lives of countless other species as well as to the Earth system itself, which has come to the present generations through laborious geological evolutionary processes to offer us a home where we can all live well.

At the same time, the transdisciplinary epistemology with all the theories and practices that it generates filter the extraordinary legacy of modern civilization, value the secular experiences of other civilizations and work to mobilize the knowledge of the widest spectrum of disciplinary cultures and cultural and humanitarian, as UNESCO recommends, to fuel the unprecedented and indispensable planetary civilization of the common human species.

The transdisciplinary strategy of complex science in its clarity and practicability is the challenge of the unity of human knowledge: on the one hand, to mobilize their actors, from the most sophisticated disciplinary disciplines to the creators of the most knowledgeable daily wisdom on the problems of the complex reality and, on the other hand, to experiment and spread open and transferable models of multidimensional development of people and societies, where their tangible and intangible variables are re-established in the unity of diversity quoted by Morin. It is the path that undo the separation between science of nature, man and technology, between science and ethics, between science and democracy, between reason and sentiment.

From the unity of reality that unfolds in different dimensions and complexity, it comes to the 'logic of the third included', according to the Charter of Transdisciplinarity, which is at a more advanced level of reasoning than the 'logic of opposites'; it does not exclude it but it brings it back to an intermediate level of analysis. The opposing principle as the ultimate category of thinking and action has been inherited by Homo Sapiens from the earlier species and has been the cause of human coexistence since its origins, mitigated by the force of reason in the progressive and discontinuous affirmation of the statutes of historical societies. In our interconnected times, the paradigmatic change of the included third, which is not new to the human thought, generates a profound epistemological rupture: it raises the factor that goes beyond recognizable indisputable opposites, removes the bases of unilinear reason, allows the foundational relationships of complex science, fosters communicative thinking and realizes cooperative action. Its assertion can prove the conquest of the further stage of intellectuality and democracy of human rights among the terrestrial civilization.

As a whole, the culture of complexity, which we can also define as a culture of relationalism, paves the way for the cohabitation of the human family in a planetary civilization, benefiting from the innumerable and varied treasures and experiences of the cultures and minds of its

citizens, at the same time, it regulates and contains regressions towards violent and destructive divisions. Although, as human history teaches us, containment remains at risk.

The Transdisciplinary Science of Education. The transdisciplinary approach to human development and the culture of peace informs the work of the Chair on the side of education. This approach leads to a different kind of education which loses the features of a limited and circumscribed segment of youth development bringing back the basic processes of anthropological education and requests the overturning of perspective in exercising the education of human life: this specificity has a full impact on the potential of human realization. To do so, however, is necessary a paradigmatic change in the study and practice of education. First of all, a discipline is postulated that we can keep calling pedagogical science or scientific pedagogy, that is no longer dependent exclusively on Philosophy nor eroded by Educational Sciences. Both orientations split up education by following the linear epistemology of opposites: in the first case, education is isolated from the other processes of reality and confined to the so-called ancillary function in the name of the hierarchical primacy of pre-established ends while in the second case, it is dispersed between independent segments of reality.

The re location of education into the complex reality of human adventure and the redefinition of its reference discipline into the complex science allows to test both of them.

For the Research of the Chair, the challenge lies in the interfaces of educational reality with the multidimensional development of people, societies and cultures, but before that, it stands in the relationship between complex science and educational sciences and theoretical models of educational process and educational practices of emancipation of the intelligence and maturity of action as citizens of the Earth.

1.2 The three Programs: epistemological, theoretical and methodological contributions

The UNESCO Transdisciplinary Chair participates in the historical challenge of planetary civilization by contributing to the deepening of its three key nodes with many international cooperation programs in Europe and the Mediterranean region, Latin America and Africa, new openings to Asian countries through multi-year education projects, training and research, networked with UNESCO, international and national bodies and experts and the participation of local communities and minority and vulnerable groups.

The key nodes concern complex research, which links disciplinary knowledge to respond to the problems of reality; the citizenship of the earth and taking care of the Common House.

Program 1. The Complex Research

The first node calls into question is the "paradigms of knowledge" in the manner as it has evolved and established itself in the history of societies based on supremacy and discrimination of knowledge. Overcoming the scientific knowledge of separate disciplines and the definitive theories and, before that, the absolute value of the only reason or, vice versa, of the opposite reasons, has begun with the exploration of reality that is becoming increasingly composite. Hence the birth and the emergence of epistemologies and interpretative theories that can network the disciplines and their knowledge and create new ones: the challenge is to be able to read and manage the links between seemingly foreign reality but also to be able to bring into the spotlight that knowledge that had been kept away for too long and to include them in the exploration of diversity across the board.

The new paradigms have emerged from science and culture criticism that began in the last century: they are the result of complex research that, by adopting the logic of the third involved, crosses over disciplinary knowledge and interprets reality beyond disciplines by putting together explored and unexplored levels and fields in their reports. The challenge is to reach deeper and connected shared interpretations of reality, enhancing the potential for knowledge of the whole human kind and of the multiform nature that lives within.

Education for a dignified human life for over seven billion living women and men, and even more so in the future, has a duty to work because so that boundless potential knowledge

nourishes more open and responsible "relational intelligence". Education that represents a mandatory way because through the network of complex knowledge of intellectually emancipated beings, the paradigms of the Earth Humanism will be able to achieve the historical renaissance of the species.

Rif. UNESCO: *UNESCO Science Report Towards 2030*, UNESCO Publishing, Paris, 2015

Program 2. Earth citizenship

The second node appears in its entirety when we draw attention from the exploratory processes of reality to those who explore reality by producing and supplying the contents of generative knowledge of terrestrial civilization on a global scale. We are in the middle of new "paradigms of earth citizenship" that allow us to widen and nourish the many individual identities of the citizen to the founding identity of the Earth citizen. Such paradigms have the transdisciplinary significance of resolving opposing affiliations into real and meaningful territories, contextualizing and reassessing them in their original sense of belonging to the only indivisible House in common. Earth citizenship fills the "voids" of failed and incomplete partial citizenships and it is built in full of the values that those citizenships themselves have worked out over time: in the common interest of surviving as a species, but even more to keep the Earth fertile and healthy that gives us life. Citizens struggle and work for the affirmation of the rights of the Earth and of the men and women who live on it, but they also commit themselves to fulfill the corresponding duties.

The education of the Earth citizens, fostering the knowledge of diversity, constituting biodiversity and sociodiversity, builds new and common knowledge of species in the various fields of human experience and at different reality levels: the transdisciplinary and transcultural overcoming crossing of oppositional and divisional paradigms of disciplines and cultures, especially religious and scientific, establishes and practices the education of citizens of all ages, conditions and territories.

Rif. UNESCO: Unesco, *Global Citizenship Education*; Unesco, *World Education Forum 2015*

Program 3. Taking care of the House in common

The third node of planetary civilization is in the paradigm of human action according to humanity on earth: it is acting in the interest of the whole family of Homo sapiens sapiens and the House in common, with the other living people who welcome us and allow us to live. This paradigm stems from knowledge of identity and belonging to species, made possible by the search for complex reality. On the other hand, compare our problems with others, guarantees solutions in a sustainable way, strengthens knowledge of citizenship and puts to the test and improves the complex research itself. Models and care practices of the House in common are sophisticated: they thrive on advanced network methodologies and technologies that are already in place in innovative research and professions that address and solve issues that were irresolvable before because they were unimaginable with the separate logic of the excluded third. The added value of "network care" related to the system Earth and its subsystems, from local systems to humanity system, ensures the construction of a planetary civilization possible and coherent. It is in fact endowed with a strong gradient of rejection of the autocratic and technocratic solutions of discriminatory and destructive globalization of the rights of the Earth and its inhabitants. Forms of education, through the adoption of methodologies and technologies that connect problems, knowledge, professionals, beneficiaries, methods, techniques and resources in the context of co-growth of citizens and living environments beyond any form of violence, transform the utopia of the House in common in a historic project.

Rif. UNESCO: *Unesco Global Network of Learning Cities*

The whole project has been developed in collaboration with UNESCO in relation to the *Sustainable Development Goals 2030* through the *17 Goals to transform our World*.

2. The co-science and co-growth model and the Sustainable Development Goals (SDG 2030)

The activities of the three Programs, including inter-programs, both of Priority Projects and Specific Projects contribute to the Sustainable Development Goals 2030 through the Intangible / Tangible Development Model elaborated by the Chair's Department and applied to the projects of the same Chair carried out so far.

Referring to the volume quoted for the in-depth study, it can be argued that the formulation of the OSS, which can be shared in all respects, if, together with international and national political wills, does not count on adequate strategic theoretical and operational models end up being a commitment from the United States, which is indispensable at institutional level, but unreasonable in terms of implementation, despite the enormous involvement of the United Nations Organization and other relevant international and national institutions and associations. This aspect of the Chair makes it a subject of study through international documents and assists on *2030 Sustainable Development Goals*, also in view of its possible contribution through participation in UNESCO-sponsored meetings.

In short, based on the Bi-Directional Flow, it is possible to bring into the Goals the intangible and tangible components of *Sustainable Development*:

CO-SCIENCE/CO-GROWTH AND SDG

Sustainable Development Goals:

Intangible/co-science components + Tangible/co-growth components

This interpretative key that combines Knowledge and Growth allows to distribute the 17 SDGs in three transdisciplinary integrated bands, which correspond to three conditions (and a fourth one) in which the co-science/co-growth relationship of the multidimensional globe reality takes place. Therefore, the following structural and dynamic re-structuring of the 17 Objectives is achieved (in such way, for obvious and underground connections the complex reality is called into question):

➤ **The intangible and tangible basic conditions of the person**

Goal 1. End poverty in all its forms everywhere

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3. Ensure healthy lives and promote well-being for all at all ages

Basic needs/rights of human life

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5. Achieve gender equality and empower all women and girls

➤ **Tangible and intangible natural conditions necessary for life**

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 13. Take urgent action to combat climate change and its impacts

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

➤ **Tangible and intangible development/growth conditions for society**

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

➤ **Tangible and Intangible International strategic condition**

Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

The programs with their *co-science/co-growth* projects, even if they shall not touch all the individually-considered objectives, however they put in place the complex strategy of the Model, transferable to all three conditions of co-growth with co-science. In this context, it is clear that each Program offers a specific level of contribution: epistemological / theoretical in P. 1. on the complex, theoretical-methodological research in P.2 on the national, methodological and professional citizenship in P.3 on the care of the House in common. The three programs, beyond the scientific and professional dimension, go through the educational dimension, in the broad meaning of *GSD 2030: Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. Research, in fact, is interwoven with the actions of *Higher Education* in P.1, with the actions of *Lifelong Education* in P. 2, and the actions of the *Professional Lifelong Training* in P. 3.

3. The projects of the Programs: unity and transdisciplinary methodological articulation

The three Programs, as outlined in the General Plan, express three distinct areas of the transdisciplinary focus of high education and research in International cooperation:

- *Earth Humanism*, understood as the historical challenge of *planetary civilization*, the only possible direction ahead of our species not to destroy itself and life on Earth through the search for *co-science* and *co-growth* in the Age of Anthropocene beyond any form of violence.

The three transdisciplinary domains focus on the construction of *co-science* in the dual meaning of "science together" and "science with conscience" and the realization of *co-growth*, in the multiple meaning of "grow together", "growth of all ", growth of every human component and nature.

The three domains, as levels of the same *Earthly Human Focus*, expression of *planetary civilization*, go through the three transdisciplinary programs, focusing on each of them:

- *the complex research* (Program 1.) it is the foundation as a new paradigm of knowledge;
- *Earth citizenship* (Program 2.) it is the foundation as a new paradigm of human formation and accomplishment;
- *Taking care of the house in common* (Program 3.) it is the foundation as a new paradigm of sustainable, inclusive, honest anthropization of the Earth through intangible and tangible growth / development interventions.

The Project and its Programs, which adopt the typology of UNESCO Chair Activities described in the above-mentioned Document V. (Section 2.2), are part of the following work framework for "Priority Projects", which deepen "transferable models" elaborated by the Chair Director previously and provides additional contributions to "specific projects" of education, training, research and exchanges realized or being carried out by the Team of the Chair or in collaboration with its Partners.

Therefore, the activities of the Chair are based on two areas of projects in relation to the Programs:

A) Priority Projects, B) Specific Projects.

3.1 The Priority Projects

- Joint activities with the three programs, which feed them through specific contributions; it takes place in the *Transdisciplinary Laboratory of knowledge of co-science and co-growth beyond violence* in which the activities and products of the three Programs are concentrated, with the aim of realizing the final product of the Project:

- ***The Home of the Knowledge of Terrestrial Citizenship.***

– Activities for Program 1. *Complex research*, which deepens the epistemological, theoretical and methodological aspects of transdisciplinary and transcultural relationships of human knowledge in relation to the knowledge of other living creatures, during the design of research and the international doctorate of the University of Florence in collaboration with other UNESCO and University Presidencies and networked with the UNESCO Divisions of Education, Science and Culture:

- ***Higher Education in transdisciplinary research.***

– Activities for Program 2. *Education for Terrestrial Citizenship*, which deepens the study of transdisciplinary and transcultural knowledge that expresses the values, feelings and actions of *co-science* and *co-growth* beyond violence, in the design of research and school curricula and of adult education in collaboration with UNESCO-led schools, other UNESCO Presidencies, Universities and the UNESCO *Global Network GCE- Global Citizenship Education*:

- ***Education for Terrestrial Citizenship.***

– Activities for Program 3. *Taking care of the House in common*, which deepens transdisciplinary methodologies in the various fields and knowledge of the intangible and tangible (educational, social, cultural, health, economic, urban, ...) development / growth, in the design of the research from the models developed by the Directorate of the Chair and training courses and training courses for the various fields and knowledge of development / growth, with particular emphasis on the professional and non-formal vocational education sector in collaboration with Professional Associations, local and national authorities, other UNESCO Chairs, University and Worldwide network UNESCO-UIL *The Learning Cities*:

- ***The training of home care professionals.***

For "transferable models" refer to the "Focus and Templates" summarized below, which are documented in the works and publications of the Director of the Chair and its collaborators:

3.2 The Specific Projects

- The "Specific Projects" underway or in programming constitute a further field of action of the three Programs: in deciphering certain specific components, they bring significant contributions to the Four Year Project. Only the coordinators and the titles are reported, which are reproduced in the 2016/2017 Report sent to UNESCO, distributed by Program and updated in October 2017. There are no entries to confirm in the 2017-2018 programming.

- **Program 1.**

- Education

- **Laboratory of Higher Education on transdisciplinary research of University of Florence** (Coordinator Professor P. Orefice)

A series of educational modules on the theory and practice of the transdisciplinary approach in the different scientific areas projects

- **Course of Doctorate on Mind, Gender and Language of University of Naples** (Director Prof. Maura Striano)

Workshop on Participatory Research as Research, Education, Communication and Context Change (by Prof. Paolo Orefice)

- **Transdisciplinary approach in international Master on Medical Humanities (MH)** (Responsible Prof. Joseph Banos, Prof. Loretta Fabbri, Prof. Carlo Orefice)
- Research
 - **Transdisciplinary Research Methodology in the Cost Project and its Follow Up** (*New European Project*) (Responsible Prof. Marco Fioravanti, Prof. Paolo Orefice)
- **Program 2.**
 - Training
 - **Short course online for *Educacion para la ciudadanfa***
The course is under programming. It is ongoing a trial to allow a first inter-university degree
(Responsibles: Prof. Paolo Orefice, Dean Prof. Juan Marcelo Mella, Universidad of Santiago de Chile)
 - Research
 - **Reflections: Educating for Critical Thinking, Inclusive Society and Public Engagement.** *EU Programme: Erasmus Plus -Social inclusion through Education, Training and Youth* (Responsible Prof. Maura Striano)
 - **Project for indigenous cultures and languages preservation in two minority communities: Mapuche in Santiago de Chile near Unichile (Health Traditional Knowledge) and Rapa Nui Easter Island (Language and culture preservation with the establishment of basic school)**
Project proposal by the Mapuche and Rapa Nui communities, the Faculty of Agrarian and Indigena Chair of University of Chile and Unesco Chair of University of Florence, Italy
(Responsible: Prof. Sophia Montecino, Prof. Paolo Orefice)
 - **Intercultural and interreligious dialogue for Peace and endogeneous Development in Africa, Network of Foundations and Research Institutions promoting a Culture of Peace in Africa** (Prof. Paolo Orefice, coordinator of **CoP Project: On-line Community of Practice": Last Phase Formalization of results and Follow Up**)
- **Programma 3.**
 - Training
 - **Skills development laboratories agro-biodynamic PRATICA- MENTE** (Responsible: Prof. Maria Rita Mancaniello)
 - **Skills development laboratories for production of the ancient grains of Arezzo and Montevarchi** (Responsible Dr. Pino Piras)
 - Research
 - ***Ciudad-Itinerario de la cultura y el saber en Mexico.***
Pilot Project in the Historic Center (UNESCO World Heritage) of the City of Mexico: Programming Phase
(Responsible: Dr. Graciela Mota, Prof. Paolo Orefice)
 - **Research and training for an eco-bio-logical literacy in second childhood and early adolescence: preliminary project**
(Director Prof. M.L. Iavarone)
 - **The care of the common house: a research intervention for hydrogeological risk prevention and education to coexistence in at-risk situations, in Tuscany Region (Italy), UNESCO Interchair project of the University of Florence** (Direction and Staff of two Chairs)
 - **VIS a VIS...Vision and Sharing: Prevention of Cyberbullying**

4. National and International Networks: the transdisciplinary participatory model in SDG 2030 strategies

The Chair's professional relations strategy - from the Team to the International Network, from Chairs Students to International Decision Makers, from children to local communities benefiting from activities - are based on the knowledge communication criterion, which focuses on the styles of international university cooperation and of the UNITWIN Program based on the *Think Tank* and *Bridge Building* criteria, but it is even more part of the transdisciplinary theory of the relationship of knowledge through the logic of the third included which is based on the Chair's Project to build planetary civilization beyond the opposition logic of violence, and it is also a choice of leadership of the Chair since its establishment, despite all the risks and misunderstandings in content management and responsibilities.

On this line of lifelong education inside and outside the Chair, *the Four Year Project* continues and deepens the Networking strategies of knowledge, actors, institutions, the development of people and territories in the double dimension of invisible meanings and visible signs: *Participatory Action Research* continues to be the reference methodology for the confirmations that have come to this end, fueled and fueled by the complex theory of co-construction of knowledge according to the transdisciplinary science of education.¹

The Four Year Project, its Programs and its Priority and Specific Projects are built around a network of diversified and open networks that constitute the Chairperson's Partnership, institutionally organized according to the Organizational Model of UNESCO Chair of the University of Florence, taken up in the previous Document 1 of the Chair, in accordance with the Chair Agreement Document, which is based on the University Regulations and the International Standards of the UNESCO.

4.1 Partnership Networks

As stated in the UNESCO Chair's Report for 2016-2017, already quoted, Networking is a strategic asset of the Chair, as required by UNESCO's UNITWIN Program. Here is an excerpt.

Networking is guaranteed by the consolidation of partnerships, through various types and levels of agreements, that allows to develop research, training and action in various regions with other Universities, with international organizations, at national and local level, with governmental and non-governmental bodies in the North and South of the world.

UNESCO Chair intends to permanently and regularly build collaborative networks for development and peace among academics, experts, institutional actors and civil society. It promotes projects aimed at fostering development and peace. These are forms of cooperation that have a start and an end and are all closely related to other specific projects, or remain active thanks to partnership agreements, as those indicate below. In this case, the partners are still involved in exchange and study visits in order to guarantee the follow-up of projects. Each agreement with the presence of one or more representatives helps to enrich the network of professors and experts that represent important resources for the Chair.

Indeed, within international collaboration through Networks, valuable visits and exchanges of professors, researchers and students make it possible to work together in

¹ For further clarifications see the works of the Chair and of Paolo Orefice.

research and didactics for a reasonable time on common projects. They make it stronger and more sustainable sharing and enriching these projects, but above all they realize real international collaboration through the transfer and dissemination of knowledge and skills, but also of the models and products that can be used in the most underprivileged areas as in privileged areas of the world.

It is a good "scientific, professional and human contagion" that continues and deepens the processing and the sharing that take place in the different forms of *meetings*: from *on-line workshops* to the most demanding conferences and congresses on the advancements in the research of shared projects.

As for the the Global Project Network (2017/2021), the following is articulated:

1. UNESCO network
2. National and international network of professors from the universities convened
3. National and International Network of Experts of Agreed Institutions and Associations
4. National and international network of university and non-university referents, who in various respects for their excellence are the scientific, cultural and social "reference points" of the Chair not on the basis of convened agreements, but of signed agreements.

For the status of the Chair Project Partnership through Networks 2-4. reference is made to the aforementioned UNESCO World Report 2016-17. It is updated for 2017-2018 according to the *Organizational Model* and Project Developments over the next few years.

It is about to be activated a fifth General and Economic Support Network at the Chair. It is linked to the choice of an associative solution.

Likewise, a possible network of "Friends of the Chair" is thought to amplify the debate on the great themes of planetary civilization based on the maturation of the identity and belonging of Earth's citizens. It is an action that the Chair promotes in its programs through some social issues, in view of the re-activation of the revised site.

4.2 The UNESCO network

An important role in the development of the three programs is the system of relations that the Chair has always had with the Unesco family, which is now entering the field in its activities. This is the maturity of relationships fed over the past ten years, also based on the nature of the UN-UNESCO agreement in the UNITWIN International Cooperation Program.

In these terms, in the UNESCO Report, the development of collaboration in the four-year period is presented:

Cooperation with UNESCO Headquarters and Field Offices

In the new project, lasting four-year, the relationship with the UNESCO Headquarters and the Field Offices is central: due to the importance of the global Eco-Humanism challenge, which is on the UNESCO agenda 2030 and in the entire United Nations family and international NGOs programmes, therefore essential for Chair strategy for the full support of the international community along the difficult path of earthly citizenship.

Therefore, it's important the reinforces of the collaboration with the UNESCO Italian family, beginning with the UNESCO National Commission: to this end, the Director of the Chair has had a fruitful meeting with the new Secretary General of the UNESCO National Commission, Min. Plen. Enrico Vicenti for a mutual permanent cooperation (Rome, February 16, 2017).

In Tuscany is already active a collaboration with the UNESCO Office of the Municipality of Florence and the UNESCO Center in Florence on the themes of the Heritage and the Learning City, which is being strengthened with the arrival of the second UNESCO Chair at the University Florence on the prevention of hydrogeological risk. The Chair provides at least an annual visit to UNESCO Headquarters both for Higher Education updates at UNITWIN and for junctions with the departments dealing with the transdisciplinarity. The next visit is scheduled in the spring.

As described in the Project, the Chair intends to give priority at exchanges with the Chairs and UNITWIN networks, in particular in Latin America, where already there are connections with some UNESCO Chairs in partner universities, and in Africa, where the Chair is already present in the Network of Foundations and Research Institutions for the Promotion of a Culture of Peace in Africa, and which includes some UNESCO chairs. About the Field Offices, the Chair should strengthen cooperation with UNESCO's decentralized offices in Africa and in Latin America about the local problems linked with the three programs of the Chair.

The network work on the Three Programs of the Chair and on its Overall Project goes through the placement of UNESCO within the United Nations system in keeping with its specific role in pursuing the Sustainable Development Goals by 2030.

Specifically, as mentioned above, the terms of the relationship and activities are shown below with the entire UNESCO system:

UNESCO Headquarters Paris: UNITWIN (H.Education, Unesco Chairs) program and the top five areas and departments, starting with the Social Sciences Division, as indicated in the UNESCO letter of renewal of the Agreement:

- Ø Network for the Global Project on Earth Planet Earth and Earth Humanity and for the Program 1. Complex science and, in particular, transdisciplinary.
 - The reference is to all UNESCO study areas, but from the Department of the *Social and Human Sciences*.

- Network for Program 2. Earth Citizenship with *Global Citizenship Education (GCED)*.
 - *Global Citizenship Education (GCED) is one of the strategic areas of UNESCO's Education Sector programme for the period 2014-2021. UNESCO's work in this field is guided by the Education 2030 Agenda and Framework for Action, notably Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which calls on countries to “ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development”.*
The normative foundation for UNESCO's approach to GCED is determined by UNESCO's 1974 Recommendation concerning education for international understanding, co-operation, peace and education relating to human rights and fundamental freedoms.
Furthermore UNESCO's work in this area supports the United Nations Secretary-General's Global Education First Initiative (link is external) (GEFI) that was launched in September 2012 which made fostering global citizenship one of its three education priorities.
 - Network for the Program 2 Earth Citizenship Program for a cross-curricular curriculum on subjects on Civilization, Humanities, Science and Earth Citizenship, to be realized with experimentation at some UNESCO-related Schools in Italy. To verify feasibility with the previous GCED network.
 - *The UNESCO Associated Schools Network (ASPnet) links educational institutions across the world around a common goal: to build the defences of peace in the minds of children and young people. The 10,000 ASPnet member schools in over 180 countries work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice. ASPnet - a driver for innovation and quality in education - is*

recognized as an effective tool for reaching [target 4.7](#) on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) of [Sustainable Development Goal 4 - Education 2030](#).

ASPnet uses three complementary approaches: 1. *Creating*: As a laboratory of ideas, ASPnet develops, tests and disseminates innovative educational materials and promotes new teaching and learning approaches based on UNESCO's core values and priorities. 2. *Teaching & Learning*: Capacity-building, innovative teaching and participative learning in specific ASPnet thematic areas allow school principals, teachers, students and the wider school community to integrate UNESCO's values and become role models in their community and beyond. 3. *Interacting*: ASPnet gives its stakeholders opportunities to connect and exchange experiences, knowledge and good practices with schools, individuals, communities, policy-makers and society as a whole. ASPnet operates at both international and national levels. A team at UNESCO Headquarters in Paris oversees the network's international coordination. At the country level, ASPnet National Coordinators are designated by UNESCO's National Commissions. Principals, teachers and students lead activities in member schools.

In Italy, the Associated Schools system is governed by a special Circular issued at the beginning of each school year by the Ministry of Education - General Directorate for School Arrangements and the Evaluation of the National Education System - Uff 8 - in collaboration with the Italian National Commission for UNESCO.

Projects must be interdisciplinary, based on current and world-wide issues and must come together in strategies that prepare young people to live together. To this end, the Commission, in agreement with MIUR, encourages schools to contact the universities, research centers, NGOs, local government institutions, municipal authorities, working with other national and international schools.

The themes on which to build on the project are numerous and range from research / investigation into the implementation of human rights, the protection of natural and cultural heritage, the quality of life, sustainable development, the importance of water resources, communication through new technologies, to interculturalism. (From the Italian site <http://www.unesco.it/it/ItaliaNellUnesco/Detail/193>).

- Network for Program 3. Taking care of the House in common with the Program Education for Sustainable Development (ESD)
 - *Connected within the Target 4.7, Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) are recognized as mutually reinforcing approaches, with commonalities and specificities. Both prioritize the relevance and content of education in order to ensure that education helps build a peaceful and sustainable world. Both also emphasize the need to foster the knowledge, skills, values, attitudes and behaviours that allow individuals to take informed decisions and assume active roles locally, nationally and globally. However, they have different agendas, discourses and international policy frameworks. They also have distinct thematic areas of focus and as a result partly different stakeholder groups.*

UNESCO Headquarters Institute for Lifelong Learning, Hamburg

- Network for the Program 3. Taking care of the House in common with the world net The Learning Cities
 - *The UNESCO Global Network of Learning Cities is an international policy-oriented network providing inspiration, know-how and best practice. Learning cities at all stages of development can benefit greatly from sharing ideas with*

other cities, as solutions for issues that arise as one learning city develops may already exist in other cities. The Network supports the achievement of all seventeen Sustainable Development Goals (SDGs), in particular SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable'). The UNESCO GNLC supports and improves the practice of lifelong learning in the world's cities by promoting policy dialogue and peer learning among member cities; forging links; fostering partnerships; providing capacity development; and developing instruments to encourage and recognize progress made in building learning cities

A learning city promotes lifelong learning for all. UNESCO defines a learning city as a city that effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education;

- revitalizes learning in families and communities;*
- facilitates learning for and in the workplace;*
- extends the use of modern learning technologies;*
- enhances quality and excellence in learning; and*
- fosters a culture of learning throughout life.*

In doing so, the city enhances individual empowerment and social inclusion, economic development and cultural prosperity, and sustainable development.

Lifelong learning lays the foundation for sustainable social, economic and environmental development. The idea of learning throughout life is deeply rooted in all cultures. However, it is becoming increasingly relevant in today's fast-changing world, where social, economic and political norms are constantly being redefined. Studies have shown that lifelong learners – citizens who acquire new knowledge, skills and attitudes in a wide range of contexts – are better equipped to adapt to changes in their environments. Lifelong learning and the learning society therefore have a vital role to play in empowering citizens and effecting a transition to sustainable societies.

While national governments are largely responsible for creating strategies for building learning societies, lasting change requires commitment at the local level. A learning society must be built province by province, city by city, and community by community.

UNITWIN/UNESCO Chairs Programme

➤ Network for the Programs on the global Focus of the Chair Project with the UNESCO Chair and its network UNITWIN.

- *Launched in 1992, the UNITWIN/UNESCO Chairs Programme, which involves over 700 institutions in 116 countries, promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge sharing and collaborative work. The programme supports the establishment of UNESCO Chairs and UNITWIN Networks in key priority areas related to UNESCO's fields of competence – i.e. in education, the natural and social sciences, culture and communication.*

Through this network, higher education and research institutions all over the globe pool their resources, both human and material, to address pressing challenges and contribute to the development of their societies. In many instances, the networks and chairs serve as thinktanks and bridgebuilders between academia, civil society, local communities, research and policy-making. They have proven useful in informing policy decisions, establishing new

teaching initiatives, generating innovation through research and contributing to the enrichment of existing university programmes while promoting cultural diversity. In areas lacking expertise, chairs and networks have evolved into poles of excellence and innovation at regional or sub-regional levels. They also contribute to strengthening North-South-South cooperation.

- Network for the three Programs and for a global Focus including the Project with the Italian Unesco Chairs, with all the common issues, concerning also the SDG 2030:
 - In the spring of 2017, the Network of Italian UNESCO Chairs was established at the UNESCO National Committee of the MAEeCI, articulated in three groups, the first formulation:

GROUP 1 Cultural identity. Migrations. Development. Human rights

GROUP 2 Sustainable Technology and Development

GROUP 3 Land use. Urban Sustainability. Tourism.

There are two Unesco Universities in Florence. The SU & CP Chair participates in the first and third groups, in the logic of not separating knowledge (and disciplines, development and their actors).

A first seminar at the first group at the University of Florence has already been proposed.

The national initiative for the 25th anniversary of the UNITWIN Program with the Commission National UNESCO (Rome) and with the UNESCO Italian Chairpiece is to be defined

The UNITWIN/UNESCO Chairs Programme celebrates its 25th anniversary in 2017. The programme, which has helped to establish a vibrant network of over 700 higher education institutions in 116 Member States, shares UNESCO's values, connects the Organization with communities, and mobilizes expertise to support the advancement of UNESCO's goals in education, sciences, culture and communication. Built on a common vision of a world free of poverty and discrimination, this global network strengthens UNESCO's links with scientists, researchers and communities of practice. Networking – a strategic added value of the programme – has helped universities and higher education and research institutions all over the globe to play their role fully in society.

This anniversary is an opportunity to take stock of the achievements of the programme over 25 years of action and pay tribute to the commitment and hard work of academics, students, civil society organizations and many others involved at participating universities.

It is also time to look forward to the 25 years ahead and the contribution of higher education to achieving the goals of the Education 2030 Agenda.

Italian Association UNESCO Heritage

Network (to be confirmed) for the Program 3. Taking care of the House in common with the Association for Experimentation of Forms of Training and Intervention, with the possibility of enlargement to the UNESCO World Heritage Site.

§ The Unesco World Heritage Association was founded in 1997 by a happy insight of the Municipalities of Alberobello, Andria, Capriate San Gervasio, Ferrara, Matera, Ravenna and Vicenza, who have been awarded the prestigious recognition of the World Heritage Sites. Seven far-flung local realities convinced of the usefulness of building a collaborative project with other cities and other stakeholders to support effective promotion of their own territories.

The Association carries out an intense activity to support the policies for the protection and valorisation of the territories and goods of the prestigious UNESCO recognition and is one of the priority referents for all those who, public bodies and private subjects, have the heart of the extraordinary cultural heritage and landscaping of our country. (website http://www.sitiunesco.it/?page_id=3159)

In the training and interventions of the whole Program 3. Particular attention is given to educators and pedagogues of the Professional Branch of Non-formal Education, currently being discussed in Parliament.

UNESCO Family Group in Florence

Association network on the common interests of UNESCO presence in the Florentine and Tuscan regions

The agreement between the Unesco Presences in Florence: the two Unesco Presidents of the University of Florence, the UNESCO World Heritage Center of the City of Florence, the UNESCO World Heritage Center of Florence, ICOMOS Italia, a UNESCO-affiliated association : initiatives are in support of UNESCO's common and specific programs of interest.

4.3 Areas and Territories of the Project: Recurrences and Strategic Priorities of the SDG 2030

From the first decade of its international experience, the Chair has achieved success and propagation in its willingness to respond to the solicitations and collaborative invitations from any geographical area and territory with specific problems. It was founded to deal with problems preparing programs, projects, visits, exchanges and other forms of cooperation that are unprecedented in the face of the most diverse and pressing questions of development of people, communities, institutions, national and regional societies. This unrestricted mobility, save those of inadequate human, technical, and economic resources, has undoubtedly created dispersion and difficulty of solutions if not radical, at least lasting.

On the other hand, experience has had its human, professional, and scientific value within its limits: it can be considered the season of Progressive Growth of the Chair in its relations with the peoples and ethnic groups deprived of their rights and subject to an addictive way of violence. This attitude mirrors in their dealings with different partners, institutions and associations intercolutors, which feel powerless and hopeless themselves of changing local, national and regional realities and trying to relate with world's OONNGG and UN system operators in the preparation and managing international projects and events, albeit with bureaucratic redundancies and resource containment. Additionally, the Chair, with its previous experience in research and co-operation, has been able to focus on content, methods, strategies, and models to make the most with the opportunities given and offer more security and solutions for the work of this new and demanding phase of international cooperation.

The choice of geographic areas and specific territories within them follows the selective criterion of responding to the contexts, contents and objectives of the Four Year Project and its Priority Projects and also choosing the areas for the interventions of the UNESCO for the Objectives by 2030. The territories where the Specific Projects are held and where the partners continue collaborating with the Chair are also part of the criterion of action of the three Programs.

It can be affirmed that even if geographic areas remain the same as previous experience (Europe and neighboring areas, Latin America and Africa), to which China may be added if we can count on resources and opportunities, it is important to consolidate actions in limited territories, referred to as permanent laboratories of the three programs. In any case, since this Chair placed the issue of planetary civilization at the center of its project, it will have mobility on an intercontinental scale for participation in any necessary event.

A final note on the public priorities public and their issues to which the Chair's Project refers in the context of the Global Sustainable Development Goals: attention is given to the shortcomings and imbalances scourgeing the living conditions of the populations and territories most affected by the processes of globalization, which are added to the historical heritage of colonization. The search for Earthly Humanism also involves countries and territories causing those shortcomings and deficiencies, called up to revive traditions, models and practices of unsustainable development.

The condition of "errant travelers" of the same human kind who for the first time, since the origins of our history, made us all run into each other and meet in time and space sharing irrevocably the only destiny of life in the House in common.

The condition for which the Project of the Chair works is to participate at the makin of an Earth civilization.

4.4 Documentation of the Project

The type of production of the Chair

- **Specific scientific production** (print or *on line*)
 - *Series of Monographs on the Focus and Templates of the Project* at FUP- Firenze University Press of the University of Florence, part of which is in co-authorship with other Italian and foreign *University Press*
 - *Essays and articles on the theoretical and methodological contributions of the Programs, Projects and Activities of the Chair* by scientifically accredited Italian and foreign publishers and magazines
- **High Education material production** (*Learning on line*)
 - *Tool Box for Transdisciplinary Co-Science* for PhD students and researchers (Project 1.)
 - *Transdisciplinary Curriculum Set of Earth Citizen* for school teachers and adult education (Project 2)
 - *Training Modules* for professionals in the various areas of tangible/intangible development (Project 3) for school teachers and adult education (Project 2)
- **Production of information and communication** (multimedial and in the web)
 - *Identification Set of the Chair* according to the forms of the University of Florence and the constraints of the UNESCO Logo
 - *Series with informative material* at the local press (print and multimedia)
 - *Social and Site* (the current Chair page on the Unifi site is integrated into the Renewed Chair site)

For the scientific production, the Chair uses an independent Editorial Board and Referee. The International Editorial Board of the UNESCO Chair, set up at the FUP - Florence University Press, is updated to the new project 2017-2021 and becomes the Editorial Board of the products of the three Programs.

For 2018, the first products of the new project 2017-2021 are ready. It is expected to be published progressively/subsequently in several languages (in Italian, English, Spanish, French):

Research:

- Production of the first **research files** at the FUP:
 - *The Unesco UNESCO Chair and its project,*
 - *The Transdisciplinary Project,*
 - *Education 2030.*

Education:

- Production of the **First Online Training** Modules:
 - *Transdisciplinary Research* (Program 1.),
 - *Earth's Citizenship* (Program 2.),
 - *Participatory Approach of the Tangible and Intangible Co- Growth Methodology* (Program 3).

Information/Communication:

- the new Presentation Chair of the Chair and new project 2017-2021 with Brochures and Tables of Activities, to print,
- updating the Chairperson's Page at the University Website with the aim of reopening the updated Chairpage Site
- the activation of some Social, starting with LinkedIn already open, for exchanges with professionals;

ATTACHMENT A

THE REALIZATION OF THE PROGRAMS 2017/2018

PROGRAMS 1./2./3. The Historical Challenge of Planetary Civilization: Towards Earth Humanity

- **Transdisciplinary laboratory of knowledge of co-science and co-growth beyond violence**
 - in conjunction with the Strategic Actions for the Sustainable Development Goals 2030 (GSD17 2030/4 Education UNESCO) Intermediate Products (2018-2019-2020)
 - **ANNUAL EXHIBITION** of the Program Results (Information, Communication, Education, Research)
- Final Product (2020-21)
 - Unifi's Permanent Structure: THE HOUSE OF KNOWLEDGE

PROGRAM 1. CO- SCIENCE: complex research

- **Priority Project:**
INTERNATIONAL TRANSDISCIPLINARY DOCTORATE (with another UNESCO of the University of Florence and other UNESCO Chairs (and not only))
- in relation to UNESCO networks on science and global challenges
- Modules on transdisciplinary co-science
 - with exemplification to the science of education

PROGRAMA 2. PLANETARY CITIZENSHIP BEYOND VIOLENCE:Earth Education

- **Priority Project:**
TRANSDISCIPLINARY MASTER
 - School curriculum and Teacher profile of compulsory school subjects
 - EDA Curriculum and Educational / Pedagogical Profile of the Professional co-growth areas

PROGRAM 3. CO-GROWTH: Taking care of the House in common

- **Priority Project:**
TRANSDIPLINARY LABORATORY OF FIELD TRAINING
 - *Professional co-growth skills modules for operators with tangible and intangible developers*

Attachment B

CHAIRHOLDER AND NATIONAL TEAM

CHAIRHOLDER: Paolo Orefice

TEAM:

Technical-scientific and administrative management co-ordination:
Maria Rita Mancaniello (UTC *program coordinator*)

Management Secretariat
Antonio Di Grigoli (UTC *Phd student*)

Coordination of evaluation and monitoring processes and stakeholder relations
Pino Piras (UTC *Adjunct member*)

Project Support Services
Andrea Carmelo Spadola (UTC *Research Assistant*)
Tiziana Chiappelli (UTC *Research Assistant*)
Stefano Costantini (UTC *Phd student*)
Carlo Orefice (UTC *Associate professor*)
Stefano Oliverio (UTC *Associate professor*)
Alessandro Masetti (UTC, *Adjunct*)
Olga Mictin (UTC, *Adjunct*)
Stella Rita Emmanuele (UTC, *Phd student*)

National Project leaders and researchers

University of Florence
(UTC *Associate professors, researcher*)
Giovanna Campani
Cosimo Di Bari
Marco Fioravanti
Silvia Guetta
Maria Rita Mancaniello
Alessandro Mariani

University of Siena
(UTC *Adjunct professors, members*)
Loretta Fabbri
Marco Betti
Francesca Bianchi
Francesca Bracci
Mario Giampaolo
Carlo Orefice
Alessandra Romano

Università di Naples Federico II
(UTC Adjunt professors, members)
Maura Striano
Stefano Oliverio
Paolo Vittoria
Francesca Marone

Università di Naples Parthenope
(UTC Adjunt professor)
Maria Luisa Iavarone
