

Transforming Global Basic Education:

A Global Basic Education System with "Digital Learning to Know", "Learning to Do", "Learning to Be" and "Learning to Live Together" provides "equitable, top-quality, inclusive, and relevant" basic education for all, at half the present cost;

by

B A Lennart Swahn, former UNESCO, ILO, and World Bank staff

Preamble: The gigantic global education deception

Global basic education development has been at a standstill for the past 50 years and has for the past 25 years experienced continuing, critical, and increasing problems related to learning, enrolment, quality, equity, relevance, and financing. All global education research and investigations, world conferences and commissions have, for the past 25 years, dutifully reported and commented on this, but have not been able to present any solutions to the problems.

Global education development is led, monitored, controlled, and managed by an unofficial and informal, global network, labelled the **Traditional Education Establishment**, or **TEE** for short, throughout this document. It has its power base in the teachers' trade unions and the teacher education institutions all over the world.

The **TEE** has a unique political position, as it is supported by all political parties from the far left to the far right and by humanists, idealists, socialists, and capitalists, but for varying reasons. This may be so, because most adult population of the world are parents, and the wellbeing of their offspring is more important than political and economic considerations.

Global education has been allowed to develop as a "*human right for all and a social necessity*" without all the economic, financial, and political scrutiny, stops, and balances that other sectors of the global economy are subjected to.

With its outstanding political power, the **TEE** has managed to keep the old traditional education delivery system unchanged for the past 60 years. It is in 2022, practically and in essence, the same as it was in 1960 and in basic terms on average:

"Classes of about 30 students taught by teachers with a teaching capacity of about 20 hours/week for 35 weeks/year = 700 hours/year".

Both the official time when education is available for the students and the content of education are dependent on teachers' availability, quality, and capacity to teach and that is the fundamental and decisive global education problem. The education system that was excellent in 1960, is today totally insufficient and unsatisfactory as the amount of knowledge in the world since then has increased about 250 times. See Attachment 2, page 12; **The fundamental global education problem presented as a comparison between the situation in 1960 and 2020.**

UNESCO has objectively and comprehensively addressed this fundamental and decisive education problem, particularly through the *International Commission on the Development of Education*, the *Faure Commission (1972)* and the *International Commission on Education for the Twenty-first Century*, the *Delors Commission (1996)*. The Faure Commission had concluded that universal education could not be achieved without the use of what we today call "digital knowledge learning" and the Delors Commission that the content of education should include Learning to Know, Learning to Do, Learning to Be and Learning to Live Together. Both recommendations lacked at the time of presentation the needed means for their realizations, but through digital learning development, they today present excellent possibilities for finding solutions to both the global education and youth problems.

In 2019 when the third UNESCO-sponsored **International Commission on The Futures of Education: Learning to Become**, was launched, great expectations were expressed that the fundamental and decisive education problem would finally be brought to the attention of the world and to a good solution, because UNESCO declared that the proposals from the above-mentioned commissions should be used for finding solutions to the global education problems.

The TEE reacted strongly to the original aims and purposes of the Futures of Education Commission as it realized that the survival of its huge, profitable global establishment was at stake. It managed to coerce the Futures of Education commission to discard and invalidate the UNESCO's previous outstanding work for education development and it also declared that "digital learning" cannot and shall not be used in official education. See Attachment 3, page 21; **Towards a new global basic education system.**

The UN Secretary-General's **Transforming Education Summit (TES) in September 2022** was convened "*in response to a global crisis in education – one of equity and inclusion, quality and relevance*" and with the aims of "*averting a generational catastrophe and rethinking educational systems*". Particularly a request for a change of the education system as "*there is a general consensus that today's education systems are no longer fit for purpose.*"

As the agenda for the summit was prepared based on proposals and recommendations from the Futures of Education Commission, it did not contain any proposals for education system change, in all the 115 national consultations reported and the presentations at the Summit, there were no indication of any interests, moves or actions for changing the present traditional education system. There was not a word in any report presented at the Summit and not a word in the presentations at the Summit about the significant digital learning systems for knowledge learning that now have been developed, tested, and successfully used.

The Khan Academy, as an example, is now “*providing free, world-class education for anyone, anywhere*” with digital learning and it has today an enrollment of about 140 million students in 190 countries. The cost for production and delivering of digital learning is only about 5% of the cost of learning in the traditional education system. Not a word about that at the Summit!

One positive proposal came in the UN Secretary-General's Vision Statement at the end of the Transforming Education Summit, that the content of basic education should be the same as the UNESCO Delors Commission had suggested: Learning to Learn (Know), Learning to Do, Learning to Be, and Learning to Live Together.

One concrete outcome of the summit was to establish an International Finance Facility for Education - IFFEd - which, in a way is rather pointless, because with a **Global Basic Education System** built on new technology (as will be presented) with much higher learning efficiency and costs cut in half, very attractive and concrete education projects for external financing can and will be presented, something that the traditional education system never has been able to do. The World Bank and other development banks have now excellent facilities for handling that.

This ongoing giant global education deception must be intercepted immediately, and by using the two outstanding UNESCO commissions' proposals and applying digital learning to the Learning to Know part of the education program, I have prepared a proposal and layout of **A Global Basic Education System**, that fulfills all the requirements presented in Vision Statement of the Secretary-General on Transforming Education at the conclusion of the Transforming Education Summit. This is presented in the following and explained and validated with three attachments.

For the past 25 years we have known, through outstanding UNESCO research and presentations, that basic education can never be improved without using digital learning for the Learning to Know part of the education program and without adding non-knowledge-based learning - Learning to Be, Learning to Do, and Learning to Live Together - to the education program.

For the past 25 years we have disregarded this knowledge and insisted on using an ineffective, costly, and outdated education system, because all involved in education have from it got huge advantages in money and prestige, unlike any other trade on the global job market. It has also created a huge profitable business of private education. For the developing world it has been a huge disadvantage and the main reason why it has not yet reached universal literacy.

We have now all the resources available for providing "*equitable, top-quality, inclusive, and relevant* **global basic education for all at half the present cost**; for creating **universal literacy and reaching the Sustainable Development Goals 4 for Education** by 2030.

A proposal for the layout and design of A Global Basic Education System

For a realistic comparison between the proposed and the traditional basic education systems and for cost calculation, I use actual data from the Swedish basic education system, a nine-year "Grundskola". It started in 1962 and was used as a model for basic education development by UNESCO and later the World Bank to replace the colonial schools in the developing world. It is a typical example of a modernized traditional education system, rated on average level in the PISA-studies.

The content of comprehensive basic education and learning.

UNESCO's *Delors Commission* report: "*Learning: The treasure within*" is used for the design of the content and organization of the basic education system:

"If it is to succeed in its task, education must be organized around four fundamental types of learning, which, throughout a person's life, will in a way be the pillars of knowledge; Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be". The latter is designed to "*enable each individual to discover, unearth and enrich his or her creative potential. This means going beyond an instrumental view of education, as a process to achieve specific aims in terms of skills, capacities, competence, etc., to one that emphasizes the development of a complete person - in short Learning to Be.*"

At the conclusion of Transforming Education Summit on September 19, 2022, both the UN Secretary-General, Antonio Guterres, in his Vision Statement and the UN Deputy Secretary-General, Amina Mohammed, in her summing up remarks stated that "*the present education systems need a fundamental change and that the curriculum must respond to four broad purposes: Learning to Know and Learn, Learning to Do, Learning to Live Together and Learning to Be*", nearly exactly what was proposed by the Delors Commission already in 1996.

The system of knowledge learning.

UNESCO's *Faure Commission* - comprehensively studied "*the world of education today and tomorrow*" and found that:

"Education today is facing critical challenge and we must think it out afresh in its entirety", and

"The commission accordingly underlined the fact that despite doubts and differing orientations, and whatever the progress or saving might be obtained from changes in the traditional educational system, the very heavy demand for education can only be met if instruments derived from modern technology are put to use."

The technology required for digital learning is today available everywhere, fully developed and successfully tested as presented in Attachment 2, page 13.

The four pillars - or modules - of comprehensive basic education.

Learning to Know and Learn: Interactive and individual learning in Learning Centers. At the beginning, students will be psychologically tested and assessed to determine what type of learning program they best respond to and what type of assistance they need in their studies. The learning programs can be adjusted to fit the student's learning and intelligence type. Students will be responsible for their own learning and learn individually and interactively, with the assistance of specially outfitted and programmed computers – call them iKnow or iLearn. They can, with 24/7 capacities the year around, give every student an individual, equal, and comprehensive knowledge-learning of highest quality, designed by the best teachers. Students' learning is continuously assessed and continues until the student master the subject. The throughput will be 100% and dropouts 0%.

Students will spend half the time on individual learning and half the time on group projects in direct relation to the learning program. Knowledge learning will take place in groups of 10 students for individual learning and 20 students in group-sessions. During individual learning, each student will get learning support from a student that recently has completed the same course.

It is only the knowledge-teaching part of a teacher's job that will be replaced by computers. The role of teachers will evolve from dispensers of information and knowledge to facilitators and enablers of learning. They will be professional learning specialists, who determine the students' learning type, select suitable programs, and supervise the learning assistants and the students' development.

Learning to Do: Facilitating and preparing the transition from school to employment. Students will spend one quarter of the academic year doing practical work. They should practice – and be exposed to - as many different areas of the job market as possible to realize employment opportunities that can fit their personal interests and aptitudes. Students must learn to follow rules and regulations of workplaces as regards timekeeping, safety rules, teamwork, environmental and trade union issues, etc. The program will be adjusted to the student's age, grade, gender, and personal considerations. Private, state, and community employers in the area will organize the “Learning to Do” activities in the workplaces.

Learning to Be: Introducing non-knowledge-based learning and free time activities. This module aims at developing the personality of the students and contributing to their development into independent, well rounded, and physically/mentally healthy individuals. It includes all creative and non-knowledge-based learning. In the words from the UN Secretary-General, Antonio Guterres, at the Transforming Education Summit: *"Learning to Be.. implies the deepest purpose of education, which is to instill in learners the values and capacities to lead a meaningful life, to enjoy life, and to live it fully and well... Learning to be requires*

developing every student's potential for creativity and innovation; their capacity to enjoy and to express themselves through the arts; their awareness of history and the diversity of cultures; and their disposition for leading a healthy life, to practice physical activities, games, and sports."

Students will be presented with, can try out, and learn about all these different areas of free-time activities and then select one or several that they want to be engaged in according to their interests and aptitudes. Activities will be organized by appropriate local organizations and located outside the Learning Center.

Learning to Live Together: Introduction to social living and citizenship. The UNESCO formulation "Learning to Live Together" has been shortened to the verb SUPPORT. Students will learn and experience what it means to live in a community or society and what responsibilities they have in supporting common programs and maintain common properties. Students will learn to work together and give service and support to the community's health, welfare, retirement, and education programs.

In the words from the UN Secretary-General, Antonio Guterres, from the Transforming Education Summit: *"There has been a significant weakening of social cohesion and rising levels of violence within the home, among communities, and across borders in recent years. Attacks on truth, facts and democratic institutions have become more widespread online and in real life. Education can prepare learners to fulfil their responsibilities to their societies and to be active and responsible citizens in their own communities, in their countries and in the world. It can support them to advance human rights. It can contribute to their understanding of social justice, respect for diversity and global solidarity. It can sow the seeds of a culture of peace."*

The most important support work will be as a learning assistant. A student, who has taken the Learning to Know module and follows the SUPPORT module, will support another student that takes the Learning to Know module for the first time. Students will attend the Learning to Know course twice; first as a student, and then as a learning assistant supporting a first-time student, which will greatly contribute to both students' learning. The SUPPORT module will mainly be organized by the Learning Centers.

A new organization and yearly plan.

The education program will be restructured to fit all needs, at the same time as the effectiveness of education is greatly increased and the cost is reduced. The four modules, Learning to Know = KNOW, Learning to Do = DO, Learning to Be = BE, and Learning to Live Together = SUPPORT will be allocated one quarter in time and organized as a rolling scheme during the year. Students in the same grade

are divided into four groups. Every student group takes one learning module in a rotating schedule from grade to grade, and each of the nine grades will look like this:

LEARNING TO:

STUDENT GROUP	YEARLY QUARTERS			
	I	II	III	IV
1	KNOW	DO	SUPPORT	BE
2	BE	KNOW	DO	SUPPORT
3	SUPPORT	BE	KNOW	DO
4	DO	SUPPORT	BE	KNOW

Cost of a new Basic Education System vs. Traditional Education.

A direct cost comparison between the costs of traditional schools and estimated costs of a new Basic Education System is presented in Attachment 1. The basic education cost will be cut in half.

The benefits of a new Global Basic Education System.

The quality and equality of education:

1. The students will be in charge and responsible for their learning. All learning will be individual and attuned to each student’s personal background, knowledge, and experience. The students will be occupied and get learning support during 100% of a year's “Normal Working Time”-1800 hours/year.

2. All students learn until they fully master the subject or course they are studying. No grading is needed as achievements are continuously and automatically tested and recorded. The throughput will be 100% and dropouts 0%.

3. Every school can have the same top-quality comprehensive education program, irrespective of where they are located - in a city or in the countryside, from the North to the South Pole. A remote village can have the same top standard as an Ivory League facility. The "village school" will be reinstated.

4. Developing countries will get a shortcut in education development and an opportunity for a speedier catch up with the more developed countries.

Teacher related issues:

1. All the present teacher-related problems will disappear. It is the knowledge teaching part of a teacher's job that will be replaced by computers. The role of teachers will evolve from dispensers of information and knowledge to facilitators and enablers of learning. The teachers will become professional learning specialists whose tasks will be to determine the students' learning type, select suitable programs, and supervise the learning assistants.

Economy:

1. Estimates show that the recurrent cost per student in the new system can be halved as compared the traditional education system. Financing of basic education will no longer be a problem for local communities. See Attachment 1.

2. New investments in buildings will not be needed. The use factor for school facilities will increase from, at present ca 30% to ca 70 -80 %. See Attachment 1.

Financing and development aid transfer to needing countries.

1. Viable, attractive, and well-designed projects of technical nature can be presented for financing from both the private market and the development aid donors. This new type of project will bring back old and bring in new investors into the education sector.

Private business involvement in basic education.

1. The new basic education system will be fully integrated in the local community, business, and industry. Local community authorities are best suited for efficiently manage the interactive relationship between the four learning modules. Private involvement in organizing and/or running basic education establishments will not be needed or allowed. There will be ample opportunities for private business and industry to contribute to the development of the Do, Support and Be modules of the basic education system.

In addition

1. With digital learning, preschool children from the age of five can learn to read and write to third grade standard in 3 - 4 months. The pre-school programs should include learning to read and write using basic digital tools - keyboards and computers - basic arithmetic using calculators and basic presentations and communications with digital tools. That will create a completely different basic education program.

2. Under exceptional circumstances like the recent Corona pandemic, the knowledge learning programs could have continued uninterrupted to 100%.

Summary and conclusions

Transforming of Global Basic Education for making the world fully literate and providing free, comprehensive, top quality, and equivalent basic education for all, everywhere in the world, can be initiated immediately and it can be completed within about ten years' time - why not for the magical year 2030.

For the proper planning of this, I suggest that UNESCO sets up a new commission with the name of the **International Commission for Basic Education in the Digital Age**, using material from UNESCO's outstanding education development work up to 2020, from this draft document, and all the exciting new possibilities that modern technology continuously presents.

It will be the greatest breakthrough in education development history and the biggest reconstruction project in global development history.

It can be supported by all political parties from the far left to the far right, by all societies, ethnicities, and religions.

It is a project that could unite the world.

Attachment 1

Cost of a new Basic Education System vs. Traditional Education.

For this comparison, statistics from the Swedish Basic Education “Grundskolan” is chosen. The cost comparison can be made in the same manner for any country or community and the actual figures can easily be substituted and adjusted for appropriate estimates.

As a rough estimate, Sweden has a population of about 10 000 000 people and the Swedish Basic Education has 9 grades, with about 1 000 000 students and about 90 000 teachers. The number of students in basic education is 10% of the population and the number of students per teacher is then about 10:1. There is an average of 25 students per class.

Comparison of education resources and capacities in a Swedish community with a population of 10,000 people

Total number of students in 9 grades of Traditional Education (10%) = 1000
 Total number in the new Global Learning System (the same) = 1000
 No. of students in the KNOW module at the Learning Centers = $1000/4 = 250$

Traditional Education has 25 students per classroom and 1 teacher per 10 students. The Learning Centers have 10 students per media room and 20 students per group room with one teacher in each.

Facilities and teachers required:

	<u>Traditional Education</u>	<u>Learning Centers</u>
Classroom needs	$1000/25 = 40$	
Media room needs		$250/10/2 = 13$
Group room needs		$250/20/2 = 7$
Old type of teachers needed	$1000/10 = 100$	
New type of teacher needs (+20% for vacation, etc.)		$(13+7)*1.20 = 24$

The total cost for traditional education is about US\$ 10,000 per student and the cost distribution is approximately as follows:

Teacher salaries and expenditure	= 50%
Buildings, inventories	= 20%
Student learning, Library	= 5%
Administration, incl. student meals, welfare, transportation and misc.	= 25%

This distribution is made for the Swedish school system and figures may vary in other education systems. The cost for students' welfare and meals will be reduced as to about half as there are only in the Learning Centers about half of the time. The cost for learning materials is calculated under the assumption that each student will have access to a new learning computer and that interactive learning programs will be produced and distributed in all knowledge-based subjects. The computer equipment cost is estimated at a high total of \$1000 per unit, including standard software. Today the cost of an appropriate "super-computer" for schools is about \$300; ultimately expected to decrease to \$100 in global mass production.

Cost comparison between a Traditional Education system and a new Global Learning System for a community with a population of 10,000 people.

The basic cost per student and year at present is set to US\$ 10,000. The Global Learning System cost is US\$ 4,900 as shown in Figure 3.

<u>COST CATEGORY</u>	<u>Traditional Education System</u>	<u>New Learning System</u>
Teacher costs 50%	\$ 5,000	$\$5,000/100*24 = \$1,200$
Administration+ Misc. + Students' meals + School Transportation+ Welfare, etc., 25%	\$ 2,500	50% of \$ 2,500 = \$1,250
Buildings and Inventory, 20%	\$ 2,000	$20/40*2000 = \$1,250$
Library 5%	\$ 500	Estimated @ = \$1,000
Learning computers for Learning Centers replaced every year + extra media equipment and basic software		$20*10*\$1000/1000 = \$ 200$
Cost per student and year	\$ 10,000	\$ 4,900

These approximate cost estimates will vary very much from country to country and from continent to continent. In general, they indicate that a new media-based Global Learning System can reduce the recurrent cost of basic education considerably. The cost per student for computer equipment is negligible in comparison with other costs, even though we have made a high estimate of equipment cost. Teacher training will be dramatically shortened, and cost reduced.

Attachment 2The fundamental global education problem presented as a comparison between the situation in 1960 and 2020

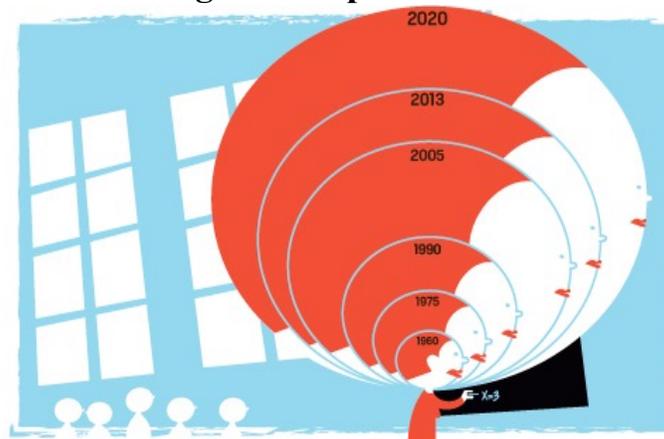
To give a realistic and comprehensive presentation of today's education problems, I use actual data from the Swedish basic education system, a nine-year "Grundskola". It started in 1962 and was used as a model for basic education development by UNESCO and later the World Bank to replace the colonial schools in the developing world. It is a typical example of a modernized traditional education system, now rated on average level in the PISA-studies.

In 1960: the car industry produced a Ford Edsel and a Chevy Impala; the tele industry produced rotary disc phones with landline connections; we navigated our travelling with maps and compasses; the computer industry produced room-size computers with insignificant capacity, costing \$ millions; and the global basic education delivery system was on average:

Classes of about 30 students taught by teachers with a teaching capacity of about 20 hours/week for 35 weeks/year = 700 hours/year.

This worked well at a time when schools still were a central point in the students' life, when teachers were able to completely master their subjects and the schools were the main source of knowledge for the students. The students had the same school and leisure time as now, but then, there were no computers or mobile phones, TV mainly in the evenings and there were plenty of extra job opportunities during students' free time. For education development, there were no alternatives to the traditional education delivery system that even could be realistically imagined.

From 1960 until now the world population increased with 4.7 billion people and the **Knowledge Development 1960 -2020** was



*The amount of knowledge in the world has doubled every 7 to 8 years.
If the volume of teacher's head represents the amount of knowledge with 1960 as a base unit,
the volume has in 2020 increased about 250 times and in 2030 it will be about 600 times bigger.*

In 2020: with 250 times more knowledge in the world than in 1960; the car industry produces self-driven electric cars; the tele industry produces mobile phones with global connection in milliseconds; we have a global navigation system with meter accuracy; the computer industry produces laptops with 2TB storage for \$1000; and the global basic education delivery system is still:

Classes of about 30 students taught by teachers with a teaching capacity of about 20 hours/week for 35 weeks/year = 700 hours/year.

That the TEE for 25 years would not acknowledge that there is something wrong with using this education delivery system is beyond comprehension. Global education development has, therefore, from systems point of view been at a standstill for 60 years and been the main cause for both the education and the youth problems.

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The only significant education system development during the past 25 years is related to knowledge learning, which is more than 90 % of the global basic education curricula.

During the past decade, the Khan Academy - the most well-known, but there are many others - has developed new education delivery systems built on modern technology for knowledge learning. With a teaching capacity of 24/7 all the year around it can with digital learning provide each student with an individual, personalized, equivalent, and first-class digital learning in all knowledge-based subjects.

The cost of production and delivery of digital knowledge learning - from the Khan Academy yearly report 2020 - is in the order of about US\$ 0.4/hour/student, which is only 5 % of the about US\$ 8.0/hour/student that today's education delivery system costs.

The Khan Academy is now "*providing free, world-class education for anyone, anywhere*" with digital learning. It has today an enrollment of about 140 million students in 190 countries.

The fundamental and significant difference with this type of knowledge learning is that all students learn until they fully master - or score 100% - of what is taught. In today's schools, students can proceed with knowing only a part of what is taught leaving gaps that accumulate. This explained in a ca 10 minutes video presentation on www.youtube.com; "*Let's teach for mastery -- not test scores*" - search "Salman Khan education" Further information about digitalized knowledge learning also at www.khanacademy.org and/or and watch e.g.; "*Education Reimagined*" and "*Microsoft CEO Summit Innovation in Education*" and many more."

This outstanding new possibility for improving basic education has not been acknowledged, researched or used by the TEE. The **Futures of Education** commission report clearly discards the whole concept of digital learning by the emphasized statement: "***No technology is yet capable of replacing good human teachers***", which is factually, totally incorrect for knowledge learning.

The traditional education system causes the education problems.

With about 250 times more knowledge to handle and the same delivery system capacity, schools and teachers are today no longer students' main source of knowledge; they can get more and up-to-date information instantly on their iPhones,

and iPads. Teachers' job to satisfy the needs for all students in a class has become practically impossible to do. Their authority and competence can easily be questioned, and students often find schools and teachers lacking in both up-to-date knowledge and experience.

The content of education is limited by teachers' teaching capacity - about 700 hours/year - and that is only a fraction of today's needs according to both the UNESCO research - *Learning: The Treasure Within* - and the needed and wanted requirements of students, society, business, and industry. The present course programs are to more than 90% knowledge learning, while non-knowledge-based learning as Learning to Be and Learning to Live Together is required to a much greater extent according to the same research. Because of teachers' highly varying quality, both the teaching and the grading of students are arbitrary and un-equivalent between students, schools, municipalities, and states.

The significant knowledge and learning deflation have been compensated by a corresponding grade inflation, thus sweeping the school and education problems under the carpet, and blocked or silenced all proposals for change and development.

All these education problems can be solved by introducing **A Global Basic Education System** as presented.

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The traditional education system causes the global youth problems.

Students' official learning support time in schools is limited by the teachers' teaching capacity, to about 700 hours/year. As the normal working hours on the labor market is about 40 hours x 45 weeks = 1800 hours/year, most students are left to spend about 1100 hours/year of extra - in addition to ordinary - free time in an environment, which today is packed with unproductive and misleading attractions and enticements. And that during nine years of their most critical development period. This, I suggest, is the main cause of today's extensive global youth-problems – alienation, mental health, gang-building, criminality, unemployment, etcetera. **A Global Basic Education System** is designed to provide each student with fulltime education and support the year around.

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The traditional education system makes the conditions for external financing of public education unattainable.

Governments, states, or municipalities must finance basic education programs as a "human right for all" with little control of either costs or results. Schools are "open for business" only during about 2/3 part the year but must be compensated with full year's cost. Schools require expensive and special facilities, which on average has use-factor below 50% when schools are in session and that is below 1/3 of the ordinary working time of the year.

External financing of public education is a perennial huge problem, not because there is now money available, but because we cannot present any viable projects that with tangible figures and data can show that an investment is profitable and will make an improvement. **A Global Basic Education System** built on new technology with multiple times higher learning efficiency and costs cut in half, will be very attractive projects for external financing. There are huge amounts of money available in the world waiting to be invested in the viable projects that global education with a new learning system now can present.

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In view of all this, why does the TEE insist on keeping an obviously failing traditional education system going?

As always, to find the genuine answer; *follow the money*:

Firstly, for the **TEE** staff, teachers, teacher training institutions, education research, education related organizations, enterprises, etc., in short for all involved in education, the use of the traditional education system presents huge advantages in money, worktime, employment conditions, job security, and prestige, unlike any other trade on the global job market. There is huge global evidence and proof of this.

Secondly, the failings and shortcomings of public education caused by the education system have made it possible for private business to make enormous profits by providing paid-for education to students with well-to-do parents particularly in the more developed countries. Private education is today a gigantic global business, which is built on the use of an inefficient education system.

Changing the traditional education system into **A Global Basic Education System** as presented, will provide free, comprehensive, top quality, and equivalent basic education for everyone, everywhere in the world. That will make private education unprofitable, unneeded, and unwanted and making a gigantic global education business collapse and disappear.

Furthermore, the teacher need will globally be more than cut in half and the new teacher role as learning facilitator will require much less and a different training than what the teacher training institutions now provide. That means that practically all present teacher training institutions in the world will be obsolete - and that will be both an economic and political disaster for the **TEE**.

The **TEE** is certainly aware of this and will, therefore, go to any extent to protect and preserve an economically very favorable employment situation and gigantic profitable private education business in the more developed world.

This is presented in the following Attachment 3: "**Education development history of the past 60 years**".

Attachment 3**Education development history of the past 60 years.**

"Basic education for all" started to appear as a demand in the middle of the 19th Century and in my home country, Sweden, two basic principles for its establishment were adopted that still appear in today's education system. Sweden was at that time mainly a farming society and one principle for basic education establishment was that schools would be open for operation during time when both teachers and students could be free from their ordinary farming work, therefore, the big school summer break between sowing and harvesting time. Another principle was that for one hour of teaching, the teacher should have one hour of preparation time. Basic education developed, of course, differently and for different reasons all over the world, but these soon 200-year-old principles are still alive in today's basic education systems on a global basis.¹

After the Second World War a new organization, UNESCO, started to lead and coordinate global education development. With its Universal Declaration that "*education is a human right for all*" (1948) a rapid global education development started through reorganizing and reconstructing the century old, traditional education system, which was assessed, and updated for feasibility and efficiency.

In 1962, Sweden presented a new basic education system, a nine-year "Grundskola", which was used as a model for basic education development by UNESCO and later the World Bank to replace the colonial schools in the developing world. It is also a typical example of a modernized traditional education system.

"Learning to be" (1972), the first global education system study.

Global education development was initially successful from an enrolment point of view, but the quality of education soon became a serious problem. UNESCO established, therefore, the first "*International Commission on the Development of Education*" - the Faure Commission - to comprehensively study "*the world of education today and tomorrow*". It dealt in an objective and comprehensive way with all aspects of education as a vehicle for economic and social change. It made an in-depth analysis of the development potential of the traditional education system and found that it could never be expanded and extended to provide global, quality, and equivalent basic education for all.

¹ When I became a full-time teacher in 1962, I took part in an official survey of teachers' working hours and was instructed to record one preparation hour for each teaching hour by the teachers' union representative.

In its final report, *“Learning to be”* (1972) the Commission made two specific and for **Traditional Education Establishment - TEE** - shocking statements; *“Education today is facing critical challenges and must be thought out afresh in its entirety”* and, *“The commission underlined the fact that despite doubts and differing orientations, and whatever the progress or saving might be obtained from changes in the traditional educational system, the very heavy demand for education can only be met if instruments derived from modern technology are put to use.”*

This defined the education delivery system; Classes of about 30 students taught by teachers with a teaching capacity of about 20 hours/week for 35 weeks/year = 700 hours/year, as the primary education problem and it came down as a bombshell for the world. The **TEE** realized a giant potential threat to its survival by technology taking over the education delivery system and heatedly rejected the Commission’s proposals as being utopian and totally unacceptable.

“Learning to be” was, unfortunately, too far ahead of its time; the learning technology, which was required for improving education development, existed in 1972 only as a vague possibility. Still, already in the 1980's the digital learning technology was highly developed - IBM's Writing to Read, inter alia - and since about the 2010's it has been fully developed and available all over the world. UNESCO has insisted that digital learning is an essential part of the solution of the basic education problem.

The **TEE** used, however, its politic power to brand UNESCO as being politicized and too liberal and very influential countries like USA and UK left the institution. Because of this and lack of funds for financing development projects and research, during the 70s and 80s, UNESCO’s leadership and influence on global education started to slowly weaken and the **TEE** gradually taking over.

A new actor on the global education stage; the World Bank

With big money for education financing and research, the WB entered the education scene in mid-70s and started gradually, with prominently **TEE**-oriented staff to take over UNESCO’s role as a leader of global education development work. It strongly promoted the traditional education system, even though new learning technology had developed rapidly in the 80s and the UNESCO recommendations seemed to be increasingly viable for solving education problems.

One of the vital questions for the WB was what criteria for financing education projects should be applied. The WB's loan officers and financial experts demanded that the standard “economic rate of return” for financing development projects should be applied even for education development projects. That turned out to be impossible to apply and the special education economists of the WB managed to work out something that was called “social rate of return” for financing education development project. They also managed to get that approved, which meant that, in

practical terms, education development projects never needed to be subjected to strict economic scrutiny or being financially accountable. This ruling is still in effect globally and is a major reason why education has not developed like other sectors of the global economy.

In 1990, The World Bank hosted and paid for the first World Education Conference in Jomtien, Thailand, where new goals and strategies for global education development were established for year 2000. The Conference declared that “the world had decided” that the traditional education delivery system should be continued. The World Bank promised billions of dollars in support for education development and - in partnership with TEE - it was now firmly established as leaders of global education development.

"Learning: The Treasure Within"(1996) - the second and last global education system study.

UNESCO was not satisfied (outraged) with the outcome of the Jomtien Conference, which had totally ignored the recommendations from “*Learning to be*”. To search for new and progressive solutions to the education development problems UNESCO established a second “*International Commission on Education for the Twenty-first Century*” - the *Delors Commission*. The Commission’s report in 1996: “***Learning: The treasure within***” could have greatly contributed to the efforts of modernizing and restructuring the education system. It further emphasized the importance of a humanistic approach to education and presented the design, content, and organization of a comprehensive basic education system:

”If it is to succeed in its task, education must be organized around four fundamental types of learning, which, throughout a person’s life, will in a way be the pillars of knowledge; Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be”. The module “*Learning to Be*” is designed to “*enable each individual to discover, unearth and enrich his or her creative potential. This means going beyond an instrumental view of education, as a process to achieve specific aims in terms of skills, capacities, competence, etc., to one that emphasizes the development of a complete person.*”

This introduced the distinction between "knowledge-based"- and "non-knowledge-based"-learning, which official education research so far and even to-date has not at all considered. Global basic education was then - and still is - to more than 90% knowledge learning and all teachers are basically trained as knowledge teachers. *Learning to Know* is all knowledge-based learning, while *Learning to Do*, *Learning to Live together*, and *Learning to Be* are mainly non-knowledge-based learning. Non-knowledge-based subjects require both another type of teaching, teachers, and environment than the present classroom teaching, which in practice meant - as “***Learning to be***” had suggested - “*Education must be thought out afresh*

in its entirety". Nothing of this could be accommodated within in the traditional education system, and the "**Learning: The Treasure Within**" proposals were rejected, never acknowledged, considered, or used by the TEE.

The non-development period from 1996 to 2022.

The World Bank and the TEE were now firmly established as the leader of global education development work and the WB is now the largest financier of education in the developing world with education development programs and projects in 90 countries. Education development has since then been kept at a standstill ignoring the recommendations from the two outstanding UNESCO Commissions and concentrating to keeping the traditional education system intact.

Despite the facts that the Jomtien goals were not reached to any extent according to evaluations and that the education situation in the world had rather worsened, the TEE organized a second **World Education Conference in Dakar, Senegal**, in year 2000, which agreed upon new goals and the same strategies for education development up to 2015, with the traditional education system intact.

The World Bank tried independently to find new solutions to the education problem and made an extensive global education review in 2009 – 2010. The results and findings were presented in the **World Bank Education Sector Strategy 2020, "Learning for All."** To show a new initiative, it picked up an old UNESCO theme and suggested a major strategic shift from promoting "Education for All" to "Learning for All". This strategic shift was, in principle, well-motivated, but not accompanied by any proposals for changes or adjustments to the traditional education system and in 2020, none of its proposals has been realized.

All concerned UN organizations and all world governments took part in a thorough global review of the state of education in 2012 - 2014 and UNESCO presented their findings in the **2015 EFA Global Monitoring Report (GMR)**. The Report states that the Dakar and UN Millennium goals for education development are "*far from reached*" and education is still in serious crises.

The GMR recommendations were forwarded to a third **World Education Forum in Incheon, Korea**, (May 2015), which set new goals and strategies for education development up to 2030. The "**Incheon Declaration**" presents and calls for "*a new vision for education, with bold and innovative actions*" but it does not present proposals or recommendations for changing the traditional education delivery system or significant changes in content and organization. On the contrary, all calculations of the "*increased financing need to reach the ambitious goals by 2030*" are based on a continued use of the traditional now outdated and inefficient education delivery system.

The Declaration was used for formulating **The Sustainable Development Goal 4 (SDG 4) of the 2030 Agenda**, which aims to "*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*", but it is already today evident that those goals will never be reached without solving education's primary problems and the education situation in the world is today, in 2022, worse than in 2015.

In 2015, UNESCO tried to draw new attention to the primary problems of basic education with the document "**Rethinking Education**" with the subtitle "**Towards a global common goal?**" In the preface the Director-General, Irina Bokova, clearly indicates what need to be done:

What education do we need for the 21st century? What is the purpose of education in the current context of societal transformation? How should learning be organized? These questions inspired the ideas presented in this publication. In the spirit of two landmark UNESCO publications, Learning to Be: The world of education today and tomorrow (1972), the 'Faure Report', and Learning: The treasure within (1996), the 'Delors Report,' I am convinced we need to think big again today about education. It was left without any acknowledgement by the TEE.

After the world conference in Incheon, the **International Commission on Financing Global Education Opportunity** was set up to reinvigorate the case for investing in education and solving the global education problems. The Commission was co-convened in 2015 by the Prime Minister of Norway, the Presidents of Malawi, Indonesia, and Chile, and the Director-General of UNESCO. It was chaired by the former Prime Minister of the UK, and supported by 26 Commissionaires; included heads of state, five Nobel laureates, and leaders in the fields of business, industry, economics, and health. This, the most prominent commission in education history (www.educationcommission.org) delivered its final report "The Learning Generation" to the UN Secretary-General on the 18th of September 2016.

The Commission's main proposal was to establish a new International Finance Facility for Education - **IFFEd** - but completely misses the point that the lack of financing for public education is because of its grossly ineffective, costly, and outdated education delivery system with no possibilities to produce any positive "rate of return". Especially as new, highly efficient education delivery systems built on modern technology had started appearing in the market.

The Commission has issued a great number of reports presenting the catastrophic situation of global education, but none of them addresses education's primary problems or suggests solutions of any significant value for solving them. The Commission has also commanded a leadership role within the TEE and global education development.

A sparkle in the education development darkness, presenting a new and extraordinary education development possibility was the “**International Conference on ICT AND POST-2015 EDUCATION**” (May 2015) organized by the People’s Republic of China in Qingdao. **The Qingdao Declaration**” presented a modern variation of what UNESCO's “*Learning to be*” outlined in 1972 and stated that “*Technology offers unprecedented opportunities to reduce the long-existing learning divide*”. Its proposals for change of the education system were ignored by the TEE.

World Development Report 2018

In 2016, the World Bank started the preparation of the **World Development Report 2018** with the theme and subtitle **Learning to Realize Education’s Promise**. The initial intention was to investigate the global education problems from a fresh and creative point of view and to include the new education and learning technologies that e.g., the Khan Academy (see previous page 5) had developed and successfully used outside the official education environment. That was presented to WB staff by the founder of the Khan Academy, Salman Khan in a seminar, “Education Reimagined”, June 22, 2016. At that time, the WB Chief Economist in charge of the **WDR 2018** stated that the upcoming report will include these new outstanding developments in education.

The good intentions were squashed by the TEE. The final **WDR 2018** presents a wonder of education statistics from thousands of research reports produced by all the prominent education and financial experts of the world. There is no reference to education' primary problems, the delivery system, the content, and the organization. The report makes only one statement in relation to the use of modern learning technology: “*Technological interventions increase learning—but only if they enhance the teacher-learner relationship.*” There is overwhelming global evidence that this is incorrect as regards knowledge learning. The **WDR 2018** could not present any useful, concrete proposals of value for the development of education and it was shelved and forgotten shortly after its presentation.

Towards a new global basic education system

When the third UNESCO-sponsored **International Commission on The Futures of Education: Learning to Become**, was launched in 2019, great expectations were expressed that the primary, crucial, and decisive basic education problems, which two previous UNESCO international commissions, already in 1972 and 1996, had identified and presented would finally be brought to the attention of the world and to a solution.

The intentions, purposes, and goals for the Commission were in no uncertain terms presented by UNESCO:

Part of a UNESCO tradition

The *Futures of Education: Learning to Become* is the latest in a series of global reports commissioned by UNESCO to grapple with the challenges that the future holds in store and to inspire change and issue policy recommendations for education.

The first of these reports, *Learning to Be: the world of education today and tomorrow* was developed in 1971-1972 and prepared by a commission chaired by Edgar Faure, a former Prime Minister and Minister of Education of France. The *Learning to Be* report warned of the risks of inequalities, privation and suffering and emphasized the universal features education. The Faure report called for the continued expansion of education and for lifelong education. It also stated that; "*Education today is facing critical challenge and we must think it out afresh in its entirety*" and "*The commission under-lined the fact that despite doubts and differing orientations, and whatever the progress or saving might be obtained from changes in the traditional educational system, the very heavy demand for education can only be met if instruments derived from modern technology are put to use.*"

From 1993-1996 a second international commission under the leadership of Jacques Delors, former President of the European Commission and former French Minister of Economy and Finance, prepared a report that was published as *Learning: The Treasure Within*. This report further emphasized the importance of a humanistic approach to education and established "the four pillars" of education, namely: learning to be, learning to know, learning to do, and learning to live together.

Among other important UNESCO publications on education in the intervening years is the 2015 report. *Rethinking Education: towards a global common good?* which proposed a rethinking of education and knowledge as global common goods.

All these initiatives, as well as UNESCO's work broadly across the Education Sector, inform the global report currently under preparation. The *Futures of Education: Learning to Become* report (forthcoming, late 2021) will build on this tradition and lay out an agenda for education policy dialogue and action at multiple levels.

On November 10, 2021, the **Futures of Education** commission delivered its final report ***REIMAGINING OUR FUTURES TOGETHER: A new social contract for education***, without any references to the original intentions, purposes and goals as presented or to any of UNESCO's previous, outstanding, and groundbreaking work for global education development during the past 50 years.

In the Foreword, the UNESCO Director-General makes a vague excuse for excluding them: "*these reports were insightful and influential; however, the world has fundamentally changed in recent years*". This is a remarkable contradiction, because the world has during the past ten years, among many other things, changed in a way to make it possible to fully use the recommendations of the two UNESCO reports to solve the education problems. The Report does not even list the two previous commissions' "landmark" reports among their references.

The Report is a mainly a very broad education policy document dealing with a main proposal to create "*a new social contract for education*". "*The starting point is (to establish) a shared vision of the public purposes of education*" and "*reimagining means working together to create futures that are shared and interdependent*". *The three essential questions to ask about education as we look to 2050 are: What should we continue doing? What should we abandon? and What should we invent afresh?* Let's organize huge meetings and world conferences and sit around and talk about it.

Proposals for renewing education are all built on the assumptions that:

- "*Teachers are key figures on whom possibilities for transformation rest*",
- "*There can be no reimagination of curricula and pedagogy without teachers*",
- "*No technology is yet capable of replacing good human teachers*", and
- "*Educational transformation will only happen if teachers are professionalized, trained, motivated, and supported to drive the process and to guide their learners to reach their objectives and well-being*" (from the Thematic Action Track 3).

Those statements are incorrect, misleading, and not supported by any reliable research or evidence. On the contrary, there is overwhelming proof and evidence that all knowledge-learning, which today is more than 90% of global basic education, can be made much more efficient and at much reduced cost with digital learning.

It is evident that the Futures of Education commission was coerced by the TEE to give up and change their original intentions, purposes, and goals, to present justifications and support for a continued use of the traditional education system and to reject the introduction of digital learning.

The Transforming Education Summit

Recognizing that education is a human right and a foundation for peace, tolerance, other human rights and sustainable development, the UN Secretary-General announced in his report to the UN General Assembly on 'Our Common Agenda' his intention to convene a **Transforming Education Summit (TES) in September 2022** with the aims of "*averting a generational catastrophe and rethinking educational systems*". The SG called for fundamental change of the traditional education system as "*there is a consensus that today's education systems are no longer fit for purpose*" and as "*instead of being a great enabler, education is fast being a great divider*". The Summit is also aimed at mobilizing action, ambition, solidarity, and solutions for transforming education between now and 2030.

The outcome of the summit is presented as a "*Vision statement of the Secretary-General on Transforming Education*", in which, regarding education

system change it contained only the remark that "*there can be no going back to the education models of the past - we must reimagine Education systems*".

This statement is even though from the 115 national consultations reported and from all the presentations at the summit there were **no indication of any interests, moves or actions for changing the present traditional education system.**

It was not a word in any reports accepted for presentation at the Summit and not a word mentioned in the Summit about the only significant education development during the past 25 years in relation to the outstanding digital learning systems for knowledge learning that now can provide free, world-class education for anyone, anywhere, at a cost that is only 5% of the same of the traditional education system and today is used by hundreds of millions of students in 190 countries.

There is no indication that the Transforming Education Summit to any extent is going to fulfill its purposes.

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That brings the history of education up to date and I will end up with a quick look into the future. Summarizing all my knowledge and experience of 60 years work with education development and particularly considering the past year's tumult, the UN Secretary-General's Vision for global education, and the outstanding possibilities to utilize digital learning, I present separately a proposal for the layout and design of **A Global Basic Education System.**

Personal Post Scriptum

I graduated with a MSc in Civil Engineering at Chalmers, Göteborg, Sweden, in 1958, got my Teaching Certificate in 1961 and started fulltime teacher in 1962. The very embryo of this paper, which for the first time presented the four "pillars" of Learning to Know, Do, Be, and Living Together was issued unauthorized at the World Bank in 1986 and was rejected and treated as contraband. An early version was presented to UNESCO's "Delors Commission" in 1994 and it may have contributed to their final report. The most recent time the four learning pillars have been mentioned is in the UN Secretary-General's Vision Statement and UN Deputy Secretary-General's concluding remarks at the end of the Transforming Education Summit on September 19, 2022. All what I have presented here, I have personally experienced and/or taken part in. I am now on my 90th year, so this may be my last contribution to education, and I leave it now up to you to reconstruct global basic education for creating a much better world for the young generation all over the world. My motto throughout life and final advice to you is with Winston Churchill's words, "***Never, never, never quit***".

I wish you the best of Joy, Love, and Peace.

Lennart