



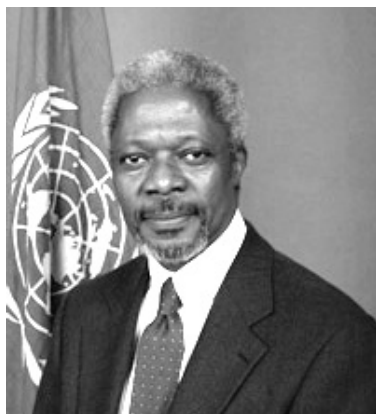
A Society for All Ages

The international year of the older person

The International Year of the Older Person was designated by the United Nations as a way of calling attention to the rapidly aging world and the resulting opportunities. The Year was launched on October 1, 1998 by Secretary-General Kofi Annan at U.N. Headquarters in New York. Countries throughout the world joined in the celebration by planning events, conferences, and novel projects involving all ages. The year ended with a symbolic joining of hands in a walk around the world but the momentum continues.

The Age of Longevity

by Kofi Annan, Secretary-General,
United Nations



Kofi Annan

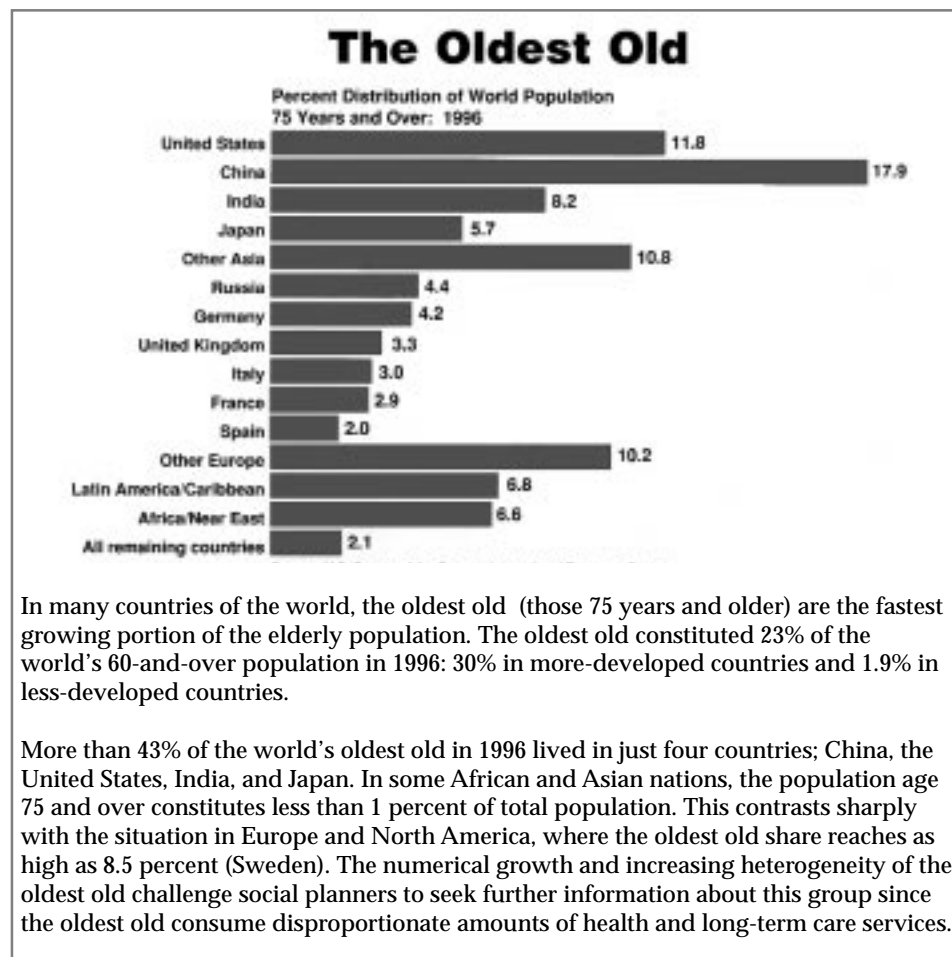
A society for all ages is one that does not caricature older persons as patients and pensioners. Instead it sees them as both agents and beneficiaries of development. It honours traditional elders in their leadership and consultative roles in communities throughout the world. And it seeks a balance between supporting dependency and investing in life-long development.

A society for all ages is multigenerational. It is not fragmented, with youths, adults and older persons going their separate ways. Rather it is age-inclusive, with different generations recognizing—and acting upon—their commonality of interest.

Having turned 60 myself less than six months ago, I am now counted among the statistics I cited earlier. I am an older

person. As the years accumulate, time seems to pass every more quickly. But in fact, and without for a moment forgetting the tragic exceptions generated by violence, disease, and poverty, for most people around the world lives are lengthening. Life is becoming less like a short sprint and more like a marathon. Marathon runners will tell you that completing such a race depends largely on

maintaining a healthy life-style, training, and willpower. But they will also confess that there is an intangible element to this often lonely pursuit: that of being in a community of fellow-runners, which can make the difference between fading and finishing. Longevity requires of us the same mixture of practicality and persistence, and the same sense of common purpose.





Learning: the Treasure Within—A Guided Tour

by Professor Roberto Carneiro

Member, International Commission, Education for the Twenty-first Century
Portugal

“If you plan for a year, plant a seed. If for ten years, plant a tree. If for a hundred years, teach the people. When you sow a seed once, you will reap a single harvest. When you teach the people, you will reap a hundred harvests.”—Kuan Chung.

Ancient Questions, New Issues



Roberto Carneiro

The turn of a century is always an occasion for in-depth reflection.

The Commission found itself in the difficult situation of having to walk a fine line: that which separates Utopia from stifling realism. In its search for reasons to act, the Commissioners were bound to seek a further understanding of changing patterns; also, they had to enlarge their common perception of alternative futures and of insights on undercurrent trends.

When establishing a frame of reference for the future, the Commission inevitably arrived at a basket of principles. No single principle was able to encompass the wealth of concepts at stake. Indeed, the Commissioners were fully aware of the need to link the hand to the mind, the individual to society, cognitive and non-cognitive learning, old and new

These Four Pillars; Learning to Be, Learning to Know, Learning to Do, and Learning to Live Together are conceived as a network of rights and responsibilities implied in every educational thrust directed at the preparation for a life of liberty and of interdependencies.

Learning throughout Life

Learning throughout life was elicited as a strategic proposition destined to combine tradition and modernity. How, then, would learning throughout life be different from decades of adult education policies, endless discussions focused on recurrent education, or the recent surge of interest around lifelong learning? Is this merely a rhetorical face-lifting of old theories or does it truly encompass elements of novelty?

The stages and bridges of education are increasingly recognised as crucial. How the system conceives of the passage from one stage to another, the links from one stream to the following, tells us a great deal about the philosophy of the system. Are the stages conceived as smooth transitions, to facilitate mobility? Are the bridges wide, many and inviting? They should be, because the purpose of education needs to be both excellence and inclusiveness.

Learning throughout life, then, is both a way of organising education and a philosophy of education; not a preparation for life but life itself. Each and every one challenges the human conscience and calls for an inner journey capable of changing minds and hearts. Each and every one appeals to education and its capacity to elevate humankind. Education is ultimately the engine of fairness. No



Federico Mayer, Director-General
United Nations Educational, Scientific
and Cultural Organization

“This period of transition to a new century is one of glaring and often growing gaps both within and between societies including basic human rights, dignity, and adequate living conditions. There are stark gaps in access to knowledge and also what I would call “gaps of understanding”, with cultural, linguistic and spiritual differences perceived as problematic rather than enriching.

Education is an essential tool for building bridges. Education can provide people with the capacity for productive work and further learning, and also with the attitudes towards others that lay the foundations for cooperation rather than confrontation.”

society, without a solid educational thrust, can aspire to justice and equity. Education generates justice and provides a measure for fairness. Therefore, education is our common measure of hope.

PILLAR I: LEARNING TO KNOW IN THE 21ST CENTURY

VICTOR ORDONEZ, UNESCO, BANGKOK

The Content of Learning Will Be Different

As learning and discovery go ever faster forward, it can be said that half of what students learn today will be obsolete in the next five years or so, and half of what students need to know to succeed in the future, has not even been invented or developed.

The learner is no longer in the desert of ignorance looking for an oasis of knowledge somewhere. Rather, he is in an ocean of information. The teacher is no longer a source of information, no longer an oasis in the desert, but rather a fellow passenger in the same boat, helping the student sort out and make sense of the information around him or her.

The Process of Learning Will Be Different

The pedagogy or process of learning will likewise undergo a dramatic transformation in the next century. The linear system of educational preparation for life in a closed system, followed by a productive work life without explicit focus on re-learning, must be replaced. This linear pattern is being replaced by a cyclical path where one studies, works, then goes back to study or do other things, then changes jobs, interchanging study, work and rest periods several times. Learning should take place as much at work and at leisure as at school.

So also, universities used to be the only knowledge store in town. If you wanted to study anything, that's where you had to go. Nowadays, learning takes place everywhere. In the future, the computer and the Internet themselves will be the gateways. But if universities continue to

act as if they had the monopoly of knowledge, and that no one is good enough unless they have their degree, they will quickly become dinosaurs. They have to realise that they are merely one store, albeit the flagship store, in the mega-mall of information, and if students can get the same information cheaper and better and faster in other stores, they will stop going to the flagship store.

The Learner Will Be Different

The nature of the learners themselves are changing in the way they think, react, and respond behaviorally; in what they are interested in, in what makes them tick. At the dawn of the 21st century, Generation X, who will be the teachers of tomorrow, will be facing in their classrooms yet another generation. For want of a better term, we can call them the 'Nintendo Generation' raised in an environment quite different from theirs, amidst instant response video games, virtual reality, and the fading of geographical limitations.

Unless the teachers of the future understand how the Nintendo Generation thinks and learns and is motivated, they will not be effective teachers, and even if they have the content of learning right and the process right, they will not connect.

If we go to our schools and we ask our students who their favourite teachers were, who were the ones who most influenced their lives, I think the answer would be not those who know the subject matter best or even know pedagogy best—the answer would be those who know them best, the ones who understand them, the ones who speak their language, hear their problems, sing their songs and listen



M. Jacques Delors
Chair of the International Commission on
Education for the Twenty-first Century

“Education must be a tool for understanding and mastering change. It must also provide the permanence and continuity of history and culture, perhaps more today than ever before. Education is the best tool for communicating to each young person what humanity has learned about itself.”

Citizenship

“Education must bring out the best, the treasure, in each individual, but it must also prepare that individual to live in society. An individual is not a complete individual if she or he is not a citizen, in the noblest sense of the word. That is, someone aware of both rights and duties, able to exercise both, and to participate in the governance of society.”

to their music.

To Teachers and Policy Makers

For the teacher, three simple words: Know your students. For the policy-maker. Open up your educational systems, liberate yourselves from the restrictive conventions and paradigms of the past. Learn from the innovations of your fellow administrators. Better still, learn from the lessons of the past experiences of your own educational systems.

PILLAR 2: LEARNING TO DO

EDUCATION AND THE WORLD OF WORK

DR. MUNTHER W. AL-MASRI, PRESIDENT, NATIONAL CENTRE FOR HUMAN RESOURCES DEVELOPMENT, JORDAN; ADVISER TO THE CROWN PRINCE; FORMER MINISTER FOR EDUCATION AND MINISTER FOR HIGHER EDUCATION, THE HASHEMITE KINGDOM OF JORDAN

Learning to Do strongly relates to educational objectives and criteria on the one hand, and to requirements and standards of the world of work on the other—education and economic development. The educational dimension caters more for the individual needs, abilities and potentialities, while the economic development dimension caters more for societal needs, and employment requirements.

The relation between education and economic development is a complex one, because there exists no strict relationship between occupations and levels or types of education. Consequently, the ability and need to design manpower preparation and develop-

ment systems based rigidly on the needs of employment requirements are questionable. The complexity of the relationship between education and economics is also due to the fact that education can be both a cause and an effect of economic development. This applies in particular to vocational education and training, whose quality, size, standards and diversification of offerings promote economic development on the one hand, and are strongly influenced by such development and by work standards on the other. Therefore, in manpower planning, which requires, among other things, the matching of supply and demand, such matching should emphasise interdependence,

rather than dependence or independence, as a basic strategy.

Other issues addressed in Dr. Al-Masari's Learning to Do include Target Groups Pre-vocational Education: Approaches and Objectives; Learning to Do and the Theory of Knowledge; Learning to Do as an Educational Activity; The Link with the Labour Market The 'When' Issue; The Broad Base and the Narrow Base; Liberalisation of Vocational Education; Educational and Vocational Guidance and Counselling; and the Issue of Social Status.

www.unesco.org/delors/ or www.sofweb.vic.edu.au/news/unesconf/
<http://203.12.60.74/news/unesconf/index.htm>

PILLAR 3: LEARNING TO LIVE TOGETHER

AN IMPERATIVE FOR HUMAN DEVELOPMENT AND WORLD PEACE IN THE 21ST CENTURY

BY PROFESSOR ZHOU NAN-ZHAO, MEMBER INTERNATIONAL COMMISSION ON EDUCATION FOR THE TWENTY-FIRST CENTURY AND VICE PRESIDENT AND PROFESSOR, CHINA NATIONAL INSTITUTE OF EDUCATIONAL RESEARCH

At the threshold of the 21st century, the challenges confronting us are unprecedentedly severe and formidable; meanwhile, the opportunities lying ahead of us for strengthened international solidarity are enormous. Education plays fundamental roles but offers no panacea or miracle cure. However, there are treasures we could tap—the treasures are within ourselves. Let us greet the new century with our 'treasures within' no longer buried, but tapped to the fullest by learning

throughout life, to build lasting peace and to move toward a learning society and a caring society in the 21st century.

Technology and "net worms"

Learning to Live Together is necessitated by the revolutionary advances of technologies, especially information technologies and bio-technologies, which have changed the conception of education and the virtual

reality of living together. The global information infrastructures have radically changed the way people around the world live, work, and communicate with each other. Information networks have been able to make anybody part of a community. Virtual schools, virtual universities, interactive media, and many other unpredictable technologies have changed the way students learn and interact with teachers. On one hand the advanced information technolo-