







Université canadienne en France





UWC-USA



International[®]
Baccalaureate



International on 3 dimensions:

1. International student body



International on 3 dimensions:

1. International student body
2. IB Diploma recognised internationally



International on 3 dimensions:

1. International student body
2. IB Diploma recognised internationally
3. Curriculum with international perspective



PERSPECTIVES ON GLOBAL CITIZENSHIP

Tuesday, January 22



United Nations
Nations Unies

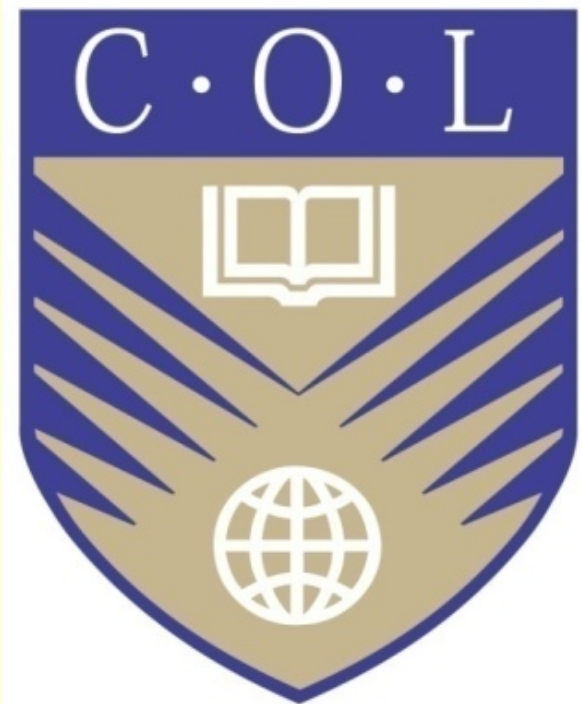


LAISSEZ-PASSER

International Development



International Development

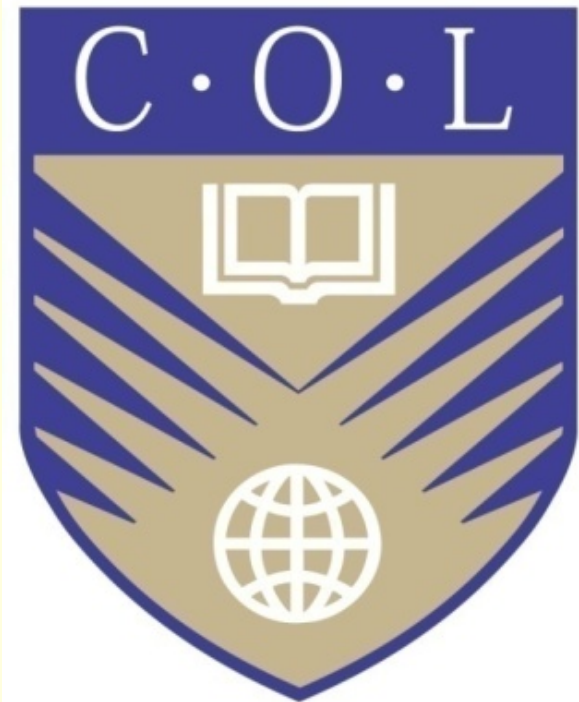


Multilateral intergovernmental agencies

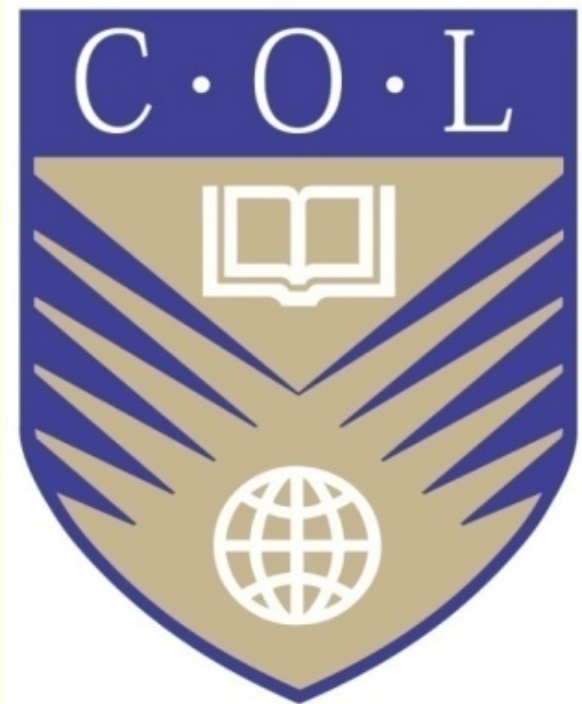
193 governments
POLICY



54 governments
INTERVENTION



International Development



Development ??

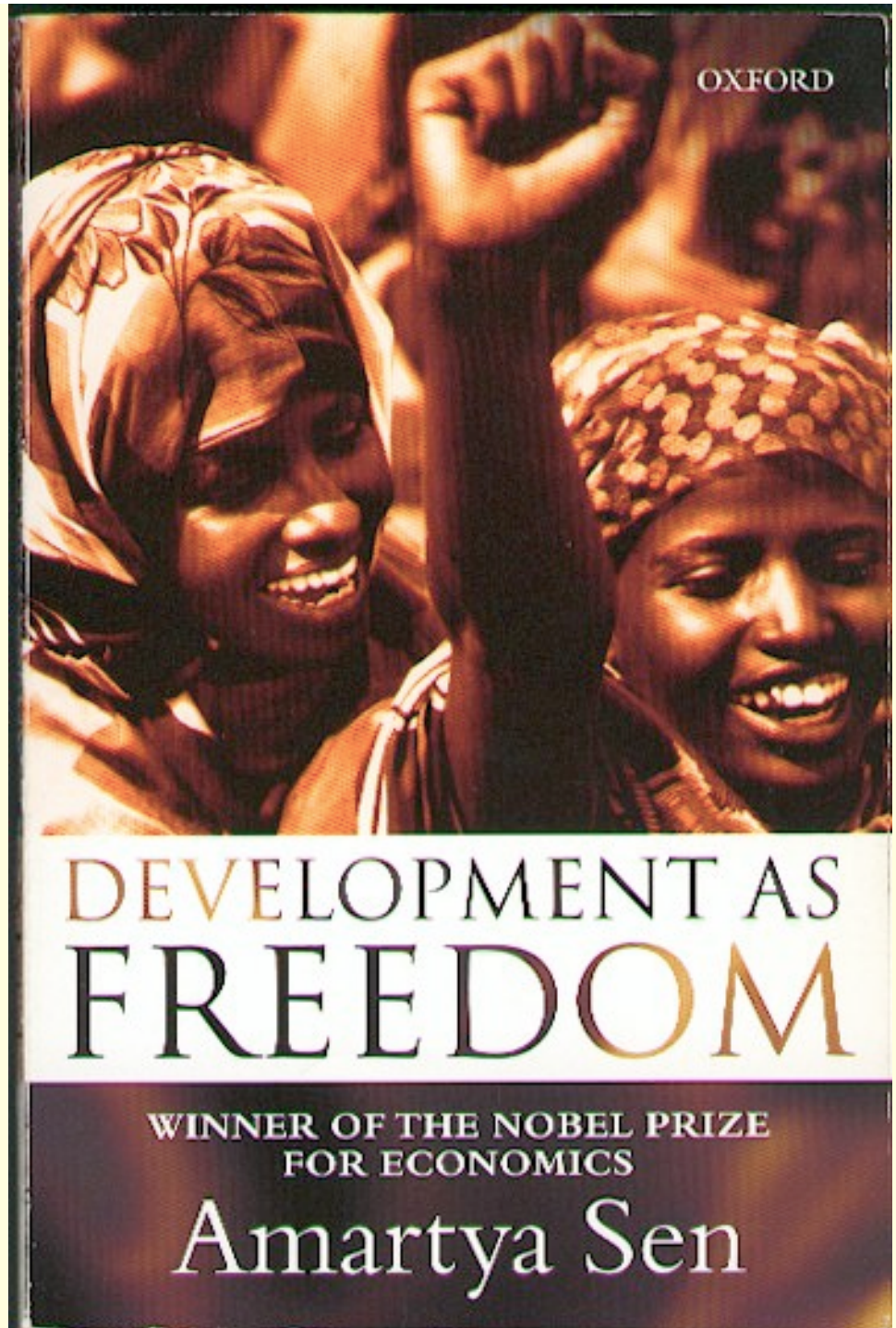








Amartya Sen



Freedom from...

and

Freedom to...

FREEDOM FROM: hunger & poverty



FREEDOM FROM: disease



FREEDOM FROM: Pollution



FREEDOM TO:
choose who governs you



FREEDOM TO: Express yourself



Speakers' corner – Hyde Park

FREEDOM TO: practice your religion



FREEDOM TO:

be educated and trained



FREEDOM TO:

equal treatment under the law







How does it feel to be free?



Freedom to carry weapons



Freedom from being shot at school



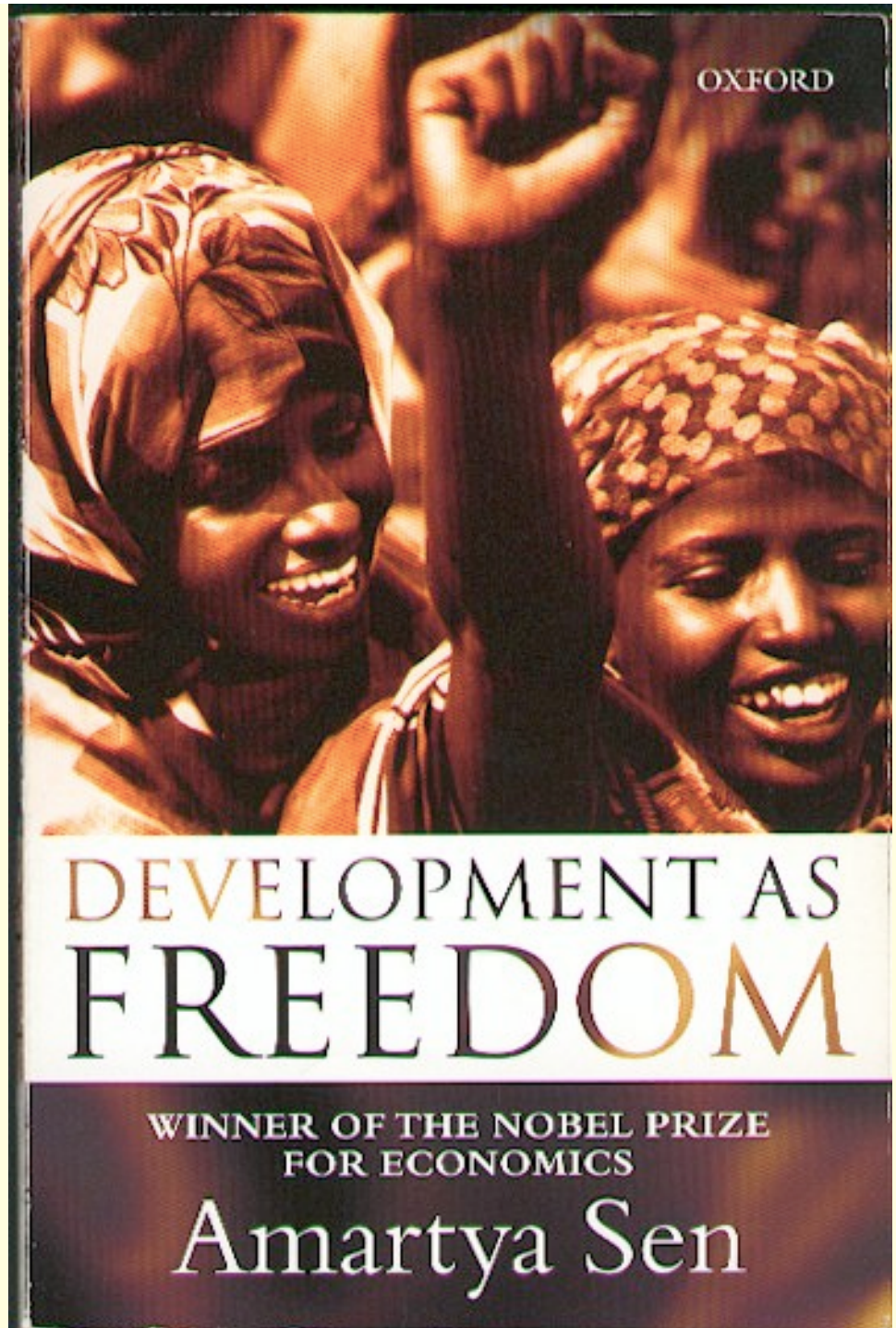


Under Lester Pearson's Liberal government, Canada's health care was expanded through the Medical Care Act, or Medicare, to provide near universal coverage to all Canadians 'according to their need for such services and irrespective of their ability to pay'





Amartya Sen



FREEDOM IS
THE PRIMARY PURPOSE
AND
THE PRINCIPAL MEANS
OF
DEVELOPMENT

Development
means expanding the
real freedoms
that people can enjoy

‘the achievement of
development
is thoroughly dependent
on the
free agency
of people’



Canadian International
Development Agency



Freedom from...

and

Freedom to...



THE COLD WAR

THE UNIVERSAL DECLARATION
OF **H**uman **R**ights



ADOPTED BY THE UNITED NATIONS GENERAL ASSEMBLY AT
ITS 189TH MEETING, HELD IN PARIS ON 10 DECEMBER, 1948



UN Millennium Development Goals

keep the promise
Millennium Development Goals



THE MILLENNIUM DEVELOPMENT GOALS

1. Eradicating extreme poverty and hunger,
2. Achieving universal primary education,
3. Promoting gender equality and empowering women,
4. Reducing child mortality rates,
5. Improving maternal health,
6. Combating HIV/AIDS, malaria, and other diseases,
7. Ensuring environmental sustainability, and
8. Developing a global partnership for development.

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UN Millennium Development Goals

Keep the promise
Millennium Development Goals



Education for All (The Dakar Goals)



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



World Bank

The Fast-Track Initiative

“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

JOHN S. DANIEL

open &
flexible
learning
series



MEGA-SCHOOLS, TECHNOLOGY AND TEACHERS

ACHIEVING EDUCATION FOR ALL

ROUTLEDGE





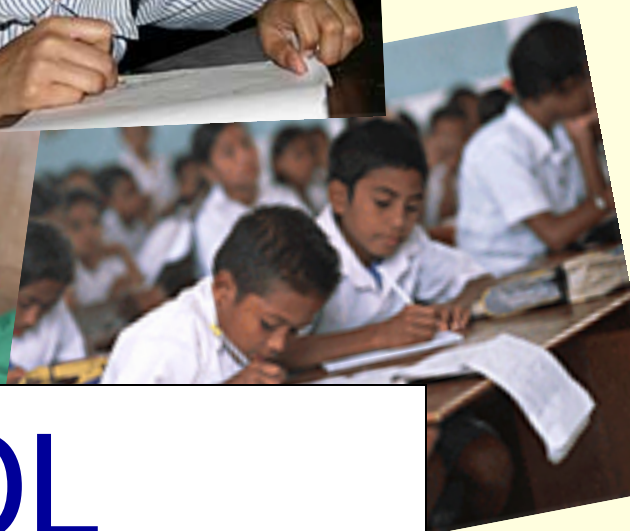
Universal Primary Education

SUCCESSSES

&

FAILURES

SUCCESS



IN SCHOOL

SUCCESS

Numbers in primary school have increased much faster since 2000 than in the decade between Jomtien and Dakar.

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

$7 \times 7 = 50$ 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

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- Expand secondary
- Secondary is inefficient

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- Expand secondary
- Secondary is inefficient
- Expand Open Schooling

Learning
made easy



NIOS

Under MHRD, New Delhi

AVI-840005

**National Institute for Open Schooling –
India**

400,000 new pupils annually



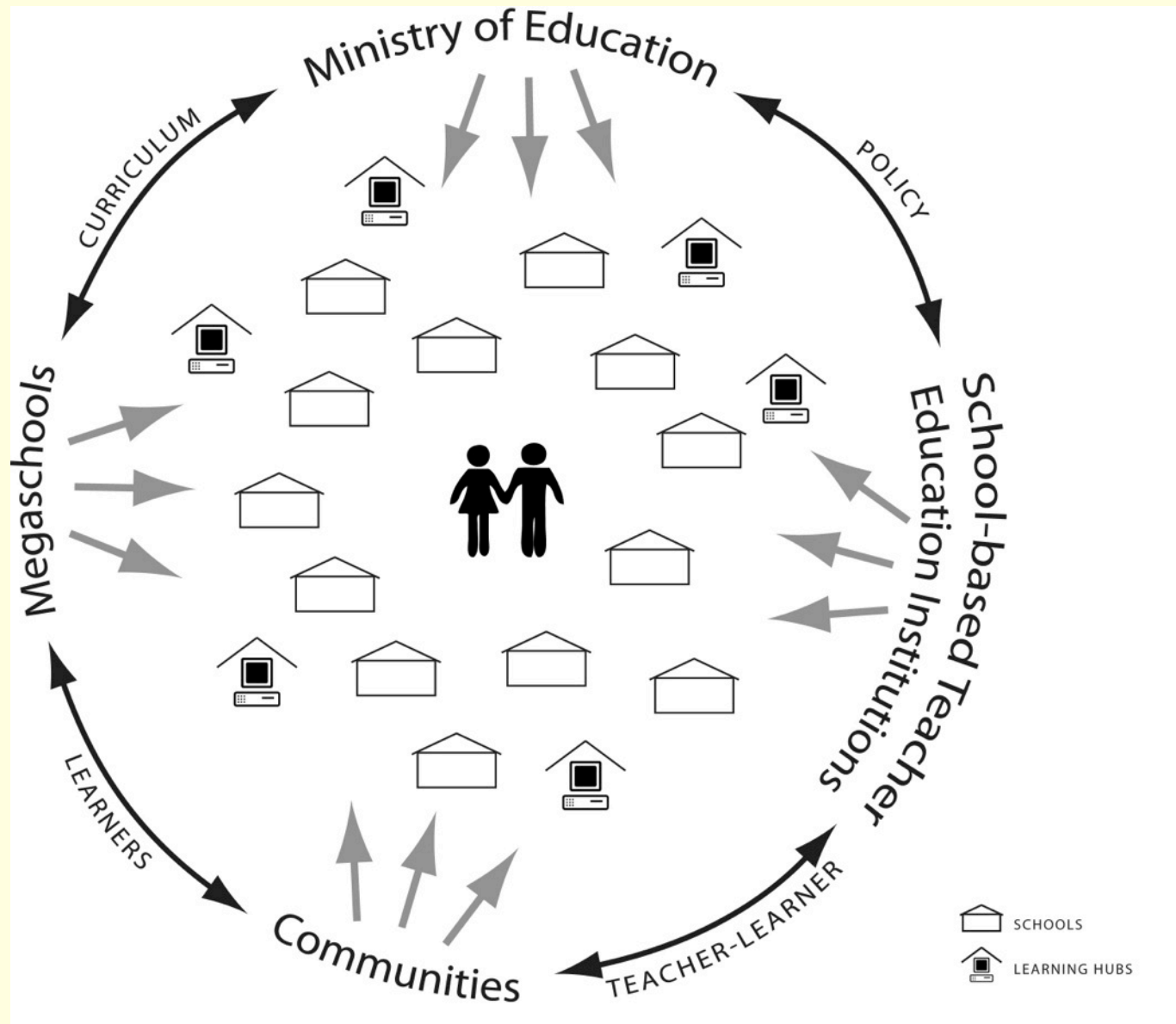
Namibian College of Open Learning

28,000 pupils
=
40% of secondary



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

Professor
Keith Lewin

A country will NEVER achieve
**UNIVERSAL SECONDARY
EDUCATION**

JOHN S. DANIEL

open &
flexible
learning
series



MEGA-SCHOOLS, TECHNOLOGY AND TEACHERS

ACHIEVING EDUCATION FOR ALL

ROUTLEDGE



Can ICTs help?

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

Perhaps...

...but they need to be

EMBEDDED IN A FRAMEWORK

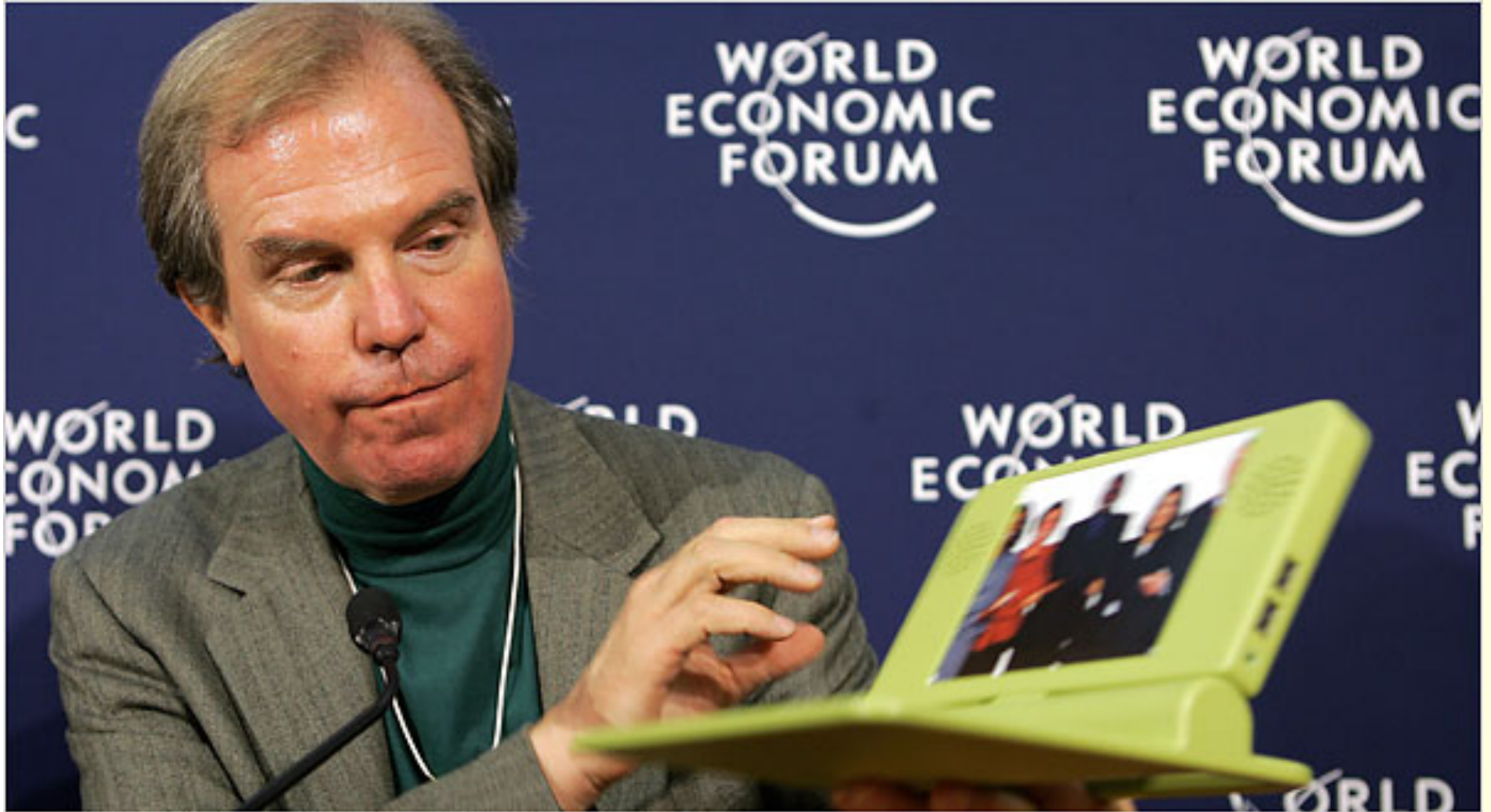


“To ‘learn learning’ through a methodology called “constructivism” in which the learners construct new knowledge from their experiences”

Nicholas Negroponte



The OLPC XO-1 laptop



Launch at Davos 2005

Failure to achieve potential:

1. Goal: 150 million annually by 2007
Reality: ~ 1 million distributed

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from learning to selling

Failure to achieve potential:

1. Goal: 150 million annually by 2007
Reality: ~ 1 million distributed
2. Change of discourse:
from learning to selling
3. Little monitoring and evaluation

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EMBEDDED IN A FRAMEWORK



Sugata Mitra

The Slumdog Professor





Hole in the Wall



Minimally invasive education

Research Programme

- What are they doing?
- What are they learning?
- What is the impact on schooling?



Findings:

- Learning happens in groups



Findings:

- Learning occurs in stages
- Getting started a challenge



Findings:

- Group membership changes constantly
 - Everyone an expert



Findings:

- Develops intellectual maturity
 - Does not help rote learning
- Parents & communities like it



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EMBEDDED IN A FRAMEWORK



Cheap tablets are a major advance

a career today???



Canadian International
Development Agency



Aid as percentage of Gross National Income

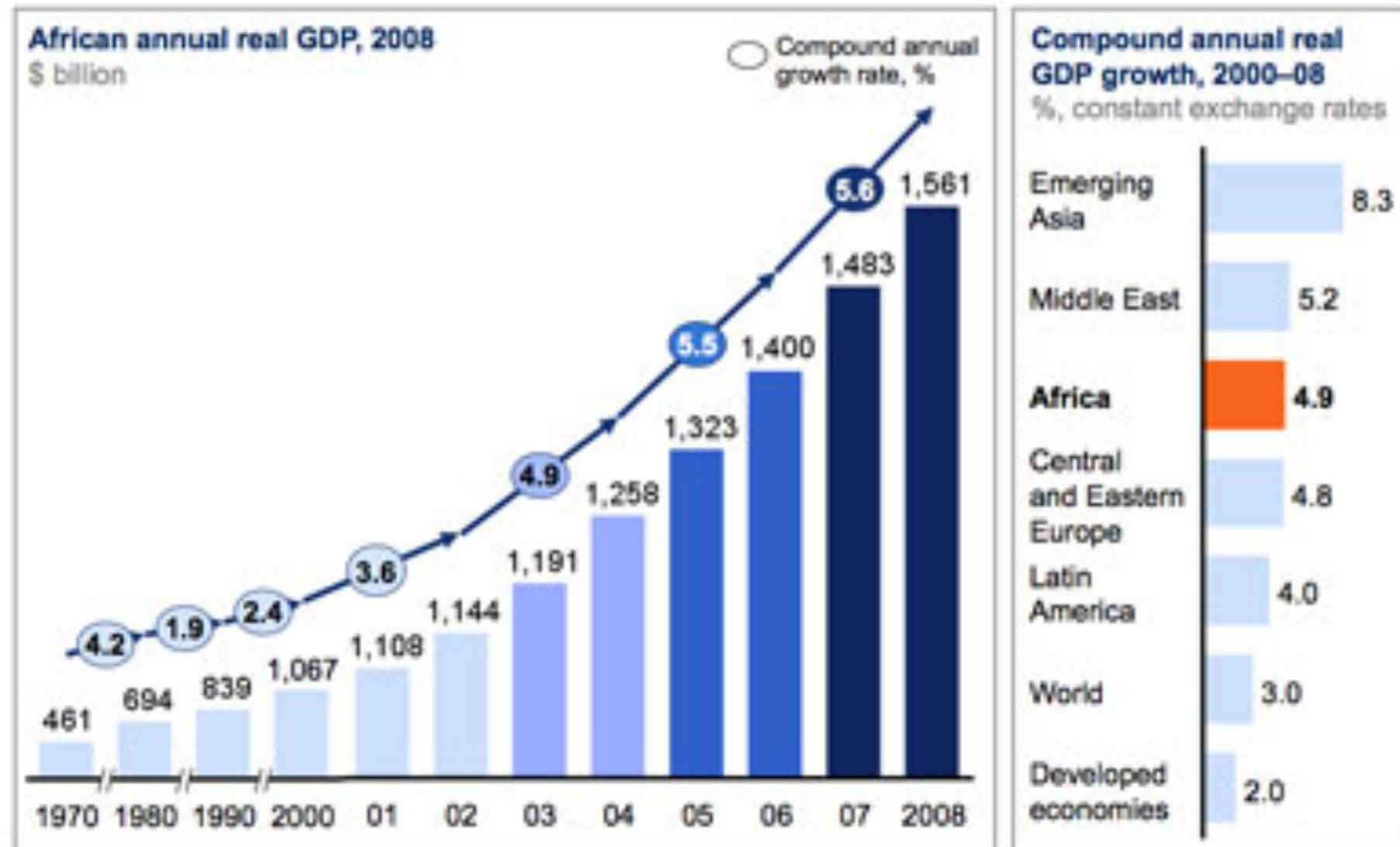
Country	Aid as % of GNI	Country	Aid as % of GNI
Australia (*)	0.25	Japan (*)	0.28
Austria	0.52	Luxembourg	0.87
Belgium	0.53	Netherlands	0.82
Canada (*)	0.34	New Zealand	0.27
Denmark	0.81	Norway	0.93
Finland	0.47	Portugal	0.21
France	0.47	Spain	0.29
Germany	0.35	Sweden	0.92
Greece	0.24	Switzerland (*)	0.44
Ireland	0.41	United Kingdom	0.48
Italy	0.29	United States (*)	0.22

~2005

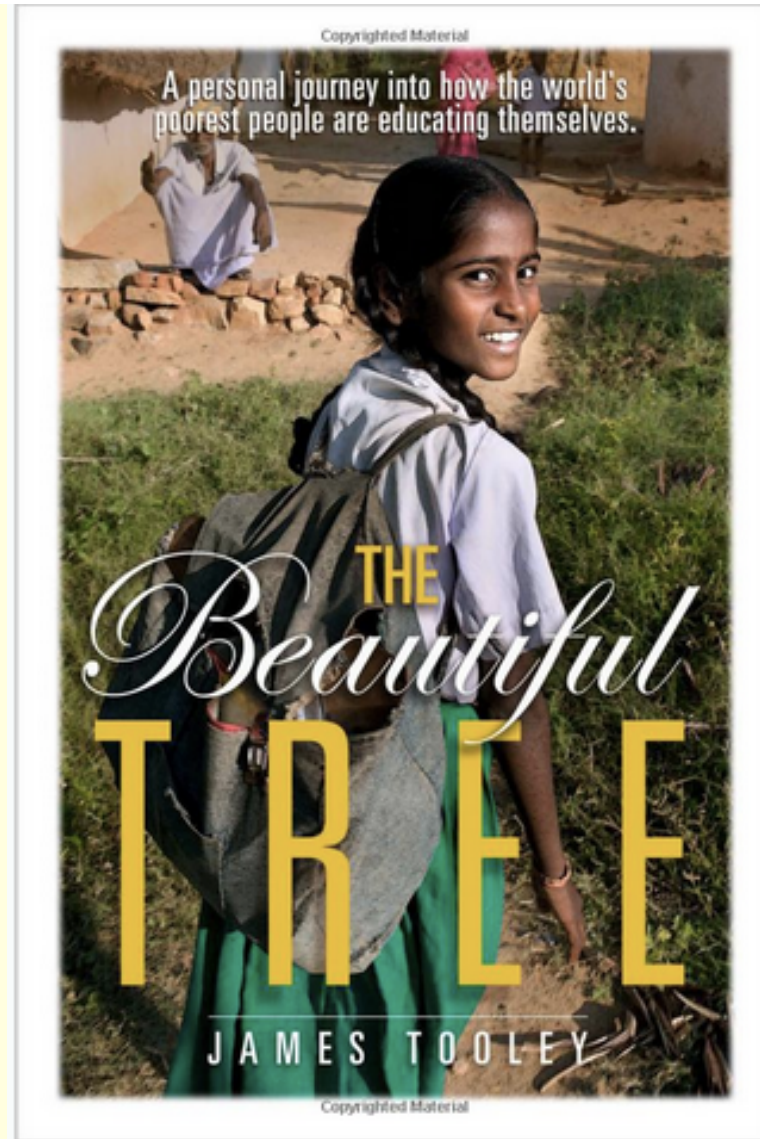
The high-water mark for the
impact of international
development agencies?



Africa's economic growth accelerated after 2000, making it the world's third-fastest growing region



SOURCE: International Monetary Fund; World Bank World Development Indicators; McKinsey Global Institute



“A personal journey into how the world’s poorest people are educating themselves”



THANK YOU

For text and slides:
www.sirjohn.ca