



Canadian  
Commission  
for UNESCO

# Learning together throughout our lives

Discussion kit on  
the Report to  
UNESCO of the  
International  
Commission  
on Education for  
the 21st Century



# “ In Canada,

there is a capacity for innovation in education, for reflection on education and for the assessment of education experiments that is not found in other countries, my own included... We are always saying that we need to innovate and that we need to respond to new questions. But those who have long been innovating and assessing their own innovations, including their mistakes and difficulties, must continue to help us reflect on matters that are not only

# matters of principle.”

Danièle Blondel, Special Advisor  
to Jacques Delors, President,  
International Commission on  
Education for the 21st Century.

Excerpt from a televised interview  
in the series *L'école: enjeux et défis*,  
a production of the *Centrale de  
l'enseignement du Québec*.



## Learning Together Throughout Our Lives

*Discussion kit on the Report to UNESCO of the International  
Commission on Education for the 21st Century*

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This kit includes an explanatory page and 19 information  
sheets that can be selected, photocopied and assembled  
depending on the targeted audience.

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# Introduction to the Discussion kit

On 28 November 1996, the Canadian Commission for UNESCO invited its members to debate the pointers and recommendations of the Report to UNESCO of the International Commission on Education for the 21<sup>st</sup> Century. The Report is entitled *Learning: The Treasure Within*. It was presented to the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the spring of 1996. The Report is commonly referred to as the Delors Report, after Jacques Delors, former President of the European Commission, who chaired the International Commission. The Canadian Commission for UNESCO advises the government of Canada in its relations with UNESCO. The Commission is a division of the Canada Council for the Arts; its membership comprises 180 governmental and non-governmental organizations.

The Canadian Commission for UNESCO has undertaken to produce and distribute tools to its members to facilitate discussion of the principal ideas contained in the Delors Report. The Commission has tried, within the modest means at its disposal, to find an original way of responding to requests concerning the dissemination of these ideas, particularly among those who are not especially comfortable with this type of report. It is our hope that the kit will allow young people, parents, teachers, adults in training, practitioners in the non-formal sector, education and training officials and government employees and members involved in education reform to find one or more information sheets that will encourage them to read the Delors Report and participate in the public debate the Delors Commission hopes will occur. The kit is available in French and English.

The purpose of the kit is to encourage an assimilation of the principal ideas in the Delors Report by fostering reflection and debate. Four objectives guided our work. The first is to awaken curiosity, interest and motivations regarding the Delors Report, encouraging people to read it, to write about it, and discuss its contents. The second is to highlight the main ideas in the report, so that people who have little time or some difficulty in reading this type of publication will nonetheless be made aware of its main points. The third is to foster reflection and encourage the recognition and promotion of teaching practices that already contribute to "making learning a global experience that continues throughout the life of every individual." The last is to encourage meetings that will allow for a wide dissemination of the ideas in the report, greater individual and collective understanding of the ideas, and debate.

The preparation of this kit was made possible thanks to the collaboration of several persons who acted as readers. We would like to extend our sincere thanks to them all. The Canadian Commission for UNESCO also thanks the organizations who helped fund the project: the Canadian Teachers' Federation, the Centrale de l'enseignement du Québec and UNESCO.

The format will allow member organizations and their corresponding networks to select short texts to present the main ideas in the Delors Report. Rodolfo Stavenhagen, member of the Delors Commission, said on 28 November 1996 that it was possible to read this report several times, and depending on the concerns of the moment, to always find something new in it. Indeed, there are several treasures hidden in the pages of the Report to UNESCO of the International Commission on Education for the 21<sup>st</sup> Century. It's now your turn to discover them!

throughout our lives

Learning  
together



# Learning together throughout our lives

## List of ready-to-copy information sheets

1. Title page: *Learning Together Throughout Our Lives*
2. Introduction to the Delors Report: *Learning Together Throughout Our Lives*
3. Context: *Tensions to be overcome*
4. Related Canadian Works: *Finding ourselves in the Report of the International Commission on Education for the 21<sup>st</sup> Century*
5. International perspective: *From economic growth to human development*
6. Principles: *The four pillars of education*
7. Principles: *Learning throughout life*
8. Principles: *The learning society*
9. Directions: *From aid to partnership*
10. Directions: *Transformations in the teaching relationship*
11. Directions: *Public teaching institutions*
12. Directions: *The contribution of non-formal education*
13. Reactions in Canada : *A warm reception for "Learning to Live Together"*
14. Discussion guide: *The globalization of problems and solutions*
15. Discussion guide: *The rapid progress of technologies and knowledge*
16. Discussion guide: *The struggle against all forms of exclusion*
17. Discussion guide: *Peace in our communities and in the world*
18. Integration of the terminology of the Delors Report: *Analysis of teaching practices*
19. Comments to submit to the Canadian Commission for UNESCO:  
*Your discussions matter to us*

In order to reach a variety of audiences, the style of the ready-to-copy information sheets is varied as well. We have tended toward short texts. Some have been more popularized than others. Certain texts are more developed than others, some are in point form, narrative style, journalistic style, etc. If you already have a copy of the Delors Report, you will note that the information sheets are based on the three sections of the Report: "Outlooks," "Principles" and "Directions."

Sheets 2 through 12 include sections entitled "*In practice*" and "*For debate*."



One or the other or both can be used during any activity. The themes under "*In practice*" tend to look toward the past, looking at personal or collective practices, while those under "*For debate*" look to the future, raising questions relating to education and training reforms and policies.



Sheets 14 through 17 are guides for discussion of the major challenges facing us at the dawn of the 21<sup>st</sup> century. They have been drafted on the basis of the contents of the Delors Report. We have tried to formulate concepts of globalization, progress, exclusion and peace so that they can be presented in everyday language.

## Contexts for using the information sheets.

The sheets in the kit can be used with groups that have or have not read the Delors Report. The kit is designed in such a way that organizations can use the various components, in whole or in part, in a variety of contexts.

### Various events (conferences, colloquia, workshops)

For example, during a workshop for teachers taking part in a provincial meeting on their role in the development of local communities.

### Training for educators.

For example, during a one-hour session for those who will act as tutors in alternative education. Session on lifelong learning.

### Initiatives for better mutual understanding.

For example, during a 90-minute presentation of the Delors Report to staff in the health field invited to discuss partnerships with education organizations.

### Individual reflection followed by pooling within a working group.

For example, members of a working group of youth and adults setting up local Internet access in the village library might decide to work with some of the information sheets. They might wish to pool their ideas on the mutual assistance young people and their elders can share in the learning process.

## Preparation of discussion group leaders

- Ideally, you will have read the Delors Report before leading a discussion.
- Select the sheets you feel are best adapted to the questions and concerns of your group and the target audience, as well as to the objectives of the activity.
- If you use sheet no. 1, don't forget to enter the name and address of your organization.
- Make sufficient numbers of photocopies of the sheets selected – not only is it allowed, it's encouraged.
- Assemble the sheets in the order most appropriate to the debate.
- You can also use these sheets as a guide for the production of your own material. If you do so, be sure to mention your source. We encourage you to send this material to the Canadian Commission so that it can eventually be used by others (see addresses on the following page).

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### Share the results of your reflections and discussions!

The Canadian Commission for UNESCO would like to receive comments on the relevance of this kit, and would also like to be informed of the results of your reflections and discussions. These will influence comments on the Delors Report as well as Canadian positions taken at UNESCO. We encourage you to send us these results on sheets 18 and 19.

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## Additional information

*Learning: The Treasure Within* is available in French, English and Spanish. It contains the Delors Report and individual texts by several commissioners. English and French versions are available in selected bookstores, including Renouf Books (Ottawa: 613 238-8985; Montreal: 514 624-5314; Toronto: 416 363-3171).

- DELORS, J. (1996). *Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the 21<sup>st</sup> Century*, UNESCO Publishing, 266 p.

A summary of the Delors Report, including Jacques Delors' comprehensive text "Education: the necessary Utopia" and pointers and recommendations associated with each chapter of the Report, is available on UNESCO's Internet site (<http://www.unesco.org>).

### If you want to quote from this kit, here is our suggestion:

- CANADIAN COMMISSION FOR UNESCO (1997). *Learning Together Throughout Our Lives, Discussion kit on the Report to UNESCO of the International Commission on Education for the 21<sup>st</sup> Century*, R. Bélisle, Ottawa, 24 pp.

The discussion kit *Learning Together Throughout Our Lives* is an initiative and a publication of the Canadian Commission for UNESCO. However, the texts do not reflect the official position of the Commission or its members. In order to render the ideas in the Delors Report more accessible to the majority of Canadian citizens, certain concepts have been reworded. The ideas may not correspond exactly to those of the Delors Commission. We advise those who wish to quote from the Report in an article to refer directly to *Learning: The Treasure Within*.

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The complete version of this kit is distributed among members of the Canadian Commission for UNESCO. Additional copies are available in limited numbers. In the fall of 1997, an electronic version will be available in both official languages.

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Learning  
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# Learning together throughout our lives

Sheet 1

Discovering and sharing the principal ideas of the Report to UNESCO of the International Commission on Education for the 21<sup>st</sup> Century, *Learning: The Treasure Within*

An activity prepared and led by

With the support of the Canadian Commission for UNESCO





Sheet 2

# Learning together throughout our lives

## Learning together throughout our lives

A key to entering the new century together

### A key for

-  Understanding ourselves, each other and the world
-  Using new technologies in a critical way
-  Finding our place in society
-  Building a more livable and more just world

### *“What kind of education is needed for what kind of society tomorrow?”*

A group of 15 persons from all over the world attempted to respond to this question. The group was called the "International Commission on Education for the 21<sup>st</sup> Century." It was chaired by Jacques Delors, which is why it is also known as the Delors Commission. From 1993 to 1996, the group held numerous consultations around the world, and listened to the views of a very large number of people. The book *Learning: The Treasure Within* is the result of the consultations and reflections of the International Commission. It contains significant ideas for the future of society and the role of education.

These ideas are important for all those who hope that education will help them and their children to enter the 21<sup>st</sup> century with confidence. Don't hesitate to take note of them and discuss them.



#### In practice

Learning throughout our lives can help open doors. Find three examples where this has already helped you to open doors and meet new challenges.



#### For debate

If you had been a member of the Delors Commission, what response would you have made to the question "What kind of education is needed for what kind of society of tomorrow?"



## Tensions to be overcome

In his text "Education: the necessary Utopia," Jacques Delors, Chairman of the International Commission on Education for the 21<sup>st</sup> Century, identifies a series of tensions that will be at the heart of the next century. These tensions are not new, and are often seen as inevitable. Through an understanding of these tensions, the Delors Commission invites us to take the measure of the complexity of the world in which we live. It asks us to take a new look at options that we have long considered as opposed. It asks us to try and see the flexible and solid links that can exist between what we are so often tempted to separate, and asks us to learn to navigate by using contrary winds to our advantage.

### Tension between the **global** and the **local**

*How can we become world citizens without losing our roots?*

### Tension between the **universal** and the **individual**

*How can the globalization of relations enrich the unique character of each individual?*

### Tension between **tradition** and **modernity**

*How can we adapt to change without turning our backs on the past?*

### Tension between **long-term** and **short-term** considerations

*How can we create policies that require patient strategies in a world sustained by the ephemeral?*

### Tension between the need for **competition** and the concern for **equality of opportunity**

*How can we reconcile competition, which provides incentives; co-operation, which gives strength; and solidarity, which unites?*

### Tension between the extraordinary **expansion of knowledge** and **human beings' capacity to assimilate it**

*How can we add new fields of knowledge to curricula while making critical choices?*

### Tension between the **spiritual** and the **material**

*How can we encourage each and every one, in accordance with their traditions and convictions, to fully respect pluralism?*



### In practice

Identify 3 tensions within an education project that is important to you. How do you deal with them? How do you succeed in benefiting by them?



### For debate

What role can education reforms play to help alleviate certain tensions in our society? What role can they play to appease the feeling of individual and collective vertigo caused by the seven tensions identified in the Delors Report?



Sheet 4

# Learning together

throughout our lives

## Finding ourselves in the Report of the International Commission on Education for the 21<sup>st</sup> Century

What will be the contribution of the Delors Report in current reflection and reforms affecting the learning of populations? Will this contribution be similar to that of the Faure Report, *Learning to Be* (1972)? The Faure Report had a major impact on education reforms in several countries in the world, including Canada.

With the publication of *Learning: The Treasure Within*, UNESCO hopes to encourage a widespread debate. In Canada, this debate on the future of our societies and the role of education has been under way for several years now. Among other examples, there is the work of the Commission on Excellence in Education in New Brunswick (1993), the Royal Commission on Learning in Ontario (1994) and the Estates General on Education in Quebec (1995-1996). Debates during these provincial initiatives have provided grist for several interventions with the Delors Commission. The work of the Delors Commission has also influenced reflection here at home.

Canadian participation in the work of the Delors Commission was particularly important. In September 1994, 27 of 37 briefs received came from Canada. On April 13-15, 1994, the Delors Commission held its fourth working session in Vancouver. Themes under study were "Teachers and the teaching process," "Continuing education," and "Multiculturalism." The Vancouver session was organized by the Canadian Commission for UNESCO, the British Columbia Education Ministry, the Council of Ministers of Education (Canada), Human Resources Development Canada, and Foreign Affairs and International Trade Canada. The commissioners were able to hear from and exchange views with representatives from governmental organizations and non-governmental organizations. Following the session, Danièle Blondel, special advisor to Mr. Delors, commented on Canadian participation:

*"In Canada, there is a capacity for innovation in education, for reflection on education and for the assessment of education experiments that is not found in other countries, my own included... We are always saying that we need to innovate and that we need to respond to new questions. But those who have long been innovating and assessing their own innovations, including their mistakes and difficulties, must continue to help us reflect on matters that are not only matters of principle."*

Excerpt from a televised interview in the series *L'école: enjeux et défis*, CEQ production, April 1994, 24 minutes.



### In practice

Identify an education innovation that has given promising results in your community. In your opinion, under what conditions might it inspire other actors in Canada and elsewhere in the world?



### For debate

Even though numerous current practices and reflections in Canada inspired the Delors Commission, no education reform from Canada is directly noted in the report. What are the education reforms of the past 20 years that illustrate Canadian dynamism in education? What are the education reforms here that do not currently encounter "considerable skepticism" (p. 158)?



Sheet 5

# Learning together

throughout our lives

## From economic growth to human development

At the 1996 General Meeting of the Canadian Commission for UNESCO, the Director-General of UNESCO, Federico Mayor, underlined the importance of adopting a vision of education centered on human development rather than on economic development alone. For a long time, he noted, United Nations development strategies focused solely on the economic growth of countries. Mr. Mayor informed his listeners that the latest development strategy of the United Nations now placed education at the centre of development.

In this respect, the UNESCO Director-General reiterated a key element of the Delors Report and one of the concerns at the origin of the report. In the mandate given to the International Commission on Education for the 21<sup>st</sup> Century, UNESCO said that people should remain at the heart of the work of research and analysis entrusted to the commissioners.

The Delors Report provides a counterbalance to the discourse that affirms that education systems must first of all be at the service of the economic growth of countries. The Delors Report provides numerous arguments in favour of a change of orientation that places human development at the heart of teaching and learning policies. Here are some of these arguments.

### Education Systems and Economic Development

- Schools and education systems must have a far broader mandate than that of economic development.
- Economic development must be at the service of the more global development of individuals and communities, rather than the inverse.
- Enterprise has an important share of the responsibility for making work places open to educational activities aimed at economic growth.

### Education Centered on Human Development

- Basic education, absolutely vital for children and adults, must include environmental, health and nutrition education.
- Learning activities must favour the mobilization of local resources.
- The concept of education must not be narrowly utilitarian. Education and learning must be more than a mere adaptation for employment.



### In practice

The Delors Commission recommends revalorising the ethical and cultural dimensions of education. How does this recommendation already apply in your sector? How might you further reinforce these dimensions?



### For debate

Education must be defined in the perspective of human development, and no longer just from the perspective of its effects on the economic growth of countries. Is this position appropriate in Canada? How should it be translated in terms of government policies?

**To find out more, read Chapter 3 of the Delors Report, "From economic growth to human development."** Page 79 provides the definition of human development of the United Nations Development Programme (UNDP).



# The four pillars of education

Proposed by the Delors Report

# Learning

throughout our lives

Learning together

## To Know

- acquiring tools for understanding the world
- access to scientific method
- expanding general culture
- exercising the power of concentration, memory and thought

## To Do

- putting knowledge to work
- acquiring technical and professional training
- developing skills for a variety of situations
- exploring innovative and creative abilities in action

## To Be

- encouraging discovery and experimentation
- revalorising oral culture
- developing imagination and creativity
- acting with greater autonomy and personal responsibility

## To Live Together

- discovering others by discovering oneself
- adopting the perspectives of other ethnic, religious and social groups
- participating in projects with people from different groups
- developing the ability to resolve tensions and conflicts

*The Commission believes that equal attention should be paid in all organized learning to each of these four pillars. (Delors, p. 86)*



### In practice

Draw a house representing an education programme you are familiar with. Design the pillars in the proportions accorded by the program to each type of learning. How could you renovate your house for a better balance between the four pillars?



### For debate

How could it be possible for all the organized learning programmes to accord equal attention to the four pillars of education? What role can education policies play in favour of the integration of the four pillars in the programmes?

To find out more, read Chapter 4 of the Delors Report, "The four pillars of education."



# Learning throughout life

The concept of learning throughout life is the key that gives access to the 21<sup>st</sup> century. It goes beyond the traditional distinction between initial and continuing education. It links up with another concept often put forward, that of the learning society, in which everything affords an opportunity of learning and fulfilling one's potential. (DELORS, *Learning: The Treasure Within*, p. 111).

*Le concept d'éducation tout au long de la vie est la clé d'entrée dans le XXI<sup>ème</sup> siècle. Il dépasse la distinction traditionnelle entre éducation première et éducation permanente. Il rejoint un autre concept souvent avancé : celui de la société éducative, où tout peut être une occasion d'apprendre et d'épanouir ses talents. (DELORS, L'éducation, un trésor est caché dedans, p. 122).*

The concept of learning throughout life is central to the Delors Report. Learning **throughout life**, as the term implies, is lived at every age of life, from birth to death. This invites all people, children, youth and adults alike, to see education and learning as activities that will continue throughout their entire lives.

## Learning throughout life provides the means to:

- participate in a rapidly changing world
- develop and improve our skills
- become aware of recent scientific discoveries and learn to use them
- understand our past and its influence on the present and future
- discover the wealth of other cultures
- deal with problems encountered in our personal and professional lives

There are several advantages to adopting the concept of *learning throughout life*. The concept has enormous integrating potential. It has not yet been subjected to restrictive use as has been the case with the concepts of *continuing education* and *lifelong education*. This concept was originally very similar to that of learning throughout life. However, several institutions have distorted the expression by using it to designate activities addressing adults only. Moreover, the concept of learning throughout life, more concrete, sends a stronger image to non-specialists and the general population.



### In practice

In your own education practices, what links have you already established to connect learning outside the school to learning within the school, and vice versa? What actions come truly within the perspective of learning throughout life?



### For debate

In the French version of the Delors Report, the term is *education throughout life*, whereas the English version refers to *learning throughout life*. Several education specialists have already noted that these two concepts are related but different. In a country like Canada, where both French and English are official languages, the translation choices can create some confusion. In your opinion, what are the principal differences between the concepts? Can the two be integrated in education reforms in Canada?

To find out more, read Chapter 5 of the Delors Report, "Learning throughout life."



Sheet 8

throughout our lives

# Learning together

## The learning society

The other day, our geography teacher told us that we don't learn just at school. We agreed with him. He asked us to go talk to a grown-up to find out different places where they had learned. This would help us draw the map of a "learning city." I decided to talk to my Aunt Flora.

### **My Aunt Flora**

is retired. She bicycles, she sings in a choir and she plays tricks on my grandfather. He's her brother. They've been living together for four years. She learned how to ride a bicycle with him when she was a little girl. My Aunt Flora left school in grade 7. She looked after her three brothers and the household; her mother was often sick.

### **My Aunt Flora**

says that at school she learned to read, write and count. She learned a bit of history and geography, and how to compare herself to others. She said that her greatest discovery in school was learning to sing. She also said that she had trouble writing without making mistakes. Afterwards, she was always afraid people would make fun of her. Her husband, my Uncle Arthur, looked after that. I found out that Aunt Flora went back to school five years ago. After my Uncle Arthur died of cancer. The school she went to is a special school for adults who have trouble writing. It's above a shopping centre.

### **My Aunt Flora**

worked in the hospital laundry. She said that she learned on the job. The machines make a lot of noise. She said she was happy to get home in the evening. She listens to the radio and the television a lot. She likes that because it keeps her informed about what's happening in the world. Afterwards, she discusses what she's heard with my grandfather. She says that she knows a lot more than he does about politics. She asked if I wanted to come with her to the public library and show her how to use the Internet.

### **My Aunt Flora**

told me it was impossible to remember all the places where she learned something. Especially things that have helped her to make important decisions. I nagged her a bit. "I have my secrets," she answered, laughing. She did promise that one day, we'd go for a bike ride and she'd try to explain it to me...



### In practice

Draw a map of your own "learning city." Identify the streets and passages that have helped you travel from one place to the next. Ask your friends and children to draw their own maps. Discover the secret sites and passages of others.



### For debate

To what extent can we open up education systems to "enhance the complementary character of the stages of modern education and the environment where it is provided" (Delors Report, p. 100)?



## From aid to partnership

Education centered on human development leads to major changes in ways of working with families and communities. They are no longer beneficiaries who are occasionally consulted, but active partners in the development process of individuals and groups. The Delors Commission recommends that relations with developing countries and international cooperation be looked at within a perspective of partnership. This partnership rests on the conviction that it is possible to learn from each other and that all parties can be agents of change. Each person, even an illiterate one, has skills and knowledge to share. Each group, even if totally disadvantaged economically, has skills and knowledge to share.

### Education partners

- Women, young girls, young boys, men
- Families: parents and close relatives
- Members of the community, social groups
- Staff of teaching institutions
- Staff of non-formal training organizations
- The world of work
- Volunteers and peers
- Staff of government departments concerned with education issues
- Designers of learning materials and programs
- Officials responsible for training education staff
- Sponsors
- Political leaders

### Conditions favouring partnership

- Initiatives of persons and groups directly concerned with education needs
- Decentralization of decisions
- True autonomy of education organizations
- Recognition of the contribution of non-governmental organizations
- Public debates
- Overall regulation assumed by the government as a representative of the society.



#### In practice

Identify a formal or non-formal learning project that you take great pride in. Note the various stakeholders who have played a direct or indirect role in its success. Identify three situations where some of them have had to review their role and attitudes to favour the coherence and success of the process. What did you learn from the experience?



#### For debate

The Delors Commission recommends that schools multiply collaborations and partnerships with families, business and industry, associations and stakeholders in cultural life (p. 153). How can they add this to their responsibilities? How can they not do so?

To find out more, read Chapter 8 of the Delors Report, "Choices for education: the political factor."



## Transformations in the pedagogical relationship

The traditional triangle that connects the teacher, the learner and knowledge must be looked at in the perspective of learning throughout life. Each of the three points of the triangle will change, along with the relationship between each.

### Teachers will increasingly be called upon to:

- switch roles from *soloist* to *accompanist*, helping students find, organize and manage knowledge, guiding their minds rather than moulding them
- impart a taste for study by showing their own curiosity, openness to others and the world, commitment to a process of improving their own knowledge and skills
- work together with colleagues and community members
- use the knowledge that students bring to school with them as a starting point for their teaching

### Learners will increasingly be called upon to:

- acquire knowledge and develop skills throughout his or her life
- participate in learning activities outside the school
- share his or her knowledge with peers, use personal skills in concrete learning projects
- develop a critical sense in the work and in the dialogue with the teacher

### Knowledge will increasingly be:

- influenced by the spectacular development of information, technologies and knowledge
- coloured by moral, cultural, intellectual and affective dimensions
- traversed by the contribution of several disciplines
- established on the basis of various contributions from the scientific communities, teachers, community members, the media, the world of work and persons in training



### In practice

Not so long ago, we talked about *knowledge to teach* far more than *knowledge to learn*. Have you made this change in the development of your education projects? What have you learned from this?



### For debate

The Commission states that "the master or mistress in the classroom should be recognized by society and they should be given the necessary authority and suitable resources." How can this recommendation be applied in your environment? How should education policies take it into account?

To find out more, read Chapter 7, "Teachers in search of new perspectives."



Sheet II

throughout our lives

Learning  
together

## Public education institutions

The Delors Commission grants formal education a central place in the process of learning throughout life. There is no question of dismantling education institutions.

### Basic Education: A Passport to Life

- responds to the common needs of the overall population, children and adults
- forges attitudes toward learning that will last all life long
- provides tools for learning (reading, writing, oral expression, calculation, problem solving)
- develops the aptitude for living together and the foundations of individual accomplishment

### Secondary Education: The Crossroads of Life

- allows talents to be revealed and to flourish
- supports youth in their choice of professional orientation
- enriches common core elements (languages, science, general knowledge) while focusing more on the preparation for active life
- enables young people to develop the necessary aptitudes to anticipate and adapt to major changes
- offers professional training for existing and future professions
- organizing diversified paths allowing for future return into the education system

### Higher Education: A place for the Common Heritage of Knowledge

- preparation for research and teaching
- offers very specialized training adapted to the needs of social and economic life
- a place of culture and learning open to all
- enriches dialogue between peoples and cultures through international co-operation

#### *All stakeholders are invited to:*

- ensure that school education is perceived by the society as relevant in real-life situations
- take innovative action against scholastic failure
- favour the creation of new methods of certification to facilitate transitions between teaching institutions and the working world



#### In practice

In your own basic training, identify a "spark of creativity" that was significant in your aptitude for learning throughout life.



#### For debate

How, in the context of the struggle against the deficit and shrinking education budgets, can our public institutions fulfill the roles proposed by the Delors Commission?

To find out more, read Chapter 6 of the Delors Report, "From basic education to university."



## The contribution of non-formal education

Non-formal education practices concern a group of organizations and departments that intervene on such issues as: the environment, health, work, the status of women, culture, tourism, urban planning, agriculture, etc. Several government policies touch on educational aspects. Those responsible for these policies and the resulting programs are the concern of the Delors Report.

The Delors Commission highlights the need for places that favour non-formal learning throughout life. These places are necessary to allow for the flourishing and diversity of individual talents. They play a role in connecting the school to sports, cultural and social activities. They offer practical responses, adapted to common situations of everyday life, domestic life and professional life. They participate in the development of the identity. They contribute to the discovery of solidarity and citizenship.

The interdependence of the formal and non-formal sectors must be recognized, and direct relations are encouraged by the Delors Commission to favour learning throughout life. Some measures are proposed:

- Recognition by the formal sector of knowledge and skills developed informally or non-formally through new forms of certification.
- Encouragement of partnership between the school and non-formal educational organizations for learning activities inside and outside the school.
- Greater use of current practices in the non-formal sector, such as animation and innovation, by teachers in the formal system.

**Formal** education practices refer to activities organized in a scholastic setting and a public or private teaching environment. These practices result in diplomas recognized by society.

**Informal** education practices refer to learning acquired "by doing," in various educational environments, without official recognition.

**Non-formal** education practices refer to non-scholastic training activities. They are often based on practices of animation and training through action. Occasionally, training certificates are given to learners, but they are rarely recognized by society.



### In practice

Identify an educational project where the three types of practice have worked together closely and successfully. In your opinion, what was the cause of this success?



### For debate

School is often criticized as a factor of social exclusion. How can departments and organizations working in non-formal education contribute to schools playing a role as a key institution of integration and reintegration?



Sheet 13a

# Learning together

throughout our lives

## A warm reception to the fourth pillar of learning

### Learning to live together

By Rachel Bélisle

One of the most original and stimulating aspects of the Report of the International Commission on Education for the 21<sup>st</sup> Century is to place the need to learn to live together at the heart of educational activities. This was what several people affirmed during a study day organized by the Canadian Commission for UNESCO. In the plenary activities, exchanges in workshops and in the hallways, participants recognized that this recommendation, apparently very simple, was a fertile path for the future of education. Several panel members asked to comment on the Delors Report were very enthusiastic about the concept.<sup>1</sup>

Already, in several education environments here, we use the ideas of knowledge, know-how and self-knowledge to plan and evaluate training. These basic notions already work as pillars of education. They are found in the first three pillars of education in the report: learning to know, learning to do, learning to be. The idea of learning to live together suggests that various educational worlds ensure that educational activities target the discovery of others, team spirit, and conflict resolution.

Members of the Canadian Commission for UNESCO are concerned by the numerous conflicts that exist in the world. They are also concerned by those closer to home (domestic violence, crime in our cities, racial tensions and others). Teamwork is seen as an asset for the 21<sup>st</sup> century. It will allow us to better face up to the complexity of human relations as well as to the complexity that arises from the rapid evolution of technologies and knowledge.

### Facing the challenges of the 21<sup>st</sup> century

During the special debate, Rodolfo Stavenhagen, member of the International Commission on Education for the 21<sup>st</sup> Century, identified two major trends that are forcing education communities to review their priorities. He said that the globalization of fields of human activity is transforming the world we live in. People talk about the globalization of the economy, he added, but all sectors of life are now affected. People listen to the same TV shows the world over. They travel from one country to another, bringing their cultures and values along with them. Problems of the environment, poverty and unemployment must find solutions on a global scale. In this context, he explained, children can no longer learn the same things, or in the same way, as their parents.

The second trend he identified is the extremely rapid advance of technologies and knowledge. To what extent can our educational systems transmit the most recent scientific knowledge? The Delors Report does not provide a magical solution, but it proposes pointers and launches a public debate. Only a collective effort will allow us to overcome the multiple tensions at the heart of the challenge of the 21<sup>st</sup> century.

### The learning society of tomorrow

In all the workshops, there was emphasis on the importance of school environments working in partnership with cultural or scientific organizations, business, and the

<sup>1</sup> Panel members included Michèle Jean, Deputy Minister of Health, Kim Cholette, Canadian Labour Force Development Board, Robert Bisaillon, Co-Chair of the Quebec Estates General on Education, and journalist Peter Calamai.



# Learning together throughout our lives

surrounding community. Several interventions were in favour of enhancing the role of organizations and groups that promote informal learning (for example a youth group) and non-formal learning (for example a community organization). However, they wondered how the education acquired by participants can be recognized while conserving the originality and flexibility of these practices. Several emphasized the contribution of the non-formal sector, such as national parks and museums, in setting up educational activities for people of all ages, cultural and geographic origins. The same phenomenon occurs in the use of new technologies. Age is no longer as rigid a selection criterion as it used to be.

The scientific and technological training of teachers was also a concern for several persons. They felt that educational organizations should encourage the development of a scientific culture among youth and adults so they can adapt to constant technological change, in business and everyday life. The key concept of the Delors Report, "learning throughout life," found support among several of those present. Some, however, mentioned they preferred to refer to learning rather than education, as the concept is worded in the English version. The notion of education, in the minds of several, is still closely tied to teaching, which limits the scope of the concept. It was also noted that the equivalent expression in the English version, "learning throughout life," is a greater incitement to learning through action.

## The human being, the key to development

Several welcomed the humanist perspective of the Delors Report. In his wrap-up of the workshops, Michel Agnaïeff,

President of the Canadian Commission for UNESCO, recalled the importance of this perspective in the current debates on the place and role of education. Perhaps, he noted, certain elements of the international report repeat analyses that are already well known or implemented. But what makes it distinct is that this is a report submitted to UNESCO, a body of the United Nations. This report could act as a counterbalance to the discourse that claims economic growth is the only key to development. This is a major factor because several governments, including those of Canada and the provinces, regularly derive inspiration from decisions adopted by United Nations agencies.

## Ideas for greater dissemination

Several noted that the Delors Report, published in the spring of 1996, was too little known in Canada. Several organizations have undertaken to promote the report and foster debate within their respective networks. The Canadian Commission agreed to provide tools to facilitate the appropriation of the principal ideas of the report.

More than 200 representatives of government organizations and non governmental organizations, members and guests of the Canadian Commission for UNESCO took part in this study day. The Canadian Commission for UNESCO (made up of 180 member-organizations) advises the government of Canada in its relations with the United Nations Educational, Scientific and Cultural Organization (UNESCO), one of the principal specialized agencies of the United Nations. 🌐



Sheet 14

throughout our lives

**Learning**  
together

## **Globalization of problems and solutions**

Understanding ourselves, understanding others  
and understanding the world

### ***Pointers on the concept of GLOBALIZATION***

National borders are far more open than they used to be. No longer, as was the case after the Second World War, is there a division between countries in the West and the East. It is far simpler than before for people, goods and ideas to circulate throughout the world. This changes our ways of living and working. This will perhaps shake our personal values and choices, influence our political customs and our ways of performing scientific research. All of this can create complex problems that are difficult to resolve at the local level. One thinks of criminal activities, environmental problems, unemployment, gender inequality, communication obstacles. Exchanges with people in other countries can help us find solutions to these problems.

### ***What type of education for a better life in A GLOBAL SOCIETY?***

Do you want to discover the world? If so, how can we learn to live together in this global society? What knowledge and skills are the most important for participation in this movement of economic, cultural and scientific exchange on a global scale?

### ***How does the Delors Report respond?***

#### **Promoting knowledge and self-esteem**

Discovering one's own talents and understanding one's personal reality are essential for discovering and understanding others.

#### **Learning to create and make links**

To help understand the relations between people and their environment, the Delors Commission recommends a reorganization of teaching, favouring approaches that call on several disciplines at once.

#### **Promoting the learning of two languages**

The Delors Commission favours school programs that allow for the teaching of two or three languages.

#### **Encouraging international exchanges**

The Commission encourages teachers to participate in international exchanges and work experiences in other cultures.

**To find out more, read "Education: the necessary Utopia" and Chapters 1 and 9 of the Delors Report.**



Sheet 15

throughout our lives

**Learning**  
together

## Rapid progress in technologies and knowledge

Making critical use of new technologies

### *Pointers on the concept of PROGRESS*

Technical and scientific discoveries have been extremely numerous throughout the 20<sup>th</sup> century. These discoveries have allowed industries to produce far more material goods. They have allowed for the improved health of the population. However, they have not yet found solutions to problems such as unemployment, the inequalities between countries, and pollution. Today, new information technologies (computers, information highway, etc.) are transforming the work and living habits of people and organizations. They offer a great number of possibilities. Their development is advancing extremely rapidly. The Delors Commission believes they can contribute to the advancement of humanity, under certain conditions.

### *What type of education for a better life in AN INFORMATION SOCIETY?*

Can we help youth to use the new information technologies in a critical way? Are adults sufficiently comfortable with these tools? How can these technologies be made accessible to all?

### *How does the Delors Report respond?*

#### Opening the education world up to new technologies

With new technologies, the education community can ensure greater access to knowledge. It needs to use these technologies to improve on equal opportunity.

#### Developing a scientific culture

Educational institutions must provide the necessary scientific and technological foundations for youth, girls and boys, and adults, men and woman, to be selective within this mass of information, interpret the information and relate it to their concerns.

#### Reaching more people

New technologies offer numerous possibilities for distance learning and open several possibilities for learning outside the school and the university.

#### Supporting developing countries

The Delors Commission recommends that developing countries be ensured of the possibility of making a "technological leap." International aid should allow them to acquire advanced technology, in order to contribute to reducing the gap between the regions of the world.

To find out more, read "Education: the necessary Utopia" and Chapters 2, 6 and 8 of the Delors Report.



Sheet 16

throughout our lives

Learning  
together

## The struggle against all forms of exclusion

Finding one's place in society

### *Pointers on the concept of EXCLUSION*

More and more today, vulnerable individuals or groups from different cultures inhabit the same territory. Some people can be extremely isolated, with few links to society's institutions. Such is the case, for example, for those with no close family or employment. Several people living in extreme poverty are also in this situation. They have a hard time finding a place in activities that are valued by the majority. Society's institutions often perpetuate this exclusion. According to the Delors Commission, education has the role of creating ties between individuals and groups in society. Educational organizations should ensure they are not a source of social exclusion. They must contribute to ensuring that all can be, and become, full citizens.

### *What type of education to participate in A DEMOCRATIC SOCIETY?*

In the school, how can a feeling of belonging and solidarity be developed? How can we evaluate learning without leading to exclusion? How can we ensure that society's institutions do not aggravate social disparities? What do our educational systems do to welcome marginalized populations?

### *How does the Delors Report respond?*

#### **Struggling against scholastic failure**

Scholastic failure is at the heart of the phenomenon of exclusion. The Delors Commission urges all social stakeholders to fight against the phenomenon of drop-outs and scholastic failure. It makes several proposals. For example, it recommends that secondary students be offered more educational activities in communities and business.

#### **Rethinking the function of work**

Work is still the cement of industrialized countries like Canada. Today, our economies and our societies are in a state of crisis. They have a very high rate of unemployment. The Commission encourages us to look at other aspects of human activity that could become factors of social integration.

#### **Learning to participate actively in democratic life**

The Delors Commission recommends that schools offer civic training in partnership with the community and non-formal educational organizations. A conscious and active citizenship should begin in the school.

**To find out more, read "Education: the necessary Utopia" and Chapters 2, 6 and 8 of the Delors Report.**



## Peace in our communities and in the world

Building a more livable, more human world

*"We cannot pay, my dear friends, the price of war and the price of peace at the same time. We must make a very clear-cut decision. We want to pay the price of peace. We want to be respectful of the environment. We want education for all. We want gender equity. We want a better sharing among people... We must pay the price of peace, and this price is much, much cheaper than the price of war. Today we pay nearly 920 billion dollars on armaments. We pay more than 300 billion dollars to deal with drug addiction. We have the resources. It is only a matter of making a choice. We pay the price of peace – or once again we pay the price of war."*

**Federico Mayor, Director-General of UNESCO**

29 November 1996, General Meeting of the Canadian Commission for UNESCO

### **Pointers on the concept of PEACE**

UNESCO was created after the Second World War. Its mission is to "contribute to peace and security by promoting collaboration among nations through education, science and culture" (from its Constitution). This hoped-for peace is very fragile. Since 1945, almost 150 wars have occurred throughout the world. In communities and families, violence continues to make headlines. Tensions are brewing around the world. Living in peace does not mean that there are no tensions or confrontations between individuals and groups. Living in peace means being able to deal with tensions, without resorting to violence and destruction.

### **What type of education to live in A MORE PEACEFUL AND SAFE SOCIETY?**

How can educational institutions prepare youth and adults for dialogue and the peaceful resolution of conflict? How can we encourage cooperative projects allowing for the gradual discovery of others? What do our educational systems do to better promote the reality of minority cultural groups?

### **How does the Delors Report respond?**

#### **Learning to live together**

The Delors Report recommends that educational institutions take an active interest in the learning that will enable us to live together. This is one of the most notable recommendations in its report.

#### **Learning cultural pluralism throughout life**

Educational organizations have a role to play in learning cultural pluralism throughout life. The ability to respect and appreciate other cultures can be sorely tested in the course of everyday events.

**To find out more, read "Education: the necessary Utopia" and Chapters 1 and 4 of the Delors Report**



Sheet 18

# Learning together throughout our lives

## Analysis of teaching practices

*"There seems to be wide agreement that innovations largely depend for their success on local circumstances. It may, therefore, be more important to propagate the capacity for innovation than to disseminate the innovations themselves."* (Delors: 1996, p. 161)

We have prepared this sheet to facilitate reflection and collect information on your educational practices (your ways of working), using the vocabulary and concepts of the Delors Report.

1. Identify an educational activity that you are very proud of.
2. What audience is targeted by this activity?
3. Has this activity enabled the targeted audience to learn to know, to do, to be, to live together? Explain.
4. What attention have you given to each of the four pillars of education? Specify.
5. What has been the relationship between the teacher, the learner and the material?
6. What links have you established to tie learning acquired elsewhere by the learners to this activity?
7. Who are the partners who have contributed to the success of this activity? Have you animated relationships with the partners? If so, how?
8. What has been the role of government policies and education reforms in the implementation and success of this activity?
9. Identify the three greatest obstacles encountered during the implementation, the achievement or the evaluation of this activity. How did you overcome them?
10. Identify the three elements that most facilitated the implementation, achievement or evaluation of this activity. How did you take advantage of them?
11. Are there other experiences and theories that inspire you in your actions?
12. Are there publications that can provide a better understanding of your work methods? Explain.

**You can send your answers to the e-mail address of the Canadian Commission for UNESCO to publicize your working methods ([unesco.comcdn@canadacouncil.ca](mailto:unesco.comcdn@canadacouncil.ca))**



# Your discussions matter to us

Name of Organization: \_\_\_\_\_

Name of Respondent: \_\_\_\_\_

Telephone: \_\_\_\_\_

## Part One: Comments on the Discussion kit

1. Circle the sheets selected, photocopied and assembled for distribution to a discussion group.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

2. Circle the sheets that inspired the greatest interest and discussion.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

3. What was the context in which you used these information sheets (colloquium, ad hoc group, youth, parents, teachers, etc.)?

4. Date of discussion \_\_\_\_\_

5. Would you recommend the use of this kit to other organizations? Why?

\_\_\_\_\_  
\_\_\_\_\_

## Part Two: Reaction to the Delors Report

6. How did your members react to the proposal on the four pillars of education?

\_\_\_\_\_  
\_\_\_\_\_

7. Were your members interested in including their own activities in learning throughout life? If so, explain.

\_\_\_\_\_  
\_\_\_\_\_

8. Identify three of the directions proposed in the report that inspired the greatest interest among your members.

\_\_\_\_\_  
\_\_\_\_\_

9. Identify three of the directions proposed in the report that were the subject of the greatest dissension among your members.

\_\_\_\_\_  
\_\_\_\_\_

10. Other comments

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you for your comments. You can send us this sheet each time you carry out an activity using the kit.**

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