



TRUST

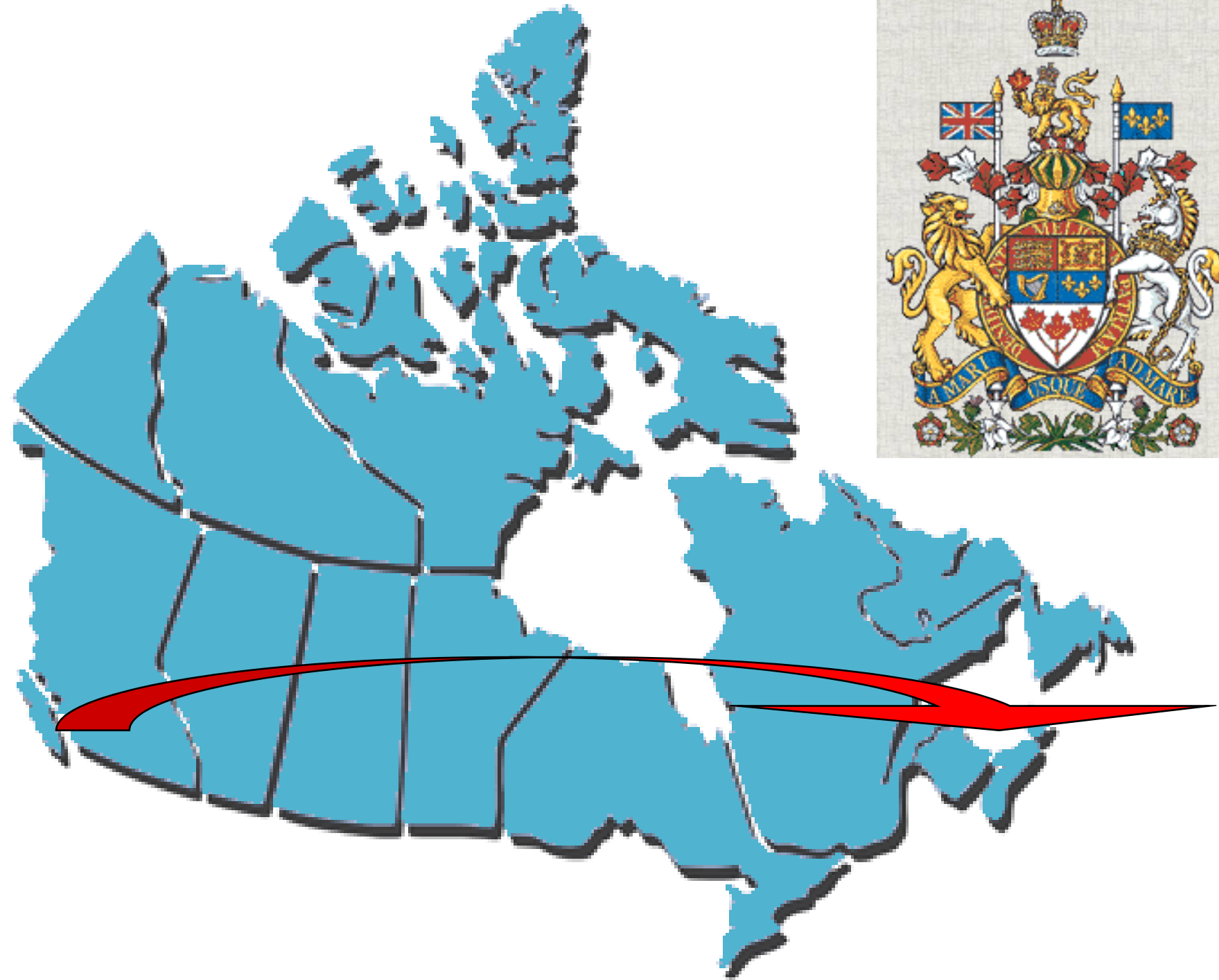
IN

EDUCATION



COMMONWEALTH *of* LEARNING





Canadian Centre for Ethics in Public Affairs

Trust in Education Lecture Series

**Success and Failure
in the
Global Campaign for Education for All:
What Now?**

Sir John Daniel
President, Commonwealth of Learning

(for text: www.col.org/speeches)



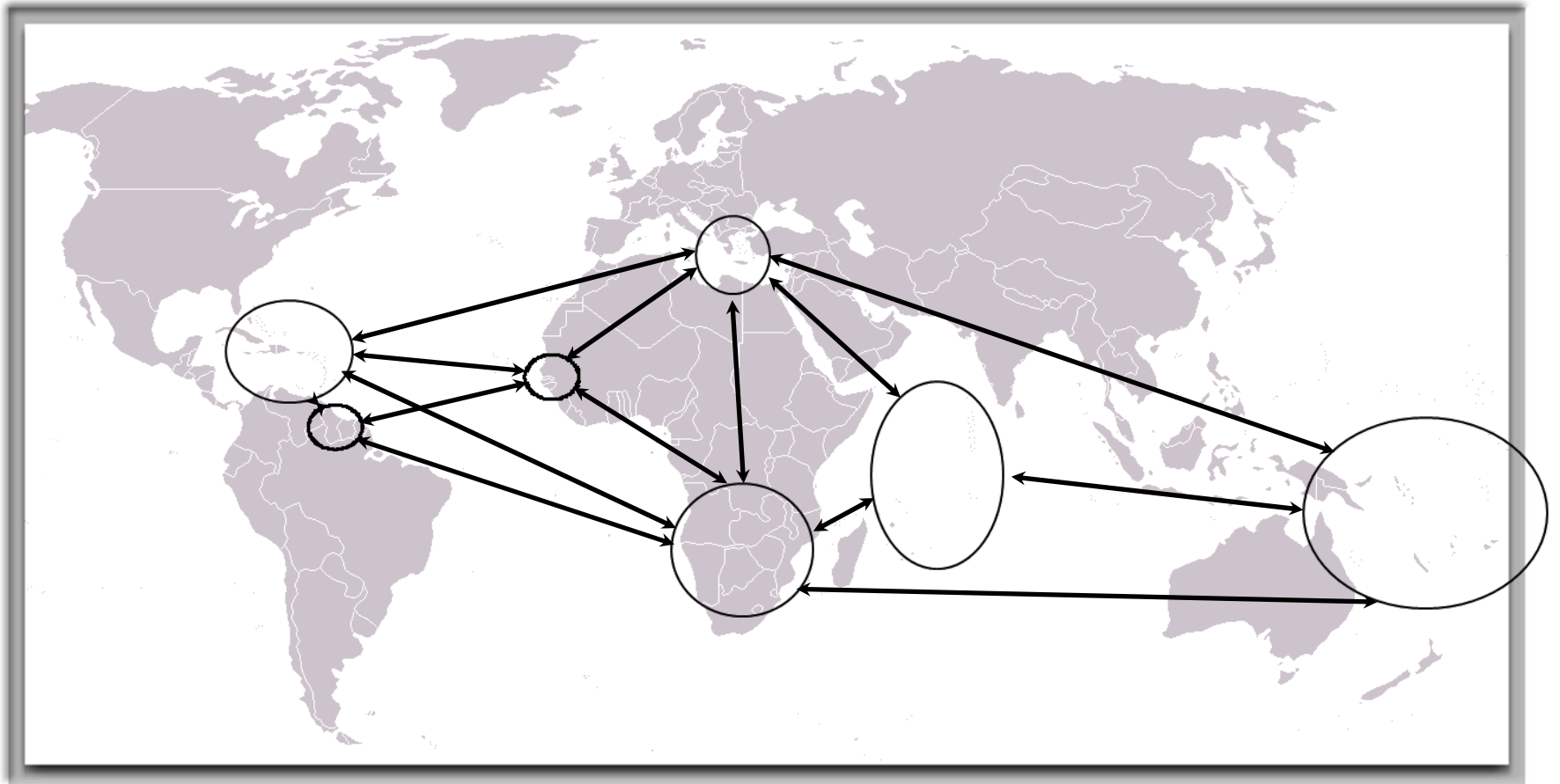




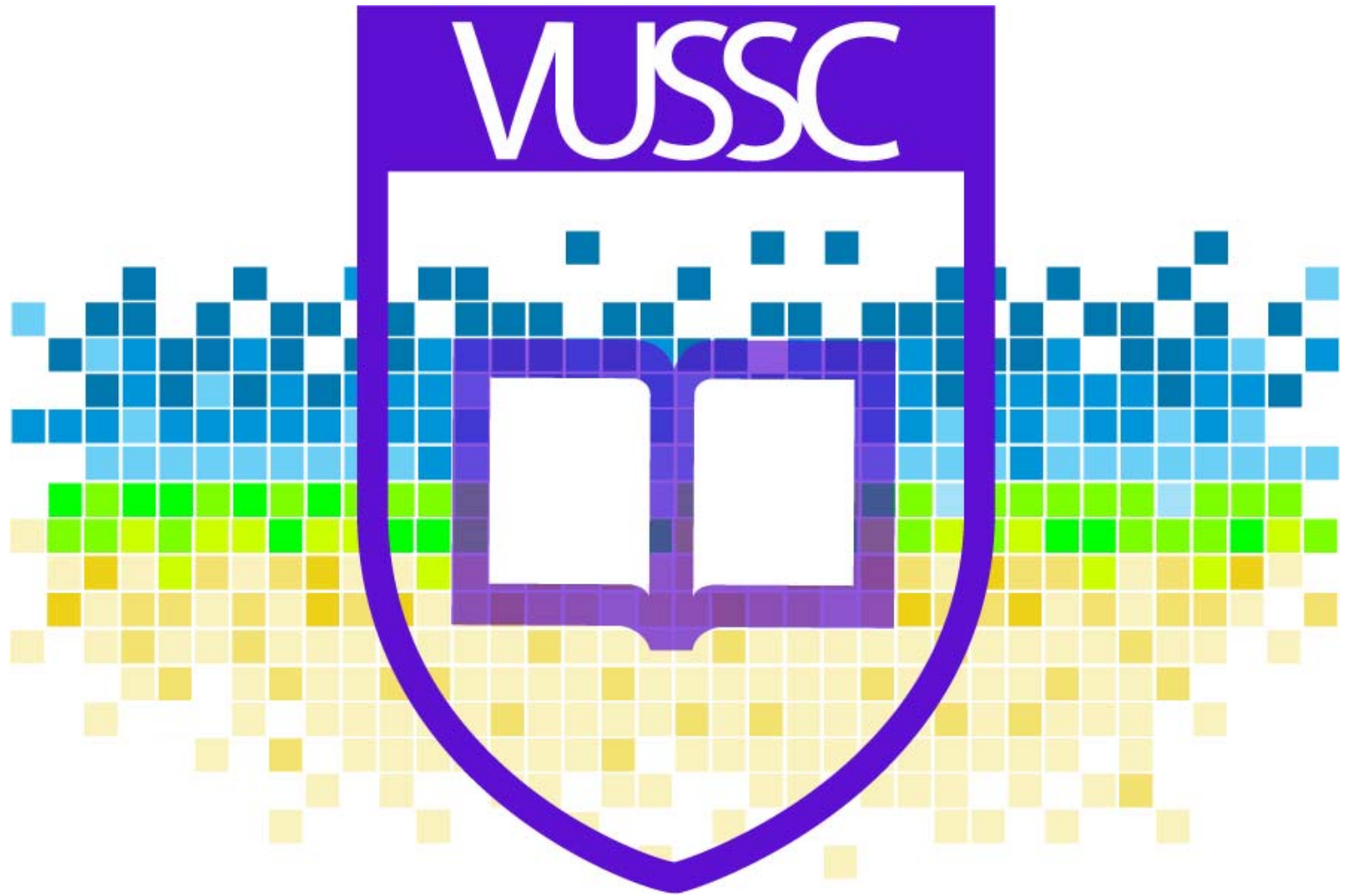
The Millennium Declaration

THE DOTCOM FRENZY





The Commonwealth Small States
spread across the globe



**The Virtual University for
Small States of the Commonwealth**



The Virtual University for Small States of the Commonwealth

A network of collaboration on eLearning managed by 32 small states



The Commonwealth of Learning







The Virtual University for Small States of the Commonwealth

A Transnational Qualifications Framework

(developed with the help of the South African Qualifications Authority)



The Commonwealth of Learning





World Forum
on
Education for All

DAKAR
2000

Education for All

WHY?

Maurice Duplessis



“Too much education is bad for the people”

PLAN

- Why Education for All?
- The Campaign for EFA
- Success and failure
- Current challenges

PLAN

- Why Education for All?

PLAN

- Why Education for All?



Adam Smith
1723-1790

'The more (ordinary people) are instructed the less liable they are to the delusions of enthusiasm and superstition, which, among ignorant nations, frequently occasion the most dreadful disorders. An instructed and intelligent people, besides, are always more decent and orderly than an ignorant and stupid one... They are more disposed to examine, and more capable of seeing through, the interested complaints of faction and sedition, and they are, upon that account, less apt to be misled into any wanton or unnecessary opposition to the measures of government...

In free countries, where the safety of government depends very much upon the favourable judgment which the people may form of its conduct, it must surely be of the highest importance that they should not be disposed to judge rashly or capriciously concerning it.'

Adam Smith

The Wealth of Nations

1776

'The more (ordinary people) are instructed the less liable they are to **the delusions of enthusiasm** and superstition, which, among ignorant nations, frequently occasion the most dreadful disorders. An instructed and intelligent people, besides, are always more decent and orderly than an ignorant and stupid one... They are more disposed to examine, and more capable of seeing through, the interested complaints of faction and sedition, and they are, upon that account, less apt to be misled into any wanton or unnecessary opposition to the measures of government...



PEACE, ORDER AND GOOD GOVERNMENT



PEACE, ORDER AND GOOD GOVERNMENT



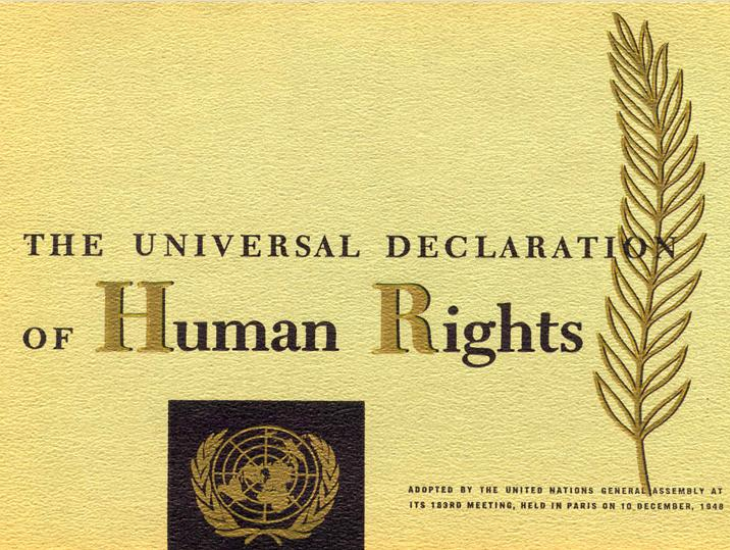
LIFE, LIBERTY AND THE PURSUIT OF
HAPPINESS

Education as a Human Right

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



ADOPTED BY THE UNITED NATIONS GENERAL ASSEMBLY AT
ITS 183RD MEETING, HELD IN PARIS ON 10 DECEMBER, 1948



Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.



Adam Smith

1723-1790

'For a very small expense the public can facilitate, can encourage and can even impose upon almost the whole body of the people, the necessity of acquiring those most essential parts of education'

Education for Economic Growth

“human capital development”
(The World Bank)

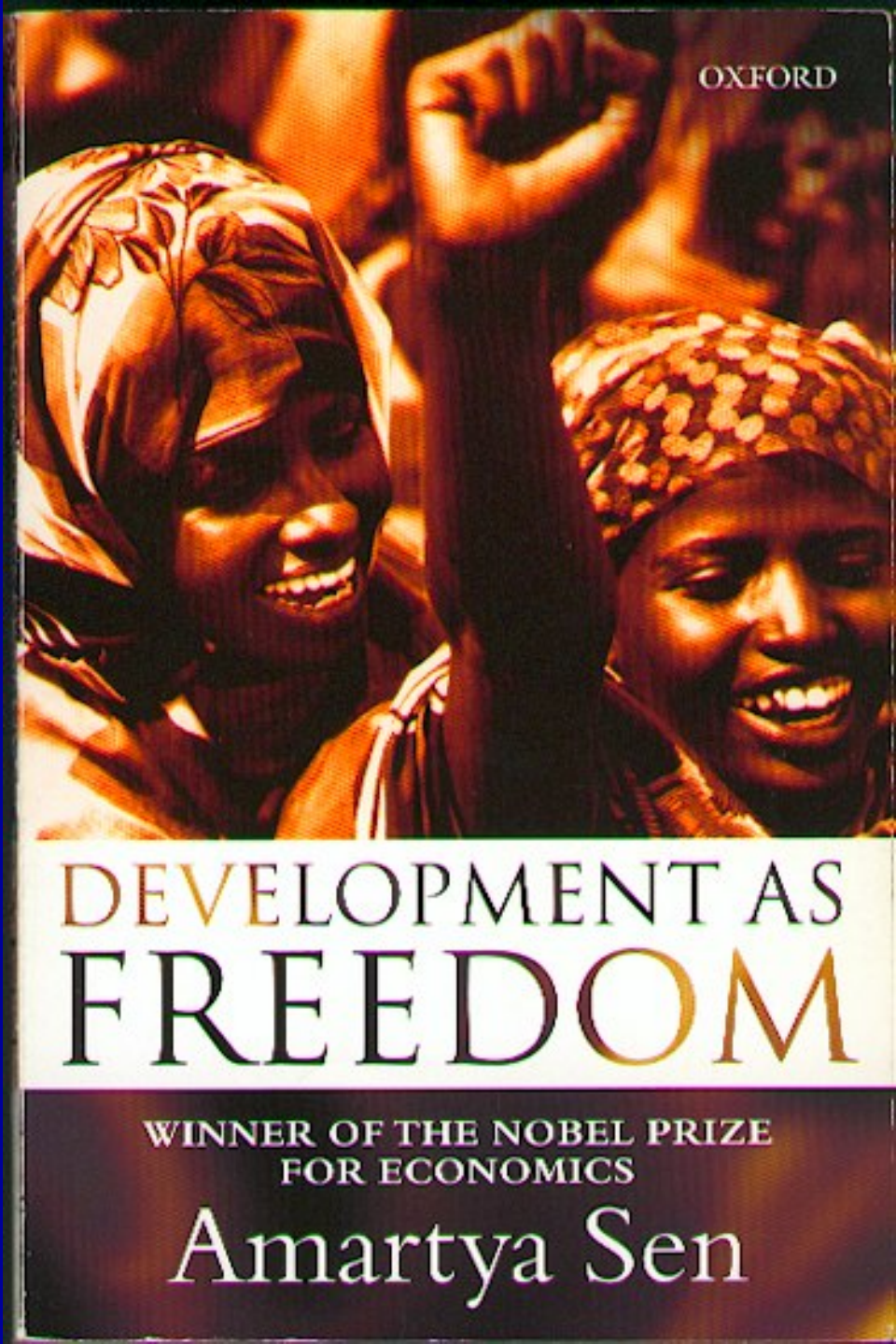
“education is another magic
formula that has failed us in the
quest for growth”
(William Easterly)



Amartya Sen



Amartya Sen



OXFORD

DEVELOPMENT AS
FREEDOM

WINNER OF THE NOBEL PRIZE
FOR ECONOMICS

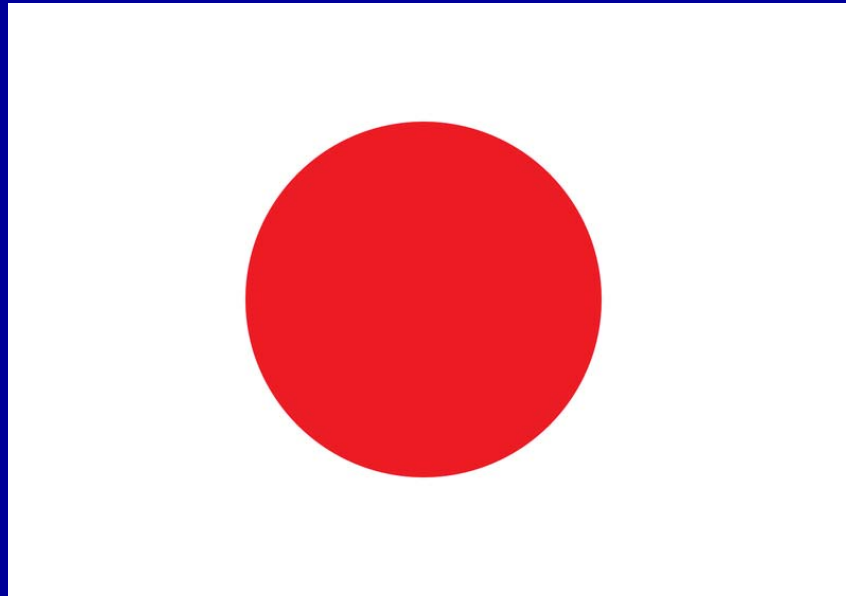
Amartya Sen



Amartya Sen

Development is
the process of
expanding the
real freedoms
that people
enjoy

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



The history of Japan shows that universal education should be seen as a basis for economic development rather than its cause



Amartya Sen

Development as Freedom

Development is the process of expanding
the real freedoms that people enjoy



The education of girls may also be the most powerful tool against climate change

Since the Industrial Revolution...

7 x more people

7 x the impact each

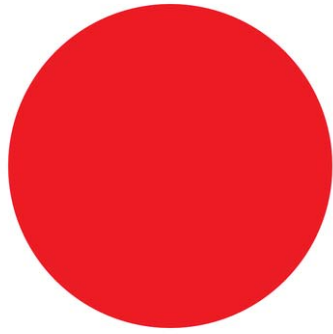
$7 \times 7 = 50$ x total impact

So... curb population growth



The Campaign for Education for All





1872

'learning is the key to success in life, and no man can afford to neglect it. ... everyone should subordinate all other matters to the education of his children. ...Henceforth, through out the land, without distinction of class and sex, in no village shall there be a house without learning, in no house an ignorant person.'



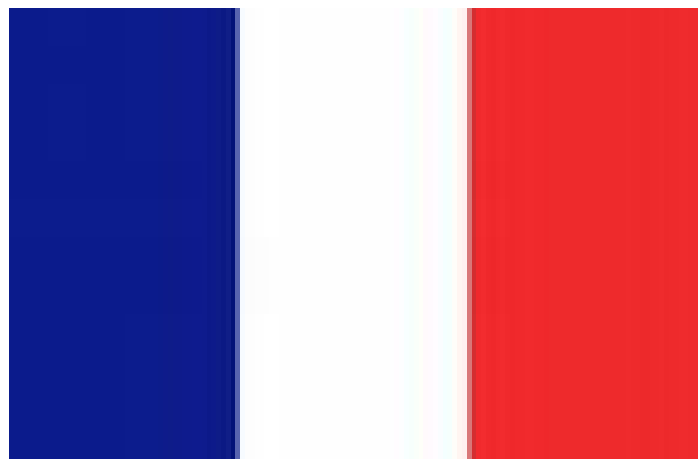
1852 (1642)



1852 (1642)



1880



1881



1990
The World Conference on
Education for All
Jomtien, Thailand

1990

The World Conference on Education
for All
Jomtien, Thailand

“was convened because in 1985 some 105 million children aged between six and eleven were not in school, the majority of them girls. Forecasts suggested that the number of out-of-school children might double to 200 million by 2000”

1990

The World Conference on Education for All

Jomtien, Thailand

'meet the basic learning needs of all, to equip people with the knowledge, skills, values and attitudes they need to live in dignity, to continue learning and to contribute to the development of their communities and nations'

6 Targets from Jomtien:

- Expansion of early childhood care
- Universal completion of primary education
- Improvement in learning achievement (targets)
- Reduction of adult illiteracy
- Expanded training in essential skills
- General education for sustainable development

6 Targets from Jomtien:
were not achieved!

Indeed, in absolute terms the world actually went backwards. In 1990 100 million children aged 6 to 11 were not in school and by 2000 this number had grown to 125 million

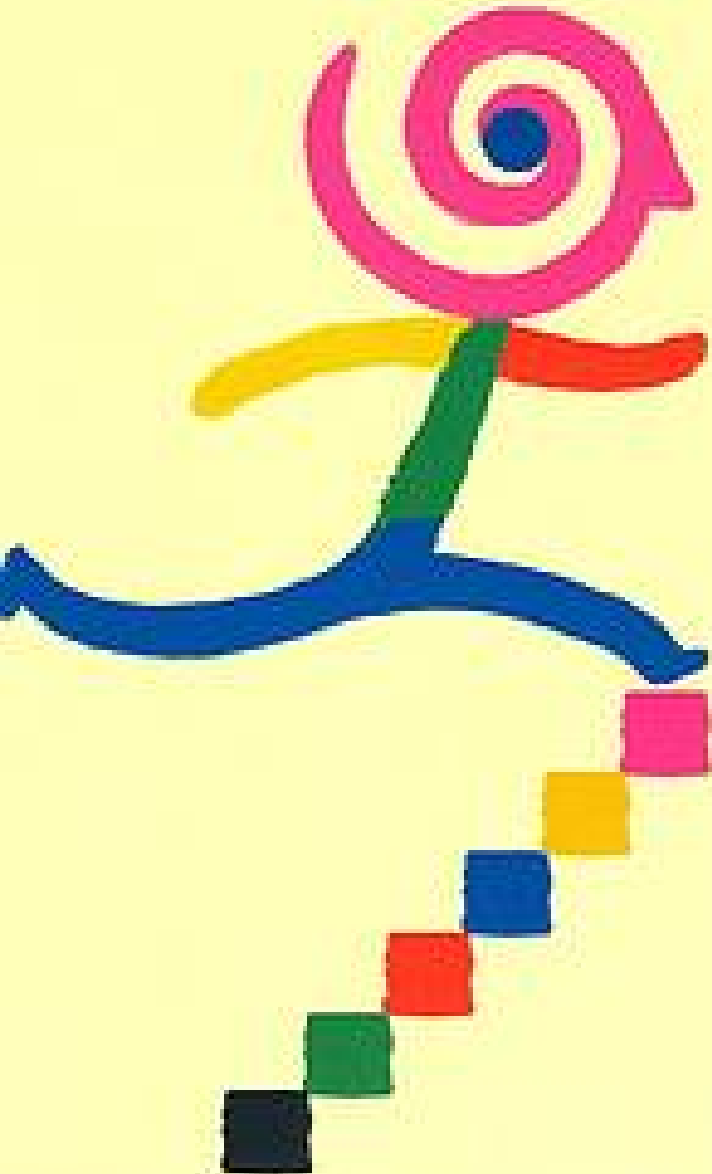
6 Targets from Jomtien:

were not achieved! WHY NOT?

- population growth
- conflict & disasters
- HIV/AIDS
- break up: USSR, Yugoslavia
- economic crises
- digital divide

Education for All by 2015

An international commitment



The Dakar World Forum on EFA 2000



World Bank



United Nations
Educational, Scientific and
Cultural Organization



Education for All
(Dakar)





UN Millennium Development Goals

Keep the promise
Millennium Development Goals



- **Achieve universal primary education:**
Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
- **Promote gender equality and empower women:**
Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.



World Bank

Education for All (EFA)

=

Universal Primary Education (UPE)



The Fast-Track Initiative

World Bank

“to provide concentrated support to complete the task of achieving the quantifiable EFA goals in countries where conditions were judged to be propitious”



The Fast-Track Initiative

World Bank

1. Deeper reforms
2. Coordinated aid
3. Improved assessment



World Bank

The Fast-Track Initiative

Ethical issues

- Donors want to control



World Bank

The Fast-Track Initiative

Ethical issues

- Donors want to control
- Recipients make substitutions



World Bank

The Fast-Track Initiative

Ethical issues

- Donors want to control
- Recipients make substitutions
- Practicality of guidelines



The Fast-Track Initiative

Ethical issues

World Bank

- Donors want to control
- Recipients make substitutions
- Practicality of guidelines
- Trust in other donors

The Campaign for Universal Primary Education

Today in 2009, however, it appears that many countries will still fail to achieve universal primary education by 2015. There is a shortfall of around \$1 billion in funding looming and if such deficits materialize, 'some countries currently receiving support will see aid flows interrupted and others may get no support at all'



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. The average net enrolment rate rose from 54% to 70% between 1999 and 2006 in Sub-Saharan Africa and from 75% to 86% in South and West Asia.

SUCCESS

In sum, there were 40 million more children in school in developing countries in 2006 than in 1999

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:

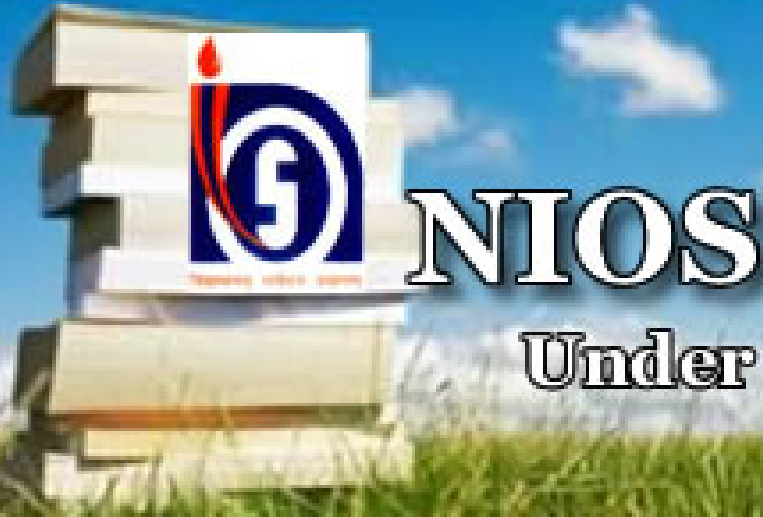
'The success of the campaign for Universal Primary Education is creating a surge of children towards secondary schooling and there is nowhere for most of them to go'



OPEN SCHOOLING



Learning
made easy



Under MHRD, New Delhi

AVI-840005

**National Institute for Open Schooling –
India**

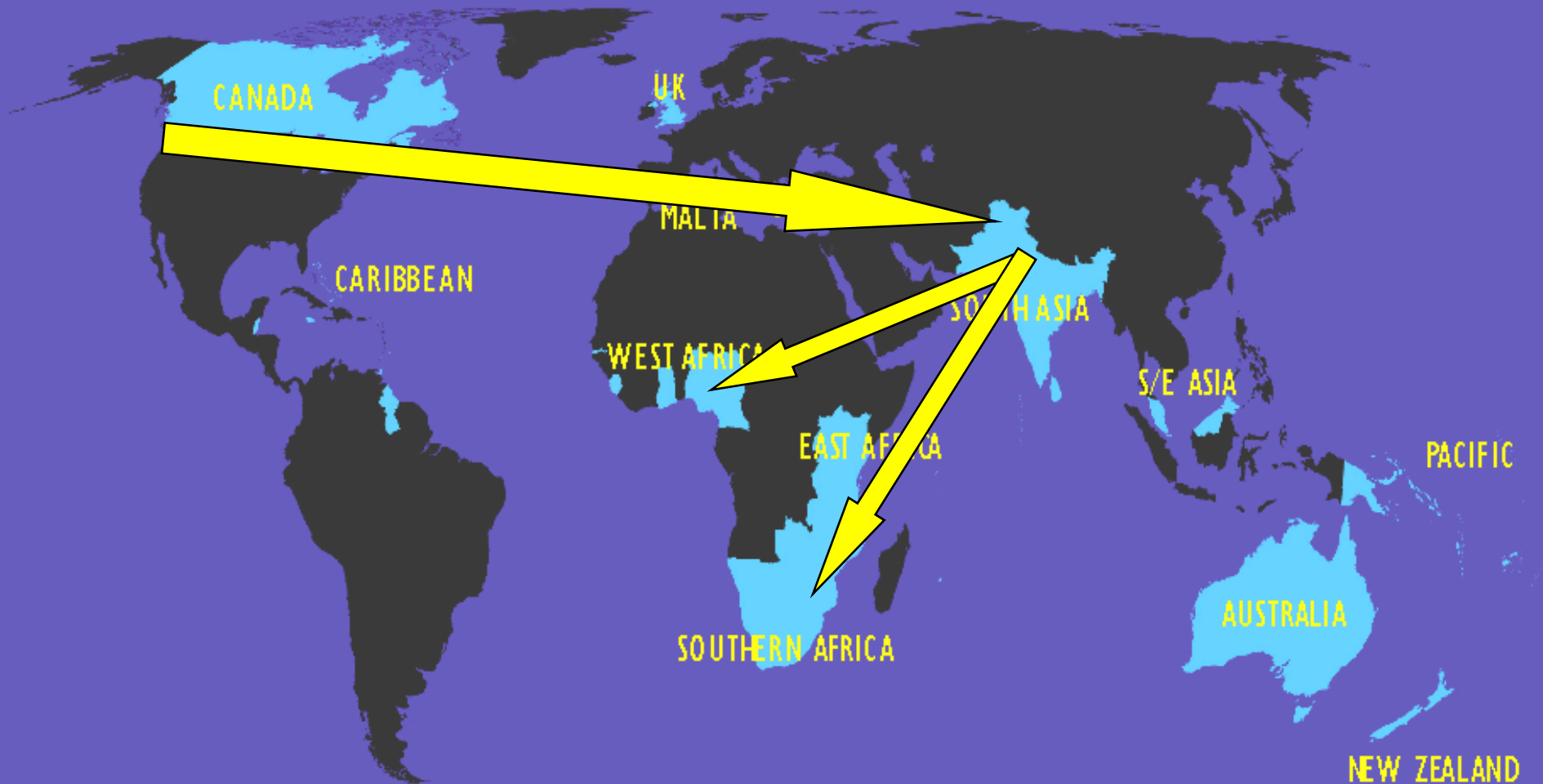
300,000 new pupils annually



Namibian College of Open Learning



The Commonwealth of Learning facilitating south-south cooperation



The Commonwealth

CHALLENGES

Of failure:

Getting the remaining 75 million children into school will require various strategies but, above all, the employment of more teachers.

CHALLENGES

Worldwide 18 million new teachers will be required by 2015, 3.8 million of them in Africa. Millions of untrained teachers already in post also need extra training.



Université
du
Québec





Top average scores for mathematics

Chinese Taipei	549
Finland	548
Hong Kong China	547
Korea	547
Quebec	540
Netherlands	531
Alberta	530
Canada (overall)	527
Ontario	526
Macau China	525
British Columbia	523
Japan	523
New Zealand	523

PLAN

- Why Education for All?
- The Campaign for EFA
- Success and failure
- Current challenges

SUCCESS



IN SCHOOL

FAILURE



NOT IN SCHOOL



COMMONWEALTH of LEARNING



Open Schooling & Teacher Education



THANK YOU

