



## SOURCES OF REFERENCE TO ADD TO THE VALUES BIBLIOGRAPHY

### **Magna Charta Observatory**

#### **Texts on Values in Practice**

<http://www.magna-charta.org/publications-and-documents/background-papers>

### **International Association of Universities**

#### **Academic Freedom, University Autonomy and Social Responsibility**

[https://iau-aiu.net/IMG/pdf/academic\\_freedom\\_policy\\_statement.pdf](https://iau-aiu.net/IMG/pdf/academic_freedom_policy_statement.pdf)

### **United Nations**

#### **Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms**

19 November 1974

[http://portal.unesco.org/en/ev.php-URL\\_ID=13088&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13088&URL_DO=DO_TOPIC&URL_SECTION=201.html)

### **III. Guiding principles**

3. Education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of UNESCO and the Universal Declaration of Human Rights, particularly Article 26, paragraph 2, of the last-named, which states: 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.'

4. In order to enable every person to contribute actively to the fulfilment-of the aims referred to in paragraph 3, and promote international solidarity and co-operation, which are necessary in solving the world problems affecting the individuals' and communities' life and exercise of fundamental rights and freedoms, the following objectives should be regarded as major guiding principles of educational policy:

- (a) An international dimension and a global perspective in education at all levels and in all its forms;
- (b) Understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;
- (c) Awareness of the increasing global interdependence between peoples and nations;
- (d) Abilities to communicate with others;
- (e) Awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;
- (f) Understanding - of the necessity for international solidarity and cooperation;
- (g) Readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.

### **Scholars at Risk**

2017

Promoting Higher education Values: a guide for discussion.

<https://www.scholarsatrisk.org/resources/promoting-higher-education-values-a-guide-for-discussion/>