

Strengthening The Roles Of Academics Through The International Instruments Fostering A Knowledge-Based Generation

By

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Abstract

In a modern democratic society, education plays an imperative role. Education is essential for developing and maintaining a democratic culture without which the law cannot function effectively. According to article 26 of the Universal Declaration of Human Rights, education plays a significant role in shaping a knowledge-based society. Additionally, the continuity of academics in shaping a country's education system is an extremely vital pillar that should be strengthened and given due attention. The main objective of this paper is to examine the framework of international instruments in enhancing the role of academics so that society may be made more aware of the importance of the cultural composition of knowledge that needs to be blended to benefit mankind's development as a whole. In order to achieve a high level of understanding of the topic discussed in this writing, two research methods will be employed, namely qualitative and conceptual methods. The goal of producing a knowledgeable generation can be accomplished when an understanding of the relation between the international instrumental framework and the strengthening of the role of academics can be integrated and placed on a clear "meeting point" or "roadmap". A fundamental benchmark in the achievement and optimization of this noble educational goal is the mobilization of energy and an understanding of the critical role of academics in forming knowledgeable generations. As a result of this circumstance, the effort will be accelerated to create a knowledge-based generation that has the capabilities to meet future challenges more effectively.

Keywords: Academics, international instruments, knowledge-based generation, education, challenges

Introduction

As a result of globalization, countries are now experiencing a broader sense of responsibility that extends beyond their own national boundaries. Diplomatic relations between governments are one of the most critical factors that keep peace and harmony between them, and this is the main factor that makes this possible. This method has the potential of being more effective and efficient as a way to achieve holistic development and progress in a more effective and efficient manner than any other method. A country that has an advantage over other countries in an area of human capital development may be able to share the knowledge and experience that it has gained through its own experience with other countries so that these countries may also be able to reap the benefits of such advantages in their own countries.

As a member of the United Nations, Malaysia reaps the benefits of development on a much larger scale, because it is a member of the United Nations. Furthermore, Malaysia has the potential to offer assistance and guidance to countries that still need assistance and guidance when it comes to the development and security of their countries. This is when it comes to improving the standard of living of their people.

A right to education is one of the rights that are laid out in the Universal Declaration of Human Rights (hereinafter known as the “UDHR”) and in its text, it makes it clear that every individual who is recognized internationally has the right to exercise it (United Nations Human Rights, Universal Declaration of Human Rights, 1996). Hence, it is the government's responsibility to create and maintain an infrastructure that is conducive to learning and teaching in any country, regardless of its size or location. The primary objective of this teaching and learning process is to develop the human personality holistically from the perspective of religion, morality, civilization, and universal peace. These are the pillars of the teaching and learning process. This means that every parent has a right to choose the method of education that is best suited to their child with respect to his or her learning style.

However, it should be noted that this shouldn't create coercion that reverses the social norms of a community in a negative way. It is given concurrently with an understanding of the importance of family institutions in determining how a society will proceed in terms of its educational development. The objective of producing a knowledgeable generation can be efficiently achieved by providing a solid foundation for education and ensuring a sustainable teaching and learning process for each individual. This process ensures a solid foundation for education can be laid (United Nations Human Rights, Universal Declaration of Human Rights, 1996).

A sense of clarity should be present within everything that is conveyed to people in order to ensure that there will be no confusion in the minds of people about what is being conveyed to them in order to prevent any misunderstandings about what they are being told. For a person to be able to learn from and make use of science, Islam asserts clearly that when science is taught, the discipline of science must also be based on what is true and fair, so that people will be able to put what they have learned into practice (Saad, H. M., & Rajamanickam, R., 2021).

The Framework Of International Instruments And Academic Freedom In Realizing A Knowledge-Based Generation

It is widely acknowledged that education plays a very significant role in democratic societies today. The key to the establishment and maintenance of a democratic culture is the ability to educate the population. There is no way that the law can function effectively without education. To truly understand academic freedom holistically, the interpretation of academic freedom is an essential foundation for a holistic view of academic freedom. In view of the principles that are founded on equality and positivity, and which are compatible with Malaysian education systems, the interpretations may serve as a reference to "mixing" and preserving academic freedom to enable Malaysia to become an educational excellence centre. The importance of academic freedom in higher education institutions cannot be overstated, as it is one of the most vital pillars of the development of knowledge-based human capital and is considered to be one of the most critical components thereof (Saad, H. M., 2020).

Despite the fact that this discussion leads to academic freedom, it is also pertinent to keep in mind that it also has a close connection to the freedom of academics, since academics are the main "drivers" in ensuring the sustainability of the education system, especially in

higher education institutions. Discussions on international instruments will be the focus of this topic (Council of Europe, Global Forum on Academic Freedom, Institutional Autonomy and the Future of Democracy, 2019):

Universal Declaration Of Human Rights (Universal Declaration Of Human Rights)

According to Article 19 of the Universal Declaration of Human Rights, one of the key recommendations is to ensure that the free flow of information is permitted without unreasonable restrictions. It is important that such knowledge is disseminated to the community as effectively as possible. This will allow for the delivery and development of knowledge to proceed smoothly. This in turn will encourage the creation of a holistic generation of knowledge as a result of such circumstances. There is no doubt that this would be more effective if it were refined and implemented by a government that ruled a country under ideal circumstances. It is possible to effectively integrate the dissemination of accurate and transparent information into the existing educational system so that the public can be educated (Universal Declaration of Human Rights, 2018).

International Covenant On Civil And Political Rights (Hereinafter Referred To As "Iccpr")

An individual has the right to express an opinion without interference from the state, in accordance with Article 19 of ICCPR. Every individual has the right to speak their mind freely, which is a fundamental right that belongs to everyone (International Covenant on Civil and Political Rights, 2018). As far as exercising this right is concerned, there are numerous ways to do so, including speaking, writing, reading, and disseminating accurate information and ideas, regardless of boundaries, whether they're doing so orally, in writing, in print, in an art form, or through some other means. The fact that Article 19 of the ICCPR serves the same purpose as Article 19 of the UDHR also makes it relevant to note that the two laws have the same direct effect (International Covenant on Civil and Political Rights, 2018).

United Nations Declaration On Education, Scientific And Cultural Organization (Hereinafter Referred To As "Unesco")

The primary objective of higher education, as stated in Article 10 of the UNESCO Declaration, is to develop human capital that can contribute appropriately to the development of a country in the long run. It is through the contribution of human capital that a country can develop in an orderly and efficient manner in accordance with the needs of the local community as well as the established conditions in the country. For this goal to be achieved, it is necessary to apply the primary foundation for the development of the human capital mind, namely providing academics with a sense of open-mindedness so that they may gain a deeper understanding, effectively in the teaching and learning processes that are implemented in higher education institutions (UNESCO, 2019).

It is stated in Article 12 of the UNESCO Declaration that academic freedom must be respected and protected from a legal perspective by providing appropriate platforms to safeguard academic freedom, including intellectual copyright protection that is internationally recognized as well as nationally recognized, for the purpose of ensuring that the results of research as a whole are recognized and protected. As a matter of fact, the legal protection of the original works produced by academics has the potential to provide significant benefits to the community. Having this kind of support contributes to ensuring that the research results are sustainable (UNESCO, 2019).

Moreover, it is important to emphasize that efforts are being made to develop the reputation of academics, who are often positioned at the forefront of developing the educational system of a country, as outlined in this provision. As a result of this, academics will be more

inclined to conduct research in their respective fields, thus contributing to the positive development of a country's educational system. This provision will encourage academics to be more inclined to publish their latest findings than they would otherwise since it highlights the protections that are critical to resolving this research problem and encourages them to also publish their most recent findings in the future.

Academics across all disciplines should be encouraged to interact with one another and consolidate their ideas in order to encourage them to conduct better research by taking a proactive approach to encouraging them to interact and supplement one another's ideas. This can be achieved by facilitating the interaction between them, and by helping them to consolidate their ideas as a result of that interaction. Having done so, they will be encouraged in the future to carry out better research. A constructive approach is proposed in article 13 of the UNESCO Declaration in order to enhance the potential of academics to conduct quality research through the enhancement of their skills. The result will be that they will be able to contribute to the realization of educational goals and objectives that can lead to educational outcomes (UNESCO, 2019).

Lima Declaration on Academic Freedom and Autonomy of Higher Educational Institutions

According to the Lima Declaration, academics are provided with the legal protections they need under clauses 6, 7, and 13 of the Declaration. Thus, it allows them to engage in their teaching and learning processes and to conduct research independently and without unreasonable interference from third parties, provided that they do it in a professional manner. As stated in Clause 6 of the Lima Declaration, academics are free to conduct research without interference as long as they follow universal scientific principles and methods (Human Rights Watch, The Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education, 2019), as long as they adhere to universal scientific principles and methods.

Furthermore, there is also a right of researchers to freely communicate and publish their findings to the general public in a manner that is open and uncensored by any authority or institution whatsoever without fear of censorship by such authority or institution. There is an unabridged right of academics to teach as defined by Clause 7 of the Lima Declaration, as long as standards, principles, and teaching methods are universally accepted by all academics (Human Rights Watch, The Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education, 2019). Moreover, it is stated in clause 13 of the Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education that teaching and research must adhere to professional and societal standards in order to be recognized as such (Human Rights Watch, The Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education, 2019).

No doubt, academic freedom is a precondition for any institution that has been entrusted with the function of providing education, research, administration, or service in the course of its activities, as stated in Clause 3 of the Lima Declaration, which states that academic freedom should not be compromised. The right of academics to carry out their duties without fear of discrimination or repression by the government or other institutions is a fundamental human right (Human Rights Watch, The Lima Declaration on Academic Freedom and Autonomy of Higher Education Institutions, 2019).

Despite the fact that academic freedom can be defined as freedom of speech that is consistent with accepted academic standards, it is important to note that academics have two main responsibilities: to implement effective teaching and learning processes, as well as to conduct high-quality research, and also to apply academic freedom in a way which advances

society as a whole (Human Rights Watch, Lima Declaration on Academic Freedom and Autonomy of Higher Education, 2019).

It is the responsibility of academics to develop knowledge and understanding, based on facts and science so that they can contribute to the research, teaching, and learning process. They also have to interpret these facts and sciences in an open-minded manner while respecting the diverse viewpoints, backgrounds, and traditions of individuals and communities in an inclusive and respectful manner. It is essential to emphasize that academics provide society with factual information by providing the general public with factual information that is based on factual research. In addition to this, they are also open to participating in public debates with a respect for others and an open mind. In terms of their work, these principles should also be the cornerstones of what they do as far as their work is concerned. As a result, academics have been proven to be effective when it comes to countering false and misleading information. This includes news or deliberately distorted information that is not based on fact.

Association of International Universities

As defined by the International Association of Universities, academic freedom is defined as the right of scholars, academics, and students to pursue their scientific pursuits within the boundaries defined by the academic community as a result of international ethical and ethical standards, as well as within boundaries that are free from outside influences (International Association of Universities, 2019). The right to academic freedom also entails that academic professionals must strive for excellence, innovation, and the advancement of knowledge in their fields of study in the pursuit of excellence, teaching, and publishing so as to advance the fields in which they are educated.

Dar-Es-Salaam Declaration

In clause 14 of the Dar-es-Salaam Declaration, it is stated that all academics are entitled to fulfill their responsibilities, including teaching, research, writing, learning, exchange, and dissemination of information, as well as providing services without being hampered or repressed by the state or any other public authority (University of Minnesota, Human Rights Library, The Dar es Salaam Declaration on Academic Freedom and Social Responsibility of Academics, 1990).

A key provision of the Dar-es-Salaam Declaration of 1990 is clause 18, which states that academics have the right to use their expertise in order to improve educational programs in order to ensure a better future for the communities in which they live. There is a need for higher education to adhere to its fundamental standards and principles in order to achieve these initiatives ((University of Minnesota, Human Rights Library, The Dar es Salaam Declaration on Academic Freedom and Social Responsibility of Academics, 1990).

As stated in clause 19 of the Dar-es-Salaam Declaration, academics are entitled to conduct scientific research independently within the parameters of universal principles and scientific research methods outlined in the Declaration. In particular, research that compromises the country's independence and may jeopardize the freedom of the country can only be sanctioned in the fields of public health and morality, or in any other circumstance that is permitted in a democratic society. In addition, Clause 20 of the Dar-es-Salaam Declaration reaffirms the academic community's position by stating that, under the principles, standards, and methods that are accepted by the academic community, every academic is entitled to teach without interference from any party (University of Minnesota, Human Rights Library, The Dar es Salaam Declaration on Academic Freedom and Social Responsibility of Academics, 1990).

Kampala Declaration on Intellectual and Social Responsibility

Several issues related to academic freedom have been raised in the Kampala Declaration on Intellectual Freedom and Social Responsibility, which are discussed in depth in all its articles from 1, to 9 of the declaration (The Kampala Declaration on Intellectual Freedom and Social Responsibility, 1990):

- (1) Article 1: Every individual has a right to an education and to the opportunity to engage in intellectual activities. It is an essential human right that everyone has access to such an education. It should be a right that is guaranteed to all people.
- (2) Article 2: There is no difference between the concept of intellectual rights and that of political, social, economic, cultural, or civil rights in any way.
- (3) Article 3: It is imperative that a person never be impeded in any way in the course of carrying out his or her intellectual work, regardless of the circumstances that exist.
- (4) Article 4: Individuals should be allowed to exercise their intellectual property rights and liberties without being subject to any sanctions or impediments. Laws guarantee the free movement of people (both domestically and internationally) in a safe and secure environment.
- (5) Article 5: As a matter of fact, maintaining a healthy relationship between individuals, taking into account matters relating to intellectual development, based on respect and equality between all members of a given group, is of utmost importance.
- (6) Article 6: If we look at the concept of intellectual activity in a broader sense, it could be defined as the act of teaching, conducting research, or disseminating the results of those research as long as the principles of these activities are widely recognized and accepted as a standard that all communities can adhere to.
- (7) Article 8: It is very important for academics who are engaged in teaching and research to have a period of security. Unless a person's conduct, incompetence, or negligence can be deemed inconsistent with the standards of academic conduct, there should not be any grounds for dismissing or demoting them. As a result of a dismissal or removal proceeding under the terms of this article, a democratically elected body of the intellectual community shall be convened. This body shall conduct a fair hearing before a decision is made.
- (8) Article 9: Academics have the right to freely express their opinions in the media as part of their academic profession. As well as that, they also have the right to establish their own media outlets so that they can be able to express their opinions in the media freely.

Moreover, academicians have the right to initiate, participate in, and direct educational programmes in institutions of higher education that adhere to established standards for higher education (where they currently serve), as long as those standards are followed, so long as those standards are not compromised. It is therefore reasonable to conclude that academics have a broad spectrum of rights under the Kampala Declaration on Intellectual Freedom and Social Responsibility that help them fulfil their duties effectively in accordance with the principles of this declaration. Academic freedom will ultimately be determined by how the law is applied and how effectively the law is implemented, rather than whether the law itself guarantees academic freedom or not. In light of the principle of true justice, it might be appropriate to evaluate the requirement for a relationship between the two subjects (law and enforcement authority) as a positive step towards ensuring compatibility between law and enforcement, when administered in an integrated manner and in accordance with these principles.

It is important to note that academics have the following social responsibilities, in accordance with the Kampala Declaration on Intellectual Freedom and Social Responsibility (The Kampala Declaration on Intellectual Freedom and Social Responsibility, 1990):

- (1) It is important for academics to understand that as they take on their responsibilities and fulfill their functions, they must do so with a sense of responsibility, in the best possible way, and with integrity in order to fulfill these duties to the best of their abilities. Hence, to be able to fulfill their responsibilities in the most ethical way possible, they have to follow the highest ethical standards in order to adhere to the highest ethical standards.
- (2) In academia, it is the responsibility of academics to create a climate of tolerance in which dissenting viewpoints and positions are welcomed as well as to promote democratic debate and dialogue throughout their institutions in order to promote free thought.
- (3) Article 21: In order for the academic community to be truly inclusive, it must refrain from participating in any form of behaviour that degrades, dominates, or oppresses any group of people on the basis of their race, gender, or religion. Ideally, disagreements within the academic community will be addressed and resolved in a democratic, egalitarian, and non-discriminatory manner in order to maintain the high level of academic excellence that is expected within the academic community.
- (4) Article 22: It is the academics' responsibility not only to defend and protect their students' intellectual rights when it comes to their own intellectual property but also to ensure their students' freedom to express themselves freely is protected at all times.
- (5) Article 23: A critical part of maintaining the standards of ethical, scientific, and professional conduct in academia is to prevent academics from engaging in or being a part of activities that may have a detrimental impact on society or the intelligence community in order to perpetuate those standards and to ensure that they are upheld.
- (6) Article 24: The academic community should always demonstrate solidarity with those members of the academic community who are being oppressed intellectually when they encounter those members of the academic community who are being oppressed intellectually. It is their duty to provide whatever assistance they can to these members of the academic community if they are in need of it.
- (7) 25. Affirmative action policies and practices are crucial for academics to actively promote and support because they are part of the effort to eliminate historical and contemporary inequalities that are based on gender, ethnicity, and other social disadvantages.
- (8) Article 27: In order for academics to prepare for the future, it is necessary to create an organization that monitors and reports violations of the rights and freedoms stated in the Declaration.

It is important to note that even though the Kampala Declaration on Intellectual Freedom and Social Responsibility is aimed mainly at academics from African countries, the spirit behind it can be adopted by any country in the world, including Malaysia, and even though the provisions discussed above are aimed at academics from African countries. In particular, it is of particular importance that the Kampala Declaration on Intellectual Freedom and Social Responsibility, which is being adopted in Malaysia, focuses a great deal of attention on academic freedom, which is of great importance.

It is clear from the Kampala Declaration that there are a number of virtues to be found within it. These virtues can be seen as positive when it comes to giving a country a broader sense of academic freedom through its commitment to enhancing academic freedom within that country. In my view, this is an excellent step forward in the direction of strengthening academic freedom in a country. This, in turn, allows gaps in the law to be effectively filled by effective adaptations that are made as a result of these provisions.

American Association of University Professors

It is important to take into account a number of factors, according to a statement published by the American Association of University Professors. As long as academics fulfil their academic responsibilities adequately, they are entitled to complete freedom in conducting research and publishing findings (American Association of University Professors, 2020). In order to gain a better understanding of how the institution handles refunds, it is still necessary to conduct refund research in order to gain a more in-depth understanding of the process.

Academe has a right to discuss the subject in its own way in the classroom, but it is important that they exercise caution in their instruction to make sure that they do not introduce any contentious issues that have no connection to the subject matter at hand. There is no restriction on the discussion of any “controversial” topics as a result of this statement. In a report published by the American Association of University Professors in 2020, they stated that the controversy is currently at the heart of an extensive academic inquiry, which stresses that academics should avoid information that has no relation to the fields in which they work. (American Association of University Professors, 2020).

Certainly, academics need to have the freedom to conduct their teaching and learning processes, as well as any other activities that relate to the free development of knowledge. This is without a doubt. It is important to note that, as stated in the statement released by the American Association of University Professors, critical and transparent knowledge must be presented in order to ensure the quality of the knowledge presented. Additionally, academics have been cautioned against exceeding the boundaries of their freedom in order to create a situation that is "controversial" and endangers the peace and harmony of society as a whole by "expanding" the boundaries of their right to express themselves.

In Malaysia, these statements are valid and applicable as long as minor modifications have been made in order to comply with existing laws and regulations in order to ensure that they are applicable. In order to safeguard academic freedom, appropriate positions must be provided for academics while at the same time it must be ensured that no laws are violated that could jeopardize the economy of the country, or compromise its security. However, all parties involved in the implementation of the law must work together in order to ensure that academic freedom is maintained throughout the entire process in order to ensure the maximum amount of success.

The right to academic freedom is one of the most important rights that can be conferred upon a person when it comes to assuring a higher quality of teaching and learning processes. As a matter of law, it is an important right that should be protected. A quality educational system should aim to produce human capital that is able to compete, be creative, and move forward in the future. Moreover, it must be capable of expressing sound and thoughtful ideas in order to enhance the holistic and integrated progress of the nation as a whole. A key component of Malaysia's educational system is its emphasis on integrating education as a means of educating and preparing students for the rigours of international competition in accordance with the National Education Philosophy. The educational system in Malaysia is based on this principle, which is one of the cornerstones of the system (Saad, H. M., Rajamanickam, R., & Ngah, A. C., 2019).

In addition, the National Education Philosophy laid the foundations for education through the development of a knowledge-based community in which a number of key initiatives were undertaken in order to achieve the goal. This knowledge-based community is one of the most important aspects of any integrated national development program. It is our

hope that the achievement of this goal will contribute to strong and substantial progress toward the challenge of globalization facing every individual in society as a result of the changes in society. Therefore, academic freedom should serve as a core thrust in achieving a sustainable and competitive society that is able to meet the challenges of a borderless world and that relies heavily on the mental strength of all individuals to be able to succeed in a world that relies heavily on the mental strength of all citizens (Mat Saad, H., Che Ngah, A., & Rajamanickam, R., 2019).

The knowledge society also consists of a significant increase in the level of competitiveness that is significantly higher than the usual level because of the complex nature of knowledge that affects human life in every form, encompassing not just one country but the entire world as well as a broad range of knowledge fields, all of which are crucial to the development of the knowledge society. It is increasingly important for academics to be an intermediary agent, acting in accordance with the wishes and aspirations of a country, for screening and adopting knowledge that is in accordance with its wishes and aspirations.

In the academic world, the value of knowledge should be considered the primary factor when making every decision, whether it is deciding the direction and strategy for strengthening certain fields, determining academic leadership, or other matters such as promotion and resource allocation. It is impossible to have a real “umbrella” of the constitution of every country unless the right to free speech and expression is protected transparently and openly so that society is protected by the Constitution. It is not only a general law code, but it also regulates the way in which written legislation is to be drafted. It is crucial that the law be interpreted in a more open manner (but not at the expense of the country's stability and harmony), since if the law is interpreted in a narrow manner, the law will be regarded as restricting the rights and freedoms that should be enjoyed by every citizen.

Canadian Association of University Teachers

Among the points made in the Canadian Association of University Teachers' policy statement are the following (Canadian Association of University Teachers, Academic Freedom: CAUT Policy Statement, 2020):

- (1) There is no doubt that academic freedom is one of the fundamental rights that should be available to all academics. This is a right that should be allowed to be exercised by them under normal circumstances as a matter of course as well;
- (2) It should be noted that the concept of academic freedom does not restrict the right to teach or discuss, in the same way, that the concept of academic freedom does not restrict the right to conduct research and their publication as a result of the research;
- (3) As far as individuals are concerned, the law provides them with a number of rights, including the right to create and do creative works, the right to serve, and the right to express their opinion about institutions, their administrations, and the systems under which they operate, as well as their right to express their opinions about their institutions;
- (4) There is a right for every individual to acquire, preserve, and provide access to any documentary material of their choosing. It is important for this right to be respected. No matter what form or nature it may take or in which it may exist, the fact remains that it must exist. The balance between institutional censorship and academic freedom must be maintained in order to ensure that academic freedom is not restricted in any manner that is unreasonable or unjust. As a result of academic freedom, academics have the opportunity to engage in intellectual debate and critique in a free and independent manner. This allows them to carry out their responsibilities in a responsible manner. It

- is also important to note that this is the case without any repression coming from their employers, government, or other sources. It is the institution's responsibility to ensure that the rights and freedoms of academics are protected during its educational activities;
- (5) One of the most fundamental aspects of being an academic will be the right and freedom to think, belief, express oneself, assemble, associate, and move about freely. A significant part of the challenge lies in ensuring that academics do not face any type of disincentive when it comes to exercising their civil rights. In order to make a positive impact on society, academicians have the right to make independent statements about issues of public interest that are of interest to them. It is not acceptable for institutions to punish academics for exercising their rights when they exercise those rights in a way that is not contrary to the rules; and
 - (6) The right to academic freedom is thought to be one of the most important rights in academia. An employer is not permitted to deny a faculty member-employee his or her right to academic freedom regardless of the reason, including, but not limited to, the assertion of institutional autonomy on the part of the employer.

It is an important aspect of higher education that academic freedom be protected in accordance with the conventions of the Canadian Association of University Teachers, which states this clearly in its policy statement. Due to this, in order to achieve the vision of a knowledge-based society in the future, each country must take a proactive approach in order to address this problem more aggressively. In order to ensure that academic freedom can be maintained and developed effectively, all parties must join forces to find a complete solution.

A similar concept of rights and freedoms has been adopted by Harvard University (United States of America), Oxford University (The President and Fellows of Harvard College (Harvard University), 2020; Department of Politics and International Relations (University of Oxford), 2020; Universities NZ, 2015). It is suggested that a similar statement of policy should be adopted in Malaysian higher education institutions. This will ensure that academic freedom and rights are effectively protected in the country. There can be no doubt that this policy statement has strengthened the commitment of the government to safeguarding academic freedom. This is a time when academic obligations are becoming increasingly difficult, in a time when academic freedom has become an issue of utmost importance.

World Declaration On Higher Education For The Twenty-First Century: Vision And Action, As Well As The Framework For Priority Action For Change And Development In Higher Education (World Declaration On Higher Education For The Twenty-First Century: Vision And Action, As Well As The Framework For Priority Action For Change And Development In Higher Education) (hereinafter referred to as “World Declaration On Higher Education For The Twenty-First Century”)

It is generally recognized that a key component of higher education is the freedom to express oneself and the autonomy of the institutions that are providing higher education according to clause 2(e) of the Global Declaration on Higher Education for the Twenty-First Century: Vision and Action, and the Framework for Priority Action for Change and Development in Higher Education (World Declaration on Higher Education for the Twenty-First Century: Vision and Action, as well as the Framework for Priority Action for Change and Development in Higher Education) (hereinafter referred to as the “World Declaration on Higher Education for the Twenty-First Century”) (UNESCO, World Declaration on Higher Education for the Twenty-First Century: Vision and Action and Framework for Priority Action for Change and Development in Higher Education, 1998).

By revising the curriculum and by applying new methods appropriate to the current requirements for transcending cognitive discipline mastery, as described in clause 9(c) of the World Declaration on Higher Education for the Twenty-First Century, we will be able to accomplish this goal without a doubt (UNESCO, World Declaration on Higher Education for the Twenty-First Century: Vision and Action and Framework for Priority Action for Change and Development in Higher Education, 1998). To ensure that students have the opportunity to acquire skills, competencies, and abilities in communication, creative analysis, critical thinking, teamwork, and communication in a multicultural setting, it is imperative that relevant approaches and pedagogy are made available and promoted.

In addition, creativity involves combining traditional knowledge with scientific and technological advances. Curriculum development should take into account a number of factors, including gender, culture, history, and the economic context of a particular country. Across all disciplines, especially those related to entrepreneurship, there should be a focus on teaching standards and human rights education. These standards should be relevant to the needs of communities all over the world as a whole. When it comes to determining the direction of the curriculum, academics should play a crucial role in determining that direction.

There is no doubt that the world will witness a serious collapse of civilization if we do not cultivate transparency in the delivery of knowledge in the coming years. This will be a result of society not investing significant effort into cultivating transparency in the delivery of knowledge in the future. It is likely that when the community loses confidence in the information that is presented, there will be a cascade of events. It is therefore very difficult for us to regain the trust of the public in the educational system when the public becomes highly distrustful of the system.

European Union Charter on Fundamental Rights

In the European Charter on Fundamental Rights, there is a strong emphasis on freedom of expression, regardless of whether it is an artistic, literary, or scientific expression, as stated in Article 13: it is important that there should not be any restrictions on artistic and scientific research. As a fundamental right, academic freedom must be respected as an essential aspect of education (Council of Europe, 2019).

There is a comprehensive description of these rights and freedoms contained in the Charter of Human Rights. It concludes that the right to think and express oneself is a fundamental right that must be exercised within the limits outlined in Clause 1 of the European Convention on Human Rights, as well as within the limitations set forth in Clause 10 (European Convention on Human Rights). As referred to in Article 1 of the European Union's Charter of Fundamental Rights:

“... Human dignity cannot be infringed upon; it must be respected and safeguarded.”
(Council of Europe, 2019).

The assertion that continuity of knowledge development can be maintained in an integrated manner indicates that in order for a society to be sustainable, the culture of mutual respect should be implemented throughout the entire society as a whole, so as to foster a better sense of community within the society. In the event that academic freedom was to be eroded, the consequences for society would be enormous. It is in this light that the European Union Charter on Fundamental Rights eloquently states that in order to create a culture of a knowledge-based society that is holistic in nature, the principle of respect must be inculcated within every society's mindset in order to create a culture of a knowledge-based society that is holistic in nature.

It is well known that this situation is a clear demonstration of the crucial role that the law plays in safeguarding the dignity of every individual. This is done by ensuring that he or she is protected and provided for in accordance with his or her needs. There will be a collapse of a country's justice system if any irrational violation of human dignity is committed in the country. In the Charter of Fundamental Rights of the European Union, it is unequivocally stated that everyone has the right to freedom of expression in the present and in the future. As part of this concept, freedom of expression encompasses the right to express one's opinions, the right to receive, and the right to disseminate information and ideas without being interfered with by public authorities, and without respect to geographical boundaries (Council of Europe, 2019).

There is nothing in this Charter that implies a right to engage in any activity or commit any act intended to destroy any one of the rights and freedoms recognized in this Charter or to restrict them in greater ways than expressly provided for by this Charter as per Article 54 of the Charter of Fundamental Rights of the European Union. Among the purposes of this Charter is to promote social justice and harmony within society, which is the objective of this Charter (Council of Europe, 2019).

A holistic and integrated human capital can be developed by combining a number of fundamental elements, one of which is the protection and respect of academic freedoms. This is an important aspect of the development of integrated and holistic human capital. However, if academic freedom is to be exercised in a stable and transparent manner, it will be the responsibility of the responsible party to make a concerted effort in order to ensure this is achieved. This is the only way to ensure that academic freedom is being exercised in a stable and transparent manner.

Conclusion

Researchers all over the world will be able to freely disseminate their research from one country to another by making use of these initiatives. These initiatives will allow researchers to freely distribute their research from one country to another without any restrictions. It is in this sense that it aims to strengthen academic freedom, especially when it comes to preserving the National Education Philosophy. It also aims to enhance academic freedom in all aspects.

Taking a look at Article 13 of the UNESCO Declaration, it would seem appropriate to assume that an academic has been given the responsibility to implement the initiatives outlined in that statement in accordance with the principles outlined in that declaration. This initiative is intended to act as a catalyst for research, publication, and teaching and learning activities in the long run. In addition, it may serve as a catalyst for enhancing research and publication. Additionally, it serves as a means of reinforcing the research culture within the university as well.

It is inevitable that over time if a country fails to ensure that it is transparent in its delivery of knowledge to its citizens, it will result in a progressive decline in the level of knowledge of its citizens. There is no doubt that academic freedom plays an important role in the process of moving toward a knowledge-based society, an important element in the process. A culture of openness in the delivery and reception of knowledge will enhance resilience, as well as the integration of human capital, as a result of openness. Even so, it is important to realize that in order to prevent irresponsible parties from abusing freedom in the future, there must be a set of guidelines that will prevent these abuses from occurring.

For practical knowledge to be developed at an appropriate pace, the environment in which it is developed has to be taken into account as a key factor. There are a number of factors to take into account when establishing the appropriate environment, one of which is empowering academic freedom, which needs to be taken into account as part of the process.

Academic freedom will be perceived as a positive concept among the public when academics are allowed to express their opinions freely, including their expertise, in an environment in which academic freedom is respected, thus improving the perception of academic freedom among the general public. With the growth of information exchange programmes and the collaboration of researchers across national borders, research and information development will become more robust and capable of producing more global research.

Embracing academic freedom and allowing higher education institutions to function autonomously in an international cooperation environment is the key to achieving a balance between academic freedom and allowing them to function independently. In order to do this, it is necessary to eliminate any chance that other parties would exert a narrow political influence or have intellectual dominance over those institutions without allowing them to do so.

Keeping an open mind is one of the keys to coming up with brilliant ideas because it helps you to see the possibilities. In this way, a country will be able to blend the civilization of its own people within the boundaries of the culture of its own people. It is essential that we develop and promote this situation so that our country can develop an identity that is unique to itself. To ensure that knowledge is used in an effective manner, we as a society need to cultivate transparency and openness in the way that knowledge is transferred so that the knowledge can be applied in an effective way. A knowledge-based society is one of the most important strategies that can be implemented in order for this goal to be achieved.

It is important that higher education institutions make use of this method in order to make their institutions more pluralistic and more tolerant. On top of this, there is academic excellence among students at all levels of their education in addition to a sense of unity among students. As a result of the need for universal educational development, there is widespread recognition that the existence of a charter recognized internationally is a critical component. Further to this, it is important that there be a strong relationship between higher education institutions and the community as well.

Generally speaking, a law should be implemented in a way that meets the requirements of its text and is fair to all parties, as long as the law is not misinterpreted, which is the purpose of having a law in the first place. Accordingly, any provision that pertains to academic freedom or rights should be detailed and refined in a fair and transparent manner so as to ensure that the equality of freedom is maintained to the maximum extent that can be achieved without compromising the principles of fairness and transparency.

With the continual development of the educational system, as well as the rapid changes that are occurring within it, there is plenty of room for the flow of knowledge to run as smoothly as possible. It is unfortunate that, however, there are a lot of unreasonable restrictions imposed by the government that will stifle the development of this information. In order to ensure academic freedom in the country, a special law needs to be enacted that deals with the issue.

The only way to effectively promote the development of knowledge over the long term will be through the collaboration of all parties involved. There is no better way to attain this

objective than by having an integrated and comprehensive strategy in the form of a legally defined development mechanism that encompasses all aspects of the development process. The National Education Philosophy expresses the goal of forming a knowledge-based society and fostering the development of knowledge-based human capital for the benefit of all in order to build a knowledge-based society based on the development of a coherent and holistic human capital.

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