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EDUCATION IS THE ACT OF LEARNING THINGS AROUND US

Education is the act of learning things around us. It helps us to easily understand and deal with any problem and makes balance throughout the whole life in every aspect. Education is the first and foremost rights of every human being. Its' intention is to mentally, physically, and emotionally benefit the person by putting them in a better place than they were previously in before. From the beginning of times people have relied and survived on past educators. There are many people that contribute to individuals' education. Starting off as a young child most of the information retrieved comes from home through parents and loved ones. As they move into adolescents learning is obtained from multiple people including teachers, friends, and even through their surroundings. An ideal education promotes knowledge while incorporating valuable information that can be used to help in everyday life. It brings maturity and teaches us to live in society with changing environment. It is the way to social development, economic growth and technological development. Education helps a person in nourishing his present and future by ensuring aim of the life. It creates interest within us to enhance our way of life and thus country growth and development. We can learn by watching TV, reading books, discussion and by other various means. Today the three Rs (reading, writing and arithmetic) have gone digital. The classroom has totally transformed from the normal one room school house to a completely virtual classroom. The advent of electronic learning and distance learning has changed teaching and the function of a teacher from a disseminator of information to that of a facilitator of education. An electronic technology has progressively transformed the interaction between the teacher and the student. For most of the 20th century, distance learning entailed the use of pen and paper, typewriters and postal service providing the sole link between the teacher and the student. Currently it has become possible to transmit educational programs, courses and content using the World Wide Web and satellite. students have access to career guidance, technical education in agriculture and natural sciences; health, technology, human and public services, mechanical trades, construction trades, new visions options and pre-vocational programs. Nevertheless, individuals

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that teach these new set of courses of study are always calmer and try to converse to their students in ways they understand (Bhunia, 2008).

Quality and importance of the education is increasing day by day. Every child must to go school in his/her appropriate age as everyone has equal rights for the education from birth. However, the education system in every area of the country is not same so the proper growth and development of the people and society varies according to the weak and strong education system of the particular-region. The bright future of the individual, society, community and country depends on the education system getting followed. We need to bring education awareness equally in every area for better growth and development throughout the country. In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the center. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction (Bernard, 1999).

Everyone has a right to an education, a quality education.

Quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities.
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
- Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Today computers have become the dominating factor in education, students can do their own research on the internet, web-based sites for content instruction and also individualized instructions' sites. The use of black boards, white boards and chalk has been replaced with smart boards, LCD projectors, video streaming and document scanners. Even the students with ear impairments have access to Dynovox Fm system machines that helps boost the hearing capability. All these has enabled students to proceed with learning at their own pace, being able to replay audio lectures or video clips and more conveniently slow learners do not slow down their classmates (Fullan, 2002).

It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable.

I. Quality Learners

School systems work with the children who come into them. The quality of children's lives before beginning formal education greatly influences the kind of learners they can be. Many elements go into making a quality learner, including health, early childhood experiences and home support.

Good health and nutrition. Physically and psychosocially healthy children learn well. Healthy development in early childhood, especially during the first three years of life, plays an important role in providing the basis for a healthy life and a successful formal school experience. Adequate nutrition is critical for normal brain development in the early years, and early detection and intervention for disabilities can give children the best chances for healthy development. Prevention of infection, disease and injury prior to school enrolment are also critical to the early development of a quality learner.

Early childhood psychosocial development experiences. Positive early experiences and interactions are also vital to preparing a quality learner. A large study in 12 Latin American countries found that attendance at day care coupled with higher levels of parental involvement that includes parents reading to young children is associated with higher test scores and lower rates of grade repetition in primary school (Willms, 2000). Evidence from the Philippines, Sri Lanka and Turkey, and has shown that children who participate in early intervention programs do better in primary school than those who do not benefit from formal early child programs and studies from India, Morocco and Latin America demonstrate that disadvantaged children benefit the most from such programs (UNICEF, 1998). In addition to cognitive effects, the benefits of good early childhood programs include better psychosocial development. Effective and appropriate stimulation in a child's early years influences the brain development necessary for emotional regulation, arousal, and behavioral management. A child who misses positive stimulation or is subject to chronic stress in the pre-school years may have difficulty with psychosocial development later in life (McCain, Mustard, 1999). A high level of quality in early childhood development programs can be achieved when health and nutrition components are combined with structured psychosocial development in the pre-school years.

Regular attendance for learning. When they reach school age, research demonstrates that to achieve academically, children must attend school consistently. A child's exposure to curriculum – his or her 'opportunity to learn' – significantly influences achievement, and exposure to curriculum comes from being in school (Fuller et al., 1999). A study

of village-based schools in Malawi found that students with higher rates of attendance had greater learning gains and lower rates of repetition, a finding consistent with many other studies (Miske, Dowd et al., 1998).

Family support for learning. Parents may not always have the tools and background to support their children's cognitive and psychosocial development throughout their school years. Parents' level of education, for example, has a multifaceted impact on children's ability to learn in school. In one study, children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling (Willms, 2000). Parental education not only influences parent-child interactions related to learning, but also affects parents' income and need for help in the home or field – help that often comes at the expense of keeping children in school (Carron, Chau, 1996). Parents with little formal education may also be less familiar with the language used in the school, limiting their ability to support learning and participate in school-related activities.

The effects of schools in poor areas can often outweigh the impact of family background and practices (Fuller, et al., 1999). Further, although many constraints exist, schools can play a role in helping parents to enhance the 'home curriculum' and improve the quality of parental involvement in their children's education. Strategies include, for example, partnering with organizations that can affect parenting in the pre-school years such as public health providers and non-governmental organizations (NGOs); asking parents to participate in assessment of their child's progress, offering clear, regular, non-threatening communication; and including parents in decision-making groups at the school (Redding, 2000). Successful attempts to increase parental involvement have taken place around the world. One example is the creation of student newspapers in China. Such newspapers "exist at different levels of the education system and in urban as well as rural zones. The result is that, much more than in other countries, pupils and parents have the possibility to read, which is of benefit in particular to the otherwise disadvantaged rural families" (Carron, Chau, 1996). Other forms of family literacy programs have focused on particular aspects of parental involvement. In Sri Lanka, for example, an eight-week program that sought to improve the literacy skills of low-income, undereducated mothers found that the mothers' capacities to help develop their children's language competencies increased, especially in the areas of listening and speaking (Dharmadasa, 1996). In sum, the home curriculum seems to play a vital role in preparing quality learners for school.

Healthy children with positive early learning experiences and supportive, involved parents are thus most likely to succeed in school. Quality teachers need similar support for their tasks in schools. Another essential ingredient for a successful educational system is a quality learning environment.

II. Quality Learning Environments

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements.

Physical elements

1. Quality of school facilities

Physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Some authors argue that “extant empirical evidence is inconclusive as to whether the condition of school buildings is related to higher student achievement after taking into account student’s background” (Fuller, 1999). A study in India, however, sampled 59 schools and found that of these only 49 had buildings and of these, 25 had a toilet, 20 had electricity, 10 had a school library and four had a television (Carron, Chau, 1996). In this case, the quality of the learning environment was strongly correlated with pupils’ achievement in Hindi and mathematics (Carron, Chau, 1996). In Latin America, a study that included 50,000 students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher-grade repetition than those whose schools were well equipped (Willms, 2000). Other studies, carried out in Botswana, Nigeria and Papua New Guinea, concur with these latter findings (Pennycuik, 1993).

2. Interaction between school infrastructure and other quality dimensions

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of lavatories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. When pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class (Miske, Dowd, 1998). Even when schools do have adequate infrastructure, parents may be reluctant to allow children – especially girls – to attend if they are located too far away from children’s homes. In general, parents often consider the location and condition of learning environments when assessing school quality, and this can influence school participation.

3. Class size

Many countries significantly expanded access to primary education during the 1990s, but the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students. Do larger class sizes hurt the quality of education? Educators and researchers from diverse philosophical perspectives have debated the relationship between class size and student learning at length. Although many studies have found a relationship (e.g., Willms, 2000), class size has not consistently been linked to student achievement (Rutter, 1979, cited in Pennycuik, 1993). This may be due to the fact that many schools and classrooms have not yet adopted the more demanding but higher quality student-centered learning practices. Moreover, quantitative relationships between class sizes and academic achievement rarely take other key quality factors into account, such as teachers' perceptions of working conditions and their sense of efficacy.

4. Psychosocial elements

Peaceful, safe environments, especially for girls. Within schools and classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. In many countries, attitudes discouraging girls' participation in education have been significant barriers to providing quality education to all students. The Republic of Guinea provides an example of how this barrier can begin to be overcome. Between 1989 and 1997, Guinea was able to increase the percentage of school-age girls' enrolment from 17 per cent to 37 per cent. This was done through the establishment of a high-profile Equity Committee, research to better understand various communities' needs and attitudes, policy reforms related to pregnancy of school-age mothers, the building of latrines for girls in schools, institutional reform that brought more women into teaching and administrative positions, and a sensitization campaign to raise community awareness about the value of girls' education. Although curricular reform and other issues remain to be acted upon, and girls' persistence and achievement have not yet reached the level of boys', this case shows that efforts to improve the learning environment for girls and all students can lead to real results (Sutton, 1999).

Once girls gain access to schools, however, they may experience both direct physical threats and more subtle assaults on their confidence, self-esteem and identity (Pigozzi, 2006). The journey to school may be unsafe, since many girls experience harassment and physical attacks either on public transportation in cities or remote paths in rural areas. At school, teachers often require girls to do maintenance work while boys study or play and allow boys to bully girls. Girls must often sit at the back of the classroom, where teachers may call on them infrequently. In some cases, extreme physical assault, including rape, may be perpetuated against girls at school. The threats that come in the

form of unequal treatment, harassment, bullying and undervaluing girls harm them in profound and long-lasting ways.

5. Teachers' behaviors that affect safety

Relative to both girls and boys, parents, educators and researchers express important concerns about teachers who create an unsafe environment for students. In some schools in Malawi, for example, male teachers sexually harassed girls even with outside observers present (Miske, Dowd, et al., 1998). When parents in Burkina Faso, Mali and Tanzania were asked about reasons they might withdraw their children from schools, they most often cited a lack of discipline, violence of teachers towards pupils (corporal punishment), and the risk of pregnancy due to the male teachers' behavior (Bergmann, 1996). A study in Ethiopia found that nearly 50 per cent of teachers interviewed reported using corporal punishment at least once a week, with 11 per cent saying they use it every day. Just over one third said they never use corporal punishment (Verwimp, 1999). These teacher behaviors affect the quality of the learning environment since learning cannot take place when the basic needs of survival and self-protection are threatened.

6. Effective school discipline policies

Well-managed schools and classrooms contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behavior communicate a seriousness of purpose to students. It is important not to mistake small group cooperative learning for disorder, however; although noise levels may increase, task-orientation and focus on learning signal effective practices. Policies are also needed on bullying, harassment, drug and tobacco use, and anti-discrimination with regard to disabilities, HIV/AIDS and pregnancy.

7. Inclusive environments

Reducing other forms of discrimination is also critical to quality improvement in learning environments. Most countries, in all parts of the world, struggle with effective inclusion of students with special needs and disabilities. An examination of special education policies and practices in China, Indonesia, Japan, Malaysia, New Zealand, South Korea, Thailand and Viet Nam found that although most educational policies include some philosophy of inclusion, significant gaps between policies and actual practices in schools and classrooms exist (Mitchell, 1995). Children of ethnic and language minorities, politically or geographically disfavored groups, and groups at low socio-economic levels may also suffer from discriminatory policies and practices that hinder the advancement of quality education for all children. This can occur by excluding such children from school or by excluding their participation in school once they are attending. In general, continued restructuring of most learning environments needs to occur to improve learning opportunities for children of all abilities and backgrounds.

8. Non-violence

War and other forms of interpersonal and group conflict clearly have an impact on children's mental health and their ability to learn. Many young victims of violence suffer lasting physical, psychological, social-emotional and behavioral effects. Although it is difficult for schools to provide safe havens from some forms of violence, other forms can be effectively prevented through interventions (World Health Organization, 1998).

9. Service delivery

Provision of health services: The school service environment can also contribute to learning in important ways. Provision of health services and education can contribute to learning first by reducing absenteeism and inattention. Sick children cannot attend school, and evidence from China, Guinea, India and Mexico shows that children's illness is a primary cause for absenteeism (Carron, Chau, 1996). Today, the potential of school-based health interventions in improving academic performance is becoming increasingly clear as problems of protein energy malnutrition, micronutrient deficiency disorders, helminthic infection and temporary hunger among children continue to plague developing countries. School-based deworming programs in Guinea, for example, led to increased achievement outcomes – failing scores fell from 32 per cent to 23 per cent over three years while passing grades improved markedly (Williams, Leherr, 1998). Maximum benefit-cost ratios have been achieved when deworming is combined with sanitation, a clean water supply and health education). School-based programs that address other major health and nutrition problems that can decrease cognitive functioning including deficiencies of iron, iodine and vitamin A have also been shown to be effective (Dolan et al., 2000). Guidance and counselling services, the provision of extra-curricular activities and the provision of school snacks are other examples of service provision that contribute to quality school environments.

High quality physical, psychosocial and service environments in schools set the stage for learning to occur. This learning begins with quality content.

III. Quality Content

1. Quality content refers to the intended and taught curriculum of schools

National goals for education, and outcome statements that translate those goals into measurable objectives, should provide the starting point for the development and implementation of curriculum (UNICEF, 2000). Student-centered, non-discriminatory, standards-based curriculum structures. Research on educational practices and projections about future needs in society contribute to current understanding of the structure of school curriculum. In general, curriculum should emphasize deep rather than broad coverage of important areas of knowledge, authentic and contextualized problems of study, and problem-solving that stresses skills development as well as knowledge acquisition. Curriculum should also provide for individual differences, closely coor-

dinate and selectively integrate subject matter, and focus on results or standards and targets for student learning (Glatthorn, Jailall, 2000). Curriculum structure should be gender-sensitive and inclusive of children with diverse abilities and backgrounds, and responsive to emerging issues such as HIV/AIDS and conflict resolution. In all content areas, curriculum should be based on clearly defined learning outcomes and these outcomes should be grade-level appropriate and properly sequenced (see, for example, Kraft, 1995).

2. Uniqueness of local and national content

The specific content of school curriculum, however, depends on local and national values. In the main subject areas of primary education, which include language, math, science and social studies, little variation is found among different regions in the developing world. Nation states, however, “tend to have a high degree of consistency in curriculum emphasis over time, but differ sharply from each other, reflecting unique historical patterns” (UNICEF, 2000). Local level interests may also have an impact on and contribute to the quality of educational content. Based on community priorities, the Mali Community Schools project, for example, successfully incorporated local knowledge into traditional subject areas (Muskin, 1999). In all countries, however, quality content should include several pivotal areas. These include literacy, numeracy, life skills and peace education – as well as science and social studies.

3. Literacy

Literacy, or the ability to read and write, is often considered one of the primary goals of formal education. Policies and practices in education for literacy vary significantly among countries. A recent UNICEF study on curriculum showed that in some cases, literacy skills are taught as a separate subject, in a language course, where the instruction tends to focus on teaching the language as an end in itself. Such an approach tends to be linear – first teaching aural skills, then speaking, reading and writing skills. Alternatively, literacy skills may be developed through other subjects such as social studies or science. The UNICEF study found that in these cases, there is a greater focus on language as a tool for social development; situations from daily life are incorporated into activities that foster the acquisition of reading and writing skills. Attention to the way literacy is developed is critical since research has shown that language learning cannot be separated from content. The learning context and agendas people have for learning to read and write have an important impact on the development of literacy skills (UNICEF, 2000).

4. Numeracy

As quantitative data become increasingly prevalent in many societies, the concept of numeracy seems to be evolving. Also known as ‘quantitative literacy’, numeracy encompasses a range of skills from basic arithmetic and logical reasoning to advanced mathematics and interpretative communication skills (Steen, 1999). Numeracy differs

from mathematics; while mathematical skills support numeracy, the latter represents the ability to use a range of skills in a variety of contexts. Because mastery of many curricular areas requires numeracy – from geography and social studies to science and vocational training – many mathematics educators advocate teaching numeracy skills in an integrated way rather than as an isolated subject in a mathematics course (House, Coxford, 1995). Numeracy skills not only give people more control in their daily lives through, for example, more informed management of household or small enterprises, but also allow for more effective participation in communities and nations, since understanding many collective issues requires an ability to make sense of financial and other quantitative information.

5. Life skills

The term ‘life skills’ can be broadly interpreted and is often assumed to include such topics as health, hygiene, etiquette, and vocational skills. In UNICEF, however, life skills are defined as “psycho-social and interpersonal skills used in every day interactions... not specific to getting a job or earning an income”. The definition also explains that “a wide range of examples exist under the UNICEF working definition of Life Skills, such as assertion and refusal skills, goal setting, decision making and coping skills” (UNICEF, 2000). Life skills curriculum focuses on attitudes, values and behavioral change, rather than seeking to provide young people with a body of knowledge about a set of topics. As with literacy, age-appropriate life skills can be incorporated into other areas of study. For example, educators in Rwanda teach life skills as part of courses on conflict resolution, self-awareness, cooperation and communication. In Zimbabwe, aspects of life skills come through HIV/AIDS courses (UNICEF, 2000). Other countries may address some aspects of life skills through community-based learning. Still others approach life skills topics in courses such as health education, education for development, global education and peace education.

Peace education. Peace education seeks to help students gain the ability to prevent conflict, and to resolve conflict peacefully when it does arise, whether on the intrapersonal, interpersonal, intergroup, national or international level. Peace education addresses cognitive, affective and behavioral learning and can occur both within schools, through curriculum development and teacher education, and outside of schools, through camps, sports and recreation programs, youth groups and clubs, and training for community leaders, parents, librarians and the media (Fountain, 1999). Although few research, or evaluation studies have examined peace education, some evidence exists that anti-violence programs can be effective. For example, when an evaluation of a school-based, trauma healing and peaceful problem-solving program was carried out in Croatia, evaluators noted a positive effect on decreased post-traumatic stress and improved self-esteem in female students. The program appeared to promote a good psychosocial climate in the classrooms involved (Fountain, 1999). A Norwegian pro-

gram to reduce bullying found that participating children reduced their expressions of aggression and antisocial behavior by 50 per cent over two years. The effects were more significant in the second year than the first (World Health Organization, 1998).

Educators who seek to maintain and expand programs that successfully address important curricular content such as life skills and peace education may face challenges. Some evidence suggests that expansion beyond pilot programs often falters even when pilot programmes are successful and educational agencies provide adequate resources for the development and implementation of curriculum that responds to emerging issues. Several reasons for this exist (Obanya, 1995), including:

- Teachers often find curricular integration and interdisciplinarity difficult, especially when the teacher does not have a role in curriculum design.
- Subjects that do not appear on important examinations are not always taken seriously.
- Social attitudes towards the subject may not be favorable, and cultural patterns are difficult to change.
- Ideas conceived in other regions of the world may not be adequately adapted to the local context.
- Political and economic instability can lead to discontinuity in policies and programs, as well as teacher and administrator turnover.

These obstacles pose serious but not insurmountable challenges to educational programming. The value of quality content, however, makes finding solutions to such challenges critical. To be most effective, quality content must be situated in a context of quality processes.

Conclusions

The environment, content and processes that learners encounter in school lead to diverse results, some intended and others unintended. Quality learner outcomes are intentional, expected effects of the educational system. They include what children know and can do, as well as the attitudes and expectations they have for themselves and their societies. Getting a good education is imperative in today's society. Academic achievement is often used as an indicator of school quality because it is easily measurable using standardized tests, while other outcomes may be more complex and less tangible. These include education for citizenship (participating in and contributing to the community, learner confidence and self-esteem) and skills for behavioral development and change. Such outcomes are possible to evaluate, however. One approach distinguishes four levels of citizenship education outcomes: first, students' knowledge of areas such as human rights, the rights of the child and governmental institutions; second, students' ability to analyze social situations related to citizenship values; third,

the degree to which students are able to work cooperatively and demonstrate curiosity and autonomy (an outcome related to teachers' use of participative pedagogy); and fourth, the degree to which students demonstrate responsibility to each other and to the community (an outcome related to student and teacher participation in school management and decision-making) (DeKetele, 2000).

Parents tend to see academic achievement as closely related to the opportunity for social promotion and employment. These anticipated outcomes tend to be highly valued by families: future employment possibilities that result from education seem to be a primary factor in the demand for primary education (Bergmann, 1996). When parents in China, Guinea, India and Mexico were interviewed, they rarely cited school-related factors as reasons for drop-out or non-enrolment, but other evidence suggested that a lack of faith in school as an instrument for social promotion may have led to decisions to keep children out of school (Carron, Chau, 1996). Parents tend to attach more importance to educational outcomes as a measure of school quality than students, teachers or principals (Gaziel, 1998). Just as parents seek favorable outcomes, such as academic achievement and eventual employment, they seek to avoid outcomes they view as negative. Parents who view education unfavorably cite the following potential outcomes: children do not respect their parents, school leavers consider themselves superior to their fellow villagers, school leavers become delinquents, girls object to the traditional rules governing marriage, and school girls do not master the required domestic duties (Bergmann, 1996). However, various governments in some continents have decided to initiate programs that allow free access to quality education for all its citizens (Strayer, Evenden, 2010). In the past it was an issue of how financially capable are you in order to get the desired education, this made poverty an excuse for so many families who never take education for their children seriously. Stiff penalties and even prosecution to serve long jail terms for the culprits are some of the measures taken by various state governments to try and send a message of how important education is. Generally, the attainment of universal education for all children in literacy is the most current development occurring in many countries.

Educational quality also implies positive outcomes for participants' health. Students should receive services to improve their health, such as treatment for illness and infection and school feeding programs to improve nutrition, as well as curricular content that increases their knowledge and affects their behavior related to health and hygiene. General literacy and socialization provided by schools have been shown in particular to affect women's maternal behavior and reproductive health (LeVine, 2000).

Psychosocial and interpersonal skills can be applied to many contexts – HIV/AIDS prevention, drug abuse prevention, nutrition and hygiene behavior and many non-health contexts as well. However, these skills are better assessed within a particular context. While it might be possible, albeit difficult, to generically assess the use of life

skills such as decision-making or assertion skills without considering a specific context, the value of so doing is limited. It is more useful and easy to interpret evaluation about the specific contexts where decision-making skills or assertive behaviors are applied, for example, since individuals will react differently in different contexts. Someone who is assertive about not smoking or not drinking too much alcohol may not use a condom with a sex partner; or someone may demonstrate conflict- management skills among his male friends over whether or not to use drugs, but he may not demonstrate these skills when a conflict arises with his girlfriend over whether or not to have sex. It is important to evaluate the specific contexts and the life skills that are the focus of the program (Botvin, Willis, 1985). Schools that strive for quality outcomes by bringing together the many elements of quality educational programs exist around the world. Some people are completely uneducated and living very painful life because of the lack of knowledge and skill. Some people are educated but do not have enough skill to earn money for their daily routine just because of the lack of proper education system in the backwards areas. Thus, we should try to have equal opportunities of good education system for everyone whether living in rich or poor regions. A country cannot grow and develop without the individual growth and development of its citizens. Thus, the development of any country depends hugely on the education standard available to its citizens. A good education system must have common goals in every area of country to provide a suitable and proper learning to its citizens. Today, education has no limits or restrictions as regards to individuals who want to further their studies. In the past occupational commitments, gender and even age factor were enough to stop one from seeking or upgrading his or her level of education. This has however changed as many people are taking study leaves and recess, even most organizations and employers are increasingly encouraging their worker to further their studies in order to acquire job promotions. We are able to see the changes in the education systems with the development of new aspects such as financial assistance, bursaries for the poor and even scholarships to both male and females. The world is changing for the better with the help of everyone who supports education to all.

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Education is the act of learning things around us

Summary: Education is the act of learning things around us. Its goal is to help students deal with problems and reach balance in every aspect of their lives. Every human being has the right to education, thus every child should go to school appropriately for their age. Quality education depends on health, environment, curriculum content, process of teaching and the outcomes.

Keywords: education, educational quality, education system, health, curriculum content.

Edukacja jest aktem uczenia się rzeczy wokół nas

Streszczenie: Edukacja jest aktem uczenia się rzeczy wokół nas. Jej celem jest pomoc uczniom w radzeniu sobie z problemami i osiągnięciu równowagi w każdym aspekcie ich życia. Każda istota ludzka ma prawo do nauki, dlatego każde dziecko powinno uczęszczać do szkoły w odpowiednim wieku. Jakość edukacji zależy od zdrowia, środowiska, treści programowych, procesu nauczania i wyników.

Słowa kluczowe: edukacja, jakość edukacji, system edukacji, zdrowie, treści programowe.