Improving Access, Equity and Transitions in Education

Bangladesh, Ghana, India, South Africa

www.create-rpc.org
Profiling Exclusion

Demand

- Individual characteristics and agency
- Household Characteristics and Agency

Supply

- School quality, process and outcomes
- District educational governance and resources
- Community social, economic, and political

Equity Distribution

Mobility Poverty Reduction

Transitions Growth
CREATE Zones of Exclusion

Zone 1
Never Enrol
Should Enrol
No Access

Zone 2
Drop Outs from Primary Schooling

Zone 3 At Risk
Overage, Low Attenders and Low Achievers

Zone 4
Primary Leavers

Zone 5 Drop Outs

Zone 6 At Risk

Secure Enrolment, Attendance and Achievement

Access
No Access

Primary Grades
Lower Secondary Grades

% Participating

Zone O
No Pre-School

www.create-rpc
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
Secure Enrolment with Meaningful Learning
Zone Chart

Ghana

Secure Enrolment with Meaningful Learning

Age/Grade Population

Zone 1
Zone 2
Zone 3
Zone 4
Zone 5
Zone 6

Grade

Enrolment
Zone Chart

South Africa

CREATE Model based on NDoE Data

Secure Enrolment with Meaningful Learning

Grade

Zone 1
Zone 2
Zone 3
Zone 4
Zone 5
Zone 6

Age/Grade Population

Boys
Girls
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

$$\text{Access} = At + Age + Ach + x \ldots y \ldots z$$
Attendance and Silent Exclusion

% Attendance for Four Weeks

Silent Exclusion
Enrolment by Grade and Age – India

**CHHATTISGARH**

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

**MADHYA PRADESH**

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

**UTTAR PRADESH**

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

**ANDHRA PRADESH**

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
Enrolment by Grade and Age – Sub-Saharan Africa

Ghana

Kenya

Malawi

Mauritius
Enrolment by Year and Grade – Uganda 1985-2005

1997 Cohort Track
Enrolment by Year and Grade

Enrolments by Year and Grade

1990 Cohort Track

Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Achievement and Silent Exclusion

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

Ex White Schools

Ex African Schools

Silent Exclusion
Skewed Achievement Patterns

- **Performance Indicator**: Number of Candidates
- **Negative Skew**
- **Normal Distribution**
- **Positive Skew**
Overlapping Achievement Across Grades

Performance Indicator

Students

Grade 1
Grade 2
Grade 3
Enrolments by Grade, Wealth and Gender

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**Mozambique**

- Rich Boys
- Poor Girls

**Ghana**

**Kenya**

**Malawi**

**Rich Boys**
- Rich/Male
- Rich/Female
- Middle/Male
- Middle/Female
- Poor/Male
- Poor/Female

**Rich Girls**
- Rich/Male
- Rich/Female
- Middle/Male
- Middle/Female
- Poor/Male
- Poor/Female

**Poor Boys**
- Rich/Male
- Rich/Female
- Middle/Male
- Middle/Female
- Poor/Male
- Poor/Female

**Poor Girls**
- Rich/Male
- Rich/Female
- Middle/Male
- Middle/Female
- Poor/Male
- Poor/Female

**Malawi Kenya Mozambique Ghana**

**Rich Boys**
- Rich/Male
- Rich/Female
- Middle/Male
- Middle/Female
- Poor/Male
- Poor/Female

**Poor Girls**
- Rich/Male
- Rich/Female
- Middle/Male
- Middle/Female
- Poor/Male
- Poor/Female

**Rich Girls**
- Rich/Male
- Rich/Female
- Middle/Male
- Middle/Female
- Poor/Male
- Poor/Female

**Poor Boys**
- Rich/Male
- Rich/Female
- Middle/Male
- Middle/Female
- Poor/Male
- Poor/Female

**Malawi Kenya Mozambique Ghana**

**Rich Boys**
- Rich/Male
- Rich/Female
- Middle/Male
- Middle/Female
- Poor/Male
- Poor/Female

**Poor Girls**
- Rich/Male
- Rich/Female
- Middle/Male
- Middle/Female
- Poor/Male
- Poor/Female

**Rich Girls**
- Rich/Male
- Rich/Female
- Middle/Male
- Middle/Female
- Poor/Male
- Poor/Female

**Poor Boys**
- Rich/Male
- Rich/Female
- Middle/Male
- Middle/Female
- Poor/Male
- Poor/Female

**Malawi Kenya Mozambique Ghana**
Enrolment by Age, Household Income and Sex

India 2005-06

Richest 20%

Poorest 20%

India 2005-06

Male

Female

Proportion

Based on analysis of data from DHS

econ.worldbank.org/projects/edattain
GERs and NERs

Country A
- GER Primary = 99% for Country A
- NER Primary = 92% for Country A if 25% of Grade 4-6 are overage

Country B
- GER Primary = 99% for Country B
- NER Primary = 92% for Country B if 15% of Grade 4-6 are overage
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?