

Learning: The Treasure Within.
(Delor's Report-1996)

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UNESCO's Vision of Learning

- “ UNESCO's long promoted vision of learning:
- “ Principles of **respect for life, human dignity, and cultural diversity, social justice** and **international solidarity**.

15 Members of the Commission

“ **Jacques Delors (France): Chairman**

Chairman of the Commission; former President of the European Commission (1985-95); former French Minister of Economy and Finance.

“ **In'am Al Mufti (Jordan): Member**

Specialised on the status of women; Adviser to Queen Noor of Jordan on Planning and Development - Noor Al Hussein Foundation; former Minister of Social Development.

“ **Isao Amagi (Japan): Member**

Educator; Special Adviser to the Minister of Education, Science and Culture, Japan; Chairman of the Japan Educational Exchange-BABA Foundation.

“ **Roberto Carneiro (Portugal): Member**

President, TVI (Televisao Independente); former Minister of Education; Minister of State, Portugal.

Contd...

“ **Fay Chung (Zimbabwe): Member**

Former Minister of State for National Affairs, Employment Creation and Cooperatives; former Minister of Education, Zimbabwe; now at UNICEF, New York.

“ **Bronislaw Geremek (Poland): Member**

Historian; Member of Parliament; former Professor at the College de France.

“ **William Gorham (USA): member**

Specialist in public policy; President of the Urban Institute in Washington, D.C., since 1968.

“ **Aleksandra Kornhauser (Slovenia): Member**

Director, International Centre for Chemical Studies, Ljubljana; specialist on the interface between industrial development and environmental protection.

“ **Michael Manley (Jamaica): Member**

Trade Unionist, University Lecturer and Author; Prime Minister, 1972-80 and 1989-92.

“ **Marisela Padron Quero (Venezuela): Member**

Sociologist; former research director, Fundacion Romulo Betancourt; former Minister of the Family, Venezuela; Chief, Latin America and the Caribbean Division, New York.

Contd...

- “ **Marie-Anglique Savane (Senegal): Member** Sociologist; member of the Commission on Global Governance; Director, Africa Division, New York.
- “ **Karan Singh (India): Member**
Diplomat and Minister, inter alia for Education and Health; Chairman of the Temple of Understanding, a major international interfaith organization.
- “ **Rodolfo Stavenhagen (Mexico): Member**
Researcher in Political and Social Science; Professor at the Centre of Sociological Studies, El Colegio de Mexico.
- “ **Myong Won Suhr (Korea): Member**
Former Minister of Education; Chairman of the Presidential Commission for Educational Reform in Korea (1985-87)
- “ **Zhou Nanzhao (China): Member**
Educator; Vice-President and Professor, China National Institute for Educational Research.

Alexandra Draxler: Secretary of the Commission

Document

“ Report to UNESCO of the *International Commission on Education for the Twenty-first Century* is of 46 pages (**Learning: The Treasure Within**).

Six tensions in the world

- 1. Global vs. Local.**
- 2. Universal vs. Individual.**
- 3. Traditional vs. Modern.**
- 4. Long term vs. Short term.**
- 5. Competition vs. Equality of Opportunities.**
- 6. Unlimited knowledge vs. Limited Capacity of human being.**

Six lines of inquiry were chosen, enabling the Commission to approach its task from the angle of the aims (both individual and societal) of the learning process:

- 1. education and culture;**
- 2. education and citizenship;**
- 3. education and social cohesion;**
- 4. education, work and employment;**
- 5. education and development; and**
- 6. education, research and science.**

These six lines were complemented by three transverse themes relating more directly to the functioning of education systems: communications technologies; teachers and teaching; and financing and management.

- “ For the title of its report, the Commission turned to one of *La Fontaine's fables*, The Ploughman and his Children:
- “ Be sure (the ploughman said), not to sell the inheritance.....
- “ Our forebears left to us....
- “ A treasure lies concealed therein.....

Jacques Delor

Education: the necessary Utopia

- " Looking ahead*
- " Tensions to be overcome*
- " Designing and building our common future*
- " Learning throughout life: the heartbeat of society*
- " The stages and bridges of learning: a fresh approach*
- " Getting the reform strategies right*
- " Broadening international co-operation in the global village*

Part I (1): OUTLOOKS

(From the local community to a world society)

1. *An increasingly crowded planet*
2. *Towards the globalization of human activity*
3. *Universal communication*
4. *The many faces of global interdependence*
5. *An uncertain world*
6. *The local and the global*
7. *Understanding the world and understanding others*

Points and Recommendations

- “ They require that overall consideration, extending well beyond the fields of education and culture, be given, as of now, to the roles and structures of international organizations.
- “ Gulf opening up between a minority of people who are capable of finding their way successfully and those who are at the mercy of events and have no say in the future of society.

“ Recommendation

We must be guided by the Utopian aim of steering the world towards greater mutual understanding, a greater sense of responsibility and greater solidarity, through acceptance of our spiritual and cultural differences. Education, by providing access to knowledge for all, has precisely this universal task of helping people to understand the world and to understand others.

Part I (2) OUT LOOKS

(From social cohesion to democratic participation)

1. *Education and the crisis of social cohesion*
2. *Education versus exclusion*
3. *Education and the forces at work in society: some principles for action*
4. *Democratic participation*
5. *Civic education and the practice of citizenship*
6. *Information societies and learning societies*

Recommendations

- “ Education policy must be sufficiently diversified.
- “ socialization of individuals must not conflict with personal development.
- “ Education for conscious and active citizenship must begin at school.
- “ strengthen the faculties of understanding and judgement.
- “ It is the role of education to provide children and adults with the cultural background that will enable them to make sense of the changes taking place.

Part I (3) OUT LOOKS

(From economic growth to human development)

1. *Highly inequitable-economic growth*
2. *The demand for education for economic purposes*
3. *The uneven distribution of knowledge*
4. *Education for women, an essential means of promoting development*
5. *Counting the cost of progress*
6. *Economic growth and human development*
7. *Education for human development*

Recommendations

- “ showing more respect for nature and the structuring of people’s time.
- “ A future-oriented study of the place of work in society.
- “ The establishment of new links between educational policy and development policy.
- “ The establishment of new links between educational policy and development policy,
- “ strengthening the bases of knowledge and skills in the countries concerned: encouragement of initiative, teamwork, realistic synergies
- “ The necessary improvement and general availability of basic education (importance of the Jomtien Declaration).

Part II (4): PRINCIPLES

The four Pillars of Education

1. Learning to know

A proposition (Q) must be true.

One cannot 'know' **p** if **p** is not true. If one says 'I know **p**, but **p** is not true'- the statement becomes self contradictory, for a part of what is involved in knowing **p** is that **p** is true.

Therefore, 'knowing **p** is knowing **p** to be true'.

Learning to do

- a) From skill to competence.
- b) The 'dematerialization' of work and the rise of the service sector.
- c) Work in the informal economy.

Contd...

3. Learning to live together

- a) *learning to live with others*
- b) *Discovering others*
- c) *Working towards common objectives*

4. Learning to be

Recommendations

- “ **Learning to know:** by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.
- “ **(Dev. of knowledge, skills, literacy, numeracy & critical thinking)**

Contd...

“ **Learning to do:** in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples’ various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.

Contd...

- “ **Learning to live together:** by developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts - in a spirit of respect for the values of pluralism, mutual understanding and peace.
- “ **(dev. of social skills & values, respect, concern for others, interpersonal skills)**

Contd...

- “ **Learning to be:** so as better to develop one’s personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person’s potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.
- “ **(acts that foster personal dev.- body, mind and soul, Creativity, personal discovery, inherent values)**

Contd...

- “ **Formal education systems tend to emphasize the acquisition of knowledge to the detriment of other types of learning; but it is vital now to conceive education in a more encompassing fashion. Such a vision should inform and guide future educational reforms and policy, in relation both to contents and to methods.**

Part II (5): PRINCIPLES

Learning throughout life

1. *An imperative for democracy*
2. *A multidimensional education*
3. *New times, fresh fields*
4. *Education at the heart of society*
5. *Seeking out educational synergies*

Recommendations

- “ The concept of learning throughout life is the key that gives access to the twenty first century.
- “ In its new guise, continuing education (adults) is seen as going far beyond what is already practised.
- “ making it possible to broaden and deepen strictly vocational forms of training, including practical training.
- “ ‘learning throughout life’ must take advantage of all the opportunities offered by society.

PART III (6): DIRECTIONS

From Basic Education to University

- a) *A passport to life: Basic Education*
- b) *The crossroads of life: Secondary
Education*
- c) *Higher Education : throughout life*

Recommendations

- “ **Primary Education:** 3R’s & ability to express, dialogue and understanding.
- “ Science Education.
- “ Pupil-Teacher relations.
- “ **Secondary Education:** Arrange variety of individuals, learning throughout life. Flexible choices.
- “ **University Education:** **04 functions**
- “ Research & teaching;
- “ Highly specialized training courses for socio-economic life. To be open to all.
- “ International Cooperation.
- “ Address social & ethical problems (Provide valid answers to challenges).

PART III (7): DIRECTIONS

Teachers in search of New Perspectives

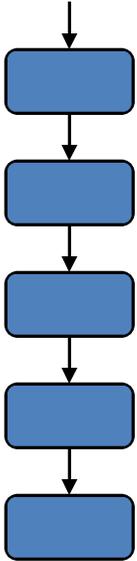
1. *The world comes into the classroom*
2. *Expectations and responsibilities*
3. *Teaching: an art and a science*
4. *The quality of teachers*
5. *Learning what and how to teach*
6. *Working teachers*
7. *The school and the community*
8. *The administration of the school*
9. *Drawing teachers into decision-making on educational matters*
10. *Favourable conditions for effective teaching*

Recommendations

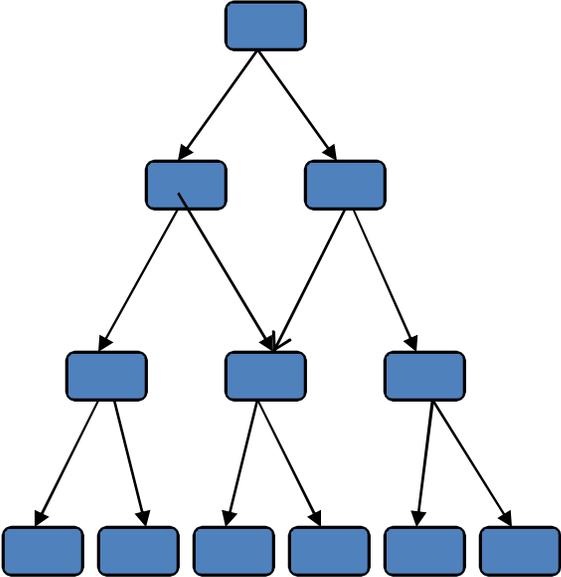
- “ **Social recognition.**
- “ **Give suitable resources.**
- “ **Learning through out life leads to learning society.**
- “ **Teachers must update knowledge and skills.**
- “ **Team work (exchange of teachers).**

From chain to pyramid and to network...

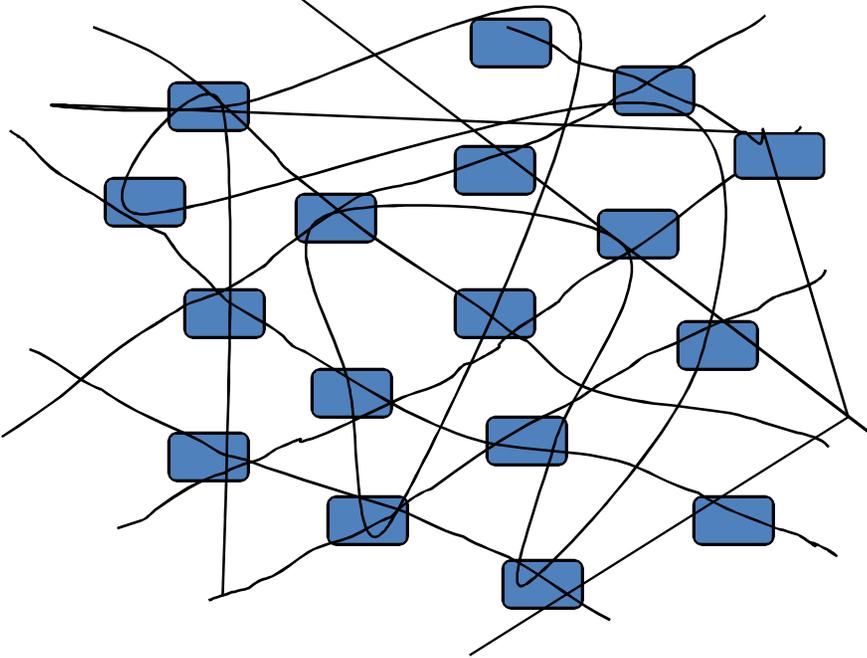
Chain



Pyramid



Network



PART III (8): DIRECTIONS

(Choices for education: the political factor)

1. *Choice of education means choice of society*
2. *The demand for education*
3. *Evaluation and public debate*
4. *Opportunities offered by innovation and decentralization*
5. *Involving the stakeholders in the educational undertaking*
6. *Encouraging genuine autonomy*
7. *The need for overall regulation of the system*
8. *Economic and financial choices*
9. *The force of financial constraints*
10. *Pointers for the future*
11. *Using the resources of the information society*
12. *The impact of the new technologies on society and on education*
13. *A wide-ranging debate*

Recommendations

- “ **Choosing a type of education means choosing a type of society.**
- “ **Involving the different persons and institutions active in society in educational decision-making.**
- “ **Education is a community asset which cannot be regulated by market forces alone.**
- “ **PPP**
- “ **Access to knowledge in the world of tomorrow (Sc. & Tech.):**
 - 1. diversification and improvement of distance education.**
 - 2. greater use of those technologies in adult education.**
 - 3. strengthening of infrastructures**

PART III (9): DIRECTIONS

(International co-operation: educating the global village)

1. *Women and girls: education for equality (Beijing Conference)*
2. *Education and social development*
3. *Making debt-swaps work for education*
4. *A UNESCO observatory for the new information technologies*
5. *From aid to partnership*
6. *Scientists, research and international exchanges*
7. *New tasks for UNESCO*

Recommendations

- “ Women Education.
- “ Regional grouping (aid policy).
- “ Debt swaps should be encouraged in order to offset the adverse effect of adjustment policies and policies for the reduction of domestic and foreign deficits on educational spending.
- “ Alliances between ministries at regional level and between countries facing similar problems.
- “ partnerships between international institutions: projects and initiatives (Jomtien Conference).

Contd... Indicators.....

- “ national investment in education should be encouraged.
- “ UNESCO observatory should be set up to look into the new information technologies.
- “ Intellectual co-operation in the field of education should be encouraged.

Six Principles of the Commission

1. Education as basic human right & universal human value.
2. Education serves society.
3. Triple goals: equity, relevance & excellence.
4. Renewal of education through thoughtful examination.
5. New approaches of education as per UNESCO.
6. Education as a responsibility of whole society.

Thank You