

Declaration

New Dimensions and Roles - Higher Education for Sustainable better livelihood (HESBL)

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Abstract

Education serves as a powerful tool for moving nations, communities, and households toward a more sustainable future; therefore, the CCLP Worldwide International Board has approved and adopted to spread the mantra of education and more over higher education for the interest of worldwide youth. This thesis describes issues and challenges associated with higher education for sustainable development and livelihood and invites **Centre of higher education (constituents) and NGOs (CHEN)** to think about new ways to respond so that future educated youth can deal with these issues in their careers and lives. Higher education plays a vital role, not only in shaping the future by educating the professionals of tomorrow, but by creating a research base for sustainability efforts, and providing outreach and service to communities and nations. We, at CCLP Worldwide believe that more focus on higher education would give way to better life for an individual.

HESBL builds the capacity of society to create, broaden, and implement, sustainability plans. HESBL improves sustainable economic growth by improving the quality and skills of the workforce. HESBL also creates an informed public that can support enlightened policy and legislation and raises the quality of life for all members of society. HESBL has four major goals:

- (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**

Emerging challenges such as globalization call for youth of higher education to understand and address issues inherent in the quest for a sustainable future. HESBL is a global issue which includes developed, developing and under developed nations of the world.

As HESBL is a newly emerging issue for higher education, CCLP Worldwide Board proposes to

- (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

Introduction

Higher Education is one, albeit large, ray of hope for the global sustainability vision. The aim and vision of CCLP Worldwide is to believe in the importance of higher education for every youth for better life and livelihood and leading to progressive society at large. The thesis works on multiple fronts. Few major points are

- good legislation and governance
- economic incentives
- overcoming corruption

- environmental protection
- human rights and security
- creating infrastructure—from transportation to financial pillars
- Social culture
- Present scenario

Now it is adopted as most powerful tools to act as catalysts to over all growth and prosperity of the society. Each sector of the economy, government, and society must work synergistically and cohesively toward a goal of higher education for every youth to make brighter tomorrows possible. Higher education can play a vital role in shaping the future by educating the next generation of professionals, creating a research base for sustainability efforts, and providing outreach and service to communities and nations. Centre of higher education and NGOs (CHEN) need to be reshaping their approach towards this to make this possible for the world. The support of surrounding constituents is important as well for CHEN.

Government as an important constituent must act with other constituents to make this platform accessible to youth. The reality of the new millennium is that globalization—and its many ramifications on the environment, the economy and society—is forcing education systems and more precisely higher education at all levels to address new issues of purpose, content, and pedagogy. Each country asks: how higher education stands for better economic position and livelihood sustainability in answering these questions, the linkage between education and sustainability becomes more defined because education helps nations build capacity, widen development options, and create more flexible and effective sustainability plans.

Education and sustainability of better livelihood are inextricably linked, but the distinction between education as we know it and Higher education for sustainability of livelihood is enigmatic for many. It carries with it the inherent idea of implementing sustainability-fostering programs that are locally relevant and culturally appropriate. All sustainable development programs including it must consider the local environmental, economic, and societal conditions. As a result, it will take many forms around the world.

Although HESBL will challenge CHEN to move in new directions the core missions of CHEN remain the same. “The core missions of higher education [are] to

- Provide free flow of knowledge
- Provide strong base for livelihood
- Provide cultural strength
- Provide base to build nation of well educated people

This thesis takes a different approach to the discussion of the role of higher education and sustainability of livelihood. The authors posit that large issues associated with education and sustainable theory of livelihood is rooted in the communities and nations that surround CHEN. Because CHEN educate and train future professionals and leaders in many sectors of society, graduates of our institutions will have to grapple with environmental, social, and economic issues inherent in the quest for a sustainable future. What is CHEN doing to prepare these future professionals to work with, provide services for, and write policy that will promote equity for the poor and excluded members of society? What is CHEN doing to promote a just and equitable life for all, both now and for generations to come? What is CHEN doing to protect preserve and restore the environment so that people of all economic conditions can lead healthy lives?

This document explicitly describes some major issues and challenges related to sustainability of livelihood and higher education. As you read each challenge ask yourself:

- **Does this major issue face our community or nation either now or in the foreseeable future?**
- **Does CHEN have the expertise to address one or more aspects of this issue?**
- **Is this something CHEN could address by reorienting the system?**

- **Is this something CHEN could address with research?**
- **Is this something CHEN could address through service?**
- **Could we partner with other to ameliorate the problem or provide part of the solution?**

2. The ultimate need of HESBL

As HESBL is implemented in locally relevant and culturally appropriate manners, HESBL will take various forms. Some cultures see HESBL as combating unsustainable consumption patterns while others see it as addressing issues of illiteracy and rapid population growth, which keeps large segments of the population in poverty. Often, we perceive the issues of “others” and not those of our own societies. As a result, too many are not reorienting system to address sustainability or involving their energy in other sustainability-related reforms. . We are ignoring a powerful tool—HESBL— that could address other national issues and lead institutions, nations, and communities to a more sustainable future. For example, the rapid consumption of Earth’s resources and energy is a well known issue of the world —one-fifth of the world’s population consumes two-thirds of the world’s energy and raw materials. This inequity can be addressed through HESBL. Youth should become knowledgeable consumers. They should become aware that through both their daily and major purchases they can support sustainable products and boycott unsustainable merchandise. They must see beyond the "green wash"—public-relations efforts that highlight the more environmentally responsible corporate activities and ignore or hide the major activities that are not. In much of today's world, people are surrounded by such media as television, radio, newspapers, and magazines as well as advertisements on billboards, banners on World Wide Web sites, and logos on clothing. To combat all the hype, people must become media literate and able to analyze the messages of corporate advertisers. HESBL targets this societal need. With the world’s advertising and promotion budget set at approximately one-half trillion US dollars, the need for media literacy is immense.

A much lesser known problem of the developing countries is the under education of both youth and adults. Too many students drop out as soon as they become legally of age (i.e., 16 or 18 years of age). Others mentally drop out, attending classes but not mentally engaging in their education. For many of these youth, education seems purposeless and irrelevant to the jobs and lives they desire to lead. An appropriately reoriented education will give these undereducated students the knowledge, skills, values, and perspectives they need to enter the workforce, to have sustainable livelihoods, and lead sustainable lives.

Societal expectation has evolved that public schools must educate all children. A generation ago, about 20 percent of the students left formal education before graduating from high school. They entered the economy often taking jobs that did not require in-depth reading, writing, or mathematical skills. However, now there are fewer jobs for people with less than a high school diploma so this twenty percent stays in school. Compared to the majority of students, this hard-to-serve group does not reap the benefits of traditional classrooms. Many of these students have preferred learning styles other than reading, which makes learning from textbooks difficult. While vocational programs give many youth marketable skills, few schools, especially small schools, can offer a variety of vocational programs. Also, in other countries, social issues such as poverty, drug use, alcohol misuse, physical and mental abuse, and divorce encroach on the schools. Teachers take on social work tasks in addition to teaching. Students often are distracted by family problems and cannot concentrate during classes or do homework in after school hours. Education for sustainable livelihood with appropriate pedagogy, curriculum, and teacher training offers much hope for it.

Many of us don’t believe in the problem of under education and not taking part in the issue. We need to get down and understand the use and urgency of HESBL.

3. Undereducated people in every country

Undereducated citizens populate every country. Some 800 million adults in the world cannot read and 100 million children ages six through 11 have never attended school—ninety percent of whom live in developing nations. International programs, such as Education for All, the Millennium Development Goals, and the Decade for Literacy, address these large issues. However, under-education strikes even deeper and is not relegated to developing countries. For example, about a third of Asian teenage boys drop out of high school before graduating. They dream of lives as musicians, athletes, and disk jockeys. Most end up unemployed, in criminal activity, or in minimum wage jobs. They do not have the skills to change their livelihoods as the economy changes. In a perfect world, the educational community could predict workforce trends and changes and respond to them; however, more often we play catch up in hindsight. Unfortunately, millions of people are under-educated in countries around the world in both the developed and developing. HESBL with appropriate pedagogy, curriculum, and teacher training has much to offer.

Every educational system faces the problem of under education. How can CHEN approach help retain students in the educational system? How can we create alternative visions for youth that make college life and the careers it leads to attractive?

4. Education builds capacity in civil society

Education and higher education directly affects the capacity of a society to create, support, and implement sustainability plans in the following three areas:

Workforce:

A national sustainability plan FOR development and livelihood can be enhanced or limited by the level of education attained by the nation's citizens. Nations with high illiteracy rates and unskilled workforces have fewer development options. For the most part, these nations are forced to buy energy and manufactured goods on the international market with hard currency. To acquire hard currency, these countries need international trade; usually this leads to exploitation of natural resources or conversion of lands from self-sufficient family-based farming to cash-crop agriculture. An educated workforce is key to moving beyond an extractive and agricultural economy. A higher education level is also necessary to create jobs and industries that are "greener" (i.e., those having fewer environmental impacts) and more sustainable.

Workforce supply and demands are often mismatched. In countries, like India, although the unemployment rate is high—over 20%—industries import technically skilled labour because the current workforce lacks workers with specific skills. This story repeats around the world when the workplace demands do not match the skills of the workforce. Unfortunately, this sad situation also hurts national economies. Many immigrant labourers send a portion of their wages home to their families in neighbouring countries, thus taking money out of the local and national economies. The Life-long learning opportunities, which allow workers to develop new skills and have life-long employment, are part of the HESBL vision.

For private-sector growth to flourish, several factors must be in place, including: rule of law, physical and social infrastructure, a sound local and global macro-environment (i.e., peace, political stability, transparency, and accountability), access to financing, and a level playing field. Access to skills and knowledge is also included in this list.

Outward migration of Human brain

Technological innovations and the shift towards knowledge-based economies make human capital investment a prerequisite for sustained economic growth and central to the start-up, growth and productivity of firms. Many developing countries suffer from low levels of human capital investment, aggravated by the outward migration of highly skilled professionals. The cumulative "outward migration" since 1990 has been estimated at 15% for Central America, 6% for Africa, 5% for Asia and

3% for South America. The International Organization for Migration estimates that some 300,000 professionals from the African continent live and work in Europe and North America. The outward migration of educated and skilled professionals illustrates that education alone will not solve economic problems or livelihood problems. All constituent must work together in concert to achieve progress goals.

Community-based decision making: Good community-based decisions—which affect social, economic, and environmental well-being—also depend on educated citizens. Development options, especially "greener" development options, expand as education increases. For example, a community with an abundance of skilled labour and technically trained people can persuade a “cleaner” corporation with higher paying jobs to locate a new development nearby. Citizens can also act to protect their communities by analyzing reports and data that address community issues thereby preparing them to shape a community response.

Social tolerance:

Modern sustainable societies are based on human rights and characterized by social equity and tolerance of people whose ethnicity, language, culture, religion, race or traditions are different than one’s own. Unfortunately, throughout history such differences led to suspicion and separation, which often led to hatred and violence. In a culture of peace, using violence in times of domestic, civil, national, or international conflict is untenable. War is the antithesis of sustainability. Education has a huge role in developing tolerant and peaceful societies in which democratic citizenship, values, and solidarity are important outcomes.

Quality of life: Education is also central to improving quality of life. Education raises the economic status of families; improves life conditions, lowers infant mortality, and improves the educational attainment of the next generation, thereby raising the next generation's chances for economic and social well-being. Improved access to and quality of education holds both individual and national implications.

These issues challenge us to work in new realms and to be of service to society.

- *How can we help raise the capacity of civil society?*
- *What can we do in higher education to develop a skilled workforce?*
- *Do our undergraduate and graduate students enter the university with citizenship and community membership skills?*
- *If not, how could my institution foster development of citizenship skills after the students arrive on campus?*
- *Does anyone hold conversations with students about lifestyle choices?*
- *Does my institution contribute to students and graduates leading more sustainable lifestyles?*

5.What is education for sustainable livelihood?

This paper has described the need for and the potential of HESBL. Now we turn to defining goals for it. HESBL identified four major thrusts to begin the work:

- (1) Improve access to quality basic and higher education,
- (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.

Quality Basic Education

The first priority of HESBL is improving access to quality basic education. Basic education is essential for improving the workforce and public participation in civil society and it is central to a more sustainable future. The meaning of a quality education is being redefined in societies undergoing profound social and economic change.

The content and years of basic education differ greatly around the world. In some countries, for instance, primary school is considered basic education. In others eight or 12 years is mandatory. In many countries, basic education focuses on reading, writing, and ciphering. Pupils learn to read the newspaper, write letters, figure accounts, and develop skills necessary to fulfil household and community obligations. Girls, for example, may learn about nutrition and nursing. Pupils also learn how their governments function and about the world beyond their communities.

In many countries, the current level of basic education and higher education is too low and the quality so lacking that it severely hinders national plans for a sustainable future. In Latin America and the Caribbean, many countries have six to eight years of compulsory education with approximately five to 15 percent of students repeating one or more years. In parts of Asia, especially Bangladesh, Pakistan, and India, many children attend school for an average of five years. A complicating factor in this region is that many girls receive fewer years of schooling to create that average. In parts of Africa, where life is disturbed by drought or war, the average attendance in public education is measured in months, not years. Unfortunately, the lowest quality of education is often found in the poorest regions or communities. The impact of little and/or poor-quality education severely limits the options available to nations trying to develop short- and long-term sustainability plans.

Simply increasing basic literacy, as it is currently taught in most countries, will not produce sustainable societies. Indeed, if communities and nations hope to identify and work toward sustainability goals, they must focus on skills, values, and perspectives that encourage and support public participation and community decision making. Basic education must be reoriented to address sustainability and expanded to include critical-thinking skills, skills to organize and interpret data and information, skills to formulate questions, and the ability to analyze issues that confront communities.

As stated previously, more education is not the solution to an unsustainable world; simply educating the illiterate and undereducated will not lead the world toward sustainability. Unfortunately, the most educated nations leave the deepest ecological footprints. Education must be relevant to life in a sustainable world. *Does the curriculum educate children and youth to lead sustainable lives and weave sustainability into their occupations?*

Reorienting Education system to accommodate underprivileged and poor

The term "reorienting education system" has become a powerful descriptor that helps administrators and thinkers at every level (i.e., nursery school through university) to understand the changes required for HESBL. HESBL encompasses a vision that integrates environment, economy, and society. Reorienting education system requires teaching and learning knowledge, principles, skills, perspectives, and values that will guide and motivate people to pursue sustainable livelihoods, to participate in a democratic society, and to accommodate more youth of the society to attain higher education.

The need to reorient basic and secondary and higher education to address sustainability has garnered international attention. The need in higher education is just as great; however, it has not received as much attention. The youth are expected to lead all sectors of society (e.g., government, health care, agriculture, forestry, law, business, industry, engineering, education, communications, architecture, and the arts) in a world striving toward sustainable livelihood. Current administration and must reorient rules to add more youth power into the system.

In reorienting education to address sustainable livelihood, we should balance looking forward to a more sustainable society with looking back to traditional ecological knowledge. Indigenous traditions often carry with them the values and practices that embody sustainable resource use. While returning to indigenous lifestyles is not an option for the millions of urban dwellers, the values and major tenets of indigenous traditions can be adapted to life in the 21st century. Reorienting education to address sustainability is something that should occur throughout the formal education system—including colleges, universities, professional schools (e.g., law and medicine), and technical schools as well as primary and secondary education.

Higher Education for sustainable livelihood is not a topic that can be taught in a few weeks just at a certain age, but should rather be given attention in all sectors and at all levels in relation to relevant, already existing subjects in an integrated manner.

One of the great challenges that lay ahead for those who reorient education to address sustainable livelihood is to emphasize attitudes and values that support sustainability of livelihood. Professionals who work in many fields—environmental resource management, secondary education, public health policy—all mention that if the public “had a different attitude” they would act in more responsible ways. One person described how people left their water taps open, wasting this valuable resource; he was amazed that poor people who had so little could squander a readily available resource. His observation brings us to the issue of a reoriented curriculum placing more emphasis on the behaviour component of education. At one time, educators thought awareness and knowledge alone would lead to appropriate behaviour, but research in environmental education shows this not to be so. Students need a chance to develop skills and attitudes and to have the opportunity to participate in meaningful ways that lead to the well-being of their environment and community.

Many administrators think how to change the existing education system to support the inflow of more youth in to the system. The *Education for Sustainable livelihood Toolkit* offers several activities for analyzing the sustainability components in the effort of making it possible. Additional knowledge, issues, skills, values and perspectives related to sustainability is a part of the toolkit.

Public Awareness

The effort of sustainable livelihood requires a population that is aware of the goals of a sustainable society and has the knowledge and skills to contribute to those goals. The need for an informed voting citizenry becomes ever more important with the increase in the number of democratic governments. Informed voting citizens, who lend support to enlightened policies and government initiatives, can help governments enact sustainable measures.

Years of resource management have shown that a public that is aware of and informed about resource-management decisions and initiatives can help achieve program goals. In contrast, an uninformed public can undermine resource-management programs. Education has also been essential in many other types of programs, such as public-health efforts to stop the spread of specific diseases. Effective public awareness programs when combined with realistic options for alternative action also change behaviours and lifestyle choices.

Within the context of each institution of higher education, many opportunities can arise for improving public awareness. For example, many citizens look to CHEN as sources of less biased information than that which arrives from governments and corporations. As a result, CHEN has opportunities to impact public information campaigns. CHEN can work with media (i.e., newspapers, radio, television, and magazines) to raise public awareness of sustainability issues and sustainable lifestyles. Public service campaigns, which are provided on a pro bono basis often, create good will for the providers.

Training

The effort also stressed training. A literate and environmentally aware citizenry and work force will help and guide nations as they implement sustainability plans for livelihood. All sectors—including business, industry, higher education, governments, nongovernmental organizations, and community organizations—should be encouraged to train their leaders in environmental management, equity policies etc. and to provide training to their workers in sustainable practices.

Training is distinct from education in that training is often specific to a particular job or class of jobs. Training informs workers how to use equipment safely, be more efficient, and comply with

environmental, health, and safety regulations. For instance, a training program might teach workers to avoid changing the waste stream without notifying their supervisor. Further, if an employee is involved in a no routine activity, such as cleaning a new piece of equipment, she or he is instructed not to dispose of the cleaning solvent by pouring it down a storm sewer drain that leads to the river.

Training informs people of accepted practices and procedures and gives them skills to perform specific tasks. In contrast, education is a socially transforming process that gives people knowledge, skills, perspectives, and values through which they can participate in and contribute to their own well-being and that of their communities and nations.

How can CHEN contribute to mass training? What degree program or specialization has expertise in training? Adult education is a specialization within some faculties of education and pedagogy. Are there other pockets of expertise in my institution in communications, business, agriculture, or forestry that disseminate information to the public? What expertise could these faculties lend to businesses, industries, corporations, and government agencies for training workers and citizens? What institution in my country specializes in adult education or educates the trainers? Could we offer a certificate or non-credit workshops, rather than a degree, to help with this challenge?

6. Adult education

Great strides have been made toward this goal in many countries. For example, in Syria, females' ability to read and write rose strikingly from 60 to 73 percent over five years in the late 1990s. However, in many areas of the world, adult literacy has not increased. Overall, the literacy problem remains one of the major challenges of this century, especially for women, who compose 60% of the illiterate population.

For the 800 million illiterate adults in the world, adult education is the one great hope for a better life. For example, literacy and numeracy allow farmers to adapt to new agricultural methods, cope with risk, and respond to market signals. Literacy also helps farmers mix and apply chemicals (e.g., fertilizers and pesticides) according to manufacturers' directions, thereby reducing risks to the environment and human health. A basic education also helps farmers gain title to their land and apply for credit at banks and other lending institutions. For these farmers, education allows a more secure foothold in the economy, greater family security, and more efficacy as members of society. Education enhances the quality of life while improving economic conditions.

Beyond individuals, illiteracy hurts nations. Illiterate youth and adults have limited employment options. Low wages and idle time lead to discontent and civil and political unrest, threatening social cohesion. One of the great challenges of governments of rapidly growing populations is to provide jobs for youth as they come of age. Providing jobs for thousands of illiterates is difficult at best. Governments compete to bring in industries that will employ the populace. Attracting industry with highly paid jobs (e.g., software, electronics assembly, and aircraft industries) requires a highly educated workforce, not illiterate and unskilled workers. The magnitude of low level of education has taken the attention of the world for positive steps,

There are obvious links between faculties of education and pedagogy in the realm of literacy. *How can research in literacy for children assist with the adult issue? How can adult curriculum be revised so it is relevant to the daily lives of adults and motivates them to learn even when it is difficult?* Adult literacy is a difficult issue; however, in places where literacy has improved, especially for women, the quality of life in the family and community has improved greatly. By working in these realms, CHEN contribute greatly to social equity and a culture of peace.

Gender and education with implications for sustainable livelihood

One educational effort that can boost the economic potential of entire nations is educating females. During the past decade, some national leaders have recognized that educating the entire workforce, both males and females, is important for economic viability. Accordingly, some nations are removing barriers to girls attending school and have campaigns to actively enroll girls in school.

In the past, educating the boy child was a priority for many societies; however, today's leaders realize that educating girls strengthens our families, communities, societies, economies, and governments. The roots of male-female disparity in education are complex, and the causes vary from society to society. Governmental policies, cultural traditions, familial expectations, and immediate economic pressures thwart the education of girls and women at every level of education. Fortunately, gender inequity in education is amenable to change through public policy. Changes in governmental policy can dramatically increase educational opportunities for females of all ages.

Investment in education, especially for females, yields positive short- and long-term benefits for economies and societies. The connection between increased education of females and declining population growth has been well-documented. Lawrence Summer of the World Bank says, "Once all the benefits are recognized, investments in the education of girls may well be the highest-return investment available in the developing world. Education benefits a woman in life-altering ways. An educated woman gains higher status and an enhanced sense of efficacy. She tends to marry later and have greater bargaining power and success in the "marriage market." She also has greater bargaining power in the household after marriage. An educated woman tends to desire a smaller family size and seeks the health care necessary to do so. Therefore, she has fewer and healthier children. An educated woman has high educational and career expectations of her children, both boys and girls.

Population Growth and Education

Rapidly increasing population concerns many national governments because it reinforces social and economic disparities, which in turn pressure social cohesion. Much of the world's population increase occurs in less-developed countries that are least prepared to meet people's needs. The challenges associated with increasing population include, but are not limited to, caring for the poorest social groups, constructing and staffing more schools, providing health care for growing numbers of people, providing potable water, coping with sewage and waste disposal, and growing sufficient amounts of food. Education is one of the most effective as well as acceptable means of intervention available to decision-makers with regard to the population problem, which is perceived as a major threat to sustainability.

One of the roots of sustainability is social equity. In many parts of the world, this means elevating the status of women and supporting their full participation in society. Access to quality education at all levels is one of the foundational steps of this process.

Educating women also makes economic sense. As nations enter into global competition, it is imprudent to eliminate half of the nation's economic potential and workforce by not educating females. It is a strategic economic measure to educate the entire potential workforce and thereby be poised to use the human resource potential of both men and women.

CHEN can play an important role in accepting and retaining females in all faculties and majors. Often females are admitted to traditional careers (e.g., nursing and teaching), but are not considered serious candidates for technical fields and physical science fields (e.g., engineering and chemistry). Ask yourself, *what are my institution's enrollment policies? Do we support females entering and studying traditionally male fields throughout their courses of study? Does social science research on campus deal with equity issues for female children and women? Are the results of this research disseminated and put into practice?*

9. Next steps: Regional Chapters and contacts for CCLP Worldwide for executing the goal. The CCLP Worldwide and other global initiatives on higher education for livelihood are bringing an unprecedented interest, activity, and growth to the roles of education, public awareness, and training in sustainable development. This activity will broaden HESBL to take new forms in communities

around the globe and engage more people in the endeavor. Bold experiments and accompanying successes and failures will occur. All of this activity calls for communication, collaboration, and synergy. A role for CHEN exists to act as clearinghouses and disseminators of best practices. The CCLP International Board proposes to create a Regional Sub-chapters and national chapters & Contacts. Each Chapter would create an enabling environment for collaboration among various partners engaged in HESBL at the local, municipal, or metropolitan regional level. The Chapter will work with many stakeholders in the community to assure that HESBL efforts will help achieve community sustainability goals. Chapters will strive to assure that HESBL efforts reflect the local environmental, social, and economic conditions, thus making HESBL relevant to all citizens of the community. the community would benefit from an informed and concerned citizenry. Chapters and partners will develop innovative collaboration among communities, educational institutions, non-profit organizations, businesses, media, municipal officials, and other stakeholders of the region. The Chapters will coordinate efforts of the formal, nonformal, and informal sectors of the education, public awareness, and training communities, linking primary, secondary, technical, and higher education with other educational endeavors (e.g., nature centres, museums, public health education, adult literacy programs, and corporate training) and with the mass media. This linkage will help divide and share the responsibility of education for all members of the community regardless of age, gender, ethnicity, or means. Chapters will also work with the formal education system to align for the benefit of mass. They will also collaborate to assure that system is reoriented to address sustainability.

Activities of the Chapters will include: engaging and mobilizing people to work in HESBL; involving from the beginning many stakeholders to contribute ideas to HESBL initiatives; assuring that new HESBL programs use best practices and a research base, especially integrating natural science and social science research results into HESBL programs; aligning the primary, secondary and higher education curriculum; assisting educational organizations as they create curriculum for emerging issues and needs; and linking the activities of the formal, nonformal, and informal sectors of the education community. Chapters will promote sharing and international cooperation in HESBL. Chapters will encourage the development of locally relevant sustainability goals and materials, addressing global concerns through locally based scenarios.

Together, Chapters from around the world will constitute a Global platform for livelihood (GPL). Chapters will share their strategies, techniques, project descriptions, and other efforts amongst themselves and with organizations involved in HESBL. Chapters will also promote international cooperation in HESBL. This sharing and cooperation will be made possible and efficient through the use of integrated computer technologies. To reflect regional variations in HESBL, the CCLP Worldwide Board will select Chapters to be part of the GPL in a way that maximizes cultural and geographic diversity.

Global Platform for Sustainable livelihood with higher education

The Head quarter of CCLP Worldwide will be home to the international network of Chapters. The Int. HQ will also house a variety of tools to help chapters accomplish their goals. One such tool will be available at CCLP worldwide site. The Portal is an online resource that will assist Chapters and CHEN with attaining their sustainability goals. The online resource contains a variety of topics related to reorienting education system to livelihood. The Int.HQ will also offer teams of expert consultants to visit ministries of education, CHEN, and local governments to promote HESBL and help organize stakeholder and public participation sessions related to HESBL. The Int. HQ will provide other services on request.

Concluding remarks

Education, public awareness, and training give the promise of a brighter, more prosperous world, in which people of all ages can contribute to the sustainability of their societies. A more sustainable world depends on civic participation and a more skilled workforce, for which higher education is essential. It is with this realization that many governments and members of the educational

community are working to change educational policy and practices to provide educational opportunities for all citizens. CHEN could step forward to play a crucial role in coordinating ESD efforts. CHEN could link the formal, nonformal, and informal sectors of the education community and assist with reorienting education to address sustainability at all levels. CHEN could also become models of sustainability through their social, economic, and environmental practices and policies.

There is a tremendous need for sustainable development throughout the world, and education is a vital component of a more sustainable future. Education alone cannot provide a sustainable future—that will be accomplished with many sectors of society working together. However, without education, public awareness, and training many doubt sustainability will be possible. CHEN has much to contribute through their traditional roles of research, teaching, and service. The times, however, require that CHEN look at new ways of implementing these traditional roles. CHEN needs to accept the challenge and widen their activities in service to the community to address society's needs and aspirations.

Above declaration was adopted at International Board of Governors meeting, CCLP Worldwide and all the Sub-regional chapters, National Chapters, Contacts, accredited organisations and individual members are signatories to this declaration.
