

Políticas y líneas de acción [PLA]

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Indicar un título breve y directo para el del documento. Máximo: 75 caracteres con espacios	
Political Economy in the Global South: Ecuador and Tanzania	
Resumen de los datos biográficos más relevantes del/la autor/a. Máximo: 150 caracteres con espacios	
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CINCO PALABRAS CLAVE	3. SUR GLOBAL
1. ECONOMÍA POLÍTICA	4. ECUADOR
2. EDUCACIÓN SUPERIOR	5. TANZANIA
1. PRESENTACIÓN	
Introducir los temas, problemas y escenarios estudiados, determinado los actores involucrados. Extensión: media página	
<p>Political Economy of Knowledge implies the analysis of the production of knowledge and the role of actors, policies and programs which influenced higher education development during the developmentism (1970's), neoliberalism (1990's), and the current period of transformation for higher education in the Global South.</p> <p>Ecuador and Tanzania share postcolonial histories and dependent economies that have given their universities prominent roles in the construction of their respective states, societies and national economies. Just as classrooms and studies at the Central University of Ecuador, the University of Dar-es-Salaam became a key player in the democratization of the country (Campuzano, 2005; Lulat, 2005). In the 1960s and 1970s, during the euphoric period following the Cuban Revolution and the independence of many African countries, universities in Latin America and Africa committed themselves to the struggles against political and social inequalities and strengthened their ties to popular sectors. These conditions have changed through next decades.</p> <p>From the standpoint of political economy, this research provides background for analyzing higher education in the context of the historical conditions in which capitalist accumulation and inequality have occurred at the global level. It also discusses the trajectory of the relationships among universities, politics and knowledge in Latin America and Africa, with special emphasis on Ecuador and Tanzania. The field work done at two rural universities, one in Ecuador and one in Tanzania. On the basis of work with documents and the positioning of various stakeholders (leaders, activists in social and educational movements, professors, politicians), the analysis makes it possible to</p>	

understand the articulation between the production of knowledge within the universities and the shifts in designing educational plans within the frameworks of political disputes and the correlation of forces within the framework of globalization. We examine the 1960s to the 1980s, as Ecuadorian universities engaged with agrarian problems and professionalization, while higher education in Tanzania in that period aimed to serve development in the newly independent nation.

We look, in particular, at the establishment of research and teaching agendas for the provincial public universities of the State University of Bolivar in Ecuador and Mzumbe University in Tanzania, to understand the ways that these peripheral institutions defined and legitimized local knowledge in the context of national and global transformations. This research also examines the political economy of higher education in these two countries towards the end of the 20th century and into the 21st century. We analyze, on the one hand, the selected universities' distinct local responses to the impacts of structural adjustment. In this section we also look at the ways that these universities have responded to the globalization of education in the 21st century, focusing on the importance of social sciences in the reconstruction of the State in the 20th century, in the context of a globalized economy.

2. ANÁLISIS POLÍTICO

Realizar un breve análisis político o reflexión en relación con el objeto de estudio.

Extensión: media página

In chronological terms the colonial and post-colonial periods in Latin America and Africa differ, but as ways of defining the specific configuration of the relation between production of knowledge and global accumulation characteristics shared by both regions. We can speak about capital accumulation and education in both colonial and postcolonial orders.

Universities and knowledge production play a crucial role in the constitution of national projects in countries of the global south. While universities are widely valued for their potential role in social mobility - a role that emerged with the democratization and popularization of universities in the late 20th century - their contemporary importance to nation states is even more critical. In the current context of cognitive capitalism, institutions of higher learning are in fact entrusted with the economic development of the country and the nation's position in the global economy. In this new landscape, knowledge is expected to play a privileged role in productive structures and national economies.

In Tanzania as in Ecuador, then, the universities have had important relations with social and political actors, opening their teaching to popular sectors, investigating means of national development, and linking university activity with social sectors in fields like health, education, housing and the human rights. Despite their similarities, the universities of every country have adopted different approaches to their unique social, economic and political circumstances. In Ecuador, to accommodate the institutional importance of the student movements, public universities maintained solid ties with collective actors like trade unions and leftist parties. On the other hand, its relations with industry and government were distant, often antagonistic. In Tanzania, in contrast, the close ties between the national government and the most important public university, the University of Dar es-Salaam, allowed for an intellectual and political synergy that produced significant works of African thought with international influence, such as Walter Rodney's book "How Europe underdeveloped Africa". The impact of structural adjustment shifted the trajectory of both regions.

Thus, the point of departure for a political economy analysis is the fact that it is possible to identify the key structures of the various specific ways to produce knowledge through the ways in which the work conditions of the actors involved in these dynamics were reproduced. Development programs of technological transfers are one entry point for examining the political economy of knowledge. Such a political economic analysis claims that it is possible to understand diverse and particular ways of producing knowledge based on the processes and conditions of the actors involved in this knowledge production. This hierarchical structuring occurs within an assessment scale not only based on the fact

that modern systems do not recognize knowledge that operates from different premises, but also essentially based on ignoring knowledge that is not that is focused in unequal development.

3. PROPUESTAS

Conjunto de sugerencias y proposiciones en términos de políticas públicas y/o acciones orientadas a los movimientos sociales. En dos perspectivas temporales: de corte inmediato y de largo plazo o estructurales.

Extensión: una página

The relationship of these structures to the increasing importance of knowledge and its formalization in higher education and academic research leads us to focus on the globalization of higher education, economies based on knowledge and new forms of cognitive capitalism.

The relationship of these structures to the increasing importance of knowledge and its formalization in higher education and academic research leads us to focus on the globalization of higher education, economies based on knowledge and new forms of cognitive capitalism. The formation of large companies and the “scientific organization of work” was accompanied by the establishment of research laboratories and innovation. In this period of industrial capitalism, making knowledge functional and commercial depended on the possibility of applying general and abstract rules to specific problems.

Education oriented towards innovation characterizes higher education in Ecuador and Tanzania from the beginnings of the 21st century. This process is part of the new political dynamics related to the character of capitalism based on the transformations of the role of knowledge in capital accumulation. Nevertheless, we see that the centrality of the State differs in each of the study cases. The process of higher education transformation has implied the implementation of accreditation, which has already begun to affect research agendas, and has shifted expectations for public universities. In any case, higher educational reforms require an analysis focused on the global transformations, and not only as local o transitory problem.

Since the beginning of this century we are witnessing further transformations in the model of higher education, in which the technologies of information and communication re-define the relevancy of the economies and societies of knowledge. These are, as we have argued historically, contextualized and defined by the forms of accumulation related to the centrality of immaterial work and production in the new period of cognitive capitalism. This policies started in Europe with Bologna project in 1999 and arrived to Latin America with Tuning Project in 2003.

The more sober periods that followed of economic crises in the 1980s transformed anew the expectations placed on public universities. With the reduction of social spending in the context of structural adjustment policies and programs, the university was tasked with supporting the economic development of these countries and providing labor force and social mobility that would underlie that progress. In Africa, international development organizations advocated investment in primary rather than higher education. Social movements can perform the dialogue with higher education institutions in order to build a political economy of knowledge in the global South. In this regard, impulse the mutual production of practices and local experiences, national and international institutions, with an empirical and theoretical approach to production and material circulation of knowledge.