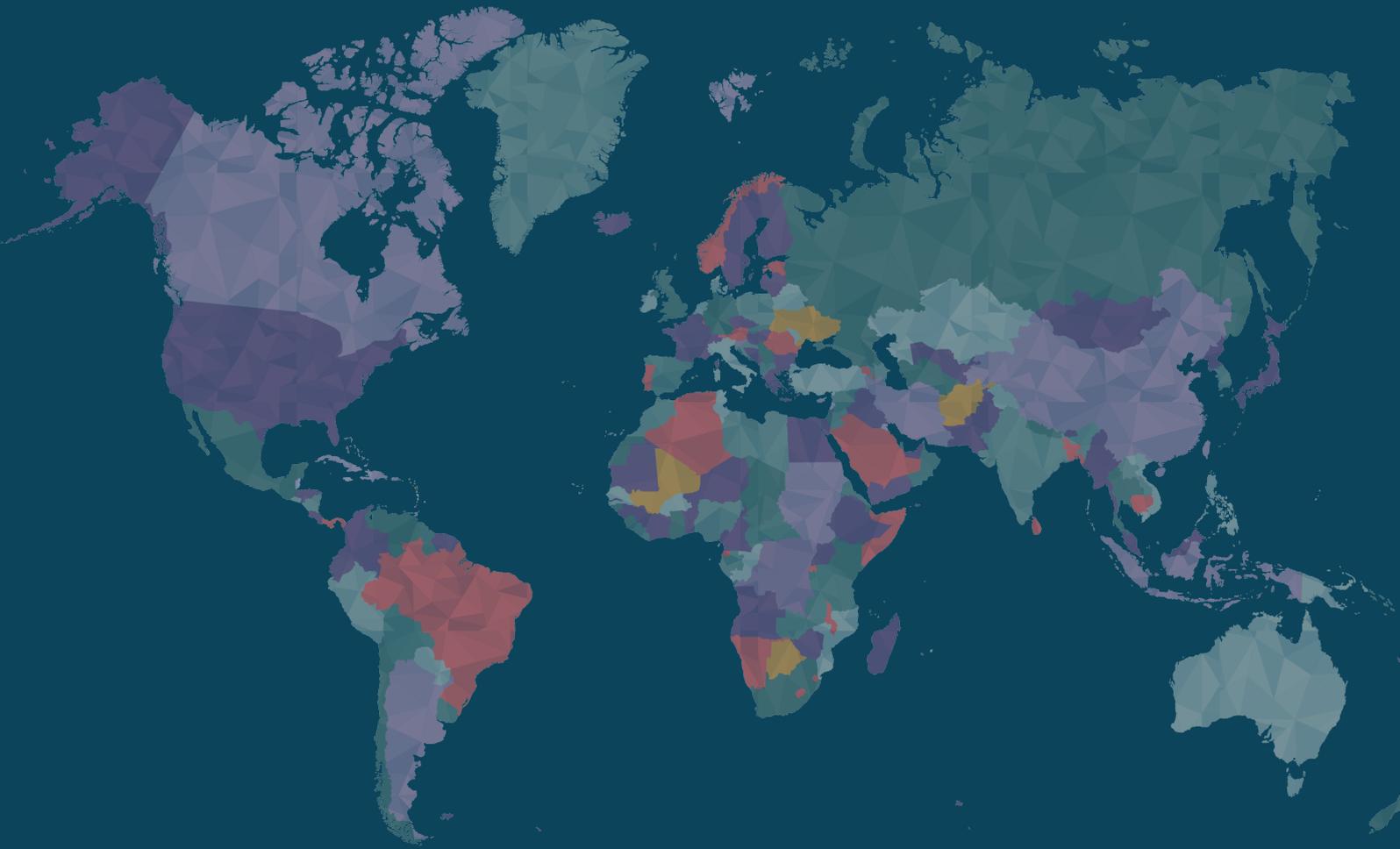


# UNEQUAL WORLD Conference

BOOK OF ABSTRACTS



January 24–25, 2021

# Book of Abstracts

## UNEQUAL WORLD Conference

*Second Edition*

***The Right to Education***

***Transforming the World Through Inclusive Quality Education***

January 24-25, 2021  
New York, NY, USA

This publication includes the abstracts accepted for presentation at the *Unequal World Conference* on January 24-25, 2021. The conference was organized by the Unequal World Research Center, IPSEC, and UN Liaison Office for IRLA and SDA.

The conference theme was *The Right to Education – Transforming the World Through Inclusive Quality Education* with the focus on multidisciplinary topics related to education, public health, human rights, global security, equality, environmental sustainability and economic development.

The conference organizers would like to express their gratitude to all participants who took part in the conference and to the session chairs who did an excellent job. Special thanks to all guest speakers for their wonderful presentations which added a valuable contribution to this conference and to the editors for preparing this publication.

The conference brought together top researchers, speakers from international organizations, decision-makers, diplomats and academics from diverse cultural, religious and political backgrounds, from all around the world to share their experiences and exchange their research results on current topics that impact education.

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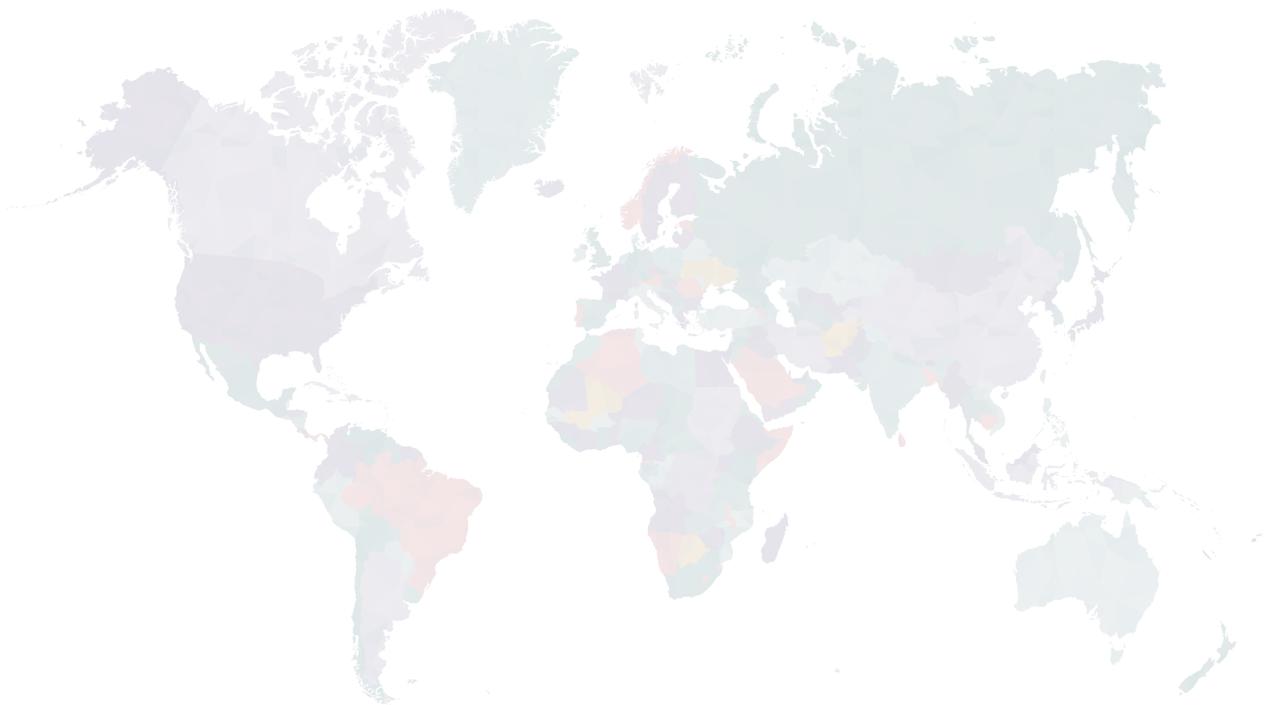
THE RIGHT TO EDUCATION

*Transforming the World  
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# ***The Right to Education***

***Transforming the World Through Inclusive Quality Education***



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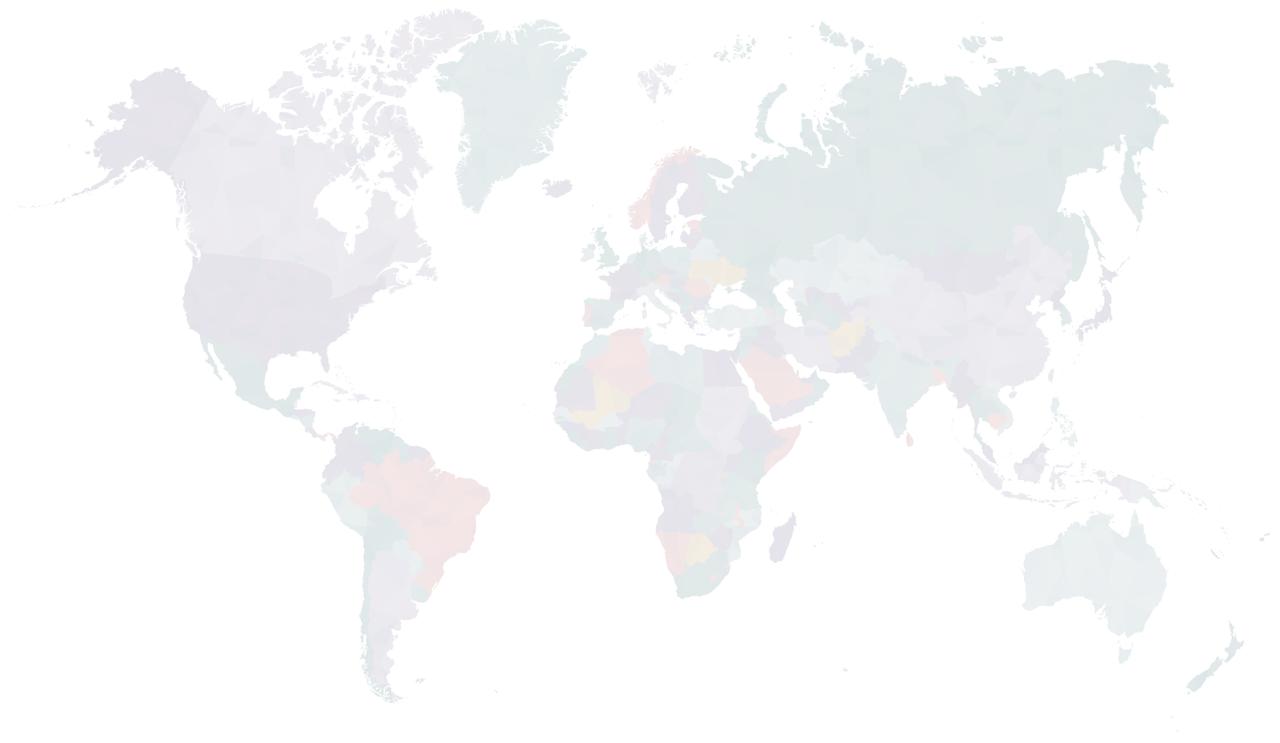
THE RIGHT TO EDUCATION

*Transforming the World  
Through Inclusive Quality Education*

January 24-25, 2021

# PRESENTATIONS

English language



## **The Role of Moral Values in Inclusive Quality Education**

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**Abstract:** This study analyzes the importance of moral values in education and examines how teaching these values could have a major impact on the individual's moral development process and how these values can contribute to the social cohesion of a community. The issues addressed in this paper are: Can the teaching of moral values in schools create a framework for the later application of these values in the lives of individuals? Can the education system provide a moral perspective to students that could lead to the betterment of society? Can moral education make a significant contribution to the decline of illegal acts in our society today? This article analyzes a survey conducted between 2010-2011, in a Christian country in Eastern Europe, on a sample of 100 inmates detained for theft, rape, and murder. This survey measures the level of knowledge of the ten commandments among these inmates. The results revealed that 90 percent of them couldn't name any of the ten commandments, seven percent of them partially identified at least one commandment and three percent answered at least two commandments by heart. The study reveals that moral values in education are essential and can contribute to the development of a positive climate by reducing violence and dishonesty in society. Although the responsibility for moral education extends to the family and other institutions, our study focuses on the important role that the school has, not only in developing skills and providing information, but also in developing the character of an individual. Teaching moral values in schools could contribute to the development of students' character built on honesty, responsibility, justice, kindness, forgiveness, gratitude, tolerance, compassion, respect for others, and other values.

**Keywords:** moral values, quality education, inclusiveness, teaching, responsibility, character

## **Wholistic Development for Service Now and Hereafter: The Bi-focal Philosophy of Seventh-day Adventist Education**

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**Abstract:** Education is an essential facet of the Seventh-day Adventist philosophy of ministering to the whole person through “physical, mental, moral, and religious education” and for the purpose of preparing young people for service. The philosophical foundation for these schools are drawn from biblical principles and visionary counsel from one of the denomination’s founders, Ellen G. White. Worldwide as of December 31, 2019, the Seventh-day Adventist church operated nearly 9,500 schools, vocational training institutions, colleges and universities with a total student enrollment of 2,044,709. Balanced growth and development are nurtured early by not enrolling children in formal education at too young an age. Core goals are to restore the image of God in students; attain balanced, wholistic development of intellectual, spiritual, emotional, and physical well-being; foster a biblical worldview; develop the ability to think critically and to act--not merely reflecting other people's thoughts; and develop practical and vocational skills for life. Work opportunities in some areas make it possible for students to develop work habits as well as earn their school fees. Education for females on an equal footing with males has always been a philosophical principle, including in the medical field to further the healing ministry of Christ. Bible study as a means of intellectual and moral development is a required subject at primary, secondary and tertiary levels. Adventist residential schools offer a predominantly plant-based diet and maintain a zero-tolerance policy for the use of alcohol, tobacco and recreational drugs. The bifocal tension of this educational philosophy is to provide optimal education for the present while simultaneously educating for eternity. Distinctive features and quality indicators of Seventh-day Adventist schools are assessed through the Accrediting Association for Seventh-day Adventist Schools, Colleges and Universities (AAA) on a recurring schedule. Students attending any school accredited by AAA can transfer to any other school that has such accreditation, worldwide, providing mobility and access where these would otherwise be limited.

**Keywords:** wholistic education, balanced development, Seventh-day Adventist philosophy of education, spiritual growth, vocational training, equal access

## Scaling-up Education and Skills to Promote Decent Work in Africa

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**Abstract:** Education plays a key role in achieving sustainable socio-economic development. It is a catalyst for industrial growth and an instrument for empowering the poor, the weak, and voiceless. Education enhances group solidarity, national consciousness and tolerance of diversity. Education is widely accepted as a leading instrument for promoting economic growth. For Africa, where growth is essential if the continent is to climb out of poverty, education is particularly important. Through its links with demographic and socio-economic factors- such as reduced fertility, morbidity and mortality rates; women's empowerment; and improved quality of the workforce- education matters for, among other things, the personal development, health status, social inclusion, and labor market prospects of individual learners. African youth have obtained more formal education over the years. However, educational systems in Africa have witnessed declines in quality at all levels in the last decades. They are geared toward providing basic literacy and numeracy and not industrial skills, and are yet to adjust to the changing demands for knowledge and skills required in the labor market. Youth unemployment in Africa is concentrated among those who have received some education, but who lack the industrial and other skills required in the labor market, making them unattractive to employers of labor who prefer skilled and experienced workers. Furthermore, educated youth prefer wage jobs in the formal sector and would prefer to remain unemployed until they get the type of job they prefer. The Africa 2063 agenda and the post-2015 development agenda for Africa have acknowledged the need for upscale educational outputs and knowledge accumulation for Africa's development. The clear priority for African policymakers is education, which has longer-term implications for human capital accumulation and hence economic growth and development. The objective of this study is to analyze how access to schooling provided to young people is deficient in Africa. This results in low quality of skills for employment opportunities. Access remains skewed towards high income urban dwellers. The lack of a level playing field in the labor market for youth results in unequal outcomes and contributes to the persistence of inequality and the perpetuation of non-inclusive growth. Some of the drivers including entry age, income, quality, relevance are analyzed to elicit policy direction. Finally, the study will frame concrete actions for an inclusive and sustainable education agenda that benefits urban and rural youth development and enhances their participation in the continent's socio-economic structural transformation.

**Keywords:** education, employment, skills, structural transformation, youth

## **Historically Black Colleges and Universities: Transforming Lives and Providing a Safe Space for Black Students to Thrive**

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**Abstract:** Racial tension in the United States fueled by the killing of George Floyd and other unarmed black people by white cops, has led some black athletes, students' and faculty, to make different choices regarding their higher educational pursuits. Top recruits are choosing historically black colleges and universities (HBCU's) over predominately white institutions, citing reasons of wanting to be "surrounded by people with similar backgrounds and cultural experiences" (Annika Hammerschlag, NY Times, July 22, 2020). HBCU's have a reputation of providing students with a sense of belonging, developing great leaders, instilling pride in its graduates. This research explores the historical roles of HBCU's, their purpose, their goals, and the challenges they face, in general. Further, the research will examine data on the success rates of students attending HBCU's and their perceived benefits of doing so. Finally, the research identifies prominent HBCU graduates who have publicly attributed their success to their HBCU educational roots. "A 2015 Gallup study found that Black students who graduated from H.B.C.U.s were twice as likely as Black graduates from non-H.B.C.U.s to have experienced supportive professors and mentors, and are more likely to strongly agree that their university prepared them well for life outside of college" (Hammerschlag, NY Times, July 22, 2020).

**Keywords:** black students, higher education, universities, HBCU graduates

## Education and the Concept of Wholeness of Human Beings

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**Abstract:** The Seventh-day Adventist educational system has the clear purpose to transmit ideals, beliefs, attitudes, values, habits and mores to the younger generation. Adventists want to prepare their children to be thorough and loyal Christians, but also good and law-abiding citizens. Seventh-day Adventist philosophy on education considers the wholeness of human beings. This implies that education, to be complete, must be concerned with transmitting something more than intellectual culture. Ellen White, a prolific author, co-founder of the Seventh-day Adventists, wrote, “Our ideas of education take too narrow and too low a range. There is a need for a broader scope, a higher aim. True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.” (Education, 13, 1903). A key word in this declaration is “whole.” For White, education must cover the whole of human beings and the total period of their existence. It must also emphasize the value of the person in its total and transcendent dimension. According to the wholeness ideal of Adventist educational philosophy, education should encompass all aspects of areas of human life. It must be comprehensive, to provide students with the opportunity for the harmonious development of mind, body, and heart. In addition to teaching them how to earn an honest living, it must help them to adopt spiritual values related to the eternal, so that the world can have more effective leaders and people.

**Keywords:** wholeness, Seventh-day Adventist philosophy of education, value of the person

## “Unfortunate Bedfellows”: Contextualizing Political Contestations and Right to Education in Kenya

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**Abstract:** Education policies in Kenya are not straight forward and need-based deliberations with the interest of learners at heart. Factors that influence education range from: governance, technology, gender inequalities, geographical disparities, political and ideological components. However, politics has been at the steering wheel of education since the British-Kenya colony (1885-1963). Article 43(1)(f) of the Kenya Constitution (2010) holds the state accountable in the realization of the right to education, as a basic human right. This right is stipulated in international documents, specifically, the United Nations Declaration of Human Rights (UNDHR, 1948) convention on the Rights of the Child (1989) and the International Covenant on Economic, Social and Cultural Rights (1966). These laws domesticated in Kenya, provide that education is a right to everyone within the state, and should be enjoyed. Yet, to achieve this right remains an uphill task, as most decisions on education are warped in political contestations. These trends have been experienced in post-interdependence Kenya, where regimes use political settlements and contestations to drive the education development and learning agenda. Moreover, Article 53 and the Children’s Act of the constitution (2010) submit that it is the government’s responsibility towards making basic education free. On the other hand, the African Charters on the Welfare and Rights of the Child (1990), and on Human and Peoples Rights (1998), recognize the rights of the child to education. In addition, under Article 2(5) and 2(6) of the Kenyan Constitution (2010), the right to education is stipulated as law. However, political economy is a strong determinant if these rights will be achieved or hindered. The concept of political settlements can be found in studies of industrial capitalism and the welfare state (Melling, 1991); later applied in development studies (Khan 1995) to examine the performance of institutions; also in the argumentation of Fritz (2007) and Whaites (2008). Political settlements give insights in the interpretation of political mechanization and decisions influencing education policies in Kenya. These deliberations account for huge political ideological investment in shaping policy frameworks, albeit with more focus on politics, rather than educational content. The motivation of political settlements in Kenya is heavily pegged on interactive incentives, as opportunities to build reliable networks in the civil service and society and access to development finances. This paper considers Weiner’s (2014) recognition of distinct political settlements: a norm of production and social practice. Further, Weiner (2014) highlights four modes of settlements (arbitration, deliberation, contention, and justification) on the one hand, and balance of power between a social groups on the other. This paper attempts to contextualize the relationship between political economy and the right to education in Kenya. Through document analysis, it seeks to understand how political settlements and contestations influence or hinder access to education as a basic human right.

**Keywords:** right to education, political contestations, education in Kenya, political economy

## **The Transformative Power of Education in the Lives of Women**

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**Abstract:** The United Nations SDG 4 (Sustainable Developmental Goals) states - "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Education is seen as an important part of the growth and development of every human being. Yet many women and girls are denied this basic human right and face many challenges in their pursuit of education, including higher education. Some of these challenges are cultural, some social and some financial. Should it mean that educating a girl child or woman is less important than educating a boy or a man? It should not, but in many countries in the world it does, and that does not always interpret to mean a cultural problem, sometimes it is a social problem. From its inception in 1995 the department of Women's Ministries at the World Headquarters of the Seventh-day Adventist Church have placed much emphasis on the need to encourage and promote education for girls and higher education for women. We know that educating a woman has a lasting positive social impact and can enrich the quality of her life and that of her family, and so women continue to tear down barriers, so that one woman, one girl, can be empowered to engender change.

**Keywords:** education, gender equality, access to education, human rights

## **Brief Considerations Regarding the Crime of Preventing Access to Compulsory Education in the Romanian Criminal Code**

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**Abstract:** The inclusion of this crime in the current Romanian Criminal Code was a necessity given the alarming increase in the dropout rate by students in lower classes and beyond. The legislator considered it necessary to sanction the parents or guardians of minors who prevent their access to compulsory education in order to ensure the child’s right to education. The text of the law does not refer to the situations in which this abandonment is determined by a precarious material situation, in which case the state must intervene by other means, but the situations in which the parent acts abusively, withdrawing the minor from studies or preventing to follow them, although he would have had all the conditions for it. The deed is not punished if before the end of the criminal investigation the defendant ensures the resumption of the attendance of the courses by the minor. If, until the conviction is final, the defendant ensures the resumption of attendance by the minor, the court shall, as appropriate, postpone the application of the sentence or suspend the execution of the sentence under supervision, even if the conditions provided by law are not met.

**Keywords:** crime, education, minor, right to education, school dropout

## Every child. Everywhere. In school

**Matthew Siliga**

*ADRA International's Vice President for Marketing & Development and New Technology, USA*

ABSTRACT: In our world, change doesn't come easy. It often requires courageous people to stand together and speak up. This message is etched in the Holy Scriptures.

“Speak up for those who cannot speak for themselves, for the rights of all who are destitute...Defend the rights of the poor and needy.” (Proverbs 31:8-9)

But speaking up is more than providing food to the hungry. It is more than drilling wells to give water to the thirsty. It is more than building classrooms for children with nowhere to learn. It is about using our voices to change the world for good. Forever! And right now, we have been called to raise our voice for all out-of-school children.

*Every child. Everywhere. In school.* is a global Adventist-led advocacy campaign driven by the Adventist Development & Relief Agency to ensure that every child, everywhere, attends school and completes their education so they can fulfill their God-given potential. Every child has the right to an education, but unfortunately 262 million children, and now many more due to COVID-19 are denied this right. When you educate a child, you don't just change one life, but the life of their family, their community, and future generations. When every child receives an education, the whole of society benefits. For girls the benefits are especially profound – if all women completed secondary education, there would be 49% fewer child deaths, 64% fewer early marriages, and 59% fewer young pregnancies, and they would earn up to 45% more than a woman with no education. With the latest technologies, access to thousands of media outlets and a global footprint now at 22 million people and growing, we are capable of reaching the world with a message that resonates with governments, influencers, decisions makers, and communities in many countries, but more importantly, influencing change that will see *Every child. Everywhere. In school.*

KEYWORDS: right to education, child, ADRA, campaign

## COVID-19 Pandemic: Inclusive Quality Education or Challenges and Discrimination?

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**Abstract:** The COVID-19 pandemic generated painful challenges for the international society during almost the entirety of 2020 and will continue to do the same in 2021. Human Rights and Fundamental Freedoms suffered all around the world in drastic restraints of their free exercise. Many were well founded, but some of them were in an abusive manner. In any case, fundamental rights such as the right to education or the right to health and appropriate medical assistance suffered quite often disproportionate limitations. The European system for the protection of Human Rights is based on the European Convention on Human Rights (ECHR) and case law of the European Court of Human Rights from Strasbourg. Article 15 of the Convention offers to the High Contracting Parties (European States) possibilities of derogations ("in time of war or other public emergency threatening the life of the nation...") from their obligations to ensure the respect of Fundamental Rights and Liberties. Some of the European states made use of this derogation by notifying the Secretary General of the Council of Europe on this purpose and implementing accordingly within the national legal order a number of measures and legal norms for insuring the restriction of many Human Rights simultaneously with the measures aiming to combat the pandemic. The Right to Education was submitted to drastic restrictions. Some of them generated the need for implementing very fast new technologies, virtual teaching techniques or examination methods. That constitutes technological progress. On the other hand, racial, gender, and regional discrimination, and financial and educational resource inaccessibility for many students are only a few negative consequences that resulted in less inclusive quality education. In the end, through an abusive interpretation of the above mentioned article 15, we acknowledged a violation of the essence of the right of education guaranteed at the European level by article 2 of the Protocol to the same ECHR.

**Keywords:** COVID-19 pandemic, Human Rights, education, Europe, progress, discrimination, European Convention

## Using Conceptual Change Pedagogy and Rights-Based Education to Build More Peaceful, Pluralistic Societies

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**Abstract:** Hardwired conducted a ground-breaking study among 1200 children in 56 schools in three countries in the Middle East and North Africa that provides the first evidence of the positive impact of rights-based education to help children overcome the trauma of religious extremism and counter the ideas of hate and intolerance that lead to violent extremism. The study, which was conducted with the cooperation of officials in various Ministries of Education, teachers, and students, offers a powerful example of how to build more peaceful, pluralistic societies that are resilient to extremism. Students who participated exhibited greater respect for the rights of women and minorities, were less likely to respond with violence, and were more resilient to the ideas of intolerance and hate. The findings presented in this study highlight the innovative nature of Hardwired's programs in the Middle East that are helping youth develop new attitudes and behaviors towards people of different religions and beliefs that reflect greater respect for the rights and freedoms of others. Conceptual change theories have been used extensively in the sciences, but never in the area of human rights education. The purpose of this study is to show how conceptual change theory can be applied to the areas of social science about the freedom of religion or belief to build more peaceful, pluralistic societies. The study has been replicated in additional countries since the initial study with further evidence of the positive impact of conceptual change on the attitudes and behaviors of others.

**Keywords:** conceptual change, dissonance, freedom of religion or belief, human rights, violent extremism, tolerance, empathy, women's rights, children's rights, human dignity, pluralism, peace, inclusion

## Unequal Finance and Real Economy World: The Widening Gap in the COVID-19 Economic Fallout

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**Abstract:** The currently ongoing novel Coronavirus-crisis is an external shock coming down on society with direct impact on societal moods and subsequently connected economic changes. With growing digitalization and quickening of transfer speed, information exchange in the individual involvement to break trends online on a global scale imposes unknown systemic risks in causing social volatility in international economics. The communication about the pandemic has created different social volatility underlying economic downturns. While the finance sector has reached unprecedented all-time highs in the aftermath of the COVID-19 economic fallout, the real economy is left highly constrained and illiquid. The reason for this widening gap lies in COVID-19 as external shock having created a widespread consumption shift that has divided markets in clear COVID-19 winning sectors and losing industries. The finance sector could adapt quickly due to the fungibility of finance and the exchangeability of indices constituting industries. The finance sector, in comparison with the real economy, benefits from a long-term view and flexibility due to bail out securitization. The too-big-to-fail operating entities of the finance world have bestowed the finance actors with a peace-of-mind rationality. In contrast, the real economy currently faces constraints due to consumption crunches and unforeseen preference shifts. This leaves the real economy with hurtful emotionality when it comes to making choices. Furthermore, the finance sector creates no social or cultural value, which the real economy provides in new products, services and experiences that create joy and meaning in individual lives. This gap is fueled with unprecedentedly long low interest rates, which are beneficial for driving innovation in the finance sector but precarious in the real economy as people end up spending their lives in prisons of personal debt and paying off past consumption choices. The rising gap imposes an unprecedented social class division and implicit hierarchical societal divide in the post-COVID-19 era. In order to alleviate this rising gap between the finance sector and the real economy, different strategies may be employed ranging from taxation funded redistribution, interest rate differences between the finance world and real economy to mutual responsibility to serve as collateral. Future research may explore how human beings' communication and interaction results in socially constructed volatility that echoes in economic correlates.

**Keywords:** Collective moods, Communication, Coronavirus, COVID-19, Digitalization, Economic fundamentals, External shock, Information, Lockdown, News, Pandemic, Social volatility, Socio-Economics, Socio-Psychological Foundations, 2008/09 World Financial Crisis

## **Discrimination of Religious Education in Schools: Studies in Primary and Secondary Schools in Indonesia**

**Manotar Tampubolon**

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**Abstract:** Students from ethnic or religious beliefs are the most disadvantaged humans born in Indonesia because apart from being discriminated against socially, they also experience discrimination in education. In general, public elementary to high school students are required to attend religious lessons. The Government emphasized this equality in the national education law that: "Religious education is education that provides knowledge and shapes the attitudes, personalities, and skills of students in practicing religious teachings, which is carried out at least through all subjects." However, this poses a problem as not all schools have these facilities, and religion teachers are only available for the six official or recognized religions. It means that government-owned schools only have spiritual teachers from religions recognized by the Government, and students whose religions are outside the six are forced to follow religious teachings outside their religion or belief. At the same time, there are no teachers for the student with a belief system in the school; students must take any religious subjects, be they Christianity or Islam, or spiritual teachings that do not conform to their beliefs. There is also a stereotypical element from policy implementers who consider these beliefs to be heretical, atheist, and even communist. Only state-recognized official religious education is compulsory in schools. Students with belief system backgrounds or other than six are not allowed to introduce their religion at school. That is, schools discriminate against student beliefs and against different religious beliefs. For example, Parmalim children of the Ugamo Bangso Batak Community (UBB) forcibly choose other religious education. US Embassy & Consulates in Indonesia (2016) reported that religious believers said they forcibly sent their children to attend religious education classes in one of the six officially recognized religions. The belief system student is obliged to buy holy books used by Christian children when worshipping at church (Assifa, 2016). Schools also require selecting one religion to study faith and religious values because a spiritual teacher from the belief system is not available in schools. This article is a qualitative study using a socio-legal approach, discussing discrimination against students with religious backgrounds. The author uses the theory of intolerance and religious freedom to discuss these problems. The author argues that the legal framework is inefficient in protecting his identity and analyzes whether students lose identity, and warns future minorities. As a result, students lack religious identity because the Government discriminates against students based on religion.

**Keywords:** education, religion, discrimination, identity

## **Role of ICT Tools for Improving the Sustainability of Educational Quality**

**Kamaljit Singh**

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**Abstract:** For developing countries, Information and Communication Technologies (ICTs) have the potential for increasing access to and improving the relevance and quality of education. It thus represents a potentially equalizing strategy for developing countries. The aim of this paper is to provide readers with a clear understanding of the various definitions, tools, and sustainability associated with the information age. The experience of introducing different ICTs in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICTs is not automatic. The author concluded that the effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology indeed, given enough initial capital, getting the technology is the easiest part but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others. Further, prudence requires careful consideration of the interacting issues that underpin ICT use in the school policy and politics, infrastructure development, human capacity, language and content, culture, equity, cost, and not least, curriculum and pedagogy.

**Keywords:** ICT, Educational Tools, Terminologies, Pedagogy, Sustainability

## **Effects of COVID-19 on the Learning Processes of Financially Disabled Students in Nigeria**

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**Abstract:** Coronavirus disease (COVID-19), an illness caused by a novel coronavirus was first identified amid an outbreak of respiratory illness cases in Wuhan, China. The disease soon spread rapidly all around the world and as a result, most African countries kept its citizens under series of lockdowns. It was soon declared a pandemic by the World Health Organization. As a result of these series of lockdown, educational institutions were shut down and remote or online learning became an alternative. The situation affected not only the students who have been used to face-to-face classroom learning and interactions but also teachers and thus, online learning became a challenge for everyone. As the lockdown continues, online lessons were adopted in almost every part of the world. Students from poor backgrounds are the most affected due to lack of access to phones and tablets to attend online lessons. As of current data analyzed by UNESCO, about 39,440,016 learners have been affected by the closure of educational institutions in Nigeria, among which 48% are females and 26% are learners at secondary school level. The Human Rights Watch's recent report on the impact of COVID-19 on children's education in Africa also shows that lack of access to radios, television, computers, internet, and data left many students unable to engage in remote learning. This article focuses on the challenges of online teaching and learning processes in Nigeria as well as the ideas which can be adopted to ensure smooth running of academics even under sudden interruptions like the COVID-19 pandemic. This article also sheds light on the effects of COVID-19 on students from poor backgrounds and includes some modern pedagogies, which if properly adopted, could enhance quick adaption to natural disasters like COVID-19.

**Keywords:** COVID-19, Educational institutions, Online learning, Remote Learning, Family Backgrounds, Modern Pedagogies

## How the Deaf and Hard of Hearing Reduce Education Uncertainty Online

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**Abstract:** Reddit is the 17th most accessed website globally and the 7th most visited website within the United States. Applying the Uncertainty Reduction Theory (URT) in conjunction with computer-mediated communication (CMC), the study explores the use of two subreddits related to the d/Deaf and Hard of Hearing (DHH). These two communities have over 28,000 members, positing it as a socialization hub for members to share ideas, information about education, educational barriers such as captions or ASL interpreters, and policy related information. A content analysis was performed on r/Deaf and r/HardofHearing from the social networking site Reddit. The findings uncovered reoccurring themes related to assistive devices, health education, universities, and accessibility within the DHH community. Many state and local government websites do not provide complete or accurate information about resources related to DHH education. When passive information seeking is found to be inadequate, individuals may opt to reduce uncertainty by engaging in active, cohesive communities. Certainty about accessing these resources can be increased through shared knowledge. No studies have been conducted regarding uncertainty reduction, Reddit, and/or education within the DHH community. Communicating online reduces verbal barriers and uncertainty that the DHH population routinely encounter. Additionally, reading and interacting with the shared information posted in these communities reduces the uncertainty individuals may feel in future verbal communicative interactions, seeking out accessibility in primary education, or even how to pursue higher education. The findings assess the contribution of Berger's (1975) Uncertainty Reduction Theory. Research related to the DHH community is sparse, dated, and focused on issues that hearing researchers perceive as problematic. This study provides a framework for understanding the concerns within the community to better tailor future education-related research needs for the DHH community.

**Keywords:** Reddit, Deaf, Hard of Hearing, Uncertainty Reduction Theory, Computer-Mediated Communication, Education

## **For the Love of Dance: The Pursuit of Dance Education**

**Susan Figeac**

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**Abstract:** Dance education programs continue to thrive in the U.S., and many commit a lifetime to dance in hopes of one day performing with a prestigious dance company—a dancer’s dream. What of the alternative? Dancers not accepted into a dance company or dance project pursue other dance careers resulting in a sense of “failure.” Many choose to ignore this uncertain path for the love of dance and the pursuit of happiness. The study focuses on the motivating factors that trigger a dancer’s desire to endure an unstable career path. This phenomenological research centers on the dance journey of professional dancers who started their dance career early, studied dance in college and joined a concert dance company. The research also addresses the challenges and uncertainties the dancers face throughout their journeys. The first phase of the study is a detailed literature review that explores existing research on the trajectory of dance education, career expectations, and prospective employment opportunities. The second phase of the study consists of interviews of five professional dancers in the state of Texas who are currently performing or who have transitioned to another career within the dance industry or a non-related field. The research also focuses on the impacts of COVID-19 on their careers and the challenges these dancers face in their current professional trajectory. The study contributes to research on the dancers’ preparedness to react to an uncertain path by pursuing different career options or secondary and advanced education. The study results provide educators and dance professionals with qualitative data that will assist in the reframing of a dancer’s education and career goals.

**Keywords:** dance education, professional dance careers, dancer employment opportunities, COVID-19 impact on dancers

## Is it Fine to Have Inclusive Education without Quality? An Analysis

**Madhusudhanan Sundaram**

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**Abstract:** Education plays a vital role in every country and is important for every human being. Inclusive Education is another way of saying Education for All. Inclusive Education or Education for all is the topic which emerged globally in the 1990s. The main objective of Inclusive Education is transforming the education system to include all children (both abled and specially-abled children). This includes the basic right to education for children which none has the right to deny and more importantly, that basic education should be free to all. The same is reiterated even in the UN Declaration in Article 26<sup>1</sup>. “(1) everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.....” But, there arises a question, is it fine to have an Inclusive Education without quality? The answer is strictly no. The term inclusive includes everything, i.e. including quality of education. Inclusive Education is not only to provide education to every child but also to promote and to provide quality education to them. By failing to do so, no one can claim that they have achieved Inclusive Education. Now other questions arise: What is quality education? Is today’s education system providing the same? Swami Vivekananda at a lecture at the University of Madras said that “*My idea of education is personal contact with the teacher—gurugrha-vasa. Without the personal life of a teacher, there would be no education. Take your universities. What have they done during the fifty years of their existence? They have not produced one original man. They are merely an examining body. The idea of the sacrifice for the common weal is not yet developed in our nation.*” (Complete Works, Vol. V, 224). As Swami Vivekananda rightly said, today our education system has become a mere examining body instead of providing true education. As a famous Sanskrit quote says “*Saa Vidya yaa vimuktaye*” (“Education is that which liberates”).

**Keywords:** inclusive education, education for all, quality education

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<sup>1</sup> The Universal Declaration of Human Rights, website ([https://www.un.org/en/universal-declaration-human-rights/#:~:text=Article%2026.,the%20elementary%20and%20fundamental%20stages.&text=\(2\)%20Education%20shall%20be%20directed,human%20rights%20and%20fundamental%20freedoms.](https://www.un.org/en/universal-declaration-human-rights/#:~:text=Article%2026.,the%20elementary%20and%20fundamental%20stages.&text=(2)%20Education%20shall%20be%20directed,human%20rights%20and%20fundamental%20freedoms.))

## **The Development of Moroccan EFL Learners’ Intercultural Awareness through Academic Reading: The Cognitive Dimension**

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**ABSTRACT:** With globalization and high social mobility across the world, the integration of the intercultural dimension in Moroccan university’s syllabi has become imperative to maintain the Moroccan cultural heritage and develop an awareness of the target cultures. In view of this, the present study aims to explore the extent to which the teaching of “Reading Comprehension and Précis II” using intercultural topics (i.e., Moroccan and American cultures) along with intercultural tasks has an impact on the development of Moroccan EFL learners’ intercultural awareness in the area of knowledge/savoir. To this end, the study adopts a quasi-experimental mixed-methods design using three data collection tools prior to and after the experiment, namely a five-point Likert scale questionnaire, an intercultural test and a semi-structured interview. Based on convenience sampling, the study includes 98 participants who are assigned to an experimental and a control group. The findings revealed that there was a significant difference between the sample groups’ knowledge about the Moroccan and the American cultures. The results also showed that there was a statistically significant increase in the students’ mean scores after the administration of the experiment. Based on the qualitative analysis, the students in the experimental group demonstrated sufficient knowledge about both cultures, indicating that they do possess an intercultural profile at the cognitive level. This suggests that students in the experimental group outperformed students in the control group, as they became cognizant of different intercultural aspects and capable of comparing and contrasting both cultures. The present paper provides implications for quality assurance and better intercultural learning.

**KEYWORDS:** intercultural awareness, knowledge, Moroccan EFL learners, reading comprehension and précis II, intercultural topics, intercultural tasks

## **Human Figure Drawings: An Effective Tool for Measuring the Different Aspects of the Learning Disabled**

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**Abstract:** Drawings are expressions of creativity (Waters & Harris, 1994). Researchers have argued that drawings are distinguished from other modes of symbolization by three different characteristics firstly, aesthetic and formal qualities, secondly, the emotional content of the artist and the audience and thirdly, the union of the former attributes that is formal qualities and the emotional content represented in the image (Arnheim, 1954; Langer, 1953). Investigations have indicated that children's drawings of human figures reflect their intellect (Abell et al., 2001) and children's and adolescents' drawings may be considered as effective tools for assessing neurocognitive development (Dilworth et al., 2004). Drawings created by children and adolescents also reflect their personality characteristics (Madigan et al., 2003; Coopersmith et al., 1976) and behavioural problems (Zalsman et al., 2000; Earwood et al., 2004). Emotional problems of children and adolescents which cannot be expressed verbally find expression in drawings (Veltman & Browne, 2003). Drawings also prove to be effective tools of therapy (Frostig & Essix, 1998). Art therapy helps children overcome emotional and behavioural problems. Human figures drawn by children with minimal brain dysfunction or perceptual motor delays also showed remarkable changes in their intelligence scores and changes in their body image compared to normal children. Human figure drawing scores helps to detect intelligence, self-esteem and cognitive style of children without learning disability. There is a significant difference in the human figure drawing scores of the learning disabled along with the difference in the intelligence, self-esteem and the cognitive style scores. The present study emphasizes the use of the Human figure drawing as an effective tool for measuring the different aspects of the learning disabled.

**Keywords:** learning disability, human figure drawing, intelligence, self-esteem, cognitive style

## Teaching English for Specific Academic Purposes: The Need for ICT and Reconstruction

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**Abstract:** The Moroccan institution in charge of education has been seeking improvement and excellence for a long time in the Moroccan educational system. Various methods, techniques, and pedagogies have been proposed in order to enhance students learning competencies, but with unsatisfactory results. Working in education today continues to be a constant challenge. More and more students display negative attitudes towards particularly public education, and teachers are experiencing increasing behavioral and learning difficulties with their students, which has demotivated a great number among them. This leads teachers to experience burnout syndrome. The boring and disruptive environment with forcing too much pressure on the part of teachers can cause burnout even in higher education teachers. Authentic materials, NLP approach, and alternative assessments are now emerging as a bridge that assists teachers to build and maintain functional rapport with students and motivate them throughout their learning journey towards success. The objective of this paper will be to attract teachers and student's attention to the fact that combined with other innovative methods such as coaching, autonomous learning techniques, and ICT, the above-mentioned techniques can provide very effective solutions to the problems of teaching and learning, motivating and engaging students and teachers and creating appropriate communication abilities.

**Keywords:** education, NLP approach, effective teaching, authentic videos, assessments

## Professional Training and Perceptions of Teachers on Early Leaving School in the BeniMellal Province of Morocco

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**Abstract:** In this study, we try to highlight the role of teachers in the fight against student dropout. Using the random selection method, the questionnaire was administered to collect qualitative information and quantitative data of school dropouts in the province BéniMellal of Morocco. This questionnaire was administered to 60 teachers, ten (10) teachers from secondary school or lower secondary school and fifty (50) teachers from higher school or upper secondary school. The main findings are as follows **(i)** the most important causes of dropping out of girls are early marriage (75%), domestic chores (73.3%), belief and conservative culture (56.7%), insecurity (48.3%), harassment and bullying (45%) and gender discrimination (31.7%); **(ii)** those of boys are economic activities (61.7%) and drug abuse (58.3%); **(iii)** some causes have almost the same influences as poverty (girl: 63.3%; boy: 76.7%), lack infrastructure and transport (girl: 60%; boy: 51.7%) and language (girl: 23.3%; boy: 18.3%); and **(iv)** 65% of teachers haven't received training to improve their skills in methods of preventing early leaving school, nor children at risk, against 20% and 7% for a period of fewer than 6 hours and between 6 and 15 hours successively. Beyond gender discrimination, socio-economic marginalization and territorial disparities, other causes and factors explain the disastrous situation of schools in the province of BéniMellal in Morocco, namely: **(i)** the low level of teacher training, **(ii)** the lack of motivation of teachers, **(iii)** disinterest or disengagement from family or decision-makers and managers, **(iv)** poor results not correlated with public investment but rather with overall management and integration, **(v)** the profession's low competence in good practices and global standards, and **(vi)** lack of solidarity, social cohesion and low motivation for equal opportunities. All these elements show that in order to meet the educational expectations of any community, we need to link as many objectives as possible. Everything becomes easier when diverse objectives are linked together into coherence. However, the great challenge for all actors in the education sector is the fight against dropping out of school, which has an important impact in reducing inequalities, terrorists, violence, and social injustice.

**Keywords:** early leaving school, teachers, inequalities, injustice, Morocco

## Equality in Education: How French Secularism Has Shaped Sikh Youth's Educational Rights

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**Abstract:** The demagoguery which follows large-scale socio-political events can, and has, altered the rights of countless minority groups. A notable instance of such practice is France's confrontational secularist law which bans conspicuous religious attire from being worn on primary and secondary school grounds. Sikh children have been especially susceptible to this form of indirect discrimination, due to the fact that their religious and cultural practices promote conspicuous, religious, articles of clothing to be worn on a daily basis. The divide created after 9/11 due to the law directly impacts the education of communities wearing dastaar or turban. However these articles of clothing (turbans) are more than religious symbols, they are the physical manifestations of Sikh's connections to serve humanity. France's effort to separate their church and state, known as *laïcité*, has caused countless children of religious origins to choose between their religious and cultural identities or receiving fundamental public school education. Secularism at the cost of no-education is a product without humanity and dignity. This paper attempts to amalgamate literature review, structured interview data from participants, and French history in order to propose an alternate law which does not infringe on children's right to education as well as their religious freedom. Structured interviews were conducted with participants to gauge the impact of the law on their education and sacrifices made by their families once this law was enforced by school officials. The data from participants yielded a strong feeling of a lack of sanctity regarding their religious practices and sense of identity. This paper's research and data conclude that the law 2004-228 is undignified and must be amended to allow religious minorities to exhibit their identities through conspicuous clothes on school premises. The Unequal World's produced by these laws and their impact on society with recommendations will also be highlighted.

**Keywords:** education, equality, secularism, religious freedom, *laïcité*, Sikhism

## **Distance Learning for Practice-oriented Course and Its Challenges to Rural Students**

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**Abstract:** Malaysia has experienced a spike in COVID-19 infection cases in mid of September 2020. This third wave has forced the Malaysian government to impose another conditional movement control order in several states with high infection cases. This order was put in place exactly less than one week before public universities were scheduled to restart their new semester. New and current students were not allowed to come to the campuses as the entire establishments were under partial lockdown. Despite the order to stay away from campuses, the learning process must continue to happen at distance. Apparently, distance learning offers a distinctive experience compared to conventional learning. In past literature, many studies identified the challenges in distance learning including, but not limited to, short time allocated for tutorial, late attendance of students, unstable internet connection, faulty learning devices, late delivery of modules to students, last submission of assignments, and uncondusive learning environment because most of the time learning happened at home with other family members. Therefore, the objective of this paper is to highlight challenges faced by students who experienced distance learning from their rural hometowns. The unit of analysis was a mandatory practice-oriented course for freshman year students at one public university in Malaysia. A survey questionnaire was administered online to 37 students who completed their lessons at a distance. The results generated from the data indicated that all students were struggling to accomplish the weekly tasks assigned to them. One of the reasons was that the students did not own professional tools at home. These findings are significant to all stakeholders in considering many factors before deciding a shift of the practice-oriented course to an online setting. The rationale is because the course is all about learning by doing, hence real hands-on experience is crucial.

**Keywords:** COVID-19, distance learning, practice-oriented, rural students, Malaysia

## **The Search for Models of Culturally Relevant and Responsive Science Teaching for Black Students in Ontario**

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**Abstract:** Black Canadians, regardless of their different origin, have expressed collective concern about the shortage of Black teachers, the lack of attention given to their perspectives, histories and experiences, and the Eurocentric dominance of the school system. Most of Canada's Black population resides in the province of Ontario. Consequently, the Black student population is concentrated in the Greater Toronto Area (GTA). It is common knowledge that the educational needs of Black students within the GTA are not being met. Black students are often excluded from science in non-compulsory grades, 11-12, which automatically erases their chances of a scientific career. Though a few studies and projects in Ontario have endeavored to integrate culturally relevant and responsive pedagogy (CRRP) in the humanities and mathematics, science is a discipline that has lagged. The purpose of this study was to scour the literature for studies which reveal the pedagogy of successful science teachers of Black students, for cultural relevance and responsiveness. Cultural relevance and responsiveness are defined as classroom practices that use students' cultural knowledge, frames of reference, performance styles and prior experiences to make learning encounters more meaningful and empowering for students. If classroom practices are to change to address the needs of Black students in science, effective culturally relevant and responsive science teaching (CRRST) models will be needed. The results of the search showed a paucity of empirical studies on CRRST for Black students. It highlights the lack of models, and the necessity for the gap to be filled to provide pre-and in-service teachers with an essential tool needed to address the problem of Black student underperformance in science.

**Keywords:** CRRP, CRRST, cultural relevance and responsiveness, culturally relevant pedagogy, culturally responsive pedagogy

## **Student Perceptions of Virtual Flipped Learning Amidst the COVID-19 Pandemic**

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**Abstract:** The COVID-19 pandemic has created an unprecedented health crisis and affected every domain of human life across the globe including education. Educational institutes all over the world are faced with the unique challenge to keep running the business and education amidst the lockdowns and social distancing. This has resulted in an unprecedented shift to the alternate mode of instructional delivery from brick-and-mortar classroom to virtual classroom. Drawing on previous research, the present paper discussed the outcome of the survey which was primarily conducted to understand student's perception of virtual flipped learning during the COVID-19 propelled closure of the tertiary institutions in Australia. The virtual flipped model adopted in this study utilizes the components of normal flipped model and MicroFlip teaching model. Seventy-six postgraduate students from the project management program at Asia Pacific International College, in Sydney, participated in the survey. The students expressed their opinion about virtual flipped in two thematic areas: virtual learning and student's perception. The result showed that students perceived virtual flipped learning positively and are satisfied with the overall learning. The highest satisfaction was observed for the Zoom based mini-lecture followed by in-class assessment. The result also showed that students strongly believe that the virtual flipped learning is the appropriate learning model in this crisis time, and they prefer flipped teaching over the traditional face-to-face teaching. To assess the implication of the flipped model adopted in this study from a wider perspective, a similar study with larger sample size is recommended. However, it is to be noted that virtual learning, especially in this crisis time is contextual as learner's requirements and needs may differ.

**Keywords:** flipped learning, COVID-19, online teaching, student perception, higher education

## **Education, Ethics and Beyond: Revisiting Gandhian Ideas on Education**

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**Abstract:** A number of thinkers have written on virtues of education and what would education comprise of. Oscar Wilde famously warned against schooling getting interfered with education. This calls for a rethink on concept of education as is practised today. In the present times, the modern man is losing patience at a drop of hat and is getting highly impulsive. All this implies that the present education system is keeping society devoid of values such as patience, moral values, feeling of brotherhood, self-restraint, sacrifice of self and peace. All these become all the more essential in the post-COVID world order. Mahatma Gandhi has been considered to be an apostle of peace and brotherhood. The modern education system is largely failing to introduce his thoughts and beliefs to the students. Instead, the present education system motivates competition, rote learning, achieving higher marks without emphasising on moral education. It is in this context that Mahatma Gandhi and his values become relevant. The present study, therefore, is a theoretical attempt to review and revisit some of Gandhi's ideas on Ethics and Education and to survey the relevant literature. It also intends to provide a critique as well as to suggest solutions based on his ideology to modern social and economic problems. Even though it would be difficult to go back to these ways of living yet awareness and awakening to his path is what the world needs to go through. An ideal education system should focus on character building, control over mind and senses, harmony with other fellow beings, a caring nature and firmly grounded ethics, resulting in holistic development of the individual and resulting in an inclusive society. Gandhi's beliefs and ideologies are still existing in Indian society though in passive form and dwindling in significance. The present study is an attempt to revisit his ideas on Education embedded in his work, *Nayi Talim*.

**Keywords:** Gandhian Economics, Ethics, Education, *Nayi Talim*

## Why Did They Leave School? Experiences of Finnish Roma Early School Leavers

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**Abstract:** The educational level of the Finnish Roma tends to be perceived internationally fairly high, but the school discontinuation rate among the Finnish Roma is still much higher than among the population as a whole. This paper aims to bring forth experiences of those of the Roma, who have left compulsory school without a certificate. The informant group of the study consists of the participants with Roma background of a larger narrative study, which has been carried out among imprisoned early school leavers. This paper aims to investigate reasons behind early school leaving through subjective experiences, brought forth in narrative interviews, carried out 2016-2017, and to find out, what kind of experiences were identified as significant in the process of leaving school by the participants. A sub theory of Self Determination Theory (SDT), the theory of basic psychological needs of autonomy, relatedness and competence, and frustration of them, was used as an organizer and as an interpretative tool of the narrative accounts. The narrative accounts revealed thwarting and frustration of the basic psychological needs in three generality levels: general, domain-related and situational levels. In general, level outspoken cultural racism was identified as a background factor, which in turn affected the school domain, creating an atmosphere of prejudices which had an impact on interaction between people in the situational level. Societal problems in coping, that were not related to cultural background, added challenges to some of the participants, as well as inner-group power relations.

**Keywords:** Early School Leaving, Roma, Self Determination Theory, Cultural Racism

## **The Effect of Implementation Kangaroo Care on Stress among Mothers with Hospitalized Infant at Neonatal Intensive Care Unit**

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**Abstract:** A new humanistic intervention based on the family-centered method and promote the mother's role used for premature infants in NICU is Kangaroo Care (KC). The purpose of this study to examine the effect of implementation of Kangaroo Care on knowledge and stress among parents with hospitalized infant at the Neonatal Intensive Care Unit in Jordan. Experimental pre-test and post-test study was conducted in one of the major teaching hospitals in Jordan. The Kangaroo Care Tool and Parental Stress Scale: Neonatal Intensive Care Unit Questionnaires were distributed among 100 mothers and their infants. The results showed knowledge mean scores of slightly poor knowledge in the control group ( $M=2.17\pm 0.03$ ,  $M=2.02\pm 0.05$ ,  $M=2.16\pm 0.05$ ,  $p\text{-value}=0.05$ ). However, significantly good knowledge scores were found in the experimental group ( $M=2.33\pm 0.04$ ,  $M=2.02\pm 0.05$  and  $M=2.48\pm 0.04$ ,  $p\text{-value}=0.05$ ). In regard to maternal stress, the stress mean scores condition was very high in the control group ( $M=3.77\pm 0.13$ ,  $M=3.70\pm 0.12$  and  $M=3.75\pm 0.09$ ,  $p\text{-value}= 0.376$ ) and significantly reduced in the experimental group ( $M=3.92\pm 0.20$ ,  $M=2.59\pm 0.08$  and  $M=2.10\pm 0.05$ ,  $p\text{-value}=0.01$ ). In conclusion, stress level was reduced among the mothers once KC was initiated.

**Keywords:** Kangaroo Care, Mothers, NICU, Stress, Knowledge

## **Creating and Re-creating the World: Playful Learning as a Human Necessity**

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**Abstract:** The UN Convention on the Rights of the Child recognizes a child’s right to access to education (Article 29) and their right to play (Article 31). However, while play and education are both identified as rights, what is less frequently explored is the relationship between the two. Play is an activity that allows human beings to go beyond “what is” and to imagine and indeed create “what is becoming.” As Lev Vygotsky pointed out almost a century ago, “If human activity were limited to reproduction of the old, then the human being would be a creature oriented only to the past and would only be able to adapt to the future to the extent that it reproduced the past” (Vygotsky 2004, 15). We are a species that is capable of more than reproduction or even adaptation to the current conditions, we are, through imaginative, creative, playful activity, capable of creating something new out of what currently exists. At this moment in history, when knowledge is quite literally at our fingertips, and yet we are facing innumerable crisis as a species, educational equity must include access to the kind of playful, creative, expansive activities that can support people from all over the world to create something new out of what exists. This multi-case action research study presents the findings from playful educational projects in poor communities in the U.S., Brazil, Uganda, and London. The data include interviews, participants observations, and reflections. The findings demonstrate the critical role of play, in all its myriad forms, for learning and development across the lifespan, and sheds light on how access to playful education experiences is an equity issue for people of all ages.

**Keywords:** playful learning, international

## School Segregation in Public and Private Education in Colombia

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**Abstract:** School segregation is a characteristic of the educational system that tends to reproduce social inequalities. Also, this type of segregation impacts children's academic performance, and deepen educational gaps. Research on school segregation is relevant because lower human capital could affect long-term social development and social mobility stagnation. This research analyzes school segregation among elementary schools' students from public and private schools in Colombia. We estimate an ordinal segregation index for students distributed in socioeconomic categories by public and private schools. The results show that students from a higher socioeconomic background were more likely to attend private schools with better educational quality. The socioeconomic level of the parents determined access to private schools. Also, the probability of obtaining a better score in language and mathematics was higher for private institutions' students. In summary, students' unequal distribution between public and private schools of different socioeconomic backgrounds increased school segregation in Colombia.

**Funding:** This product is derived from research project IMP-ECO 3116 "Inequality of educational opportunities in terms of access and academic achievement in Colombia (2010 - 2018)" funded by the Vice Presidency for Research of the *Universidad Militar Nueva Granada*, 2020 – 2022 term.

**Keywords:** socioeconomic status, education, elementary schools, school segregation, socioeconomic level, Ordinal Segregation Index, Colombia

## **Crèche is a Feasible Learning Approach to Create Cognitive Development amongst under 5 Aged Children in Barishal**

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**Purpose:** Crèche (Anchal) is a low-cost intervention community-based institutional day-care Centre. It has operated ECD stimulus activities including protection of unexpected child drowning from adjacent waterbodies in rural households.

**Methods:** In 2017-2019, total 15,472 (boys-7,634 & girls-7,838) children were enrolled in 400 Anchal (Crèche) under three intervention areas namely Kalapara, Taltoli and Betagi in Barishal. The monitoring tool was used to assess the performance of Anchal Maa and child.

**Findings:** 97.6% of Anchal was functional during follow-up time and 2.4% of Anchal was closed due to bad weather, sick, leave & negligence of Anchal Maa, trained local supervisor, child was not available in Anchal, etc. Approximately 22.5% in Taltoli, 34.7% in Betagi and 42.8% total children in Kalapara were present there during visiting hour. The events were organized through Anchal Maa, conducted 45.1% rhyme/song/dance, 16.2% storytelling, 21.4% playing and 17.3% introducing alphabet/number/animal/objects with children. 43.9% Anchal maa was selected perfectly appropriate rhyme/song/dance from the enlisted items and 43.8% child were interactively participated there. In the storytelling part, 14.5% Anchal Maa was provided direction in precise language and 15.3% Anchal Maa was performed assigned activities according to training lesson. 20.7% Anchal Maa was chosen suitable child friendly play from the assigned playlist and 20.1% Anchal Maa was maintained neutrality during directions for considering age, gender, religious matter etc. 16.8% Anchal Maa introduced effectively alphabet, number, animals and objects and 16.7% Anchal ma was provided direction in front of children in precise language for comprehend understanding.

**Conclusion:** The young children were engaged in Anchal for ECD activities focusing on physical, language, socio-emotional, cognitive development etc. The cost-effective component Anchal (Crèche) in Barishal was found to be acceptable in rural communities for 1-5 years old children for implementing ECD stimulus and drowning prevention activities gradually throughout the country in future.

**Keywords:** Crèche, Anchal ma, ECD, cognitive, venue, Barishal, Centre

## Quality of Educational Institutions with Ethnic Minority Students in Colombia

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**Abstract:** The problems of inequity in education quality increase the social inequalities in vulnerable population groups as ethnic minorities. This research aims to analyze the quality of rural educational institutions in middle school, emphasizing the institutions where students belonging to ethnic minorities attended. We used 2019 data from the Formal Education Census (EDUC), standardized test scores at the end of middle school (SABER 11°), and the institution's educational quality rating. We estimate an ordinal logistic regression model to measure school management factors' incidence on the probability that an institution with ethnic minority students obtained a low-quality ranking. The results show that non-public institutions' administration exhibits a lower degree of inequality of opportunities than traditional public schools. Also, access to adequate educational infrastructures, such as internet service and computer classrooms, significantly affected student performance. Educational institutions with ethnic minorities presented a higher dropout rate compared to other rural institutions. Besides, 7 out of 10 educational institutions with ethnic minority students showed lower academic quality. On the other hand, the ethnic education model implemented did not diminish educational quality inequalities.

**Funding:** Product derived from research project IMP-ECO 3116 "Inequality of educational opportunities in terms of access and academic achievement in Colombia (2010 - 2018)", financed by the Vice Presidency for Research of the Universidad Militar Nueva Granada, 2020 – 2022 term.

**Keywords:** educational inequality, ethnic segregation, school performance, social mobility, education management, Colombia

## **Impact of Blended Learning Tools in Numerical Courses with Reference to the Blackboard: A Case Study of University of Technology and Applied Science, Oman**

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**Abstract:** Due to the pandemic of COVID-19, educational institutes around the globe have espoused blended learning system at all levels; either at the school level or at the higher education level. Blackboard has become the most common tool to communicate with students in regard to course contents and even as an assessment tool. The basic objective of the proposed study is to scrutinize the impact of adopting Blackboard in numerical courses; especially accounting and finance courses at the University of Technology and Applied Science, Oman. To get the answer to the research questions, primary information was collected through a questionnaire and collected data analyzed by using content analysis. Some of the conceivable factors were found in the different categories of Blackboard and its suitability. The concluding observation should help the students as well as instructors to examine effectiveness of using Blackboard as a platform for blended learning.

**Keywords:** pandemic, blended learning, blackboard, numerical courses, educational institutes

## **Igniting Minds through Experiential Learning Pedagogy**

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**Abstract:** Traditional methods of teaching are not learner-centric and hence are unable to ignite the minds of the generation reared in the age of information explosion. Due to the prevailing pandemic conditions, nowadays, most educational institutions are conducting their teaching-learning processes online in both the synchronous and asynchronous modes through learning management systems and other online platforms. Though the online platforms enable the teachers to take the students to various websites and adopt other such sources but we find that learning especially in the social sciences is leading to one-sided communication with students. Offline and online teaching pedagogy needs to involve the learners and make teaching and learning a two-way or multi-directional process. Experiential learning pedagogy helps in increasing the analytical and critical thinking abilities of students. It generates an active interaction between the students and the teachers. In the offline and online mode, experiential learning helps in igniting the minds of the students, by inculcating critical thinking skills and enhancing their analytical abilities. In the online mode these activities are able to involve even the quietest students. The researcher has observed that the students eagerly look forward to these activities and take part wholeheartedly. This paper studies the effect of experiential learning pedagogical activities on the undergraduate students in offline and online mode.

**Keywords:** experiential learning, pedagogy, interactive methodology

## Graasp Desktop: Supporting Digital Education in Underconnected Schools in Africa

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**Abstract:** Over the past three years, the Go-Lab Goes Africa (GO-GA) initiative has focused on promoting and implementing digital education in Africa. GO-GA is a Horizon 2020 innovation action supported by the European Commission. One of the outcomes of this initiative is *Graasp Desktop*, an open-source, customizable, cross-platform desktop application aimed at delivering technology-enhanced learning to schools where internet connectivity is limited or non-existent. A mixed-method requirements elicitation process was conducted in three pilot countries—Benin, Kenya and Nigeria—comprising surveys with 109 teachers, as well as 14 school visits that included interviews with principals, teachers and personnel in charge of technology infrastructure. Key findings showed that (i) schools had unreliable internet connectivity, with approximately 27% of respondents reporting not having internet access at school and field visits revealing functional connections in only six schools; and (ii) students worked mostly on shared desktop devices, with 42% of respondents reporting that students worked in groups of five or more per device. Graasp Desktop’s design and software architecture are based on these findings, supporting multi-user offline use and dissemination of open educational resources. Conceived to be future-proof, Graasp Desktop seamlessly transitions between online and offline contexts. When connected, it allows teachers to explore, preview and download *learning capsules* created on Graasp’s authoring platform (graasp.eu). Learning capsules are educational resources comprising digital activities—such as virtual labs—that can be contextualized with text, images, and interactive content. Once downloaded, teachers can make use of these capsules and share them with their students without the need of an internet connection. Furthermore, Graasp Desktop can record learning analytics, allowing (i) students to reflect on their learning, (ii) teachers to visualize and get insights into the offline activity of both individual students and entire cohorts, and (iii) researchers to conduct studies with data obtained in underconnected schools.

**Keywords:** digital education, underconnected schools, open educational resources, offline

## Implementing Technology in Algerian Higher Education: Yesterday's Choice, Today's Obligation

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**Abstract:** We are standing at the dawn of a new era--an era of unexpected crisis. It is no longer overwhelming to consider technology a prestigious element in one's life, yet it is an inescapable fate. At its peak, early March 2020, various policy initiatives are being launched by governments and tertiary institutions nationwide to face the challenges of the COVID-19 outbreak in order to continue teaching activities. Because of its far-reaching impact, this pandemic gave us massive insights into how the role of technology can help students and boost teachers' roles. However, there is ambiguity and disagreement about what to teach, how to teach, the workload of teachers and students, the teaching environment, and the implications for education equity. Integrating technology into the educational curriculum has the potential to change the process of education significantly due to the fact that it changes the kind of relationship between the teacher and the students. Thus, faced with the latest ICT innovations, teachers must be trained how to use these new tools. They must begin by setting aside traditional ideas of how things should be done in the classroom and accept that students really have grown up on a different planet. Teachers need to understand that today's learners will not live in a world where things change relatively slowly, but rather one in which things change extremely rapidly. So, whatever the subject educators are teaching, they have to teach it with that future in mind. This paper will explore the big challenge in using ICTs to bridge the digital divide in teaching English at our university, apart from resources and gadgets, administrative readiness, confidence, teachers' reluctance, student accessibility and motivation play important function in ICT integrated learning. This analytical review suggests that staff members should normalize technology and applications to enhance learning especially during the COVID-19 afflicted period. It is also recommended that ubiquitous learning becomes a necessity in times of lockdowns and social distancing. It also provides a strong platform for further research because of an unpredictable future.

**Keywords:** Higher Education, ICTs, Integrating technology, Online learning, Pandemic

## About Fundamental Human Rights – The Right to Education, Legal Education and Inclusive Education

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**Abstract:** In my study, I started from the origin/source of human rights and continued with the concrete analysis of the right to education (in which I followed, particularly, the meaning, extent and effects produced by this right). We followed two directions of analysis, respectively: *legal education* (from the minimum, non-specialized information received in primary education, from the family to specialized education, in accordance to the school curriculum and the legal norms governing the social order) and *inclusive education* (which appeared in response to traditional and outdated approaches, according to which certain categories of children should be excluded from mainstream schools due to disability, learning difficulties, family vulnerability, religious, racial or other reasons). In Romania, legal education is becoming more and more common in optional subjects, especially in the pre-university environment. Initially, it started from the minimum information contained in the textbooks from which the country's Constitution was studied or in the social education textbooks. There are currently legal education courses and curricular programs in which the legislation, rights and obligations are brought to the attention of children, to get them used to the rules and order in society from an early age. Romanian legislation has partially regulated even *inclusive education*. At EU level there are specific policies, dedicated to education and training, acceptance, and regulation of *inclusive education*. Special vocational education and training is one of the European Commission's priorities and benefits from specific regulations. In my paper, I analyzed the right to education in terms of *legal education*, but also in relation to *inclusive education*. As for *inclusive education*, I started with the phrase "even they have rights" (regardless of who those "they" are), then I continued with the possibility of infringing on the rights of others and I stopped at the question: how would you react if those "they" would be part of your family or if they were your own child? At the end, I considered the importance of educational policies at national and international level; influencing the mentality and culture of peoples (asking questions such as: How much am I allowed to intervene? How can I achieve positive effects/maximum effects in my approach to influence? To be convincing, manipulative, categorical, malleable, or otherwise?)

**Keywords:** education, law, legal education, inclusive education

## **Water Safety Messages Delivery is a Creative Educational Technique for School Going Students on Drowning Prevention**

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**Purpose:** The highest rates of fatal drowning in Bangladesh were observed in children aged 1 to 4 years where the rate was 262.2/100,000 per year, followed by those aged 5-9 years with a drowning rate of 65.1/100,000 respectively. School is one of the strongest platforms to disseminate necessary water safety messages about drowning prevention with different age categories of students.

**Methods:** The aim is to increase water safety knowledge among school children and also capacitate of implementing organization, Bangladesh Fire Service and Civil Defense (BFSCD), to conduct the session. In 2018-2019, total no. of 19,038 students (boys-8,974 & girls-10,064) were covered under 167 schools from grade 1-8 in 3 intervention areas.

**Findings:** Showing flipchart was a feasible innovation technique to provide pictorial information effectively. Ten water safety messages were shared with students in the presence of the class teacher using a flipchart. The school educator from BFSCD also used a small piece of bamboo stick and a lifejacket in the demonstration session. Demonstration of various procedures were done in such a way that all the students can get the precise idea easily. The interactive sessions were devised to enable the students for describing various water safety information. After adopting school session, the teacher played a key role in spreading the messages throughout the community as they are the most accepted and respected professionals. The educator did not discriminate against anybody through consideration of gender, age, sex and ethnicity during the delivery session. The session delivery speech was understandable and he operated the session functionally. As a result, the students were gradually inspired to disseminate essential water safety messages through their communities to reduce drowning in the southern part of Barishal.

**Conclusion:** Government and non-government take a collaborative approach for disseminating water safety information in the drowning-prone areas to raise awareness among the vulnerable groups of Bangladesh.

**Keywords:** school, water safety, flipchart, demonstration, knowledge, Barishal, BFSCD

## Self Reliance by Literacy in Framework of Feminist Pedagogy of Adult Education

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**Abstract:** Feminist pedagogy has a broad understanding today and is applicable in various areas such as education, religion, culture, race, age, human rights, etc. This paper examines the utility of a feminist pedagogical framework in understanding the relation between literacy and social changes. To highlight the major impact of literacy on self-reliance, this paper first studies the significance of feminist pedagogy in attaining literacy, learning, and activism in the adult education programme. Secondly, this paper examines the ways in which feminist pedagogy of adult education have been central in empowering adult women, helping them to recognize the important role of gender in the development of community mobilization; as well as how it can be integrated into their work to improve their society and community to become self-reliant. Further, to understand the contribution of adult education on males and females, this study also examines gender disparities for understanding self-reliance among them. This study was conducted in rural areas of Ajmer district of Rajasthan, India. It is found that, in spite of family constraint, maximum percentage of female participated in the literacy programme and skill-oriented opportunities. They are also engaged in small business through the formation of self-help groups. It is inferred that the symbolic value of the opportunity to return to school and the 'women's space' created by the literacy programme allow women to express their collective identity in the community, to identify both practical and strategic needs in literacy programme and to develop an agenda for change. Literacy has the potential to empower, but its impact is more when literacy depends on how it is used and in what context. Feminist thinkers emphasize on women collectiveness as 'empowerment'. Indeed, adult literacy, found a vehicle to raise consciousness for women and to be self-reliant.

**Keywords:** Feminist Pedagogy, Self-Reliance, Literacy, Empowerment, Adult Education

## **Education for Sustainable Peace and Development: Redefining Pathways for an Empowered Literate Future in Cameroon**

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**Abstract:** The importance of education in nation building cannot be over-emphasized. The current educational times in Cameroon are not so much favorable for a younger generation whose future is bleak and hopeless. As the country plunges into a deepening crisis, an illiterate population grows due to a four-year conflict in the Anglophone regions, once the center of education in Cameroon. With mostly young people caught in the challenging times, there is a need to look at practical approaches that are relevant in building sustainable peace and development, and the quality of education that will propel the younger generation into the future. First, the work examines the role of education for sustainable development as defined by UNESCO to mean balancing environmental, societal, and economic considerations in the pursuit of development and an improved quality of life. The work shows how challenges in education in Cameroon have hampered its evolution and transformation. Secondly, it examines the concept and role of 'Education for Peace' which is prerequisite in understanding views and collective hopes of the 'other' become imperative in a conflict prone environment. Also, by exploring 'Education for Peace' as a conceptual framework, we look at ways in which peace can be attainable and achievable in times of conflict. Lastly, it highlights practical approaches that align with the changing global times for improvement and for sustainable growth; that is, change geared towards current educational practices focusing on future trends of technological and economic demands of our time.

**Keywords:** Cameroon, change, education, future, literate, peace, sustainable development, visioning

## Formal Education Valences in Human Personality Development

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**Abstract:** Nelson Mandella said education is the most powerful weapon to change the world. This expresses a truth that cannot be challenged. Education can be classified into formal, non-formal and informal education. Formal education is defined in relation to the other two types of education, forming together a kind of triangle of the educational act. The type of formal education derives from the Latin word *formalis*, which means: form, figures or models, referring to those educational activities organized in educational institutions, from kindergarten to university. The advantages of this type of education are multiple. The training is elaborated in a conscious and staggered way, being provided by a body of specialists specially prepared for this. The information received from teachers is carefully selected and structured, allowing a systematized assimilation of information. The evaluation is performed in forms, ways and stages namely established to achieve school education success. Today we live in an evolved society and this is only due to education. Education is an essential component of our lives and it should not be considered a chore, but it should be considered something natural, something that comes naturally. Education has no age. A day should not pass without learning something new, because every day is also an opportunity to learn something new. We live in a world of speed, of information, which follows one another with an incredible speed and if someone is not always able to keep up with what is happening, they will be left behind. The educational process has the role of discovering in each student, the things he likes, to which he is inclined, to which he should be directed, because we cannot all have the same profession, and the world in which we live needs our professional diversity. Educational influences act permanently on each person, depending on their character, in a systematized, organized and spontaneous way.

**Keywords:** society, education, educational institutions, educational process

## Higher Education: Issues, Challenges and Suggestions

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**Abstract:** India's higher education system is the third-largest in the world after China and the United States in terms of enrolment. India educates approximately 11 percent of its youth in higher education as compared to 20 percent in China. Expansion, inclusion, and excellence were the three objectives of the higher education policy of the Government of India. In order to promote economic and industrial development in a country, the essential requirement is the capacity to develop skilled manpower of good quality in adequate numbers. This paper presents the concept of holistic education in the context of higher education ecosystems. The study intends to conceptualize the theme and list out issues and challenges the present education system faces with the intent to connect with a wider set of teaching and learning paradigms to upgrade the capabilities of higher education ecosystems. The study also focuses on the teaching mechanisms that can be adopted to enhance teacher effectiveness and student involvement. The question arises how teachers should educate. What is it they ask for and what is it they examine and ultimately grade? This study recommends the need for combining experiential-based learning (EBL) and the prospects and development in the higher education sector in India which needs a critical examination in a rapidly globalizing world.

**Keywords:** teaching and learning paradigms, holistic education, combining experiential-based learning

## **Education: Our Responsibility Because We have the Opportunity**

**Prachi Nadda**

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**Abstract:** When God created everything, he gave dominion to woman and man over the environment. The needs of humans lead to many inventions and discoveries. But the greed for worldly desires never saw an end. It's been rightly said in Gita that material desires are the starting point of sorrow. We are in the twentieth year of the millennium and through this pandemic experience we have grown older and wiser. The lockdown has made people think all over the world, to which educationalists are no exception, about what is really important in life. Is it to achieve success at all costs? If the answer is yes then maybe we deserve this situation. But if the answer is no and we all seek happiness, then how do we achieve it? The present paper will throw light on the 4Ls of life, i.e. to live, to love, to learn and to leave a legacy that has somewhere been lost in the race for the attainment of those materialistic accomplishments for life. The current need is to educate the present generation in tangible terms because that's what the ultimate aim of education and life is: knowing that we have a responsibility because we have the opportunity.

**Keywords:** responsibility, opportunity, live, learn, love, legacy

## **Digital Natives and Social Ties – Educational Capital, Social Capital and Digital Competences**

**Simona Tonț**

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**Abstract:** We live in a constantly changing world, where new technologies affect almost all fields of activity, especially in our time during the COVID pandemic. The relationships that develop through social interaction (most often mediated through virtual communication/on-line social networks, on-line education) are changing in the family, in groups of friends, at school, at work. It is a challenge to understand how these relationships between children, students, teachers, youth, and adults changes from the perspective of digital competences and virtual communication. This study has the aim to understand if there is a correlation between the level of development of students' digital competences/virtual communication and social interaction with other students and teachers, from the perspective of equality in education and the quality of educational capital, which are conditions for a developed society. The research method is the sociological survey, using questionnaires, and applied to high school students in Romania.

**Keywords:** digitization, digital socialization, digital society, social mobility, social networks, on-line communication, equality in education

## Understanding the Effectiveness of Most Preferred Online Platforms and Applications Available for Online Teaching and Training Purpose

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**Abstract:** Technology has revolutionized every field. It serves as an assistant in this era. Rapidly changing technology is affecting the education system also. It focuses on quality education and tries to make it more interesting and reachable in a wide geographical area. ICT has a tremendous impact on the education system. Various IT sector companies are working in this field. They are providing both paid and unpaid platforms to educate. Teachers are using these to deliver lectures and have started implementing a technology-centered education system in order to increase creativity and knowledge among attendees. In this paper, I explore the different types of online platforms and applications available in India and also find out their effectiveness while teachers are using them to educate students. I compared various multimedia features like GUI, audio-video quality, etc., and also various factors like cost-effectiveness, minimum operational requirement, noise removal, engagement time, reusability of resources, and interactive conversations.

“We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.”

**Keywords:** GUI-Graphical user interface, ICT, engagement time, operational requirement, interactive session, reusability

## Conceptualizing the Notion of Child Inclusiveness in Achieving Quality Education in Nigeria: Pathway to Transforming the World

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**Abstract:** The world we live in today is unequal in many aspects because the quality education that is supposed to be a fundamental right of every child is in reality deprived in many parts of the world. Undoubtedly, sound and quality education remains the bedrock for all forms of development and civilization. This can only be achieved in any nation if the concerned population is not deprived of the right to getting proper and quality education. It is against these backdrops that this paper seeks to examine and address the problem and challenge of non-inclusion of Nigerian students in public schools (from elementary to tertiary institutions) in decisions that affect their career choices and undue interference from family, institution of learning management, and government in Nigeria. Data is collected via unstructured interviews from 20 students of different public secondary schools and 30 students from public tertiary institutions and vocational colleges. In addition to this, evidences from various experiences served as additional data for this study. A quantitative approach was adopted in our data analysis. This paper established that Nigerian students have great potentials, and if given the enabling environment and free hands to pursue their dream careers, would transform the nation to one that would favourably compete with other nations globally in all spheres of life through her workforce. In addition, this study recommends, as a means to correcting the disoriented state of Nigerian students in public schools, and excessive influence of family, institutions of learning at all levels, and government be checkmated in the interest of a greater Nigeria amongst the committee of nations when it comes to ranking in giving quality education.

**Keywords:** education, quality, inclusiveness, Nigerian students, public institutions, enabling environment

## **Building the Future: Developing Cognitive Diversity through Collaboration**

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<sup>2</sup>*Manchester Metropolitan University, UK*

**Abstract:** As educators, we must constantly strive to provide an inclusive learning environment to develop the students of the future. This requires the dissemination of relevant subject knowledge whilst building opportunities into the curriculum to scaffold cognitive diversity. These equally important attributes equip students to enter their professional life with relevant competencies to meet the requirements of current industry accelerated change, to enable their career progression. A recent report from the design Council predicts ‘an emerging risk of growing inequality between ... people who have such skills and those who don’t’ (Design Council 2018: 6). To provide a quality educational experience is to focus on the creativity required to meet the demand for these future innovative skills which as recognised by the Design Council (2018) are difficult to automate. Collaboration, provided through a multidisciplinary perspective is one creative approach to facilitate change and provide transformation. The paper explores the inter-disciplinary educational experience at two leading UK universities through a case study methodology, both universities embedding collaborative opportunities to reflect current industry practice. Case study one involves students from the Manchester Fashion Institute collaborating with industry professionals to investigate new initiatives within fashion and to develop sustainable products, whereas case study two uses collaboration between students from different disciplines across Nottingham Trent University to co-develop a mobile app proposal. The shared findings indicate that students gained more strategic cross-industry knowledge, with an emphasis on self-critique and a greater understanding of inclusivity and cultural awareness, developing ‘the complex problem solving, critical and creative thinking abilities that are essential to innovation’ (Design Council, 2017:78). The conclusion explores how collaboration promoting cognitive diversity, as a creative teaching method has a positive impact on the student learning experience. Future research and educational practice are suggested for further development.

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## About the Need for Philosophical Education and Aversion to It in School (On the Example of Poland)

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**Abstract:** When I was still a student and later an assistant at the Institute of Philosophy at the Nicolaus Copernicus University in Torun, a lot was said about the need to introduce philosophy as a subject. The reform of the school education system, which began in 1999, raised hopes among the advocates of teaching philosophy at school. The hopes turned out to be vain. According to the research, in the years 2013-2014, out of 14 377 junior high schools and high schools, philosophy was taught only in 196 schools, i.e. 1.4% in Poland. Only in 18 schools philosophy was taught on an extended level, i.e. 240 lesson hours. Philosophy education is supposed to develop the ability to think analytically and critically, to let people know why they think this way and not differently, where do certain concepts, evaluations, norms come from and what their character is. The modern school is based on the still Prussian model adopted by King Frederick William, whose aim was to strengthen the state itself and its structures based on absolutely obedient soldiers and officials. Such a school educates, or rather indoctrinates and "trains," socializes, that is, it subjects the young man, the pupil, to a detailed study in order to form him in accordance with a specific educational ideal, setting him a specific personal model as a model to be pursued. Educational policy, the educational processes that are carried out, as well as the question of freedom of conscience and religion and many others, are important elements of both internal and international politics. There are no revealed truths in philosophy, but everything is the result of natural cognitive processes, where the basic principle is always doubt. Philosophy often denies cognitive realism, does not accept the principle of revealed truth or absolute truth, but rather speaks of probabilism and a conventional understanding of truth, within the framework of closed circuits theory it seems to be inconvenient for such a school. Perhaps in the opinion of decision-makers, through philosophical education, a young person learning acquires not the skills that are expected by this authority, and the use of them in the future would not be in line with the interests of this authority. Learning and teaching is often of a teleological nature - it is supposed to lead to concrete changes, shaping specific attitudes and views, therefore, philosophical education seems to many not only unnecessary, but even harmful.

**Keywords:** philosophical education, philosophy, school, socialization, personality shaping, teaching, upbringing

## **Digital Equity: Emergency Remote Teaching in Iran**

**Dara Tafazoli**

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**Abstract:** The COVID-19 outbreak forced education sectors to move to emergency remote teaching (ERT). Moving to ERT is not applicable without considering digital equipment and infrastructures for both teachers and students. Meanwhile, teachers' access to the required tools and devices to enable them to move to ERT is another challenge for each education sector. Thus, this study aimed at investigating Iranian teachers' perceptions and experiences about digital equity in the COVID-19 crisis. The researcher applied directed content analysis within a qualitative study to meet the end. During the study, 27 in-service teachers involved in a professional development course responded to a ten open-ended question questionnaire regarding digital equity in their teaching contexts. The findings revealed that teachers argue about the lack of digital tools and devices which help them in the teaching process.

**Keywords:** digital equity, Emergency Remote Teaching (ERT), Iranian teachers, qualitative study

## Success Story for a Self-made Medium Educated Woman

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**Significance:** The 2030 Agenda for Sustainable Development realizes Science, Technology and Innovation as a clef operator allowing and speeding the international transition across wealthy possible economies where Goal 4 is quality education enables upward socioeconomic mobility and is a key to escaping poverty.

**Purpose:** To present a case study so as to document an example of a success story for a medium educated woman who became the owner of a famous fashion house in Egypt.

**Methods:** She adored sewing clothes and started doing so from home, her own room, with a small enterprise of homely gowns for ladies wear.

**Findings:** Two years later, she was sewing her ladies and girls' clients' cotton gowns from her home and she employed two girls to help her. Then I advised her to improve her status with education by joining some courses on the art of sewing so that she could make stylish ladies and girls wear instead of home-style robes. Around five years later, she had moved to a new apartment which hired for her new readymade clothes and employed five women to help her. Then I told her to pursue other training courses to develop her skills in stylish women dress making, as well as learning English and computer skills to better her self-confidence. Now she is a very distinguished businesswoman who owns a well-known factory for stylish women's wear products (which by now have become a well-known brand), distributes her products to many stores all over Egypt and exports her products to many Arab countries.

**Conclusion:** Learning tech enabled medium educated woman to stay on top of the game. I offer an example of how the educational achievement of a medium educated woman led to her effective participation in the country's economy.

**Keywords:** Egypt, fashion house, learning tech, medium educated woman, self-made, success story

## **Child Abuse from School Evaluation to Interventional Multidimensional Coping Strategies**

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**Abstract:** This research was conducted in schools in Romania comprising a total of over 3300 students in over 140 classes, and was based on a questionnaire that included types of possible abuse, frequency, place and/or environment where they took place. Data showed that: 1) identifying a form of abuse in an environment of activity and life requires the evaluation of all areas in which the child carries out his activity, as well as the search and identification of other forms of abuse in order to prevent, continue and intensify the phenomenon of abuse; 2) frequently the forms of abuse are associated with each other and appear in several environments of activity (school, extracurricular and family) of the child, being associated with emotional and physical abuse, most often in the family and school environment. One-fifth of children report abuse in the school environment by attending or participating in beatings followed by the one present in the circle of friends with approximately the same frequency. The most common abuse of children by attending or participating in beatings takes place even in educational institutions. Prevention of abuse should be addressed primarily to students, parents and school staff. The presence of any type of abuse (especially sexual abuse) through screening based on a questionnaire (of the type used) requires subsequent identification of abused students to find legal means to combat situations of abuse. Identifying a class in which there is a situation of (sexual) abuse requires subsequent individualized intervention, given by the school psychologist. Evaluation requires the extension of research outside the school, in the children's family environment and their play environment. Based on these data, local, community, and group strategies can be established and used to improve access to health and education services, prevent domestic violence and community violence that can reduce the incidence of child abuse. Child abuse is considered a multi-causal aspect, in which the personality factors of the parents and the child's personality resonate.

**Keywords:** child, form of abuse, prevention, personality, educational institutions

## Promoting Inclusive Online Learning in Indonesia

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**Abstract:** The COVID-19 pandemic forced many countries to go online for their learning behavior. The Indonesian Minister of Education directed that any schools in Indonesia should be done online. To back up his policy, he collaborates with internet service providers in assisting students and teachers with an internet quota. Some workshops were done to help teachers preparing as quickly as they can to conduct online learning. However, online learning is not only a matter of moving an offline class into an online one. Many things need to be considered: pupil readiness, including the family; teaching materials; teaching methods; integrity during an exam; the gap between developed cities and remote areas. By conducting a content analysis of the news published by several national and local mass media and comparing it to the Minister of Education policy on online learning, the research was done to explore the gap between the policy and the field action of online learning in Indonesia. It found that no indication has been developed to check whether the policy is done and reached its purpose in maintaining the level of education quantitatively, let alone its quality. Therefore, the research suggested promoting inclusive online learning as an indicator of achievement to evaluate Indonesia's online learning policy. Inclusive Online Learning is developed as a policy to check whether participants' inclusivity is sufficed enough so that it will not create too many lost generations.

**Keywords:** online learning, inclusive, public policy, education

## **Legislative Analysis on the Right to Education and Quality Education Conducive to the Inclusion of Young Europeans, from the Perspective of the International Human Rights System**

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**Abstract:** The European Union's Youth Strategy for 2019-2027 aims to address current and future challenges facing young people across Europe, and European youth policy must be firmly anchored in the international human rights system. This article aims to examine how Member States, especially those in the former communist bloc, ensure the right to lifelong, inclusive and high-quality education, training and learning for all children and young people, especially in reducing early school leaving and increasing opportunities for equal access to education. Education in all of its types and at all levels and from an early age plays a pivotal role in promoting common European values. It helps to ensure social inclusion by providing every child with a fair chance and equal opportunities to succeed. It provides opportunities to become active and critically aware citizens, and increases understanding of the European identity. However, the article aims to show the link between inequalities in education and the socio-economic environment of pupils and students. The most recent results of the PISA survey and the 2020 Education and Training Monitor illustrate that students from poorer households are three times more likely to perform worse than their wealthier counterparts and that students of migrant background are more than twice as likely to be low achievers as other students. To prevent the marginalisation of young people, it is vital that EU states have inclusive and equitable education systems that foster cohesive societies and lay the foundations for active citizenship and enhance employability. Education must promote intercultural competences, democratic values and respect for fundamental rights, prevent and combat all forms of discrimination and racism, and equip children, young people and adults to interact positively with their peers from diverse backgrounds.

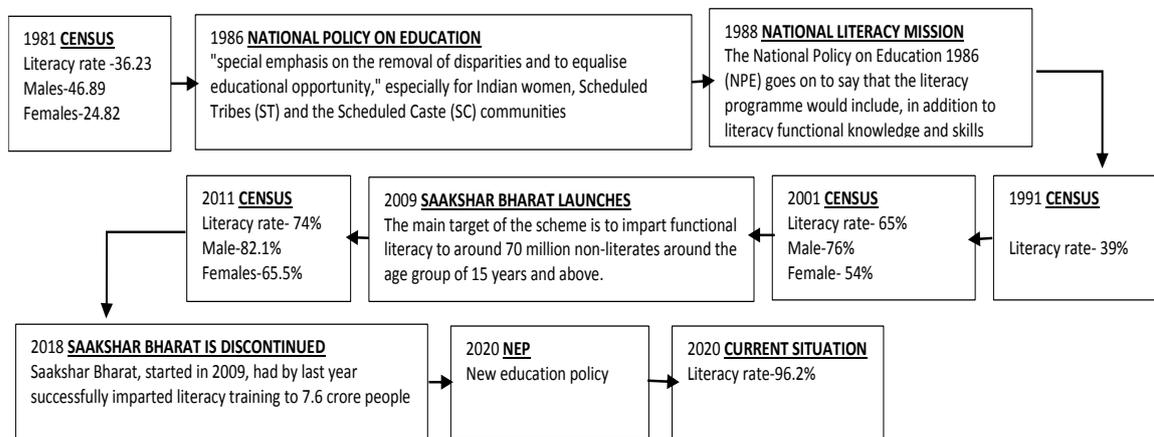
**Keywords:** right to education, human rights, active citizenship, social inclusion, equal access to education

## Revitalising Literacy Programmes In India: Issues and Challenges

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**Abstract:** Literacy is critical for the overall growth of people and enables them to come out of the vicious circle of poverty. Considering the importance of literacy, the government of India launched the “National Literacy mission” in 1988, which was recast as the “Saakshar Bharat” in 2009. However, the government stopped funding to Saakshar Bharat in 2018, putting a full-stop on literacy campaigns in the country. The government’s decision to shelve the Saakshar Bharat has triggered a wide-ranging discourse among various stakeholders. This article examines the impact of literacy on poverty eradication. It explores the rationale of why the government should reconsider its decision regarding the closure of the literacy programmes in India. The concept of literacy has been defined by UNESCO as “a set of reading, writing and counting skills which entail identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich and fast-changing world.” [1]. As per the Census of India, literacy is termed as the ability to read and write in any language. Shortly after independence, the literacy rate in India was 18.33%. Thanks to concerted efforts of the government and non-governmental organizations, the literacy rate grew to 65% in 2001 and 74% in 2011 [2]. However, much is still desired as about one-fourth of the population in India remains illiterate and thus under the spell of a malicious poverty cycle. Interestingly, there are 272 million illiterate people in India, while the number of people below the poverty line is 270 million [3]. It, therefore, appears that poverty and illiteracy are closely linked, and with the second largest population in the world, India is home to one-third of all world poverty [4]. At this juncture, stopping the funding for literacy-related programmes can be counterproductive and will raze all the fruits of literacy campaigns in the country.



*Source: Compiled by the author based on Information in Public Domain*

It is imperative that the government revitalizes literacy programmes in India with the active support of the non-governmental organizations as well as educational institutions. Involving stakeholders will help the government reduce implementation cost and enhance the effectiveness of literacy campaigns in India.

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## Primary English Language Education in Rural Areas: Exclusive Practices?

**Thi Thanh Tra Do**

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**Abstract:** Inclusive quality education has been considered as a crucial universal issue stated in national policies worldwide. However, there have been pivotal concerns regarding inequality in access to foreign language education in remote regions. This presentation focuses on the misalignment between foreign language policy enactment and practices of teaching and learning English as a foreign language (EFL) at the primary level in Vietnamese rural areas. The findings reported in this paper are a part of a larger research project which was designed based on the Vietnamese English Teacher Competency Framework (ETCF) and Shulman's (1987) framework of teacher knowledge. Data collected from multiple sources, including document analysis, surveys, and semi-structured interviews show inequality of access to English language learning in rural localities. Significant contextual challenges, such as insufficient qualified primary English teachers, inadequate learning facilities, and the lack of community support for English learning, have a substantial impact on primary English learning in the Northwest, especially among minority ethnic students. The proposed recommendations aim to enable and empower education stakeholders and teachers to provide and implement inclusive quality primary-level English education in rural and remote areas.

**Keywords:** English learning, rural areas, teachers

## **The Role of Indigenous Languages in Pedagogy: A Case Study of Federal College of Agriculture, Akure**

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**Abstract:** This study investigates the role of indigenous languages in achieving better learning outcomes at the Federal College of Agriculture, Akure (FCAA), Ondo State, Nigeria. Our choice of the above College is informed by the goal of the said institution as an institute of agriculture. Extant agricultural-based and linguistic studies have interrogated the resourcefulness of the English language as a medium of instruction in the College. However, the role of indigenous languages as a medium of teaching has been neglected. Interestingly, most of the crops, trees, diseases, pests and animals used as instructional materials have their indigenous equivalent names. Since positive learning outcomes are hinged on the quality of instructions, there is need to engage indigenous languages as a pedagogical approach in teaching-learning activities at FCAA. Critical discourse analysis constitutes the theoretical framework for the study. The study will adopt content-based and qualitative approaches, considering their emphasis on context and meaning. The study will adopt focused group discussion, complemented with interviews to collect data. The participant observation techniques will also be adopted to engage an ethnographic analysis of the context of situation at play in the discourse. The study hopes to improve the teaching and learning of indigenous languages in Nigeria.

**Keywords:** indigenous languages, pedagogy, agriculture, FCAA

## Access to Affordable Preventive Medicine: Common Wealth in Common Health

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**Abstract:** On an interconnected globe with a highly mobile 21st century population and a most contagious virus, common health and well-being are as internationally-interdependent as never before in the history of modern humankind. The endeavor of a commonly healthy world with attention for precaution against pandemics is challenged by nowadays unprecedentedly-blatant healthcare inequality around the world. COVID-19 peaked attention for hygiene, pharmaceuticals and emergency medicine. COVID-19 healthcare apps now estimate individual contagion risks and derive large-scale health trends from big data. Digitalized healthcare heightens demand for privacy protection of vulnerable patients and anti-discrimination based on health status. Bluetooth-cartography of medical devices helps overcome bottlenecks and prevents fraud while protecting privacy. Telemedicine cures remotely all over the world. With pre-existing prevalence, such as obesity and diabetes, but also the immune system influencing the COVID-19 disease trajectory, preventive care and whole-rounded lifestyles gained unprecedented attention. As future predictions, equal access to the internet and affordable preventive healthcare around the world would help as future pandemic precaution. Currently 11 vaccinations are in phase 3 trial stage, foremost coming out of Europe and North America. In the interplay of law and economics, we have tough questions ahead – such as how far market pricing should be obeyed and intellectual property laws should be enforced to ensure the highest pharmaceutical sector margins remain to uphold excellence and innovation driven by competition. A COVID-19 vaccination should be offered to the entire world to reach general immunity quickly and eradicate COVID-19. Thereby a legal strategy such as outlined by the Trade-Related Aspects of Intellectual Property Rights, or TRIPS agreement, of the General Agreement of Tariffs and Trade has been brought forward by the WTO. Since the 1990s the TRIPS agreement granted access to affordable medicine to low-income countries while protecting patent rights in the developed world to ensure market remuneration for medical innovation in order to uphold high quality of medical services. As a future prospect, digitalization and big data insights for the healthcare sector appears as long-term pandemic prevention plan. In the corporate sector, the German *Präventionsgesetz* or *Prevention Act* grants governmental funding to corporations for preventive self-care and team learning of healthy lifestyles. Future advancements lie in bundling information for pandemic prevention and medical resource tracking.

**Keywords:** Access to affordable medicine, Coronavirus, COVID-19, Healthcare, Medical care, Medicine, Prevention, TRIPS Agreement

## **Expanding the Frontiers of Learning through Disruptive Technology. A Case Study from the Open University of Sri Lanka**

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**Abstract:** Mitigating the disrupted education due to the COVID-19 outbreak, the Government of Sri Lanka intervened to provide free internet access to university web servers, through the Lanka Education and Research Network (LEARN), enabling free access to online education. The Open University of Sri Lanka (OUSL), being the premier in Open and Distance Learning was immensely benefitted through this solution.

With the availability of Synchronous Video Conferencing (SVC) through LEARN, OUSL made a quick shift to re-commence its face-to-face (F2F) activities using SVC via Zoom. Use of SVC became the first-ever experience for both faculty and students, amidst many challenges.

The objective of this study is to explore, how the educational transaction happened, using this disruptive technology deployed in the Plant Physiology course, using a mixed approach of convergent parallel design method to collect and interpret qualitative and quantitative data (Creswell & Clark, 2011).

Findings indicated 100% increment of participation in SVC sessions than regular F2F sessions, indicating the flexibility of meeting times. Students were from both rural and urban areas, and the majority were females. They were free to interact having preferred modes to communicate: audio, video or chat box. Those who were not conversant in English interacted through the chat box using mixed language. Recorded SVCs uploaded to Learning Management System had been viewed by a higher proportion of students, and a majority of students wanted to replace the F2F sessions with SVC even in the future. Challenges faced by the students were: getting used to the new learning method, small screen size of their smart phone; inadequate signal strength of Internet services; disturbances of participants through chat box.

In conclusion, free access to SVC had made a great impact in ensuring equal access for learning, even for students in poor households in remote areas, facilitating intimate and direct interactions amidst many challenges.

**Keywords:** disruptive technology, Zoom, Synchronous Video Conferencing, distance education, online learning

## **Accessibility, Affordability and Accountability: Response of India to Education For All**

**Seema Agnihotri**

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**Abstract:** Education has always remained a highly contentious issue regarding its beneficiaries. Informal education aside, formal education has since its inception discerned its acute sensitivity of whether to include everyone in the system. The educational system of ancient civilizations like Greece, India, China, etc., vindicates this stand when they allowed restricted numbers to participate in the endeavor based on their caste, class or intellect. This trend continued for centuries unabated due to certain political, social, economic and historical factors. The devastating consequences of two world wars within a short span of time and subsequent initiation of the decolonization phase may have been potent factors for UNESCO to select education as a fundamental human right in order to create a harmonious and peaceful world in the future. Since then, all countries of the world are trying their best to achieve the target of universalization. This was accelerated after the Jomtien Conference of 'Education for all' in 1991 backed up UNESCO, UNDP, World Bank, etc.

In reference to the above stated development, this paper aims to critically examine the efforts of India in fulfilling its commitment to ensure education for all in Jomtien through exploring the issues of accessibility, affordability and accountability on the implication level. The method of the study was qualitative and theoretical in nature.

The findings were generated based on comprehensive review of research papers related with performance of the Indian state in universalizing the education at different levels.

The study concluded by identifying gaps and giving suggestions which could help the state to ensure participation of all in education in both a qualitative and quantitative manner.

**Keywords:** accessibility, affordability, accountability, education for all

## **The Robot, Our Teacher? The Pandemic and the Prospects of AI Role in Quality Education**

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**Abstract:** Before this pandemic, the prophets of the AI takeover of the education process throughout the world were producing compelling and difficult to refute scenarios. Accelerated progress in technology promised reliability of the machines to the extent that they would slowly replace humans as teachers. The pandemic challenged these suppositions; the experience of the national Romanian educational system highlights some challenges that will be hard to overcome at least in the near future. The lack of access to technology because of poverty of around 35% of pupils and students around the country, doubled by the lack of computing skills of nearly as high percentage of teachers, has made online school a very unsuccessful experience. However, even in the more versed schools in online education or in universities, the impact on the pupils or students has not been convincingly high. This raises the question about the nature and goal of education and about the extent to which education can be entrusted to non-human agents. While communication and learning have profoundly changed in method and even content, teaching cannot but follow these trends and adapt to this new reality. But at least in the near future an effective education model will use technology in an increasing measure but will continue to involve human presence.

**Keywords:** education, AI, technology, teachers, learning

## **Environmental Accessibility Challenges Faced by Students with Disabilities “SWDs” in Selected Sudanese Universities**

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**Abstract:** This study seeks to explore the environmental barriers that impede students with disabilities in selected Sudanese universities from movement within the university environment. Environmental accessibility includes lectures halls, libraries, administrative offices, shops, sport complexes, residential areas, toilets, and transportation. Interviews will be conducted with students with disabilities, academics, administrators, practitioners from non-governmental organizations, governmental officials, and human rights activists. The study will adopt a human rights-based approach as a framework in order to analyse and evaluate the situation in a comprehensive and in-depth manner. The results will highlight the disparity in environmental accessibility for students with disabilities in Sudanese universities.

**Keywords:** children with disabilities, inclusion, Sudan

## Reason and Higher Education: A Paradoxical Relation?

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**Abstract:** Education has an imperative function of social change. This function takes an extra edge in higher education. This extra edge comes in the form of reason. Reason has been the prime force of social change since the Renaissance. Many philosophers and social thinkers have explored its various meanings, characteristics and associated concepts. Reason and education has marked itself as a significant part of the curriculum and often is seen as the essence of higher education. In this, reason has also seen its critiques. Where on one side reason as a capability is exciting to explore in its socio-political and practical contexts, it's critiques give another deeper perspective to it. This paradox invites reason to be called as inevitable in higher education. This paper explores these diverging dimensions of the relation between reason and higher education. Whereas reason and economic progress are understood to be inherently related by a cause effect relation, this outward direction is evident in the upsurge of universities inclined towards technological advancements, leaving a gap which does not create space for experiencing and understanding some aspects of life such as existential dilemmas. Thereby higher education does not make a real relation with the society as in the present and popular form (technological); it does not make a real impact upon the lives of individuals. Creating individuals is one of the ends behind developing faculty to reason and to see and rise beyond limits. These ends will be extremely beneficial for enriching higher education and its impact in creating a saner society. This paper seeks to be significant for educators and students in their journeys of higher education.

**Keywords:** reason, higher education, ethical dilemma, society and education

## **Transforming Education through the Integration of Digital Technology**

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**Abstract:** Inclusiveness and everyone's access to education are fundamental components of the right to education, but the biggest challenge is not these statements themselves, but the ways in which we make these goals of the right to education a reality. This concern has been poured into the concept of the knowledge society, a concept launched in the early '70s, that envisions prosperity and well-being of a society that shares and uses knowledge. Education cannot be limited to pupils and students, nor to the classical forms of education or to the standardized curriculum, but the whole of society must become a school. How is this possible? A first step in attracting as many people as possible to education is to launch the concept of lifelong learning, an education that is not limited to formal learning, but accepts that learning can take place through informal and non-formal education throughout life. The development of lifelong learning strategies has widened the target group of education beneficiaries as an important step towards achieving the vision of the knowledge society. A second step is to digitize education. Online education thus becomes a response to the desideratum of a knowledge society, but also to the desideratum of lifelong learning. Educational institutions having a huge chance to expand the instructive-educational activity, widening the sphere of education beneficiaries, and also diversifying the forms and learning methods. This study shows how the integration of digital technology can provide access to education for more people, but the effort must also be made by the authorities to increase the degree of digitalization in society.

**Keywords:** education, integration, digital technology, knowledge society

## **The Right to Education in the European Union and Romania**

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**Abstract:** Education has an important role to play in any open, democratic society. European Union documents show a growing concern for education, especially after the signing of the Lisbon Treaty, stating the need for educational programs from the 80s to the present, the importance of distance learning and respect for fundamental values such as: tolerance, freedom, diversity, and equality of all citizens. The European Framework of Reference proposes to support states in order to train a European citizen adapted to the new realities, to a technological world, and economic problems that can be solved through appropriate educational policies. Both in the EU and in Romania, new directions in the field of education are trying to respond to the challenges of a Europe in the phase of the fourth deep industrial revolution, as well as the need to adapt, and the disappearance of routine jobs and the emergence of new ones. The year 2020 brought the decision to close down schools, although we note that school establishments were used in Romania as poll stations for elections, for both local and parliamentary elections. Due to these restrictions, thousands of students were obligated, with their teachers, to take part in a new experimental form of schooling for most of them, online courses. In an environment where access to education is already limited due to the lack of financial and material means, online schooling brings a new type of difficulty as it requires adequate infrastructure. Educational institutions require tablets, laptops, internet networks and good data connections, as well as special software platforms, in order to allow the participation of a large number of students and teachers in online courses. This is already a huge difficulty in Romania, let alone for even poorer countries, where the internet is either unknown or a distant dream for some children.

**Keywords:** right to education, educational policies, technological world

## **Cutting-edge Approach for Promoting Inclusive Education for Dyslexic Children in Nigeria**

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**Abstract:** Dyslexia is a major public health issue in sub-Saharan Africa (SSA) and it is one of the most common undiagnosed learning disabilities that affect children especially in Nigeria. Available statistics show that dyslexia affects approximately 20% of every population which means one in five children, regardless of gender, will likely experience significant symptoms of dyslexia, including slow or inaccurate reading, poor spelling, and poor writing. In Nigeria, unlike many other developed societies, there is no known research work that identifies the burden of dyslexia among children. This present study identifies a significant deficit in the provision of inclusive education for children with varying degrees of learning disabilities. The study is designed to enlighten teachers, parents and other relevant stakeholders on how to identify and assist dyslexic children in 6 selected schools in Oyo State, Nigeria. Using a purposive sampling technique, 640 pupils will be selected from the three arms of both the upper primary and the junior high schools for dyslexia screening with the use of Dyslexia Early Screening Test (henceforth DEST) and Cognitive Profiling System (henceforth CoPS). The outcome of these tests will culminate in specialised and well-customised teaching for the identified dyslexic children in the selected schools. Evaluations of these intervention strategies will be conducted in two phases before and after the screening procedures. The result generated therefrom will culminate in the development of a position paper to be submitted to the policy makers in the Nigerian educational sector which if accepted will be disseminated through the various educational platforms for implementation across the country. The findings of this project, if implemented, will help to raise public awareness about dyslexia as a learning disability in Nigeria and assist dyslexic children to develop and maximise their full potentials as well as achieve their best in their academic pursuits. The essence of this work therefore is to help the government provide equitable educational provision for the citizens irrespective of their health or physical challenges.

**Keywords:** learning disability, dyslexia, impairment, inclusive education, deficit

## About the Need for Permanent Education of the Elderly

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**Abstract:** Education is an influence on a person, influencing their attitude, awareness and personality development. In addition to identity formation, education also aims to socialize the human individual. Institutional education is also important in the organization of human life, helping to develop regularity, responsibility and independence. Education should not just be the domain of children and young people. It should also include adults. The aims of education will not change, and at every stage of life a person has the opportunity and need to develop and evolve his or her identity. However, the motivations that inspire individuals to undertake educational activities may be different. A young person is the first subject to compulsory schooling, then education helps him/her to choose a professional path. A professionally active person also seeks knowledge in connection with professional development. An elderly person outside the labor market seeks educational opportunities for other reasons. For such a person it is often one of the few opportunities for interpersonal contacts, but also for developing knowledge about the changing world and finding oneself in its reality. The intellectual development of older people and activity, both mental and physical, ensure their healthy lives. Research has repeatedly shown that making mental effort delays and even prevents the occurrence of mental disorders, including dementia. Physical activity also contributes to maintaining a healthy spirit and body. For these reasons, it is extremely important to take steps to ensure that older people are active and educated. Such undertakings include activities organized by Third Age Universities, day centers for seniors, cultural centers. These include artistic, literary and film activities, as well as activities related to physical and tourist recreation. All of them give an opportunity to develop their skills and improve their intellectual and physical condition. They are also extremely important for maintaining social relations of the elderly and leaving them independent for as long as possible. Such initiatives not only serve the health of seniors, but also help to give meaning to their lives and make them worthy.

**Keywords:** old age, elderly people, education, permanent education

## **STEM in the Community as a Pillar for Equality and Development of Society**

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**Abstract:** The goal of civic education is to create citizens who will be able to actively and effectively perform their civic role with their knowledge, skills, abilities and attitudes. By getting to know themselves, their role in the development of society, the differences they are surrounded by and tolerance for them, students will develop personal integrity, self-confidence, respect for themselves and others which will result in positive relationships with other students and members of society. Civic activism has its greatest strength in recognizing the importance of solidarity among members of society and acting in the direction of change for the benefit of all members, especially those most vulnerable groups, through the interaction of equality and equity. STEM learning is necessary for our society and its development. But just learning what STEM is and what its benefits are is not enough. Thus, we launched an EU project in which, through volunteering, we brought STEM closer to those who did not have the opportunity to do so. Through various workshops and lectures given by our students to others, we brought STEM closer to children in smaller remote areas, kindergartens, and homes for neglected children. We marked events such as World Space Week, EU Code Week and many similar interesting events in which our students made films, made educational materials for others and became teachers for one day. They learned how to learn and teach, which resulted in gaining one important life lesson and that is how education can positively change the world and themselves. This kind of cooperation has a great positive impact on our children and helps them grow into citizens of the world.

**Keywords:** STEM, civic education, community, primary school education

## The Consequences of Child Abuse and Emotional Development

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**Abstract:** The last three decades have seen unprecedented interest in identifying the causes of abuse and violence, resulting in a wealth of empirical knowledge about the prevalence and impact on victims (The Hague & Mullender 2006; Hazen, Connolly, Kelleher, Barth & Landsverk 2006). While the purpose of this interest was largely achieved by obtaining the views of several specialists in the field, a recent survey directly explored the experience of children and young people exposed to violence and abuse in the family (Buckley, Whelan, & Holt 2008; Hague & Mullender 2006; McGee 2000, and Mullender et al. 2002). The information obtained helped to change the perception and understanding of the position of children in this abusive context. Very harsh discipline is supposed to create specific changes, in the sense that it manages to change children's behavior through confusing externalized manifestations and somatization, while witnessing violence creates specific changes that can become part of children's thinking and behavior over time. Although little attention has been paid to the link between domestic abuse and child sexual abuse, there is evidence in the literature of a high incidence of the co-occurrence of these types of abuse (Cawson 2002; Kellog and Menard 2003; McCloskey et al. 1995). Consequently, many authors argue that post-separation contact is a potentially abusive experience for children who are exposed to physical, psychological, and sexual abuse during parental contact visits (Radford et al. 1999; Mullender et al. 2002; Saunders & Barron 2003; Smith-Stover, Van Horn, Turner, Cooper, & Lieberman 2003; Radford et al. 1999). There are conclusive data that in families where domestic violence takes place, the ability of both partners to meet the needs of their child is severely compromised (Buchbinder 2004; Levendosky & Graham-Bermann 2001; McIntosh 2002; Mullender et al. 2002).

**Keywords:** abuse, violence, family, school, externalized manifestations

## **Social-Emotional Learning: Moving Beyond School Curriculum**

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**Abstract:** The Sustainable Development Goal 4.7, delineates the need to move beyond the school curricula and instill in the learner various skills of becoming more self-aware, empathetic, responsible decision-makers, compassionate, and rational beings. Educators, therefore, have to strive to promote and nurture Social-Emotional Learning (SEL) in young children. With this background, the current study aimed to assess how teachers of government primary schools' practice SEL, what challenges they face, and what competencies they think are required for imparting SEL to young children. Face-to-face in-depth interviews were conducted with ten purposively selected primary school teachers having at least ten years of teaching experience. Data were content analyzed. Results indicated that teachers instill SEL by storytelling and experiential exercises, like asking students to restore justice when experiencing conflict with their peers. Content analysis also revealed that in the current scenario, each classroom includes students from diverse multicultural and multilingual backgrounds. This provides educators opportunities and challenges thereof to cater to the needs of students displaying varying degrees of motivation for learning, behaving, and performing optimally. Teachers also specified that they face challenges in terms of time constraints and completion of the school curriculum. Participants found the unanimous need for involving parents and extended family members to help the young growing child with the necessary skills for optimal growth and development. Teachers pointed out the importance of capacity building workshops for themselves to develop their competencies. They said that social-emotional competencies are not only imperative for their growth and development but also these attributes are percolated to the students with beneficial consequences. Overall, it can be concluded that SEL provides a foundation for safe and positive learning and enhances students' ability to succeed in school and life, in general.

**Keywords:** Social-Emotional Learning, competencies, optimal growth

## **An Assessment of Online Teaching - Learning Methodology: A case study of Mehr Chand Mahajan DAV College, Chandigarh**

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**Abstract:** The digital revolution has evolved the pedagogical landscape all over the world. Web-based education is rapidly implementing online classes to meet students' needs worldwide. Technological advancement has helped to improve the speed and accessibility of E-learning courses. With a sudden blow of the pandemic, online learning has gone to another level where it facilitated virtual classrooms. Various facets of online learning are being recognized and developed. Students can learn anytime and anywhere, thereby developing new skills in the process leading to life-long learning. Teaching and learning have been facilitated with the use of ICT enabled technology. This system emerged as a good alternative in varying situations like pandemics and natural calamities. We also come face-to-face with various online schemes launched by the Government of India like SWAYAM, E-Gyankosh, E-Pathshala, etc. to facilitate the process of E-learning which has become more of a necessity rather than a choice. Online learning makes this generation more and more digitalized and this will also contribute to the country's development in a significant way besides having a direct impact on issues related to campus congestion, student expenses and screen time. E-learning methods to customize procedures and processes are based on the needs of learners. This paper aims to study the perception of students and teachers about the online mode of teaching and learning. For this purpose, the primary data collected from the online experiences (due to the COVID-19 induced pandemic) of students and teachers of Mehr Chand Mahajan DAV College, Chandigarh have been studied. The sample size of the primary data will be minimum 10% of the students and the teachers.

**Keywords:** online learning, E-learning, virtual classrooms

## Permanent Schools in Temporary Camps – Education and Conflict-Induced Displaced

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**Abstract:** The daily diary of Internally Displaced Persons (IDPs) particularly in conflict-induced displaced families is not an easy notebook. It is ridden with various forms of disability. The entry point challenge that greets children of such conflict-induced IDP families is most often a giant leap when such students move from the 'invisible and exclusive camp schools' to an 'inclusive' university system. The contradictions embedded in the system and the binaries of inclusion and exclusion rather 'inclusive exclusion' begin from here. This paper shall present the travails and efforts of the IDP families in India for arranging 'normal' education for their children post the episodes of violence that displaces them for generations. The social model of disability is based upon the simple idea that people are not disabled by the functional limitations of their impairments but by the external barriers that prevent their full participation in the societies in which they live. The disability here is being homeless at home, making access to education a prolonged challenge for generations. Dialogue and collective engagement for identifying inclusive policy and practice must involve the voices of the IDP families and students within this category as they alone can best highlight the caveats within the system. Using the case study method, identifying institutional barriers to participation in education particularly university education, for the purpose of this paper. Structure and accessibility to the organisation, nature of the system of provision and the institution, the curriculum, pedagogy and assessment practice - this is an urgent and crucial task demanding systematic attention of the state.

**Keywords:** camp schools, conflict-induced displacement, Internally Displaced Persons, IDP, education

## The Consequences of Absenteeism and School Dropout on the Child

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**Abstract:** The consequences of absenteeism are more serious and deeper than they may seem at first glance. By applying a questionnaire we have the possibility to identify absentee children, the causes of absenteeism, the socio-economic status of the child, ethnicity, forms of abuse to which he was subjected and ways of prevention and subsequent intervention, personalized.

**This** exploratory pedagogical research was carried out in order to:

- Study the causes of absenteeism, violence, abuse and to identify the social and economic factors with effect on students, both in the school environment and in the family environment of origin.
- Carry out practical-applied pedagogical research in order to conduct correlational studies.
- Assess the orientation of the minor towards as many situations as possible that can ensure his personal success, growth, and development of the positive self-image.
- Identify the right resources to ensure his school success by changing his personal attitude, awareness of the importance of communication, identifying desirable behaviors and developing emotional intelligence.
- Design an adequate program of prevention and intervention in situations of absenteeism, violence, abuse.

Verification by educational norms refers to the establishment of connections between a desirable behavior and its effect on the child's development. Rule education can be a useful way to prevent unwanted behavior. "The problem-solving model aims to provide a goal-oriented assessment, directly related to the selection of application methods for children with different needs" (Tilly 2002). Changes in family education favor the hypermodern epidemic of dissatisfaction, distancing from school. The traditional and authoritarian type of education was replaced with an education, without obligations and without sanctions, aiming at the total satisfaction of the child's wishes, his immediate happiness.

**Keywords:** consequences, absenteeism, child, school, methods, education

## Public vs. Private Schooling in Elementary Education – A Study in India

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**Abstract:** In India, elementary education has been an area of public action and the majority of the children continue to receive their education from public-funded schools. But the enrolment in private schools has been exhibiting an increasing trend since more than one decade back. Dissatisfaction with public-funded schools is an important driving force behind the advocacy for private schools, the question remains whether private schooling can be a viable alternative to the public education system. This is the major research question of this study. To meet the growing demand for private schooling, expensive teaching shops under private ownership have been mushrooming everywhere. The effects of expansion of private schooling on quality and equity in education and the role of the government to provide quality education have become a growing concern. This study looks into some critical issues of public schooling in elementary education in Indian states. It analyses the changes in government and private funded school enrolment and the basic infrastructure of schools at primary and upper primary level of education using data from the U-DISE (Unified District Information System for Education). The quality of education remained a concern despite the government's initiatives in elementary education in India<sup>1</sup>. The analysis of quality education is particularly significant in the context of the Right to Education Act 2009<sup>2</sup>. The study also analyses the choice of schooling between public and private funded schools and compares the performance of the children in India by using household level data provided by the ASER (Annual Status of Educational Report). Overall educational performance of the children is measured using Composite index by applying principal component analysis. We hypothesise that household's economic status and educational infrastructure along with parental and school-specific factors have significant effects on educational performance of a child. We have constructed an educational performance index, household's wealth index and educational infrastructure index using ASER database. Binary logit and ordinal logit models are used respectively in analysing school choice and quality of learning at the elementary level. The study observes government schools as the main provider of education in India covering over 80 per cent of total enrolment in 2009 and 73 per cent in 2016. Infrastructural facilities of school affect the quality of education; private schools have better infrastructural facilities implying they should provide better quality elementary education. The logit estimation suggests that wealthy and highly-educated parents are less likely to enroll their children in public-funded schools. By estimating ordinal logit model, we observe that performance is better in wealthy families.

<sup>1</sup> The District Primary Education Programme (DPEP) was initiated in 1994 with the objective of providing universal access to school, reducing dropout rates and gaps in enrolment and improving learning achievement. Another initiative of the government of India is the Sarva Shiksha Abhiyan (SSA) which was introduced in 2001 to achieve universal primary enrolment. The Kanyashree Prakalpa in West Bengal for girl children has aimed to universalize elementary education and to reduce disparity across gender, regions and social-groups.

<sup>2</sup> The Act was introduced in Rajya Sabha in December 2008. It was passed in the Lok Sabha on 4 August 2009 and the President gave his assent to it on 26 August 2009. The Act came into force on 1 April 2010 as a fundamental right in India.

## **Educating Children in the World's Most Unequal Country, with COVID-19 as an Added Burden**

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**Abstract:** In South Africa with its reputation as the world's most unequal country, with its history of colonialism and apartheid, poor communities suffer untold hardship, and education has been a major casualty. Affluent children receive some of the best education in the world, but poor children walk miles, even crossing swollen rivers to attend schools. Many schools are dilapidated, with broken windows and pit toilets in which children have drowned. Unacceptable conditions, completely uncondusive to human occupation or learning face many children, especially in rural and poor communities. In addition these communities are faced with poorly resourced schools, overcrowded classrooms and underqualified teachers. Many children live in child-headed households and have to fend for themselves. As if their plight could not get worse, the COVID-19 pandemic proved otherwise. This presentation will highlight the challenges faced by children in South Africa's poor communities in the pre-pandemic and COVID-19 periods. As the country went into lockdown, school feeding programmes were stopped and many children lost out on the one meal they were guaranteed during the course of the day. The National School Nutrition Programme provides meals to almost 10 million school children, and non-governmental organizations had to go to court to have the programme reinstituted due to the starvation caused by the lockdown. While children in private and affluent schools received online education, poor and rural children had little or no educational input or even digital access. Systemic problems like these serve to ensure that the poor remain poor and less educated. Urgent efforts are needed to break this cycle.

**Keywords:** education, COVID-19, South Africa, nutrition, poverty

## Online Education and the Current Pandemic Context. E-Learning – An Invitation to Education

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**Abstract:** The current pandemic context has led to a series of changes worldwide at all levels of social life. One of the most affected areas, beyond the economic side, is the educational one, which had to adapt to an unknown and unpredictable situation. In Romania, as in any European country, there are internet infrastructures and devices compliant with the latest technologies, which allows the virtual environment to function well, but the sudden transition to e-learning occurred differently in the system of Romanian education. Structured in three general cycles of studies (pre-university, university and post-university), online learning has known different adaptation stage, which required the approach of diversified teaching-learning-assessment strategies, depending on each level. At the level of undergraduate, masters and doctoral studies, the use of e-learning platforms has proven to be a gain, offering a constant presence for students in the virtual classroom and even an effective way to reduce school absenteeism and dropout, which face-to-face education has found in recent years. Another positive aspect of online learning was the creation of an environment conducive to the education of people with additional needs because virtual classroom provides a degree of comfort and makes easier to use adaptation to students' different needs. This leads to an increase in motivation for study and confidence. Virtual learning offered the students and teachers the opportunity to learn more about each other because of the different types of interaction, which underlines qualities, and skills of people involved in the teaching and learning process of which they were unaware of in "normal" circumstances. It could also be considered less pressured as learners can refer back to the information/knowledge by accessing the recording of the lessons and seek further clarification when necessary. There is a novelty element, as Romania so far preferred the classic learning environment: chalk and talk textbooks etc. The need to move the classroom online has improved technical skills, management of time and resources, which add to the value of the educational process, speeding the process of modernizing the education in our country, which would have probably, happened at a slower pace otherwise. Managed efficiently by the educational partners, the online teaching and learning has proved to be a successful addition to physical classroom teaching and it has been rapidly embedded in the educational process through blended learning, offering more opportunities to access and facilitate education.

**Keywords:** E-learning, blended learning, virtual classroom, additional needs

## **The Effectiveness of Coding Techniques in Enhancement of Process Skill Acquisition in Elementary School Students**

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**Abstract:** Students can have various difficulties and problems in acquiring process skills such as lack of direction, fear of criticism, lack of time, content ambiguity, psychological barriers, physiological barriers, physical barriers, and attitudinal barriers. Therefore, the acquisition of process skills becomes difficult for students. Coding techniques are important because they create a visual and interactive experience for students. As the students become more engaged, they are more likely to understand the topic being taught. Coding techniques assist students in learning. Coding techniques not only help to improve coding skills but also help to illustrate or reinforce another process skill. The present study is an attempt to check the effectiveness of coding techniques in the enhancement of process skill acquisition in elementary school students. A pre-test post-test experimental design was used for the study. The tools and techniques used are performance test and coding course design. The sample of 60 students from the 7th standard was selected using the simple random sampling technique. The result was interpreted using the t-test statistic. It is noted that there is a significant difference in the process skill acquisition in elementary school students after coding technique training. Thus, the effectiveness of coding techniques in enhancement of process skill acquisition in elementary school students is elucidated. The coding technique enables the teacher not only to make the content clear and interesting but also to make the idea permanent in the pupil's mind. It enables the student to be a developer with a creative mind, opens the mind of the student to be curious and gives importance to teamwork.

**Keywords:** coding techniques, process skill acquisition, elementary school students

## **Equality and Amalgamation of Knowledges: A Pedagogical Metamorphosis Driven by Collective Cerebral Capital**

**Samhita K.**

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**Abstract:** To create capital, collective intelligence along with impressive cerebral capacity is required. For this, assiduous efforts must be undertaken by the intelligentsia of today to impact the progeny. First, a culture of equality in every respect must be cultivated by uniting people from cultures and races across the world. Education is the key to a better world and offers a ray of hope in a world seething with social pathology. A pedagogical metamorphosis can be attained by the amalgamation of educational syllabi from all continents, thus making education multicontinental. This way, there would be standardization of educational curricula in all the continents. In addition, by also adhering to Howard Gardner's Multiple Intelligences Theory while creating syllabi content, there would be a holistic, multicultural and world-class education system in select politically strategic countries in every continent. These endeavours would reinvigorate real capitalism and eradicate oligopolistic trends in terms of the popularity of choice of educational destinations. The setting up of multiple multicultural 'multiversities' across the globe would foster universal brotherhood, world peace and reduce inter-group conflicts. Ultimately, the world will have a great number of intellectuals and polymaths, leading humans to transcend the ego, become transpersonal and perhaps reach the final step in Maslow's Hierarchy of Needs, which is Self-Transcendence.

**Keywords:** amalgamation, education, equality, collective cerebral capital, knowledge

## **The Role of a University Professor in Providing Emotional Support: An Institutional Project that Contemplates Training in Emotional and Bonding Aspects in University**

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**Abstract:** Tutorial action is a key aspect in a professor's role, because today, more than ever, the attention to aspects related to the person and to the group is of vital importance. The classroom (virtually and onsite) is a privileged environment in which it is possible to promote the development of contextual factors for meaningful learning. This action research study retakes a daily class practice and transforms it into a pedagogical framework that aims towards creating dialogues. That is where the effects of tutorial action are explored mediated by the support and intervention of recently-graduated tutor professors. Freshmen students must adapt to an environment with new rules and demands that they are usually not used to. In fact, it often occurs that adapting to university life entails certain emotional, bonding, and organizational difficulties, among others, that put them in a dilemma of continuing with what they have set themselves to do for their vocational training or abandoning this path at an early stage. That is where we ask ourselves, which tools do they possess to accompany the students that are starting a university degree? This study intends to delve into some experiences narrated by advanced students and graduates that have decided to become young professors to accompany students not only in their academic education, but also to guide them during the early stages of university life through their own experiences in a private university within the City of Buenos Aires, Argentina. Finally, some suggestions will be presented that arise from the research done to improve tutoring programs or projects for students that seek to reduce the difficulties that appear at the start of a university degree and the problem of early dropout.

**Keywords:** university tutoring, recently graduated tutor professor, teacher training, scaffolding, dropout

## **A Do-Act-Check-React Cycle: Personality Dimensions and Quality of Life of Teachers and the Quality of the Educational Process**

**Dorin Triff**

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**Abstract:** In the educational environment, stressors, individual factors, and personality traits can interfere, beneficially or destructively on employees' quality of life. A complex questionnaire was administered in a study that included three units (a County Center for Resources and Educational Assistance having 97 employees, a gymnasium having 57 employees, a gymnasium located in a rural area with 28 employees). The questionnaire contained individual characteristics of worker occupational stressors, the Maslach Burnout Inventory, a General self-efficacy scale, the 5 scales of the Big-Five Factor Markers domain, and the Short Form 36 quality of life questionnaire. The data show that although there are significant differences between variable correlations in each of the three units, there are some similar correlations between certain variables in each of the three units of which the most important are the score of the "neuroticism" dimension that is positively correlated with the burnout score ( $p < 0.001$ ;  $p = 0.002$ ;  $p = 0.022$ ) and negatively with the "general health condition" ( $p < 0.001$ ;  $p = 0.001$ ;  $p = 0.034$ ). The personality traits of the Big Five model are associated differently with the dimensions of quality of life, except for neuroticism that is negatively associated with the general state of health, regardless of biological gender. Individual factors have different associations with the dimensions of quality of life and occupational stressors, without the presence of similar associations in all three units. Although less commonly used in occupational medicine practice, personality tests applied to teachers are essential and are a first step in applying coping mechanisms (individual and organizational). The purpose of their use is to increase quality of life and reduce the perception of stressors in teachers. The subsequent increase in quality of education in a do-act-check-react cycle can generate a growing spiral beneficial to teachers, students, and society.

**Keywords:** educational environment, personality, stressors, individual factors

## Software's and Its Use in the Field of Education

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**Abstract:** Education plays a very key role in the development of the nation. It is education that enables the nation to make progress in every field of life. Nowadays with advancement in technology, it is important to know about different software used in the field of education. The objective of this research is to analyze the use of different software in the field of education. Some software that makes the difference in the field of education were taken and analyzed applying mixed-method approaches. Suggestions were made and finally, recommendations were drawn for the effective use of such software.

**Keywords:** education, software, educational software, analysis

## Digital Innovation to Reduce Urban-Rural Disconnect: An Impact Analysis

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**Abstract:** The rural-urban disconnect is one of the most important factors that shape the overall world's inequality. Many digital innovations undoubtedly help in rural development such as India's village internet connect scheme and China's digital education scheme to reach rural parts. Digital innovation (DI) supports not only transfer of knowledge but also in initiating a new method of solving problems. DI has evolved as an important tool in fighting COVID-19 by transmitting fast information to every corner of the globe. DI helps in creation of new jobs and solving problems at rural locations by virtual connect. Many literatures argue that a DI capacity of a country depends mainly on culture, education system and an encouraging ecosystem and support by the government as well as business houses. The economic and technological acceptability may offer a suitable environment required for institutional change to avoid any type of regulatory capture. This study plans to investigate the rising idea of digital innovations from various disciplinary viewpoints, in particular, data innovation and frameworks, business enterprise and the board, just as relevant political/legitimate and financial variables and their effects in a systemic and integrative manner. For that reason, the paper builds up a conceptual model to examine DI in urban and rural facility separately, with three distinctive phases in research: identification of factors, expert's interview and designing a Decision Making Threat and Opportunity (DMTOP) framework. The identification phase led to the selection of twenty-five factors from past literatures and by suggestion from industrial experts. Further the selected factors are divided into seven different dimensions. The framework was used to understand the impact of identified factors on urban and rural facilities separately. This study seeks to identify the impact contribution of factors towards DI; the results are very helpful for policy makers to reduce urban-rural disconnect. The framework has seven dimensions with different impact value on the urban and rural facilities. The factors are showing an overall impact percentage of 51.62 and -6.45 as on existing urban and rural facilities respectively.

**Keywords:** Digital Innovation (DI), urban-rural disconnect, factors, Decision Making Threat and Opportunity (DMTOP)

## Social Equality

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**Abstract:** The work of educators and schools remains the same as it has been for centuries. In fact, rightly understood it has the means by which society combats the ancient ills of prejudice and misinformation (also known as ignorance). Education has probably never been as important in living memory as it is today. In an educational experiment at Helsinki University, long-term unemployed graduates, including a group of immigrants, received specialization training in administration and business. On stipends from the program, they were placed in work situations for a year with intermittent training from experts in the work they were doing. After years of unemployment these trainees placed in middle management careers, mainly because of the contact network they developed over the year-long project. Understanding this role for educators is nowhere more important than it is for immigrants. Much of the industrialized world faces a crises due to a diminishing working-age population. In the South there are pockets where the populations of young people are burgeoning, environments are deteriorating and opportunities are few. This should be a win-win situation. However, combined with mounting immigration barriers in the North, this has created hotbeds for crime, social unrest and even terrorism. The opportunities for enlightened educational north-south programs and managed migration to turn this situation around to everyone's benefit are manifold. Education can be a process to overcome class and prejudice by addressing a lack of knowledge but also the disadvantage of not knowing the right kinds of people in the right places.

**A Corollary: Money** Most people keep their money in banks rather than investing it for social and environmental betterment. Thus their money ends up in Trump's casinos and fossil fuel extraction rather than in wind farms and social housing. They are usually never told they have a choice. Nor that for years now, socially responsible and sustainable indexes have tended to outperform the S & P and the Dow, not to speak of most mutual funds, at no greater risk. How much did any of us learn about money and finance in public school? It is about time this was changed. It should become part of the curriculum for every student before school-leaving age. Students should have the opportunity to learn that the savings of citizens can be a driver for social and environmental justice at home and globally.

## Inequality in COVID-19: Legal, Economic, Trade and Governance Aspects<sup>1</sup>

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**Abstract:** The ongoing COVID-19 crisis accounts for one of the most unpredicted economic disruptions in the history of humankind. COVID-19 as an external shock implies widespread and sustainable changes in the way humans live, work and interact on a global scale. Economic turmoil and social volatility perturbation open an abyss of novel and unprecedentedly described inequalities in the legal, economic and governance spheres. Capturing an unequal world in the eye of a global pandemic opens innovative ways how to alleviate the societal downfalls with trade, diplomacy and governance interventions. Legal aspects of the focused protection put forward by the Great Barrington Declaration are discussed with attention to ethical cliffs arising for the individual, in corporations and overall markets. Economic inequality stems from industries winning and losing due to COVID-19, as well as the striking divide between skyrocketing financial markets while the real economy is suffering in the post-COVID-19 lockdown fallouts with low interest rates as well as digitalization inequalities. COVID-19 also exacerbates healthcare differences around the globe that widen, given a world-wide digitalization trend that divides countries by access to internet connectivity, human-machine interaction and tech savviness. Trade and mobility crunches in a protectionism environment have leveraged the need for strategic diplomatic missions with an economic expertise that offer benefits of access to accurate information, historical memories and the power to shape a globally competent and innovative citizenry. Alleviating novel inequality gaps will help swing back the pendulum from nationalism to free market common wealth gains in common health in our post-COVID-19 world to come.

**Keywords:** Access to healthcare, Artificial Intelligence (AI), Behavioral economics, Behavioral insights, Comparative law, Coronavirus, Corporations, Corporate governance, COVID-19, Crisis, Digitalization, Digi-disruption, Economic growth, Healthcare, Herd immunity, History of pandemics, Interest rate, Legal frameworks, Market disruption, Pandemic, Public policy, Technology, Technological changes

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## **The Struggle is Real – Moving from Practitioner to Researcher**

**Insights from Information Technology/Computer Science Teachers in an Action Research Course at the School of Education, the University of the West Indies, St. Augustine**

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**Abstract:** The Action Research course, as part of the Post-Graduate Diploma in Education programme for in-service teachers, is conceptualized as classroom research conducted by the teacher. Action research expects a shift from practitioner to researcher. This journey is often difficult for teachers, described as cognitive dissonance, yet it presents opportunities for formal and informal learning through participation in the course. Action research places power into the hands of the teacher and helps to develop decision-making skills using evidence. Computer Science teachers are under-researched and as a core component of STEM, there is a need to understand teacher learning journeys. Using purposive sampling, 19 Information Technology/Computer Science teachers were selected to explore their learning in a blended Action Research course. Data were collected from online cross-sectional surveys with closed- and open-ended questions, and qualitatively analyzed for common themes. Findings revealed teacher learning occurred through participation in learning activities leading to desirable learning outcomes, such as change in knowledge, beliefs and practices. Computer Science teachers seemed committed to the action research process, appeared motivated during their learning and indicated a desire to continue to do action research. Four assertions about teacher learning are made noting the importance of the learning environment in fostering teacher learning. Insights into teacher learning are useful for course lecturers and recommendations are made to conduct further research into the struggles teacher face when shifting from practitioner to researcher.

**Keywords:** teacher learning, classroom action research, information technology/computer science teachers, STEM, learning activities

## Life Skills for Spiritual Well-Being

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**Abstract:** We human beings are bio-psycho-social-spiritual beings and spirituality is an innate quality of everyone and permeates all human experiences. Although it includes traditional religious beliefs and observations, spirituality is a very broad concept that includes nonreligious beliefs and expressions. The role of spirituality in human development has been largely ignored in scientific studies. Even then, interests are now growing in the field of research on spirituality in the diverse areas of social sciences, health care, welfare, cultural studies, business, etc. Though other fields have imbibed spirituality to a greater extent, it is still to find its impressions in the field of education. As spirituality has now gained prominence as an explicable element of a being, its essential role in the learning process also is to be realised and incorporated at the best and earliest. Lack of proper models and convincing procedures pertaining to education could come in the way regarding the incorporation and integration of spirituality in education practices. The gap has hence to be cleared, so that spirituality could also become a pragmatic field of human development and spiritual intelligence is also nourished in the routine educational practices along with other capacities in the making of more balanced and humane personalities. The paper presents a new conceptual framework for spirituality, customized for integration into the realm of education, in a non-sectarian perspective. It also provides the associated life skills that are to be practiced and incorporated into the daily lifestyle, which could enrich the overall spiritual well-being of a person to its best.

**Keywords:** spiritual well-being, spiritual ill-being, unhealthy spirituality, spiritual distress, spiritual domain, pyramidal spiritual core learning domain model, spiritual life-skills, spiritual constructs

## **Peculiarities of the Influence of Education on Personality Formation in the Context of Modern Realities**

**Pitulei Viktoria**

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**Abstract:** The purpose and task of this article are to characterize the features of the influence of education and culture on the formation of personality in the context of modern realities.

**Methods:** Comparative and analytical methods are used. Education is the most sensitive social phenomenon and is undeniably the basis of the intellectual, spiritual, social, and economic development of society and the state. The quality of education depends on knowledge, worldview, and civic principles. Modern man does not live in isolation, but in a certain social environment, which is a significant factor in the formation of the spirituality of the individual and his entry into the world of self-understanding. In this regard, it is emphasized that the modern global transformation of a society increasingly depends on the spiritual sphere and its effectiveness. In the modern information society, science, knowledge, cultural values are becoming the main indicator of personal development. The social status of the individual is determined by the level of his awareness and education. Therefore, changing the content of education and upbringing includes the embodiment in the educational space of such factors as humanization and humanization of education, based on a flexible system of innovation in teaching and education.

**Conclusions:** Cultural opportunities for education are associated with the formation of a culture of personal life. Personality-oriented scientific knowledge determines the individual development of students as subjects of culture. Thus, the peculiarities of the influence of education and culture on the formation of personality in the context of modern realities of globalization form mobilization resources in the process of personality formation in the period of transformational changes characteristic of the modern stage of development.

**Keywords:** education, globalization, personality, values

## **Impact of Musical Instrument Learning on Mental and Physical Well being**

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**Abstract:** Development is a multidimensional concept. For the overall progress of the country - social, economic, administrative, political development is necessitated. The objective of public administration is overall development of the nation due to its welfare-oriented nature. Sound health administration is one of the vital responsibility of every government administration. Nobel Prize Laureate Amritya Sen has said that health like education is among the basic capabilities that gives value to human life. Health is one of the most significant factors affecting man's welfare, his productivity and hence national progress. In the preamble to the constitution of the World Health Organization, health is defined as "a state of complete physical, mental and social well-being." There are various techniques/methods for physical and mental fitness. Learning to play a musical instrument may be the most potent prescription to improve mental and physical health. In fact, there is an ocean of medical studies that prove that music therapy even alleviates symptoms of many diseases. The significant benefits of playing musical instruments are improved sleeping cycle, decreased cardiovascular disease risk, boosted immune system, reduced blood pressure, eased headache, better verbal and visual communication, better processing of memory, reduced anxiety level, increased neural communication, etc. When a musician learns to read, play and perform music, they gain mental, cognitive and emotional health advantages that will last throughout their lifetime. The paper has made an attempt to study the role of playing musical instrument like harmonium in improving the mental and physical health of the musician.

**Keywords:** music learning, harmonium instrument, physical and mental health

## The Integration of Social Media Platforms in Moroccan Education: An Effective Way to Teach During the COVID-19 Pandemic

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**Abstract:** Internet is constantly innovating our life and has invaded all educational systems around the world. Nowadays, a wide range of universities have already integrated different Learning Management Systems (LMS) like Blackboard, Moodle, and Moocs, as a core unit of their instructional philosophy. Those platforms offer a professional setting for online education and support interaction between faculty and students. Meanwhile, no one can deny the influence of social media over the new generation and its impact on their learning. As an emerging country, Morocco couldn't stay away from shifting towards the implementation of E-learning practices into some technical subjects, as the milestone towards its expansion. Abbad et al. (2009) define e-learning as the use of information and communication technologies in a way to access online learning resources. Within this framework, we can only define as extraordinary what Moroccan faculties were able to produce within the crucial period of the COVID-19 pandemic. With only minor or no prior training on using technological platforms for teaching, instructors of different educational levels successfully converted some social media platforms into a means of instruction. This paves the way for researchers to investigate the impact over learners and the effectiveness of the new leaning practices. Within this dimension, this research paper intends to carry out an exploratory study trying to investigate the impact of adopting social media platforms like Facebook, WhatsApp, and Google plus over learners of various educational levels. The research makes use of a mixed approach relying on collecting quantitative and qualitative data. The targets will be Moroccan students from all educational levels experiencing e-learning of various subjects. The main objective of this research is to bring answers to the following questions: 1) What are the challenges that students have to deal with while learning online? 2) What are the tools and technologies that have proven to be successful in meeting the student's needs and expectations? 3) Which e-learning model should be adopted in the future with various educational levels? The data analysis will help to answer the research questions and reveal the challenges with the implementation of e-learning practices in the Moroccan educational system. Some recommendations are generated on the basis of the findings.

**Keywords:** E-learning, educational system, Social media, Online learning community, Internet Based Learning, Distance, asynchronous learning, online teaching Assessment, Accessibility

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## Online Learning Divide in Yemen During the COVID-19 Outbreak

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**Abstract:** Many countries celebrated their success using online learning during the COVID-19 outbreak. They are proud that they used different platforms and they list the opportunities created while teaching online amid the COVID-19 outbreak. Some of them also plan to digitalize education in the future. This is because of the latest technologies they used during the pandemic. On the other hand, EFL learners in Yemen have a bundle of problems because of COVID-19. Before COVID-19, they were suffering from war and its consequences. COVID 19 added fuel to the fire. The current study sheds light on Yemeni EFL education during war and COVID-19. This paper aims to explore the online learning tools used in Yemen during the pandemic. The researcher administered a questionnaire to 34 English teachers from different universities in Yemen. The study found that some universities stopped education altogether because of coronavirus as well as due to unavailability of electricity and the internet. Some other universities continue teaching in traditional classrooms and a few of them teach online but use the basic social media tools for learning. The study concluded with some recommendations which might be useful in countries like Yemen.

**Keywords:** online learning, COVID-19, war, Yemen, EFL learners

## **Contrived Inequality Through Disbursement Delays: A Case Study on Asian Development Bank (ADB) Loan Projects in Indonesia**

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**Abstract:** Since its inception in 1966, the Asian Development Bank (ADB) is infamous for its over 5-year disbursement delays after the client signs the loan agreement, because of conditionalities compared with one-day full disbursement by commercial banks. During this time, the funds stay in the banks and gain compounded interest disfavoring its borrowers and negatively affecting their economic development. Development studies have mostly overlooked these gains, and we know little about their effects on the borrowers' economy. ADB loans attribute an average of 0.42% of Indonesia's GDP. Using 5000 years banking practices, we reviewed the costs of delays and their impingement on Indonesia's economy, involving 325 ADB's loan projects, over 1100 sub-loans from 1969 to 2017, totaled over \$33 billion. We applied a non-econometric methodology adopting project and portfolio management principles. The results show that despite ADB loans initially in the short-term helping Indonesia promote growth, reduce unemployment, and reduce poverty, beyond 0.42%-GDP is worsening for all these indicators between 3 to 10 fold. Indonesia suffers a capital loss of a minimum of \$0.6 - \$12 per \$1 loan or 4.98%-GDP per 1%-GDP of ADB loans, because of disbursement delays. Accounting for these losses, ADB loans have severe negative effects on growth, unemployment, and poverty, with over 200% volatility because of delays. This widens inequality and triggers more unemployment, increases poverty, and retards Indonesia's growth. We conclude that ADB disbursement delays are not incidental and cause rising inequality rather than reducing it. Fixing this is simple but requires a paradigm shift.

**Keywords:** Inequality, poverty, growth, unemployment, negative impacts, development bank, aid

## Postmodern Approach and Reach for Transformation: Female Characters of Girish Karnad

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**Abstract:** Life provides quality education. Self-education and self-transformation is an essential characteristic of the female characters of Girish Karnad. They are docile, submissive, and typical woman-like as expected by society at the start of the plays. Like all women, they too suffer oppression in the male dominant society. They too lead a life of passive victims (Segal, 1987). However, as they move on and mature over their life, they acquire skills to fight over their plight. They question, resist, rebel and transform. Ultimately they take control of their lives and give a turn to their lives atypical of society's acceptance. They give a solution of their choice. Even the men who have been suppressing them couldn't grasp the schemes of these women. They begin to question and resist with modern ideals and provide a solution with a postmodern approach and reach. They transform themselves into clever, bold and scheming personalities. The present study deals with two female characters of Girish Karnad. Padmini from the play *Hayavadana* and Vishakha from *The Fire and the Rain*. They make men puppets in their schemata. They do not remain bound to the lives imagined by men. They reject the male construction of female lives. Further, they question the typical male construction of males and give their own construction of men. They want to reimagine their own lives and make them realized to please themselves (Gill, 2012, p. 140).

**Keywords:** liberal feminism, postmodern feminism, male construction, individualism

## **Citizenship Education and Social Responsibility: A Necessity Today**

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**Abstract:** Citizenship Education helps to educate children with good values. The benefit of society and family is to be beneficial to the country. Citizenship, the relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection. Citizenship implies the status of freedom with accompanying responsibilities. Citizens have certain rights, duties, and responsibilities that are denied or only partially extended to aliens and other noncitizens residing in a country. This paper discussed active learning as inherent to social responsibility of active citizens.

**Keywords:** social responsibility, citizenship, students, community, school

## Assistive Technology

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**Abstract:** As a teacher at the institution in which this study was conducted, one of the many observations was that there were students with suspected but undiagnosed special needs in the classroom. This stemmed from mild vision problems and hearing impediments, all which resulted in a general lack of engagement in learning. In addition, being an ICT Facilitator of technology integration, it was in my interest to investigate how teachers perceive and use Assistive Technology in Inclusive Classrooms. This research was conducted at a denominational single-sex secondary school in South Trinidad. A mixed methods research design was used to collect and analyze data concurrently. A fourteen-question survey was administered to eight participants who were teachers in Village Secondary School (pseudonym) followed by an interview. Participants included teachers from various departments such as Mathematics, Modern Languages, Business, Home Economics and Theatre Arts. Quantitative data were collected via a questionnaire using Perceptions and Usage subscales, which comprised of Likert Scale questions. Data analysis was performed by conducting the average means and standard deviations. Qualitative data was collected via interviews and data analysis was done through coding. Cronbach's alpha,  $\alpha$  was used to measure internal consistency of the data set. Challenges revealed a lack of training and resources. Overall, the findings generated provided sufficient evidence to suggest a weak positive relationship between Teachers' Perceptions and Usage of Assistive Technology. Since 2009 there has been a call to cater to the needs of new student population and increase the level of Assistive Technology use in their classes (Lei, 2009). Given that teachers are charged with the overall progress of learners in the classroom, this undertaking can be a challenge when they instruct students in a classroom with different abilities. This study can therefore act as a catalyst to better prepare teachers for such training. Professional development must include discussions around Inclusive Classrooms and the need for teachers to be trained in Assistive Technology tools in order to foster inclusion and achieve quality education for all in their classrooms. This study is significant to the researcher who is passionate about quality education for all and can be foundational to further research on the implementation of Assistive Technology in Inclusive Classrooms.

**Keywords:** inclusion, assistive technology, perception, usage, teacher training programmes

## **Sociocultural Adaptation of Multilingual International Students in Turkey**

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**Abstract:** In recent years, Turkey has become a destination country for refugees and international students coming especially from Africa, Asia, and the Middle East. The number of students who prefer to study in Turkey has been increasing every year due to a lack of quality education and job opportunities in home countries and the availability of a variety of scholarship programs provided by the Turkish government to international students. Although international students gain many educational and social benefits by participating in study abroad programs, such as those in Turkey, they also experience psychological and sociocultural adaptation problems compared to home students (see e.g., Zhou et al., 2008). Over the years, adaptation of international students in the United States, Canada, Europe and Asia has received much attention, but adaptation of those in Turkey and the challenges that they face have not been adequately studied. Therefore, the purpose of the present study is to analyze levels of sociocultural adaptation and the relationship between selected socio-demographic variables (age, gender, length of residence, language proficiency, number of languages spoken) and students' sociocultural adaptation. Data were collected via the Revised Sociocultural Adaptation Scale (SCAS) (Wilson & Ward, 2010) from 87 intermediate-level students who were learning Turkish as a second language at a government university in Turkey. Quantitative research methods were used to analyze the data. The results showed that the students had medium level competence in the domains of academic work performance, ecological adaptation, language proficiency, interpersonal communication, and personal interest and community involvement. Furthermore, gender had a significant effect on socio-cultural adaptation of international students. Implications regarding the improvement of the status of international students' social, linguistic, and cultural experiences in Turkey were provided.

**Keywords:** sociocultural adaptation, international students, multilingualism, Turkish as a second language, social variables

## **A Walk From Prison to Silver Screen – An Awakening Through Alternative Education A Case Study of Nigel Akkara**

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**Abstract:** Nigel Akkara entered the jail with a life imprisonment. He was an aggressive inmate and spent a lot of his time in solitary confinement. B. D. Sharma, the then inspector-general of prisons, had introduced therapies for inmates. Akkara was also introduced to a dance workshop conducted by a celebrated Indian classical dancer Alokanda Roy. Through the dance workshop Akkara became a changed man. Imprisonment brings about stigmatization and labelling which makes it hard for an individual to find a job. This research showcases how alternative education can help a person to turn a new leaf. Fluency in speech, self-respect, self-confidence is among the personal attributes that improve through drama and involvement in creative activities. The method used for the current research is qualitative research where case study analysis has been taken into account. Descriptive research analysis was also used with the source of information being based on secondary data. The study explores the fact that creative arts help to bring out the raw energy of the inmates and use it into something fruitful. It helps the prisoner to be re-socialized and to do away with the faulty socialization in order to become a productive member of society. It is also found that more and more NGOs and prison officials should take the initiatives to reform prisoners through alternative education.

**Keywords:** alternative education, imprisonment, stigma, re-socialisation

## The Use of English Language in an Online Discussion Forum and the Development of ICC

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**Abstract:** By compiling the research areas of intercultural language learning and computer mediated communication (CMC), this research project investigates the effects of online language use in a blog discussion forum on foreign language learners' Intercultural Communicative Competence (ICC). It also examines the pedagogical and organizational preconditions for implementing culture and intercultural learning into foreign language education, using online communication technologies and the social web. To this end, this research set up an online intercultural exchange project which involved a group of undergraduate Moroccan students (NNS) on the one hand and of newly-graduated American students (NS and NNS) on the other hand. These exchanges were staged in the form of online discussions relative to their educational training and eventually to their future careers as language and culture professionals. Data collected over a twelve week period were obtained from four main sources: the pre-study and post-study online questionnaires, the semi-structured online and face-to-face interviews, the researcher's "observational data" and the WordPress discussion blog's articles and comments posted by the participants. Electronic records of the intercultural exchange provided naturally occurring examples of students engaged in online intercultural communication through English. A mixed method approach was adopted to investigate the research questions and a combination of computer-mediated discourse analysis and thematic analyses was used as a method to examine the research data. The quantitative study analyzed student's reactions by inviting them to self-assess their online intercultural experience through completing two online surveys. This quantitative research offered insights into the participants' attitudes, beliefs and behavior regarding English language use online in relation to ICC, and thus provided important elements to answer the main research questions. The qualitative study analyzed students' reactions to the "open-ended" questions of the pre-blogging and post-blogging questionnaires and semi-structured interviews. It also analyzed students' interactions in the blog (posts and comments) and aimed to identify the major patterns and themes significant for our research questions (patterns that were exhibited in the development of intercultural competence in the electronic exchange).

**Keywords:** English use, online discussion forum, ICC

## Value Education: Transforming the World through It

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**Abstract:** Value Education is the study of the development of essential values in students and the practices suggested for the promotion of the same. It includes developing the appropriate sensibilities - moral, aesthetic, cultural, spiritual, and the ability to make proper judgments and internalize them in one's life. It is an education for 'becoming' and involves the total personality of the individual. Value education is essentially 'Human Making' and 'Character Building'. It is as broad as life itself and touches every aspect of human life. Educational institutions provide some kind of value education. In many institutions, the curriculum of value education is formal and direct, while in the large majority of them it is informal and indirect. What makes learning and acquisition of values different from other aspects of the curriculum are that the learning of values cannot be reduced and restricted to classroom instruction alone. The learning of values by the students in the learning institutions is a continuation of their learning in their family, community, and through mass media. Therefore, the institutions should take into cognizance and utilize all types of social and educational influences affecting the development of values in pupils for value education purposes. The methods and strategies of value education are many and varied, and the selection of which depends much upon the values chosen, sources of development of these values, and on many other factors. The entire curriculum functions as an important source of value education. There is no way in which children can avoid catching values and attitudes from their teachers. Values education in schools, therefore, is affected through direct, indirect, incidental methods. Values get transmitted via both the implicit or hidden and planned curriculum. The point emphasized is that the entire process of value education is a highly comprehensive and complex one that involves a wide range and variety of learning experiences.

**Keywords:** value education, children, development

## A Team Sport Model for Online Learning

**Bradley Bowers**

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**Abstract:** Almost every university requires a college-level introduction to the study of literature that also emphasizes writing and research skills. This hybrid version addresses the diverse learning styles of our multicultural and often first-generation students. The course imitates the coach/athlete relationship: the instructor works one-on-one with the student to develop the student's skills; the student interacts with a small group to develop the team's abilities collectively; and students present their work periodically with the support of class/teammates who evaluate their level of success in a public forum. As a result, the instructor assumes the role of coach, the students consider themselves team members, and the face-to-face class sessions become "game days." Four best practices emerged: 1) Transform student self-discipline into team discipline. Athletic competition requires self-discipline and self-motivation. In this model, players are motivated to help each team member achieve their individual best, as it allows the whole team to succeed; 2) Coach the team. The most successful teams communicate frequently with their coach throughout the course, using email but also discussion boards; 3) Have a well-organized game plan. A physical notebook allows players to see where the course is going and to locate the exact assignments and handouts for each date and deadline, while they work by themselves online; 4) Put on your game face. Each face-to-face class period functions as a game day. The peer pressure on each team member on "game day" is apparent; teams that are struggling revise their game plans. A required course transforms into preparation for a fierce but friendly game-day competition.

**Keywords:** online, sport, game, pedagogy, team

## **The Precariousness of Right to Inclusive Quality Education: Incessant Strikes, IT Deficits, Infrastructural Gaps and Knowledge Production in Nigerian Public Universities**

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& Research Associate, Department of Sociology, University of Johannesburg, South Africa*

**Abstract:** There is no doubt the extent of development of countries strongly rests on quality of knowledge production. Across nations and categories of people, the only sustainable tool of equality is quality education that is inclusive and universities certainly play key roles in this regard. There can be no sustainable transformation in societies without quality education that is well funded, stable, well equipped with IT and other infrastructures, inclusive and open to everyone regardless of status and background. While many developed countries have made substantial progress towards inclusive quality education, most countries in the underdeveloped world have not achieved much in this direction. The case is particularly very worrisome in Nigeria where poverty, illiteracy, unemployment, misgovernance and inequality remain normative. The knowledge gap in Nigeria remains enormous and inclusive quality education remains a major problem. This paper adopts the public university system in Nigeria as a case study to examine and demonstrate the inclusive quality education problems in the country in order to drive sustainable pathways. Over 80 percent of Nigerian university enrollees attend public universities yet public universities in Nigeria are grossly underfunded, experience frequent strikes running into months, lack functional IT infrastructures and are very deficient on other necessary facilities/existential infrastructure. This paper, after thorough research, clearly analyzes the situation and concludes that the current educational scenario in Nigeria is very exclusive, is of poor quality and is poorly equipped. Consequently, if the current situation is not urgently addressed, transformative knowledge production needed to drive growth and development can never be produced in Nigeria and the country will remain rooted in underdevelopment, thus becoming a burden to Africa and the world. It is therefore recommended that governments, parents, students, private sector actors, international development partners and other stakeholders need to strategize to address the precarious inequality building and legitimizing the educational situation of Nigeria. Such efforts are for the sustainable development of not only Nigeria but of Africa and the world at large.

**Keywords:** Precarious Right to Inclusive Quality Education, Incessant Strikes, IT Deficits, Infrastructural Gaps, Nigerian Public Universities

## **Common Language as a Prerequisite to Inclusive Quality Education: Tanzanian Past, Present and Future Prosperity in Education**

**Asia Magoma**

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**Abstract:** Inclusive quality education is a prerequisite in achieving sustainable development. It is marshal guard to building peace, the key driver to transforming lives, a front soldier in fighting poverty, and an officer to countercheck for accountability, respect, and freedom of education. Many approaches have been applied with little success due to reasons such as lack of common language, culture or religious beliefs. A multidisciplinary approach has caught the interest of both governmental and non-governmental agencies who recognize the advantages of systems thinking for complex problem-solving. To achieve the goal of transforming the world through inclusive quality education, there is a great need for a society/nation to have a common language to unify the people in culture and religion and bring about the oneness of understanding the differences we have as human beings while maintaining the respect needed for each one. Taking Tanzanian as an example, it is a nation with 120 or more tribes, each with their own tradition and custom. Considering its past, present and exploring its future as a case study demonstrates what the young country has achieved so far since adopting Swahili as their common language. As the national language of Tanzania, Swahili brings a sense of identity and belonging to Tanzanians. The value and importance of a common language cannot be discerned when working to transform the world through inclusive quality education.

**Keywords:** Inclusive quality education, multidisciplinary approach, common language

## Breaking Down the Walls of the Classroom

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**Abstract:** An action research framework was used to explore the impact of out-of-class-visits on student's learning. To achieve triangulation, qualitative research data collected through various data collection tools were analysed using thematic coding. This study is the first to explore the impact of out-of-class-visits in a Religious Education (RE) centre in Mumbai, India. The study investigates how out-of-class-visits can be used for differentiated learning and develop skills while studying the curriculum. Three out-of-class-visits were conducted during this research. The main research finding suggests that the students prefer learning outside the class, however, they believe that all topics cannot be studied outside and that outside visits should relate to inside classroom learning. The findings also suggested that the role of the practitioner plays an important role while planning and executing the visits. Lastly, challenges faced by the students and teachers were examined in this study. This study will provide useful suggestions for the teachers planning to conduct out-of-class-visits whilst appropriating it to their contexts.

**Keywords:** out-of-class learning, differentiated learning, skill building

## **Advancing Livelihood and Transformation of Rural Women through Adult Teaching and Learning: The Role of Critical Pedagogy**

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**Abstract:** The essence of advancing livelihood is to hearten socio-economic transformation among the poor, especially women through adult teaching and learning. The educational practices of adult educators should be geared towards transforming the lives of their learners. Transformation, however, does not come cheap. It takes consented effort on the part of both educators and learners to embrace educational provisions, programmes and new methods of teaching for a sustainable change, especially for women in rural areas. To achieve these objectives, a reflection of critical pedagogy into the lives of women is essential. The study, therefore, aims to investigate the role of critical pedagogy in advancing livelihood and transforming the socio-economic lives of women in rural areas, particularly in Mthatha, South Africa. The study was qualitative in approach and used instruments such as interviews, focus group discussion and document analysis to gather data for the study. The document analysis formed the basis of triangulation and thus, ensured the trustworthiness of the study. Thematic analysis was used to analyse the data collected and subsequently led to a critical discussion of the findings. The emergent findings from the data analysis were, therefore, discussed under the following themes: reflections of critical pedagogy on teaching practices of adult educators, examining adult learners from a critical pedagogy perspective and the role of adult education providers in applying critical pedagogy. Based on the findings the study recommends a more robust investigation into the theory of critical pedagogy and how it can benefit practices in education and adult education in particular.

**Keywords:** Adult learners, rural women, critical pedagogy, teaching and learning, livelihood

## **The Issues Facing Agricultural Education in Libya in the Context of Developing Countries**

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**Abstract:** Agricultural education is an important element in achieving development, as it is the main source for preparing the manpower needed to achieve the development of the agricultural sector. The process of agricultural development would take place through the presence of qualified and trained human elements, which is obtained through the outputs of agricultural education. In Libya, as a developing country, there is a clear absence of modern teaching methods, in addition to the lack of investment in technology in learning, also there is a lack of link between educational outputs and the country's development needs. The agricultural education system in Libya, generally, includes intermediate and high agricultural and veterinary institutes, university education, agricultural training, and scientific research bodies. However, agricultural education in Libya is facing several issues in its inputs, process, and outputs. It also does not receive equal attention as other educational fields, and this increases the difficulties it faces and reduces the chances of its improvement. The study problem revolves around the following question: What is the efficiency of agricultural education outputs and their role in agricultural development? What are the key mechanisms through which this efficiency can be improved? The objectives of the study are: 1) to identify the actual situation of agricultural education in Libya, 2) to identify the demand for agricultural education, and how compatible agricultural education is with the labor market, 3) to identify problems and obstacles that agriculture education faces in Libya. The study focuses on the two biggest agricultural education institutes in Libya (Omar Almkhtar University and Tripoli University). Primary data will be obtained from two sources: 1) questionnaires that will be distributed into two categories a) a random sample of students b) a random sample of faculty members in agricultural colleges; 2) interviews with some officials in agriculture, Labor, education ministries. Qualitative and quantitative data analysis methods will be adopted in this study.

**Keywords:** agricultural education, agricultural development, labor market

## **Study on Risk and Victimization Factors in Juvenile Offenders in Mexico**

**Saskia Niño de Rivera**

*Saskia Niño de Rivera, Reinserta A.C., Mexico*

**Abstract:** Mexico faces a considerable challenge when it comes to education; there are many factors around this problem. A significant percentage of Mexico's population lives in poverty; many of them are adolescents. Reinserta, a non-profit organization, seeks to break the cycles of crime to improve Mexico's security, working with the prison system, and with juvenile offenders through social reintegration programs. This study will discuss social, economic, and educational factors that lead adolescents to be recruited by criminal organized groups. Moreover, Reinserta's Social Reintegration Model for Juvenile Offenders has been proven successful; it provides participants with educational, employability, mental health, wellbeing, and restorative justice tools to build a life away from crime. The "Study on risk and victimization factors in juvenile offenders in Mexico" (2018) contains a sample of 502 juvenile offenders in different detention centers across the country to identify the harmful elements that impact Mexican youth and drive them to organized crime, such as a lack of educational opportunities, marginalization and violence, among others. Reinserta has promoted educational opportunities for participants while they are still in detention centers and once they served their sentence, Reinserta performs an individualized educational and learning style diagnostic evaluation. Furthermore, the organization provides individual and group counseling, and supports educational and cultural workshops and seminars. The findings of this study have led Reinserta to create public policy proposals and recommendations to Mexico's government and work along authorities to make necessary improvements in the juvenile criminal justice system. Reinserta's Social Reintegration Model has maintained a higher than 90% success rates for non-recidivism in participants since 2015.

**Keywords:** education, non-profit organization, Reinserta A.C., juvenile offenders, crime, social reintegration, juvenile offenders, Mexico

## **Policy Gaps of the Indian National Education Policy 2020 towards SDG4**

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Radaur Yamuna Nagar (Haryana), India*

**Abstract:** Education is an essential precondition for the reform of humanity on the principles of equality and justice as a tool for social transformation. Various nations implement various education policies at school and college education levels to make it effective high-quality education. The global education development program reflects in sustainable goal no. 4 called SDG4 which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. To meet this goal, the Indian Government on July 29, 2020, approved National Education Policy-2020 (NEP-2020) which is based on the recommendations by an expert committee headed by T.S.R. Subramanian committee and Dr. Kasturirangan, the former chairman of the Indian Space Research Organization (ISRO). But NEP-2020 has some policy gaps with respect to multilingual and multi-racial populations. These gaps should be bridged and taken into consideration because education is a vital factor to transform the marginalised in society into an equitable society with self-respect. This paper highlights some policy gaps in new NEP-2020. Finally, some suggestions are proposed for its effective implementation towards SDG4.

**Keywords:** NEP-2020, National Education Policy-2020, quality education, policy gap, social transformation, equality and justice

## **Development of Poverty, Illiteracy, Unemployment and Tribal Health: A Study on Jhargram District in West Bengal, India**

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**Purpose:** In India and in other countries of the world, the problems of poverty, illiteracy, unemployment, and poor tribal health have become severe. In India, the country is progressing and there have been developments in the areas of technology, education, innovative approaches, strategies and methods. In spite of these developments, these problems are prevalent.

This study discusses the development of poverty, illiteracy, unemployment, and poor tribal health in Jhargram district, India. The Jhargram district (3,037.64 km<sup>2</sup>) in West Bengal had a population of 1,136,548 in the 2011 census of which 96.52% of the total population was rural and only 3.48% was an urban population. Of the total population, 20.11% belonged to Scheduled Castes and 29.37% belonged to Scheduled Tribes. It is vital to implement measures to prevent the problems of poverty, illiteracy, unemployment, and poor tribal health. The main purpose of this research paper is to look into measures to prevent these problems.

**Data and Methods:** Primary data (random sampling survey method) have been used for this study, and data were calculated both quantitatively (statistically and cartographically) and qualitatively.

**Findings:** The root cause of these problems is finances; where individuals do not have sufficient sources of income they dwell in conditions of poverty. Affording education also becomes difficult for individuals when they experience financial problems. There is an association between unemployment, and finances and housing becomes unaffordable due to financial problems. Therefore, solving financial problems is imperative.

**Conclusions:** Nearly seven decades after Indian independence, why do tribal peoples still suffer from inequality in poverty, illiteracy, unemployment, and health compared to others? For the operative development and progress of the individuals and the country, it is vital to implement measures to prevent the problems of poverty, illiteracy, unemployment, and poor tribal health.

**Keywords:** poverty, illiteracy, unemployment, tribal health, development, education, India

UNEQUAL  
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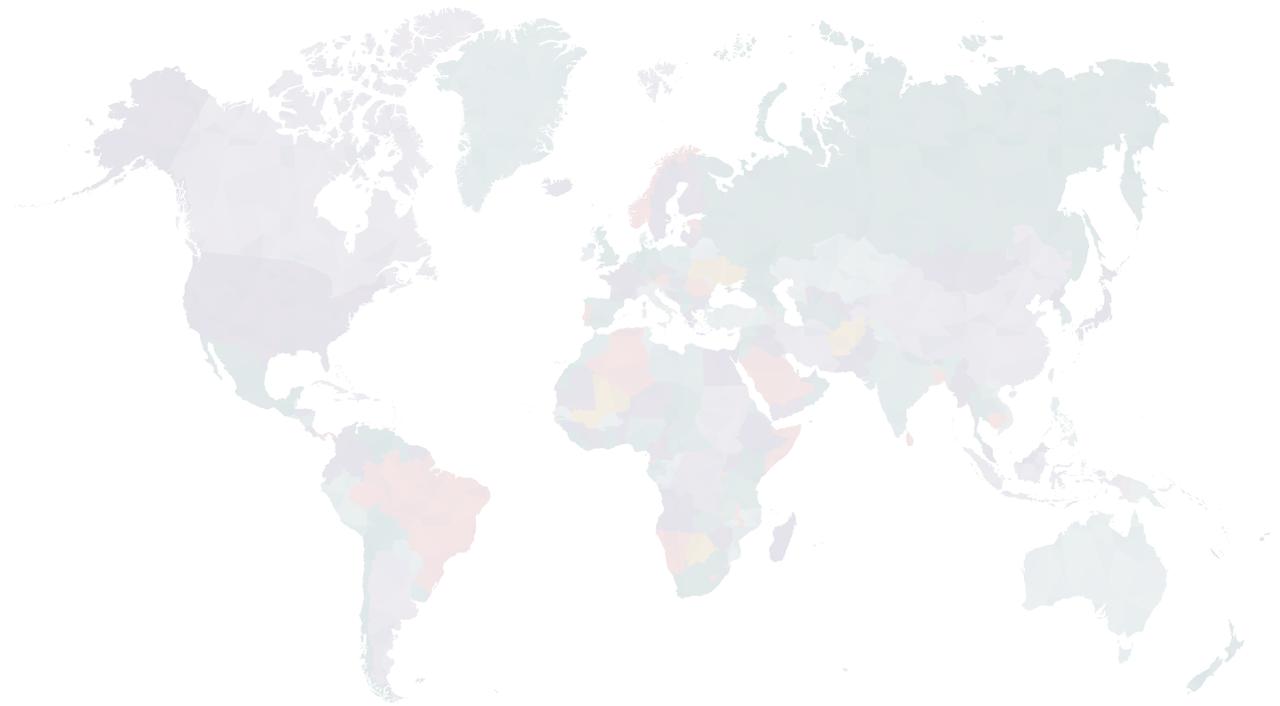
THE RIGHT TO EDUCATION

*Transforming the World  
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January 24-25, 2021

# PRESENTATIONS

Urdu language



## Education for All

Afshan Jaleel

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**Abstract:** It's a very common saying that "Education is the basic right for everyone" but this basic right is limited to a few in our country. The Sustainable Development Goals are a collection of 17 interlinked goals designed to be a "blueprint to achieve a better and more sustainable future for all". These goals were set in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030 with Quality Education listed as number 4. But in developing countries, providing a quality education is a challenge day by day. If we take an example from the past then we could remember the movement of equality and education which was initiated by Nelson Mandela. He bared all kinds of difficulties and opposition but didn't leave his fundamentals and set an example for the whole world. In Pakistan, we are not divided by racism but a person can get anything that he wants based on power and status. We should take initiative to make quality education accessible for all. After this pandemic, we can see in our surroundings that many parents are not able to afford quality education for their children. Many students can't afford to take online classes and continue their studies. Taking as an opportunity through this conference I would like to request to make this educational system accessible for everyone, so every student could get equal opportunity to grow and get a quality education.

**Keywords:** quality education, equal rights for education, equality

### تعلیم سب کے لئے

تعلیم سب کا حق ہے، یہ سب کہتے ہیں لیکن ہمارے ملک میں یہ سہولت کتنے بچوں کو میسر ہے۔ اقوام متحدہ کے 2015 میں تجویز کئے گئے منشور میں سے ایک منشور بہتر تعلیم بھی ہے۔ لیکن بہتر تعلیم کا حصول ترقی پذیر ممالک میں عام انسان کی دسترس سے دور ہے ماضی پہ اگر نظر ڈالیں تو نیلسن منڈیلا کی جدوجہد یاد آئیگی جو انہوں نے فرقہ واریت اور مساوات کے لیے کی لیکن مشکلات اور مخالفت اٹھانے کے باوجود اپنے منشور سے نہیں ہٹے اور دنیا میں مساوات کی ایک مثال قائم کی۔ آج ہمارے درمیان رنگ و نسل کی بنیاد پہ نہیں لیکن حیثیت اور رتبہ کی بنیاد پہ تعلیم کی سہولیات میسر کی جاتی ہیں۔ ہماری کوشش ہونی چاہئیے کہ ہم اس تعلیم کے معیار کو سب کے لیے ایک ہی جیسا بنائیں۔ خاص طور پر اس وبائی مرض کے پھیلنے کے بعد آج کتنے ہی ایسے والدین ہیں جو اپنی اولاد کی تعلیم کو جاری نہیں رکھ سکے اپنی مالی حالت کی وجہ سے، بیشتر کے پاس یہ سہولت میسر نہیں کہ وہ بچوں کی آن لائن کلاسز کے ذریعے ان کی تعلیم جاری رکھ سکیں۔ آج اس کانفرنس کے ذریعے میں یہ کہنا چاہتی ہوں کہ اس تعلیم کے نظام کو سب کے لئے ایک جیسا اور سستا ہونا چاہیے تاکہ سب کو آگے بڑھنے کے برابر مواقع مل سکیں۔ اور ہمارا شمار بھی ترقی یافتہ ممالک میں ہو سکے

## Education System Needs to be Restructured in This Islamic State

Mubina Minhas

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**Abstract:** Global research shows that education is one of the most important priorities in the demands of modern times. Education is widely recognized as an imperative to ending poverty. The study investigated that we are educating our children but they are deprived of knowledge. The impact of this arrogance and duplicitous structure of education has brought down the oppression of every part of society. The individual is deprived of its effectiveness and attainment which is their basic right. The education system needs to be reorganized. If we shape our education system according to the Islamic State and make the teachings of the Qur'an an integral part of the curriculum, we will be able to establish an ideal society. Findings have shown that this curriculum will solve all the problems that come our way. All the important aspects of personality, mental and moral training is included in the biography and character of the Prophet. It can be achieved through recognition of Islamic civilization and culture.

**Keywords:** quality education, civil liberties, moralities, Islamic civilization, Islamic curriculum

نظام تعلیم پر نظر ثانی کی ضرورت

عالمی تحقیقات کے مطابق دور جدید کے اہم تقاضوں میں تعلیم اولین ترجیح دی گئی ہے اور تعلیم کو غربت کے خاتمے کے لئے لازمی جز تسلیم کیا گیا ہے۔ مگر افسوس کہ ہم اپنے بچوں کو تعلیم تو دے رہے ہیں مگر علم سے محروم رکھا ہوا ہے

تعلیم کے اس غیر یکساں اور دورنگی ڈھانچے نے یہ ظلم ڈھایا ہے کہ معاشرے کا ہر فرد اس کی افادیت اور حصول سے محروم ہے جو ان کا بنیادی حق ہے نظام تعلیم ازسرنو ترتیب کا متقاضی ہے اگر ہم اپنے نظام تعلیم کو اسلامی ریاست کے مطابق تشکیل دیں اور قرآن کی تعلیمات کو نصاب کا لازم جز قرار دیں تو میرا دعویٰ ہے کہ ہم ایک مثالی معاشرہ قائم کر سکیں گے اس نصاب سے ہمیں روزمرہ پیش آنے والے تمام مسائل از خود حل ہو جائیں گے شخصیت کے تمام اہم پہلو ذہنی اور اخلاقی تربیت سیرت و کردار میں نکھار تہذیب و ثقافت کے پہلو کی پہچان قومی ضروریات اور اس کی اہمیت اور تعلیم کے اصل مقاصد کو پہچان سکیں گے  
کلیدی الفاظ: معیاری تعلیم، شہری آزادیاں، اخلاقیات، اسلامی تہذیب، اسلامی نصاب

## Pakistan's Educational Curriculum in the View of Universal Human Rights Charter: An Analytical Study

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**Abstract:** UNO has decided at the inception of this century that universal peace would be a key for equal prosperity in the Universe, so the Human rights charter has been designed for the said purpose. We have noticed that the implementation of this charter opened new eras of peace, prosperity and world education at all corners of the world but due to their stigmas some countries have not been a part of this remarkable revolution in which Pakistan from South Asia is at the top. Human rights charter promises to give equal opportunities of progress to every citizen of the world with the help of universal educational system and a single level of curriculum but we see that in Pakistan the educational system has created chaos among society due to its nature and treatment. In this research we will try to find out the presuppositions of the Humans right charter on Pakistani society and on its educational system. This research tends to find out that due to lack of serious efforts, Pakistani curriculum has created dual standards in society which also created havoc and irrefutable damage in society which questions the proximity of the Universal Human rights charter. To curtail it, groups of society need to sit together.

**Keywords:** Human rights charter, National curriculum, new era, class system, social stigma, need of debate

اقوام متحدہ کا منشور حقوق انسانی اور پاکستان کا تصور نصاب: ایک تحقیقی مطالعہ  
اقوام عالم نے اس صدی کے آغاز میں یہ تصور کر لیا تھا کہ باہمی تعلقات کو بہتر بنانے کے لیے جس منشور کی ضرورت ہے، وہ عالمی منشور حقوق انسانی کے علاوہ کچھ اور نہیں ہو سکتا، لہذا ہم یہ دیکھتے ہیں کہ نئی صدی نئے تصورات کے ساتھ اس تصور اور منشور کی عقیدت کا خواب بھی لیکر آئی اور دنیا بھر میں تعلیمی ترقی کا ایک نیا باب دیکھنے میں آیا، ترقی پذیر ممالک کے طلباء کو داخلے سمیت دیگر سہولیات حکومتوں اور بیشتر نجی یا غیر سرکاری اداروں کی جانب سے دی جانے لگیں، مگر بدقسمتی سے چند ممالک اس منشور کی ہر شق کو تسلیم کرنے کے باوجود اس منشور کی بنیادی شرائط پر عمل پیرا ہونے میں ناکام رہے، جن میں جنوبی ایشیا کے ترقی پذیر ممالک کا نام سر فہرست ہے یہ منشور اس بات کا وعدہ کرتا ہے کہ ہر کسی کو آزادی کے ساتھ سرمائے کی تعبیر و ترقی میں حصہ ڈالنے کے لیے جن وسائل کی ضرورت ہوتی ہے، وہ رکن ممالک فراہم کریں گے اور ہم جانتے ہیں کہ جدید دنیا میں ترقی کے پیمانے کو تعلیم سے جوڑ کر دیکھا جاتا ہے لیکن کیا دنیا کا ہر ملک یکساں نظام تعلیم کے اصول کو اپنائے بغیر ترقی کر سکا اور کیا جنوب مشرقی ایشیا کے ممالک جن میں پاکستان بھی شامل ہے، یکساں نظام تعلیم کے اس خواب کو پورا کرنے میں کامیاب ہوا؟ یکساں نظام تعلیم کیا ہے اور اس کا اطلاق کسی ملک پر کیسے ہو گا؟ اس کلیے کو پاکستانی سیاق و سباق سے جوڑ کر دیکھنا اس تحقیق کا مقصد ہے۔  
اس تحقیق میں ہم اس بات کا جائزہ بھی لیں گے کہ کس طرح پاکستان کا نظام تعلیم یکسانیت کے بجائے ایک ایسی تفریق کو جنم دے رہا ہے جو نا صرف نظام تعلیم کے وجود پر ایک سوالیہ نشان ہے، بلکہ انسانی منشور کے حقوق کی ایک خلاف ورزی بھی ہے، جس کے اثرات دور و نزدیک تک محسوس بھی کیے جا سکتے ہیں اور معاشرہ بھی اسی فرق کے سبب ایک اندھیرے غار میں داخل ہو گیا ہے جس کے حل کے لیے معاشرے کے بہترین اذہان کا مل بیٹھنا ضروری ہو گیا ہے۔  
کلیدی الفاظ: منشور حقوق انسانی، یکساں تعلیمی نصاب، تعلیمی تفریق، عدم برداشت، پاکستان کا تعلیمی نظام، معاشرے کی بہتری

## Critical Discourse Analysis of Slogans Chanted During Election - 2018

Nadia Kaleem

Lecturer, Department Humanities, Greenwich University, Karachi, Pakistan

**Abstract:** Political slogans are used as a conduit to disseminate one's political ideology into masses' conscious and unconscious and to deconstruct the narrative of the opposition. This research is focused on the slogans which were chanted during the election 2018 keeping in mind the narratives of the respective political parties. The rapport of language with narrative and ideologies is intricate and influences the political power structure substantially. Words contain and shape meanings and the exploitation and distortion of the essence of the meaning can only be understood through Critical Discourse Analysis (CDA), furthermore, the use of lexical choices effects the voting pattern as well. This research is qualitative in nature, where the three-dimensional discourse model of Fairclough and the socio-cognitive model of Van Dijk has been used as a theoretical framework to comprehend the intricate relationship of language and ideology. To linguistically analyze the slogans the Systemic Functional Linguistic analysis which is developed by M.A.K Halliday, with specific focus on Transitivity as well as on Lexicalization (Roger Fowler) has proved very instrumental. This research and analysis helps the reader to comprehend the role of lexical choices in constructing a narrative and its subsequent clout over the political power structure.

**Keywords:** language, ideology, lexicalization, transitivity, power structure

ریسر چر / محقق

نادیہ کلیم

عنوان : 2018 کے انتخابات میں لگائے جانے والے تین سیاسی جماعتوں کے نعروں کا کریٹیکل ڈسکورس انیلسز (سی (CDA) ڈی اے

### خلاصہ / اہسٹریٹ

سیاسی نعروں کا استعمال اور اس کے ذریعے اپنے نظریات اور بیانیے کو عوام کے شعور میں اتارنا اور مخالفین کے بیانیے کے مقابلے میں اپنے بیانیے کو طاقتور بنانا یہ سب زبان کے متنا سب استعمال سے ہی ممکن ہے۔

یہ تحقیق 2018 کے انتخابات میں تین اہم سیاسی جماعتوں کے بیانیے کے پیش نظر لگائے جانے والے نعروں پر کی گئی ہے۔ زبان اور نظریات / بیانیے کا آپس میں پیچیدہ تعلق ہے جو سیاسی طاقت کے توازن پر اثر انداز ہوتا ہے۔ الفاظ ایک سانچے کی طرح اپنے اندر معانی سموئے ہوتے ہیں معافی کا استحصال، اس کے جو ہر کو مسخ یا تبدیل کر دینا اور اس تعلق کو ذریعے سمجھا جا سکتا ہے۔ مزید برآں اس کے کس طرح نعروں میں مخصوص الفاظ کا استعمال ووٹنگ پیٹرن پر اثر انداز ہوتا ہے۔ اس تجزیہ کے لئے کوالٹیٹیو میتھوڈولوجی استعمال کی گئی ہے اس تحقیق کے لئے فنیرکلف کا سہ جہتی 3 ڈیمینشن ڈسکورس ماڈل وین ڈیجیک کا سماجی۔ ادرا کی سوشیو کالٹیٹیو ماڈل زبان اور بیانیے کے تعلق کو عمومی طور پر سمجھنے کے لئے نظریاتی فریم ورک کے طور پر استعمال کیا گیا ہے۔ سیاسی نعروں کے الفاظ کے خصوصی تجزیے کے لئے ایم اے کے ہالی ڈے کاترانسیٹیوی اور فاولر کا لیگزیکلائزیشن طریقہ کا بہت مددگار ثابت ہوا۔ یہ تحقیق اور تجزیہ زبان اور الفاظ کے چنائو اور اس سے جڑے بیانیے اور بیانیے سے تقویت پاتے اور سیاسی طاقت کے نظام کو سمجھنے میں مدد دیتی ہے۔

## Educational Crisis in Pakistan: The Need to Establish Informal Schools

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**Abstract:** With an estimated 22.8 million children not attending school, Pakistan stands second across the globe among the countries having the highest number of out-of-school children aged from 5 to 16 years. This number represents 44 per cent of the population in this age group, according to the latest statistics of the United Nations International Children's Emergency Fund. Obviously, the overwhelming majority of the out-of-school children hail from underprivileged families. Hence, a radical increase in the annual budget for education is the need of the hour; however, the successive governments have only been paying mere lip service to the educational crisis – mostly over the election eve – but never fulfilled the promise to significantly increase the budget for education. Quite a few political parties in Pakistan are accused of being fundamentalists but arguably the Pakistan Peoples Party (PPP) is seen as the most progressive political group. Currently, the PPP is running its provincial government in Sindh for the seventh time. Following the promulgation of the 18th constitutional amendment that empowered the provincial governments in 2010, the education sector came under the command of the respective provincial governments. To hide their incompetence, government officials tend to hide the exact number of out-of-school children in their respective jurisdictions. However, in August 2019, former Sindh education minister Syed Sardar Ali Shah announced in the provincial cabinet his school education plan that focused on enrolling "around 4.2 million out-of-school children". What followed was the Sindh government's move to take back the portfolio of education ministry from Syed Sardar Ali Shah just two days after he announced his plan. In our presentation, we will analyse the performance of successive governments that we have observed while working as journalists in recent years. In the second half of our presentation, we will discuss how could we, as the citizens, play a role in improving the state of education in the country. In this regard, a key step is to establish informal schools. We will share how we have been running an informal school amid the coronavirus pandemic.

**Keywords:** Out-of-school children, underprivileged families, informal schools, accurate data, incompetence, lack of commitment

جن ممالک میں 5 سے 16 سال کی عمر کے بچوں کی سب سے بڑی تعداد اسکول نہیں جاتی ان ممالک میں پاکستان کا دوسرا نمبر ہے۔ The United Nations International Children's Emergency Fund کی جانب سے شایع کیے گئے اعداد و شمار کے مطابق پاکستان میں دو کروڑ اٹھائیس لاکھ بچے اسکول سے محروم ہیں۔ دو کروڑ اٹھائیس لاکھ بنتا ہے پاکستان کے 5 سے 16 سال کے بچوں کی آبادی کا چوالیس فیصد حصہ۔ ظاہر ہے کہ اسکول نہ جانے والے بچوں کا تعلق غریب خاندانوں سے ہوتا ہے۔ اتنی بڑی تعداد کو اسکول بھیجنے کے لیے حکومتوں کو تعلیمی بجٹ میں اضافہ کرنا ہوگا۔ تاہم اس اضافے کی بات صرف الیکشن کے موقع پر ہوتی ہے مگر حکومت سازی کے بعد قوم یہی کہتی ہے کہ: غضب کیا ترے وعدے پہ اعتبار کیا

بہت سی سیاسی جماعتوں پر قدامت پسندی وغیرہ کے الزامات ہیں لیکن پاکستانی سیاست میں جس پارٹی کو بہت زیادہ لبرل تصور کیا جاتا ہے وہ پاکستان پیپلز پارٹی ہے۔ یہ جماعت سندھ میں ساتویں مرتبہ حکومت کر رہی ہے۔ سن 2010 میں اٹھارویں آئینی ترمیم کے بعد صوبائی حکومتوں کے اختیارات بڑھے تو تعلیم کا شعبہ بھی صوبائی حکومت کے دہ گورنگ یونیورسٹیوں کے تحت آ گیا۔ ہاں اس سے گزرتی ہیں کہ ان کی کاردرگی کا بھانڈا نہ پھوٹے۔ یہ بات اگست 2019 کے بجسٹھ کے ذریعہ تعلیم و ہواشنہ سہری لکھی سے محروم بیالیس لاکھ بچوں کو اسکول میں داخل کرنے کی بات سندھ اسمبلی میں کی۔ منسٹر صاحب نے تو اپنا منصوبہ نیک نیتی سے بیان کیا مگر اس کا نتیجہ یہ نکلا کہ اس اعلان کے صرف دو دن بعد ان سے تعلیم کی وزارت کا قلمدان واپس لے لیا گیا۔

ہم اپنی پزیرائی بات کریں گے کہ روایتی تعلیم کے شعبہ میں اصلاحی مہمیں بطور صحافی دیکھا ہے۔ ہم اپنی پریزینٹیشن کے دوسرے حصے میں بتائیں گے کہ ہر طور پر تعلیم کے کی بہتری میں اپنا کردار ادا کرسکتے ہیں۔ اس ضمن میں ایک طریقہ غیر روایتی اسکولوں کا قیام ہے۔ ہم بیان کریں گے کہ غیر روایتی اسکول کیا ہوتے ہیں اور ہم کورونا وائرس کی وبا کے دنوں میں ایک غیر روایتی اسکول کیسے چلا رہے ہیں۔

مصنفین: نجم سہروری اور حیدر عباس

## Action Plan: Implementation of an Inclusive Education System in Pakistan

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**Abstract:** The educational industry of Pakistan has been facing various challenges since the independence of Pakistan. The implementation of an inclusive education system is one of those challenges that are rarely discussed by stakeholders and decision-making bodies in Pakistan. Most of the supporters and donors in the education sector are not familiar with the ground realities and for that reason often end up wasting valuable resources and finance. Hence, to establish and effectively run an inclusive education system in Pakistan it is necessary that all the resources are properly planned and used in an optimal manner. In this study, a feasible action plan will be discussed which will help educators and supporters to establish an inclusive education system in Pakistan.

**Keywords:** inclusive education, educational challenges, Pakistan, action plan, investors

سعد بن عزیز

### پاکستان میں جامع تعلیم کے نفاذ کے لئے ایکشن پلان

پاکستان کی تعلیمی صنعت آزادی کے بعد سے ہی بہت سارے چیلنجز کا سامنا کر رہی ہے۔ ان چیلنجز میں سے ایک جامع تعلیم ہے جس کے بارے میں پاکستان میں شاذ و نادر ہی بات کی جاتی ہے۔ زیادہ تر خیرخواہ سرمایہ کار اور زمینی حقائق سے واقف نہیں ہوتے ہیں۔ اور اکثر ضرورت مند افراد کو فائدہ فراہم کیے بغیر رقم اور دیگر وسائل کہ ضائع کر بیٹھتے ہیں۔ پاکستان میں جامع نظام تعلیم کو یقینی بنانے کے لئے ضروری کہ تمام طوائف کو من؛وبھ بند بنائے اور موثر طریقے سے استعمال ہوں اس مطالعے میں انک قابل عمل ایکشن پلان پر مبنی بات کی جائے گی جو اساتذہ کرام اور سرمایہ کاروں کو پاکستان میں انک جامع تعلیمی نظام کے قیام میں مدد فراہم کرے گی۔

## Mother Tongue's Role in Second-Language Learning (L2)

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**Abstract:** Language is one of human beings' most innovative works. All kinds of communication, thoughts, messages, whether written, verbal or symbolic, involve a language. It continues to evolve and no one entity can be credited with one complete language. The region's different languages are very close to each other, but they also affect the region far away from each other. Languages are often a combination of many other languages, and no pure language can be named or can exist without other languages being dealt with. Languages that do not change with changing times do not survive such as Latin or Sanskrit languages. Many different techniques teach and interact in the same language, such as the grammar-translation process, or reside in the target language area, which is called the direct method. There has been a lot of discussion and controversy about the role of the mother tongue in second language learning. Most teachers believe that if they use it a lot, the use of their first language should be reduced and they feel guilty. The first language is a resource used both consciously and subconsciously by learners to assist them in organizing and rearranging the second language data in the input and to perform as best they can. When teaching a second language, the cultural characteristics associated with first language use can be brought to good effect. A developmental mechanism is a second language acquisition; first language L1 may be a contributing factor to it. This paper aims to explain the role of L1 in German teaching and learning, as well as reports on various approaches, management of the classroom, and certain activities that could help them learn German.

**Keywords:** Mother Tongue, Role of L1, German Language, Teaching and Learning

دوسری زبان سیکھنے میں مادری زبان کا کردار

اردو یا مادری زبان کے ذریعے غیر ملکی زبانیں سیکھنا

زبان انسان کے تخلیقی کاموں میں سے ایک ہے۔ درحقیقت، ہر طرح کے مواصلات، نظریات، پیغام کو کسی زبان کی ضرورت ہوتی ہے چاہے وہ لکھا ہوا ہو، زبانی ہو یا علامت۔ اس کا ارتقا بدستور جاری ہے اور اس لئے کسی بھی ایک فرد کو ایک مکمل زبان کا سہرا نہیں دیا جاسکتا ہے۔

خطے کی مختلف زبانیں ایک دوسرے سے کافی ملتی جلتی ہیں لیکن ایک دوسرے سے دور خطے کو بھی متاثر کرتی ہیں۔ اس طرح کے اثر و رسوخ کے لئے انگریزی، ہسپانوی ایک اچھی مثال ہو سکتی ہے۔ زبانیں بھی بہت ساری زبانوں کا مرکب ہوتی ہیں اور کسی بھی زبان کو خالص زبان نہیں کہا جاسکتا ہے یا دوسری زبانوں کے ساتھ تعامل کے بغیر وہ زندہ رہ سکتا ہے۔ جو زبانیں وقت کی تبدیلی کے ساتھ نہیں بدلی جاتی ہیں وہ لاطینی، سنسکریٹ زبانوں جیسی زندہ نہیں رہتی ہیں۔

بہت سے مختلف طریقے جیسے گرائمر ٹرانسلیشن کا طریقہ کار، اسی زبان میں پڑھانا اور گفتگو کرنا، یا ہدف کی زبان کے اس خطے میں رہنا، جس کو دوسری زبان سیکھنے کا براہ راست طریقہ کہا جاتا ہے۔

براہ راست طریقہ۔ براہ راست طریقہ زبانی یا قدرتی طریقہ کے طور پر بھی جانا جاتا ہے

گرائمر ترجمہ کا طریقہ

آڈیو زبان کا طریقہ

زبان کی تربیت کے طریقوں کا موازنہ کرنا

دوسری زبان سیکھنے میں مادری زبان کا کردار

دوسری زبان سیکھنے میں مادری زبان کا کردار بہت چرچا اور تنازعہ رہا ہے۔ زیادہ تر اساتذہ کا خیال ہے کہ پہلی زبان کے استعمال کو کم سے کم ہونا چاہئے اور اگر وہ اسے بہت استعمال کریں گے تو وہ خود کو مجرم سمجھیں گے۔ یہ عام خیال ہے کہ دوسری زبان کو دوسری زبان کے ذریعہ سیکھنا چاہئے، جس طرح آپ اپنی مادری زبان کو اپنی مادری زبان کا استعمال کرتے ہوئے سیکھتے ہیں۔ لیکن یہ خیال کہ سیکھنے والے کو انگریزی سیکھنا چاہئے جیسے دیسی اسپیکر کرتا ہے، یا 'انگریزی میں سوچنے' کی کوشش کرتا ہے، یہ ایک نامناسب اور ناقابل تلافی سوچ ہے۔ ادب میں انگریزی کی تعلیم اور سیکھنے میں مادری زبان کے کردار پر تبادلہ خیال کیا گیا ہے۔ مادری زبان کا اثر انگریزی زبان کی تعلیم اور سیکھنے میں مثبت اور منفی دونوں ہی ثابت ہوا ہے۔ سیکھنے والا ایل 1 دوسری زبان کے حصول کا ایک اہم فیصلہ کن ہے۔

پہلی زبان ایک ایسا وسیلہ ہے جس کو سیکھنے والے شعوری اور لاشعوری طور پر دونوں کو ان پٹ میں دوسری زبان کے ڈیٹا کا بندوبست کرنے اور اسے دوبارہ ترتیب دینے میں اور جس سے ہو سکے بہتر کارکردگی دکھانے میں مدد دیتے ہیں۔ دوسری زبان کی تعلیم دینے وقت پہلی زبان کے استعمال سے منسلک ثقافتی خصوصیات کو اچھے انداز میں لایا جاسکتا ہے۔

دوسری زبان کا حصول ایک ترقیاتی عمل ہے۔ پہلی زبان L1 اس میں اہم کردار ادا کرسکتا ہے۔ اس مقالے میں جرمن کی تعلیم اور سیکھنے میں ایل 1 کے کردار اور مختلف طریقوں، کلاس روم مینجمنٹ اور کچھ سرگرمیوں کے بارے میں رپورٹس کو سمجھنے کی کوشش کی گئی ہے جو ان کو جرمن زبان سیکھنے میں مدد فراہم کرسکتی ہیں۔

جیسا کہ میں جرمن سکھاتا ہوں، پچھلے 20 سالوں سے زبان اور جرمن زبان سکھانے کے لئے مادری زبان کا استعمال سیکھنے کے میرے تجربے سے پاکستانی سیکھنے میں بہت مدد ملتی ہے اور دوسرے طریقوں کی نسبت کئی مرتبہ تیز رفتار سیکھنے کی رفتار آجاتی ہے۔

جرمن زبان کی تعلیم کے لئے اردو کے استعمال سے لرنر کو صرف ایک ماہ میں جرمن سے بات چیت کرنے کی بنیادی جرمن زبان سیکھنے کا اہل بنایا گیا اور اس طریقہ کار سے 1000 سے زیادہ طلباء مستفید ہوئے۔

معین الدین احمد

لسانیات میں پی ایچ ڈی (جاری ہے)

## The Relationship Between Teachers Job Satisfaction and Perceived Servant Leadership Behaviour of the Principal.

A Study Conducted at Various Universities of Karachi, Pakistan

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**Abstract:** The present mixed correlational study aimed to deduce the perception of teachers, regarding their principal's servant leadership behaviour influence on teacher's job satisfaction of various universities in Karachi. The current study is based on the previous research "Relationships between teachers' perceptions of principals' servant leadership behaviours and job satisfaction" which centered around the principals' leadership style and job satisfaction of teachers. Similarly, for this research Greenleaf's servant leadership theory, Bandura's self-efficacy theory, and Vygotsky's sociocultural theory were considered. For this study, 180 teacher respondents were considered, and the research instrument was compiled based on interviews conducted by the head and teachers. The questionnaire was based on a Likert scale (Obasuyi, 2019) and the Pearson correlation coefficient was applied to the results. Three research questions and their respective hypotheses directed the study. One hundred and eighty teachers in various public and private universities were surveyed. The Pearson correlation coefficient was applied to evaluate the associations amongst variables. Empathy behaviour of the principal showed correlation with teacher job satisfaction ( $r=.898$ ,  $p<.05$  reported as .000) resulting in hypothesis acceptance and is highly significant. Empowerment behaviour of principal towards teachers holds strong correlation with job satisfaction ( $r=.926$ ,  $p$ -value reported as .000) resulting in the acceptance of the hypotheses, in teacher's perception empowerment behaviour of principals encompasses association with teacher's job satisfaction. Servant leadership behaviour of principal has strong association with teacher job satisfaction as demonstrated by the correlation value ( $r=.940$ ,  $p$ -value reported as .000) which was highly significant, again accepting the hypothesis.

**Keywords:** servant leadership, empathy behaviour, empowerment behaviour, job satisfaction

اساتذہ کے ملازمت خیالات اور پرنسپل کے سرونٹ لیڈرشپ سلوک کے مابین تعلقات؛ کراچی، پاکستان کی مختلف یونیورسٹیوں میں مطالعہ کیا گیا

گرین وچ یونیورسٹی کراچی پاکستان ماہنور فاروقی

پیشاورانہ اطمینان سے منسلک ہے۔ یہ تحقیق کراچی میں موجود مختلف جامعات پر مبنی ہے۔ تحقیق کے دوران گرینلیف کی سرونٹ لیڈرشپ، بندر کی خود فیصلگی اور اس کے ساتھ ساتھ دیگر امور کے بارے میں 180 اساتذہ کے انٹرویو ریکارڈ کیے گئے۔ پینرسن کرلیشن کا استعمال کیا گیا جس کے ذریعے نتائج اخذ کیے گئے۔ سوال نامہ لیکرٹ اسکیل پر مبنی تھا۔ تحقیق کے 3 بنیادی سوال تھے اور ہر سوال کا اپنا الگ مفروضہ تھا جس سے تحقیق کی سمت منتخب کی گئی۔ نتائج کے مطابق پرنسپل کی ہمدردی سے اساتذہ کی پیشوارانہ اطمینان بہتر ہوا۔ پرنسپل کا اساتذہ کو بالاختیار بنانا بھی فائدے مند ثابت ہوا۔ ساتھ ہی ساتھ سرونٹ لیڈرشپ کا بھی اساتذہ کی صلاحیت پر مذہبت اثر دکھا گیا۔

## Concept of Education and Pakistan

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**Abstract:** Asia has a distinct civilization among the continents of the world, the beauty of which is the uniqueness of languages of almost all the countries of Asia which also have different scripts and attributes of writings. The Nations of the World have determined education and development to be two sides of the same coin. All the latest countries in the world that claim to be superpowers are in this race; all are on the path of progress using their national language. According to research, in the history of five thousand years, no single nation has passed who has had marked success by using any other language than its national language. If we consider in this perspective, Pakistan's education system seems to decline. Pakistan is an underdeveloped country with 70% people living in rural areas where basic education is given in the national or regional language. But as soon as an intelligent student arrives in college or university, he has to face the problem of change of medium of instruction whereby his language is tested instead of judging by his abilities. Consequently, his God-given abilities go backward and he is only engaged in fighting the war of language. Sometimes he succeeds in it, otherwise failure fills his whole self-confidence and he forms a society of mental confusion. In view of this fact, the suggestion is that in the teaching process, either the national / mother language should be used in its entirety so that education reaches its original place and not just degree holders, but an educated and trained society can be formed.

**Keywords:** education, language barrier, teaching process, education system

قومِ تعلیم اور پاکستان:

ایشیا دنیا کے ریڈیوں میں ایک علیحدہ قسم کی تہذیب رکھتا ہے جس کا حسن یہ ہے کہ ایشیا کے تقریباً سبھی ممالک کی ایک منفرد زبان ہے جو کہ اپنی شناخت کے اعتبار سے مختلف رسم الخط بھی رکھتی ہیں۔ جیسا کہ اقوام عالم نے اس بات کا تعین کر ہی لیا ہے کہ ترقی کو تعلیم کے پیمانہ سے دیکھا جائے گا تو تعلیم اور ترقی ایک ہی بات کے دو پہلو ہیں۔ دنیا کے تمام جدید ترین ممالک جو کہ سوپر پاور ہونے کے دعویدار ہیں یا اس دور میں ہیں، سبھی اپنی قومی زبان کا استعمال کرتے ہوئے ترقی کی راہ پر گامزن ہیں۔ تحقیق کے مطابق دنیا کی پانچ ہزار سالہ تاریخ میں ایک بھی قوم ایسی نہیں گزری جس نے کسی دوسری زبان میں ترقی کی ہو۔ اس تناظر میں پاکستان کا تعلیم دیکھا جائے تو وہ ترقی کی بجائے تنزلی کا شکار نظر آتا ہے۔ جیسا کہ پاکستان ایک ترقی پذیر ملک ہے جہاں 70% لوگ دیہی علاقوں میں آباد ہیں جہاں انکی بنیادی تعلیم قومی یا علاقائی زبان میں دی جاتی ہے مگر جیسے ہی کوئی ذہین طالب علم کالج یا یونیورسٹی میں پہنچتا اس کو (change of medium of instruction) یعنی تبدیلی طریقہ ہائے تدریس کا مسئلہ درپیش ہو تا ہے جہاں اس کی صلاحیتوں کے ساتھ انصاف کرنے کی بجائے اس کی زبان کا امتحان لے لیا جاتا ہے جس کی وجہ سے اس کی خداداد صلاحیتیں سرپشت چلی جاتی ہیں اور وہ صرف زبان کی جنگ لڑنے میں مصروف ہو جاتا ہے، کبھی جو اس میں کامیابی ہو گئی تو ٹھیک ورنہ ناکامی اس کی ساری خود اعتمادی ہوا کر دیتی ہے اور وہ ایک ذہنی انتشار کا معاشرہ تشکیل دیتا ہے۔ اس حقیقت کو مد نظر رکھتے ہوئے تجویز یہ ہے کہ تدریسی عمل میں مکمل طور پر یا تو قومی/مادری زبان استعمال کی جائے تاکہ تعلیم اپنے اصل مقام تک پہنچ جائے اور ایک ڈگری یافتہ نہیں بلکہ تعلیم و تربیت یافتہ معاشرہ تشکیل دیا جا سکے۔

افشین بابر شکر یہاڈلر کالج کراچی، کور کمیٹی ممبر پاکستان ایجوکیشنل ڈیولپمنٹ ایسوسی ایشن

## Case Study: Inclusive Education in Pakistan

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**Abstract:** Pakistan is among those countries where most of the educators and managers at the school level lack awareness about an inclusive education system. The lack of awareness about inclusion and laid back attitude towards inclusive education are a few challenges that cause hindrance in attaining educational equality in the country. In order to gauge the awareness and attitude of school educators about an inclusive education system, a small research study was conducted. For this reason, semi-structured interviews with school owner, principal and teachers were conducted at a renowned mid-income school in Karachi, Pakistan. The interviews were coded into four themes, namely (i) awareness; (ii) support; (iii) resources; and (iv) teacher training. The results showed that there was lack of awareness, support, resources and trainings about inclusive education in Pakistan. However, the educators showed a positive attitude towards the idea of implementing an inclusive education system in Pakistan.

**Keywords:** inclusive education, Pakistan, challenges, education system, equality

نام زوبیر خان

### کیس اسٹڈی: پاکستان میں جامع نظام تعلیم

پاکستان کے اسکولوں میں شمولیت اور اس کے نفاذ سے متعلق ناکافی معلومات موجود ہے شمولیت سے متعلق اساتذہ کا رویہ اور اسکولوں میں جامع تعلیم کو عملی جامہ پہنانے کے لئے مناسب وسائل معلومات کا فقدان کی ضرورت اہم چیلنجز میں شامل ہے۔ پاکستان میں جامع تعلیم کو عملی جامہ پہنانے کے لئے اقدامات کرنے کی ضرورت ہے۔ جامع نظام تعلیم کے عملے کے علم کی تحقیقات کے لئے ایک چھوٹا سا تحقیقی مطالعہ کیا گیا۔ اس مقصد بارے میں اسکول کے موجود اسکول کے اساتذہ پرنسپلز اور اسکول مالکان کے لئے درمیانی آمدنی والے ایک معاشرے میں ساتھ انٹرویو لیا گیا تھا۔ نتائج سے معلوم ہوا کہ پاکستان کے تعلیمی اسٹیک ہولڈرز میں شامل کرنے کا کوئی نظام یا علم موجود نہیں اس کے لئے مطالعے کے آخر میں ایکشن پلان تجویز کیا گیا ہے۔

## Importance of Female's Education for the Establishment of a Successful Society: In the Light of Seerat-E-Taiba (SAW)

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**Abstract:** The purpose of education is respect, good manners and the development of high moral values and its transmission to society. The first revealed verses of the Holy Qur'an show the importance of knowledge. Education and training and awareness are of fundamental importance for the development of human society. Women are half of the society, so the education and training of women are absolutely necessary and indispensable for the welfare of society. Islam has given primary importance to female's education and training from the very beginning. The incomparable virtue of knowledge has been described in the Holy Qur'an and the hadiths, but it is clear that in Islam there is nothing more than the acquisition of knowledge. Educated women have a very important role to play in the reform of any society. The Holy Prophet (SAW) from the very beginning drew special attention to the education of women. Your sublime statement "Acquiring knowledge is the duty of every Muslim" is a clear proof that getting knowledge is not specific to any one gender. Prophet (SAW) urged the parents to make their daughters aware of the rules of the religion. He encouraged women in various ways to advance them intellectually and practically. Prophet (SAW) preached the good news of heaven to those who arrange for the education and training of daughters. In this sense, a woman's education should be such that it can make her a righteous daughter, a faithful sister, a caring wife and a virtuous and compassionate mother so that a successful society can be implemented. An analytical and descriptive research methodology will be adopted in this research to obtain results and recommendations. To conclude it is crystal clear that female education plays an important role in building a successful society.

**Keywords:** female education, women's education and training, impact of women's education, Islamic teachings

ایک کامیاب معاشرے کے قیام کے لئے تعلیم نسوان کی اہمیت: سیرت طیبہ کی روشنی میں

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خلاصہ

تعلیم کا مقصد احترام، حسن معاشرت اور اچھے اخلاقی اقدار کی آبیاری اور نئی نسل تک اس کی منتقلی ہے، علم کی

ہفت وفتاک، اللہ کے احیٰ یغیر ہرگز نہیں لیجئے سے کہ جسکے ہی پھلی اللہ

علیہ وسلم کو اللہ کے نام سے پڑھنے کو کہا گیا ہے، انسانی معاشرہ کی تعمیر و ترقی کے لئے تعلیم و تربیت، علم و لگی اور شعور بنیادی اہمیت کے حامل ہیں، دوسری طرف یہ بھی

حقیقت ہے کہ طبقہ نسوان ہٹلور کا فنہ صلیذا اس طبقہ نسوان کی تعلیم و تربیت معاشرے کی صلاح و فلاح کے لئے از بس ضروری اور نا گزیر ہے۔ اسلام نے تعلیم و تربیت کو ابتداء ہی سے بنیادی اہمیت دی ہے۔ شریعت اسلامیہ نے مرد و عورت دونوں پر یکساں حقوق و فرائض عائد کئے ہیں اور دونوں ہی اپنے فرائض کو پورا کرنے کے لئے یکساں ذمہ دار ہیں یہ واضح امر ہے کہ جب تک اپنے فرائض سے متعلق واقفیت نہ ہو، کوئی اپنے فرائض سے متعلق صحیح طریقہ پر اہم ہوگا۔ رزیکم او لیلیٹ میرٹ مکیٹلا فضیلت بیان کی گئی ہے بلکہ معلوم ہوتا ہے کہ اسلام میں حصول علم سے بڑھ کر کوئی چیز نہیں۔ کسی بھی معاشرے کی اصلاح میں تعلیم یافتہ خواتین کا بڑا اہم رول ہوتا ہے۔ کیونکہ ایک مرد کو تعلیم دینا ایک فرد کو تعلیم دینا ہے جب کہ ایک عورت کو تعلیم دینا پورے خاندان کو تعلیم دینے کے مترادف ہے۔ اس لئے نبی اکرم صلی اللہ علیہ وسلم نے آغاز ہی سے خواتین کی تعلیم کی طرف خصوصی توجہ مبذول کروائی۔ آپ کا فرمان عالی ”علم کا حاصل کرنا ہر مسلمان پر فرض ہے“ اس بات کا واضح ثبوت ہے کہ حصول علم کسی ایک صنف کے لئے مخصوص نہیں، بلکہ یہ مرد و عورت دونوں کا حق ہے۔ آپ نے والدین کو اس بات کی تلقین فرمائی کہ وہ اپنی بچیوں کو دین کے احکام سے روشناس کرائیں۔ آپ نے خواتین کو فکری اور عملی اعتبار سے آگے بڑھانے کی مختلف طریقوں سے ترغیب دلائی۔ آپ نے ان کی تعلیم و تربیت کا اہتمام کرنے والوں کے لئے جنت کی بشارت سنائی۔ اس لحاظ سے عورت کی تعلیم ایسی ہونی چاہئے جو اس کو صالح بیٹی، وفا شعار بہن، فرما نبردار بیوی اور باکردار و ہمدرد ماں بنا سکے۔ اور ایک کامیاب معاشرہ عمل میں لایا جا سکے۔ نتائج اور سفارشات کے حصول کے لیے اس تحقیق میں تجزیاتی اور بیانیہ تحقیقاتی طریقہ کار اپنایا جائے گا۔ اس تحقیق کے نتیجے میں یہ بات واضح ہو جاتی ہے کہ خواتین کی تعلیم ایک کامیاب معاشرے کی تعمیر میں اہم کردار ادا کرتی ہے۔

کلیدی الفاظ: تعلیم نسوان ، خواتین کی تعلیم و تربیت ، تعلیم نسوان کے اثرات ، اسلامی تعلیمات

## The Deteriorating State of Government Schools/Colleges in Pakistan. Who is to Be Blamed?

Faisal Ansari

*Lecturer Greenwich University, Karachi, Pakistan*

**Abstract:** Education lays the foundation for the political, social and economic development of any country. A viable education system enables the nation to achieve its national goals. Pakistan as a developing country has faced critical problems of education since its inception and therefore, the system of education has failed to deliver according to the aspirations of the nation. There are various factors responsible for this situation that includes, lack of uniformity related to multiple schooling systems like madrasa, public schools and private schools having different curricula and that are all catering to different masses having different backgrounds, ideologies and objectives. These multiple systems are also not properly supervised in terms of quality of education, updated curricula, and budgetary expenditures by the government, quality of human resources, and accountability. Government schools being the backbone of any country as it caters to the masses, needs special attention and an accountability mechanism. In Pakistan, government schools are on average more than double compared to the number of private schools. However, these government schools are deprived of the basic infrastructural support that has resulted in further deteriorating the quality of education and human resources attached to them. This ethnographic research aims to study the impact on education if the government servants get their children enrolled in public/government institutions.

**Keywords:** quality education, government & private schools, government servants

### خلاصہ

تعلیم کسی بھی ملک کی سیاسی ، معاشرتی اور معاشی ترقی کی اساس رکھتی ہے۔ ایک قابل عمل تعلیم نظام قوم کو اپنے قومی مقاصد کے حصول کے قابل بناتا ہے۔ ایک ترقی پذیر ملک کی حیثیت سے پاکستان کو ابتدا ہی سے تعلیم کے شدید مسائل کا سامنا کرنا پڑا ہے اور اسی وجہ سے نظام تعلیم قوم کی امنگوں کے مطابق فراہمی میں ناکام رہا ہے۔ اس صورتحال کے ذمہ دار بہت سے عوامل ہیں لیکن سب سے پہلے اور سب سے زیادہ نظام میں یکسانیت کا فقدان ہے۔ اس کا مطلب یہ ہے کہ ملک میں مدرسہ ، سرکاری اسکولوں اور نجی اسکولوں کے متعدد اسکول ہیں جن کا نصاب مختلف ہے اور یہ سب مختلف پس منظر ، نظریات اور مقاصد کے حامل ہیں۔ تعلیم کے معیار ، تازہ ترین نصاب ، حکومت کے بجٹ کے اخراجات ، انسانی وسائل کے معیار ، اور جوابدہی کے لحاظ سے بھی ان متعدد نظاموں کی مناسب نگرانی نہیں کی جاتی ہے۔

سرکاری اسکول کسی بھی ملک کی ریڑھ کی ہڈی کی حیثیت رکھتے ہیں کیونکہ یہ عوام کی تعلیمی ضروریات کو پورا کرتا ہے لہذا خصوصی توجہ اور احتساب کے طریقہ کار کی ضرورت ہے۔ پاکستان میں سرکاری اسکولوں کی اوسطاً نجی اسکولوں کی نسبت دگنا سے بھی زیادہ ہے۔ تاہم ، یہ سرکاری اسکول بنیادی ڈھانچے سے محروم ہیں جس کے نتیجے میں تعلیم کا معیار اور اس سے وابستہ انسانی وسائل مزید خراب ہوئے ہیں۔ اصلاحی پروگرام کے طور پر، جو متعدد مراحل میں نافذ کیا جاسکتا ہے، اگر تمام سرکاری ملازمین کے لئے اپنے بچوں کو صرف سرکاری اسکولوں میں داخل کرنا لازمی ہو جاتا ہے تو تعلیم کے معیار کو بہتر بنایا جاسکتا ہے۔

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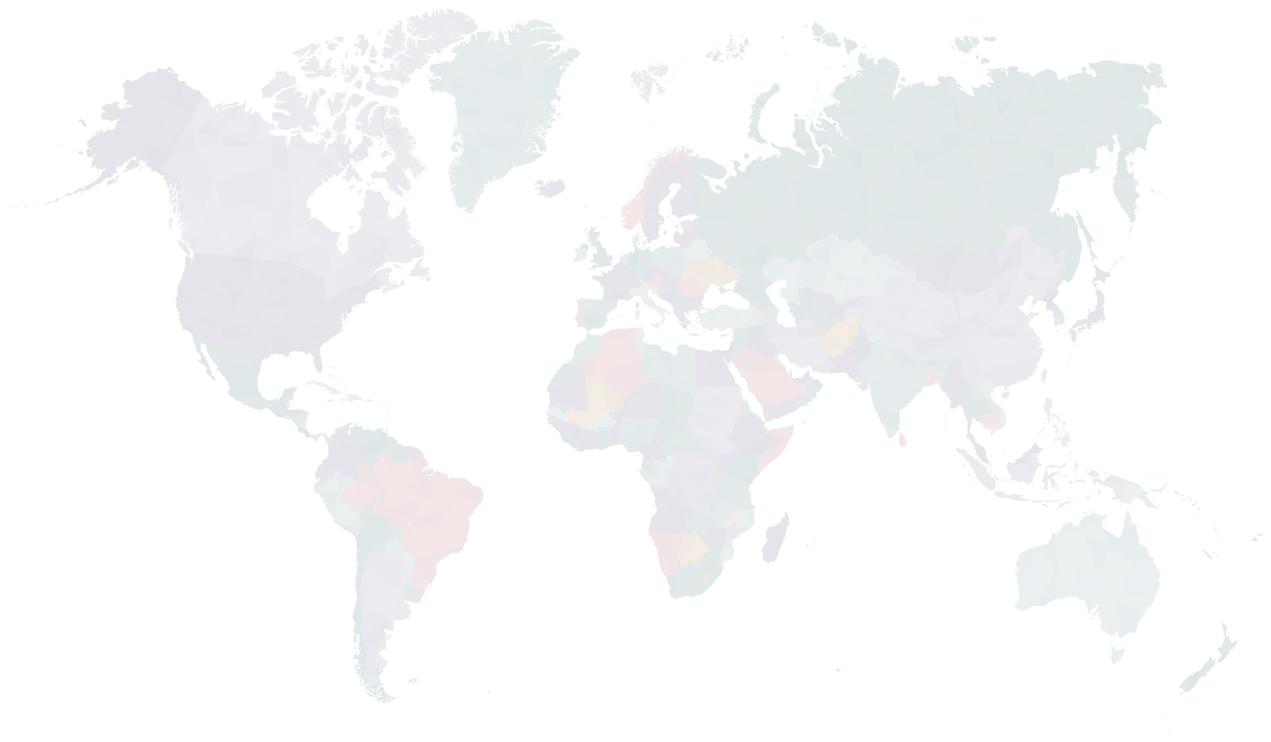
THE RIGHT TO EDUCATION

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# PRESENTATIONS

Spanish language



## **Educación Como Instrumento De Control Político Y El Impacto Sobre La Libertad Religiosa**

**Teresa Flores Chiscul**

*Observatorio de Libertad Religiosa en América Latina, Perú*

**Resumen:** Diversos instrumentos internacionales señalan a la educación como una herramienta para promover tanto el fortalecimiento de las libertades fundamentales como para favorecer la comprensión, la tolerancia y la amistad entre las naciones y los grupos étnicos y religiosos. La educación en ese sentido es vista como el medio para lograr el respeto de los derechos humanos - incluyendo el derecho a la libertad religiosa - para alcanzar la convivencia pacífica, no-violenta y para formar una sociedad verdaderamente inclusiva, en la que no se admita, entre otras cosas, la segregación por motivos religiosos o por opiniones basadas en la fe. A través de la educación muchas escuelas/docentes forman rasgos del carácter, actitudes individuales y colectivas y, sobre todo paradigmas que eventualmente regirán los proyectos de vida de personas, grupos y sociedades enteras. No obstante, en países como Cuba, Nicaragua y/o Venezuela, los contenidos educativos se han convertido en recursos explotados por el gobierno para incentivar y hasta cierto punto imponer en los estudiantes, una inclinación a los valores e ideologías afines a aquellas de los regímenes de turno, aun a expensas de las propias convicciones de los estudiantes y sus familias. En este contexto, la religión es presentada como una ideología que la mayoría de las veces contradice los postulados del gobierno de turno y busca ser erradicada a través de acciones represivas dirigidas a instituciones educativas, autoridades educativas, docentes, estudiantes e incluso padres de familia. Así, el objetivo de esta presentación será exponer cómo en el entorno educativo de los países previamente mencionados, surgen un abanico de hostilidades y vulneraciones que afectan no sólo el derecho a la educación, sino también el derecho a la libertad religiosa en su dimensión individual y colectiva, en relación con la libertad de manifestar la propia religión o creencia y/o al derecho a no ser objeto de medidas coercitivas que puedan menoscabar la libertad de tener o adoptar una religión.

**Palabras clave:** libertad religiosa, educación, adoctrinamiento, Cuba, Nicaragua, Venezuela

## Emotional Education for Family Coexistence

Celia Ysabel Palacios Alva

*Universidad Católica Santo Toribio de Mogrovejo, Peru*

**Abstract:** Human coexistence is one of the greatest challenges that education in the 21st century must face. The present study aims to propose a model of emotional education for the well-being of each of those who make up the families of a public educational institution. They come from situations of poverty and of medium to low cultural level, which already conditions intrapersonal relationships, since they undergo economic, social and affective tensions, even more so affected by the COVID-19 pandemic which has generated many abrupt and sudden emotional changes. The study is quantitative-descriptive and propositional research. The sampling is non-probabilistic and intentional. A questionnaire was applied to collect information on the dependent variable to 55 families of the students. The results were in relation to four dimensions with the average level: family union 23.6%, affection 38.2%, acceptance of others 30.9% and conflict resolution 43.6%, which allows us to analyze how family coexistence is. Thus, the development of an educational model was carried out, which consisted of a series of sessions for parents on topics to strengthen affective and emotional ties from the proposal, drawing from the thought of Karol Wojtyla and the theorist Rafael Bisquerra.

**Keywords:** Education, family coexistence, educational

## Educación Emocional para la Convivencia familiar

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**Resumen:** Actualmente se aprecia que la convivencia humana es uno de los mayores retos que debe afrontar la educación del siglo XXI. El presente estudio tiene como objetivo proponer un modelo de educación emocional para el bienestar de cada una de las personas que conforman las familias de una institución educativa pública, provenientes de situaciones de pobreza y de nivel cultural medio a bajo, lo que ya condiciona las relaciones intrapersonales, puesto que pasan por tensiones económicas, sociales y afectivas, aún más afectadas por la pandemia del COVID-19, generando muchos cambios emocionales de forma abrupta y repentina. El estudio está dentro del tipo de investigación cuantitativo-descriptiva y propositiva. El muestreo es no probabilístico e intencional. Se aplicó un cuestionario para el recojo de información de la variable dependiente a 55 familias de los estudiantes. Los resultados estuvieron en relación a 4 dimensiones con el nivel medio: unión familiar el 23.6%, afecto el 38.2%, aceptación de los demás 30.9 % y resolución de conflictos 43.6%, lo cual permite analizar como es la convivencia familiar. Es así que se realizó la elaboración de un modelo educativo, el cual consistió en una serie de sesiones para los padres de familia en temas para fortalecer los vínculos afectivos y emocionales desde la propuesta desde el pensamiento de Karol Wojtyla y del teórico Rafael Bisquerra.

**Palabras clave:** Educación emocional, convivencia familiar, modelos educativos

## Places of Worship as Educational Actors in Urban Space

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<sup>2</sup>Researcher, University of Caldas, Colombia

**Abstract:** For some people, places of worship are only buildings made of wood, brick, concrete, iron, or other material. For others, they also are places destined to worship some deity and carry out a religious manifestation. However, the purpose of this research was to delve into the knowledge of other characteristics that these places have in their relationship with the environment, thus finding, that they are also conflict mediators, builders of support networks and promoters of social cohesion. One of the most relevant findings is that places of worship also play an important role as educational actors in urban space. For this research, social mapping exercises, focus groups and interviews were carried out (before the social emergency caused by COVID-19), and online surveys (during the pandemic), involving 235 people from various religious communities that have their places of worship in some regions of Colombia. This work was systematized with the support of a Geographic Information System. It was found that places of worship (before and during the time of the pandemic), carry out training in the prevention of suicide, child sexual abuse, teenage pregnancy and domestic violence. Also, from there the people are trained in the values of social coexistence, respect for the rules of civic culture, promotion of citizen participation and democracy, and to preserve the environment. A comparison was made of these results with those services offered by educational institutions, concluding that places of worship play a complementary role in harmony with these services. In addition, during the time of the pandemic, denominations such as the Church of God Ministry of Jesus Christ International had up to 364,000 views on YouTube per week, showing an example of the impact that this education has on society.

**Keywords:** places of worship, educational actors, urban space

## Los lugares de culto como agentes educativos en el espacio urbano

John F. Osorio<sup>1</sup>, Daissy L. Alzate<sup>2</sup>

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**Resumen:** Para algunas personas, los lugares de culto son únicamente edificaciones construidas en madera, ladrillo, cemento, hierro, u otro material. Para otros, son además lugares destinados para adorar una deidad y realizar una manifestación religiosa. Sin embargo, esta investigación tuvo como propósito ahondar en el conocimiento de otras características que tienen estos lugares en su relación con el entorno, encontrándose así, que son también mediadores de conflictos,

constructores de redes de apoyo y dinamizadores de cohesión social. Uno de los hallazgos más relevantes es que los lugares de culto cumplen también una función importante como agentes educativos en el espacio urbano. Para esta investigación se realizaron ejercicios de cartografía social (antes de la emergencia social por COVID-19), y encuestas online (durante la pandemia) en las que participaron 235 personas de distintas comunidades religiosas que tienen sus lugares de culto en 6 regiones de Colombia. Este trabajo fue sistematizado con el apoyo de un Sistema de Información Geográfica, y se pudo encontrar que los lugares de culto antes y durante el tiempo de pandemia realizan formación en prevención del suicidio, del abuso sexual infantil, de embarazos a temprana edad y de violencia intrafamiliar. También desde allí se capacita en valores de convivencia, respeto a las normas, fomento a la participación ciudadana y a la democracia, y se enseña a preservar el medio ambiente. Se hizo una comparación de estos resultados con aquellos servicios que se ofrecen desde las instituciones educativas llegándose a la conclusión de que los lugares de culto desempeñan un papel complementario en armonía con estos servicios. Además, durante la época de pandemia, confesiones como la Iglesia de Dios Ministerial de Jesucristo Internacional tuvieron hasta 360.000 visualizaciones en YouTube por semana, evidenciando un ejemplo del impacto que esta formación tiene en la sociedad.

**Keywords:** Lugares de culto, agentes educativos, capital social de la religión

## Some Approaches to Femicide Contexts in México

Alin Castellanos Rivero

*Coordinator of the Division of Gender and Family Studies; President of Gender at Comunidad A.C., and Counselor of the Municipal Thematic Council for Women in Querétaro, Mexico*

**Abstract:** The following document intends to briefly enunciate some approaches to the femicidal contexts of recent years in Mexico. What I present below is a small part of a longer article. This analysis arises from the need to understand the contexts in which Mexican women live to be able to elucidate the increase in extreme violence against women. Data indicate that from 2017 to 2020, femicides in the country increased from 7 a day to 10.5, as stated by the human rights officer, Nira Cardenas of the Office of the United Nations High Commissioner for Human Rights (UN-DH). This brief investigation is documentary in nature and starts from a sociological and gender perspective. Much is said about femicide, but little is understood. In the vox populi, we find phrases like - men are also killed, we are more good, it is not a fight of the sexes, it is bad against the good, etc. But femicides are a global reality, so we are going to break down the context of femicide in Mexico and how the escalation of gender violence has affected girls, boys and adolescents. Certainly México is not the only place where cases of femicide, child femicide and femicide due to belonging to the enemy have increased, but it does have a particularly serious context, which is unique and which corresponds to the unique conditions of the country itself. The problem lies in assuming the murders of women as isolated events and / or corresponding to negative stereotypes of women, without ruling out the normalization of violence and the recent entry of women into public space.

**Keywords:** femicide, Mexico, human rights, context

## Algunas Aproximaciones de los Contextos Femicidas En México

Alin Castellanos Rivero

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**Resumen:** El siguiente documento tiene la intención de enunciar brevemente algunas aproximaciones de los contextos feminicidas de los últimos años en México. Este análisis surge de la necesidad de comprender los contextos en los que habitan las mujeres mexicanas, de poder dilucidar el aumento de violencia extrema contra la mujer, en donde algunos de los últimos datos nos indican que de 2017 a 2020 los feminicidios en el país incrementaron de 7 al día a 10.5, como afirma la oficial de derechos humanos, Nira Cardenas de la Oficina del Alto Comisionado de Naciones Unidas para los Derechos Humanos (ONU-DH). Esta breve investigación es de corte documental y parte desde el enfoque sociológico y de género. Mucho se habla sobre el feminicidio, pero poco se entiende. En el vox populi encontramos frases como – a los hombres también los matan, somos más los buenos, no es una lucha de sexos, son los malos contra los

buenos, etc. Pero los feminicidios son una realidad global, por ello vamos a desmenuzar el contexto del feminicidio en México y cómo la escalada de violencia de género ha afecta a las niñas, niños y adolescentes. Ciertamente México no es el único lugar donde han aumentado los casos de feminicidio, de feminicidio infantiles y feminicidio por pertenencia del enemigo, pero si tiene un contexto especialmente grave, que es único y que corresponde a las condiciones únicas del propio país. La problemática subyace al asumir los asesinatos de mujeres como hechos aislados y/o que correspondían a estereotipos negativos de mujeres, sin descartar la normalización de la violencia y la reciente entrada de las mujeres al espacio público.

**Palabras clave:** Feminicidio, México, derechos humanos, contexto

## **El impacto de las restricciones a la libertad religiosa en la garantía del derecho a la educación, en el contexto indígena y de crimen organizado en América Latina**

**Muga Gonzales Rossana Esther**

*Persecution Analyst for the Americas in Open Doors International, Peru*

**Resumen:** El objetivo de esta investigación es analizar el nivel de impacto de las restricciones del derecho a la libertad religiosa respecto de la garantía debida al derecho a la educación, en dos contextos específicos: la realidad de las comunidades indígenas latinoamericanas y el escenario de actuación del crimen organizado en la región, tomando como casos de estudio a los siguientes países: Bolivia, Colombia y México. Con este propósito, la autora presentará los aspectos que garantizan una adecuada protección al derecho a la educación y las diferentes dimensiones a tener en cuenta especialmente, en circunstancias de mayor vulnerabilidad. Luego, describirá el contexto específico de la dimensión educativa en la cosmovisión indígena y las restricciones identificadas con respecto al derecho a la libertad religiosa. Posteriormente, examinará la situación de la población educativa viviendo en áreas controladas por el crimen organizado y los desafíos que se presentan para el ejercicio pleno de la libertad religiosa. Finalmente, después de conocer ambos escenarios, se analizará el impacto que han generado las limitaciones en el ejercicio de la libertad religiosa en el derecho a la educación. Siendo la libertad religiosa y el derecho a la educación, dos derechos humanos fundamentales e incluidos como obligaciones internacionales básicas, en los países de la región latinoamericana y especialmente, en los países objeto de estudio; es muy importante, detenernos a considerar la relevancia de reconocer el nivel de influencia de uno sobre otro, pues a raíz de ello, se podrán atender de una manera satisfactoria las necesidades específicas del sector educativo en los mencionados contextos de vulnerabilidad y en su momento, generar las políticas públicas o legislación específica que se conviertan en medidas positivas a favor del respeto incondicional de ambos derechos humanos involucrados.

**Palabras clave:** libertad religiosa, impacto, derecho a la educación, comunidades indígenas, crimen organizado, restricciones

## La Intolerancia Religiosa Desde El Currículo Escolar Y La Deconstrucción Del Enemigo

Danyelle Ortiz Mantilla

*Fundación Resiliencia Colombia, Colombia*

**Resumen:** En su mayoría, los países de América latina comparten un patrón en sus modelos educativos y la relación de estos modelos con la religión e institucionalización de esta. Al mismo tiempo los niveles de violencia, pobreza, y desigualdades las cuales muchas veces desembocan en conflictos violentos, están presentes en casi toda la región. Dada esta aparente contradicción, surge la necesidad de analizar la manera en la que los asuntos religiosos en el currículo escolar toman un rol emancipador o reproductivo de la intolerancia religiosa y/o la prevención de conflictos violentos. Para analizar lo anterior, resulta de gran aporte una revisión de la historia misma con la que se pueda reinterpretar la importancia de la pluralidad religiosa desde la aceptación, el conocimiento, y la convivencia con la alteridad. Revisión que permita identificar cómo la construcción del enemigo desde una etapa temprana como el aula de clase, puede ser deconstruida y por el contrario se convierta en generadora de tolerancia. Para una revisión histórica de tal envergadura, van a ser importantes la delimitación geográfica, y la delimitación a la prevención de conflictos violentos y en general de la violencia directa, así como de algunas religiones que con recurrencia están enfrentadas a través de instituciones que así mismos se identifican como representantes de estas.

**Palabras clave:** Intolerancia religiosa, currículo, deconstrucción del enemigo, construcción de paz

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