

To learn in a world in transition:

the classes revisited

Introduction:

- 1) 30 children more every 10 seconds
∴ can education go on as usual?
- 2) Values both changing + staying
∴ are values to be transmitted?
- 3) demographic, economic, political transition
∴ what is education in a transient society?



I. From education to life-long learning * Legrand

- 1) a partnership relation: the freedom to learn beyond boundaries of age
- 2) the classes revisited
Since the II WW as crucial discovery as in all mankind's history:
the long process to learn beyond boundaries of time
- 3) the ability to question endlessly, the thresholds of stability, the quantum leap

II. The acceleration of history and the personal life-project

- 1) sense of personal identity in a dynamic process →

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~~integrated comprehensive~~

- boundaries as deficit / of identity
- everything reduced to a "fix" of ingredients.
 - restaurants ~~etc~~: no menu, "enlofoome", respect, list dest.
 - começar c/ 30 aulas para sala de aula cada \$10 seg.

- from aggregates to parts as methods
- from parts to whole as concept
- the risk of re-perceiving - of learning
- extraordinary opportunity, if combined with a threat to survival → but it w/ouches the parts (job) are seen in isolation
- 'analysis' of from more information - human capacity to choose

- paradigm of the winner/war metaphors:
maintaining boundaries

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- minimize the learners sense of vulnerability
- ≠ rationalities based on ≠ values
- reinforce the learning mode of those who help to learn (teachers)

{ ^{experiência pessoal} everything changes: Δ instead of state/s + def.
 - acceleration / coexistence of various codes / (disorder?)
 mundo capiti do como 1 modo em mudança irreversível
 ∴ trânsito é permite def. estéticas

{ onde está o mundo em trânsito?
 - vol. - ponto partir no parado
 - como objetivo/lema a atingir

- ed. p. o valores - ^{huc. nobj. m. truce}
 - ^{m. lo}
 - ^{m. b. g. h. s. h. a. n. d. e. m.}



A world in transition: new context for values

Changing values in a world in transition

Introduction

I come to this Congress with the background of some of the issues I am currently dealing with. One of them is the exponential demographic growth we are immersed in. Having reached the beginning of the century at the figure $6, \text{ milliard}$ reached another billion in years, still " " in " " " " " " " " " "



What does it mean in concreto? It is classical now to say what this growth means: from 1 extra China in Fundação Cuidar o Futuro to 1 Sweden per month

down to a new class of 30 students every 10 seconds!

This thought leads necessarily to the question: how can education cope with this growth? how can these new children ~~see~~ have access to education? to what education?

The demographers call this period - before population stabilizes itself - one of demographic transition. It represents itself ~~of~~ the many difficult balances people to have to establish among themselves.

But this is one of the processes of transition acknowledged in the world. Together with the demographic transition, many countries are moving near the democratic transition, in the painful frontier between autocratic forms + new forms ~~into~~ through which people can express themselves + lead their own destiny. Coupled with these processes all economies - and not only those which are emerging from the centrally planned economies - are attempting to play the rules of the ^{so-called} "free market". The economic transition accentuates + polarizes the others ^{caused} by the cumulative effect of the other transition processes.

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These three transition processes create a world environment in which values are shaking, appear displaced, without the frame of reference that had made consistent, if only in theory, for a long period of time.

The question becomes then:

- where to find the validation of values?
- what is education if not for values?

which are the demands put on education in a period of changing values?



III
evolution of world

Globalisation of issues

- 1) definition of boundaries + of their elasticity
- 2) broadening of contents
- 3) need for context of specific events + ideas

IV
evolution of sciences

Inter-disciplinarity of knowledge

- 1) bridges between disciplines : work at the boundaries
- 2) problem-centered knowledge : disposal of background "noise"
- 3) ~~not~~ creativity is ~~the~~ the circulation of knowledge from one field to the other

V

The complexity approach + correlated uncertainty

- 1) systems + sub-systems
- 2) Heisenberg's principle
- 3) firmness of judgement

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VI
evolution of world
11/11/2016

Attempts to new ideological frames of reference

- 1) market — competitiveness, winner
- 2) democracy — freedom
- 3) liberalism, if only one field bringing to zones of conservatism + no-freedom

VII. Centrality of information

- 1) Computerization of vertical information
- 2) " " of methods + relationships ^{of info}
- 3) Meaning of information, limits + possibilities (après l'inf. disjointe + isolée revenir sur le tout)
- 4) analysis of the modern inf. - capacity to choose

VIII. Discovery of the symbolic

- 1) openness to unformulated dimensions
- 2) "a terrace over something else"
- 3) understanding the classics



IX. Search for paradigms

- 1) classics + Modern Age new classics (who emerges?)
- 2) underlying stories + their values
- 3) ≠ between values + social norms (conventions)

X. End of linear progress

- 1) the time of limits, consequences for values

Evol. of world

" of sciences

" of education