

# *Crossroads: Scholarship for an Uncertain World*



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



**CANADIAN** SOCIETY FOR THE  
STUDY OF HIGHER EDUCATION  **SOCIÉTÉ  
CANADIENNE** POUR L'ÉTUDE DE  
L'ENSEIGNEMENT SUPÉRIEUR  
English | Français

**“Crossroads in Higher Education:  
Which Way Forward?”**

# *The Reflective Practitioner*

How Professionals  
Think in Action

*Donald A. Schön*



COMMONWEALTH of LEARNING







COMMONWEALTH of LEARNING



智慧 采集 传承

Beijing DeTao Masters Academy

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**CANADIAN** SOCIETY FOR THE STUDY OF HIGHER EDUCATION  **CANADIENNE** SOCIÉTÉ POUR L'ÉTUDE DE L'ENSEIGNEMENT SUPÉRIEUR  
English | Français

## 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)



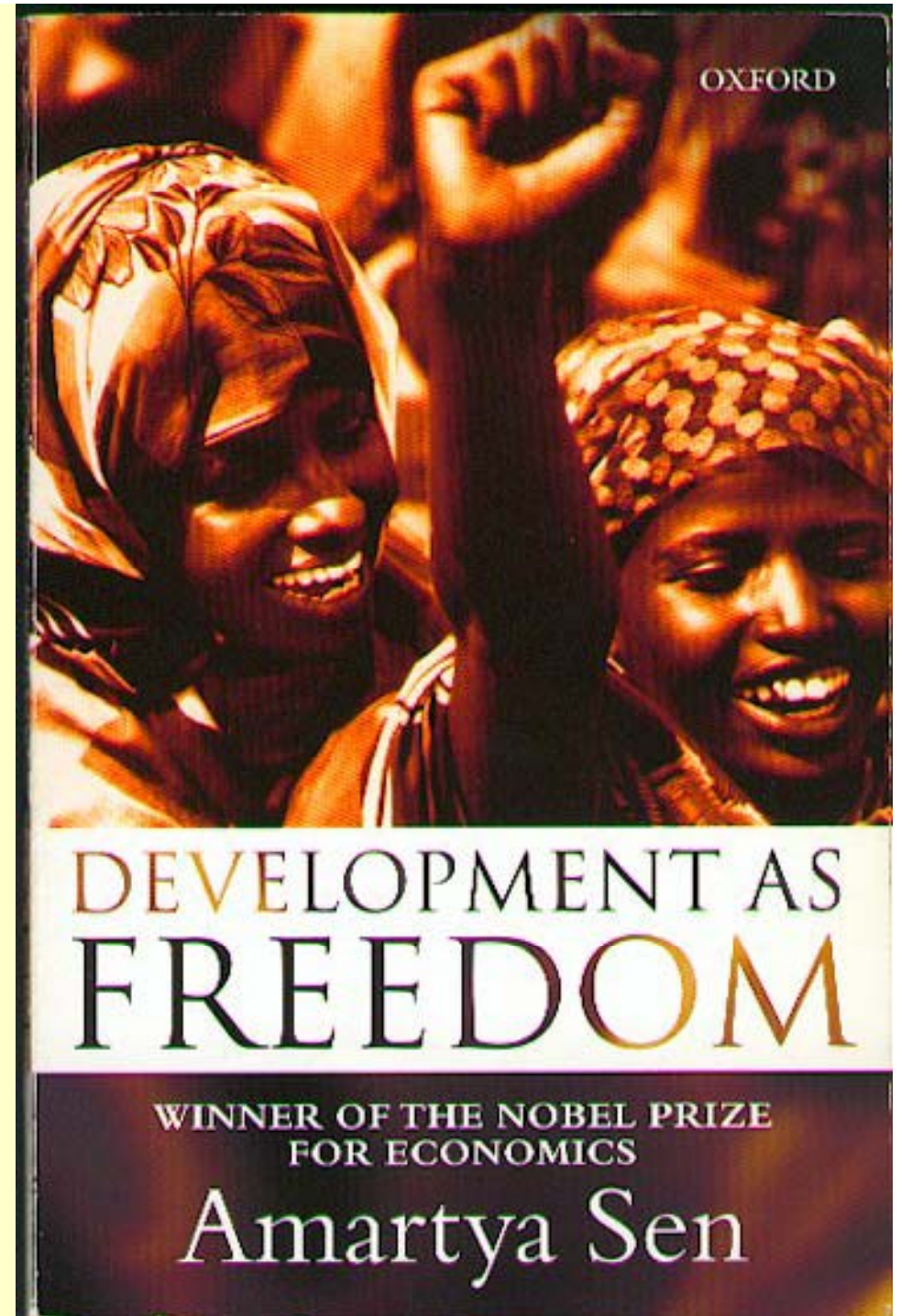
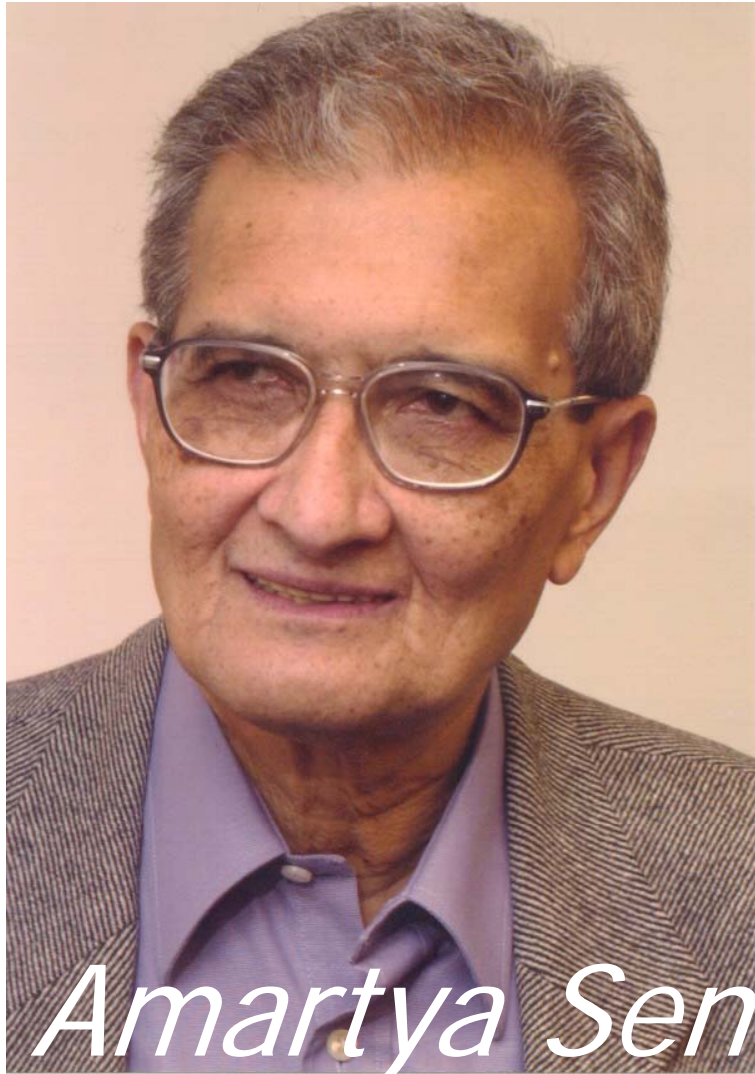
**New Delhi**  
(CEMCA)



# 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



Increasing freedom is the  
measure  
of development  
and  
free people are the  
drivers  
of development





# UN Millennium Development Goals

keep the promise  
Millennium Development Goals



## *Education for All (The Dakar Goals)*



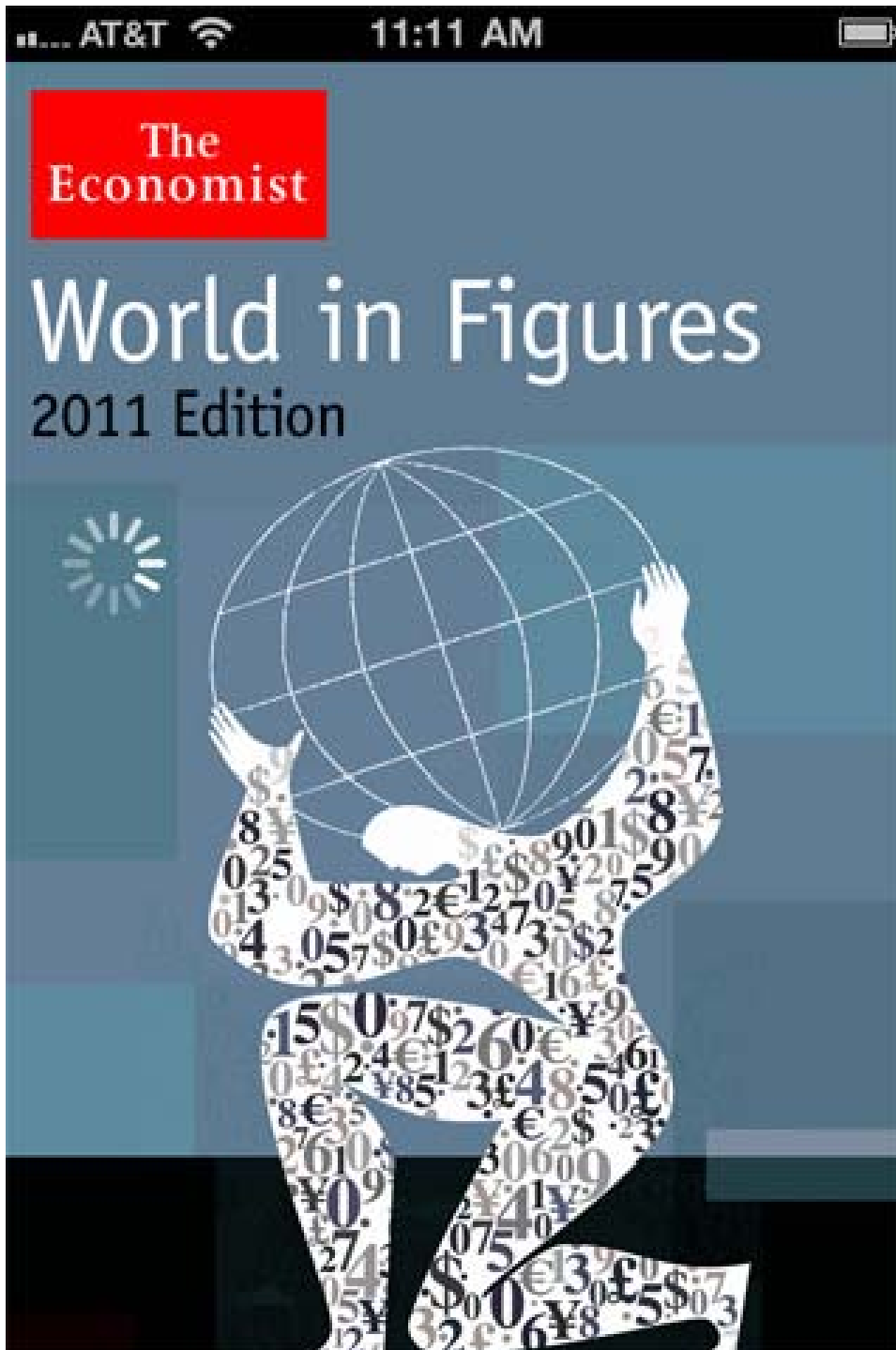
*Peace  
Democracy  
Equality  
Good governance*

# 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

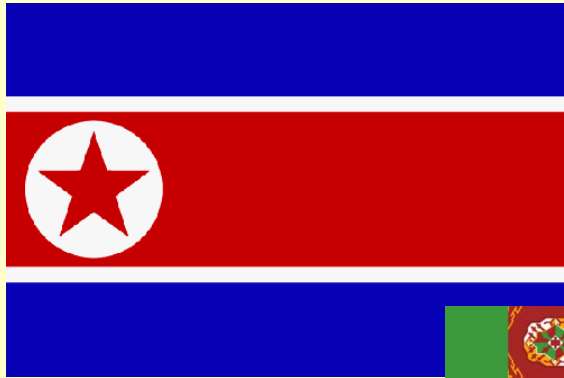
- Degree of democracy
- Secondary enrolment
- Primary enrolment

# *Democracy and Secondary Enrolment*

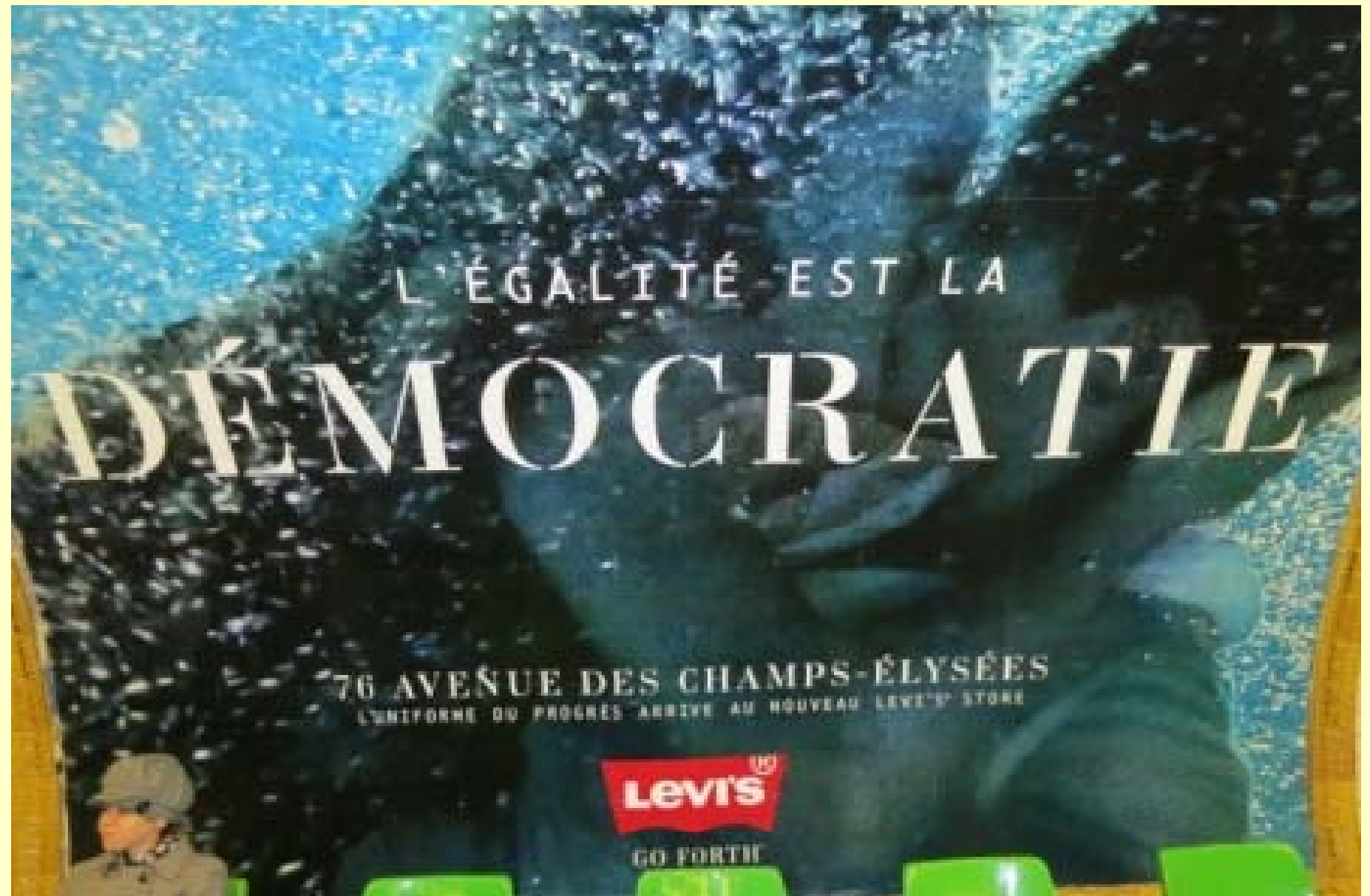
In the top twelve in both lists:

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

(Canada is 9<sup>th</sup> for democracy but not in top 20 for secondary. US is 17<sup>th</sup> 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



OECD  
PISA

**PISA – THE OECD PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT**



*“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*

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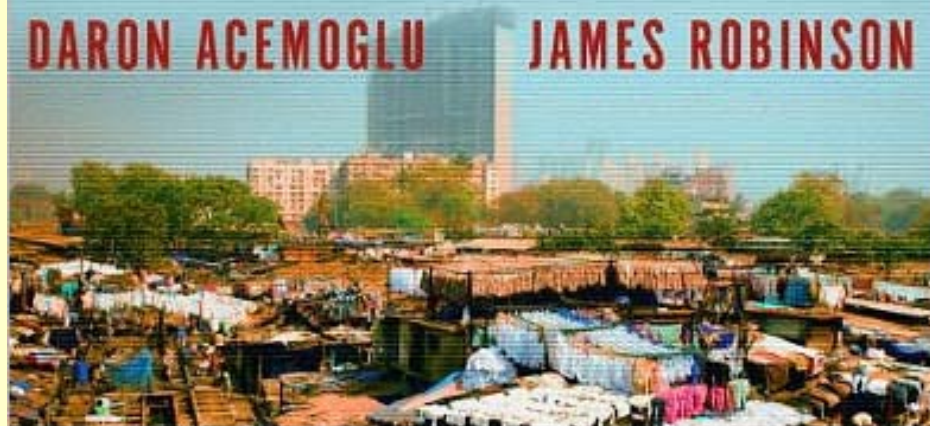
These countries  
also score well  
when ranked on  
equity in education

(Canada is 9<sup>th</sup> for democracy but not in top 20 for secondary. US is 17<sup>th</sup> for democracy but not in top twenty for secondary)

THE ORIGINS OF  
POWER, PROSPERITY, AND POVERTY

# WHY NATIONS FAIL

DARON ACEMOGLU    JAMES ROBINSON



*“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





# UN Millennium Development Goals

**keep the promise**  
Millennium Development Goals



**Education for All by 2015**  
An international commitment



The Dakar  
World Forum  
on EFA  
2000



### **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.



*OR*



Which would coordinate the campaign?



1.



2.



= \$\$\$\$\$\$

3.



vs.





**“You can accomplish much  
if you don’t care who takes  
the credit!”**

JOHN S. DANIEL

open &  
flexible  
learning  
series



# MEGA-SCHOOLS, TECHNOLOGY AND TEACHERS

ACHIEVING EDUCATION FOR ALL

ROUTLEDGE





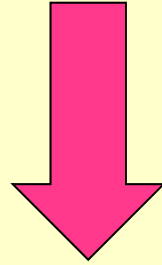
Henry Jeffrey  
Guyana



**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



# UN Millennium Development Goals

**keep the promise**  
Millennium Development Goals



‘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)



EFA



Tried to  
progress all  
EFA goals

### **Goal 1**

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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

SUCCESSSES

&

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

$7 \times 7 = 50$  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

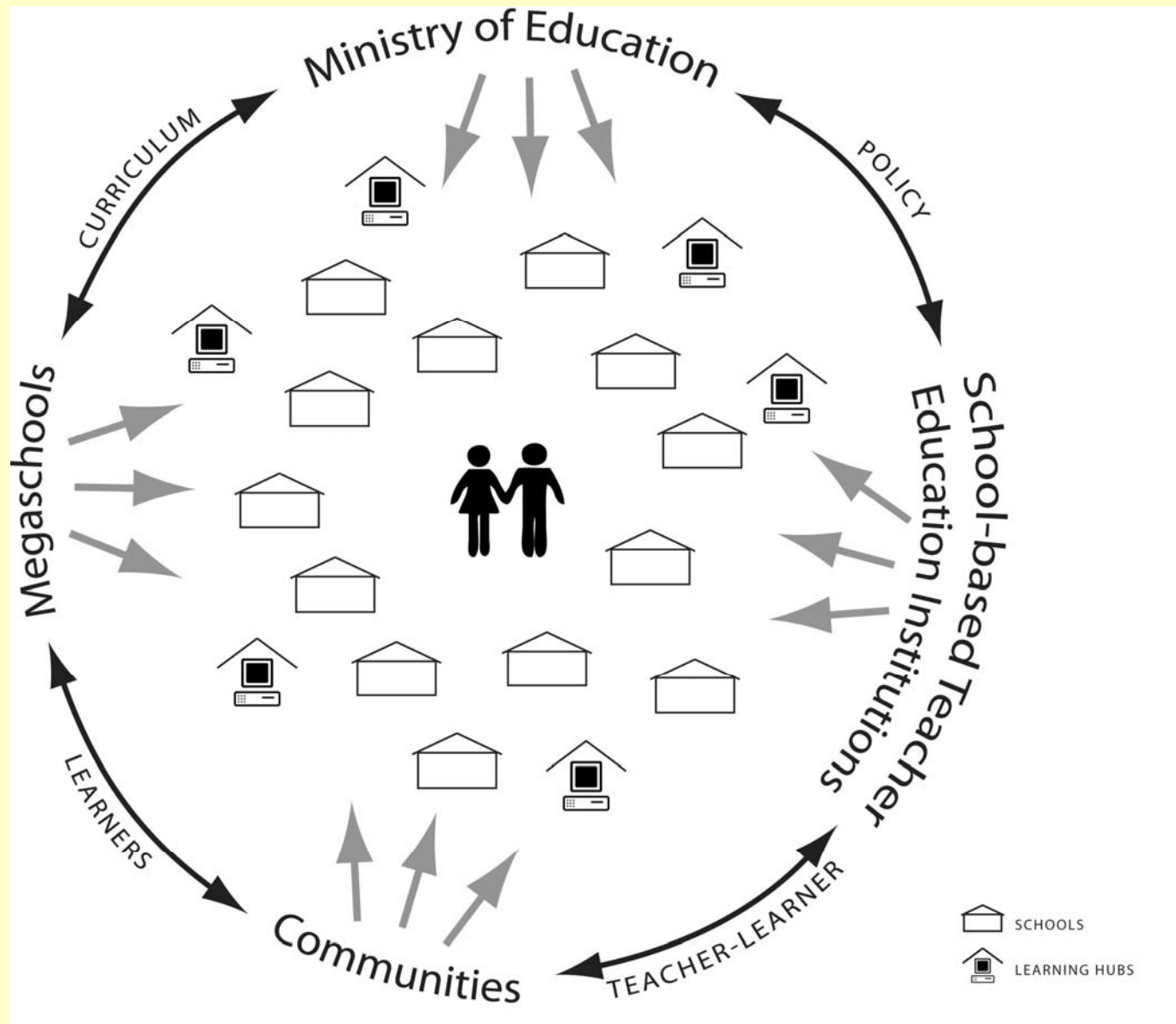
# Key points:

- Expand secondary
- Secondary is inefficient



# Key points:

- Expand secondary
- Secondary is inefficient
- Expand Open Schooling



# 21<sup>st</sup> 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!**



Professor  
Keith Lewin

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*

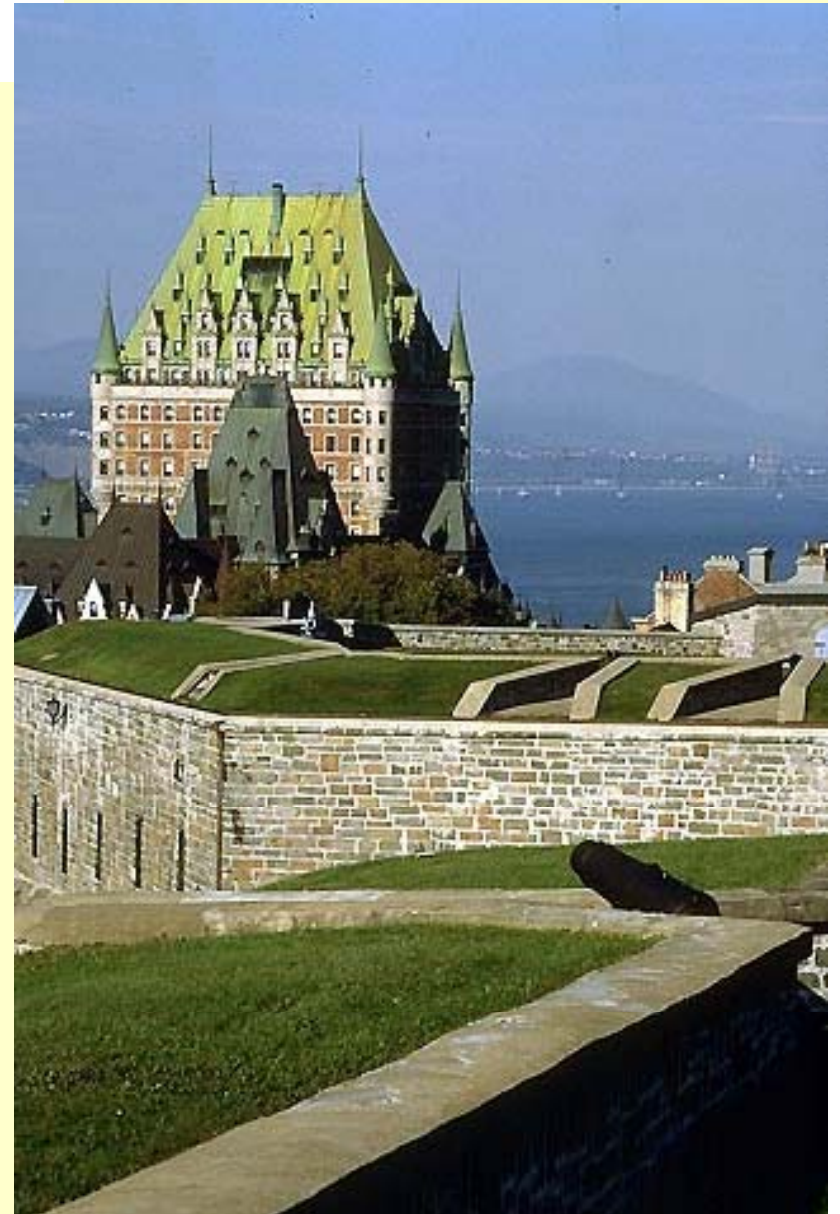
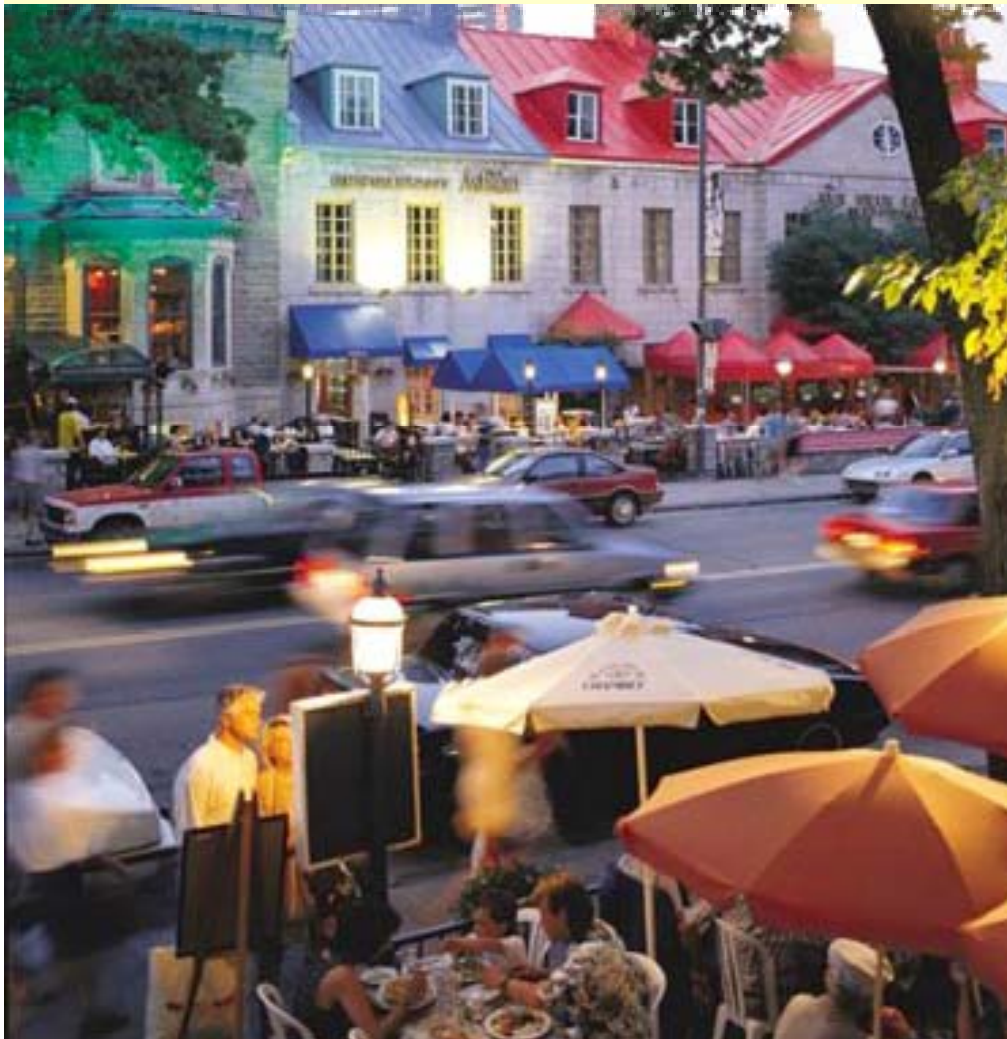


The Open  
University





Université  
du  
Québec







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”*



*Lord Walter Perry*  
*Founding Vice-Chancellor*  
*The Open*  
*University*

*The Course*  
*Team was the*  
*OU's most*  
*important*  
*innovation*

# BRITAIN'S TOP NINE UNIVERSITIES

## Quality Rankings of Teaching

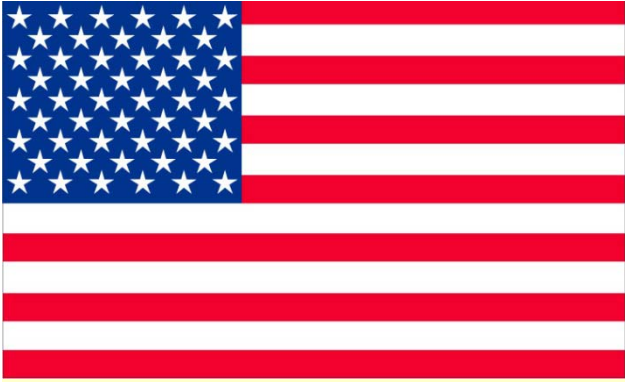
*based on all subject assessments 1995-2004  
(Sunday Times University Guide 2004)*

1	CAMBRIDGE	96%
2	LOUGHBOROUGH	95%
3=	LONDON SCHOOL OF ECONOMICS	88%
3=	YORK	88%
5	<b><u>THE OPEN UNIVERSITY</u></b>	<b>87%</b>
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](http://www.contactnorth.ca))

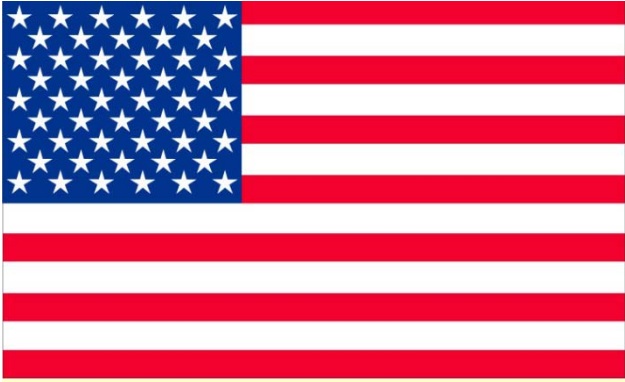


# *United States*

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

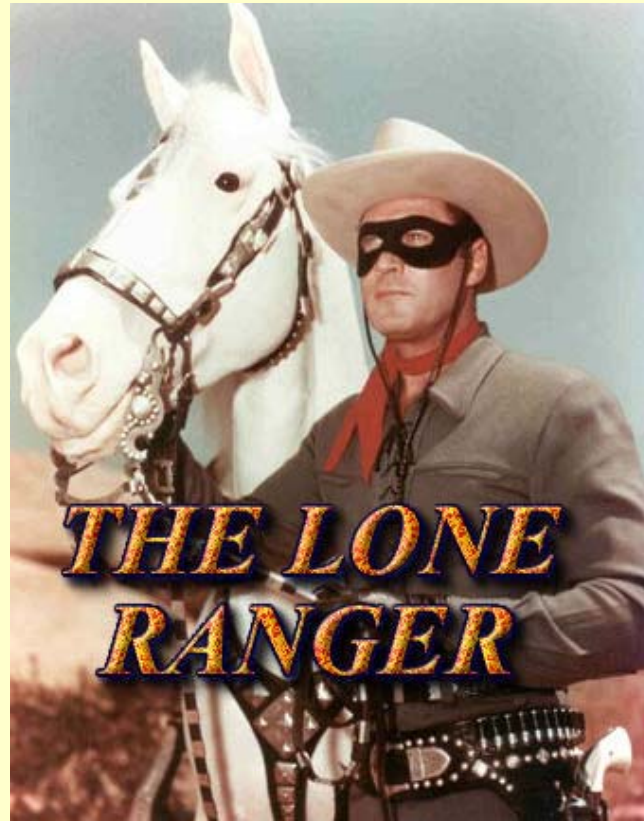
# ***BUT...***

- goals for eLearning are unambitious
- costs are rising
- no evidence of better learning outcomes
- failure to meet quality standards



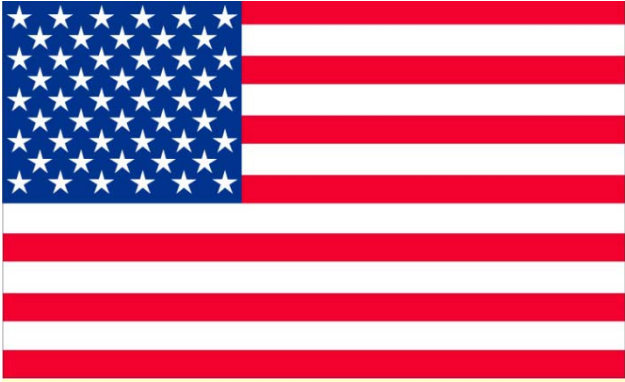
## *United States*

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

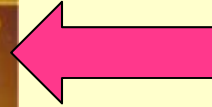


*Tony Bates*

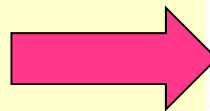
"If public institutions do not step up to the plate, then the corporate for-profit sector will".



Face-to-face  
learning

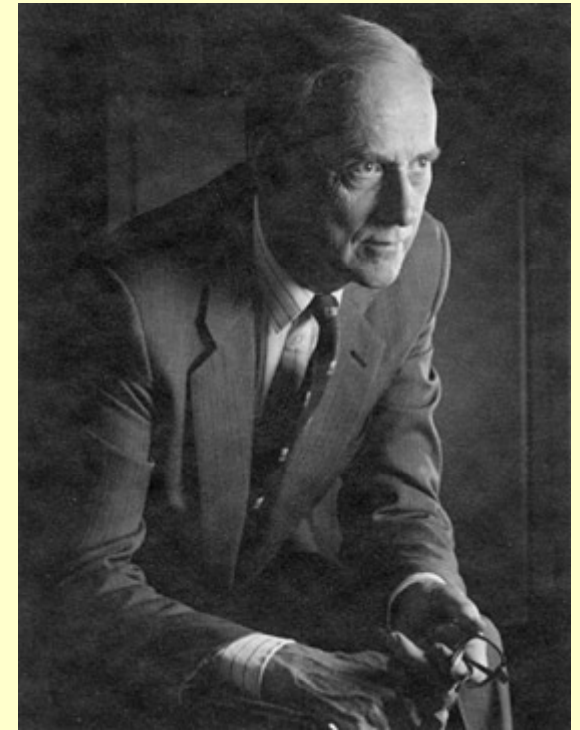


Distance  
learning



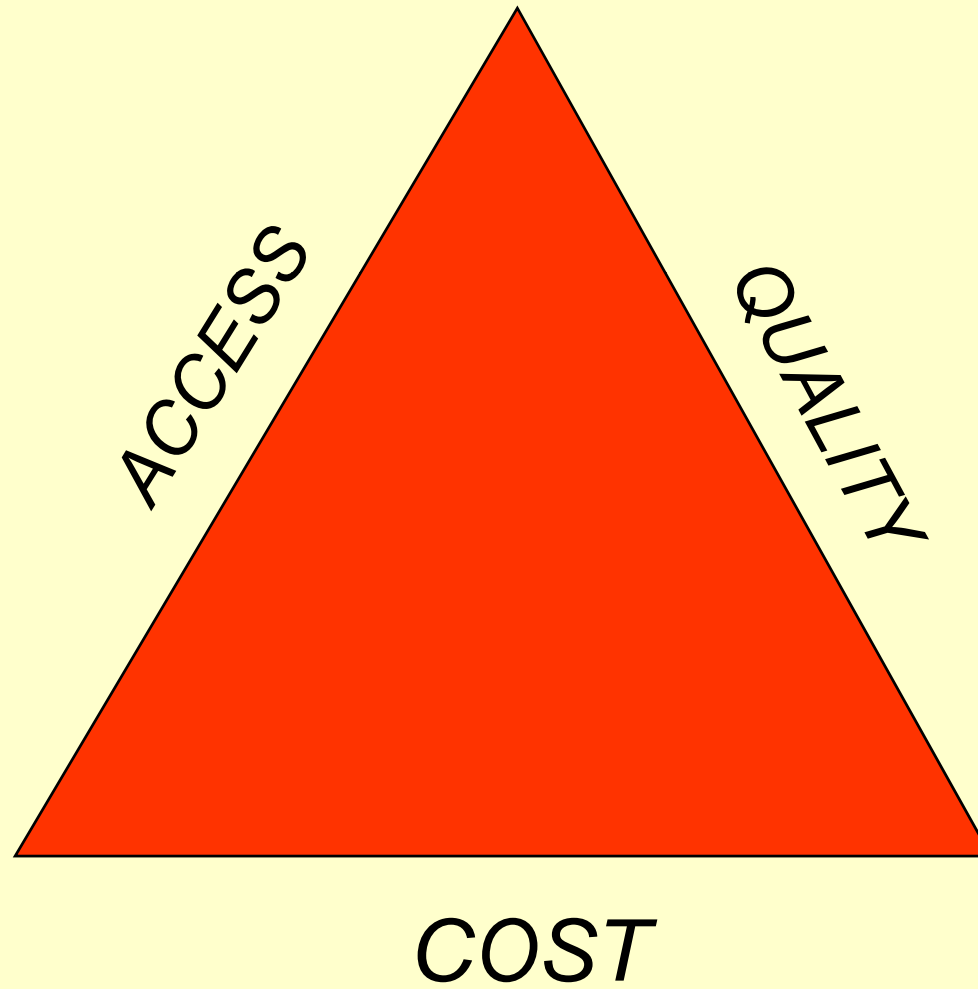
## The Central Challenge

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



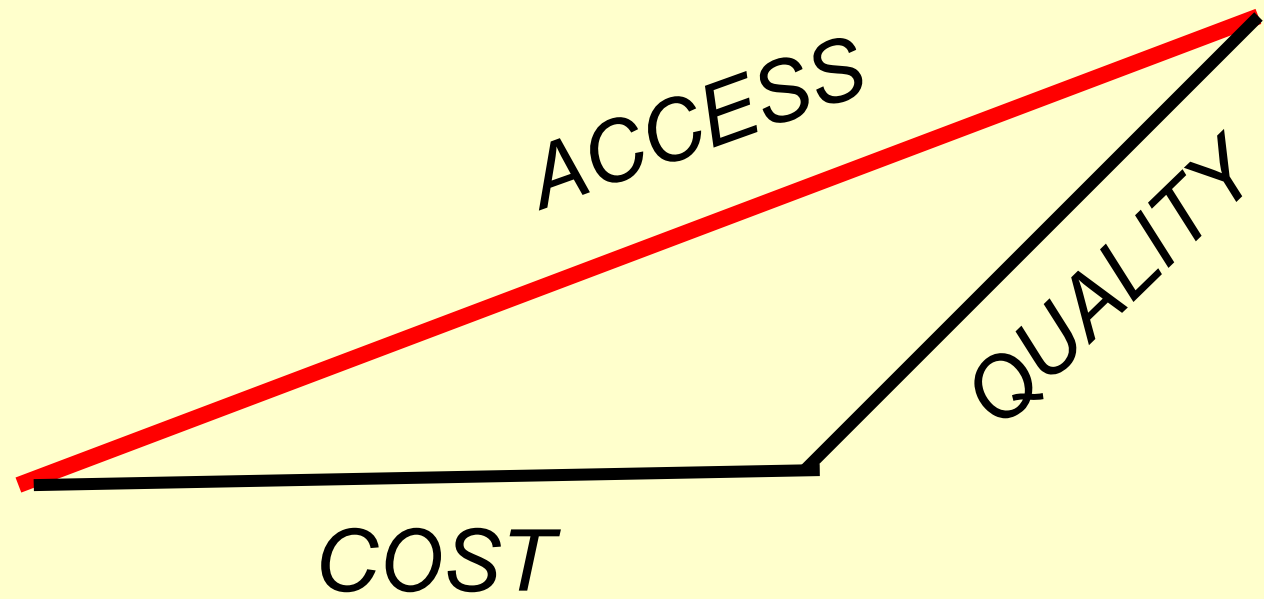
George Connell  
University of Toronto

# ***The Iron Triangle***

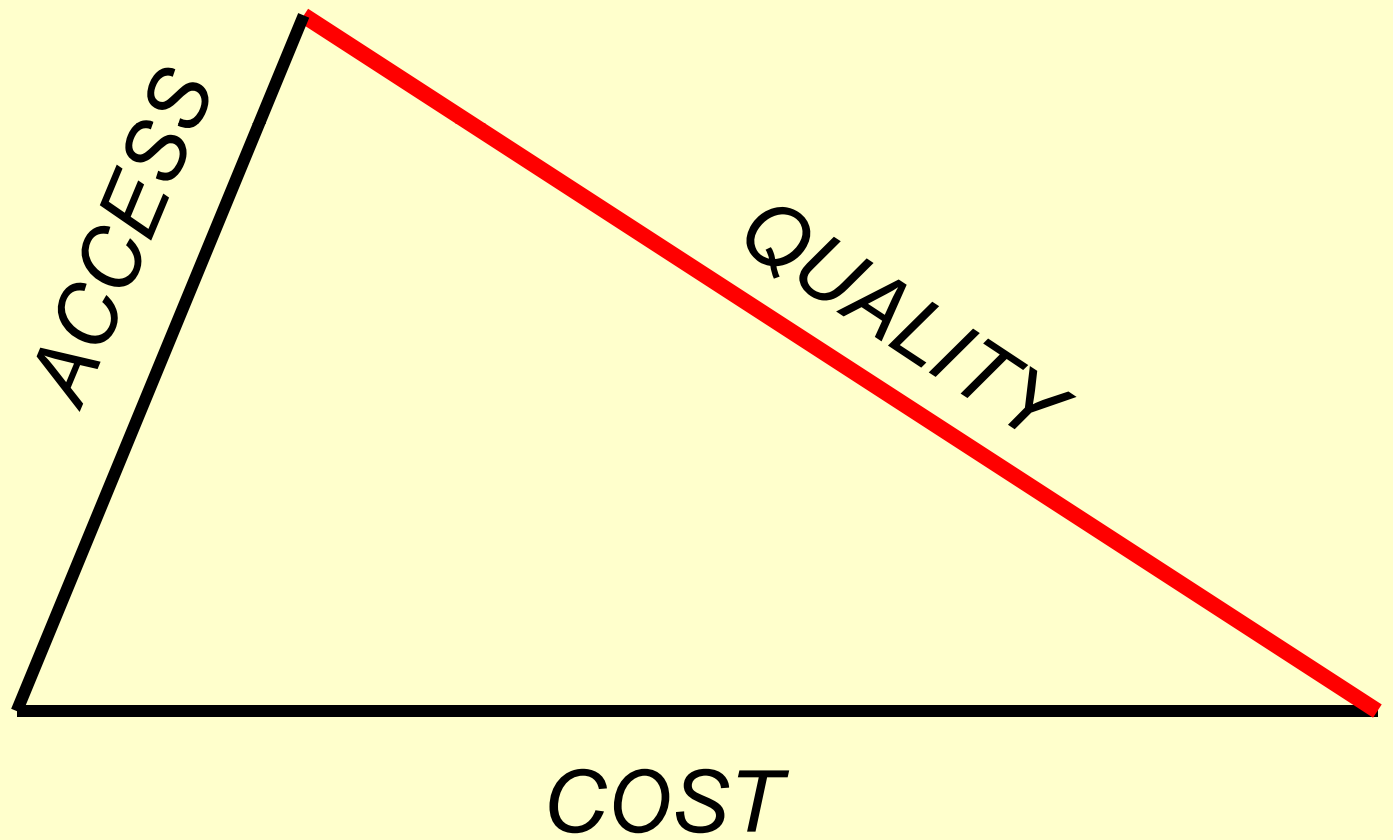




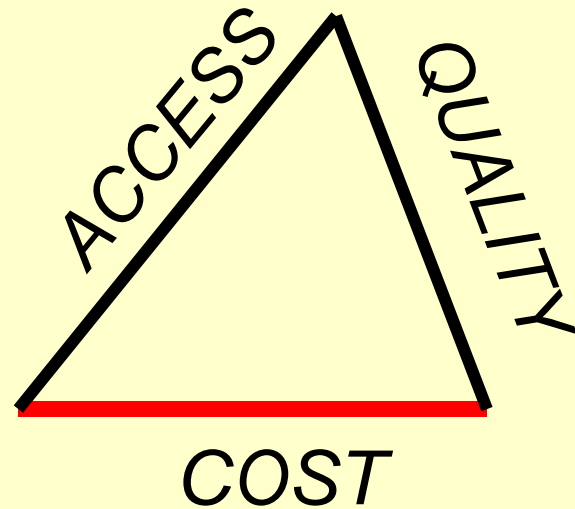
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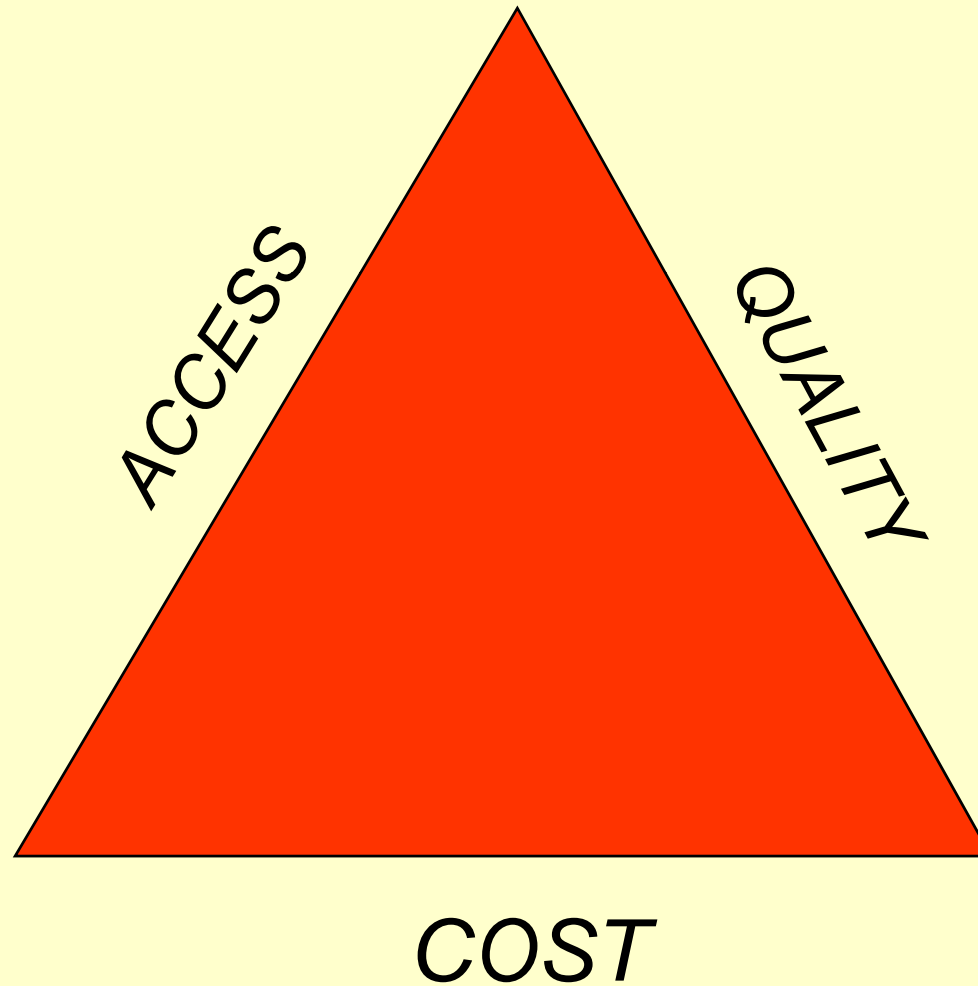
# ***The Iron Triangle***



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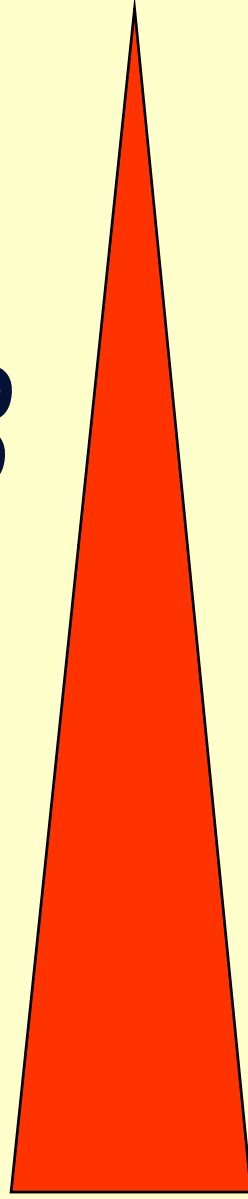
***“an insidious link between  
quality and exclusivity”***



***ACCESS***

***QUALITY***

***COST***





# Principles of Technology

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



Adam Smith  
1723-1790

# **DIGITAL TECHNOLOGY**

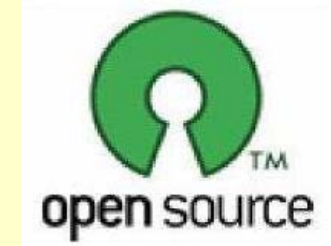
“networked individualism”

“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**





United Nations  
Educational, Scientific and  
Cultural Organization

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

## **Declaration:**

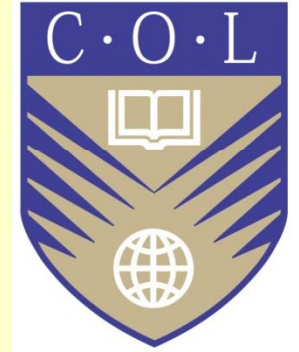
Participants expressed:

“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**”



United Nations  
Educational, Scientific and  
Cultural Organization

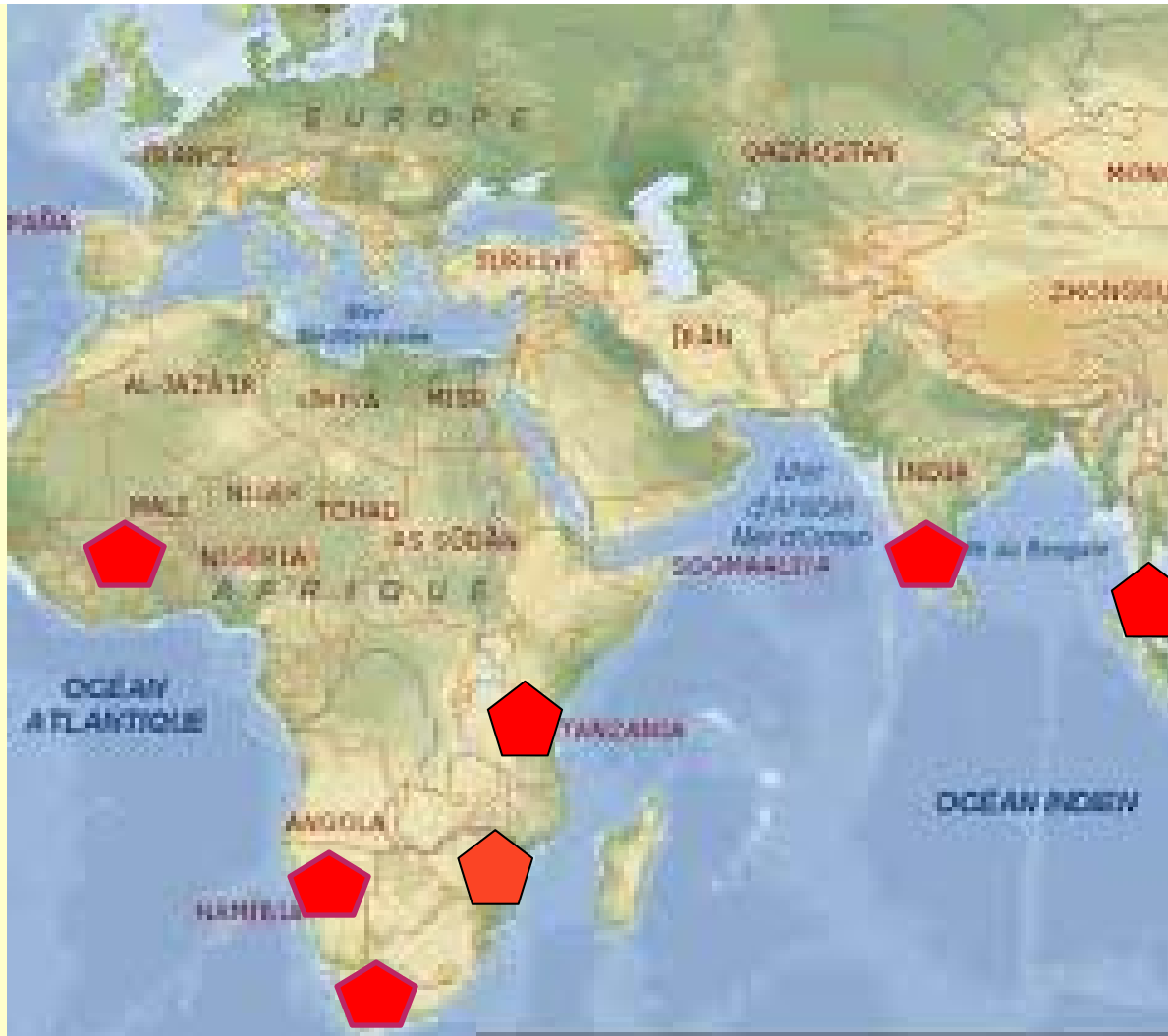
# **Taking OER beyond the OER Community: Policy & Capacity for Developing Countries**



**Zeynep  
Varoglu**



**Trudi  
van Wyk**



## Workshops

*South Africa*

*Namibia*

*Malaysia*

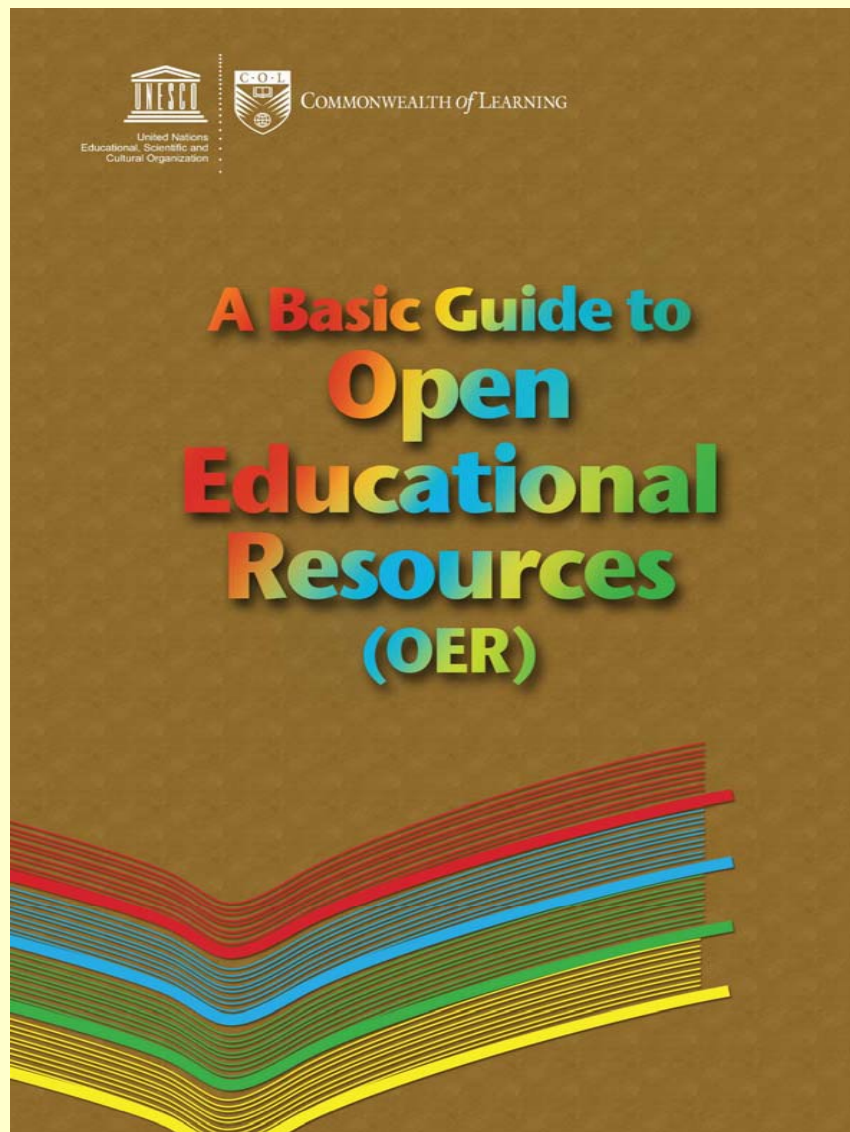
*Mali*

*India*

*Tanzania*

*Mozambique*

*Plus three online forums*



[col.org/resources](http://col.org/resources)



Neil Butcher



Stamenka  
Uvalić-  
Trumbić



Asha  
Kanwar

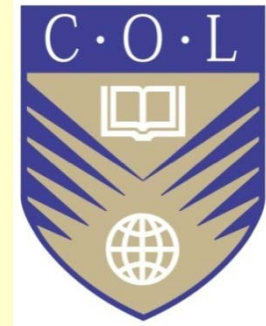
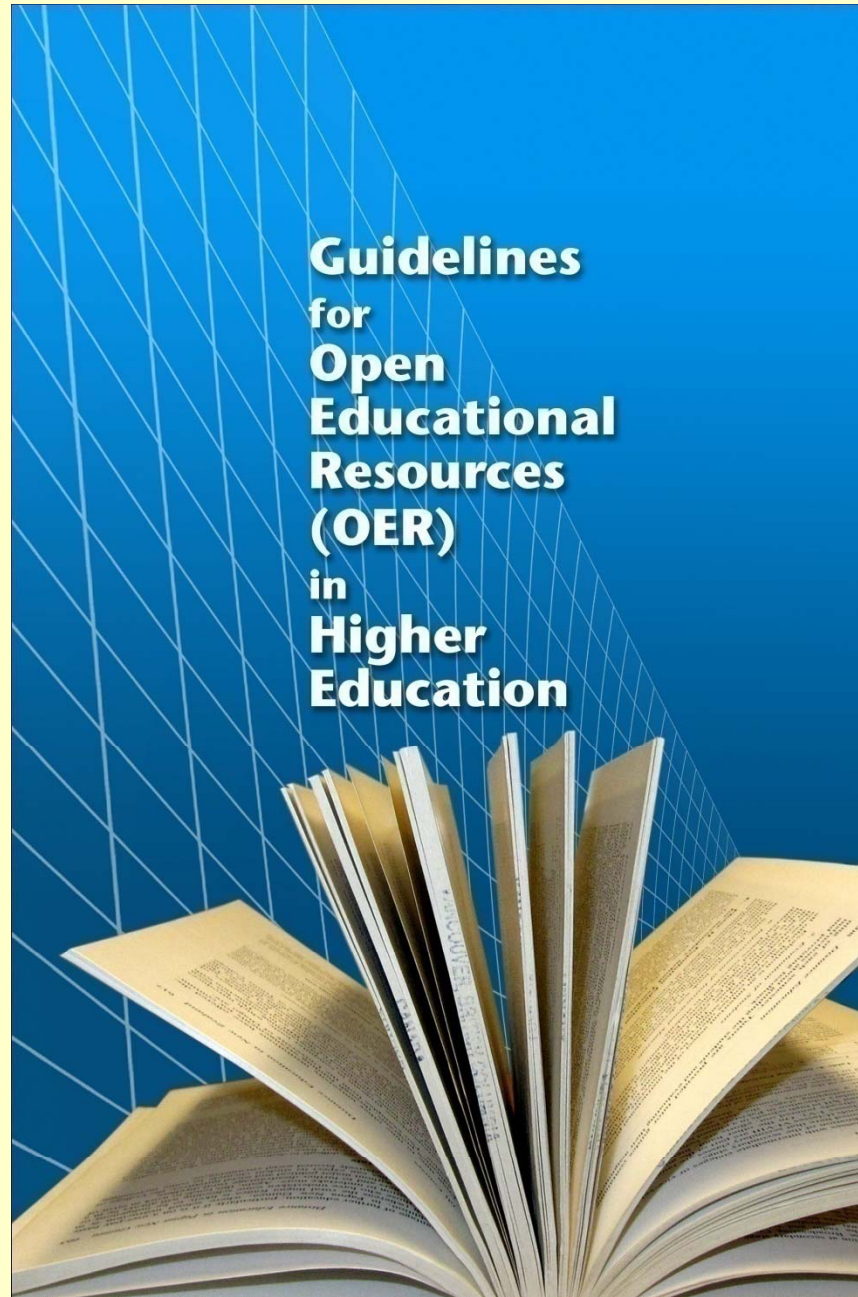




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Educational, Scientific and  
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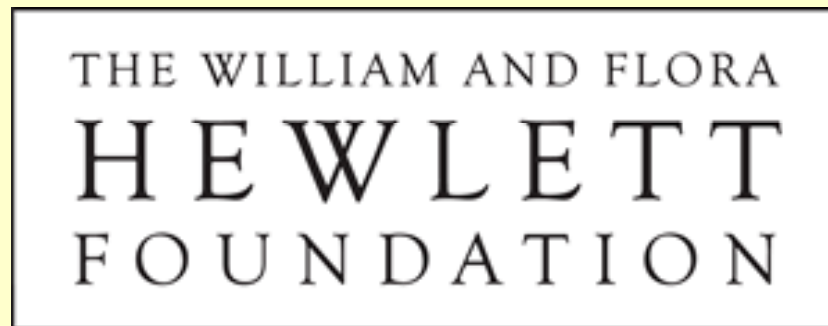
*Zeynep  
Varoglu*



*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.

## What is edX?

Answering common questions about MIT and Harvard's new partnership in online education.

### ***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.***

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English | Français

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# CHALLENGES

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# Conventional schools cannot cope!

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# The Open University

# *BUT ELSEWHERE...*

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English | Français

# THANK YOU

“Crossroads in Higher Education:  
Which Way Forward?”



THANK YOU

For text and slides:  
[www.col.org/speeches](http://www.col.org/speeches)