

The four pillars of education

< 学習の 4 本柱 >

(1) Learning to know < 知ることを学ぶ >

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.

<十分に幅の広い一般教養をもちながら、特定の課題については、深く学習する機会を得ながら「知ることを学ぶ」>

(2) Learning to do < 為すことを学ぶ >

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 people's 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.

<多様な状況に対処し、他者と共に働く能力を涵養するために>

(3) Learning to live together, Learning to live with others < (他者と) 共に生きることを学ぶ >

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.

<一つの目的のために、共に働き、人間関係の反目をいかに解決するかを学びながら、多様性の価値と相互理解と平和の精神に基づき、他者を理解し、相互依存を評価すること>

(4) Learning to be < 人間として生きることを学ぶ >

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 must not disregard any aspect of a person's potential: memory, reasoning, ascetic sense, physical capacities and communication skills.

<個人の人格をいっそう発達させ、自律心、判断力、責任感をもってことに当たることができるよう、「人間としていかに生きるかを学ぶ」>

Jacques Delors, 1998, Learning: the treasure within, Unesco Publishing, 266pp.

ユネスコ「21世紀教育国際委員会」編(天城勲訳) 1997、学習：秘められた宝、ぎょうせい、218pp.