

Consortium for Research on  
Education, Access, Transitions & Equity

Funded by DFID

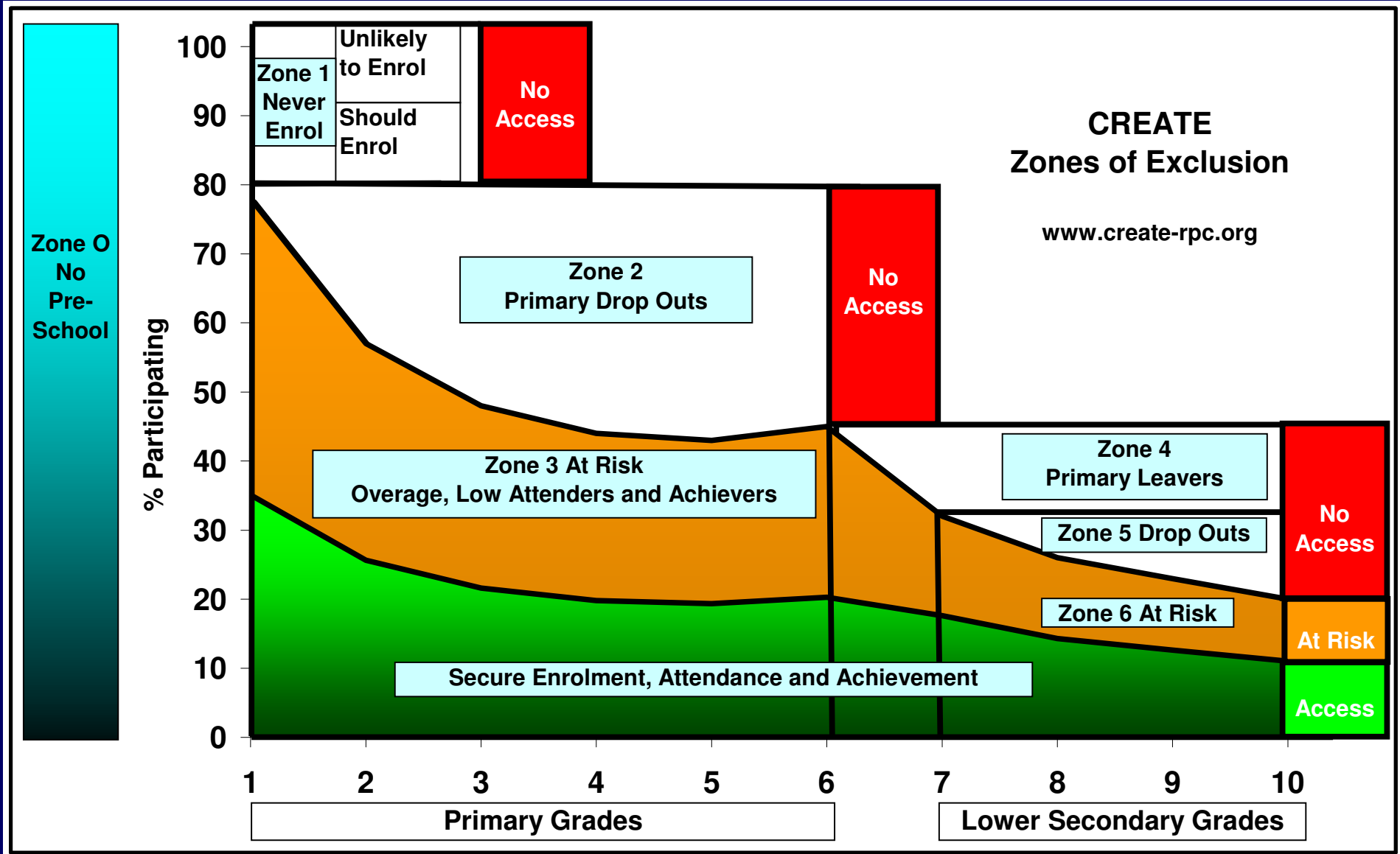
**Expanding Access  
Who Gets What?  
Keith M Lewin  
Ricardo Sabates**



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

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

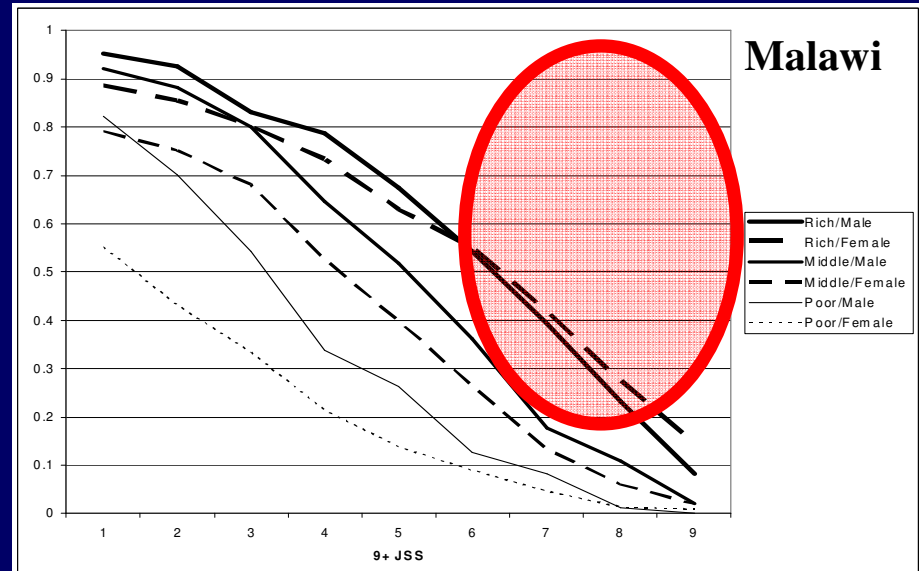
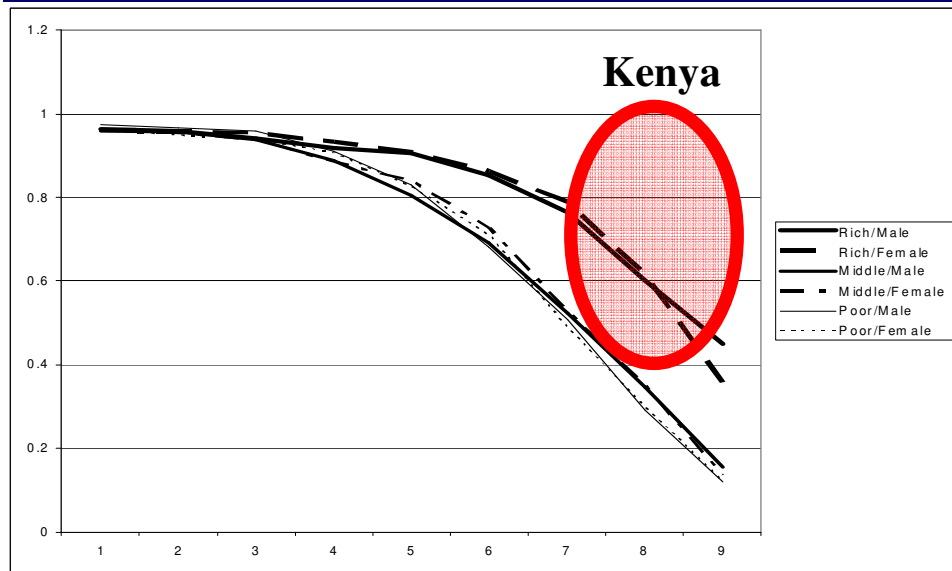
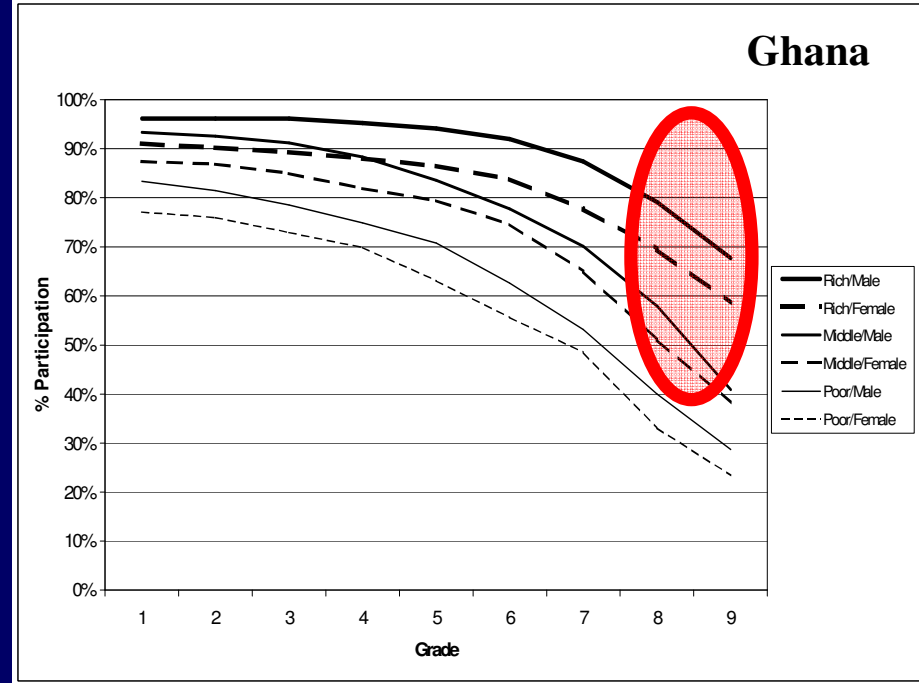
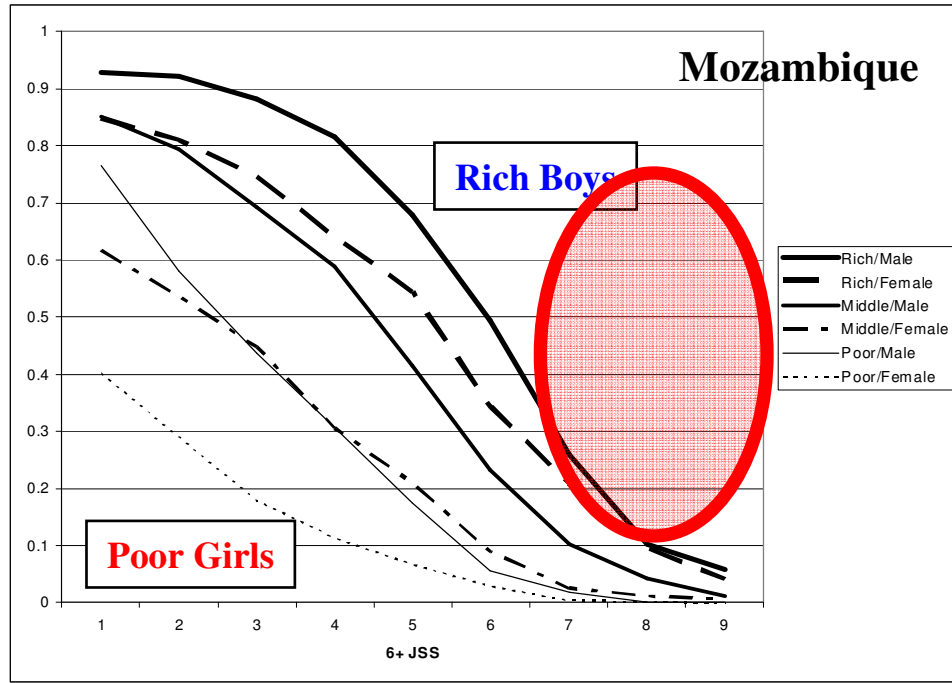
# CREATE Zones of Exclusion



## 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



## 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

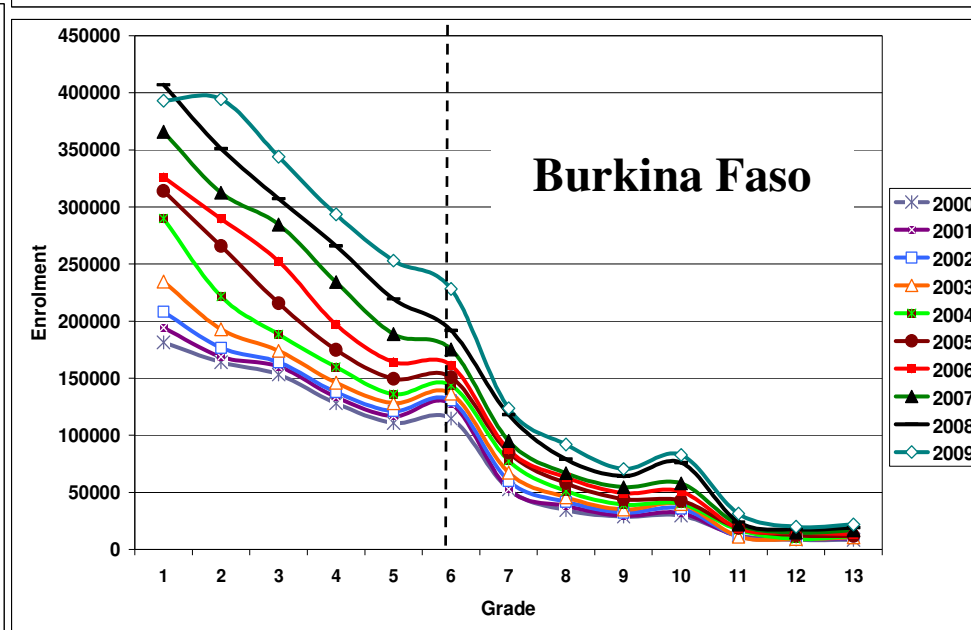
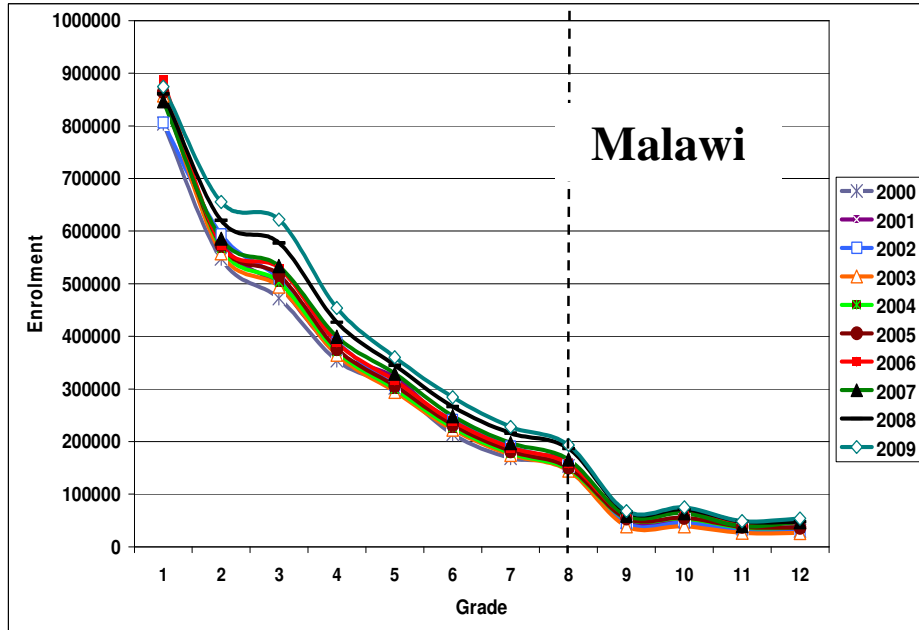
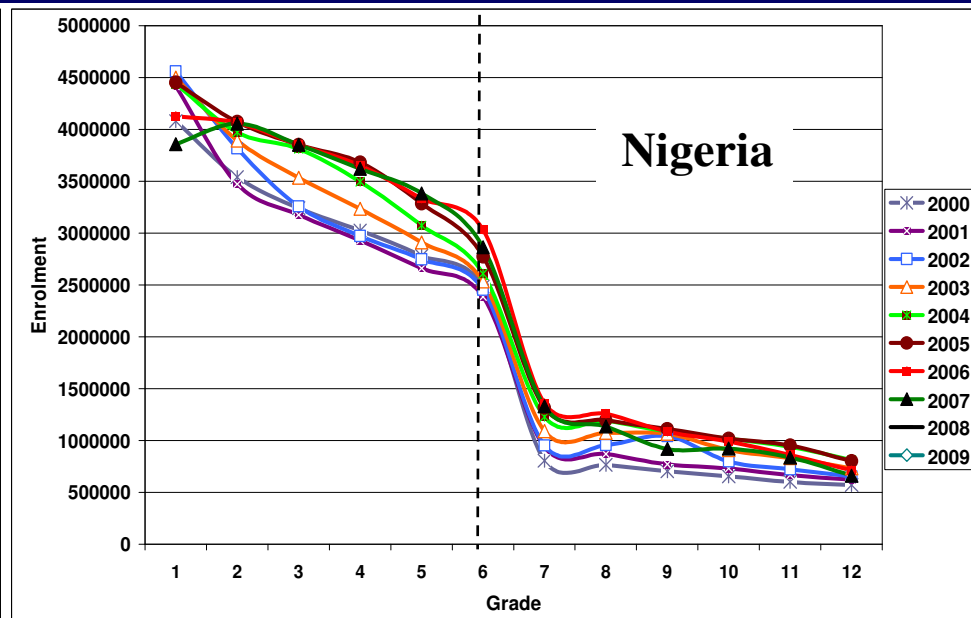
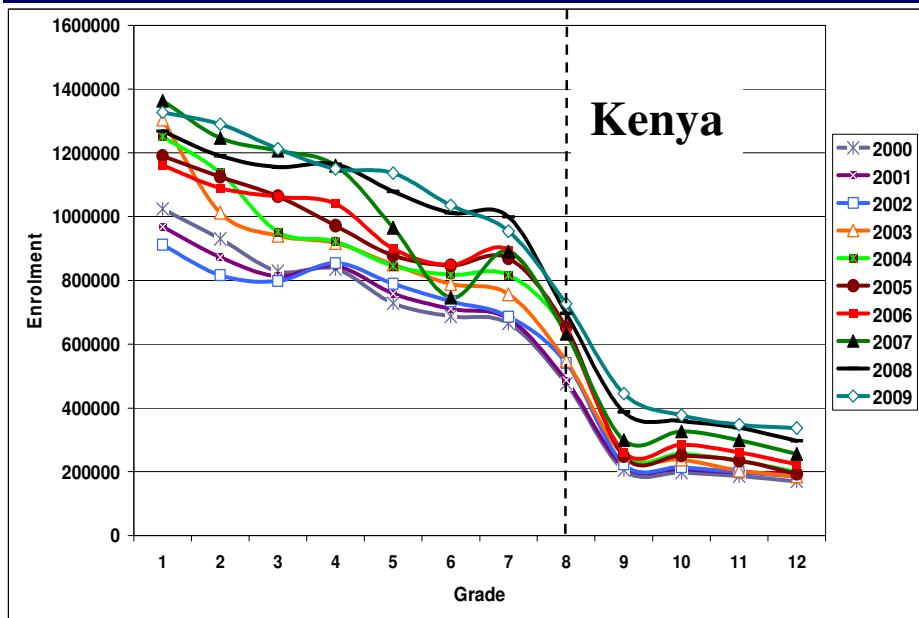
# Expanded Visions of Access to Basic Education

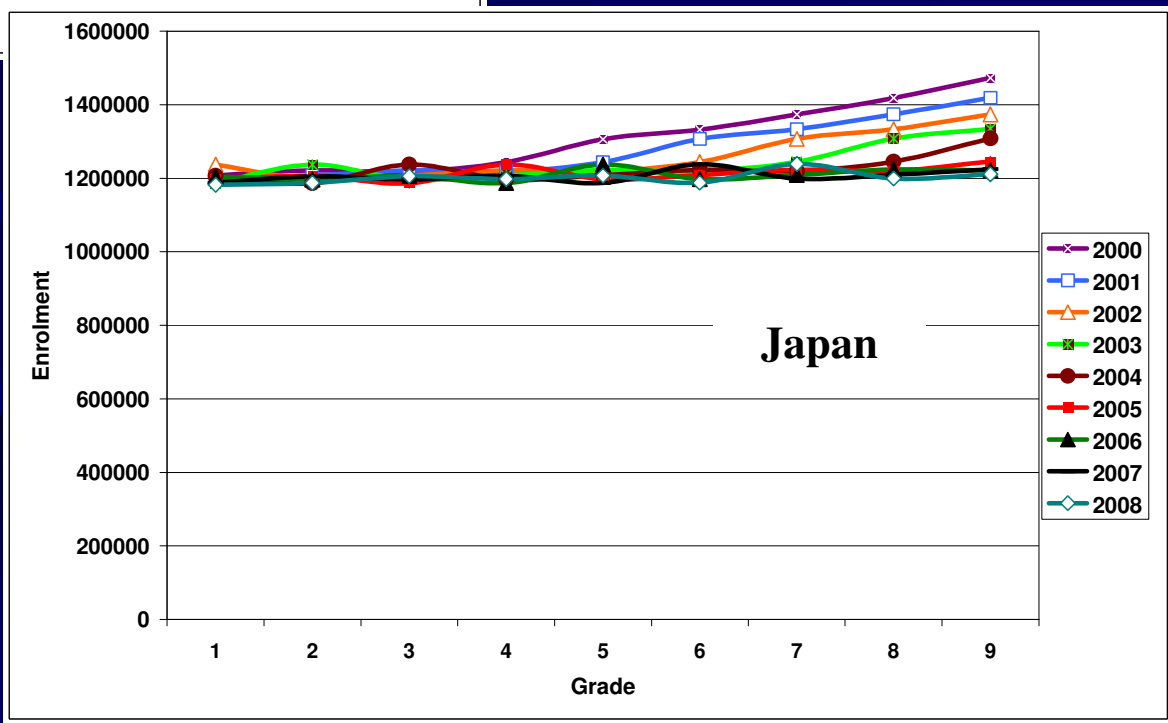
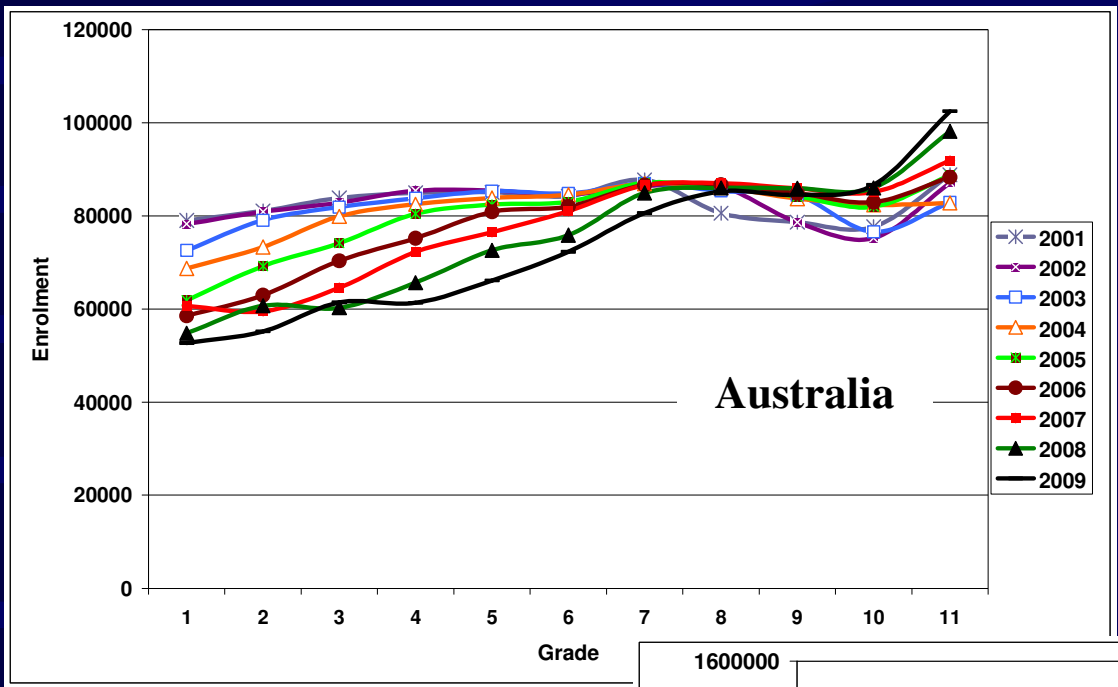
- Sustained attendance not just enrolment (>95%)
- On-schedule progression at appropriate ages (< 2 Years overage)
- Meaningful learning and achievement (< 2 years of grade norms)
- Normal health and nutrition
- Appropriate learning environment  
    *pedagogy / curriculum / teachers / facilities*
- 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**

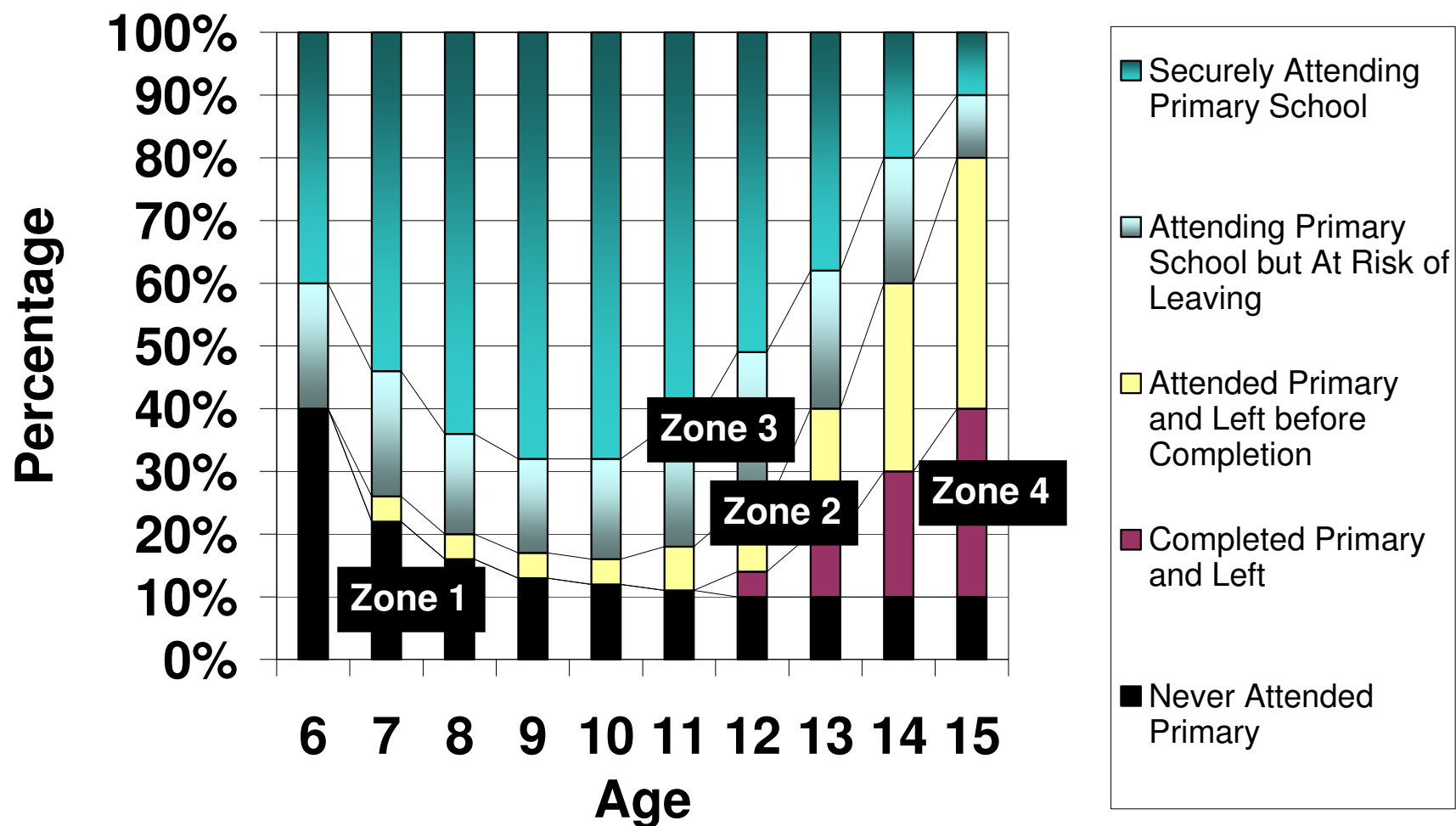
# Enrolments by Grade 2000-2009



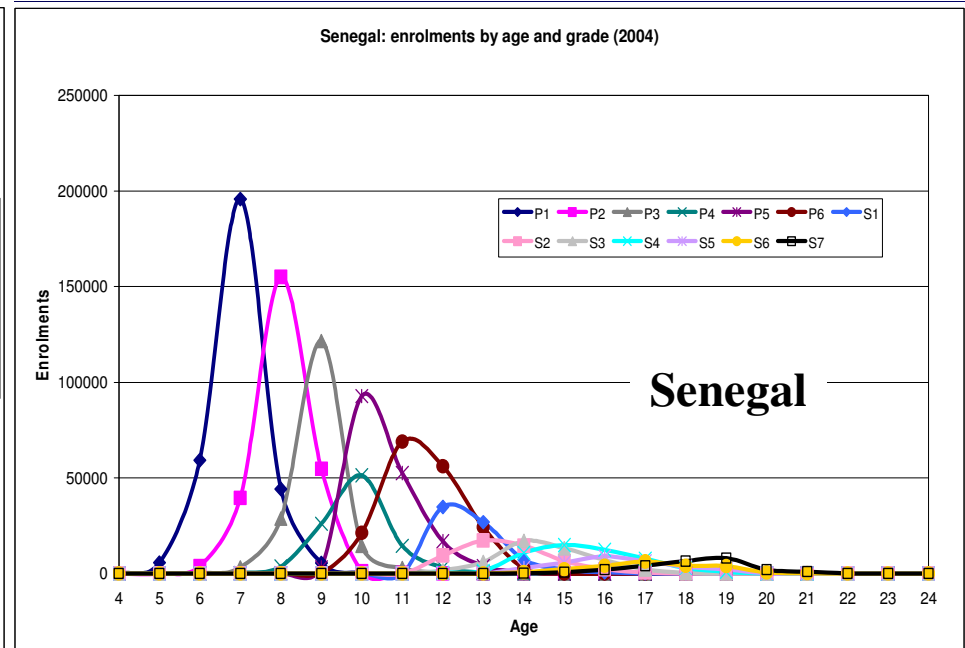
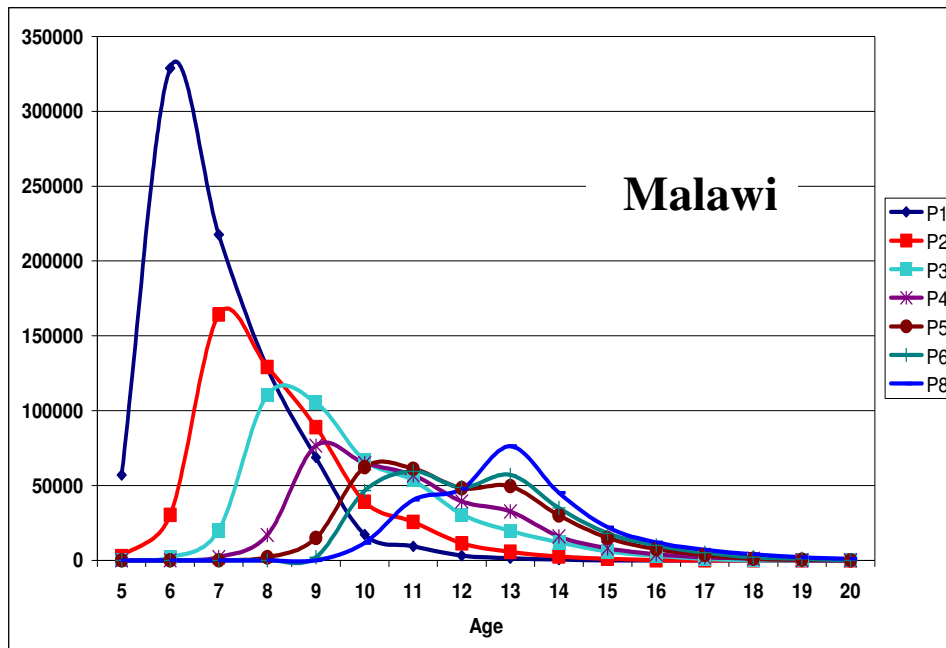
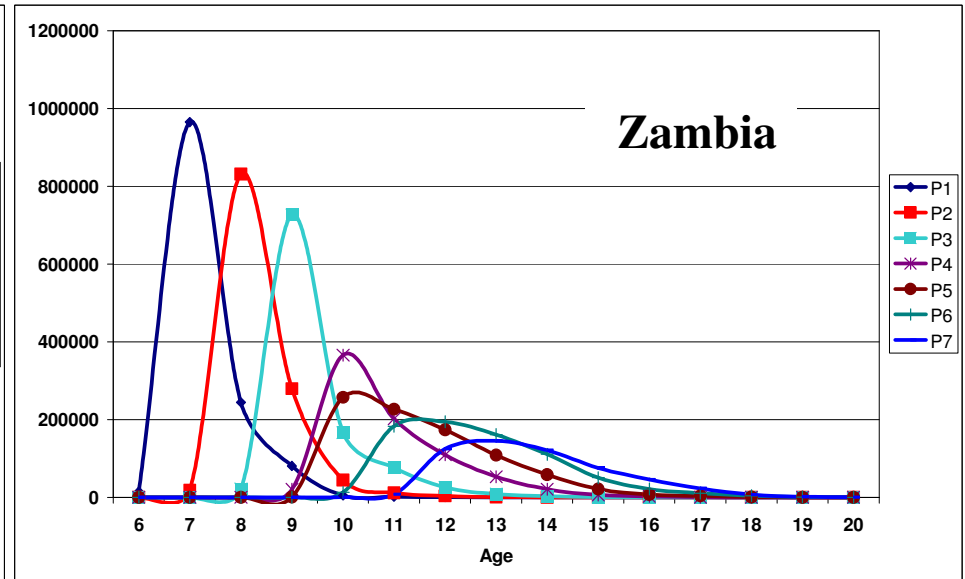
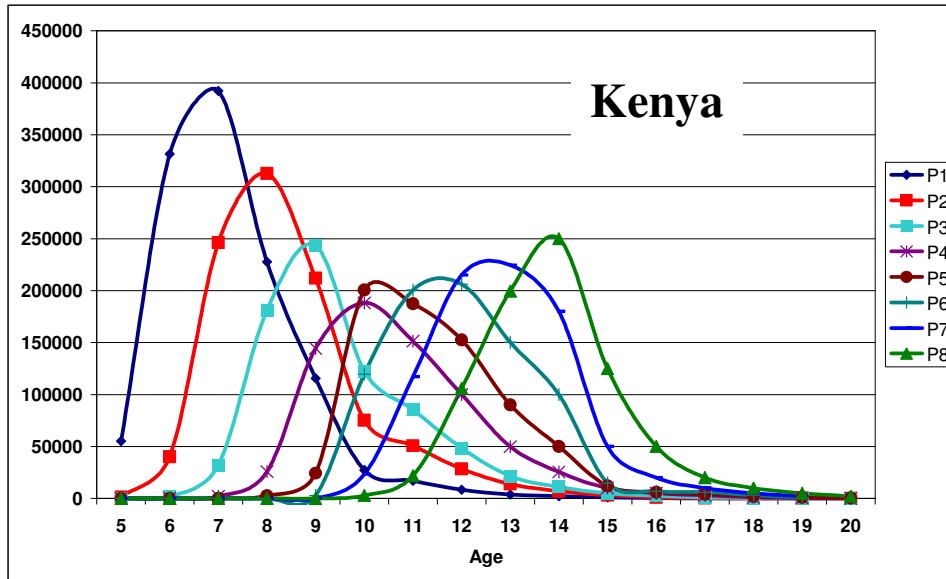




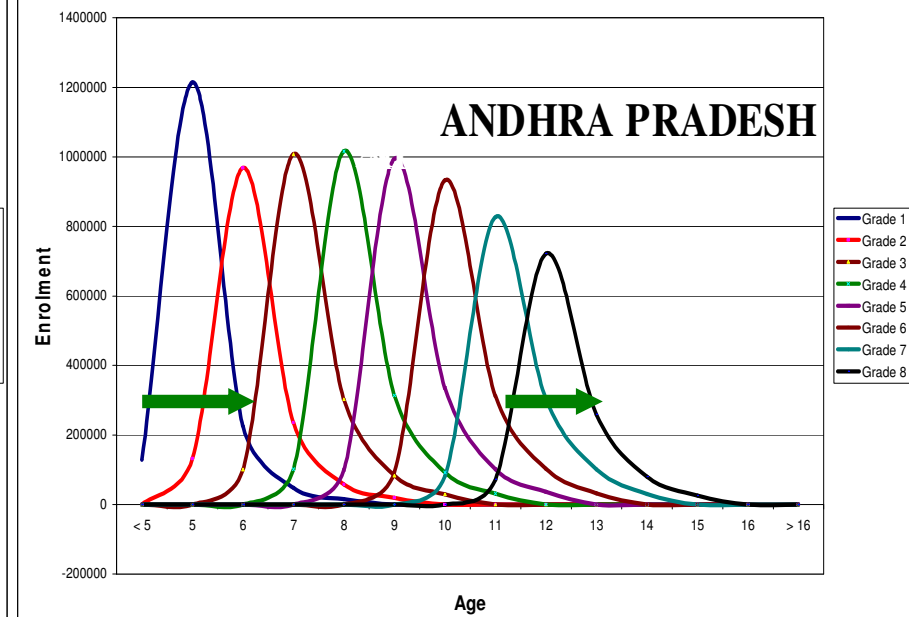
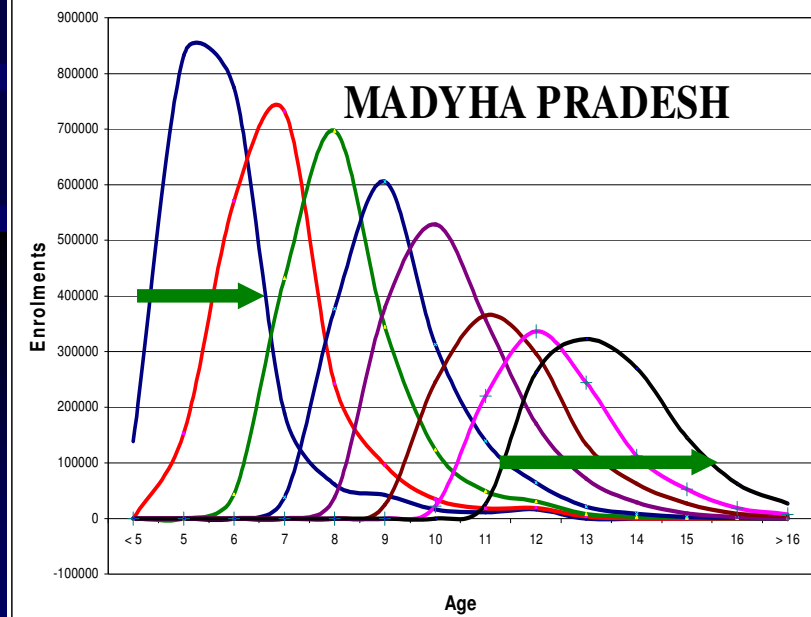
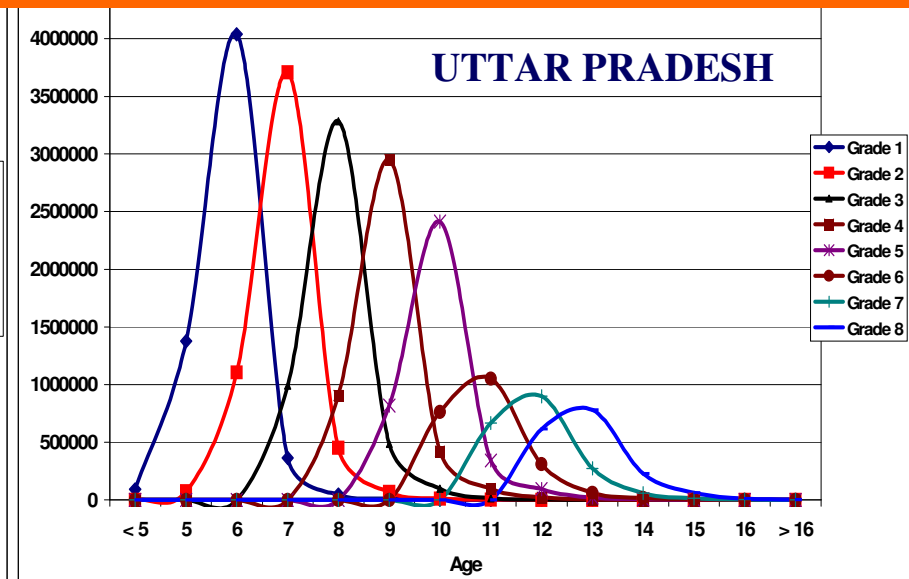
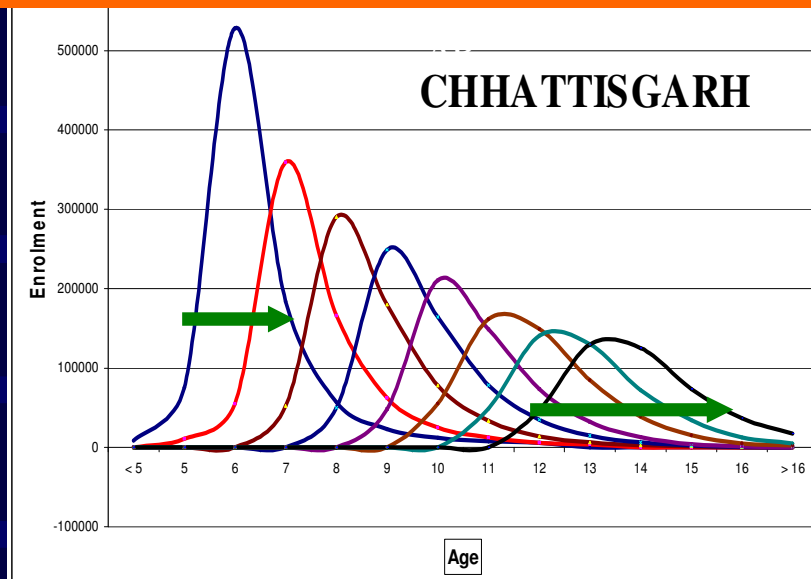
# Age and Enrolment



# Enrolments by Age and Grade



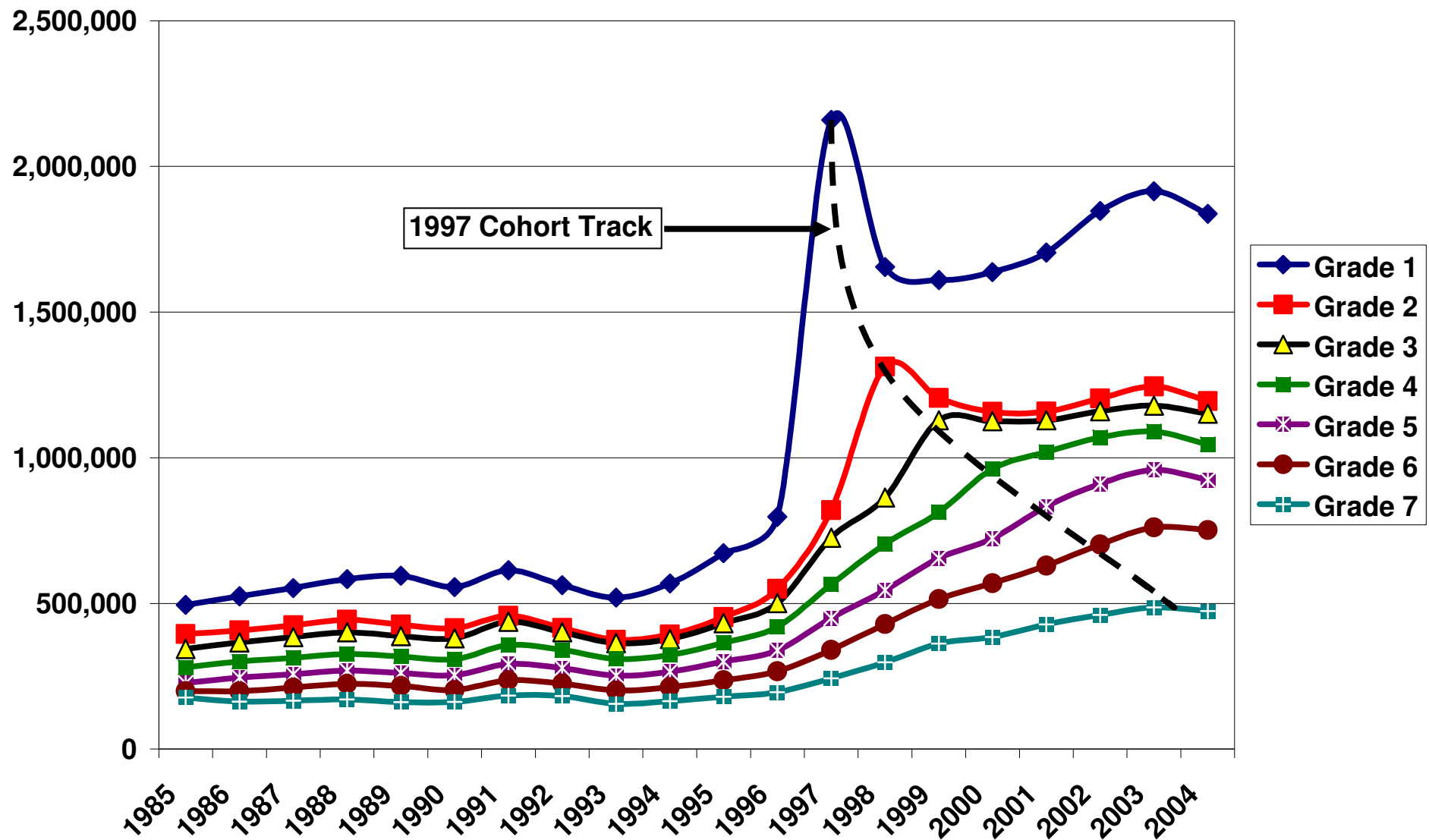
# Enrolment by Grade and Age – India



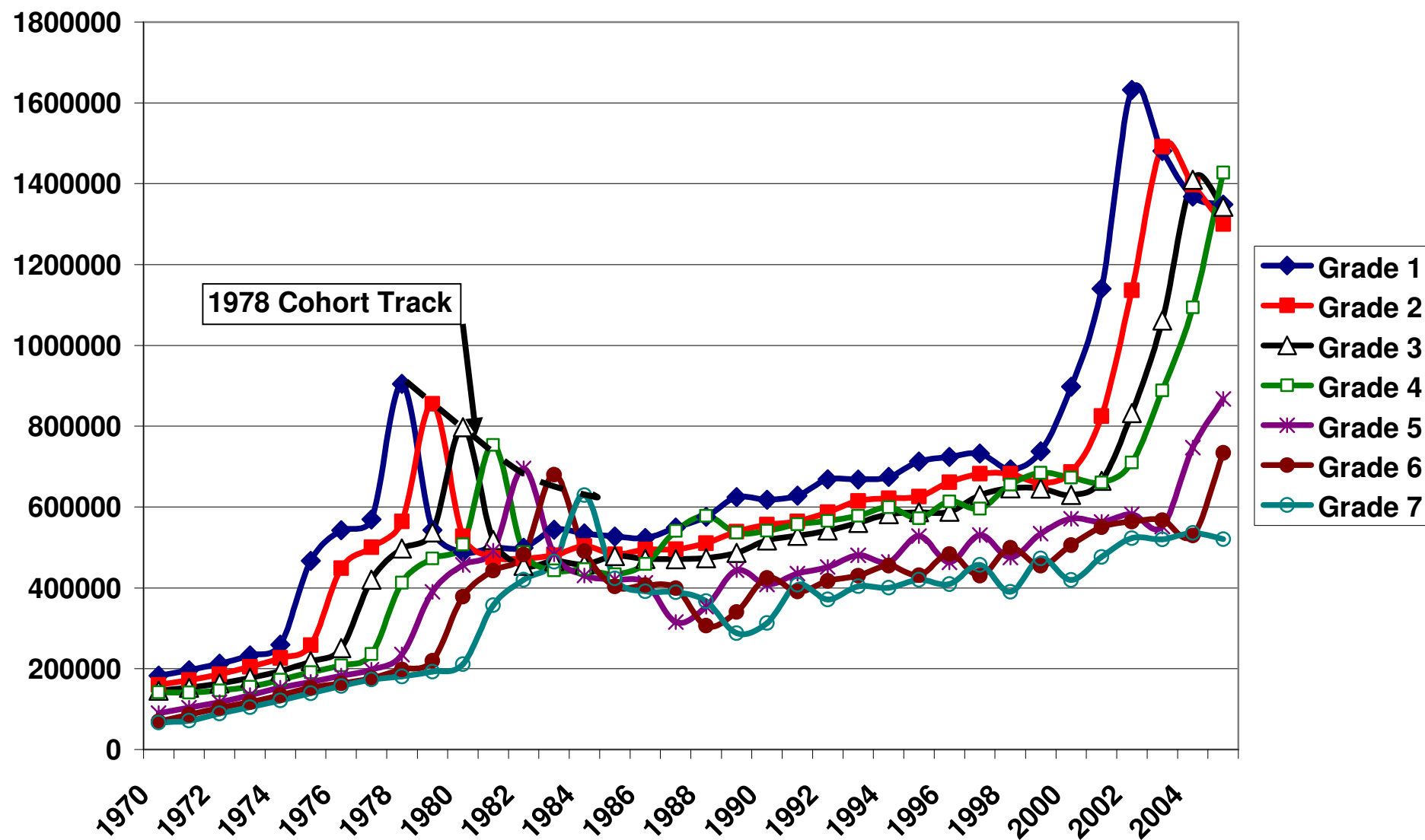
If EFA had happened beyond Dakar  
(2000) or Jomtien 1990 then in 2011.....

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*

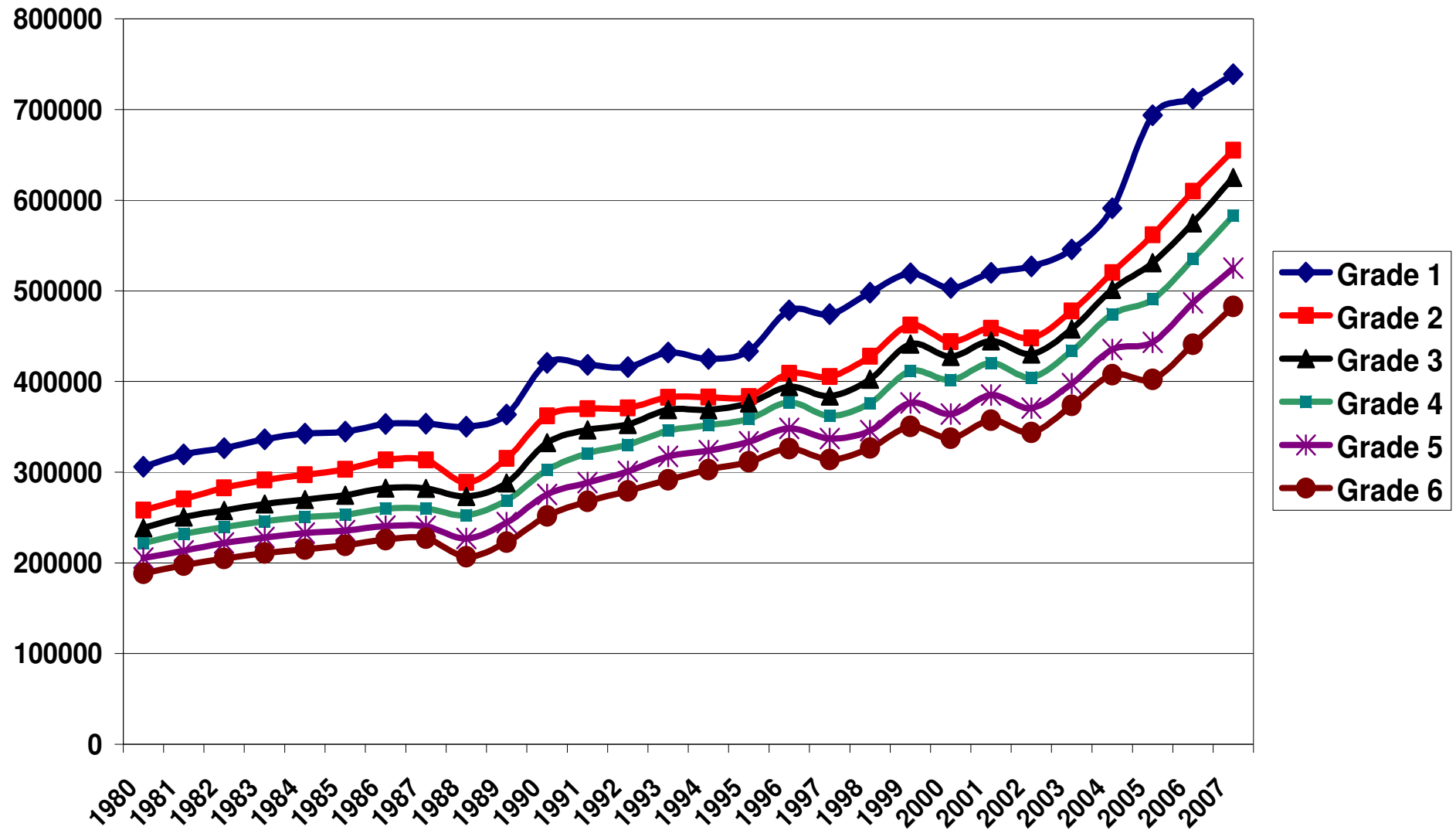
# Enrolment by Year and Grade – Uganda 1985-2005



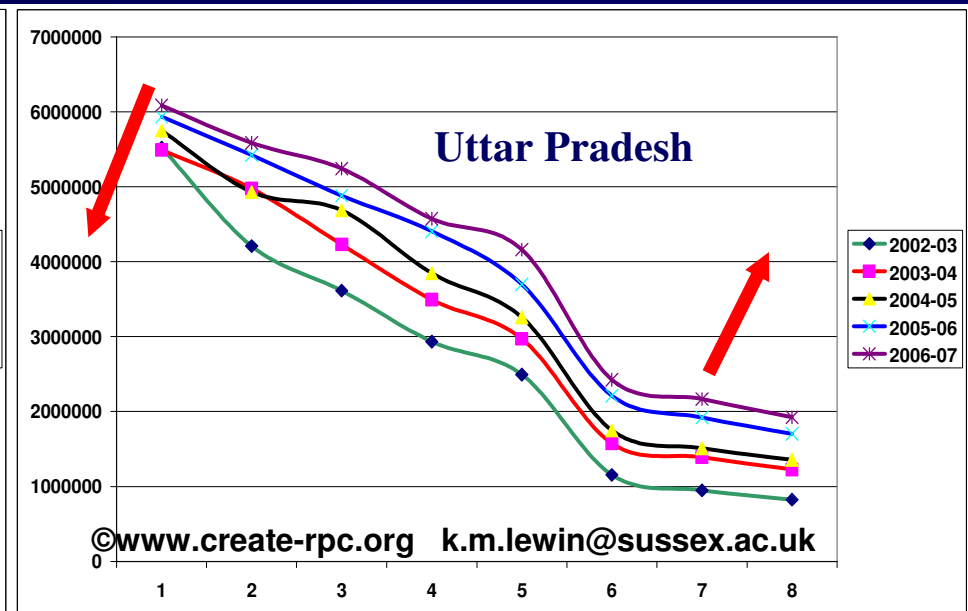
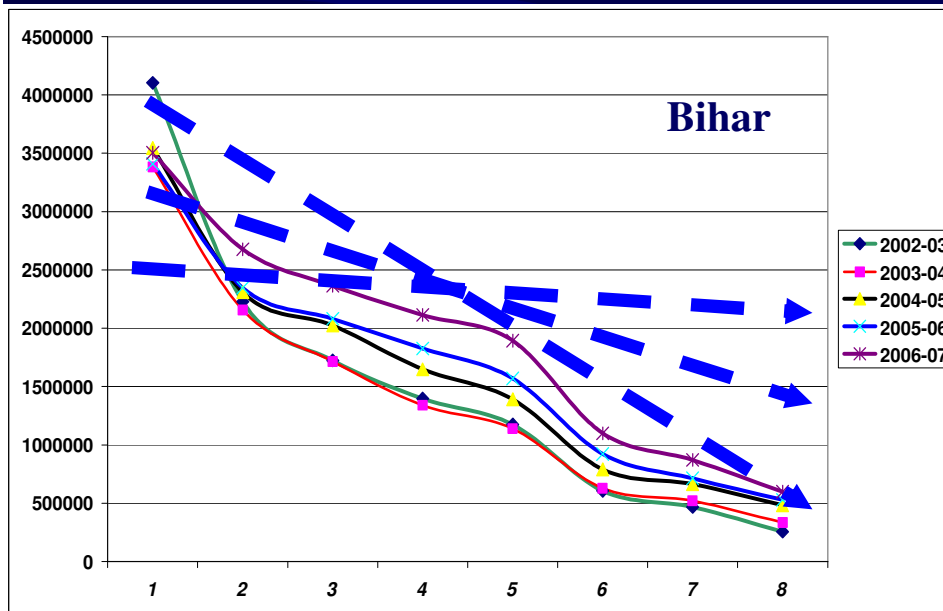
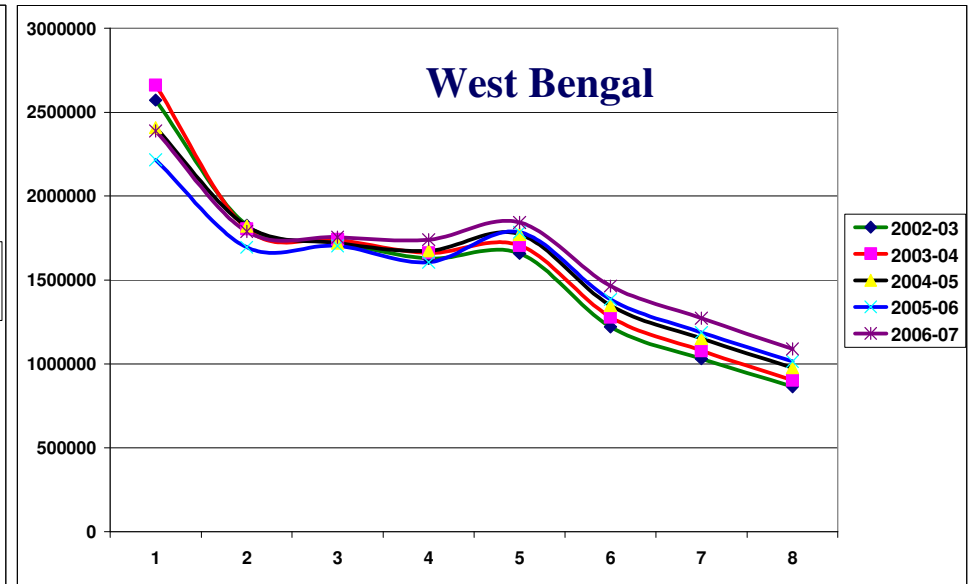
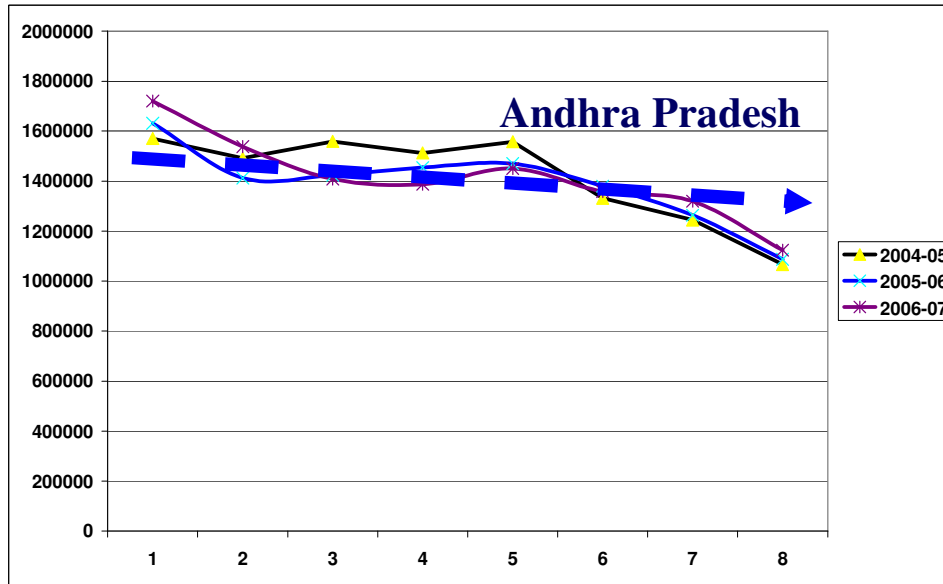
# Enrolment by Year and Grade Tanzania 1970-2005



# Enrolment by Year and Grade Ghana 1980-2007

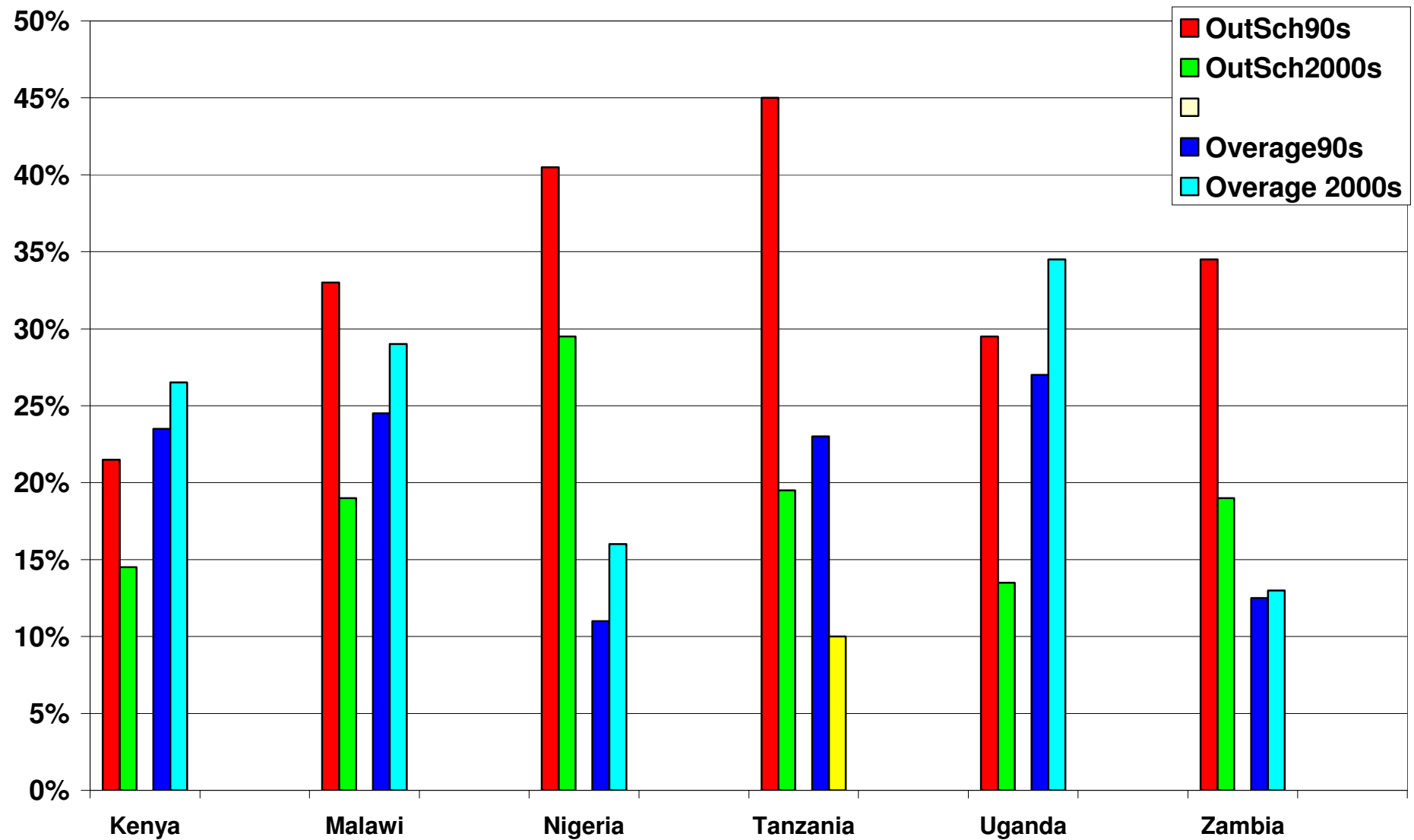


# Enrolments by Grade by Year - India





# Out of School Children and Overage by 3+ Years



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