FOUR PILLARS OF EDUCATION

In 1991 Federico Mayer the general director of UNESCO requested Jacques Delores, to create a working group in order to recommend quality education for the 21st century. In 1993 was the first formal commission meeting made up of 15 world experts. In 1996 UNESCO published the final report of the commission entitled: Learning: The Treasure within.

In 1996, a UNESCO commission headed by Jacques Delors published a voluminous report entitled “Learning: The treasure within”, a manifesto for a holistic, humanistic approach to education – calling for an education that not only focuses on learning to know and learning to do, but also on learning to be and especially on learning to live together. Nearly twenty years later, another UNESCO report, a follow-up to Delors’ treatise, called for the rethinking of education and highlights the need for education to work towards a global common good.

Our task is to ensure that the societies of today and the citizens of tomorrow are equipped with the knowledge, skills and values they need to face this planet’s challenges and to benefit from a sustainable, peaceful and prosperous future for all. That is an essential element of the mission of education workers. It is also a critical part of the calling of the teaching profession.

This inspiring and ambitious document is based on solid recommendations, one of which is the 4 pillars of learning, with a 5th one added after publication, I believe these pillars are very much in harmony with Korczak’s thinking:

1**. 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, and going beyond “what to learn” The area of “Entertainment Education” can be introduced as one of the many stimuli of this pillar The positive effects of the media in learning (Simply Maria-Peru).Entertainment education can be described as the use of entertainment as a communicative practice crafted to strategically communicate about development issues in a manner and a purpose that can range from the more narrowly defined to macro societal problems. Solutions are sought by strengthening children’s ability to identify the problems in everyday life and their ability to act collectively as well as individually:- This leads to social transformation. Many series and soap operas can work like this, providing well thought out debriefing techniques are used. The Simpsons is an interesting example of looking at values, beliefs, community, sociology, culture literacy, sex education, parity...It is t the use of standard media and making connections to the individual, using critical analysis.

2**. 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. Schooling isnot just a preparation for vocational needs, but as the pedagogue Janusz Korczak has frequently demonstrates that learning through physical experiences and experimentation are as important as the mental ones in order to develop the whole being.

3. **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. Here again many of the experiences of Korczak’s pedagogy are centred on the acquisition of key social skills

4. **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. Dealing with the all important question:”Who am I”

5**. Learning to transform oneself and society** adding this fifth pillar leads and links children and youth to active participation for sustainable development in terms of being global citizens.

Developing both critical thinking and the active rights of expression, opinions and decision making, within a framework of participative democracy. This pillar also analyses what and why things work in

society and being able to work towards making positive changes.