

- > Florent Pasquier
- > Tania Lima
- > Rodrigo Bonacin

# Information and Communication Technologies for transpersonal and transdisciplinary goals

Presentation of a work in progress in Brazil for peace education



- > #Número 5
- > Education et numérique
- > Rapports de recherche
- > Education et technologie

## To cite this article

Pasquier, Florent., Lima, Tania., Bonacin, Rodrigo. "Information and Communication Technologies for transpersonal and transdisciplinary goals. Presentation of a work in progress in Brazil for peace education", 13 November 2022, *Cahiers Costech*, numéro 5.  
DOI <https://doi.org/10.34746/cahierscostech152> -  
URL <https://costech.utc.fr/CahiersCostech/article152.html>

## Author(s)



After several years spent in consulting, research engineering activities and popular education, **Florent Pasquier** conceives and implements an « integrative, implicative and intentioned pedagogy » (P3i). His current research emphasizes transdisciplinarity, transpersonal psychology and digital humanities, until technontology.



**Tania Cristina Lima** received BSc in Social Sciences from the University of Campinas (1975), MSc in Social Anthropology from the University of Campinas (1983) and PhD in Social Sciences (2012) from the University of Campinas, Brazil. She is an Associate Researcher, class V, level III, at the Renato Archer Information Technology Center. She has experience in the area of Social Sciences, with emphasis on Urban Anthropology, working mainly on the following subjects: health and anthropology; information technology and culture, social computing, science technology and innovation, urban ethnographies and environmental protection.



**Rodrigo Bonacin** is a Senior Researcher at CTI Renato Archer, Brazil, and Professor at FACCAMP, Brazil. He received a BSc and MSc in Computer Science from UFPR, Brazil, a PhD in Computer Science from UNICAMP, Brazil, and Postdoctorate by Public Research Centre Henri Tudor, Luxembourg. He is the head of Computing Methodologies Division and coordinator of the Scientific Initiation program at CTI. He has experience in Computer Science, acting on the following subjects: Human Computer Interaction, Semantic Web, Artificial Intelligence, Organizational Semiotics, Informatics in Education, and Medical Informatics.

## Outline

About CTI institution in Campinas, Brazil

Motivation for this research starts from the ascertainment of a big use of violence in the world

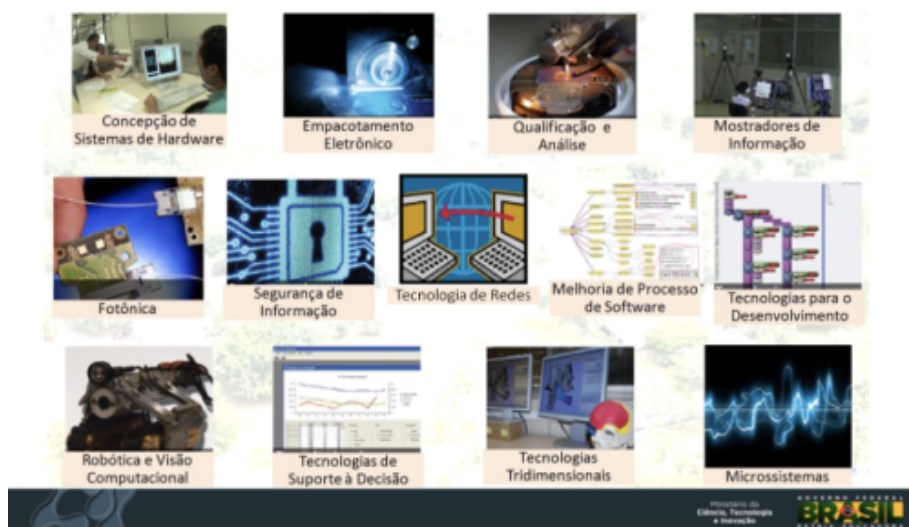
Could peace education with information and communication technologies for educational purposes (ICTs) be a solution?

Proposition of initial design and project structure to respond to the challenges in five steps

Conclusion

## About CTI institution in Campinas, Brazil

This research was conducted in a unit of the ministry of Science, Technology and Innovation (MCTI). This place was created in 1982 in Campinas (San Paolo). It has 150 researchers and 300 employees with multidisciplinary profiles acting on information technology (IT). It has to support Training in Information Technology Foundation (FACTI) with approximately 320 contractors. This place hosts various institutions (CTI, CTI-Tec, IFSP Campinas, FACTI).



**Figure 1. CTI abilities in technical fields**

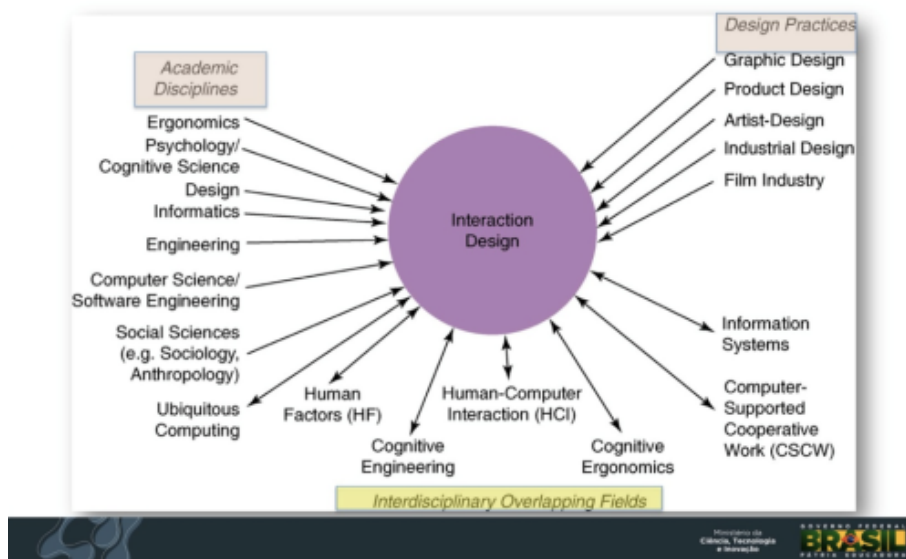
Technologies are growing faster and bigger worldwide, but at the same time the frequency of people in the world dying by starvation in 2001

was of one person every 2.5 seconds (around 85% of these starvation deaths occur in children 5 years of age or younger).

Therefore, giving way to more technology is not an answer to our actual diseases: war, violence, corruption, economic and environmental disasters. With a bad use, it just increases it.

Of course, problems don't occur with technologies themselves. So what would the main cause of those disasters be ? It is the way humans deal with these technologies.

So, shouldn't we pay more attention to a more humanistic approach in our lives as we agree that just technology is not a sustainable way? What we want to do is mixing new technologies and human sciences to develop a transpersonal and transdisciplinary approach in the field of peace education.



**Figure 2. CTI skills in Human Sciences**

Motivation for this research starts from the ascertainment of a big use of violence in the world

Specially in Brazil, who stands in the 7<sup>th</sup> position regarding homicide cases for the whole population, and 8<sup>th</sup> for youth (report "Mapa de violência 2014, os joven do Brasil", Julia Jacobo Waiselfisz).

## “Brasil : a society with violence”



Tabela 3.7.1. Ordenamento dos países segundo Taxas de Homicídio (por 100 mil) na População Total. Último ano disponível entre 2008 e 2012.

PAÍS	Ano	Taxa	Pos.
El Salvador	2009	62,4	1º
Guatemala	2008	46,4	2º
Trinidad e Tobago	2008	46,1	3º
Colômbia	2009	45,0	4º
Venezuela	2007	36,9	5º
Guadalupe	2009	29,3	6º
<b>BRASIL</b>	<b>2010</b>	<b>27,4</b>	<b>7º</b>
Belize	2009	27,3	8º
Puerto Rico	2007	25,7	9º
Bahamas	2008	24,9	10º
Panamá	2009	23,7	11º
México	2010	22,1	12º
Dominica	2010	22,0	13º
Barbados	2008	17,3	14º
Ilhas Cayman	2009	16,3	15º

273x England (position 89)  
 137x Germany (pos. 80)  
 about 90x Portugal (pos. 71)  
 68x França (pos. 68)

Tabela 3.7.2. Ordenamento dos países segundo Taxas de Homicídio (por 100 mil) na População Jovem. Último ano disponível entre 2008 e 2012.

PAÍS	Ano	Taxa	Pos.
El Salvador	2009	119,6	1º
Trinidad e Tobago	2008	89,7	2º
Venezuela	2007	83,7	3º
Colômbia	2009	82,2	4º
Guatemala	2008	79,5	5º
Puerto Rico	2007	70,6	6º
Ilhas Cayman	2009	65,3	7º
<b>BRASIL</b>	<b>2010</b>	<b>54,5</b>	<b>8º</b>
Panamá	2009	49,5	9º
Belize	2009	42,6	10º
Bahamas	2008	41,4	11º
México	2010	32,7	12º
Barbados	2008	28,5	13º
Dominica	2010	26,2	14º
Equador	2010	26,1	15º



Figure 3. Brazil, a society with violence

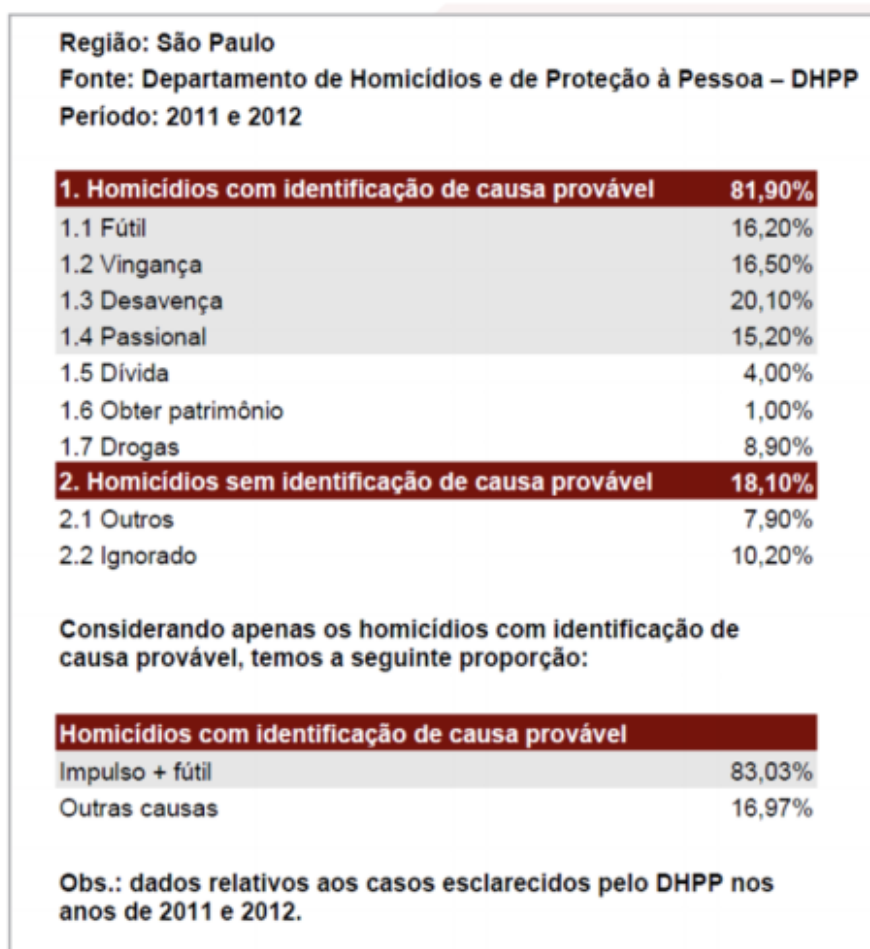


Figure 4. Causes of violence (source: <http://www.cnmp.mp.br/portal/images/stories/Noticias/2012/Aprezentao2.pdf>)

From a human point of view we would like to know if these causes of death could be avoided with a better self-control (via transpersonal and transdisciplinarity approaches in peace education). As 83,03% results from unserious reasons and a lack of control of the murderers. }

Many researchers work on this question: Edgar Morin, Luc Ferry, Pierre Weil, Marc-Alain Descamps, René Barbier, Basarab Nicolescu... That is one of the reasons why we need education to know ourselves better. This supposes an education not based on competition but on cooperation. Meaning, an education which includes a strong culture of peace.

Most of the South American countries have understood it, using a paradigm of holistic or integral education in their schools. We have a true need to develop at large scales peace education, and we need the help of ICT's to do this, for the youngs and adults. It is probably possible to join both aspects of digital technologies and human awareness in the pursue of peace education for all, and for a better world. But how to do this as we observe that human time is definitively slower than the machines and technologies time?

This is the question and objective of the work we're dealing with, through a goal of a personal and social transformation.

## Could peace education with information and communication technologies for educational purposes (ICTs) be a solution?

It could be a learning process that leads the individual to: live in harmony with oneself; with others; with the environment (cf. from Unipaz - Universidade Internacional da Paz-, Pierre Weil's approach in these three steps in interaction).

Our objective is to develop new semantic technologies and human-computer interaction design to promote the sharing of information, of educational contents and allow discussions between actors involved in peace education.

For this, we have to face various technical and educational challenges as below.

### **Human computer interaction (HCI):**

- How to design digital artifacts and systems capable of maximizing the user experience in this context?
- How to use these in integrated artifacts and in collaborative environments?
- How to explore new technologies (eg, multi-modal interfaces) to provide rich interactions to maximize peace education?
- How to explore the technology of social networks to facilitate the exchange of information and the sharing of knowledge between the different actors of peace education?

### **Web issues semantics (ontologies):**

- How to build computational mechanisms, for example using semantic Web technologies to index and retrieve content in order to provide a digital repository of educational assets for peace education?
- How to ensure the integration and semantic interoperability of contents in this context?
- How to represent computationally curricula for peace education and integrate it into an environment that will recover the right contents at the right time?

### **Learning process:**

- How to properly exploit existing technology - and future - considering requirements of education?
- How to integrate existing technology - and future - in a peace education curriculum already existing?
- How to promote the advancement and dissemination (diffusion) of peace education, including the development of common sense and awareness of its importance, with transpersonal and transdisciplinary approaches?

## Proposition of initial design and project structure to respond to the challenges in five steps

- 1- A sharing website: building interactive portal to disseminate existing

information, including institutional, associations, people, researchers, teachers and other actors working in peace education field. In this way, identifying and sharing existing and futures websites is an important point for our proposition (fig. 5).

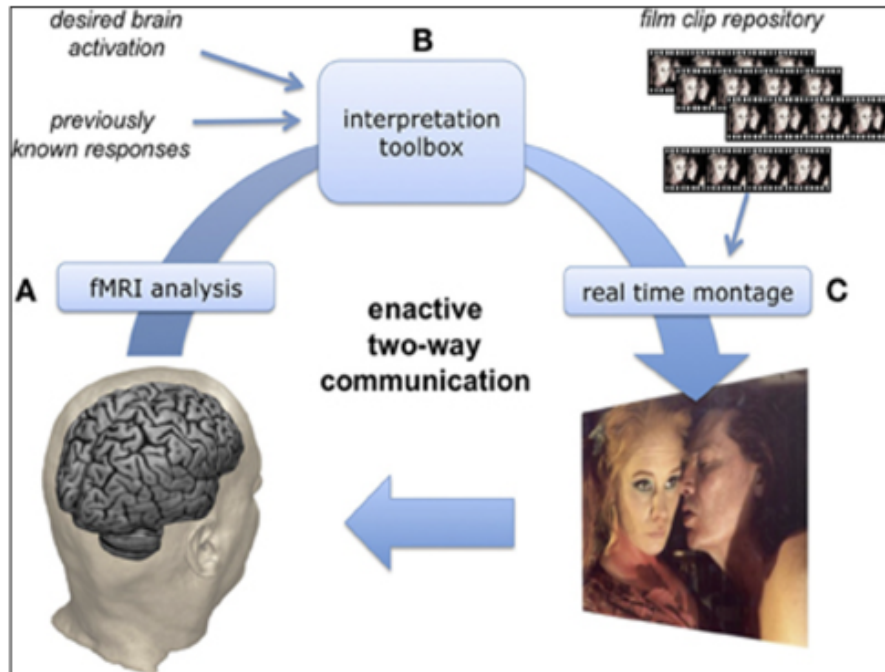


**Figure 5. Example of French sharing website for alternatives educations (collaborative directory).**

2 - A semantic repository: construct a data warehouse to provide multimedia content access and sharing, learning objects and interactive artifacts (eg, games). This repository should make use of semantic web techniques for information retrieval, to allow participants to reuse the stored content rapidly and efficiently depending their personal and institutional position.

3 - A social network: constitution for the actors in order to share information, questions, knowledge and experience. It should be developed for institutions and individuals (e.g., educators, researchers, learners). It could access to other networks of researchers and professionals (data bases) existing as ResearchGate, Linked-in or Google Scholar (fig. 6).





**Figure 7. Enactive cinema for social real-time neuroscience**

**(Source:**

[http://www.frontiersin.org/files/Articles/24553/fnhum-06-00298-HTML/image\\_m/fnhum-06-00298-g001.jpg](http://www.frontiersin.org/files/Articles/24553/fnhum-06-00298-HTML/image_m/fnhum-06-00298-g001.jpg)).

Diagram of the enactive setting: (A) the viewer's physiological responses are analyzed in real-time, (B) an "interpretation toolbox" compares them with previously known behaviors and selects cinematic elements that are expected to lead toward a desired response, (C) real-time montage produces continuous cinematic stimulus projected back to the participant, whose brain responses are scanned (A), and so on.

## Conclusion

Transpersonal and transdisciplinary approaches are interesting basis to build and construct programs in order to enhance peace education using ICTs and social networks. This need to mix knowledge and skills of scientists on one part and practitioners and educators on the other part, as example in Brazil : UNIPAZ (Universidade Internacional da Paz) ; UHI (Universidade Holística Internacional) ; ALUBRAT (Associação Luso-Brasileira de Transpessoal) ; Fundação EUFRATEN ; CLASI (Centro Latino Americano de Saúde Integral) ; NIED/Unicamp University...

# Bibliography

## Portuguese and English bibliography

Anca Munteanu, Iuliana Costea cords, *Pleading for the great alliance between science and spirituality*. Eurobit Publishing House, Timisoara, Roumania, 2015.

Andres, F., Salviano Silva Filho, O., Bonacin, R., *Combining a Problem Based Learning Education and the Bloom's Taxonomy: a Preliminary Consideration*, Second International Conference on Education Technologies and Computers (ICETC2015), juillet 2015, Bangkok, Thailand.

Berners-Lee, T., Hendler, J., Lassila, O., *The Semantic Web*. Em Scientific American, 2001. 284(5): p. 34-43.

Gruber, T.R., *A translation approach to portable ontology specifications*. Em Knowledge Acquisition, 1993. 5: p. 199-220.

Secretaria Nacional de Juventude. *Pesquisa de opinião pública*. <http://www.ipea.gov.br/participacao/images/pdfs/participacao/pesquisa%20perfil%20da%20juventude%20snj.pdf>

Uschold, M., *Where are the semantics in the semantic web?* Em AI Mag., 2003. 24(3): p. 25-36.

Waiselfisz, J. *Mapa da violencia 2013*. Homicídios e Juventude no Brasil. Centro Brasileiro de Estudo Latino Americanos. [http://www.mapadaviolencia.org.br/pdf2013/mapa2013\\_homicidios\\_juventude.pdf](http://www.mapadaviolencia.org.br/pdf2013/mapa2013_homicidios_juventude.pdf)

Weil, P. *ABC das Relações Humanas* - Ed. Nacional - São Paulo 1954

Weil, P. *ABC das Psicotécnicas* - Ed. Nacional - São Paulo 1955.

Weil, P. *Dinâmica de Grupo e Desenvolvimento em Relações Humanas Itatiaia* - BH 1972 (com Anne Ancelin Schutzenberger - Célio Garcia e outros).

Weil, P. *Pequeno Tratado de Psicologia Transpessoal em Colaboração com outros* - Ed. Vozes 1979 - 5 Volume.

Weil, P. *A Revolução silenciosa* - Autobiografia pessoal e transpessoal. Ed. Pensamento - São Paulo 1983.

Weil, P. *Organizações e tecnologia para o terceiro milênio* - A Nova Cultura Organizacional Holística. Ed. Rosa dos Tempos - Rio de Janeiro 1991 - 2.Edição.

Weil, P. *A Arte de viver em paz*. Ed. Gente - São Paulo 1993 - Copyright UNESCO.

## French bibliography

Barbier René : *Éducation et sagesse. La quête de sens*, 2001, Question de, n°123, Albin Michel.

Clayes Michel : *L'éducation émotionnelle de la maternelle au lycée*, éditions du Souffle d'Or, Collection : Naître et grandir, 2014.

- De Cues Nicolas : *De la docte ignorance*. Paris, éd. de la Maisnie, P.U.F., 1930.
- De Peretti André : *Contes et Fables pour l'enseignant moderne*, éd. Hachette, 2006 (avec François Muller)
- Descamps Marc-Alain : *Du développement personnel au transpersonnel*, Alphée, 2008
- Descamps Marc-Alain : *L'éducation transpersonnelle* (avec de Coulon, Dierkens, Fotinas), Trismégiste, 1992.
- Flak Micheline et de Coulon Jacques : *Des enfants qui réussissent - Le yoga dans l'éducation*, Desclée de Brouwer, 2008.
- Gardner Howard : *Les intelligences multiples*, RETZ, 2008
- Krishnamurti Jiddu : *De l'éducation*. Essai (poche). 2012.
- Kristeva Julia : *Quelques principes pour l'humanisme du XXIème siècle*, Assise 2011.
- Laborit Henri : *L'inhibition de l'action - Biologie comportementale et physiopathologie - 2<sup>e</sup> édition - Masson, 1986.*
- Lacan Jacques : *L'Interprétation des rêves*, Paris, PUF, 1987.
- Lepri Jean-Pierre : *La fin de l'éducation ? Commencements...* Éditions l'Instant Présent, 2013.
- Liénard Yasmine : *Pour une sagesse moderne: Les psychothérapies de 3<sup>e</sup> génération*, Poche, 2013.
- Morin Edgar : *Les Sept Savoirs nécessaires à l'éducation du futur*. 2000
- Nicolescu Basarab : *Le tiers caché dans les différents domaines de la connaissance*, Editions Le Bois d'Orion, Paris, 2016.
- Pasquier Florent & al. : *Réinvestir l'Humain. Ateliers de transformation : individus, collectifs, sociétés*. Éditions Chronique Sociale, 2017.
- Pestalozzi Johann Heinrich : *Mes recherches sur la marche de la nature dans le développement du genre humain*, 1797.
- Rancière Jacques : *Le maître ignorant*, Poche, 2004.
- Rabhi Pierre : *Manifeste pour la Terre et l'Humanisme - Pour une insurrection des consciences*, éd. Actes Sud, Arles, 2008.
- Torregrossa Apolline : *Les maîtres clandestins. Pour une régénération de l'éducation*. Ouvrage collectif : *Contribution à une nouvelle philosophie de l'éducation*, sous la direction de Jean-Daniel Rohart, Chronique Sociale, Lyon, 2012.
- Weil Pierre : *L' Art de vivre en paix. Vers une Nouvelle Conscience de la paix*. Paris. UNESCO. 1991.

### **Florent Pasquier**

La voie transpersonnelle en éducation, de la cinquième colonne au sixième sens, bulletin de l'AFT, n°118, avril 2015

*Comment est notre relation la paix ?*, La lettre Eduquer à la non-violence et à la

paix, n° 31 mars 2015, p.16.

*Des petits pas pour la paix*, La lettre Éduquer à la non-violence et à la paix, n° 30. nov 2014, p.20

*Les TICE et l'enseignant : « Je t'aime... Moi non plus ! ». Alors, pourquoi, à quoi, et comment former aux TICE ?*, Le Nouvel Educateur, ICEM, n° 217, mai 2014, p. 63-65.

La lettre Éduquer à la non-violence et à la paix, n° 26, dossier Nouvelles pédagogies, pédagogies nouvelles. Rédaction de 10 pages de dossier et d'articles : L'exercice des libertés en enseignement, Comment faire le lien entre transformation personnelle et transformation sociétale, L'auto-évaluation en pratique, Je vois et ressens le monde extérieur comme je suis intérieurement, L'Université Coopérative de Paris, une université récente et expérimentale basée sur le principe de coopération entre ses membres, Le contrat didactique avec la classe, Exercices simples et courts, Octobre 2013.