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I have read Declaration and I have several opinions about it. But first of all, I'm an empirical researcher, a sociologist, not a philosopher. Then, despite my considerations has the influence of my own bias, I hope those may be useful.

In general, I agree with the Concerns and **the Part 1 (The human being, society, world and aims of education)**.

However, I have the following points to remark:

**a)** First, the proposal of principles is mainly global, thinking of one only kind of human being is a difficult thing, and history showed us that the local cultural factors are essential to learn, among other issues, about education processes and its public policies.

In my opinion, this statement should pass to another step with several local teams, in which they could develop other papers very customized, with the main problems of each region.

**b)** Second, therefore, if you want "*...the development of shared local and global responsibility becomes the main goal of education...*", you need to pass through the local (regional) level.

**c)** Third, the last thought that I have of the first part is related to the data. It is necessary that the teams have data to support the ideas. Any criticism idea becomes stronger when you can support it with data.

**d)** Finally, you propose, as a salient goal of education, "*...primarily the growth of the student's personality...and go on...*" But, in my view, when the material conditions are uncertain to the large part of the population it is too difficult to think about an education programme that shapes the others levels, cultural, political, spiritual, among others. Ethics of responsibility requires a person with his material conditions satisfied.

Related to **the 2nd Part (Designing education)**, all of the principles are very good.

Personally, I agree with all and I'm glad of your humanism's view of education and of human beings.

Now, going beyond the principles, allow me to give a depiction of Latin-American and its implications over education.

Our region is splitted, at least, in two main and large sectors. On one hand, you could see a modern society, with people that can consume anything and these people are well educated and, in general, they have a self-recognition about their human conditions and about their

possibilities. For those who are within this sector, there are frameworks to discuss the main ideas of your Declaration. These young could think and reason enough to understand the discussion. Besides, their teachers work in good schools (with enough money and budgets) and, in general, they belong to the same sector as the young people.

On the other hand, there is a sector in an opposite situation. They lack the necessary means to maintain a worthy life. For instance, they have informal jobs, with low incomes; most of them live within poverty. Their education has the same problems, commonly in their schools there are not the same means in comparison with the other sector, and many young people come to the school for the food dish. Obviously, it is necessary to solve most of these problems to put the baseline to discuss other senses of the education or of the education system.

Then, thinking in the Latin American region, the Declaration could be a good starting point, but if we want to carry on the discussion to a deeper level, we will need to talk and discuss over these problems, which are related to the structural problems.

I hope that these lines would be useful for colleagues.