WORLD COUNCIL FOR CURRICULUM AND INSTRUCTION - (WCCI)

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20th WCCI INTERNATIONAL WORLD CONFERENCE

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Paradigms in Education for Re-Creating a Sustainable and Peaceful World

Conference Program & Abstract Book

OCTOBER 4-8, 2026, AT UNIVERSITY OF PÉCS

FACULTY OF CULTURAL SCIENCES, EDUCATION AND REGIONAL DEVELOPMENT

SZEKSZÁRD, HUNGARY

PRESIDENTIAL ADDRESS TO PARTICIPANTS

Dear Participants,

The **World Council for Curriculum and Instruction (WCCI) 2026 World Conference**, ***Paradigms in Education for Re-Creating a Sustainable and Peaceful World***, is being held **October 4–8, 2026**, at the **University of Pécs, Faculty of Cultural Sciences, Education and Regional Development, Szekszárd, Hungary**. This international conference brings together a distinguished and diverse community of scholars, researchers, educators, policymakers, and educational leaders representing universities, research institutions, and professional organizations from several countries, such as **Afghanistan, Hungary, Nigeria, India, the Philippines, the United States, and Turkey.**

United by a shared commitment to advancing education for a more sustainable, equitable, and peaceful future, presenters will share research and innovative practices across a wide range of topics, including **artificial intelligence in education, educational technology, curriculum innovation, teacher education, educational leadership, sustainability, global citizenship, peace education, and inclusive learning environments**. Together, their contributions reflect the conference theme by fostering international collaboration, promoting evidence-based educational innovation, and inspiring meaningful dialogue on the transformative role of education in addressing the complex challenges of the 21st century.

As the president and chair of the 20th WCCI World Conference, and on behalf of the Conference vice-chair, the Board and myself, I express my gratitude to our hosting institution, University of Pécs, our ambitious and successful team, honorable guests, our distinguished keynote speakers, surely to you our dedicated and invaluable participants.

We, very much, hope to see you in the 21st WCCI World Conference in 2028.

İsmail Hakkı Mirici – *Hacettepe University, Turkey*
President and Conference Chair
Dr. Joyce Pittman, Drexel University, USA
Conference Vice-Chair

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KEYNOTE SPEAKERS

KEYNOTE SPEAKERS

Sandor Klein

Faculty of Cultural Sciences, Education and Regional Development

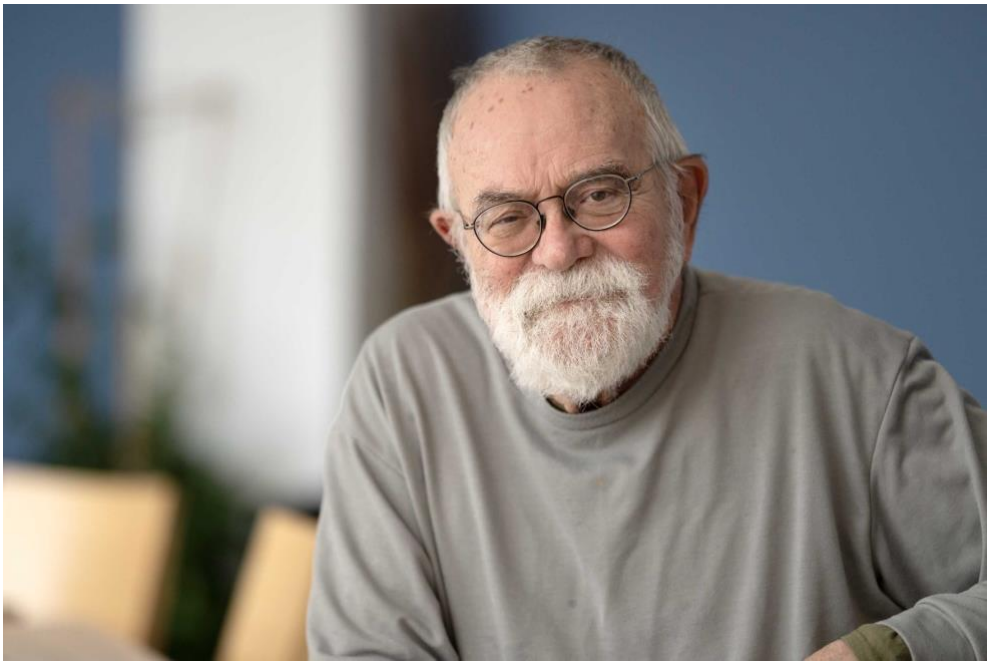
University of Pécs

Hungary

Biography:

Dr. Sándor Klein is Professor Emeritus at the Faculty of Cultural Sciences, Education and Regional Development of the University of Pécs. He has six decades of experience in teaching, research, and consulting in the fields of industrial and organizational psychology, human resource management, and competency assessment. Throughout his academic career, he has taught at the Budapest University of Technology and Economics, the Juhász Gyula Teacher Training College in Szeged, the University of Pécs, the University of Debrecen, and the Babeș–Bolyai University. His research interests include the measurement of intelligence and creativity, the assessment of learning potential, the analysis of the effects of educational environments, and scientifically grounded methods of organizational selection. In 1992, he became the founding Managing Director of SHL Hungary Ltd., which played a pioneering role in introducing objective recruitment and assessment systems in Hungary. He currently serves as Senior Consultant at SHL Hungary Ltd. and as Managing Director of Segítünk, ha lehet Ltd. He is the author of numerous professional books and scientific publications. In recent years, he has focused primarily on the Person-Centered Approach and on educational games that support experiential learning of mathematics.

KEYNOTE SPEAKERS



Csaba Pléh

Member of the Hungarian Academy and Member of the Academia Europea

Hungary

Biography:

Csaba Pléh (born 1945) is a Hungarian psychologist and linguist. He is a member of the Hungarian Academy of Sciences, and of the Academia Europeae (London). His empirical research mainly concentrated on the cross-linguistic study of language processing and language development, and issues of developmental language disorders. His theoretical work relates to history of psychology and cognitive science, including the fate of machine-based models of human thought. He has been working at CMU, UCSD, Vienna University, Stanford, Indiana U., Rutgers, Lyon, Eszterházy College, and Eötvös U and Technical U of Budapest. Recently, he is a professor emeritus at CogSci Central Europan University, Budapest.

KEYNOTE SPEAKERS

Kristóf Kovács

Institute of Psychology

Eötvös Loránd University

Hungary

Biography:

Kristóf Kovács obtained an MA from the University of Szeged (Hungary) and a PhD from the University of Cambridge (UK). Subsequently, he worked as a postdoctoral fellow at the Budapest University of Technology and Economics and at the University of Amsterdam. His main interest is individual differences in cognitive abilities, bridging cognitive psychology, and psychometrics. Currently, he is senior research fellow and head of the Cognitive Abilities Lab at Eötvös Loránd University.

CONFERENCE PROGRAM

CONFERENCE PROGRAM

Day 1: October 4, 2026, Sunday

TIME	EVENT	
10.00-12.00	**Conference Registration**	
12.00-13.30	**Coffee Break (offered on site) or Lunch (on your own)**	
	Room- Estella Matriano	
13.30-14.30	**Opening Speeches**	**All Faith Prayer by Indian Participants**
		Prof. Dr. İsmail Hakkı Mirici & Prof. Dr. Joyce Pittman *Conference President & Vice-Chair*
		Sandor Klein *On behalf of University of Pécs*
14.30-14.50	**Coffee Break**	
14.50-15.50	**Plenary Session 1** **Chair: İsmail Hakkı Mirici**	**Sandor Klein** Faculty of Cultural Sciences, Education and Regional Development, University of Pécs, Hungary *Nine Vignettes: My Encounters with Carl Rogers and The Person-Centered Approach*
15:50-16:00	**Coffee Break**	
16.00-16.30	From Camera to Consciousness	**Prof. Karl Bardosh, New York University, USA** Shoot for Earth and the Power of Film Education for a Sustainable World
CLOSING DAY 1		

CONFERENCE PROGRAM

Day 2: October 5, 2026, Monday

TIME	EVENT		
Concurrent Sessions	**Room- Estella Matriano**	**Room- Loise Berman**	**Room- Vincent Shieh**
	Presenters & Titles	**Presenters & Titles**	**Presenters & Titles**
	Session Chair: Aisha Isa	**Session Chair: Allan Peejay M. Lappay**	**Session Chair: Joyce Pittman**
10.00-10.20	**Joyce Mary Claris D'Sa** *Assessment of Character Development and Value Acquisition among Elementary Teacher Trainees*	**Allan Peejay M. Lappay** *Peace-Building Engagement through Spup's Cross-Culture Virtual Exchange Programs*	**Roopa Margaret Rodrigues** *Rethinking Global Education Paradigms for a Sustainable and Peaceful Future*
10.20-10.40	**Aisha Isa** *Paradigms in Technology Education Curriculum for Recreating a Sustainable and Peaceful World: The Case of Technology and Vocational Education Department, ADUSTECH Wudil Kano State, Nigeria*	**Iván Zádori & Zsolt Nemeskéri** *Sustainability Assessment System Based on the OVHR Model for Higher Education Institutions*	**Joyce Pittman & Ella Sergeant** *Learning from the Community: Cultural Wealth as a Catalyst for Educational Transformation*
10.40-11.00	**Muhammad Ibrahim Yakasai** *Re-creating a Sustainable and Peaceful Nigeria through Values Education, Character Education and Peace Education*	**Navreet Kaur Deol & Preeti Jain** *Nurturing Young Hearts: Building Emotionally Resilient Learners*	
11.00-11.20	**Coffee Break**		

	Session Chair: Lilian-Rita Ifeoma Akudolu	Session Chair: Preeti Jain	Session Chair: Semra Mirici
11.20-11.40	**Marifel Grace C. Kummer** *Curriculum Agility in Higher Education: Development and Validation of an Instrument for Emerging Technology Integration*	**Yousef Aljaraideh & Ahmad Rabee** *The Barriers of Using Artificial Intelligence in the Teaching and Learning Process from Students' Views*	**Oyobo-Gladys Tom Abam & Doris Ifeoma Ugwude** *Education for Sustainability and Peace in Cross River State Secondary Schools: Curriculum Perspectives*
11.40-12.00	**Lilian-Rita Ifeoma Akudolu & Chinyere Celina Okoye & Victoria Chidiebele Udenwa** *Integrating Mobile Learning in Curriculum Implementation at Nigerian Secondary Education Level for Achieving Sustainable Development*	**Felix N. Nzonzo & Kamkwis M. Zira** *Integration of Peace Education into the Secondary School Curriculum and Students' Conflict Resolution Skills in Adamawa State, Nigeria*	**Grace Onya Edu & Katen, G. Daniel & Esther I. Ushie & Mary R. Bassey & Atim E. Inyang** *Perception of Digital Literacy Empowerment and Peacebuilding Capacity Among Youth in Tertiary Institutions in Cross River State, Nigeria*
12.00-12.20	**Flora Michael Monity & Lamin Bala Muhammed & Hadiza Lawan Usman** *Developing Character Education, Learning Activities and Instructional Strategies in Cross River State Secondary Schools: Curriculum Perspectives*	**Folasade O. Oderinde** *Climate Change Education and Nigeria's Educational Curriculum: Challenges and the Way Forward*	**Hadiza Hafiz & Yunusa Uba Muhammad** *Influence of Transformative Educational Practices on Students' Sustainable Development Awareness, Conflict Resolution Skills and Global Citizenship Competencies among Secondary School Students in Kano State, Nigeria*
12.20-12.30	**Short Break**		
12.30-13.30	**Plenary Session 2** **Chair: Ivan Zador** **(Room- Estella Matriano)**	**Csaba Pléh** Member of the Hungarian Academy and Member of the Academia Europea, Hungary *"Creativity from Tests to Moderateness in Politics"*	
13.30-14.30	**Lunch (on your own)**		
14.30-15.00	**Opening the Cultural Bazaar in memory of Late Matin Royeen**		
15.00–17.00	**Walking Tour in Szekszárd**		
CLOSING DAY 2			

CONFERENCE PROGRAM

Day 3: October 6, 2026, Tuesday

TIME	EVENT		
Concurrent Sessions	**Room- Estella Matriano**	**Room- Loise Berman**	**Room- Vincent Shieh**
	Presenters & Titles	**Presenters & Titles**	**Presenters & Titles**
	Session Chair: Manisha Gangwar	**Session Chair: Sister Lydia Fernandes**	**Session Chair: Julianna Kiss**
10.00-10.20	**John Kit Masigan** *Breaking the Silence of the "Macho" Understanding Male Victimization and Gendered Silence in an Indigenous Philippine Community*	**Sister M. Jincy A.C.** *Caste as a dimension of Social Injustice and Conflict in India*	**Zsolt Nemeskéri & Zsófia Nemes-Wéber & Iván Zádori** *Scientific and Cultural Heritage of Zoltan P. Dienes in Education: An Overview*
10.20-10.40	**Manisha Gangwar & Ekam Grewal & Harleen Kaur** *Celebrating Learning: A Study on Enhancing Student Engagement, Motivation, and Ownership*	**Aashrith Kompella** *Paradigms on Education for Recreating a Sustainable and Peaceful World*	**Iván Zádori & Zsolt Nemeskéri** *Environmental Education and Sustainability in Hungarian Higher Education*
10.40-11.00	**Rosalinda T. Tanguilan** *Effectiveness of Mitigating Actions in the St. Paul University Philippines Risk Management*	**Mohammad Umar Siddiqui** *Paradigms in Education for Recreating a Sustainable and Peaceful World*	
11.00-11.20	**Coffee Break**		
	Session Chair: Neeru Arora	**Session Chair: John C. Titan**	**Session Chair: Iván Zádori**
11.20-11.40	**Agripina B. Maribbay & Zenaida T. Estil** *Developing OBE-Based Teaching Guides to Enhance Teacher Education Course Delivery*	**Moina Jessy Paul Pentapati** *Paradigms in Education for Recreating a Sustainable and Peaceful World*	**Éva Podlovics** *The Effects of Stress Tolerance on Academic Performance, Negative Affectivity, and Motivation among University Students. Implications for Intervention*
12.00-12.20	**Neeru Arora** *When Policy Meets Perspective: A Study of Transformative Practices in a Select Indian School in Post-2020*	**John C. Titan** *Decolonizing Aspirations: Reorienting Philippine Higher Education from Labor Export toward Sustainable Development Orientation and Critical Global Citizenship*	**Nikolett Huba-Varga & Attila Pongárcz & Iván Zádori** *Direct SME Support or Industrial Park Development? Just Transition Pathways for an SME-Driven Regional Economy in Baranya County*

12.20-12.40	**Cecilia Obi Nja & Bernadette Umali Cornelius-Ukpepi** *The Effect of Virtual Reality Meditation on Science Education Students Academic Achievement*	**Emmanuel Ahangba Dodo & Joseph Hembafan Akanyi** *Practical Implementation of Information and Communication Technology (ICT) Tools and Development of Entrepreneurship Skills for Re-Creating Sustainable and Peaceful World on Primary School Pupils in Benue State, Nigeria*	**Udodirim Angela Igwe & Jane Ogbenyealu Okafor & Fidelia Chikaodi Ojiaku & Emelike Ejinwa** *Effect of Computer Assisted Instruction (CAI) and Think-Pair Share (TPS) on Upper Basic Education Students Achievement in English language in Ebonyi State, Nigeria*
12.40-13.40	**Lunch (on your own)**		
13.40-14.40	**Plenary Session 3** **Chair: Julianna Kiss** **(Room- Estella Matriano)**	**Kristóf Kovács** Institute of Psychology, Eötvös Loránd University, Hungary *Life beyond General Intelligence: Recent Developments in the Psychology of Cognitive Abilities*	
14.40-15.00	**Coffee Break**		
	Session Chair: Agripina B. Maribbay	**Session Chair: Sr. Merceditas Ang**	**Session Chair: Éva Podlovics**
15.00-15.20	**Kamkwis M. Zira & Felix, N. Nzonzo** *Paradigms in Education for Re-Creating a Sustainable and Peaceful World*	**Pilcy Peter** *Designing a Holistic Curriculum for Peace, Sustainability, and Global Citizenship: An Interdisciplinary Educational Framework*	**Aliyu Yaya Aliyu** *Repositioning Educational Paradigms for Sustainable Development and Peace Building in Nigeria*
15.20-15.40	**Ijeoma Ginikanwa Akubugwo** *Investigating the Technology-Enhanced Learning on Students' Academic Engagement in Universities in Abia State*	**Fidelia Chikaodili Ojiaku & Ejinwa Emenike & Udodirim Angela Igwe** *Technology Utilization and Academic Achievement of Special Needs Students at Basic Education Level in Southeast Nigeria*	**Gladys D. Ukume & Eucharia O. Obiekezie** *Harnessing the Pearls of Reading Comprehension for Sustainable Peace Education in Nigeria: A Paradigm Shift in Language Arts Education*
15.40-16.00	**David Francis Ekpoto & Theresa Alorye Ukwayi** *Digital Pedagogy and University Students' Sustainability Competencies in Calabar, Nigeria*	**Yinka Oluranti Adediran & Kehinde Koyejo Sunbare-Funto** *Effects of Role-Playing Strategy on Junior Secondary School Students' Attitudes towards Waste Management in Sagamu Local Government Area, Ogun State, Nigeria*	
19.00	**Gala Dinner** **Busses will leave at 18.30*		
CLOSING DAY 3			

CONFERENCE PROGRAM

Day 4: October 7, 2026, Wednesday

TIME	EVENT		
Concurrent Sessions	**Room- Estella Matriano**	**Room- Loise Berman**	**Room- Vincent Shieh**
	Presenters & Titles	**Presenters & Titles**	**Presenters & Titles**
	Session Chair: Emmy Garon	**Session Chair: Jeremy Godofredo C. Morales**	**Session Chair: Teresita T. Lasam**
10.00-10.20	**Benjamin Jularbal** *Effectiveness of the iTeachAI Framework on Students' Attitudes and Academic Performance in Science, Technology, and Society*	**Zoltán Koltai** *The Role of the Educational Environment in Residential Success*	**Teresita T. Lasam** *Students' Extent of Engagement in Community Activities and Their Level of Social Responsibility*
10.20-10.40	**Jennie Lou G. Narciso & Juana C. Rivera** *Marital Satisfaction and Love Languages Among Filipino Couples*	**Norbert Üst** *Application of a Gamified Narrative Role-Playing Pedagogical Model in Science Education: Student Outcomes and Teacher Perspectives*	**Roldan C. Bangalan** *Assessing Students' Attainment of Education for Sustainable Development (ESD) Learning Objectives for SDG 3: Good Health and Well-Being, and SDG 4: Quality Education at St. Paul University Philippines*
10.40-11.00	**Emolyn Iringan** *Education for Sustainable Development in Mathematics Education through Mathematical Modeling: A Systematic Review of Theory and Practice*	**Jeremy Godofredo C. Morales** *Peace and Cultural Adaptation among Foreign Students at St. Paul University Philippines, Tuguegarao City*	**Maricar Flores** *From Implementation to Transformation: Evaluating the Effectiveness of Outcome-Based Education (OBE) in a Philippine HEI*
11.00-11.20	**Coffee Break**		
	Session Chair: Emolyn Iringan	**Session Chair: Belen Lim**	**Session Chair: Maricar Flores**
11.20-11.40	**Oroma Godspower-Chike** *Reimagining Curriculum Paradigms for Sustainable Peacebuilding: Integrating Global Citizenship, Environmental Literacy, and Social Justice Education in Contemporary School Systems*	**Ado Sanda Yandamo** *Sustainable Development Through Quality Education in Nigeria and the Efficiency in Language of Instruction in Kano State Primary Schools – Nigeria*	**Onyedika Anthony Ogueli** *AI in the Classroom as a Tool for Sustainable and Peaceful Education, Bridging Innovation and Equity*

11.40-12.00	**Bernedette Umali Cornelius-Ukpepi & Rita Asu Ndifon & Grace Onya Edu** *Primary School Teachers' Professional Development in Enhancing Character Education among Pupils in Cross River State, Nigeria*	**Abdullah Jan Frogh** *Artificial Intelligence and Sustainable Education: Transforming Teaching and Learning for a Peaceful Global Society*	**Victoria Atah Abanyam & Doris Emmanuel Ushie & Maria Christian Ofem** *Evaluating the Impact of Social Studies Paradigms on Fostering Sustainable Development and Peacebuilding among Basic Education Pupils in Cross River State, Nigeria*
19.00	**Board Dinner**		
CLOSING DAY 4			

CONFERENCE PROGRAM

Day 5: October 8, 2026, Thursday

TIME	EVENT
Room- Estella Matriano	
11.30-13.00	**Closing Session** Evaluation of the Conference and Closing Speeches
CLOSING THE CONFERENCE	

ABSTRACT BOOK

CREATIVITY FROM TESTS TO MODERATENESS IN POLITICS

Csaba Pléh

Member of the Hungarian Academy and Member of the Academia Europea
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ABSTRACT

The talk shall start from classical test-based results about creativity. Hundreds of research studies from the Barkóczi Lab in Budapest had shown that creative people have a peculiar personality as well. They are preferring complexity, tolerate ambiguity, and are able to direct their internal tensions towards elaborative solutions. A recent line of research led by Leor Zimgrod had shown that creativity is also combined with a preference for moderate politics. The talk shall present the implications of these data for education and social policy.

Keywords: *creativity, moderate politics, education, social policy*

LIFE BEYOND GENERAL INTELLIGENCE: RECENT DEVELOPMENTS IN THE PSYCHOLOGY OF COGNITIVE ABILITIES

Kristóf Kovács

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Eötvös Loránd University
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ABSTRACT

Cognitive ability tests require diverse activities, from reading difficult texts to performing mathematical operations to solving complex non-verbal problems. Success in these various activities is correlated: those who are better in one area are usually better in the rest, too. This finding, called the positive manifold, is the most important and most replicated one in the field of human intelligence, and it has led to the idea that, despite superficial dissimilarity, these cognitive activities all depend on the same general cognitive ability. This presentation argues that this theory is mistaken. An alternative framework, Process overlap Theory (POT) accounts for inter-individual differences through intra-individual processes: cognitive tasks are not "process pure" but sample specific and general processes in an overlapping manner. This explains the positive manifold without positing a general ability. According to POT, general intelligence is a summary of different but correlated abilities rather than the reflection of a single, unitary ability. This approach has consequences for applied cognitive testing. For if POT is correct then the focus should be on specific abilities that can provide a cognitive profile of strengths and weaknesses, rather than on global indicators of ability like Full Scale IQ.

Keywords: *life, general intelligence: psychology, cognitive abilities*

NINE VIGNETTES: MY ENCOUNTERS WITH CARL ROGERS AND THE PERSON-CENTERED APPROACH

Sandor Klein

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Hungary

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ABSTRACT

This presentation is a personal reflection on more than four decades of encounters with Carl Rogers and the Person-Centered Approach. Rather than offering a historical account or a theoretical analysis, it tells the story of how a series of encounters—with teachers, colleagues, students, and Carl Rogers himself—gradually shaped both my professional work and my way of being. Through a series of brief vignettes, I revisit experiences ranging from my early years in mathematics education, my collaboration with Tamás Varga and Zoltán P. Dienes, and my three-year person-centered training with Chuck Devonshire, to organizing the Cross-Cultural Communication Workshops with Carl Rogers in Szeged and participating in the international peace conference in Rust. Looking back at the age of eighty-five, I ask a simple question: What remains after a lifetime of learning? My answer is that the most enduring legacy of Carl Rogers was not a theory or a technique, but a way of relating to people based on trust, authenticity, empathy, and respect for their capacity to grow. The presentation concludes by reflecting on how these experiences continue to influence my life today—through publishing Carl Rogers' works in Hungarian, supporting new generations of professionals, and continuing the Cross-Cultural Communication Workshops. It is, above all, a story about carrying forward what we have received from our teachers and discovering that genuine encounters never really end. Preparing this manuscript through an extended author–editor dialogue also led to an unexpected realization. We gradually discovered that the principles of the Person-Centered Approach can illuminate not only psychotherapy, education, or leadership, but also the creative process itself. This insight has inspired our next collaborative project, tentatively entitled The Person-Centered Way of Writing, exploring how trust, attentive listening, and dialogue can help a manuscript reveal its own authentic voice.

Keywords: *Carl Rogers, Person-Centered Approach, historical account, theoretical analysis*

ASSESSMENT OF CHARACTER DEVELOPMENT AND VALUE ACQUISITION AMONG ELEMENTARY TEACHER TRAINEES

Dr. Joyce Mary Claris D'Sa

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ABSTRACT

Teacher education in the 21st century emphasizes not only pedagogical competence but also the holistic formation of character and values among learners. Teacher trainees, especially those enrolled in Diploma in Elementary Education (D.El.Ed.) programmes, play a crucial role in shaping the moral and social foundations of young learners. Core values such as integrity, empathy, responsibility, respect for diversity, collaboration, leadership, reflective thinking and commitment to social justice are essential for effective and ethical teaching. This study aims to examine the level of character development and value acquisition among D.El.Ed. Teacher Trainees. It will also seek to find out the differences in value acquisition based on variables among the First Year and Second Year Teacher Trainees. A mixed-methods approach will be adopted for the study. Data will be collected using self-assessment questionnaires, reflective journals and portfolios, structured observation schedules, peer assessment tools and value-based rubrics. Focus group discussions and semi-structured interviews will be used to gain deeper insights into trainees' experiences and value internalization. Statistical techniques such as mean, standard deviation, independent sample t-test, and one-way ANOVA will be used to analyse quantitative data, while qualitative data will be analyzed using thematic analysis. The educational implications will focus on strengthening value-based teacher education practices and preparing educators who will be ethically grounded, socially responsible and capable of fostering inclusive learning environments.

Keywords: *character development, value acquisition, D.El.Ed. teacher trainees, mixed methods, formative assessment, teacher education.*

PEACE-BUILDING ENGAGEMENT THROUGH SPUP'S CROSS-CULTURE VIRTUAL EXCHANGE PROGRAMS

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ABSTRACT

This study examines the cross-cultural virtual exchange programs and their role in fostering peace-building engagement among students across disciplines at St. Paul University Philippines (SPUP). Anchored in the university's Catholic mission of integral human development and social harmony, the research assesses students' participation in structured virtual exchanges aimed at promoting peace education. Employing a mixed-methods approach, the study surveyed 215 SPUP students who engaged in virtual exchange with partner institutions in Japan, Indonesia, China, Brazil, Thailand, Singapore, the United States, and Taiwan. Quantitative pre–post descriptive analyses revealed consistent increase in post-participation mean scores across students' participation in cross-cultural virtual exchanges, utilization of digital platforms for peace-building learning, and attitude toward cross-cultural dialogue in terms of empathy, intercultural understanding, conflict sensitivity and willingness to dialogue. Qualitative findings captured reflective narratives that further underscored the transformative impact of these virtual exchange activities. Based on these results, the study proposes the Virtual Peace-Building Education Model, offering a strategic framework to institutionalize virtual dialogue and advance peace education in higher education contexts.

Keywords: *peace-building engagement, cross-culture, virtual exchange, St. Paul University Philippines (SPUP), virtual peace-building education model.*

RETHINKING GLOBAL EDUCATION PARADIGMS FOR A SUSTAINABLE AND PEACEFUL FUTURE

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ABSTRACT

Education plays an important role in shaping a sustainable and peaceful global society. With the implementation of the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), there is a repeated emphasis on rethinking educational paradigms to promote inclusivity, sustainability, and global citizenship. This paper aims to study the various emerging educational patterns and compare the present education system in India with international models. While India has made significant progress through policy reforms such as the National Education Policy (NEP) 2020, challenges remain in implementation, equity, and skill integration. With an emphasis on experiential learning and interdisciplinary approaches, the paper proposes a transformative framework integrating sustainability education, value-based learning, and global competencies. It concludes that re-creating a sustainable and peaceful world requires a shift from content-centric to learner-centric, holistic education systems that foster critical thinking, empathy, and responsible citizenship.

Keywords: *quality education, sustainable development goals, experiential learning, global citizenship, national education policy.*

PARADIGMS IN TECHNOLOGY EDUCATION CURRICULUM FOR RECREATING A SUSTAINABLE AND PEACEFUL WORLD: THE CASE OF TECHNOLOGY AND VOCATIONAL EDUCATION DEPARTMENT, ADUSTECH WUDIL KANO STATE, NIGERIA

Prof. Aisha Isa

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ABSTRACT

This study examined the paradigms in the Technology Education Curriculum for recreating a sustainable and peaceful world considering the case of the Department of Technology and Vocational Education, Aliko Dangote University of Science and Technology (ADUSTECH), Wudil, Kano State, Nigeria. The study adopted a quantitative survey research design, using a sample of 200 students and 50 faculty members (total of 250 respondents) drawn using stratified sampling, from which a census sampling technique was adopted. A structured questionnaire based on a five-point Likert scale was employed for data collection, and 180 valid responses were obtained and analyzed using SPSS, employing mean and standard deviation. Findings revealed the curriculum that integrates modern paradigms promotes sustainable peace-building education, alongside improving the students' competencies in technological, digital, and entrepreneurial skills that are essential for a peaceful world. However, challenges such as: inadequate educational facilities, weak industry collaboration with research, the non-engagement of adequate curriculum stakeholders and the absence of constantly reviewed curriculum were identified. The study concludes that while the existing curriculum contributes positively toward sustainable peace development, further improvements are highly required to enhance its effectiveness and relevance. Therefore, it recommends stronger integration of sustainable peace-oriented content, regular curriculum review, and improved collaboration with industry and researchers and also the engagement of adequate stakeholders in curriculum development and review that are found necessary for competency development.

Keywords: *technology and vocational education curriculum, peace-building sustainability, competency development.*

SUSTAINABILITY ASSESSMENT SYSTEM BASED ON THE OVHR MODEL FOR HIGHER EDUCATION INSTITUTIONS

Iván Zádori[1] & Zsolt Nemeskéri[2]

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ABSTRACT

The paper presents a sustainability assessment system for higher education institutions based on the OVHR model. The proposed framework is designed to support universities in evaluating their sustainability performance in a complex, transparent, and development-oriented way. The OVHR approach organises institutional sustainability into four interrelated dimensions: organisational operation, values, human factors, and resources. Each dimension is translated into indicators that can be assessed through a structured scoring system, making it possible to identify institutional strengths, weaknesses, and development priorities. The presentation explains the conceptual foundations of the model, the logic of indicator selection, and the potential use of the system in institutional self-evaluation, strategic planning, quality assurance, and sustainability reporting. The model is especially relevant for higher education because universities are expected to integrate sustainability not only into teaching and research, but also into governance, community engagement, and everyday operations. The paper argues that sustainability assessment should not be limited to environmental performance alone; it should also include organisational culture, educational values, stakeholder participation, and long-term institutional responsibility. The OVHR-based system therefore offers a practical tool for supporting transformative, accountable, and future-oriented higher education.

Keywords: *OVHR model, sustainability assessment, higher education institutions, institutional evaluation, quality assurance, sustainable university.*

LEARNING FROM THE COMMUNITY: CULTURAL WEALTH AS A CATALYST FOR EDUCATIONAL TRANSFORMATION

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ABSTRACT

Educational systems across the United States continue to grapple with persistent inequities affecting students from international and historically marginalized communities. Traditional deficit-based perspectives often frame communities of color as lacking the resources necessary for academic success. In this practice-based presentation we challenge that narrative by examining how community cultural wealth—knowledge, resilience, traditions, and social networks embedded within diverse communities—can serve as foundational assets for global educational transformation and peace education. Drawing on culturally sustaining and asset-based pedagogical frameworks, the paper explores how community schools can leverage community knowledge systems to create inclusive, equitable, and connected sustainable learning environments. Examples from community-engaged educational initiatives such as the Freedom School of America experience illustrate how cultural identity, intergenerational knowledge, and collective resilience contribute to student empowerment, civic engagement, and leadership development. The analysis highlights the importance of integrating community voices globally into curriculum design, fostering culturally responsive teaching practices, and strengthening partnerships between schools and local communities (Example: Global Teach Connection founded by Dr. Joyce Pittman). By recognizing the intellectual and cultural assets present within international communities of color, educators can move beyond deficit paradigms toward transformative educational models that promote belonging, peacebuilding, and social sustainability. This work contributes to three levels of global conversations on educational transformation by demonstrating how asset-based approaches to learning can help build more inclusive educational systems. The paper ultimately argues that when education honors the cultural knowledge and lived experiences of diverse communities, it becomes a powerful catalyst for equity, sustainability, and peaceful societies.

Keywords: *cultural, wealth, transformation, diversity, social justice, peace education.*

RE-CREATING A SUSTAINABLE AND PEACEFUL NIGERIA THROUGH VALUES EDUCATION, CHARACTER EDUCATION AND PEACE EDUCATION

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ABSTRACT

Nigeria today is markedly different from what it was in the decades following independence, particularly in terms of the values, character, and culture of peaceful coexistence exhibited by its citizens. During the 1960s through the early 1980s, many Nigerians demonstrated virtues such as honesty, respect, responsibility, tolerance, justice, compassion, integrity, citizenship, and self-discipline. This was facilitated by deliberate educational and policy initiatives designed to promote national unity, moral development, and social harmony. Notable among these initiatives were the introduction of Social Studies into the school curriculum and the establishment of the National Youth Service Corps (NYSC), both of which fostered intercultural understanding, national integration, and mutual respect among citizens. These efforts contributed significantly to the development of a culture of peace and responsible citizenship, as reflected in the ideals embodied in Nigeria's national anthem. In recent times, however, Nigeria has experienced increasing challenges, including insecurity, ethnic and religious conflicts, corruption, moral decadence, drug abuse, banditry, kidnapping, insurgency, communal clashes, and other forms of social disorder. These challenges have weakened national cohesion, threatened sustainable development, and undermined peaceful coexistence. The growing erosion of societal values and character formation, particularly among youths, has further compounded these problems. Against this backdrop, this paper argues that the re-creation of a sustainable and peaceful Nigeria requires the revitalization of Values Education, Character Education, and Peace Education within both formal and informal educational systems. The paper highlights how these educational approaches can promote moral responsibility, ethical behaviour, tolerance, empathy, conflict-resolution skills, and active citizenship. It concludes that strengthening these educational foundations is indispensable for rebuilding social harmony, fostering sustainable development, and re-creating a peaceful and prosperous Nigeria.

Keywords: *values education, character education, peace education, sustainable and peaceful Nigeria, social harmony.*

NURTURING YOUNG HEARTS: BUILDING EMOTIONALLY RESILIENT LEARNERS

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ABSTRACT

Behind every smiling child may lie emotions that go unseen, unheard, and unspoken. These silent experiences, when left unaddressed, can shape not only individual lives but also the collective future of society. Emotional neglect in early years influences the way individuals think, respond, and make decisions in life—sometimes leading to insensitivity, conflict, and imbalance in social structures. What we witness today is a continuing cycle that has evolved over generations. While earlier societies may have lacked awareness about emotional well-being, today we live in an era of knowledge, research, and resources. Yet, a critical question remains—why is this cycle still going on? Why are adolescents still struggling with emotional challenges? Where are we falling short? This research paper seeks to explore these questions by examining the key determinants of emotional well-being in children. It aims to challenge existing assumptions, encourage deeper reflection, and provide insight into the emotional realities of young minds—realities that are often overlooked, but are very important. However, the scope of this study extends beyond theoretical analysis to the implementation of a structured action plan aimed at fostering emotional awareness and resilience within the school environment. The proposed interventions include the organization of guided emotional well-being workshops, the establishment of anonymous feedback and expression mechanisms, and the development of peer support groups to encourage open dialogue among students. Furthermore, the study emphasizes the importance of sensitizing parents and educators through awareness sessions, enabling them to identify early signs of emotional strain and respond in a supportive and informed manner. By integrating analytical research with practical application, this study aspires to contribute to the creation of a more empathetic and emotionally supportive educational ecosystem. It ultimately aims to empower adolescents with the skills and confidence necessary to navigate emotional challenges effectively, thereby promoting both individual well-being and collective social harmony.

Keywords: *emotional well-being, academic growth, resilience.*

CURRICULUM AGILITY IN HIGHER EDUCATION: DEVELOPMENT AND VALIDATION OF AN INSTRUMENT FOR EMERGING TECHNOLOGY INTEGRATION

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ABSTRACT

This study developed and validated the Curriculum Agility Instrument for Emerging Technology Integration (CAI-ETI) to assess the capacity of higher education institutions to respond effectively to rapid technological change. Using a methodological research design with a sequential exploratory mixed-methods approach, the study involved literature and policy review, item development, expert validation, pilot testing, Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and reliability and validity testing. Findings confirmed eight dimensions of curriculum agility: Governance and Strategic Leadership, Curriculum Innovation and Flexibility, Faculty Digital and Artificial Intelligence Competence, Emerging Technology Infrastructure, Industry and Stakeholder Collaboration, Assessment and Learning Analytics, Quality Assurance and Continuous Improvement, and Organizational Culture for Innovation. The instrument demonstrated excellent psychometric properties, including an overall S-CVI/Ave of 0.98, factor loadings of 0.67–0.91, AVE values of 0.58–0.76, and satisfactory discriminant validity. Reliability was likewise high, with an overall Cronbach's alpha of 0.96 and Composite Reliability of 0.97. The resulting 48-item CAI-ETI provides a valid, reliable, and evidence-based tool for assessing institutional curriculum agility and supporting curriculum enhancement, technology integration, quality assurance, accreditation, and strategic academic planning.

Keywords: *curriculum agility, emerging technology integration, higher education, instrument validation, psychometric properties.*

THE BARRIERS OF USING ARTIFICIAL INTELLIGENCE IN THE TEACHING AND LEARNING PROCESS FROM STUDENTS' VIEWS

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ABSTRACT

This study aims to identify the challenges and barriers of using artificial intelligence (AI) as perceived by the students at Jerash University. A descriptive approach was used for collecting data. The sample of the study consists of (100) students were chosen from all faculties at Jerash University. The findings have indicated that students face several barriers when using artificial intelligence in the teaching and learning process. In addition, there is statistically significant difference in using artificial intelligence in the teaching and learning process based on gender and faculty type variables in favor of male and scientific faculties respectively. Finally, this study recommends all the higher learning education should activate using artificial intelligence in the teaching and learning process.

Keywords: *artificial intelligence, barriers, teaching and learning process.*

EDUCATION FOR SUSTAINABILITY AND PEACE IN CROSS RIVER STATE SECONDARY SCHOOLS: CURRICULUM PERSPECTIVES

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ABSTRACT

This study examined the influence of education for sustainability and peace education curriculum on students' attitudes towards sustainable development and peaceful coexistence in secondary schools in Cross River State, Nigeria. In carrying out this study, two research questions and two corresponding null hypotheses were formulated in line with the objectives of the study. The study adopted a survey research design. The population of the study comprised all senior secondary school students in public secondary schools in Cross River State. The sample for the study consisted of 655 students drawn from selected secondary schools across the state. A multi-stage sampling procedure, involving stratified, proportionate, and simple random sampling techniques, was employed to select the participants. Relevant literature was reviewed based on the variables of the study. The instrument used for data collection was a researcher-designed questionnaire titled Education for Sustainability and Peace Questionnaire (ESPQ), which was validated by experts in curriculum studies and educational measurement. The reliability of the instrument yielded a coefficient of 0.84 using the Cronbach Alpha method. Data collected were analyzed using mean, standard deviation, and independent samples t-test. The findings revealed that education for sustainability and peace education curriculum significantly influenced students' attitudes toward sustainable practices and peaceful coexistence in secondary schools in Cross River State. The study concluded that effective integration of sustainability and peace education within the secondary school curriculum enhances students' awareness, values, and behaviors necessary for building a sustainable and peaceful society. Based on the findings, it was recommended, among others, that curriculum planners and secondary school teachers should strengthen the implementation of sustainability and peace education concepts across relevant subjects to promote responsible citizenship and social harmony.

Keywords: *education for sustainability, peace education, curriculum perspectives, secondary school students, Cross River State.*

INTEGRATING MOBILE LEARNING IN CURRICULUM IMPLEMENTATION AT NIGERIAN SECONDARY EDUCATION LEVEL FOR ACHIEVING SUSTAINABLE DEVELOPMENT

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ABSTRACT

Mobile technologies have taken the center stage in the world's activities. Everybody, both old and young as well as different fields of human activities unavoidably use various mobile technologies to carry out their daily tasks, thereby making its integration in curriculum implementation imperative for secondary school teachers so as to produce and shape the type of individuals the society needs. Consequently, this study investigated integrating mobile learning in curriculum implementation in Nigerian secondary schools for achieving sustainable development. Three research questions guided the study. Area of the study was Awka South Local Government Area (LGA) of Anambra State, Nigeria. Descriptive survey design was adopted. The researchers' self-constructed 24 items questionnaire, which was validated by three experts was used to collect data from 200 public secondary school teachers in Awka South L.G.A. The reliability coefficient of the instrument was 0.85. Data collected were analyzed using mean and standard deviation. The findings of the study revealed that the mobile devices that can be used in integrating mobile learning in curriculum implementation are smartphones, laptop computer, tablet among others; also, that integrating mobile learning in curriculum implementation in Nigerian secondary schools is beneficial as it makes learning more accessible, increases accessibility to learning etc; and again that the challenges that can hinder integrating mobile learning in curriculum implementation are unstable power supply, limited internet connectivity and so on. Based on the findings of the study, it was recommended among others that the Government along with education stakeholders should make adequate provisions such as provision of solar energy to reduce the challenges that may be encountered in integrating mobile devices in curriculum implementation.

Keywords: *mobile learning, mobile technologies, curriculum implementation, secondary education, sustainable development.*

INTEGRATION OF PEACE EDUCATION INTO THE SECONDARY SCHOOL CURRICULUM AND STUDENTS' CONFLICT RESOLUTION SKILLS IN ADAMAWA STATE, NIGERIA

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ABSTRACT

This study examined the integration of peace education into the secondary school curriculum and its influence on the conflict resolution skills of secondary school students in Adamawa State, Nigeria. Specifically, the study determined the extent to which peace education is integrated into the curriculum, examined its influence on students' conflict resolution skills, identified the challenges affecting its effective integration, and determined strategies for improving its implementation. A descriptive survey research design was adopted for the study. The population of the study comprised 267,580 secondary school students in Adamawa State, comprising 159,976 Junior Secondary School students and 107,604 Senior Secondary School students, as reported in the Adamawa State Education Sector Medium-Term Sector Strategy (2023–2025). From this population, a sample of 1,250 students was selected using multistage techniques. Data were collected using a researcher-developed questionnaire validated by experts in Curriculum Studies. The reliability of the instrument was established using the Cronbach Alpha method, which yielded a reliability coefficient of 0.84. Mean and standard deviation were used to answer the research questions. The findings revealed that peace education is integrated into the secondary school curriculum to a high extent and positively influences students' conflict resolution skills. However, its implementation is still limited across some subject areas. The major challenges identified were inadequate teacher training, insufficient instructional materials and inadequate government support. The study further found that teacher training, curriculum review, adequate funding, learner-centred teaching methods and the provision of instructional materials are key strategies for improving peace education in schools. The study recommended that the government, curriculum developers, school administrators, and teachers should strengthen the implementation of peace education by providing adequate instructional resources, regular teacher training, and practical peacebuilding activities in secondary schools.

Keywords: *peace education, curriculum integration, conflict resolution skills, secondary school students, peaceful coexistence, Adamawa State.*

PERCEPTION OF DIGITAL LITERACY EMPOWERMENT AND PEACEBUILDING CAPACITY AMONG YOUTH IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

Youths' engagements with information, social networks and civic life, in Nigeria, has seen a rapid transformation through the proliferation of digital technologies. Though these digital platforms provide great opportunities for collaboration, communication and advocacy, there are still significant challenges inherent in their use. These challenges include cyberbullying, online radicalization and spread of misinformation, which is capable of increasing disagreements, violence as well as disrupting peaceful coexistence. This study investigates the role of digital literacy for promoting peacebuilding among tertiary institution students in Cross River State, Nigeria. The study focuses on the perception of young people on leveraging digital skills empowerment to critically evaluate information, participate constructively in public discuss, and contribute to conflict prevention, and engagement in peace-promoting activities, both online and offline. The population consisted of third year tertiary-level of education students in Cross River State, Nigeria, from Social Science Departments of the five tertiary institutions across the state. Data was obtained with the help of a validated and trial tested survey questionnaire, from 720 respondents randomly chosen proportionally from the five institutions across the state. Findings showed, among others, that youth with a high perception of the impact of digital skills tend to engage more in both online and offline peacebuilding activities than those with low perception. Thus, it was recommended that digital literacy should be integrated into Nigeria's formal and informal education systems as a strategic tool for youth empowerment and peace promotion. Policymakers, education, and civil society actors are encouraged to develop targeted interventions that equip youth with the knowledge, skills, and attitudes required to navigate digital spaces responsibly while contributing positively to national cohesion. This study bridges the gap between the acquisition of digital skills and social responsibility, contributing to ongoing efforts to harness technology for sustainable peacebuilding and the holistic development of Nigerian youth.

Keywords: *digital literacy, peacebuilding, youth empowerment, Nigeria, civic engagement, social cohesion.*

DEVELOPING CHARACTER EDUCATION, LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES IN CROSS RIVER STATE SECONDARY SCHOOLS: CURRICULUM PERSPECTIVES

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ABSTRACT

This study examined the influence of developing character education, learning activities, and instructional strategies on students' moral values and responsible behaviour in secondary schools in Cross River State, Nigeria. In carrying out this study, three research questions and three corresponding null hypotheses were formulated in line with the objectives of the study. The study adopted a survey research design. The population of the study comprised all senior secondary school students in public secondary schools in Cross River State, Nigeria, estimated at over 23,235 Senior Secondary (SS2) students in public secondary schools across Cross River State. The sample for the study consisted of 813 students drawn from selected secondary schools across the state. A multi-stage sampling procedure involving stratified, proportionate, and simple random sampling techniques was employed to select the participants. Relevant literature was reviewed based on the variables of the study. The instrument used for data collection was a researcher-designed questionnaire titled Character Education, Learning Activities and Strategies Questionnaire (CELASQ), which was validated by experts in curriculum studies and educational measurement. The reliability of the instrument yielded a coefficient of 0.84 using the Cronbach Alpha method. Data collected were analyzed using mean, standard deviation, and independent samples t-test. The findings revealed that developing character education significantly enhanced students' moral consciousness and social responsibility. Furthermore, engaging learning activities and effective instructional strategies contributed positively to students' behavioural outcomes and value formation. The study concluded that integrating character education with appropriate learning activities and strategies within the secondary school curriculum promotes responsible citizenship, discipline, and ethical development among students. Based on the findings, it was recommended, among others, that curriculum planners and teachers should strengthen character education programmes through learner-centred activities and innovative teaching strategies to foster moral uprightness and positive school culture.

Keywords: *character education, learning activities, instructional strategies, moral values, secondary school students.*

CLIMATE CHANGE EDUCATION AND NIGERIA'S EDUCATIONAL CURRICULUM: CHALLENGES AND THE WAY FORWARD

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ABSTRACT

Climate Change has become a global environmental challenge which poses a significant threat to all facets of life. It is also crucial in achieving the United Nations sustainable development goals especially those related to climate action, life below water and life on land. The effects of Climate Change are expected to be most critical in developing countries. There are already visible impacts in Nigeria. Education is a key agent of change and has been recognized as a fundamental tool for environmental protection and sustainable development. The curriculum is the guide for all educators, and it specifies the vital areas for teaching and learning in order to give every student the right for thorough academic experiences. Climate Change education is an important framework that equips learners with the knowledge, skills and values to understand the causes of global environmental changes, mitigate climate risks and adopt sustainable lifestyles. It therefore has the capacity of saving the global community from the wanton destruction of the environment. It is against this background that this paper examines the place of Climate Change Education in Nigeria's education curriculum highlighting the systemic challenges and proffering solutions that will ensure actions that will preserve the environment.

Keywords: *climate change education, curriculum, sustainable development, environment.*

INFLUENCE OF TRANSFORMATIVE EDUCATIONAL PRACTICES ON STUDENTS' SUSTAINABLE DEVELOPMENT AWARENESS, CONFLICT RESOLUTION SKILLS AND GLOBAL CITIZENSHIP COMPETENCIES AMONG SECONDARY SCHOOL STUDENTS IN KANO STATE, NIGERIA

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ABSTRACT

This study examined the influence of transformative educational practices on students' sustainable development awareness, conflict resolution skills and global citizenship competencies among secondary school students in Kano State, Nigeria. The study was anchored on Transformative Learning Theory and Global Citizenship Education framework. A descriptive survey research design was adopted. The population comprised senior secondary school students in Kano State, while a multistage sampling procedure was used to select respondents from selected public secondary schools. Data were collected using a structured questionnaire titled "Transformative Educational Practices and Students' Competencies Questionnaire (TEPSCQ)". The instrument was validated by experts in curriculum studies and educational psychology, while reliability was established using Cronbach's Alpha statistics which yielded a coefficient of 0.831. Mean, Standard Deviation and regression analysis were used for data analysis. The findings revealed that transformative educational practices significantly influenced students' sustainable development awareness, conflict resolution skills and global citizenship competencies. The study further revealed that innovative pedagogical approaches such as collaborative learning, inquiry-based learning, peace education, ICT integration and participatory classroom engagement enhanced students' social responsibility, tolerance, critical thinking and peaceful coexistence. The study concluded that transformative education remains a viable strategy for promoting sustainable development and peacebuilding in Nigeria. It was recommended among others that teachers should adopt learner-centered and transformative pedagogies, educational policymakers should strengthen global citizenship and peace education in the curriculum, and schools should provide supportive learning environments that promote critical reflection and intercultural understanding.

Keywords: *transformative education, sustainable development, conflict resolution, global citizenship, peace education, Kano State, Nigeria.*

BREAKING THE SILENCE OF THE "MACHO": UNDERSTANDING MALE VICTIMIZATION AND GENDERED SILENCE IN AN INDIGENOUS PHILIPPINE COMMUNITY

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ABSTRACT

This study explores the lived experiences of male victimization in the Upper Tanudan communities of Kalinga, Philippines, using a qualitative phenomenological design informed by Muted Group Theory. Fifteen male participants who were either victims, observers, or community leaders were selected through purposive and snowball sampling and interviewed using unstructured interviews. Data were analyzed through reflexive thematic analysis. Findings reveal four interrelated forms of violence experienced or observed by participants: forced obedience and identity suppression, economic deprivation, controlled emotional expression, and abusive language. These forms of abuse are embedded in everyday relational and community interactions, where masculinity is strongly associated with authority, emotional restraint, and economic provision. Participants further described how cultural expectations of the "macho" ideal contribute to silence, shame, and reluctance to report victimization. Barriers to disclosure were reinforced at interpersonal, internalized, collective, institutional, and systemic levels. The study also highlights perceived gaps in institutional support systems and legal frameworks, particularly in relation to Republic Act No. 9262, which participants interpreted as primarily addressing women and children. While not based on legal textual analysis, these perceptions reflect a broader sense of exclusion among male victims in accessing formal protection and support services. This research contributes to gender and development discourse by expanding understandings of violence beyond female-centered frameworks and emphasizing how hegemonic masculinity can also produce vulnerability among men. It underscores the need for inclusive gender-sensitive interventions, community education on masculinity norms, and the establishment of accessible support mechanisms for male victims in rural and indigenous contexts.

Keywords: *gender-sensitive education, sociolinguistics, male victimization, indigenous education, gender and development (GAD).*

CASTE AS A DIMENSION OF SOCIAL INJUSTICE AND CONFLICT IN INDIA

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ABSTRACT

The present study explores how the caste system, a rigid system determined by birth, based on hierarchy, in India, acts as a primary driver of social injustice and conflict. Centred on traditional ideas of purity and impurity (lower status), this system institutionalizes discrimination and restricts access to essential opportunities. By focusing on the experiences of different castes in India, the study shows how social exclusion and systemic violence continue to push some communities to the margins, making upward mobility difficult despite legal protections. Drawing on social structural theory and mixed-methods research involving 200 participants, the analysis details how these inequalities trap people in cycles of poverty and oppression. The findings suggest that simply having laws in place is not enough. Instead, deep structural reforms and a genuine shift in social awareness to dismantle these barriers should be implemented. Despite constitutional safeguards and social reform movements, the Scheduled Castes and Tribes remain at the periphery of mainstream society and face persistent challenges in improving their socio-economic-psychological status. They are frequently subjected to social exclusion, violence, and systemic oppression, which hinder their full participation in social life. Thus, for India to achieve true social justice and lasting harmony, it must directly confront and break down these entrenched caste hierarchies.

Keywords: *caste, social injustice, social exclusion, inequality, social conflict.*

SCIENTIFIC AND CULTURAL HERITAGE OF ZOLTAN P. DIENES IN EDUCATION: AN OVERVIEW

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ABSTRACT

The paper provides an overview of the scientific and cultural heritage of Zoltan P. Dienes, with special attention to his continuing relevance for contemporary education. Dienes' work in mathematics education, cognitive development, learning through play, and the use of structured educational materials offers a rich framework for rethinking curriculum and instruction in a learner-centred way. The presentation examines how Dienes' principles—active discovery, multiple embodiment, dynamic variation, and the gradual construction of abstract concepts—can support inclusive, creative, and experiential learning environments. Beyond the history of mathematics education, the paper also interprets Dienes' legacy as part of a wider cultural and pedagogical tradition that connects scientific thinking with human development, creativity, and lifelong learning. The overview highlights selected Hungarian and international dimensions of this heritage and discusses how Dienes-inspired approaches may contribute to quality education, educational equity, and curriculum innovation in the twenty-first century. The presentation argues that Dienes' work remains relevant not only as a historical contribution but also as a practical source for re-creating education for a more sustainable and humane world.

Keywords: *Zoltan P. Dienes, mathematics education, educational heritage, experiential learning, curriculum innovation, lifelong learning.*

CELEBRATING LEARNING: A STUDY ON ENHANCING STUDENT ENGAGEMENT, MOTIVATION, AND OWNERSHIP

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ABSTRACT

Education, as stated by UNESCO, enables individuals to develop the knowledge, skills, values, and confidence needed to participate meaningfully in society. It is considered the cornerstone of peace, justice, and resilience in the face of global challenges. However, the irony of the present educational landscape is that schools and colleges, which are meant to be centers of learning and inner growth, are increasingly becoming institutions focused primarily on examinations and academic performance governed by rigid standards and outcomes. As students progress through grades, the natural joy of curiosity and exploration gradually diminishes, replaced by pressure to score marks and prepare standardized answers for examinations. Consequently, the focus of both teachers and students shifts from meaningful learning to performance-oriented education. Recent studies indicate growing concern about student disengagement, particularly during the middle and high school years. Schnitzler et. al. (2023) highlight that emotional, behavioural, and cognitive engagement are directly linked to academic achievement and self-concept. Many students experience boredom and a lack of ownership in classrooms where autonomy and agency are absent. (James & Frome, 2025). "Learning to learn" is itself an art that must be consciously cultivated. It is a complex phenomenon involving strategies for comprehension, memorization, recall, assimilation, and accommodation. Equally important are emotional stability, social well-being, and self-efficacy, all of which significantly influence a learner's ability to engage deeply with knowledge. There is an urgent need to transform our understanding of education — from an excessive focus on marks and outcomes to an appreciation of learning as a meaningful process. Schools must create emotionally safe and intellectually stimulating environments where students feel encouraged to explore, question, reflect, and grow without fear of failure. Educational philosopher Paulo Freire emphasized that education is not the process of depositing discrete pieces of information into students' minds. Rather, true learning occurs when students form meaningful connections with ideas, experiences, and the world around them. Effective teachers, therefore, bring students into a "living communion" with the subjects they teach, nurturing curiosity, reflection, and independent thinking. This study investigates various ways to foster a love of learning among students and to enhance their engagement, motivation, and ownership of the learning process. Several learner-centred strategies were introduced, including pre-reading techniques, deep learning practices, note-making, self-progress tracking, spaced repetition, and active recall methods. These approaches encouraged students to become active participants in their own learning journey rather than passive recipients of information. The findings suggest that when learning is celebrated as a process rather than reduced to performance, students demonstrate higher engagement, stronger motivation, and greater ownership of their educational journey. Such a transformative approach can equip learners to become lifelong seekers of knowledge, rooted in values, empathy, and reflective thinking.

Keywords: *learning, self-regulation, emotional well-being, education.*

PARADIGMS ON EDUCATION FOR RECREATING A SUSTAINABLE AND PEACEFUL WORLD

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ABSTRACT

Peace does not only mean no wars or fights. It means living together with kindness, fairness, and care for nature. A peaceful world is one in which people respect one another and protect the Earth. Education helps create such a world because schools teach children how to think, feel, and act. Education for sustainability teaches us that the Earth is our shared home. Instead of learning only from textbooks, students should learn by doing. We can observe things around us. For example, we can check how much water our school uses every day. We can then think of simple ways to save water. Small actions matter. We can properly switch off taps, avoid using plastic, or recycle waste. In India, the Swachh Bharat mission teaches us to keep our surroundings clean. It shows us that cleanliness is a good habit and reminds us that cleanliness is everyone's responsibility. When students take part in cleaning their classrooms or neighborhoods, they learn that a clean environment helps everyone live better. Education also plays an important role in building peace. Schools should teach empathy, sharing, and peaceful ways to solve problems. Learning about India's freedom struggle helps us understand the power of non-violence. Celebrating festivals from different regions and countries helps students respect different cultures and feel united. When we understand others, we fight less and help more. In today's world, students must also learn to be global citizens. Problems like climate change, pollution, and poverty do not belong to one country. They affect the whole world. Lessons on human rights teach us that every child has the right to education, food, and safety. When we learn about children in other countries who lack access to clean water or schools, we feel responsible to care for and support them in any way we can. Education should connect peace and sustainability across all subjects. Teachers should encourage questions, group work, and discussions. Morning assemblies can include peace and environment pledges. Digital education should teach students how to use the internet wisely and not spread hate or false information. In India, school lessons are slowly linking with daily life. Through programmes like Samagra Shiksha, we learn about cleanliness, health, and caring for nature along with our subjects. Some ideas from the Kerala model are also being taught. The Kerala model is a way of teaching in which schools connect daily lessons to the Sustainable Development Goals and encourage students to practice caring for people, health, and the environment in real life. When what we learn in school matches what we see at home, these lessons stay with us and guide our actions. Education for a sustainable and peaceful world is not only for the future. It is needed today. If schools teach children to care for people and nature, students can grow into adults who build a kinder, cleaner, and more peaceful world for everyone.

Keywords: *education, environment, peace, pollution, human rights, clean water, future, people, nature, Kerala model of education, Samagra Shiksha, Swach Bharat mission.*

ENVIRONMENTAL EDUCATION AND SUSTAINABILITY IN HUNGARIAN HIGHER EDUCATION

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ABSTRACT

Sustainability has become an increasingly important dimension of higher education, affecting curricula, institutional strategies, research agendas, campus operations, and the social responsibility of universities. This paper examines the role and current challenges of environmental education and sustainability in Hungarian higher education. The presentation approaches the topic from a systemic perspective, focusing on how sustainability-related knowledge, attitudes, and practices are integrated into university education and institutional development. It discusses the relationship between environmental education, interdisciplinary curriculum design, green campus initiatives, third mission activities, and regional engagement. Particular attention is given to the tension between formal commitments to sustainability and their actual implementation in teaching, research, and everyday institutional routines. The paper argues that Hungarian higher education has significant potential to strengthen sustainability education, but this requires more coherent institutional strategies, measurable development goals, stronger links between disciplines, and closer cooperation with local communities and economic actors. By analyzing these issues, the presentation contributes to the conference discussion on how universities can prepare students to become responsible, informed, and active participants in building a sustainable and peaceful society.

Keywords: *environmental education, sustainability, Hungarian higher education, university strategy, green campus, social responsibility.*

EFFECTIVENESS OF MITIGATING ACTIONS IN THE ST. PAUL UNIVERSITY PHILIPPINES RISK MANAGEMENT

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ABSTRACT

Effective institutional risk management is essential for higher education institutions to achieve organizational resilience, ensure operational continuity, and sustain good governance in an increasingly complex environment. This study assessed the effectiveness of mitigating actions implemented under the St. Paul University Philippines Risk Management Program and examined institutional risks across the governance and development, financial, operational, and academic dimensions. A convergent mixed-methods design was employed, utilizing a quantitative descriptive-evaluative approach complemented by qualitative thematic analysis. Data was collected using a researcher-developed and validated questionnaire administered to university personnel directly involved in the implementation and monitoring of institutional risk management. Quantitative data were analyzed using weighted means, while qualitative responses were analyzed through thematic analysis. The University's Risk Register identified 19 institutional risks, all of which were classified under the Adequate risk category. The academic dimension accounted for the highest proportion of identified risks (47%), followed by operational (37%), governance and development (11%), and financial (5%). Qualitative findings generated two major themes: University Risks Across Institutional Dimensions and Implementation of Mitigating Actions, highlighting strategies such as strengthened governance, internal controls, information security, faculty development, quality assurance initiatives, and educational technology integration. These findings indicate that the University's mitigating actions effectively manage identified institutional risks and support institutional resilience and continuous improvement. Although the findings are limited to a single higher education institution, the study contributes empirical evidence on the effectiveness of institutional risk mitigation and provides a basis for strengthening risk management practices, governance, and strategic decision-making in higher education.

Keywords: *enterprise risk management, higher education institutions, risk mitigation, institutional governance, organizational resilience.*

PARADIGMS IN EDUCATION FOR RECREATING A SUSTAINABLE AND PEACEFUL WORLD

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ABSTRACT

This speech highlights the important role of education in building a peaceful, sustainable, and just world. It argues that traditional education focused only on academic success is no longer sufficient to address modern challenges such as climate change, social inequality, violence, and global conflicts. The speech discusses four key educational paradigms: Peace Education, which promotes tolerance, empathy, justice, and conflict resolution; Education for Sustainable Development (ESD), which encourages responsible actions for environmental, social, and economic well-being; Global Citizenship Education, which develops awareness of global issues and fosters responsibility towards humanity; and Transformative Learning, which helps individuals develop critical thinking and positive personal and social change. The speech concludes that education should not only provide knowledge but also cultivate values, responsibility, and active participation in creating a peaceful and sustainable future. By adopting these educational approaches, learners can become responsible global citizens and contribute to a more harmonious and sustainable world.

Keywords: *peace education, education for sustainable development (ESD), global citizenship education, transformative learning, sustainable development, critical thinking, social responsibility, global awareness.*

DEVELOPING OBE-BASED TEACHING GUIDES TO ENHANCE TEACHER EDUCATION COURSE DELIVERY

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ABSTRACT

This project aimed to develop outcomes-based education (OBE) teaching guides to enhance the delivery of courses in the teacher education programs in region 02. This paper specifically provides the result of the participants' assessment and problems encountered in the implementation of the OBE-based approach in teaching. The 200 study participants covered faculty and administrators of thirty (30) selected Teacher education Institutions in Region 02. Results reveal that the OBE-based approach in teaching and learning was implemented to a moderate extent along Institutional Mission, moderate extent in terms of outcomes and low extent along areas such as curriculum, instructional delivery, assessment, and reporting. Adequacy of knowledge and skills, teaching resources, and time were among the problems encountered by the participants in the implementation of the OBE-approach in the teacher education curriculum. These results serve as a guide for the development of OBE-based teaching guides to enhance the implementation of the Teacher Education curriculum. The development of the teaching guides was based on a set of frameworks developed by the researchers. The research framework particularly details the processes undertaken in the development of the teaching guides while the SPUP-OBE Framework provides the teaching guides' content. Furthermore, the study presents the specific methods for the teachers' training on the principles and standards of OBE, the development of OBE-based teaching guides, the logical framework of the teaching guide, the monitoring and evaluation plan, and the dissemination plan. This method includes design, scope, tools, and analytical procedures for the specific processes involved.

Keywords: *outcomes-based education (OBE), OBE framework, teacher education, teacher training.*

PARADIGMS IN EDUCATION FOR RECREATING A SUSTAINABLE AND PEACEFUL WORLD

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ABSTRACT

This paper attempts to show that education is not just about memorizing the facts or passing them down from one generation to the next. It shapes who we are, how we are, how we behave and how we communicate. It holds communities together. It's where we begin to understand justice and figure out how to navigate through a world that's messy and unpredictable. As UNESCO (2011, 2021) always says, education isn't just about getting a better job or making the economy stronger, but it is a basic human right and the backbone of any peaceful society. It's the glue that holds communities together which helps to create lasting peaceful societies. However, in today's world, with all the ongoing conflict, the climate changes, inequality, and cultural divides everywhere you look, the old ways of teaching aren't sufficient enough. This paper looks into why we need to rethink how we educate our children and to look towards new approaches for sustainability, peace and the whole person's development from the start till the end. We must rethink what education really means and what it can really do if we want a real chance at tackling the big challenges this century keeps throwing at us and help build a world that's both sustainable and peaceful.

Keywords: *sustainability, peace, education paradigms, modern education, climate crisis.*

THE EFFECTS OF STRESS TOLERANCE ON ACADEMIC PERFORMANCE, NEGATIVE AFFECTIVITY, AND MOTIVATION AMONG UNIVERSITY STUDENTS. IMPLICATIONS FOR INTERVENTION

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ABSTRACT

This study investigates stress tolerance, academic performance, motivation, and negative affectivity among university students. It also examines differences according to study mode (full-time or correspondence) and field of study (primary education, economics, and special needs education). Data were collected from five groups of university students (N = 125). Academic performance was measured using official grade records obtained from the university's registry system (Neptun). Implicit and self-report data were collected through the Inquisit platform using three instruments: the Depression Anxiety Stress Scales (DASS-21) to assess negative affectivity, the Behavioral Indicator of Resiliency to Distress (BIRD) task to measure stress tolerance, and the reframed Work for Environmental Protection (WEPT) task, to assess commitment and motivation. Statistical analyses were conducted to examine relationships among the variables and group differences. The results indicate significant differences in academic performance and motivation between students with high and low levels of stress tolerance. However, no significant differences were found in levels of negative affectivity. Significant differences were also identified across study modes and fields of study. The findings highlight the importance of stress tolerance as a factor associated with academic success and motivation in higher education. The results suggest that interventions aimed at strengthening students' stress-management capacities and adaptive cognitive strategies may contribute to improved academic outcomes and well-being. A better understanding of individual differences in stress tolerance may support the development of more effective learning and performance-enhancement strategies.

Keywords: *university students, academic performance, distress tolerance, DASS-21, BIRD, and WEPT experimental instruments, Inquisit web.*

WHEN POLICY MEETS PERSPECTIVE: A STUDY OF TRANSFORMATIVE PRACTICES IN A SELECT INDIAN SCHOOL IN POST-2020

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ABSTRACT

School Education has changed deeply in the past few years with an increased focus on hybrid learning, changed assessments, focus on overall wellbeing, adaptability and virtual or Physical Collaborations globally. The research paper explores the localised implementation of the Indian educational policy, its theoretical underpinnings and frameworks, against the backdrop of the post-COVID shift in education in schools. The study begins with key consideration points of change in educational practices of a few select nations, followed by an academic pursuit of the implementation of the Indian National Education Policy 2020 (NEP, 2020) from 2021 to the present in a selected Senior Secondary CBSE School of Punjab, India. The paper analyses how the Policy has provided a new perspective for transforming the school into a thriving place of learning, leading to a paradigm shift from content-based classroom transaction towards a competency-based education and from passive listening to experiential, hands-on learning. The study examines how NEP, 2020-aligned initiatives introduced in the school after 2020 have provided agency to students and improved teachers' satisfaction, while taking a step towards the Sustainable Development Goals. The study explores the integration of holistic educational approaches such as AIL (Art Integrated learning), HPE (Health and Physical Education), OBE (Outcome Based Education), Happy Classrooms and Wellbeing Education within the school with a particular emphasis on flagship school programs like, Every Child Deserves a Stage, My Nutrition My Responsibility, Start-Up Spark, Thinking Thursday and Student Lead Conferences to foster creativity, confidence, communication, emotional resilience, leadership, self-awareness, happiness and innovation among the learners. The impact of these interventions will be studied through a qualitative research design by interviewing teachers and students separately, highlighting both the successes and the challenges faced, while suggesting the way forward. The Paper concludes by suggesting a strategic road map for school leaders to navigate policy implementation and align the school practices with the Sustainable Development Goals.

Keywords: *Indian education policy 2020, policy reforms, post-COVID education, CBSE school, student leadership, and sustainable development goals.*

DECOLONIZING ASPIRATIONS: REORIENTING PHILIPPINE HIGHER EDUCATION FROM LABOR EXPORT TOWARD SUSTAINABLE DEVELOPMENT ORIENTATION AND CRITICAL GLOBAL CITIZENSHIP

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ABSTRACT

This study examines how Philippine higher education may reproduce labor export dependency through institutional success narratives and employability-centered educational logics, and how it may be reoriented toward sustainable development and critical global citizenship through the decolonization of aspirations. Anchored in postcolonial and decolonial theory, migration governance, the capability approach, epistemic justice, and educational inequality theory, the study proposes an integrated model linking Colonial Orientation of Higher Education, Labor Export Alignment, Employability-Centered Education Logic, Coloniality of Aspirations, Epistemic Inclusion, Capability Expansion, Sustainable Development Orientation, and Critical Global Citizenship, with Aspiration Inequality as a moderator. Using a quantitative, explanatory design, the model was tested through Partial Least Squares Structural Equation Modeling (PLS-SEM) in ADANCO based on a dataset of 400 higher education student responses. The results support seven of the eight hypothesized relationships. Colonial orientation, labor export alignment, and employability-centered logic significantly strengthen coloniality of aspirations, while epistemic inclusion significantly enhances capability expansion. Capability expansion, in turn, positively predicts both sustainable development orientation and critical global citizenship. The moderating effect of aspiration inequality was not supported. The study contributes a decolonial-capability framework for rethinking higher education in labor-exporting contexts and offers a policy-relevant pathway for aligning higher education with locally grounded development and ethically reflexive global engagement.

Keywords: *decolonizing higher education, labor export, capability expansion, sustainable development orientation, critical global citizenship.*

DIRECT SME SUPPORT OR INDUSTRIAL PARK DEVELOPMENT? JUST TRANSITION PATHWAYS FOR AN SME-DRIVEN REGIONAL ECONOMY IN BARANYA COUNTY

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ABSTRACT

This paper examines how the Just Transition Fund could generate the greatest economic impact in Baranya County, a Hungarian region characterized by a predominantly small and medium-sized enterprise-based economic structure and significant transition challenges linked to carbon-intensive sectors. The study focuses on a key policy dilemma, whether greater regional development effects can be achieved through direct support to SMEs, encouraging economic diversification and carbon-neutral transition in selected sectors such as food processing, cement-industry subcontracting, energy-related activities and other high-carbon-footprint industries, or through the development of industrial parks that indirectly strengthen the SME sector. Within this framework, the paper also compares two possible industrial park development models. The first prioritizes smaller-scale, city-level industrial parks that can respond more flexibly to local SME needs and existing territorial capacities. The second focuses on preparing a large-scale strategic investment site capable of attracting major companies, around which local SMEs could become suppliers, subcontractors or service providers. The research also considers the role of the university knowledge base and the availability of skilled labor, while the core analysis is based on the composition, financial indicators and development potential of the SME sector in Baranya County. By comparing direct enterprise support with different industrial park-based development pathways, the paper contributes to the discussion on how just transition policies can be better adapted to peripheral, SME-dominated regional economies. The findings aim to support evidence-based decision-making on the allocation of transition resources and the design of place-based economic development instruments.

Keywords: *just transition fund, SME diversification, industrial park development.*

THE EFFECT OF VIRTUAL REALITY MEDITATION ON SCIENCE EDUCATION STUDENTS ACADEMIC ACHIEVEMENT

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ABSTRACT

The purpose of this paper is to investigate the effect of virtual reality meditation on science education undergraduate students' academic achievement. It was in two parts: it compared the impact of meditation via virtual reality against video, as accessed by students' mean scores. Secondly, the study examined the usefulness of meditation, on the overall well-being of students through video or virtual reality. All the science education undergraduate students at the University of Calabar constituted the population of the study. Two research questions and hypotheses were formulated to guide the study. The study employed a pretest–posttest design with the participants being randomly assigned to two groups. The sample size was 120. Analysis of covariance (ANCOVA) results showed that virtual reality meditation had a significantly higher benefit than video meditation. The results of the analysis also indicated that undergraduate students with both meditation techniques employed had decreased pre-exam anxiety. It was concluded that virtual reality meditation plays a major role in students' academic achievement and test anxiety levels.

Keywords: *consciousness, meditation, virtual reality, anxiety, well-being, academic achievement.*

PRACTICAL IMPLEMENTATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) TOOLS AND DEVELOPMENT OF ENTREPRENEURSHIP SKILLS FOR RE-CREATING SUSTAINABLE AND PEACEFUL WORLD ON PRIMARY SCHOOL PUPILS IN BENUE STATE, NIGERIA

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ABSTRACT

This research will address modern education needs by exploring how digital skills can foster early innovation in entrepreneurial thinking which is crucial for future economic and self-reliance leading to re-creating a sustainable and peaceful world. The study will focus on practical implementation of information and communication technology tools and development of entrepreneurship skills on primary school pupils in Benue State, Nigeria for re-creating a sustainable and peaceful world. The study will adopt both survey and quasi-experimental design of non-randomize pre-test, post-test control type to address the objectives. The population for the study will make up of all the primary (5) pupils in Benue State. The sample will be drawn from eight (8) primary schools out of the total number of primary schools in Benue State using purposive sampling techniques. Validated instruments by expert will be used to collect data. The reliability of the instruments would be calculated, and the coefficient will be used to determine whether or not the instruments are reliable. Mean and standard deviation will be used to answer the research questions while Analysis of Variance (ANOVA) will be used to test the hypotheses at 0.05 level of significance. Findings will be made and recommendation will be done based on the findings.

Keywords: *ICT tools, development, entrepreneurship skills, sustainable, peaceful world.*

EFFECT OF COMPUTER ASSISTED INSTRUCTION (CAI) AND THINK-PAIR SHARE (TPS) ON UPPER BASIC EDUCATION STUDENTS ACHIEVEMENT IN ENGLISH LANGUAGE IN EBONYI STATE, NIGERIA

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ABSTRACT

This study focused on the effect of computer assisted instruction (CAI) and think-pair share (TPS) on Upper Basic Education Students Achievement in English language in Ebonyi State, Nigeria. Three research questions and three hypotheses were stated. Quasi-Experimental non-equivalent pretest, posttest design was adopted for the study. The population of the study was 240, with a sample size of 105 SS two students, made up of 54 males and 51 females from three intact classes and three schools participated in the study. A multi-stage sampling approach involving purposive and simple random sampling techniques was used for the study. The instrument for data collection was achievement test titled: English language Achievement Test (ELAT) and the instrument were validated by three experts. Kuder Richardson formula twenty (K-R20) was used to determine the reliability co-efficient of ELAT as 0.80. The research questions were answered using mean and standard deviation. To test the hypotheses, analysis of covariance (ANCOVA) was used at 0.05 level of significance. It was found out that computer assisted instruction strategy proved to be more effective, as it produced higher achievement gains compared to think-pair share and conventional teaching method. The study also revealed that there is no significant difference in achievement of students taught with computer assisted instruction based on gender but there was a significant difference in achievement of male and female when taught with think-pair share in favor of the female. Based on the findings, it was recommended that English Language teachers should adopt computer Assisted instruction more consistently in classroom instruction. Teachers should ensure equal participation of male and female students during collaborative learning activities (think-pair share) to prevent gender imbalance in classroom engagement.

Keywords: *English language, computer assisted instruction, think-pair share, conventional learning, academic achievement, gender.*

PARADIGMS IN EDUCATION FOR RE-CREATING A SUSTAINABLE AND PEACEFUL WORLD

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ABSTRACT

This study looks at how education can be reshaped to help build a more peaceful and sustainable world. It is based on the concern that many societies today face problems such as conflict, environmental damage, inequality, and declining social values. Education is seen as a key tool that can influence people's attitudes, behaviour, and understanding of others, making it important in addressing these challenges. The study used a review of existing literature and ideas from different scholars to discuss major educational approaches that support peace and sustainability. These include peace education, environmental education, global citizenship education, moral and civic education, inclusive education, and the use of modern teaching methods. The role of teachers, schools, families, and governments in promoting these values was also considered. The findings show that when education is properly designed and delivered, it can help learners develop respect, tolerance, responsibility, and care for the environment and others. The study concludes that improving education systems through better curriculum content, value-based teaching and stronger support for teachers can contribute to a more peaceful and sustainable society. It recommends that schools and policymakers give more attention to education that builds character, unity, and global awareness.

Keywords: *education, peacebuilding, sustainability, curriculum reform, global citizenship.*

DESIGNING A HOLISTIC CURRICULUM FOR PEACE, SUSTAINABILITY, AND GLOBAL CITIZENSHIP: AN INTERDISCIPLINARY EDUCATIONAL FRAMEWORK

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ABSTRACT

We are living in a time of change, an era marked by cultural fragmentation, ecological crises, and socio-political complexities. Education must evolve beyond disciplinary boundaries to cultivate holistic, ethically grounded, and socially responsible individuals. This paper presents the design of a compulsory interdisciplinary course that integrates peace education, interreligious understanding, ecological sustainability, and political awareness into a unified pedagogical framework. Positioned within the global vision of Sustainable Development Goal 4 (Quality Education), the proposed curriculum responds to the urgent need for transformative learning that addresses both personal and societal dimensions of development. The course is structured into four progressive modules. The first module focuses on peace and religious harmony, introducing learners to the foundational structures and core values of major world religions, emphasizing their shared commitment to human dignity, compassion, and social cohesion. The second module examines ecological consciousness that how we can live in harmony with the environment. It draws on traditions, cultural practices and stories to help learners think about sustainable living and how to protect the environment. The third module engages with political theory and global citizenship, enabling learners to critically understand concepts such as justice, democracy, human rights, and ethical leadership within pluralistic societies. The fourth module emphasizes experiential learning, encouraging learners to translate theoretical insights into practice through community engagement, interfaith dialogue, and sustainability initiatives. Pedagogically, the course adopts a learner-centered and experiential approach, integrating reflective practices, interdisciplinary inquiry, and collaborative learning. The course aims to help learners become knowledgeable, emotionally strong and committed to making a positive difference in present Indian scenario. It seeks to promote understanding, between cultures and religions encourage people to take care of the environment and inspire active global citizens. By combining values, knowledge and practice the course offers a model that other educational institutions can follow to align their curriculum with priorities of peace, sustainability and human development.

Keywords: *sustainable developmental goal, experiential approach, environment, interdisciplinary course.*

REPOSITIONING EDUCATIONAL PARADIGMS FOR SUSTAINABLE DEVELOPMENT AND PEACE BUILDING IN NIGERIA

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ABSTRACT

The paper examines the role of emerging educational paradigms in fostering a sustainable and peaceful world, with specific reference to Nigeria. Despite global recognition of education as a key driver of sustainable development and peace building, the Nigerian education system continues to grapple with challenges such as insecurity, youth unemployment, social fragmentation, and environmental degradation. Drawing on paradigms such as transformative learning, peace education, Education for Sustainable Development (ESD), and indigenous knowledge systems, this paper adopts a qualitative, conceptual approach to analyze how education can be repositioned to address these challenges. The paper argues that Nigeria's largely examination-oriented and theory-driven system limits the development of critical thinking, civic responsibility, and practical skills necessary for societal transformation. It recommends curriculum reform, teacher reorientation, integration of local knowledge systems, and policy support as strategic pathways for embedding sustainability and peace education in Nigeria. The study concludes that a paradigm shift toward value-driven and context-sensitive education is essential for national development and global relevance.

Keywords: *educational paradigms, sustainability, peace education, curriculum reform, transformative learning.*

INVESTIGATING THE TECHNOLOGY-ENHANCED LEARNING ON STUDENTS' ACADEMIC ENGAGEMENT IN UNIVERSITIES IN ABIA STATE

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ABSTRACT

This study investigated the influence of technology-enhanced learning (TEL) on students' academic engagement in universities in Abia State. The study adopted a descriptive survey design to empirically examine how the integration of technological tools and digital learning environments affects students' cognitive, behavioural, and emotional engagement. The population of the study comprised 800 undergraduate education students drawn from selected universities in Abia State. 400 respondents formed the sample, and purposive sampling was adopted for the study. A structured questionnaire titled Technology-Enhanced Learning on Academic Engagement Questionnaire (TELAEQ)" was used for data collection. The instrument was validated by experts in Educational Technology as well as Measurement and Evaluation, and its reliability was determined using Cronbach's alpha, yielding a coefficient of 0.87. Data collected were analyzed using descriptive and inferential statistics, including Mean and Standard Deviation for research questions and ANOVA for testing the hypotheses at a 0.05 significance level. Findings revealed a significant positive relationship between technology-enhanced learning and students' academic engagement across the three dimensions examined. The study concluded that effective adoption and utilization of technology-enhanced learning tools promote greater student participation, motivation, and deep learning. It was recommended that universities in Abia State should invest in digital infrastructure, provide capacity-building programmes for lecturers, and integrate technology-enhanced learning (TEL) systematically into instructional delivery to enhance students' engagement and learning outcomes.

Keywords: *technology-enhanced learning, academic engagement.*

TECHNOLOGY UTILIZATION AND ACADEMIC ACHIEVEMENT OF SPECIAL NEEDS STUDENTS AT BASIC EDUCATION LEVEL IN SOUTHEAST NIGERIA

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ABSTRACT

This study investigated the relationship between technology utilization and academic achievement of special needs students at basic education level in Southeast Nigeria. The study adopted a descriptive survey design to assess the extent technology tools were utilized for teaching special needs students in Southeast Nigeria. The area of the study is Southeast Nigeria. The population of the study comprised of all the special needs students at junior secondary schools in Southeast Nigeria. The sample of the study was 120 junior secondary school teachers and students. A simple random sampling technique was used to collect the data. The instruments for data collection were achievement test for the students and questionnaire for teachers, constructed by the researchers. Face and content validation was used to test the validity of the instrument. The reliability of the instrument was obtained by administering 20 copies of questionnaires to the teachers and 30 copies of achievement test to the students. The scores obtained were analyzed using Cronbach Alpha. Reliability index of 0.81 and 0.75 were obtained respectively indicating that the instruments were reliable for the study. Data was collected and analyzed using mean, standard deviation and t-test for hypotheses. Results indicated a significant positive correlation between the extent of technology utilization and students' academic performance among others. Implications for educational policy, curriculum developers and school level practices were discussed with recommendations for inclusive technology adoption in basic education in Nigeria.

Keywords: *technology, special needs, education, academic achievement, inclusive learning, southeast Nigeria.*

HARNESSING THE PEARLS OF READING COMPREHENSION FOR SUSTAINABLE PEACE EDUCATION IN NIGERIA: A PARADIGM SHIFT IN LANGUAGE ARTS EDUCATION

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ABSTRACT

This paper takes the position that that reading comprehension is a veritable tool for the achievement of peace education in Nigeria. Nigeria as a nation is currently facing a lot of peace and security challenges which have been a clog in the wheels of progress of both human and infrastructural development. The recent waves of violence, terrorism, banditry, kidnapping and religious crisis have reached an alarming rate. This negative trending which have attracted international attention cannot be resolved without considering the potentials of peace education at all levels of education. Peace education needs to be seen as a core national project which must be taken seriously by all stakeholders of education if sustainable peace is to be achieved. This paper explores the instrumentality of reading comprehension as a critical learning content, which can be used to inculcate the values of peaceful coexistence in every society. This is because reading comprehension presents to its readers' experiences about life, ranging from science, technology, religion and diverse social issues that confront human existence. Some of the comprehension passages at the secondary school level where adolescent lives are shaped, can open their minds and purge them of prejudice as well as illuminate them for acceptable norms. The thrust of this paper therefore is to X-ray how language Arts Educators and curriculum planners can create reading comprehension contents as an essential medium to promote peace education that will bring about peaceful co-existence among the citizenry for sustainable national development in Nigeria.

Keywords: *this education, reading comprehension, language arts, sustainable natural development.*

DIGITAL PEDAGOGY AND UNIVERSITY STUDENTS' SUSTAINABILITY COMPETENCIES IN CALABAR, NIGERIA

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ABSTRACT

This paper examines how digital pedagogy can help the sustainability competencies of university students in Calabar, Nigeria. The study explored variables such as flipped classes, collaborative learning, and digital storytelling in the development of sustainability competencies. Three research questions and a hypothesis were developed to guide the study. The design used was a descriptive survey, aimed at 2700 undergraduates in the Faculty of Arts and Social Science Education at the University of Calabar. A sample of 500 students was purposively selected for the study. A 15-item instrument titled 'Digital Pedagogy and University Students' Sustainability Competencies Questionnaire (DPUSSCQ)' was used for data collection. Data were analyzed using means and standard deviations, Pearson's correlation, and multiple regression. The results showed considerable improvements across all dimensions, demonstrating that the combination of flipped classes, collaborative learning, and digital storytelling positively influences students' sustainability competencies. The findings highlight the significance of digital pedagogy in improving university students' readiness to address sustainability challenges in their immediate environments. Based on these results, the study recommended the mandatory integration of flipped, collaborative, and storytelling strategies into university curricula, lecturer capacity-building programmes, and government investment in digital infrastructure to promote graduate self-reliance and sustainable development.

Keywords: *digital pedagogy, flipped classes, collaborative learning, digital storytelling, sustainability competencies.*

EFFECTS OF ROLE-PLAYING STRATEGY ON JUNIOR SECONDARY SCHOOL STUDENTS' ATTITUDES TOWARDS WASTE MANAGEMENT IN SAGAMU LOCAL GOVERNMENT AREA, OGUN STATE, NIGERIA

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ABSTRACT

Poor waste management remains a major environmental challenge in Nigeria, highlighting the need for effective educational strategies that can promote environmental awareness and positive waste management attitudes among students. This study examined the effect of role-playing strategy on Junior Secondary School students' attitudes towards waste management in Sagamu Local Government Area, Ogun State, Nigeria. A quasi-experimental research design, specifically a pre-test, post-test control group design, was employed. Two secondary schools participated in the study, with one serving as the experimental group (role-playing strategy) and the other as the control group (conventional teaching method). The Waste Management Awareness and Attitude Questionnaire (WMAAQ) was used to assess students' awareness of the environmental consequences of improper waste management and their attitudes towards waste management before and after the intervention. The Waste Management Awareness and Attitude Instructional Package (WMAAIP) was used as the treatment package. Data analysis was conducted using descriptive statistics and Analysis of Covariance (ANCOVA) to examine the effects of role-playing strategy and gender on students' awareness and attitudes towards waste management. Findings revealed that role-playing strategy had a significant effect on students' awareness of the environmental consequences of improper waste management, $F(1,57)=247.815$, $p<.001$, and significantly improved students' attitudes towards waste management compared with the conventional teaching method, $F(1,57)=246.352$, $p<.001$. Gender was also found to have a significant effect on students' attitudes towards waste management, $F(1,56)=5.473$, $p=0.023$. The study therefore concluded that role-playing strategy is an effective instructional approach for improving students' awareness of the environmental consequences of improper waste management and for promoting positive attitudes towards waste management. The study recommended the use of role-playing strategy in teaching waste management-related topics in Social Studies and the need for teachers to pay attention to gender during classroom implementation.

Keywords: *role-playing strategy, waste management, awareness, attitudes, gender.*

EFFECTIVENESS OF THE iTeachAI FRAMEWORK ON STUDENTS' ATTITUDES AND ACADEMIC PERFORMANCE IN SCIENCE, TECHNOLOGY, AND SOCIETY

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ABSTRACT

This study determined the effectiveness of the Intelligent Teaching and Engagement through AI (iTeachAI) Framework using Generative Artificial Intelligence, particularly ChatGPT, in enhancing students' attitudes and academic performance in Science, Technology, and Society (STS). The framework was designed to promote interactive, learner-centered, and technology-supported learning experiences through the integration of AI-assisted instructional strategies. The study employed a pre-experimental one-group pretest-posttest research design involving students enrolled in STS who were exposed to the iTeachAI Framework during selected topics covered in the prelim and midterm periods. Prior to the implementation of the framework, students were administered a pretest and an attitude assessment to establish baseline data regarding their academic performance and attitudes toward the subject. The iTeachAI Framework was implemented through ChatGPT-assisted discussions, personalized learning activities, and immediate feedback during classroom instruction. Following the intervention, posttests and post-attitude assessments were conducted to determine changes in students' academic performance and attitudes toward STS. Data were analyzed using mean, standard deviation, and paired sample t-test at a 0.01 level of significance. Results revealed that students' academic performance significantly improved, with mean scores increasing from 41.50 to 52.83 after the intervention ($p < 0.01$). Students' attitudes toward STS also significantly improved, with mean attitude scores increasing from 2.74 to 3.65 following exposure to the framework ($p < 0.01$). Findings suggest that the iTeachAI Framework effectively enhanced students' academic performance and enabled more positive attitudes toward the subject. The integration of Generative AI tools such as ChatGPT may further support meaningful, engaging, and learner-centered educational experiences when implemented ethically and responsibly. Future studies may also explore the role of AI in strengthening students' critical thinking and higher-order thinking skills.

Keywords: *academic performance, attitude toward the subject, ChatGPT, generative artificial intelligence, teaching framework.*

THE ROLE OF THE EDUCATIONAL ENVIRONMENT IN RESIDENTIAL SUCCESS

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ABSTRACT

The characteristics of successful communities span a fairly wide range. Their flexible economic structure, favorable infrastructure, skilled workforce, and attractive living environment may all contribute to their success. To what extent does the local educational environment contribute to this positive perception? In this presentation, I plan to demonstrate which community factors residents consider essential when evaluating their place of residence. In particular, I will focus on the role of the educational structure as a factor of attractiveness. Since our questionnaire-based data collection was conducted not only in Hungary but also at a location in the United States, we will pay particular attention during the analysis of the data to the explanatory power of differences between national cultures, seeking similarities as well as differences.

Keywords: *success, residential factors, educational environment, national culture.*

STUDENTS' EXTENT OF ENGAGEMENT IN COMMUNITY ACTIVITIES AND THEIR LEVEL OF SOCIAL RESPONSIBILITY

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ABSTRACT

This study aimed to determine relationship between the students' extent of engagement in community activities and their level of social responsibility. Specifically, the study utilized a descriptive correlational research approach, employing quantitative methods. Moreover, it involved first – third year college student leaders, who were enrolled during the academic year 2025–2026 as the participants. Furthermore, it utilized adopted questionnaires aimed at assessing the students' extent of engagement in community activities and their level of social responsibility. Based on the results, the students generally exhibited great extent of community engagement activities of participation in community activities, development of leadership through community engagement, personal growth and leadership attitudes and application of leadership skills beyond community engagement. Generally, the student exhibited high level of social responsibility along commitment to others and surroundings, personal discovery of values, education in social responsibility, and professional activity from a position of social responsibility. The findings revealed that students' engagement in community activities significantly contributes to the development of social responsibility, particularly in strengthening their commitment to others and their surroundings, understanding of social responsibility, and application of socially responsible professional practices. Community engagement also enhances leadership development, personal growth, and the application of leadership skills beyond community settings. However, these experiences do not significantly influence students' personal discovery of values, suggesting that personal values may be shaped by deeper and long-term factors beyond community involvement alone. Overall, Community engagement activities play an important role in developing students' social responsibility and leadership capacities. Through active participation and leadership experiences in community settings, students become more committed to others, more aware of their social responsibilities, and more capable of applying socially responsible practices in their personal and professional lives. However, since community engagement does not significantly influence personal discovery of values, programs should include reflective activities that allow students to examine and deepen their personal values alongside their leadership and civic experiences.

Keywords: *student leaders, community activity engagement, social responsibility.*

MARITAL SATISFACTION AND LOVE LANGUAGES AMONG FILIPINO COUPLES

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ABSTRACT

The marital satisfaction between spouses serves as the foundation upon which strong family relationships and, consequently, a peaceful community environment is built. This study investigated the relationship between marital satisfaction and love languages among Filipino couples. Employing a mixed-method research approach, the study utilized a descriptive-correlational design for the quantitative component and thematic analysis for the qualitative data. A total of 730 legally married heterosexual couples were selected through purposive and cluster sampling. Data were gathered using standardized tools, and a researcher-developed interview questionnaire. Findings revealed that the overall level of marital satisfaction was described as "somewhat satisfied," indicating moderate levels of contentment with room for improvement and Quality Time emerged as the most dominant love language among the participants. Marital satisfaction significantly differed only when grouped by age while significant differences in love languages were observed when grouped according to age, educational attainment, number of children, and years of marriage. Most importantly, the study established a significant relationship between marital satisfaction and love languages, highlighting that the way partners express and receive love plays a crucial role in the quality of their marital relationship. Qualitative findings further revealed that challenges such as communication difficulties, financial concerns, and time constraints affect marital satisfaction. Overall, the results underscore the importance of understanding and practicing each partner's love language to enhance emotional connection and strengthen marital relationships among Filipino couples. These findings likewise underscore the role of the Church and educational institutions in the promotion and protection of marriage and family as fundamental social institution.

Keywords: *Filipino couples, love languages, marital satisfaction.*

APPLICATION OF A GAMIFIED NARRATIVE ROLE-PLAYING PEDAGOGICAL MODEL IN SCIENCE EDUCATION: STUDENT OUTCOMES AND TEACHER PERSPECTIVES

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ABSTRACT

A substantial body of Hungarian and international research has demonstrated that students' interest in science and their attitudes toward science subjects tend to decline as they progress through school (B. Németh, 2009; Chrappán, 2022; Csapó, 2000; Csíkos, 2012; Karalar et al., 2021). At the same time, digital environments and game-based motivational patterns have become increasingly influential in young people's everyday experiences. These developments highlight the need for pedagogical approaches capable of enhancing student engagement through the meaningful integration of game mechanics and narrative experiences into classroom instruction. To address this challenge, the present study developed and implemented a gamified pedagogical model incorporating points, progression levels, guild-based collaboration, reward mechanisms, and narrative role-playing elements. Within science lessons, students adopted self-selected character roles (e.g., mage, paladin, or barbarian) and participated in collaborative tasks and decision-making situations embedded in an overarching narrative framework. The effectiveness of the intervention was examined using an experimental-control group design. Changes in students' science motivation, attitudes toward science, and academic achievement were assessed alongside the potential influence of relevant background variables collected through a background questionnaire. The interpretation of student outcomes was complemented by a process evaluation survey conducted among the participating teachers. Teacher feedback indicated considerable variation in implementation fidelity across classrooms. In several groups, relatively few points were awarded through the ClassDojo platform, limiting students' opportunities to reach higher progression levels and to experience the guild-based collaborative activities designed to reinforce the model's motivational mechanisms. According to the participating teachers, consistent implementation was primarily constrained by limited instructional time, administrative workload, differences in teachers' scoring practices, and the challenges of integrating the intervention into established classroom routines. These findings suggest that the effectiveness of gamified instructional models depends not only on the quality of their theoretical design but also on the fidelity and consistency of classroom implementation. Consequently, teacher perspectives provide an essential context for interpreting student outcomes while also informing the further refinement of the pedagogical model and the design of future educational interventions.

Keywords: *gamification, narrative role-playing, science education, student motivation, ClassDojo, implementation fidelity, process evaluation.*

ASSESSING STUDENTS' ATTAINMENT OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) LEARNING OBJECTIVES FOR SDG 3: GOOD HEALTH AND WELL-BEING, AND SDG 4: QUALITY EDUCATION AT ST. PAUL UNIVERSITY PHILIPPINES

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ABSTRACT

Education for Sustainable Development (ESD) has become a strategic priority in higher education as institutions seek to prepare graduates with the knowledge, values, and competencies necessary to contribute to the achievement of the United Nations Sustainable Development Goals (SDGs). This study assessed the extent to which undergraduate students at St. Paul University Philippines attained the ESD learning objectives aligned with SDG 3: Good Health and Well-being and SDG 4: Quality Education. Specifically, the study examined students' attainment across the cognitive, socio-emotional, and behavioral domains, determined differences based on selected demographic variables, and explored university initiatives, perceived challenges, and recommendations related to ESD implementation. A descriptive cross-sectional mixed-methods design was employed. Quantitative data were collected using the Education for Sustainable Development Learning Objectives Attainment Questionnaire (ESD-LOAQ), a validated 30-item instrument, while qualitative data were obtained through open-ended questions. Descriptive and inferential statistics were used to analyze the quantitative data, whereas thematic analysis was applied to the qualitative responses. Findings revealed that the participants attained the ESD learning objectives to a great extent, with the cognitive and socio-emotional domains registering higher mean scores than the behavioral domain for both SDG 3 and SDG 4. Significant differences in ESD attainment were observed across selected demographic variables, particularly year level and academic program, indicating that students' educational experiences influenced their sustainability learning outcomes. Participants identified service-learning activities, community extension programs, values formation initiatives, campus wellness programs, and sustainability-integrated classroom instruction as the university practices that most contributed to their ESD learning, while limited opportunities for sustained engagement and inconsistent awareness of ESD initiatives emerged as the primary challenges. The findings affirm that St. Paul University Philippines has successfully embedded Education for Sustainable Development within its curricular and co-curricular ecosystem, fostering students' sustainability knowledge, values, and practices. The study highlights the importance of sustaining and expanding experiential, interdisciplinary, and community-engaged learning opportunities to further strengthen students' behavioral competencies. More importantly, the findings provide evidence that may guide institutional policy, curriculum enhancement, and quality assurance initiatives, reinforcing the vital role of higher education institutions in cultivating socially responsible, health-conscious, and sustainability-oriented graduates who are prepared to lead transformative actions toward achieving the Sustainable Development Goals.

Keywords: *education for sustainable development, sustainable development goals, SDG 3, SDG 4, higher education, sustainability competencies, Philippines.*

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN MATHEMATICS EDUCATION THROUGH MATHEMATICAL MODELING: A SYSTEMATIC REVIEW OF THEORY AND PRACTICE

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ABSTRACT

Education for Sustainable Development (ESD) has emerged as a global educational priority aimed at developing the knowledge, skills, values, and competencies necessary for addressing complex environmental, social, and economic challenges. Mathematics education has a significant contribution to this agenda because mathematical reasoning, data analysis, and modeling provide powerful tools for understanding and responding to sustainability issues. This systematic review examines how Education for Sustainable Development is integrated into mathematics education through mathematical modeling and synthesizes the theoretical foundations, instructional practices, benefits, and challenges reported in existing literature. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, relevant studies were identified, screened, and analyzed through thematic synthesis. The review examined studies focusing on mathematical modeling, sustainability-oriented mathematics education, sustainability competencies, and teacher preparation. Findings revealed five major themes: (1) mathematical modeling as a bridge between mathematics and sustainability challenges; (2) development of mathematical and sustainability competencies; (3) authentic learning through real-world sustainability contexts; (4) teacher readiness and implementation challenges; and (5) mathematics education for responsible citizenship. The findings indicate that sustainability-oriented mathematical modeling supports critical thinking, systems thinking, problem-solving, collaboration, and evidence-based decision-making. However, challenges remain regarding curriculum integration, teacher preparation, assessment approaches, and limited empirical research. The review proposes that mathematical modeling serves as a transformative approach for integrating ESD into mathematics education by connecting mathematical knowledge with real-world sustainability concerns. Through this integration, mathematics education can contribute to developing learners who are mathematically competent, critically aware, and prepared to participate in sustainable societies.

Keywords: *education for sustainable development, mathematics education, mathematical modeling, sustainability competencies, sustainable learning, systematic review.*

PEACE AND CULTURAL ADAPTATION AMONG FOREIGN STUDENTS AT ST. PAUL UNIVERSITY PHILIPPINES, TUGUEGARAO CITY

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ABSTRACT

The increasing internationalization of higher education has resulted in the growing mobility of foreign students across universities worldwide. In the Philippines, higher education institutions such as St. Paul University Philippines continue to expand their internationalization initiatives to accommodate students from diverse cultural backgrounds. Moving forward, this study examined peace and cultural adaptation among foreign students at St. Paul University Philippines, Tuguegarao City. Specifically, the research investigated the level of intercultural harmony, social integration, communication experiences, institutional support, and adaptation challenges encountered by international students enrolled in the university. The study employed a descriptive-quantitative research design utilizing survey questionnaires distributed to foreign students enrolled during the Academic Year 2025–2026. Weighted mean, frequency count, percentage distribution, and ranking were used in analyzing the data. Findings revealed that foreign students generally experienced a high level of peace, cultural acceptance, and social belonging within the university community. Moreover, the university environment promotes intercultural respect, religious tolerance, inclusive participation, and harmonious relationships among students regardless of nationality. However, language barriers, homesickness, differences in communication styles, and adjustment to Filipino culture were identified as common adaptation challenges. The study concluded that institutional support systems, intercultural engagement activities, and inclusive educational practices significantly contribute to promoting peace and successful cultural adaptation among foreign students. The study recommends strengthening intercultural programs, enhancing orientation services, and implementing continuous support mechanisms to improve the experiences of international students within the university.

Keywords: *peace education, cultural adaptation, foreign students, intercultural competence, internationalization, multicultural education, international students.*

FROM IMPLEMENTATION TO TRANSFORMATION: EVALUATING THE EFFECTIVENESS OF OUTCOME-BASED EDUCATION (OBE) IN A PHILIPPINE HEI

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ABSTRACT

The global education landscape has undergone a paradigm shift from traditional to student-centered instruction to a more dynamic, results-oriented framework known as Outcome-based Education (OBE)- an educational philosophy that organizes an entire academic system around what is essential for all students to be able to do successfully at the end of their learning experiences (Spady, 1994). Globally, OBE facilitates the international mobility of degrees and certifications (Agrawal, 2021). In the Philippines, the Commission on Higher Education (CHED), through CMO No. 46, s. 2012, mandates Higher Education Institutions (HEIs) to implement OBE by aligning all program curricula, learning outcomes and assessment mechanisms. In response, St. Paul University Dumaguete (SPUD) has created professional development trainings, to ensure OBE's implementation among stakeholders through collaborative efforts to achieve the Life Performance Outcomes. This study analyzed the effectiveness of OBE implementation in the institution based on diverse stakeholder's evaluation and its impact on institutional transformation. Utilizing embedded research design, the study gathered quantitative primary data through a validated self-made questionnaire, supported by various reports on the academic achievements of the institution. Primary data included 670 randomly selected participants from the relevant stakeholders (Faculty, Students, Staff, and other Personnel) and were treated using descriptive statistics and t-tests to compare two groups with related functions. Results showed that OBE implementation is highly effective across the majority of the identified areas of assessment, across both academically and administratively. To ensure sustainability, it is recommended to foster a continuous "plan, do, check, and act" cycle and further cultivate a culture outcomes-oriented mindset among administrative and support personnel.

Keywords: *outcome-based education (OBE), implementation effectiveness, SDG 4 quality education, institutional transformation.*

REIMAGINING CURRICULUM PARADIGMS FOR SUSTAINABLE PEACEBUILDING: INTEGRATING GLOBAL CITIZENSHIP, ENVIRONMENTAL LITERACY, AND SOCIAL JUSTICE EDUCATION IN CONTEMPORARY SCHOOL SYSTEMS

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ABSTRACT

The emergence and prevalence of conflicts round the globe, social inequalities, environmental degradation, insecurity, and moral decline has created a gap in human existence, thereby a clearion call for educational systems to adopt transformative curriculum paradigms. A shift for sustainable development, peaceful coexistence and social justice. This paper examines the role of curriculum reformation in all levels of education in promoting sustainable peacebuilding, through integration of global citizenship education, peaceful co-existence, environmental literacy, and social justice education in contemporary Nigeria school systems. The paper adopts a conceptual approach to analyze how integration of reimaged curriculum paradigm can furnish learners with needed values, knowledge, skills, attitudes, and resilience for grappling global challenges. The paper argues that traditional curricula are inadequate for preparing learners for the realities of the twenty-first century as it is to a great extend content centered and examination focused. As a result, the growing demand for sustainability, necessitates a learner-centered, value oriented, and skills and practice based educational models that encourage creativity, critical thinking, environmental responsibility, intercultural tolerance, peaceful conflict resolution, social inclusion, moral values and technological responsiveness. The paper enlist the importance of teacher consistent development as pivotal for policy implementation, digital innovation, and inclusive educational practices in achieving sustainable peacebuilding innovations. The paper concludes that education remains sacrosanct and a responsive tool for recreating equitable, peaceful, environmentally sustainable and productive society. It recommends the continuous review of school curricula to reflect emerging global realities and the integration of moral values, peace, tolerance, justice oriented learning, and social inclusion across all levels of education.

Keywords: *curriculum paradigms, environmental literacy, global citizenship education, social justice education, sustainable peacebuilding.*

SUSTAINABLE DEVELOPMENT THROUGH QUALITY EDUCATION IN NIGERIA AND THE EFFICIENCY IN LANGUAGE OF INSTRUCTION IN KANO STATE PRIMARY SCHOOLS–NIGERIA

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ABSTRACT

The quality of foundational education is closely linked to the effectiveness in the use of English by learners as it is the language of instruction Nigeria. The language policy suggests that at primary school level, pupils should be taught in their mother tongue or language of the immediate environment at the lower level of primary school (primary 1 – 3) and switch completely to English language at the senior level of primary education (primary 4 – 6). In kano State, the interaction in Hausa as the dominant language spoken in the state, and English as the language of instruction at the lower primary school level may present significant pedagogical implications. This study will examine the level of efficiency the Kano State primary school pupils are in the use of English, and its impact on establishing solid foundation for qualitative education in the state. Anchored in language policy and mother tongue implications, the paper will employ mixed-methods design involving questionnaire, interviews and classroom observations. The study will evaluate current instructional language practices, assess their alignment with national education policy and determine their influence on pupils' literacy and academic performance. The findings are expected to provide empirical insights for strengthening language policy implementation and enhancing the quality of primary education in Nigeria.

Keywords: *primary schools, English language, language policy, quality education.*

AI IN THE CLASSROOM AS A TOOL FOR SUSTAINABLE AND PEACEFUL EDUCATION, BRIDGING INNOVATION AND EQUITY

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ABSTRACT

Artificial intelligence is rapidly reshaping classrooms worldwide, offering personalized learning pathways, adaptive assessment, and scalable access to instructional content. This paper examines the dual potential of AI driven education tools to advance both the Prosperity and Peace pillars of the Sustainable Development Goals arguing that AI can democratize access to quality instruction in low-resource and conflict affected settings, but only when deployed with deliberate equity safeguards. Drawing on emerging case studies of AI assisted tutoring in underserved and displacement affected communities, this paper explores where these technologies genuinely narrow educational gaps, through consistent, language adaptive instruction where trained teachers are scarce and where they risk widening them, through unequal infrastructure access, algorithmic bias, and the erosion of culturally grounded pedagogy. This paper further considers the role of AI in fostering global citizenship, peace education, and examining whether AI mediated learning environments can be designed to cultivate empathy, cross-cultural understanding, and conflict resolution skills, rather than simply optimizing test performance. This paper includes framework for educators to adapt, for equity centered AI adoption accessibility before optimization, teacher agency over automation, and community informed design. It argues that without intentional design choices grounded in these principles, AI risks becoming another instrument of educational stratification rather than the bridge toward a more sustainable and peaceful world that this technology promises to be.

Keywords: *artificial intelligence, education equity, peace education, sustainable development, digital divide, global citizenship.*

PRIMARY SCHOOL TEACHERS' PROFESSIONAL DEVELOPMENT IN ENHANCING CHARACTER EDUCATION AMONG PUPILS IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

Teacher professional development plays a crucial role in enhancing character education within educational environment. As schools increasingly recognize the importance of fostering ethical and moral values alongside academic achievement, teacher professional development initiatives focused on character. This study investigates the influence of teacher professional development on the enhancement of character education in primary schools in Calabar, Cross River State, Nigeria. The research employs a survey approach to examine the influence of specific teacher professional development variables on fostering character traits such as empathy, respect, and integrity in the pupils. Three research purposes, questions and hypotheses will be raised to carry out the study. Data will be collected from 150 teachers across five diverse school locations through the use of questionnaires. Data will be analyse using appropriate statistical tools. Additionally, the study will analyze student outcomes, to find out if there is a positive correlation between teachers' engagement with character education and improvements in students' social-emotional skills, as measured by self-report questionnaires. This research underscores the critical role of targeted professional development in transforming educational practices related to character education, advocating for systemic changes that prioritize teacher training as essential to fostering holistic student development. Recommendations will be based on the outcome of the findings.

Keywords: *teachers, professional development, character education, values, morals, primary school pupils.*

ARTIFICIAL INTELLIGENCE AND SUSTAINABLE EDUCATION: TRANSFORMING TEACHING AND LEARNING FOR A PEACEFUL GLOBAL SOCIETY

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ABSTRACT

Artificial Intelligence (AI) is rapidly transforming global education systems by introducing innovative teaching methodologies, personalized learning environments, and intelligent educational technologies. In the context of increasing global challenges such as inequality, climate change, social conflict, and digital divides, sustainable education has emerged as a critical framework for promoting peace, inclusion, and global citizenship. This study investigates the role of AI in transforming teaching and learning practices to support sustainable and peaceful global societies. The research examines how AI-driven educational technologies contribute to personalized learning, educational accessibility, intercultural understanding, and sustainable development goals (SDGs). A qualitative research methodology based on systematic literature review and comparative thematic analysis was employed using peer-reviewed academic publications, policy reports, and international educational frameworks published between 2019 and 2026. The findings indicate that AI enhances adaptive learning, improves educational accessibility, supports multilingual communication, and strengthens collaborative learning environments. AI-based systems also contribute to inclusive education by assisting marginalized learners and promoting equitable access to knowledge. However, significant challenges remain regarding ethical concerns, algorithmic bias, data privacy, digital inequality, and the replacement of human-centered pedagogy. The study concludes that AI has strong potential to support sustainable education and peacebuilding when implemented ethically and inclusively. Educational institutions and policymakers must develop responsible AI governance frameworks that prioritize equity, cultural diversity, digital ethics, and human values. Future educational paradigms should integrate AI technologies with sustainability principles to create resilient, inclusive, and peaceful global learning societies.

Keywords: *artificial intelligence, sustainable education, digital learning, peace education, global citizenship.*

VALUATING THE IMPACT OF SOCIAL STUDIES PARADIGMS ON FOSTERING SUSTAINABLE DEVELOPMENT AND PEACEBUILDING AMONG BASIC EDUCATION PUPILS IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

This study evaluates the impact of Social Studies paradigms on fostering sustainable development and peacebuilding among Basic Education pupils in Cross River State, Nigeria. The design of the study will be an Ex-Post Facto research design. The population of the study shall be all Primary 5 pupils across Cross River State during 2024/2025 academic session. The sampling technique will be a multistage sampling approach to select 200 pupils for the study. The instrument for data collection shall be a validated questionnaire. The data will be analyzed through analysis of variance (ANOVA). The findings shall be based on integrative, inquiry-based and value-based paradigms impacts on fostering sustainable development and peacebuilding among Basic Education pupils in the study area. Recommendations shall be drawn based on the findings from the study.

Keywords: *Basic Education, peacebuilding, sustainable development, social studies paradigms, Cross River State.*

INDEX OF SPEAKERS, PRESENTERS AND COUNTRIES REPRESENTED

Speaker/Presenter	Countries Represented
Keynote: Csaba Pléh	*Member of the Hungarian Academy and Member of the Academia Europea, Hungary*
Keynote: Kristóf Kovács	*Institute of Psychology* *Eötvös Loránd University, Hungary*
Keynote: Sandor Klein	*Faculty of Cultural Sciences, Education and Regional Development* *University of Pécs, Hungary*
1. Prof. Dr. İsmail Hakkı Mirici	Turkey (Conference President)
2. Csaba Pléh	Hungary
3. Muhammad Ibrahim Yakasai	Nigeria
4. Allan Peejay M. Lappay	Philippines
5. Oyobo-Gladys Tom Abam	Nigeria
6. Doris Ifeoma Ugwude	Nigeria
7. Flora Michael Monity	Nigeria
8. Lamin Bala Muhammed	Nigeria
9. Hadiza Lawan Usman	Nigeria
10. Folasade O. Oderinde	Nigeria
11. Roopa Margaret Rodrigues	India
12. Aisha Isa	Nigeria
13. Felix N. Nzonzo	Nigeria
14. Kamkwis M. Zira	Nigeria
15. Joyce Pittman	USA (Conference Vice-chair)
16. Ella Sergeant	USA
17. Lilian-Rita Ifeoma Akudolu	Nigeria

Speaker/Presenter	Countries Represented
18. Chinyere Celina Okoye	Nigeria
19. Victoria Chidiebele Udenwa	Nigeria
20. Iván Zádori	Hungary
21. Zsolt Nemeskéri	Hungary
22. Hadiza Hafiz	Nigeria
23. Yunusa Uba Muhammad	Nigeria
24. Kristóf Kovács	Hungary
25. Grace Onya Edu	Nigeria
26. Katen G. Daniel	Nigeria
27. Esther I. Ushie	Nigeria
28. Mary R. Bassey	Nigeria
29. Atim E. Inyang	Nigeria
30. Navreet Kaur Deol	India
31. Preeti Jain	India
32. Joyce Mary Claris D'Sa	India
33. Ado Sanda Yandamo	Nigeria
34. Mohammad Umar Siddiqui	India
35. Abdullah Jan Frogh	Afghanistan
36. Aashrith Kompella	India
37. Moina Jessy Paul Pentapati	India
38. Sister M. Jincy A.C.	India
39. Manisha Gangwar	India
40. Ekam Grewal	India
41. Harleen Kaur	India
42. Sandor Klein	Hungary
43. Attila Pongárcz	Hungary

Speaker/Presenter	Countries Represented
44. Cecilia Obi Nja	Nigeria
45. Bernadette Umali Cornelius-Ukpepi	Nigeria
46. Victoria Atah Abanyam	Nigeria
47. Doris Emmanuel Ushie	Nigeria
48. Maria Christian Ofem	Nigeria
49. Fidelia Chikaodili Ojiaku	Nigeria
50. Ejinwa Emenike	Nigeria
51. Udodirim Angela Igwe	Nigeria
52. Emmanuel Ahangba Dodo	Nigeria
53. Joseph Hembafan Akanyi	Nigeria
54. Jane Ogbenyealu Okafor	Nigeria
55. David Francis Ekpoto	Nigeria
56. Theresa Alorye Ukwayi	Nigeria
57. Aliyu Yaya Aliyu	Nigeria
58. Neeru Arora	India
59. Gladys D. Ukume	Nigeria
60. Eucharia O. Obiekezie	Nigeria
61. Pilcy Peter	India
62. Ijeoma Ginikanwa Akubugwo	Nigeria
63. Zsófia Nemes-Wéber	Hungary
64. John C. Titan	Philippines
65. Yinka Oluranti Adediran	Nigeria
66. Kehinde Koyejo Sunbare-Funto	Nigeria
67. Éva Podlovics	Hungary
68. Benjamin Jularbal	Philippines
69. Rita Asu Ndifon	Nigeria

Speaker/Presenter	Countries Represented
70. Teresita T. Lasam	Philippines
71. Jennie Lou G. Narciso	Philippines
72. Juana C. Rivera	Philippines
73. Onyedika Anthony Ogueli	Nigeria
74. Roldan C. Bangalan	Philippines
75. Oroma Godspower-Chike	Nigeria
76. Jeremy Godofredo C. Morales	Philippines
77. Maricar Flores	Philippines
78. Emolyn Iringan	Philippines
79. Yousef Aljaraideh	Jordan
80. Ahmad Rabee	Jordan
81. Norbert Üst	Hungary
82. Zoltán Koltai	Hungary
83. John Kit S. Masigan	Philippines
84. Rosalinda T. Tanguilan	Philippines
85. Marifel Grace C. Kummer	Philippines
86. Agripina B. Marippay	Philippines
87. Zenaida T. Estil	Philippines