Expanding Access
Who Gets What?
Keith M Lewin
Ricardo Sabates

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

www.create-rpc.org
CREATE Zones of Exclusion

Zone 0 No Pre-School

Zone 1 Never Enrol

Zone 2 Primary Drop Outs

Zone 3 At Risk
Overage, Low Attenders and Achievers

Zone 4 Primary Leavers

Zone 5 Drop Outs

Zone 6 At Risk

Secure Enrolment, Attendance and Achievement

Access
No Access
At Risk

% Participating

Primary Grades

Lower Secondary Grades

CREATE Zones of Exclusion

www.create-rpc.org
Some Findings – DHS 13 Countries

• Access to education remains strongly associated with household wealth which is generally the most powerful determinant of exclusion.

• The chances of the poorest being enrolled have often not improved; in some cases they have deteriorated, especially for the poorest.

• Girls are more likely to be out of school than boys in most of the Francophone countries but not in the Anglophone countries.

• In the Francophone countries rural children were more likely to be out of school, but not in the Anglophone cases.

• Reductions in the number of children out of school have in many cases been accompanied by an increase in the proportion of children over age.

• Poor children are more likely to be overage. This is associated with low achievement + drop out. Rural children are more likely to be overage.

• No country with overage enrolment provides universal access.
Enrolments by Grade, Wealth and Gender

**Mozambique**

- Rich Boys
- Poor Girls

**Ghana**

- Rich Boys
- Poor Girls

**Kenya**

- Rich Boys
- Poor Girls

**Malawi**

- Rich Boys
- Poor Girls
Access and Equity

- Girls and boys from the richest 20% are more than 5 times as likely to be in grade 9 as those from the poorest 40% in SSA. Urban residents are at least 5 times more likely to be enrolled in Grade 9 in SSA.

- Less than 15% of secondary schools provide more than 80% of university entrants in SSA.

- Less than half of all children will complete two years lower secondary school in India in 2011.

- In much of SSA and SA more than 30% of children are clinically stunted.

- Average differences in highest grade achieved between boys and girls have been converging.

- 65 million children are out of school – 95% of all children are in school.

BUT
Expanded Visions of Access to Basic Education

- Sustained attendance not just enrolment (>95%)
- On-schedule progression at appropriate ages (< 2 Years overage)
- Meaningful learning and achievement (< 2 years of grade norms)
- Normal health and nutrition
- Appropriate learning environment
  - pedagogy / curriculum / teachers / facilities
- Access to subsequent levels of education
- More equity + less variation in quantity/quality of inputs

Access = $Att + Age + Ach + Hn + Le (p + c + t + lf) +...$

Numbers without Meaningful Access exceed 350 million
Enrolment by Grade and Age – India

CHHATTISGARH

UTTAR PRADESH

MADHYA PRADESH

ANDHRA PRADESH

Keith M Lewin Create-rpc.org
If EFA had happened beyond Dakar (2000) or Jomtien 1990 then in 2011…….

1. All children would be in school at the age of 6 years
2. There would be no overage children in primary/lower secondary schools
3. All children would progress on age schedule
4. There would be no differences in participation by wealth, gender, location, social group, disability etc
5. CREATE’s extended vision of access would be reality
Enrolment by Year and Grade – Uganda 1985-2005

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7

1997 Cohort Track
Enrolment by Year and Grade  Tanzania 1970-2005

1978 Cohort Track
Out of School Children and Overage by 3+ Years

Kenya Malawi Nigeria Tanzania Uganda Zambia
Some Findings – DHS 13 Countries

• Access to education remains strongly associated with household wealth which is generally the most powerful determinant of exclusion.

• The chances of the poorest being enrolled have often not improved; in some cases they have deteriorated, especially for the poorest.

• Girls are more likely to be out of school than boys in most of the Francophone countries but not in the Anglophone countries.

• In the Francophone countries rural children were more likely to be out of school, but not in the Anglophone cases.

• Reductions in the number of children out of school have in many cases been accompanied by an increase in the proportion of children over age.

• Poor children are more likely to be overage. This is associated with low achievement + drop out. Rural children are more likely to be overage.

• No country with overage enrolment provides universal access.