Special Thanks!

Frances Ferreira

Asha Kanwar

Abdurrahman Umar
Thank you for the stimulating environment
Thanks for your practical help
(and to Annette, Helen and Jasmine who don’t have photos on the website)
Education for All
Unfinished Business
Education as a Human Right

THE UNIVERSAL DECLARATION
OF Human Rights

ADOPTED BY THE UNITED NATIONS GENERAL ASSEMBLY AT
ITS 133RD MEETING, HELD IN PARIS ON 10 DECEMBER, 1948
Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
Article 26

(3) Parents have a prior right to choose the kind of education that shall be given to their children
- Why Education for All?

Adam Smith
1723-1790
'The more (ordinary people) are instructed the less liable they are to the delusions of enthusiasm and superstition, which, among ignorant nations, frequently occasion the most dreadful disorders. An instructed and intelligent people, besides, are always more decent and orderly than an ignorant and stupid one... They are more disposed to examine, and more capable of seeing through, the interested complaints of faction and sedition, and they are, upon that account, less apt to be misled into any wanton or unnecessary opposition to the measures of government...
In free countries, where the safety of government depends very much upon the favourable judgment which the people may form of its conduct, it must surely be of the highest importance that they should not be disposed to judge rashly or capriciously concerning it.’

Adam Smith

*The Wealth of Nations*

1776
‘The more (ordinary people) are instructed the less liable they are to the delusions of enthusiasm and superstition, which, among ignorant nations, frequently occasion the most dreadful disorders. An instructed and intelligent people, besides, are always more decent and orderly than an ignorant and stupid one... They are more disposed to examine, and more capable of seeing through, the interested complaints of faction and sedition, and they are, upon that account, less apt to be misled into any wanton or unnecessary opposition to the measures of government...
‘For a very small expense the public can facilitate, can encourage and can even impose upon almost the whole body of the people, the necessity of acquiring those most essential parts of education’
PEACE, ORDER AND GOOD GOVERNMENT
Education as a Human Right

THE UNIVERSAL DECLARATION
OF Human Rights

ADOPTED BY THE UNITED NATIONS GENERAL ASSEMBLY AT
ITS 1383RD MEETING, HELD IN PARIS ON 10 DECEMBER, 1948
Education for Economic Growth

“human capital development”
(The World Bank)

“education is another magic formula that has failed us in the quest for growth”
(William Easterly)
Amartya Sen

Development as Freedom

Winner of the Nobel Prize for Economics

Amartya Sen
Increasing freedom is the measure of development and free people are the drivers of development.
1990
The World Conference on Education for All
Jomtien, Thailand
Jomtien = a failure?

1990 – 100m (6 to 11) out of school

2000 – 125m (6 to 11) out of school
Education for All by 2015
An international commitment

The Dakar World Forum on EFA 2000
The Fast-Track Initiative

World Bank

“to provide concentrated support to complete the task of achieving the quantifiable EFA goals in countries where conditions were judged to be propitious”
Jomtien = a failure?

1990 – 100m (6 to 11) out of school

2000 – 125m (6 to 11) out of school

Dakar = more progress

2010 – 70m (6 to 11) out of school

2015 – 50m (6 to 11) out of school
Universal Primary Education

SUCCESSES

&

FAILURES
SUCCESS IN SCHOOL
Numbers in primary school have increased much faster since 2000 than in the decade between Jomtien and Dakar. The average net enrolment rate rose from 54% to 70% between 1999 and 2006 in Sub-Saharan Africa and from 75% to 86% in South and West Asia.
SUCCESS

In sum, there were 40 million more children in school in developing countries in 2006 than in 1999.
FAILURE

NOT IN SCHOOL
FAILURE

In 2006 75 million children, 55% of them girls, were still not in primary school. Furthermore, on present trends there will still be some 29 million of children out of school by 2015.
CHALLENGES

Of success:

‘The success of the campaign for Universal Primary Education is creating a surge of children towards secondary schooling and there is nowhere for most of them to go’
CHALLENGES

Of failure:

Getting the remaining 75 million children into school will require various strategies but, above all, the employment of more teachers.
Surging to Secondary

200 to 400 million youth
Surging to Secondary

200 to 400 million youth
Since the Industrial Revolution...

7 x more people

7 x the impact each

7x7 = 50 x total impact

So... curb population growth
The education of girls may also be the most powerful tool against climate change.
Key points:

• Expand secondary
Key points:

• Expand secondary

• Secondary is inefficient
Key points:

- Expand secondary
- Secondary is inefficient
- Expand Open Schooling
Key points:

- Expand secondary
- Secondary is inefficient
- Expand Open Schooling
- Educational ecosystem
21st Century Educational Ecosystem
Conventional schools cannot cope!

ADD:

• Private schooling for the poor
• Applications of ICTs
• OPEN SCHOOLING
Develop and expand

OPEN SCHOOLING

and

INTEGRATE IT

with other approaches
Blur the unhelpful distinction between formal and non-formal education.
Build a bridge between knowledge acquisition and skills development
Reduce inequalities
OPEN SCHOOLING

Is less expensive than

CONVENTIONAL SCHOOLING

in most countries

and the difference in cost

IS INCREASING!
If the unit cost of SECONDARY is more than double PRIMARY, a country will NEVER achieve UNIVERSAL SECONDARY EDUCATION.

Professor Keith Lewin
Can ICTs help?

- One Laptop Per Child (USA)
- Hole In The Wall (India)
- NEPAD eSchools (Africa)

but they need to be EMBEDDED IN A FRAMEWORK
To develop learning systems that:

- operate at scale
- low cost
- consistent quality
- meet diverse needs
ODL at scale

3 sub-systems:

• Administration/logistics
• Course Development
• Student Support
100,000 students

10,000 pupils
National Institute for Open Schooling - India

400,000 new pupils annually
Namibian College of Open Learning

28,000 pupils = 40% of secondary
OPEN SCHOOLS

Similar ODL methods:

• Administration/logistics
• Course Development
• Student Support

Different educational purposes
OPEN SCHOOLING
3 types of Open Schools

• Complementary

• Alternative

• Integrative
Complementary

Same curriculum and exams as conventional schools

Examples:

France, Botswana, Indonesia, Mexico, Namibia
Complementary

Needs:

• Better integration with rest of system
• More autonomy in governance
• Higher performance
Alternative

Different (usually more vocational) curriculum and sets its own exams, older pupils

Examples:

India, Papua New Guinea
Alternative

Programmes that focus on life skills and work-related subjects are attractive to students and parents
Integrative

Placed at the heart of the educational system to strengthen it

Model for the future
How to improve quality? (UNESCO)

• good learning materials
• focus on the curriculum
• regular, reliable assessment of learning
• pedagogical materials for teachers
• relevant content
• teach reading and writing
• structured teaching
• independent learning
• appropriate language of instruction
• larger classes **with** better inputs
How to improve quality? (UNESCO)

• good learning materials
• focus on the curriculum
• regular, reliable assessment of learning
• pedagogical materials for teachers
• relevant content
• teach reading and writing
• structured teaching
• independent learning
• appropriate language of instruction
• larger classes with better inputs
Collaborative Development of Learning Materials

• Digital formats:
  move, adapt, convert

• Open Educational Resources
  OERs
Collaborative Development of Learning Materials

COL & Hewlett Foundation

20 sets of self-instructional materials in the secondary curriculum (each is a complete syllabus for one grade 10 or 12 subject)
Collaborative Development of Learning Materials

COL & Hewlett Foundation

100 trained and experienced master teachers
(instructional design, eLearning)
OPEN SCHOOLS

and the integration of ICTs

into the whole school system
Can ICTs help?

- One Laptop Per Child (USA)
- Hole In The Wall (India)
- NEPAD eSchools (Africa)

but they need to be EMBEDDED IN A FRAMEWORK
OPEN SCHOOLS

and the integration of ICTs into the whole school system through:

• production of Open Educational Resources

• general IT expertise

• assessment materials (question banks)
CONCLUSION

We are seeing the beginnings of a process that will lead to much closer integration between open schooling and conventional schooling.
EXPANDING TEACHER EDUCATION

“...recruiting and educating large numbers of teachers is a necessity for rich and poor countries alike...”

(30,000 untrained teachers in California)
EXPANDING TEACHER EDUCATION

Causes of the teacher shortage:

- Complete Universal Primary
- Expand Secondary
- Wave of retirements
- Deaths from AIDS
EXPANDING TEACHER EDUCATION

• 10 million additional teachers required by 2015 (UNESCO)

• Current global teaching force = 75 million
TEACHER EDUCATION

Two issues:

• How to expand supply?

• What kind of training?
A three-way correlation:

- Status of profession
- Ease of recruitment
- Pupil performance
Shared blame:

- Teachers: absenteeism, etc.
- Governments: conditions (poor salaries, corruption)
“Those who can do; those who can’t teach”

George Bernard Shaw
The UK’s Secret Intelligence Service, MI5, advertised for teachers this year, seeking their ‘relationship-building skills’
The combination of the low status of the profession and the attractiveness of teachers’ skills in the wider labour market no doubt explains why 50% of teachers in the US leave the profession within five years of completing their training (UNESCO, 2007).
UNTRAINED TEACHERS
cynical ploy or hard necessity??

“(Large expansion) para-teacher schemes where pre-service training is compressed or abandoned completely, wages are lowered, working conditions are poorer and career paths are limited. They are being used by many governments to cut the costs associated with expanding educational access to all children. The price such governments are forced to pay is the quality of training”  (Nock, 2006).
“sending people into the classroom with minimal initial training can be a very good strategy for our times if they are then provided with appropriate on-the-job training”
Teaching:

“tough and demanding”

Postgraduate Course:

“too slow”

“too theoretical”

“too boring”
Teacher education needs radical revision!

although

“more policy attention was given to teacher education in the 1990s than in all the hundreds of years of history that preceded it. And most of the activity has focused around quality”

Moon, 2008
1990s policy irrelevant because:

- it focused on long programmes of pre-service training

  whereas

  teachers need continuous professional learning
1990s policy irrelevant because:

- upgrading of teachers without reference to school needs

  so

  it encourages teachers to move jobs instead of becoming more effective
1990s policy irrelevant because:

- teacher education ignored the development of distance learning enhanced by ICTs and Open Educational Resources

  although

  distance learning is the only way to conduct classroom-focused continuous professional development
“The locus of continuous professional learning must be the school and its focus must be the classroom. This has always been the strength of distance learning systems for teacher education”
Profiles of Eight Distance Learning Teacher Education programmes

PERMAMA – Canada/Quebec 1970s
Top average scores for mathematics

Chinese Taipei 549
Finland 548
Hong Kong China 547
Korea 547
Quebec 540
Netherlands 531
Alberta 530
Canada (overall) 527
Ontario 526
Macau China 525
British Columbia 523
Japan 523
New Zealand 523
CalStateTEACH is a non-traditional program that offers both a student teaching and an intern program for qualified candidates interested in earning their credential without attending traditional college classes. Instead, the curriculum is delivered online.
Contributions of ICTs

• Creation of communities of practice through computer conferencing:

  novices can gain experience through contact with veteran practitioners.
Contributions of ICTs

• Open Educational Resources
  an Internet powered worldwide community effort to create an education commons.
Profiles of Eight Distance Learning Teacher Education programmes
a consortium of 13 African universities, the UK Open University and five international organisations. It works across nine African countries – with more participating informally – by creating teacher education materials in Arabic, English, French and Kiswahili.
Last year nearly half a million African teachers worked with materials and resources produced through the TESSA community. Since these are classroom-based in-service materials they have a direct impact on millions of children through their use in the classroom.
OERs can be adapted to local needs:

University of Fort Hare
Devereux, Jane & Amos, Sandra (2005)

The University of Fort Hare’s learner-centred Distance Education Programme

Open Learning 20(3) 277-284.
CONCLUSION

Teacher Education in the context of the campaign for Education for All
CONCLUSION

10 million additional teachers required by 2015
CONCLUSION

The locus of continuous professional learning must be the school and its focus must be the classroom.
Teacher education institutions will have to give themselves the capability to offer distance learning programmes in order to reach teachers in their schools.

Today information and communications technology can make distance learning a richer experience than learning in a university classroom.
Top average scores for mathematics

Chinese Taipei 549
Finland 548
Hong Kong China 547
Korea 547
Quebec 540
Netherlands 531
21st Century Educational Ecosystem
Special Thanks!

Frances Ferreira
Asha Kanwar
Abdurrahman Umar