

Quality Education for ALL

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29 November - 2 December 2011, Moscow

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Promoting a holistic approach in education

Unquestionably, education has been one of the five (the remaining four are: family, religion, economics, and politics) social, sacred and universal institutions. Most scholars argue that education is the best investment in people's life.

Education could be defined as an artistic, ethical, philosophical, religious, and more importantly a scientific quest. Education may unite all the existing nations of the world in a common cultural vision that will search for the truth and serve humanity.

The purpose of education is to help all the members of a given society and especially students who should be aware of their potentials, identify their own core values, acquire a vital and integrated sense of self, and become better and wiser citizens.

Man and the Threefold World

According to philosophy man is threefold composed of a body (*soma*), soul (*psyche*) and spirit (*nous*). Philosophers believe that the human soul needs shaping and growing, so that it can be harmonized with the spirit and body.

Physical Well Being

Learning Objectives

Students should be able:

- To develop life-long habits of good health and physical activity.
- To increase awareness of health and wellness for pursuing a better life.
- To be properly aware of their own strengths and weaknesses.
- To take advice and learn from criticism.

Skills

Students should be able:

- To demonstrate positive thinking toward winning and losing in physical activities and willingness to learn through successes and failures.
- To ensure that human behavior through the participation in physical activities may influence trust, friendship and respect.
- To support the effectiveness of the team work.

Creative Arts

Learning Objectives

Students should be able:

- To actively participate in the creation of an artistic product.
- To participate in artistic and cultural events.
- To enjoy the nature and search for sources of aesthetic value.
- To understand that senses and intuition are also modes of knowledge.
- To understand that aesthetics leads to ethics.

Skills Development:

Courses related to painting music, poetry, and theater are expected to reinforce potential development(s) of the following Faculties.

- **Attention** provides students with a constant concern over the environment and their objectives, also helps students to organize their time and to avoid mistakes.
- **Concentration** helps students to achieve their objectives and to focus on the needs of the body, soul and spirit.
- **Memory** helps students learn from experiences and build character. In addition, may capture images of certain objects which could build a bridge between the physical and the spiritual world.
- **Imagination** allows students to plan their future creatively, with patience in building a better world. It also, it creates a link between the world of senses and the intellectual world.

Public speaking and writing

Learning Objectives

The use of oral or/and written communication assignments shall enable students to master the discipline-specific content.

Students should be able to:

- Talk articulately and present information effectively.
- Write accurately and effectively.

Skills

- Students should be able to express themselves with clarity and specificity.
- Students who speak in public should demonstrate a responsible and accountable mode of communication.

Core values:

Students should focus on the following core values **Diversity, Justice, Leadership** (Courage, Prudence, Honesty and Solidarity).

Understanding and Promoting Diversity

Learning objectives:

Students should be able to:

- Understand the origins and development of their countries.
- Explore various and different cultures through a variety of disciplines including the arts, literature, sciences, philosophy, anthropology, and religion and make connections between subjects.
- Communicate effectively with people from other nations and cultures.
- See themselves as agents within the cultural and intellectual heritage.

Proposed Courses:

- Ancient Egypt, ancient Greece, ancient Rome.
- Sumerians, Acadians, Assyrians, Persians.
- Chinese calligraphy, Zen art in China and Japan, Chinese history and culture, Japanese Art and Culture.
- Mesoamerican civilizations and Andean civilizations.

Skills

Students should be able to:

- Demonstrate an understanding of cultures of specific areas and geographic locations.
- Distinguish the various factors that may impact the formation of a given individual.
- Interpret current events in relevant historical contexts.

Understanding and Promoting Justice

Learning objectives

Students should be able to develop a broad understanding of the origins and characteristics of contemporary issues relating to political, social and economic justice, their effects on humanity and the environment, and to learn how to promote justice in the modern world.

Skills

Students should be able to:

- Make critical judgments.
- Demonstrate an understanding of diverse fields of intellectual thought regarding ideal and real societies focusing on justice.
- Articulate a personal philosophy of responsibility in promoting a fair and humane society within a sustainable global environment.

Understanding and Promoting Leadership

(Courage, Prudence, Honesty, Solidarity)

Learning objectives

Students should acquire the proper knowledge to become efficient and effective leaders in their communities/societies/nations.

Proposed Courses:

- Leadership in ancient Greece.
- Rulership in ancient Chinese and Greek political thought.
- Leadership and management.
- Psychology.

Skills

Students should be able to:

- Identify types of authority (traditional, charismatic, rational), styles of leadership in decision making process (authoritarian, democratic, laissez-faire) or the two leadership roles (instrumental leadership and expressive leadership).
- Demonstrate an understanding of the ethical responsibilities of leaders.
- Articulate a vision that can empower and inspire others.

The Social World

Learning Objectives

Students should be able to inquire critical questions about human beings and their social, cultural, economic and political world in which they are embedded.

Skills

Students should be able:

- To develop an understanding of the issues of the day.
- To develop an understanding of the various and different **quantitative** and **qualitative** research methods which social scientists use to study the social world.

The Natural World

Learning Objectives

Students should be able:

- To understand the basic physical geography of the planet.
- To gain awareness of the major scientific theories and practices.
- To acquire a holistic vision of the universe, to rediscover nature, create new relationships with it and develop a consciousness of responsibility and accountability towards nature.

Proposed Courses:

- Geography, Geology, Biology, Chemistry, Physics, Astronomy.
- Ancient Greek philosophy, Neoplatonic and Renaissance philosophy.

Skills

Students are expected to demonstrate and play an active role concerning environmental issues.

The engaged, effective global Citizen

“To serve and not to be served”

Learning Objectives

Students must take courses that cover controversial issues which implicitly or explicitly affect their communities.

Students should be able:

- To integrate classroom knowledge with action in the community.
- To be aware of the potential concerns or problems in their communities.

Skills

Students should be able:

- To effectively utilize deductive and inductive reasoning in promoting the common good in their community.
- To become an **exemplary citizen** and work for the common good of local, national and global communities.