A STUDY ON THE PHILOSOPHY OF EDUCATION FOR THE 21ST CENTURY AND ITS IMPLICATIONS

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Abstract : We have devoted our lives to philosophy. We want the field to survive and, if possible, prosper. But it is increasingly doubtful that academic philosophy can succeed in an era of declining budgets, soaring debts, antipathy to tax increases, and new technologies such as distance education. Practically all analysis agree that the explosion of knowledge lies at the root of all challenges. The material support and the main symbol of current change are the new information and communication technologies. The revolution occurring now is the spread of 'multimedia' in other words the various permutations between these media including telecommunication over a telephone line or by a satellite signal. The disparities in the social accounts of this process of transpiration are due to its complexity and to the mall adjustments and loss of continuity in cases. This diversity of opinions reappears in education not only in the form of differences of appreciation from one sector to another, but also in the actual dynamic of the education system, which is where the tensions between diverging demands and expectation s are materialized. . It is time to strike out in new, intellectually exciting, and socially useful directions.

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INTRODUCTION

Education has a fundamental role to play in personal and social development. It is not a miracle cure or a magic formula opening the door to a world in which all ideals will be attained. It is one of the principal means available to faster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war. The coming century dominated by globalization, will bring with enduring tensions to overcome, tensions between the global; and the local, the universal and the individual, tradition and modernity, long-term and short -term considerations, competition and equality of opportunity, the unlimited expansion of knowledge and the limited capacity of human beings to assimilate it, and the spiritual and the material. Whatever the diversity of cultures, and systems of social organization, there is a universal challenge of reinventing and democratic ideal to create, or maintain, social organization.

Practically all analysts agree that the explosion of knowledge lies at the root of all change the material support and the main symbol of current change are the new information and communication technologies. Some of the most conspicuous tools and objects of our daily lives are televisions, video recorders, fax machines, photocopiers and the personal computers. Either single or together ,these objects have been transforming our lives much more rapidly than the Roman plough, the printing press or the steam engine did in their time, since they have invaded the workplace , the bed room and the kitchen ,children's games and the way children's construct their private worlds.

The revolution occurring now is the spread of 'multimedia' in other words the various permutations between these media, including telecommunication over a telephone line or by satellite signal. The emergence of multimedia world (with sound, word and pictures) constitutes a change which is comparable to the first industrial revolution.

Although the society of the future has been analyzed extensively, analysts recognize that it is not easy to build a theory to explain a process in which we are all immersed .While change affects all aspects of daily life in the developed countries and of some sectors of the sp-called emerging countries, its impact differs from one country, institution or individuals to another, As pointed out in the European Commission's White Paper (1995),Teaching and Learn in towards a cognitive society ,while current changes open up wonderful prospects for some sectors or individuals, for others they create insecurity and uncertainty and signify unemployment and social exclusion..The disparities in the social accounts of this process of transformation are due to its complexity and to the maladjustments and loss of continuity in causes, This diversity of opinions reappears in education not only in the form of differences of appreciation from one sector to another, but also in the actual dynamic of the education system which is where the tensions between diverging demands and expectations are materialized.

International Commission for the 21st Century

The International community began its efforts 1(1993-96) in the 1990's to search for an educational philosophy and accordingly an education system which should meet the challenges of the 21st century. In this regard the most important step taken by UNESCO was to appoint an Internal Commission on Education for the 21st century (1993-96). The Commission headed by Jacques Delors of France included fifteen educational specialists belonging to China, France, India, Jamaica, Japan, Jordan, Korea, (Republic of Mexico, Poland, Portugal, Senegal, Slovenia, United States, Venizuevela and Zimbabwe).

The Commission listed the fallowing major tensions facing the world which must be taken note of while formulating educational strategies:

- Tension between the global and the local.
- Tension between the universal and individual.
- Tension between the tradition and modernity
- Tension between long-term and short-term considerations
- Tension between on the one hand, the needed for competition and on the other, concern for equal opportunity.
- Tension between the extra-ordinary expansion of knowledge and human beings capacity to assimilate it.
- Tension between the spiritual and the material.

Major Recommendations
Four Pillars of Education
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 small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides through life.
- Learning to that do, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in terms.
- 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 value 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, judgment and personal responsibility. In that connection education neither must nor disregard any aspects of person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

Use of New Technologies
The progress of new Information and communication technologies should give raise to a general deliberation an access to knowledge in the world of tomorrow. The Commission recommends:

- The diversification and improvement of distance education through the use of new technologies,
- Greater use of those technologies in adult education and especially in the in-service training of teachers,
- The strengthening of developing countries' infrastructure and capabilities in this field and the dissemination of such technologies throughout society; these are in any case prerequisites to their use in formal education systems; and
- The launching of programmes for the dissemination of the new technologies under the auspices of UNESCO.
- Teachers are also concerned by the imperative requirement to update knowledge and skills. Their professional lives should be so arranged as to accommodate the opportunity, or even the obligation, for them to become more proficient in their art and to benefit from periods of experience in various spheres of economic, social and cultural life. Such possibilities are usually provided for in the many forms of study leave or sabbatical leave. Those formulae, suitably adapted, should be extended to all teachers.

International Co-Operation: Educating The Global Village

- The need for international co-operation—which itself has to be radically rethought---is felt also in the field of education. This is an issue not only for education policy-makers and the teaching profession but also for all who play an active part in community life.
- At the level of international co-operation, a policy of strong encouragement for the education of girls and women should be promoted, in the spirit of the Beijing Conference.
- So-called aid policy should be made to involve towards partnership by fostering, among other things co-operation and exchange within regional grouping.
- A quarter of development aid should be devoted to the funding of education.
- Debt swaps should be encouraged in order to offset the adverse effect of adjustment policies and policies for the reduction of domestic and foreign debilities on educational spending .
- National education systems should be helped to gain strength by encouraging alliances and co-operation between ministries at regional level at between countries facing similar problems.
- Countries should be helped to stress the international dimensions of the education provided (curriculum use of information technologies and international co-operation) .
- A set of indicators should be developed for revealing the most service dysfunctions of education systems, by cross-relating various quantitative and qualitative data, such as: level of sending on spending on education, drop-out rates disparities in access, inefficiency of different parts of the system ,poor-quality teaching teachers status, etc.

Conclusion
In this context, learning throughout life will be one of the keys to meeting the challenges of the 21st century. The International commission of Education for the twenty first century, chaired by former European Commission President Jacque Delors, has proposed in his report that building on the four pillars that are foundations of the education. All societies should aim to move towards a necessary Utopia in which none of the talents hidden like buries treasure in every person are left untapped. A fresh

approach is proposed to the stages and bridges of learning, whereby the paths through education system become more varied and the value of each is enhanced. While universal basic education is an absolute priority, secondary education has pivotal role to play in the individual learning paths of young people and in the development of societies. There is widespread belief that ICTs can and will make powerful teachers and learners, transforming teaching and learning processes from being highly teacher-dominated to student-centered, and that this renovation will result in increased learning gains for students, creating and allowing for opportunities for learners to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills. However, there are currently very limited unequivocally compelling data to support this belief.

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