



UN Millennium Development Goals

Keep the promise
Millennium Development Goals

2015



Universities and the Millennium Development Goals





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Universities and the Millennium Development Goals

*International Perspective: ICT in Teacher
Education – Global Trends*

Sir John Daniel
Commonwealth of Learning

JOHN S. DANIEL

open &
flexible
learning
series



MEGA-SCHOOLS, TECHNOLOGY AND TEACHERS

ACHIEVING EDUCATION FOR ALL

ROUTLEDGE



通向全民教育之路 巨型学校、技术和教师

Mega-Schools, Technology and Teachers: Achieving Education for All

通向全民教育之路 巨型学校、技术和教师

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中央广播电视大学出版社

- Education for all: progress 所有人的教育：进展
- Expanding Schooling 扩大办学
- Technology is the Answer: What is the Question? 技术为答案：问题是什么？
- Open Schooling 开放办学
- Teacher Education Expansion 教师教育的发展
- Strategies for Success 成功策略
- Profiles of Open Schools 开放学校概况
- Profile of Teacher Education Progress 教师教育进展概况

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The 20-year campaign to achieve

UNIVERSAL PRIMARY EDUCATION (UPE)

is a blend of

SUCCESS

and

FAILURE

SUCCESS!

Many countries have achieved UPE

CONSEQUENCE

Many children seeking secondary school

FAILURE!

Big gaps – 50 million still out by 2015

CONSEQUENCE

Millions of new teachers need training

The Secondary Surge

Challenges:

1. Scale:

400 million children aged 12-17 not in secondary school

2. Climate change:

Secondary education for girls the most effective weapon against it



Professor
Keith Lewin

If the unit cost of
SECONDARY
is more than double
PRIMARY

A country will **NEVER** achieve

**UNIVERSAL SECONDARY
EDUCATION**

The Secondary Surge

Radically new approaches needed:

- Private schools for the very poor
- Computers for children
- **Open schooling**
 - **cuts costs**
 - **extends access**

Learning
made easy



NIOS

Under MHRD, New Delhi

AVI-840005

**National Institute for Open Schooling –
India**

400,000 new pupils annually



Namibian College of Open Learning

28,000 pupils
=
40% of secondary



Training Teachers

10 million more teachers
needed by 2015

UNESCO (2008)

*China + India + Indonesia + Nigeria +
Pakistan = 5.7 million*

15 other countries need 100,000 each

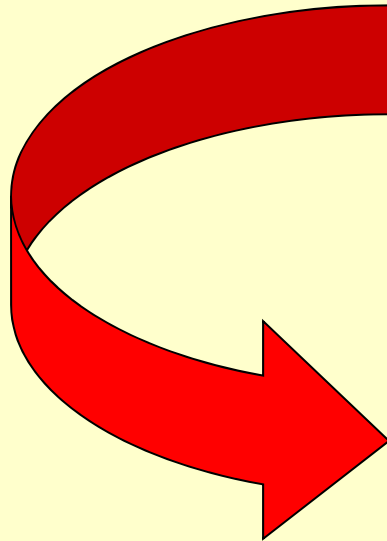
Training Teachers

“countries are now recruiting people and sending them into the classroom within minimal training. This is not just a developing country phenomenon. California, for example, employs thousands of untrained teachers to staff its schools”

Training Teachers



Pre-Service



In-Service

Training Teachers



In-Service

Pre-Service

Training Teachers

In-Service: benefits

- Recruits retain their initial enthusiasm



**TEACHFOR
AMERICA**

Training Teachers

In-Service: benefits

- Focus on quality of children's learning

Training Teachers

In-Service: benefits

- Focus on quality of children's learning
 - In the schools
 - Address classroom realities



**Professor
Keith Lewin**

“Since much continuing professional development is carried out without reference to school needs – often without the knowledge of the school principal – it encourages teachers to move to other jobs rather than improving their effectiveness in their schools.”



Jenny Leach & Bob Moon

UK Open University PGCE Programme

‘No activity, reading or observation could be set that did not relate directly to experience in schools’ and ‘the link had to be explicit’

Training Teachers

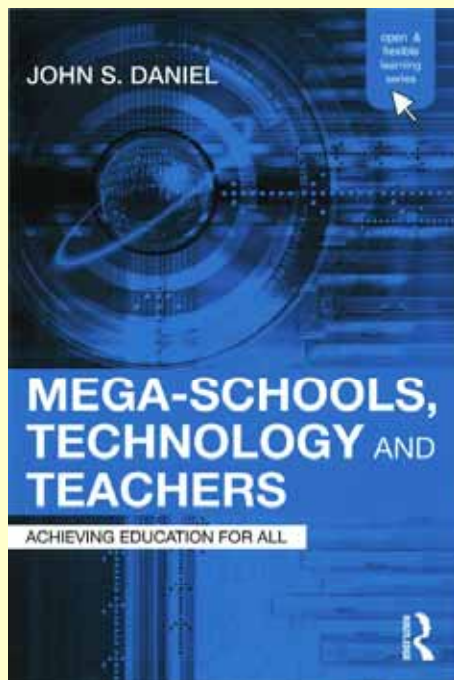
Conducting in-service training

- In the schools
- that addresses classroom realities

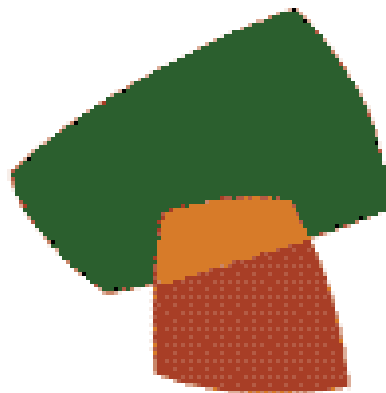
REQUIRES INSTITUTIONS

to use

**OPEN & DISTANCE LEARNING
AND ICT**

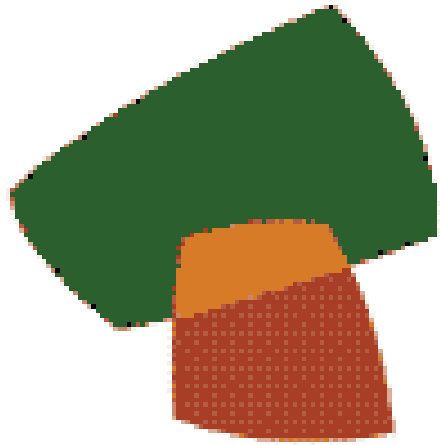


Profiles of Eight Distance Learning Teacher Education programmes



TESSA

Teacher Education in Sub-Saharan Africa



TESSA

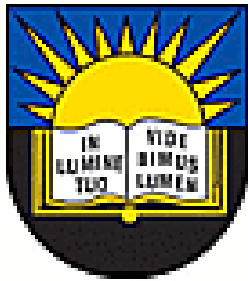
Teacher Education in Sub-Saharan Africa

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.

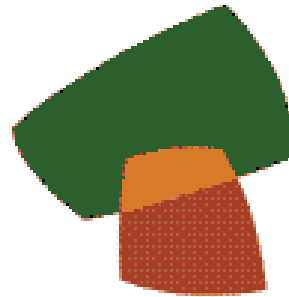


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Together in Excellence



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TESSA

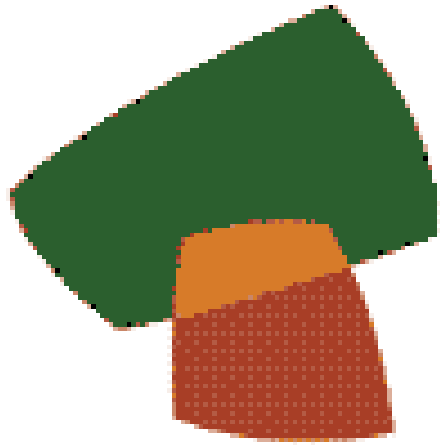
Teacher Education in Sub-Saharan Africa



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TESSA

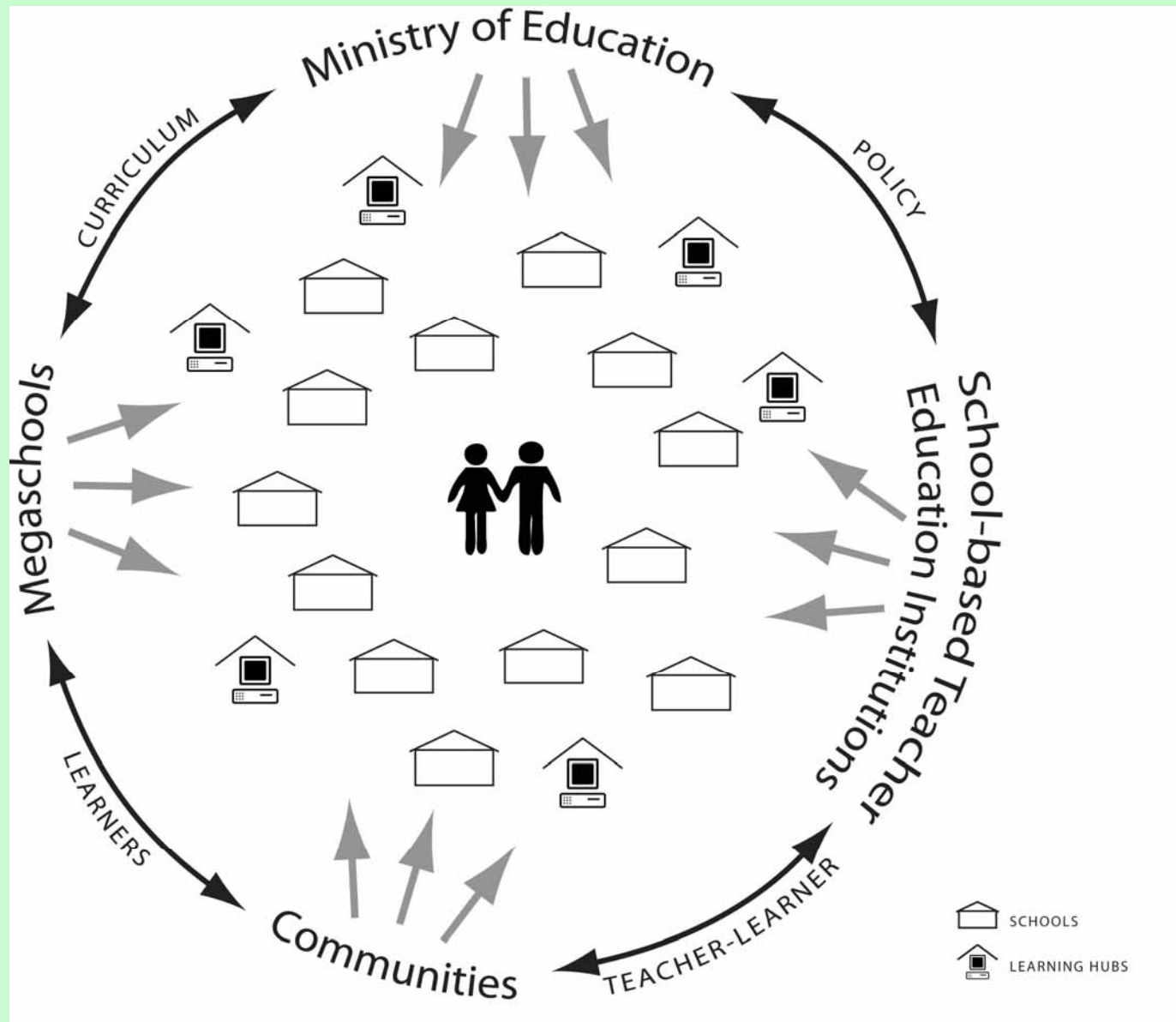
Teacher Education in Sub-Saharan Africa

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

“A whole-sector and multisectoral approach to achieving educational goals”

World Bank (2010)

Open schools and school-based in-service teacher education programmes could act as integrating factors in making the whole-sector approach a reality.



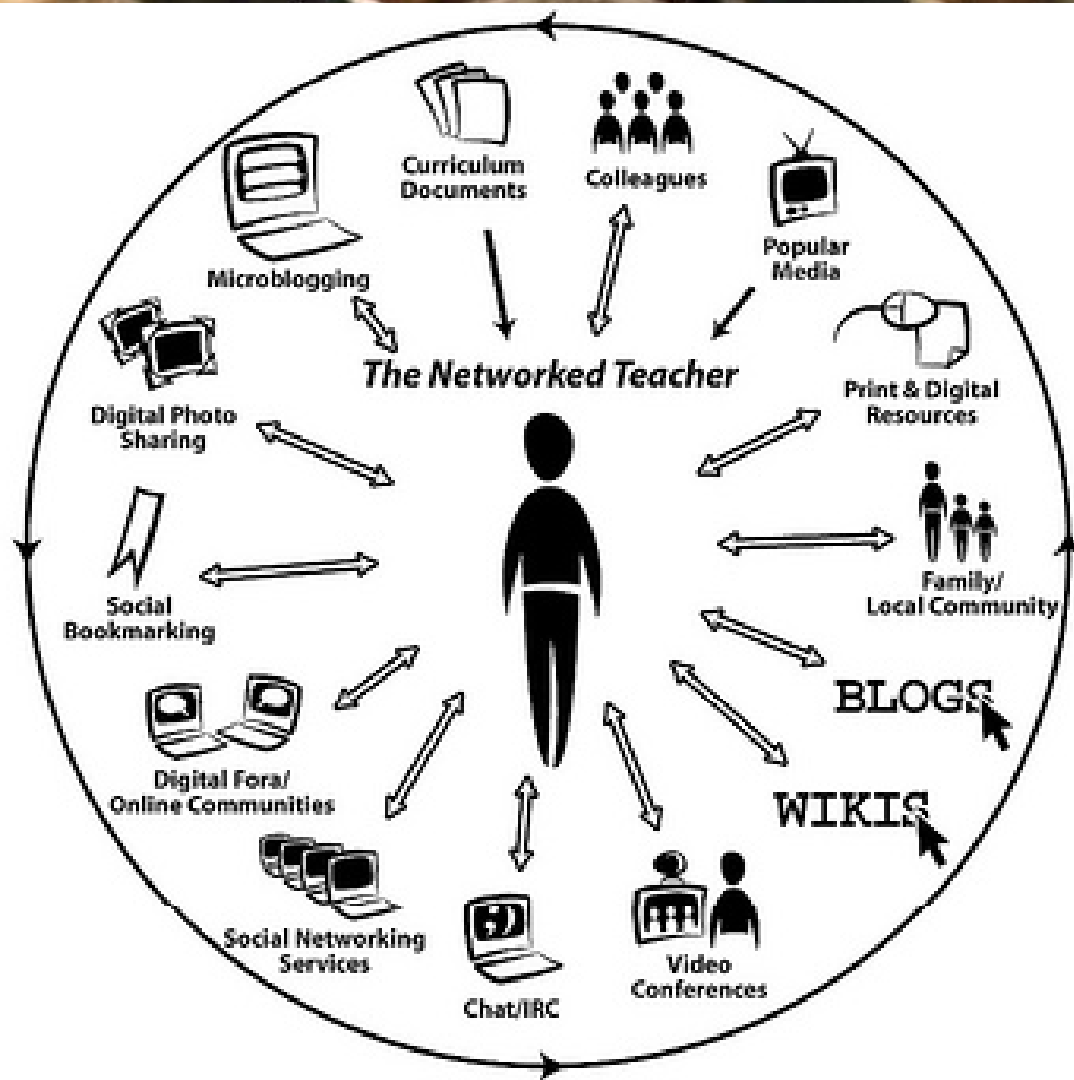
21st Century Educational Ecosystem



Expanded
learning
opportunities



Teacher 2.0



Adapted from Coursa.org.

How does Teacher Training in ICT look like?

- Combining ICT skills with emergent views in pedagogy, curriculum and school organisation
- Teachers to use different ICT skills and resources to improve their teaching, collaborate with colleagues and become innovative leaders in their classroom and institutions





I thank you

For text and slides:
www.col.org/speeches

THANK YOU

