
DECLARATION OF PRINCIPLES¹

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SUMMARY VERSION²

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**A NEW RESEARCH
ASSESSMENT TOWARDS A
SOCIAALLY RELEVANT
SCIENCE IN LATIN AMERICA
AND THE CARIBBEAN**

DECLARATION OF PRINCIPLES

Based on the recent documents of CLACSO, the international science organizations mentioned in the considering, and the new requirements of open science, it is necessary to adapt research assessment policies and processes in Latin America and the Caribbean, taking into account these international precedents and open science principles, to establish their assessment criteria, according to specific contexts, contemplating different research profiles, diverse alternatives and intervention instruments both in terms of funding policies and in the accreditation of institutions, and, in the field of practices involving the people who evaluate and are evaluated in their teaching, research, extension and/or linking activities, among others.

Therefore, the Latin American Forum for Research Assessment (FOLEC-CLACSO) supports the following principles and proposals:

On the aims of assessment

1. The main objective of research assessment is to guarantee the development of quality and socially relevant science; ethical, respectful of human rights and committed to the construction of just, democratic, and egalitarian societies.
2. Adaptation to the current stage of open science is needed, through new assessment policies that give priority to the qualitative assessment of research.
3. Scientific knowledge is a collective construction, so it is essential that research assessment gives adequate weight to teamwork and its different forms of organization and construction.

On the assessment processes

4. It is essential to regain control of the academic and research community over the assessment processes and indicators.
5. The indicators of published output to be used in the assessment processes should also include those indicators produced by regional indexing services (Latindex Catalogue, Redalyc, SciELO, among others), as well as indicators from national indexes of quality journals, to counter WoS and Scopus.
6. The notion of "impact" of scientific research should be broadened to include the "social relevance" of knowledge.
7. It is essential to recognize, in collaborative and participatory research processes, the contribution of knowledge provided by social actors outside the academic sphere linked to the topics being researched.

8. Multilingualism favors the development of socially relevant research and contributes to sustaining cultural diversity.
9. Assessment processes should be evolutionary, self-reflective, transparent, and participatory, promoting mechanisms that encourage dialogue and mutual learning, and ensure continuous improvement.
10. Consider peer review as part of the researcher's activities and as a relevant contribution to the scientific and academic community.
11. It is essential to guarantee the equal representation of women and diversities in the assessment systems and processes, with a minimum of parity, and in priority research and topics.
12. Attention should be paid in the early stages of academic and research careers to the problems of inclusion that originate in inadequate assessment practices.

On the information systems and indicators

13. Information systems at science and technology public agencies and research funding institutions and universities should reflect the career of researchers and professors doing extension, linking and social intervention along with those who are training, respecting the diversity of institutional and disciplinary cultures and their diverse means of communication.
14. The citation indicators extracted from the databases limited in their geographical, linguistic, and disciplinary scope should not be considered a valid measure to carry out comparison of scientific production between individuals, institutions or countries.