

UPPER Good Practice	
Code	
Name (title) of the good practice:	Holistic education for rural children
Country/region	Tamil Nadu (India)
UPPER Scope: Fields affected (more than one field may be indicated)	<input type="checkbox"/> Policy Making <input type="checkbox"/> <u>Teachers Competence Development</u> <input type="checkbox"/> Self-Assessment <input type="checkbox"/> <u>Concrete School Practice</u> <input type="checkbox"/> Community Building <input type="checkbox"/> <u>Mainstreaming</u> <i>Short Description:</i> Schooling activities are organised for the children to feel school as a second home, experiencing love, affection with rich learning process.
Full Description	<p>Unlike other schools, importance is given for holistic development of the children. The students are trained in not only upgrading the knowledge, skills and healthy body, but also their mind to respect, love and share with the fellow beings.</p> <p>The regular syllabus, as prescribed by the Tamil Nadu Government is followed in a holistic approach. This enables the students to continue higher education in other institutions after completing their studies in ASSEFA schools.</p> <p>In addition, other areas covered under the holistic approach include</p> <ul style="list-style-type: none"> • Life skill education: Rural based income generation activities such as agriculture, goatory, dairying, tailoring... • Yoga and meditation to sharpen concentration Learning non-violence to practice love, caring and sharing with fellow-beings. • Arts and crafts • Kutty doctors to train in basic health care including first aid • Physical education – to have healthy body and mind
Why is the case interesting?	<i>Good Practice specific characteristics:</i> <ol style="list-style-type: none"> 1. Transformative 2. Observable results 3. Methodologically structured 4. Potential for re-contextualisation 5. Beneficiaries consider it a GP
Coordinating institution	Sarva Seva Schools ASSEFA

<p>Strategies (more than one strategy may be indicated) Please rank the different strategies in order of importance: 4 max, 1 min)</p>	<ol style="list-style-type: none"> 1. Avoiding segregation 2. Leadership/governance 3. Information on diversity 4. Teacher education on diversity 5. Diversity in teaching workforce 6. Curriculum and pedagogies 7. Multilingual education 8. Interactive, culturally relevant methods 9. School-Society relationship 10 Socially responsible ICT 11. Involving NGOs and Youth organisation 12. Incentives and reward for GP 13. Social integration 14. Awareness of injustice 15. Promotion of Peace Value 16. Other (please specify) 				
<p>Accessibility of data and persons by UPPER Team</p>	<p><u>Easy</u> – Average - Difficult</p>				
<p>Impact</p>	<p>Socio economic and value development</p>				
<p>Brief description of the context in which the practice was applied</p>	<p>Schools are established in remote villages, where access to government schools is missing. ASSEFA recognizes that education must be an attempt to improve human life in all aspects. This holistic approach includes spiritual, personal and physical aspects of life, as well as intellectual.</p>				
<p>Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)</p>	<p>(1min to 5max) Yoga and meditation Learning non-violence</p>				
<p>Matrix</p>	1	2	3	4	5
<p>Partnership structure</p>			X		
<p>Methodology</p>				X	
<p>Content of training</p>					X
<p>Stakeholders involvement</p>				X	
<p>Evaluation approach</p>					X
<p>Training to practitioners</p>					
<p>Other (please specify): Innovation</p>				X	

Critical aspects in the application of the practice	N/A
Sustainability elements and recommended use in UPPER	Yoga and meditation Learning non-violence Personality Development
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