Reframing basic education to deliver education for all
61 million children of primary school age out of school in 2010

Regional concentrations

- Sub-Saharan Africa (Nigeria, Ethiopia)
- South and West Asia (Pakistan, India)
- East Asia and the Pacific (Philippines, Thailand)
PROBLEM AREAS

- No access
  - School supply
  - School quality
  - Inappropriate nature of formal school

- Diversity of needs = diversity of provision

- Ad-hoc NFE
  - Diverse in quality/scale/targeted groups v wider patterns
  - No life cycle approach
  - Difficult to progress (levels and providers)
  - Poor links -- difficult to get back into formal system
  - No accreditation or recognition of much NFE provision
Challenges?

- Continue to reform, improve and expand public system
- Appropriate & adapt models of good practice ngo’s work with marginalised children?
- Consider reconceptualising government role away from being exclusive provider?
- Coordinating a diversified and equitable educational system - formal and non-formal mix?
CAN WE CREATE AN ENABLING FRAMEWORK?
Open Learning: any educational approach or activity which starts with an analysis of the needs of the intended group(s) of learners and then seeks in its policies and practices to design the programme in ways that minimize any barriers to learning in terms of either access, or of time and place, pace, method of study, curriculum content or any combination of these.
WHAT IS ODL?

- Focus on minimising barriers to access
- A degree of pre-preparedness, e.g. some ready-made resources for learners and/or teachers.
- Within or linking to formal system
- Access to examination/accreditation system outside formal system
PROBLEMS ASSOCIATED WITH OL

- Ardent advocates v determined detractors
- Poor reputation
  ‘a second-rate system used to offer a shadow of education while withholding its substance’ (Perraton, 2000:199)
- Entrenches marginalisation
  ‘surely learning outside school only perpetuates their marginalisation?’ (DFID Adviser, 2011)
- Trojan horse for privatisation
- Unrecognised certification
WHAT WOULD A TRULY OPEN APPROACH TO CERTIFICATION LOOK LIKE?

- Governments remove barriers that preclude para-formal schools from being recognised as fit to deliver educational programmes leading to national examinations.
- All students have opportunity to sit national examinations, by whatever route
- All students have opportunity to sit subjects when ready to do so, and can accumulate subject-based credits towards qualification.
- Entry, attendance, and progression requirements are flexible enough to accommodate non-traditional students.
- Examination parity between open schools and formal schools.
- Open school qualifications marked and awarded by the same Examining Body as in formal school system.
- Examination certificates do not specify explicitly the mode of study followed by the student.
ACCESS TO FORMAL ACHIEVEMENT FOR MARGINALISED CHILDREN

- Continuity with formal system
  - Innovative reform model within state educational system, e.g. Escuela Nueva
  - Paraformal schooling systems, e.g. BRAC, NIOS
  - Feeder schools, e.g. MV Foundation
  - Apex organisations, e.g. Escuela Nueva, BRAC, NIOS
BRAC School, Bangladesh
MV Foundation Residential Bridge School
Supports other providers with:
- expertise
- training
- networking
- ready-made resource
- route to formally recognised accreditation
EXAMPLES OF OL APEX ORGANISATIONS

- National Institute for Open Schooling, India
  - Parastatal. National and international

- BRAC, Bangladesh
  - Large-scale NGO. National and international.

- Escuela Nueva, Columbia
  - State system, reform initiative for rural, multigrade schools. National and international.
Evening Platform School, Bhubaneswar, India
SIX ELEMENTS OF AN ENABLING FRAMEWORK

1. Expanding notion of inclusion
2. Expanding notion of access
3. Defining meaningful and quality education
4. A diversified educational system
5. A common enabling framework
6. An open national framework for certification
Attendance indicators at a BRAC school, Bangladesh
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