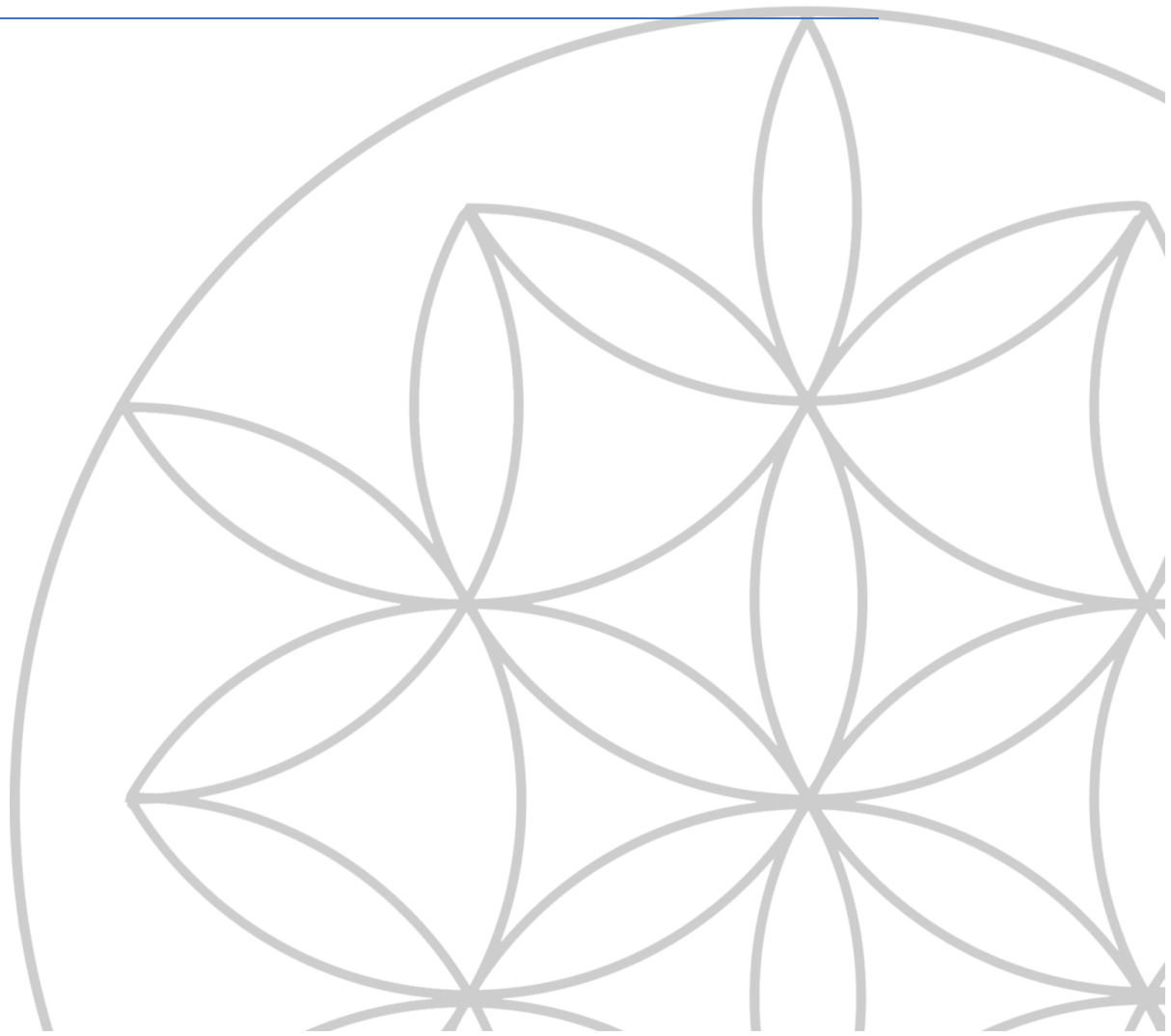


**UNIVERSAL DECLARATION  
OF  
BALANCED AND INCLUSIVE  
EDUCATION**

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# PREAMBLE

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**W** hereas the sum of the world's disjointed parts may present a confusion of erratic colours, and its picaresque, audacious history reveals an immense canvas whose colours harmoniously compose the grand portrait of Humanity;

Whereas the occurrence of aberrant bigotry and unnatural tragedy may have for consequence the severing of the ties which bind Humanity, alienating it from its essence, and condemning it to resignation, and it is the true, righteous, and worthy vocation of Humanity to strive for dignity, justice, equity, and sustainability in the collective, inextricable destiny which it shares;

Whereas the course of time and human affairs may blunt principles and inhibit dreams, and the inclination of prosaic cynicism and insipid resignation are, at core, but aggravated aspirations and jilted ideals;

Whereas Humanity is a collection of millennia of amassed memories, remembered and forgotten, and a powerful play whose calling it is to endure with vivid, vibrant passion, refusing to settle for the merely satisfactory and agreeable;

Whereas suffering, tragedy, and injustice have been an integral, inescapable part of Humanity's collective memory, and innumerable are the instances, initiatives, and people which have demonstrated and incarnated the uncompromising justice, elysian good, and selfless sacrifice from which Humanity's very fabric is woven;

Whereas the world and societies undergo ceaseless, restless, and exponential changes, and Humanity's underlying struggle for justice, harmony, prosperity, and sustainability remains invariable;

Whereas the propensity to prepare for the future as an inevitable, abstract promise has become conventional, and Humanity's forthcoming future is the result of the unwavering striving of individuals of all nations, beliefs, ethnicities, and genders, acting together with the fortitude, courage, and intransigent determination to metamorphose eluding aspirations into palpable reality;

Whereas systems which cause injustice, suffering, and tragedy are societal constructs, and it is within Humanity's power to unmake the structures which have led the world to the brink of unmaking itself and forge systems which serve its righteous aspirations;

Whereas education and culture mirror and reproduce societies, with all their injustices and deformations, and both education and culture are the wings enabling Humanity to collectively rise towards social and societal progress as sculptors of the future;

**I**n consequence whereof, we, Heads of State, Ministers of Education, high-level government officials, representatives of regional organisations, civil society organisations, and academic bodies:

Having convened at the III ForumBIE 2030 from 27 to 29 January 2020 in the capital of the Republic of Djibouti,

Reaffirming the International Call for Balanced and Inclusive Education (ICBIE), signed at the II ForumBIE 2030 on 22 November 2018 in Mexico City,

Recognising the need to achieve its vision and answer its Call to Action,

**D**o hereby proclaim and commit to this Universal Declaration of Balanced and Inclusive Education as a common standard, that all peoples, nations, and institutions may strive, collectively and individually, to achieve Humanity's eternal aspirations.

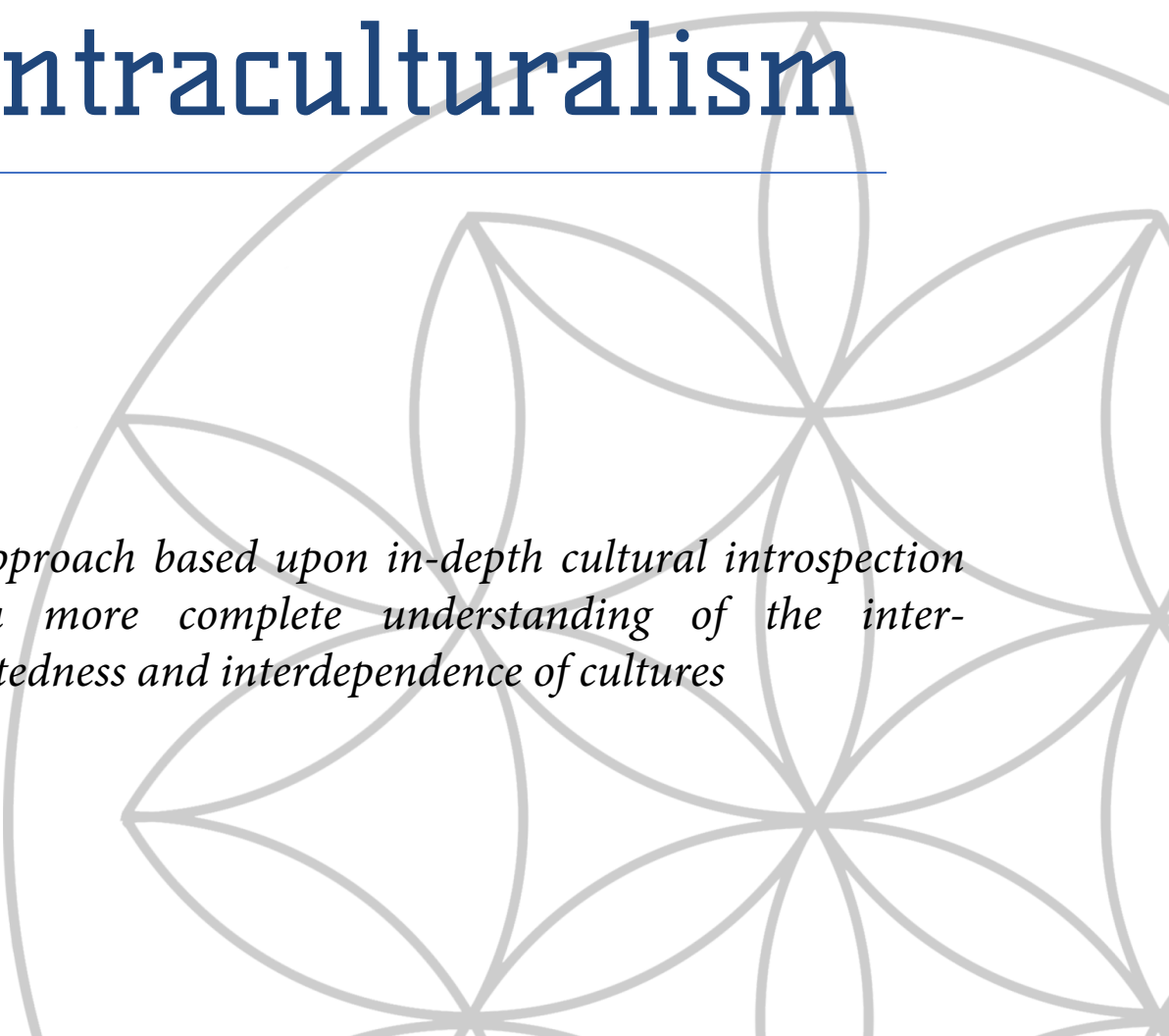


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# SECTION A: Intraculturalism

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*An approach based upon in-depth cultural introspection  
for a more complete understanding of the inter-  
indebtedness and interdependence of cultures*

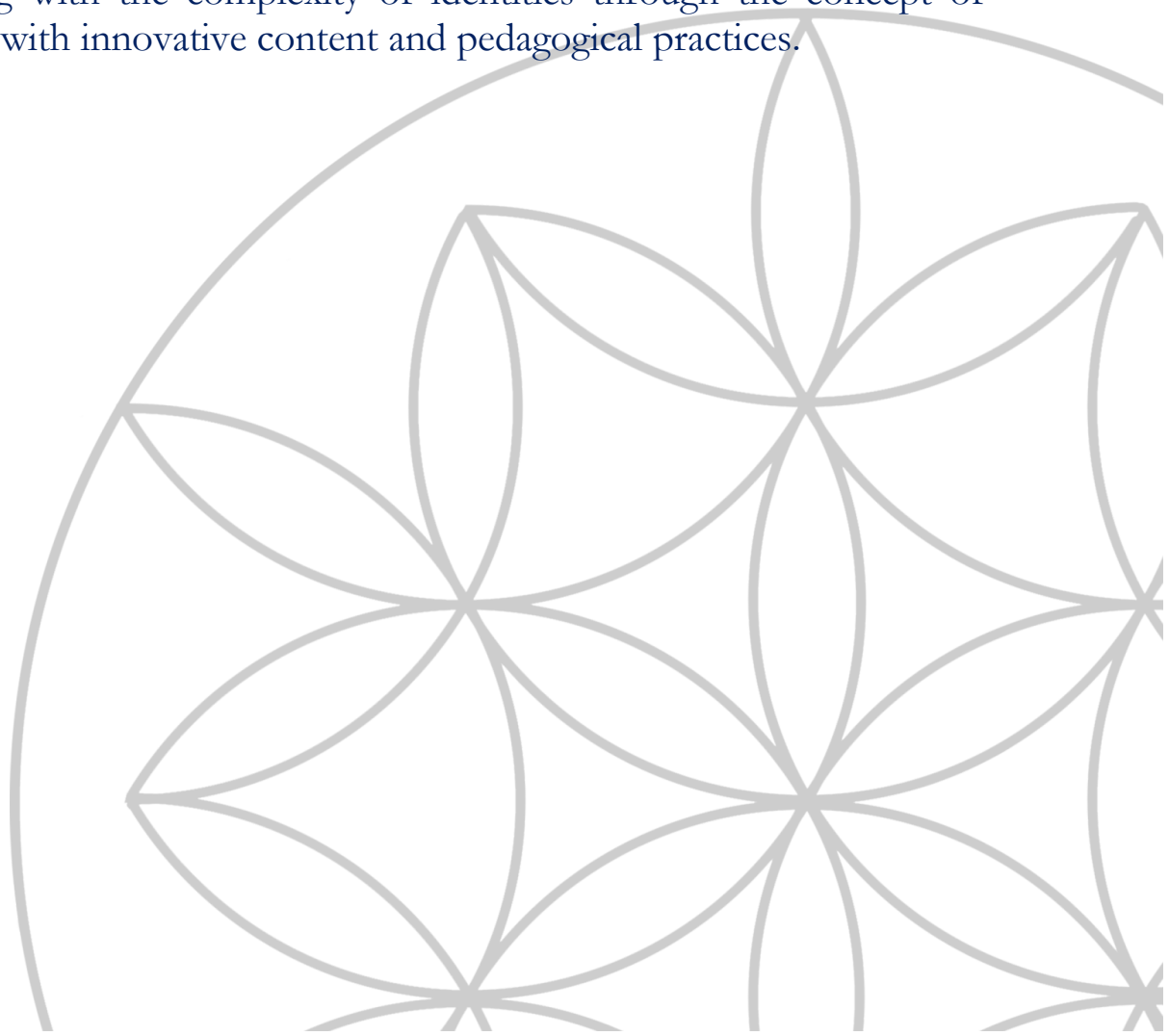


## Article I

Humanity's unity lies in its diversity. All human beings are, in consequence, born with a right to their own individual and collective identities, ones which are harmoniously rooted in their communities and embracing of the world. Education must, accordingly, respond to the imperative of this fundamental right and has the responsibility of actively preventing the development of cultural superiority and inferiority complexes, dismantling processes of cultural alienation.

In this spirit, we commit to:

1. Include the plurality and multiplicity of historical, cultural, and social narratives in the curricula;
2. Demonstrate cultural inter-indebtedness and interdependence, engaging with the complexity of identities through the concept of culture, with innovative content and pedagogical practices.

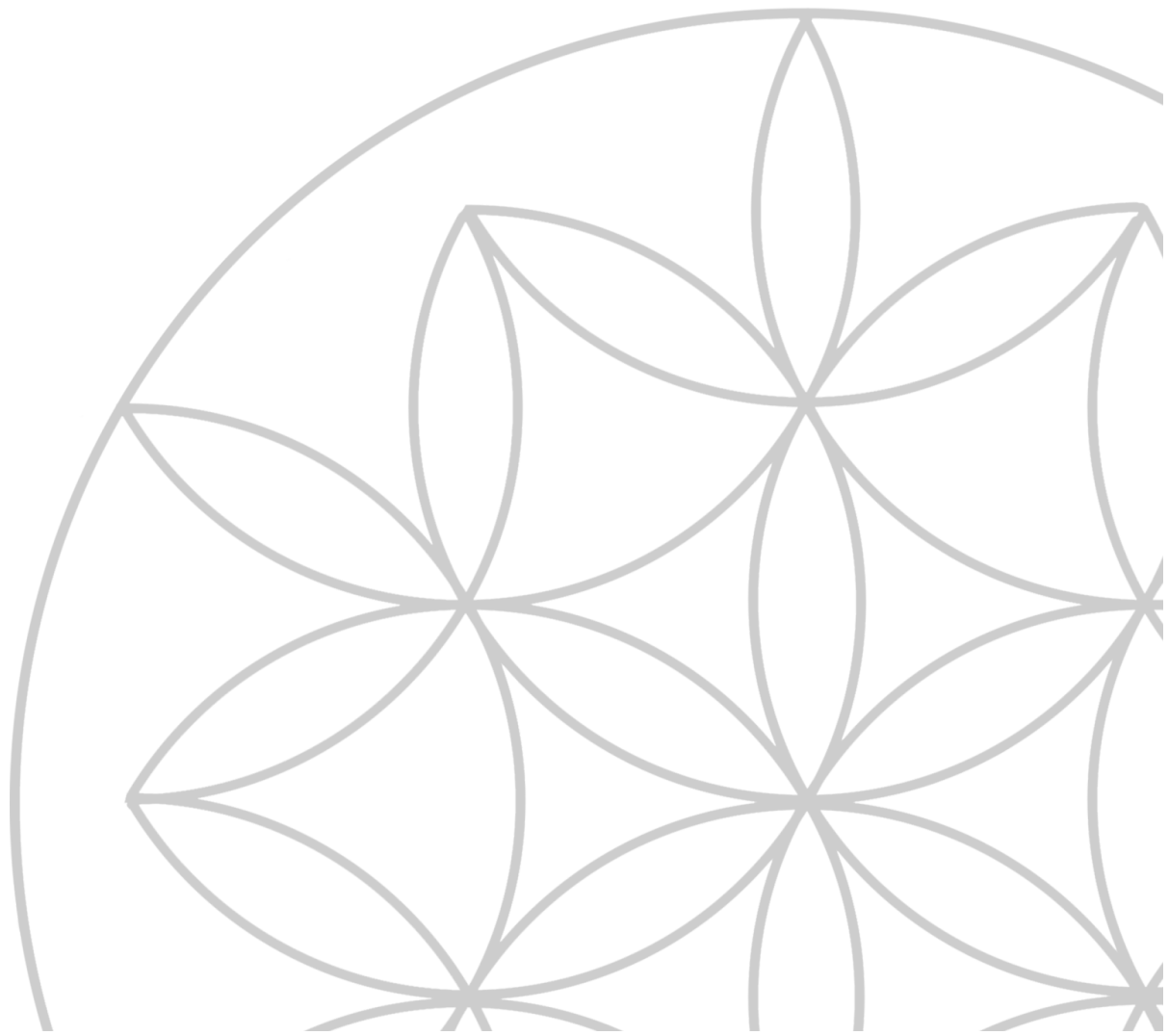


## Article II

All nations are mosaics of individuals and communities whose diverse identities are inherent to national harmony. Individuals and communities of all nations have the right, in consequence, to be recognised and to benefit from social cohesion. Education must, accordingly, recognise the inherent plurality that underpins citizenship and national identity.

In this spirit, we commit to:

1. Include the plurality of narratives and customs as integral to national cultures;
2. Provide education in mother tongue as a necessary component of equitable social and national development.

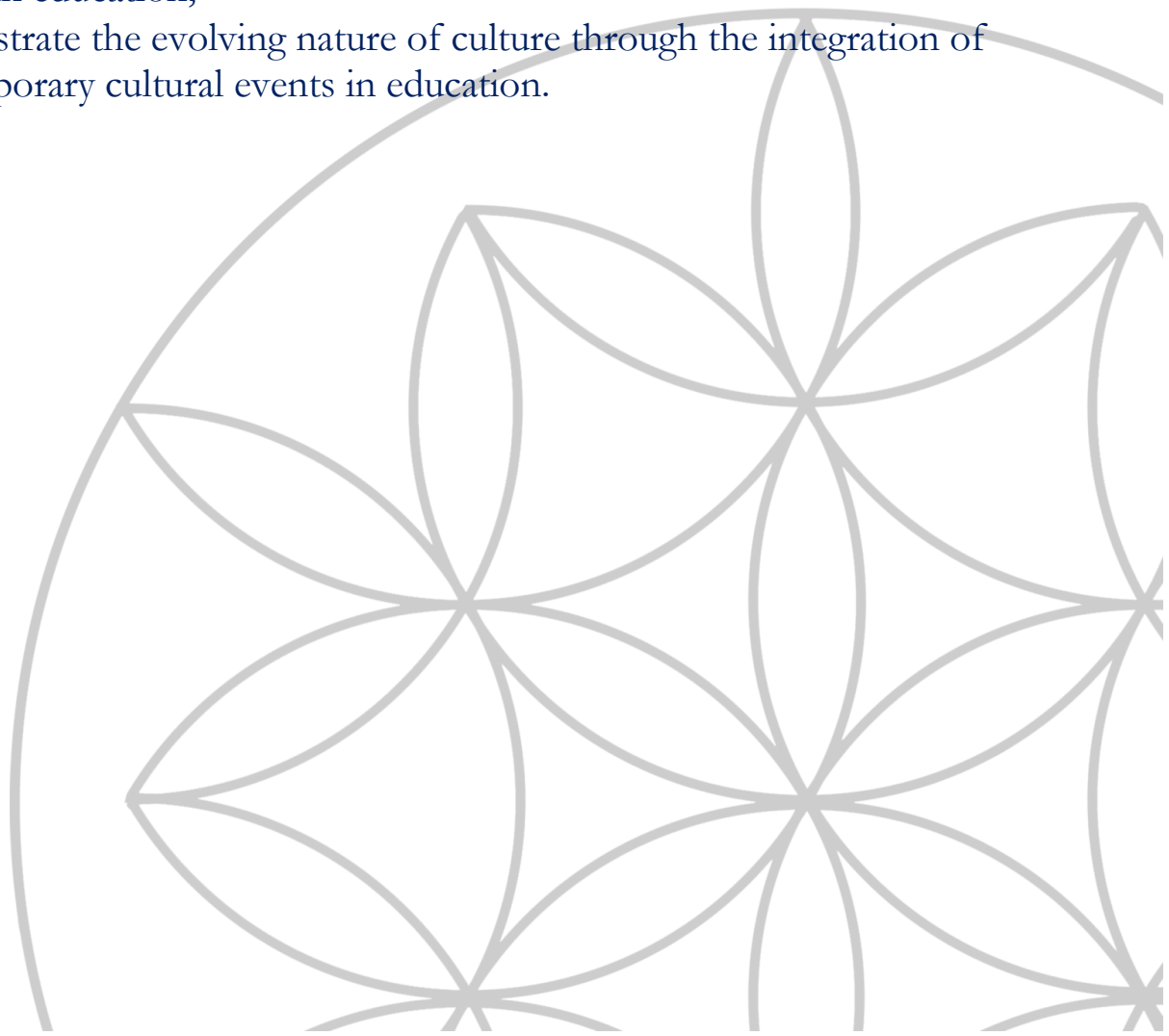


## Article III

Humanity's enduring, uncompromising aspiration is international, social, political, and economic justice, of which peace is a consequence. The peoples of the world, with their myriad of identities, have the right, in consequence, to not merely co-exist, but rather co-create and co-own the shared contemporary world. Education must, accordingly, facilitate the articulation of collective and individual identities which exist harmoniously and dynamically – neither stagnant by being reduced to a specific set of characteristics, nor alienated by having imposed the disappearance of their difference.

In this spirit, we commit to:

1. Include and elicit both the endogenous and exogenous dimensions of culture in education;
2. Demonstrate the evolving nature of culture through the integration of contemporary cultural events in education.



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# SECTION B:

# Transdisciplinarity

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*An integrative multi-perspective approach based upon interconnecting both academic as well as non-academic knowledge domains for a complex and holistic understanding of the world*

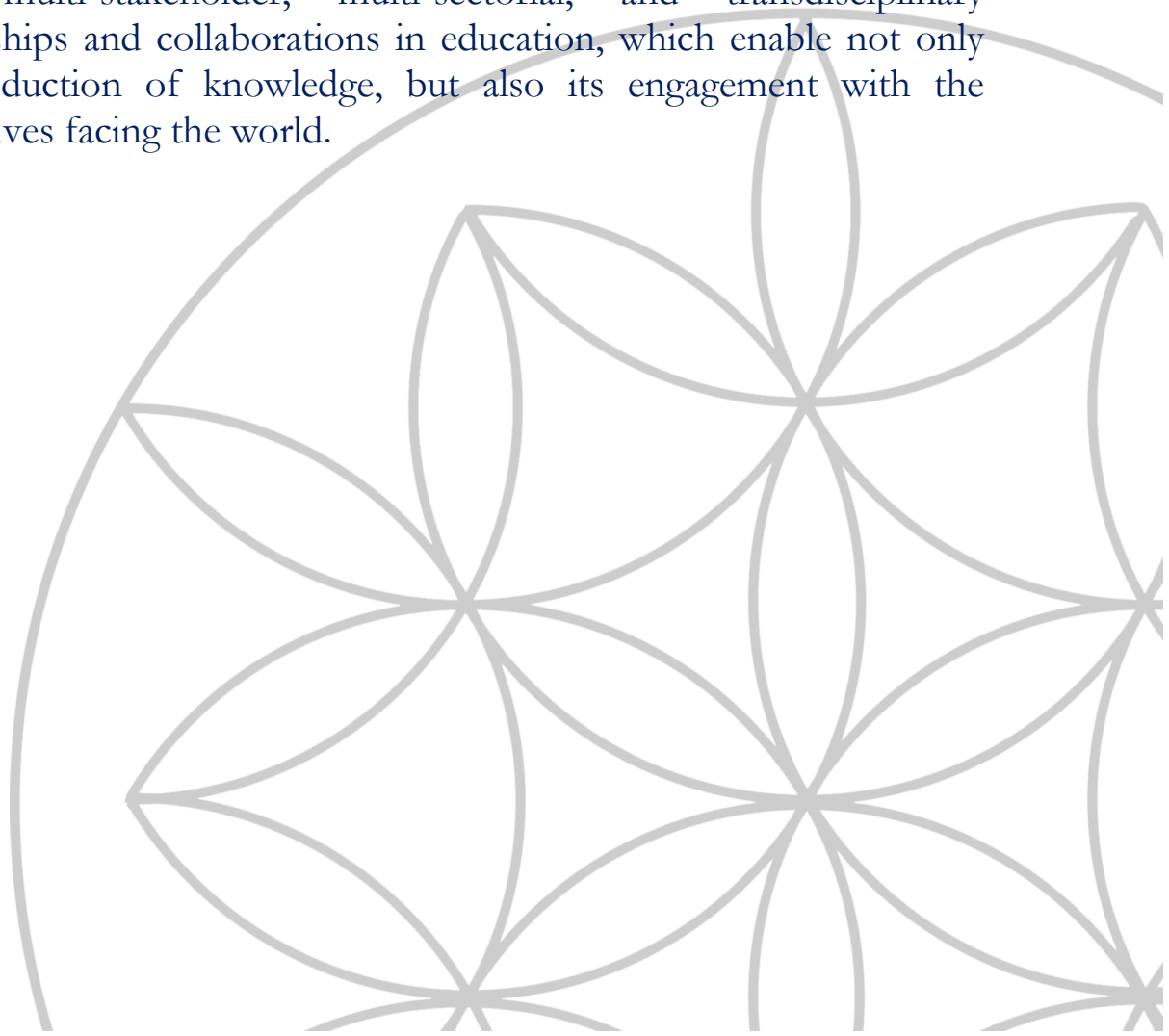


## Article IV

Humanity's collective future is forged by individuals of all origins, nations, beliefs, and genders, working together in unison, towards a common purpose, to address the great questions, aspirations, and challenges of the world. It is the right of all peoples and nations, in consequence, to be provided with the means to address their collective and individual concerns. Education must, accordingly, overcome sectoral segregations in its initiatives that inhibit the development and emergence of complex, holistic solutions, and embrace all forms and sources of knowledge.

In this spirit, we commit to:

1. Foster communities of mutual learning which acknowledge, value and amplify their respective knowledge;
2. Build multi-stakeholder, multi-sectorial, and transdisciplinary partnerships and collaborations in education, which enable not only the production of knowledge, but also its engagement with the imperatives facing the world.

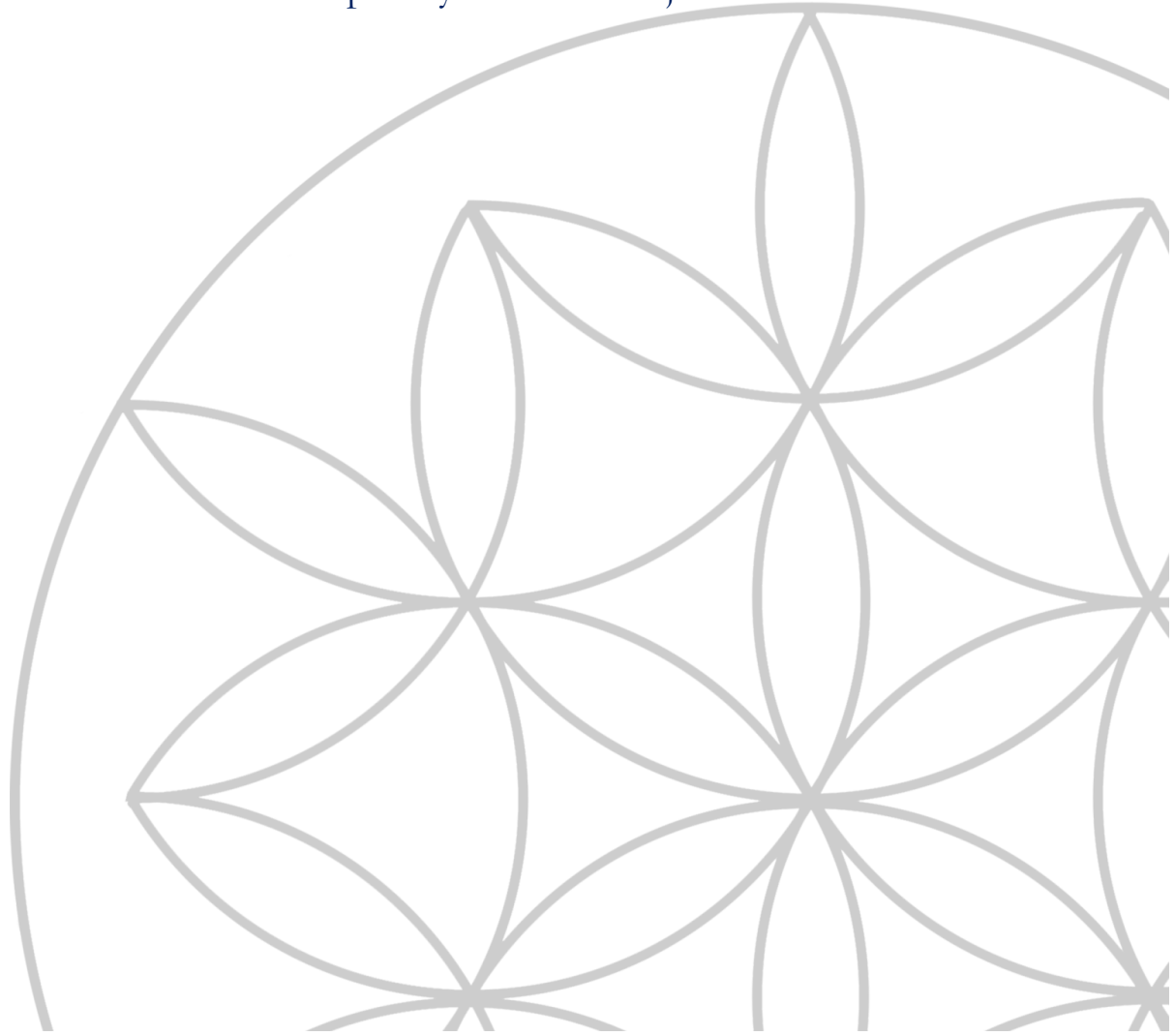


## Article V

Humanity's perennity is built upon equitable, sustainable development that is inclusive of all. It is, in consequence, the right of the peoples and nations of the world, to benefit from the fruits of all knowledge. Education must, accordingly, overcome the disciplinary, fragmented forms of teaching and learning, which are themselves unsustainable, and engage with knowledge domains as interconnected parts of a broader whole, by ensuring learning occurs between, across, and beyond disciplines.

In this spirit, we commit to:

1. Integrate, structurally, the interaction of academic and non-academic knowledge domains in curricula and educational assessment;
2. Introduce inter- and non-disciplinary thematic subjects in the curricula.





## Article VI

Poverty, inequality, and marginalisation are unnatural constructs, reproduced through societal systems and sustained by unjust social dynamics. Every human being is born with the right to live in dignity, be a valued member of society, and benefit from material and immaterial security. Education is fundamental in the transformational process of societies to eradicate phenomena impeding these fundamental rights. Educational institutions must, accordingly, be rooted in the social, economic, and environmental contexts of the world and its respective communities.

In this spirit, we commit to:

1. Integrate the knowledge and world external to the formal education setting as not only relevant, but also quintessential to the educational process;
2. Construct educational initiatives in genuine collaboration with marginalised communities.

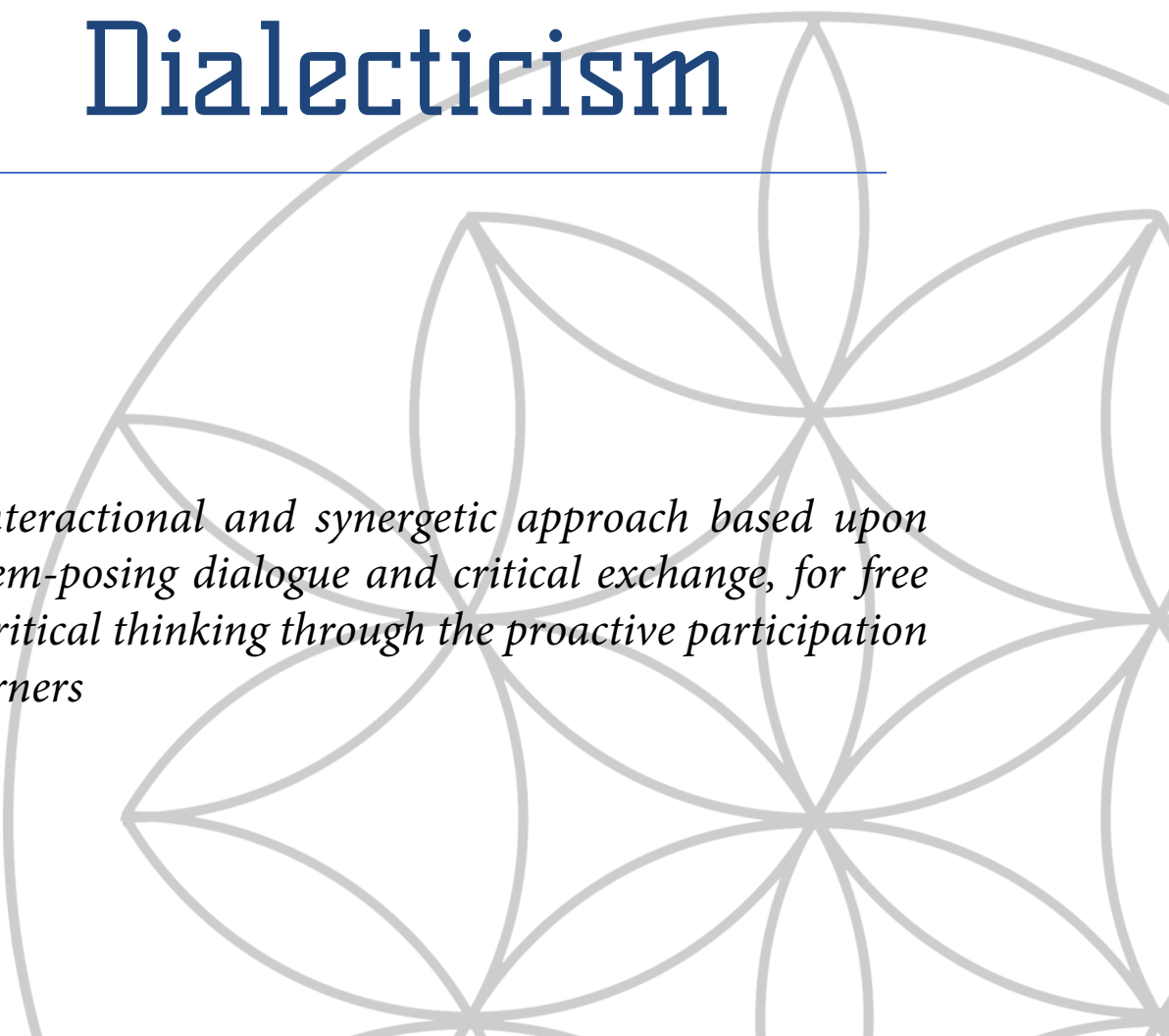


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## SECTION C: Dialecticism

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*An interactional and synergetic approach based upon problem-posing dialogue and critical exchange, for free and critical thinking through the proactive participation of learners*

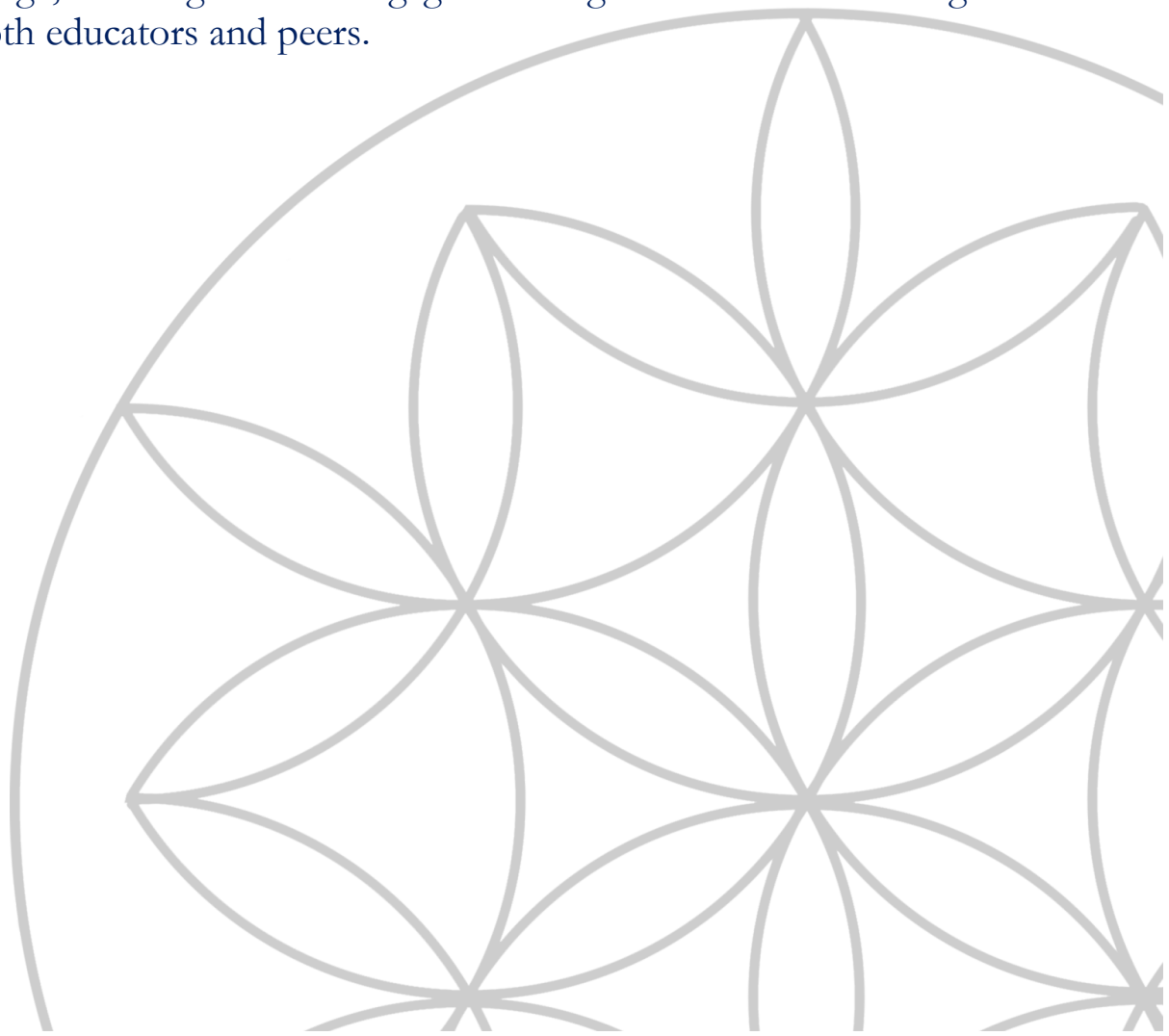


## Article VII

Humanity is authentic to its essence only when engaged in dialogue, in and with the world. Every individual and community have, in consequence, the right to be heard and pursue the inherently human calling for confraternity. Education must, accordingly, foster the exchange of ideas, world views, and perspectives, enabling society to be true to its nature.

In this spirit, we commit to:

1. Enable and equip educators to become facilitators and mediators in the educational process;
2. Protagonise learners to become the co-creators of their own education, simultaneously engaging with and critically producing knowledge, enabling them to engage in dialogue and critical exchange with both educators and peers.

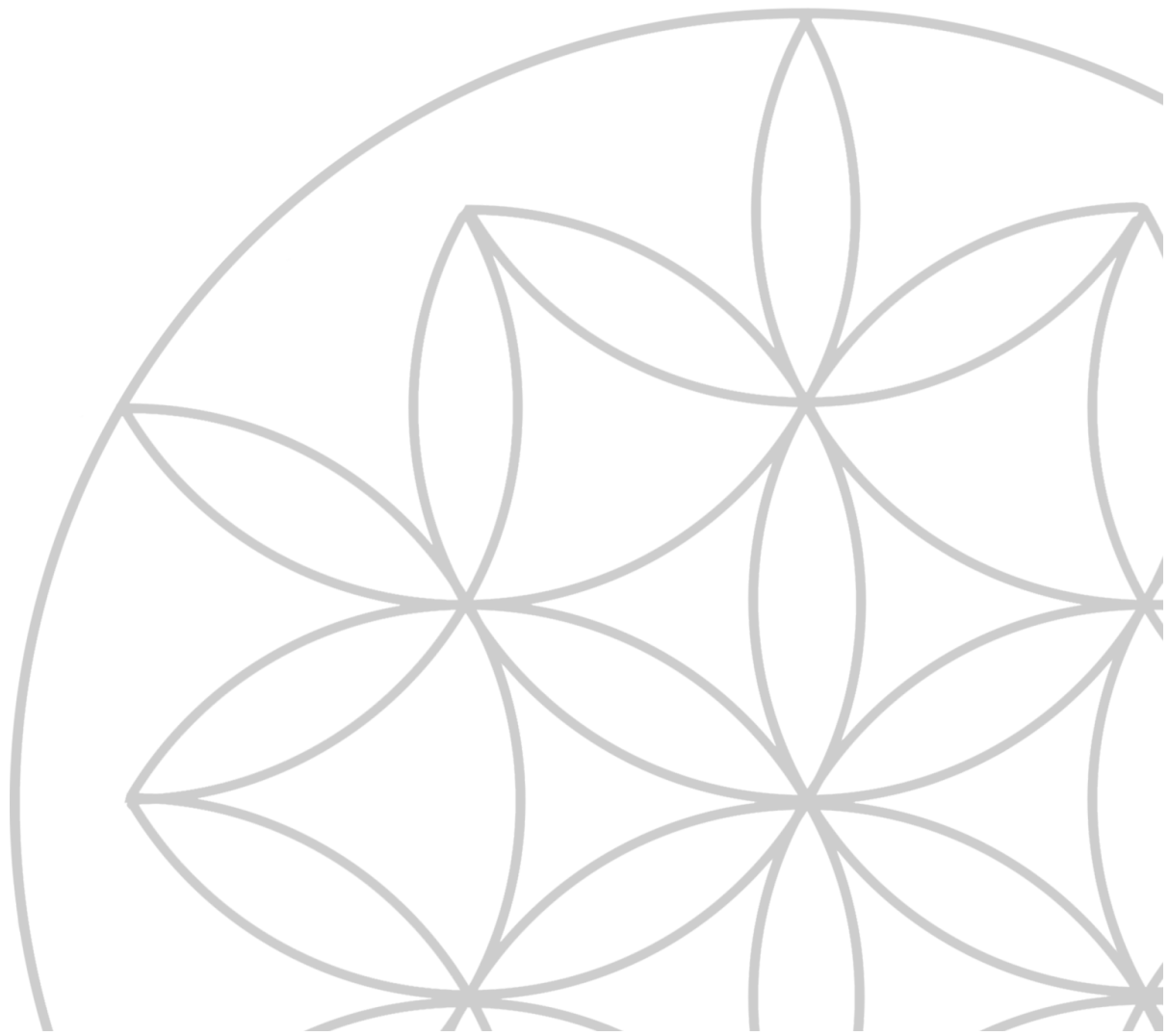


## Article VIII

All human beings are born with the yearning for vibrant, enriching lives, emerging from the pursuit of meaning and perpetual inquiry. It is, in consequence, the right of every individual to benefit from an environment enabling them to pursue and achieve personal development. Education must, accordingly, serve as the stimulating facilitator of the eternal act of questioning and sense-making.

In this spirit, we commit to:

1. Ground the learning process in interactive dialogue, thoughtful introspection, critical exchange, and collective reflection;
2. Enable learners to construct, individually and collectively, their own views of the world and question existing societal norms.

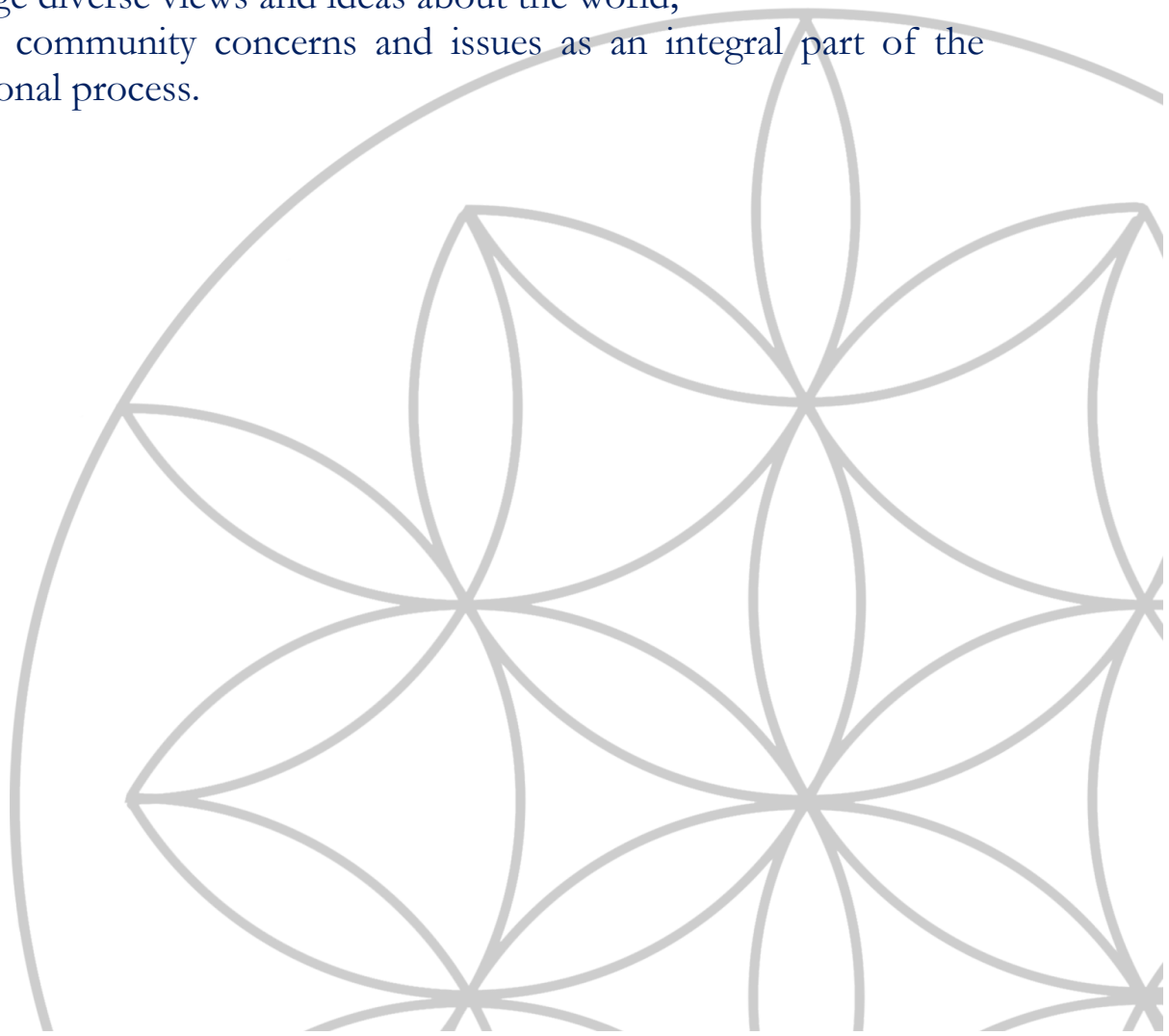


## Article IX

The great chronicle of Humanity is one of continuous creative transformation, in the pursuit of the achievement of its societal aspirations. It is, in consequence, the right of all peoples to be proactive members of their society. Education must, accordingly, be as much of a social process as a cognitive one, amongst one's relatives and community as well as educators and peers, and act as the catalyst for equitable and just social transformation.

In this spirit, we commit to:

1. Ensure that educational institutions are safe-spaces in which learners, educators, and community members may meet, discuss, critique, and exchange diverse views and ideas about the world;
2. Embed community concerns and issues as an integral part of the educational process.

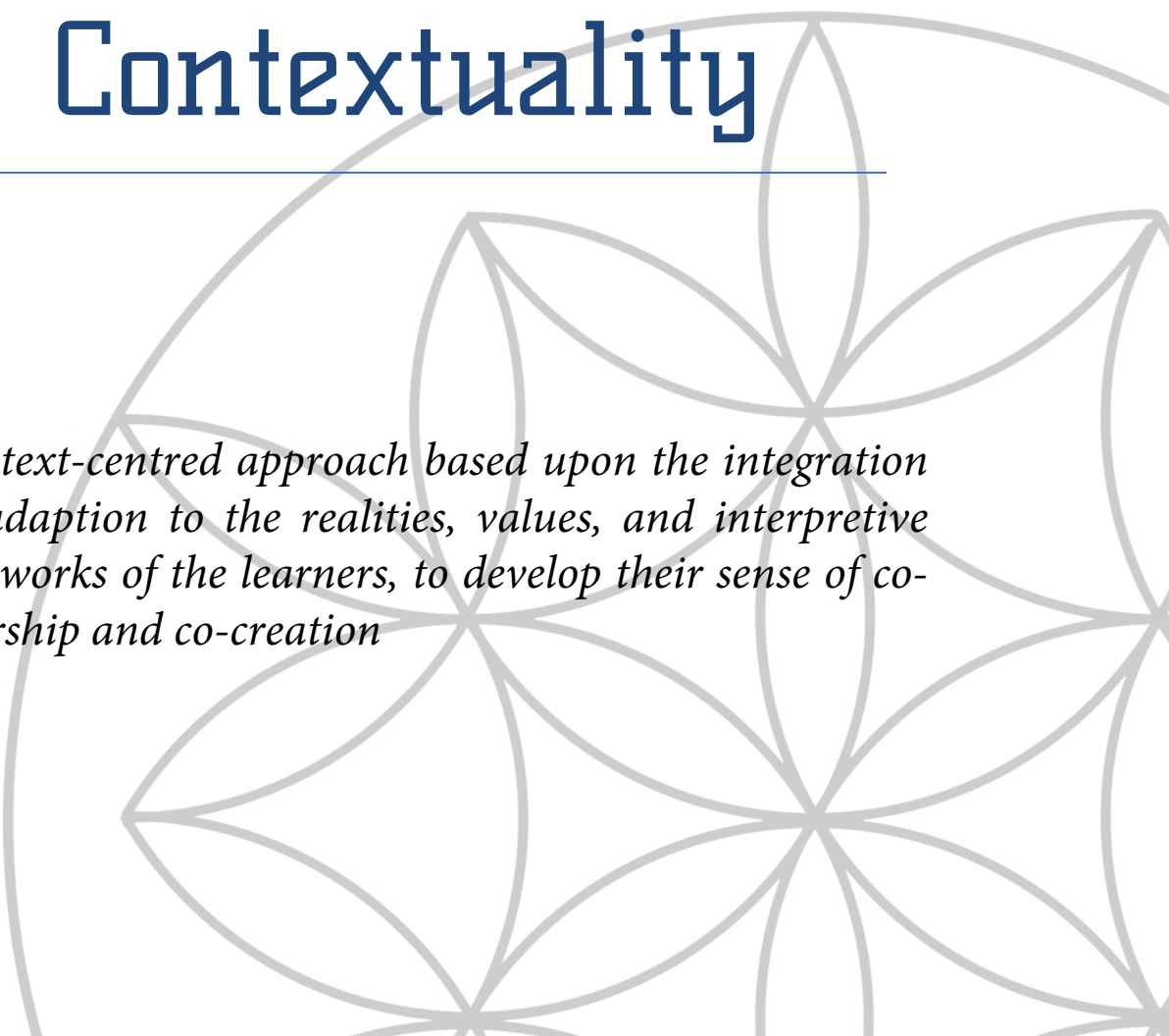


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# SECTION D: Contextuality

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*A context-centred approach based upon the integration and adaption to the realities, values, and interpretive frameworks of the learners, to develop their sense of co-ownership and co-creation*

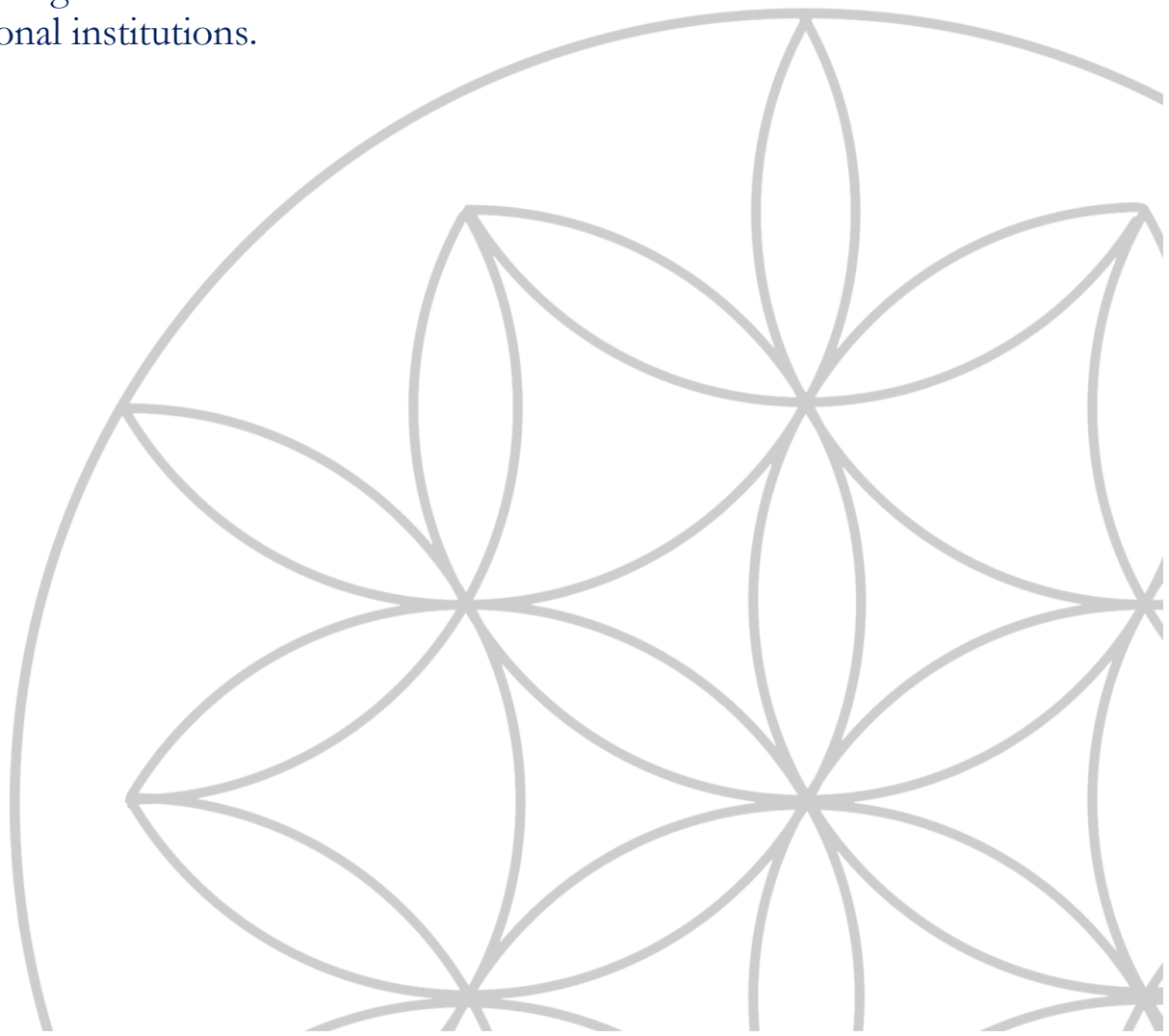


## Article X

Humanity's conflicted history informs and guides it, but its future is not condemned nor pre-determined by its past. It is the right of all peoples, in consequence, to benefit from an education which is not merely the mirrored reflection of society, but rather its sculptor, the moulder of the future to which they aspire. Education must, accordingly, be adaptive, flexible, and responsive to global realities, national aspirations, communal priorities, and individual needs.

In this spirit, we commit to:

1. Open educational institutions, aligning their processes to the development of solutions to local concerns and challenges;
2. Embed cooperation with local communities, institutions, and civil society organisations in the formal and informal structures of educational institutions.



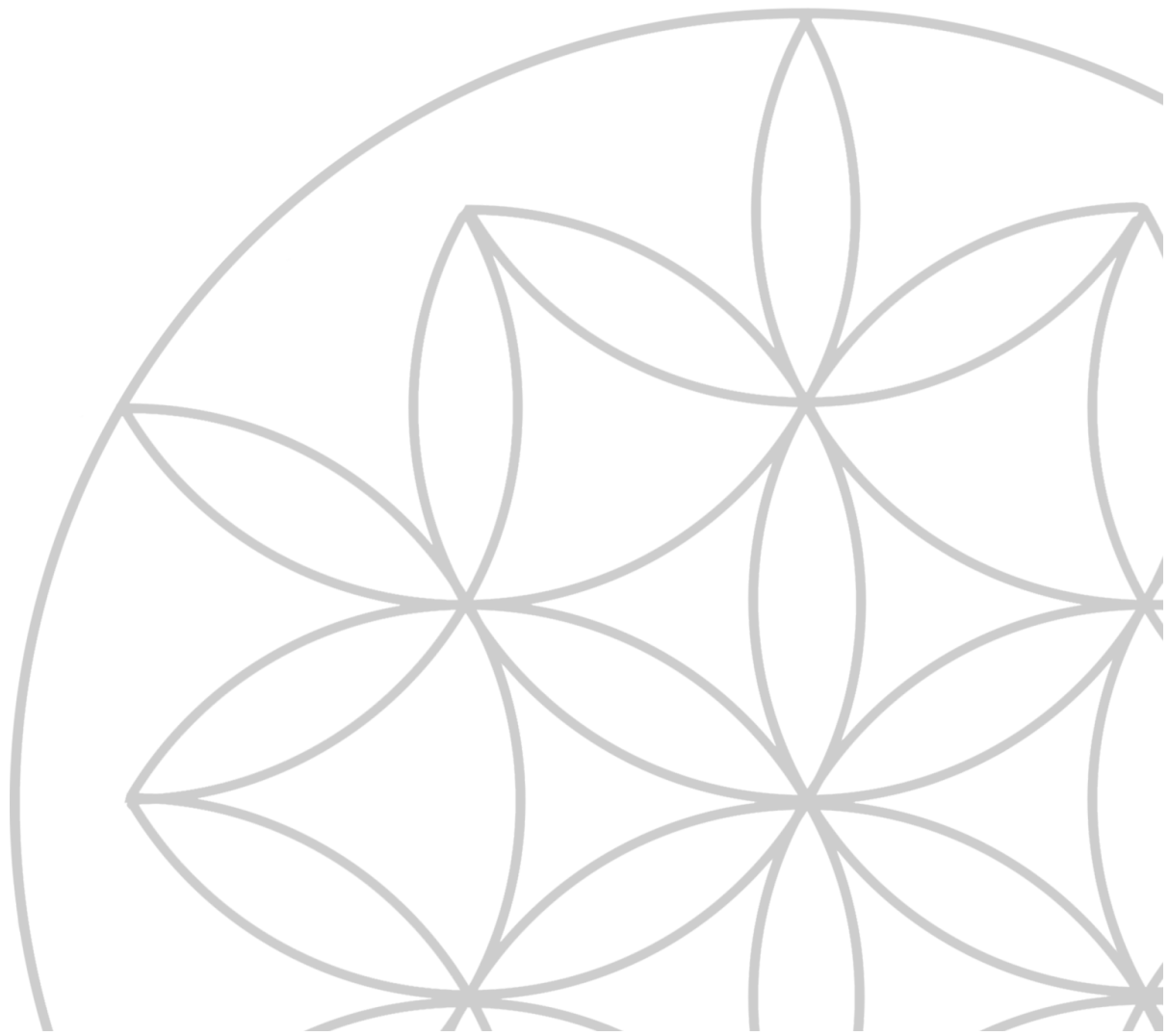


## Article XI

The vitality of Humanity is encountered in its collective and individual differences. It is the right of all human beings, in consequence, to exist and to belong, but also to be and to differ. Education must, accordingly, dismantle uniformizing processes which disguise as egalitarian standards and reproduce inequalities, and adapt to the particularities of different contexts.

In this spirit, we commit to:

1. Adapt education to the socio-cultural context of learners as the basis of their co-ownership in society;
2. Incorporate and adapt to the different interpretative frameworks and individuality of learners.

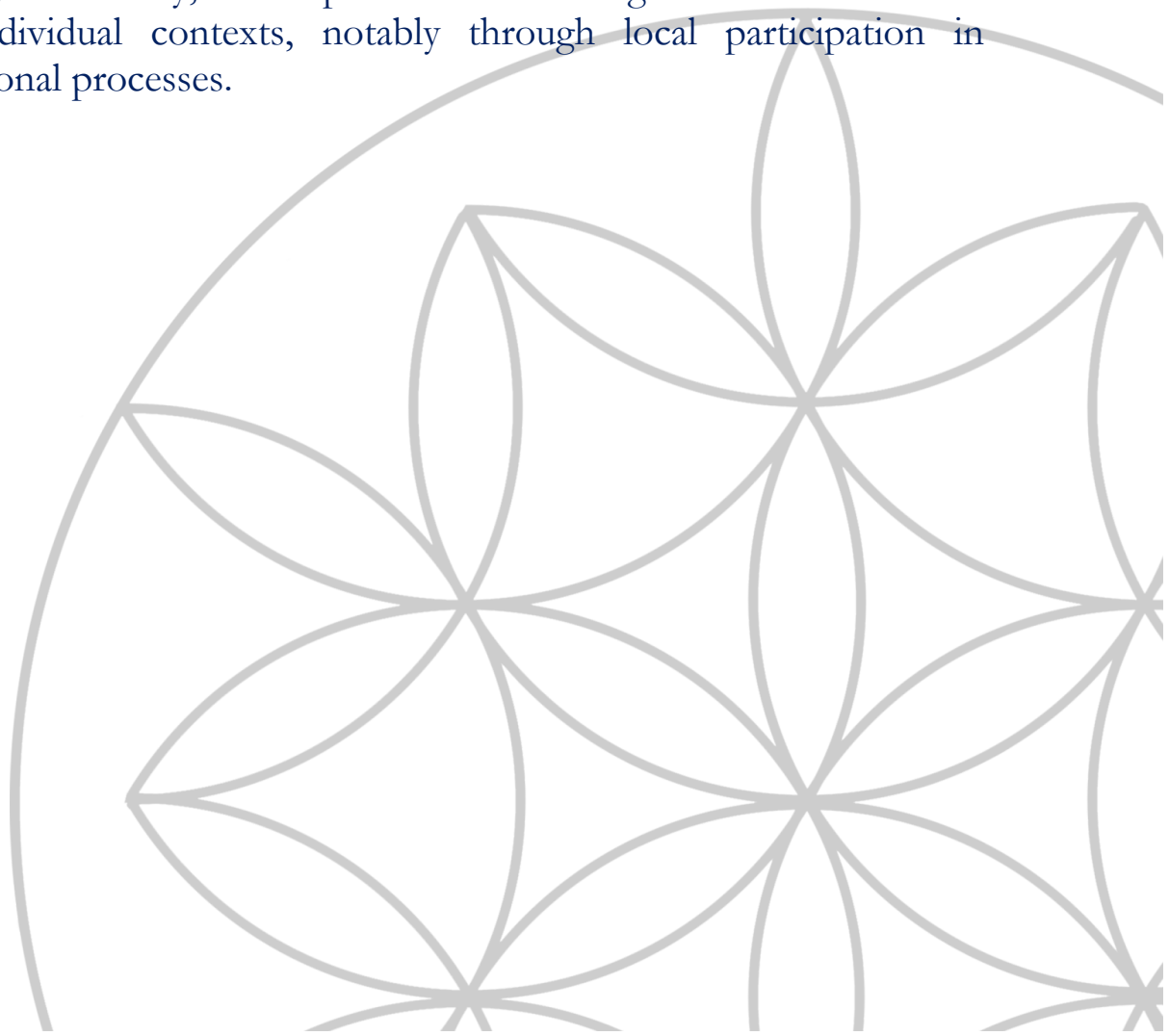


## Article XII

Humanity, with its constitutive societies, is a living organism, evolving, changing, and transforming. It is, in consequence, the right of all human beings to be provided with equitable opportunities for personal, economic, and professional advancement. Education must, accordingly, avoid ossification around a few privileged groups who have achieved the recognition that their socio-cultural context matters, and ensure that it is representative and embracing of society's differences and growing diversity.

In this spirit, we commit to:

1. Update periodically curricula and pedagogical practices as realities, cultures, and societies evolve over time;
2. Enable, structurally, the adaptation and tailoring of education to local and individual contexts, notably through local participation in educational processes.



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**SECTION E:**  
**International  
Cooperation**

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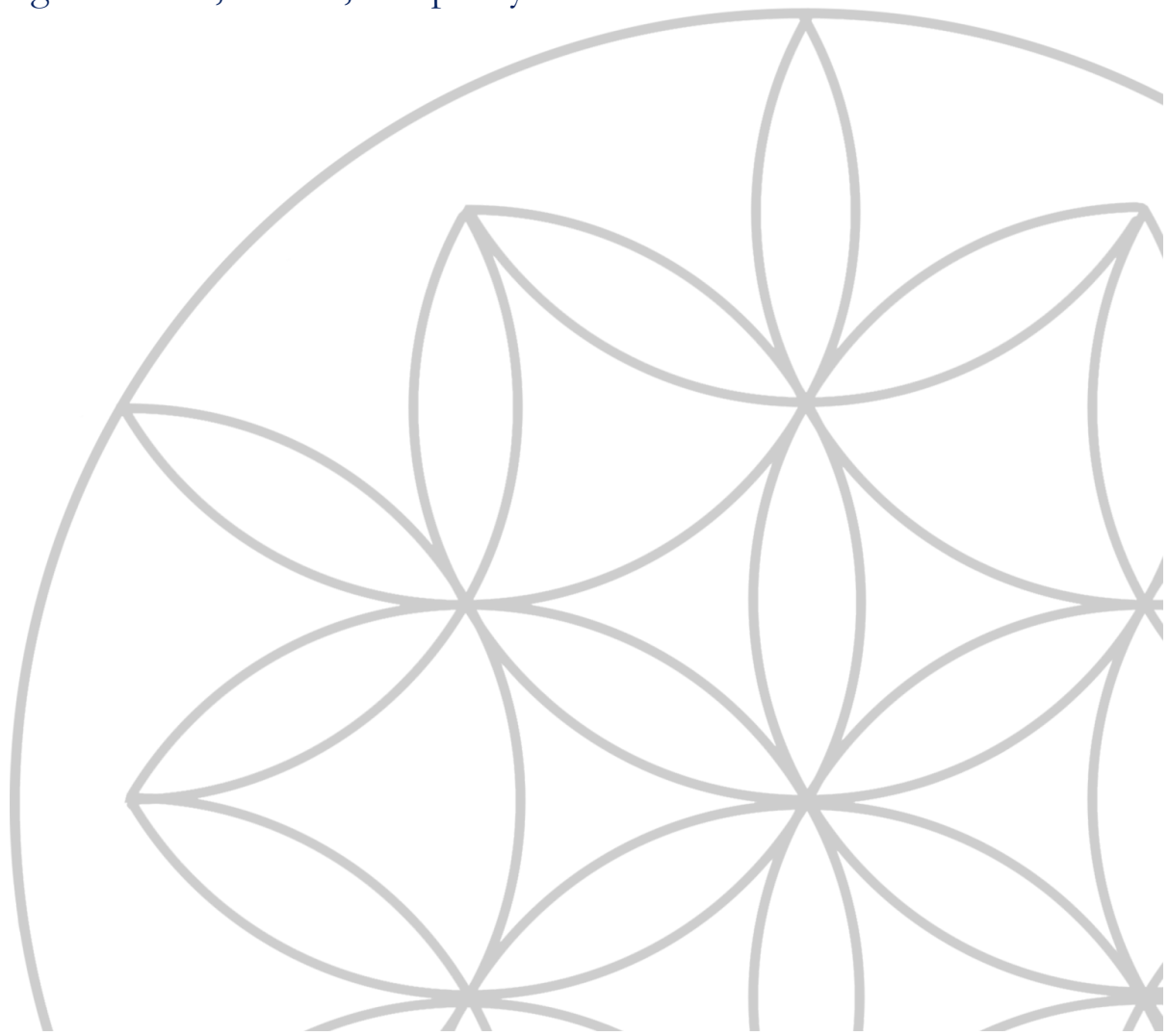


## Article XIII

Humanity's liberty, prosperity, and sustainability are born from the encounter of all sources of knowledge. It is the right of all nations and peoples, in consequence, to benefit from the fruitful collaboration of educational institutions, cultural initiatives, and policy-making governmental bodies. Educational and cultural initiatives must, accordingly, overcome sectoral segregations and act as catalysts for informed educational policy.

In this spirit, we commit to:

1. Build platforms enabling international partnerships between educational institutions, cultural initiatives, and governments across countries;
2. Initiate decentralised international transdisciplinary projects integrating education, culture, and policy.

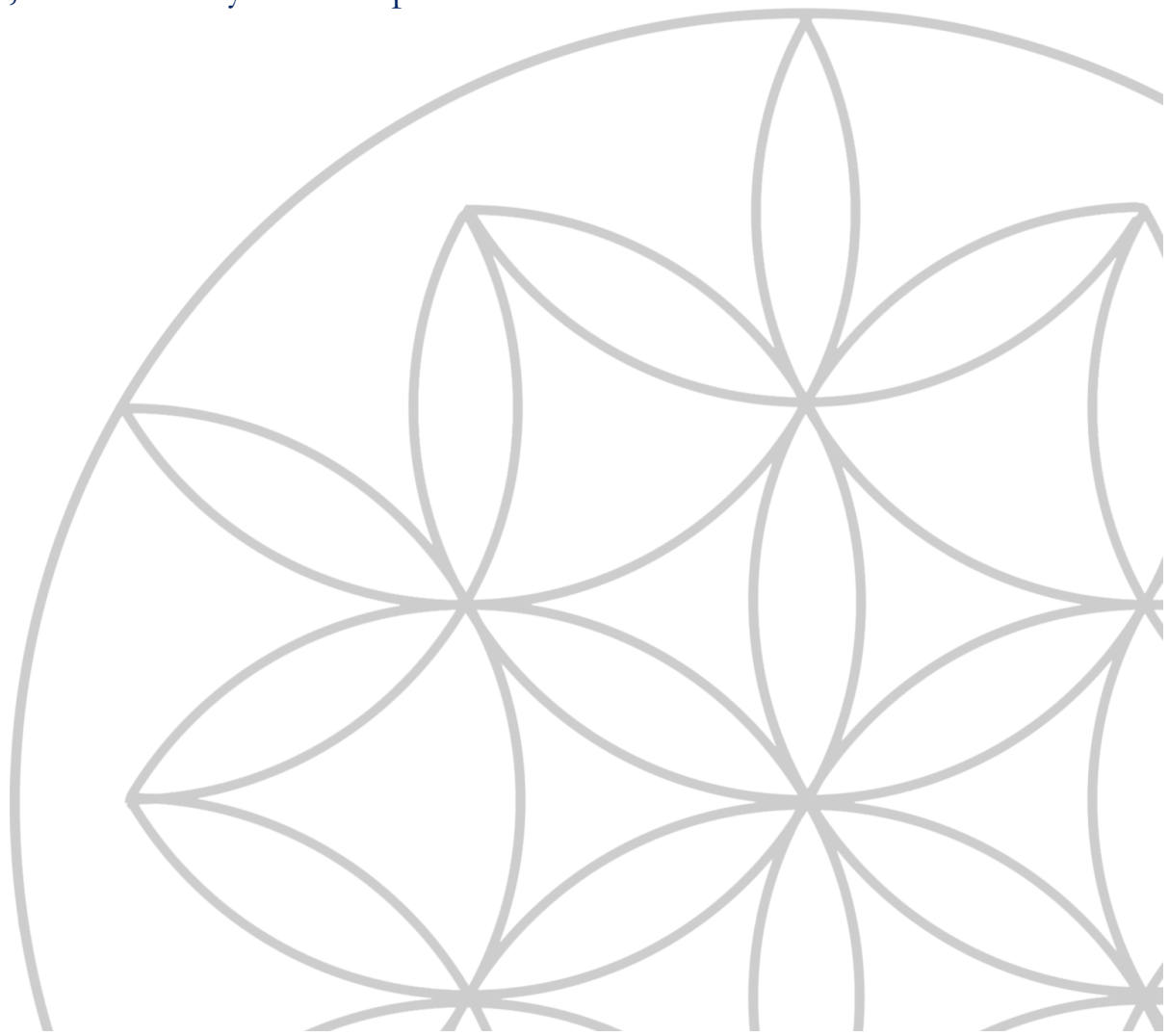


## Article XIV

Humanity shares a collective, inextricable destiny. It is, in consequence, the right of all nations to benefit from true solidarity and equitable cooperation. Cooperation between the Global South and the Global North must be based, accordingly, on the principle of a mutually beneficial partnership of equals, which enables the joint pursuit of Humanity's universal aspirations.

In this spirit, we commit to:

1. Build South-North partnerships which are equitable and whose objectives must include achieving self-sufficient, quality education systems;
2. Ensure that South-North cooperation in education acknowledges, respects, and abides by national priorities and local realities.



## Article XV

Humanity's eternal purpose is to perpetually give birth to its own humanity. It is, in consequence, the unalienable right of all peoples and nations to benefit from prosperous, humane, equitable, and sustainable development, of which education is the initiating spark. The Global South is constituted of vastly diverse countries, peoples, and cultures who simultaneously share systemic characteristics, challenges, and aspirations. It is, therefore, uniquely positioned to collectively construct and espouse a third, alternative, inclusive way of development emerging through and from education, founded upon the spirit of multilateralism, solidarity, and self-determination.

In this spirit, we commit to:

1. Build platforms to facilitate, strengthen, and amplify transdisciplinary cooperation and exchange between governments, institutions, and organisations in the Global South, hosting comprehensive resources to enable learning from similar challenges and best practices, enhance educational research, the critical production of knowledge, and bridge the techno-digital-scientific divide;
2. Create mechanisms of coordinated educational financing and solidarity which abide by national priorities, adapt to local realities, assist in achieving debt relief, and facilitate budgetary increases for education.