Université canadienne en France
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

UNESCO

C.O.L
Development ??
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

Development as Freedom

Winner of the Nobel Prize for Economics

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’
Freedom from... 
and
Freedom to...
THE COLD WAR
THE UNIVERSAL DECLARATION
OF Human Rights

ADOPTED BY THE UNITED NATIONS GENERAL ASSEMBLY AT
ITS 193RD MEETING, HELD IN PARIS ON 10 DECEMBER, 1948
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.
THE MILLENNIUM DEVELOPMENT GOALS

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8. Developing a global partnership for development.
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
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”
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
Universal Primary Education

SUCCESSES

&

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

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
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, a country will NEVER achieve UNIVERSAL SECONDARY EDUCATION.
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:

   Reality: ~ 1 million distributed
Failure to achieve potential:

   Reality: ~ 1 million distributed

2. Change of discourse:
   from learning to selling
Failure to achieve potential:

   Reality: ~ 1 million distributed

2. Change of discourse:
   from learning to selling

3. Little monitoring and evaluation
Can ICTs help?

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

Perhaps...

...but they need to be EMBEDDED IN A FRAMEWORK
Sugata Mitra

The Slumdog Professor

“THE FEEL-GOOD FILM OF THE DECADE”

SLUMDOG MILLIONAIRE

A FILM BY DANNY BOYLE

WHAT DOES IT TAKE TO FIND A LOST CHILD?

A. MONEY
B. LUCK
C. CHARITY
D. BROTHER
Hole in the Wall

The 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
Can ICTs help?

• One Laptop Per Child (USA)

• Hole In The Wall (India)

Perhaps…

…but they need to be

EMBEDDED IN A FRAMEWORK
Cheap tablets are a major advance
a career today???
<table>
<thead>
<tr>
<th>Country</th>
<th>Aid as % of GNI</th>
<th>Country</th>
<th>Aid as % of GNI</th>
</tr>
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<tbody>
<tr>
<td>Australia (*)</td>
<td>0.25</td>
<td>Japan (*)</td>
<td>0.28</td>
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<tr>
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<td>Luxembourg</td>
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<td>Netherlands</td>
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<tr>
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<tr>
<td>Italy</td>
<td>0.29</td>
<td>United States (*)</td>
<td>0.22</td>
</tr>
</tbody>
</table>
~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.
“A personal journey into how the world’s poorest people are educating themselves”
THANK YOU

For text and slides:
www.sirjohn.ca