The Global Fight Against GERM

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GLOBAL
EDUCATIONAL
REFORM
MOVEMENT

Origins
1980s

Infections

Resistance
Today
I Origins of GERM
1980s: Markets and standardization

A Nation at Risk (1983)

Education Reform Act (1988)

The Chile Experiment (1981)
II Infections
1990s & 2000s: Performance and accountability

- Literacy & Numeracy Strategies (UK, ONT, IRL, NZ)
- Punitive accountability (U.S., England, Chile)
- Standardized testing (England, U.S., Australia, Canada)
GERM spread in 2010
III Resistance
2010s: Privatization and growing global protests

Broken promise of testing (Alberta, Australia, Singapore)

Attacks against teachers (England, NZ, Indiana)

Failure of privatization (Liberia, Chile, Sweden, U.S.)
“There is no consistent evidence that private schools deliver better learning outcomes than public schools. Numerous risks, such as the exclusion of disadvantaged or less able or desirable students, social segregation, exploitation of families for profit and the undermining of public education.” – World Bank, 2017
Kids are not alright

- Children’s wellbeing
- Screentime
School choice advocates often argue that the introduction of market mechanisms in education allows equal access to high quality schooling for all...However, evidence does not support these perceptions, as choice and associated market mechanisms can enhance segregation.” – OECD, 2012
**CHILE**
Abolishing the school selection, banning for-profit schools and investing in the teaching profession.

**AUSTRALIA**
Reviewing NAPLAN, focus on equity, well-being & early childhood education.

**NEW ZEALAND**
Removing National Standards, less testing, abolishing charter schools, and more teacher & student voice.

**SINGAPORE**
Less testing, less rankings, and more whole-child education.

**LIBERIA**
Resistance to privatization, for-profit foreign operators and depersonalism.

**SWEDEN**
Redesigning the voucher system, investing in equity and elevating the status of teaching profession.

**SCOTLAND**
Whole-child curriculum, focus on equity, strengthening the role of play.
Conclusion
“It's a cause that you and I are defending, the cause of public education - and what it can do for a small child or a large nation. The question is not whether we will always win, but whether we will always fight. Because as long as we fight, we feel, we grow, we deepen, we serve.”

-Keith Geiger, 4 July 1991
THANK YOU!