

www.create-rpc.org

Review of Research on Educational Access, Transitions and Equity Perspectives, Patterns and Policy Implications

Keith M Lewin

**Bangladesh, Ghana, India, South Africa
China, Kenya, Malawi, Sri Lanka**

Presentation slides © Create:Keith M Lewin



Consortium for Research on
Education, Access, Transitions & Equity

Funded by DFID



Making Rights Realities

Researching Educational Access,
Transitions and Equity



US
University of Sussex

DFID
Department for
International
Development

Partners



University of Cape Coast



If Education for All had happened beyond Dakar (2000) or Jomtien (1990) then in 2011.....

- *All children would be in school at the age of six years*
- *There would be no overage children in schools*
- *All children would attend consistently and progress at the appropriate age and graduate from primary and lower secondary*
- *Levels of achievement would indicate most children scored within one year of the norm for their grade*
- *Learning would take place in appropriate spaces*
- *There would be no differences in participation by wealth, gender, location, social group, disability etc*
- *The Global Monitoring Report would not identify 65 million primary age children out of school*

A Twelve Point Framework for Equitable Access

- 1. Improve early childhood health**
- 2. Entry and progression on schedule for age**
- 3. Act on causes of drop out on supply and demand sides**
- 4. Diagnose and remedy Silent Exclusion**
- 5. Manage increased access to Post Primary**
- 6. Promote effective pedagogies and manage learning**
- 7. Build schools and enhance facilities**
- 8. Develop/distribute learning materials fit for purpose**
- 9. Train and deploy competent and motivated teachers**
- 10. Use monitoring assessment to improve learning**
- 11. Provide sustainable financing + track utilisation**
- 12. Develop indicators and monitor distribution and equity**

Profiling Exclusion

Demand

Supply

**Individual
characteristics
and agency**

**School quality,
process and outcomes**

**Meaningful
Equitable
Access**

**Household
Characteristics
and Agency**

**Community
social, economic,
and political**

**District educational
governance
and resources**

**Equity
Distribution**

**Mobility
Poverty Reduction**

**Transitions
Growth**

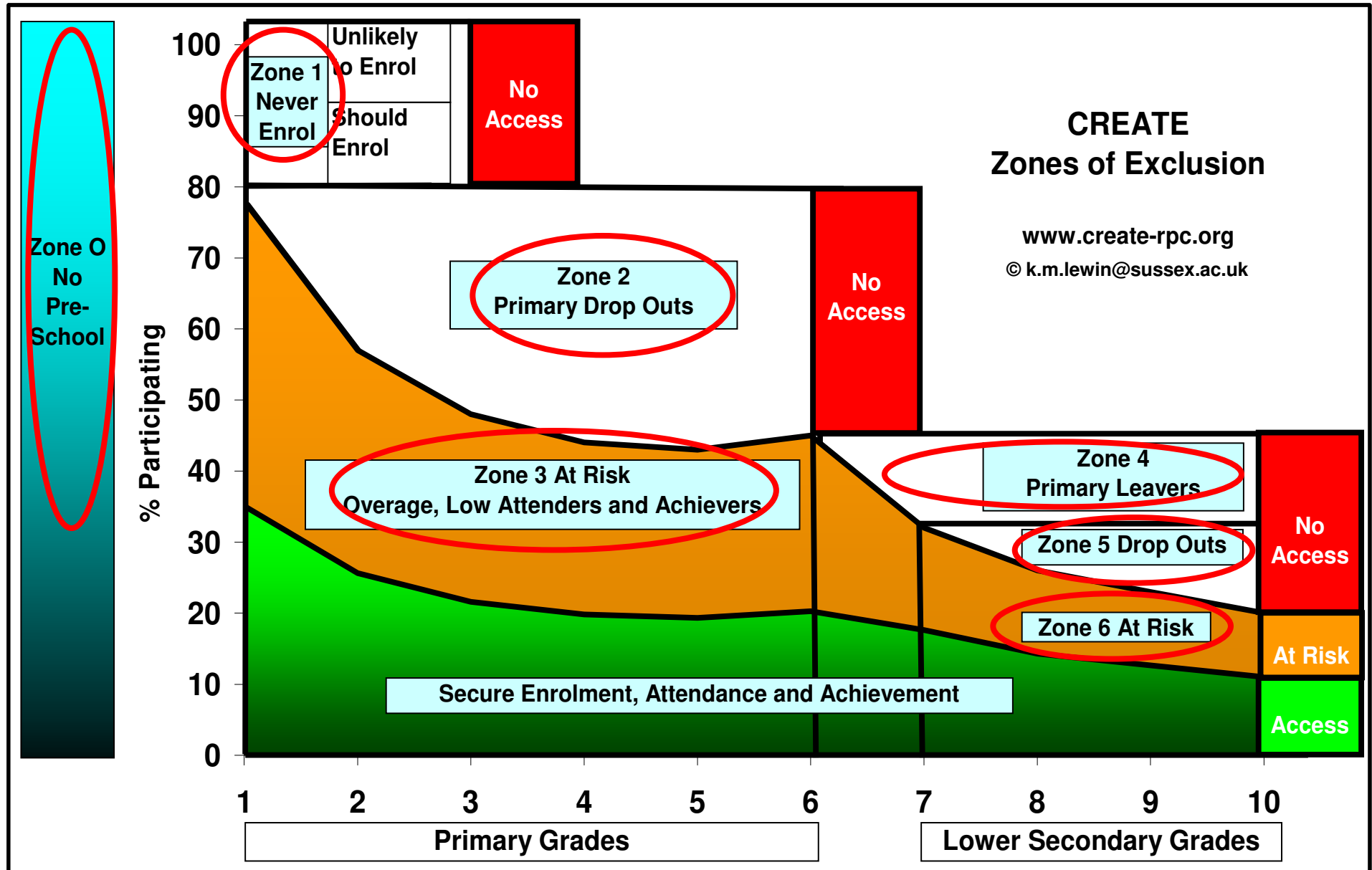
Expanded Visions of Access to Basic Education

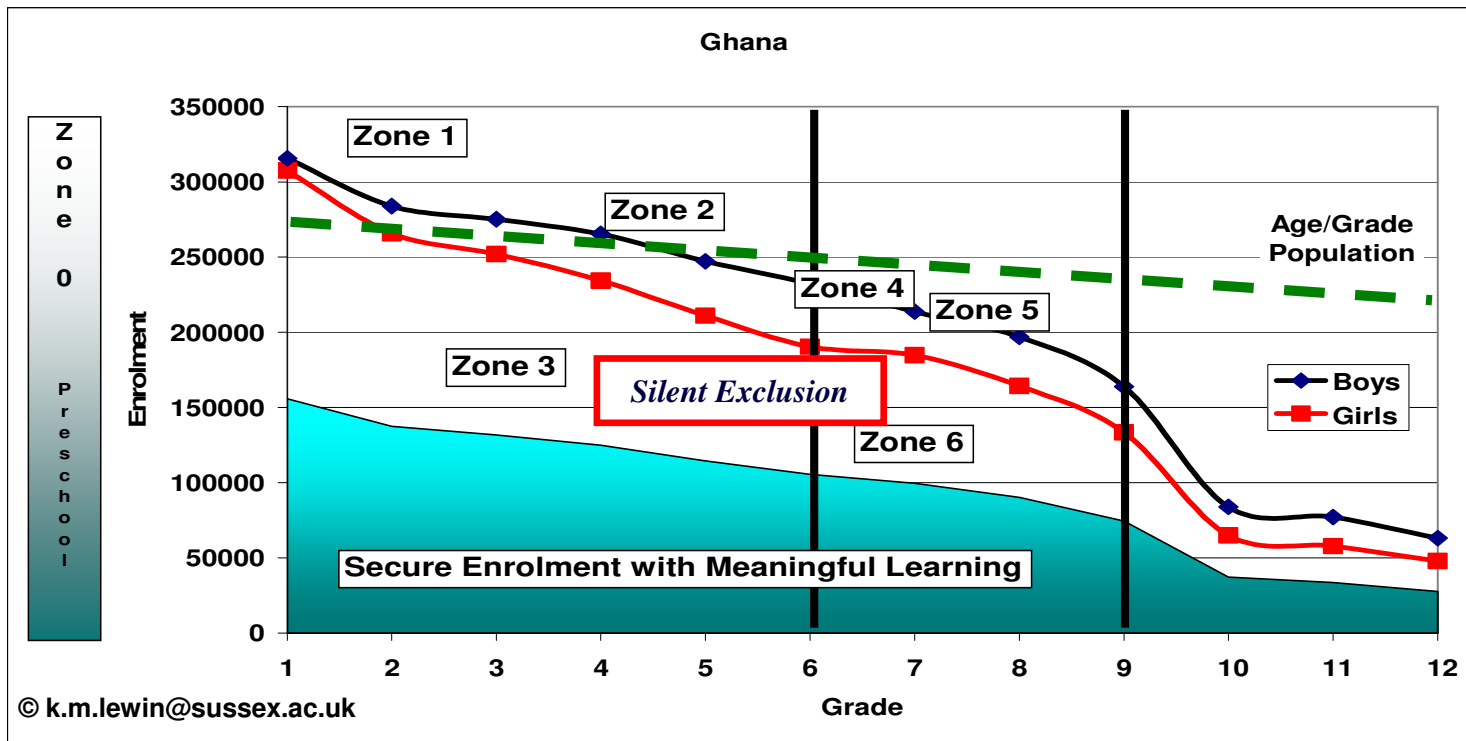
- **Sustained attendance not just enrolment**
- **On-schedule progression at appropriate ages**
- **Meaningful learning and adequate achievement**
- **Normal health and nutrition**
- **Appropriate learning environment**
 - **pedagogy / curriculum / teachers / facilities**
- **Reasonable access to subsequent levels of education**
- **More equity + less variation in quantity/quality of inputs**

$$\text{Access} = \text{Att} + \text{Age} + \text{Ach} + \text{Hn} + \text{Le} (p + c + t + lf) + \dots$$

Numbers without Meaningful Access may be 300 million?

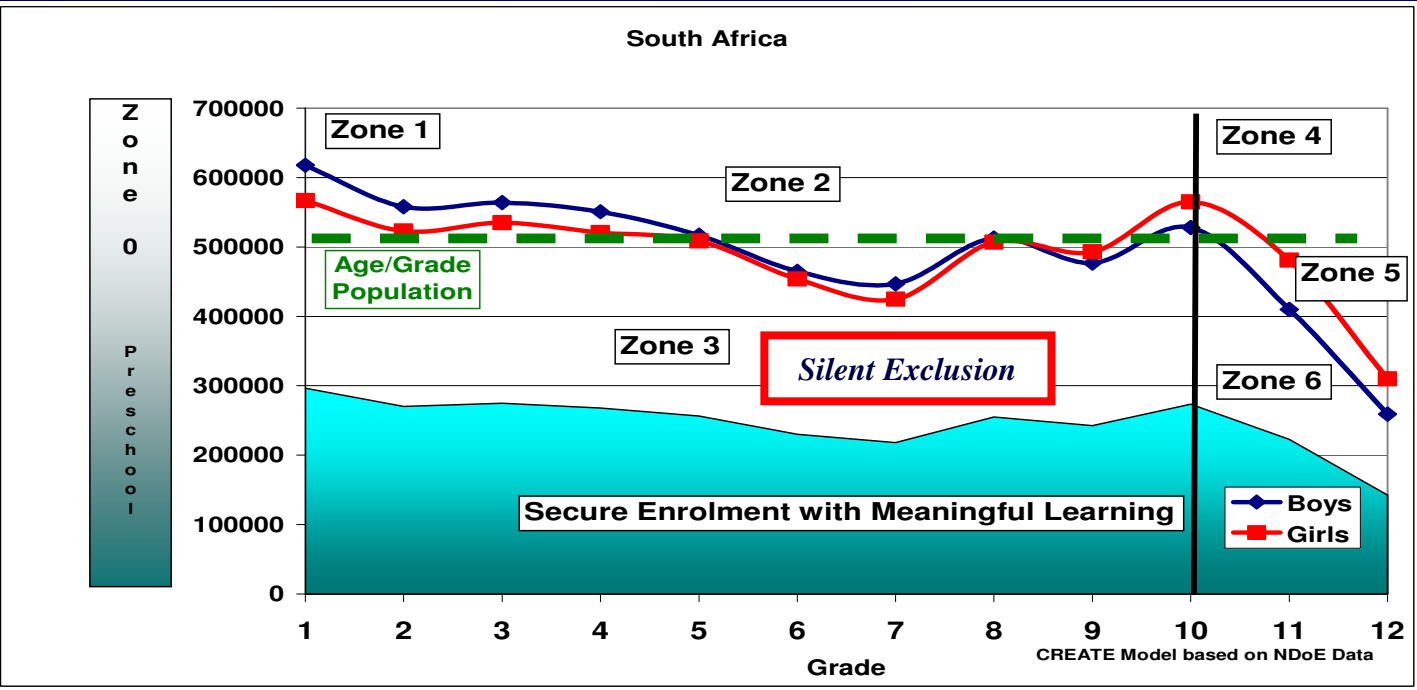
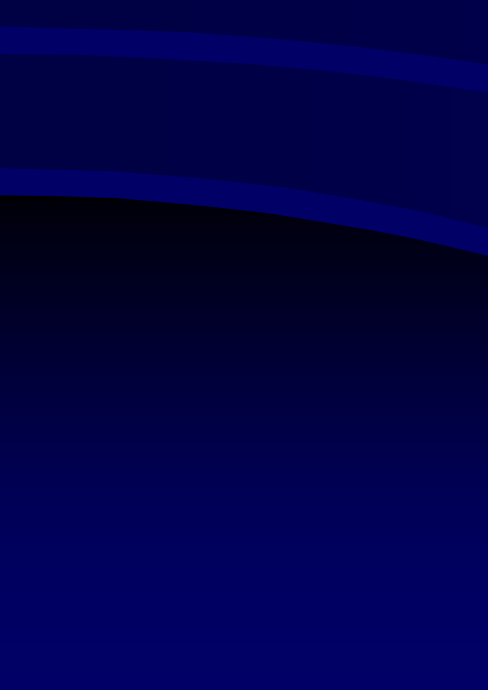
CREATE Zones of Exclusion



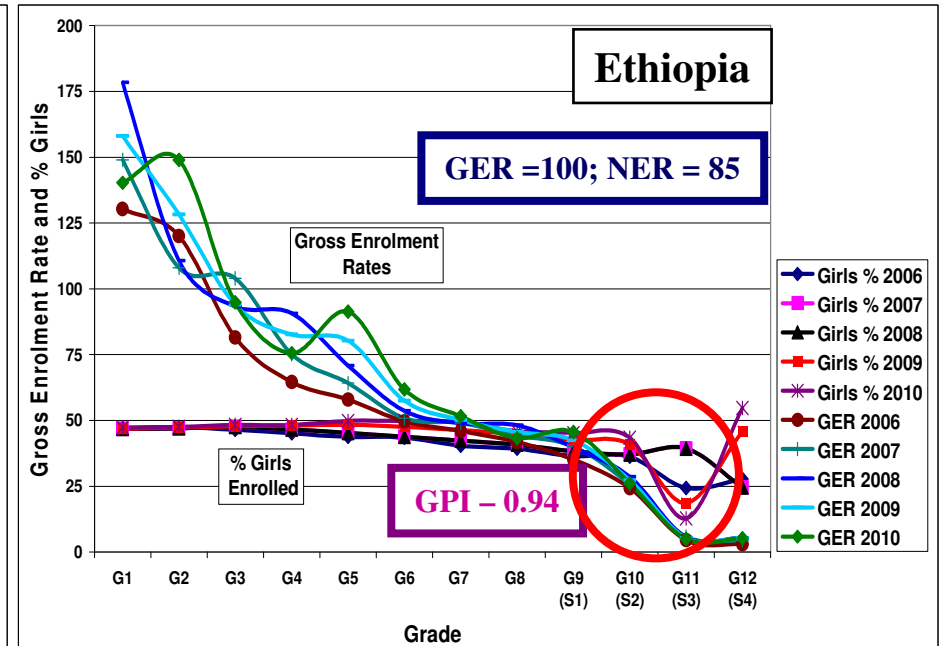
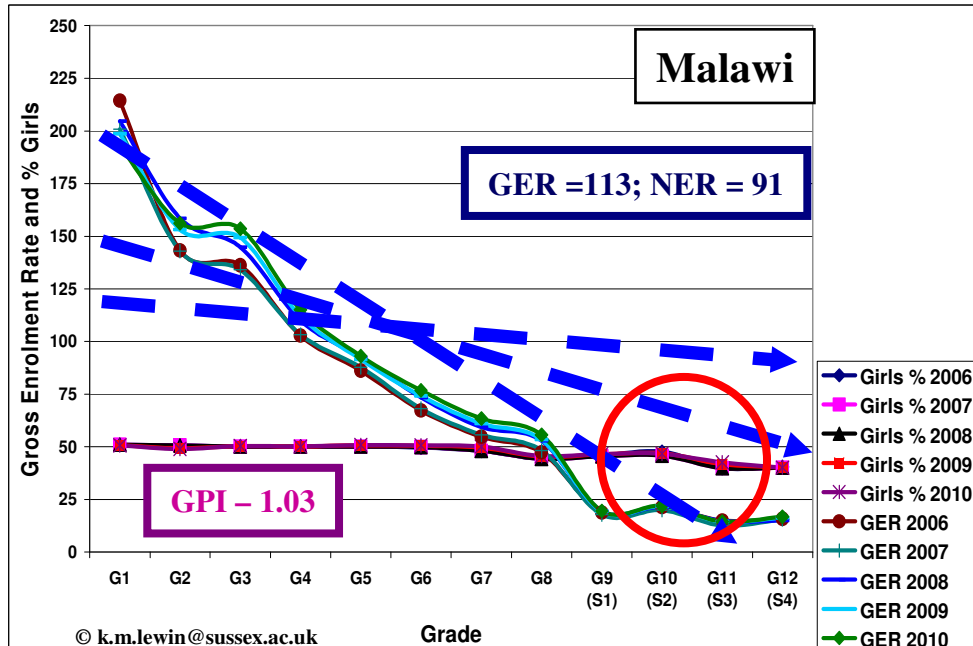
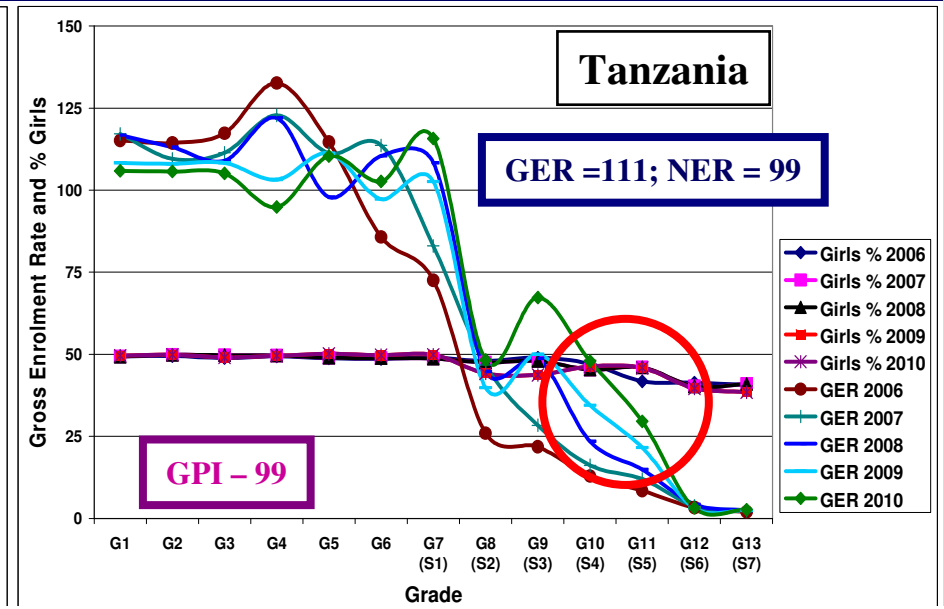
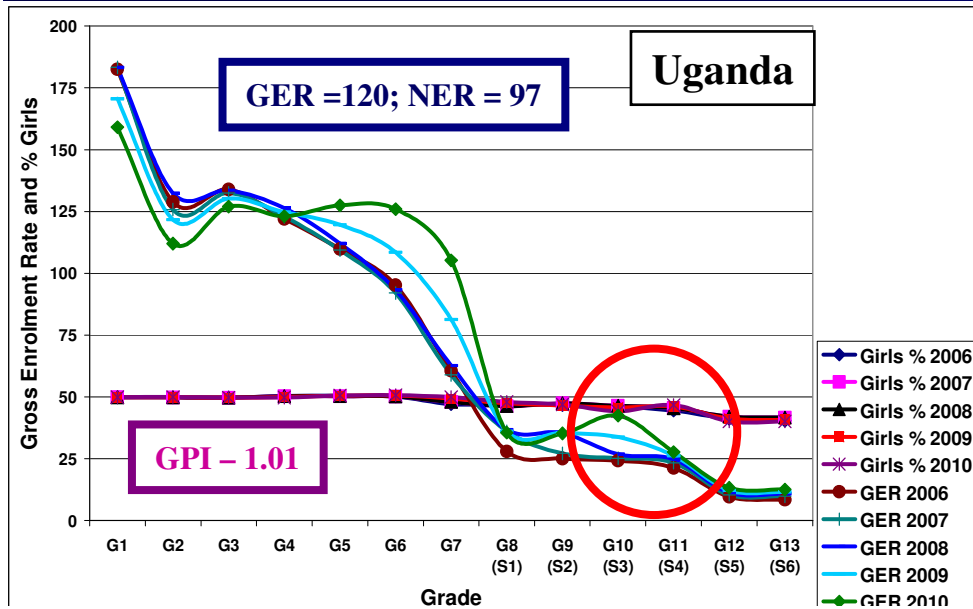


Zone
Charts

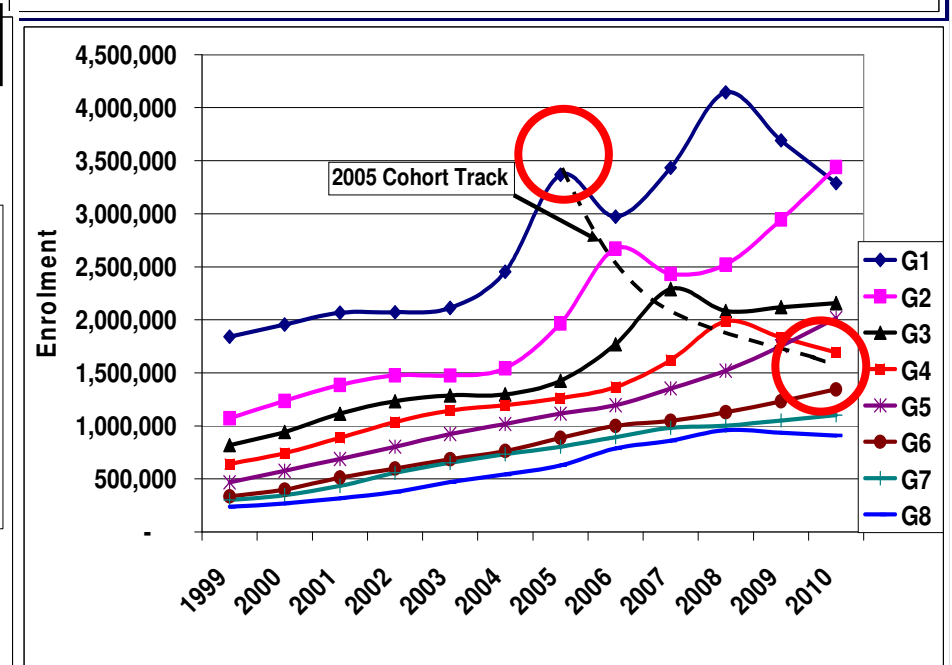
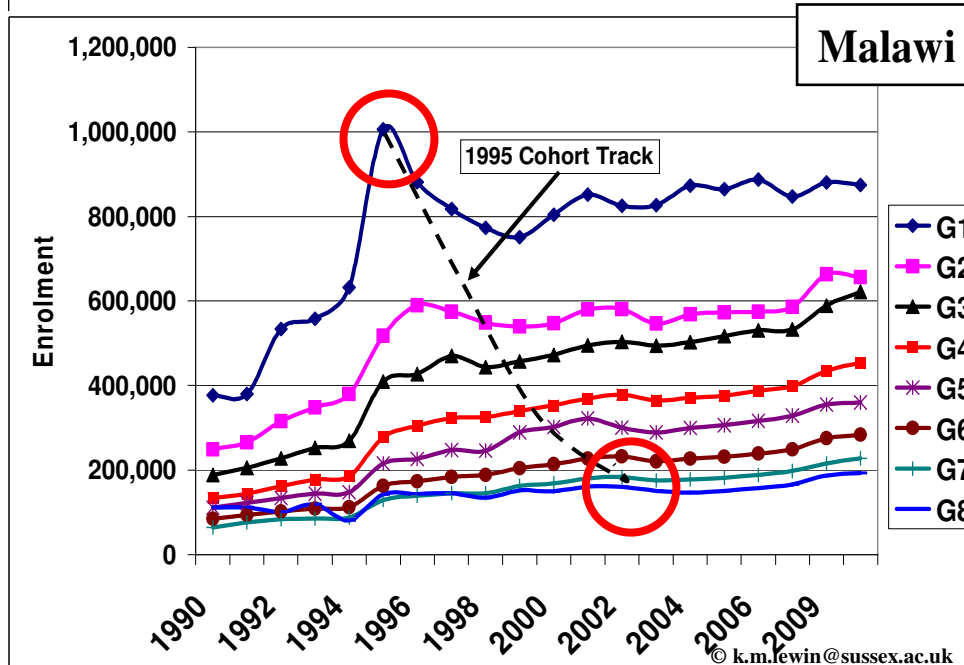
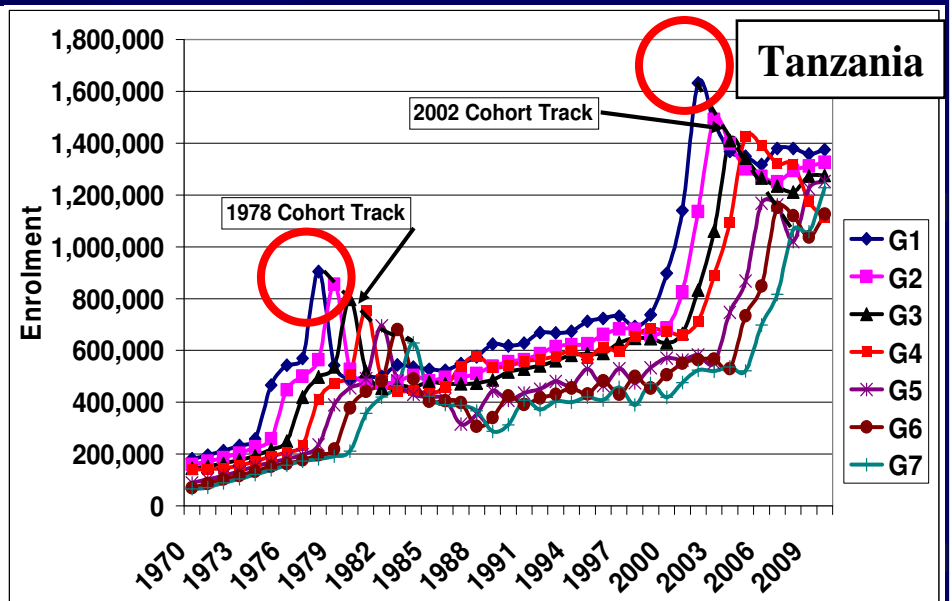
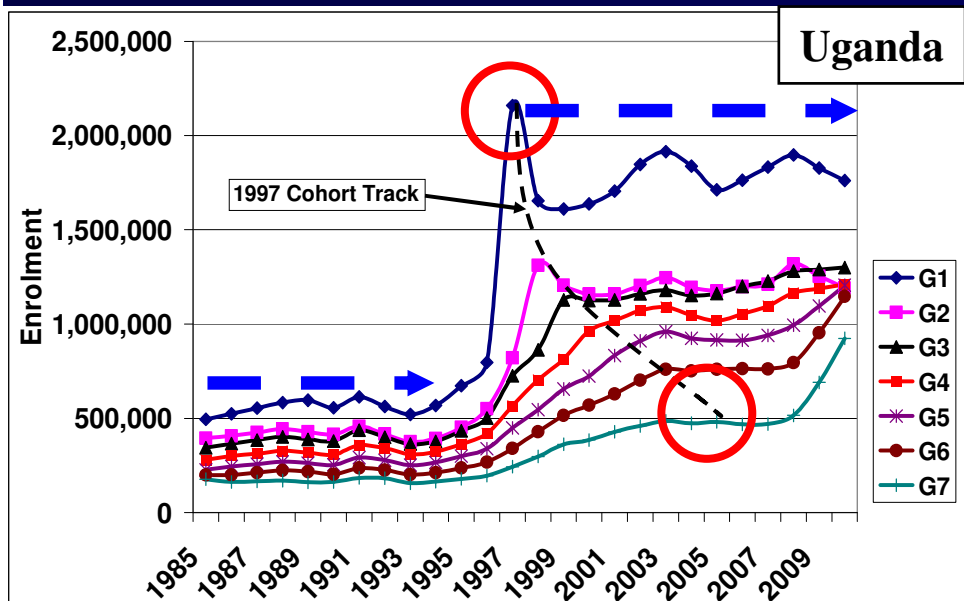
 Ghana
S. Africa



Gross Enrolment Rates - Grade and Gender 2000-2009



Enrolments by Year and by Grade 2000-2009

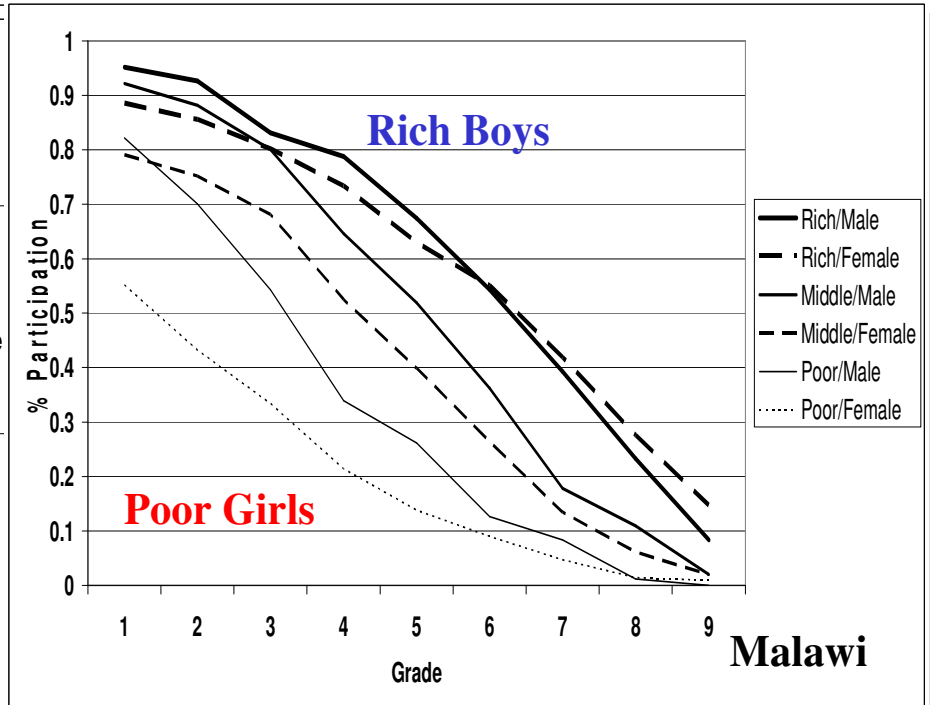
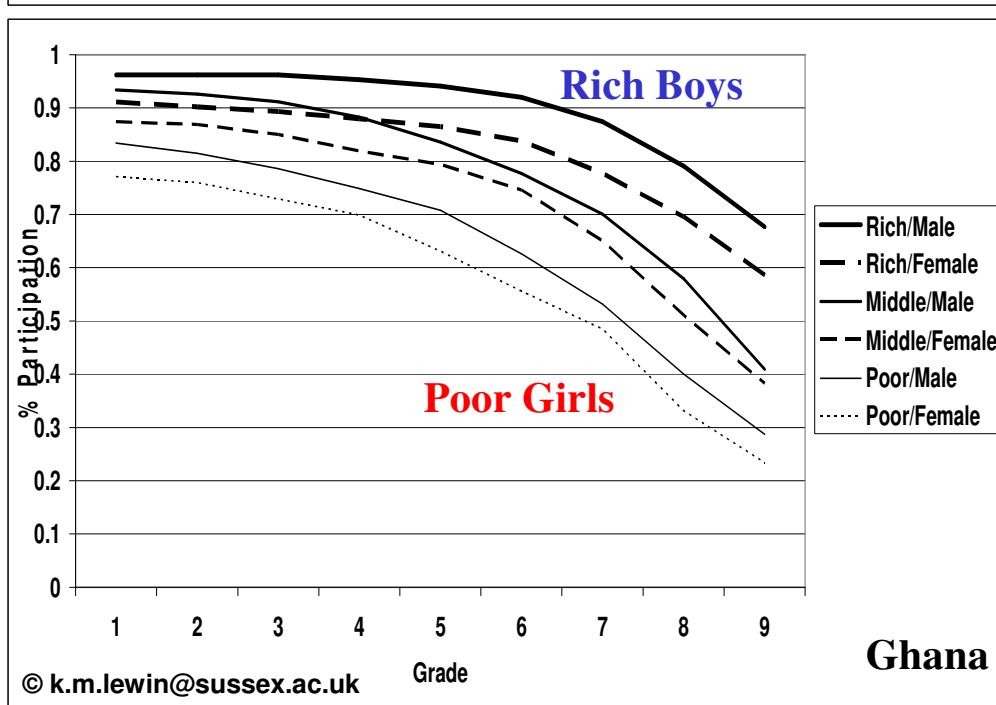
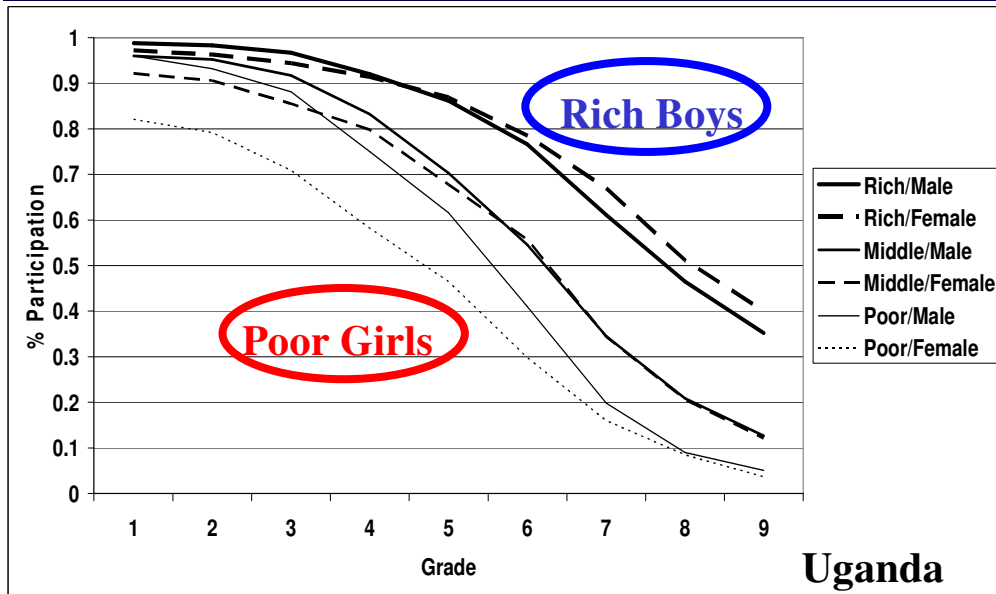


Equity Issues?
Horizontal and vertical
equity

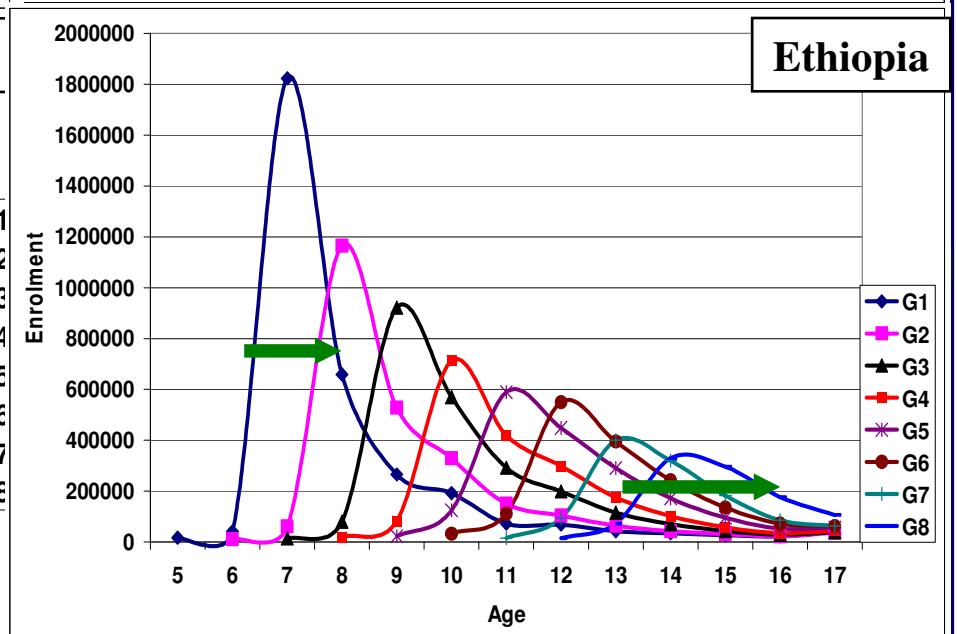
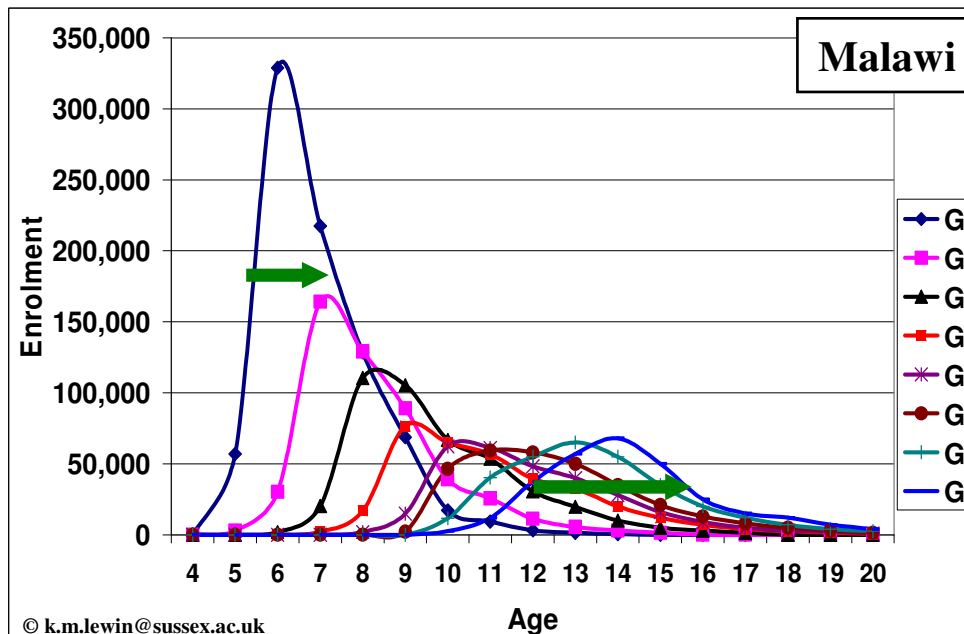
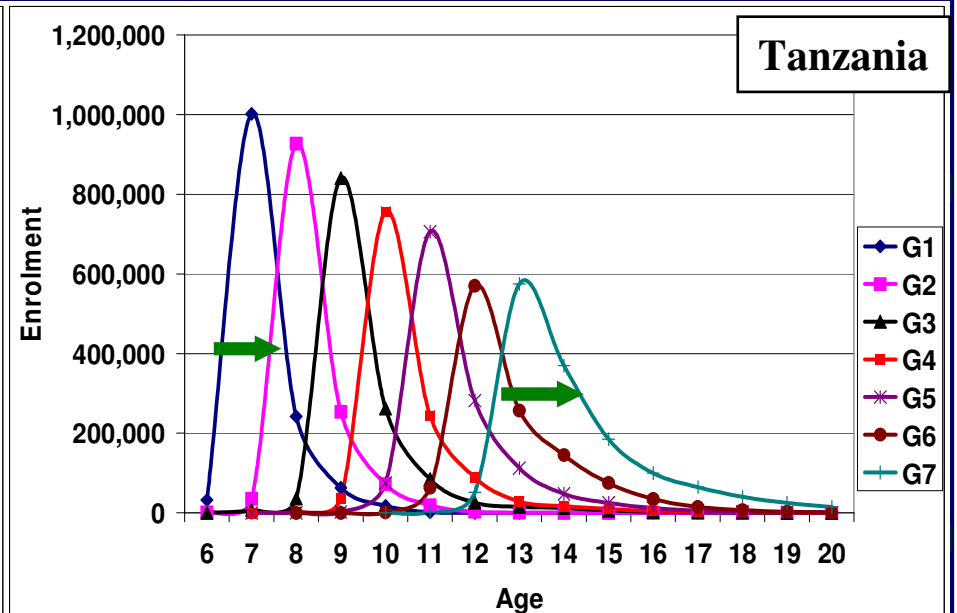
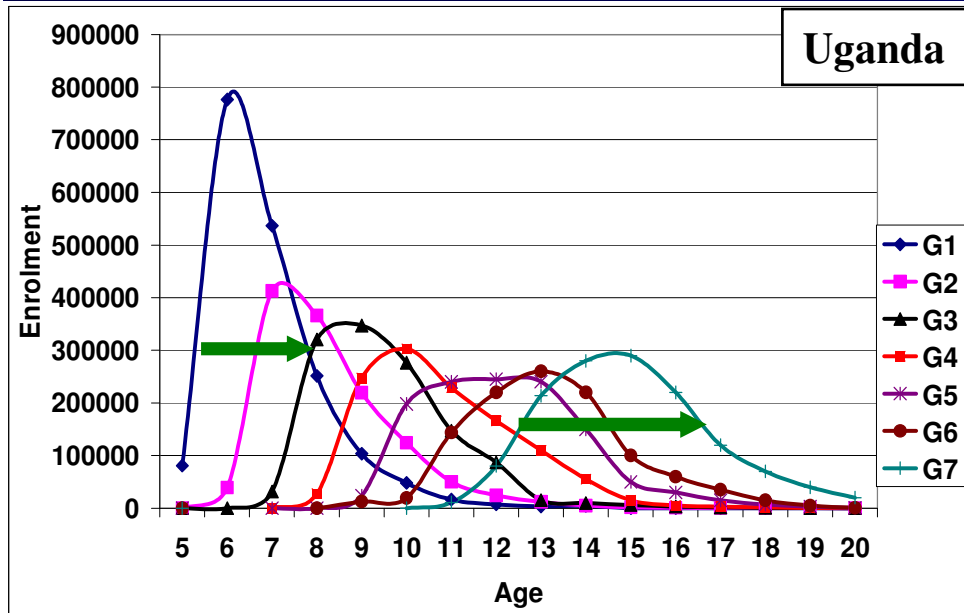
Access and Equity

- **Girls and boys from the richest 20% are more than 8 times as likely to be in grade 9 as those from the poorest 20% in SSA. Urban residents are at least 5 times more likely to be in Grade 9**
- **Less than 50% of children will complete lower secondary school in SSA. About 95% will reach Grade 9 in China but less than 50% in India. Many will receive less than 150 days of schooling a year, and less than four hours a day time on task**
- **In much of SSA and SA more than one third of children are overage by two years or more. Attendance may be less than 60% . Absenteeism is correlated with poverty and low achievement**
- **GPIs based on NER average 95% in SSA + S Asia; many different patterns of GPI now exist, with wide intra-country variations; middle and high enrolment regions and countries enrol more girls**
- **Less than 15% of schools provide more than 80% of university entrants in SSA, especially in science/engineering. Many graduates are over 25 years old**

Enrolments by Grade, Wealth and Gender



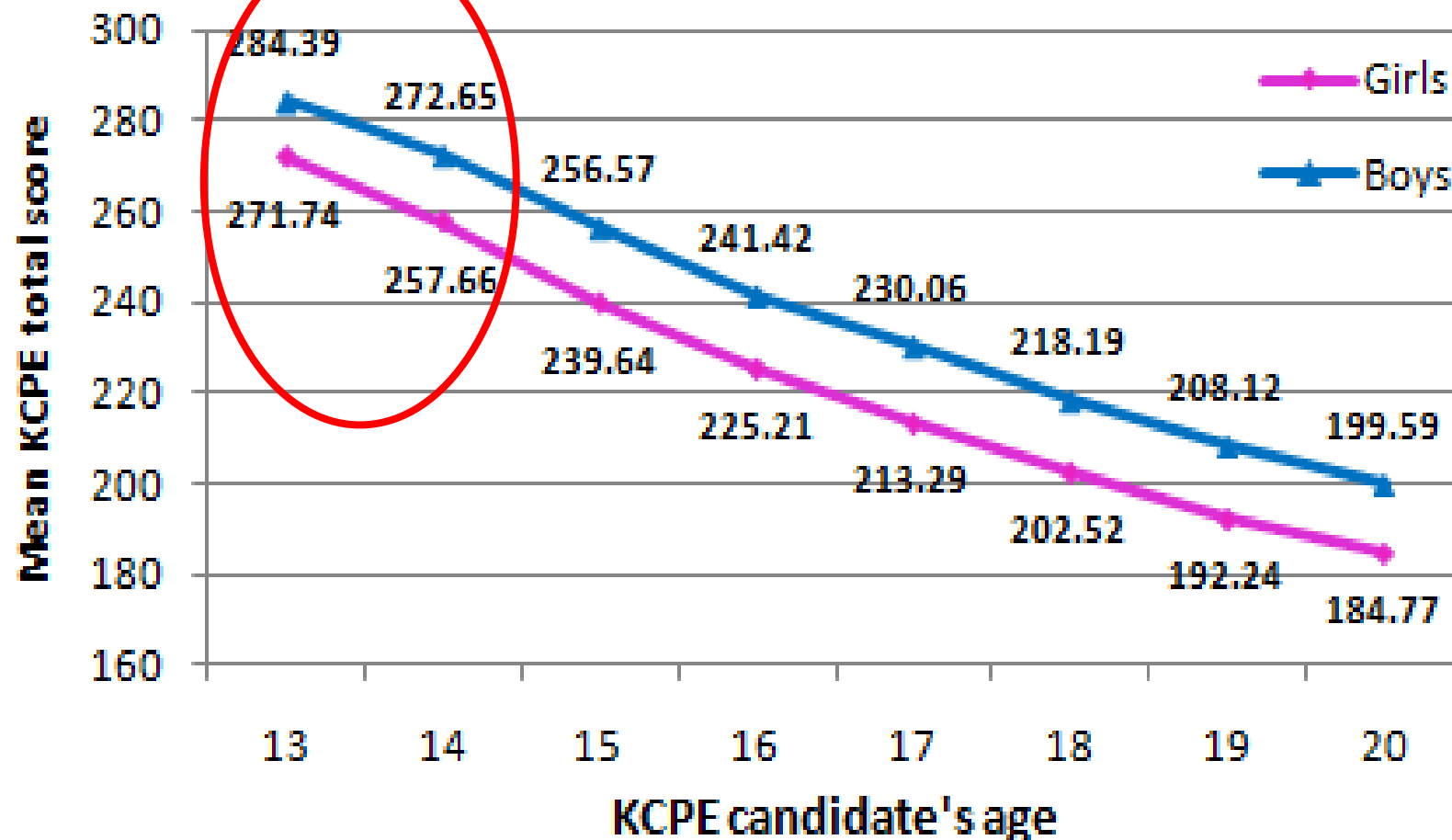
Enrolments by Age and Grade 2000-2009



Over age and Performance in Kenya

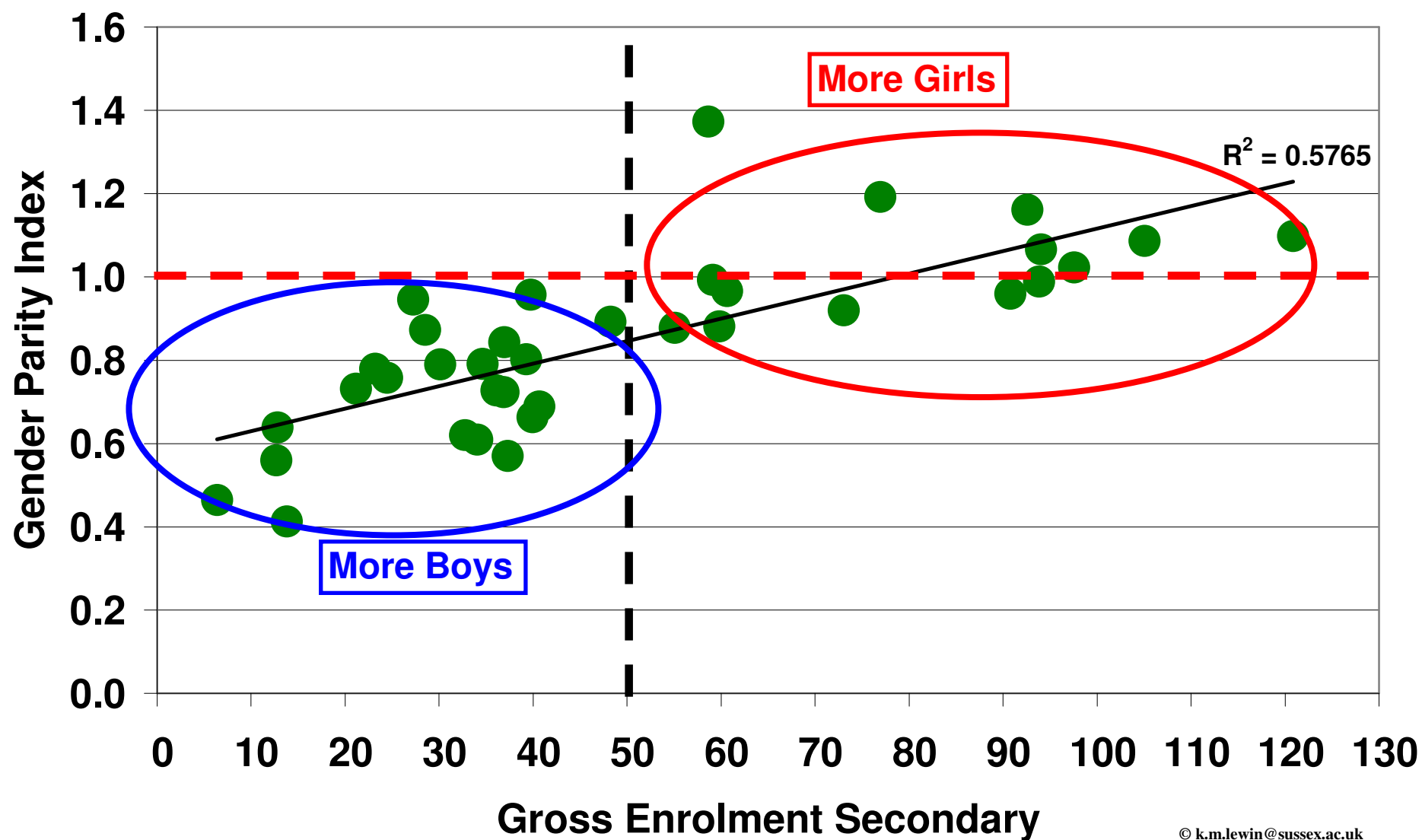
Mean Total KCPE Score

According to candidate's age and gender 2010

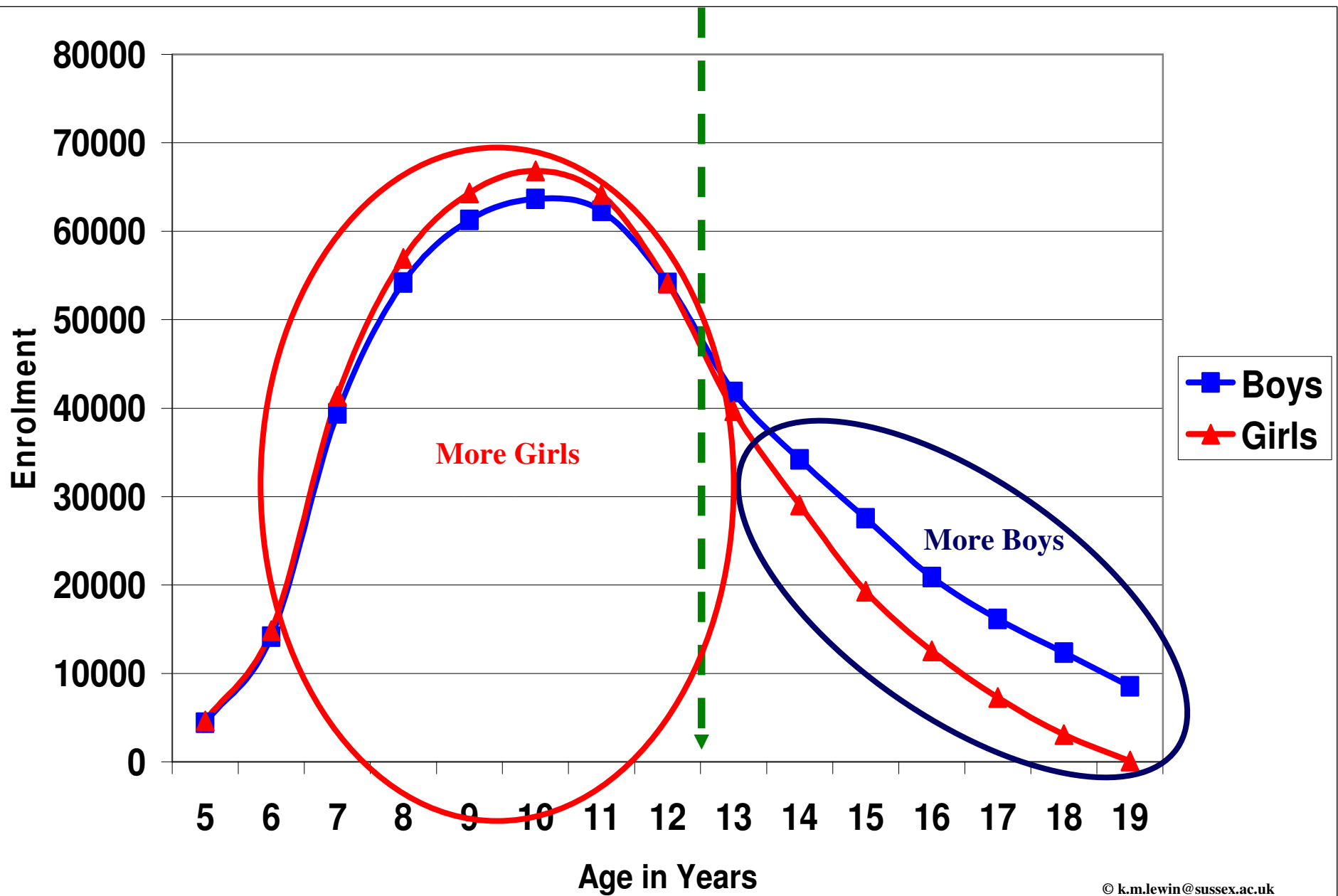


Girls on Track?

Gender Parity and Gross Enrolment Rates – Secondary SSA



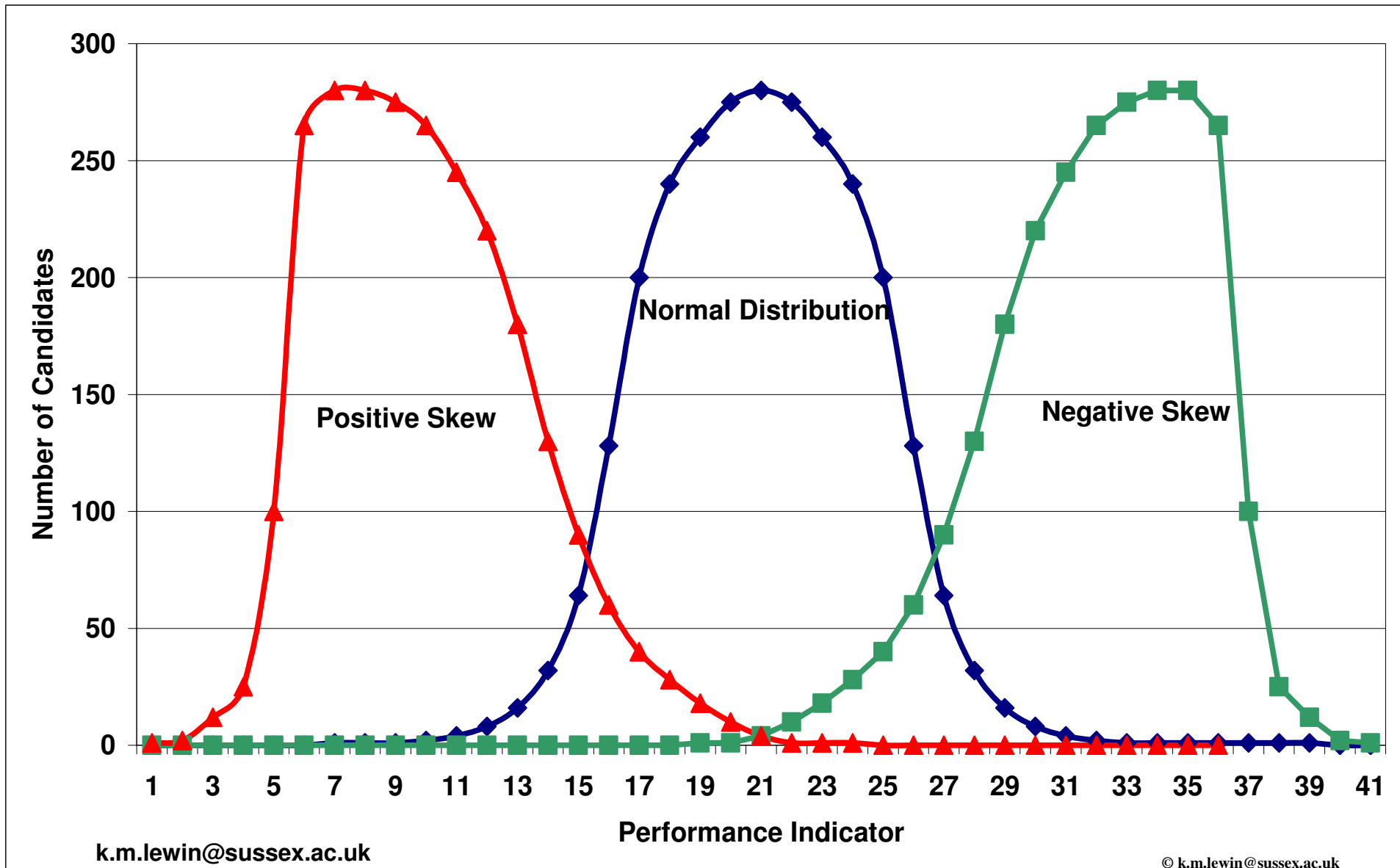
Enrolment of Boys and Girls by Age



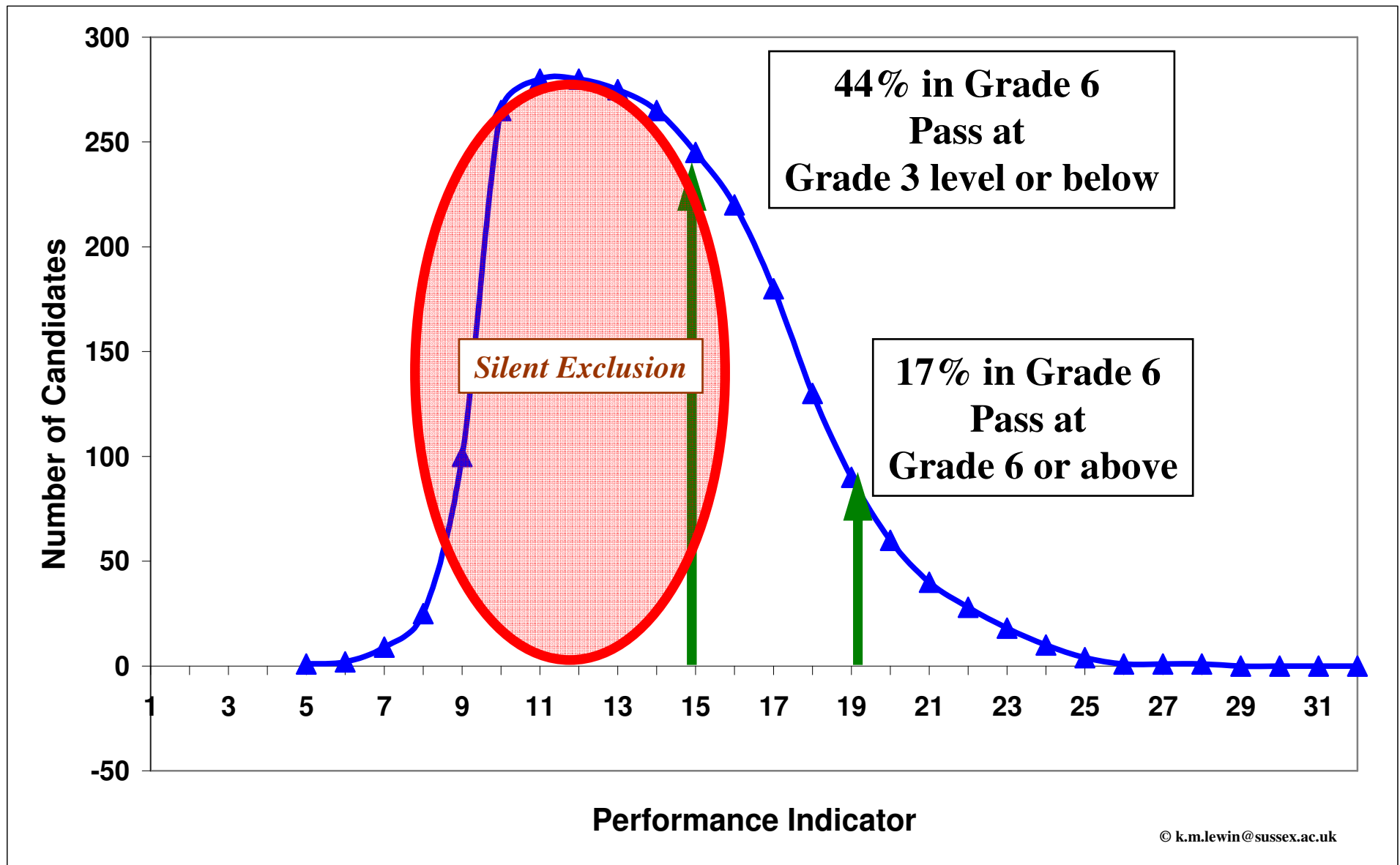


Patterns of Achievement

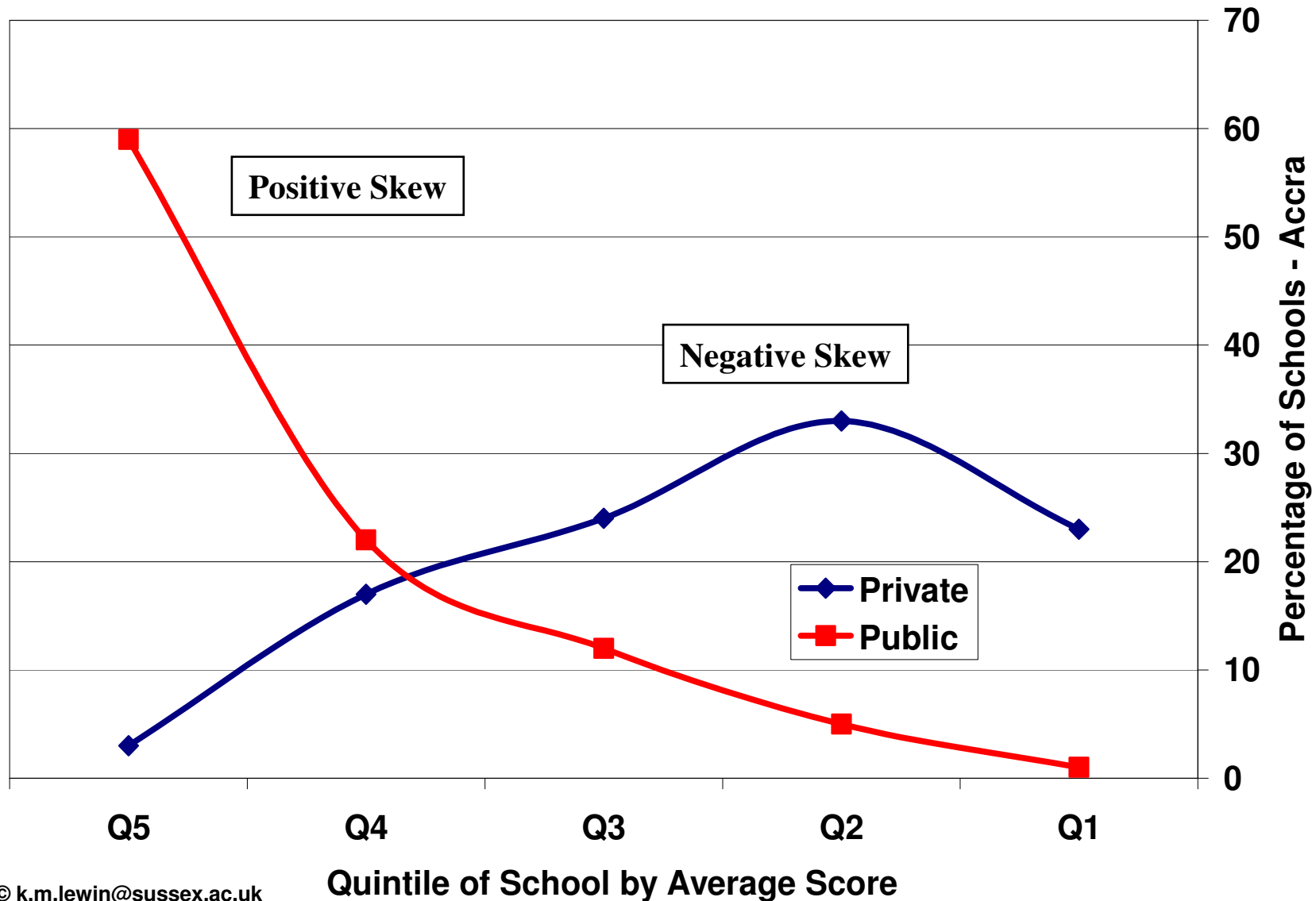
Achievement and Silent Exclusion



Skewed Achievement Patterns

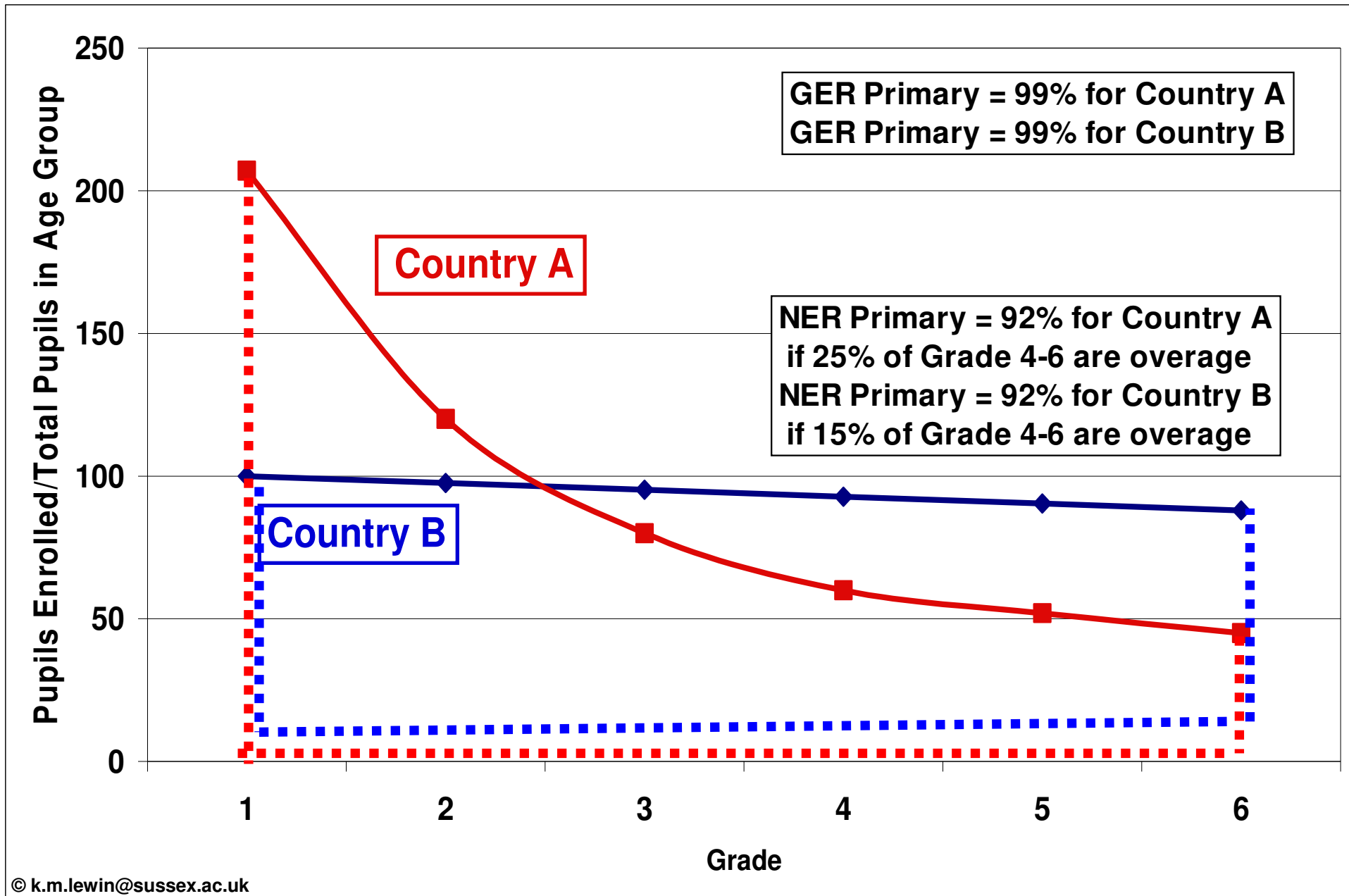


Performance Skews Schools in Accra 2009 - BECE



Targets and Indicators

Trouble with Indicators - GERs and NERs



GER, GPI and Out of School Children

| | Boys | Girls | Total |
|--------------------------------|--------|--------|---------|
| Enrolled | 520000 | 480000 | 1000000 |
| School Age | 547368 | 547368 | 1094737 |
| GER | 95.0% | 87.7% | 91.3% |
| GPI | 0.92 | | |
| Unenrolled | 27368 | 67368 | |
| Ratio Girls/Boys out of school | | | 2.5 |

If 10% less girls in population

| | | | |
|--------------------------------|--------|--------|---------|
| Enrolled | 520000 | 480000 | 1000000 |
| School Age | 576177 | 518559 | 1094737 |
| GER | 90.3% | 92.6% | 91.3% |
| GPI | 1.03 | | |
| Unenrolled | 56177 | 38559 | |
| Ratio Girls/Boys out of school | | | 0.7 |

A 12 Point Framework

Towards a Twelve Point Plan to Improve Access?

1. Early childhood health – stunting; debilitating infection; poor nutrition; cognitive disadvantage

Regular school/clinic health checks; circles of support for children

2 Entry to school by age six – exclusion from pre school, late entry to grade 1, lack of birth registration, unfriendly schools

Pro-poor pre-school; entry days; birth registrations, child seeking schools

3 Drop outs – supply and demand side push and pull; poverty and costs; relevance and motivation; locus of responsibility

Child monitoring/follow up; child seeking schools; incentives

4 Silent exclusion –over age progression; poor attendance, ill health; low achievement; inadequate learning infrastructure

Managing progression + attendance; tracking learning; investing in quality

5. Access to post primary –inequitable opportunity; exclusion linked to costs; boarding; curriculum relevance; effective demand; selection; tracking

Selection; pro-poor subsidies; cost efficiencies; distance and size; demand led

6. Effective pedagogies –small schools, oversize schools and classes; mixed age groups; cognitive matching; mixed methods; time on task; relevance

CPD and INSET; multigrade; curriculum development; school effectiveness

Towards a Twelve Point Plan to Improve Access?

7. Buildings – inadequate building stock; lack of clean water and sanitation and services; poor infrastructure; no maintenance

School mapping; affordable construction; preventative maintenance

8. Learning materials – poor availability; low quality; few enrichment materials and other learning and teaching aids; patterns of use; time on task

Efficient procurement/distribution of learning materials/aids

9. Teachers – poor supply and distribution; compromised time on task; limited subject and pedagogic knowledge and skill

Improved deployment; targeted support; effective management

10. Assessment and monitoring of learning – unreliable data on participation and learning; little tracking of children; poor evidence base for policy

Investment in data collection and monitoring; track progress; commission analyses

11. Adequate financing – unbalanced investment across sectors; gaps in financing EFA goals; low allocations of GDP and govt budget; inefficiency, corruption

Balanced sectoral investment; control unit costs; manage growth and resources

12. Indicators of progress – current indicators aggregate participation and conceal inequities; confidence levels often unavailable; changes ambiguous

Develop better indicators that monitor efficiency and effectiveness and equity

www.create-rpc.org

Review of Research on Educational Access, Transitions and Equity Perspectives, Patterns and Policy Implications

Keith M Lewin

**Bangladesh, Ghana, India, South Africa
China, Kenya, Malawi, Sri Lanka**

Presentation slides © Create:Keith M Lewin



Consortium for Research on
Education, Access, Transitions & Equity

Funded by DFID

