The Future of Education
Revisiting the 1996 ‘Delors Report’

Rethinking Education and the Role of ERI-Net
Bangkok, 30-31 July 2012

Sobhi Tawil
Education Research and Foresight
ERF
UNESCO’s roles in education
<table>
<thead>
<tr>
<th>Function</th>
<th>Technical development agency</th>
<th>Intellectual agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lead agency for coordination of EFA</td>
<td>International ‘laboratory of ideas’</td>
</tr>
<tr>
<td>Reference Framework</td>
<td>International education agendas EFA &amp; MDGs</td>
<td>Aim and purpose of education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vision of global societal development</td>
</tr>
<tr>
<td>Scope</td>
<td>Focus on basic education</td>
<td>Lifelong learning; Learning society integrated vision of education</td>
</tr>
<tr>
<td>Principles</td>
<td>Right to (basic) education Equitable access to effective learning</td>
<td>Respect for life, human dignity and cultural diversity</td>
</tr>
<tr>
<td>Geographical focus</td>
<td>Priority to lower-income countries; Conflict-affected/Fragile states</td>
<td>Global relevance; All development contexts</td>
</tr>
<tr>
<td>Partners</td>
<td>Technical development agencies; Donors; NGOs ...</td>
<td>Research centres, think tanks, UNESCO chairs...</td>
</tr>
<tr>
<td>Services</td>
<td>Advocacy; Policy advice; Data production; Monitoring; Capacity dev.</td>
<td>Charting new development paradigms International intellectual cooperation</td>
</tr>
<tr>
<td>Examples of ‘products’</td>
<td>GMR Policy reviews, technical guidelines...</td>
<td>World reports - Learning to Be (1972); Learning: The treasure within (1996)...</td>
</tr>
</tbody>
</table>
‘Post 2015’ as the intersection of both roles
UNESCO
Post-2015
Think Piece
May 2012
Emerging Trends & Future of Education

- Growth of information and its changing nature
- Shifting focus to learning and its assessment
- Beyond the classroom-centred paradigm of education
- Blurring boundaries between learning, work and living
- Rising levels of skills requirements
- Challenge of anticipating change
Revisiting the 1996 ‘Delors Report’
2012-13
Revisiting the 1996 ‘Delors Report’

Aim

To critically review the vision of lifelong learning and the four pillars of learning - as conceptualized in the 1996 Delors report - in order to determine what portion of this vision remains relevant in today’s world and what might need to be refined, adapted, further developed, or re-conceptualized as we look to the future.
Revisiting the 1996 ‘Delors Report’

Expected Outcome

Building on a fresh rereading of the 1996 Delors report, publication (by end of 2013) of a synthetic vision document which could serve as the foundation for a new world report to guide the future of education development.
Revisiting the 1996 ‘Delors Report’

Key Questions

1. What do we know about the **impact** that the Delors report has had on education policy and practice?

2. What is the **continued relevance** of the vision in light of societal transformations underway since the mid-1990s?

3. What are possible **orientations for the future** of education?
Impact of ‘Delors Report’

1. Global education paradigms
   - Beyond a utilitarian vision of education
   - Humanistic and integrated vision (LLL)

2. National education policy
   - Pathway for education reform
   - Gauging quality/relevance of education

3. Educational practice
   - Monitoring policy implementation
   - Informing curriculum development
Tensions generated by societal change in the mid-1990s
**The Four Pillars of Education**

**Learning to know**
- Instrumental basic learning skills;
- Presupposes ‘learning to learn’;
- Foundation for lifelong learning;
- Preparation for the ‘Learning society’

**Learning to do**
- Learning for work and life;
- Acquisition of competencies to deal with a variety of often unforeseeable situations;
- Alternating study with work experience

**Learning to be**
- Dominant theme of 1972 report;
- Independence of judgement, sense of personal responsibility;
- Tapping the ‘buried treasure’ of hidden talents

**Learning to live together**
- Understanding others;
- Respect for human dignity and diversity;
- Learning for active and responsible citizenship
Mobilisation strategy

1. Panel of international experts
   (seminars planned Dec 2012 and July 2013)

2. Internal UNESCO Education network
   (regional bureaux, institutes, HQ divisions)

3. Network of UNESCO Chairs & other research partners