“Crossroads in Higher Education: Which Way Forward?”
Crossroads: Scholarship for an Uncertain World

Education for Democracy
Sir John Daniel
Commonwealth of Learning

“Crossroads in Higher Education: Which Way Forward?”
The Open University – Walton Hall (1972)
Distance education

International development

Institutional leadership
WHERE IS IT?

Vancouver (Headquarters)

New Delhi (CEMCA)
The Commonwealth of Learning

WHAT IS IT FOR?

To help Commonwealth governments and institutions use various technologies to improve and expand education, training and learning in support of development.
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.
Education for All (The Dakar Goals)

Peace
Democracy
Equality
Good governance
Education and Democracy: Correlation and Causality
Education and Democracy: Correlation and Causality

1. Education and democracy go together
2. Education for all is better for democracy
RANKINGS

- Degree of democracy
- Secondary enrolment
- Primary enrolment
Democracy and Secondary Enrolment

In the top twelve in both lists:

- Norway
- Iceland
- Denmark
- New Zealand
- Australia
- Finland
- Netherlands
- Ireland

(Canada is 9th for democracy but not in top 20 for secondary. US is 17th for democracy but not in top 20 for secondary)
L'égalité est la démocratie

76 avenue des Champs-Élysées
L'uniforme du progrès arrive au nouveau Levi's Store

Levi's®
Go forth
“Longitudinal studies have shown that the reading skills which PISA measures are a strong predictor of positive outcomes for young adults, influencing the chance that they will participate in post-secondary education and their expected future earnings. Assessments of adult literacy have also found that the adult population’s measured literacy levels can do far more to explain a country’s economic success than the length of time that they have spent in education.”
Democracy and Secondary Enrolment

In the top twelve in both lists:

- Norway
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- Denmark
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- Australia
- Finland
- Netherlands
- Ireland

These countries also score well when ranked on equity in education.

(Canada is 9th for democracy but not in top 20 for secondary. US is 17th for democracy but not in top twenty for secondary)
“Some governments get it wrong on purpose. Amid weak and accommodating institutions, there is little to discourage a leader from looting. Such environments channel society’s output towards a parasitic elite, discouraging investment and innovation. Extractive institutions are the historical norm. Inclusive institutions protect individual rights and encourage investment and effort. Where inclusive governments emerge, great wealth follows... There is no quick fix for institutional weakness, only the possibility that steady encouragement and chance will bring about progress.”
“the broad availability of educational opportunities for whole populations that promotes democracy”
• Primary

• Secondary

• Higher
Goal 1
Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2
Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3
Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4
Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5
Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.

Goal 6
Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.
Which would coordinate the campaign?

OR

World Bank

UNESCO
1.

2. = $$$$$$

3. vs. 
“You can accomplish much if you don’t care who takes the credit!”
Henry Jeffrey
Guyana

Fast!!!
The Fast-Track Initiative

Global Partnership for Education

to provide concentrated support to the task of achieving the quantifiable EFA goals in countries where conditions were judged to be propitious
‘ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling’

= Universal Primary Education (UPE)
Goal 1
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Goal 6
Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.
In expanding primary schooling for their children many developing countries have achieved in a decade what took richer countries close to a century.
Universal Primary Education

SUCCESES

&

FAILURES
FAILURE

NOT IN SCHOOL
SUCCESS IN SCHOOL
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’
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
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.
• Primary

• Secondary

• Higher
Ecole Polytechnique, Université de Montréal
Sir George Williams University
The Open University – Walton Hall (1990)
Open University Degree Ceremony
...an intellectual stance of systematic scepticism...

“After doing a degree at the Open University I can’t see less than six sides to any question!”
Maureen Mackintosh
Professor of Economics

“going through one of their courses and challenging every assumption of normality that it contained”
The Course Team was the OU’s most important innovation

Lord Walter Perry
Founding Vice-Chancellor
The Open University
BRITAIN’S TOP NINE UNIVERSITIES

Quality Rankings of Teaching

based on all subject assessments 1995-2004
(Sunday Times University Guide 2004)

1    CAMBRIDGE     96%
2    LOUGHBOROUGH  95%
3=   LONDON SCHOOL OF ECONOMICS 88%
3=   YORK          88%
5    THE OPEN UNIVERSITY 87%
6    OXFORD        86%
7    IMPERIAL COLLEGE 82%
8    UNIVERSITY COLLEGE LONDON 77%
9    ESSEX         77%
Professor Tony Bates
“2011 Outlook for Online Learning and Distance Education”
(www.contactnorth.ca)
United States

Enrolments in eLearning courses increased by 21% between 2009 and 2010 compared to 2% for campus enrolments.
BUT...

• goals for eLearning are unambitious
• costs are rising
• no evidence of better learning outcomes
• failure to meet quality standards
the for-profit sector has a much higher proportion of the total online market (32%) compared to its share of the overall higher education market (7%).
Better to work in teams!
United States

2014
80% of students online

2009
44% of students online
"If public institutions do not step up to the plate, then the corporate for-profit sector will".

Tony Bates
Face-to-face learning

Distance learning
The Central Challenge

- ACCESS (wider)
- QUALITY (higher)
- COST (lower)

George Connell
University of Toronto
The **Iron Triangle**

- **ACCESS**
- **QUALITY**
- **COST**
The Iron Triangle

- ACCESS
- QUALITY
- COST
The **Iron** Triangle

ACCESS

COST

QUALITY
The **Iron Triangle**
“an insidious link between quality and exclusivity”
COST

ACCESS

QUALITY

COST
Principles of Technology

- Division of labour
- Specialization
- Economies of scale
- Machines and ICTs

Adam Smith
1723-1790
DIGITAL TECHNOLOGY

“networked individualism”

“participating, collaborating and producing as part of a community”

“connectivism”
THE TREND TOWARDS OPENNESS

- Open Source Software

- Open Access to Research

- Open Educational Resources
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared.
UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries
2002 FORUM on the Impact of Open CourseWare for Higher Education in Developing Countries

Declaration:

Participants expressed:

“their satisfaction and their wish to develop together a universal educational resource for the whole of humanity, to be referred to henceforth as Open Educational Resources”
Taking OER beyond the OER Community: Policy & Capacity for Developing Countries

Zeynep Varoglu

Trudi van Wyk
Workshops

South Africa
Namibia
Malaysia
Mali
India
Tanzania
Mozambique

Plus three online forums
A Basic Guide to Open Educational Resources (OER)

col.org/resources

Neil Butcher
Stamenka Uvalić-Trumbić
Asha Kanwar
Guidelines for Open Educational Resources (OER) in Higher Education

Zeynep Varoglu

Trudi van Wyk
Fostering Governmental Support for Open Educational Resources Internationally
Open Educational Resources have great transformative potential for education at all levels.

They enable governments to maximise the benefits of their considerable investment in educational materials and are also a strong statement that education and knowledge are public goods.
Who can take edX courses? Will there be an admissions process?
EdX will be available to anyone in the world with an Internet connection, and in general, there will not be an admissions process. For a modest fee — and as determined by the edX board, MIT and Harvard — credentials will be granted only to students who earn them by demonstrating mastery of the material of a subject.

Will the certificates be awarded by Harvard and/or MIT?
As determined by the edX board, MIT and Harvard, online learners who demonstrate mastery of subjects could earn a certificate of completion, but such certificates would not be issued under the name of Harvard or MIT.
Crossroads: Scholarship for an Uncertain World

The Canadian Society for the Study of Education
La Société canadienne pour l’étude de l’éducation

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THANK YOU

“Crossroads in Higher Education: Which Way Forward?”
THANK YOU

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