

1) What should be the policy and means (to implement) to achieve the objective 4 "Ensuring universal access to quality education on an equal basis, and promote opportunities learning throughout life. " ?

In my opinion, it would be appropriate to implement a truly global approach. Logically, it could be summarized like this :

a) specify the objective that UNESCO (thanks to proposal of some countries) gives (what is a quality education ? What minimum (I mean common foundation (socle) has to be reached ?)

When I say UNESCO, I mean the impulse that comes "from the top" of an organization such as UNESCO. However, it seems to me that the logic is rather to develop the proposal of some countries, so a logic of lobbying (of some countries), but perhaps a built enough lobbying to show that follows the logic of inclusion proposals, not an imposition from top to down. The constraint is more in the order of moral consistency.

b) tell (imagine , explain) what would be done to achieve this goal. In my opinion, to Develop, internationally, an important "Education Fund" would be a nice idea.

c) estimate costs (to achieve this common foundation (socle) for all children and adults (initial and continuing training ...))

d) identify funding (as I already said why not an internationaly "Fund on education" perhaps linked to a percentage of economic wealth index of each country (for example GDP/capita) which would complete local ressources). In my opinion, it is important to propose a method of funding that would be admissible by all (for example affecting all market actors, so the proponents of (neo)liberalism do not see an transgression of the market, but a similar constraint for all actors) affecting for example some aspect of the economy principle of equality between countries (for example a tax on financial transactions would be an idea ?)

e) Define some standardized indicators to be able to see the progress for each country for example each 5 or 10 years ?

Before, it is important to help poor countries (African I think especially) to develop their statistics tools.

2) Does education should mainly increase the productivity of a country, economic growth, national competitiveness and ensure that people who leave the education system are directly employable in the labor market, it there is therefore a better fit between education / training and employability, labor market?

I answer NO with respect to basic elementary, primary and secondary education.

An education system should have the primary function of educating. This education is not directly aimed at employability. This education involves the development of a free and independent human. The error is that the idea of employability do overlook or forget the duty to educate all citizens.

But the concern of training must progressively become important, as we approach the output borders of education. Not to worry about the employability of those who are

about to leave the education system (whenever they leave the education system) would be a mistake. In other words, any education system must develop, with its "borders", a training system.

By the way, it seems to me that the thinking on this issue knows an evolution for forty years from the perspective of the same proponents of market adaptation : in fact, characteristic of an open and predictable situation they want to mitigate/reduce the risk is that it is unpredictable (see the work of F. Hayek). So, if we want to train people to a predictable situation is doomed to fail(ure).

Moreover if some elements are predictable in the economy, the problem is also that a dynamic and liberal economy can not necessarily predict to what it might lead. We are therefore in a game prediction / opening that is not easy to identify !

In my opinion, the planning (la planification) would ideally be desirable, but the unpredictability of technological and economic developpements/changes/evolutions leads to imagine open formations that do not lock in formatted skills. In short, in the educational system, we should better train students to a level that allows them to adapt, reflect, innovate, create, .., have the weapons of choice, to choose for themselves.

That is why I would better recommend developing philosophically activities, moving from a simple design of an education that transmits values and knowledge to a complex education (see Seven complex education of the future, Edgar Morin) (teach understanding, teach earth identity, teach the human condition, etc.). By the confrontation of different options (referred to philosophical debate, democratic debate (see the work of Michel Tozzi), he develops in students the capacity to problematize, to conceptualize, to argue, based on the collective to develop individual thinking (social constructivist perspective).

I propose major directions of reflection :

1) build :

To build and develop its intelligence, its values systems (ref by H. Gardner, although its work is disputed in terms of scientific rigor of the definition and its proof).

2) understand the world :

To get basic skills (reading, mathematics, scientific knowledge, history and geography) to be self sufficient; to master the tools that allow this autonomy to form : control of access to information, to organize, prioritize and understand this information (currently, in addition to reading books and understanding of media: Specific use of the Internet) to relate to others, to insert into the society.

3) Judging the world :

To develop the elements to master critical, autonomous and complex thinking

4) Take actions :

To control sufficient tools to be able to communicate in the near environment (writing and oral proficiency). Disseminate his thoughts,

3) Does that education should be considered a private or public good available or be based on paid courses? If the courses are paid, what about non-profit educational goals such as the development of ethics, citizenship, human rights and democratic principles?

In my view, the course can not be paid, clearly, because making paid courses leads to access to these courses to those who have the financial means. I see even a larger problem than that, if I believe the work of Thomas Piketty, the importance of cultural capital will go diminishing/decreasing about the importance of financial capital for the economic success of an individual.

By the way, if education is a fundamental “good”, access to it should be open free to all. But this requires that we clarify the nature of this good : what exactly is the education to which everyone is entitled (I mean the common foundation (socle) that has to be reached for all children and adults (initial and continuing training ?))

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