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
Jomtien = a failure?

1990 – 100m (6 to 11) out of school
2000 – 125m (6 to 11) out of school

Dakar = more progress

2008 – 67m (6 to 11) out of school
2015 – 72m (6 to 11) out of school
Universal Primary Education

SUCCESES

&

FAILURES
SUCCESS

IN SCHOOL
SUCCESS

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

NOT IN SCHOOL
FAILURE

On present trends there will still be some 72 million of children out of primary 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 primary 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

7\times7 = 50 \times \text{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
If the unit cost of SECONDARY is more than double PRIMARY, a country will NEVER achieve universal secondary education.

Professor Keith Lewin
Key points:

- Expand secondary
- Secondary is inefficient
- Expand Open Schooling
Key points:

• Expand secondary

• Secondary is inefficient

• Expand Open Schooling

• Educational ecosystem
21st Century Educational Ecosystem
Conventional schools cannot cope!

ADD

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!
National Institute for Open Schooling – India

400,000 new pupils annually
Namibian College of Open Learning

28,000 pupils = 40% of secondary
Integrative

Placed at the heart of the educational system to strengthen it

Model for the future
How to improve quality? (UNESCO)

• good learning materials
• focus on the curriculum
• regular, reliable assessment of learning
• pedagogical materials for teachers
• relevant content
• teach reading and writing
• structured teaching
• independent learning
• appropriate language of instruction
• larger classes with better inputs
How to improve quality? (UNESCO)

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Collaborative Development of Learning Materials

• Digital formats: move, adapt, convert

• Open Educational Resources OERs
Collaborative Development of Learning Materials

COL & Hewlett Foundation

20 sets of self-instructional materials in the secondary curriculum (each is a complete syllabus for one grade 10 or 12 subject)
OPEN SCHOOLS

and the integration of ICTs into the whole school system through:

• production of Open Educational Resources

• general IT expertise

• assessment materials (question banks)
CONCLUSION

We are seeing the beginnings of a process that will lead to much closer integration between open schooling and conventional schooling.
21st Century Educational Ecosystem
Frances Ferreira  
(Open Schooling)

Abdurrahman Umar  
(Teacher Education)

Special Thanks!
Tackling the Challenges of Secondary Education

Sir John Daniel
Commonwealth of Learning
THANK YOU

For text and slides:
www.col.org/speeches