CIE - Unit- III EDUCATIONAL DEMANDS OF INDIVIDUALS AND DIVERSE COMMUNITIE



<u>INTRODUCTION OF</u> <u>ELEMENTARY EDUCATION</u>

- Universalization of elementary education means education for all, and not for few and recognizing child birth right without any discrimination.
- Elementary education is compulsory and free education which is provided by the Indian constitution to all children up to age of 14.



FACTORS AFFECTING ELEMENTARY EDUCATION

- Universalization of provision:
- It mean provision of a school to every child within walking distance from his home i.e. A primary school within (1km) and Middle school within (3km).
- Universalization of Enrolment:
- It means all children between the age group of (6-14yr) of age must be enrolled by primary school.
- · Universalization of Retension:
- It means that a child once enrolled in class 1 must continue his schooling up to class 8th.

SIGNIFICANCE AND IMPORTANCE OF UNIVERSALIZATION OF ELEMENTARY EDUCATION

- Acc to Nelson Mandella:
- Education is important not only for full development of one's personality but also for sustained growth of the nation.
- Education development political ideology.
- Preservation and promotion of culture.
- Improvement in the quality of fellowship and leadership.
- Development of upgraded and basic skills.
- Education is important for personal, social and economic development.
- · Education is
- Important to live with happiness and prosperity.
- Education empowers mind that will be able to conceive good thoughts.

PROBLEMS IN U.E.E

- Problem in finance or Inadequacy of financial provision.
- Provision of population explosion.
- Problem of priority.
- Problem of ill-literate parents.
- Problem of girl education.
- Problem of poverty.
- Wastage and stagnation in primary education.
- Problem of defective curriculum.
- Absence of suitable and qualified teacher.
- Low enrolment of physically handicapped and backward classes.



MEASURES FOR U.E.E

- Educating the illiterate parent.
- Increased the allocation of fund.
- Provision of Mid day meal.
- Main Motto- Protecting the children from hunger increased, School enrolment and attendance.
- Provision for free supply of school dress,
 Reading and writing material.



Contd.....

- Priority of elementary education.
- Reduce the gap between boys and girls education.
- Renewal of curriculum (Related to real life).
- Provision for qualified and experienced teaching staff.
- New and innovative methods of teaching.
- Quality education to all rural children.



Concept of Universalisation of Elementary Education

- In India Universalisation of Elementary Education implies "Elementary Education for All".
- □ It means that all child belonging to different economical background, from rural or urban area have right to take education under a single umbrella without any discrimination on the base of caste, colour, and gender.
- It is accepted in Universal Declaration of Human Rights and children's rights as well as in Right to Education Act 2009 that every child have equal right to take education.
- Opportunities for Universalisation of Elementary Education may be provided through formal of informal

Stages of Universalisation of Elementary Education

- UEE also means <u>free education</u>. (free books and stationary, free school transport, and free mid- day meal). UEE involves the following three stages:-
- Universalisation of Provision (providing school facilities to all children between the age group of 6-14)
- Universalisation of Enrolment (enrol to all children of 6 year age group to the school)
- Universalisation of Retention (retain the enrolled students in the school until they complete there Elementary Education

Promotion of UEE through Sarva Shiksha Abhiyan

- Sarva Shiksha was introduced in ninth plan (1997-2002) to universalise elementary education. Some important characteristics to understand the concept of Sarva Shiksha Abhiyan are:-
- This Programme is meant for universal elementary education
- It was time bound programme
- To provide quality education
- It provides opportunities for improving capabilities
- To develop political will among students
- To focus on weaker sections
- To develop National Integration
- Bridging the gap between different social groups
- To develop partnership between Central, State, and the Local Government

Aims and Objectives of Sarva Shiksha Abhiyan

- 1. Elementary Education to all
- Bridging gaps
- 3. All children to be in school
- Focus on elementary education of satisfactory quality with emphasis on education for life
- 5. Universal retention
- 6. Linking education to life



Strategies for Promotion of UEE through Sarva Shiksha Abhiyan

- 1. Institutional reforms
- 2. Sustainable financial partnership
- 3. Community ownership
- Institutional capacity building
- 5. Qualitative improvement
- Improving main stream educational administration
- Community-based monitoring
- Focus on special groups
- 9. Emphasis on quality
- 10. Teacher's role



Rashtriya Madhyamik Shiksha Abhiyan

National Mission for Secondary Education Launched in 2009 in India by MHRD of GOI with PM Manmohan Singh RMSA is centrally sponsored scheme of the Ministry of Human Resource Development, GOI, for development of secondary education. It was launched with the objective to enhance access to secondary education and to improve its quality. Its main objective was to enhance the enrollment rate from 52.26% (2005-06)to 75% within 5 years (2009-14). It aimed to provide universal education for all children between 15-16 years age.

Objectives

- 1. To improve quality of education imparted at secondary level.
- 2. To remove Socio-economic, gender and disability barriers.
- 3. Universal access to secondary education by 2017 i.e., by the end of 12th five year plan.
- 4. To achieve universal retention by 2020.



Physical facilities:

- * Additional Classrooms
- * Laboratories
- Libraries
- Toilet blocks
- *Drinking water provisions
- Art and Crafts room
- Residential Hostels for Teachers in remote areas.

Important Quality Interventions:

- 1. To reduce pupil teacher ration to 30:1 by appointing of additional teachers.
- 2. In service teachers training.
- 3. Science Laboratories.
- 4. Focus on Science, Math, and English education.
- 5. ICT enabled education.
- 6. Curriculum reforms



Equity interventions

- ✓ Special focus in micro planning.
- ✓ Separate toilet blocks for girls.
- ✓ Special enrolment drive for the weaker sections.
- ✓ Upgradation of Ashram schools.
- ✓ Opening new schools in SC/ST/Minority high concentrated areas.
- ✓ More female teachers.



The Ministry of Human Resource Development directly provides funds to the state governments. State government then release the funds to the approved implementing agencies or institutions. During 11th five year plan the central government provided 75% of total fund for each state, while 25% was borne by state government. Funding patterns for North Eastern States like Sikkim, Jammu and Kashmir was 90:10



Feducating girls just one year beyond the average fourth grade education increases their eventual earnings by 10-20%. Every additional year of secondary education can increase future wages by 15-25%

Gayle Tzemach Lemmon



RUSA

Rashtriya Uchatar Shiksha Abhiyaan



Introduction

- Centrally Sponsored Scheme (CSS), launched in 2013
- Aims at providing strategic funding to eligible state higher educational institutions.
- The central funding would be norm based and outcome dependent.
- Ratio of 60:40 for general category States,
- 90:10 for special category states and
- 100% for union territories
- The funding would flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions.
- The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.

Components of RUSA

 □ Conversion of colleges to Cluster □ Universities Infrastructure grants to Universities □ New Model Colleges (General) 	
☐ New Model Colleges (General)	
	U.
 Upgradation of existing degree colleges to model college 	S
☐ New Colleges (Professional)	
☐ Infrastructure grants to colleges	
 Research, innovation and quality improvement 	
☐ Equity initiatives	
☐ Faculty Recruitment Support	
☐ Faculty improvements	
■ Vocationalisation of Higher Education	
☐ Leadership Development of Educational Administrators	
☐ Institutional restructuring & reforms	
☐ Capacity building & preparation, data collection & planni	ng





RUSA - Need for a Change in Higher Education

- to plan and coordinate Indian higher education effectively
- to standardize higher education in India
- to facilitate mobility of students across states
- central funding could stimulate competition among states



Objectives of RUSA

- > To achieve the Gross Enrolment Ratio (GER) target of 25.2% by the end of 12th Plan and 32% by the end of 13th Plan.
- To improve the overall quality of State institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- To usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
- > To ensure reforms in the affiliation, academic and examination systems.
- To ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
- > To create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.

Objectives of RUSA

- To expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
- To correct regional imbalances in access to higher education by setting up institutions in unserved and underserved areas creating opportunities for students from rural areas to get better access to better quality institutions.
- To improve equity in higher education by providing adequate opportunities of higher education to SC/ST, socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.
- To promote autonomy in State universities and include governance in the institutions.
- To identify and fill up the critical infrastructure gaps in higher education by augmenting and supporting the efforts of the State Governments.

Salient Features of RUSA

- It would create new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster.
- It would create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges.
- ❖ Faculty recruitment support, faculty improvement programmes and leadership development of educational administrators are also an important part of the scheme.
- A separate component to synergize vocational education with higher education has also been included in RUSA.



Salient Features of RUSA

- It also supports reforming, restructuring and building capacity of institutions in participating States.
- It integrates the skill development efforts of the government through optimum interventions.
- It promotes healthy competition amongst States and institutions to address various concerns regarding quality, research and innovation.
- It ensures governance, academic and examination reforms and establishes backward and forward linkages between school education, higher education and the job market.

Funding System of RUSA

- ✓ The central funding would be norm based and outcome dependent.
- ✓ Funds would flow from the Ministry of Human Resource Development (MHRD) to universities and colleges, through the State Governments.
- ✓ Funding to the States would be made on the basis of critical appraisal of State Higher Education Plans (SHEP).
- ✓ SHEP should address each State's strategy to address issues of equity, access and excellence.

Funding System of RUSA

- ✓ Each institution will have to prepare an Institutional Development Plan (IDP) for all the components listed under the Scheme.
- ✓ IDP will be aggregated at the State level, after imposing a super layer of State relevant components into the SHEP.
- ✓ State Higher Education Councils (SHEC) will have to undertake planning and evaluation, in addition to other monitoring and capacity building functions.
- ✓ SHEC will also be responsible for advising the states in ensuring a
 balanced development of the sector and prevent distortions in terms of
 overcrowding and over commercialization.

Ratio of Funding

"Centre-State funding will be in the ratio of 90:10 for North eastern states and Jammu & Kashmir, 75:25 for Other Special Category States (Sikkim, Himachal Pradesh and Uttarakhand) and 65:35 for other states and UTs. Funding will be available to even private-aided institutes, subject to their antiquity, for permitted activities (not all) based on certain norms and parameters, in a ratio of 50:50."

- Draft RUSA, pg. 76



Definition

- Integrated Education is the educational programme in which exceptional children attend classes with normal children on either a part or full time hasis.
- it is placement of the disabled children in ordinary schools with some specialised educational help and services.
- It does not necessarily integrate all the students who are away from the education for any reason like physically, mentally, socially deprived or because of any cast, creed, gender, race, ability, disability, life style etc.

Concept

- The concept of integrated education arises as outcome of National policy of education, 1986 recommended to provide equal opportunity to all not only for access but also for success.
- Integration signifies the process of Interaction of disabled children with normal children in the same educational setting.
- Integration also means 'mainstreaming' or 'Normalisation'. As disabled children are treated with normal children.

Importance

- It does not create a feeling of differentiation among disabled children.
- It helps to remove inferiority complex among disabled children.
- It provides peer group help in learning from normal children.
- It provides disabled children a chance to enjoy school life with normal children.
- It ensures social integration.



Importance

- It inculcates affection, love and respect for disabled children among normal children.
- It is less expensive as special infrastructure is not required. Special learning material and specially trained teachers are not appointed.
- Disabled or challenged students may get help from peers for learning and get motivated for learning.



INCLUSIVE EDUCATION

Definition:

 Inclusive education can be defined as the process of increasing the participation of students in the cultures, curricula, and communities of local mainstream schools.

Concept:

 It includes all the students who are away from the education for any reasons like physically or mentally challenged, economically, socially, deprived or belonging to any caste creed, gender etc.

INCLUSIVE EDUCATION

- It is more broader and wider concept than integrated education as it includes all the students in mainstream education.
- For inclusive education special planning can be done in mainstream education like special infrastructure, specially designed classes, special curriculum.
- Children with some special need can be made to sit in different classes or same classes with catering their needs.
- Ex- Hearing impaired children can be provided with audio aids for hearing.

Visually impaired children can be provided with books in Braille.

Benefits of inclusive education.

- Ali the children away from education will be benefitted from education.
- Disabled or chailenged students may get a support and help from normal students.
- Ali the students excluded from school because of some reason may get a chance to enjoy school life with normal students.
- Disabled or chailenged students get motivated for iearning.
- They may get a confidence and can learn to face problems, and challenges because of peer help.



Disadvatages of inclusive education.

- Disabled or challenged students may not get proper help from teachers and peers which may lower down their moral.
- They may face any other problems because of inadequate facilities and teaching aids required to meet their needs.
- They may get inferiority complex in them because of some disability.
- Gifted children may get feeling of ignorance.
- Can you suggest any other disadvantages?



Difficulties in inclusive education:

- Characteristics of individual pupils should match to facilitate participation in schooling.
- Curriculum limitations.
- No tested methods and techniques and teaching aids available to cater their needs.
- Teachers or trained staff must be enthusiastic to promote greater participation of challenged students.
- Formal planning.
- Response of parents and students.



Difference between Integrated and Inclusive education

Integrated education

- Main aim is not integrating all the children who are away from education. So not very broad concept.
- Children with some disability are integrated in normal school only.
- No formal planning is required.
- No special infrastructure, trained staff, special curriculum is required.
- All the students away from education are not necessarily included in mainstream schools.

Inclusive education

- Main aim is including all the children who are away from education. So broader concept.
- Children with some disability are included in normal schools but with some special facilities for them.
- Formal planning is required.
- Special infrastructure, trained staff, and special curriculum is designed for them.
 - Ex- Ramps for physically handicapped children. Specially designed classes.
- All the students away from education are included in the mainstream schools.



Difference between Integrated and Inclusive education

Integrated education

- Can have their own criteria of integrating students with some disability or ability.
- Not very expensive as inclusive education.
- Regular curriculum is also followed by challenged students with generally same school timing.
- Challenged or gifted students in any way are occupied in same normal classrooms.

Inclusive education

- Do not have their own criteria of including students as main aim is to include all the students who are excluded from education.
- Can be more expensive as special planning is done for infrastructure, curriculum and trained staff is appointed.
- Special curriculum is designed and followed for challenged students with may be less school timing or according to need.
- Special classrooms are designed or students are given special seating arrangement according to their need.

Challenges in achieving universalization of education

Administration of Education

In most of the States, the responsibility of universal primary education is on the authorities of Blocks, Municipalities and Educational Districts. The progress of expansion of primary education gets slow because of the indifference and incapability of these institutions. It is the responsibility of the nation to educate its citizens. It is necessary that the Government of India should take upon itself the sacred work of universal enrolment and universal retention at the elementary stage.





Inadequacy of Money Money is a serious problem that confronts primary schools. Income of the local institutions responsible for primary education is so much limited that they are totally incapable of meeting the expenditure of compulsory education.





Shortage of Trained Teachers * There is shortage of trained teachers to make 'Elementary Education Universal and Compulsory'. Nowadays, the young teachers do not wish to work in rural areas. But the fact remains that majority of primary schools are in rural areas. The chief reason of non-availability of suitable teachers is the low salary of primary teachers.





School Buildings

Even the Third and Fourth All India Educational Surveys indicate that even now there are lakhs of villages and habitations without schools. There are nearly 4 lakhs schools less villages in India. It is not that easy to provide necessary funds for setting up such a large number of schools with buildings and other equipment.



Unsuitable Curriculum The curriculum for primary schools is narrow and unsuitable to the local needs. The curriculum should be interesting for the children for its continuance. Learning by work should replace the emphasis on monotonous bookish knowledge. Education of craft should be given in the primary schools in accordance with the local needs and requirements. But the schemes of craft education in the primary schools should not of highly expensive ones.



Wastage and Stagnation It is another major problem and great obstacle for Universalization of Elementary Education, due to the lack of educational atmosphere, undesirable environment, lack of devoted teachers, poor economic condition of parents, and absence of proper equipments. In order to check such massive wastage and stagnation at the primary stage, existing educational system and curriculum should be reformed, teaching method should be interesting, school buildings should be adequate and neat and clean, and the parents should be educated. These members may help to solve the problem of wastage and stagnation at elementary







- Social evils like superstition, illiteracy faith in ancient conventions and customs, child marriages, untouchability, purdah system, etc create obstacle in the expansion of compulsory primary education. Some persons get their sons and daughters married at a very minor age against the Child Marriage Prohibition Act and deprive these school-going children of the fruits of education.
- Because of illiteracy and ignorance these social evils grow. The educated young men and women should volunteer themselves to remove these evils of society in their neighbourhood. Against these social evils, the work of expansion of universal enrolment should not be slackened, since social evils flourish because of illiteracy and ignorance.







Education is declared to be "the principle means available to foster a deeper and more harmonious from the human development and thereby to reduce poverty, exclusion, ignorance, oppression and war. Delors regards "education as an ongoing process of improving knowledge and skills, it is also perhaps primarily an exceptional means of bringing about personal development and building relationships among individuals, groups and nations."



The commission identifies a few tensions that it regards will be central to the problems of the 21st century. They are:

- The tension between the global and the local, i.e., local people need to become world citizens without losing their roots;
- While culture is steadily being globalised, this development being partial is creating tension between the universal and the individual;
- The third tension is pretty familiar to Indians the tension between tradition and modernity. Whereas for some the process of change is slow, for others it is not so, thereby creating problems of adaptation;
- The need to balance between impatient cries for quick answers to peoples' problems and a patient, concerted, negotiated strategy of reform results in the problems/tension between long-term and short-term considerations;





- Tension arising out of human desire to complete and excel and the concern for quality of opportunity;
- The tension between the extraordinary expansion of knowledge and the capacity of human being to assimilate it;
- Lastly, another perennial factor the tension between the spiritual and the material.
- It is the last tension which the commission thought was necessary to address.

COLLEGE ON



In the language of Delors; "there is, therefore, every reason to place renewed emphasis on the moral and cultural dimensions of education, enabling each person to grasp the individually of other people and to understand the worlds erratic progression towards a certain unity; but this process must begin with selfunderstanding through an inner voyage where milestones are knowledge, meditation and the practice of self-criticism".



Education creates a civilization of peace by assisting individuals, families, schools, communities and groups to prevent conflict, strengthen inter-group co-operation and apply the principles of unity in diversity, equality and justice. Education focus at the levels of policies that humanity ought to adopt in order to move closer to peaceful global community.

- Students of today are the leaders of tomorrow, over the years' education has played a very important part in shaping up our society.
- Education is one of the most important aspect of a student's life.
- It makes them aware of the rights and wrongs of the society.
- It helps grow as people, helps them to take decisions of the right and the wrongdoings, there can never be any alternatives to education ever.



Six Learning Process for collective and peaceful living

- · 1. education and culture;
- 2. education and citizenship;
- 3. education and social cohesion;
- 4. education, work and employment;
- 5. education and development; and
- 6. education, research and science.



International commission on Education for the 21st century (1993-96)

- The international community began its efforts in 1990 to search for an educational philosophy for better international understanding and an educational system that can meet the challenges of 21st century.
- The most important step was taken by the UNESCO by appointing an International commission on Education for the 21st century (1993-96).



United Nations Educational, Scientific and Cultural Organization

Delors Report (1989)

- Jacques Delors EC president 1985
 - Entered at an age of "Eurosclerosis"
 - Phases of economic integration
 - Outline of EMU
 - Steps for Common market



The Delors Report (1996) 'Learning – The Treasure Within"

- Learning: The Treasure Within, a report submitted to UNESCO, Paris by an International Commission on Education for the twenty-first century under the chairmanship of Jacques Delors of France.
- The members of this commission comprised of 14 members from different countries like China ,France ,Japan , Poland etc including Dr. Karan Singh from India. The report of this commission was published in 1996 by the name of 'Learning: The Treasure Within'

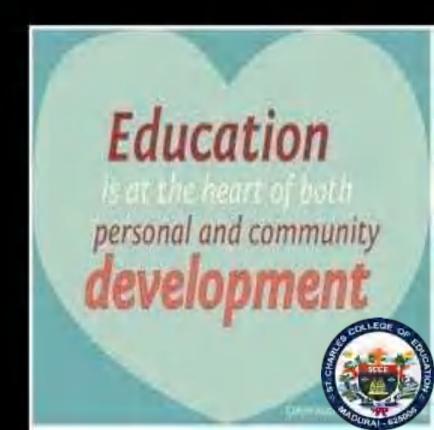


The Delors Report (1996) 'Learning - The Treasure Within"

▶ The Delors Report (1996) 'Learning – The Treasure Within" reaffirms the view of Education Commission (1964 – 66) when it visualizes learning as harnessing "the treasure within'. According to the Delors Report, learning constitutes "the heartbeat of society" while 'learning to know', 'learning to do', learning to live together' and 'learning to be' constitute four pillars of education; mutual understanding, peaceful interchange and harmony can be taken as the social aims of education.







- Commission stressed the need of educating young children and youth which is an expression of affection.
- Education is an ongoing process of improving knowledge and skills and it is exceptional mean of bringing about personal development and building relationships among individuals, groups and nations.

The members of the commission accepted that only through education we can hope for a world that is a better place to live in; there will be mutual respect to the rights of men and women ;there will be mutual understanding and the knowledge will be used to foster human development.



Four Pillars of Education

In the view of the commission, there will be four bases of education in the twenty first century:

- Learning to know
- 2. Learning to do
- 3. Learning to be
- 4. Learning to live together.



Learning to know

- In the opinion of Delor's commission, to understand the rapid changes occurring due to scientific progress and social processes, and cultivate skill to work accordingly, the following will be necessitated in the twenty-first century-
- 1. Basic education should be expanded.
- 2. Specific education should follow basic education.



Commission suggest that learning to know can be achieved by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects.

In the view of the commission, the children should be trained in learning methods, especially in focusing concentration, memorizing and thinking, and this task should be started right from infancy. In the view of the commission, these are the methods of learning which can help learn lifelong.



Learning to Do

- I. The provision for work experience and social service will have to be compulsorily made along with formal education.
- 2. Peoples should be given opportunities to learn life long. For life long learning, the societies have to be transformed into 'learning societies'. By 'learning societies' the commission means such societies in which are given different opportunities for obtaining knowledge and skill in social, cultural and economic field, also with imparting of formal education. Taking part in real-time activities in these fields will help develop common sense, decision-making power and leadership skill. And the most important thing is that they will inculcate far-sight and insight.

Learning to Be

- The aptitude and latent talents of children and peoples can be brought out.
- Children's personality can be fully developed.
- Physical abilities and mental abilities (memory, reasoning, and imagination) can be developed in children.
- Social skills and aesthetic sense and communication skills of children can be cultivated together with leadership ability. In the opinion of the commission, only such people will be able to guard themselves in the twenty-first century.

Learning to Live Together

In the commission's view, the first thing for this is to cultivate the ability to understand one another. Unless all people are able to understand others, they will not like to live together. Our modern needs have so expanded today that we are no more self-dependent even in our family, social and national matters, and leave alone international level.

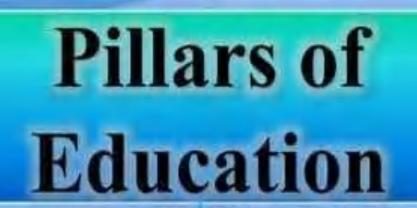


- Education should train children to understand others.
- Children should be trained to cooperate with one another for the attainment of goals right from the beginning.
- The commission has explained that when people come nearer, some conflicts can arise among them. Therefore, education will have to train them in subsidizing conflicts, and they will have to be trained in eradicating conflicts on the bases of human values.



The commission has clarified that now all nations of the world will have to resolve their mutual differences, will have to sow the seeds of peace instead of that of war, and will have to solve one another's problems in mutual cooperation. Therefore, it is essential that children be trained to live together right from the beginning and be taught a lesson of peace and harmony in place of conflict and struggle.





Learning to Know Learning to Do

Learning to Live Together Learning to Be



Learning to know, that is acquiring the instrument of understanding;

Learning to do, so as to be able to act creatively in one's environment;

Learning to live together, so as to participate in and cooperate with other people in all human activities; and Learning to be, so as to better one's

Learning to be, so as to better one's personality and to act with ever greater autonomy, judgment and personal

Learning to Know: First Pillar



Implies learning how to learn by developing one's

Components

Concentrat

Giving one's own attention or thought to a single object or activity.

Memory

things learned and retained from one's activities or experiences as evidenced by recall and

racagnition

Thinking

Using one's mind to produce ideas, decisions, memories, etc.

Learning to Know

A means

People have to learn to understand the world around them

An end

This type of learning is supported by pleasure that can be derived from understanding, knowledge, and discovery.

Learning to Do: Second Pillar



It demonstrates that in order to learn to live and work with others in harmony, we must first find peace within ourselves.



Learning to Do

Entails the acquisition of a competence that enable people to deal with a variety of situations and to work in teams.

Learning to do represents the skilful, creative, and discerning application of knowledge because one must first learn how to learn

Learning to Live Together: Third Pillar



Learning to Live Together

One most vital to building a genuine and lasting culture of peace.

One of the major issues in education today.

Can be achieved by developing an understanding of others and their history, traditions and spiritual values

Requires quality of relationship at all levels that is committed to peace, human rights, democracy and social justice in an ecology sustainable development.

Begins with the development of inner peace in the minds and hearts.

Involves developing, broadening or changing perceptions of an attitude toward ourselves and others.



Involves development of self-awareness and self-esteem as well as empathy and respect with others.

Entails the capacity to develop one's own potential while learning to successfully manage relationships with others.

Learning to Be: Fourth Pillar



Learning to Be

Refers to the development of all the dimensions of the complete person.

The complete fulfilment of man, in all the richness of his personality, the complexity of his forms of expressions and his various commitments.

Believes in a holistic and integrated approach to educating the human person.

Operates on the fundamental principle that education must contribute to the total development of the whole person.

Thank You

