

The background features a large, faint watermark of the World Bank logo. It consists of a shield with a book at the top, a sunburst in the middle, and a globe at the bottom. The shield is positioned on the left side of the image.

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LIFE AFTER UNIVERSAL PRIMARY? Scaling Schooling for the Secondary Surge

Frances Ferreira
Asha Kanwar
Sir John Daniel

Commonwealth of Learning





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Open Schooling

What does the research say?

Open Schooling

Open Schooling for Secondary and Higher Secondary Education: Costs and Effectiveness in India and Namibia

By Badri N. Koul and Greville Rumble

<http://www.col.org/colweb/site/pid/4974>

This Presentation

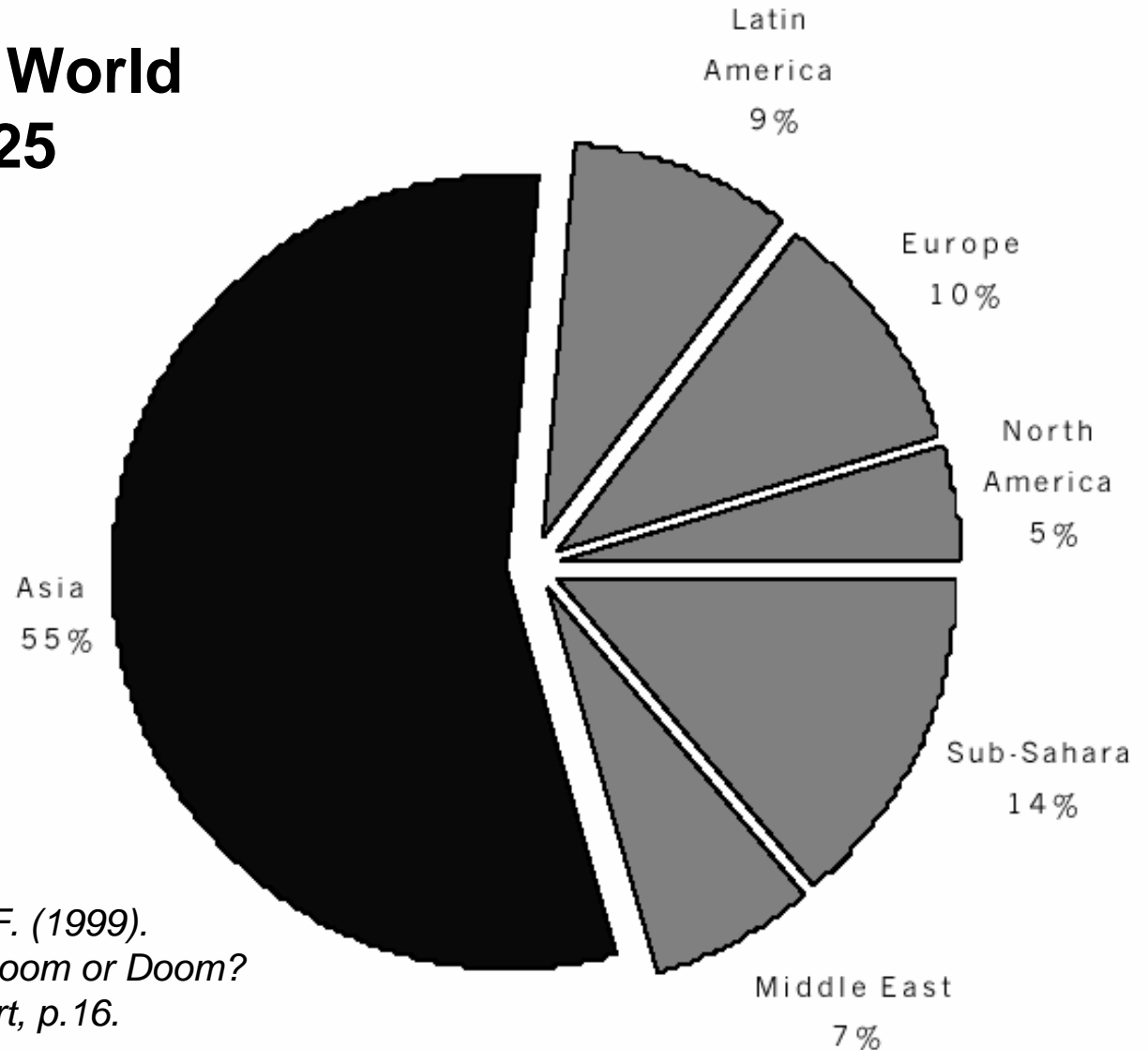
- The Context
- What is Open Schooling?
- Development of Open Schooling
- NIOS and NAMCOL
- Key Conclusions



The Context

Demographic Context

Distribution of World Population, 2025

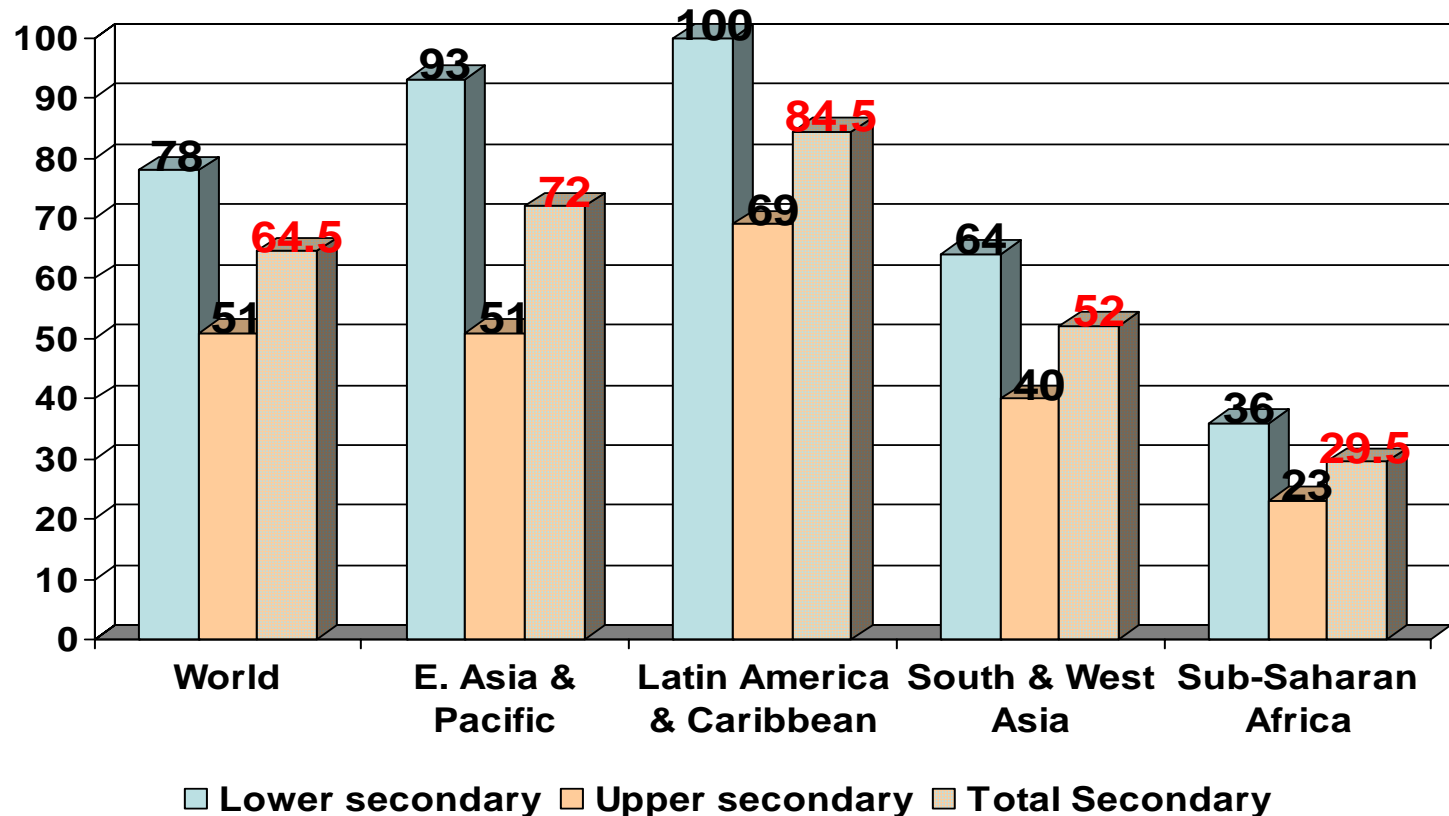


Source: McCarthy, Kevin F. (1999).
World Population Shifts: Boom or Doom?
A Rand Corporation Report, p.16.



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

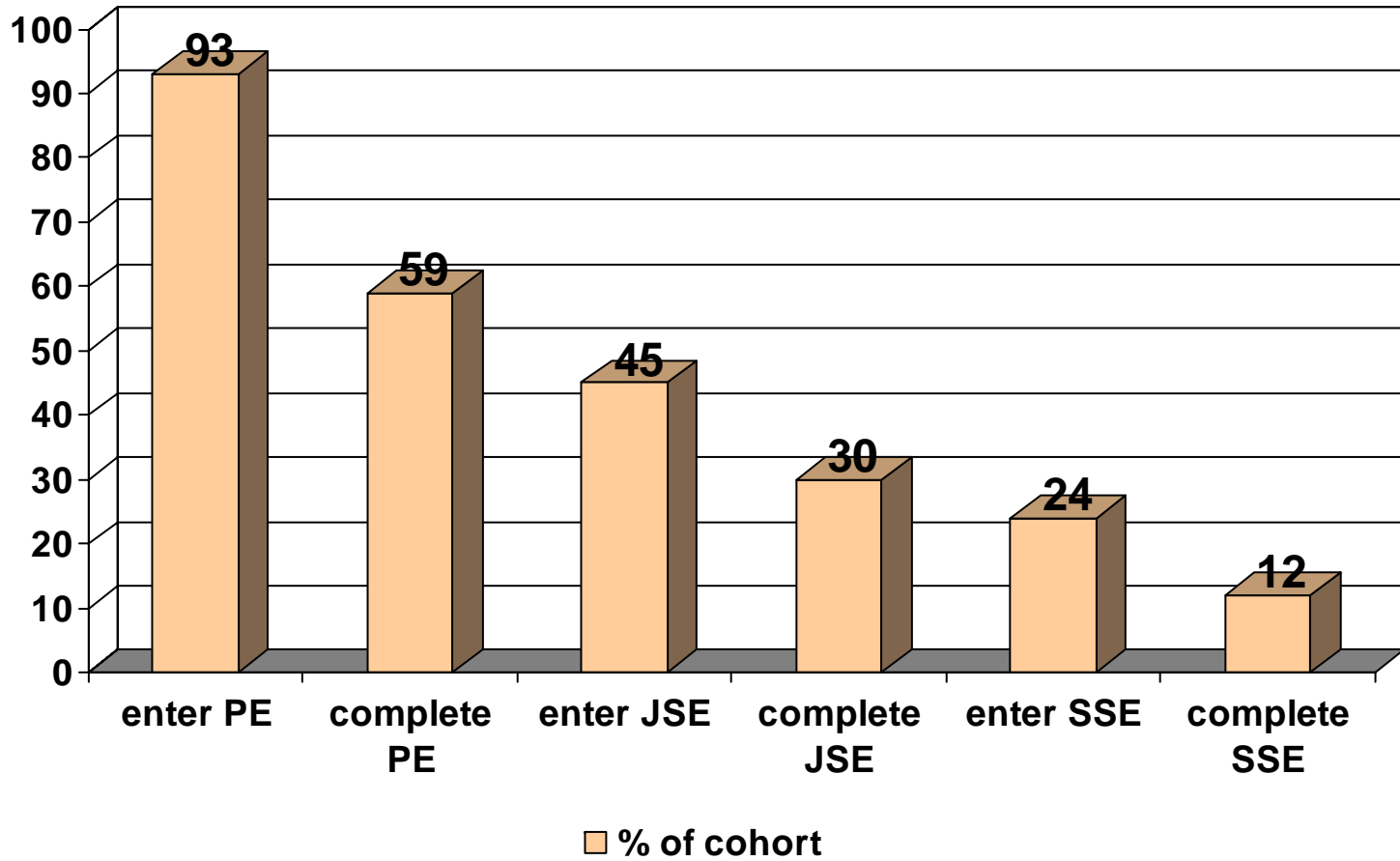
At the Crossroads: Secondary Strategy

...parsimonious in resource use, recognizes the bottom-up sequential nature of education development, is closely aligned with national development priorities, anticipates labour market demand, strengthens school autonomy, ensures effective central direction and support, and builds public-private partnerships.... (p.28)

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 of youngsters 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

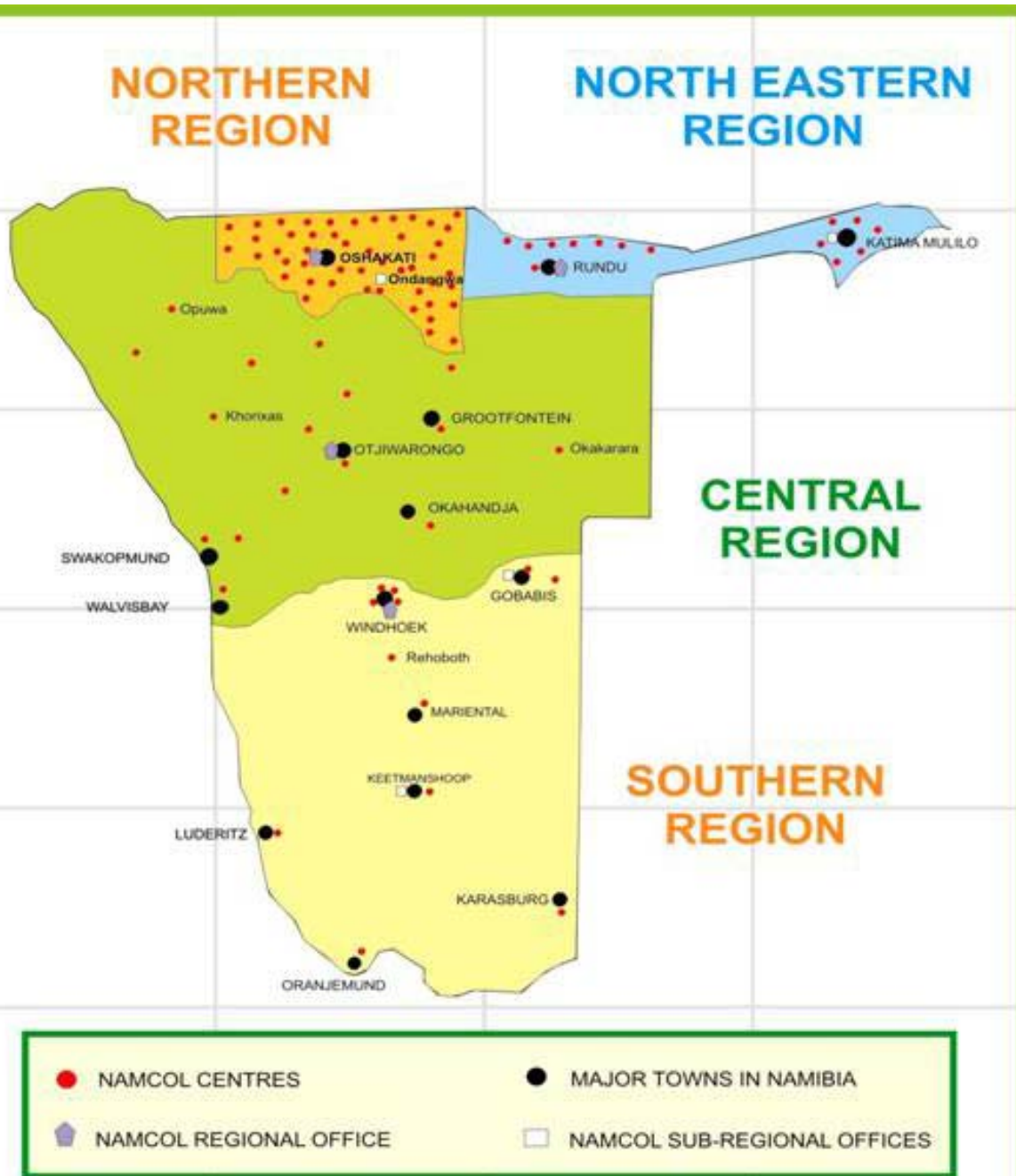
- Independent School model (Korean Air Correspondence High School)
- Within an existing distance education institution (BOS within Bangladesh Open University)
- Part of the Ministry of Education (NAMCOL – Namibia)
- Part of a Board of Education (NIOS – India)



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 for 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

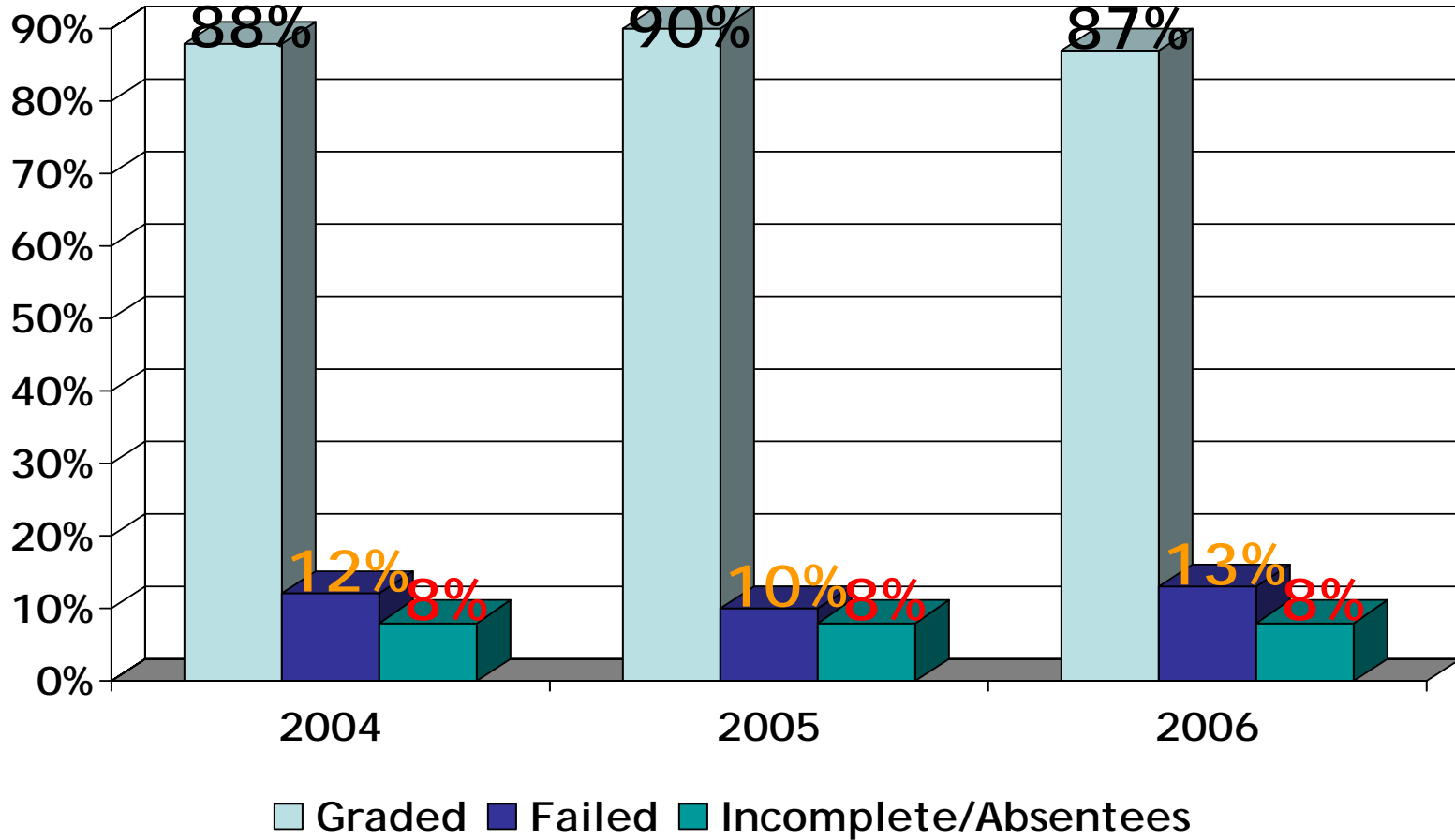
Enrolments: NAMCOL, Namibia

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 IGSCSE 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

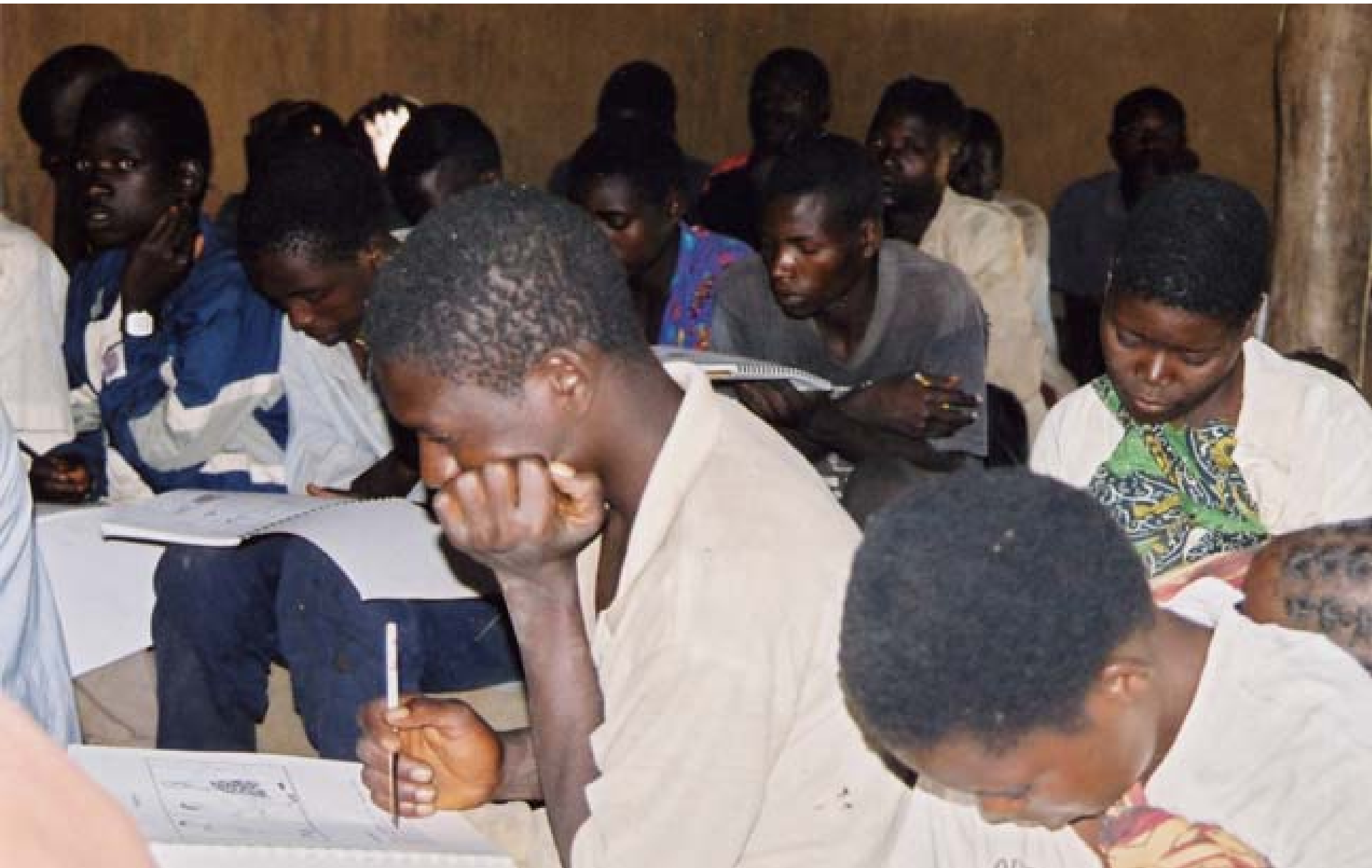
Institution	Cost Per Student Per Course (INR)		
	2002-03	2003-04	2004-05
NIOS	1,189	1,170	1,151
KVs	15,732	15,217	14,817
Relative Cost Efficiency Ratio	0.076	0.077	0.078

Throughput in India (2005/06)

Level	Boards	NIOS
Secondary	40-60%	58.3%
Senior Secondary	60-80%	60.58%



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 Open Educational Resources

“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”.

World Bank

30 January 2008

**“take open schooling
seriously as a policy
option for expanding
secondary education”**

thank-you



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