**EDUCATION**

* A process of imparting fundamental knowledge and the tools to use those fundamental to grow and expand beyond the base concept.
* The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.
* The act or process of imparting or acquiring particular knowledge or skill

Education may also include informal transmission of such information from one human being to another. Education frequently takes place under the guidance of others, but learners may also educate themselves.

**Formal education** takes place in education and training institutions, leading to recognised diplomas and qualifications.

**Non-formal Education** takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates. Non-formal learning may be provided in the workplace and through the activities of civil society organisations and groups (such as in youth organisations, trades unions and political parties). lt can also be provided through organisations or services that have been set up to complement formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations).

**Informal Education** is a natural accompaniment to everyday life. Unlike formal and non­-formal learning, informal learning is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills.

**Knowledge:** is a familiarity with someone or something, which can include [facts](http://en.wikipedia.org/wiki/Fact), [information](http://en.wikipedia.org/wiki/Information), [descriptions](http://en.wikipedia.org/wiki/Description), or [skills](http://en.wikipedia.org/wiki/Skills) acquired through [experience](http://en.wikipedia.org/wiki/Experience) or [education](http://en.wikipedia.org/wiki/Education). It can refer to the theoretical or practical understanding of a subject.

**Information**: in its general sense, is "Knowledge communicated or received concerning a particular fact or circumstance."

Information is what you receive before hand and when you have received that information you are knowledgeable of the facts that were provided. Development is what you compile together from the knowledge that you received.

**SOURCES OF KNOWLEDGE**

1. *Memory*: we know that many things occurred in the past because we remember them happening. Memory does not generate or create new beliefs-it puts us in touch with previous beliefs.

2. *Sense perception*: we know things because we have experienced them through our senses-sight, hearing, smell, taste, and touch-or a combination of these.

3. *Introspection*: roughly defined as "looking inward," introspection is our knowledge about what is going on in our minds or consciousness, our awareness that we are remembering, sensing, etc., our awareness of what we are remembering, sensing, etc., our feelings, etc. Introspection is not necessarily subjective, though it is private-there is no way to verify or prove what someone else is thinking or feeling.

4*. Reason*: our ability to reason provides us with a final source of knowledge. There are truths of reason (such as logical and mathematical truths) that only reason can provide us. Reason comes to know by defining terms, working out the analysis of these definitions, and applying the rules of logic.

**Education and Awareness**

**Education** in [learning](http://en.wikipedia.org/wiki/Learning) in which the [knowledge](http://en.wikipedia.org/wiki/Knowledge), [skills](http://en.wikipedia.org/wiki/Skills), [values](http://en.wikipedia.org/wiki/Values), [beliefs](http://en.wikipedia.org/wiki/Belief) and [habits](http://en.wikipedia.org/wiki/Habit_%28psychology%29) of a group of people are transferred from one generation to the next through discussion, teaching, training, and or research.

**Awareness:** Often achieved through education, training, or life experience, the goal of awareness is to change culture sensitivity to a given topic or issue.

**Skill:** A skill is the [learned](http://en.wikipedia.org/wiki/Learning) capacity or ability to carry out pre-determined results often with the minimum outlay of [time](http://en.wikipedia.org/wiki/Time), [energy](http://en.wikipedia.org/wiki/Energy), or both. In other words the abilities that one possesses. Skills can often be divided into [domain](http://en.wikipedia.org/wiki/Departmentalization)-general and domain-specific skills. For example, in the domain of work, some general skills would include [time management](http://en.wikipedia.org/wiki/Time_management), [teamwork](http://en.wikipedia.org/wiki/Teamwork) and [leadership](http://en.wikipedia.org/wiki/Leadership), [self](http://en.wikipedia.org/wiki/Self) [motivation](http://en.wikipedia.org/wiki/Motivation) and others, whereas domain-specific skills would be useful only for a certain [job](http://en.wikipedia.org/wiki/Job_%28role%29). Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

**Value:** A personal value is [absolute or relative and ethical value](http://en.wikipedia.org/wiki/Value_%28ethics%29#Absolute_and_relative), the assumption of which can be the basis for ethical action. A [value system](http://en.wikipedia.org/wiki/Value_system) is a set of consistent [values](http://en.wikipedia.org/wiki/Value_%28ethics%29) and measures. A [principle value](http://en.wikipedia.org/wiki/Principle_value) is a foundation upon which other values and measures of [integrity](http://en.wikipedia.org/wiki/Integrity) are based.

Some values are physiologically determined and are normally considered objective, such as a desire to avoid physical pain or to seek pleasure. Other values are considered [subjective](http://en.wikipedia.org/wiki/Subjectivity), vary across individuals and cultures, and are in many ways aligned with [belief](http://en.wikipedia.org/wiki/Beliefs) and belief systems. Types of values include [ethical](http://en.wikipedia.org/wiki/Ethics)/[moral](http://en.wikipedia.org/wiki/Morality) values, [doctrinal](http://en.wikipedia.org/wiki/Doctrine)/[ideological](http://en.wikipedia.org/wiki/Ideology) (religious, political) values, [social](http://en.wikipedia.org/wiki/Norm_%28sociology%29) values, and [aesthetic](http://en.wikipedia.org/wiki/Aesthetics) values.

**Beliefs:** Beliefs are assumptions or convictions you hold as true about something, concept or person based on values and attitudes

**Attitude**: An attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment, but there is debate about precise definitions.

**Behavior** is the range of actions and mannerisms made by [organisms](http://en.wikipedia.org/wiki/Organism), [systems](http://en.wikipedia.org/wiki/Systems), or [artificial entities](http://en.wikipedia.org/wiki/Artificial_Intelligence) in conjunction with their environment, which includes the other systems or organisms around as well as the physical environment. It is the response of the system or organism to various stimuli or inputs, whether [internal](http://en.wikipedia.org/wiki/Internal) or [external](http://en.wikipedia.org/wiki/External), [conscious](http://en.wikipedia.org/wiki/Conscious) or [subconscious](http://en.wikipedia.org/wiki/Subconscious), [overt](http://en.wikipedia.org/wiki/Openness) or [covert](http://en.wikipedia.org/wiki/Covert), and [voluntary](http://en.wikipedia.org/wiki/Voluntary) or [involuntary](http://en.wikipedia.org/wiki/Involuntary).

Betari Box model is a model that helps us understand the impact that our own attitudes and behaviors have on the attitudes and behaviors of the people around us.

 

Our attitude plays a large role in the behavior we exhibit. When we're feeling motivated and positive, we smile, we compliment our team, and we empower those around us. When we're feeling negative, the reverse is often true – we can be impatient, we get angry at our people, and we might even yell or argue. These behaviors often affect the people around us. Although the idea of the Betari Box is quite simple, understanding it can help people learn to recognize when they're stuck in a negative cycle.