



● EDUCATION CHARTER ●

EDUCATION CHARTER INTERNATIONAL

Comprises of

Higher Education for Sustainable better livelihood

UNESCO Declaration of Higher Education for 21st century

UN Global Compact Ten principles in the area of Human Rights, Labour, Environment and Anti-Corruption

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The summary of Declaration of Higher Education for sustainable better livelihood (HESBL)

- **Intro**

1. Education serves as a powerful tool for moving nations, communities, and households toward a more sustainable future
2. Centre of higher education (constituents) and NGOs have important role to play in Higher Education.

- **Four major focus of HESBL**

1. Affordable and quality accessibility of formal education to youth.
2. Restructuring the existing system of education to enable more people to come.
3. Develop and spread mass awareness for the importance of Higher Education.
4. Initiating efforts to bring more people to come forward from the society and work as cohesive force i.e. community help

- **Action portfolio**

1. To create community help centre for advocating HESBL
2. To develop innovative ways of collaborating among other constituents of the society for effective results.
3. To focus on both formal and non formal education of youth without sex discrimination
4. To facilitate communication and platform in all levels.
5. To appoint and expand Regional Sub chapters
6. To voice against commercialization of education institutes

- **Major factor affecting Higher education**

1. • good legislation and governance
2. • economic incentives
3. • overcoming corruption
4. • environmental protection
5. • human rights and security
6. • creating infrastructure—from transportation to financial pillars
7. • Social culture
8. • Present scenario

- **The core missions of higher education [are] to**

1. • Provide free flow of knowledge
2. • Provide strong base for livelihood
3. • Provide cultural strength
4. • Provide base to build nation of well educated people

- **Higher Education builds capacity in civil society and directly affects in these area**

1. Workforce
2. Outward migration of Human brain
3. Community-based decision making
4. Quality of life

- **Ultimate Goals of HESBL**

1. Improve access to quality basic and higher education to underprivileged youth
2. Reorient existing education to address wide goal to attain better livelihood,
3. Develop public understanding and awareness, and
4. Provide training programs and youth participation for all sectors of the economy.

Summary of the World Declaration on Higher Education

1. Higher education shall be equally accessible to all on the basis of merit, in keeping with Article 26.1 of the Universal Declaration of Human Rights. As a consequence, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language, religion or economic, cultural or social distinctions, or physical disabilities.

2. The core missions of higher education systems (to educate, to train, to undertake research and, in particular, to contribute to the sustainable development and improvement of society as a whole) should be preserved, reinforced and further expanded, namely to educate highly qualified graduates and responsible citizens and to provide opportunities (espaces ouverts) for higher learning and for learning throughout life. Moreover, higher education has acquired an unprecedented role in present-day society, as a vital component of cultural, social, economic and political development and as a pillar of endogenous capacity-building, the consolidation of human rights, sustainable development, democracy and peace, in a context of justice. It is the duty of higher education to ensure that the values and ideals of a culture of peace prevail.

3. Higher education institutions and their personnel and students should preserve and develop their crucial functions, through the exercise of ethics and scientific and intellectual rigour in their various activities. They should also enhance their critical and forward-looking function, through the ongoing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention. For this, they should enjoy full academic autonomy and freedom, while being fully responsible and accountable to society.

4. Relevance in higher education should be assessed in terms of the fit between what society expects of institutions and what they do. For this, institutions and systems, in particular in their reinforced relations with the world of work, should base their long-term orientations on societal aims and needs, including the respect of cultures and environment protection. Developing entrepreneurial skills and initiatives should become major concerns of higher education. Special attention should be paid to higher education's role of service to society, especially activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, and to activities aiming at the development of peace, through an interdisciplinary and transdisciplinary approach.

5. Higher education is part of a seamless system, starting with early childhood and primary education and continuing through life. The contribution of higher education to the development of the whole education system and the reordering of its links with all levels of education, in particular with secondary education, should be a priority. Secondary education should both prepare for and facilitate access to higher education as well as offer broad training and prepare students for active life.

6. Diversifying higher education models and recruitment methods and criteria is essential both to meet demand and to give students the rigorous background and training required by the twenty-first century. Learners must have an optimal range of choice and the acquisition of knowledge and know-how should be viewed in a lifelong perspective, based on flexible entry and exit points within the system.

7. Quality in higher education is a multidimensional concept, which should embrace all its functions and activities: teaching and academic programmes, research and scholarship, staffing, students, infrastructure and the academic environment. Particular attention should be paid to the advancement of knowledge through research. Higher education institutions in all regions should be committed to transparent internal and external evaluation, conducted openly by independent specialists. However, due attention should be paid to specific institutional, national and regional contexts in order to take into account diversity and to avoid uniformity. There is a perceived need for a new vision and paradigm of higher education, which should be student-oriented. To achieve this goal, curricula need to be recast so as to go beyond simple cognitive mastery of disciplines and include the acquisition of skills, competencies and abilities for communication, creative and critical analysis, independent thinking and team work in multicultural contexts.

8. A vigorous policy of staff development is an essential element for higher education institutions. Clear policies should be established concerning higher education teachers, so as to update and improve their skills, with stimulus for constant innovation in curriculum, teaching and learning methods, and with an appropriate professional and financial status, and for excellence in research and teaching, reflecting the corresponding provisions of the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997.

9. National and institutional decision-makers should place students and their needs at the centre of their concerns and should consider them as major partners and responsible stakeholders in the renewal of higher education. Guidance and counselling services should be developed, in co-operation with student organizations, to take account of the needs of ever more diversified categories of learners. Students who do drop out should have suitable opportunities to return to higher education if and when appropriate. Institutions should educate students to become well-informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities.

10. Measures must be taken or reinforced to ensure the participation of women in higher education, in particular at the decision-making level and in all disciplines in which they are under-represented. Further efforts are required to eliminate all gender stereotyping in higher education. To overcome obstacles and to enhance the access of women to higher education remains an urgent priority in the renewal process of systems and institutions.

11. The potential of new information and communication technologies for the renewal of higher education by extending and diversifying delivery, and by making knowledge and information available to a wider public should be fully utilized. Equitable access to these should be assured through international co-operation and support to countries that lack capacities to acquire such tools. Adapting these technologies to national, regional and local needs and securing technical, educational, management and institutional systems to sustain them should be a priority.

12. Higher education should be considered as a public service. While diversified sources of funding, private and public, are necessary, public support for higher education and research remains essential to ensure a balanced achievement of its educational and social missions. Management and financing in higher education should be instruments to improve quality and relevance. This requires the development of appropriate planning and policy-analysis capacities and strategies, based on partnerships between higher education institutions and responsible state authorities. Autonomy to manage internal affairs is necessary, but with clear and transparent accountability to society.

13. The international dimension of higher education is an inherent part of its quality. Networking, which has emerged as a major means of action, should be based on sharing, solidarity and equality among partners. The "brain drain" has yet to be stemmed, since it continues to deprive the developing countries and those in transition, of the high-level expertise necessary to accelerate their socio-economic progress. Priority should be given to training programmes in the developing countries, in centres of excellence forming regional and international networks, with short periods of specialized and intensive study abroad.

14. Regional and international normative instruments for the recognition of studies and diplomas should be ratified and implemented, including certification of skills, competencies and abilities of graduates, making it easier for students to change courses, in order to facilitate mobility within and between national systems. 15. Close partnership amongst all stakeholders - national and institutional policy-makers, governments and parliaments, the media, teaching and related staff, researchers, students and their families, the world of work, community groups - is required in order to set in train a movement for the in-depth reform and renewal of higher education.

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The Ten Principles

The UN Global Compact's ten principles in the areas of human rights, labour, the environment and anti-corruption enjoy universal consensus and are derived from:

- [The Universal Declaration of Human Rights](#)
- [The International Labour Organization's Declaration on Fundamental Principles and Rights at Work](#)
- [The Rio Declaration on Environment and Development](#)
- [The United Nations Convention Against Corruption](#)

The Global Compact asks companies to embrace, support and enact, within their sphere of influence, a set of core values in the areas of human rights, labour standards, the environment, and anti-corruption:

Human Rights

- [Principle 1](#): Businesses should support and respect the protection of internationally proclaimed human rights; and
- [Principle 2](#): make sure that they are not complicit in human rights abuses.

Labour Standards

- [Principle 3](#): Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
- [Principle 4](#): the elimination of all forms of forced and compulsory labour;
- [Principle 5](#): the effective abolition of child labour; and
- [Principle 6](#): the elimination of discrimination in respect of employment and occupation.

Environment

- [Principle 7](#): Businesses should support a precautionary approach to environmental challenges;
- [Principle 8](#): undertake initiatives to promote greater environmental responsibility; and
- [Principle 9](#): encourage the development and diffusion of environmentally friendly technologies.

Anti-Corruption

- [Principle 10](#): Businesses should work against corruption in all its forms, including extortion and bribery.

