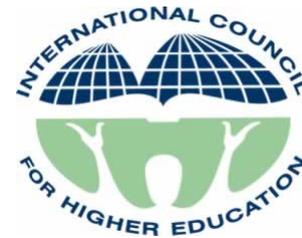


PRINCIPLES OF INTEGRATED LEARNING

**International Council for Higher Education
Workshop on Education and Mission, Nairobi, Kenya
21-24 July 2005**



The International Council for Higher Education has recognized the need to promote integrated learning around the world. Meeting on the campus of the Nairobi Evangelical Graduate School of Theology (NEGST) in July 2005, the participants together pledged to pursue integrated learning more extensively for implementation wherever possible.

Integrated learning is ideally suited for making learning relevant to the given contexts within which we train people for various forms of service. But we recognize that our contexts will necessarily vary and therefore forms of integration will also vary. However, for integrated learning to succeed we need to develop an enabling environment in each context within which integration can be made possible.

We affirm the following principles for integrated learning endeavors:

- I. Integrated learning is built on the premise that there is unity of truth in God both through General revelation and Special revelation. However this must not assume that all so called “truths” can be integrated into God’s truth. There are “truths” contradictory to God’s revealed truth that will need to be critically evaluated.
- II. Integration is not new to many contexts. Many traditional cultures are already based on integration of life but were introduced to systems of education which disintegrated knowledge into specializations. Integrated learning methods will be conducive for such contexts.
- III. Integrated education must not discount the need for specialization. Integration requires a core of knowledge of various specializations around which integration must take place. A proper balance must be sought between specialization and integration.
- IV. Integrative endeavors occur on multiple layers, such as the integration of local contexts with God’s revealed truths within which they are taught, integration of academic integrity and real life experience, integration of subjects within given curriculum, integration of an institution with its vision and mission, etc.
- V. Local or regional contextual factors must be given importance in implementing integrated learning. However, integration involves not only various local contextual perspectives but also global concerns which challenge us locally today.
- VI. Institutions must recognize that becoming an institution that values integration is a process and it must strive to develop *faculty* who must be

facilitators, not merely dispensers of knowledge helping *students* to see the value of integrated learning.

- VII. Integration requires curriculum that is in tune with real life situations and in terms of relevance to actual challenges faced. This will make curriculum dynamic rather than static and applicable within varied contexts into which our learners will go for service.
- VIII. Integrated learning must foster the goals and outcomes-based approach for preparation of committed people we need for ministry today. Education is a means to an end, not an end in itself. Christian educators are not called to disseminate information but to train disciples.
- IX. Those seeking to implement integrated learning must carefully bring a balance of formal, non-formal, and informal modes of education. Ideally, various modes could be integrated for providing valuable tools for learning.
- X. In our pursuits for integrated learning we must remind ourselves that all that we teach and learn must relate to that central and over-arching mission of God entrusted to the church, the body of Christ worldwide.

Through our pursuit of integrated learning we envision a generation of teacher-facilitators, who are committed to integrating biblical values into their life and ministry.

We envision a generation of well-integrated disciples of Jesus Christ who will serve as mentors and models training other disciples.