

Unesco S Four Pillars Of Education Implications For Schools

Why teach music? Who deserves a music education? Can making and learning about music contribute to the common good? In *Humane Music Education for the Common Good*, scholars and educators from around the world offer unique responses to the recent UNESCO report titled *Rethinking Education: Toward the Common Good*. This report suggests how, through purpose, policy, and pedagogy, education can and must respond to the challenges of our day in ways that respect and nurture all members of the human family. The contributors to this volume use this report as a framework to explore the implications and complexities that it raises. The book begins with analytical reflections on the report and then explores pedagogical case studies and practical models of music education that address social justice, inclusion, individual nurturance, and active involvement in the greater public welfare. The collection concludes by looking to the future, asking what more should be considered, and exploring how these ideals can be even more fully realized. The contributors to this volume boldly expand the boundaries of the UNESCO report to reveal new ways to think about, be invested in, and use music education as a center for social change both today and going forward.

This report addresses the more contentious aspects of large-scale learning assessments (LSLAs). Drawing on UNESCO's extensive experience in the area from involvement in the direct implementation of assessments and as a knowledge broker and convener of networks this publication presents the Organization's critical take on such initiatives. It aims to balance the debate on LSLAs by reviewing their benefits while raising awareness on their potential risks and pitfalls. The focus of discussions in this publication is on LSLAs conducted in formal and school-based education. It includes an Annex outlining key international studies. [Executive summary, ed]

This volume comprises a series of research articles dedicated to the UNESCO 2019 Forum on Education for Sustainable Education and Global Citizenship. Given the imperative of education in sustainable development, especially in developing countries, the volume covers a wide range of topics: the mobility and mental health of international students, reading habits and academic achievements of junior high school students, core competencies of mid-level managers in higher education, adoption of an international publishing standard, legal rights for education and socio-cultural adaptation of ethnic minorities, and, most recently, students' learning behaviors during the COVID-19 pandemic. In the last five years, more child refugees have made perilous journeys into Europe than at any point since the Second World War. Once refugee children begin to establish their new lives, education becomes a priority. However, access to high-quality inclusive education can be challenging and is a social justice issue for schools, policymakers and for the research community. Underpinned by

strong theoretical framings and based on socially just principles, this book provides a detailed exploration into this ethically charged, emotive and complex subject. Refugee Education offers an interdisciplinary perspective to critical debates and public discourse about the topic, contextualized by the voices of young refugees and those seeking to support them in and out of education. Shaped by practitioners, the book develops an inclusive model of education for refugee children based on the concepts of safety, belonging and success, and presents practical tools for planning and operationalizing the ethics of inclusive education. This book includes a wide range of case study examples which reveal the positive outcomes that are possible, given the right inputs. It is essential reading for teachers, senior leaders and policymakers as well as academic researchers in education, social policy, migration and refugee studies.

The book comes out of the ecumenical movement and is one outcome of the Holistic Education Study Process of the World Council of Churches. It contributes to a dialogue between education philosophy and religious education, spiritual education and the search for peace and justice, reconciliation and healing as a yearning of all human beings.

This volume examines the diverse ways in which universities and colleges around the world are partnering and collaborating with other institutions to fulfil their missions and visions.

Arguing for life, moral and values education as a bedrock for the original goals of school education, this monograph explores how life and values education is conceptualised and imparted in Greater China. Under a globalized, transnational, and technological world, where there has been an increase in people's mobility, in information and cultural exchanges, there is also a growing emphasis on personal and professional ethics. Against this context, life, moral and values education has gained attention for its impact on shaping students' characters as future citizens. However, the cultivation of these values is made deeply diversified and complex by varying interpretations of "life education" and "values education" across societies, given that different societies are influenced by different socio-cultural traditions, educational ideologies and religious beliefs. The means and approaches towards life education also vary vastly from formal school subjects, school-based programmes as well as teachers and peers' role modelling, community services, extra-curricular activities, school discipline, charity work, pastoral care, and school ethos. Recognising this inherent diversity and complexity in the approach to and the dissemination of life education, the contributors to this volume survey the practice of life education in Greater China so far, suggesting that life education is most effective when it is "diversified, dynamic and developmental across contexts". This book will provide the opportunity for engaging in important and serious debates about the future and the values that will underpin it and will prove of special interest to scholars and practitioners working on education policies curriculum development and teacher education in Greater China.

I am very pleased to have been asked by Rod Gerber to provide a preface to such a book. Not least because of the twenty-four chapters, eight are written by former students or colleagues with whom I have worked in the past and whom I still meet at conferences on geographical education. It is with a certain pride and joy that I note the progress which has been made in geographical education both in its day to day teaching and in research, in the twenty years following the end of my term of office as Chair of the Commission on Geographical Education of the International Geographical Union (CGEIUG). My successors, Joe Stoltman, Hartwig Haubrich, Rod Gerber and now Lea Houtsonen, have done much and are continuing to work hard, to foster the development of geographical education. This book is proof, if proof were needed, that the international collaboration in this field, is alive and well, with contributions coming from all the continents (except Antarctica!). It would be a moribund subject that remained unaffected in one way or another by developments on the 'great world stage', as Fairgrieve (1926) would have put it. And, as Rod Gerber shows, the issues of globalisation, of cultural encounters, of differing value systems, of new technologies, of variable economic development and of environmental quality, all feature as topics which influence and are influenced by, geographical education.

This book presents innovative instructional interventions designed to support inquiry project-based learning as an approach to equip students with 21st century skills. Instructional techniques include collaborative team-based teaching, social constructivist game design and game play, and productive uses of social media such as wikis and other online communication affordances. The book will be of interest to researchers seeking a summary of recent empirical studies in the inquiry project-based learning domain that employ new technologies as constructive media for student synthesis and creation. The book also bridges the gap between empirical works and a range of national- and international-level educational standards frameworks such as the P21, the OECD framework, AASL Standards for the 21st Century Learner, and the Common Core State Standards in the US. Of particular interest to education practitioners, the book offers detailed descriptions of inquiry project-based learning interventions that can be directly reproduced in today's schools. Further, the book provides research-driven guidelines for the evaluation of student inquiry project-based learning. Lastly, it offers education policymakers insight into establishing anchors and spaces for applying inquiry project-based learning opportunities for youth today in the context of existing and current education reform efforts. The aim of this book is to support education leaders', practitioners' and researchers' efforts in advancing inspiring and motivating student learning through transformative social constructivist inquiry-based knowledge-building with information technologies. We propose that preparing students with inquiry mindsets and dispositions can promote greater agency, critical thinking and resourcefulness, qualities needed for addressing the complex societal challenges they may face.

This Handbook provides a wide-ranging frame of reference for researching adult

and lifelong education and learning. With contributions from scores of established and newer scholars from six continents, the volume covers a diverse range of geopolitical and social territories across the world. Drawing on the multiple heritages that underpin research on education and learning in adulthood, this Handbook addresses the inner tensions between adult education, adult learning, lifelong education, and lifelong learning, by using current research and theorizations from disciplinary backgrounds, including philosophy, psychology, biology and neuroscience, anthropology, sociology, history, political science, and economics. It provides an explicit discussion of the differences and tensions between adult and lifelong education and learning, and locates these in different policy and historical contexts, theories and practices. It explores a variety of discipline-based theoretical perspectives, and highlights how these have influenced, and been influenced by, research in the education and learning of adults. The Handbook also explores the inevitable frictions and dilemmas these present, and carefully examines the role of the international dimension in researching education and learning in formal, non-formal and informal contexts, beyond traditional schooling. This state-of-the-art, comprehensive Handbook is the first of its kind to explore adult education, lifelong education and lifelong learning fully as distinct activities on an international scale. It will be an indispensable reference resource for students of education at undergraduate and postgraduate levels, and for academic researchers, professionals and policy-makers concerned with adult and community education, further and vocational education, or work-based training and human resource development.

From the author of *Neuromyths*, a revolutionary look at teaching and learning via the logical pathways of the brain. A review of the research on brain networks reveals, surprisingly, that there are just five basic pillars through which all learning takes place: Symbols, Patterns, Order, Categories, and Relationships. Dr. Tokuhamo-Espinosa proposes that redesigning school curriculum around these five pillars—whether to augment or replace traditional subject categories—could enable students to develop the transdisciplinary problem-solving skills that are often touted as the ultimate goal of education. Heralding a potential paradigm shift in education, *Five Pillars of the Mind* explores how aligning instruction with the brain's natural design might just be the key to improving students' learning outcomes.

Transforming Teaching shares the successes and the problems that were solved by a diverse group of educators during the global pandemic. The shared stories from around the globe will help and inspire any teacher to develop skills to support blended learning in whatever teaching situation they find themselves. Including lessons to be learned from Kindergarten to University, this book introduces new ways of working and pedagogical approaches appropriate for developing global skills. It importantly focuses on teacher narratives to aid personal reflection and encourages readers to take responsibility for their own professional development. Each chapter prompts teachers to reflect and build on

new skills developed through distance and blended learning, use of technology and new ways of relating to students. Responding to an educational need at a time of crisis, this book is essential reading to all who are interested in the future potential of education and those who want to shape future emerging practice. The 2005 UNESCO Convention on Cultural Diversity is a landmark agreement in modern international law of culture. It reflects the diverse and pluralist understanding of culture, as well as its growing commercial dimension. Thirty diplomats, practitioners and academics explain and assess this important agreement in a commentary style. Article by article, the evolution, concepts, contents and implications of the Convention are analysed in depth and are complemented by valuable recommendations for implementation. In an unprecedented way, the book draws on the first-hand insights of negotiators and on the experience of practitioners in implementation, including international cooperation, and combines this with a good deal of critical academic reflection. It is a valuable guide for those who deal with the Convention and its implementation in governments, diplomacy, international organizations, cultural institutions and non-governmental organizations and will also serve as an important resource for academic work in such fields as international law and international relations.

Understanding Curriculum is a critical introduction to contemporary curriculum theory and practice. Substantially revised, the second edition includes more detailed consideration of the ideological underpinnings of curriculum development, features new chapters on assessment and reporting, and updated vignettes and extracts. These features, combined with all the elements of the previous edition, encourages readers to reflect on how curriculum theory can inform and enhance classroom practice.

Learning The Treasure Within, Report to UNESCO of the International Commission Pocket Edition UNESCO

Beijing Institute for the Learning Society (BILS) was inaugurated in October 2011 through the joint efforts of Beijing Leading Group Office for Construction of Learning City and Beijing Normal University. The main focus of BILS lies within the education discipline. The Institute is building a platform that integrates intellectual resources of universities in Beijing to serve the learning city's construction, to explore the constructing mode for Beijing learning city, to enrich and develop the theory of building a learning society with Chinese characteristics, to assist the government in public policies, and to guide the practice of learning city's construction. At present, two years since it was established, together with Beijing City and related research institutions, the Institute has participated in numerous research studies, including "An International Comparative Study on Modes of Learning City Construction in the World", "Research and study on Beijing Lifelong Learning Competence", and "Study on Legislation of Beijing Lifelong Learning". Oriented towards the practice of the construction of Beijing learning city, the Institute integrates universities in Beijing and related research

organizations in China and abroad to keep pace with international developments, research practical problems, explore innovative approaches, promote exchanges and cooperation, train professionals, and lead the development of the practice. It is striving to build a high-end open research platform with international influence that integrates academic researches, policy advisories, talent training, and training services. This book summarizes the goals set by BILS, and what has been achieved thus far.

his research reviews more than 50 Internet-specific declarations and frameworks relevant to Internet principles. These documents provided important context for UNESCO's comprehensive Internet Study, titled *Keystones for the Internet*. However, it was also clear that there a need for a specific review of the declarations and frameworks from the perspective of UNESCO's mandate. This publication fulfils this role and it shows that while each of these other documents has its own value, none of them fully meets UNESCO's interests and mandate. It is proposed therefore that UNESCO adopt the concept of "Internet Universality" as the Organisation's own clear identifier for approaching the various fields of Internet issues and their intersections with UNESCO concerns. Internet Universality highlights the contribution that can be made by an Internet that is based on four principles, recognised by UNESCO governing bodies. An Internet developed on these principles would be: human Rights-based; Open; Accessible to all; and governed through Multi-stakeholder participation (summarized in the acronym R.O.A.M.). This concept has relevance to the Organization's work in many areas – including online freedom of expression and privacy; efforts to advance universality in education, social inclusion and gender equality; multilingualism in cyberspace; access to information and knowledge; and ethical dimensions of information society.

From respected voices in STEM education comes an innovative lesson planning approach to help turn students into problem solvers: lesson imaging. In this approach, teachers anticipate how chosen activities will unfold in real time—what solutions, questions, and misconceptions students might have and how teachers can promote deeper reasoning. When lesson imaging occurs before instruction, students achieve lesson objectives more naturally and powerfully. A successful STEM unit attends to activities, questions, technology, and passions. It also entails a careful detailed image of how each activity will play out in the classroom. *Lesson Imaging in Math and Science* presents teachers with A process of thinking through the structure and implementation of a lesson A pathway to discovering ways to elicit student thinking and foster collaboration An opportunity to become adept at techniques to avoid shutting down the discussion—either by prematurely giving or acknowledging the "right" answer or by casting aside a "wrong" answer Packed with classroom examples, lesson imaging templates, and tips on how to start the process, this book is sure to help teachers anticipate students' ideas and questions and stimulate deeper learning in science, math, engineering, and technology.

Disability and the Politics of Education: An International Reader is a rich resource that deals comprehensively with the many aspects of the complex topic of disability studies in education. For nearly two decades, global attention has been given to education as a human right through global initiatives such as Education for All (EFA) and the Salamanca Statement. Yet according to UNESCO, reaching the goals of EFA remains one of the most daunting challenges facing the global community. Today, millions of the world's disabled children cannot obtain a basic childhood education, particularly in countries with limited resources. Even in the wealthiest countries, many disabled children and youth are educationally segregated from the nondisabled, particularly if they are labeled with significant cognitive impairment. International agencies such as the United Nations and the World Bank have generated funds for educational development but, unfortunately, these funds are administered with the assumption that «west is best», thereby urging developing countries to mimic educational policies in the United States and the United Kingdom in order to prove their aid-worthiness. This «McDonaldization» of education reproduces the labeling, resource allocation, and social dynamics long criticized in disability studies. The authors in this volume explore these subjects and other complexities of disability and the politics of education. In doing so, they demonstrate the importance and usefulness of international perspectives and comparative approaches.

Education is in a constant state of renewal internationally where it responds to a number of pressing social, political and cultural issues. Processes of globalization, a number of conflicts and acts of terror, economic and environmental crises have led to large waves of migration and asylum seekers arriving in countries with the hope of finding safer and more stable places to settle. This, in turn, has led to cultural and religious pluralism being a key characteristic of many societies with corresponding issues of belonging and identity. As well, for many people, there has been a shifting influence of and allegiance away from traditional religious frameworks with the emergence of new religious movements, both peaceful and violent, and a rise in popularity of spirituality and non-religious worldviews which provide alternate frameworks for living healthy and ethical lives. In order to prepare today's student for tomorrow's world, one which is confronted by a range of risks and crises and which is being shaped by rapidly changing technologies, educators and researchers are investigating new ways of equipping students to deal with these challenges and opportunities, including the nurturing of spiritual wellbeing. This book brings together the voices of many experienced educators to discuss ways to re-enchant education and re-enliven learning programs in response to these 21st century issues in an increasingly global and interconnected world. It examines a range of international contexts, including secular and religious educational settings, and provides an avenue for visionary voices that identify problems and offer solutions to help shape a more promising education system that will prepare children more constructively and beneficially to flourish in their

future worlds.

With a focus on lifelong learning, this book examines the shifts that UNESCO's educational concepts have undergone in reaction to historical pressures and dilemmas since the founding of the organization in 1945. The tensions between UNESCO's humanistic worldview and the pressures placed on the organization have forced UNESCO to depart from its utopian vision of lifelong learning, while still claiming continuity. Elfert interprets the history of lifelong learning in UNESCO as part of a much bigger story of a struggle of ideologies between a humanistic-emancipatory and an economic-technocratic worldview. With a close study of UNESCO's two education flagship reports, the Faure and Delors reports, Elfert sheds light on the global impact of UNESCO's professed humanistic goals and its shifting influence on lifelong learning around the world. This book describes patterns of behavior that collectively allow universities to exchange knowledge more effectively with industry, accelerate innovation and eventually contribute to economic development. These are based on the effective practices of leading and ambitious universities around the world that the authors have benchmarked, and the personal experiences of the authors in a number of international institution building projects, including those of MIT. The authors provide guidance that is globally applicable, but must be locally adapted. The approach is first to describe the context in which universities act as engines of economic development, and then present a set of effective practices in four domains: education, research, innovation, and supporting practices. Each of these domains has three to six practices, and each practice is presented in a similar template, with an abstract, a rationale and description, key actions and one or two mini-case studies. The practices are summarized by integrative case studies. The book: Focuses on a globally adaptable set of effective practices, complemented by case studies, that can enhance universities' contribution to economic development, based on an integrated view of education, research and innovation; Presents effective practices and broader insights that come from real global experience, spelled out in templates and explained by cases; Includes tangible resources for university leaders, policy makers and funders on how to proceed.

This book discusses the scope of science education research and practice in Asia. It is divided into five sections: the first consists of nine chapters providing overviews of science education in Asia (China, Lebanon, Macau, Malaysia, Mongolia, Oman, Singapore, Taiwan, and Thailand). The second section offers chapters on content analysis of research articles, while the third includes three chapters on assessment and curriculum. The fourth section includes four chapters on innovative technology in science education; and the fifth section consists of four chapters on professional development, and informal learning. Each section also has additional chapters providing specific comments on the content. This collection of works provides readers with a starting point to better understand the current state of science education in Asia.

Education about living in society and in the world is a vital task of schools. Yet such civic education is not always critically examined, and few among us have been encouraged to reflect on our civic education experiences. Around the world, one's civic education most often looks like a black box. How it works is unclear. When human harm, violence, and oppression can be seen in a wide variety of contexts, it is worth critically examining civic education. Could it be that civic education is not playing a helpful role in society? Can it be done differently and better? As one reflects on the contemporary social world, it is helpful to examine the assumptions surrounding education for living together, to think about current modes and possible alternatives. Otherwise, one might end up promoting allegiance to civic and partisan entities which are themselves black boxes (the 'nation', the 'people'), failing to notice when and how what goes on in civic education is morally questionable. This book aims to elucidate some of the black box of civic education, and focuses on some of its main operations across contexts. Offering a new framework for students and academics, this book questions existing thinking and shifts the focus of attention from the right balance to strike between local, national, and global allegiances to the more fundamental question of what counts as 'local', 'national', and 'global', and what might be involved in cultivating allegiances to them. It looks at allegiance to not just transnational but also sub-global 'civilisations' and it problematises the notion of the 'local community' in new ways.

Economic growth and the creation of wealth have cut global poverty rates, yet vulnerability, inequality, exclusion and violence have escalated within and across societies throughout the world. Unsustainable patterns of economic production and consumption promote global warming, environmental degradation and an upsurge in natural disasters. Moreover, while we have strengthened international human rights frameworks over the past several decades, implementing and protecting these norms remains a challenge. These changes signal the emergence of a new global context for learning that has vital implications for education. Rethinking the purpose of education and the organization of learning has never been more urgent. This book is inspired by a humanistic vision of education and development, based on respect for life and human dignity, equal rights, social justice, cultural diversity, international solidarity and shared responsibility for a sustainable future.

This unique dictionary and introduction to Global Environmental Governance (GEG), written and compiled by two veterans of the international stage, provides a compilation of over 5000 terms, organizations and acronyms, drawn from hundreds of official sources. An introductory essay frames the major issues in GEG and outlines the pitfalls of talking past one another when discussing the most critical of issues facing the planet. It challenges those who are concerned with the management of our planet and its inhabitants to understand and accept a vocabulary common to the often-opposing objectives sought in the many GEG instruments. The result is a practical tool that should find a central place on the desk of anyone involved in environmental management, development or sustainability issues anywhere in the world, including the United Nations, government policy makers, NGOs and other stakeholder groups, the

business community, and students and professionals.

This report proposes more resources be devoted to education, nationally and internationally, and for international cooperation in education with UNESCO as a key player.

In this visionary book, written by six internationally recognized Global Teacher Prize finalists, the authors create a positive and hope-filled template for the future of education. They address the hard moral, ethical and pedagogical questions facing education today so that progress can serve society, rather than destroying it from within our classrooms. This blueprint for education finally brings forward what has always been missing in education reform: a strong collective narrative with authentic examples from teachers on the front line. It is a holistic, personalized approach to education that harnesses the disruptions of the Fourth Industrial Revolution to better shape the future for the next generation, and ensure that every child can benefit from the ongoing transformations. A great read for anyone who has an interest in educating our youth for these uncertain times, highlighting why teachers will always matter.

SDG4 - Quality Education: Inclusivity, Equity and Lifelong Learning For All will explore the multifaceted and complex nature of the concepts of inclusivity and quality education.

This volume considers the future of science learning - what is being learned and how it is being learned - in formal and informal contexts for science education. To do this, the book explores major contemporary shifts in the forms of science that could or should be learned in the next 20 years, what forms of learning of that science should occur, and how that learning happens, including from the perspective of learners. In particular, this volume addresses shifts in the forms of science that are researched and taught post-school – emerging sciences, new sciences that are new integrations, “futures science”, and increases in the complexity and multidisciplinary of science, including a multidisciplinary that embraces ways of knowing beyond science. A central aspect of this in terms of the future of learning science is the urgent need to engage students, including their non-cognitive, affective dimensions, both for an educated citizenry and for a productive response to the ubiquitous concerns about future demand for science-based professionals. Another central issue is the actual impact of ICT on science learning and teaching, including shifts in how students use mobile technology to learn science.

This book focuses on the current state of play with the integration of digital technologies into school-based teaching and learning. As well as a comprehensive analysis of developments to date it identifies 'what works' with technology and education.

Cultural vitality is an essential to a healthy and sustainable society as social equity, environmental responsibility and economic viability. In order for public planning to be more effective, its methodology should include an integrated framework of cultural evaluation similar to social, environmental and economic assessment.

The book examines ancient religious traditions and modernity in a globalized Asia that is as much in need of a moral compass as it is economic development. Religious education has been an aspect of many societies over time and irrespective of culture. Yet as globalization advances local values are challenged every day by internationalized discourses and global perspectives. It is this context that provides the rationale for this edited book. It seeks to understand

what forms religious education takes in Asian contexts and what role it continues to play. On the one hand, the societies which are the subject of this book reflect ancient religious traditions but on the other they are responsible for a significant portion of the world's economic development. The book will appeal to researchers interested in the current state of religious education in Asia, policymakers with responsibility for religious education and teachers who practice religious education on a daily basis.

In Segregation of Roma Children in Education, Sina Van den Bogaert examines, from the perspective of public international law, how the Framework Convention for the Protection of National Minorities (Council of Europe) and the Racial Equality Directive 2000/43/EC (European Union) have contributed towards desegregation of Roma children in education in Europe.

In this report, the International Commission on Education, chaired by Jacques Delors, proposes that building on the four pillars that are the foundations of education, all societies aim to move towards a situation where none of the talents in people remain untapped.

This book advances an alternative reading of the social, political and cultural issues surrounding schools and technology and develops a comprehensive overview of the interplay between policy, practice and identity in school workplaces. It explores how digital technologies have become an integral element of the politics and socially negotiated practices of school workplaces as school campuses are now awash with digital hardware and growing amounts of school work is carried out on a 'virtual' basis.

Papers presented at a national seminar organized by Kerala State Higher Education Council during 1-2 February 2008.

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Using the successful implementation achieved at Yeading Junior School, this book provides strategies and advice about how to widely implement character education in schools. This helpful guide answers the following questions schools and teachers have when considering how to develop character education: · What character virtues are important in primary education? · How can these be

cultivated within the formal and informal curricula? · How do we know if strategies are working and successful? · What constitutes evidence of best practice? With contributions from professional practitioners ranging from building partnerships in the community, intergenerational learning, using character virtues in work with vulnerable children and children with SEND, financial literacy and the diverse religious context of primary education, the book explores the opportunities for developing character virtues and virtue literacy with the purpose of supporting pupils to flourish in society. With the help of this book, schools can create an environment and ethos where learners are not only successful but can make a real difference to the world.

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