



A REVIEW OF UNESCO'S REPORT OF THE INTERNATIONAL COMMISSION ON EDUCATION FOR THE 21st CENTURY: LEARNING - THE TREASURE WITHIN

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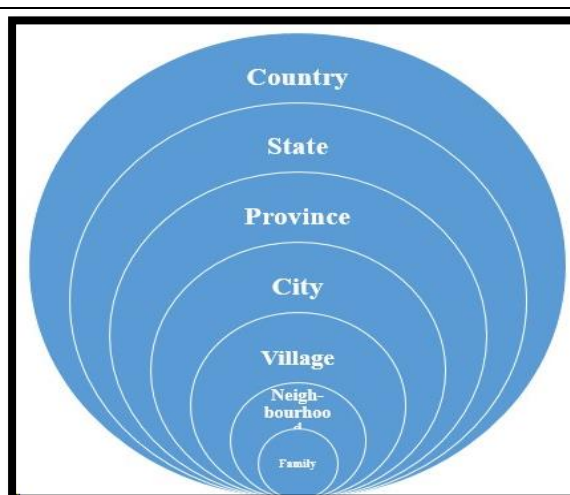
ABSTRACT

The study is review of the UNESCO's report of the 21st century named 'Learning-the treasures within' There are 03 parts Outlooks, Principles and Directions including 09 chapters within which highlights the 06 Tensions of the World, 04 Pillars of Education, the Importance of Lifelong Learning and International cooperation. This report review is a critique to look at something relevant and irrelevant points, quality of writing, structure of document, flow of content, and the context provided, readability level etc. Primary & secondary data have been used in the study.

Key Words: Lifelong Learning, International cooperation, leaning to live together

INTRODUCTION

As we know "Commission means a group of people who have been formally chosen to discover information about a problem or examine the reasons why the problem exists." Several commissions have been established across the world to solve an issues or problems related to the education personal & social. UNESCO appointed '**International Commission on Education**' for the 21st Century named "**Learning - The Treasure Within**" under the chairmanship of Jacques Delors. Placed below content & flow charts depicts details.

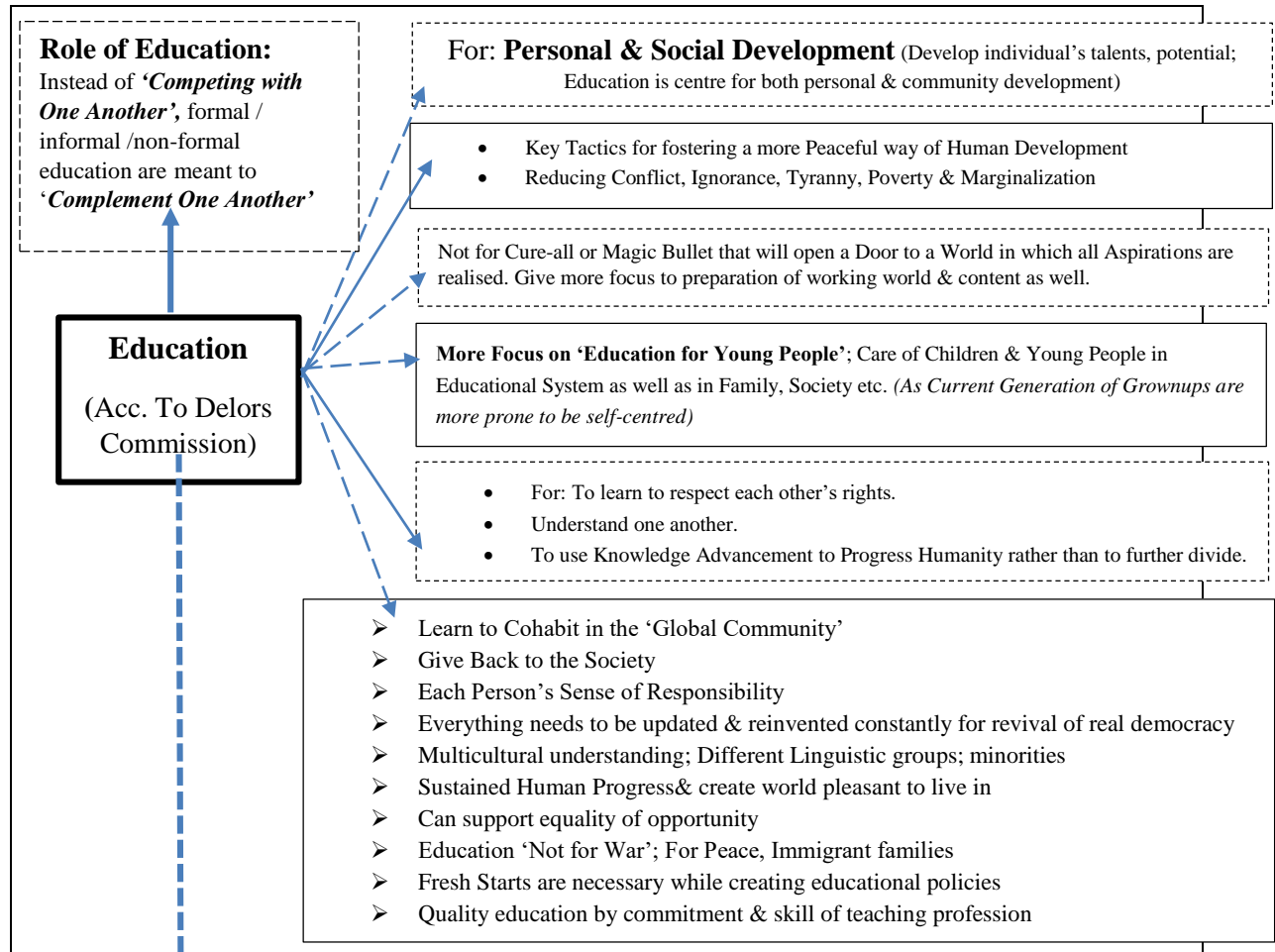


All Individuals naturally a part of **Earth (Leaning to live together peacefully: foundation of education)**

Since 1945, around 150 **wars** began before & after the fall of Berlin Wall, which have claimed the lives of around 20 million people.

All individuals are the part of this earth either **family or neighbourhood or village or city or province or state or country**. So, it is our collective responsibility to work together & give back to the society, learn to cohabit in the 'Global Community', coexists in the communities, foster multicultural understanding, sustain human progress and revive of real democracy. And keep us away from the wars & keep lives safe. Fresh starts are necessary at all the times. Developing understanding of others & their history, traditions & spiritual values, recognising our growing interdependence, sharing analysis of risks & challenges of the future, this would induce people to work together.

Education: According to Delor Commission



| Learning throughout Life: The Heartbeat of Society | | | | | |
|---|---|--|--|---|--|
| Early Childhood Education (ECE) | Basic Education (BE): <i>A passport to life</i> | Secondary Education (SE): <i>The Crossroad of Life</i> | University Education: <i>'Single &Uninterrupted Educational King's Highway'</i> | Children with Special Needs | Vocational Guidance |
| ECE is more likely to favour 'School' & less likely to 'Drop out' than those who do not receive ECE | Reach to those who are still out of reach; Relevant & excellent BE; build & implement new education systems; create new delivery methods & models. BE & Literacy for Adults: Practical Skills, agriculture, craft, economic activities, environment & health challenges, population education, Education for values & culture | -Improve Technical & Vocational Education Training that produces 'Technicians & Artisans' -Lack of resources, greater cost of high-quality technical training makes the industry-growth difficult -Preparedness for employment; ability to adapt to profession; practical methods; develop creative solutions; use of technologies; raise economic activities; updating agricultural skills for elementary & secondary school levels labour market related industrial-type training; curriculum reforms & teacher participation & support; School & work: avoid academic failure; Address problems with mass education | -International co-operation -Learn different cultures. -Cohesiveness -Research -University should 'Express opinions on moral & social issues' that will aid society in reflecting, comprehending & acting correctly & should be Centre of higher education | Street kids, orphans, war or disaster victims, Children from disadvantaged backgrounds/ learning disabilities/ physical handicaps | -Prepare for Employment -(Learn employable skills & competencies); -(Investigate New certification processes that take acquired skills into account) 'Personal Talent Cards' |



Design of the Report

Delors Commission Report (1996) on Education (*Principal Instrument for Education*) or UNESCO'S Report of the 'International Commission on Education' for the 21st Century: "Learning - The Treasure Within"

1993-1996

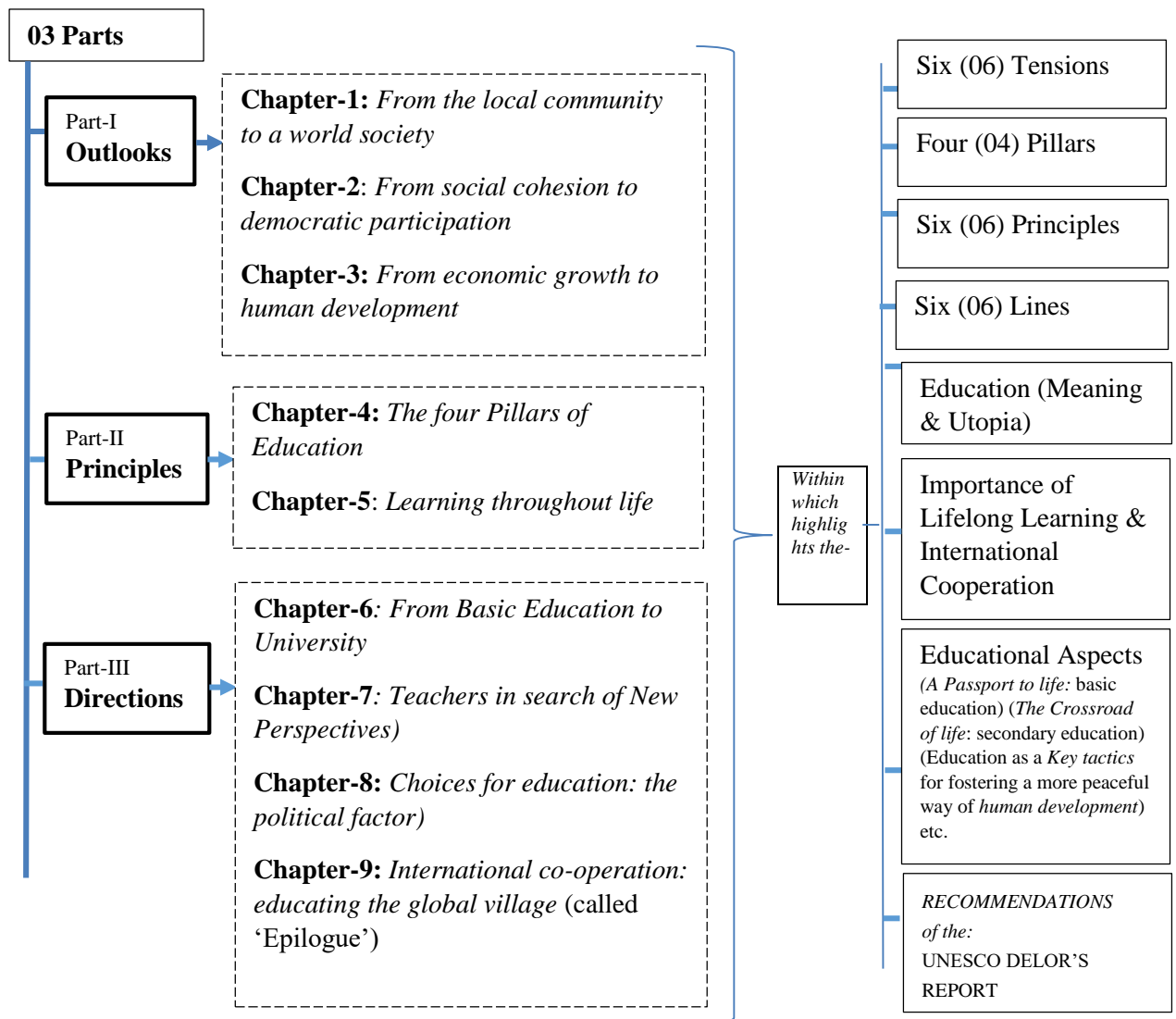
(UNESCO appointed 'International Commission on Education'(comprised of 14 members of different countries including Dr. Karan Singh from India under the *chairmanship* of **Jacques Delors** of France) for the 21st Century-challenges to search an educational philosophy for the betterment of international understanding & educational system)

Key Concept: Learning throughout life: *the heartbeat of society*/Lifelong learning

Purpose: To identify different kinds of required learnings & reforms in education& role of education for 21stcentury.

-Renovation & Reform of education

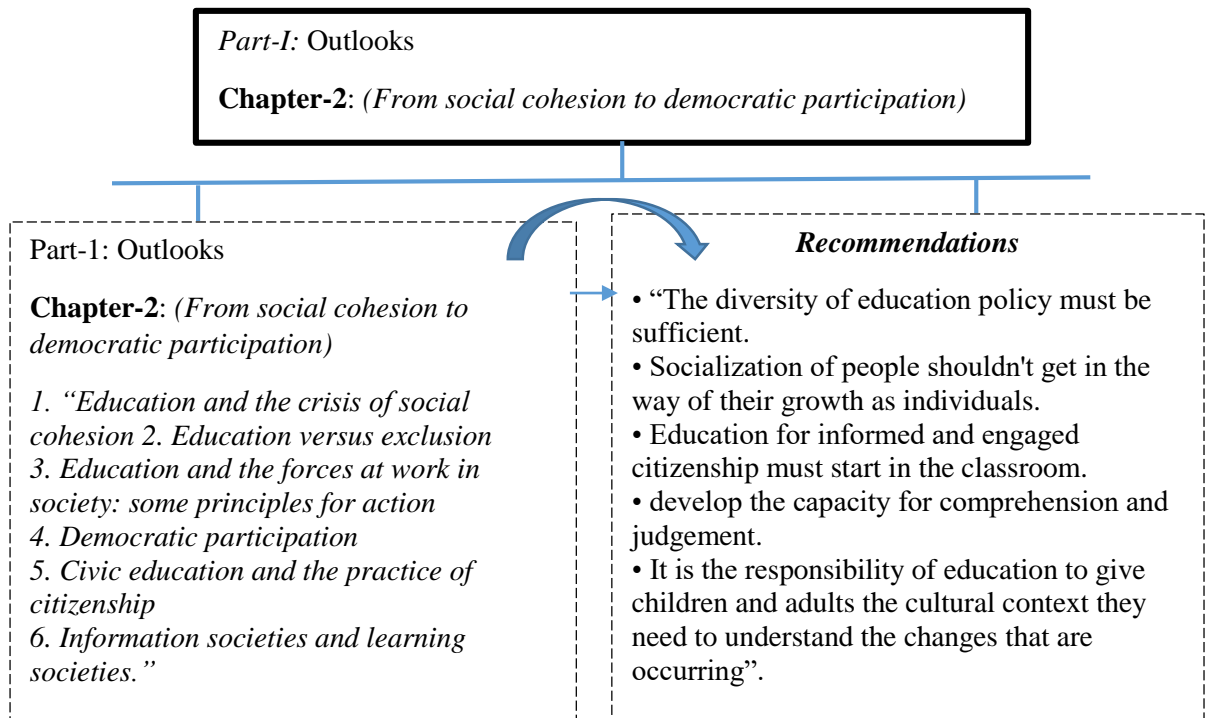
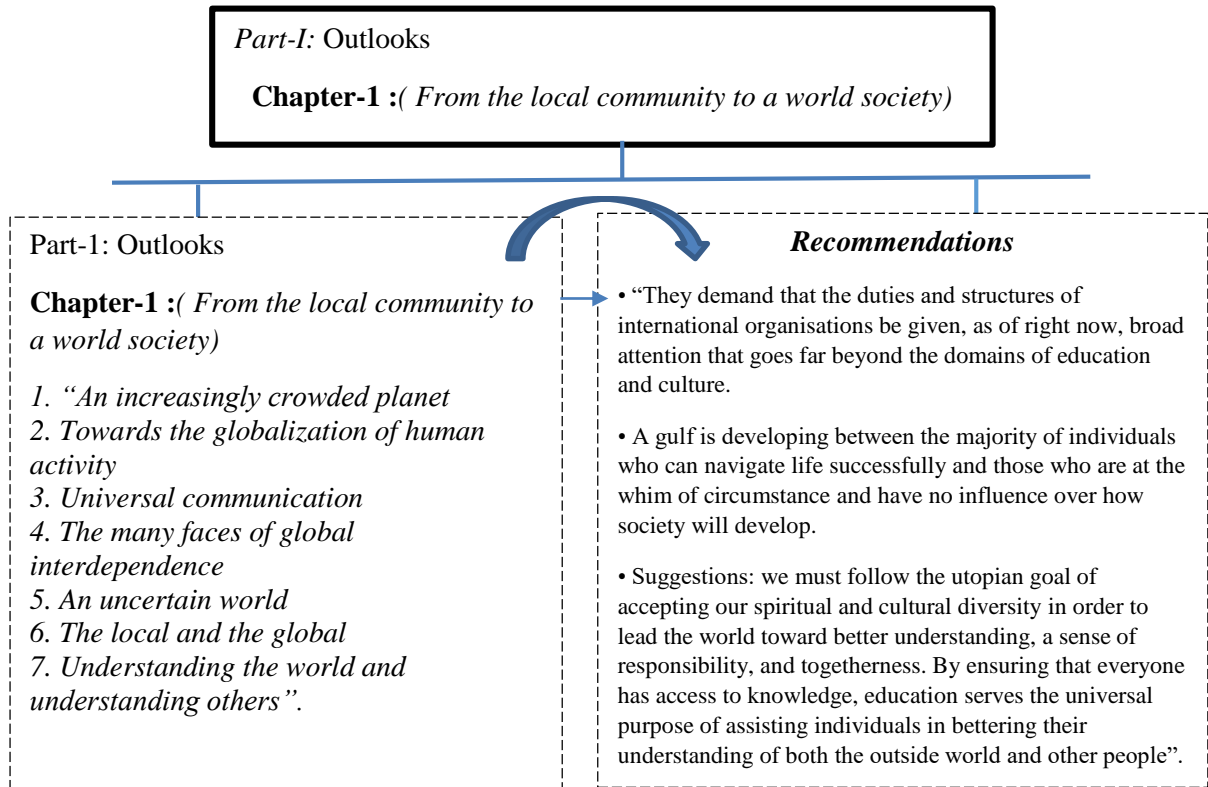
Reports Recommendations Consists of 03 Parts & 9 Chapters-





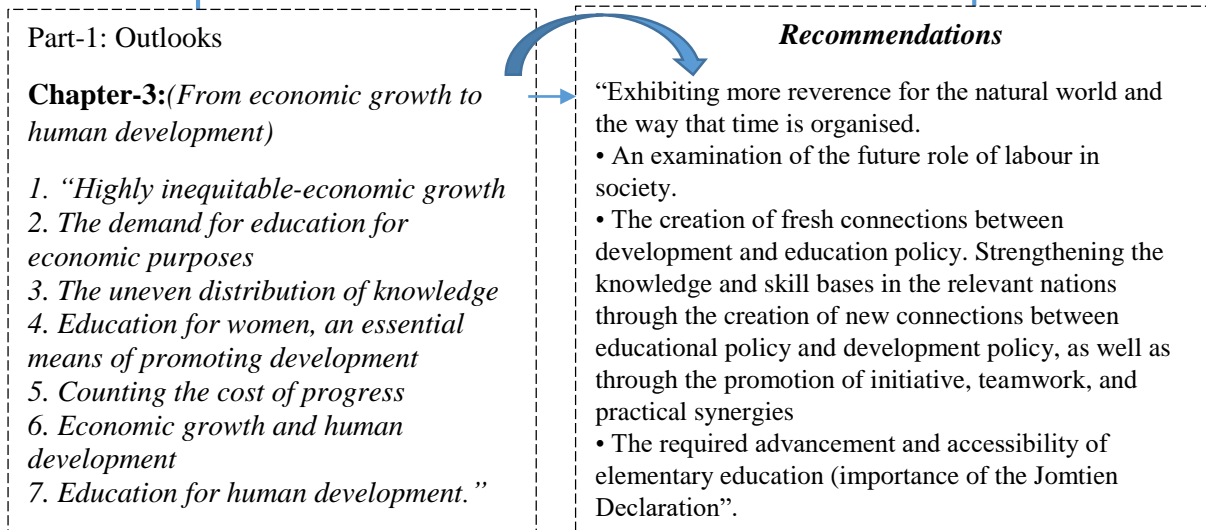
Brief Description of the Report

The chapter 01, 02& 03 together constitute Part-1 of the volume.



Part-I: Outlooks

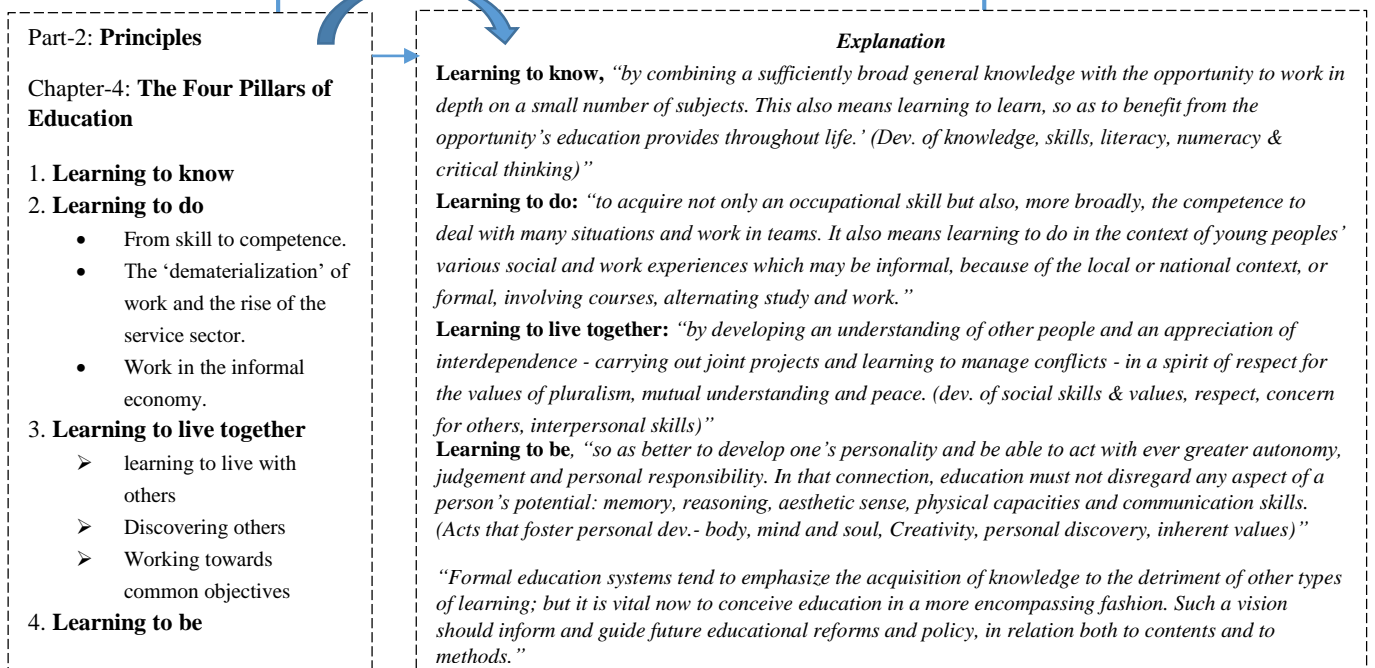
Chapter-3 : (From economic growth to human development)

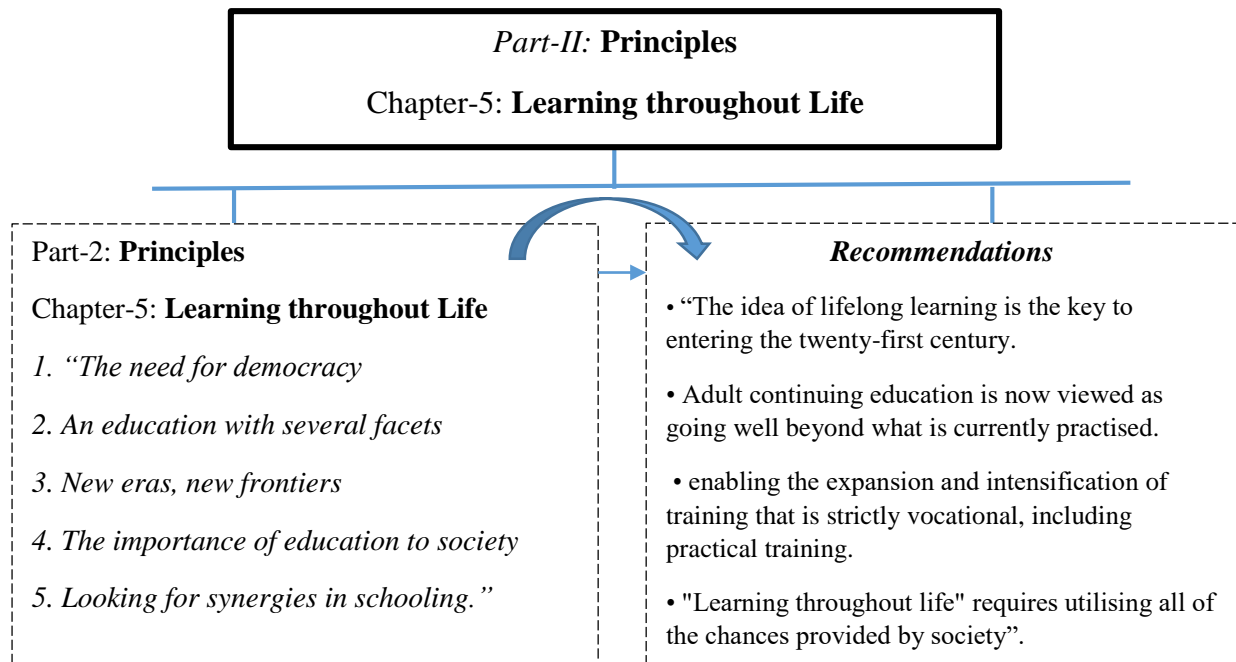


The chapter 04 & 05 together constitute Part-2 of the volume.

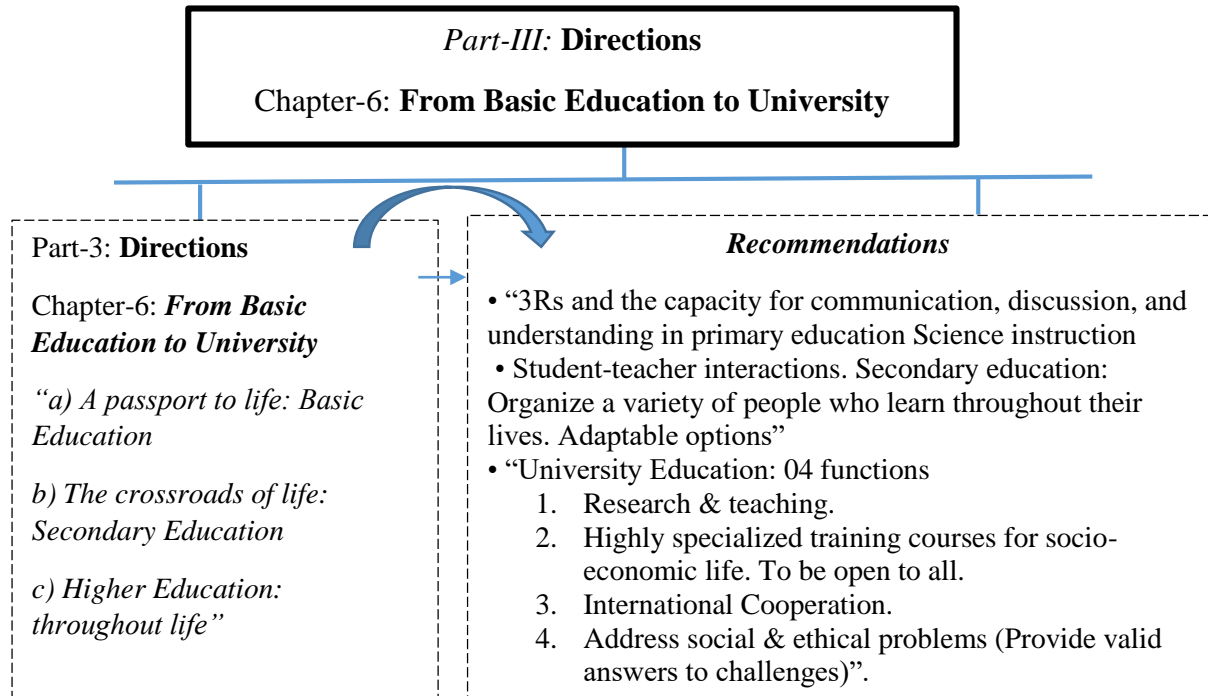
Part-II: Principles

Chapter-4: The four Pillars of Education (partly new in ideas)





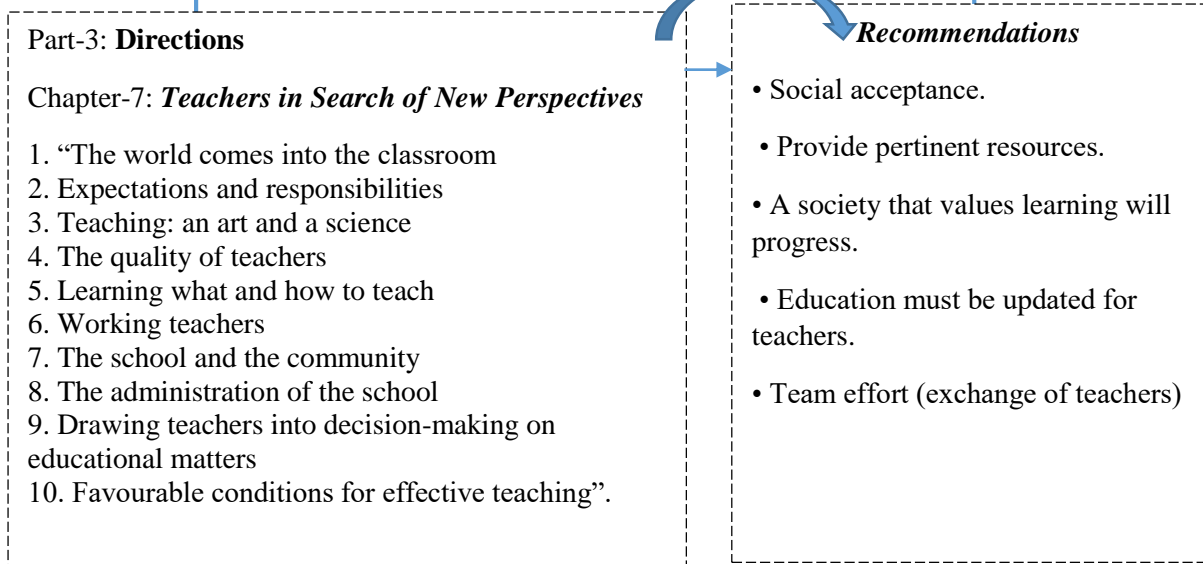
The chapter 06, 07, 08 & 09 together constitute Part-3 of the volume i.e. ‘Directions’.





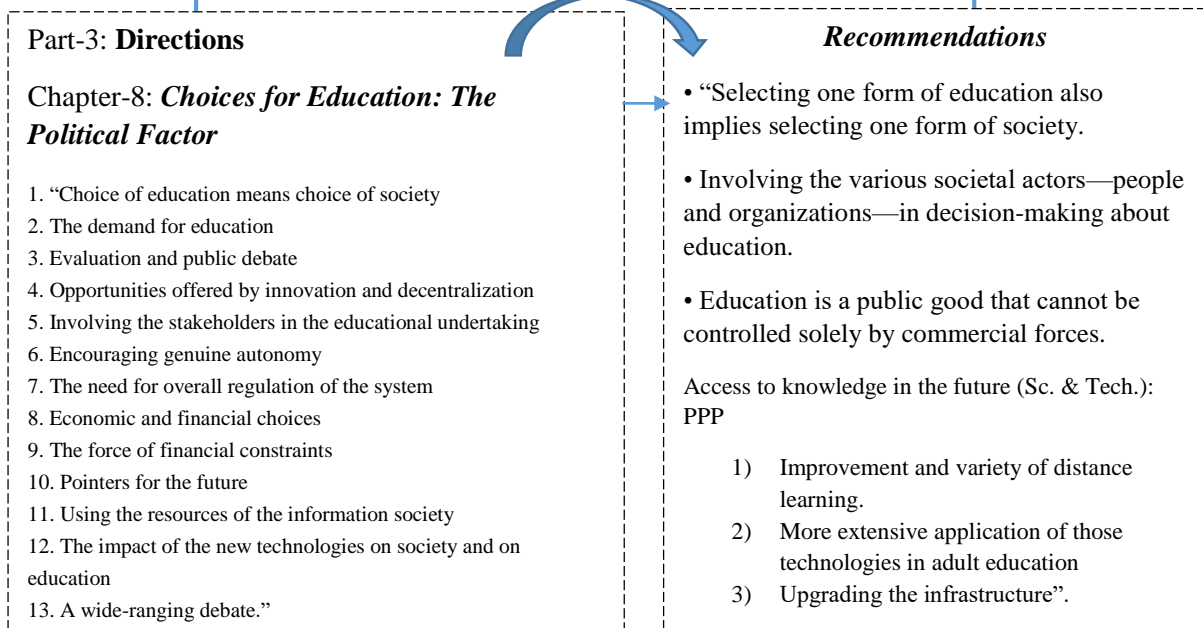
Part-III: Directions

Chapter-7: Teachers in Search of New Perspectives



Part-III: Directions

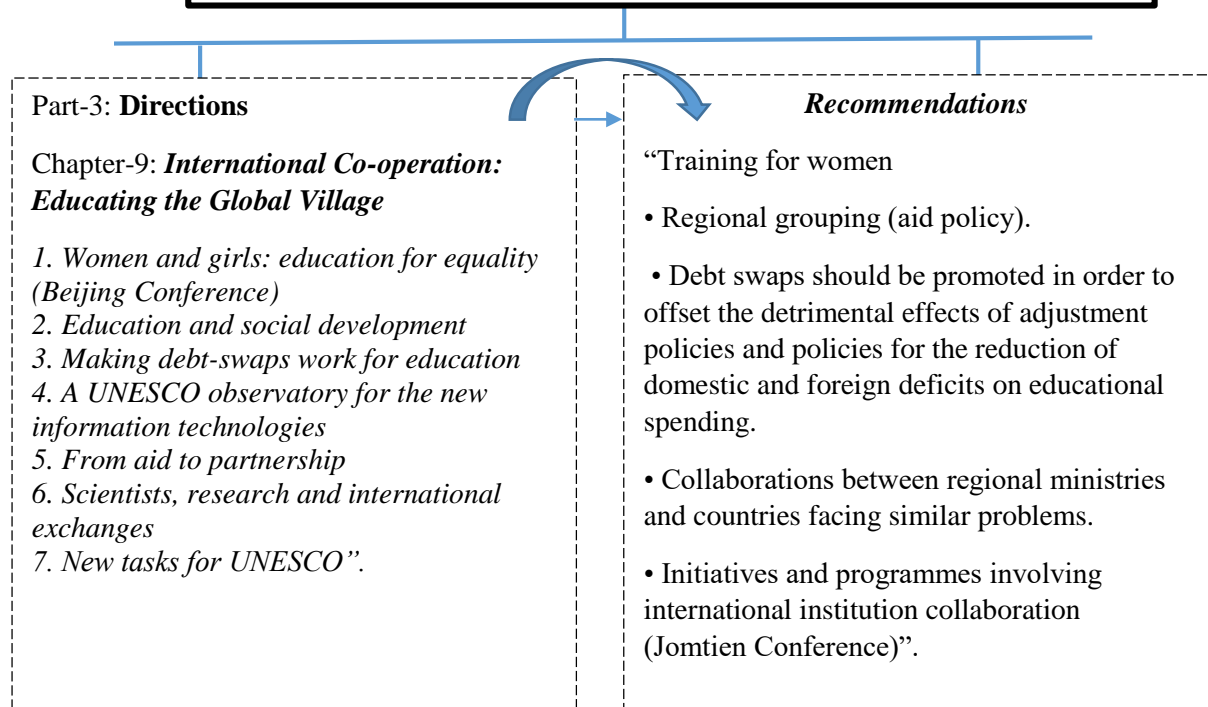
Chapter-8: Choices for Education: The Political Factor





Part-III: Directions

Chapter-9: *International Co-operation: Educating the Global Village*



- “National assistance should be given to educational investment so that it can pay off in the form of higher future earnings and optimize the social & personal economic benefits from the process of education in order to gain the profit from this investment over a particular period of time.
- UNESCO should establish an observatory to research the most recent information technology.
- In the field of education, it is crucial to encourage intellectual cooperation.
- The ‘Education’ is the basic tool or weapon to solve the problems faced by the world so more emphasis is laid on discussing the *educational aspects* of the report.”



Education: has been declared to be a “*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”.

Six Tensions in the World:

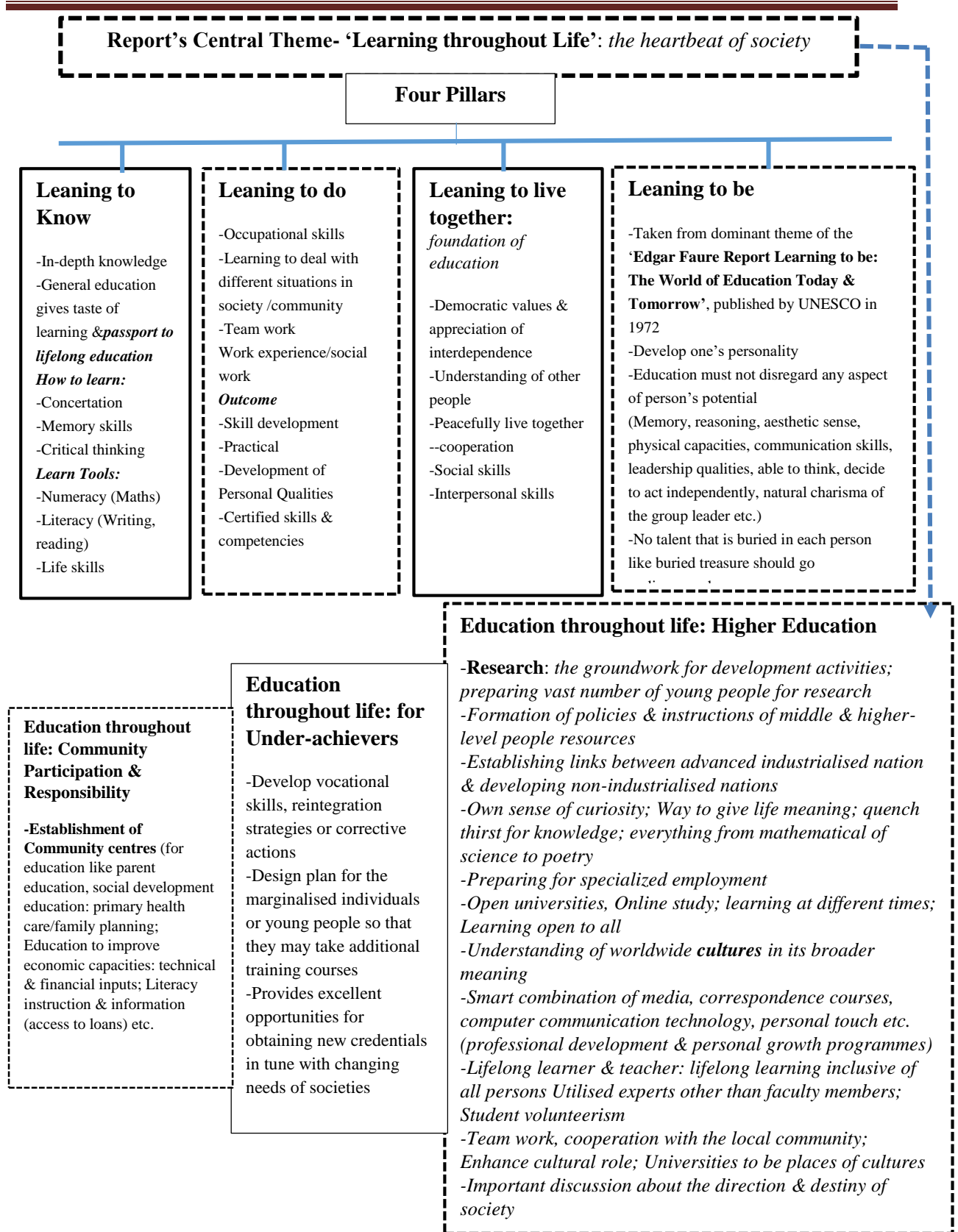
1. Global vs. Local.
2. Universal vs. Individual.
3. Traditional vs. Modern.
4. Long term vs. short term.
5. Competition vs. Equality of Opportunities.
6. Unlimited knowledge vs. Limited Capacity of human being.

“**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:

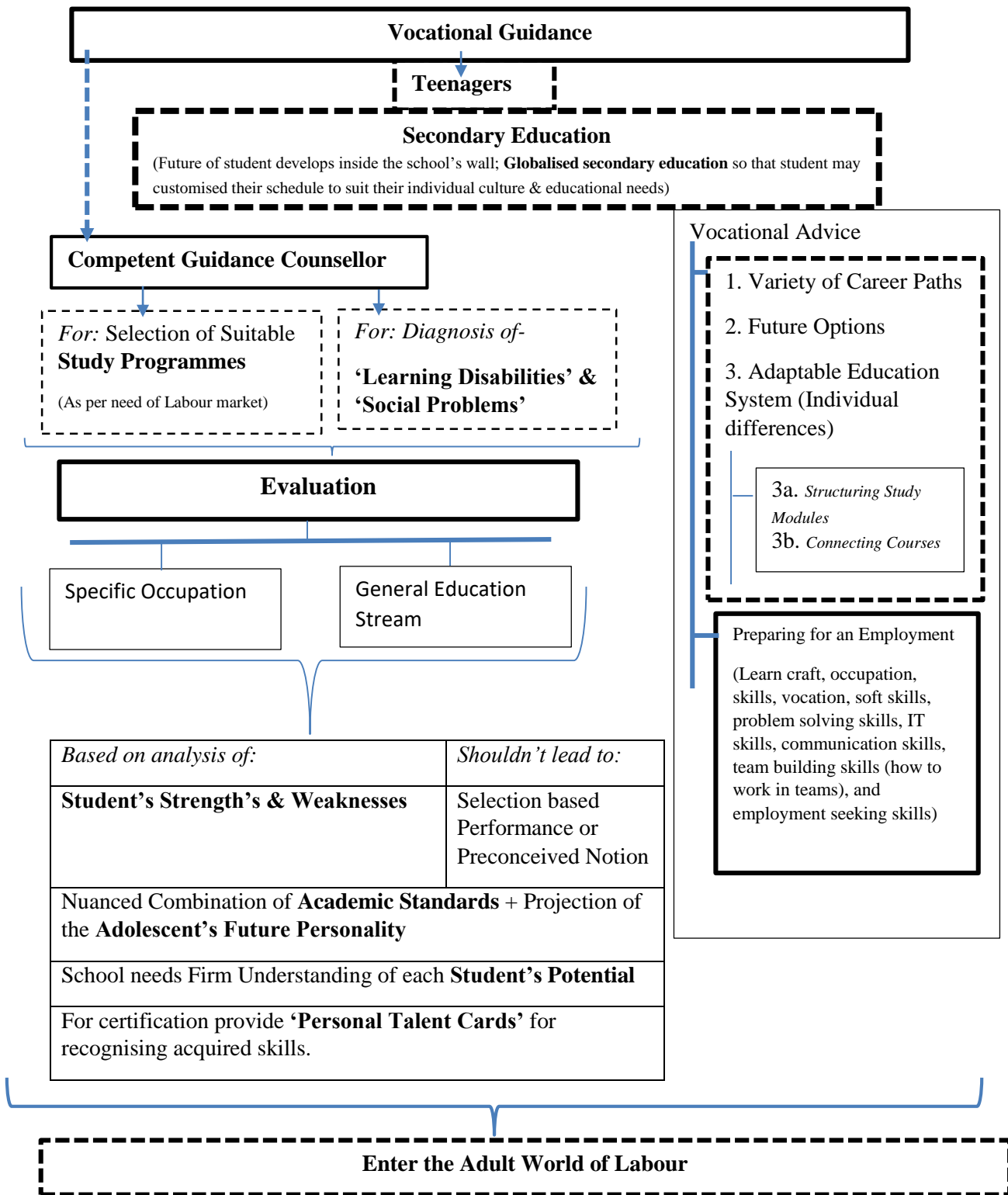
1. Education and culture.
2. Education and citizenship.
3. Education and social cohesion.
4. Education, work and employment.
5. Education and development; and
6. Education, research and science. These six lines were complemented by three transverse themes relating more directly to the functioning of education systems: communications technologies; teachers and teaching; and financing and management SS”.

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”.



Vocational Guidance





UNESCO Report's Recommendation

| Level of Education | UNESCO-Report's Recommendation |
|--|--|
| Fundamental Education/Basic Education | <p>1.Modify Basic Education to specific circumstances (keeping in mind most disadvantaged nations & demographic groups)</p> <p>2. Improve Fundamental Education</p> <ul style="list-style-type: none">-Albeit different formats-Include varying type of content-Emphasis on Primary Education & it's Fundamental Principles Programmes (for writing, reading & maths)-Focus on ability to communicate in language (conducive to conversation & comprehension)-Provide opportunities for understanding natural phenomena-Provide different forms of socialization- Need for Adult Basic Education & Literacy-Focus on student-teacher connections/interactions |
| Secondary Education | <ul style="list-style-type: none">➤ Re-evaluate the secondary education system in the context of Lifelong Learning➤ Allow Individual's Education Routes & never totally remove the possibilities of a subsequent return to the educational system |
| University Education | <ul style="list-style-type: none">-Universities should be the "Centre of Higher Education" irrespective to other non-university higher education system in different countries.- Universities should be meant for Learning & Research-Conduct Specialized Training Programmes for Contemporary Social & Economic Life.-Accommodate Lifelong Learning for All-International Cooperation- Universities should be allowed to <i>express their opinions on moral & social issues so that they will aid society in reflecting, comprehending & acting correctly.</i>-University should be like 'Single & Uninterrupted Educational King's Highway'-Practice of Alternating Time Spent in School & Work as well.-Adopt strategy-tools for avoiding Academic Failure. |

Historical Background of the Commission

Federico Mayor Zaragoza (born 27 January 1934 in Barcelona) is a Spanish scientist, scholar, politician, diplomat, and poet. He served as director-general of UNESCO from 1987 to 1999. During November 1991 the General Conference of the UNESCO told the Director-General



Federico Mayor Zaragoza to call an international commission to reflect on education and learning for the twenty-first century’.

In November 1991 the General Conference called upon the Director-General ‘to convene an international commission to reflect on education and learning for the coming century. Federico Mayor requested Jacques Delors to accept the Chairmanship of the Commission.

Accordingly, fourteen other renowned persons from the world over were called to be a member of this Commission. These personalities were from different cultural, socio-economic figures from all over the world and from a variety of cultural and professional backgrounds got together.

The Indian side was represented by Dr. Karan Singh, distinguished politician, statesman, educationist, who had held important portfolios in Governments under the Prime Ministership of Late Smt Indira Gandhi. This Commission on Education for the Twenty-first Century was officialised during the start of **1993**. The report of this commission was published in **1996** by the name of **Learning: the treasure within**. For the title of the report, the Commission relied upon the one of parables of **La Fontaine’s** fables (1668-1684), titled ‘*The Ploughman and his Children*’ which calls learning a treasure:

*‘Be sure (the ploughman said),
not to sell the inheritance Our forebears left to us:
A treasure lies concealed therein’*

And this is how the title of the report of the commission was finalized.

The commission went into the reports of several commissions and committees to frame this report. The commission laid emphasis on knowing oneself before knowing others. The purpose was if we know about our own culture, society, nation only then we can understand the others’ cultures, background, their socio-economic positions and appreciate under what conditions they are living.

The commission laid down the principle of lifelong learning. It meant that one remains a student throughout one’s life and he should always a quest to learn more and more about others.

The commission also highlighted the fact there lies grave socio-economic differences in the world especially in the developed countries and the under-developed world and these different ought to be removed to the extent possible. The commission was worried that disparities lie in the world and these disparities should be removed through education.



Objective of the Study

- To review the report
- To understand the report at length worth and value for the world
- To study the principles & directions of the commission's report.
- To examine importance of education for human life
- To examine the hurdles existing in the world for better place to live in.
- To understand the importance of four pillars of education as referred to in the report

Theoretical Framework

Since this study is based on the report, we would be talking about methodology only in terms of the report

The methodology followed by the Commission was to rely on several consultations in preparation of this report. It conducted eight plenary sessions, and equal number of working-group sessions, to observe both the major topics chosen, and disquiet and matters concerning to countries of different regions.

Those who participated in the plenary sessions and working groups sessions were personalities from represented different countries, different regions, different socio-economic conditions and those who were directly or indirectly concerned with education, the teachers, students, lecturers, professors, officers of the different governments, the people from non-Governmental organizations, both at the national level, international level and different regions of the world level.

Several presentations were delivered by distinguished persons from the world over to hold in-depth discussions, deliberations, different opinions on education. Individuals were consulted and they laid their individual arguments. Face-to-face discussions were also held.

A questionnaire was sent to different national Commissions for UNESCO. They were called upon to submit their documentation or unpublished data: the response was very much positive, and their replies were studied carefully. Non-governmental organizations were similarly consulted and, in some cases, called upon to attend different presentations and meetings. In over two-year period all the members attended a series of meetings with NGOs and studied their work for exchange of ideas, opinions, on education. The commission studied several pages, a considerable volume of documents, the summaries were presented to the members of the commission on different topics related to education.

UNESCO's Report to UNESCO of the International Commission on Education for the Twenty-first Century: Learning: The Treasure Within



The report begins with the contentions where it talks that we have to proceed from local community to a world society. It means that we have not to think about our local conditions but side by side for the whole world too.

But that we cannot do because the whole world is so crowded. Its population is now more than 5 billion.

It emphasized that we must communicate with the whole world unless we do that we cannot think globally.

The report lamented that the task is huge, but efforts could be made in that direction depending upon our will power.

It stressed the need of democratic participation in the whole world. The commission was worried that wars were taking place in the world and that is not good if the world has to think about the education and the work in society. What it meant was in the whole world everybody should have the right to work, and no one should sleep hungry.

It emphasized that there should be civic education and citizenship should be tried. The society is large enough and communication should be fast, and everybody has the right to information.

It stressed that there should be economic growth. But there must be human development as well. Every human being should have the right to develop as per his or her potential.

Everyone should the right to equality and that there should not be any discrimination based on any religion, race, creed, region, sex, or any other parameter.

The education should be such that each human being should get employment after that. Hence there is immense need that whatever skills are taught should be employable skills. It hinted about the traditional skills should be developed so that the people should be able to get work near their home and it would stop the migration of millions of labours to other places.

The commission reported that there was difference in the knowledge standards of the east and west. It goes on to add that there are knowledge gaps chiefly because of the information spread, the level of standard of living, the income of haves and have nots. The commission added that this difference should be mitigated to the extent possible.

The commission noted with concern that the rate of literacy amongst the women was lesser than men. It added that there should be equal opportunities given to women so that they could also get education.

The commission added that if we educate one woman, we educate one family. Development of women can result in development of the whole society.

The commission said that there would be cost in development, but we have to meet that cost. The commission further added that economic growth is linked with the development of the human beings.



It means that the nations cannot progress unless and until the inhabitants of that nation are developed. Education plays a vital role so far as human development is concerned. If education is not there we cannot think about the development of the subjects of a country.

In the beginning chapter of the part II the commission referred to the four pillars of education. 'Learning to know' means we have first to know ourselves then we can learn about the world. We should learn about our own culture, our ritual, our traditions, our socio-moral principles, our own society, our own area, our own village, our talukas, our own district, our own state, our own nation then we can easily learn about others. If we cannot learn about ourselves, we cannot learn about others.

'Learning to know, by combining sufficiently broad general knowledge with the opportunity to work in depth for small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.'

The commission laid stress that there is difference between skill and competence. By skill we mean we can do a particular piece of work, whereas by competence we mean that we can complete the task more efficiently, proficiently, more effectively.

The commission added that we have to work in the informal economy as well while we work for the formal economy. It means that we have to work for the upliftment of our brethren, our neighbours, and that we as human being cannot live in isolation.

Learning to do means we should try to learn those skills which will job to us but we should have proficiency to do that and above working in groups is more important. It means youth should start working socially and try to gain experience which would be useful to them for whole for their society and for their nation. For that they should learn vocational skills.

'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.'

Coming to the next pillar 'learning to live together', the commission pointed out that we have to learn to live with religious, cultural, harmony. The commission hinted that the wars which were going in the world should stop.

The commission also stressed the need that there should be commonality of objectives of our lives. We have to live with common objectives. That means we should fight poverty, hunger, diseases, less education, and that the developed countries should help the poor, the under-developed countries economically, financially, provide them all sorts of help so that they can also live with dignity.

The commission stressed the need of 'learning though out life'. It meant that in those democracies the world over where education levels are less, the people do not know whom to



elect, and how to elect and they exercise their right of franchise just like that. They do not understand the value of their vote.

Unless the people are educated, they would not understand the value of their vote and they would continue to be misled by the politicians.

‘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’.

Through the fourth pillar ‘learning to be’ the commission conveyed that one’s persona should be so developed that he can learn to live independently not dependent upon others. He should be able to act as per his own senses. He should be able to take his own responsibility. Probably commission hinted towards third world countries, Latin America, Africa and poor, underdeveloped countries of Euro-Asia whose people still living under someone’s shadow for everything. They are incapable of taking any decisions. They are not capable of leading any responsible like.

Commission sought the intervention of education. Commission was of the opinion that this all can be possible if the people are educated then and only then they lead any responsible life, then only they can live with consciousness they would become independent their personality would develop. Their physical capabilities would improve because they can understand the importance of exercising daily. When they are educated their communication skills would improve. Education would bring them confidence and they would learn to take responsibilities.

‘Learning to be, so as better to develop one’s personality and be able to act with ever greater autonomy, judgment 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.’

Because these four pillars are the main crux of the whole report that is why they have been taken from the 46-page report and quoted here.

Vide the III chapter the commission said that the learning should begin with the childhood. It means that that the children are in the formative years of their life. If the education begins with the childhood learning the lives of the children who make future of any country the future of the country could change.

The commission was highly appreciative of the mid-day scheme of India where the children were going to schools because of the attraction of the food being served at the school.

Along with the learning at the pre-primary stage commission also stressed the need for adult education. The commission was of the opinion that every adult should also go to the schools, after work. They could go to the evening schools. And that education was compulsory for every stage of life.



The commission said that this would be possible only with the community participation. What it meant was that those who have learnt should transfer the education of the adult. The commission felt that that this would bring in the social cohesion.

About secondary education the commission held the view that vocationalisation should begin with the secondary school education. Commission opined that vocational education at the secondary education level would help the youth to earn livelihood.

Commission stressed the need for vocational guidance to the students at the secondary level itself. Commission had various examples of the countries where the students right after their secondary education learn one or the other craft, occupation, skill, avocation, vocation, so that they are able to work in life and continue their life peacefully and happily.

The education would change their lives. The commission reported that the sole motto of life should be education because it not only helps educating the people but also help them earn their livelihood.

The commission felt that the world market was changing. The youth of today must acquire those skills which are required in the market. They have to learn the soft skills, problem solving skills, IT skills, communication skills, team building skills, how to work in teams, the employment seeking skills, if they have to go ahead in life. Commission stressed that these are the necessity of the today's changing labour market. The skills learnt should be as per the demands of the industry.

The commission further said that universities have been the places where the students learn not only about their own culture but also the cultures of others as well. In fact, they discover new vistas of their own culture.

The commission held the view that universities are a place of learning about the world and this result in the cohesiveness in the world. It improves the international co-operation.

The commission added that we must overcome all barriers and achieve our goals. And this is possible if we are educated.

The commission further added that we must bring changes wherever possible in the certification of education processes and procedures.

The commission, coming to the teachers' role in the education and in society, pointed out that the teachers should have quest for knowledge so that they can give new knowledge along with the changing times.

The teachers must learn new technology and they should move with the technological changes. Then and only then they would be able to teach effectively and with efficacy. The commission meant that with the internet, the whole world is coming to the classroom where newer and newer things could be learnt.



The commission added that the teachers have a great responsibility and the respective nation and respective society have a lot of expectations from the teachers. Commission added that teachers should play their role sincerely, with dedication, devotion, honesty and integrity.

The commission also said that the teaching was a science as well as an art. And teacher should teach the subjects with logic, and they should design the curriculum with the present pressing needs of the society.

The teachers should train themselves in the art of pedagogy and should seek continuous training to be effective teachers.

The commission opined that there should be exchange of teachers the world over such that teachers could learn and unlearn certain things. They should learn new cultures and should pass on the same to their students so that the world could truly be one, as the information age has made it so.

Commission also meant that the experience of the teachers should be utilized, and the retired teachers could also be called some time to teach so that they could share experiences with the students.

The commission also reported that teachers should be equal partners in the administration of the school or college and should learn the administrative skills. They should be called at the time of curriculum design, syllabus revision, and should be involved in the decision-making processes on educational matters. This would help create favourable climate in teaching and teaching would become effective.

The commission laid stress that our society and community would become as we want to make it. If we are able to inculcate moral values in our students then we can change the society, the community. If we are not able to impart the society good values perhaps our society, our community would not be as good or as better as we want it to be.

The commission said that there has to be evaluation of the education systems and it should be seen by the society leaders whether the education being given is as per our traditions, our cultural values, our societal values and this evaluation should be an on-going process.

The commission stated that there should be a regular public debate and to the extent possible industry and public should also be involved in the curriculum design.

The commission also observed that a lot of opportunities have been given to us where we can involve all the stakeholders of education.

The commission also pointed out that there has to be genuine autonomy, genuine freedom, coming through the education. It meant that the genuine concern should not be suppressed at the government level.

The commission also observed that there has to be overall regulation of the system of education. It meant that proper education should be imparted to the students. When we say proper



education, it means that there has to be proper infrastructure, proper faculty, fees should be within the affordable limits of the students, latest state of art equipment and machinery, and proper amenities has to be there for the students.

In what context it has certain lessons for India where there is mushroom growth in the institutions with the name of management colleges, college of management and technology, which are mostly in private sector.

The fee there is not at all within the affordable limits of the students. When we refer to the point taken up by the Commission, we infer the meaning that there has to be proper management of finances of the educational institutions which is not being done in countries like India.

The commission also took up the matters of information society. This means that the whole society has come closer with the advent of technology. The impact of this technology is being felt at the society level. And there has to be proper linkage of information with the society.

Finally in the last chapter the commission felt that there has to be international co-operation. It meant indirectly that the industrialized world, the developed world should try its best in helping the developing, underdeveloped countries economically financially, with aids, which many countries do from time to time, but the frequency is not much.

It is there in the report that the developed countries and Europe spent a very large amount of money on R&D whereas the countries of Latin America and Africa spend a miniscule amount on R&D.

It is also there in the report that a large population of the world, especially of Africa and Latin America sleep without food. There has to be cohesiveness amongst the countries of the whole world and the rich countries must help the poor countries.

The commission also understood that with the coming of technology it is very soon turning into a global village and the information spreads very fast from one corner of the world to other.

The education of women and girls is very important for any society. Everything possible should be done to ensure that the rate of literacy, the enrolment ratio, the GER for women / girls should see an increase. Some of the countries like India have achieved this but many of the countries the situation is still grim.

Commission also pointed out that education has to be for equality. It meant that there should be equitable distribution of wealth of nations amongst themselves; there should be equal opportunities of education for all; everyone should be educated (not merely literate) so that the people in the world are better aware about their rights, duties, and responsibilities which would help them to become a better citizen. When there is spread of education, it would bring with it development of the society, and the nation.

For example, when the people are educated they would understand the importance of cleanliness, when the people are educated they would understand that burning wooden *chullahs*



brings with it the poisonous gases like Carbon Dioxide and Carbon Monoxide and they should shun *chullahs*.

The report also says that there has to be education for work.

The report also stressed the need of international exchanges, between the countries, of the students for better spread of education. And research activities should also enhance for a better society to live in.

Constraints / Challenges

The major challenge faced by the Commission was different levels of education existed in the world. Education was being imparted in different ways the world over. Somewhere it was chalk and board, somewhere it was being imparted by way of presentations, somewhere it was it was imparted through televisions and radio and at other places it was being imparted through the digital media in advanced countries.

The commission had a gigantic task in understanding different education systems prevalent in the world. The commission had to consider all this. The commission was not able to single out even on particular method of teaching. It had also to consider different policies on education which were in existence all over the world.

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: education and culture; education and citizenship; education and social cohesion; education, work and employment; education and development; and education, research and science.

The commission had to merge all these six lines which were directly related to education and frame its themes as communications technologies; teachers and teaching; and financing and management. The method adopted by the Commission was to engage in as wide-ranging

Limitations of the Report

The limitations of the Delor's Report were that it has to study all the systems of the world. It had a number of documentations to study. It had eight plenary sessions and eight working group discussions to reach a conclusive report.

But the task was really gigantic in the sense that it had to consult various people all over the world the teachers, students, professors, the NGOs, the government officials, the education ministers, the representatives of various organizations, had to conducted rounds to meetings, consultations, deliberations, and a plethora of documents were collected to frame the report.

It was not easy for the commission to reach any conclusion because it had to study education systems of the 187 members of the UNESCO, countries of different, different nationalities, different nations, their socio-economic conditions, cultures, and above all their education systems to reach this report.



It had to study the view, opinions, beliefs, judgments, outlooks of various persons to frame this report. And this is how the report came to shape. Else it was not possible a voluminous report of 268 pages.

What we have learnt from this Report

There is a lot to learn from the '*UNESCO Report to UNESCO of the International Commission on Education for the Twenty-first Century: Learning: The Treasure Within*'. In fact, this report has touched every aspect facing the world and it is as relevant today as it was in 1996 when this report was presented.

Through this report we have learnt that everything begins with the education. If all the citizens of the report to proper education, then perhaps we can change the world a bit. The world is facing many problems. The problems of war among different nations, these wars can be put at end to if we understand each other, we understand the culture and traditions of other countries but before doing that we have to understand ourselves.

When we are in a position to understand others, we can understand their viewpoint and we shall not enter into a war. The next problem relates to disparity of income among nations, especially the developed world and the underdeveloped world. There is huge disparity of income between the rich and the poor nations. If rich nations come forward to help the poor world perhaps their suffering can be lessened a little. There has to be international co-operation if we want the world to enter into a new century, to build a common future which is better future for all the inhabitants of this planet earth.

This report very emphatically talks about learning throughout life. It points out that it is our lifetime through which we have to develop an understanding of each other throughout life. The Report points out that we have not to gain bookish knowledge, but we have to understand the world around us. We have to seek educational synergies for making this better place to live on.

The commission through this report also brought forward the view that education can change the democracy. People would learn better how to use their right to vote, and they would really good people who can understand the problems better.

The commission understands that child education is important. Right from the pre-primary stage the children have to learn; there should be better education facilities should be there. The children with special needs have to be allowed to mingle with other normal students, so that they do not develop any sort of complex. We have to have special teachers for them, but they can learn along with the other normal students.

The commission appreciates that there should be adult education and it should be given equal importance. There can be non-formal education methods adopted to teach them. They can study in the evenings or after their work. They can learn after office hours or on weekends. The idea is that literacy has to be spread and the number of literate people in the world has to be increased.



The whole of the community should hands together so that everyone is developed. People should come together for each other's developmental efforts.

The report talks about secondary education. The commission says that there has to be diversity the way education is taught. The commission was of the opinion that there should be novel methods of teaching. Rote learning and cramming should not be allowed.

There has to be vocational training provided to all the students so that they are able to learn a living. We can make the education more meaningful if we provide vocational education with formal education. There has to be vocational counselling and guidance centres where the children can be guided for the profession of their choice.

Providing vocational training to the youth the report said the developing country must provide the vocational and technological training of the future leaders and the higher- and middle level education required if their countries are to escape from their present treadmills of poverty and underdevelopment.

The report talks about providing proper education to women. If we teach a woman, we teach the whole society. Women education is very important. The commission understands that women's rights to be respected. The report says, "*a policy of strong encouragement for the education of girls and women, following directly on from the recommendations of the Fourth World Conference on Women (Beijing, September 1995)*".

The purpose of education in poor countries should be funded by the rich nations and they should fix a minimum percentage of funds they would allocate towards spread of education in poor countries. In fact, education has been given a prominence place in the World Summit for Social Development which was held at Copenhagan in March 1995.

The commission opines that the gaps between the information societies has to be removed. There is technological development in the advanced countries whereas the poor countries are not so much developed. So the poor countries have to be taken out of the darkness of knowledge.

The industrialized countries should assist developing countries with their technology, experience, and resources so as to raise their standard of living.

The commission further talks of international co-operation. The whole idea is that the industrialized world should help the underdeveloped world to the extent possible.

Then, the commission talks of quantity and quality of traditional education and stressed the need of a mix of traditions and modern teaching in information technology so that the society can developed in a balanced way.

The report also stresses on the regular training of teachers, inclusion of teachers in the regular administrative work of schools. They should be included in the syllabus formation so that the teaching could take place according to the needs of the industry. The teaching should take place with concentration, discipline and determination.



The commission was of the opinion that the *“The main parties contributing to the success of educational reforms are, first of all, the local community, including parents, school heads and teachers; secondly, the public authorities; and thirdly, the international community”*.

About the role of universities commission lays the stress that universities should work *‘as scientific establishments and centres of learning, from where students go on to theoretical or applied research or teaching. These universities should work as establishments offering occupational qualifications, combining high-level knowledge and skills, with courses and content continually tailored to the needs of the economy.’*

Coming to the problems of unemployment the Commission stresses its alarm *‘at a trend that is leading, in both rural and urban areas, in both developing and industrialized countries, not only to unemployment but also to the under-utilization of human resources’*.

About basic education the commission said that the *‘basic education should be extended, worldwide, to the 900 million illiterate adults, the 130 million children not enrolled in school, and the more than 100 million children who drop out prematurely from school’*. This community of students should be provided the basic education priority so as to remove the disparities in our societies.

The commission opined that the *‘needs of education comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning, as per the World Declaration on Education for All’*.

Much more is to be learnt from this report but for the sake of brevity and space constraints we have tried to summarize this voluminous report of 268 pages into these paragraphs.

Conclusion

This report is not a blueprint, not a guide for making something, not a design or pattern that can be followed, it is a kind of **weapon or tool or instrument** which tell us about role of education, required learning & reforms in education system to meet the challenges for 21st century. The commission shared their analysis discussions and recommendations with the world at a time when the educational policies were being criticized for the economic and financial reasons. The report proposes the holistic vision of education based on learning throughout life.

The fourteen-member commission through its report virtually touched every aspect facing the world. It has directly or in indirectly talked about all the face-off our lives. It has talked about the developed world, it has talked about the under-developed world, it has talked about the third world countries, it has talked about Latin America and Africa and Europe. It has talked about every region of the world. It has talked about the problems facing the world, wars, hunger, poverty, health, ignorance, exclusion, oppression, R&D, disparity in the world income,



how to remove that disparity and everything the commission talked in the garb of education. About education it has touched all the aspects children education, women education, adult education, the schools, the universities, the institutions, the vocational training, the employability aspects of the youth, their problems, the poverty in the world, what to do to remove those conditions of hunger, how billions of people are going without food, how weak are the health systems in some of the countries, how to make world to be a better place to live in ('Learning to live together'; it resembles to a Sanskrit phrase 'Vasudev Kutumbakam' means the *whole world is one single family*). So every aspect has been covered. It has given its recommendations. It is up to the world how far they take this report seriously. The beauty of this report is that even after several years it is still relevant. The entire world has to take this report very seriously and try to do what has been recommended in this report. And everything comes from within from the inner most self. It means that we have to think both from the heart & mind about the problems facing by the world.

Therefore, education system must modify themselves to meet new specifications, re-evaluate various educational sequences, potential transference between entities (connect & rearrange several routes), build & implement new educational systems creating new delivery methods & models suited to organisations working together & guarantee of relevant & excellent basic education for all youngsters & adults.

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