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LIFE AFTER UNIVERSAL PRIMARY? Scaling Schooling for the Secondary Surge

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Commonwealth of Learning





This Presentation

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

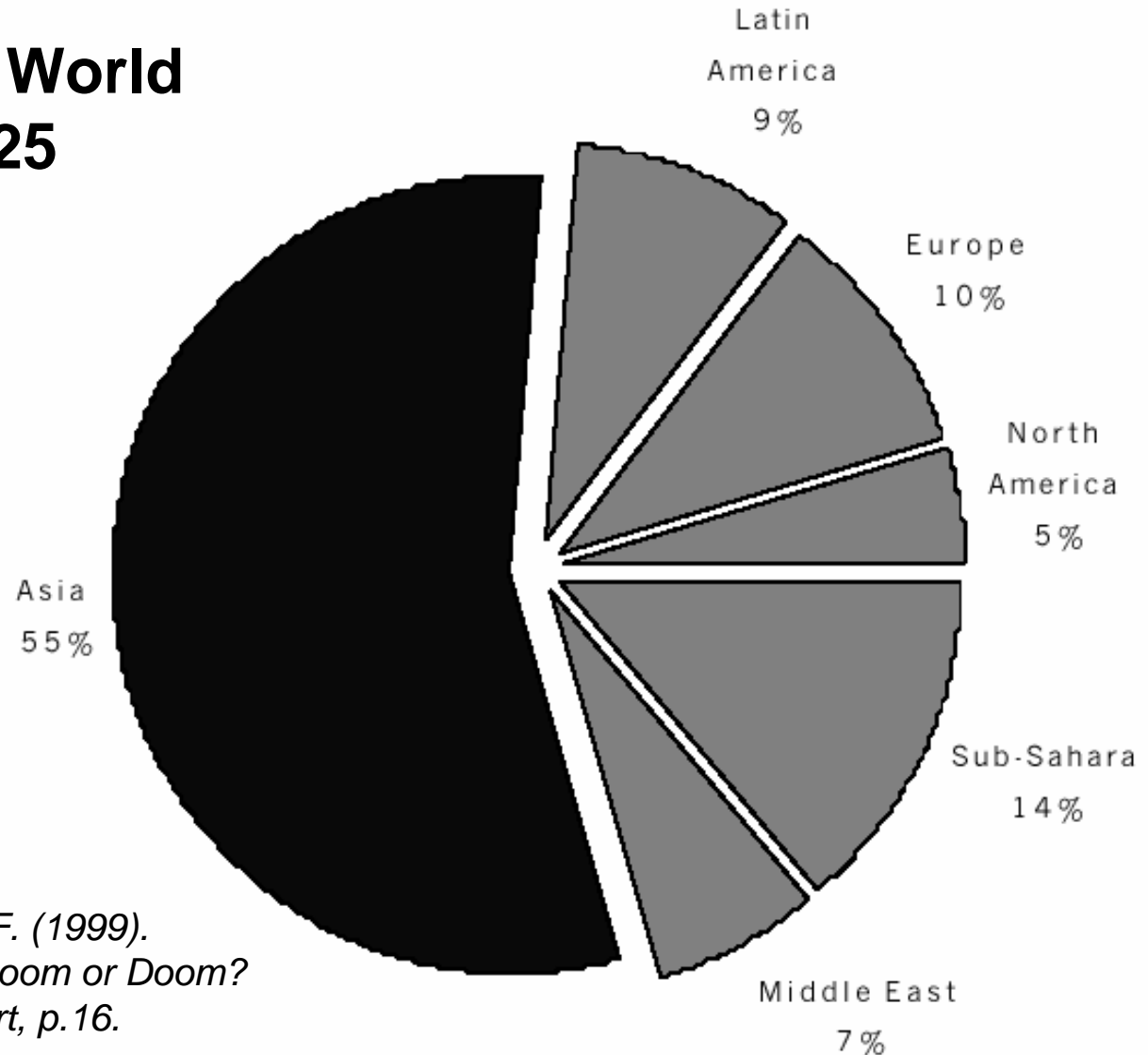


The Context



Demographic Context

Distribution of World Population, 2025



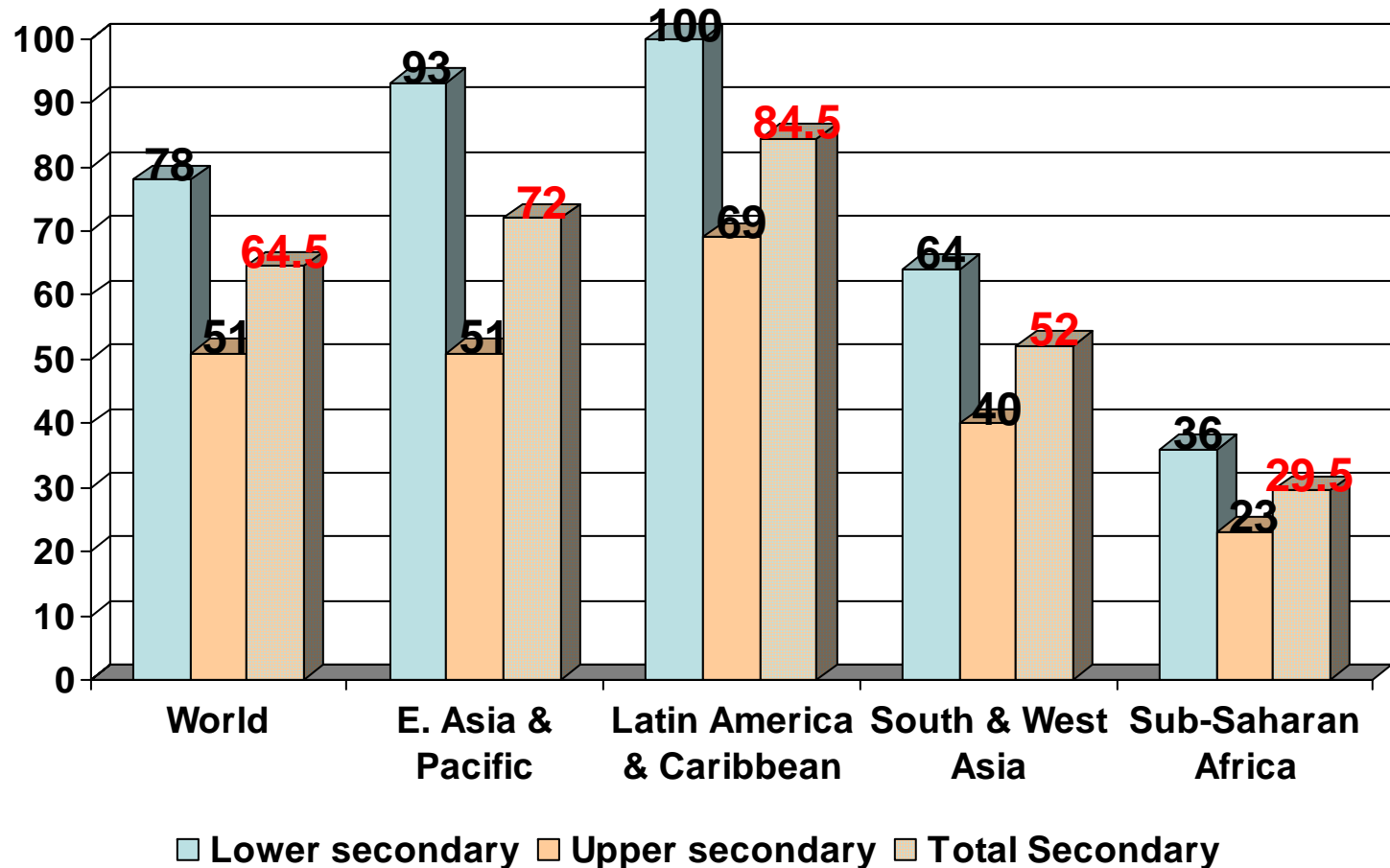
Source: McCarthy, Kevin F. (1999).
World Population Shifts: Boom or Doom?
A Rand Corporation Report, p.16.



Generation Next



Gross Enrollment Ratios in Secondary Education (2004 or latest)



Source: UIS Global Education Digest, 2006 / AFTHD, Secondary Education in Africa
"At the Crossroads: Choices for Secondary Education and Training in Sub-Saharan Africa", 2007

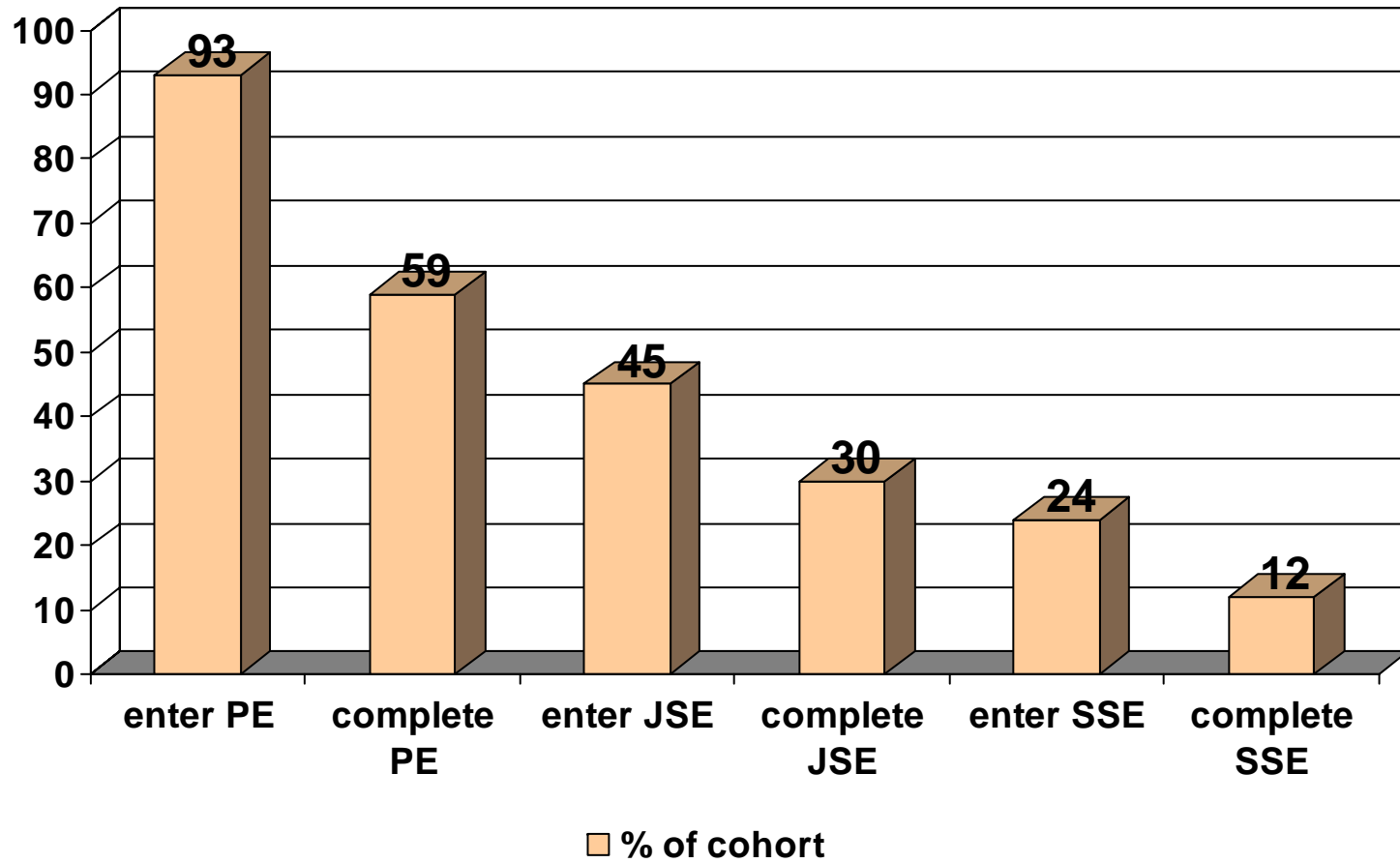


Life after Primary?

Country	Enrolment (GER) Primary	Survival rate to last primary grade	Enrolment (GER) Secondary
Kenya	111%	73%	48%
Uganda	118%	41%	16%
Mozambique	95%	31%	11%
Nigeria	99%	28%	35%
Algeria	112%	93%	81%



Survival of a Cohort of Students in Primary and Secondary Education in SSA, 2003



Source: Pole de Dakar / AFTHD, *Secondary Education in Africa*

“At the Crossroads: Choices for Secondary Education and Training in Sub-Saharan Africa”, 2007



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



Age No Bar



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)

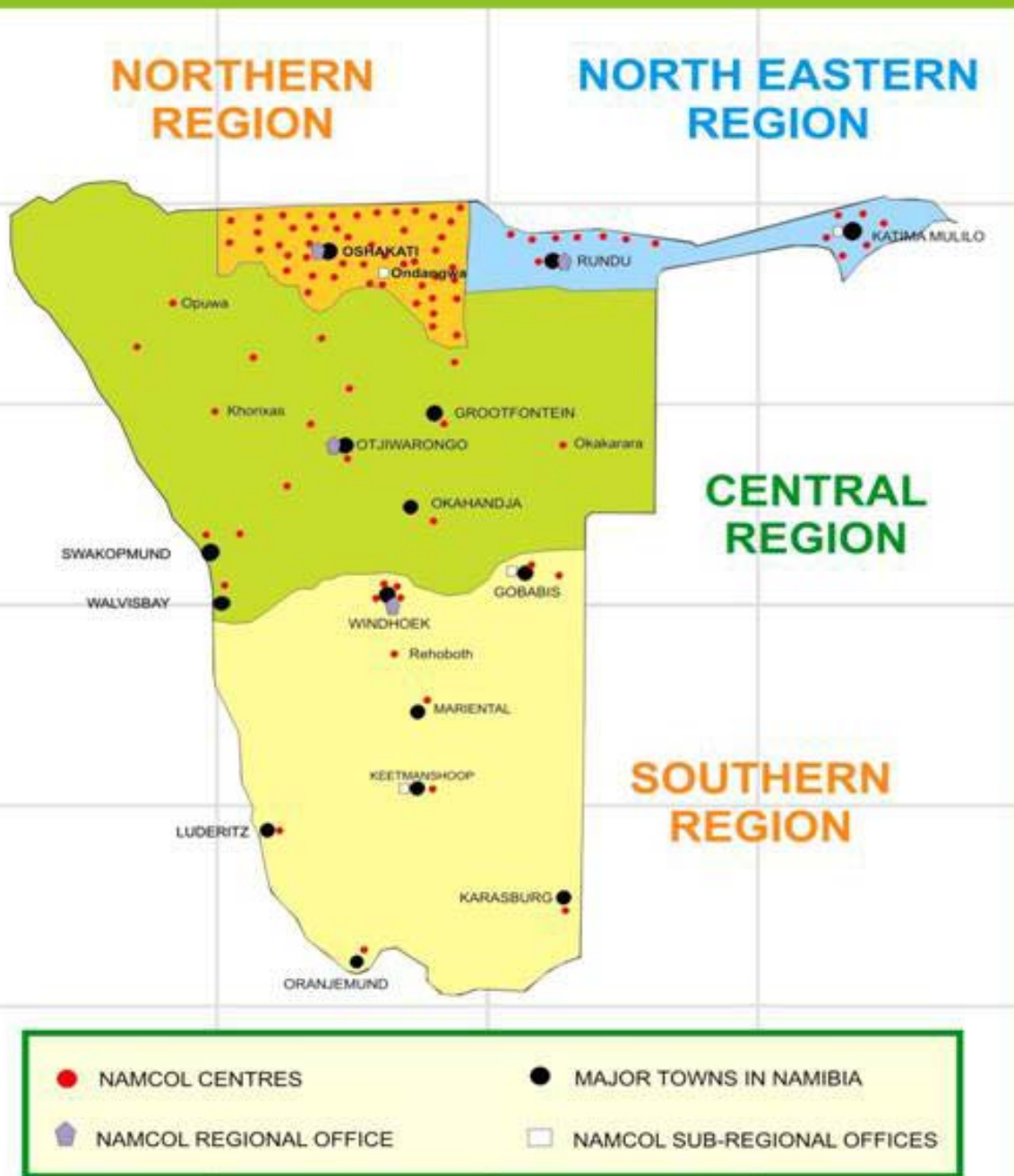


NIOS and NAMCOL



INDIA





NAMCOL Centres in Namibia



Key Statistics: NIOS and NAMCOL

Institution	NIOS 2006-07	NAMCOL 2006
# Secondary Equivalency Enrolments	290,983	28,090
Secondary Equivalency Enrolments as %age of Total Secondary Enrolments in Country		18%
# Staff on Contracts of Service (i.e. Core Staff)	Circa 250	69
# Staff on Contracts of Service (i.e. Casual Staff)		1,228



Enrolments: NIOS, India

Year	Academic	Vocational	TOTAL
2005	267,026	21,294	288,320
2004	238,069	20,985	259,054
2003	321,010	24,194	345,204
TOTAL	826,105	66,473	892,578



Enrolments: NAMCOL, Namibia

YEAR	JUNIOR SECONDARY	SENIOR SECONDARY	TOTAL
2004	13,308	11,807	25,115
2005	13,317	13,384	26,701
2006	13,577	15,413	28,990
TOTAL	40,202	40,604	80,806

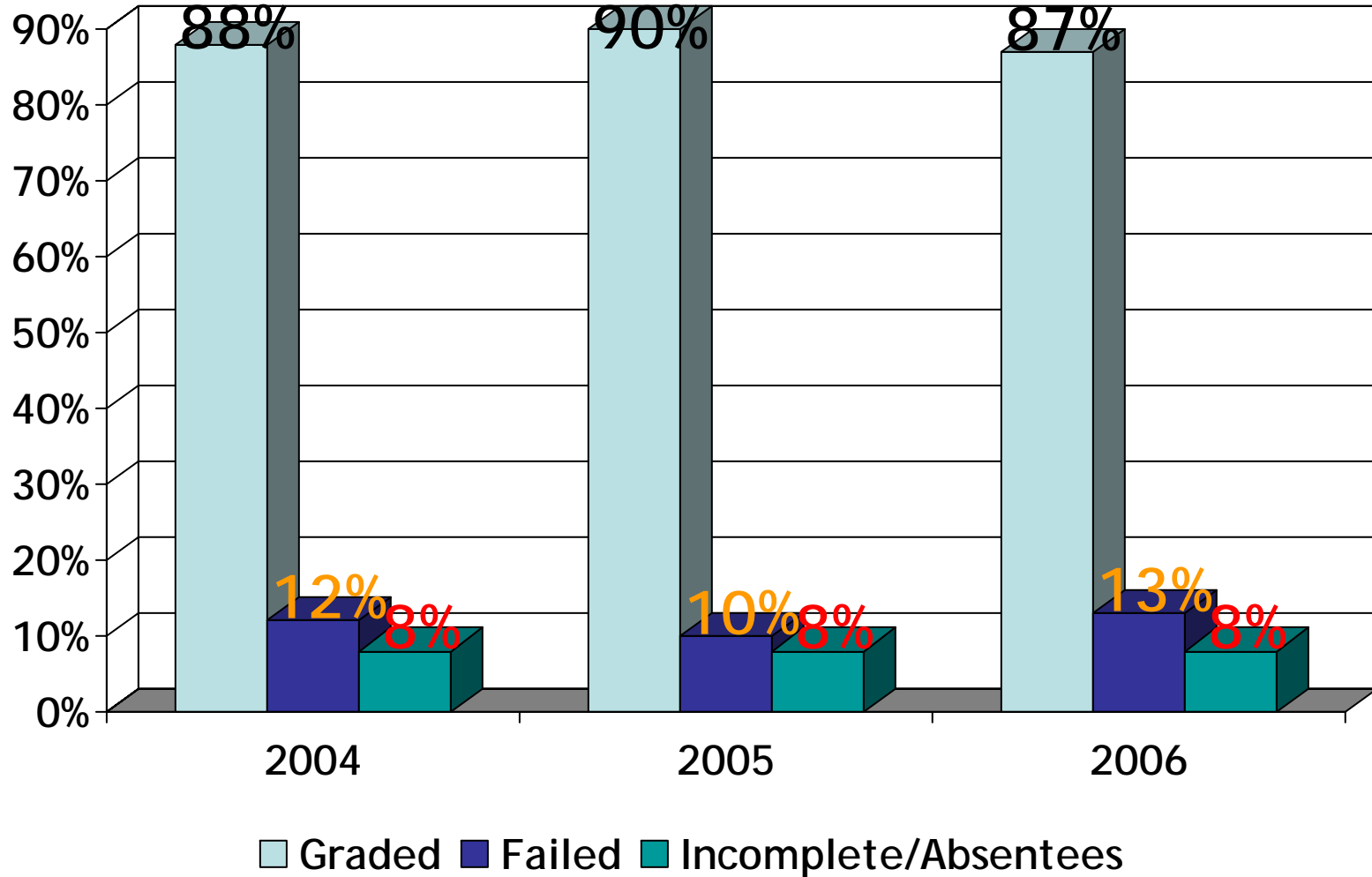


Learner Profile

- 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





Drop-out among NAMCOL IGSCCE Learners (2003-2005)

YEAR	NAMCOL Subject Enrolments at IGCSE Level	Total Drop-out & Incomplete (%)
2003	25,824	14.5
2004	24,307	22.4
2005	26,641	17.1



Formal Secondary School System and NAMCOL (based on 2007-08 budget)

Unit Costs per Student

	FORMAL SECONDARY SCHOOL SYSTEM	NAMCOL
Cost per Student	5,346	1,262



Relative Cost Efficiency of NIOS using INR Cost per Student when compared with KVs

Institution	Cost Per Student Per Course (INR)		
	2002-03	2003-04	2004-05
NIOS	1,189	1,170	1,151
KVs	15,732	15,217	14,817
Relative Cost Efficiency Ratio	0.076	0.077	0.078



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.

thank-you



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