Supporting Open Schooling

Dr Tony Mays: ES Open Schooling

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Needs analysis: why?

COL OIS model: what?

Support COL can offer: how?
Needs analysis
Supporting Open Schooling
Scale of need (UN UIS, 2016)

**Figure 1**

Global number of out-of-school children and youth, 2000-2014

- **Primary age**
- **Lower secondary age**
- **Upper secondary age**

Scale of need (Unicef, 2018)

Table 3: Number of out-of-school children and young people living in countries affected by conflict and disaster

<table>
<thead>
<tr>
<th></th>
<th>Estimated # of OOSC in emergency countries (in millions)</th>
<th>Total # of OOSC in the World (in millions)</th>
<th>Estimated share of OOSC in Emergency Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preprimary (one year before primary only)</td>
<td>15.3</td>
<td>39.7</td>
<td>39%</td>
</tr>
<tr>
<td>Primary</td>
<td>32.9</td>
<td>63.3</td>
<td>52%</td>
</tr>
<tr>
<td>Lower Secondary</td>
<td>23.7</td>
<td>61.1</td>
<td>39%</td>
</tr>
<tr>
<td>Upper Secondary</td>
<td>32.3</td>
<td>138.5</td>
<td>23%</td>
</tr>
<tr>
<td>Total</td>
<td>104.2</td>
<td>302.7</td>
<td>34%</td>
</tr>
</tbody>
</table>

Source: Calculation based on UNESCO Institute for Statistics database (2018), UNICEF education database (2018), and countries where UNICEF has a humanitarian appeal – considered emergency countries/countries affected by conflict or disaster.
Global Education Monitoring report, 2020

- Access
- Equity
- Quality of learning

Target audience(s)?

• Out of school children at the primary level
• Out of school children at the secondary level
• 18-23-year-olds who did not complete schooling or who did not complete well enough to access employment or further education and training
• Adults 24 years and older who did not complete schooling or who did not complete well enough to access employment or further education and training
• Children, youth and adults with special educational needs or other constraints to accessing educational opportunities ...
COL OIS model
Supporting Open Schooling
**Theory of change**

**Input**
OS models constantly evolving complementary or alternative

**Impact 1**
Sustainable development through learning

**Impact 2**
More formerly marginalised learners access schooling and are supported to do so

**Output**
Increased enrolment, reduced dropout and improved learner achievement

**Outcome**
More learners progress into employment and/or education and training

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- **Impact 1**: Sustainable development through learning
- **Impact 2**: More formerly marginalised learners access schooling and are supported to do so
- **Output**: Increased enrolment, reduced dropout and improved learner achievement
- **Outcome**: More learners progress into employment and/or education and training
Integrated schooling system

http://oasis.col.org/handle/11599/3612
Open ecology (Mays, 2017)

OS system

Central OS online platform

Hub centres/schools in cities and towns
Cluster schools (and other venues) in rural areas
Central OS platform:
Curriculum and content development and renewal
Online assessment systems: blockchain
Online CPD and support for parents/care-givers
Development of radio and TV content

Hub schools in cities and towns:
After hours/weekend/holiday classes
Low cost tablets / phones replace printed texts
Internet-enabled to access central OS platform
Drive through internet/intranet access
Aptus card updates
Assessment data capturing

Cluster schools (and other venues) in rural areas:
After hours/weekend/holiday classes
Aptus
Print media and/or low cost tablets
Radio
TV
Mobile SMS/audio/MOOCs
Core

Content:
- OER and OA text
- broadcasts
- interactive multimedia

Assessment:
- quiz, portfolio, rubric badges
- micro-credentials
- blockchain

Support:
- centre-based
- mobile
- online
COL support
Supporting Open Schooling
How can COL assist?

• Mapping curriculum and existing resources into a common platform
• Training teachers to find and adopt/adapt/create additional OER to fill curriculum gaps
• Training teachers in facilitating rather than lecturing during decentralized contact and online support sessions
• Training teachers in development and use of alternative assessment
• Supporting development and use of M&E instruments, analysis and interpretation of data
• Developing models and budgets for scaling
Links to useful COL OIS resources etc.

OIS portfolio:
https://www.col.org/programmes/open-schooling

Resources and reports:
https://www.col.org/resources/open-schooling

Commonwealth Open Schooling Association (COMOSA):
https://comosaconnect.org/
Citation:
Thank you!