

# **PROVIDE TRAINING IN CRITICAL- ETHICAL ANALYSIS AT ALL INSTITUTIONS OF HIGHER EDUCATION**

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**WAAS, WUC, Roma TRE**

# **PRESENT MEGA TRENDS 1:**

- **increasing world population;**
- **demographic shifts;**
- **unstoppable immigration waves;**
- **scores of low-intensity regional wars;**
- **environmental refugees;**
- **racism and xenophobia;**
- **endemic poverty in several regions;**
- **permanent differentiation of labour market;**

# **PRESENT MEGA TRENDS 2:**

- **short-term bias in policy making;**
- **no continued linear growth;**
- **accelerating globalisation, and white heat of technology;**
- **crumbling welfare state;**
- **media exposure to “a good life”...**

**(Anthony Marsella, 1997; World Economic Forum 2017;  
Global Challenge Foundation, 2017)**

# TRANSFORMING OUR WORLD: THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT (UN, 2015):

- **People:** end poverty and hunger; promote dignity, equality and a healthy environment;
- **Planet:** protect from degradation; promote *sustainable* management of natural resources; counteract climate change;
- **Peace:** create peaceful, just and inclusive societies;
- **Partnership:** promote global solidarity, particularly with the poorest and most vulnerable, jointly with all stakeholders.

# CRITICAL ETHICAL ANALYSIS IN ALL HIGHER EDUCATION

- **Critical:** characterized by careful, exact evaluation and judgement;
- **Ethics:** a set of principles of right conduct.

# CRITICAL THINKING:

- Try to show that you are right.
- Try to show that your opponent is wrong.
- Reset and look for the truth.
- Try to prove yourself wrong and accept your original standpoint only after having failed to do so.

(Jarrick, 2017)

# **ETHICAL ANALYSIS:**

**An ABC of dishonest practices: Absenteeism, Appropriation, Bribery, Cheating, Corruption, Deceit, Embezzlement, Extortion, Favoritism, Fraud, Graft, Harassment, Impersonation...**

**We will use corruption as a general term to designate such malpractice, and focus on institutions of higher education.**

(CHEA/CIQG/IIEP/UNESCO, 2016)

# **CORRUPTION IN THE WORLD:**

**Not a single country comes anywhere close to a perfect score (100) on the Corruption Perceptions Index 2016.**

**Over two-thirds of the 176 countries are below 50 on our scale of 0 (highly corrupt) to 100 (highly ethical).**

**The global average is 43, suggesting endemic public sector corruption.**

(Transparency International, 2017)



# **BASIC REQUIREMENTS FOR SUCCESSFUL IMPLEMENTATION OF AGENDA 2030**

**Trustworthy, ethical, honest and impartial government institutions that exercise public power and carry out their policies fairly are more likely to promote trust and social capital that improve health and wellbeing.**

**But this needs to be taught!**

**(Poznan Declaration, 2015)**

# POZNAN DECLARATION

*“Whole-of-University Promotion of Social Capital, Health and Development” - through critical ethical thinking in all higher education.*

## Endorsed by

- **Compostela Group of Universities (CGU)**
- **World Academy of Art and Science (WAAS)**
- **World University Consortium (WUC)**
- **Quality of Government Institute (QGI)**
- **Transparency International (TI)**

# **BASIC CAUSES:**

Dysfunctional norms → asocial  
behaviour → economic crisis →  
austerity → unemployment →  
poverty, injustice, inequality →  
decline in social trust → social  
dissolution → increase in morbidity  
and mortality →

# **PROPOSED ACTION TO ADDRESS BASIC CAUSES:**

**Better education in critical-ethical analysis → clear intention and ability to perform such analysis → stronger trust and social capital → more ethical governance and rule of law → higher standard of living → improved public health and quality of life.**

# **SUSTAINABLE DEVELOPMENT SUBGOAL # 4.7**

**Ensure that all participants acquire by 2030 the knowledge and skills needed to promote sustainable development and lifestyles, including education in *human rights, gender equality, peace, nonviolence, global citizenship, appreciation of diversity and respect for the role of culture.***

# 17 SUSTAINABLE DEVELOPMENT GOALS, AND 169 TARGETS

- Elusive, due to their range, complexity and occasional incompatibility;
- Therefore extremely difficult to implement - without advanced skills in critical-ethical analysis.

# PROPOSALS:

- Organize a high-level conference on critical ethical analysis in higher education, with a focus on the UN 17 sustainable development goals (what should be taught, and how);
- Adapt higher education to the conference's conclusions in order to train critical-ethical analysis;
- Collaborate to produce videos that illustrate ethical dilemmas and make them available free of charge online.