



University of Tennessee, Knoxville

TRACE: Tennessee Research and Creative Exchange

IACE Hall of Fame Repository

International Adult and Continuing Education
Hall of Fame Repository

2017

Rethinking Lifelong Learning with Thailand for the 21st Century [Part 2]

John A. Henschke EdD
Lindenwood University, jahenschke@gmail.com

Follow this and additional works at: https://trace.tennessee.edu/utk_IACE-browseall



Part of the [Community College Leadership Commons](#), [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [Disability and Equity in Education Commons](#), [Educational Administration and Supervision Commons](#), [Educational Leadership Commons](#), [Educational Methods Commons](#), [Educational Psychology Commons](#), [Higher Education Commons](#), [Instructional Media Design Commons](#), [International and Comparative Education Commons](#), [Online and Distance Education Commons](#), [Other Education Commons](#), [Social and Philosophical Foundations of Education Commons](#), [Special Education and Teaching Commons](#), [Student Counseling and Personnel Services Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Henschke, John A. EdD, "Rethinking Lifelong Learning with Thailand for the 21st Century [Part 2]" (2017). *IACE Hall of Fame Repository*.

This Presentation is brought to you for free and open access by the International Adult and Continuing Education Hall of Fame Repository at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in IACE Hall of Fame Repository by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.

Rethinking Lifelong Learning/Education with Thailand for the 21 Century: An Andragogical Approach

By

John A. Henschke, Ed. D.

**Chair of Andragogy – Doctoral Program
School of Education, Lindenwood University
St. Charles, Missouri**

Address: Warner Hall Upper Level

Telephone: 636-949-4590

e-mail: jhenschke@lindenwood.edu

Andragogy Websites: <http://www.lindenwood.edu/education/andragogy.cfm>
<http://www.umsl.edu/~henschke>

Presentation at

**Faculty of Education, Chulalongkorn University
Bangkok, Thailand
June 17, 2011**

Table of Contents

Contents	Page Number
❖ Today's Agenda -----	1
❖ The Living Lecture for Lifelong Learners -----	2-3
❖ Dr. John A. Henschke's Resume & Selected Bibliography -----	4
❖ Build a Notebook -----	5
❖ Lifelong Education and School Curriculum (UNESCO Institution for Education, 1973) -----	6-23
❖ CONFINTEA V Adult Education: The Hamburg Declaration, The Agenda for the Future (UNESCO, 1997)-----	24-40
❖ Learning: The Treasure Within (UNESCO, 1998) -----	41-48
The Six Pillars of Lifelong Education:	
Learning to Know -----	49-50
Learning to Do -----	51-53
Learning to Live Together -----	54-55
Learning to Be -----	56-57
Learning to Change -----	58-62
Learning for Sustainability -----	63-66
❖ Moving a University or College Toward a lifelong Learning Orientation (Henschke, 2000) -----	67-73
❖ The Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution (University of Western Cape, South Africa & UNESCO, 2001) -----	74-82
❖ Major Elements of Re-Orienting a Higher Education Institution Toward a Focus on Lifelong Learning (Henschke, 2005) -----	83-102
❖ Measurable Performance Indicators for the Characteristic Elements of a Lifelong Learning Higher Education Institution (Henschke, 2005) -----	103- 113
❖ Lifelong Learning Resource Macro-System (Henschke, 2008) -----	114-124
❖ Adult Education, a Global Field and Profession: Contributions of UNESCO CONFINTEA VI Belem Framework for Action: Harnessing the Power & Potential of Adult Learning and Education for a Viable Future (Henschke, 2010) -----	125-151
❖ Bringing Together Personal Learning, Higher Education Institutional Elements, and Global Support for a Re-Orientation toward a Focus on Lifelong Learning and Education (Henschke, 2010) -----	152-173
❖ Back-Home Application: Transfer of Learning -----	174-175
❖ Evaluation of the Workshop -----	176

Today's Agenda

Time	Contents
08:30 – 08:45 am/pm	Introduction (15 minutes)
08:45 – 08:55 am/pm	Lecture and Task Assignments(10 minutes)
08:55 – 09:35 am/pm	<p>Group Discussion: The Living Lecture for Lifelong Learners (40 minutes)</p> <p><i>Note:</i></p> <ul style="list-style-type: none"> - Four Groups: (1). Clarification; (2) Rebuttal; (3) Elaboration; and (4) Practical Application
09:35 – 09: 45 am/pm	Reflection and Comment by Dr. Henschke (10 minutes)
09:45- 10:00 am/pm	Introduction Back-Home Application (15 minutes)
10:00 – 11:40 am/pm	<p>Group Discussion: Back-Home Application (100 minutes)</p> <p><i>Note:</i></p> <ul style="list-style-type: none"> - Get together in groups, discuss, and answers the (4) questions (40 minutes) - Each Group presents their plans – one group at a time as long as time permits (60 minutes)
11:40 – 12:00 am/pm	Q&A, Evaluation of the Workshop, and Wrap up
12:00 am/pm	Session End.

LARGE GROUP **MEETINGS**

ENHANCING INTERACTION

WITH

LISTENING TEAMS

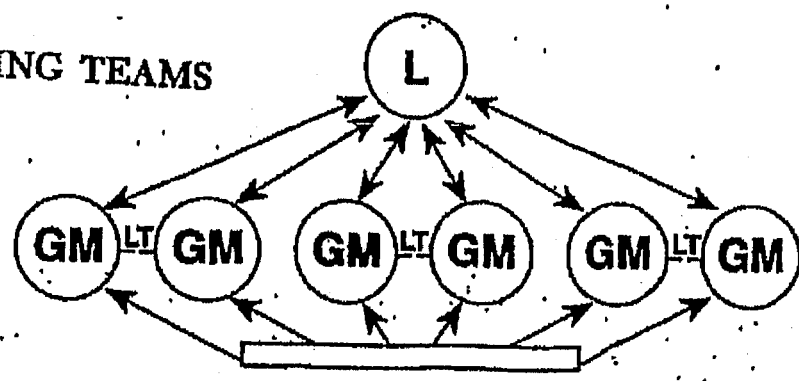
CLARIFICATION

REBUTTAL

ELABORATION

PRACTICAL APPLICATION

24. LISTENING TEAMS



(2) before a presentation the audience can be asked to serve as "listening teams" according to the section of the room they are sitting in—one section to listen to the presentation for points requiring clarification (the clarification team), another for points with which they disagree (the rebuttal team), another for points they wish to have elaborated on (the elaboration team), and a fourth for problems of practical application they wish the speaker to address (the application team). After the presentation the teams are asked to "buzz" in groups of four or five to pool their thinking about the points they want raised, following which one member of each group gives a summary of its deliberations and the

speaker responds to each item in turn, until time runs out or all items are discussed;

John A. Henschke, Ed. D.
Chair of Andragogy – Doctoral Program
School of Education, Lindenwood University
St. Charles, Missouri

John A. Henschke, Ed.D., is Chair of the Andragogy Doctoral Emphasis Specialty, Instructional Leadership Doctoral Program, Lindenwood University. His Andragogy Website follows:

<http://www.lindenwood.edu/education/andragogy.cfm> He is a Board Member of the International Adult and Continuing Education Hall of Fame (IACEHOF); a Visiting Professor of the Beijing Radio and Television University, Peoples' Republic of China (PRC); Past President of the Missouri, USA / Para, Brazil Partners of the Americas; Past President of the American Association for Adult and Continuing Education (AAACE), also Chairing the Commission on International Adult Education (CIAE) of AAACE. John has been researching and testing his adult learning (andragogical) ideas in the USA and 15 countries around the world since 1970 (e.g., Canada, Brazil, Italy, Germany, Thailand, China, Australia, Mali in Western Africa, etc.); and has worked with adult educators and human resource development professionals in academia and the corporate world from 85 countries. Dr. Henschke may be reached at jhenschke@lindenwood.edu

Selected Published Works of John A. Henschke

For complete details of his published works go to the following websites:

Andragogy Websites: <http://www.lindenwood.edu/education/andragogy.cfm>
<http://www.umsl.edu/~henschke>

"Considerations Regarding the Future of Andragogy." In *Adult Learning, Futures Column* Glowaki-Dudka, M. (Ed.) Vol. 22, Numbers 1-2, Winter & Spring, 2011. pp. 34-37.

"A Capsule of the International History and Philosophy of Andragogy to 2010." In *Journal of the Italian Association for Adult Education*. Italy: Università di Padova. (Being Translated into Italian by Monica Fedeli; In Press) 2011.

"Andragogy and Its Future, Lifelong Learning, My Relationship with Malcolm S. Knowles, Connection between Learning and Performance, and My Commitment to Andragogy:" An Interview by Monica Fedeli from Italy with John A. Henschke. Fedeli, M. Ph.D, Interviewer and Translator. In *Journal of the Italian Association for Adult Education; Università di Padova, Italy; Being Translated into Italian by Monica Fedeli; In Press*) 2011.

"Counseling in an Andragogical Approach." In *Encyclopedia of E-Leadership, Counseling and Training*. Wang, V.. (Ed). IGI Global, Hershey, PA. August, 2011.

"International Research Foundation for Andragogy and the Implications for the Practice of Education with Adults (with Cooper, M. K.). Adapted and Updated from Proceedings for Midwest Research-to Practice Conference in Adult, Continuing, Extension, and Community Education. Pp. 93-98. St. Louis, Missouri, 2006. In Knowles, M. S., Holton, E. F., and Swanson, R. A. *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development (7th Edition)*. Oxford, Elsevier. Butterworth-Heinemann, March 2011.

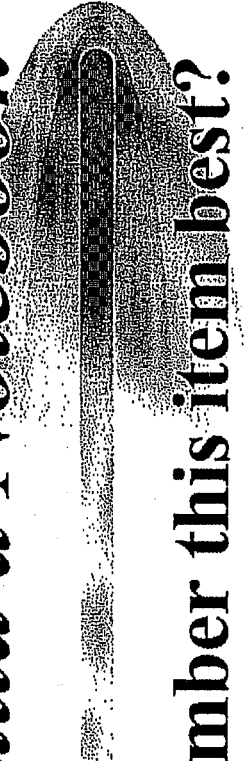
"Bringing the History and Philosophy of Andragogy into a More Comprehensive Understanding World-Wide: A 2010 Update." Session for the Dialogues in Andragogy Special Interest Group, Commission of Professors of Adult Education (CPAE) Conference, Clearwater Beach, FL, October, 2010.

"An International Capsule of a Perspective on the History and Philosophy of Andragogy." *Andragoske Studije Journal*. Vol. 17, br. 2, 2010, Pp. 9-33. Belgrade, Serbia. (Published in English), 2010.

"Brazilian Lifelong Education and Learning. *Lifelong Education and Learning around the Globe*." Edited Book Published in Poland. (Published in Polish), 2010.

"Bringing Together Personal Learning, Higher Education Institutional Elements, and Global Support for a Re-Oriented toward a Focus on Lifelong Learning and Education" In *Encyclopedia for Using Technology in Adult and Career Education*. Wang, V., [Ed]. IGI Global, Hershey, PA. June, 2010.

Build a Notebook



- How would you remember this item best?
- During the learning session:
 - Enter the item into a notebook [or folder]
 - In a way that makes most sense to you

***unesc* monographs 1**

LIFELONG EDUCATION
AND SCHOOL CURRICULUM
R.H.DAVE

unesco institute for education, hamburg

The Unesco Institute for Education is a legally independent entity. While the programmes of the Institute are established along the lines laid down by the General Conference of UNESCO, the publications of the Institute are issued under the Institute's sole responsibility; UNESCO is not responsible for their content.

© Unesco Institute for Education, 1973
Feldbrunnenstrasse 70
D 2000 Hamburg 13
Federal Republic of Germany

Contents

• Concept-Characteristics of Lifelong Education	14-28
○ Some Concept-Characteristics	14-25
○ Conclusion	25-27
○ References	27-28

SOME CONCEPT-CHARACTERISTICS

1. *The three basic terms upon which the meaning of the concept is based are "life", "lifelong" and "education". The meaning attached to these terms and the interpretation given to them largely determine the scope and meaning of lifelong education.*

These terms that constitute the composite term "lifelong education" require detailed elucidation. The terms "life" and "education" are themselves very comprehensive and multidimensional. The variation in the meaning of these terms in different societies and at different times results in various modalities in the operational meaning of lifelong education. Also, the view held regarding the relationship between education and learning is very crucial. This determines the differences, if any, between lifelong education and lifelong learning. The term "lifelong" is very significant as it indicates the time-span of learning. Lifelong education begins with the beginning of life and ends with the end of life. It subsumes all stages and aspects of human development and the varied roles that individuals have to play at each stage.

2. *Education does not terminate at the end of formal schooling but it is a lifelong process. Lifelong education covers the entire life-span of an individual.*

Education should no longer be treated as synonymous with formal schooling, as is often done in practice, perhaps inadvertently. Furthermore, formal education acquired during childhood and youth is not adequate to save oneself from professional as well as cultural obsolescence during the later period in life. The need for extending the process of socialisation throughout the period of life in a planned manner is becoming more acute. Extension of education throughout the life-span has also become essential to reduce the inter-generational gap that has emerged as a rather new problem in a swiftly changing society. There is also a problem of the intra-generational gap which is the consequence of unequal educational opportunities and other factors. This can also be taken care of to a large extent by making education open

and non-terminal. This is not to say that formal education does not stop till the last day of the individual's life. This only implies that the attitude and habit of lifelong learning are to be inculcated in people and a learning environment is to be generated in the society so that it is transformed into a learning and growing society. Formal learning is not going to be continuous, but it is the access to learning at any time in the life of an individual according to the felt need that really matters.

3. *Lifelong education is not confined to adult education but it encompasses and unifies all stages of education - pre-primary, primary, secondary and so forth. Thus it seeks to view education in its totality.*

It is often stated that lifelong education begins when formal education in school or university is completed and that it is for adults alone. There is a historical reason why lifelong education is viewed by some as a programme of continuing learning during adulthood. However, the view that lifelong education includes all stages of education is now widely accepted.

4. *Lifelong education includes both formal and non-formal patterns of education, planned as well as incidental learning.*

Education according to this element of the concept is no longer confined to institutionalised learning. It includes all stages, aspects and situations of personally and socially desired learning and thus attains the widest possible meaning. Out-of-school education is an integral part of total education. In essence, this concept includes the whole continuum of situations for purposeful learning ranging from well-planned and institutionalised learning to non-institutionalised and incidental learning.

5. *The home plays the first, most subtle and crucial role in initiating the process of lifelong learning. This continues throughout the entire life-span of an individual through a process of family learning.*

The interactions between the members of the family constellation, the home management, the life style of the family and other factors constituting the educational environment in the home are very important in lifelong education. In fact, the home, a primary social institution, becomes an educative agency which initiates the learning process and continues it throughout the lifetime of an individual who finds himself in different roles and configurations as time passes.

6. *The community also plays an important role in the system of lifelong education right from the time the child begins to interact with it, and continues its educative function both in professional and general areas throughout life.*

The term "community" is very comprehensive. It includes neighbourhood, peer groups, kinship groups, socio-cultural and political groups, professional groups, trade unions, and so forth. It also includes industries, commercial enterprises, public administration and all other places of work where the individual continues to learn in a planned or incidental manner. Similarly, religious institutions, and organisations for social welfare are included under the community. The media for mass communication such as newspapers, radio and TV are also a part of the community that have a vital share in the process of lifelong education. Thus the whole range of social structures is brought into play in providing a vast variety of learning systems for every member of the community to develop himself and participate creatively in the development of others.

7. *The institutions of education like schools, universities and training centres are of course important, but only as one of the agencies for lifelong education. They no longer enjoy the monopoly for educating the people and can no longer exist in isolation from other educative agencies in the society.*

Thus formal schooling is only a part of total education and, as such, it has to be integrated with other educative agencies

and activities. The aspirations of lifelong education cannot be fully realised without eliciting the active participation of a variety of potentially educative agencies existing outside the special institutions established for education such as the school. This position calls for the reinterpretation of the role of the specially contrived system of education including schools, universities, and other institutions of formal education vis-à-vis other educative agencies. Such an analysis is important for identifying the relative and complementary functions of the so-called formal and informal systems of education in the perspective of lifelong learning.

8. *Lifelong education seeks continuity and articulation along its vertical or longitudinal dimension.*

Each stage of human life involves learning so that optimum growth and a sense of fulfilment for that stage in life are attained. It further attempts to prepare for the next stage(s) and for accomplishing a higher quality of personal, social, and professional life. To achieve these purposes, continuity and articulation along the vertical dimension of education are essential.

9. *Lifelong education also seeks integration at its horizontal and depth dimensions at every stage in life.*

For any particular stage in life, integration between the physical, intellectual, affective and spiritual aspects of life is necessary for full development of personality. Such an integration is also required for performing personal, social, and professional roles in a harmonious manner and for taking care of all tasks ranging from the simplest to the most complex ones in an optimally effective manner.

10. *Contrary to the elitist form of education, lifelong education is universal in character. It represents democratisation of education.*

Education, according to the new construct, is no longer the prerogative of a few. Equality of access to education for all is provided at any stage in life, the chief criterion of eligibility being one's capacity to profit from it. During the past several decades the main effort the world over was to universalise primary education. In the new educational scene, efforts will have to be made to universalise lifelong education. In these efforts lie the seeds of democratisation of education and the consequent fulfilment of an important human right. This ideal might call for a different strategy for technologically less advanced countries compared to that of the others.

11. *Lifelong education is characterised by its flexibility and diversity in content, learning tools and techniques, and time of learning.*

A system of lifelong education breaks away from a monolithic, uniform, and rigid system of education. It allows learning to take place at one's own pace and time and according to one's own areas of interest. It responds to the diverse needs and circumstances of individuals. As knowledge expands and new skills develop, diversity in the content and form of learning increases and the process of learning becomes individualised and self-directed. As one acquires skills and understanding about one's own learning, one moves towards self-learning and self-directed learning. Even in the programmes of group learning, which will be needed for specific purposes, the individual participates to an increasing degree in deciding the content and tools of learning. Rigid entry requirements, formal certificates, and such other things that come in the way of allowing individuals to pursue their new interests and develop their full potentiality are to be replaced by a flexible, unrestrictive, and open education system.

12. *Lifelong education is a dynamic approach to education which allows adaptation of materials and media of learning as and when new developments take place.*

Lifelong education is geared to the needs of a changing society. It is sensitive to change and absorbs new developments in the content of learning as well as in educational technology. It enables individuals to adapt themselves to the changing world and also prepares them for creative participation in the process of change. This characteristic is closely connected with the qualities of flexibility and diversity of lifelong education.

13. *Lifelong education allows alternative patterns and forms of acquiring education.*

This characteristic is again intimately linked with the characteristics of flexibility, diversity, and dynamism. In order to make lifelong education a practical reality, alternative ways of acquiring education are necessary in place of the full-time, institutionalised and teacher-centred form of learning. Recent developments like own-time learning, sandwich programmes, evening classes, week-end courses, newspaper courses, correspondence courses, open universities, radio and TV courses, video-taped lessons, computer-aided instruction and a host of others are examples of alternative patterns of education. Alternative learning strategies such as independent individualised learning by programmed instruction and other techniques, formal and guided learning in small groups on projects, informal learning in small groups like study circles or in large groups like community meetings, and combinations of various learning strategies are examples of alternative forms of acquiring education. Thus, creation of a variety of educational arrangements, application of different learning strategies and adoption of new technologies of communication to suit the educational needs - both known and unknown - of the individual and the society characterise the concept of lifelong education.

14. *Lifelong education has two broad components: general and professional. These components are not completely different from each other but are inter-related and interactive in nature.*

On account of scientific, technological and other advancements, many professions are directly influenced in one form or another. Some other professions are indirectly influenced by these changes. Consequently, new learning is required for maintaining professional efficiency. New job-skills have to be inculcated, new attitudes formed and new understandings acquired as and when such changes come about. But the socio-economic, political and sci-tech changes also influence everyday life, generate a new culture in the society, produce new value systems, change the extent and pattern of leisure, influence life-expectancy, alter life-roles, and so forth. All these call for the development of new life-skills, the modification of beliefs and attitudes from time to time, and the updating of information almost continuously in one aspect of daily life or another. Hence, lifelong education in the general and cultural domain is essential. The quantum and quality of such education depends upon various factors like social and geographical mobility, economic development, and socialisation of technology. Thus, for proper adaptation to the ever-modernising world and for creative participation in a rapidly changing society, both general as well as professional types of lifelong education are becoming increasingly necessary. These may be acquired in a formal or non-formal, planned or incidental manner as the case may be.

15. *The adaptive and innovative functions of the individual and the society are fulfilled through lifelong education.*

Lifelong learning, in its varying levels of complexity, has always existed since the dawn of the human race for the fulfilment of an adaptive function. Man, at any point in history, required continuation of learning on account of biological and internal changes occurring in him during his life span as well as environmental and external changes that brought new life problems for adaptation and survival. Any amount of formal education during childhood and youth was never sufficient to take care of the adaptive function throughout life. The process of lifelong

learning in some form was therefore always operative. Such learning was often unconscious, incidental and problem-oriented. Some societies created various customs, traditions and life-styles to acquire lifelong learning in a more natural and effortless manner. The rapid and incessant changes of the present time have simply accentuated the need for lifelong education since life problems have become more complex and certain problems demand a systematic and multi-disciplinary approach to tackle them. Consequently, a global consciousness has grown for the need of every individual to adapt to social, economic, political, industrial and ecological changes apart from physiological and psychological ones. Adaptation to external forces calls for adjustment in the inner life. Hence, lifelong education is aimed at self-realisation, self-fulfilment, and the fullest development of personality. For this purpose, a passive adaptation is obviously not enough. The process requires innovative and creative participation in the enhancement of cultural, professional, and personal growth. The ideal of lifelong education, viewed in the context of the modern world, greatly emphasises the innovative function besides the adaptive one.

16. *Lifelong education carries out a corrective function: to take care of the shortcomings of the existing system of education.*

The present system of education is under serious criticism for its lack of relevance to life, for its lack of meaningfulness for the young, for producing disinterest in learning, for its isolation from the community, for its examination-ridden character, for its indifference to out-of-school experiences and so forth. Lifelong education is expected to act as a corrective measure by merging school and out-of-school education in a horizontal continuum, by linking education in the home, school, and society in a vertical continuum for fullest possible human growth, by making all education participatory as well as preparatory, by paying full regard to the individual's needs, problems and levels

of growth, by reforming the outmoded system of examination, graduation and certification, by stressing learning rather than teaching, and so on.

17. *The ultimate goal of 'lifelong education is to maintain and improve the quality of life.*

The meaning of the term "quality of life" depends on the value system of a society. It depends upon the political system, concept of the good life, social beliefs and traditions, economic situation, and many other factors. While there are still many differences regarding the notion of the good life and differences in the living conditions in various parts of the world, it is clear that the human community on this "spaceship earth" has in many respects come closer than ever before. This is on account of the new means of transport and communication, the emergence of international organisations and several other factors. It is true that some countries are struggling hard to achieve a basic minimum level of economic growth to improve the sub-standard life of their people whereas some others have a problem of effective utilisation of increasing leisure. Amidst this stark reality of the present day world there exists a universal need for peace, a desire to counteract the dehumanising influence of technology, and an urgent necessity to prevent pollution of air and water which are a common and limited property of all people on this planet irrespective of the territorial boundaries of individual countries. These and many other factors like the population explosion and the indiscriminate exploitation of limited natural resources play a major role in carving out a common core of values representing the quality of human life on this globe. There are of course some variations in certain aspects of life in different parts of the world, but ultimately, the personal and social good of all people has to be achieved and enhanced. Lifelong education, in its ultimate analysis, aims at this lofty ideal.

18. *There are three major prerequisites for Lifelong education, namely, opportunity, motivation, and educability.*

Adequate opportunity for both formal and non-formal learning in professional as well as general sectors is an important prerequisite. For many kinds of learning a rich educative environment in the home, community and educational institutions is necessary. Here learning must be as natural and effortless as possible. Apart from incidental learning, a variety of provisions in the form of paid study leave, in-service programmes, on-the-job training, etc. will be necessary to create ample opportunities for learning at any time in life. Once the opportunities are created, the individuals must have a desire to learn. Lifelong education becomes more and more self-education and self-directed education as the person develops himself from stage to stage. A strong will to profit from educational opportunities for all-sided development is therefore an essential ingredient for making lifelong education a practical reality. For this, lifelong education should consider the felt needs of the individuals. The process of education itself should further motivate the learner to continue learning. Educability is the third major prerequisite to achieve the aspirations of lifelong education. Educability is the readiness to profit from learning opportunities. It includes skill in the techniques of learning, ability to plan and implement one's own programme of learning, ability to utilise effectively different tools and media of learning, ability to carry out independent learning with self-reliance and confidence, ability to profit from inter-learning in a group or inducted learning of a formal system, ability to select from and take advantage of a variety of learning strategies and situations, ability for self-evaluation of progress, and so forth. Education, in one sense, becomes a process for the enhancement of educability, and in the other, utilises educability for producing recurrent learning at different stages of life and in diverse areas of growth.

19. *Lifelong education is an organising principle for all education.*

At a theoretical level, the construct of lifelong education provides an organising principle for all education, since it encompasses all levels, forms and contents of education. As a principle, this concept deals first of all with life, where the individual, society and the physical environment are considered. It then deals with development and change throughout the life period, and these include different stages of human development; different aspects of development such as physical, intellectual, social, vocational, etc; and general as well as unique roles that every individual has to play in different situations and at different times in the life-span. In order to accomplish optimum development and change by educational processes, different foundations and contents of education are considered. All these complex considerations when put together in a cohesive manner provide a theoretical framework for lifelong education.

20. *At the operational level, lifelong education provides a total system of all education.*

Ultimately, the theoretical concept of lifelong education when operationalised provides a comprehensive system of education. This new educational arrangement encompasses all learning systems for the full life-span of every individual. From an operational point of view therefore, lifelong education is conceived as a system of education. This should be the system of all education because of the all-embracing nature of the concept. The system of lifelong education draws its guidelines from its theoretical framework. An operational framework of the system of lifelong education includes a whole complex of goals; assumptions; formal and non-formal patterns of education in the home, school and community; educational management including planning, structures, organisation, finance, etc.; and the entire technology of education including objectives, curriculum, learning strategies, means and

media of learning, evaluation procedures and so on. A theoretical cum operational framework should provide a total perspective for lifelong education.

CONCLUSION

In the foregoing pages some twenty characteristics of the concept of lifelong education are enumerated. They pertain to different facets of the concept such as functions and goals, qualities, spread, structure, strategy, system, etc.

The technique of identification and formulation of concept-characteristics employed here has been found to be useful in defining a complex concept like lifelong education in a comprehensive manner. Instead of working out a single sentence definition, the technique provides scope for fuller and multi-dimensional description of a complex idea. Such a method has also been found profitable in concretising and specifying the concept in terms of its elements which is perhaps the first step in moving towards its practical application. After all, one of the chief purposes of identifying the concept-characteristics is to translate this abstract but apparently promising idea into everyday practice. It is hoped that the concept-characteristics such as the ones enumerated here would be helpful in translating the concept into reality.

As stated earlier, the catalogue of concept-characteristics presented here is not exhaustive. This is only a first exercise to generate a dialogue and discussion so as to arrive at a more complete and refined list of concept-elements. This exercise should also lead to further clarification regarding the mode of stating concept-characteristics and a rationale for sequencing them, although one might feel that there may not be just one way of doing this.

The concept-characteristics are useful in deriving implications for different levels and areas of education as well as for different aspects of educational technology. The process of eliciting implications is made easier as these characteristics describe

the concept in a more concrete, specific and yet comprehensive manner. For example, if educability is one of the prerequisites of lifelong learning, the implication of this characteristic is that enhancement of educability rather than acquisition of a large number of specifics in particular subjects should become an important objective of education during childhood and adolescence. Similarly, if education does not terminate with formal schooling, then the curriculum for school education should not be studded with adult experiences often meaningless to the child, in the name of preparing him for adult life. Thus it is possible to interpret one or more concept-characteristics and work out a variety of implications for a total education system or any part of it in order to make lifelong education real and practicable. The concept-characteristics can also be used for establishing the rational validity of an educational implication. Quite often one hits on an implication of lifelong education rather intuitively. Such an implication can be checked and validated against concept-characteristics. It appears that the process of identifying concept-characteristics, deriving practical implications and validating them provides a methodology for the operationalisation and application of the concept of lifelong education.

Following the thinking involved in the process of identifying concept-characteristics, it is possible to develop a comprehensive theoretical and operational framework for lifelong education such as the one proposed at the end of this section. Such a concomitant outcome is possible on account of the fact that the concept-characteristics call for a minute analysis of the concept on the one hand, and simultaneously make it possible to view their interconnections and coherence on the other. Consequently, it becomes possible to begin to perceive a total educational model in a concrete, concise, and manageable form. Evidently, the time has now come to go beyond the initial phase of working only at the conceptual level of lifelong education. In doing so it appears that concept-characteristics and their multiple use for operationalisation of the concept merit research, reflection and developmental work. The phase of operationalisation should

not only put this ideal into practice, but also test out and refine the concept-characteristics for further application.

GENERAL REFERENCES

- Adiseshiah, Malcolm S. *Lifelong Education*, Document no. 7, International Educational Year Special Unit, Paris: UNESCO, 1970.
- AIEPA. *Lifelong Education*. Report of the Meeting of Experts held in August 1970. New Delhi: Asian Institute of Educational Planning and Administration, 1970.
- Bloom, Benjamin S. *Compensatory Education for Cultural Deprivation*. New York: Holt, Rinehart & Winston, 1965.
- Bloom, Benjamin S. *Stability and Change in Human Characteristics*. New York: Wiley, 1964.
- Coombs, Philip H. *The World Educational Crisis*. New York: Oxford University Press, 1968.
- Council of Europe. *Permanent Education. A Compendium of Studies*. Strasbourg: Council of Europe, 1970.
- Dave, R.H. "Towards a Theory of Educational Extension". *Teacher Education* 10, no. 4 (1966). New Delhi: National Council of Educational Research and Training.
- Greenough, Richard. "Adult Education and National Development". *Unesco Chronicle* 18, no. 4 (1972), pp. 131-134.
- Hartung H. *Pour une éducation permanente*. Paris: Fayard, 1966.
- Houle, C.O. "Continued Professional Education in the USA". *Lifelong Learning - A Symposium on Continuing Education* edited by F.W. Jessup. Oxford: Pergamon, 1969.
- Husén, Torsten. "Lifelong Learning in the Educative Society". *Convergence* 1, no. 4 (1968), pp. 12-21.
- Husén, Torsten. "Talent, Opportunity and Career: A Twenty-six-year Follow-up". *The School Review*, June 1968, pp. 109-209.
- Illich, Ivan. *Deschooling Society. World Perspectives*. New York: Harper & Row, 1970.
- Jessup, F.W., ed. *Lifelong Learning - A Symposium on Continuing Education*. Oxford: Pergamon, 1969.
- Le Veugle, Jean. *Initiation à l'éducation permanente*. Paris: UNESCO, 1970.
- Lengrand, Paul. "L'Education des adultes et le concept de l'éducation permanente". *Convergence* 3, no. 2 (1970).
- Lister, I. "The Concept of Deschooling and the Future of Secondary Education". Mimeographed. Amsterdam: European Cultural Foundation, 1971.

Maheu, René. "Pour une éducation permanente". *Convergence* 1, no. 1 (1968).

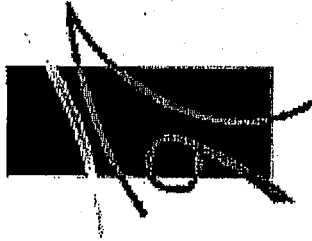
Mead, Margaret. *Culture and Commitment: A Study of the Generation Gap*. Garden City, N.J.: Natural History Press, 1970.

Schramm, W. et al. *The New Media: Memo to Educational Planners*. Paris: UNESCO International Institute for Educational Planning, 1967.

Wilhelmsen, Leif J. "Cultural Activities in Lifelong Education". *Convergence* 1, no. 4 (1968).

Wroczyński, Ryszard. "Lifelong Education as a Result of the Scientific and Technological Revolution". *Society and Leisure*, no. 1 (1972). Prague: European Centre for Leisure and Education.

CONFINTEA



ADULT EDUCATION

THE HAMBURG DECLARATION
THE AGENDA FOR THE FUTURE



Fifth International Conference on
Adult Education 14 - 18 July 1997

THE HAMBURG DECLARATION ON ADULT LEARNING

1. We, the participants in the Fifth International Conference on Adult Education, meeting in the Free and Hanseatic City of Hamburg, reaffirm that only human-centred development and a participatory society based on the full respect of human rights will lead to sustainable and equitable development. The informed and effective participation of men and women in every sphere of life is needed if humanity is to survive and to meet the challenges of the future.

2. Adult education thus becomes more than a right; it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society. It is a powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture of peace based on justice. Adult learning can shape identity and give meaning to life. Learning throughout life implies a rethinking of content to reflect such factors as age, gender equality, disability, language, culture and economic disparities.

3. Adult education denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society. Adult learning encompasses both formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural learning society, where theory- and practice-based approaches are recognized.

4. Though the content of adult learning and of education for children and adolescents will vary according to the economic, social, environmental and cultural context, and the needs of the people in the societies in which they take place, both are necessary elements of a

new vision of education in which learning becomes truly lifelong. The perspective of learning throughout life commands such complementarity and continuity. The potential contribution of adult and continuing education to the creation of an informed and tolerant citizenry, economic and social development, the promotion of literacy, the alleviation of poverty and the preservation of the environment is enormous and should, therefore, be built upon.

5. The objectives of youth and adult education, viewed as a lifelong process, are to develop the autonomy and the sense of responsibility of people and communities, to reinforce the capacity to deal with the transformations taking place in the economy, in culture and in society as a whole, and to promote coexistence, tolerance and the informed and creative participation of citizens in their communities, in short to enable people and communities to take control of their destiny and society in order to face the challenges ahead. It is essential that approaches to adult learning be based on people's own heritage, culture, values and prior experiences and that the diverse ways in which these approaches are implemented enable and encourage every citizen to be actively involved and to have a voice.

6. This Conference recognizes the diversity of political, economic and social systems and governmental structures among Member States. In accordance with that diversity and to ensure full respect for human rights and fundamental freedoms, this Conference acknowledges that the particular circumstances of Member States will determine the measures governments may introduce to further the spirit of our objectives.

7. The representatives of governments and organizations participating in the Fifth International Conference on Adult Education have decided to explore together the potential and the future of adult learning, broadly and dynamically conceived within a framework of lifelong learning.

8. During the present decade, adult learning has undergone substantial changes and experienced enormous growth in scope and scale. In the knowledge-based societies that are emerging around the world, adult and continuing education have become an imperative in the community and at the workplace. New demands from society and

working life raise expectations requiring each and every individual to continue renewing knowledge and skills throughout the whole of his or her life. At the heart of this transformation is a new role for the state and the emergence of expanded partnerships devoted to adult learning within civil society. The state remains the essential vehicle for ensuring the right to education for all, particularly for the most vulnerable groups of society, such as minorities and indigenous peoples, and for providing an overall policy framework. Within the new partnership emerging between the public, the private and the community sectors, the role of the state is shifting. It is not only a provider of adult education services but also an adviser, a funder, and a monitoring and evaluation agency. Governments and social partners must take the necessary measures to support individuals in expressing their educational needs and aspirations, and in gaining access to educational opportunities throughout their lives. Within governments, adult education is not confined to ministries of education; all ministries are engaged in promoting adult learning, and interministerial co-operation is essential. Moreover, employers, unions, non-governmental and community organizations, and indigenous people's and women's groups are involved and have a responsibility to interact and create opportunities for lifelong learning, with provision for recognition and accreditation.

9.

Basic education for all means that people, whatever their age, have an opportunity, individually and collectively, to realize their potential. It is not only a right, it is also a duty and a responsibility both to others and to society as a whole. It is essential that the recognition of the right to education throughout life should be accompanied by measures to create the conditions required to exercise this right. The challenges of the twenty-first century cannot be met by governments, organizations or institutions alone; the energy, imagination and genius of people and their full, free and vigorous participation in every aspect of life are also needed. Youth and adult learning is one of the principal means of significantly increasing creativity and productivity, in the widest sense of those terms, and these in turn are indispensable to meeting the complex and interrelated problems of a world beset by accelerating change and growing complexity and risk.

10.

The new concept of youth and adult education presents a challenge to existing practices because it calls for effective networking within the formal and non-formal systems, and for innovation and more

creativity and flexibility. Such challenges should be met by new approaches to adult education within the concept of learning throughout life. Promoting learning, using mass media and local publicity, and offering impartial guidance are responsibilities for governments, social partners and providers. The ultimate goal should be the creation of a learning society committed to social justice and general well-being.

11.

Adult literacy. Literacy, broadly conceived as the basic knowledge and skills needed by all in a rapidly changing world, is a fundamental human right. In every society literacy is a necessary skill in itself and one of the foundations of other life skills. There are millions, the majority of whom are women, who lack opportunities to learn or who have insufficient skills to be able to assert this right. The challenge is to enable them to do so. This will often imply the creation of preconditions for learning through awareness-raising and empowerment. Literacy is also a catalyst for participation in social, cultural, political and economic activities, and for learning throughout life. We therefore commit ourselves to ensuring opportunities for all to acquire and maintain literacy skills, and to create in all Member States a literate environment to support oral culture. The provision of learning opportunities for all, including the unreached and the excluded, is the most urgent concern. The Conference welcomes the initiative for a literacy decade in honour of Paulo Freire, to begin in 1998.

12.

Recognition of the right to education and the right to learn throughout life is more than ever a necessity; it is the right to read and write, the right to question and analyse, the right to have access to resources, and to develop and practise individual and collective skills and competences.

13.

Women's integration and empowerment. Women have a right to equal opportunities; society, in turn, depends on their full contribution in all fields of work and aspects of life. Youth and adult learning policies should be responsive to local cultures and give priority to expanding educational opportunities for all women, while respecting their diversity and eliminating prejudices and stereotypes that both limit their access to youth and adult education and restrict the benefits they derive from them. Any attempts to restrict women's right to

literacy, education and training must be considered unacceptable. Practices and measures should be taken to counter them.

14. *Culture of peace and education for citizenship and democracy.* One of the foremost challenges of our age is to eliminate the culture of violence and to construct a culture of peace based on justice and tolerance within which dialogue, mutual recognition and negotiation will replace violence, in homes and communities, within nations and between countries.

15. *Diversity and equality.* Adult learning should reflect the richness of cultural diversity and respect traditional and indigenous peoples' knowledge and systems of learning; the right to learn in the mother tongue should be respected and implemented. Adult education faces an acute challenge in preserving and documenting the oral wisdom of minority groups, indigenous peoples and nomadic peoples. In turn, intercultural education should encourage learning between and about different cultures in support of peace, human rights and fundamental freedoms, democracy, justice, liberty, coexistence and diversity.

16. *Health.* Health is a basic human right. Investments in education are investments in health. Lifelong learning can contribute substantially to the promotion of health and the prevention of disease. Adult education offers significant opportunities to provide relevant, equitable and sustainable access to health knowledge.

17. *Environmental sustainability.* Education for environmental sustainability should be a lifelong learning process which recognizes that ecological problems exist within a socio-economic, political and cultural context. A sustainable future cannot be achieved without addressing the relationship between environmental problems and current development paradigms. Adult environmental education can play an important role in sensitizing and mobilizing communities and decision-makers towards sustained environmental action.

18. *Indigenous education and culture.* Indigenous peoples and nomadic peoples have the right of access to all levels and forms of education provided by the state. However, they are not to be denied the right to enjoy their own culture, or to use their own languages. Education for indigenous peoples and nomadic peoples should be linguistically and culturally appropriate to their needs and should facilitate access to further education and training.

19. *Transformation of the economy.* Globalization, changes in production patterns, rising unemployment and the difficulty of ensuring secure livelihoods call for more active labour policies and increased investment in developing the necessary skills to enable men and women to participate in the labour market and income-generating activities.

20. *Access to information.* The development of the new information and communication technologies brings with it new risks of social and occupational exclusion for groups of individuals and even businesses which are unable to adapt to this context. One of the roles of adult education in the future should therefore be to limit these risks of exclusion so that the information society does not lose sight of the human dimension.

21. *The ageing population.* There are now more older people in the world in relation to the total population than ever before, and the proportion is still rising. These older adults have much to contribute to the development of society. Therefore, it is important that they have the opportunity to learn on equal terms and in appropriate ways. Their skills and abilities should be recognized, valued and made use of.

22. In line with the Salamanca Statement, integration and access for people with disabilities should be promoted. Disabled persons have the right to equitable learning opportunities which recognize and respond to their educational needs and goals, and in which appropriate learning technology matches their special learning needs.

23. We must act with the utmost urgency to increase and guarantee national and international investment in youth and adult learning, and the commitment of private and community resources to them. The Agenda for the Future which we have adopted here is designed to achieve this end.

24. We call upon UNESCO as the United Nations lead agency in the field of education to play the leading role in promoting adult education as an integral part of a system of learning and to mobilize the support of all partners, particularly those within the United Nations system, in order to give priority to implementing the Agenda for the Future and to

facilitating provision of the services needed for reinforcing international co-ordination and co-operation.

25. We urge UNESCO to encourage Member States to adopt policies and legislation that are favourable to and accommodate people with disabilities in educational programmes, as well as being sensitive to cultural, linguistic, gender and economic diversity.

26. We solemnly declare that all parties will closely follow up the implementation of this Declaration and the Agenda for the Future, clearly distinguishing their respective responsibilities and complementing and co-operating with one another. We are determined to ensure that lifelong learning will become a more significant reality in the early twenty-first century. To that end, we commit ourselves to promoting the culture of learning through the "one hour a day for learning" movement and the development of a United Nations Week of Adult Learning.

27. We, gathered together in Hamburg, convinced of the necessity of adult learning, pledge that all men and women shall be provided with the opportunity to learn throughout their lives. To that end, we will forge extended alliances to mobilize and share resources in order to make adult learning a joy, a tool, a right and a shared responsibility.

THE AGENDA FOR THE FUTURE

1. This *Agenda for the Future* sets out in detail the new commitment to the development of adult learning called for by the Hamburg Declaration on Adult Learning.
2. The *Agenda* focuses on common concerns facing humanity on the eve of the twenty-first century and on the vital role that adult learning has to play in enabling women and men of all ages to face these most urgent challenges with knowledge, courage and creativity.
3. The development of adult learning requires partnership between government departments, intergovernmental and non-governmental organizations, employers and trade unions, universities and research centres, the media, civil and community-level associations, facilitators of adult learning and the adult learners themselves.
4. Profound changes are taking place both globally and locally. They can be seen in a globalization of economic systems, in the rapid development of science and technology, in the age structure and mobility of populations, and in the emergence of an information-based and knowledge-based society. The world is also experiencing major changes in patterns of work and unemployment, a growing ecological crisis, and tensions between social groups based on culture, ethnicity, gender roles, religion and income. These trends are reflected in education, where those responsible for complex education systems are struggling to cope with new opportunities and demands, often with declining resources at their disposal.
5. In the course of the present decade, a series of conferences has focused world attention on key international problems. Beginning with the World Conference on Education for All: Meeting Basic Learning Needs (Jomtien, Thailand, 1990), they have included the United Nations Conference on Environment and Development (Rio de Janeiro, 1992), the World Conference on Human Rights (Vienna, 1993), the International Conference on Population and Development (Cairo, 1994), the World Summit for Social Development (Copenhagen, 1995), the Fourth World Conference on Women (Beijing, 1995), the United Nations Conference on Human Settlements (Habitat II, Istanbul, 1996)

and the most recent, the World Food Summit (Rome, 1996). At all these conferences world leaders looked to education to release the competence and creativity of citizens. Education was seen as a vital element in a strategy to nurture the sustainable development processes.

6. There have been parallel changes in education as well. Since its foundation, UNESCO has played a pioneering role in the conception of adult education as an essential part of any education system and of human-centred development. There are now numerous agencies active in the field, many of which have taken part in the Hamburg conference.
7. The first International Conference on Adult Education (Elsinore, Denmark, 1949) was followed by conferences in Montreal (1960), Tokyo (1972) and Paris (1985). Other important milestones include the 1972 Report of the International Commission on the Development of Education chaired by Edgar Faure, *Learning to Be: The World of Education Today and Tomorrow*, and the influential 1976 UNESCO Recommendation on the Development of Adult Education which set out the vital role of adult education 'as forming part of lifelong education and learning'.
8. During the twelve years that have elapsed since the Paris Declaration, humanity has been affected by profound changes resulting from the processes of globalization and technological advance, together with a new international order, all of which have led to far-reaching transformations in the political, cultural and economic fields.
9. A quarter of a century after *Learning to Be*, the International Commission on Education for the Twenty-first Century, chaired by Jacques Delors, said that, 'The concept of learning throughout life is the key that gives access to the twenty-first century. It goes beyond the traditional distinctions between initial and continuing education. It links up with another concept, that of the learning society, in which everything affords an opportunity for learning and fulfilling one's potential'. The Commission's report, *Learning: The Treasure Within*, emphasized the importance of the four pillars of education: learning to know, learning to do, learning to live together and learning to be. As indicated in the Hamburg Declaration, adult learning has grown in depth and scale, and has become an imperative at the workplace, in the home and in the community, as men and women struggle to create new realities at every stage of life. Adult education plays an essential and distinct role in equipping women and men to respond productively to the constantly

changing world and in providing learning which acknowledges the rights and responsibilities of the adult and the community.

10. In Hamburg the broad and complex spectrum of adult learning was considered under ten thematic headings:

- *Adult learning and democracy: the challenges of the twenty-first century*
- *Improving the conditions and quality of adult learning*
- *Ensuring the universal right to literacy and basic education*
- *Adult learning, gender equality and equity, and the empowerment of women*
- *Adult learning and the changing world of work*
- *Adult learning in relation to environment, health and population*
- *Adult learning, culture, media and new information technologies*
- *Adult learning for all: the rights and aspirations of different groups*
- *The economics of adult learning*
- *Enhancing international co-operation and solidarity*

Theme 1: Adult learning and democracy: the challenges of the twenty-first century

11. *The challenges of the twenty-first century require the creativity and competence of citizens of all ages in alleviating poverty, consolidating democratic processes, strengthening and protecting human rights, promoting a culture of peace, encouraging active citizenship, strengthening the role of civil society, ensuring gender equality and equity, enhancing the empowerment of women, recognizing cultural diversity (including the use of language, and promoting justice and equality for minorities and indigenous peoples) and a new partnership between state and civil society. Indeed, to reinforce democracy, it is essential to strengthen learning environments, to reinforce the participation of citizens, and to create contexts where the productivity of people will be enhanced and where a culture of equity and peace can take root.*

We commit ourselves to:

12. **Creating greater community participation:**

- (a) by promoting active citizenship and improving participatory democracy in order to create learning communities;

- (b) by encouraging and developing leadership capabilities among the adult population and especially among women, enabling them to participate in institutions of the state, the market and civil society.

13. **Raising awareness about prejudice and discrimination in society:**

- (a) by ensuring the legitimate right of people to self-determination and to the free exercise of their way of life;
- (b) by taking measures to eliminate discrimination in education at all levels based on gender, race, language, religion, national or ethnic origin, disability, or any other form of discrimination;
- (c) by developing education programmes that enable men and women to understand gender relations and human sexuality in all their dimensions;
- (d) by recognizing and affirming the rights to education of women, of indigenous peoples and nomadic peoples, and of minorities by ensuring equitable representation in decision-making processes and provision, and by supporting the publication of local and indigenous learning materials;
- (e) by recognizing that all indigenous peoples and nomadic peoples have the right of access to all levels and forms of state education, and the right to enjoy their own cultures and to use their own languages. Their education should be linguistically and culturally appropriate to their needs and should facilitate access to further education and training by working together, and learning to respect and appreciate each other's differences in order to ensure a shared future for all members of society.

14. **Encouraging greater recognition, participation and accountability of non-governmental organizations and local community groups:**

- (a) by recognizing the role non-governmental organizations play in awareness-raising and empowerment of people, which are of vital importance for democracy, peace and development;
- (b) by recognizing and appropriately funding the growing role of non-governmental organizations and local community groups in providing educational opportunities for adults in all sectors, in reaching the most needy and in contributing to an active civil society.

15. **Promoting a culture of peace, intercultural dialogue and human rights:**

- (a) by enabling citizens to approach conflicts in an empathic, non-violent and creative manner, with peace education for all, peace journalism and peace culture as important components;

- (b) by strengthening the educational dimensions of human rights activities in formal and non-formal adult learning provisions at community, national, regional and global levels.

Theme 2: Improving the conditions and quality of adult learning

16. *While there is a growing demand for adult education and an explosion of information, the disparities between those who have access and those who do not are also growing. There is therefore a need to counter this polarity, which reinforces existing inequalities, by creating adult learning structures and lifelong learning environments that can help to correct the prevalent trend. How can the conditions of adult learning be improved? How can we overcome inadequacies in its provision? What kind of measures and reforms should be undertaken in order to achieve greater accessibility, relevance, quality, respect for diversity and recognition of prior learning?*

We commit ourselves to:

17. **Creating conditions for the expression of people's demand for learning:**
- (a) by adopting legislation and other appropriate means recognizing the right to learn of all adults, proposing an enlarged vision of adult learning and facilitating co-ordination between agencies;
 - (b) by facilitating the expression of the learning demand of people within their own culture and language;
 - (c) by creating public information and counselling services and developing methods for the recognition of experiential and prior learning;
 - (d) by developing strategies to extend the benefits of adult learning to those currently excluded and to help adults make informed choices concerning the learning routes best suited to their aspirations;
 - (e) by promoting a culture of learning through the 'one hour a day for learning' movement;
 - (f) by underlining the importance of observing International Women's Day (8 March) and International Literacy Day (8 September) and of using the International Literacy Prizes for the promotion of adult learning, and by developing a United Nations Week of Adult Learning.

18. **Ensuring accessibility and quality:**
- (a) by adopting legislation, policies and co-operation mechanisms with all partners to make access easier, to facilitate the participation of adults in formal education and education at the workplace and in the community, and to support and extend programmes for rural and isolated areas;
 - (b) by developing a comprehensive policy, taking into account the critical role of the learning environment;
 - (c) by improving the quality and ensuring the relevance of adult education through the participation of learners in designing programmes;
 - (d) by facilitating co-operation among adult learning initiatives related to different institutions and sectors of activity.
19. **Opening schools, colleges and universities to adult learners:**
- (a) by requiring institutions of formal education from primary level onwards to be prepared to open their doors to adult learners, both women and men, adapting their programmes and learning conditions to meet their needs;
 - (b) by developing coherent mechanisms to recognize the outcomes of learning undertaken in different contexts, and to ensure that credit is transferable within and between institutions, sectors and states;
 - (c) by establishing joint university/community research and training partnerships, and by bringing the services of universities to outside groups;
 - (d) by carrying out interdisciplinary research in all aspects of adult education and learning with the participation of adult learners themselves;
 - (e) by creating opportunities for adult learning in flexible, open and creative ways, taking into account the specificities of women's and men's lives;
 - (f) by providing systematic continuing education for adult educators;
 - (g) by calling upon the World Conference on Higher Education (Paris, 1998) to promote the transformation of post-secondary institutions into lifelong learning institutions, and to define the role of universities accordingly.
20. **Improving the conditions for the professional development of adult educators and facilitators:**
- (a) by elaborating policies and taking measures for better recruitment, initial training and in-service training, working conditions and remuneration of the personnel engaged in youth and adult education programmes and activities in order to ensure

- their quality and sustainability, including the contents and methodology of training.
- (b) by developing in the area of continuing education innovative methods of teaching and learning, including interactive technologies and inductive methods involving close co-ordination between working experience and training.
- (c) by promoting information and documentation services, ensuring general access and reflecting cultural diversity.
- Improving the relevance of initial education within a lifelong learning perspective:**
- by eliminating barriers between non-formal and formal education, and ensuring that young adults have opportunities to pursue their education beyond their initial formal schooling.
- Promoting policy-driven and action-oriented research and studies on adult learning:**
- (a) by promoting national and cross-national studies on learners, teachers, programmes, methods and institutions of adult education, and supporting the evaluation of adult education provision and participation, especially in relation to the needs of all groups of society;
- (b) by regularly providing UNESCO and other multilateral agencies with adult education indicators and monitoring the whole spectrum of adult education and participation, calling upon UNESCO to support Member States in such activities;
- (c) by developing an enhanced capacity for research and knowledge dissemination by encouraging national and international exchanges of information, innovative models and best practices.
- Recognizing the new role of the state and social partners:**
- (a) by ensuring that all partners recognize their mutual responsibility for establishing supportive statutory frameworks, for ensuring accessibility and equity, for setting up monitoring and co-ordination mechanisms, and for providing professional back-up for policy-makers, researchers and learners through networking resources;
- (b) by creating the necessary financial, administrative and management support, by reinforcing mechanisms for intersectoral and interdepartmental linkages, and by ensuring the participation of civil society organizations to complement the response of governments, providing them with appropriate funding to support their activities;
- (c) by calling upon UNESCO to continue its policy of building partnerships among all actors in the field of adult education.

15

Theme 3: Ensuring the universal right to literacy and basic education

24. *Today, there are nearly 1,000 million people who have not acquired literacy skills and there are millions who have been unable to sustain them, even within the most prosperous countries. Everywhere in the world, literacy should be a gateway to fuller participation in social, cultural, political and economic life. Literacy must be relevant to people's socio-economic and cultural contexts. Literacy enables individuals to function effectively in their societies and to fashion and shape them. It is a process in which communities effect their own cultural and social transformations. It must address the needs of both women and men, to enable them to understand the interconnections between personal, local and global realities.*

We commit ourselves to:

25. **Linking literacy to the social, cultural and economic development aspirations of learners:**

- (a) by emphasizing the importance of literacy for human rights, participatory citizenship, social, political and economic equity, and cultural identity;
- (b) by reducing the female illiteracy rate by the year 2000 to at least half of the 1990 levels, with emphasis on rural, migrant, refugee and displaced persons, indigenous peoples, minorities, women, and women with disabilities;
- (c) by encouraging the creative uses of literacy;
- (d) by replacing the narrow vision of literacy by learning that meets social, economic and political needs and gives expression to a new form of citizenship;
- (e) by integrating literacy and other forms of learning and basic skills into all appropriate development projects, particularly those related to health and the environment, and by encouraging grassroots organizations and social movements to promote their own learning and development initiatives;
- (f) by launching the Paulo Freire African Decade on Literacy for All beginning in 1998 in order to create literate societies responsive to the different cultural traditions. To that end, special funds should be created by both public and private sources.

16

26.

Improving the quality of literacy programmes by building links with traditional and minority knowledge and cultures:

- (a) by improving the learning process through learner-centred strategies; sensitivity to diversity of languages and cultures; the involvement of learners in materials development; intergenerational learning processes; and the use of local languages, indigenous knowledge and appropriate technologies;
- (b) by improving the quality and effectiveness of literacy programmes through stronger links with other fields, such as health, justice, urban and rural development; basic and applied research; evaluation and assessment; the use of appropriate technologies to support both teacher and learner; collection and dissemination of best practices; effective communication of research results to literacy researchers, educators and policy-makers; and the use of existing and/or new literacy resource centres;
- (c) by improving the training of literacy personnel through increased attention to the personal achievement, working conditions and professional status of literacy educators; ongoing support for personal development; improved awareness and communications within the literacy community; and special attention to the qualification of women who, in many settings, form the majority of adult educators;
- (d) by designing an international programme for the development of literacy monitoring and evaluation systems and of feedback systems that promote local input and participation by the community in the improvement of the programme at the international, regional and national levels, and by establishing a worldwide information base for promoting policies and management and for improving the quality, efficiency and sustainability of such efforts;
- (e) by increasing public awareness and support for literacy, paying more attention to the obstacles to literacy for all, and developing better understanding of how literacy is embedded in social practices;
- (f) by mobilizing sufficient financial and human resources through a strong financial commitment to the advancement of literacy by intergovernmental organizations, bilateral agencies, and national, regional and local governments, as well as partnerships involving formal and non-formal education institutions, volunteers, non-governmental organizations and the private sector;

17

- (e) by ensuring the use of traditional media and modern technologies for literacy in both industrialized and developing countries.

27.

Enriching the literacy environment:

- (a) by enhancing the use and retention of literacy through the production and dissemination of locally relevant, gender-sensitive and learner-generated print materials;
- (b) by collaborating actively with producers and publishers so that they adapt existing texts and materials to make them accessible and comprehensible to new readers (e.g. the press, legal documents, fiction, etc.);
- (c) by creating networks for the exchange and distribution of locally produced texts that directly reflect the knowledge and practices of communities.

Theme 4: Adult learning, gender equality and equity, and the empowerment of women

28.

Equal opportunity in all aspects of education is essential to enable women of all ages to make their full contribution to society and to the resolution of the multiple problems confronting humanity. When women are caught in a situation of social isolation and lack of access to knowledge and information, they are alienated from decision-making processes within the family, community and society in general, and have little control over their bodies and lives. For poor women, the sheer business of survival becomes an obstacle to education. Educational processes should therefore address the constraints that prevent women's access to intellectual resources and empower women to become fully active as partners in social transformation. The message of equality and equal access must not be limited to programmes intended for women. Education should ensure that women become aware of the need to organize as women in order to change the situation and to build their capacities so that they can gain access to formal power structures and decision-making processes in both private and public spheres.

We commit ourselves to:

29. **Promoting the empowerment of women and gender equity through adult learning:**

- (a) by recognizing and correcting the continued marginalization and denial of access and of equal opportunities for quality education that girls and women are still facing at all levels;

18

- (b) by ensuring that all women and men are provided with the necessary education to meet their basic needs and to exercise their human rights;
- (c) by raising the consciousness of girls and boys, women and men concerning gender inequalities and the need to change these unequal relations;
- (d) by eliminating gender disparities in access to all areas and levels of education;
- (e) by ensuring that policies and practices comply with the principle of equitable representation of both sexes, especially at the managerial and decision-making level of educational programmes;
- (f) by combating domestic and sexual violence through providing appropriate education for men and supplying information and counselling to increase women's ability to protect themselves from such violence;
- (g) by removing barriers to access to formal and non-formal education in the case of pregnant adolescents and young mothers;
- (h) by promoting a gender-sensitive participatory pedagogy which acknowledges the daily life experience of women and recognizes both cognitive and affective outcomes;
- (i) by educating men and women to acknowledge the serious and adverse impacts of globalization and structural adjustment policies in all parts of the world, especially upon women;
- (j) by taking adequate legislative, financial and economic measures and by implementing social policies to ensure women's successful participation in adult education through the removal of obstacles and the provision of supportive learning environments;
- (k) by educating women and men in such a way as to promote the sharing of multiple workloads and responsibilities;
- (l) by encouraging women to organize as women to promote a collective identity and to create women's organizations to bring about change;
- (m) by promoting women's participation in decision-making processes and in formal structures.

Theme 5: Adult learning and the changing world of work

30. *The changing world of work is a multifaceted issue of enormous concern and relevance to adult learning. Globalization and new*

technologies are having a powerful and growing impact on all dimensions of the individual and collective lives of women and men. There is increasing concern about the precariousness of employment and the rise of unemployment. In developing countries, the concern is not simply one of employment but also of ensuring secure livelihoods for all. The improvement needed in terms of production and distribution in industry, agriculture and services requires increased competences, the development of new skills and the capacity to adapt productively to the continuously changing demands of employment throughout working life. The right to work, the opportunity for employment and the responsibility to contribute, at all ages of life, to the development and well-being of one's society are issues which adult learning must address.

We commit ourselves to:

31. **Promoting the right to work and the right to work-related adult learning:**
- (a) by recognizing the right to work and to a sustainable livelihood for all and by fostering, through new solidarities, the diversification of models of employment and recognized productive activities;
 - (b) by ensuring that work-related adult education provides the specific competences and skills for entry into the labour market and occupational mobility, and improves the ability of individuals to take part in diversified models of employment;
 - (c) by promoting partnerships between employers and employees;
 - (d) by ensuring that knowledge and skills informally acquired are fully recognized;
 - (e) by emphasizing the powerful role of vocational adult education in the lifelong learning process;
 - (f) by integrating in informal and non-formal adult education processes an analytical and critical perspective in relation to the economic world and its functioning.
32. **Ensuring access to work-related adult learning for different target groups:**
- (a) by encouraging employers to support and promote workplace literacy;
 - (b) by ensuring that work-related adult education policies address the needs of self-employed workers and workers in the informal economy and facilitate access for women and migrant workers to training in non-traditional jobs and sectors;

- (c) by making sure that work-related adult education programmes consider gender equality, age and cultural differences, safety in the workplace and concerns for workers' health, protection against unfair treatment and harassment, as well as the preservation of the environment and the proper management of natural resources;
- (d) by enriching the learning environment at the workplace and offering flexible individual and collective learning activities and relevant services for workers.

33. Diversifying the contents of work-related adult learning:

- (a) by addressing the issues inherent in agriculture, natural resource management and food security;
- (b) by including elements relating to agricultural extension services, citizens' rights, organization-building, natural resource management, food security and reproductive health education;
- (c) by stimulating entrepreneurship through adult education;
- (d) by promoting gender-sensitive approaches within extension services, answering the needs of women in agriculture, industry and services, and enhancing their capacity to disseminate knowledge on all these fields and issues.

Theme 6: Adult learning in relation to environment, health and population

34. *Environment, health, population, nutrition and food security are intricately linked to one another in sustaining development. Each is a complex issue. Caring for the environment by controlling pollution, preventing soil erosion and prudently managing natural resources has a direct impact on the population's health, nutrition and well-being which, in turn, have implications for population growth and the availability of food. These issues are part of the wider quest for sustainable development, which cannot be attained without a strong emphasis in education on family issues, the reproductive life cycle and population issues such as ageing, migration, urbanization, and intergenerational and family relations.*

We commit ourselves to:

35. **Promoting the competence and involvement of civil society in dealing with environmental and development problems:**
- (a) by making use of adult education activities in order to increase the capacity of citizens from different sectors of society to take

innovative initiatives and to develop programmes based on ecologically and socially sustainable development, by supporting and implementing adult education programmes designed to give people the chance to learn and interact with decision-makers on environmental and development issues, in particular on the need for changes in production and consumption patterns;

- (b) by integrating indigenous and traditional knowledge of the interaction between human beings and nature into adult learning programmes, and by recognizing that minority and indigenous communities have special authority and competence in protecting their own environment;
- (c) by ensuring the accountability of decision-makers in the context of policies relating to the environment, population and development;
- (d) by integrating environmental and development issues into all sectors of adult learning and developing an ecological approach to lifelong learning.

36. Promoting adult learning on population-related issues and family life:

by enabling people to exercise their human rights, including reproductive and sexual health rights, and to develop responsible and caring attitudes.

37. Recognizing the decisive role of population education and health promotion in preserving and improving the health of communities and individuals:

- (a) by developing and reinforcing participatory health education and promotion programmes aimed at empowering people to create healthier environments and to engage in advocacy for improved and accessible health services;
- (b) by providing access to education which enables reproductive choices that empower women to overcome barriers preventing them from full and equal participation in personal, social and economic development opportunities;
- (c) by developing health-related learning content, including AIDS and other disease prevention, nutrition, sanitation and mental health;
- (d) by using adult learning approaches to enrich education-information-communication strategies and to provide opportunities for people to apply their own experience and knowledge in making diagnoses and choosing possible lines of action.

8. Ensuring cultural and gender-specific learning programmes:

- (a) by extending health education for women and men in order to share responsibilities and to broaden concerns relating to reproductive health and child care;
- (b) by eliminating cultural practices which are harmful and inhumane, and which result in the violation of women's sexual and reproductive rights.

Theme 7: Adult learning, culture, media and new information technologies

39. *Adult learning provides an essential opportunity for adult learners to participate in all cultural institutions, mass media and new technologies in order to establish effective interactive communication and to build understanding and co-operation between peoples and cultures. Respect for individuals, their cultures and their communities is the foundation for dialogue and confidence-building, as well as relevant and sustainable learning and training. Efforts need to be made to ensure greater access to and participation in the means of communication for all cultures and social groups so that all may share their special visions, cultural artefacts and ways of life and not merely receive the messages of other cultures.*

We commit ourselves to:

40. **Developing greater synergy between the media, the new information technologies and adult learning:**
- (a) by contributing to reinforcing the educational function of the media;
 - (b) by making the media more receptive to adult learning and by encouraging wider participation in the development and evaluation of the media;
 - (c) by recognizing that the media have a key role in access to adult learning opportunities for groups excluded from such opportunities, through promotional campaigns to foster participation;
 - (d) by reviewing the development and dissemination of new technologies from a regional, local and cultural perspective, taking into account the uneven development of infrastructures and availability of equipment;
 - (e) by ensuring equal access to and sustainability of open and distance learning systems, the media, and the new information

- and communication technologies, and by using new technologies to explore alternative ways of learning;
- (f) by promoting media education and media content that will help users to develop critical and discerning attitudes towards the media;
- (g) by providing training for educators and cultural workers to encourage the development and application of appropriate resources for adult learning;
- (h) by promoting the distribution of learning materials at all levels, both regionally and worldwide.

41. Promoting fair use of intellectual property:

by revising copyright and patenting regulations to promote the distribution of learning materials while preserving the rights of authors.

42. Strengthening libraries and cultural institutions:

- (a) by continuing to fund museums, libraries, theatres, ecological parks and other cultural institutions, and by recognizing these cultural institutions as adult learning centres and resources;
- (b) by promoting the conservation and use of the cultural heritage as a lifelong learning resource and by supporting the development of methods and techniques for strengthening heritage and cultural learning.

Theme 8: Adult learning for all: the rights and aspirations of different groups

43. *The right to education is a universal right of all people. While there is agreement that adult learning must be accessible to all, the reality is that many groups are still excluded, such as the aged, migrants, gypsies and other non-territorial and/or nomadic peoples, refugees, disabled people and prison inmates. These groups should have access to education programmes that accommodate them within an individual-centred pedagogy capable of meeting their needs and facilitating their full participation in society. All members of the community should be invited and, where necessary, assisted in participating in adult learning. This implies meeting a diversity of learning needs.*

We therefore commit ourselves to:

44. **Creating an educational environment supporting all forms of learning for older people:**

- (a) by ensuring access for older people to all the services and provisions that sustain adult learning and training and thereby facilitate their active participation in society;
- (b) by using the 1999 United Nations Year of Older People to plan activities which illustrate how adult education can support the role of older people in building our societies.

45. **Ensuring the right of migrants, displaced populations, refugees and people with disabilities to participate in adult education:**

- (a) by providing migrants and refugees with comprehensive education and training opportunities that promote their political, economic and social participation, and enhance their competence and their cultural base;
- (b) by developing and implementing programmes for the host population designed to promote understanding, especially among politicians, media experts, law enforcement agents, educators and social service agents, concerning the rights and conditions of migrants and refugees;
- (c) by ensuring that adult gypsies and other nomadic groups, taking into account their lifestyles and languages, are able to resume their studies and continue their training in existing institutions;
- (d) by ensuring that adults with disabilities have full access to adult education programmes and opportunities, by requesting UNESCO and other agencies of the United Nations to provide sign language interpretation and full accessibility to all at their meetings and conferences, and by requesting UNESCO, as lead agency, to convene a conference on lifelong learning for the disabled in 1999, on the eve of the new millennium.

46. **Creating continuing opportunities for persons with disabilities and promoting their integration:**

- (a) by making all forms of learning and training accessible to disabled people and ensuring that the learning and training provided respond to their educational needs and goals;
- (b) by fostering institutional policies that ensure equal access, services and vocational and employment opportunities for the disabled, under which appropriate learning technology matches their special learning needs.

47. **Recognizing the right to learn of all prison inmates:**

- (a) By providing prison inmates with information on and access to different levels of education and training;
- (b) By developing and implementing comprehensive education programmes in prisons, with the participation of inmates, to meet their needs and learning aspirations;

- (c) By making it easier for non-governmental organizations, teachers and other providers of educational activities to work in prisons, thereby providing prisoners with access to educational institutions and encouraging initiatives that link courses carried out inside and outside prisons.

Theme 9: The economics of adult learning

48. *A history of inadequate financing, growing recognition of the long-term benefits of investing in adult learning, the diversification of financial patterns and the number of contributors, the role of multilateral organizations, the impact of structural adjustment programmes and the commercialization of adult learning provision are some of the crucial aspects of the economics of adult learning. The costs of adult learning must be seen in relationship to the benefits that derive from reinforcing the competence of adults. Methods used in cost-benefit and cost-effectiveness analyses should reflect the multiple impact of adult learning on society. The education of adults contributes to their self-reliance and personal autonomy, to the exercise of basic rights and to increased productivity and labour efficiency. It is also positively translated into higher levels of education and well-being of future generations. Adult education, being a human development and productive investment, should be protected from the constraints of structural adjustment.*

We commit ourselves to:

49. **Improving the financing of adult education:**

- (a) by contributing to the funding of adult education by bilateral and multilateral financial institutions within the framework of partnerships between the various ministries and other governmental organizations, non-governmental organizations, the private sector, the community and the learners;
- (b) by seeking to invest, as proposed by the International Commission on Education for the Twenty-first Century, at least 6 per cent of Member States' gross national product (GNP) in education and by allocating an equitable share of the education budget to adult education;
- (c) by proposing that each development sector (e.g. agriculture, health, the environment) assign a share of its budget to adult learning, that every development programme in agriculture, health and the environment include an adult learning component and that

- the cost of adult education and training in every enterprise be considered as an investment in productivity;
- (d) by investing an equitable share of resources in women's education to ensure their full participation in all fields of learning and knowledge;
 - (e) by promoting the ratification and application of the International Labour Organization Convention 140 (1974) concerning paid educational leave;
 - (f) by stimulating the social partners to engage in adult education in enterprises, funded for example by allocating a proportion of their total budget to this end;
 - (g) by supporting adult education through a variety of creative community initiatives which will draw on the strengths and capacities of all members of society;
 - (h) by exploring the conversion, on the basis of debt swap proposals, of the current debts of the least developed and developing countries into investment in human development;
 - (i) by studying the proposal for an 'Entitlement to Lifelong Learning' as suggested in *Learning: The Treasure Within*.

Theme 10: Enhancing international co-operation and solidarity

50. *International co-operation and solidarity must strengthen a new vision of adult learning which is both holistic, to embrace all aspects of life, and cross-sectoral, to include all areas of cultural, social and economic activity. The Universal Declaration of Human Rights must be the principal source of guidance in the promotion of international co-operation and solidarity, and the culture of peace. Dialogue, sharing, consultation and the willingness to learn from one another are the basis of this co-operation. It should include respect for diversity.*

We commit ourselves to:

51. **Making adult learning a tool for development and mobilizing resources to that end:**
- (a) by assessing all co-operation projects in terms of both their contributions to adult learning and human development and the priority they give to the strengthening of local expertise;
 - (b) by increasing the resources directly available for adult education within the education sector in developing countries.

27

52. **Strengthening national, regional and global co-operation, organizations and networks in the field of adult learning:**

- (a) by promoting and strengthening inter-agency and intersectoral co-operation;
- (b) by supporting existing national, regional and global adult education networks through the sharing of information, skills and capacities, and through the promotion of dialogue at all levels;
- (c) by encouraging donor agencies to contribute financially to networks for local, regional and global co-operation between adult educators;
- (d) by monitoring and taking steps to avoid negative impacts of structural adjustment programmes and other policies (fiscal, trade, work, health, industry) on the allocation of resources to the education sector, with special reference to adult education;
- (e) by preparing national and regional reports and disseminating them among public and private agencies involved in adult education;
- (f) by involving the multilateral financial institutions in the debate on adult learning and more particularly on educational policies in relation to the negative impact of structural adjustment programmes on education.

- 53.

Creating an environment conducive to international co-operation:

- (a) by providing greater opportunities for grass-roots workers and learners to meet one another in groups composed on a South-South and North-South basis, and by strengthening training networks across the regions to serve as mechanisms for upgrading adult education;
- (b) By reinforcing international networks representing different actors and social partners with the mandate to carry out evaluation and monitoring of main education policies;
- (c) By supporting the creation of a mechanism through which individual and collective rights relating to adult education could be promoted and protected.

FOLLOW-UP Strategy

54. The Agenda for the Future emerging from the Fifth International Conference on Adult Education should comply with the recommendations adopted by all major conferences of the United Nations, particularly as regards the gender dimension.

28

55.

Given the highly decentralized nature of adult learning, its growing diversity, and the large and increasing number of partners of many types involved, the strategies and mechanisms used to follow up the Fifth International Conference on Adult Education should be highly flexible. For reasons of both economy and efficiency, they should also be based, to the maximum possible extent, on existing institutions, structures and networks. The aim should be to make existing machinery for action, co-ordination and monitoring more effective, not to duplicate it.

56.

It is essential that all partners participating in the Conference play an active role within their particular areas of competence, working through their normal channels to ensure that the potential of adult learning is developed and that programmes are conceived and conducted in ways that contribute to the promotion of democracy, justice, peace and mutual understanding. The Conference has taken note of the Danish initiative to establish an International Academy for Democracy and Education in co-operation with UNESCO and interested national partners.

57.

At the international level UNESCO should play a leading and proactive role both within its relevant fields of action and together with other organizations, networks and agencies, including women's organizations and other relevant actors, to advance adult learning. Within UNESCO, the UNESCO Institute for Education (UIE) in Hamburg should be strengthened in order to become an international reference centre for adult and continuing education. UNESCO should also take the appropriate steps to update the 1976 *Recommendation on the Development of Adult Education*. Other international and regional intergovernmental and non-governmental organizations should provide similar leadership within their respective spheres of competence.

58.

Structures and networks already exist at both the international and regional levels for the promotion of adult learning. In certain cases, particularly in the developing regions, it would, however, be important to reinforce these existing structures and networks, including UNESCO's regional programmes for basic education, and to provide additional resources to enable them to play their roles more effectively and on a larger scale.

Promoting closer consultation among partners

59.

The Conference considers that while the establishment of costly new permanent structures is to be avoided, it would be useful to provide a means or mechanism for communication and regular consultation among major partners in the Fifth International Conference and other organizations actively engaged in the promotion of adult learning. The purpose of such a mechanism would be to develop closer consultation and co-ordination among key partners and a setting for periodic discussion of progress and problems in adult learning, and to serve as a means for monitoring the implementation of the policy and recommendations set forth in this *Agenda*.

60.

There should be a forum and a consultation mechanism to secure the implementation of the recommendations and outcomes of this Conference. UNESCO, as the United Nations lead agency in education with its relevant units, institutes and field offices, should play the leading role in taking the initiative and responsibility for promoting adult education as an integral part of a system of learning throughout life, for mobilizing the support of all partners, not only within the United Nations and multilateral systems, but also non-governmental organizations and other organizations in civil society, for giving priority to implementing the *Agenda* and for facilitating provision of the services needed to reinforce international co-ordination and co-operation.

61.

Lastly, the Conference requests UNESCO to ensure the wide distribution of the *Hamburg Declaration on Adult Learning* and the *Agenda for the Future* in as many languages as possible. UNESCO should explore the possibility of an inter-agency review of the *Agenda*, mid-way before the next international conference on adult education.

To send us information about CONFINTEA follow-up activities in your country or region, or to request documents and information material concerning the follow-up, please contact UIE

UNESCO-INSTITUTE FOR EDUCATION
Feldbrunnenstrasse 58
D - 20148 Hamburg
Tel.: +49 40 44 80 41-0
Fax: +49 40 410 77 23
e-mail: uiie@unesco.org
<http://www.education.unesco.org/uiie>

Please also consult our CONFINTEA Homepage:

<http://www.education.unesco.org/confintea>

LEARNING: THE

TREASURE WITHIN

Members of the Commission

Jacques Delors, *Chairman*

Sam Al Mufli

Jo Amagi

Berto Carneiro

Yi Chung

Wislawa Giermek

William Gorham

Alexandra Kornhauser

Michael Manley

Marisela Padron Quero

Marie-Angélique Savané

Ran Singh

Edolfo Stavenhagen

Wong Won Sulur

Yu Nanzhao

Report to UNESCO of
the International Commission
on Education for
the Twenty-first Century

UNESCO PUBLISHING

Chapter 4

The four pillars of education

Because the next century will provide unprecedented means for communication and for the circulation and storage of information, it will impose on education two demands which at first sight may appear contradictory. Education must transmit, efficiently and on a massive scale, an increasing amount of constantly evolving knowledge and know-how adapted to a knowledge-driven civilization, because this forms the basis of the skills of the future. At the same time, it must find and mark the reference points that will make it possible, on the one hand, for people not to be overwhelmed by the flows of information, much of it ephemeral, that are invading the public and private domains and, on the other, to keep the development of individuals and communities as its end in view. Education must, as it were, simultaneously provide maps of a complex world in constant turmoil and the compass that will enable people to find their way in it.

In this view of the future, traditional responses to the demand for education that are essentially quantitative and knowledge-based are no longer appropriate. It is not enough to supply each child early in life with a store of knowledge to be drawn on from then on. Each individual must be equipped to seize learning opportunities throughout life, both to broaden her or his knowledge, skills and attitudes, and to adapt to a changing, complex and interdependent world.

If it is to succeed in its tasks, education must be organized around four fundamental types of learning which, throughout a person's life, will in a way be the pillars of knowledge: learning to know, that is acquiring the instruments of understanding; learning to do, so as to be able to act creatively on one's environment; learning to live together, so as to participate and co-operate with other people in all human activities; and learning to be, an essential progression which proceeds from the previous three. Of course, these four paths of knowledge all form a whole, because there are many points of contact, intersection and exchange among them.

Yet formal education has traditionally focused mainly, if not exclusively, on learning to know and to a lesser extent on learning to do. The two others are to a large extent left to chance, or assumed to be the natural product of the two former. The Commission believes that equal attention should be paid in all organized learning to each of these four pillars, so that education is regarded as a total experience throughout life, dealing with both understanding and application, and focusing on both the individual and the individual's place in society.

Right from the beginning, the Commission felt that meeting the challenges of the coming century would necessarily entail changing aims of education and the expectations people have of what education can provide. A broad, encompassing view of learning should enable each individual to discover, unearth and enrich his or her creative potential, to reveal the treasure within each of us. This means going beyond an instrumental view of education, as a process we submit to in order to achieve specific aims (in terms of skills, capacities or economic potential), to one that emphasizes the development of the complete person, in short, learning to be.

Learning to know

This type of learning is less a matter of acquiring itemized, codified information than of mastering the instruments of knowledge themselves, and it can be regarded as both a means and an end in life. As a means it serves to enable each individual to understand at the very least enough about his or her environment to be able to live in dignity, to develop occupational skills and to communicate. As an end, its basis is the pleasure of understanding.

knowing and discovering. Although studying to no immediately useful purpose is becoming less common, since applicable knowledge is so important in life today, the trend towards a longer period of education and more free time should lead to an increasing number of adults being able to appreciate the pleasures of personal research. The widening of the field of knowledge which enables people to understand the various aspects of their environment better arouses intellectual curiosity, stimulates the critical faculty and enables people to make sense of reality by acquiring independence of judgement. From this point of view, it is vital that all children, wherever they may be, should be able to acquire a knowledge of the scientific method in some appropriate form and become 'friends of science' for life. In secondary and higher education, the initial training must provide all pupils and students with the instruments, concepts and references that scientific progress and contemporary paradigms make available.

As knowledge is manifold and constantly changing, however, it is increasingly futile to try to know everything - after basic education, omnidisciplinary is an illusion - but specialization, even for future researchers, must not exclude general knowledge. Today, a really well-trained mind needs a broad background and the opportunity to study a small number of subjects in depth. Both need to be encouraged during the whole of a person's education.¹ A general education brings a person into contact with other languages and areas of knowledge, and in the first instance makes communication possible. Specialists shut away in their own fields are in danger of losing interest in what other people are doing. Whatever the circumstances, they will find it difficult to co-operate. In addition, general education binds societies together in time and space, and fosters receptiveness to other areas of knowledge, enabling fruitful synergies to develop between disciplines. Some significant advances in knowledge, particularly in research, are made on the boundaries between disciplines.

Learning to know presupposes learning to learn, calling upon the power of concentration, memory and thought. From childhood, especially in societies dominated by television, young people must learn to concentrate their attention on things and people. The very rapid succession of items of information broadcast through the media and the widespread habit of 'channel surfing' are harmful to the process of discovery, which takes time and involves going more deeply into the message received. Learning to concentrate

1. Third meeting of the Commission, Paris, 12-15 January 1994.

2. See Laurent Schwartz, 'L'enseignement scientifique', in: Institut de France, *Réflexions sur l'enseignement*, Paris, Flammarion, 1991.

can take many forms and make use of many different situations (games, periods of training in industry, travel, practical scientific work, etc.).

Using the memory is a necessary antidote to being swamped by the instant information put out by the media. It would be dangerous to imagine that memory has become unnecessary because of the incredible capacity to store and circulate information now at our disposal. We must certainly be selective about what we learn 'by heart', but the specifically human faculty of memory by association, which cannot be reduced to a form of automatic functioning, must be carefully cultivated. All specialists agree that the memory must be trained from childhood and that it is inappropriate to eliminate from schools certain traditional, supposedly boring, exercises.

Exercise of the faculty of thought, to which children are first introduced by their parents and then by their teachers, must entail a two-way traffic between the concrete and the abstract. In teaching it is therefore important to combine two methods regarded as conflicting: the deductive and the inductive. One may be more relevant than the other in particular disciplines, but in all cases, coherent thinking requires a combination of the two.

Acquiring knowledge is a never-ending process and can be enriched by all forms of experience. In this sense, it is increasingly woven with the experience of work, as work becomes less routine in nature. Initial education can be regarded as successful if it has provided the impetus and foundation that will make it possible to continue to learn throughout life, while working but also outside work.

Learning to do

Learning to know and learning to do are to a great extent indissociable, but learning to do is more closely linked to the question of vocational training: how can children be taught to put what they have learned into practice and how can education be adapted to future work when it is impossible to foresee exactly how that work will evolve? The Commission addressed itself in particular to this latter question.

In this connection, it is necessary to distinguish between the industrial economies, dominated by wage-earning occupations, and other economies still broadly dominated by independent and informal work. In the wage-earning societies, in which

development followed the industrial pattern throughout this century, the substitution of machines for human labour is having the effect of making human labour increasingly immaterial. It is accentuating the knowledge-related nature of work, even in industry, and the importance of the service sector. The future of industrial economies depends on their ability to transform advances in knowledge into innovations that generate new businesses and new jobs. Learning to do can therefore no longer have the simple meaning it had when it was a matter of preparing someone for a clearly defined practical task in order to contribute to the manufacture of something. Learning must change accordingly and can no longer be regarded as the simple transmission of a more or less routine practice.

From skill to competence

In industry, especially for machine operators and technicians, the ascendancy of knowledge and information as factors in production systems is making the idea of occupational skills obsolete and is bringing personal competence to the fore. Technical progress is ineluctably changing the skills required by new production processes. Purely physical tasks are being replaced by more intellectual, more mental work, such as controlling, maintaining and monitoring machines, and by the work of design, study and organization, as machines themselves become more 'intelligent' and the physical labour required for work diminishes.

The demand for higher skills at all levels has a number of causes. As far as workers are concerned, the juxtaposition of prescribed tasks and individual operations is frequently being replaced by organization into 'work teams' or 'project groups', as in Japanese companies, while employee interchangeability is being superseded by the personalization of assignments. Instead of requiring a skill, which they see as still too narrowly linked to the idea of practical know-how, employers are seeking competence, a mix, specific to each individual, of skill in the strict sense of the term, acquired through technical and vocational training, of social behaviour, of an aptitude for teamwork, and of initiative and a readiness to take risks.

If we add to these new demands the requirement for personal commitment on the part of the worker, regarded as an agent of change, it becomes clear that highly subjective qualities, innate or acquired, that company heads often call 'life skills', combine

with knowledge and know-how to make up the competence required – which provides a good illustration of the link that education must maintain with the various aspects of learning, as the Commission has emphasized. Among those qualities, the ability to communicate, work with others, and manage and resolve conflicts is becoming increasingly important. This trend is being accentuated by the development of service activities.

The 'dematerialization' of work and the rise of the service sector

The consequences for education of the 'dematerialization' of the advanced economies are particularly striking if one looks at the qualitative and quantitative changes in services. Services, which form a very varied category, can best be defined by what they are not: they are neither industrial nor agricultural and, despite their variety, have in common the fact that they do not produce material goods.

Many services are defined principally in terms of the interpersonal relationships they involve. Examples can be found both in the market sector, which is proliferating as a result of the increasing complexity of economies (experts of all types, technological monitoring and consultancy services, financial, accounting and management services) and the more traditional non-market sector (social services, education, health, etc.). In both cases information and communication are of the most importance, in that emphasis is placed on the personalized picture and processing of specific information for a specific purpose. These types of services, the quality of the relationship between provider and user is also very dependent on the user. It is therefore understandable that it is no longer possible to train for this work in the same way as when it was a question of ploughing the land or metal-working. The relationship with the material and the technology is secondary to the interpersonal relationship. The development of services therefore makes it essential to cultivate human qualities that are not necessarily inculcated by traditional training and which amount to the ability to establish stable, effective relationships between individuals.

It can be imagined that, in the high-tech organizations of the future, relational difficulties might create serious dysfunctions calling for new types of skill, more behavioural than intellectual. This may provide opportunities for people with few or no formal qualifications. Intuition, flair, judgement and the ability to hold

a team together are not necessarily abilities peculiar to those with the highest paper qualifications. How and where are these qualities, innate in varying degrees, to be taught? It is not easy to imagine the content of training programmes that will produce the required abilities and aptitudes. The same problem arises in connection with vocational training in the developing countries.

Work in the informal economy

In developing economies where wage-earning occupations are not the rule, the nature of work is very different. In many countries of sub-Saharan Africa and some Latin American and Asian countries, only a small proportion of the population is formally employed, the great majority being involved in the traditional subsistence economy. There is no formal definition of work skills; know-how is often traditional. In addition, the function of learning is not limited to work but must respond to the broader objective of formal or informal participation in development. It is often as much a matter of social as of occupational skills.

In other developing countries, side-by-side with agriculture and a small formal sector, there is also a sector based on trade and finance, which is both modern and informal and is sometimes quite dynamic, and which indicates there is an entrepreneurial potential well adapted to local conditions.

In both cases, the Commission's consultations in developing countries indicated that these countries see the acquisition of a scientific culture which will give them access to modern technology as the way to the future, without, however, ignoring the specific capacities, for innovation and creativity to be found within the local context.

This brings us back to a question that faces both developed and developing countries: how can people learn to cope effectively with uncertainty and to play a part in creating the future?

Learning to live together, learning to live with others

This type of learning is probably one of the major issues in education today. The contemporary world is too often a world of violence that belies the hope some people placed in human progress. There has always been conflict throughout history, but new factors are accentuating the risk, in particular the extraordinary

capacity for self-destruction humanity has created in the course of the twentieth century. Through the media, the general public is becoming the impotent observer, even the hostage, of those who create or maintain conflicts. Education has up to now not been able to do much to alleviate that state of affairs. Is it possible to devise a form of education which might make it possible to avoid conflicts or resolve them peacefully by developing respect for other people, their cultures and their spiritual values?

The idea of teaching non-violence in schools is laudable even if it is only one means among many for combating the prejudices that lead to conflict. It is a difficult task, since people very naturally tend to overvalue their own qualities and those of their group and to harbor prejudices against others. Furthermore, the general climate of competition that is at present characteristic of economic activity, within and above all between nations, tends to give priority to the competitive spirit and individual success. Such competition now amounts to ruthless economic warfare and to a tension between rich and poor that is dividing nations and the world, and exacerbating historic rivalries. It is regrettable that education sometimes helps maintain this climate by its misinterpretation of the idea of emulation.

How can we do better? Experience shows that, to reduce this risk, is not enough to organize contact and communication between students of different groups (in schools shared by several ethnic groups or religions, for example). If the different groups are in contact can, on the contrary, inflame latent tensions and degenerate to conflict. On the other hand, if contact takes place in an egalitarian context, and there are common objectives and shared purposes, prejudices and latent hostility can dwindle and give way to more relaxed co-operation or even friendship.

It would seem, therefore, that education must take two complementary paths: on one level, gradual discovery of others and, on another, experience of shared purposes throughout life, which seems to be an effective way of avoiding or resolving latent conflicts.

Discovering others

The task of education is to teach, at one and the same time, the diversity of the human race and an awareness of the similarities between, and the interdependence of, all humans. From early

childhood, schools must therefore take every opportunity to teach these two things. Some subjects are particularly well suited for this task: human geography beginning with basic education, and foreign languages and literature slightly later on, for example.

If one is to understand others, one must first know oneself. To give children and young people an accurate view of the world, education, whether in the family, the community or at school, must first help them discover who they are. Only then will they genuinely be able to put themselves in other people's shoes and understand their reactions. Developing such empathy at school bears fruit in terms of social behaviour throughout life. For example, by teaching young people to adopt the point of view of other ethnic or religious groups, the lack of understanding that leads to hatred and violence among adults can be avoided. The teaching of the history of religions and customs can thus serve as a useful benchmark for future behaviour.

Finally, the actual form that teaching takes must not run counter to this acknowledgement of others. Teachers whose dogmatic approach stifles pupils' curiosity or critical spirit instead of inculcating those qualities in them can do more harm than good. If teachers forget they are role models, their attitude may forever weaken their pupils' ability to be receptive to others and face the inevitable tensions between people, groups and nations. Encountering others through dialogue and debate is one of the tools needed by twenty-first-century education.

Working towards common objectives

When people work together on rewarding projects which take them out of their usual routine, differences and even conflicts between individuals tend to fade into the background and sometimes disappear. People derive a new identity from such projects, so that it is possible to go beyond individual routines and highlight what people have in common rather than the differences between them. In many cases, tensions between social classes and nationalities have in the end been transformed into unity by the common effort involved, in sport for example. Similarly, where work is concerned, many ventures would never have been successfully completed had the conflicts commonly found in hierarchical organizations not been transcended by a shared purpose.

Formal education must therefore provide enough time and

1. David A. Hamburg, *Education for Conflict Resolution* (reprinted from the Annual Report 1994 of the Carnegie Corporation of New York).

opportunity in its programmes to introduce the young, from childhood, to co-operative undertakings through participation in sport or in cultural activities, and also through participation in social activities such as neighbourhood renovation, helping the underprivileged, humanitarian work, inter-generational assistance, etc. Other educational organizations and voluntary bodies must take over where schools leave off. In addition, in everyday school life, the involvement of teachers and pupils in joint undertakings could provide an initiation into a way of resolving conflicts and a benchmark for pupils to refer to in the future, while at the same time enhancing the teacher-pupil relationship.

Learning to be

At its very first meeting, the Commission firmly restated the fundamental principle that education must contribute to the all-round development of each individual – mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values. All human beings must be enabled to develop independent, critical thinking and form their own judgement, in order to determine for themselves what they believe they should do in the different circumstances of life.

The Preamble of the report *Learning to Be* expressed the fear that the world would be dehumanized as a result of technical change, and if its essential messages being that education must enable every person to solve his own problems, make his own decisions and shoulder his own responsibilities. All the changes in society since then, and particularly the fantastic development of the power of the media, have accentuated this fear and given even greater legitimacy to the imperative that stems from it. In the twenty-first century, these phenomena may loom even larger. The problem will then no longer be so much to prepare children for a given society as to continuously provide everyone with the powers and intellectual reference points they need for understanding the world around them and behaving responsibly and fairly. More than ever, education's essential role seems to be to give people the freedom of thought, judgement, feeling and imagination they need in order to develop their talents and remain as much as possible in control of their lives.

This is not simply an individualistic imperative: recent experience shows that what might appear to be only an indi-

vidual's way of defending himself or herself against an alienating system, or one that is perceived as hostile, sometimes offers societies too the best chance of progress. The diversity of people's personalities, their independence and initiative, and even the desire to provoke – these are all safeguards of creativity and innovation. To reduce violence and combat the various ills afflicting society, new methods born of experience have shown themselves to be effective.

In an ever-changing world in which social and economic innovation seems to be one of the main driving forces, a special place should doubtless be given to the qualities of imagination and creativity, the clearest manifestations of human freedom, which may be at risk from a certain standardization of individual behaviour. The twenty-first century needs this variety of talents and personalities; it also needs the exceptional individuals who are also essential in any civilization. It is therefore important to provide children and young people with every possible opportunity for discovery and experiment – aesthetic, artistic, sporting, scientific, cultural and social – as well as appealing introductions to the creation of their contemporaries or earlier generations. Art and poetry, too often taught in a way that has become more utilitarian than cultural, should again be given more importance in schools than is commonly the case in many countries. The desire to develop the imagination and creativity should also result in higher regard being paid to oral culture and knowledge derived from the child's or adult's experience.

The Commission fully endorses the principle set out in the report *Learning to Be*: 'the aim of development is the complete fulfilment of man, in all the richness of his personality, the complexity of his forms of expression and his various commitments – as individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer.' Individual development, which begins at birth and continues throughout life, is a dialectical process which starts with knowing oneself and then opens out to relationships with others. In that sense, education is above all an inner journey whose stages correspond to those of the continuous maturing of the personality. Education as a means to the end of a successful working life is thus a very individualized process and at the same time a process of constructing social interaction.

SERVICE
LEARNING -
PUT AN EX-
PERIENCE NEEDER
THAN THEY -
SUCCESS

4. [...] the risk of personality-alienation involved in the more obsessive forms of propaganda and publicity, and in the behavioural conformity which may be imposed on him from the outside, to the detriment of his genuine needs and his intellectual and emotional identity. Meanwhile, machines [...] are ousting him from a certain number of areas in which he used to feel able, at least, to move freely and pursue his ends after his own fashion' - Edgar Faure et al., *Learning to Be*, The World of Education Today and Tomorrow, p. xxi, Paris, UNESCO, 1972.

It goes without saying that the four pillars of education described in this chapter cannot relate exclusively to one phase of life or to a single place. As will be seen in the next chapter, the phases and areas of education must be rethought and must complement and interpenetrate one another, so that all can derive the greatest benefit, throughout their lives, from an ever-broadening educational environment.

Pointers and recommendations

- Education throughout life is based on four pillars: learning to know, learning to do, learning to live together and learning to be.
- Learning to know, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.
- 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.
- 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.
- Learning to be, so as better to develop one's personality and be able to act with ever greater autonomy, judgement 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.
- Formal education systems tend to emphasize the acquisition of knowledge to the detriment of other types of learning but it is vital now to conceive education in a more encompassing fashion. Such a vision should inform and guide future educational reforms and policy, in relation both to contents and to methods.



Learning to know

This type of learning is concerned less with the acquisition of structured knowledge than with the mastery of learning tools. It may be regarded as both a means and an end of human existence. Looking at it as a means, people have to learn to understand the world around them, at least as much as is necessary for them to lead their lives with some dignity, develop their occupational skills and communicate with other people. Regarded as an end, it is underpinned by the pleasure that can be derived from understanding, knowledge and discovery. That aspect of learning is typically enjoyed by researchers, but good teaching can help everyone to enjoy it. Even if study for its own sake is a dying pursuit with so much emphasis now being put on the acquisition of marketable skills, the raising of the school-leaving age and an increase in leisure time should provide more and more adults with opportunities for private study. The broader our knowledge, the better we can understand the many different aspects of our environment. Such study encourages greater intellectual curiosity, sharpens the critical faculties and enables people to develop their own independent judgements on the world around them. From that point of view, all children - no matter where they live - must have a chance to receive an appropriate science education and become friends of science throughout their lives.

However, since knowledge is multifarious and capable of virtually infinite development, any attempt to know everything becomes more and more pointless. In fact, after the basic education stage, the idea of being a multi-subject specialist is simply an illusion. The initial secondary and university curricula are therefore partly designed around scientific disciplines with the aim of giving students the tools, ideas and reference methods which are the product of leading-edge science and the contemporary paradigms.

Such specialization must not exclude general education - not even for future researchers who will work in specialized laboratories. A truly educated person nowadays needs a broad general education and the opportunity to study a small number of subjects in depth. This two-pronged approach should be applied right through education. The reason is that general education, which gives pupils a chance to learn other languages and become familiar with other subjects, first and foremost provides a way of communicating with other people. If specialists rarely set foot outside their own scientific circle, they are likely to lose interest in what other people are doing. Regardless of the circumstances, they will find working with others a problem. On the other hand, general education, which forges spatial and temporal links between societies, tends to make people more receptive to other branches of knowledge. While the history of science is written by historians, scientists find it useful. By the same token, lawyers, sociologists and political scientists increasingly need basic economics. Lastly, some breakthroughs in the advancement of human knowledge occur at the interface of different specializations.

Learning to know implies learning how to learn by developing one's concentration, memory skills and ability to think. From infancy, young people must learn how to concentrate - on objects and on other people. This process of improving concentration skills can take different forms and can be aided by the many different learning opportunities that arise in the course of people's lives (games, work experience programmes, travel, practical science activities, etc.).

The development of memory skills is an excellent tool for countering the overpowering stream of instant information put out by the media. It would be dangerous to conclude that there is no point in people's improving their memory skills because of the vast amount of information storage and distribution capacity available. While some selectivity is undoubtedly required when choosing facts to be "learned by heart", there are numerous examples of the human memory's ability to

outperform computers when it comes to establishing connections between memorized facts that apparently have very little to do with each other. The specifically human ability of associative memorization is not something that can be reduced to an automatic process; it has to be carefully cultivated. Furthermore, specialists in this field agree that memory skills have to be developed from infancy and that it is dangerous to discontinue various traditional exercises in schools simply because they are considered to be boring.

Thinking is something children learn first from their parents and then from their teachers. The process should encompass both practical problem-solving and abstract thought. Both education and research should therefore combine deductive and inductive reasoning, which are often claimed to be opposing processes. While one form of reasoning may be more appropriate than the other, depending on the subjects being taught, it is generally impossible to pursue a logical train of thought without combining the two.

The process of learning to think is a lifelong one and can be enhanced by every kind of human experience. In this respect, as people's work becomes less routine, they will find that their thinking skills are increasingly being challenged at their place of work.

All rights reserved. This information may be freely used and copied for education and other non commercial purposes, provided that any reproduction of data be accompanied by an acknowledgement of UNESCO as the source. Any other use of the information requires the permission from UNESCO and requests should be directed to the Task Force on Education for the Twenty-first Century.

Further information: edobserv@unesco.org





Learning to do

This question is closely associated with the issue of occupational training: how do we adapt education so that it can equip people to do the types of work needed in the future? Here we should draw a distinction between industrial economies, where most people are wage-earners, and other economies where self-employment or casual work are still the norm.

In societies where most people are in paid employment, which have developed throughout the Twentieth century based on the industrial model, automation is making this model increasingly "intangible". It emphasizes the knowledge component of tasks, even in industry, as well as the importance of services in the economy. The future of these economies hinges on their ability to turn advances in knowledge into innovations that will generate new businesses and new jobs. "Learning to do" can no longer mean what it did when people were trained to perform a very specific physical task in a manufacturing process. Skill training therefore has to evolve and become more than just a means of imparting the knowledge needed to do a more or less routine job.

From certified skills to personal competence

The major part played by knowledge and information in manufacturing industry renders obsolete the notion of specialist skills on the part of the workforce. The key concept now is one of "personal competence". Technological progress inevitably changes the job skills required by the new production processes. Purely physical tasks are being replaced by tasks with a greater intellectual or cerebral content such as the operation, maintenance and monitoring of machines and design and organizational tasks, as the machines themselves become more intelligent.

There are several reasons for this increase in skill requirements at all levels. Instead of being organized to perform specified tasks in juxtaposition in accordance with Taylor's principles of scientific labour organization, manufacturing workers are often divided into work teams or project groups on the Japanese model. This approach represents a departure from the idea of dividing labour into similar physical tasks which are essentially learned by repetition. Furthermore, the idea of personalized tasks is taking over from that of employee interchangeability. There is a growing trend among employers to evaluate potential employees in terms of their personal competence rather than certified skills which they see as merely demonstrating the ability to perform specific physical tasks. This personal competence is assessed by looking at a mix of skills and talents, combining certified skills acquired through technical and vocational training, social behaviour, personal initiative and a willingness to take risks.

If we add a demand for personal commitment on the part of employees in their role as change agents, it is clear that this kind of personal competence involves highly subjective innate or acquired qualities, often referred to as "people skills" or "interpersonal skills" by employers, combined with knowledge and other job skills. Of these qualities, communication, team and problem-solving skills are assuming greater importance. The growth of the service industries has resulted in an increase in this trend.

The shift away from physical work - the service industries

In advanced economies there is a shift away from physical work. The implications of this trend for education are even clearer if we look at the development of the service industries in both quantitative and qualitative terms. Most of the active population (60 - 80 per cent) of the

industrialized countries is employed in the service sector. The main defining characteristic of this extremely broad category is that it covers activities which are neither industrial nor agricultural and which, despite their diversity, do not involve any tangible product.

Many services are defined primarily in terms of the interpersonal relationship involved. Examples of this are found both in the rapidly expanding private service sector which is benefiting from the growing complexity of economies (every kind of expertise imaginable, security services or high-tech consultancy services, financial, accounting and management services) and in the more traditional public sector (social services, health and education services, etc.). In both these cases, information and communication play a vital role. The key aspect here is the personalized acquisition and processing of specific data for a clearly defined project. In this type of service, both the provider and the user influence the quality of the relationship between them. Clearly, people can no longer be trained for this sort of work in the same way as they learned how to plough the land or make a sheet of steel. These new jobs are about interpersonal relationships; workers' relationships with the materials and processes they are using are secondary. The growing service sector needs people with good social and communication skills - skills that are not necessarily taught at school or university.

Lastly, in the ultra high-tech organizations of the future, where relational inadequacies might cause serious dysfunctions, new types of skills will be required, with an interpersonal rather than intellectual basis. This may provide an opportunity for people with few or no formal educational qualifications. Intuition, common sense, judgement and leadership skills are not confined to highly qualified people. How and where are these more or less innate skills to be taught? The problem is akin to that raised by the idea of vocational training in developing countries. Educational content simply cannot be inferred from a statement of the skills or abilities required for specific tasks.

Work in the informal economy

The nature of work is very different in the economies of developing countries where most people are not wage-earners. In many sub-Saharan African countries and some Latin American and Asian countries, only a small proportion of the population is in paid employment. The vast majority works in the traditional subsistence economy, where specific job qualifications are not required and where know-how is the fruit of tacit knowledge. For this reason, education cannot simply be modelled on the types of education that seem to fit the bill in post-industrial societies. Besides, the function of learning is not confined to work; it should meet the wider aim of achieving formal or informal participation in development. This often involves social skills as much as occupational skills.

In other developing countries, a thriving unofficial modern economy based on trade and finance may exist alongside a small official economic sector and agriculture. This parallel economy indicates the existence of business communities capable of meeting local requirements.

In both these cases, there is no point in providing the population with high-cost training (since the teachers and the educational resources have to come from abroad) either in conventional industrial skills or in advanced technology. On the contrary, education should be brought into endogenous development by strengthening local potential and the spirit of empowerment.

We then have to address a question that applies to both developed and developing countries: how do people learn to act appropriately in an uncertain situation, how do they become involved in shaping the future?

How can people be prepared to innovate?

This question is being asked in developing and developed countries. It basically comes down to knowing how to develop personal initiative. Paradoxically, the richest countries are sometimes restrained in this respect by the excessively coded and formal way they are organized, particularly

as regards their educational systems, and by a certain fear of risk-taking which may be engendered by the rationalization of their economic model. Undoubtedly, sport, club membership and artistic and cultural activities are more successful than the traditional school systems at providing this kind of training. The discovery of other societies through study and travel may encourage such behaviour. From this point of view in particular, a great deal may be learned by observing the economies of developing countries.

In all countries, lastly, the growing importance of small groups, networking and partnerships highlights the likelihood that excellent interpersonal skills will be an essential job requirement from now on. What is more, the new working patterns, whether in industry or in the service sector, will call for the intensive application of information, knowledge and creativity. All things considered, the new forms of personal competence are based on a body of theoretical and practical knowledge combined with personal dynamism and good problem-solving, decision-making, innovative and team skills.

All rights reserved. This information may be freely used and copied for education and other non commercial purposes, provided that any reproduction of data be accompanied by an acknowledgement of UNESCO as the source. Any other use of the information requires the permission from UNESCO and requests should be directed to the Task Force on Education for the Twenty-first Century.

Further information: <mailto:edobserv@unesco.org>





Learning to live together

Violence all too often dominates life in the contemporary world, forming a depressing contrast with the hope which some people have been able to place in human progress. Human history has constantly been scarred by conflicts, but the risk is heightened by two new elements. Firstly, there is the extraordinary potential for self-destruction created by humans in the twentieth century. Then, we have the ability of the new media to provide the entire world with information and unverifiable reports on ongoing conflicts. Public opinion becomes a helpless observer or even a hostage of those who initiate or keep up the conflicts. Until now education has been unable to do much to mitigate this situation. Can we do better? Can we educate ourselves to avoid conflict or peacefully resolve it?

While the idea of teaching non-violence in schools is certainly praiseworthy, it seems quite inadequate if we look at what is really involved. The challenge is a difficult one since people have a natural tendency to overestimate their own abilities or those of the group to which they belong and to entertain prejudices against other people. Moreover, the general climate of competition that prevails in both domestic and international economies tends to turn competitiveness and personal success into modern values. In fact, this competitiveness is nowadays translated into a relentless economic war and a tension between rich and poor that breaks apart nations and the world and exacerbates historic rivalries. Regrettably, with its incorrect interpretation of what is meant by competition, education sometimes helps to sustain this state of affairs.

How can we do better? Experience shows that it is not enough to set up contacts and communication between people who are liable to come into conflict to reduce this risk (for example, in inter-racial or inter-denominational schools). If the different groups are rivals or if they do not have the same status in the same geographical area, such contact may have the opposite effect to that desired - it may bring out hidden tensions and degenerate into an opportunity for conflict. If, on the other hand, this kind of contact is organized in an egalitarian setting and common aims and projects are pursued, the prejudices and latent hostility may give way to a more relaxed form of co-operation, or even friendship.

The conclusion would seem to be that education should adopt two complementary approaches. From early childhood, it should focus on the discovery of other people in the first stage of education. In the second stage of education and in lifelong education, it should encourage involvement in common projects. This seems to be an effective way of avoiding conflict or resolving latent conflicts.

Discovering other people

One of education's tasks is both to teach pupils and students about human diversity and to instil in them an awareness of the similarities and interdependence of all people. From early childhood, the school should seize every opportunity to pursue this two-pronged approach. Some subjects lend themselves to this - human geography in basic education, foreign languages and literature later on.

Moreover, whether education is provided by the family, the community or the school, children should be taught to understand other people's reactions by looking at things from their point of view. Where this spirit of empathy is encouraged in schools, it has a positive effect on young persons' social behaviour for the rest of their lives. For example, teaching youngsters to look at the world through the eyes of other ethnic or religious groups is a way of avoiding some of the

misunderstandings that give rise to hatred and violence among adults. Thus, teaching the history of religions or customs can provide a useful reference tool for moulding future behaviour.

Lastly, recognition of the rights of other people should not be jeopardized by the way children and young people are taught. Teachers who are so dogmatic that they stifle curiosity or healthy criticism instead of teaching their pupils how to engage in lively debate can do more harm than good. Forgetting that they are putting themselves across as models, they may, because of their attitude, inflict lifelong harm on their pupils in terms of the latter's openness to other people and their ability to face up to the inevitable tensions between individuals, groups and nations. One of the essential tools for education in the twenty-first century will be a suitable forum for dialogue and discussion.

Towards common goals

When people work together on exciting projects which involve them in unaccustomed forms of action, differences and even conflicts between individuals tend to pale and sometimes disappear. A new form of identity is created by these projects which enable people to transcend the routines of their personal lives and attach value to what they have in common as against what divides them. In sport, for example, the tensions between social classes or nationalities can eventually be welded into a spirit of solidarity by the commitment to a common cause. In the world of work, too, so many achievements would not have been possible if people had not successfully moved beyond the conflicts that generally arise in hierarchical organizations through their involvement in a common project.

Formal education should therefore set aside sufficient time and opportunity in its curricula to introduce young people to collaborative projects from an early age as part of their sports or cultural activities. But this approach should also get them involved in social activities: the renovation of slum areas, help for disadvantaged people, humanitarian action, senior citizen help schemes and so on. Other educational organizations should take over these activities from the schools. Another point is that, in everyday school life, the involvement of teachers and pupils in common projects can help to teach a method for resolving conflicts and provide a valuable source of reference for pupils in later life.

All rights reserved. This information may be freely used and copied for education and other non commercial purposes, provided that any reproduction of data be accompanied by an acknowledgement of UNESCO as the source. Any other use of the information requires permission from UNESCO and requests should be directed to the Task Force on Education for the Twenty-first Century.

Further information: edobserv@unesco.org





Learning to be

At its very first meeting, the Commission powerfully re-asserted a fundamental principle: education should contribute to every person's complete development - mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality. All people should receive in their childhood and youth an education that equips them to develop their own independent, critical way of thinking and judgement so that they can make up their own minds on the best courses of action in the different circumstances in their lives.

In this respect, the Commission embraces one of the basic assumptions stated in the report *Learning to Be*: the aim of development is the complete fulfilment of man, in all the richness of his personality, the complexity of his forms of expression and his various commitments - as individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer'.

This human development, which begins at birth and continues all through a person's life, is a dialectic process which is based both on self-knowledge and on relationships with other people. It also presupposes successful personal experience. As a means of personality training, education should be a highly individualized process and at the same time an interactive social experience.

In its Preamble, the report *Learning to Be* (1972) expressed the fear of dehumanization of the world, associated with technical progress and one of its main messages was that education should enable each person 'to be able to solve his own problems, make his own decisions and shoulder his own responsibilities.' Since then, all progress in different societies, particularly the staggering increase in media power, has intensified those fears and made the imperative that they underpin even more legitimate. This dehumanization may increase in the twenty-first century. Rather than educating children for a given society, the challenge will be to ensure that everyone always has the personal resources and intellectual tools needed to understand the world and behave as a fair-minded, responsible human being. More than ever before, the essential task of education seems to be to make sure that all people enjoy the freedom of thought, judgement, feeling and imagination to develop their talents and keep control of as much of their lives as they can.

This is not simply a cry for individualism. Recent experience has shown that what could appear merely as a personal defence mechanism against an alienating system or a system perceived to be hostile, also offered the best opportunity for making social progress. Personality differences, independence and personal initiative or even a task for upsetting the established order are the best guarantees of creativity and innovation. The rejection of imported high-tech models, the harnessing of traditional implied forms of knowledge and empowerment are effective factors in endogenous development. New methods have evolved from experiments at local community level. Their effectiveness in reducing violence or combating various social problems is widely recognized.

In a highly unstable world where one of the main driving forces seems to be economic and social innovation, imagination and creativity must undoubtedly be accorded a special place. As the clearest expressions of human freedom, they may be threatened by the establishment of a certain degree of uniformity in individual behaviour. The twenty-first century will need a varied range of talents and personalities even more than exceptionally gifted individuals, who are equally essential in any society. Both children and young persons should be offered every opportunity for aesthetic, artistic, scientific, cultural and social discovery and experimentation, which will complete the attractive presentation of the achievements of previous generations or their contemporaries in these fields. At

school, art and poetry should take a much more important place than they are given in many countries by an education that has become more utilitarian than cultural. Concern with developing the imagination and creativity should also restore the value of oral culture and knowledge drawn from children's or adults' experiences.

All rights reserved. This information may be freely used and copied for education and other non commercial purposes, provided that any reproduction of data be accompanied by an acknowledgement of UNESCO as the source. Any other use of the information requires the permission from UNESCO and requests should be directed to the Task Force on Education for the Twenty-first Century.

Further information: <mailto:edobserv@unesco.org>





UNESCO Institute for Education

Learning To Change

About UIE

FAQs

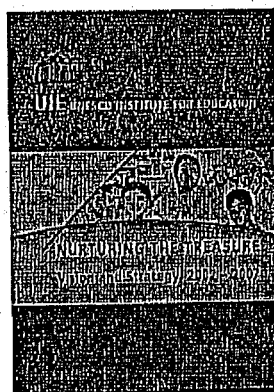
Programmes

Documentation Centre & Library

Publications

- Recently published
- E-publications
- IRE
- IRE Library
- Forthcoming Publications
- 1990-1996
- Documentation Services
- Info Material
- Only on-line
- How to order

News



Nurturing the Treasure - Vision and Strategy of the UNESCO Institute for Education 2002 - 2007

UIE 2003

free of charge



289 kB



435 kB (French version)

Many adult learning stakeholders, UIE's partners and Governing Board, and UNESCO have repeatedly stressed the need for a strategic plan for the work of the Institute. Priority issues, major areas of concern and requests for intervention in the search for sustainable solutions have emerged from a systematic needs assessment carried out by UIE and other partners. They have emerged also from demands expressed strongly in various ways by Member States and representatives of NGOs and CSOs. All of this has resulted in a clear mandate for UIE from UNESCO and the international community. The UNESCO Medium Term Strategy (C/4 document) and the current biennial programme and budget (2002-2003) stress the important role which UNESCO must play in adult, non-formal and lifelong learning. One main source of the demands made of UIE is the recommendations stemming from international conferences and declarations. The Dakar Framework for Action specifically refers to UIE in paragraph 19 in the context of the monitoring report and the implementation of the Dakar goals. The monitoring of the implementation of the CONFINTEA V Agenda for the Future is also at the core of UIE's strategic planning. Furthermore, UIE has identified many needs and demands through its various operational networks and from partner agencies and individual academics and activists acting as sounding boards for key issues around the world. The accumulated expertise and experience of UIE is another valuable resource for identifying gaps and suggesting areas for action. Most importantly, the external evaluation recently commissioned by the Governing Board of UIE has provided a powerful analysis of the current challenges, and of UIE's areas of competence and particular strengths, and has made recommendations on priority areas which the Institute should address. In response to UNESCO's priorities and the external evaluation report, the strategies and work of the Institute will focus on research, monitoring, capacity building, partnership and networking, advocacy and publications.

When we talk about lifelong learning, we mean the creation of lifelong learning environments and the building of learning societies. For lifelong learning environments to become a reality, new institutional arrangements on the basis of new alliances and coalitions are essential. One of the preconditions for a lifelong learning system is to break down the current boundaries between formal and non-formal education, and to include basic education as the foundation for lifelong learning. Yet in order to be innovative and inclusive, learning and education strategies need to move beyond conventional education frameworks and to recognise all places where learning takes place: at work, in the community, in trade unions and voluntary organizations, in social movements, and in religious institutions.

If the full range of learning contexts, modalities, experiences and skills are recognised – including different forms of literacy at various levels (basic, functional and technological) – it will be possible to prevent new forms of social exclusion. As this approach respects and values people's diversity and gives meaning to their background and experiences, it will empower them to act. It is time to move beyond the deficit-driven paradigm of the past. Instead, an asset-mobilizing approach will support the necessary continuous development and renewal of skills. This process will be part of an ongoing learning journey within learning societies – and go further than pure functionality and human resources development.

The new concept of youth and adult education presents a challenge to existing practices because it calls for effective networking within the formal and non-formal systems, and for innovation and more creativity and flexibility. (...) The ultimate goals should be the creation of a learning society committed to social justice and general well-being.

The Hamburg Declaration on Adult Learning, Fifth International Conference on Adult Education (CONFINTEA V), 1997

In a context of increasing risks of cultural and ethnic conflict worldwide, multicultural and intercultural literacy will be one of the literacies required in order to find creative, constructive and peaceful ways of establishing respect for all cultural identities and a commitment to neutralizing all forms of cultural hegemony, discrimination and exclusion. Respect for the Other and accepting Otherness necessarily imply active rejection of any kind of discrimination, while genuine acceptance also means defending the opportunity for others to live according to their Otherness. Learning to live together means developing respect for the values of pluralism, mutual understanding and peace. Another important pillar of living together is the recognition that diversity of identities and loyalties is not "a problem" to be "solved" but a resource to be discovered and drawn on: difference does not automatically produce conflict, nor are conflicts necessarily an obstacle to development. The mobilization of group identities can have both positive and negative effects, although the sense of belonging to a

group does not need to be monolithic, exclusive, or hostile to others. Learning to be oneself is a reflective and reflexive process that may – or perhaps should – take a lifetime. Hence the challenge for education and lifelong learning is how to shape, define and live out these identities, not how to dilute or destroy them.

Cultural rights are an integral part of human rights, which are universal, indivisible and interdependent. The flourishing of creative diversity requires the full implementation of cultural rights (...). All persons should therefore be able to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue; all persons should be entitled to quality education and training that fully respect their cultural identity; and all persons should be able to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamental freedoms.

UNESCO Universal Declaration on Cultural Diversity, 2001

As educationists, we see the building of learning societies as a contribution to the democratization of societies. Democracy, participation, tolerance, freedom and diversity are the principles which offer the chance for a new concept of society. The formation of "learning citizens" rather than "skilled employees/workers" or "knowledgeable individuals" is thus emerging as an urgent and encompassing policy objective. However, civil society and active citizenship are based on individual commitment, and they require what might be called "citizenship learning": the capacity to question, experiment, reflect, act and interact. Citizenship understood in such a way will be more than a legal status: it will blend social and political citizenship for multiethnic and multicultural societies.

3. UIE'S VISION

The major global challenges and their implications for new educational strategies form the context in which UIE plays its own special role within the work of UNESCO, in line with the broad policy consensus developed at the international level over recent decades.

In the *Declaration of the Right to Learn* (1985), through the Education for All movement, including the World Conference on Education for All in Jomtien (1990) and the World Education Forum in Dakar (2000), at the World Social Summit in Copenhagen (1995), at the Fifth International Conference on Adult Education (1997) and in the Literacy Decade recently proclaimed by the UN (2003-2012), the world community has upheld lifelong learning as a process enabling people to unfold their human potential and to participate in the creation of learning societies. The community has already adopted lifelong learning as a guiding and organizing principle for educational reform and social transformation. The Edgar Faure report on *Learning to Be* (1972) and the Jacques Delors report *Learning: the Treasure Within* (1996) have forcefully underlined the importance of this concept and the four pillars on which it rests:

NURTURING THE TREASURE

Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be, UIE believes that a fifth pillar must be added: Learning to Change.

Lifelong learning is not a slogan or an abstract concept but a daily practice of ordinary people. It is inclusive and closely embedded in people's environment. It is both universal and specific to partic-

ular contexts and cultures. UIE rejects the view that lifelong learning is relevant only to rich countries and individuals, while poor countries should concentrate on or be restricted to basic education. On the contrary, we affirm that lifelong learning is an age-old principle in all cultures, and that basic education is an integral and essential part of it. The right to learn must guarantee that all forms of education and learning – formal, non-formal and informal – are

DECLARATION OF THE 4TH INTERNATIONAL CONFERENCE ON ADULT EDUCATION — 1985

Recognition of the right to learn is now more than ever a major challenge for humanity. The right to learn is:

- the right to read and write;
- the right to question and analyse;
- the right to imagine and create;
- the right to read one's own world and to write history;
- the right to have access to educational resources;
- the right to develop individual and collective skills.

The Paris Conference on Adult Education reaffirms the importance of this right. The right to learn is not a cultural luxury to be saved for some future date. It is not a right that will come only after the question of survival has been settled. It is not the next step to be taken once basic needs have been satisfied. The right to learn is an indispensable tool for the survival of humanity.

If we want the peoples of the world to be self-sufficient in food production and other essential human needs, they must have the right to learn. If women and men are to enjoy better health, they must have the right to learn. If we are to avoid war, we must learn to live in peace and learn to understand one another.

LEARN IS THE KEY WORD

There can be no human development without the right to learn. There will be no breakthroughs in agriculture and industry, no progress in community health, and indeed no change in learning conditions without the right to learn. Without this right there will be no improvements in the standard of living for workers in our cities and villages. In short, the right to learn is one of the best contributions we can make to solving the crucial problems of humanity today.

But the right to learn is not only an instrument of economic development; it must be recognised as one of the fundamental rights. The act of learning, lying as it does at the heart of all educational activity, changes human beings from objects at the mercy of events to subjects who create their own history.

It is a fundamental human right whose legitimacy is universal: the right to learn cannot be confined to one section of humanity; it must not be the exclusive privilege of men, or of the industrialized countries, or the wealthy classes, or those young people fortunate enough to receive schooling. The Paris conference calls on all countries to implement this right, and to create the necessary conditions for its effective exercise by all: by making available all necessary human and material resources; rethinking education systems along more equitable lines; and, finally, drawing on the resources that have been successfully developed by various communities.

Final Report, Fourth International Conference on Adult Education, 1985

recognised, valued and made available in order to meet the demand for learning from individuals and communities throughout the world. It is the full development of human creative potential through a continuously renewed, sustained and supportive process, which stimulates and empowers individuals and their communities to acquire and use all the knowledge, values, skills and understanding that they require throughout their lives—with confidence, imagination and enjoyment in all roles, circumstances and environments.

The vision and purpose of the current UIE strategy are summed up as follows:

VISION AND OVERALL GOAL—the way the world should be. An open learning world in which the right to learn is exercised and enjoyed by all citizens throughout their lives, and where individuals, communities and societies construct their learning pathways in order to transform themselves and their environment.

PURPOSE—the change needed to see the vision realised. The creation of favourable conditions for lifelong learning based on appropriate policies, high levels of capacity, dynamic self-supporting local processes, ready availability of technical and financial resources, and effective partnerships.

In the pursuit of this vision and purpose UIE identifies its specific mission as follows:

MISSION—the specific contribution of UIE. UIE, one of six educational institutes of UNESCO, is a non-profit international research, training, information, documentation and publishing centre on literacy, non-formal education, adult and lifelong learning. By drawing on its long and unique experience linking educational research, policy and practice in these areas and by using its competence, its influence and its resources UIE makes a special contribution in enhancing access to learning and improving the environment and quality of learning for all, in all regions of the world.

The following policy parameters of UIE define the scope and focus of the Institute:

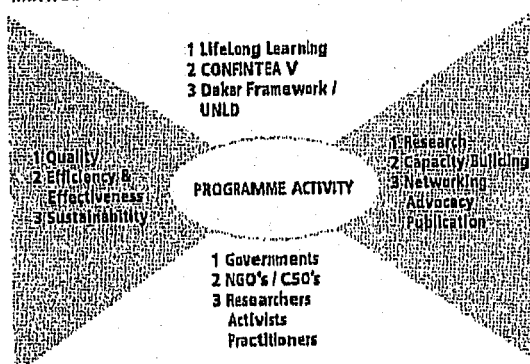
POLICY PARAMETERS—scope and focus. UIE is committed to promoting learning throughout life world-wide. Its comparative advantage lies in linking educational research, policy and practice in the areas of literacy, non-formal education, adult and lifelong learning. Its focus is on those groups who are disadvantaged and marginalized in terms of learning opportunities, particularly in the developing countries of the South. It works within the overall framework of international goals and targets, in particular responding to and promoting the implementation of the following commitments:

- The CONFITEA V Declaration and Agenda for the Future
- The Dakar Framework for Action on Education for All (with an emphasis on goals 3 and 4)
- The United Nations Literacy Decade, and
- UNESCO's Medium Term Strategy

A key underlying methodological and organizational principle of UIE's work is a blended approach, known as "3 in 1" (Three in One). This means that UIE systematically ensures that each programme

activity covers three programme areas concomitantly, with varying degrees of emphasis, namely lifelong learning, the CONFITEA V Declaration and Agenda for the Future, and the Dakar Framework for Action. The same principle is adhered to with regard to the combination of research, capacity building and networking. Similarly, the categories of participants involved and served include, again with varying degrees of emphasis, representatives of government agencies, non-governmental/civil society organizations, and research communities. "Three in One" also applies to the simultaneous search for quality, efficiency/effectiveness and sustainability in programme outcomes. UIE believes that this approach leads to greater concentration, better integration and efficiency, while achieving clarity and transparency.

METHODOLOGICAL PRINCIPLE OF UIE'S WORK: "THREE IN ONE"



UIE uses policy-driven, action-oriented, participatory, holistic, cross-cutting and inter-sectoral, gender-just and culturally sensitive approaches.

STRATEGIC APPROACH—the way UIE fulfils its mission. UIE undertakes research and analysis, training and capacity building, monitoring and evaluation, documentation, networking and advocacy, publication and dissemination. It provides backstopping and advice as well as services and consultancy. It organizes and promotes policy dialogue, partnership building, interagency co-operation, interaction with different stakeholders, discussion and policy forums, workshops and seminars and local, regional and international exchange.

4 UIE'S GOALS

Through its programmes, services and actions UIE aims to achieve the following five goals, stated in terms of the results to be obtained:

- **Goal 1**
A positive environment for the effective and creative exercise of the right to education and learning by all.

NURTURING THE TREASURE

Goal 2

National EFA plans and overall education and learning policies and strategies within the framework of a lifelong learning perspective.

Goal 3

A holistic, gender-just and integrated approach to adult and lifelong learning, valuing informal, non-formal and formal modes of learning, based on the different needs of the disadvantaged and marginalized.

Goal 4

An intersectoral approach to adult and lifelong learning policies and practices among governmental, non-governmental, civil society and international organizations.

Goal 5

Effective networks for the cross-fertilization and sharing of knowledge in the area of lifelong learning within and between nations, with a special emphasis on least developed countries.

5. UIE'S MEDIUM TERM PROGRAMME

This Medium Term Strategy approach, based on and inspired by UNESCO's current Strategic Plan (C/4), will be spelt out in rolling biennial programme activities and yearly action plans. The present section outlines the goals and areas of focus. It also shows clusters of activities but not detailed in a time-bound perspective. The major partners are listed below and the total budget or yearly budget is shown as appropriate.

Outcome-based planning is adhered to, in accordance with the recommendations made in C/4. Similarly, to pave the way for evidence-based monitoring, broad indicators are outlined. The scope of these activities in the next six years (2002-2007) is spelt out as far as possible. A summary is provided in the logical framework matrix in Section 11.

GOAL 1

A positive environment for the effective and creative exercise of the right to education and learning by all

AREAS OF ACTION

- 1.1 Providing technical support and training to promote the recognition of the right to education and learning.
- 1.2 Conducting comparative research in the areas of literacy, non-formal education, adult and lifelong learning policies and supportive legislation, with emphasis on the learning needs of disadvantaged and marginalized groups, including gender-related exclusion, as well as the factors that promote or hinder the exercise of those rights.

- 1.3 Disseminating examples of good practice in the area of policy development and positive legislation on lifelong learning through publications and networking.
- 1.4 Identifying enlarged funding possibilities for lifelong learning.

EXPECTED OUTCOMES

- 1.5 Literacy, non-formal education, adult and lifelong learning recognised as valuable components of the right to education and placed high on policy agendas.
- 1.6 Support for policy and legislative reforms promoting universal access to literacy, non-formal education, adult and lifelong learning.
- 1.7 Promotion of the right to education and learning of special groups — adult illiterates, girls and women, people with HIV/AIDS, older citizens, out-of-school young adults and rural communities.
- 1.8 Identification and dissemination at regional and inter-regional levels of a knowledge base for drawing up national lifelong learning policies and legal provisions.
- 1.9 Increased national funding and community investment in literacy, non-formal education, adult and lifelong learning.

GOAL 2

National EFA plans and overall education and learning policies and strategies within the framework of a lifelong learning perspective

AREAS OF ACTION

- 2.1 Engaging in advocacy work among UNESCO Member States to encourage them to develop national EFA action plans in the perspective of lifelong learning, and to have these implemented and accounted for by 2015. This will include assisting governments, NGOs, CSOs and other stakeholders to incorporate principles and recommendations of EFA, the UN Literacy Decade and the CONFITEA *Agenda for the Future* into their policies and strategies.
- 2.2 Encouraging UNESCO Member States to incorporate specific goals in the areas of literacy, non-formal education, adult and lifelong learning into national EFA action plans, with a view to these goals being implemented.
- 2.3 Building capacities in Member States and in civil society organizations for the implementation of holistic national EFA action plans in the perspective of lifelong learning, including literacy, non-formal education and adult learning.
- 2.4 Monitoring the implementation of the *Dakar Framework for Action* in UIE's areas of expertise (literacy, non-formal education, adult and lifelong learning) as part of UNESCO's monitoring report team.

Learning for Sustainability (LfS) - Introduction

Efforts towards sustainability in any field are built on processes for communicating, learning, and sharing knowledge, engaging people in their multiple roles as individuals, and as members of communities and organizations. This portal (formerly [NRM-changelinks](#)) is designed for those wanting to improve collaboration within a range of [governance](#) initiatives. It is aimed at supporting [adaptation](#) and [resilience](#) within a decision-making environment characterised by change, complexity and uncertainty. The site highlights the wide range of networks, forums, processes and social skills available internationally to support constructive collaboration. The site structure shows how these elements can work together, and collectively brings links to several hundred annotated on-line resources together in one easy to access site.

The terminology and concepts are used holistically, and the focus is on highlighting ways in which the different elements interlink and interact. The areas covered can be accessed directly from the left menu bar, and can also be accessed through the [sitemap](#). The site can be used to visit a number of areas briefly to think about how they interlink, or it can be used to find resources that expand on any one area or element.

A central section links the reader to a range of [guides](#), [tools](#) and [checklists](#) to address issues involved in managing multi-stakeholder participation and engagement initiatives. Lessons are drawn from different sectors including agriculture, the environment, HIV/AIDS, public health, climate change, disaster management, and conservation. A new page in this section now covers tools, tips and techniques for facilitators and other social engagement specialists. Other sections provide links to best and emerging practice in specific areas including [social learning](#), [systems thinking](#), [adaptive management](#), [network building and mapping](#), [dialogue](#), [knowledge management](#), and [evaluation and reflection](#). Research links cover [action research](#), [participation](#), [integration and interdisciplinarity](#).

Each section listed in the menu structure brings links to complementary resources together. Each resource is listed with the name of the site and a brief description of the content (in the main taken from the site's own description). You will also notice that, when you click on a link, the site will open in a new browser window. In most cases, these sites provide information on - and links to - a host of relevant topics in addition to the one they are listed under. Therefore, once you arrive at a new site, additional searching of a menu or file hierarchy can often prove fruitful.

The Internet is vast, it is continually growing and changing, accordingly this guide represents only a sample of what is available. Moreover, because people tend to move their sites around the Internet periodically the actual address at any given time may be different from that shown here. Thanks in advance for e-mailing any corrections or suggestions for additions and improvement.

The material here is all freely available for use, please acknowledge the source where appropriate. Thanks to all those of you whose comments and suggestions have helped improve this site as an Internet resource. The views expressed in this site are my own, and are not necessarily those of any supporting organisations, groups, or individuals. For more about the background to this site it is suggested that you visit the [about this site](#) page.

The Internet also makes it easy to help people and support sustainable development initiatives. This page links directly to some Internet sites that let you help just by using click throughs to [support different causes](#). You choose the cause, and it only takes a few minutes of your time.

[Ping my blog](#)

This site is compiled and maintained by Will Allen (PhD)
For more information you can visit [my homepage](#) or the [site background](#) page.
2006-2010 Learning for Sustainability [Formerly NRM-changelinks (1998-2006)]

Managing adaptation in a changing world

Adaptation is a word often used in conjunction with climate change, but it is something that society has always done. Adapting to (any) change means adapting the way we do things - in all areas of our lives - to respond to the changing circumstances. It means not only protecting against negative impacts, but also making us better able to take advantage of any benefits. For example the Intergovernmental Panel on Climate Change (IPCC) defined adaptation as "any adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities".

Adaptation planning will be more effective if it is systematic and strategic. As the (Australian) Department of Climate Change points out, such an approach will need to engage stakeholders, identify and set priorities for action, assign responsibility for action and monitor implementation, and keep adaptation strategies under regular review. More emphasis will be required to be strategic about planning and risk management. Attention needs to be paid to address the linked concepts of community vulnerability and resilience. Adaptation will probably require a special focus and dedicated resources, but must build into existing practices and strategies. One outcome of adaptation planning may be to modify existing practices and policies. The following links lead to more information on adaptation within the wider governance environment. Another page in this section provides information on adaptive management as a particular form of adaptation.

- Adaptation emerges as key part of any climate change plan This easy to read report by Bruce Stutz notes that after years of reluctance, scientists and governments are now looking to adaptation measures as critical for confronting the consequences of climate change. And increasingly, plans are being developed to deal with rising seas, water shortages, spreading diseases, and other realities of a warming world. This report is part of the Yale Environment 360 publication produced by the Yale School of Forestry & Environmental Studies.
- Adaptation These pages from the UK Climate Impacts Programme (UKCIP) provide an introduction to adaptation. They talk about different ways of classifying adaptation: by drivers, by how they contribute to either actions or capacity, and by the type of risk involved. Common barriers that work against adaptation are also discussed. Another good introduction to adaptation to climate change is provided by the US Environmental Protection Agency.
- New! Are there social limits to adaptation to climate change? This 2009 paper by Neil Adgar and colleagues points out that while there is a recognised need to adapt to changing climatic conditions, there is an emerging discourse of limits to such adaptation. Limits are traditionally analysed as a set of immutable thresholds in biological, economic or technological parameters. This paper contends that limits to adaptation are endogenous to society and hence contingent on ethics, knowledge, attitudes to risk and culture.
- Climate change adaptation and development: Exploring the linkages This 2007 Tyndall Centre working paper by Lisa Schipper addresses the new adaptation discourse, arguing that work on adaptation so far has focused on responding to the impacts of climate change, rather than sufficiently addressing the underlying factors that cause vulnerability. While there is a significant push all around for adaptation to be better placed in development planning, the paper finds this to be putting the cart before the horse. A successful adaptation process will require adequately addressing the underlying causes of vulnerability: this is the role that development has to play. This work results from research aimed at exploring the international discourse adaptation to climate change and the meaning of adaptation to climate change in the context of development.
- New! Canadian communities' guidebook for adaptation to climate change - Including an approach to generate mitigation co-benefits in the context of sustainable development This guidebook by Livia Blizikova, Tina Neale and Ian Burton explores the potential for

adaptation to climate change by suggesting a process closely tied to on-going planning cycles to help decision-makers in incorporating responses climate change into their local development initiatives. The authors' intent is that this guidebook will be of use to planners, decision-makers, local practitioners and to anyone interested in responding to climate change and building a resilient community. This Guidebook emphasizes the importance of being proactive in creating responses that prepare communities for future climatic, policy and development challenges. The Guidebook provides additional reference materials, including: information on how to interpret the consequences of climate change; an extensive list of adaptation options available; a list of published guidebooks; and several other resources available for consultation.

- Climate change adaptation by design: a guide for sustainable communities. ¹² This 2007 report by Robert Shaw, Michelle Colley and Richenda Connell aims to communicate the importance of adapting to some degree of inevitable climate change, and to show how adaptation can be integrated into the planning, design and development of new and existing communities. Drawing on research just published as part of the Building Knowledge for a Changing Climate programme, the guide uniquely considers how adaptation options are influenced by geographical location and the scale of development. It considers the interrelated roles of the planning system, communities, other stakeholders and delivery bodies. It seeks to ensure a better understanding of climate risks while demonstrating effective adaptation strategies through case studies from around the world.
- Addressing human vulnerability to climate change: Toward a 'no regrets' approach ¹³ This paper by Rasmus Heltberg, Paul Bennett Siegel, and Steen Lau Jorgensen presents and applies a conceptual framework to address human vulnerability to climate change. Drawing upon social risk management and asset-based approaches, the conceptual framework provides a unifying lens to examine links between risks, adaptation, and vulnerability. The result is an integrated approach to increase the capacity of society to manage climate risks with a view to reduce the vulnerability of households and maintain or increase the opportunities for sustainable development. We identify 'no-regrets' adaptation interventions, meaning actions that generate net social benefits under all future scenarios of climate change and impacts. We also make the case for greater support for community-based adaptation and social protection and propose a research agenda.
- Adaptation: An issue brief for business ¹⁴ This publication from the World Business Council for Sustainable development is focussed on providing an overview of adaptation from a business perspective. It describes potential impacts of climate changes, risks and opportunities for business, and why business should consider adaptation planning and measures. It summarizes intergovernmental efforts to promote adaptation in vulnerable regions and highlights areas in which business could have a role in promoting adaptation, both at community and global levels.
- Understanding adaptation: what can social capital offer assessments of adaptive capacity? ¹⁵ This paper from Mark Pelling and Chris High acknowledges that an increasing interest in social capital within the climate change community signals a positive movement towards a concern for the behavioural elements of adaptive action and capacity. But social capital is a slippery concept. In this paper the case is put forward for a critical engagement with social capital. There is need for an open debate on the dangers and opportunities that social capital presents. This paper discusses the formation, operation and utility of social capital and reviews options for future research agendas focused on communities of place and practice.

Most of the resources here on adaption are of use to planners, decision-makers, local practitioners and to anyone interested in responding to climate change, they will also help in building a resilient community.

This site is compiled and maintained by Will Allen (PhD)

For more information you can visit [my homepage](#) or the [site background page](#).
2006-2010 Learning for Sustainability [Formerly NRM-changelinks (1998-2006)]

Henschke, John A.

Subject: Lifelong Education Orientation

**THIS PAPER WAS PREPARED FOR PRESENTATION TO THE
INTERNATIONAL CONFERENCE ON LIFELONG EDUCATION
OCTOBER 16 -- 18, 2000,
CONDUCTED IN BEIJING, PEOPLE'S REPUBLIC OF CHINA
SPONSORED BY:
BEIJING ADULT EDUCATION ASSOCIATION
BEIJING NORMAL UNIVERSITY -- DIVISION OF LIFELONG LEARNING
CARITAS ADULT & HIGHER EDUCATION SERVICE -- HONG KONG**

MOVING A UNIVERSITY OR COLLEGE TOWARD A LIFELONG LEARNING ORIENTATION

by John A. Henschke, Ed. D.
Associate Professor -- Adult Education
Division of Educational Leadership &
Policy Studies
College of Education
University of Missouri
8001 Natural Bridge Road
St. Louis, Missouri 63121-4499 USA
Phone: 314-516-5946
Fax: 314-516-5942
E-mail: henschkej@missouri.edu

Extensive research and experiments have been conducted into the processes necessary for moving a university or college toward a lifelong learning orientation. These ideas are presented here for consideration and assistance for those who wish to implement and test the ideas in new and different contexts

This paper focuses on the following elements: A definition of lifelong learning; Criteria producing a solution to today's lifelong learning issues, Faculty development of good practice oriented toward understanding & helping adults learn; Domains for planning and implementing a successful lifelong learning institution; Understanding developments that will change the environment in which lifelong adult learning will take place, and, The experience of adult learning innovation over the last generation and some of its important contributions to this rapidly changing environment.

I. Lifelong Learning Definition:

A master concept or principle regarded as the continuous and never complete development, changes, and adaptation in human consciousness that occur partly through deliberate action but even more as a result of the business of living, where learning may be intentional or unintentional that includes acquiring greater understanding of other people and the world at large, based on four pillars of learning: learning to live together, learning to know, learning to do, and learning to be.

II. Solution to Today's Lifelong Learning Issues in the University Will Result From:

1. Inclusiveness of adults
 - placing high value on providing education in the adult years
 - ongoing responsiveness to the demand by a dynamic society for providing new forms of adult education

2. Access of learning opportunities for adults through innovation

- responsiveness to adult learners
 - + creation of greater access
 - + increase of
 - * pluralism &
 - * multiculturalism
 - + welcoming of part-time learners
 - + establishment of degree programs that are
 - * external &
 - * competence-based
- a new stage of innovation marked by
 - + changed faculty roles where learning takes priority over teaching (*Note -- see # III below)
 - + new institutional configurations of
 - * web based, asynchronous &
 - * multi-institutional collaboration
 - + broad application of
 - * technology &
 - * distance learning
 - + the enduring values of
 - * egalitarianism
 - * individualism &
 - * pluralism

III. Faculty Development of Good Practice Oriented toward Understanding & Helping Adults Learn in:

1. Determining learner needs

- assessed carefully
- addressed
 - + fairly &
 - + equitably

2. Adult learning programs

- arise from needs assessment &
- planned to accomplish learner outcomes

3. Adult learning experiences

- high quality
 - * positive learning environment
 - * flexibility
 - * adaptability
 - * mutual respect between teacher & learner
- adult learner-centered
 - + encouraging a positive psychological environment for learning
 - + allowing learner participation in the design of experiences
 - + relating learning to learner's
 - * prior experience &
 - * application
 - + using varying types of learning techniques
 - + recognizing & addressing different learning styles
 - + providing continuous feedback to learners
 - + arranging appropriate physical settings

4. Adult learning assessment

- outcome based
- designed to evaluate participants' previous learning
 - + formal or
 - + informal

5. Faculty and staff needing

- to be adequately prepared to work with adult learners by
 - + participating in faculty development learning experiences &
 - + keeping abreast with the current literature and research in how to help adults learn
- to participate in ongoing evaluations and development of their own capabilities in six major building blocks of
 - + beliefs and notions about adults learners
 - + perceptions concerning qualities of effective teachers
 - + ideas of the phases and sequences in the learning process
 - + teaching tips and learning techniques
 - + implementing the prepared plan
 - + cultural and contextual awareness
- to articulate and clarify their own teaching philosophy regarding adult learners

6. Programs for adult learners having

- clearly stated missions
- sufficient resources to carry out their missions
 - + rigorous financial administration that supports the adult, lifelong learning mission
 - + necessary services for
 - * learning &
 - * student support
 - + policies governing
 - * learner confidentiality &
 - * other matters
 - + ethical standards for
 - * learner recruitment &
 - * professional practice

7. Characteristics of highly effective adult learning programs are very clearly delineated

It was as though this research snapped multiple pictures of a barely visible phenomenon from various angles, and when developed, all pictures revealed the same clear image.

Results revealed that adults can and do experience significant personal growth at midlife. However, adult students grew significantly only in one type of learning environment, they tended not to grow or to regress in another type. What was the difference? The seven key factors found in learning programs that stimulated adult development are:

1. An environment where students feel safe and supported, where individual needs and uniqueness are honored, where abilities and life achievements are acknowledged and respected.
2. An environment that fosters intellectual freedom and encourages experimentation and creativity
3. An environment where faculty treats adult students as peers--accepted and respected as intelligent experienced adults whose opinions are listened to, honored, appreciated. Such faculty members often comment that they learn as much from their students as the students learn from them
4. Self-directed learning, where students take responsibility for their own learning. They work with faculty to design individual learning programs which address what each person needs and wants to learn in order to function optimally in their profession
5. Pacing, or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged too little, they become bored and learn little. Pacing can be compared to playing tennis with a slightly better player; your game tends to improve. But if the other player is far better and it's impossible to return a ball, you give up, overwhelmed. If the other player is less experienced and can return none of your balls, you learn little. Those adults who reported experiencing high levels of intellectual stimulation--to the point of feeling discomfort--grew more
6. Active involvement in learning, as opposed to passively listening to lectures. Where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grow more.
7. Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn--and faculty who hear and make changes based on student input

8. Changing faculty roles with the focus moving

Away From	Toward
<u>The Instructional Paradigm</u>	<u>The Learning Paradigm</u>
<u>Learning Theory</u>	
> Knowledge existing 'out there'	> Knowledge existing in each person's mind & being shaped by individual experience
> Knowledge coming in 'chunks' & 'bits' delivered by instructors	> Knowledge being constructed, created, and internalized
> Learning as cumulative and linear	> Learning as a nesting & interacting of frameworks
> Fits the 'storehouse of knowledge' metaphor	> Fits the 'learning how to ride a bicycle' metaphor
> Learning as teacher-centered	> Learning as student-centered
> Learning as teacher controlled	> Learning as the students' responsibility
> 'Live' teacher, 'live' students required	> 'Proactive' learner required with teaching resources accessible
> The classroom and learning are competitive and individualistic	> Learning environments and learning are cooperative, collaborative & supportive
> Talent and ability are rare	> Talent and ability are abundant
<u>Productivity/Funding</u>	
> Definition of productivity as instructing the unlearned	> Definition of productivity as helping adults learn
> Cost per hour of instruction per student	> Cost per unit of learning per student
> Funding for hours of instruction	> Funding for learning outcomes
<u>Nature of Roles</u>	
> Faculty as authoritarian experts	> Faculty as models exemplifying lifelong learning
> Faculty as primarily lecturers	> Faculty as primarily designers & implementers of adult learning techniques & environments
> Faculty and students acting independently and in isolation	> Faculty and students working in teams with each other and with other staff
> Teachers classifying and sorting students	> Teachers helping develop every student's competencies and talents
> Staff serving /supporting faculty and the process of instruction	> All staff as educators who help produce student learning and success
> Any expert can teach	> Empowering learning through challenging and complex means
> Line governance; independent actors	> Shared governance; teamwork

IV. Domains for Planning and Implementing A Successful Lifelong Learning University:

1. A clear written statement of mission and purpose regarding the university becoming a lifelong learning institution;
2. A strong commitment, including funding, to undertake the program of lifelong learning;
3. An appropriate match between adult learners and the program of lifelong learning, as exhibited through
 - Recruitment,
 - Admission into the program,
 - Entry that is welcoming & inviting, &
 - Continuing practices;
4. Provision of a Favorable Climate of Learning, Including
 - Advising,
 - Responsiveness to inquiries,
 - Supportive procedures for application, &
 - Other services;
5. Provision of an adult learner-oriented curriculum and modes of lifelong learning;
6. Adaptability to adult learner circumstances, either individually or in context;
7. Recognition and involvement of adult learner experience;
8. Commitment and development of faculty and staff to serve lifelong learners;
9. Clearly identified administration and governance for serving lifelong learners;
10. Ongoing evaluations for program enhancement, and documentation increasingly reflecting an orientation toward lifelong learning; and,
11. Positive program impact and future prospects for lifelong learning.

V. Understanding Developments that Will Change the Environment in which Lifelong Adult Learning Will Take Place.

1. Multiple opportunities for learning offered by diverse sources will replace the past monopoly of formal academic institutions.
2. Learners will demand and find greater flexibility and fluidity in the learning process and the accrediting of learning.
3. Technology not only will open up access to more learning but will conquer barriers of time, distance, and convenience that previously have been prohibitive.
4. Learners will plan their own learning as they need it. They will demand just-in-time learning in segments or modules to serve as building blocks to further credentials. They will seek out peers, knowledgeable persons, and other informal sources of learning wherever they are.
5. Many learners will need guidance to and help with appropriate selection among the many sources of information and learning. Services will need to be provided along the lines of a lifelong learning resource system made up of institutions, voluntary organizations, economic enterprises, the media, environmental resources, and people.
6. Employers and consumers will have greater expectation that credentials accurately represent ability to apply learning and perform roles based on that learning.
7. Many persons will experience learning as a continual process intertwined with living that enhances their economic potential, enriches their lives, and engages them with their surrounding society.
8. Disparity and inequality will continue among more and less educated people. Those who do not now recognize the value of lifelong learning will have to be actively engaged in developing their potential.
9. Greater collaboration will be necessary among institutions to share resources and between institutions and client groups such as employers, unions, governmental agencies, and social agencies to achieve mutually sought learning goals.

VI. The Experience of Adult Learning Innovation Over the Last Generation Has Contributed Some Important Elements to this Rapidly Changing Environment.

1. It has broken the constraints of older systems that prevented change.
2. It has driven institutions to explore alternative processes to reach agreed-upon ends.
3. It has raised the lifelong learners' expectations that adaptation and innovation be the order of the day in this new generation:
 - successful flexibility in
 - + time,
 - + place,
 - + routine;
 - learning designs to serve students' varying goals;
 - learner-centered models to accommodate self-determining initiative of many learners;
 - faculty serving as mentors & facilitators to assist autonomy of learners selecting learning resources;
 - combining sensitivity and adaptability to individual learning styles in more structured models serving focused objectives of some groups;
 - reaching persons who reject or are unaware of the possibility of learning; and,
 - increasingly including and involving persons who have been underrepresented in higher education in the past.

BIBLIOGRAPHICAL REFERENCES

Billington, Dorothy D. *Ego Development and Adult Education*. Doctoral Dissertation, Santa Barbara, CA: The Fielding Institute.

Delors, Jacques. *Learning: The Treasure Within. (Second Edition -- 1998)*. Report to UNESCO of the International Commission on Education for the Twenty-first Century. Paris, France: UNESCO Publishing.

Henschke, John A. "Training Teachers of Adults." In *Materials & Methods of Adult Education*, Menlo Park, CA: Klevens Publications, Inc.

Lemkuhle, Steve. "Instructional & Learning Paradigm," adopted from Barr & Tagg, *Change*, 1995, p. 16, and adapted by Henschke.

Maehl, Wm. H. *Lifelong Learning at Its Best: Innovative Practices in Adult Credit Programs*. San Francisco, CA: Jossey-Bass Publishers.