

Networked communication. International academic cooperation and the construction of collective intelligence from the UNESCO Chair Comunic.ar

Comunicación en red. Cooperación académica internacional y construcción de inteligencias colectivas desde la Cátedra UNESCO Comunic.ar

Comunicação em rede. Cooperação acadêmica internacional e construção de inteligências coletivas na Cátedra UNESCO Comunic.ar

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Abstract: UNESCO Chairs within the UNITWIN programme constitute institutional devices for international academic cooperation that, in the Global South, operate in tension with the historical hierarchies of the scientific system. This article analyses the trajectory of the UNESCO Chair "Public Communication for Social Justice, Human Rights and Territorial Development" (Comunic.ar), based at the Universidad Nacional de Villa María (Argentina) and alongside an International Network of associated universities, during the period 2022–2026. Drawing on perspectives from public communication, Latin American decolonial thought, and South-South cooperation, it examines how this Chair articulates Latin American and global academic networks to produce situated knowledge in public communication from the Global South. The results of the study, based on documentary analysis and systematisation of experiences, evidence a sustained expansion of inter-institutional ties with impact on communication, democracy and human rights agendas at regional and global scales.

Keywords:

Network cooperation; public communication; decoloniality; collective intelligences; UNESCO Chair

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Resumen: Las Cátedras UNESCO del programa UNITWIN constituyen dispositivos institucionales de cooperación académica internacional que, en el Sur Global, operan en tensión con las jerarquías históricas del sistema científico. Este artículo analiza la trayectoria de la Cátedra UNESCO "Comunicación pública para la justicia social, los derechos humanos y el desarrollo territorial" (Comunic.ar), con sede en la Universidad Nacional de Villa María (Argentina) y junto a una Red Internacional de Universidades asociadas, durante el período 2022–2026. Desde perspectivas de la comunicación pública, el pensamiento decolonial latinoamericano y la cooperación Sur-Sur, se examina cómo esta Cátedra articula redes académicas latinoamericanas y globales para producir conocimiento situado en comunicación pública desde el Sur Global. Los resultados del estudio, basado en análisis documental y sistematización de experiencias, evidencian una expansión sostenida de vínculos interinstitucionales con impacto en las agendas de comunicación, democracia y derechos humanos a escala regional y global.

Palabras clave:

Cooperación en red; comunicación pública; decolonialidad; inteligencias colectivas; Cátedra UNESCO

Resumo: As Cátedras UNESCO do programa UNITWIN constituem dispositivos institucionais de cooperação acadêmica internacional que, no Sul Global, operam em tensão com as hierarquias históricas do sistema científico. Este artigo analisa a trajetória da Cátedra UNESCO "Comunicação pública para a justiça social, os direitos humanos e o desenvolvimento territorial" (Comunic.ar), sediada na Universidad Nacional de Villa María (Argentina) e junto a uma Rede Internacional de Universidades associadas, durante o período 2022–2026. A partir de perspectivas da comunicação pública, do pensamento decolonial latino-americano e da cooperação Sul-Sul, examina-se como esta Cátedra articula redes acadêmicas latino-americanas e globais para produzir conhecimento situado em comunicação pública a partir do Sul Global. Os resultados do estudo, baseado em análise documental e sistematização de experiências, evidenciam uma expansão sustentada de vínculos interinstitucionais com impacto nas agendas de comunicação, democracia e direitos humanos em escala regional e global.

Palavras-chave:

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1. Introduction

The UNITWIN programme, created by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1992, aims to strengthen research, training, and knowledge-transfer capacities in higher-education institutions, with particular emphasis on regions historically positioned at the margins of the international scientific system. Approximately 50 networks and more than 1,000 UNESCO Chairs in 130 countries operate under this programme (UNESCO, 2026). The Chairs function as nodes for the production and circulation of knowledge in specific thematic areas, linking universities from different countries around shared research, training, and cooperation agendas. However, as Song (2025) notes in a comparative analysis of countries' participation in the programme between 1992 and 2020, the geographical distribution of the Chairs partly reproduces the hierarchies of the global academic system: Europe and North America concentrate the largest share, whereas developing countries participated more actively during the early stage of the programme, when UNESCO provided seed funding to launch Chairs.

In this context, the UNESCO Chair “Public Communication for Social Justice, Human Rights and Territorial Development” (Comunic.ar) was approved in 2022² and formally created in January 2023 through an agreement between UNESCO and the UNVM. It is the first UNESCO Chair at the institution and the first focused on public communication in Argentina. Since its official launch on 3 May 2023, it has articulated an inter-institutional network³ with universities in fourteen countries across Latin America, Europe, Asia, and North America, and it is part of the International Network of UNESCO Chairs in Communication (ORBICOM), as well as other regional and global networks. A previous study (Rodríguez, Ardini, and Aminahuel, 2024) offered an initial systematization; the present article expands both the systematization of the experience and the theoretical discussion for the period 2022-2026.

² The ORBICOM 2022 Congress was organized by UNVM in hybrid format from 9 to 11 November, prior to the formal signing of the agreement establishing the Chair, and constituted the event that publicly launched the initiative.

³ The associated founding network is made up of five universities from Argentina (UNDAV), Brazil (UnB), Colombia (UPB), and Mexico (UAMx and UAEH).

The question guiding the analysis is: How does a UNESCO Chair in communication, created at a public university in the interior of Argentina, develop in relation to the North-South asymmetries that have historically characterized international academic cooperation? The working hypothesis holds that the Comunic.ar Chair operates as a node of articulation in Latin American and global academic networks that, with varying capacity across areas and periods, produces situated initiatives of collective intelligence in public communication from the Global South, while also facing constraints derived from the conditions of the public university in Argentina today.

2. Public Communication, Decoloniality, and Cooperation Networks

Martín Serrano (1994) warned that public communication involves the social production of meanings oriented toward the common good, in tension with logics of private appropriation. Demers and Lavigne (2007) systematize it as the set of phenomena that create and orient public issues and debates; Waisbord and Amado (2017, p. 97) note that communicational fragmentation erodes the notion of the large public as a political subject, raising the question of “what public communication is possible and desirable when the mass-public is in question,” an urgent issue in Latin America in the face of media and platform concentration. Ottaviano (2020), for her part, emphasizes that the right to communicate entails equal access, active participation, and the possibility of making claims when that right is violated. Public communication thus appears as a permanent dispute over the meanings and institutions that sustain the public sphere.

This characterization cannot be separated from the epistemological question of the place from which knowledge is produced. Quijano (2000) establishes that the coloniality of power persists in contemporary forms of academic knowledge, where the Global North continues to set the parameters of scientific validity. Mignolo (2003, 2010) extends this diagnosis toward epistemic disobedience: producing from the borders of the system, making subaltern knowledges visible from local histories.

Within this framework, cooperation among peripheral universities cannot be read merely as access to prestigious networks: it entails introducing their own agendas into global decision-making spaces. Rodríguez (2025) proposes that, in the face of AI as a tool of communicative capitalism, universities in the Global South can orient themselves toward collective

intelligence—distributed and dialogic knowledge production (Lévy, 1994)—redirected toward situated conditions of Latin American epistemic inequality.

At the organizational level, Orantes (2011) defines academic networks as mechanisms of horizontal exchange that synergize institutional links to build knowledge. Almuiñas Rivero and Galarza López (2016) add that their effectiveness requires complementarity, leadership, and a long-term vision. Michelini et al. (2017) systematize the modalities of university cooperation in the Ibero-American environment as bilateral, multilateral, and network-based, showing that they are articulated with the functions of teaching, research, and extension. Larrea and Astur (2011) document that Argentine policy has historically prioritized South-South cooperation within bilateral and multilateral frameworks such as MERCOSUR and UNASUR. The Comunic.ar Chair combines both dimensions: it participates in South-South cooperation networks while also taking part in global arenas.

González Pérez (2008) documents that UNESCO Chairs emerged as instruments of knowledge transfer and solidarity with developing countries. Song (2025) confirms that, three decades later, this orientation persists, although the geographical distribution of the Chairs still partly replicates the hierarchies of the international academic system. In this context, Delgadillo Guzmán (2025) documents the challenges of sustaining a Chair in a Latin American public institution: bureaucracy, limited funding, and tensions between the institutional agenda and the network agenda.

Vargas Bolzan, Hollweg Powaczuk, and Vásquez Astudillo (2026) warn that the effectiveness of academic networks in the South depends on institutional conditions, sustained funding, and political will. Much of the literature emphasizes that Latin American academic cooperation has advanced on the basis of horizontality and reciprocity: not the transfer of models from the North, but dialogue among peers with similar conditions of production. Nevertheless, Bolaño, Paulino, and Ji (2024) specify that even among countries of the South, academic relations present asymmetries, which indicates that South-South cooperation requires deliberate institutional constructions.

The articulation of these three dimensions—public communication, Latin American decolonial thought, and academic cooperation networks—constitutes the framework from which the trajectory of the Comunic.ar Chair is analyzed as a situated process of knowledge production in tension with the structural conditions of international cooperation.

3. Methodology

This article adopts documentary analysis and the systematization of experiences as its methodological strategy. Documentary analysis—understood as a procedure aimed at identifying, selecting, organizing, and interpreting information contained in primary institutional sources (Dulzaides Iglesias and Molina Gómez, 2004)—makes it possible to reconstruct the development of the Chair’s activities on the basis of records produced by the organization itself and by its associated institutions. The systematization of experiences, for its part, involves the critical and orderly reconstruction of a social practice with the purpose of understanding it, interpreting it, and extracting transferable lessons (Jara, 2018), which is pertinent for the analysis of an ongoing academic programme.

The objective is to systematize and analyze the Chair’s activities between January 2022 and May 2026, assessing the extent to which its trajectory expresses an academic cooperation that produces situated knowledge from the Global South without reproducing North-South asymmetries. The documentary corpus prioritizes primary sources such as the institutional website (UNESCO Chair Comunic.ar, 2025), activity reports, the Chair’s own publications, conference proceedings, UNVM institutional records, and verified external sources such as the ORBICOM website. The categories of analysis were organized along two axes: the thematic axis—five institutional areas: training, research, extension, international cooperation, and literacy—and the spatial-temporal axis, distinguishing local/provincial, national, Latin American, and global scales.

4. Results

The following table presents the distribution of activities by institutional area and geographical scale for the period analyzed.

Area	Local/Provincial	National	Latin American	Global	Total
International cooperation	—	2	9	13	24
Research	—	3	7	6	16
Training	1	3	5	2	11
Extension and literacy	4	3	2	1	10
Institutional linkage	2	5	5	2	14

Total	7	16	28	22	75
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Table 1. Activities of the UNESCO Chair Comunic.ar by area and geographical scale (2022-2026) (Source: author's elaboration).

The table shows a markedly international profile: 67% of the activities recorded were developed at Latin American or global scales, whereas 9% had an exclusively local or provincial scope. This finding does not imply disregard for the territory, since extension and literacy activities are concentrated precisely at the local/provincial scale, but rather a functional distribution in which each area operates according to differentiated scale logics.

4.1. International Cooperation as a Structuring Axis

International cooperation constitutes the Chair's area of greatest density and diversity, with 24 activities documented during the period. Its central anchor is the ORBICOM network, in which UNVM has participated since 2018 and, since 2023, with the Chair Director's representation on the Board of Directors. As Michelini et al. (2017) point out, university cooperation has greater impact when it responds to a strategic model. In this sense, integration into the governing bodies of global networks is one of the most effective ways of influencing international agendas from peripheral positions.

The analysis identifies four modalities of cooperation (Figure 1): multilateral cooperation in global thematic networks (ORBICOM, ACUNS, SUCN, collaborative research networks, the Ibero-American UNITWIN Network); multilateral cooperation in Latin American regional networks (the Network of Observatories and Chairs promoted by CIESPAL, ALAIC, and the founding network); intensive bilateral cooperation (expanded network, agreements, academic stays, and research); and occasional bilateral cooperation (academic visits and participation in events and conferences). The activity with UDELAR in 2024, with the support of CLACSO and UNESCO's Regional Office in Montevideo, illustrates South-South cooperation with multilateral backing.

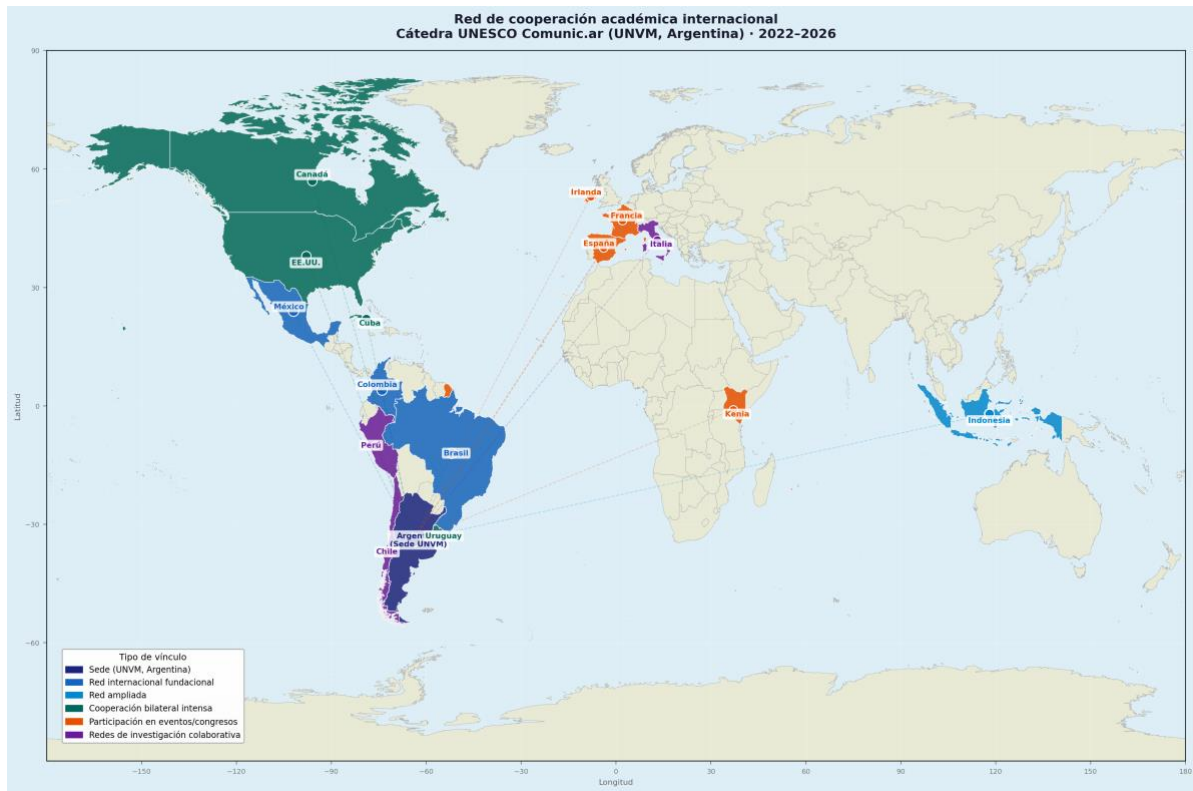


Figure 1. International academic cooperation network of the UNESCO Chair Comunic.ar (2022-2026). (Source: author's elaboration)

4.2. Research and Networked Knowledge Production

The research area records 16 documented activities, articulated around three axes: collective editorial production, participation in collaborative projects endorsed by ORBICOM, and the presentation of papers at international conferences.

Two ORBICOM projects deserve particular attention. The project on computational literacy through Andean technologies—quipus and yupana—expresses what Rodríguez (2025) calls collective intelligence from the South: recovering ancestral knowledges in order to think critically about AI from situated epistemologies. The project on responsible digital citizenship—with teams from Argentina, Brazil, and Colombia—addresses literacy against disinformation and hate speech on digital platforms among adolescents.

Publications constitute a cross-cutting axis of multilateral cooperation: the collective e-book (Rodríguez, 2023), with authors from four continents; the first article on the Chair's experience (Rodríguez et al., 2024); the Comunic.ar Dossier (No. 1, 2024; No. 2, 2025), with active participation from universities in the founding network (Flores Guevara, 2025); the

Newsletter (five issues, 2024-2026); and the dossier “AI + Communication” in *Signo y Pensamiento* (2025), coordinated by a team from three countries.

4.3. Training and Extension

Training and extension activities constitute the most territorial dimension. Over two years, eight in-person, virtual, or hybrid digital-literacy workshops were held in six localities in Córdoba, bringing together approximately 300 participants—teachers, students, journalists, and the general public—on topics such as journalistic verification, AI and education, and digital ethics, among others. These workshops were included as a significant experience in the Latin American survey of the UNESCO MIL programme (2025). However, documentary analysis of the final reports confirms the receipt of insufficient funds due to budget cuts by the Argentine government beginning in 2024, which affected planning.

Likewise, the Chair participated in the three editions of *Comunicaton 2030*, coordinated by Fundación ComLatam (2025), which brought together more than 1,100 participants, 100 mentors, and 150 organizations, and in ORBICOM/Movilizatorio’s DIGIMENTE communication-literacy project, with more than 50 teachers from eight Latin American countries. This scale illustrates how the development of new academic networks has become fundamental “to face the growing demands of the knowledge society” (Almuiñas Rivero and Galarza López, 2016, p. 26).

4.5. Institutional Linkage

The network of signed agreements constitutes the legal-institutional infrastructure that sustains cooperation. Between 2022 and 2025, agreements were formalized with nine institutions: UNDAV, UAEH, UAMx, UPB, UnB, UBP, the Castagnino Higher Education Institute (IES Castagnino), the Municipality of Villa María, and Universitas Pendidikan Indonesia (UPI). Specific agreements are under negotiation—at the level of faculties or communication departments where framework agreements with UNVM already exist—with the University of Havana and the University of Málaga, in both cases aimed at formalizing direct academic cooperation between communication research teams. Added to this are links with regional cooperation organizations such as the Ibero-American Organization of Audience Ombudspersons (OID), the Latin American Communication Foundation (ComLatam), the Latin

American Association of Communication Researchers (ALAIC), and the International Center for Higher Communication Studies for Latin America (CIESPAL) as regional cooperation organizations, facilitated by the integration of their presidencies into the Chair itself.⁴⁵ As Micheline et al. (2017) and Larrea and Astur (2011) note, this architecture acquires value when it responds to a clear institutional strategy with monitoring structures, a condition that the documentary analysis verifies in Comunic.ar through reports and publications.

5. Discussion

The systematized analysis of the activities of the Comunic.ar Chair during the period 2022-2026 makes it possible to support the guiding hypothesis, with important nuances. The Chair does indeed operate as a node of articulation in Latin American and global academic networks, but this functioning is neither linear nor free of tensions. Three arguments organize the discussion.

First argument: South-South cooperation without the uncritical reproduction of colonial asymmetries (Quijano, 2000; Mignolo, 2010). The set of activities shows a strategy that combines participation in global networks led from the North with the active construction of South-South ties in Latin America, Asia, and Africa. The Chair does not subordinate its agenda to those networks: its projects and publications respond to its own questions concerning communication, democracy, and human rights.

Second argument: collective intelligence as an emergent product. The Chair not only declares collective intelligence as a normative horizon, but also produces it through research projects, training and extension activities, and diversified international cooperation, thereby attempting to respond to communicational fragmentation in the territories (Waisbord and Amado, 2017).

Third argument: sustainability as a structural limit. The analysis reveals a persistent tension between the expansion of the network and the material conditions of a peripheral public university: funds below those requested and workshops rescheduled for financial reasons, constraints that are common in UNESCO Chairs located in Latin American public institutions (Delgadillo Guzmán, 2025). The evidence suggests that it is possible to operate as a global node

⁴ As of 2026, the presidencies of ComLatam (Claudia Ardini), OID (Cynthia Ottaviano), and ALAIC (Fernando Oliveira Paulino) correspond to members associated with the Chair.

⁵ The Chair reports institutionally at three levels: national (the Argentine National Commission for Cooperation with UNESCO, CONAPLU), regional (UNESCO Regional Office in Montevideo, Uruguay), and international (UNITWIN/UNESCO Chairs Programme).

from the periphery, but at a high institutional cost and with dependence on individual leadership, which raises questions about long-term sustainability.

Figure 2, which systematizes the keywords of the activities during the period, visually reflects this tension: the dominant terms—cooperation, public communication, digital literacy, artificial intelligence, academic networks, human rights, social justice, democracy—show a distinct and consistent agenda, while the absence of centrality of funding and sustainability illustrates the gap between programmatic density and the material conditions that sustain it.



Figure 2. Keyword cloud of the activities of the UNESCO Chair Comunic.ar (2022-2026). (Source: author's elaboration)

6. Conclusions

This article systematized and analyzed the trajectory of the UNESCO Chair Comunic.ar between 2022 and 2026, responding affirmatively to the central assumption: it operates as a node of articulation in Latin American and global academic networks, producing situated forms of collective intelligence in public communication from the Global South. The documented activities, the network of agreements with institutions on four continents, and the presence in ORBICOM, UNESCO programmes, and Latin American networks confirm this trajectory.

The three arguments make it possible to specify that the Chair achieves South-South cooperation without mechanically reproducing North-South asymmetries; produces collective

intelligence as a concrete practice; and faces structural funding limits common to UNESCO Chairs in peripheral Latin American public institutions.

Among the methodological limitations, documentary analysis privileges formalized activities and may underestimate informal ties. Future research may incorporate surveys, interviews with key informants, and a comparative study with other UNESCO Chairs in communication in the region, as well as an analysis of financial sustainability in the context of budgetary adjustment affecting public universities in Argentina.

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