



UN Millennium Development Goals

Keep the promise
Millennium Development Goals

2015



Universities and the Millennium Development Goals





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Keep the promise
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Universities and the Millennium Development Goals

Goal 2:

Achieve universal primary education

Goal 3:

Promote gender equity and empower women



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Universities and the Millennium Development Goals

*Challenges of success and failure in the
campaign for Universal Primary Education:
The secondary surge and the teacher shortage*

Sir John Daniel
Commonwealth of Learning

JOHN S. DANIEL

open &
flexible
learning
series



MEGA-SCHOOLS, TECHNOLOGY AND TEACHERS

ACHIEVING EDUCATION FOR ALL

ROUTLEDGE



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

Climate Change

= impact of people on planet

Since the Industrial Revolution:

- 7 times more people
- Each one making 7 times the impact

= 50 times greater impact on planet

Therefore:

slow population growth!

Climate Change

= impact of people on planet

Women with secondary education have, on average, 1.5 fewer children than those without. A difference of one child per woman means 3 billion more or fewer people on the planet by 2050.

The Secondary Surge

Challenges for developing countries:

1. Conventional secondary education costs too much.
2. Where will the money come from?



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

Challenges for developing countries:

1. Conventional secondary education costs too much.

To get costs down:

- Pay teachers less
- Have them work a fuller timetable

The Secondary Surge

Challenges for developing countries:

2. Where will the money come from?

Additional annual cost = \$22-45 billion

(Whereas the multi-donor

UPE Fast-Track Initiative has raised only a few billion dollars since 2002)

The Secondary Surge

Radically new approaches needed:

- Private schools for the very poor
- Computers for children
- Open schooling

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



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



*...some open universities
already run open schools
within their corporate
structures. This approach
could be expanded. The only
proviso is that those
universities must take the
task seriously and do open
schooling well*

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

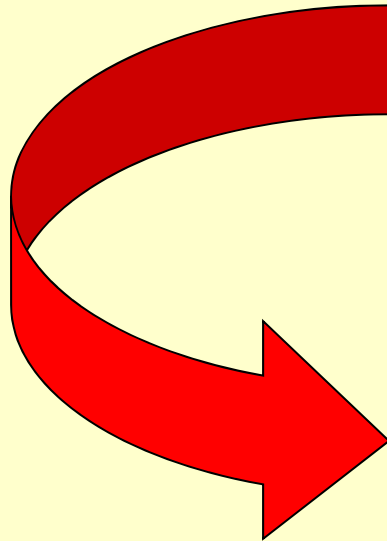
Training Teachers

“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

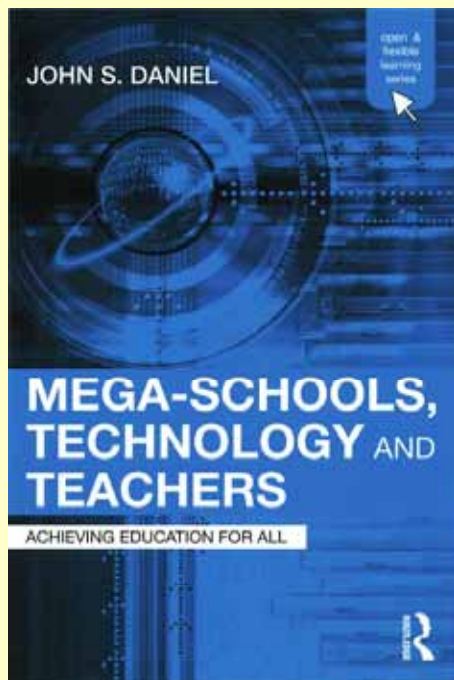
Conducting in-service training

- In the schools
- that addresses classroom realities

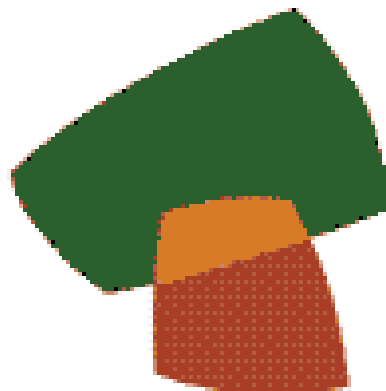
REQUIRES INSTITUTIONS

to use

OPEN & DISTANCE LEARNING

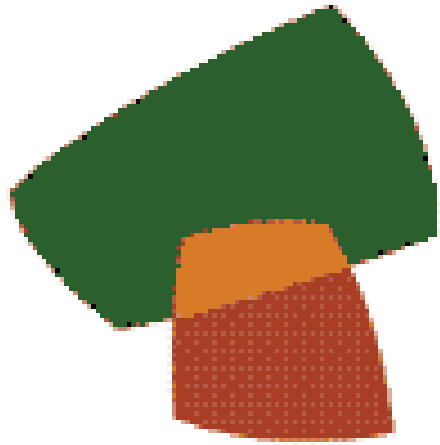


Profiles of Eight Distance Learning Teacher Education programmes



TESSA

Teacher Education in Sub-Saharan Africa



TESSA

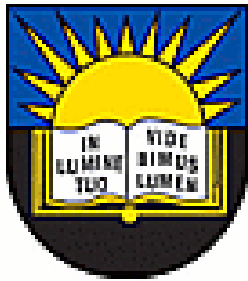
Teacher Education in Sub-Saharan Africa

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.

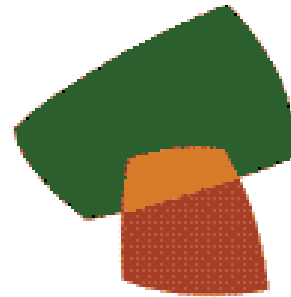


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TESSA

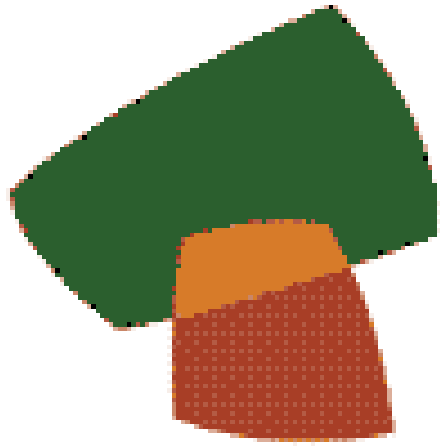
Teacher Education in Sub-Saharan Africa



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Together in Excellence





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

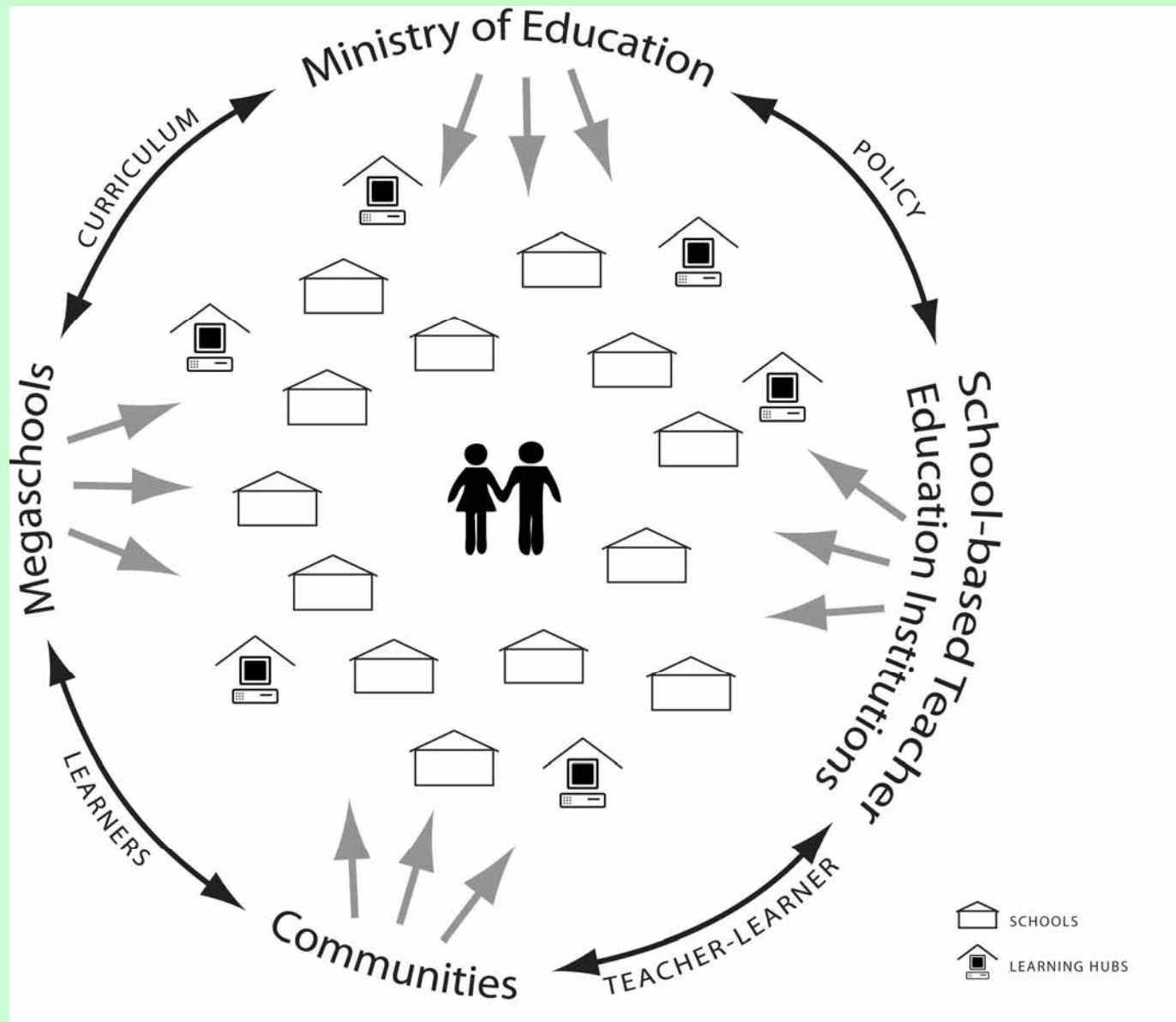
“A whole-sector and multisectoral approach to achieving educational goals”

World Bank (2010)

“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

JOHN S. DANIEL

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THANK YOU

