Open Schooling
COL’s EDUCATION SECTOR

Quality Assurance
Teacher Development
Open/Alternative Schooling
Higher Education
eLearning for Education
Sector Development
Open Schooling – Why?
To address the consequence of achieving Universal Primary Education, which will be to send a tidal wave of children towards secondary school…
Open Schooling – Why?

...that countries already struggling to achieve UPE will not have the resources to accommodate using conventional approaches.
Open Schooling: Who?

- Drop outs from the Conventional System
- Push outs from the Conventional System
- Girls
- People in rural areas
- Youngsters beyond school age
- Disadvantaged youth
Open Schooling: How?

- Open/distance learning with local personal support
- Emphasising the OPEN in ODL
- State/NGO partnerships
- Operate at scale
- Curricula & exams of state system
- Ease of transfer
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.)
Open Schooling: COL’s work

Involvement:

• COL is involved in Open Schooling, partnering with Governments and Local institutions in:

India, Bangladesh, Sri Lanka, Pakistan, Trinidad & Tobago, Malawi, Namibia, Nigeria, Botswana, Zambia, and Tanzania

(All at the Junior and Senior Secondary level)
Open Schooling: What COL does

Capacity building

• Staff Development: *COL has trained staff on materials development, instructional design, radio broadcasting, learner support, eLearning*

• Professional Development: *Funding for open school staff to gain ODL qualifications: PGDDE, MADE at IGNOU and CDEP at UNISA*
Advocacy

- Workshops for Educators from all Commonwealth regions
- Sponsoring ministerial visits
- Supporting conferences (e.g. on TVET and open schooling)
Open Schooling: What COL does

Policy

• Developing policy and proposals for open schools in:
  - Trinidad & Tobago,
  - Nigeria,
  - Pakistan
Materials Development

- Good quality print materials developed for countries in SADC
- Material for carers of orphans and vulnerable children
Open Schooling: What COL does

Development of Resources

- COL instructional design template
- Quality assurance guidelines
- Handbook for decision makers: Planning and Implementing Open and Distance Learning Systems.
Open Schooling: Numbers

Figures for:

- India (national and states)
- Bangladesh
- Namibia
### Enrolments: India NIOS

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic</th>
<th>Vocation</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>267,026</td>
<td>21,294</td>
<td>288,720</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>2002</td>
<td>278,234</td>
<td>22,501</td>
<td>300,735</td>
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<tr>
<td>2001</td>
<td>214,582</td>
<td>17,849</td>
<td>232,431</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,318,921</td>
<td>107,223</td>
<td>1,426,144</td>
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# Enrolments: State Open Schools

<table>
<thead>
<tr>
<th>State</th>
<th>Basic</th>
<th>Secondary</th>
<th>Snr. Second</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>98,222</td>
<td>8,073</td>
<td></td>
<td>106,925</td>
</tr>
<tr>
<td>Haryana</td>
<td>13,916</td>
<td>12,388</td>
<td></td>
<td>26,304</td>
</tr>
<tr>
<td>Karnataka</td>
<td>1,705</td>
<td></td>
<td>4,605</td>
<td>4,605</td>
</tr>
<tr>
<td>Kerala</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>15,672</td>
<td>46,145</td>
<td></td>
<td>61,817</td>
</tr>
<tr>
<td>Punjab</td>
<td>17,195</td>
<td></td>
<td></td>
<td>17,195</td>
</tr>
<tr>
<td>Rajashthan</td>
<td>38,298</td>
<td></td>
<td></td>
<td>38,298</td>
</tr>
<tr>
<td>W. Bengal</td>
<td>15,328</td>
<td>1,242</td>
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<td>16,570</td>
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</tbody>
</table>
Andhra Pradesh State Open School

Results By Year

Number of Learners

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Enrolled</th>
<th>Appeared</th>
<th>Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>70000</td>
<td>50000</td>
<td>30000</td>
</tr>
<tr>
<td>1998-99</td>
<td>80000</td>
<td>60000</td>
<td>40000</td>
</tr>
<tr>
<td>1999-00</td>
<td>90000</td>
<td>70000</td>
<td>50000</td>
</tr>
<tr>
<td>2000-01</td>
<td>100000</td>
<td>80000</td>
<td>60000</td>
</tr>
<tr>
<td>2001-02</td>
<td>110000</td>
<td>90000</td>
<td>70000</td>
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</table>
Results for:

- Namibia (NAMCOL)
NAMCOL Results

Number of learners

<table>
<thead>
<tr>
<th>Year</th>
<th>Graded Entries</th>
<th>Ungraded entries</th>
<th>Incomplete/ Absentees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>5574 (4.6%)</td>
<td>1641 (10.3%)</td>
<td>3292 (13.0%)</td>
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<tr>
<td>1998</td>
<td>3477 (24.0%)</td>
<td>1396 (76.0%)</td>
<td>1966 (7.2%)</td>
</tr>
<tr>
<td>1999</td>
<td>1667 (14.4%)</td>
<td>2866 (27.0%)</td>
<td>2109 (7.9%)</td>
</tr>
<tr>
<td>2000</td>
<td>4285 (12%)</td>
<td>1667 (14.4%)</td>
<td>2249 (8.4%)</td>
</tr>
<tr>
<td>2001</td>
<td>3375 (13.9%)</td>
<td>2588 (9.9%)</td>
<td>2758 (9.7%)</td>
</tr>
<tr>
<td>2002</td>
<td>5617 (18.3%)</td>
<td>1359 (4.7%)</td>
<td>2758 (9.7%)</td>
</tr>
<tr>
<td>2003</td>
<td>23135 (91.2%)</td>
<td>21489 (88.3%)</td>
<td>21746 (92.2%)</td>
</tr>
<tr>
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<td>23135 (91.2%)</td>
<td>21489 (88.3%)</td>
<td>21746 (92.2%)</td>
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</table>
Lessons Learned

• Economies of scale in schooling are possible
• Political will and policy are vital
• Low-end technologies (radio, TV) can reach the unreached
• Open schooling has its own dynamic and requirements, therefore...
Lessons Learned

- Adequate resources required
- Adequate staff required
- Staff development is vital
- Partnerships are critical
- Research is needed
Open Schooling: Research needed

The World Bank and other development agencies need more and better data on *open schooling* before it can be a major element in their response to the looming challenge of secondary education.
COL is undertaking a 6-month research project focused on:

- National Institute of Open Schooling (India)
- Namibian College of Open Learning (NAMCOL)
Open Schooling: COL’s Research

Objectives:
- Cost-effectiveness and cost benefit compared to conventional approaches
- Student profile open vs. conventional
- Learner success re employment, etc.
- Linkage of courses to HE and job market
- Quality assurance processes
- Planning and management
thank-you

COMMONWEALTH OF LEARNING
www.col.org