

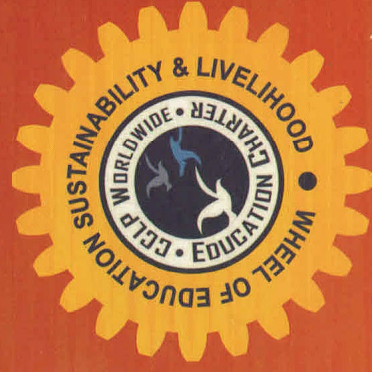
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# The Education Charter







Educational Ladder To Success



**Education For Better**



**Sustainable Livelihood**

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# THE EDUCATION CHARTER

Education to Livelihood

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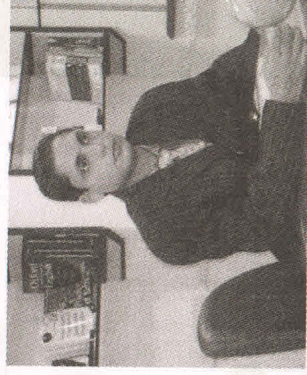
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## Editor



### From the Desk of Editor

Dear esteemed readers,

I welcome you once again to the fourth edition of The Education Charter Magazine. The three quarterly issues released earlier, has given us a strong footing in the international media market. Your overwhelming response has also made us work hard for writing more relevant topics.

I also feel proud to bring in your notice that this time we have included the burning topic of Education and sustainability from the eye of World Declarations on Higher Education.

We consider it important to mention the ten principles of United Nations Global Compact as policy initiative for businesses that are committed to aligning their operations and strategies with ten universally accepted principles in the areas of human rights, labour, environment and anti-corruption

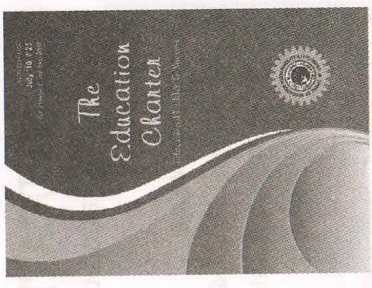
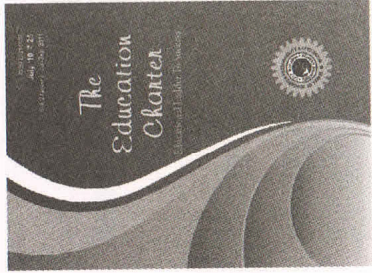
Again, I would like to emphasize on the fact that like our previous issues, this edition also delivers deeper into various aspects of education, society and livelihood and it is hoped that the issue would be a perfect toast for you in terms of value of time and knowledge.

I wish you a happy reading.

With kindest regards & wishes,

Thank you and welcome aboard.

**Dr. Vikrant Singh**



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## YOUTH AND LIVELIHOOD

**Prof. Dr. Siddhartha Ghosh**

INDIA has experienced dramatic social, economic, demographic and cultural transformations in the last couple of decades. These transformations have impinged forcefully on the country's youth population who, in many respects, have been a bridge generation between the old and the new. They differ greatly from earlier generations in many ways – they are the first generation to have grown up in independent India, have been exposed to mass media and, importantly, been the first to grow up in an era of globalization.

The youth comprise nearly 47% of India's population. The number of young in the age group of 13-35 years, according to the 2001 Census, was estimated at about 47 crore, which is anticipated to increase to about 57 crore by the year 2016. The availability of a human resource of such magnitude for achieving socio-economic change and technological excellence needs commensurate infrastructure and suitable priorities to maximize its contribution to national development. It is, therefore, necessary that this vibrant and strong resource of the country be focused on not only as a beneficiary but also as a valuable partner in the process of national planning

and development. The youth of the country need to be empowered to participate effectively in the process of decision-making at all levels.

There exists a general consensus that the search for appropriate developmental policies failed to deliver the desired results over the past decades, in part as a consequence of underestimating the value of youth power. Appropriate economic policies cannot be conceived independently of their social and political context; these in turn have a direct correlation to the role of civil society, youth empowerment, good governance and the rule of law.

Livelihoods security has become a key social development issue in world affairs. Despite decades of 'development', poverty has continued to increase. Existing development approaches may lend themselves to elegant models, but they have not worked. We need to find alternative paths.

The concept of livelihoods encompasses varied ways of living that meet individual, household and community needs. Needs understood holistically include the social, economic, cultural and spiritual. Livelihoods incorporate the goals and processes to empower individuals to meet

their basic needs with dignity. Currently there is little coherence about the concept, its definition, threats to its realisation, and policy responsibilities. Few countries or international development partners have adopted livelihoods as central to their national policies or poverty reduction strategies. Even fewer national development plans have programmes and schemes that unify thought and action on livelihoods.

There are more than a billion young people in the world of which 850 million live in poor countries. The largest proportion of the world's poor youth in the age group of 15-24 years live in Asia. Five of the ten countries with the largest concentrations of young people living on less than US \$1 a day are found in Asia: India (67.7 million), the People's Republic of China (33.3 million), Bangladesh (9.9 million), Indonesia (3.1 million) and Vietnam (2.9 million). At the same time, in the last decennium, various Asian countries have made major developmental achievements.

One of the more dramatic changes in India's youth population in recent decades has been an exponential increase in personal mobility, with liberalization as a major driver. In assessing their life chances, most young people are no longer confined to the opportunities in their local area, as was the case with many earlier. Perhaps the most universal feature of population mobility is that it is selective of young adults.

The world community is aware of the special needs of the youth. The first recognition of this came when the United Nations declared 1985 as the International Year of Youth (IYY) with the banner theme 'participation, development and peace'. Since then the world has experienced fundamental political, social, economic and cultural changes. The Youth Development Summit in Cairo (2002), drew utmost attention of the member countries about the need for ensuring livelihood opportunities for the young people in their national policies, plans and programmes.

As a follow up to the IYY, the UN General Assembly in its 50th session, Agenda item 105, adopted the world programme of action for youth which went beyond stating that the youth are a major human resource for development and key agents for social change, economic progress and technological innovations. The assembly identified ten priority areas for interventions: education, employment, hunger and poverty, health, environment, drug abuse, juvenile delinquency, leisure time activities, development of girls and young women and the full and effective participation of youth in the life of society and in the decision-making. It invited governments, NGOs, public and private sectors and youth organizations to implement the Programme of Action (POA) by undertaking relevant activities outlined in the POA.

India's National Youth Policy, 2003 affirms the national commitment for composite and all-round development of youth and seeks to establish an all India perspective to fulfill their legitimate aspirations and empower them to successfully accomplishing the challenging task of national reconstruction and social change that lie ahead. In this regard, the policy recognizes four thrust areas, i.e. youth empowerment, gender justice, inter-sectoral approach, and information and research network. It also highlights eight key sectors of youth development. They are education, training and empowerment, health, environment, sports and recreation, art and culture, science and technology, and civics and citizenship.

The National Youth Policy has specifically acknowledged the need for education and training of young people to make them socially useful and economically productive. The policy directs the government to ensure gainful employment and adequate opportunities for the personal development and advancement of those who are not currently employed. It mandates the government to provide social safety nets and protection to the young people from all manner of exploitation. Of the key sectors of youth concern identified by the national policy, training and employment is a priority leading to real youth empowerment.

Almost 70% of the total employment opportunities generated over the next ten

years are likely to be in the services sector. Some of the sector policy issues constraining growth of services in critical sectors where growth could lead to faster growth in employment and improvement in the quality of employment are mentioned below.

India's potential for both domestic and international tourism is greatly underutilised. Expansion in international tourism could contribute a substantial expansion in high quality employment opportunities in the years ahead. Hotel room capacity in major Indian tourist centres (especially of the mid-price variety) is not adequate to support an expanded flow of tourists. Local authorities must take steps to earmark available land for hotel construction and expedite grant of necessary permissions for setting up of good quality hotels at reasonable prices. Existing policy on bilateral air agreements needs to be urgently reviewed to ensure sufficient expansion in airline seat capacity to India. Visa regime needs to be liberalised to allow tourists to obtain a tourist visa on arrival at the airport, as is the practice in many important tourist destinations.

Information Technology holds out promising prospects for creation of high quality employment for skilled workers in software development and in a wide range of IT enabled services. The current boom in the IT sector is an indicator of the opportunities. Government policy must give high priority to ensuring that the environment remains

conducive to growth. High quality telecommunications and domestic and international connectivity with adequate bandwidth is critical.

The government should continuously monitor developments in this sector and especially our performance against those of our emerging competitors internationally, to identify constraints in competitiveness and the need for policy modifications, if any.

Real estate development, because of the construction activity it involves, is one of the most labour intensive sectors and can generate a large number of work opportunities. However, laws governing land development and rent control have pushed the market underground and restricted the growth of this sector.

Emergence of modern and large transport companies will not only improve the efficiency of the sector but also provide better working conditions to the workers in this sector and in associated roadside activities like repair services etc. Development of high quality roads and establishment of mechanised truck terminals are necessary to make this possible.

The retail trade in India is characterised by small establishments and modernising it by involving large department stores is often considered detrimental to the employment objective. This may not be necessarily true. The switch to modern retailing will certainly

improve the quality of employment in the sector. It will also help to develop effective supply chains linking producers with potential consumers and provide quick feedback to producers on consumer tastes. This can bring many potential producers into the market without having to worry about marketing their output.

There are two dimensions to livelihoods security – one related to reducing insecurities caused by chronic poverty and the other to using economic development and security as a means to bring peace to a region. The lack of education increases vulnerability as it limits the opportunities for earning a livelihood, receiving entitlements and protection. While increasing access to basic education is being stressed on one hand, increased access to the new Information and Communication Technologies is being stressed on the other to increase people's opportunities to emerge from poverty. Vocational skills and knowledge sharing are also important to further economic development.

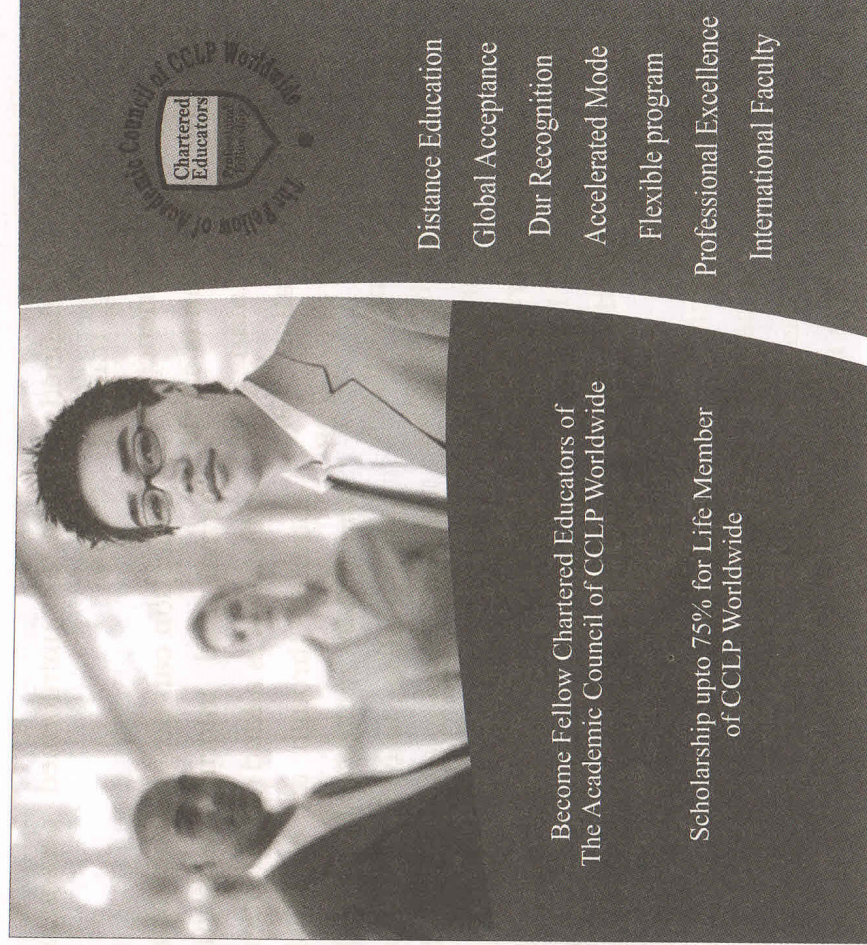
Health is another component of livelihoods security. Health for livelihoods security can be achieved through reduced vulnerability to disease and increased access to health services. To reduce vulnerability to disease, the spread of infectious diseases needs to be controlled while improving access to basic services such as water and sanitation needs. Access to health services is essential to cure disease as well as to reduce infant and



maternal mortality which are high in many parts of the country, particularly in the remote areas. Health services include both curative and preventive strategies.

It is difficult to exaggerate the importance of the present youth generation in shaping the future prosperity, sustainability and stability of the country. They are the first generation to feel the full impact of globalization and partly, as a result, are

strongly differentiated from earlier cohorts passing through this lifecycle stage. This presents both challenges and opportunities. The key point is that while globalization promotes opportunities for some, by no means does it do so for all. Moreover its negative fallout is disproportionately experienced by other groups lower down in the socio-economic ladder. Handling this contradiction remains our greatest policy challenge.



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EDUCATION:

## *A RIGHT, NOT A PRIVILEGE*

By:

**CHARLES UKOZOR Esq.**

**E**ducation can simply be defined as the process of teaching, training and learning or an experience that teaches one something. Education is as old as man. The creation of man was immediately followed by education. God created man in Genesis 1:27 and in verse 28 of that same chapter God immediately taught man the principles of life. In that verse, God simply educated man. God did not end there, He continued in verses 29 and 30 and in the same Genesis 2:16-17, He also gave man another form of education. As we can see from the scriptures, at every invention that God made, He educated man on how to use, develop and even make good of that particular invention (creation). The foundation that God has laid for us is what He expects us even today to build on. From the foregoing, it is clear that education is part and parcel of man and man cannot do without education. It is worthy of mention that an uneducated person is not informed

and an uninformed person is prone to errors.

Education can best be categorized into two: formal and informal education. Formal Education is a kind of education or training obtained through an established, official and legally recognized institution such as school, college, university, etc as opposed to informal education which can be described as that type of education gained just through practical experience or in a casual and from an unofficial set-up. For the purpose of our discussion, we will limit ourselves to Formal Education. Formal Education is a right. It's more than a privilege. The word 'Right' means that which is proper under law or something that is due to a person by just claim; or a legally enforceable claim; or power secured to person by law. Privilege on the other hand grants someone the legal freedom to do or not to do a given act. One can say that privilege is an advantage that

one enjoys. However, education as important as it is more than a mere advantage. It is a universal right. Article 26 of the Universal Declaration of Human Rights (1948) provides inter alia:

(1) Everyone has the right to education. Education shall be free, at least in the elementary and foundation stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Subsequent International Conventions/Covenants also adopted the same position. Such covenants include: Article 13 of International Covenant on Economic, Social and Cultural Rights (1976); Article 17 of The African Charter on Human and People's Rights and The Rules of Procedure (1988); etc.

Education should be accorded the prominence and seriousness that it deserves. The attention given to education especially in some third world countries is quite appalling and highly dissatisfactory. In Nigeria, education is regarded as one of the fundamental objectives and directive principles of the government policy. Section 18 of the 1999 Constitution of the Federal Republic of Nigeria provides as follows:

- (1) Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.
- (2) Government shall promote science and technology.
- (3) Government shall strive to eradicate illiteracy and to this end Government shall as and when practicable provide:
  - (a) free compulsory and universal primary education;
  - (b) free secondary education;
  - (c) free university education; and
  - (d) free adult literacy programme.

Though these provisions are enshrined in internationally recognized legal documents and the constitution which is the groundnorm of the land, their justiciability is another question entirely.

Consequently, education is a very serious matter ranging from the international scene, down to our national or local scene. However, what kind of approach do we give to education at government, group and individual levels? Nigeria is a country so blessed with both natural and human resources but the attention we pay in harnessing these resources is questionable. Without proper education, we would still be found wanting in so many areas. It is unfortunate that we experience decay in our educational sector persistently. The recurrent dwindling result we get yearly in major exams such as West Africa School Certificate Examination (WASCE) NECO Exams and UTME are evident on this fact. Little or no attention is paid to safeguard our educational facilities. Education is an institution everyone should be willing and hungry to attend but it has turned out to be one that people feel so reluctant to attend especially in our rural areas and those already inside manage/struggle to come out because of some odious experiences therein. High cost of education in Nigeria has deprived many of attaining quality education. Even the issue of quality education is a right that should be enjoyed by all but it goes to show that it is only the

financially advantaged are its major beneficiaries. This calls for proper attention. If the government can realize that our education defines our future, more should have been done to provide a proper shape for our education today. We should all know that the interest of Nigeria is far greater than the interest of an individual or group of persons.

Moreover, the burden of education should not be left in the hands of the government alone. We all have major roles to play in securing our future. It is very glaring that some of us abuse this right of education directly or indirectly. The level of recalcitrance exemplified by the older generation is very unbecoming. A mother who sends her child to school and at the same time sends her maid to hawk is abusing that maid's right to education. These days you see parents paying money for their children to effect examination malpractices without knowing that they are only succeeding in creating an unhealthy society for tomorrow. In our various institutions of higher learning, we have records of the cases of abuse of students sexually and otherwise. Any teacher that does this lacks moral rectitude, integrity and therefore unfit to be in the academic environment. Some teachers do not even teach but at the end of the day you see them demanding gratifications from their students as grounds to pass their courses. That is gross abuse of the student's right to

education. The wellbeing of our children should be our major concern. Measures should be put in place to fish out of the system those corrupt and morally debased teachers especially in our institutions of higher learning as their actions constitute serious abuse to child's right to education.

A lot has been said concerning the government and the teachers. What about those students who voluntarily abuse their right to education? A student who indulges in social vices at the expense of his/her academics wouldn't know he is only impairing his sound future. The level of moral decadence in our institutions today is very alarming. Obtaining money by false pretence (419) seems to be the order of the day in our institutions today. Yet some parents are not helping matters. Some even encourage their children to do that. The question is 'Where is our society going?'

It is appropriate to state here that the path we take today goes a long way to determine what our future becomes. Nigeria is our country just the same way USA, UK, Canada, etc belong to other people. We admire them today because we believe that things are working well for them. Some of us and even those in government send their children there to gain quality education while they have the same opportunity and privilege to make our own education work here. The same way those countries are today, we can be tomorrow but the type of attitude we pay to our education today is what determines its quality tomorrow. It is our right to have good and quality education; it is also our obligation to enforce that right from our homes, schools, offices, positions, and so on. Let us make Nigeria stand. Let us make our education work, for our tomorrow lies with it.

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## WORLD DECLARATION ON HIGHER EDUCATION FOR THE TWENTY-FIRST CENTURY

By Vinod Singh

**W**orld Declaration on Higher Education for twenty first century was adopted by UNESCO on 9<sup>th</sup> Oct 1998 to send strong message across the nations regarding the status of Higher Education and its impact on society.

The declaration critically recalls the importance of education in the society with special focus on developing new technique to improve of all constituents of educational framework.

A part of the declaration shows the statistics of education data in next phase of twenty first century and providing solutions to the challenges and of setting in motion a process of in-depth reform in higher education worldwide.

The Declaration was drafted after wide consultations was done with various organs

of the society across the border and strongly pronounce the importance of following declaration with respect to Higher Education

*"there is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for sociocultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals."*

The principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political

Rights,

The Universal Declaration of Human Rights which states in Article 26, paragraph 1, that 'Everyone has the right to education' and that 'higher education shall be equally accessible to all on the basis of merit', and endorsing the basic principles of the Convention against Discrimination in Education (1960),

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The recommendations concerning higher education of major commissions and conferences, inter alia, the International Commission on Education for the Twenty-First Century, the World Commission on Culture and Development, the 44th and 45th sessions of the International Conference on Education

The Declaration was drafted based on few accepted points

that education is a fundamental pillar of human rights, democracy, sustainable development and peace, and shall therefore become accessible to all throughout life and that measures are required to ensure coordination and co-operation across and between the various sectors, particularly between general, technical and professional secondary and post-secondary education as well as between universities, colleges and technical institutions,

that, in this context, the solution of the problems faced on the eve of the twenty-first century will be determined by the vision of the future society and by the role that is assigned to education in general and to higher education in particular,

that on the threshold of a new millennium it is the duty of higher education to ensure that the values and ideals of a culture of peace prevail and that the intellectual community should be mobilized to that end,

that a substantial change and development

of higher education, the enhancement of its quality and relevance, and the solution to the major challenges it faces, require the strong involvement not only of governments and of higher education institutions, but also of all stakeholders, including students and their families, teachers, business and industry, the public and private sectors of the economy, parliaments, the media, the community, professional associations and society as well as a greater responsibility of higher education institutions towards society and accountability in the use of public and private, national or international resources,

that higher education systems should enhance their capacity to live with uncertainty, to change and bring about change, and to address social needs and to promote solidarity and equity; should preserve and exercise scientific rigour and originality, in a spirit of impartiality, as a basic prerequisite for attaining and sustaining an indispensable level of quality; and should place students at the centre of their concerns, within a lifelong perspective, so as to allow their full integration into the global knowledge society of the coming century,

that international co-operation and exchange are major avenues for advancing higher education throughout the world,



## Article 1

### **MISSIONS AND FUNCTIONS OF HIGHER EDUCATION** was established as

#### **Mission to educate, to train and to undertake research**

the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to:

(a) educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society;

(b) provide opportunities (espace ouvert) for higher learning and for learning throughout life, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a

context of justice;

(c) advance, create and disseminate knowledge through research and provide, as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts;

(d) help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures, in a context of cultural pluralism and diversity;

(e) help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives;

(f) contribute to the development and improvement of education at all levels, including through the training of teachers.

**Article 2****Ethical role, autonomy, responsibility and anticipatory function**

In accordance with the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997, higher education institutions and their personnel and students should:

(a) preserve and develop their crucial functions, through the exercise of ethics and scientific and intellectual rigour in their various activities;

(b) be able to speak out on ethical, cultural and social problems completely independently and in full awareness of their responsibilities, exercising a kind of intellectual authority that society needs to help it to reflect, understand and act;

(c) enhance their critical and forward-

looking functions, through continuing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention;

(d) exercise their intellectual capacity and their moral prestige to defend and actively disseminate universally accepted values, including peace, justice, freedom, equality and solidarity, as enshrined in UNESCO's Constitution;

(e) enjoy full academic autonomy and freedom, conceived as a set of rights and duties, while being fully responsible and accountable to society;

(f) play a role in helping identify and address issues that affect the well-being of communities, nations and global society.

**Article 3****SHAPING A NEW VISION  
OF HIGHER EDUCATION****Equity of access**

(a) In keeping with Article 26.1 of the Universal Declaration of Human Rights, admission to higher education should be based on the merit, capacity, efforts, perseverance and devotion, showed by those seeking access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills. As a consequence, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language or religion, or economic, cultural or social distinctions, or physical disabilities.

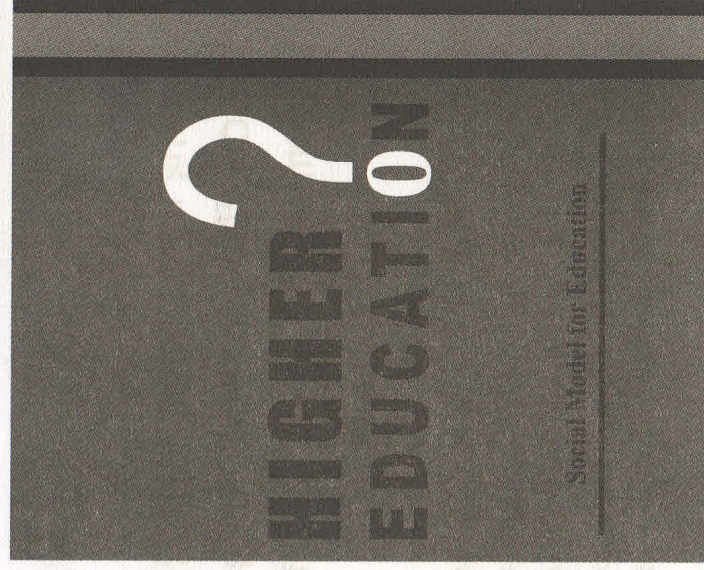
(b) Equity of access to higher education should begin with the reinforcement and, if need be, the reordering of its links with all other levels of education, particularly with secondary education. Higher education institutions must be viewed as, and must also work within themselves to be a part of and encourage, a seamless system starting with early childhood and primary education and continuing through life. Higher education institutions must work in active partnership with parents, schools, students, socio-economic groups and communities.

Secondary education should not only prepare qualified candidates for access to higher education by developing the capacity to learn on a broad basis but also open the way to active life by providing training on a wide range of jobs. However, access to higher education should remain open to those successfully completing secondary school, or its equivalent, or presenting entry qualifications, as far as possible, at any age and without any discrimination.

(c) As a consequence, the rapid and wide-reaching demand for higher education requires, where appropriate, all policies concerning access to higher education to give priority in the future to the approach based on the merit of the individual, as defined in Article 3(a) above.

(d) Access to higher education for members of some special target groups, such as indigenous peoples, cultural and linguistic minorities, disadvantaged groups, peoples living under occupation and those who suffer from disabilities, must be actively facilitated, since these groups as collectivities and as individuals may have both experience and talent that can be of

great value for the development of societies and nations. Special material help and educational solutions can help overcome the obstacles that these groups face, both in accessing and in continuing higher education.



## Article 4

### Enhancing participation and promoting the role of women

(a) Although significant progress has been achieved to enhance the access of women to higher education, various socio-economic, cultural and political obstacles continue in many places in the world to impede their full access and effective integration. To overcome them remains an urgent priority in the renewal process for ensuring an equitable and non-discriminatory system of higher education based on the principle of merit.

(b) Further efforts are required to eliminate all gender stereotyping in higher education, to consider gender aspects in different disciplines and to consolidate women's

participation at all levels and in all disciplines, in which they are under-represented and, in particular, to enhance their active involvement in decision-making.

(c) Gender studies (women's studies) should be promoted as a field of knowledge, strategic for the transformation of higher education and society.

(d) Efforts should be made to eliminate political and social barriers whereby women are under-represented and in particular to enhance their active involvement at policy and decision-making levels within higher education and society.

**Article 5****Advancing knowledge through research in science, the arts and humanities and the dissemination of its results**

- (a) The advancement of knowledge through research is an essential function of all systems of higher education, which should promote postgraduate studies. Innovation, interdisciplinarity and transdisciplinarity should be promoted and reinforced in programmes with long-term orientations on social and cultural aims and needs. An appropriate balance should be established between basic and target-oriented research.
- (b) Institutions should ensure that all members of the academic community engaged in research are provided with appropriate training, resources and support. The intellectual and cultural rights on the results of research should be used to the benefit of humanity and should be protected so that they cannot be abused.
- (c) Research must be enhanced in all disciplines, including the social and human sciences, education (including higher education), engineering, natural sciences, mathematics, informatics and the arts within the framework of national, regional



and international research and development policies. Of special importance is the enhancement of research capacities in higher education research institutions, as mutual enhancement of quality takes place when higher education and research are conducted at a high level within the same institution. These institutions should find the material and financial support required, from both public and private sources.

## Article 6

### Long-term orientation based on relevance

(a) Relevance in higher education should be assessed in terms of the fit between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacities and, at the same time, a better articulation with the problems of society and the world of work, basing long-term orientations on societal aims and needs, including respect for cultures and environmental protection. The concern is to provide access to both broad general education and targeted, career-specific education, often interdisciplinary, focusing on skills and aptitudes, both of which equip individuals to live in a variety of changing settings, and to be able to change occupations.

(b) Higher education should reinforce its role

of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an interdisciplinary and transdisciplinary approach in the analysis of problems and issues.

(c) Higher education should enhance its contribution to the development of the whole education system, notably through improved teacher education, curriculum development and educational research.

(d) Ultimately, higher education should aim at the creation of a new society - non-violent and non-exploitative - consisting of highly cultivated, motivated and integrated individuals, inspired by love for humanity and guided by wisdom.

**Article 7****Strengthening co-operation with the world of work and analysing and anticipating societal needs**

(a) In economies characterized by changes and the emergence of new production paradigms based on knowledge and its application, and on the handling of information, the links between higher education, the world of work and other parts of society should be strengthened and renewed.

(b) Links with the world of work can be strengthened, through the participation of its representatives in the governance of institutions, the increased use of domestic and international apprenticeship/work-study opportunities for students and teachers, the exchange of personnel between the world of work and higher education institutions and revised curricula more closely aligned with working practices.

(c) As a lifelong source of professional training, updating and recycling, institutions of higher education should systematically take into account trends in the world of work and in the scientific, technological and economic sectors. In order

to respond to the work requirements, higher education systems and the world of work should jointly develop and assess learning processes, bridging programmes and prior learning assessment and recognition programmes, which integrate theory and training on the job. Within the framework of their anticipatory function, higher education institutions could contribute to the creation of new jobs, although that is not their only function.

(d) Developing entrepreneurial skills and initiative should become major concerns of higher education, in order to facilitate employability of graduates who will increasingly be called upon to be not only job seekers but also and above all to become job creators. Higher education institutions should give the opportunity to students to fully develop their own abilities with a sense of social responsibility, educating them to become full participants in democratic society and promoters of changes that will foster equity and justice.

## Article 8

### Diversification for enhanced equity of opportunity

(a) Diversifying higher education models and recruitment methods and criteria is essential both to meet increasing international demand and to provide access to various delivery modes and to extend access to an ever-wider public, in a lifelong perspective, based on flexible entry and exit points to and from the system of higher education.

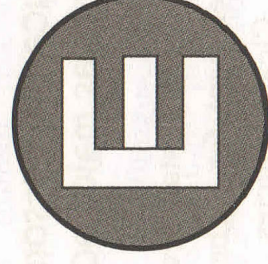
(b) More diversified systems of higher education are characterized by new types of tertiary institutions: public, private and non-profit institutions, amongst others. Institutions should be able to offer a wide variety of education and training opportunities: traditional degrees, short courses, part-time study, flexible schedules, modularized courses, supported learning at a distance, etc.

## Article 9

### Innovative educational approaches: Critical thinking and Creativity

(a) In a world undergoing rapid changes, there is a perceived need for a new vision and paradigm of higher education, which should be student-oriented, calling in most countries for in-depth reforms and an open access policy so as to cater for ever more diversified categories of people, and of its contents, methods, practices and means of delivery, based on new types of links and partnerships with the community and with the broadest sectors of society.

(b) Higher education 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.

(c) To achieve these goals, it may be necessary to recast curricula, using new and appropriate methods, so as to go beyond cognitive mastery of disciplines. New pedagogical and didactical approaches should be accessible and promoted in order



to facilitate the acquisition of skills, competences and abilities for communication, creative and critical analysis, independent thinking and team work in multicultural contexts, where creativity also involves combining traditional or local knowledge and know-how with advanced science and technology. These recast curricula should take into account the gender dimension and the specific cultural, historic and economic context of each country. The teaching of human rights standards and education on

the needs of communities in all parts of the world should be reflected in the curricula of all disciplines, particularly those preparing for entrepreneurship. Academic personnel should play a significant role in determining the curriculum.

(d) New methods of education will also imply new types of teaching-learning materials. These have to be coupled with new methods of testing that will promote not only powers of memory but also powers of comprehension, skills for practical work and creativity.

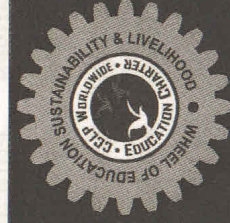
## Article 10

### Higher education personnel and students as major actors

(a) A vigorous policy of staff development is an essential element for higher education institutions. Clear policies should be established concerning higher education teachers, who nowadays need to focus on teaching students how to learn and how to take initiatives rather than being exclusively founts of knowledge. Adequate provision should be made for research and for updating and improving pedagogical skills, through appropriate staff development programmes, encouraging constant

innovation in curriculum, teaching and learning methods, and ensuring 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



## The Education Charter

UNESCO in November 1997. To this end, more importance should be attached to international experience. Furthermore, in

view of the role of higher education for lifelong learning, experience outside the institutions ought to be considered as a relevant qualification for higher educational staff.

(b) Clear policies should be established by all higher education institutions preparing teachers of early childhood education and for primary and secondary schools, providing stimulus for constant innovation in curriculum, best practices in teaching methods and familiarity with diverse learning styles. It is vital to have appropriately trained administrative and technical personnel.

(c) 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. This should include student involvement in issues that affect that level of education, in evaluation, the renovation of teaching methods and curricula and, in the institutional framework in force, in policy-formulation and institutional management. As students have the right to organize and represent themselves, students' involvement in these issues should be guaranteed.

(d) Guidance and counselling services should be developed, in co-operation with student organizations, in order to assist

## FROM VISION TO ACTION

### Article 11

#### Qualitative evaluation

(a) 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, buildings, facilities, equipment, services to the community and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists, if possible with

international expertise, are vital for enhancing quality. Independent national bodies should be established and comparative standards of quality, recognized at international level, should be defined. Due attention should be paid to specific institutional, national and regional contexts in order to take into account diversity and to avoid uniformity. Stakeholders should be an integral part of

the institutional evaluation process.

(b) Quality also requires that higher education should be characterized by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances.

(c) To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful

selection of staff and continuous staff development, in particular through the promotion of appropriate programmes for academic staff development, including teaching/learning methodology and mobility between countries, between higher education institutions, and between higher education institutions and the world of work, as well as student mobility within and between countries. The new information technologies are an important tool in this process, owing to their impact on the acquisition of knowledge and know-how.

## Article 12

### The potential and the challenge of technology

The rapid breakthroughs in new information and communication technologies will further change the way knowledge is developed, acquired and delivered. It is also important to note that the new technologies offer opportunities to innovate on course content and teaching methods and to widen access to higher learning. However, it should be borne in mind that new information technology does not reduce the need for teachers but changes their role in relation to the learning process and that the continuous dialogue



that converts information into knowledge and understanding becomes fundamental. Higher education institutions should lead in drawing on the advantages and potential of new information and communication technologies, ensuring quality and maintaining high standards for education practices and outcomes in a spirit of openness, equity and international co-operation by:

(a) engaging in networks, technology transfer, capacity-building, developing teaching materials and sharing experience

of their application in teaching, training and research, making knowledge accessible to all;

(b) creating new learning environments, ranging from distance education facilities to complete virtual higher education institutions and systems, capable of bridging distances and developing high-quality systems of education, thus serving social and economic advancement and democratization as well as other relevant priorities of society, while ensuring that these virtual education facilities, based on regional, continental or global networks, function in a way that respects cultural and social identities;

(c) noting that, in making full use of information and communication technology (ICT) for educational purposes, particular attention should be paid to removing the grave inequalities which exist among and also within the countries of the world with regard to access to new information and communication technologies and to the

production of the corresponding resources;

(d) adapting ICT to national, regional and local needs and securing technical, educational, management and institutional systems to sustain it;

(e) facilitating, through international co-operation, the identification of the objectives and interests of all countries, particularly the developing countries, equitable access and the strengthening of infrastructures in this field and the dissemination of such technology throughout society;

(f) closely following the evolution of the 'knowledge society' in order to ensure high quality and equitable regulations for access to prevail;

(g) taking the new possibilities created by the use of ICTs into account, while realizing that it is, above all, institutions of higher education that are using ICTs in order to modernize their work, and not ICTs transforming institutions of higher education from real to virtual institutions.

## Article 13

### Strengthening higher education management and financing

(a) The management and financing of higher education require the development of appropriate planning and policy-analysis capacities and strategies, based on partnerships established between higher education institutions and state and national planning and co-ordination bodies, so as to secure appropriately streamlined management and the cost-effective use of resources. Higher education institutions should adopt forward-looking management practices that respond to the needs of their environments. Managers in higher education must be responsive, competent and able to evaluate regularly, by internal and external mechanisms, the effectiveness of procedures and administrative rules.

(b) Higher education institutions must be given autonomy to manage their internal affairs, but with this autonomy must come clear and transparent accountability to the government, parliament, students and the wider society.

(c) The ultimate goal of management should

be to enhance the institutional mission by ensuring high-quality teaching, training and research, and services to the community. This objective requires governance that combines social vision, including understanding of global issues, with efficient managerial skills. Leadership in higher education is thus a major social responsibility and can be significantly strengthened through dialogue with all stakeholders, especially teachers and students, in higher education. The participation of teaching faculty in the governing bodies of higher education institutions should be taken into account, within the framework of current institutional arrangements, bearing in mind the need to keep the size of these bodies within reasonable bounds.

(d) The promotion of North-South co-operation to ensure the necessary financing for strengthening higher education in the developing countries is essential.

**Article 14****Financing of higher education  
as a public service**

The funding of higher education requires both public and private resources. The role of the state remains essential in this regard.

(a) The diversification of funding sources reflects the support that society provides to higher education and must be further strengthened to ensure the development of higher education, increase its efficiency and maintain its quality and relevance. Public support for higher education and research remains essential to ensure a balanced achievement of educational and social missions.

(b) Society as a whole must support education at all levels, including higher education, given its role in promoting sustainable economic, social and cultural development. Mobilization for this purpose depends on public awareness and involvement of the public and private sectors of the economy, parliaments, the media, governmental and non-governmental organizations, students as well as institutions, families and all the social actors involved with higher education.

Article 15 - Sharing knowledge and know-

how across borders and continents

(a) The principle of solidarity and true partnership amongst higher education institutions worldwide is crucial for education and training in all fields that encourage an understanding of global issues, the role of democratic governance and skilled human resources in their resolution, and the need for living together with different cultures and values. The practice of multilingualism, faculty and student exchange programmes and institutional linkage to promote intellectual and scientific co-operation should be an integral part of all higher education systems.

(b) The principles of international co-operation based on solidarity, recognition and mutual support, true partnership that equitably serves the interests of the partners and the value of sharing knowledge and know-how across borders should govern relationships among higher education institutions in both developed and developing countries and should benefit the least developed countries in particular. Consideration should be given to the need for safeguarding higher education

institutional capacities in regions suffering from conflict or natural disasters. Consequently, an international dimension should permeate the curriculum, and the teaching and learning processes.

(c) Regional and international normative

instruments for the recognition of studies should be ratified and implemented, including certification of the skills, competences and abilities of graduates, making it easier for students to change courses, in order to facilitate mobility within and between national systems.

### Article 15

#### From 'brain drain' to 'brain gain'

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. International co-operation schemes should be based on long-term partnerships between institutions in the South and the North, and also promote South-South co-operation. 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. Consideration should be given to creating an environment conducive to attracting and retaining skilled human capital, either

through national policies or international arrangements to facilitate the return - permanent or temporary - of highly trained scholars and researchers to their countries of origin. At the same time, efforts must be directed towards a process of 'brain gain' through collaboration programmes that, by virtue of their international dimension, enhance the building and strengthening of institutions and facilitate full use of endogenous capacities. Experience gained through the UNITWIN/UNESCO Chairs Programme and the principles enshrined in the regional conventions on the recognition of degrees and diplomas in higher education are of particular importance in this respect.

## Article 17

### Partnership and alliances

Partnership and alliances amongst stakeholders - national and institutional policy-makers, teaching and related staff, researchers and students, and administrative and technical personnel in institutions of higher education, the world of work, community groups - is a powerful force in managing change. Also, non-governmental organizations are key actors in this process. Henceforth, partnership, based on common interest, mutual respect and credibility, should be a prime matrix for renewal in higher education.

The declaration includes everything about Higher Education, its facilitators, policies,

approach, idea, attitude and courage to go ahead.

Unfortunately even after the passage of over 12 years of adoption of declarations by United Nations and its Member Countries wide gap and inequality are seen between nations in the context of accessibility of higher education for underprivileged youth and sustainable development.

A strong political will power is need of the hour to adopt and execute the main aims of the declaration in the Country and nevertheless the society is equally responsible for non compliance of declaration at grass root level.



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**CCLP WORLDWIDE****NIGERIA NATIONAL TEACHERS PROGRAM****Elvis C. Enyioko OD, PhD, FCE****ATTRACTING AND RETAINING  
TEACHERS IN RURAL  
AREAS OF NIGERIA**

**T**he main problem of rural and community schools, is attracting and keeping quality teachers. The rural teacher shortage affects all subject areas but particularly math, science, and special education. This paper examines the problem from a legislative and policy perspective and suggests strategies to address the problem.

**LEGISLATIVE AND  
POLICY SUGGESTIONS**

**T**he rural teacher recruitment and retention problem varies across states in Nigeria. Some states have teacher sufficiency; others have shortages. But the Colleges of Education trains and graduates an adequate number of teachers each year and so the problem is not about availability, but uptake with the needed funds to service their welfare and remuneration. The

problem is with recruitment and retention.

To assist in resolving the problem of recruitment and retention, it is proposed that a bill be enacted, that would provide teacher recruitment grants to improve teacher quality and reduce shortages of qualified teachers in high-need local government areas.

**WHY TEACHERS STAY OR GO**

**T**he principal reason teachers leave rural areas is isolation (social, cultural, and professional). Recent research on rural teacher recruitment and retention appears thin, and much of it has been conducted outside Nigeria. For example, a survey of teacher mobility (50 past and current teachers in a rural community of

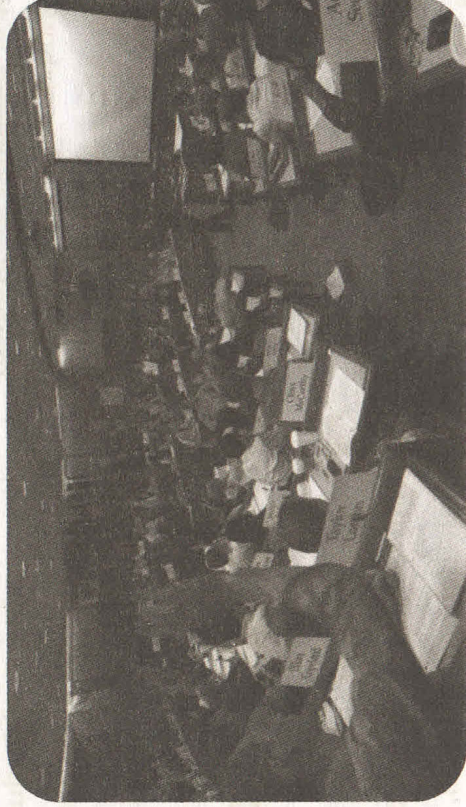
Abia State) found that teachers leave communities because of geographic isolation, weather, distance from larger communities, absence of family and inadequate shopping (CCLP Worldwide - Nigeria, 2010).

The literature suggests rural administrators have difficulty finding qualified teachers who fit in with the school and community and who will stay in the job. The "ideal" rural

teacher is required to teach more than one subject or grade level, can teach students with a wide range of abilities in the same classroom, is prepared to supervise extra-curricular activities, and can adjust to the community. In the British Columbia study, teachers stayed because of their principal, spouse employment in the community, and satisfaction with the rural lifestyle (Murphy & Angelski, 1996/1997).

## RECRUITING RURAL TEACHERS

To recruit rural teachers, administrators must target candidates with rural backgrounds or with personal characteristics or educational experiences that predispose them to live in rural areas. The emphasis on background



and experience is crucial for ethnic or culturally distinct communities. Selling points in recruitment efforts are the benefits of teaching in rural schools, such as few

discipline problems, less red tape, more personal contact, greater chance for leadership, small class size, individualized instruction, greater student and parent participation, and greater teacher impact on decision

making (Boylan & Bandy, 1994; Lemke, 1994; Stone, 1990).

Most rural teachers were raised close to where they now teach. Various "grow-your-own" strategies offer incentives to local

residents with potential to become teachers, such as assisting them in obtaining the needed education and training. For example, Future Teachers of America (FTA) clubs encourage students to consider returning to their home communities once they have received their teaching credentials (Lemke, 1994).

## RETAINING RURAL TEACHERS

Colleges of Education in Nigeria must take more of a role in recruiting students who demonstrate the characteristics of successful rural teachers as the degree to which a rural teacher becomes involved in community educational and cultural programs influence his or her decision to remain; therefore retention requires a coordinated school-community effort.



A school-community

orientation can help new rural teachers overcome feelings of isolation, acquire a sense of community security and develop professional competence. Principals should select a new teacher's initial assignments carefully, set clear goals, welcome feedback, establish an encouraging and non

threatening environment and provide opportunities to interact with experienced colleagues.

Rural schools also can ease the way for new teachers by stream-lining paperwork, providing a well-planned in-service

program, and arranging release time for visiting other teachers' classrooms. The community should recognize new teachers'

accomplishments and invite them to participate in various activities.

Universities also can play an important role by offering cost-effective distance-learning courses to keep rural teachers up-to-date.