People’s Forum
19-22 November 2007
LIFE AFTER UNIVERSAL PRIMARY?
Scaling Schooling for the Secondary Surge

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Frances Ferreira
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Commonwealth of Learning
This Presentation

• The Context
• What is Open Schooling?
• Development of Open Schooling
• NIOS and NAMCOL
• Key Conclusions
The Context
Demographic Context

Distribution of World Population, 2025

Generation Next
Gross Enrollment Ratios in Secondary Education (2004 or latest)

Source: UIS Global Education Digest, 2006 / AFTHD, Secondary Education in Africa
### Life after Primary?

<table>
<thead>
<tr>
<th>Country</th>
<th>Enrolment (GER) Primary</th>
<th>Survival rate to last primary grade</th>
<th>Enrolment (GER) Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>111%</td>
<td>73%</td>
<td>48%</td>
</tr>
<tr>
<td>Uganda</td>
<td>118%</td>
<td>41%</td>
<td>16%</td>
</tr>
<tr>
<td>Mozambique</td>
<td>95%</td>
<td>31%</td>
<td>11%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>99%</td>
<td>28%</td>
<td>35%</td>
</tr>
<tr>
<td>Algeria</td>
<td>112%</td>
<td>93%</td>
<td>81%</td>
</tr>
</tbody>
</table>
Survival of a Cohort of Students in Primary and Secondary Education in SSA, 2003

Open Schooling?
What is Open Schooling?

- The physical separation of learner from the teacher
- The use of unconventional teaching methodologies, and information and communications technologies (ICTs)
- Flexible approach
Open Schooling - Why?

To absorb the tidal wave resulting from UPE
To provide the transition to postsecondary education
Open Schooling - How?

• Self-instructional materials
• Local personal support at Study Centres
• State/NGO partnerships
• Operate at scale using technology
Development of Open Schooling
Open Schools: Correspondence

- 1898: Sweden, H.S Hermod
- 1908: Calvert school, US
- 1960’s and 70’s: Correspondence Institutes: Botswana, Kenya, Zambia, Malawi, Swaziland
Open Schools: Radio & TV

• Radio: BBC (1925); Voice of Kenya (1960’s); Mauritius College of the Air (1972);

• Television: Tele-Niger (1964)
Mega Open Schools

- Korean Air Correspondence High School (1979): 1.4 million
- NIOS, India (1979): 1.2 million
- Telesecundria, Mexico (1968): 750,000
Models

• Independent School model (Korean Air Correspondence High School)
• Within an existing distance education institution (BOS)
• Part of the Ministry of Education (NAMCOL)
• Part of a Board of Education (NIOS)
NAMCOL Centres in Namibia
### Key Statistics: NIOS and NAMCOL

<table>
<thead>
<tr>
<th>Institution</th>
<th>NIOS 2006-07</th>
<th>NAMCOL 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td># Secondary Equivalency Enrolments</td>
<td>290,983</td>
<td>28,090</td>
</tr>
<tr>
<td>Secondary Equivalency Enrolments as % of Total Secondary Enrolments in Country</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td># Staff on Contracts of Service (i.e. Core Staff)</td>
<td>Circa 250</td>
<td>69</td>
</tr>
<tr>
<td># Staff on Contracts of Service (i.e. Casual Staff)</td>
<td>1,228</td>
<td></td>
</tr>
</tbody>
</table>
## Enrolments: NIOS, India

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic</th>
<th>Vocational</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>267,026</td>
<td>21,294</td>
<td>288,320</td>
</tr>
<tr>
<td>2004</td>
<td>238,069</td>
<td>20,985</td>
<td>259,054</td>
</tr>
<tr>
<td>2003</td>
<td>321,010</td>
<td>24,194</td>
<td>345,204</td>
</tr>
<tr>
<td>TOTAL</td>
<td>826,105</td>
<td>66,473</td>
<td>892,578</td>
</tr>
</tbody>
</table>
Enrolments: NAMCOL, Namibia

<table>
<thead>
<tr>
<th>YEAR</th>
<th>JUNIOR SECONDARY</th>
<th>SENIOR SECONDARY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>13,308</td>
<td>11,807</td>
<td>25,115</td>
</tr>
<tr>
<td>2005</td>
<td>13,317</td>
<td>13,384</td>
<td>26,701</td>
</tr>
<tr>
<td>2006</td>
<td>13,577</td>
<td>15,413</td>
<td>28,990</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40,202</td>
<td>40,604</td>
<td>80,806</td>
</tr>
</tbody>
</table>
Learner Profile

- NIOS and NAMCOL: 15-25
- NAMCOL: female: 65%
- NIOS: female: 31%
- NAMCOL: 1% have a paid job;
- NAMCOL: 39% in some further education
NAMCOL Results

- **2004:** 88% Graded, 12% Failed, 8% Incomplete/Absentees
- **2005:** 90% Graded, 10% Failed, 8% Incomplete/Absentees
- **2006:** 87% Graded, 13% Failed, 8% Incomplete/Absentees

Legend:
- Light blue: Graded
- Dark blue: Failed
- Cyan: Incomplete/Absentees
## Drop-out among NAMCOL IGSCE Learners (2003-2005)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NAMCOL Subject Enrolments at IGCSE Level</th>
<th>Total Drop-out &amp; Incomplete (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>25,824</td>
<td>14.5</td>
</tr>
<tr>
<td>2004</td>
<td>24,307</td>
<td>22.4</td>
</tr>
<tr>
<td>2005</td>
<td>26,641</td>
<td>17.1</td>
</tr>
</tbody>
</table>
Formal Secondary School System and NAMCOL (based on 2007-08 budget)

<table>
<thead>
<tr>
<th></th>
<th>FORMAL SECONDARY SCHOOL SYSTEM</th>
<th>NAMCOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost per Student</td>
<td>5,346</td>
<td>1,262</td>
</tr>
</tbody>
</table>
## Relative Cost Efficiency of NIOS using INR Cost per Student when compared with KVs

<table>
<thead>
<tr>
<th>Institution</th>
<th>Cost Per Student Per Course (INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002-03</td>
</tr>
<tr>
<td>NIOS</td>
<td>1,189</td>
</tr>
<tr>
<td>KVs</td>
<td>15,732</td>
</tr>
<tr>
<td>Relative Cost Efficiency Ratio</td>
<td>0.076</td>
</tr>
</tbody>
</table>
Key Conclusions
The Study indicates that open schools:

• can address the challenges of increased demand and reach out to diverse target groups
• are more cost-efficient than formal education
• Have high retention rates: 86-90%
• Offer materials in print & audio, modest introduction to CD ROMs and video
• Need to work on learner support
Open Schooling - Impact?

- Address issues of equity and social justice
- Establish centrality of TVET in the conventional curriculum
- Foster innovation (e.g. on-demand exams.)
Lessons

- Political will necessary
- An enabling policy and implementation plan required
- Adequate resources critical: human, financial and technical
- Training
- Partnerships essential
Commonwealth of Learning provides

• Technical advice for policy and planning
• Support for training and
• The development of OERs.

As the demand for secondary schooling increases, open schools are neither a second chance nor a second choice possibility, but are the only innovative option for the developing Commonwealth.

Sir John Daniel et al, 2007
thank-you

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www.col.org