

## **The HAB Manifesto**

*Jointly drafted in February 2020 at Chiang Mai, Thailand*

### **Preamble (overarching principles)**

We envision a university that reclaims its rightful civic role and responsibility as a confluence of multiple nodes of knowledge exchange. Our goal, as educators and institutions, is to identify and explore the expansive variety of modes and contexts of acting in, and on, the world. We propose to create border-crossing spaces within and outside universities where academics, students, and communities learn from, and act and work with, each other, in an atmosphere of mutual respect and recognition.

### **Why an Intervention?**

The global homogenisation of higher education makes invisible and hinders the (potential) creative contributions of a large number of educational contexts in the Global North and South. We observe a growing disparity between the goals and methods of contemporary higher education and the needs and challenges of people's everyday lives, not just in the Global South but also in the North.

In response, we uphold a humanistic model of knowledge production and transmission. In this model

- We believe that knowledge is discoverable, often in unexpected and unconventional places.
- We recognise expertise in many forms, including those that are currently marginalised.
- We call for knowledge production and transmission in service of the public good.
- We foster and mobilise the co-creation and exchange of knowledge in border-crossing spaces (across e.g. disciplinary, gender, national, identity-based, institutional, social status, sectoral boundaries).
- We acknowledge the central role of the university as a public service institution embedded in and open to a diverse human and environmental local ecology, whose role is to proactively act as vector of knowledge interactions, within this environment and in relation to other situated contexts in the world.

### **HAB Methodological Guidelines**

Curricular interventions should always

- Be self-reflexive in academic practice.
- Start from entry points that have significance for all collaborators, are locally situated, and are responsive to global challenges.
- Co-create learning experiences with peers across a global network of universities and their community-level partners in a mutually beneficial way.

- Use experiential learning techniques that immerse learners *in situ*.
- Facilitate multilingual learning and exchange to challenge language hegemony and its restrictive educational consequences.
- Allow for creative, nonconventional outcomes of learning (e.g. audio, video, text, image, digital, objects, installations).
- Actively seek non-textual, hidden, and marginalised sources of knowledge (e.g. keepers of indigenous knowledge, local archives, storytellers).

### **HAB Humanist Competencies**

- Respect and understand our ecological precarity and the indivisible bond between humankind and the biosphere.
- Address real world concerns at a local, common-sensical, experiential, conversable or humanist scale rather than in terms of disembodied, mathematical models, abstract concepts, stereo-typical or uncritical, conditioned responses.
- To empathize rather than objectivize by placing oneself in the shoes of another rather than keeping a social, epistemic or physical distance.

### **HAB Collaborative Education Formats**

The HAB methodological framework can be implemented through a variety of formats involving students and faculty exchange. Many of them have already been experimented with in HAB 1.0. They include:

- Experiential schools
- Storytelling and Writing Workshops
- Digital Storytelling Accession Cards
- Pop-up Courses & Responsive Syllabi
- Visiting Group Fellowships
- Special Issues in Partner Publications
- HAB institutional spaces
- Consultative Roundtables
- Practice-based Workshops
- Pop-up Museums
- Local Dialogue Forum and Fairs

### **HAB Learning Ecology**

These HAB activities can only achieve their transformative objectives if they are made accessible to a variety of social and educational actors namely,

- The academic community, including student bodies, teachers, staff and administrators.
- HAB consortium members and other interested partners and other affiliates.
- Indigenous experts, practitioners (including artisans, artists), activists, local community leaders and elders, storytellers and local historians, librarians, archivists, and museum specialists.

- Local high schools, media and civil society actors.
- Foundations and other institutional supporters, including national and international NGO's.
- Local, provincial, and national governments and advisory organisations.
- Accreditation committees and other institutional frameworks of evaluation.

### **HAB Consortium Members**

The following 19 institutions have agreed to support humanist principles of teaching, learning and collaboration as set out by the HAB Manifesto. Their joint participation constitutes the new HAB Consortium:

1. Ambedkar University Delhi, India
2. Chiang Mai University, Chiang Mai, Thailand
3. Cotton University Guwahati, Assam, India
4. El Colegio de México, Mexico City, Mexico
5. Institute of Human Sciences, University of Social Sciences and Management, Bamako, Mali
6. Institut des Sciences des Sociétés (INSS-CNRST), Ouagadougou, Burkina Faso
7. International Institute of Asian Studies, Leiden The Netherlands
8. Kenyon College Gambier, Ohio, USA
9. Kyoto Seika University, Kyoto, Japan
10. Leiden University College, The Hague the Netherlands
11. Madras Institute of Development Studies, Chennai, India
12. Northern Illinois University, Dekalb, USA
13. Singapore University of Social Sciences, Singapore
14. Taipei National University of the Arts, Taiwan
15. University of Basel, Centre for African Studies, Basel, Switzerland
16. University of Dar es Salaam, Tanzania
17. University of Gaston Berger, Saint Louis, Senegal
18. University of Ghana, Legon, Ghana
19. University of Mandalay, Myanmar