Towards EFA 2015 and Beyond:
Shaping a New Vision of Education

Bangkok, 9-11 May 2012

Rethinking Educational Paradigms

Sobhi Tawil
Education Research and Foresight
UNESCO
‘Post-2015’ and the Future of Education

International Education & Development Agenda

Rethinking Education For the Future

Paradigms


Emerging societal trends? Implications for education & learning

UNESCO as lead agency for EFA coordination

UNESCO as international ‘Laboratory of Ideas’
Learning in development discourse

- *Learning for All* (World Bank; Global Compact on Learning; DfID…).

- From focus on access and process to *results*

- Interest in / Limits of large-scale assessments of learning outcomes

- Paradigm shift or renewed interest?
Evolving concern with quality in education

- Shift in international education development discourse since 2000
- Quantity-quality trade-off
- Multiple rationales in national discourse on education reform:
  - Effectiveness of education systems as levers of socio-economic development
  - Performance of systems
  - Relevance of learning to individuals, families, communities, national society
  - Inequalities between schools and in social distribution of learning outcomes
  - Growing complexity and cultural diversity
The elusive notion of quality in education

“If no one asks me, I know: If I wish to explain it to one that asketh, I know not”.

St. Augustine of Hippo on the notion of time in Book 11 of his Confessions.
Shifting Paradigms
in the Pursuit of Quality Improvement

- Conceptualizations of the teaching/learning process
- Curriculum design
- Planning and management
### Shifting Conceptualizations of Teaching and Learning

<table>
<thead>
<tr>
<th>From focus on:</th>
<th>To concern with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Learning</td>
</tr>
<tr>
<td>Schooling</td>
<td>Life-long learning</td>
</tr>
<tr>
<td>Time-bound learning</td>
<td>Outcomes-based</td>
</tr>
<tr>
<td>Transmission of information</td>
<td>Learning to learn</td>
</tr>
<tr>
<td>Passive learning</td>
<td>Active learning</td>
</tr>
<tr>
<td>Memorisation &amp; rote learning</td>
<td>Analysis, synthesis &amp; application</td>
</tr>
<tr>
<td>Teacher-centered approaches</td>
<td>Learner-centered approaches</td>
</tr>
<tr>
<td>Summative Evaluation</td>
<td>Formative Evaluation</td>
</tr>
</tbody>
</table>
## Shifting Conceptualizations of Curriculum Design

<table>
<thead>
<tr>
<th>From focus on:</th>
<th>To concern with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fragmented curricula</td>
<td>Integrated curricula</td>
</tr>
<tr>
<td>Specialized subjects</td>
<td>Learning areas</td>
</tr>
<tr>
<td>Content defined as knowledge</td>
<td>Development of skills &amp; competencies</td>
</tr>
<tr>
<td>Centralized curricula</td>
<td>Diversification: Local curricula</td>
</tr>
</tbody>
</table>
### Shifting Conceptualizations of Planning & Management

<table>
<thead>
<tr>
<th>From focus on:</th>
<th>To concern with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply</td>
<td>Demand</td>
</tr>
<tr>
<td>Quantitative approach</td>
<td>Qualitative dimensions</td>
</tr>
<tr>
<td>Access</td>
<td>Quality &amp; Relevance</td>
</tr>
<tr>
<td>Investment efforts</td>
<td>System efficiency</td>
</tr>
<tr>
<td>Inputs</td>
<td>Outputs, Outcomes, Results, Impact</td>
</tr>
<tr>
<td>Centralized management</td>
<td>Decentralization</td>
</tr>
</tbody>
</table>
‘Post-2015’ and the Future of Education

International Education & Development Agenda

Rethinking Education For the Future

Paradigms


Emerging societal trends? Implications for education & learning

UNESCO as lead agency for EFA coordination

UNESCO as international ‘Laboratory of Ideas’
The ‘Delors vision’

• The four pillars of learning

• LLL and Learning society

• Tensions generated by societal changes

• Beyond utilitarian economic vision: Humanistic & integrated vision

• Limits of vision: Eurocentric? utopian? Difficult to translate into practice?
The impact of the Delors vision

- Influencing policy concepts and focus
- Pathway for education reform
- Monitoring policy implementation
- Reference to gauge quality/relevance of education
- Informing curriculum design
Is the vision still relevant?

• Societal changes and implications for learning

• Are four pillars still relevant and adequate for conceptualizing education?

• Learning to be and Learning to live together & information, knowledge and communication revolution?

• Learning to relearn? Creativity and Learning to unlearn?
“The illiterate person in the twenty-first century is no longer the person who cannot read or write, but the person who does not know how to learn, to relearn and how to unlearn.”

Alvin Toffler