



Consortium for Research on  
Education, Access, Transitions & Equity  
Funded by DFID

**Improving Access, Equity  
and Transitions in Education**

[www.create-rpc.org](http://www.create-rpc.org)

**Bangladesh, Ghana, India, South Africa**

# 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**

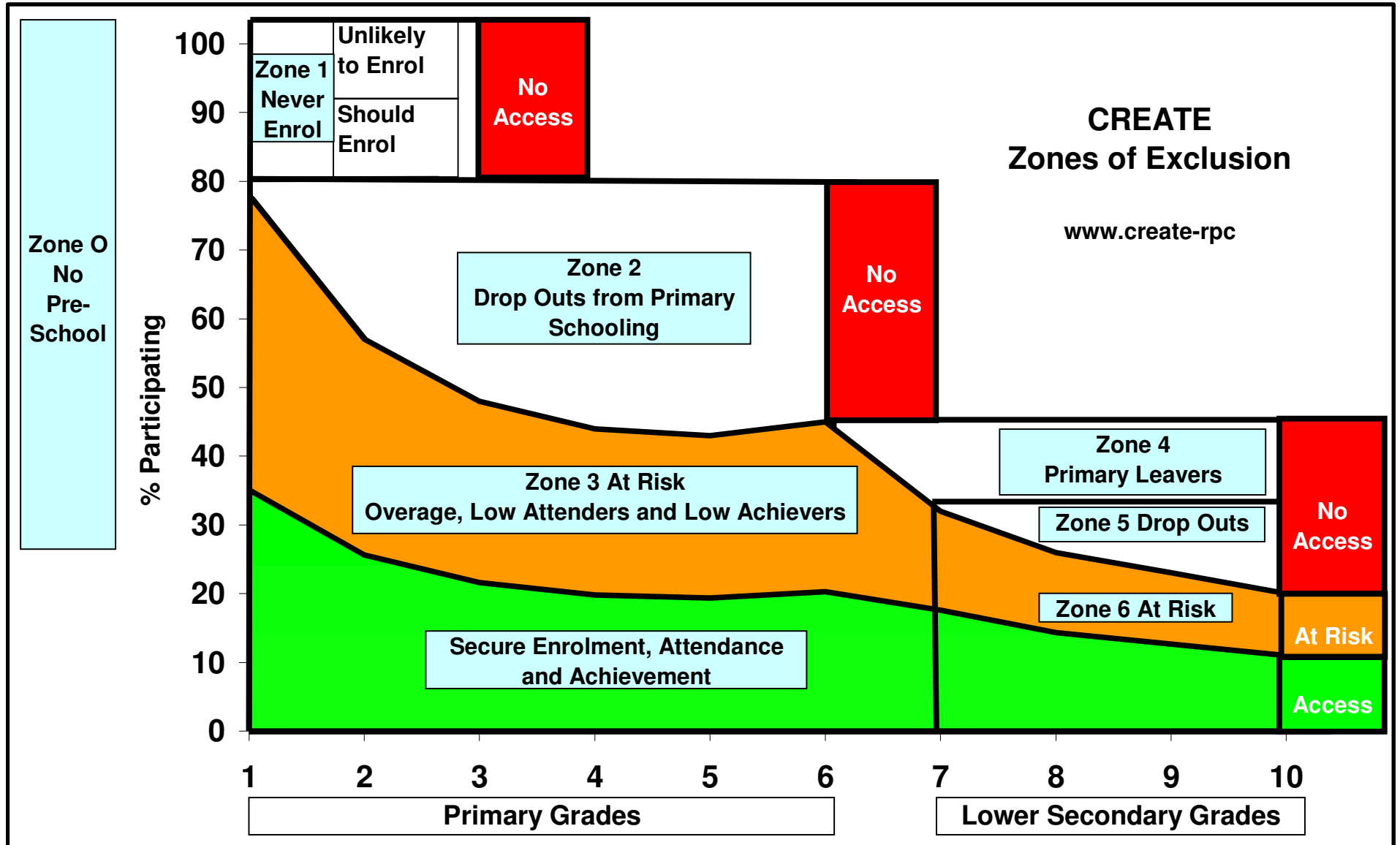
**District educational  
governance  
and resources**

**Equity  
Distribution**

**Mobility  
Poverty Reduction**

**Transitions  
Growth**

# CREATE Zones of Exclusion



# CREATE Zones of Exclusion

Zone 0 - children who are excluded from pre-schooling

Zone 1 - children who have never been to school, and are unlikely to attend;

Zone 2 - children who enter primary schooling but who drop out

Zone 3 - children who enter primary but are “at risk” of dropping out because of irregular attendance, low achievement, repetition, and silent exclusion

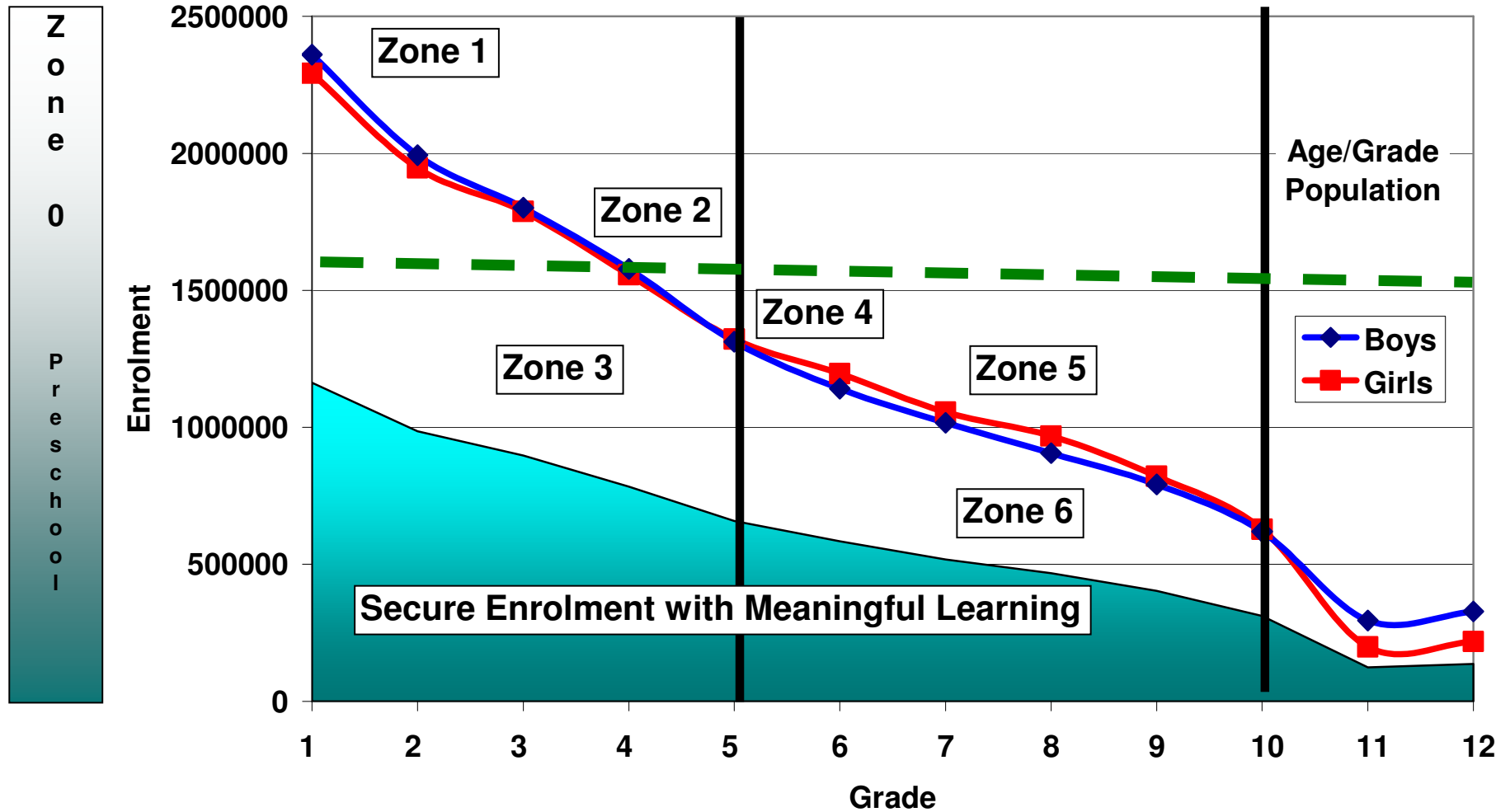
Zone 4 – children who fail to make the transition to secondary school grades

Zone 5 children who enter secondary but who drop out

Zone 6 children who enter secondary but are “at risk” of dropping out because of irregular attendance, low achievement, repetition, and silent exclusion

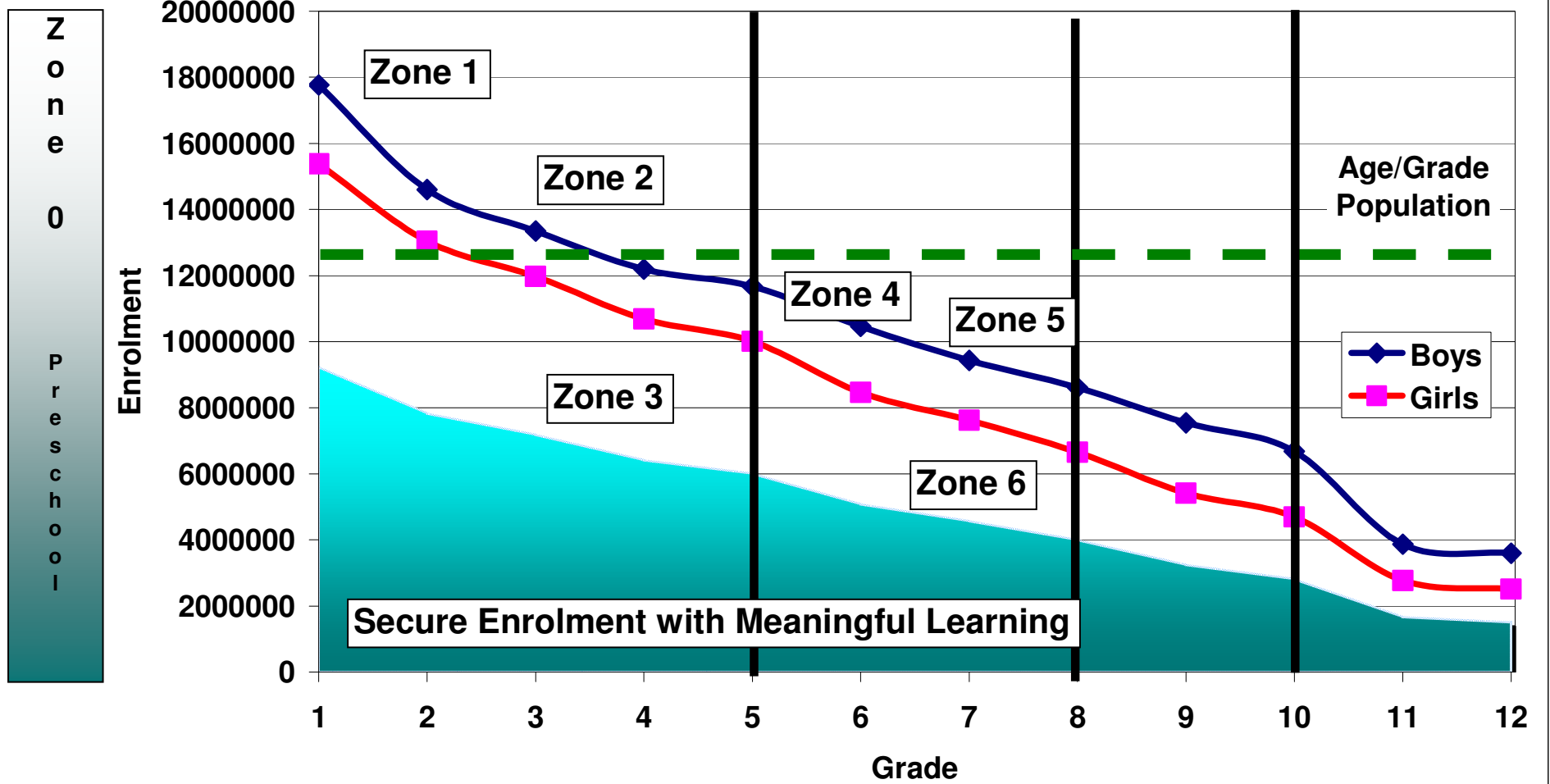
# Zone Chart

Bangladesh



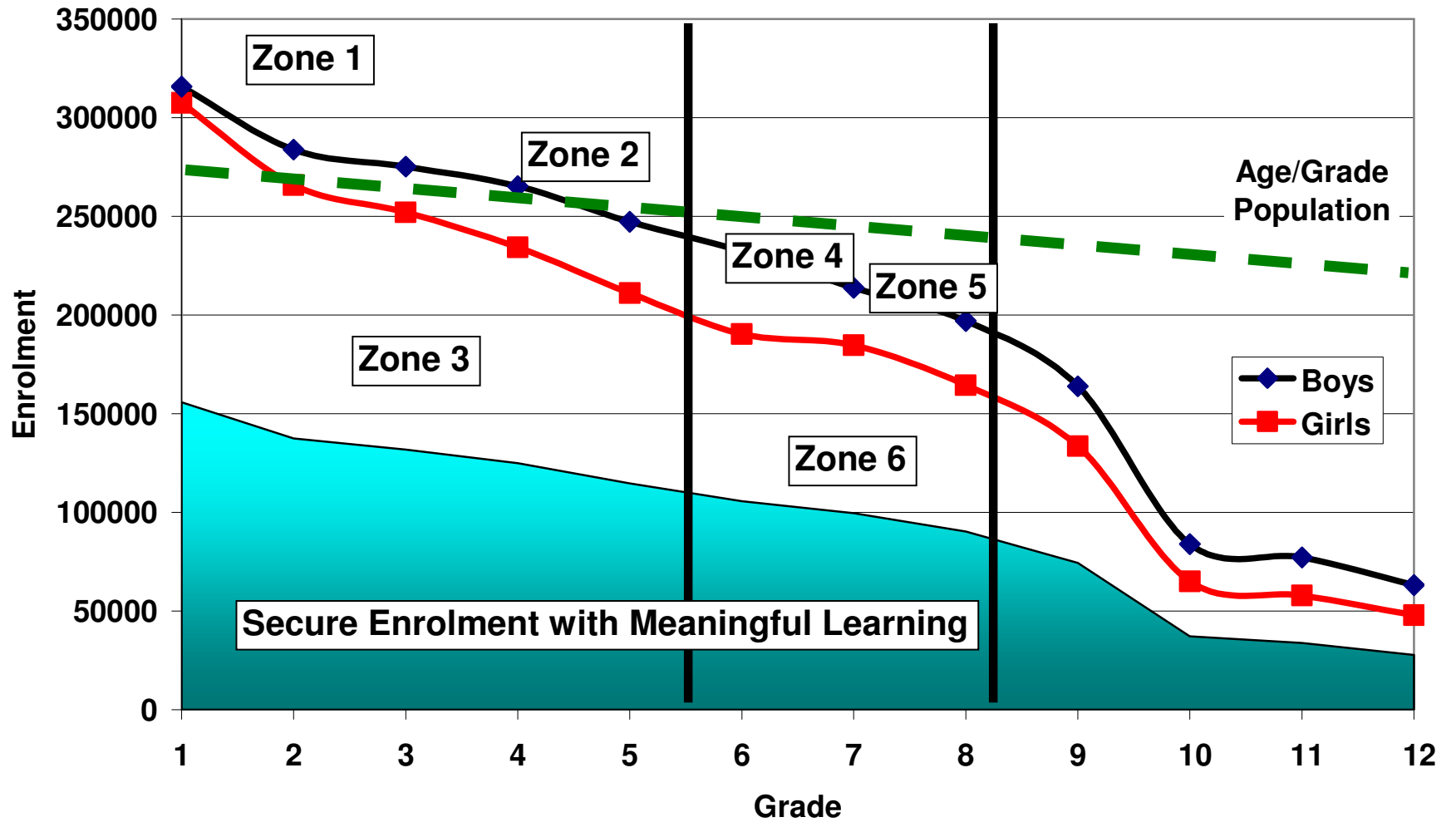
# Zone Chart

India



# Zone Chart

Ghana



Zone  
 0  
 Preschool

Zone 1

Zone 2

Zone 3

Zone 4

Zone 5

Zone 6

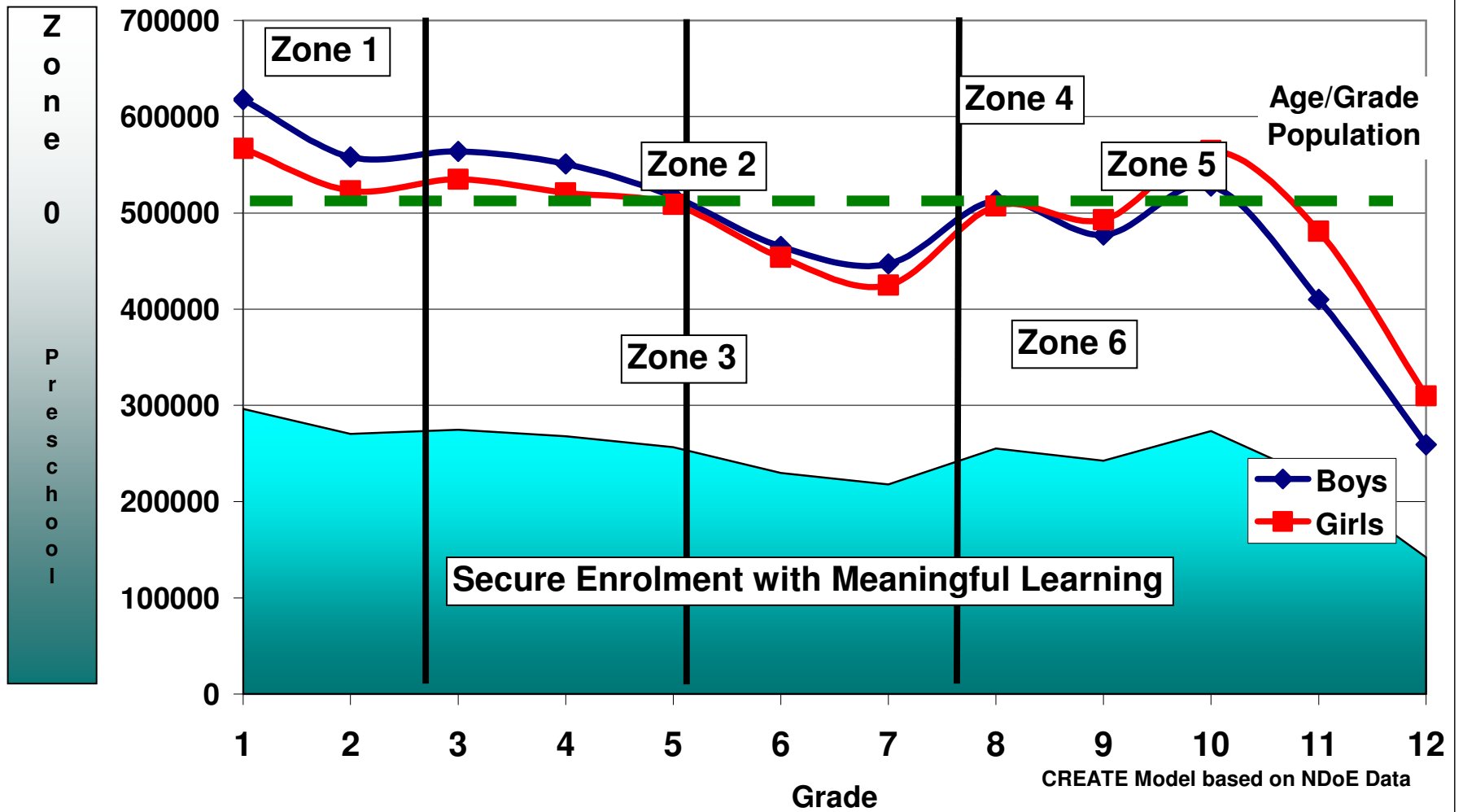
Age/Grade  
Population

Boys  
Girls

Secure Enrolment with Meaningful Learning

# Zone Chart

South Africa





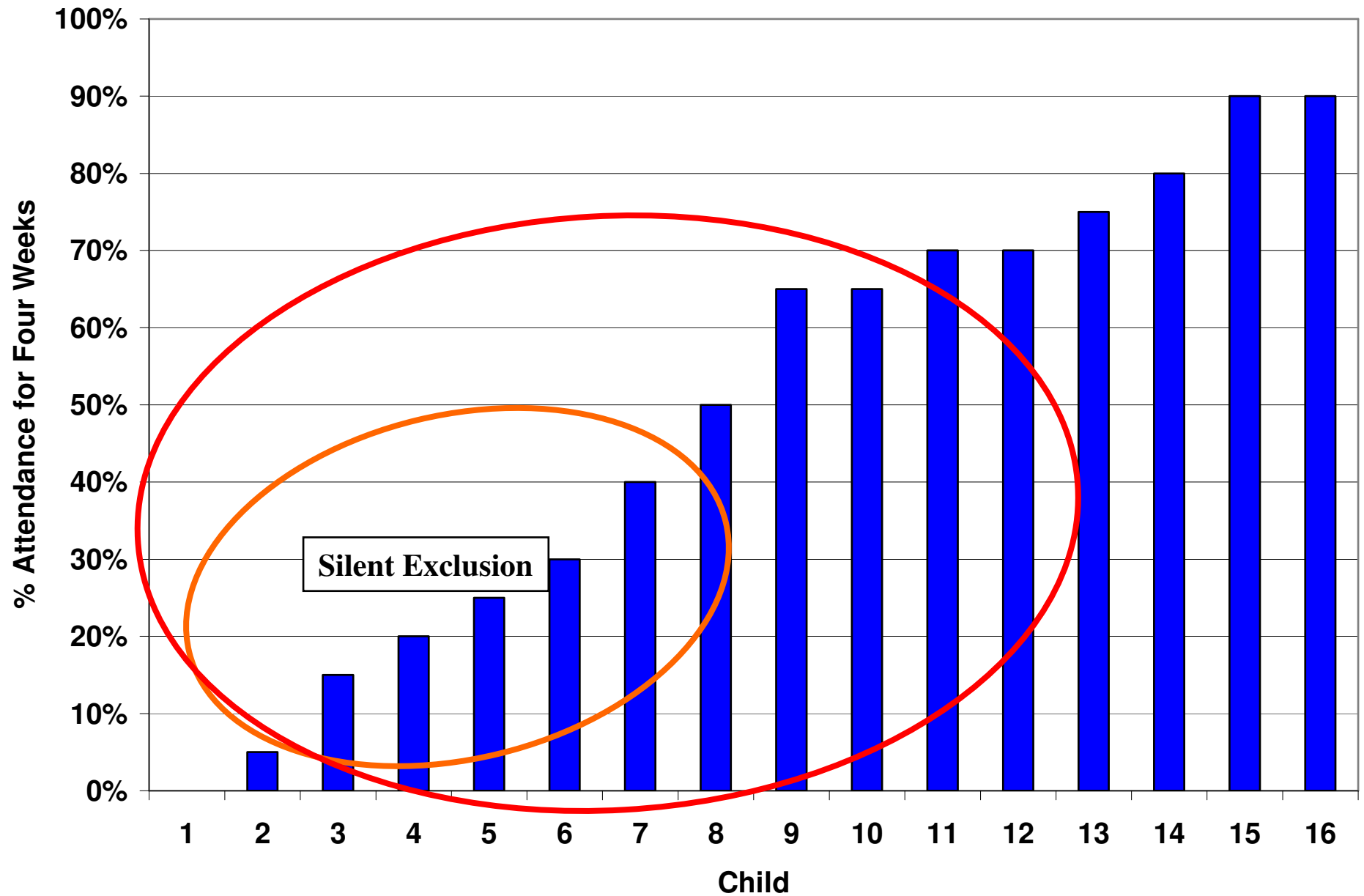
## Expanded Visions of Access to Basic Education

**Expanded visions** of access have to capture:

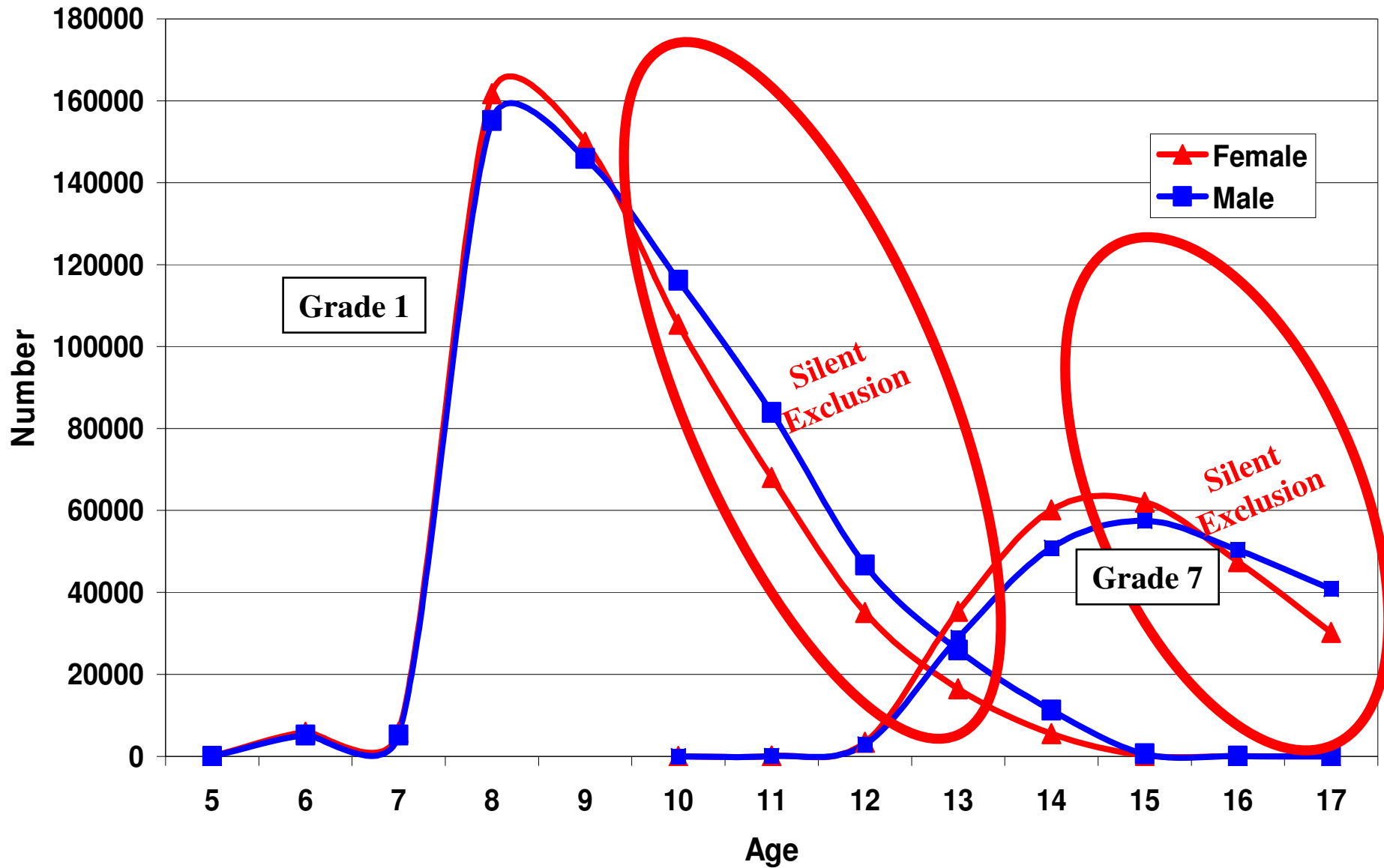
- Sustained attendance
- On-schedule progression at appropriate ages
- Meaningful learning and appropriate attainment levels
- Reasonable access to subsequent levels of education
- More rather than less equity with more distributional and more differentiated indicators of progress at different levels of analysis
- Supply and demand issues
- Relationships to development strategies

$$\mathbf{Access} = \mathbf{At} + \mathbf{Age} + \mathbf{Ach} + \mathbf{x\dots y\dots z}$$

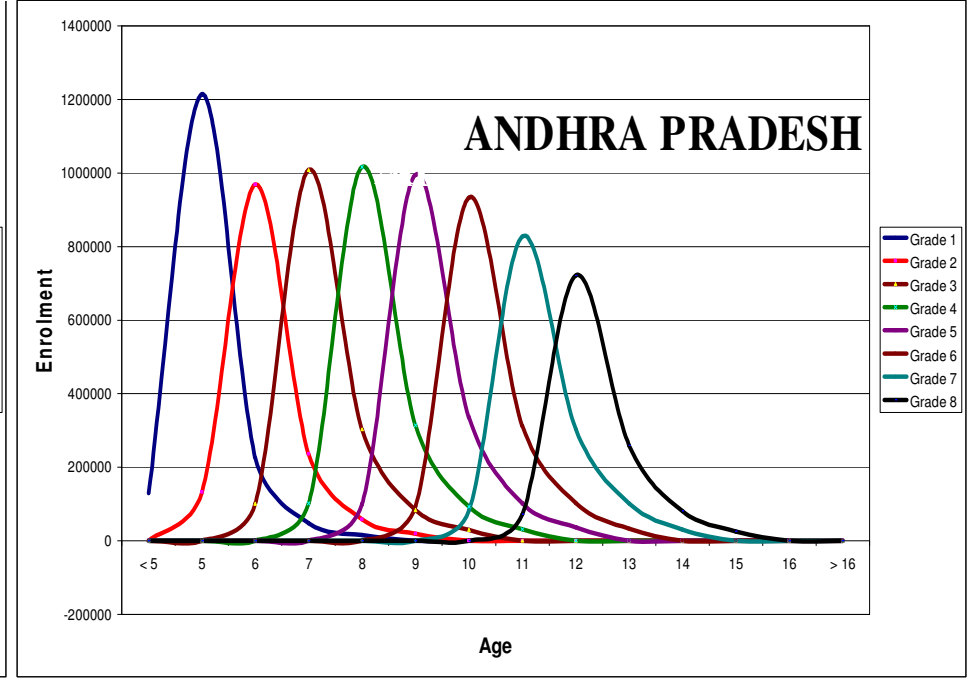
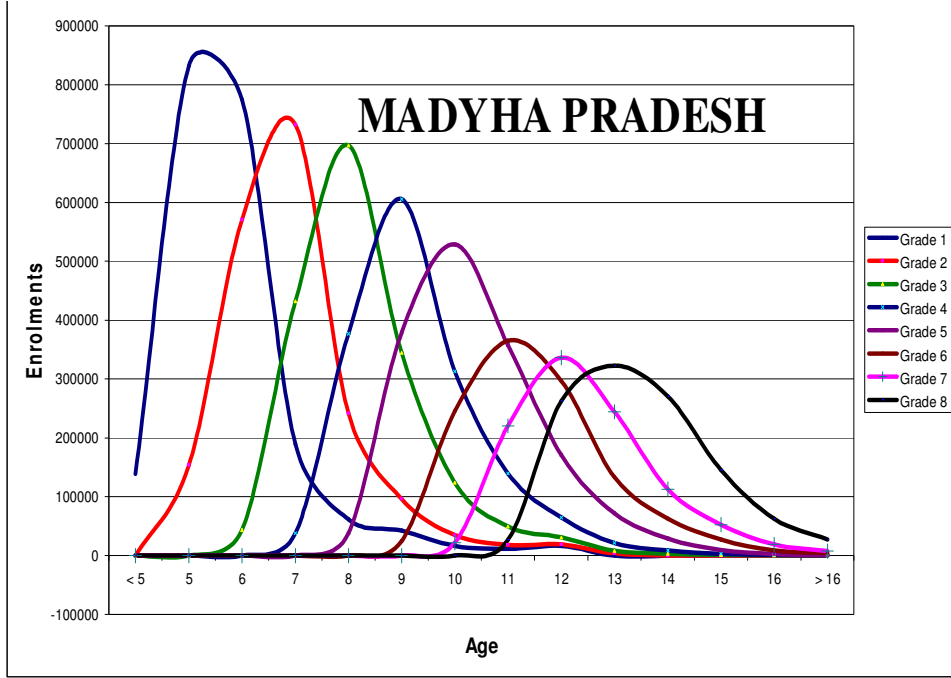
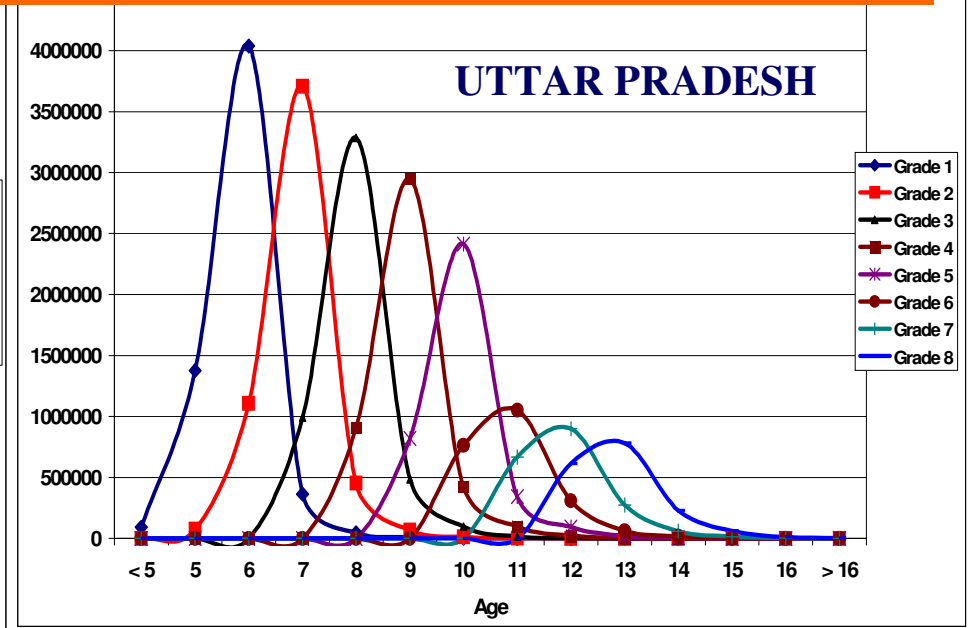
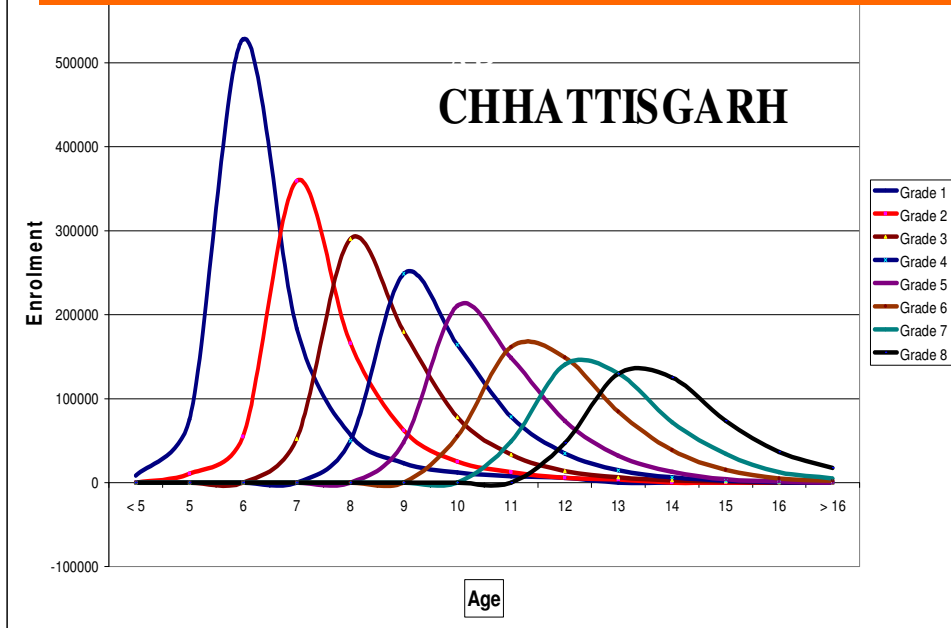
# Attendance and Silent Exclusion



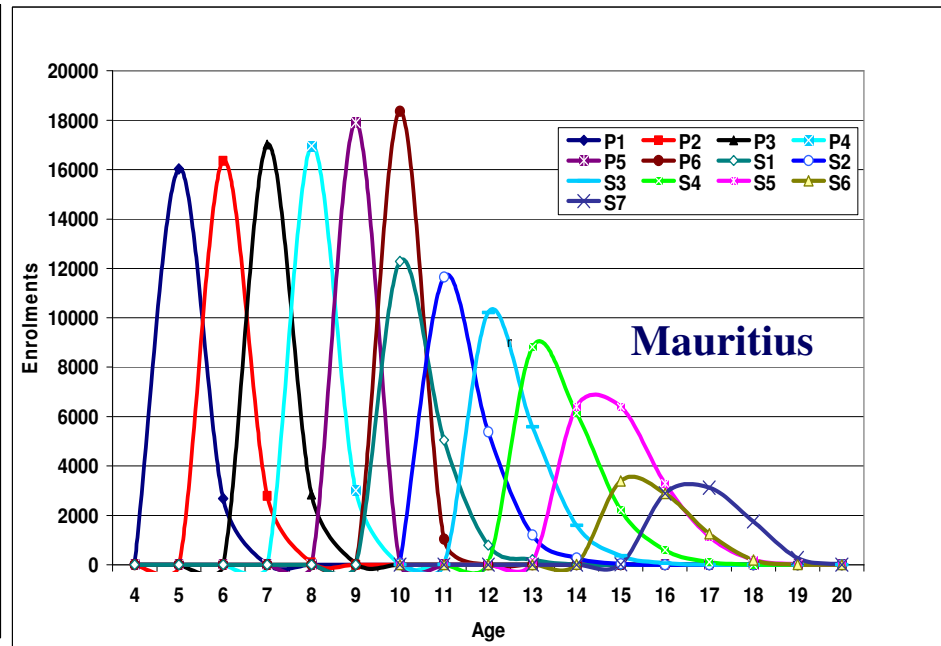
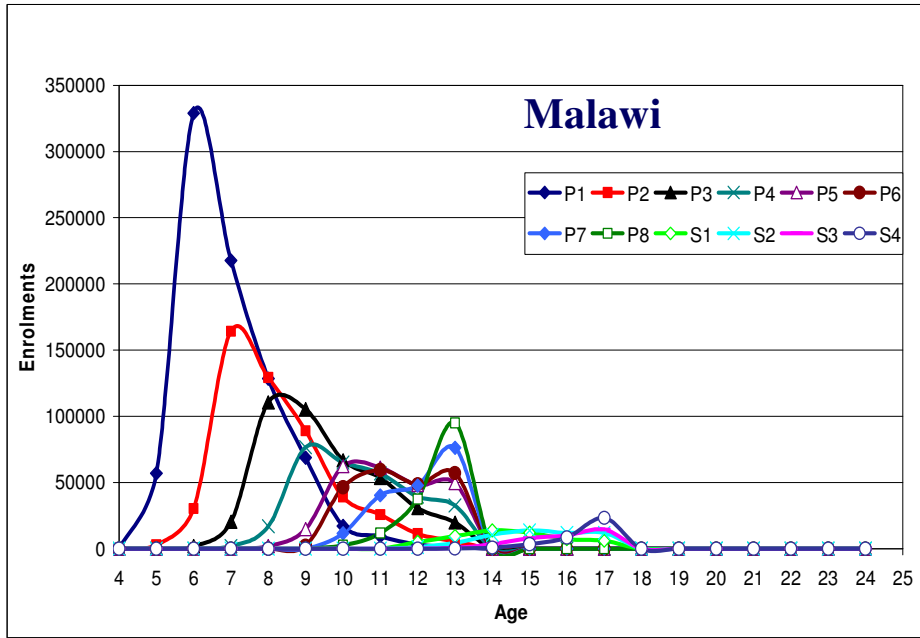
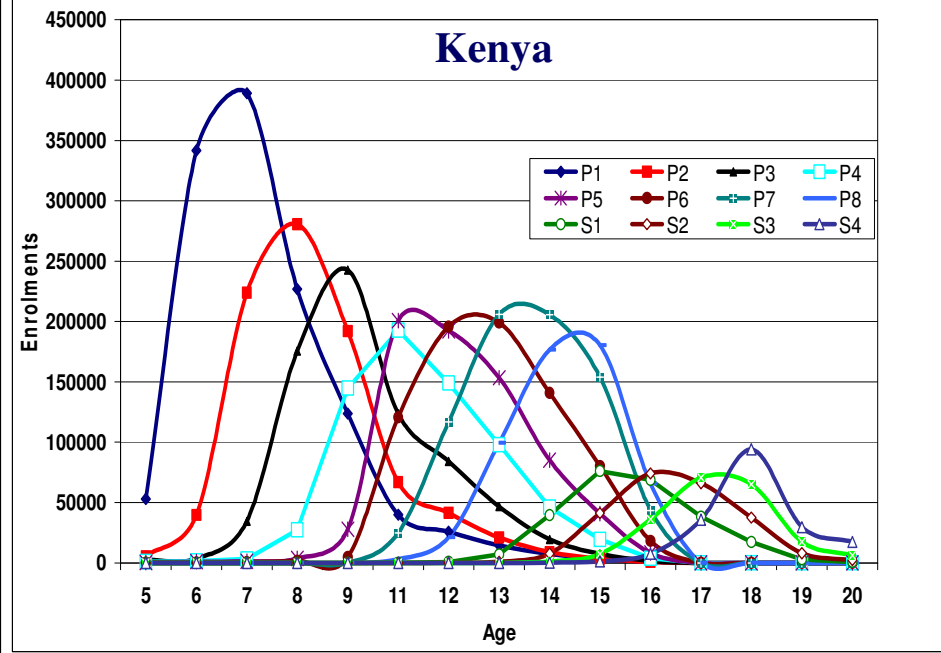
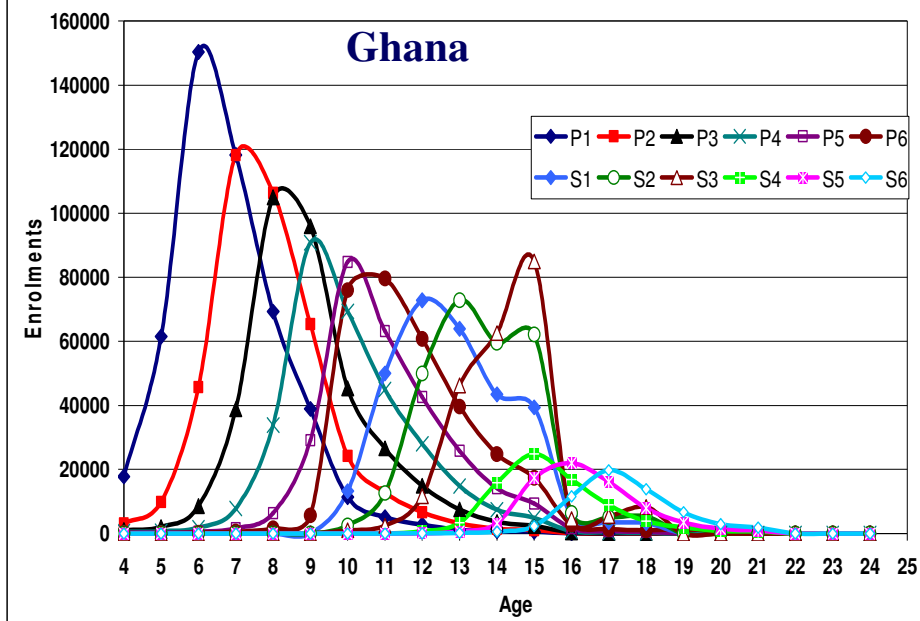
# Age in Grade and Silent Exclusion



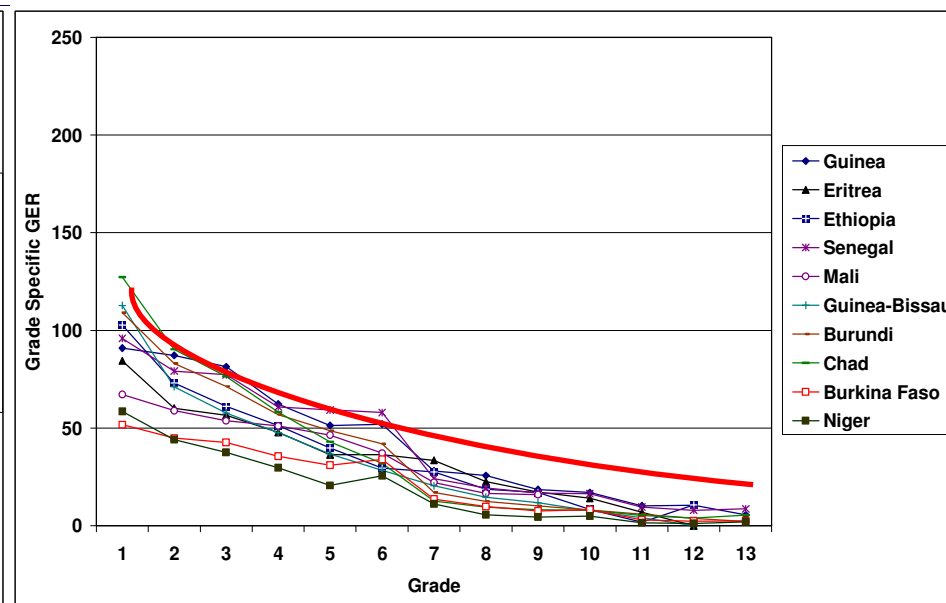
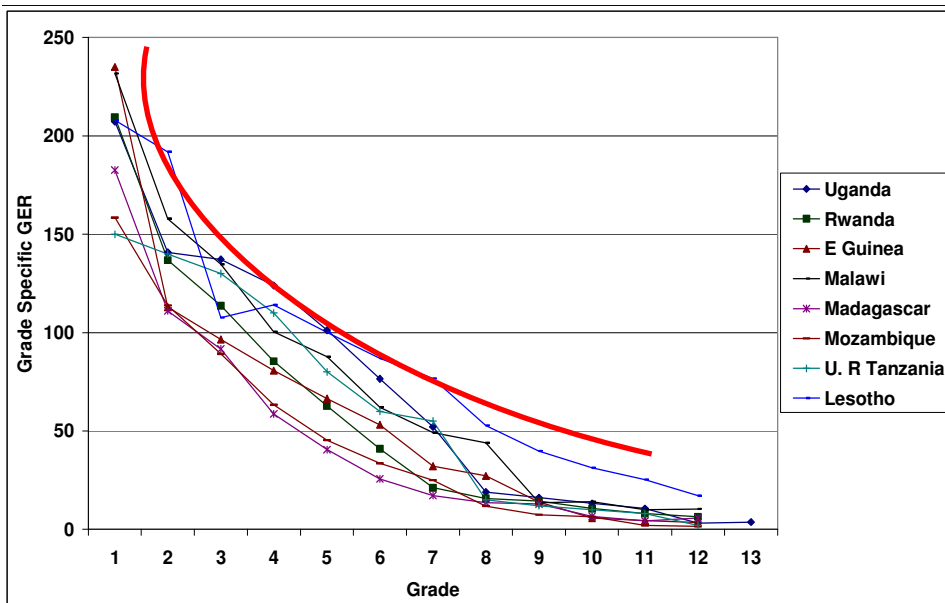
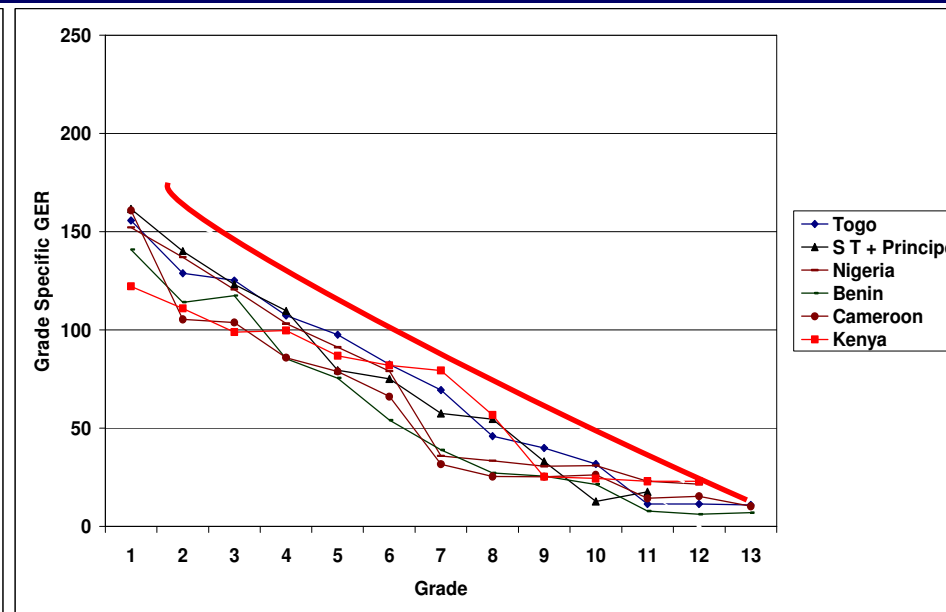
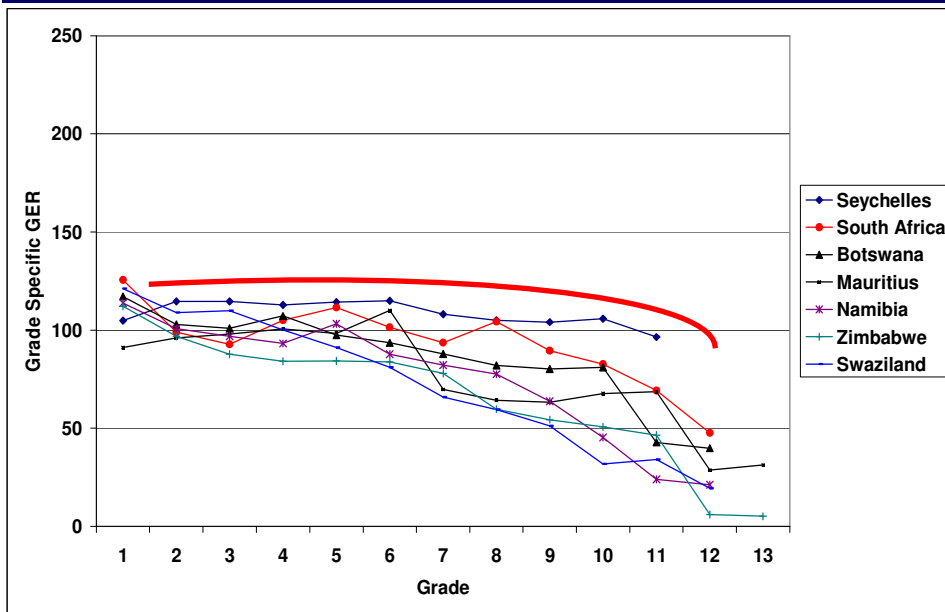
# Enrolment by Grade and Age – India



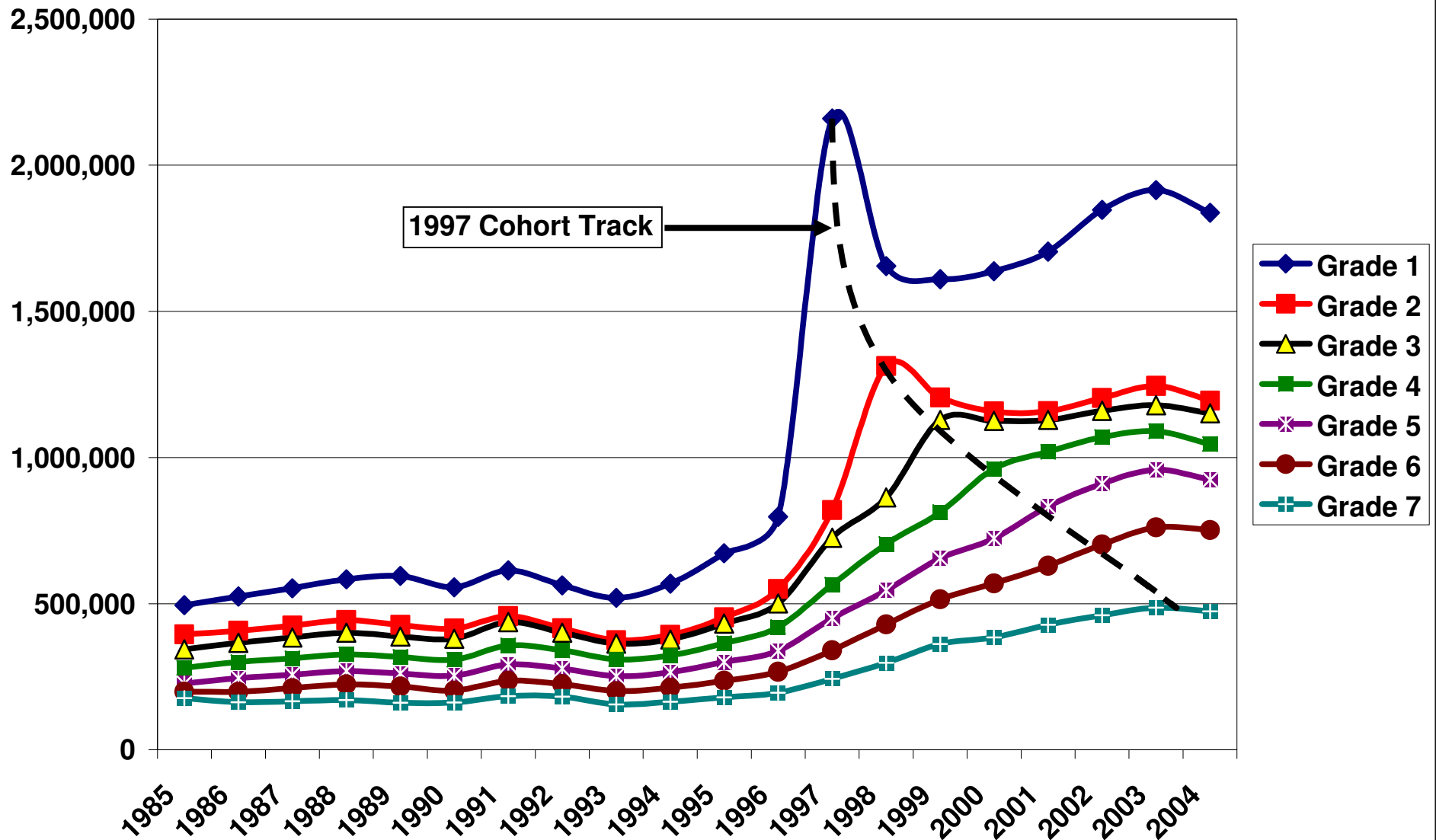
# Enrolment by Grade and Age – Sub-Saharan Africa



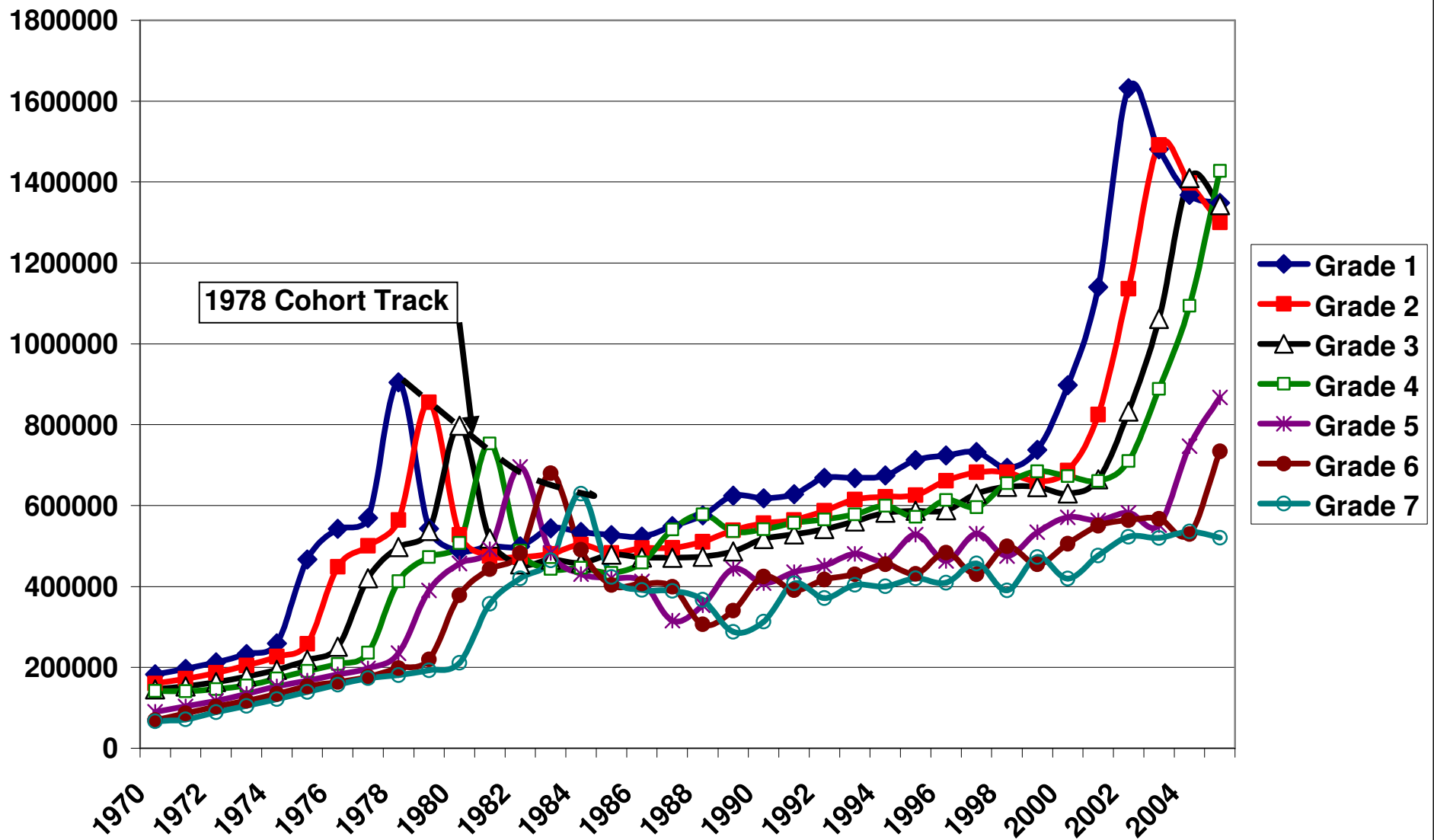
# Enrolments by Grade Sub-Saharan Africa



# Enrolment by Year and Grade – Uganda 1985-2005



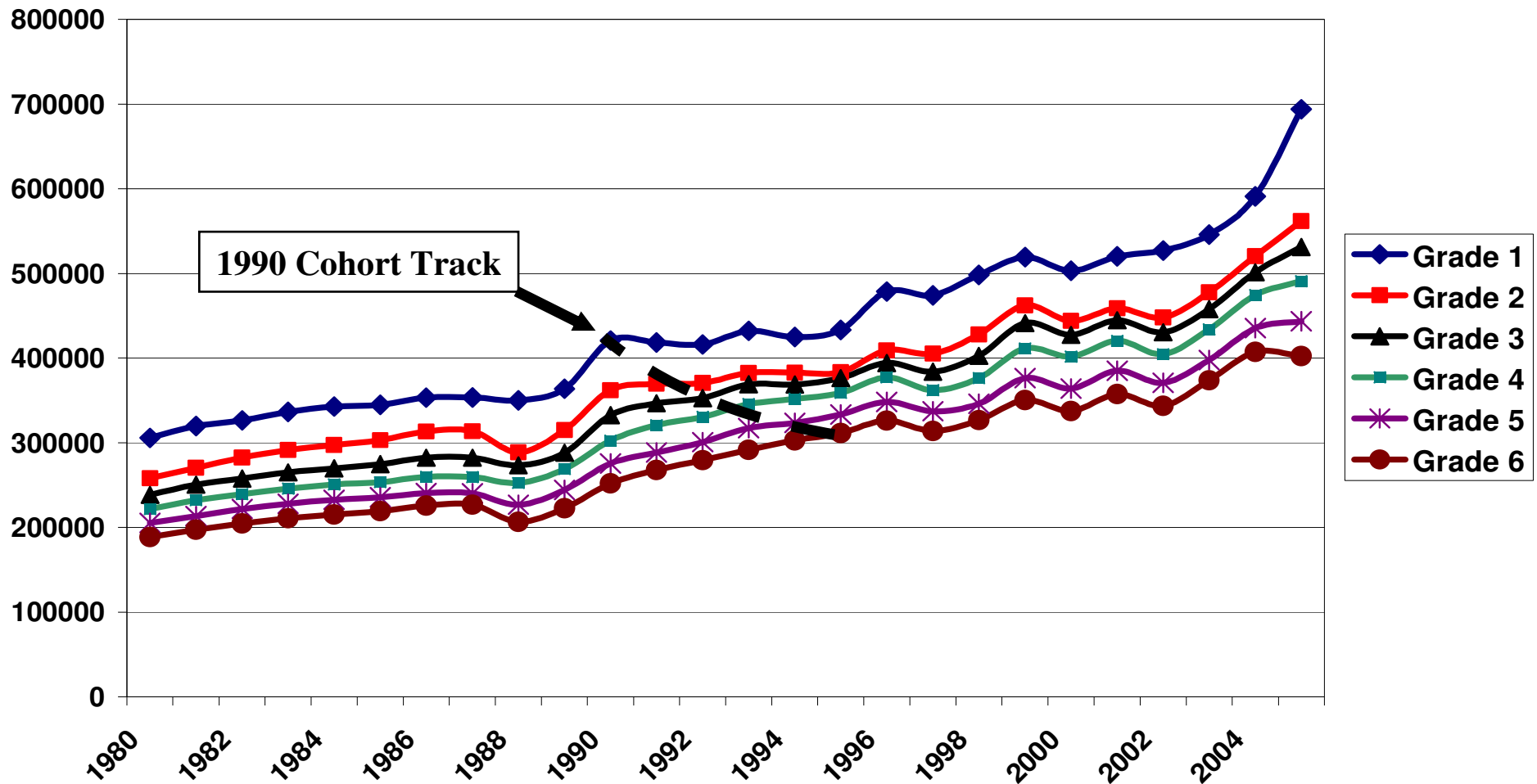
# Enrolment by Year and Grade Tanzania 1970-2005





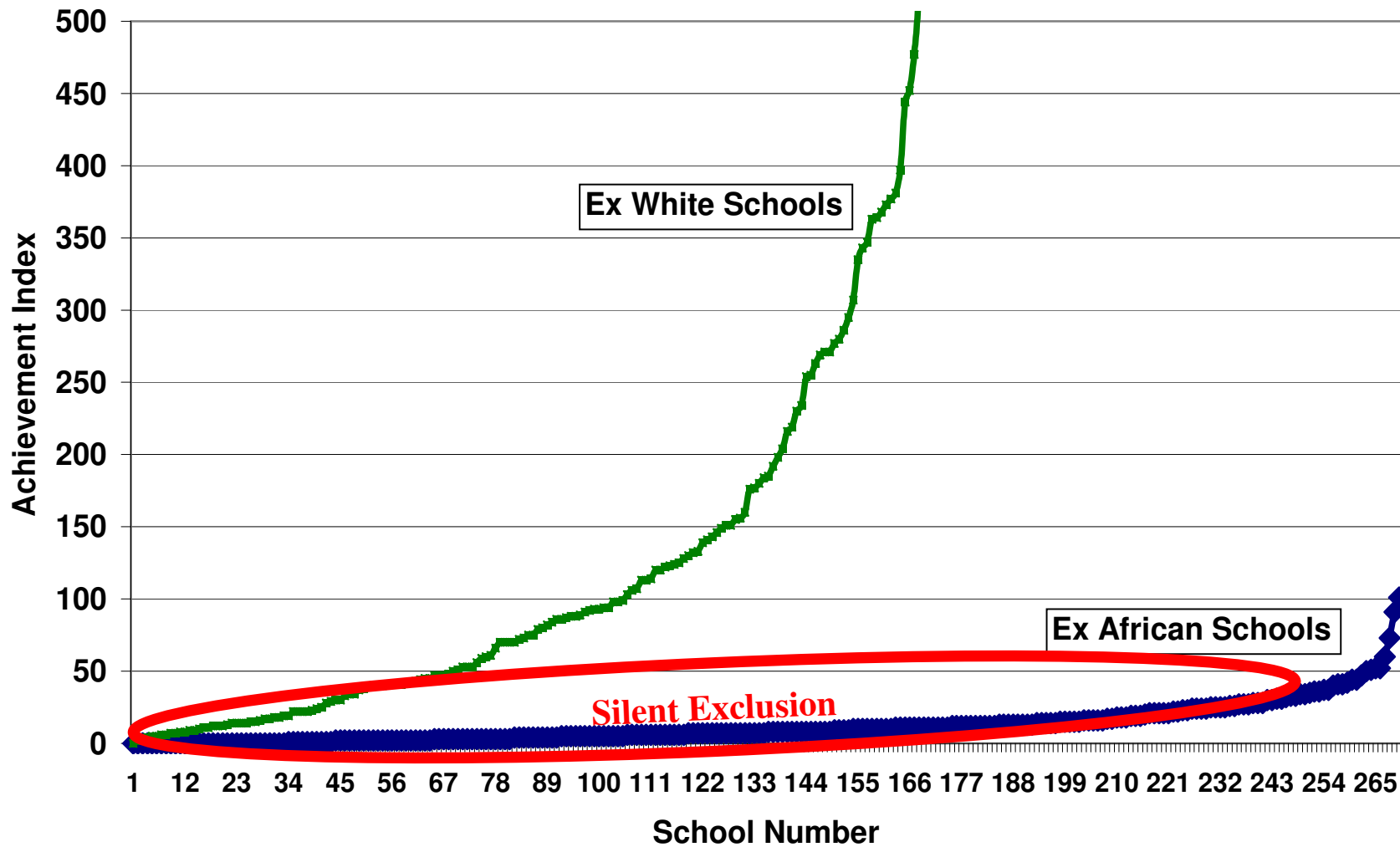
# Enrolment by Year and Grade Ghana

## Enrolments by Year and Grade

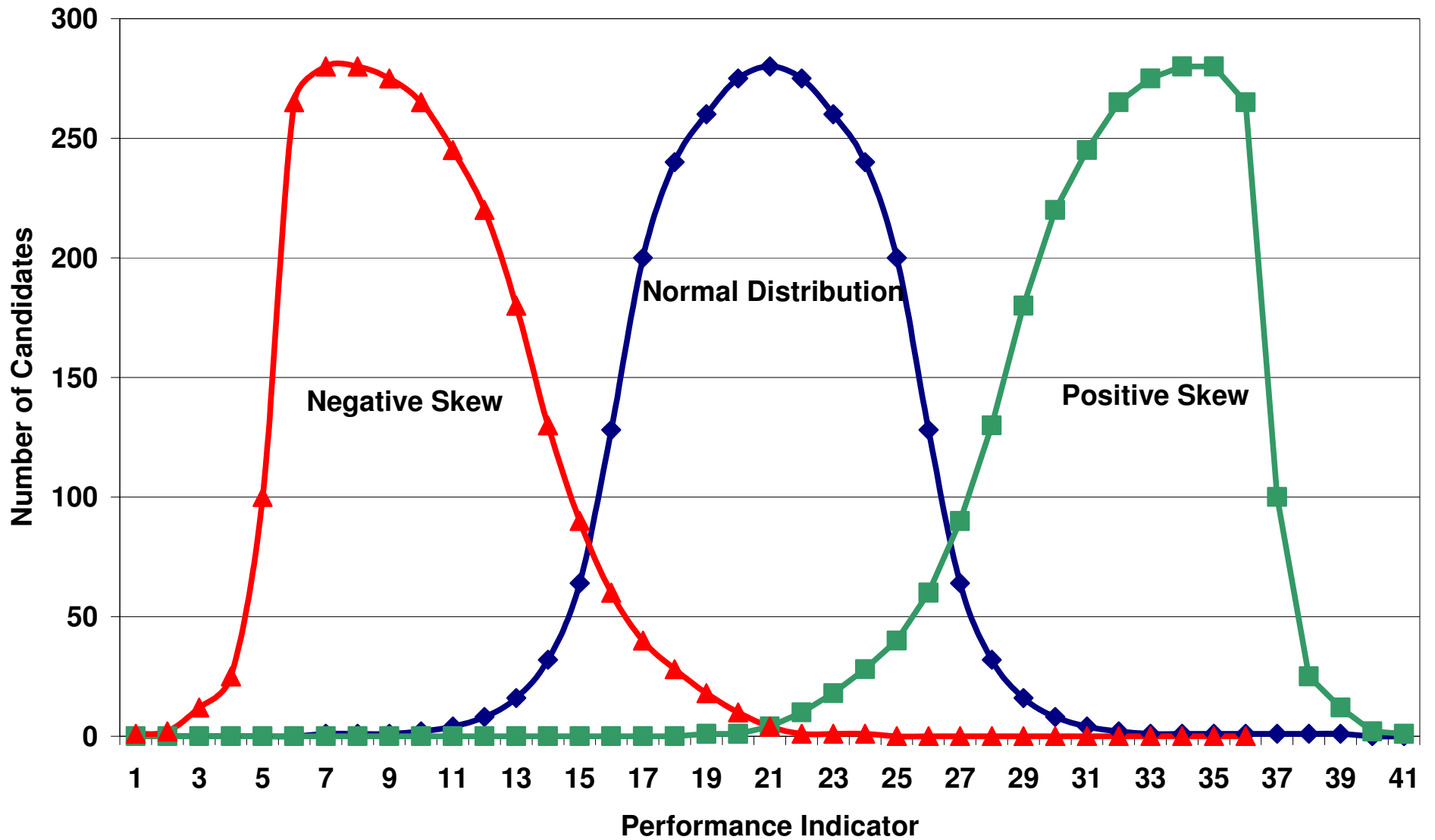


# Achievement and Silent Exclusion

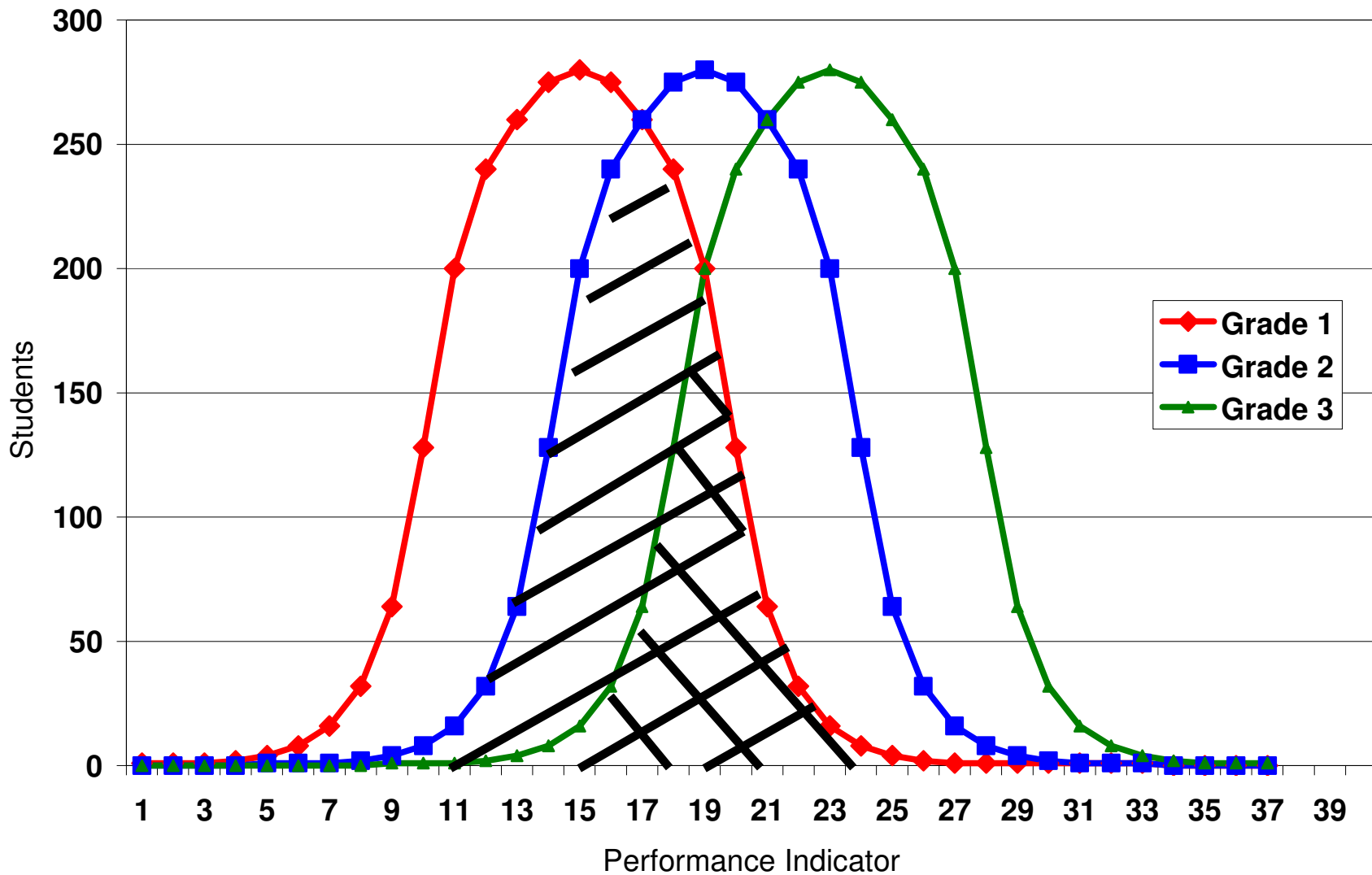
Ex White and Ex African School Performance - A Province in South Africa



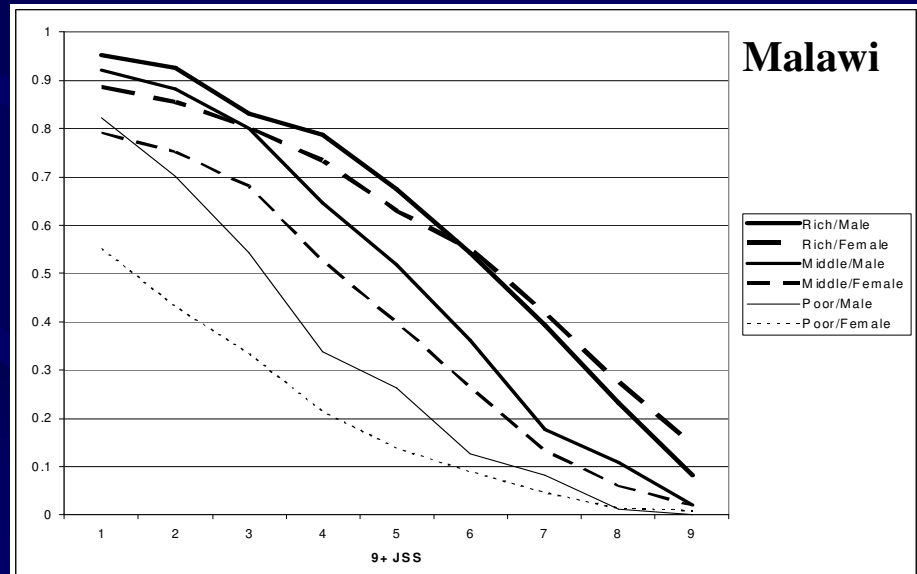
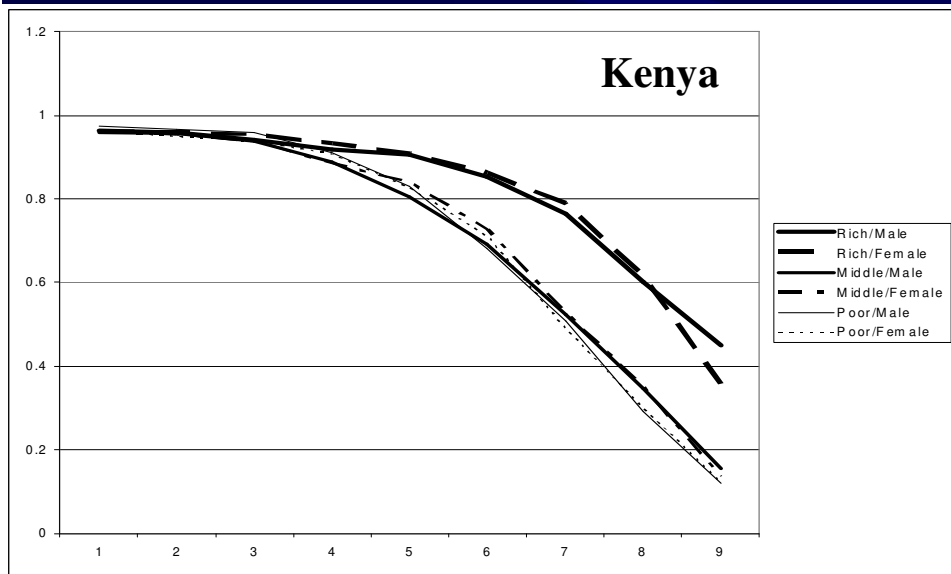
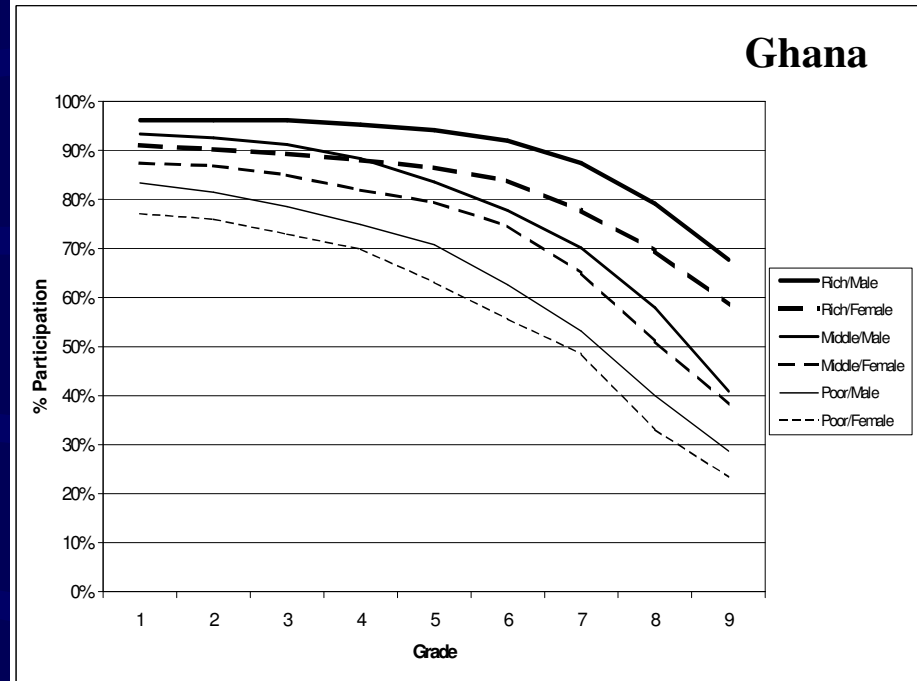
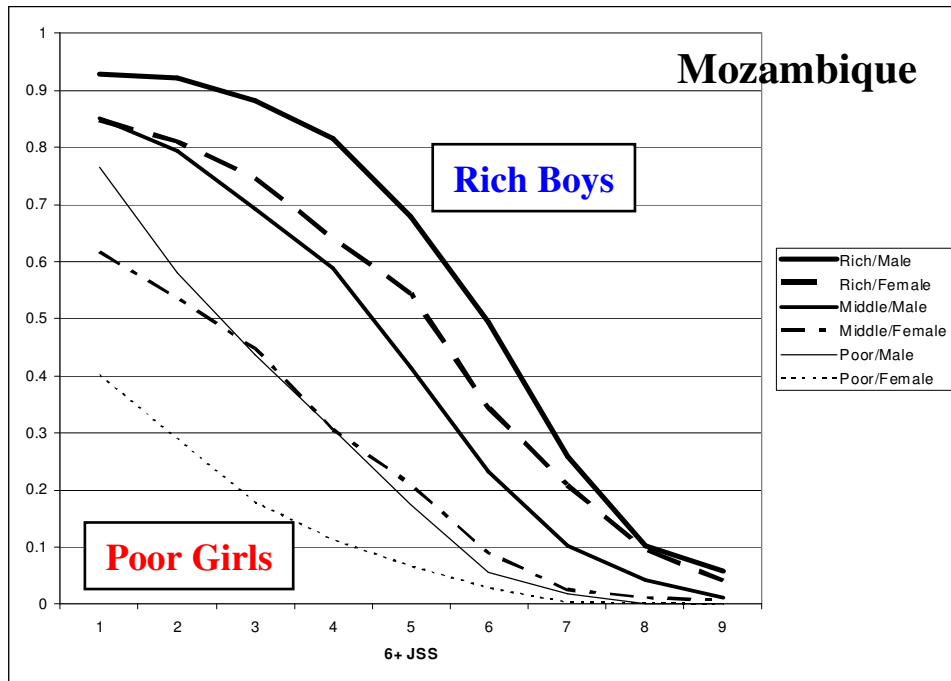
# Skewed Achievement Patterns



# Overlapping Achievement Across Grades



# Enrolments by Grade, Wealth and Gender

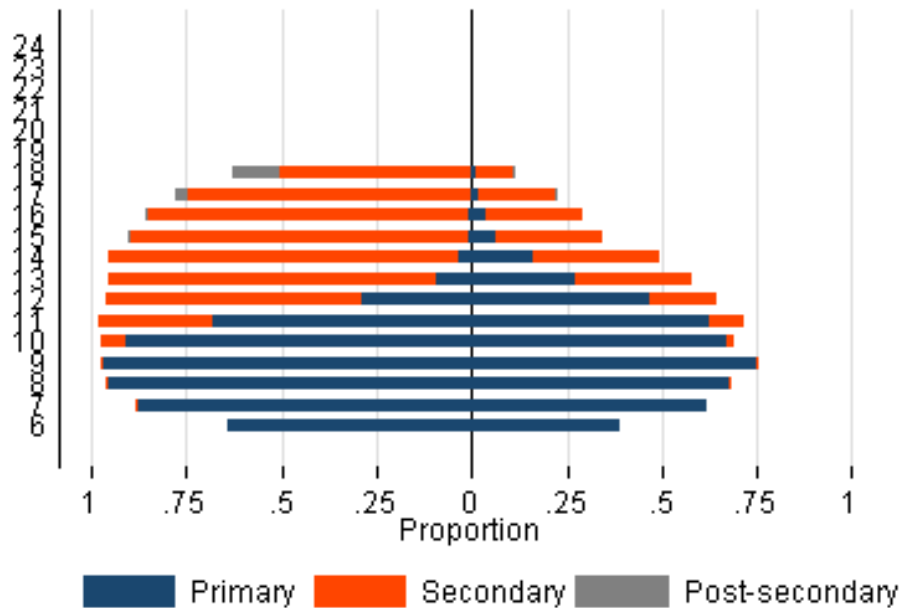


# Enrolment by Age, Household Income and Sex India

India 2005-06

Richest 20%

Poorest 20%

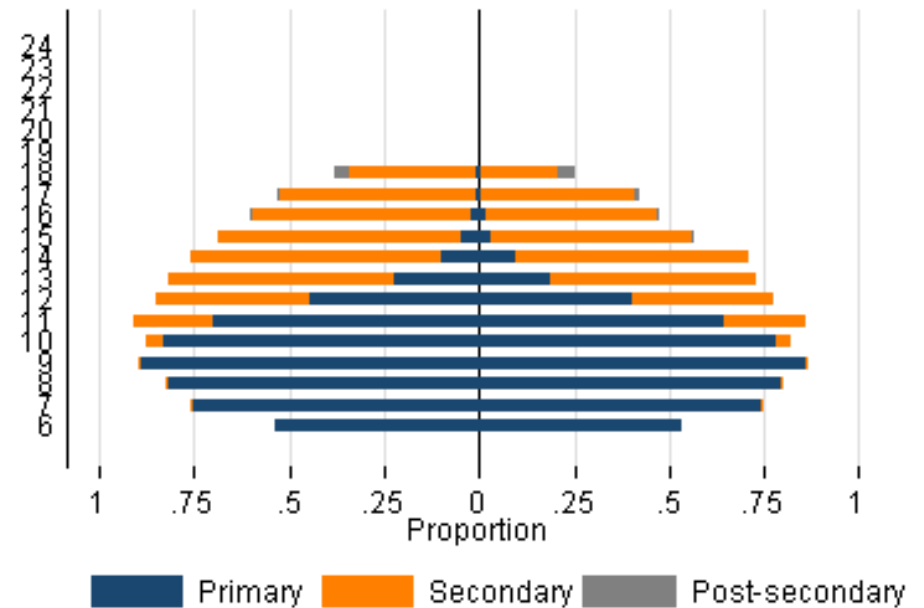


Groups from an index of assets/house characteristics  
Based on analysis of data from DHS  
[econ.worldbank.org/projects/edattain](http://econ.worldbank.org/projects/edattain)

India 2005-06

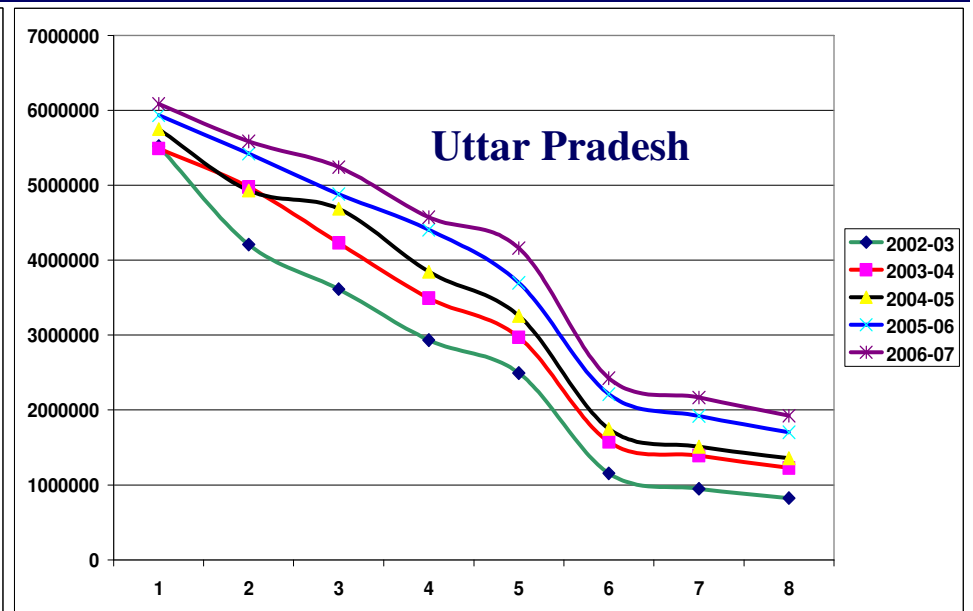
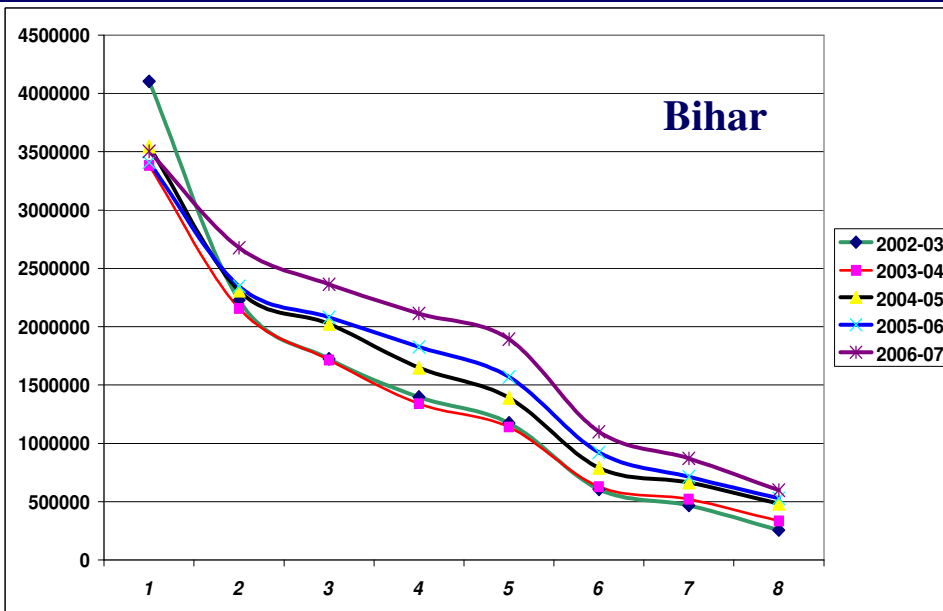
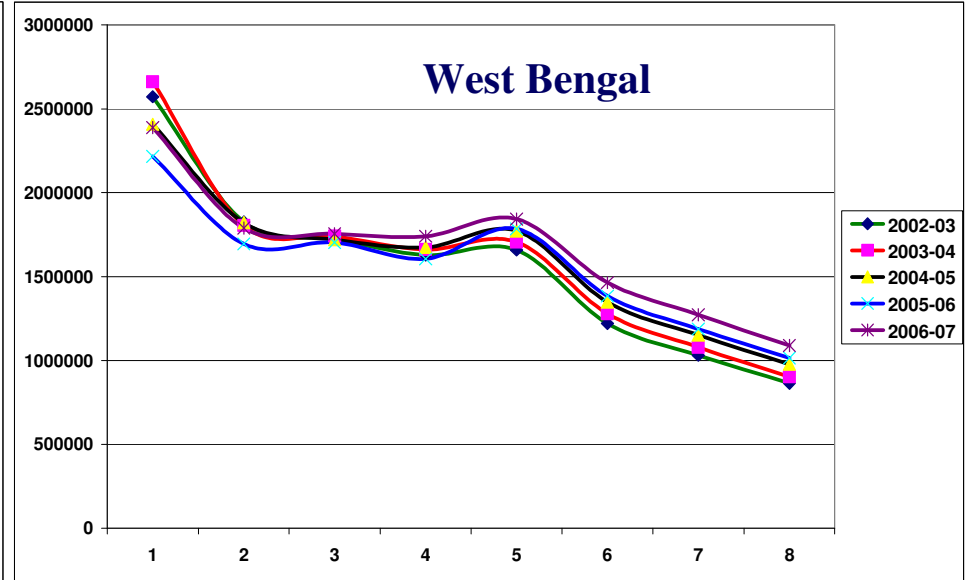
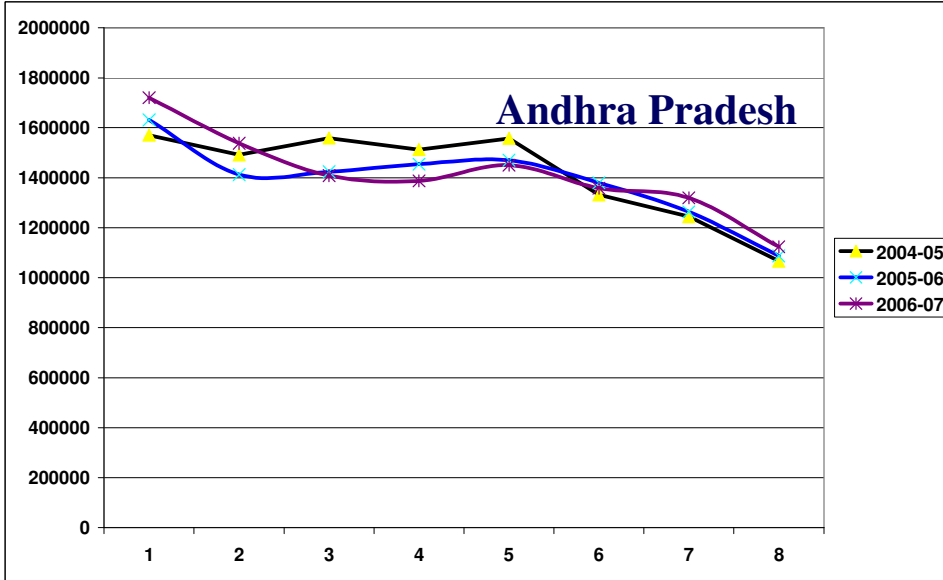
Male

Female

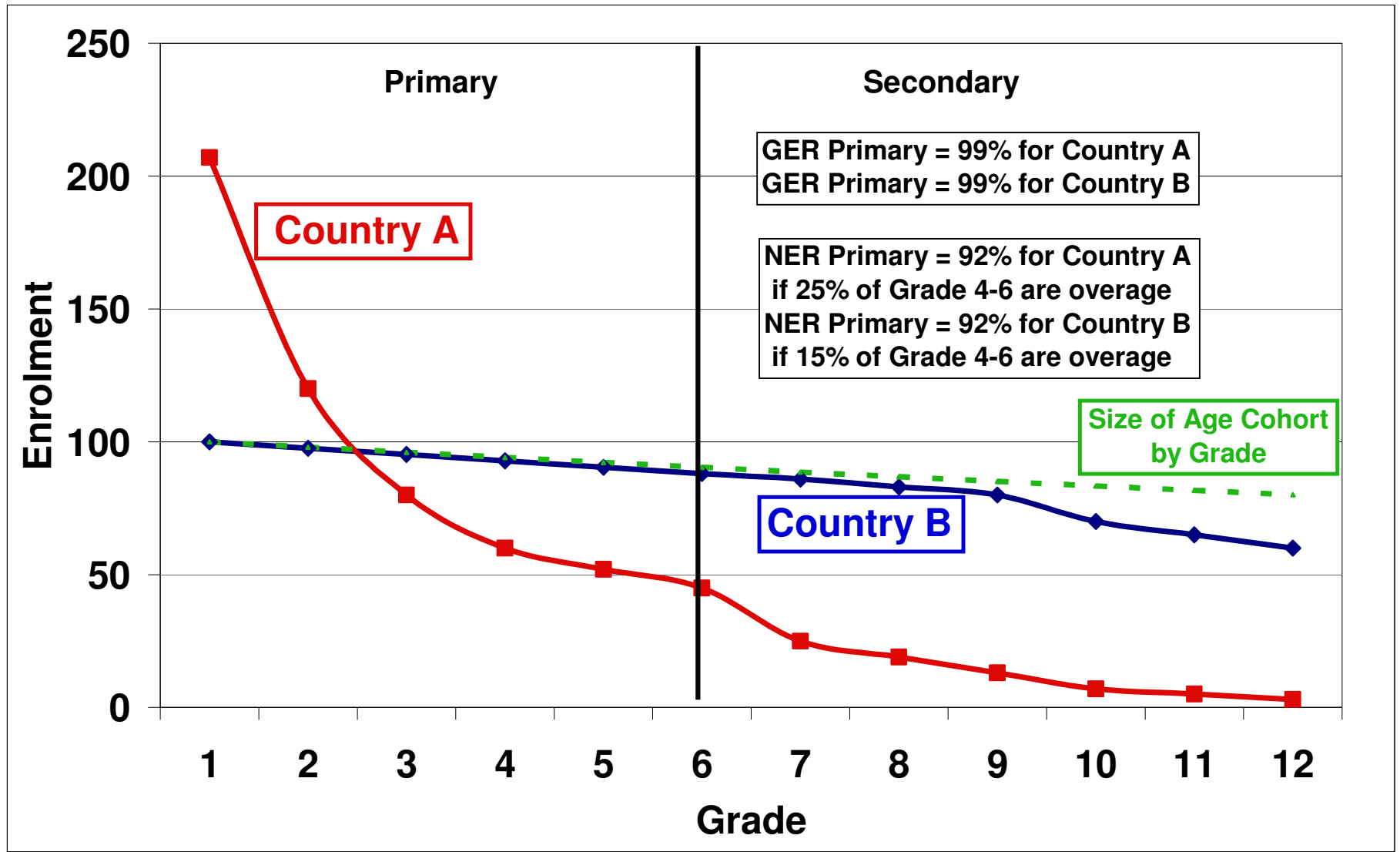


Based on analysis of data from DHS  
[econ.worldbank.org/projects/edattain](http://econ.worldbank.org/projects/edattain)

# Enrolments over Time - India by State

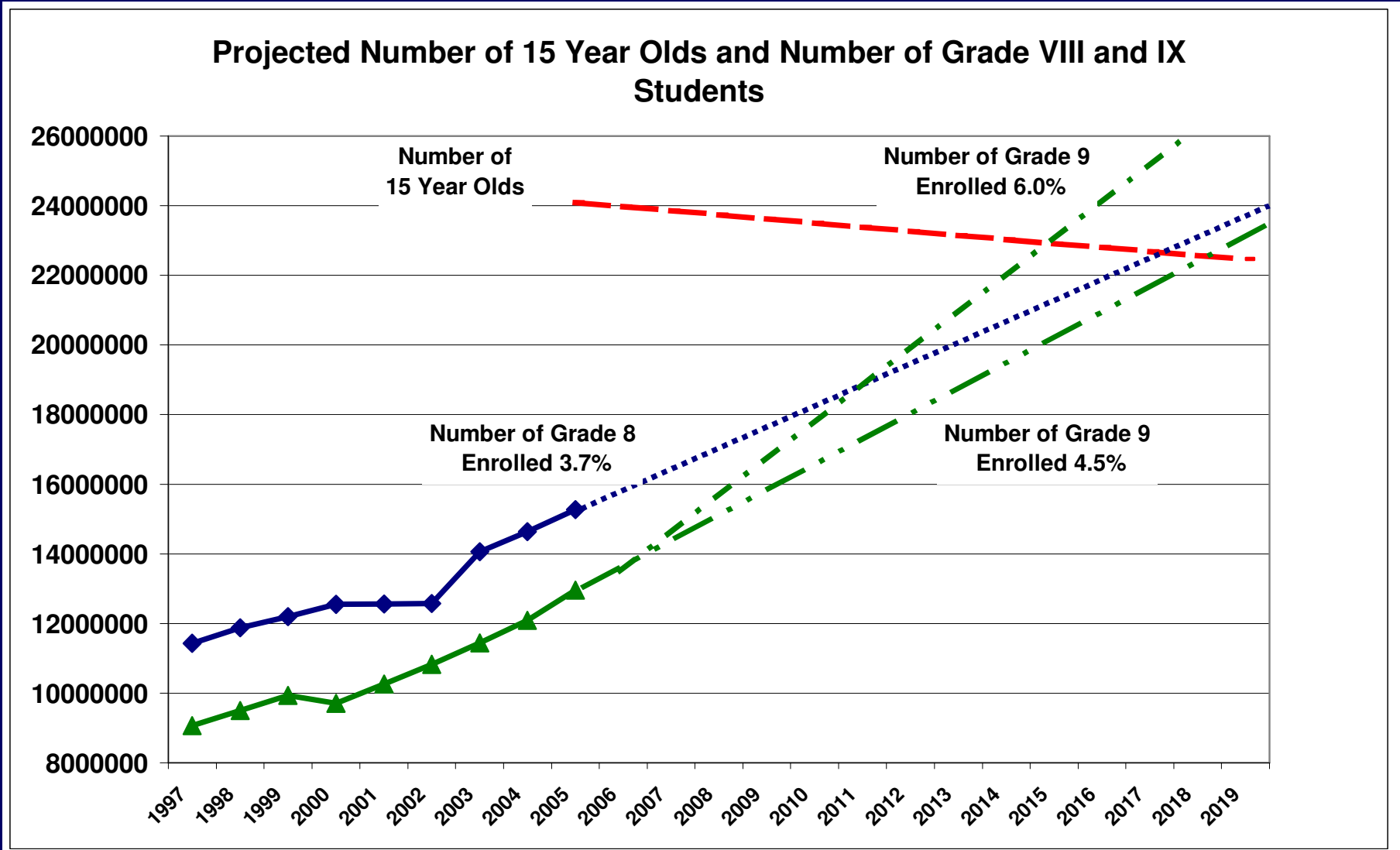


# GERs and NERs





# A Supply Side Constraint?



## Some Key Messages

**Age of entry and in grade** – slippage, exclusion, gendered exclusion

**Drop out/drop in** – transition across thresholds, locus of responsibility

**Silent exclusion** – learning levels and capabilities

**Invisible exclusion** – migration, disability, stigmatisation

**Multigrade and small schools** – size matters

**Financing/managing growth at secondary** – efficiency and effectiveness

**Private and other non state providers** - limits to growth

**Growth and inequality** – differentiation, privatisation, exclusion

**Improving targeting** – GERs, NERs, completion rates et al

**System dynamics** – balanced and sustainable growth in participation

**Political economy and aid** – Art of the Possible, Science of the Probable?



Consortium for Research on  
Education, Access, Transitions & Equity

Funded by DFID



[www.create-rpc.org](http://www.create-rpc.org)

[www.sussex.ac.uk/education/cie](http://www.sussex.ac.uk/education/cie)