

the law of war, and lastly refers to the problem of terrorism as debated in the United Nations and to various western proposals on repression.

A bibliography listing recent books, both in French and English, aptly completes this brief yet substantial document.

M. V.

Towards a learning society: the International Commission on Education reports, *Unesco Chronicle*, Paris 1973, No 11

Education throughout the world is likely to change out of recognition in the next generation, according to the findings of the International Commission on the Development of Education headed by Mr. Edgar Faure, which carried out a world-wide survey at Unesco's request. The Commission's report has just been published in English under the title *Learning to be*.

To begin with, the process will start much earlier as the importance of pre-school education is more widely recognized; then it will never end, for the signs are that the concept of lifelong education, already an ideal, is about to become a practical reality. Examinations, the bane of every student's existence, may wither away, for they will be meaningless to people who are learning at their own pace. Fixed subjects and curricula are likely to go into the melting pot and schools themselves, if not as physical locations then at least as places exclusively for children, are threatened with extinction.

Above all, spirit and aims will change: the emphasis will be on learning, not teaching, and education's productions will be measured not in terms of so much knowledge dispensed but of so many complete human beings who have developed.

How will all these changes come about? The Commission was called on to make proposals which would help governments to work out strategies to meet their own educational situations and these decisions can only be taken at national level. There are many stumbling blocks, ranging from economics to mere inertia, in the way. The report and its recommendations were submitted to the Unesco General Conference this autumn.

The International Commission has been able to draw on educational experience throughout the world; it has benefited from around 75 specially prepared expert reports and has visited 24 countries to examine conditions at first hand. Furthermore, the composition of

BOOKS AND REVIEWS

the seven-man Commission—which included members from France, Syria, the People's Republic of the Congo, the Soviet Union, Chile, Iran and the United States—makes the fact that they were able to reach wide agreement remarkable and compelling.

In the Commission's report, the experts show understanding—and even acceptance—of the reasons for youth's rebellion against present-day education; they express the belief that lifelong education is not just a theory but already a fact and one which education systems should take account of to help people to be able to cope in a changing world where the quantity of knowledge increases faster than individuals can keep pace with, and where in some countries half the working population are in jobs that did not exist at the beginning of this century . . .

Health professions tomorrow, by Dr Vulimini Ramalingaswami, *World Health, WHO, Geneva, April 1973.*

. . . Schools for the health professions must show twin responses in the future—an *educational* response in training the health team and a *research* response in investigating models of health care and the health problems as they are found in different parts of the world. To respond effectively to these two challenges, we need to be free from the tyranny of previous educational systems and free to experiment. It is essential that schools have strong links with the universities. Whether it is the training of a physician or an auxiliary nurse-midwife, we must employ the principles of modern educational science and educational technology.

We need a system of education that is oriented towards the community, an education that is directly and unmistakably linked to the social and economic well-being of the people and to the national goals of socio-economic development. Universities can no longer remain spectators of a society steeped in poverty, ignorance and disease, a society that has set up the university itself at great cost and sacrifice. We need a new direction and a new content for the education of medical and other health personnel. We need to prepare young men and women in a variety of ways to participate as a team creatively in the welfare activities of society.

The goals of education for medical and other health personnel must be clearly defined in terms of meeting the needs of the community. The general goals must be translated into specific goals for the teaching of various components and from these general and specific goals a curriculum needs to be constructed. There has to be a totality of commitment on the part of the entire teaching faculty for the fulfilment of the goals . . .