

Summary

Education for the challenges of the future

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Proper planning of education in the light of the challenges of the future is not a simple task. Education planned for those who are born in 2010 should enable them to have successful careers perhaps as far in the future as 2080. Short-term strategies thus initially fail. Even more so as there is no strategy for the development of the country itself. The events of the second half of the 20th century and the beginning of the 21st century have utterly changed the assumptions for planning successful education for the following period. There are two segments of education that should be distinguished – formal education and lifelong learning. The notion of lifelong learning should primarily include education for performing new tasks that never existed during the period of formal education, such as the introduction of computers or microelectronics in the previous period. Reorganisation of the entire education system from the nursery school to doctoral studies is a far more difficult pursuit. In the area of formal education we should carry out maximal generalisation. Generalisation refers to a synthesiological and fully comprehensive approach with the aim of carrying out the identifying functions. These considerations are based on the results of my own research during the last quarter of the century. Education is seen as an information system for which we should define a system of aims (non-existent) and determine an *entry* into that system. A particular problem with education as this system's environment and a base of a successful career is the fact that the world is becoming ever more virtual, cyber-oriented, extremely information-determined, robotical and avatarised. A sophisticated educational pyramid comprising seven levels is offered as an entry into the system of education. The first three levels, essential and invariable, are mathematics, physics and chemistry. A complete transformation is introduced on the fourth level, called general techniques, where biology is one of the essential although not sufficient conditions for successful teaching. The concept of general techniques requires the introduction of archaeology of nature (natural science) and archaeology of culture. Everyone should be learning the materials the generalisation of which would benefit from a new systematisation and the study of production procedures irrespective of material type. A systematic theory is a powerful tool in this instance. Everyone should be familiar with 6 basic techniques. The concept of general techniques development from the Big Bang to infinity significantly contributes to the predictions. The concept of humane cultural studies is explained. What is asked for is teaching from the perspective of transcendental human needs.

Keywords: formal education and lifelong learning, educational pyramid, materials, production procedures, development of individual techniques, humane cultural studies.