

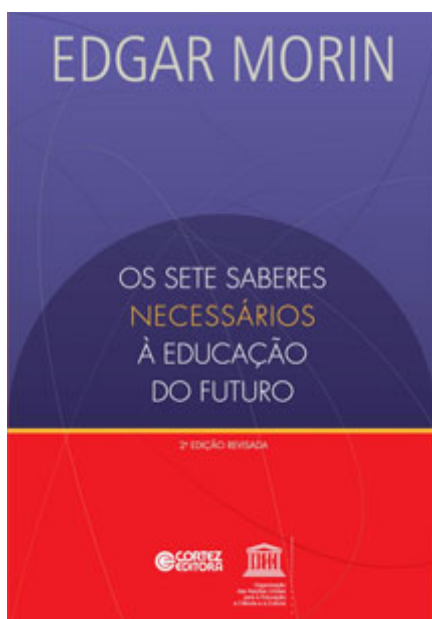
* Book Reviews

Seven complex lessons for education in the future

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Seven complex lessons for education in the future, by MORIN, Edgar.

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What is the novelty in presenting a review of “Seven complex lessons for education in the future”? Hundreds of reviews and comments have been written and published over the past 15 years, which attests to the pertinence and timeliness of the topic, although discussion about an alternative educational process remains open. Indeed, it is not about the content but rather launching an education process associated with the future, planet sustainability, democracy, equality and social justice. This topic could not be more timely with the Rio +20 conference and a radical commitment between health and permanent education.

Morin invites us to think about an increasingly complex, mutating, multifaceted, mixed and unpredictable world; a world where uncertainty is the rule, and knowledge should be mobilized not to generate (non-existent) certainties but as a force and source of innovation to tackle the unpredictable and uncertain in a dynamic process that (re)creates configurations, arrangements and perspectives. Facing uncertainty and embracing the unpredictable requires concentrating diverse types of knowledge for dialog and inclusion. There is no privileged

epistemological status for a type of knowledge. On the contrary, education in the future demands the porosity of disciplinary limits and the reconnection of knowledge. Therefore, education now and in the future demands development as an ongoing learning process, education in action and power.

Seven lessons are provided by Morin for educators.

First, Morin discusses errors and illusions in knowledge and reminds us that the educational process does not teach us what knowledge is when it is presented as a completed entity. Sustainable and inclusive education calls for lucidity and identification of the origin of errors, illusions and blindness. Thus, education is a critical process, and knowledge is a subsequent action. This initiates the second lesson, wherein the author discusses the principles of pertinent knowledge that belong to a territory and are woven into culture and social practices.

The third lesson is a discussion on the human condition, which supports the notion that a human being is a complex of physical, biological, psychological, cultural, social and historical conditions. An open and multifaceted fate for humanity demands, once more, an integration of knowledge, such as to recast a man (woman) torn to pieces. Uniting identities separated by disciplinary domains of knowledge leads to a discussion on the "identity of earth", which investigates education committed to new forms of solidarity and considers the future of the human species through a planetary perspective. This is the fourth fundamental lesson.

An education that prepares for "confronting uncertainties" should invest in strategies and methodologies that confront the unpredictable and can produce actions based on information that is acquired and generated over time. In the sixth lesson, "Teaching Understanding", Morin alerts us to the paradox of our times: in an age of abundant communication media, misunderstandings still exist. To understand one another implies the effort of empathy and generosity that overcome the primitive stage of misunderstanding, which is a source of racism, discrimination and discord.

In the final lesson, an education committed to sustainability, emphasis placed on "ethics for the human genre"; i.e., education must be linked to "anthropo-ethics", ethics for humanity, wherein individual autonomy, community participation and planetary conscience are duly emphasised. Thus, education promotes hominisation in humanisation.

The centrality of man-woman; fostering mixed knowledge that originates from practice and is woven into the culture; and an educational process that embraces life for its multiple and vulnerable components but with the potential to build and reconfigure is at the heart of the permanent education proposal, a *continuum* that can only grow stronger in the daily interplay between theory and practice.

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