

Empfehlungen der UNESCO zur Vermittlung von lebensorientierten Kompetenzen /Life Skills in der Sekundarschule



EDUCATION Life Skills

In order to impart essential skills effectively and successfully to the youth, Secondary Education must take into account the four pillars of education mentioned in the Delors Report (1996) i.e. learning to know, learning to do, learning to live and learning to be.

The Peking Secondary Education Expert Meeting Report (2001) also, recommends that an effective secondary education in the twenty-first century must provide a good balance between academic education and skills development including technical and vocational education at the secondary level. There are today more and more societal pressures from increased connectedness, greater complexity, uncertainty and diversity, rapid changes in the environment and continued deprivation. The youth are at the cross roads of their lives facing an uncertain future, learning to assume the responsibilities of adulthood and to enter the world of work. The life skills required by youth in secondary education can be grouped under four categories as follows:

Skills for personal fulfilment

As technological development progresses very rapidly, the education system must take into consideration not only academic needs but also the skills needed for the individual - in other words life skills. The necessity of learning to know is more important than the traditional pedagogy of the past. The groups of skills listed below also contribute to personal fulfillment.

Skills for living in society

- The need for social and intercultural competence and skills in the non-cognitive behavioral areas including responsibility, tolerance and accountability;
- The need to learn how to learn, to navigate from one body of knowledge to another and from one set of skills to another with relative ease
- The need for critical, analytical, creative and flexible communicative competence
- The need to enlist in the tasks of sustainable development, to be able to deal with paradox and the conflict generated by the amount and pace of change

Skills for dealing with changing economies

- The need to adapt to the changing demands of economies evolving from purely industrial to being knowledge-based, high technology and /or service oriented
- The need for to possess or learn new skill, such as adaptability and problem solving abilities and competitiveness. There is also need to emphasize the life skills that underpin initiative, motivation and entrepreneurship.

Skills for dealing with changing work patterns

- The need to meet the demands of new work patterns that require the ability to communicate, work in teams, adapt to change, be innovative and creative and be able to utilize new technology
- Individuals may need to be flexible and adaptable in order to engage in a variety of occupations during the course of their lives.
- The need for collective rather than individual intelligence that supports the position that all are capable rather than a few; multiple perspectives rather than ability to solve problems with only one right answer, imagination and emotional engagement are as important as technical expertise; intelligence should include the ability to envisage alternative futures, to resolve open-ended problems as well as to exercise sound interpersonal skills
- The need for essential generic competencies such as analytical skills and problem-solving skills that are applicable to a wide range of circumstances and are necessary for all work.

Quelle: UNESCO, Website, Life Skills http://portal.unesco.org/education/en/ev.php-URL_ID=29542&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html
(Zugriff am 14.10.04).