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:: CORRECCIÓN DE ESTILO

Annette Insanally

:: DIAGRAMACIÓN

Pedro Juzgado A.

:: TRADUCCIÓN

Yara Bastidas

Apartado Postal N^o 68.394
Caracas 1062-A, Venezuela
Teléfono: +58 - 212 - 2861020
E-mail: ess@unesco.org.ve / esosa@unesco.org.ve

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Educación Superior y Sociedad

Educación Superior y Sociedad (ESS) es una publicación semestral, editada por el Instituto Internacional para la Educación Superior en América Latina y el Caribe (IESALC) de la Unesco, con sede en Caracas, Venezuela.

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Educación Superior y Sociedad (ESS), is a bi-annual journal published by the International Institute for Higher Education in Latin America and the Caribbean (IESALC) of Unesco, located in Caracas, Venezuela.

Educación Superior y Sociedad (ESS) is dedicated to publishing research results; Identify knowledge gaps and new research priorities; bringing to the domain of debate current issues and problems; promoting research in and on higher education; disseminating information about policies and good practices; contributing to the establish bridges between research results and policy formulation; facilitating and fostering international and interdisciplinary arenas for the exchange of ideas, experiences and Critical dialogue, fostering the organization of networks and cooperation among social actors, strengthening the conditions for innovation in higher education; reinforcing a communications platform for researchers and a repository of research related to higher education in the different countries of the region.

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Educación Superior y Sociedad (ESS), est une publication semestrielle, publiée par l'Institut international pour l'enseignement supérieur en Amérique latine et dans les Caraïbes (IESALC) de l'Unesco, basée à Caracas, Venezuela.

Educación Superior y Sociedad (ESS) se consacre à la publication des résultats de la recherche; identifier les lacunes dans les connaissances et les nouvelles priorités de recherche; ramener le niveau de débat des questions et des problèmes actuels; promouvoir la recherche et l'enseignement supérieur; diffuser des informations sur les politiques et les bonnes pratiques; contribuer à la construction de ponts entre les résultats et la politique de recherche; faciliter et encourager les arènes internationales et interdisciplinaires pour l'échange d'idées, d'expériences et un débat critique, stimuler l'organisation de la mise en réseau et la coopération entre les acteurs, le renforcement des conditions de l'innovation dans l'enseignement supérieur; construire une plate-forme de communication pour les chercheurs et un référentiel de la recherche liée à l'enseignement supérieur dans les différents pays de la région.

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Annette Insanally

Caribbean universities, largely operating in small island states (small-scale economies, populations, and political structures) represent catalysts for national and regional development. In this context, some have been more successful than others in responding to social demands, characterized by their degree of success in developing a critical mass of expertise, maintaining professional and intellectual legitimacy, their efficient use of resources while maintaining qualitative objectives and establishing external links. At the operational level, creating evaluation mechanisms, networks, regional centers, the use of new information technologies and delivery systems, advances in science and technology. (See OECD Publishing, **Beyond GDP: Measuring What Counts for Economic and Social Performance - Country-experiences with using well-being indicators to steer policies**, November 27, 2018).

An important consideration for Caribbean higher education institutions (HEIs) is how to ensure that they are not left behind in the global thrust for resilience and survival amidst a multiplicity of man-made and natural disasters. In this context, the institutions' focus on continuous quality improvement can be a worthy mechanism if a multi-pronged, institution-wide approach is taken for a rational response to the inherent challenges.

Increasingly, Caribbean institutions are recognizing that a value-added mechanism could be transformational partnerships to cultivate global dialogue and expand the capacity of each institution for educating students, conducting research and serving communities. This calls for complementary regional action, whereby the combined strengths of the network of institutions can be harnessed and weaknesses mitigated, strategic action and best practice can be shared and emulated and challenges and failures analyzed. Of merit would be the production of a regional database informing on successful activities and new ideas of higher education practitioners working on solving global problems through innovative international collaboration. This would set the agenda and establish partnerships for future initiatives in key development areas: Priorities for LAC countries; Strategy and Policy; Research Collaboration; Student Mobility (including short-term, project-based and practical professional experiences); Faculty Mobility and Collaboration; Collaboration with the Productive Sector to Address Global Challenges; Innovative Use of Technology for

International Collaboration; Resource Mobilization and Partnership Building for Sustainable Development; Transformative agendas; Curriculum revitalization and cross-cutting themes; Teaching and Learning Effectiveness and implementation of Quality Policy.

An important point of departure is the fact that 2019 is a milestone year for the Sustainable Development Goals (Agenda 2030). It includes the first comprehensive review of progress on the entire 2030 Agenda since implementation began in 2016. This review will be held as the 74th Session of the UN General Assembly (UNGA) kicks off in September 2019. Twenty-one (21) of the SDGs' 169 targets will mature in 2020, and with 12 of them focused on biodiversity, they are essential for the success of the SDGs and the Paris Agreement on climate change. The Caribbean has a critical window of opportunity for clear and coherent action by Member States to address the future of these targets.

In January 2019, The University of the West Indies (The UWI) was selected by the International Association of Universities (IAU) as its global leader in the mobilization of research and advocacy for the achievement of a climate-smart world. The UWI has already selected a global cluster of universities from Europe, Africa, Asia, the Americas and Oceania to assist in the task of achieving SDG 13 having recognised decades ago that climate change, rising sea levels and ocean temperatures, were an existential threat to the Caribbean, small island states, and the world, and to this end provided a body of scientific knowledge to prove and promote the case. The UWI's commitment to supporting the Caribbean region in the development of a culture of resilience and resilience planning as part of its Triple A Strategic Plan 2017-2022 is evidenced through a number of initiatives with global impact. In August 2018, The UWI was selected by the Inter-American Development Bank (IDB), the World Bank, and Virgin United to host the launch of the Caribbean Climate-Smart Accelerator, a ground-breaking initiative to support the Caribbean becoming the world's first 'climate-smart zone.' (Sir Hilary Beckles, www.uwi.edu)

Caribbean HEIs would do well to participate in Forums which provide a unique interface for them to share their experiences and strategies for advancing the sustainable development agenda. The Higher Education Sustainability Initiative (HESI), a partnership between UN-DESA, UNESCO, UNEP, UN Global Compact's Principles for Responsible Management Education (PRME) initiative, UNU and UN-Habitat, is one of the key implementation partners of the Global Action Program on Education for Sustainable Development (GAP)¹ and is a forum for dialogue and for sharing how universities are integrating the SDGs into sustainability strategies in the form of research, teaching, pedagogy, and campus

1 GAP, which was launched in 2014 in the follow-up of the Decade of Education for Sustainable Development (ESD) (2005-2014), seeks to generate and scale-up Education for Sustainable Development and accelerate progress towards sustainable development. All higher education institutions may join the network freely.

practices. Students could join, and be actively engaged in national and international student organizations, to ensure their voice is heard and receive the necessary support.

UNESCO-ISEALC has an integral role to play in this and is galvanizing the endorsement by regional HEIs of a consistent and coherent plan of action (CRES 2018 Plan of Action) and so guarantee their commitment to joint action for the sake of the region's sustainable development and to ensure that the region is not left out of global efforts and achievements. It is envisaged that regional networks will contribute to the creation of a Regional Common Knowledge Space intended to harness the productive good of regional HEIs and be conducive to the creation of harmonized accreditation systems, increased facilitation of joint programmes and increased accessibility to the regional HEI product. An important partner would be the Caribbean Nucleus of the Regional Center for Cooperation in Higher Education (CRECES) with which the Universities Caribbean Association has a Cooperation Agreement.

Current strategies and practices at Caribbean HEIs are trending towards a value-creating use of knowledge resources for innovation and entrepreneurship. This stems from an increasing awareness that to effectively support entrepreneurship and innovation, HEIs themselves need to be entrepreneurial and innovative in how they organise education, research and engagement with business and the wider world. Several HEIs have taken a proactive approach and piloted new ways of integrating new teaching methods into their curricula, developing activities to stimulate the entrepreneurial mindset, supporting start-ups, strengthening collaboration with business and the wider world, and taking a more international approach to their activities.

The Youth Progress Index is one of the first ever concepts for measuring the quality of life of young people independently of economic indicators. This framework can be a significant contribution to the policy debate, including for advocacy, as well as scholarly research, on measuring performance of societies related to youth matters, and defining progress beyond economic achievements. Young people from around the globe must be encouraged to take advantage of opportunities to discuss, understand, share, find solutions to and develop strategies on Caribbean and global issues pertaining to ocean conservation and preservation, marine pollution, climate change-related impacts on the oceans, sustainable blue economy, coral reefs and fisheries, among others. Young people are directly affected by these problems, and actively engaging youth on sustaining and improving the health of our oceans is imperative if we want to successfully implement the SDGs, especially Goal 14 (life under water). (POLICY TOOLKIT Youth Entrepreneurship for the Green and Blue Economies, published by The Commonwealth Secretariat, 2018). Linguistic differences must not constitute a barrier to integrated action for development.

Science and technology is generally considered key to the future of all developing countries and an important solution to inequality in our societies. Caribbean HEIs must participate in inter-related local and global action to encourage our children to think as innovators; increase the number of science academies in our communities; increase access to education using internet technology to greater numbers of our population and mobilize policy support for development and capacity.

The articles in this edition address these issues of human capital management and development and provide us with important information for a better understanding of the challenges facing our higher education sector.

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Topic 3:

The transformative role of Caribbean Higher Education

- **L'ignorance commune, obstacle à la construction caribéenne**
Dr Fred Reno, Professeur de science politique,
Université des Antilles, Pole Martinique
- **Transatlantic intellectual networks in the General Studies university reform movement: the role of Puerto Rico**
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- **Les représentations des dirigeants des écoles supérieures et universités haïtiennes du rôle des professeurs dans le développement la recherche en Haïti.**
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Sharine A. Isabella
University of Curaçao Dr. Moises da Costa Gomez

L'ignorance commune, obstacle à la construction caribéenne

Dr Fred Reno

:: RÉSUMÉ

Dans sa tribune intitulée "L'ignorance, obstacle à la construction caribéenne", le professeur Réno souligne le décalage entre les attentes en termes d'acquisition de savoirs et les connaissances réellement acquises sur les réalités caribéennes. Par une analyse comparative basée sur un échantillon d'étudiants de l'Université des Antilles, cette tribune démontre la nécessité de mettre en place un socle commun de connaissances sur les études caribéennes. La création d'espaces collaboratifs entre établissements d'enseignement supérieur de la Caraïbe pourra être facilitée à terme

par l'implication des organisations universitaires telles que Universities Caribbean ou La Corpuca. Ainsi, le partage de l'ignorance laissera place au partage de connaissances historiques, socioculturelles, économiques et politiques sur la grande Caraïbe. C'est à cette seule condition que les identités caribéennes pourront fusionner, se développer et se recréer harmonieusement.

Mots-clés: réalités des Caraïbes, études des Caraïbes, identités des Caraïbes

Common ignorance, obstacle to Caribbean construction

Dr Fred Reno

:: ABSTRACT

In his article entitled "Ignorance, obstacle to Caribbean construction", Professor Reno emphasizes the gap between the expectations in terms of knowledge acquisition and the knowledge actually acquired on the Caribbean realities. By means of a comparative analysis based on a sample of students from the University of the West Indies, this forum demonstrates the need to establish a common base of knowledge on Caribbean studies. The creation of collaborative spaces between higher education institutions in the Caribbean

can be facilitated over time by the involvement of university organizations such as Universities Caribbean or Corpuca. Thus, the sharing of ignorance will leave room for the sharing of historical, socio-cultural, economic and political knowledge about the Greater Caribbean. It is only on this condition that Caribbean identities can merge, develop and recreate harmoniously.

Keywords: Caribbean realities, Caribbean studies, Caribbean identities

“La ignorancia común, un obstáculo para la construcción en el Caribe

Dr Fred Reno

:: RESUMEN

En su artículo titulado “La ignorancia, un obstáculo para la construcción en el Caribe”, el Profesor Reno enfatiza la brecha entre las expectativas en términos de adquisición de conocimiento y el conocimiento realmente adquirido sobre las realidades del Caribe. Mediante un análisis comparativo basado en una muestra de estudiantes de la Universidad de las Indias Occidentales, este foro demuestra la necesidad de establecer una base común de conocimiento sobre los estudios caribeños. La creación de espacios de colaboración entre instituciones de educación superior en el Caribe se puede faci-

litar a lo largo del tiempo mediante la participación de organizaciones universitarias como las Universidades Caribe o Corpuca. Por lo tanto, compartir la ignorancia dejará espacio para compartir el conocimiento histórico, sociocultural, económico y político sobre el Gran Caribe. Es solo en esta condición que las identidades caribeñas pueden fusionarse, desarrollarse y recrearse armoniosamente.

Palabras clave: realidades del Caribe, estudios caribeños, identidades caribeñas

A ignorância común, um obstáculo para a construção no Caribe

Dr Fred Reno

:: RESUMO

Em seu artigo intitulado "A ignorância, um obstáculo para a construção no Caribe", o professor Reno enfatiza a diferença entre as expectativas em termos de aquisição de conhecimento e o conhecimento realmente adquirido sobre as realidades do Caribe. Através duma análise comparativa baseada numa mostra de estudantes da Universidad de las Indias Occidentales, este fórum demonstra a necessidade de estabelecer uma base comum de conhecimento sobre os estudos caribenhos. A criação de espaços de colaboração entre instituições de educação superior no Caribe pode se

facilitar ao longo do tempo através da participação de organizações universitárias como as Universidades Caribe ou Corpuca. Portanto, compartilhar a ignorância deixará um espaço para compartilhar o conhecimento histórico, sociocultural, econômico e político sobre o Grande Caribe. Só nessa condição as identidades caribenhas podem se fundir, se desenvolver e se recriar harmoniosamente.

Palavras-chave: realidades caribenhas, estudos caribenhos, identidades caribenhas

La Caraïbe est un espace en construction. Ce processus qui est aussi un objectif peut difficilement faire l'économie des ressources de cette construction. Notre hypothèse est que le processus et l'objectif reposent dans une large mesure sur la connaissance partagée des réalités caribéennes.

Nous avons choisi de mettre au jour les limites de la construction caribéenne à travers les lacunes profondes des étudiants sur des questions simples relatives à l'histoire, la géographie, et certaines personnalités caribéennes qui ont acquis une dimension internationale.

Les étudiants concernés par cette mini enquête sont de l'Université des Antilles. Mais nous sommes persuadés que nos constats et résultats pourraient s'appliquer à la majorité des autres institutions scolaires et universitaires de la Caraïbe.

Avant de dépouiller nos questionnaires, nous avons noté lors d'échanges en amphithéâtre ou dans des conférences publiques, que la revendication des étudiants et plus généralement des jeunes d'une identité caribéenne se réduisait souvent à des slogans d'ordre culturel.

Après exploitation de ces questionnaires nous sommes amené à penser que cette approche «culturaliste» des étudiants coïncide avec une méconnaissance profonde de leur environnement.

Pourtant l'idée d'une appartenance commune à la caraïbe, au singulier, traverse toutes les sphères et les catégories sociales de nos sociétés. Elle se manifeste notamment par un discours caribéaniste répandu et une coopération informelle qui se structure progressivement.

:: En réalité cette caraïbe postulée est un espace largement méconnu

Le savoir sur cet espace est sectorisé et le plus souvent limité aux espaces coloniaux respectifs

Sur ce point, le système scolaire et l'Université comme lieu de savoirs universels ne semblent pas jouer pleinement leur rôle. On attend de l'étudiant qu'il apprenne, qu'il forge son esprit critique et que son expérience d'apprenant lui permette de s'inscrire avantageusement dans ses différents espaces d'appartenance. On attend de l'enseignant qu'il concourt notamment par la recherche à la construction des savoirs et à leur transmission. L'université reçoit des lycéens

qui, pour la plupart, ont peu ou pas de connaissances sur l'espace caraïbe. Une recherche même sommaire sur les programmes éducatifs des différents niveaux de formation (primaire, collège, lycée et université) révèle le caractère marginal de la Caraïbe dans ces programmes.

Une des premières conclusions de notre enquête est donc que ce système d'éducation dont l'Université est le point terminal participe peu à la construction de cet «espace caribéen»

Ce que nous apprend l'enquête, nous amène à ce constat.

L'université est d'abord un lieu de savoir. Le savoir est un produit de l'activité scientifique. La connaissance, elle, est disponible, multiforme et fait l'objet d'une observation empirique. Le passage au savoir s'opère par un processus de formalisation et de validation de connaissances notamment par une institution habilitée.

:: Présentation de l'enquête et des principaux résultats

Cette enquête ne se base pas sur le profil sociologique des étudiants. L'âge, le genre, l'origine sociale ne sont pas corrélés aux résultats obtenus. Nous sommes donc conscient des insuffisances de la démarche explicative.

Notre objectif n'est pas d'expliquer mais de constater le niveau de connaissances de l'ensemble des étudiants de première année ayant choisi l'option «Connaissance de la Caraïbe», enseignement dispensé à la faculté de droit et d'économie de Guadeloupe. Il s'agit d'un choix fait par des étudiants qui ont eu le plan du cours en début d'année et qui au fil des mois se sont souvent absentés comme c'est le cas dans la plupart des cours. On peut penser que les plus assidus sont ceux qui ont obtenu les meilleures notes. Un premier sondage en amphithéâtre lors du premier cours montrait une forte tendance à réduire la caraïbe à des slogans culturalistes et raciaux. L'intérêt pour les musiques urbaines d'origine jamaïcaine et le fait d'être «black» résumait souvent le sentiment d'appartenance à la Caraïbe.

L'épreuve notée de 0 à 20 comportait 7 questions

- 4 questions de géographie et d'histoire qui valaient chacune 2 points
- 3 questions sur des personnalités de la Caraïbe qui valaient chacune 4 points

La première illustration de ce que nous qualifions d'ignorance est le faible niveau de connaissance de l'ensemble des étudiants sur la Région.

Le savoir est sectorisé souvent réduit aux espaces coloniaux respectifs

Cette ignorance se manifeste par une absence de savoirs partagés sur:

- la géographie,
- l'histoire ,
- les personnalités caribéennes reconnues au plan international

Sur les 154 copies, 57,5% d'entre eux ont obtenus une note globale comprise entre 0 et 5. En réalité, cette ignorance s'accroît à mesure que l'étudiant s'éloigne de ses lieux géographique et culturel d'appartenance. La tendance s'accroît lorsque les questions portent sur une personnalité «subversive», comme Frantz Fanon.

:: Des réponses limitées à l'espace historique d'appartenance

Sur les questions de géographie, les étudiants ont une plus grande facilité à appréhender la dimension insulaire.

Si 21,4% des étudiants réussissent à désigner 5 îles caribéennes, près d'un sur deux (49,3%) ne parvient pas à citer un territoire continental de la région. La Grande Caraïbe demeure donc encore lointaine.

Les questions historiques ont porté sur l'année d'abolition de l'esclavage en Grande Bretagne (1833) et en France (1848)

73% des étudiants connaissent la date française et 47%, la date anglaise. A l'évidence, ils retiennent plus facilement les références qui concernent leur espace colonial d'appartenance.

Cette dernière remarque se vérifie à propos des personnalités caribéennes.

Par exemple à la question: Qui était Derek Walcott ? 76,6% sont muets ou déclarent des choses farfelues justifiant un zéro. Ils ignorent complètement l'auteur saint-lucien. Certaines réponses sur le prix Nobel de littérature de 1992 sont surprenantes:

- «anglais militant pour l'abolition de l'esclavage».
- «fait partie de la famille du joueur de foot Walcott qui joue à Arsenal dans la ligue anglaise»

- «met en place le panafricanisme»
- «était un président haïtien»
- «le premier empereur d'Haïti»

Sur Arthur Lewis, prix Nobel d'économie en 1979, lui aussi saint-lucien, les résultats sont du même ordre. Plus de 71% des propositions sont fausses.

En revanche les réponses sur Fanon révèlent une autre dimension de l'ignorance. Bien que francophone et originaire de la Martinique, Fanon semble encore moins connu que les autres personnalités citées. Les statistiques sont sur ce point sans équivoque. Sur les 154 copies, 132 soit 85,7% des étudiants ont eu zéro, ne produisant aucune information juste sur une personnalité des Antilles françaises. Preuve que la variable géographique n'est pas déterminante. Ces réponses témoignent d'une réelle mise à distance de Fanon

Fanon le martiniquais est méconnu parce qu'il a été éloigné.

Connu pour son action révolutionnaire en Algérie il est devenu un auteur subversif écarté du système scolaire.

Au regard du projet caribéen: quels savoirs, quelle stratégie de partage des savoirs?

Sur ces questions les institutions de formations et singulièrement l'université semblent défaillantes.

:: Que faire et Comment?

Il est souhaitable de définir un socle de savoirs communs sur la Caraïbe, indépendamment des choix nationaux et locaux. Il convient aussi d'élaborer et de mettre en œuvre des politiques transnationales de diffusion de ces savoirs partagés.

La démarche repose nécessairement sur une volonté politique affirmée et surtout sur une implication des organisations interuniversitaires (UNICA, UDUAL, CORPUCA Chaire interuniversitaire etc...) qui doivent en assurer le pilotage.

Le projet se traduirait par un enseignement transversal et interuniversitaire obligatoire dans les universités partenaires.

:: Conclusion

La problématique du savoir partagé amène à s'interroger sur le rôle des institutions et en particulier de l'université.

Acteur reconnu du développement, l'université intervient par:

- la formation
- la recherche
- la mobilité académique

Elle a donc vocation à s'inscrire dans ce processus de construction de l'espace caribéen.

Mais son inscription dans l'espace caribéen est –elle concevable sans production et diffusion de savoirs partagés.

Common ignorance, obstacle to Caribbean development¹

Fred Reno, Professor of Political Science, Université des Antilles

The Caribbean is a space under construction. This construction process, which is also an objective, hardly has the economic backing it needs. Our hypothesis is that both process and objective depend, to a large extent, on sharing knowledge of the Caribbean reality.

We have opted to expose the limitations of the process through the profound knowledge gaps of students when asked simple questions relating to Caribbean history, geography, and some personalities who have acquired an international dimension.

The students involved in this mini-survey are from the **Université des Antilles** but we are sure that our findings and conclusions could apply to the majority of other Caribbean educational and academic institutions.

Even before reviewing our questionnaires, we noticed during the interaction in amphitheatres and public conferences, that the assertion of students and generally Caribbean youth, was often limited to slogans of a cultural nature. After perusing the questionnaires, we were led to think that this “cultural” approach of students relates to a deep misunderstanding of their environment.

Yet the idea of belonging to one Caribbean transcends all spheres and social categories of our societies. It manifests itself in particular in a common Caribbean discourse and informal cooperation which is built gradually.

In reality the Caribbean we speak about is a space that is largely unknown

:: Knowledge about this space is compartmentalized and most often limited to the respective colonial space

In this regard, the educational system and the University as a universal knowledge space do not seem to be playing their full role. Students are expected to learn, to develop their critical thinking skills, and to use their learning experience to enable them to participate successfully in their respective milieu. The teacher is expected to contribute in particular to the construction of knowledge and its transmission. The university receives high school students who, for the most part, have little or no knowledge of the Caribbean space. A very basic review of the educational programs of the different levels of education (primary, middle school, high school and university) reveals how little the Caribbean is present in these programs.

¹ The following is a summary of a presentation at the 43rd CSA Conference on “Education, Culture and Emancipatory Thought in the Caribbean”.

One of the first conclusions of our research is that our education system culminating in the University, contributes little to the construction of this “Caribbean space”. This conclusion is based on our research.

The university is first and foremost a place of knowledge. Knowledge is a product of scientific activity. Knowledge is available, multifaceted and subject to empirical study. Knowledge is generated through a process of formalization and validated by a particular authorized institution.

:: Presentation of the survey and main findings

This survey is not based on the sociological profile of students. Age, gender, social origin are not correlated with the findings obtained. We are therefore aware of the shortcomings of the study.

Our goal is not to explain but to note the level of knowledge of all first year students who have chosen the “Knowing the Caribbean” option, taught at the Faculty of Law and Economics in Guadeloupe. These students would have received the course plan at the beginning of the year and over months would often be absent, as happens in most courses. We can assume that the most assiduous are those who have obtained the best grades. A first survey at the first class in the amphitheater showed a strong tendency to reduce the Caribbean to cultural and racial slogans. Interest in the music of urban Jamaica and being “black” often synthesised the sense of belonging to the Caribbean.

The test scored from 0 to 20 had 7 questions

- 4 questions of geography and history each worth 2 points
- 3 questions about Caribbean personalities each worth 4 points.

The first illustration of what we call ignorance is the low level of knowledge of all students in the Region. Knowledge is compartmentalized and often reduced to the respective colonial spaces. This ignorance is manifested by an absence of shared knowledge about:

- Geography
- History
- Caribbean personalities internationally recognized

For 57.5% of the 154 entries, the overall score was between 0 and 5. In effect, ignorance increases the more the student moves away from his/her geographical and cultural place of belonging. This trend is accentuated when the questions are about a “subversive” personality, like Frantz Fanon.

:: Limited answers to the historical space of belonging

With regard to the geography questions, students did better at naming the islands. While 21.4% of students managed to name 5 Caribbean islands, nearly one out of two (49.3%) failed to name a continental territory in the region. The Greater Caribbean is still far away.

Historical questions focused on the year of abolition of slavery in Britain (1833) and France (1848). 73% of students knew the French date and 47% the English date. It is clear that it is easier for them to retain the references which concern their colonial space of belonging.

The latter observation is true for Caribbean personalities. For example, in answer to the question: Who was Derek Walcott? 76.6% have no clue or answer randomly, thereby justifying a zero. They are completely ignorant of the St. Lucian author. Some answers about this 1992 Nobel Prize for Literature are surprising:

- "English militant for the abolition of slavery".
- "is part of the family of football player Walcott playing at Arsenal in the English league"
- "instituted pan-Africanism"
- "was a Haitian President"
- "the first Emperor of Haiti"

The results are similar for Sir Arthur Lewis, winner of the Nobel Prize in Economics in 1979, also Saint Lucian. More than 71% of the statements are incorrect.

Moreover, the responses on Fanon reveal another dimension of ignorance. Although French-speaking and native of Martinique, Fanon seems even less known than the other personalities cited. The statistics are unequivocal on this point. Of the 154 entries, 132 or 85.7% of students got zero for giving inaccurate information on a French West Indian personality, proof that the geographic variable is not a determinant. These answers illustrate how distant Fanon is from their reality. Fanon, Martinican, is unknown because he is absent. Known for his revolutionary action in Algeria, he is considered a subversive writer and removed from the educational system.

With regard to the Caribbean project, which knowledge and which strategy for sharing knowledge are we contemplating? In this regard, the training institutions and especially the university seem to be lagging.

:: What to do and How?

It is desirable that a shared knowledge base for the Caribbean be defined, regardless of national and local selectivity. There is also a need to develop and implement transnational policies to disseminate this common knowledge.

The process is necessarily based on a strong political will and especially on the involvement of interuniversity organizations (UNICA, UDUAL, the CORPUCA Inter-university Chair etc.) which must assume oversight.

The project would result in mandatory cross-university and inter-university education among partner universities.

:: Conclusions

The problem of shared knowledge raises the question of the role of institutions, and in particular of the university.

As a recognized player of development, the university intervenes through:

- Training
- Research
- Academic mobility

It is therefore intended to be part of this process of building the Caribbean space.

But is its participation in the Caribbean space conceivable without the production and dissemination of shared knowledge?

BIOGRAPHY NOTE

:: Fred Réno

Fred Réno is a Professor of Political Science. After lecturing at the University of Rennes in France, he has taught Comparative Politics, Caribbean Political Systems and Political Sociology at the Université des Antilles et de la Guyane. He is the author of several articles on identity, creolization policy in the Caribbean, social mobilization, and the politics and culture of the French West Indies. He is the co-editor of several books on political culture in the Caribbean with Holger Henker, politics of identity with Robert Hudson and the French West Indies with Richard Burton. His next edited volume will be published in 2019 by Palgrave MacMillan: *Border Transgression and Reconfiguration of Caribbean Spaces*, Moïse, M. & F. Réno (Eds), Palgrave Macmillan. Professor Reno is very involved in international cooperation, particularly with the OECS and the wider Caribbean region. He has been nominated as responsible for regional cooperation with Higher Education institutions in the Caribbean by the president of Université des Antilles and regularly represents his institution at the Executive committee of regional higher education organizations such as *Universities Caribbean*, CORPUCA and OUI. Fred Réno is particularly committed to serving the wider Caribbean region as he is currently militating for the development of a common core knowledge and curriculum of Caribbean Studies across Caribbean universities.

Email: fred.reno@univ-antilles.fr