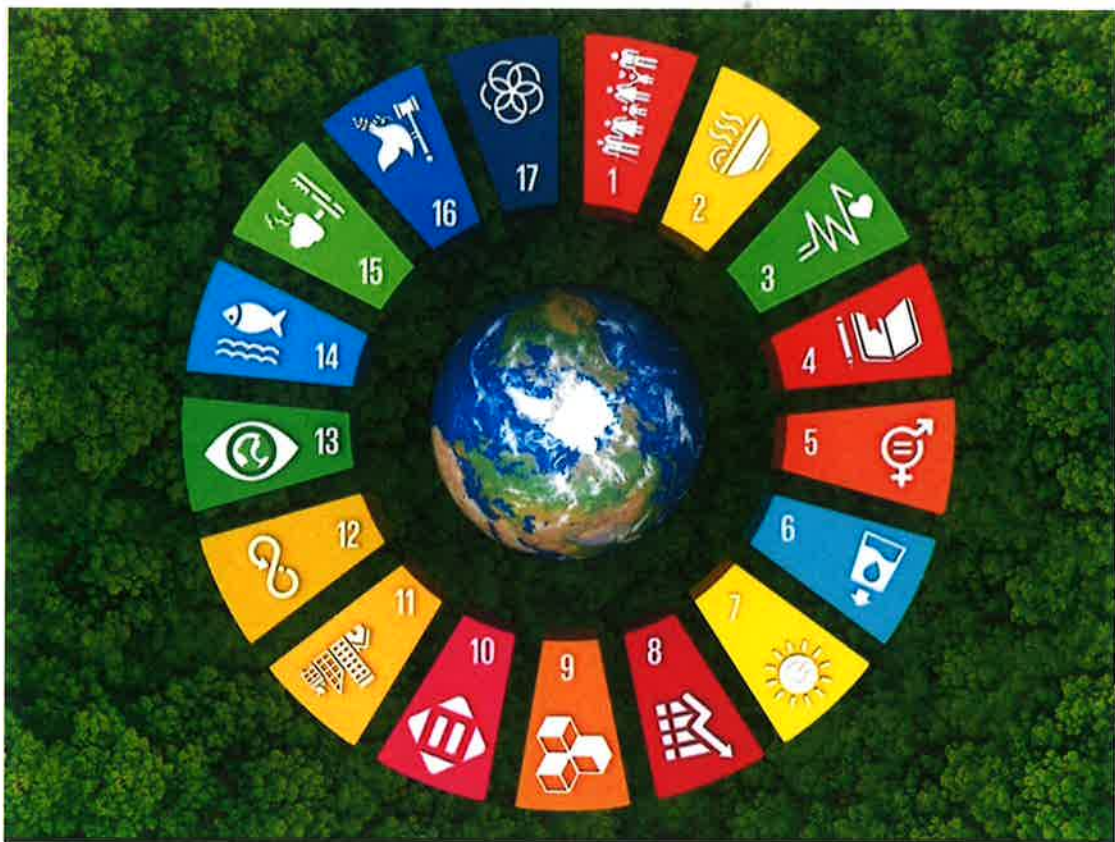


- ✚ "La educación es el arma más poderosa que puedes usar para cambiar el mundo".
- ✚ "Education is the most powerful weapon that you can use to change the world".
- ✚ "A educação é a arma mais poderosa que você pode usar para mudar o mundo".
- ✚ "L'éducation est l'arme la plus puissante que vous puissiez utiliser pour changer le monde".
- ✚ "L'educació és l'arma més poderosa que pots fer servir per canviar el món!.

NELSON MANDELA

KAIROS



- ✚ "La educación no cambia el mundo, cambia a las personas que van a cambiar el mundo"
- ✚ "Education does not change the world, it changes the people who are going to the world"
- ✚ "A educação não muda o mundo, muda as pessoas que vão mudar o mundo"
- ✚ "L'éducation ne change pas le monde, elle change les gens qui vont changer le monde"
- ✚ "L'educació no canvia el món, canvia les persones que canviaran el món"

PAULO FREIRE

PRESENTATION OF THE MANIFESTO: HIGHER EDUCATION FOR A BETTER FUTURE WHERE NOBODY IS LEFT BEHIND

The higher education communities of different peoples of the world speak out about the future of higher education, with the aim of contributing to the construction of a future of peace, justice and prosperity for all human beings. We are convinced that our institutions, perspectives and actions, in a synergistic and complementary relationship with others and with the peoples of the world, can promote a profound change in humanity based on respect, peace, justice, equity, solidarity and sustainability, and where no one is left behind.

It is a task for all of us, in which education and knowledge are essential to bring about, as soon as possible, the necessary economic, social and environmental transformations that until not so long ago seemed like a utopian dream and that today have become a pressing urgency in the face of the fragility of the world in which we live.

The COVID-19 pandemic has exposed the limited capacity of our species to face a humanitarian crisis on a global scale. Although the responsible actions of the vast majority of human beings and the importance of knowledge to face the direct health problems caused by SARS-CoV-2 are highlighted, the economic and social problems that already existed have been aggravated by the pandemic, making some attitudes, practices and decisions contrary to the common good, unacceptable.

At a time when confrontation, violence and the arms race are advancing in the opposite direction to peace and solidary integration and the validity of a democratic multilateral system in the world, necessary for the fulfillment of the SDGs and the construction of a better society for everyone where no one is left behind, what is established in the Third Social Contract of Education to promote humanistic values and the strategic role of education in general and higher education in particular, acquires special importance.

In this context, the strengthening, transformation and global and regional integration of higher education, science, technology, innovation and extension systems are necessary to bridge the gap that separates nations, and offer humanity a future more worth living.

For the above reasons, we submit for your consideration the Higher Education Manifesto for a Better Future Where No One is Left Behind, which has been promoted by KAIRÓS, but which does not belong to anyone in particular, but to society as a whole, to our already future generations who have the right to a better and more dignified life.

MANIFESTO

Those of us who subscribe to the Higher Education Manifesto for a Better Future Where No One is Left Behind, are individuals, members and representatives of higher education, research and sustainable development institutions, associations, organizations and networks from different parts of the world, committed to the development of humanity, through education and the ethical application of knowledge. Based on the Third Social Contract for Education (Kairós, 2021) and on a broad consultation between members and non-members of Kairós, we submit this Manifesto to the consideration of the global society, to all multilateral, international and cooperation organizations, to governments and States, to the different actors and institutions at the international, regional, national, community and local levels, with co-responsibility for human development for the achievement of the Sustainable Development Goals, established in the 2030 Agenda of the United Nations Organization. We make it public to the peoples and governments of the world, *urbi et orbi*, with the conviction and certainty that higher education, scientific and technological knowledge and innovation, the different forms of knowledge, art, culture, sports and values universal, are essential to build, united in diversity, a better future for each person, family, community, country and, consequently, for all humanity.

2022

HIGHER EDUCATION FOR A BETTER FUTURE WHERE NO ONE IS LEFT BEHIND

PRINCIPLES

1. Higher education (HE) as a universal human right, social public good, duty of the States and co-responsibility of all the actors involved. Public good refers to all types of Higher Education Institutions (IES), public and private non-profit.
2. Higher Education worldwide with full safeguarding of institutional, national, regional and community identities; and a governance that represents that diversity and the genuine and participatory consensus built using dialogue as a methodological path to learn, based on shared values and solid and universally valid principles.
3. A quality higher education, relevant and inclusive, responsibly promoting learning, the generation and social management of knowledge, science, technology, innovation, extension, art, culture, sports and diverse knowledge for full realization and development with equality, justice, dignity, respect, prosperity, peace and good living of individuals, families, communities, peoples, countries, regions and the entire world, making the United Nations Organization Goals of the 2030 Agenda on Development their own, to reverse the inequities of the

current reality of millions of people who suffer from hunger, poverty and extreme poverty, poor nutrition or malnutrition, and the perverse effects of the global economy, forced migration, racism, xenophobia, violence and injustice.

4. A Higher Education that studies the causes, undertakes and proposes solutions to face, with social responsibility and comprehensive approaches, the global effects of climate change, COVID-19 and other epidemics and pandemics such as HIV AIDS, violence, terrorism, drug trafficking, organized crime and corruption, evils that affect all of humanity.

5. A liberating higher education, which democratizes the structures of hegemonic knowledge and institutional governance; emancipate the individual and humanity from their dogmas and ties, allowing access to knowledge to respond responsibly to the needs and expectations of sustainable development, with equity, without discrimination of gender, race, age, socioeconomic status, sexual orientation, disability, religious belief and political creed, as well as in situations of forced displacement, eliminating segregation and marginalization of communities, promoting dialogue between cultures, and developing an attitude of recognition and respect for their rights.

ROLE OF INTERNATIONAL ORGANIZATIONS AND STATES

6. States must fulfill their responsibility to democratically promote public policies for higher education, science, technology, innovation and extension, which transcend the paradigm of the evaluating State to transform it into a promoter and entrepreneurial State of the knowledge society, linking education with society and governments, to address the most acute social problems, at the local, national, regional and global levels, with full respect for university autonomy.

7. International organizations, States and governments must value and fully respect the governance system of higher education and, in particular, university autonomy. Assuming the commitment and strategic value of the support and growing investment in higher education, science, technology and innovation, extension, art, culture and sports as social and non-commercial goods, guaranteeing the right of people, with skills and proven academic training, to access a quality and relevant HE; and that, under no circumstance, be it personal, family, economic, social, religious or ideological, they are excluded from this right.

8. A higher education that has an enormous multilateral fund of solidary support, aimed at reducing the educational gaps within countries, between countries and regions, and that promotes inter-institutional scientific, technological and humanistic collaboration, the achievement and assurance of educational quality, the formation of modern citizenship, solidarity internationalization and socially responsible management of the 2030 Agenda on sustainable development.

UNIVERSITY AUTONOMY

9. A higher education governance that faithfully responds to its nature, principles, values, purposes and functions, where university autonomy represents the institutional guarantee granted by the State to HE Institutions to fulfill their

Mission. University autonomy must be considered a fundamental and essential right for the exercise of academic freedom, research, teaching and democratic governance, which allows HEIs to exercise a critical, purposeful and lawful role in society, without the existence of limits imposed of any kind being an example of respect, social commitment, democratic and participatory management, inclusion, equity, unity in diversity, multi and interculturality.

10. A University Autonomy that respects the institutional commitment to social responsibility, sensitivity to the dynamics and multiple needs of the people and their environment, transparency and efficiency in the use of public resources, and the systematic and periodic rendering of accounts and relevant results, to the State and society.

EDUCATION AND DEVELOPMENT OF HUMAN CAPABILITIES

11. To promote an education with universal access, open, liberating, intercultural, inclusive and democratic, that forms free and responsible people, ethical, with humanistic values, creative, innovative, supportive, entrepreneurs and leaders, committed to the construction of hopes, preservation of life and the planet, the dialogue of knowledge and the sustainable development of society, being of high priority for the leaders and peoples of the world.

12. A Higher Education that trains people to acquire the essential knowledge, skills and abilities for the efficient professional performance of their work, and provides the generic skills or competencies of the 21st century required to deploy all their potential, take advantage of opportunities and face uncertainty, the vertiginous changes in the world of work, the challenges of the Fourth Industrial Revolution and technological disruption.

13. An inter, multi and transdisciplinary education that enables students to learn to think, learn to be, learn to do, learn more, always learn, learn throughout life, learn to undertake and learn to live together, strengthening the neurolearning and socio-emotional development.

14. A flexible Education in terms of the type, duration and modalities of the courses, careers and professions, mobility and routes, with quality, relevance, equity and sustainability.

15. A Higher Education with a new pedagogical epistemology, changing the centrality of the curriculum to the person and to learning. An HE that transforms the content approach to a values and capabilities approach, with pedagogical plurality and that guarantees the application of various learning management modalities to help each person develop the best version of themselves, discover and take advantage of their potentialities and overcome its weaknesses, promoting the conversion of Information and Communication Technologies (ICT) into Learning and Knowledge Technologies (TAC), and Empowerment and Participation Technologies (TEP).

SCIENTIFIC, TECHNOLOGICAL AND INNOVATION RESEARCH

16. A Higher Education that allows the recognition, appreciation and support of research, science, technology, innovation and multicultural knowledge, and of the scientific communities of the world, considering its strategic value and importance for the fulfillment of the SDGs and to advance in human development with justice, equity and sustainability.

17. Consider advances in science, technology, innovation and the humanities as a public and social good, a universal human right that contributes to the sustainable development of humanity. Multilateral organizations, States and governments must guarantee this right, as well as open access to knowledge and its application, promoting collaboration, solidarity and subsidiarity.

18. An evaluation of the quality of the scientific, technological and humanistic production of HEIs based on criteria that incorporate other dimensions, such as their contribution to knowledge and the development of society, and not only publications and the impact in international editorials or magazines.

SOCIAL RESPONSIBILITY LINK

19. Some Higher Education Institutions in which their directors, teachers, non-teachers and students carry out their learning, research, extension and management tasks in a socially responsible manner, in order to contribute with increasing effectiveness to the social, cultural and environmental transformation of the planet, with local action, but with global vision, interaction and impact.

20. A higher education with social responsibility that implies the construction of a university campus and ethos based on the principles and values of humanism, ethics and bioethics, solidarity, inclusion, coexistence, responsible institutional management and environmental sustainability.

HIGHER EDUCATION SYSTEM

21. An open, flexible, articulated and dynamic Higher Education System, made up of all Higher Education organizations and Institutions and their bodies (national, provincial, regional, etc.), oriented towards training, research, partnerships and management, observing the principles and precepts established in this Manifesto. In addition, it must act in solidarity to build a global knowledge society, within the framework of the 2030 Agenda on sustainable development, so as not to leave anyone behind.

22. Higher Education Institutions, made up of teachers, non-teachers, directors and students, all actors in the educational process, whose participation, functions and labor and academic relations are democratically established in international agreements, and in national laws and regulations, provincial, local and institutional.

23. International and multilateral organizations, States and Higher Education organizations and Institutions must recognize the importance of the work of teaching and non-teaching staff and respect their rights as workers, regardless of

the educational modality, so that their moral and material recognition is strengthened, and the continuous improvement of professional careers and living and working conditions, establishing objective and transparent career policies, evaluation, recognition, encouragement of their work and participation in institutional management.

24. A dignified higher education for students that allows them to discover and/or develop their potentialities, overcome their weaknesses and define and promote their own life project; be part of the institutional management and protagonists of economic and social development from their training process through their permanent face-to-face and/or virtual interaction with the community, at a local and global level; trained from their individuality, but for the community, with a great sense of social commitment, defenders of peace, social justice, sustainability and equity, and capable of learning to learn throughout life.

25. A higher education that works in an articulated way with the entire educational system to improve the inclusion, quality and relevance of education at all levels, and in topics such as: teacher education and training, pedagogical research, didactics, design and content curricular, use of ICT oriented to be TAC and TEP, Artificial Intelligence, neuroeducation, art, culture, sports, etc.

QUALITY MANAGEMENT

26. Higher education that has quality management processes, through global, regional, national and institutional quality assurance systems that consider all dimensions of institutional development, including those of university extension and social responsibility, and the socio-geographical and cultural conditions. Processes of external accreditation and revalidation and mutual recognition of studies, degrees and titles, aimed at continuous improvement, based on standards, indicators and agreed and relevant processes, which value institutional diversity, and not on schemes, models and rankings that seek to standardize and lose the institutional identity.

REGIONAL INTEGRATION AND INTERNATIONAL COOPERATION

27. A Higher Education committed to and promoter of the global alliance for sustainable development, through the creation of a democratic multilateral system, international solidarity cooperation, social justice, equity and sustainability, to reduce inequalities between countries and within them and leave no one behind.

28. A Higher Education that promotes internationalization, partnerships and synergies through mobility, exchange and interinstitutional collaboration, to reduce the existing gaps between regions, subregions and countries, based on interculturality, solidarity, reciprocity, respect for cultural diversity and sustainability, seeking to implement integrated regional ecosystems of higher education, science, technology and innovation to face shared challenges.

29. A Higher Education that favors the creation and strengthening of inter-institutional, multinational, regional and global networks of HE for the definition and execution of inter-institutional, face-to-face, online and/or hybrid academic programs and projects, in undergraduate and postgraduate teaching, research, innovation, extension, art, culture, sports and social bonding, with mutual recognition of credits, studies and degrees, facilitating mobility, collaboration and academic exchange of students, teachers, non-teachers and directors at a national, regional and global level.

ACTIVE PARTICIPATION AND SUPPORT FOR INTERNATIONAL EVENTS

30. We consider of great value and importance and we support the holding of the III World Conference on Higher Education (III WHEC) from May 18 to 20, 2022 in Barcelona, Spain, convened by UNESCO, the Government of Spain, the Generalitat de Catalonia, the Barcelona City Council and Provincial Council, GUNI (Global University Network for Innovation) and the Catalan Association of Public Universities (ACUP). However, we emphasize the fact that to guarantee its legitimacy and impact, it must promote that, in addition to governments, there is a broad and full participation of the central actors and protagonists of HE such as international, regional and national higher education networks and organizations, councils of rectors or universities, as well as the student and trade union movement. Likewise, the III WHEC 2022 must ratify the principles defined in the I and II World Conferences on Higher Education in 1998 and 2009, and in the Regional Conferences for Latin America and the Caribbean (CRES) in 1996, 2008 and 2018.

31. In keeping with point 29 of this Manifesto, we celebrate and fully support the holding of the meeting in Córdoba, Argentina, in June 2022, at the initiative of the National University of Córdoba, with the aim of advancing regional integration and discussing the applicability in the region of the conclusions of the III WHEC 2022.

32. Considering the central and strategic role of education, science, technology, innovation and extension for the fulfillment of the SDGs, we celebrate and support the World Summit of Heads of State and Government, convened by the UN, to be held in September 2022, to address the issue of education.

33. We are all committed to promoting, leading, organizing, managing and participating in international, regional, national and institutional events guided by the principles and approaches set out in this Manifesto, as spaces for meeting, exchange, building synergies and complementarities, of unity in and from diversity.

KAIROS EQUIPO PARA LA TRANSFORMACIÓN EDUCATIVA Y SOCIAL SOSTENIBLE

"Uniendo los vigores dispersos y haciendo camino al andar con unidad en la diversidad por el bien común"

<https://kairos-educacion.com/>

MANIFESTO: HIGHER EDUCATION FOR A BETTER FUTURE WHERE NO ONE IS LEFT BEHIND

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March 2022

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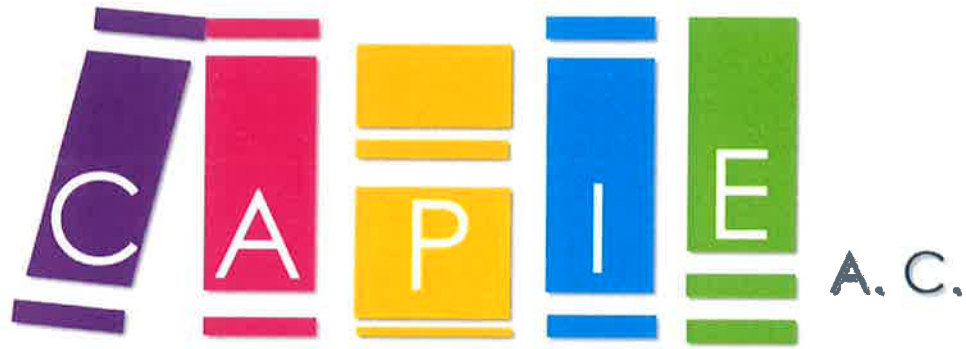
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