



Consortium for Research on
Education, Access, Transitions & Equity

Funded by DFID

**Expanding Access
Who Gets What?**

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

www.create-rpc.org

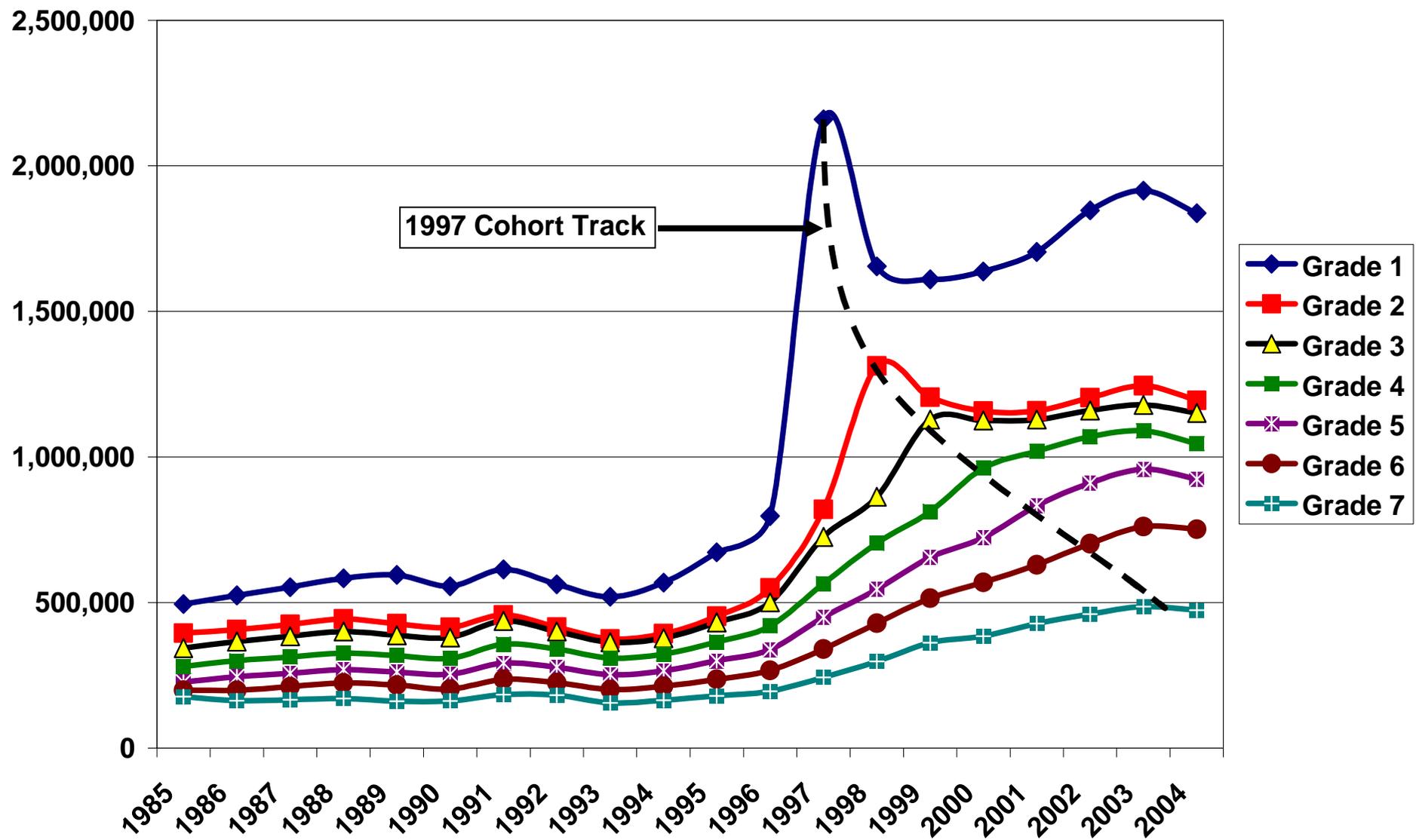
Primary Expansion



© Keith M Lewin

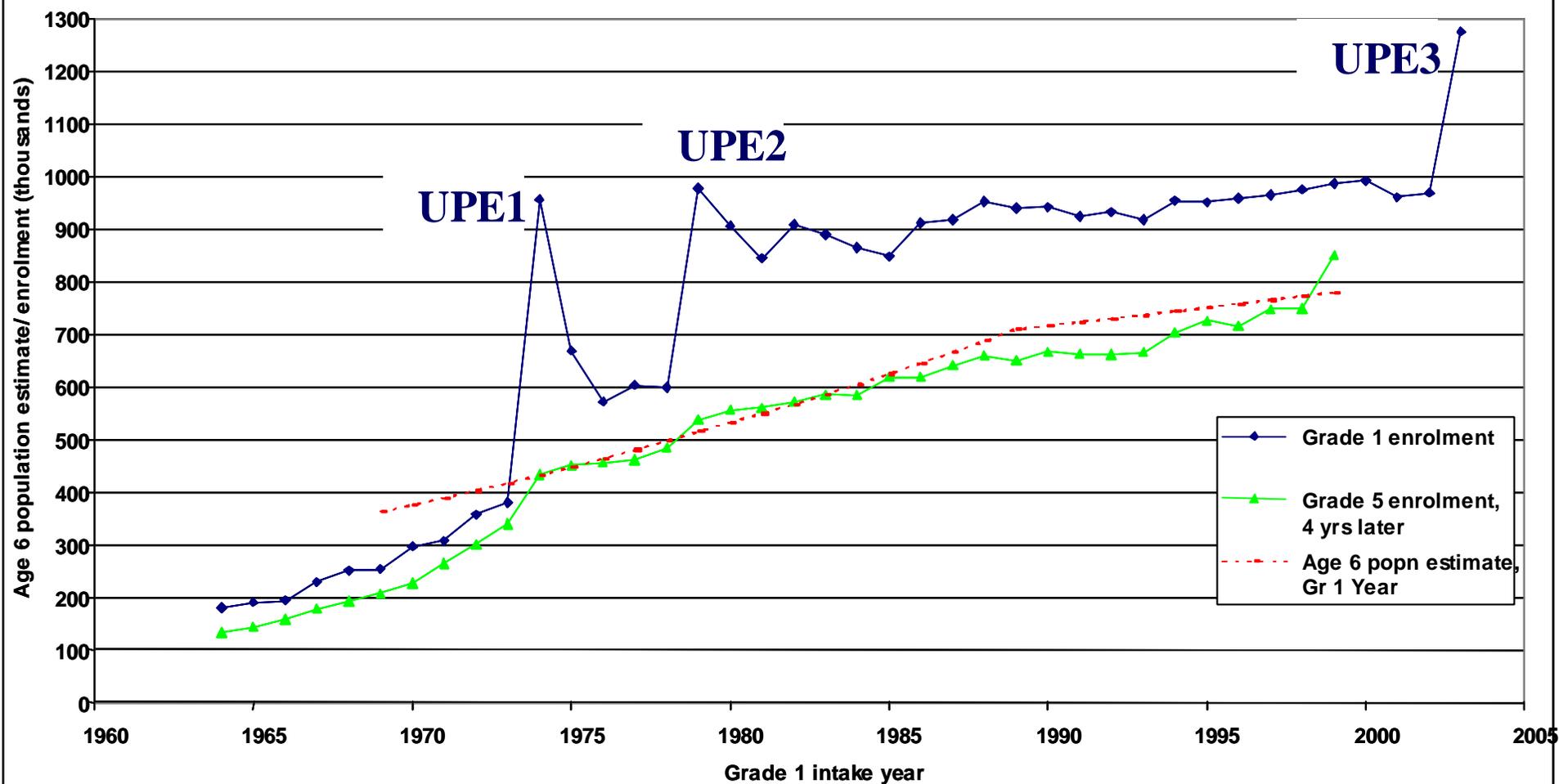


Enrolment by Year and Grade – Uganda 1985-2005



Kenya Enrolments and School Age Population

Figure 4.1. Kenya: Age 6 Population Estimates, Grade 1 intakes and Grade 5 survivors, 1964 to 2003



Conceptualising the Problems

- 60 + million not in primary, 250 million not in secondary
- Large numbers are enrolled but “silently excluded” and at risk of exclusion Perhaps 300 million.....
- 40+ countries - low chance and at risk of not achieving UPE, over 50% in SSA. 80 countries low chance of gender equity (43/24). However in SSA 58% better than 47%/53% at primary and 71% at secondary
- Gender equity is unlikely with secondary enrolment rates below GER2 50%
- The MDGs depend on embracing “the last 20%” at primary, retaining the disadvantaged, those with special needs, and others at risk.

A Typical Profile of EFA in “at risk” Poor Countries

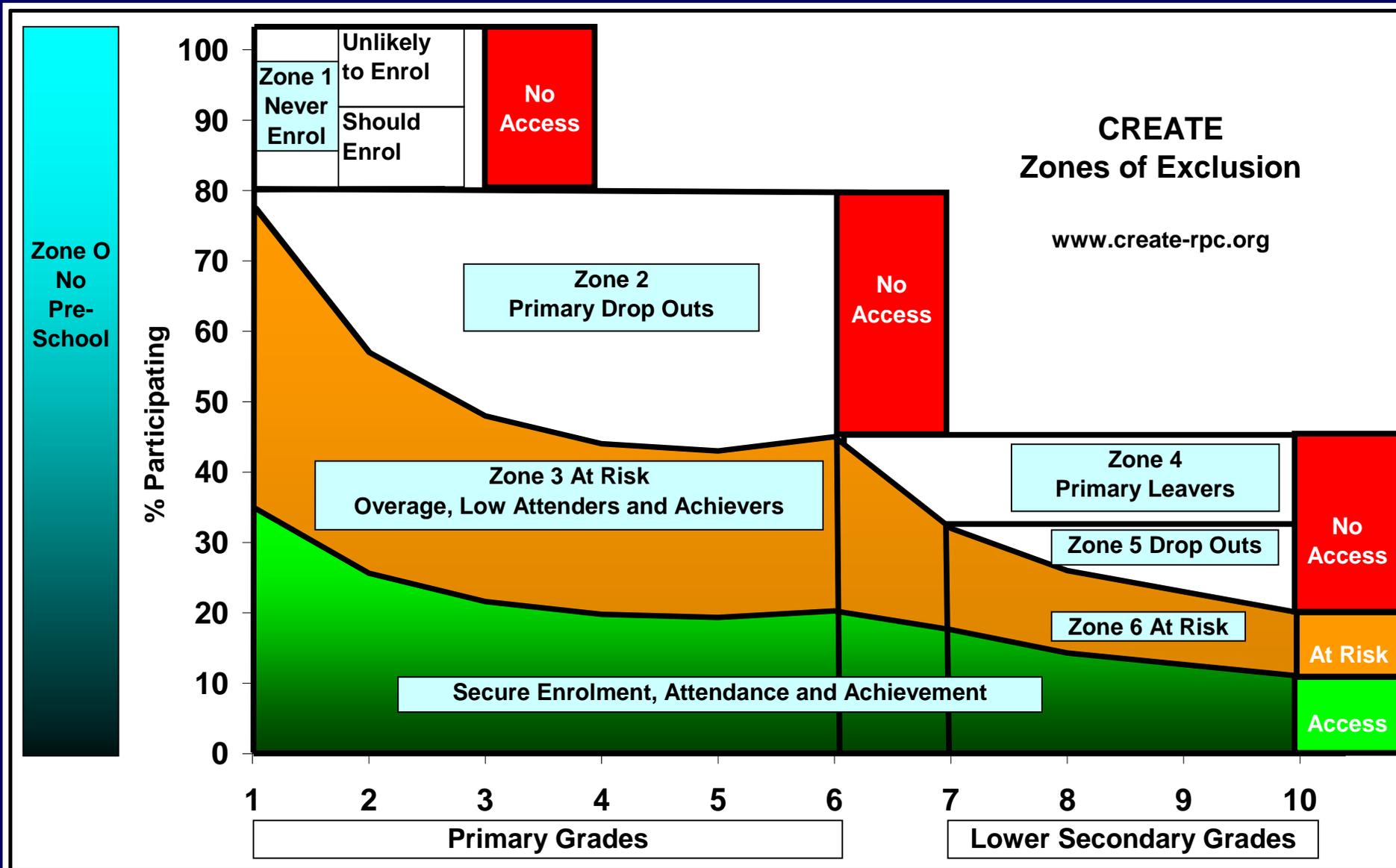
- Commitments to MDGs and EFA; increasing dependence on external financing and its conditions
- 10% +/- fail to enter and attend primary
- 40% +/- fail to complete Grade 5
- 30% +/- of completers fail to achieve min. standards
- Less than 20% of the labour force successfully complete secondary schooling
- Access is heavily skewed towards richer households; only the richest 20% can afford unsubsidised schooling;
- Girls often but not always inequitably excluded; other disadvantaged groups disproportionately excluded

Some Findings

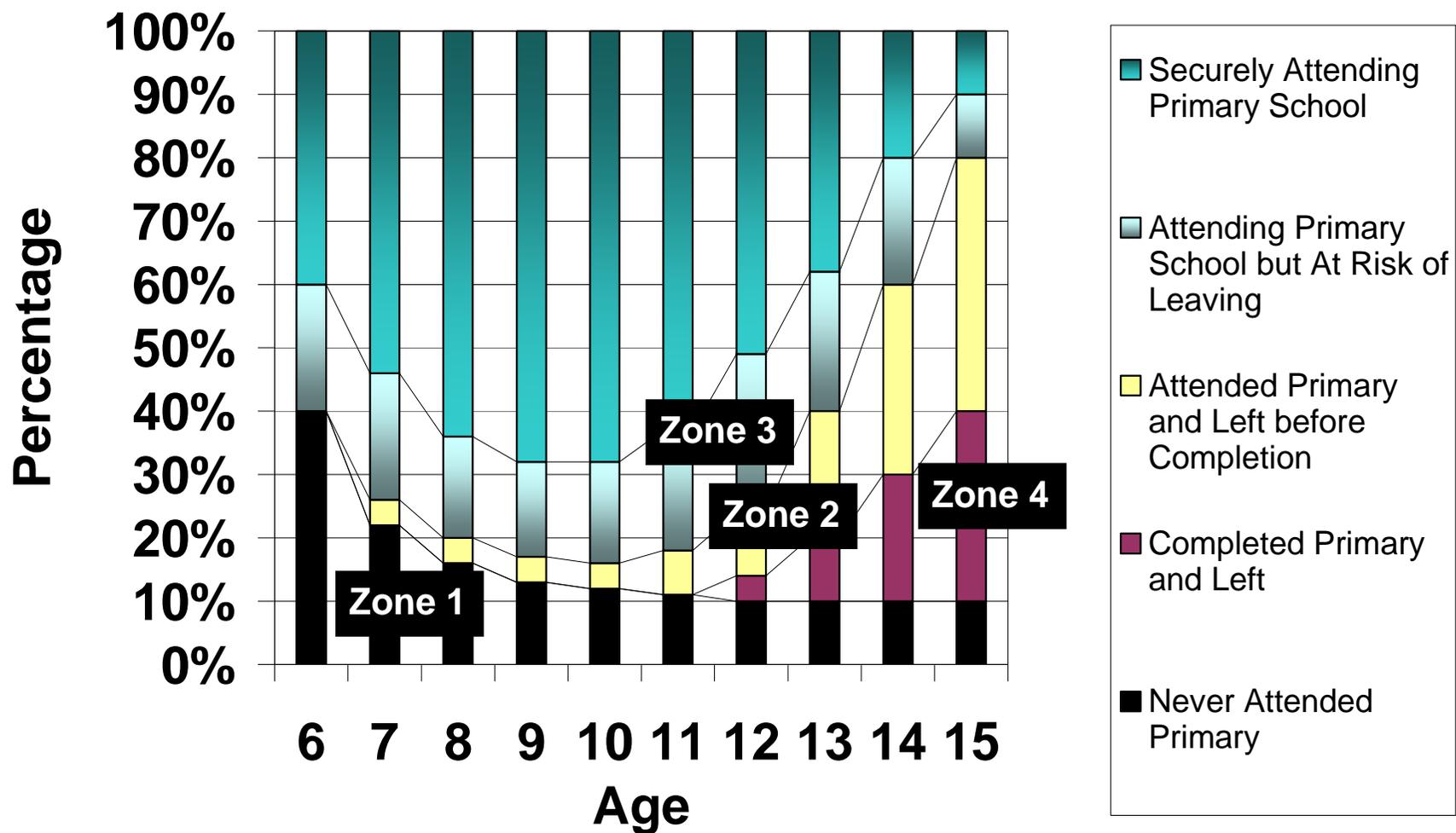
DHL 13 Countries SSA National Samples 1990s and 2000s

- Progress towards universal access to education has been patchy.
- Access to education remains strongly associated with household wealth
- the chances of the poorest being enrolled relative to the richest have not improved substantially and in some cases have deteriorated.
- 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.
- Poorer children are more likely to be over age and unlikely to complete especially if girls. Girls are more likely to be out of school than boys in most of the Francophone countries but not in the Anglophone countries.
- In all the Francophone countries rural children were more likely to be out of school, but this was only true in one Anglophone case.
- Rural children remain more likely to be overage.

CREATE Zones of Exclusion



Age and Enrolment



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**

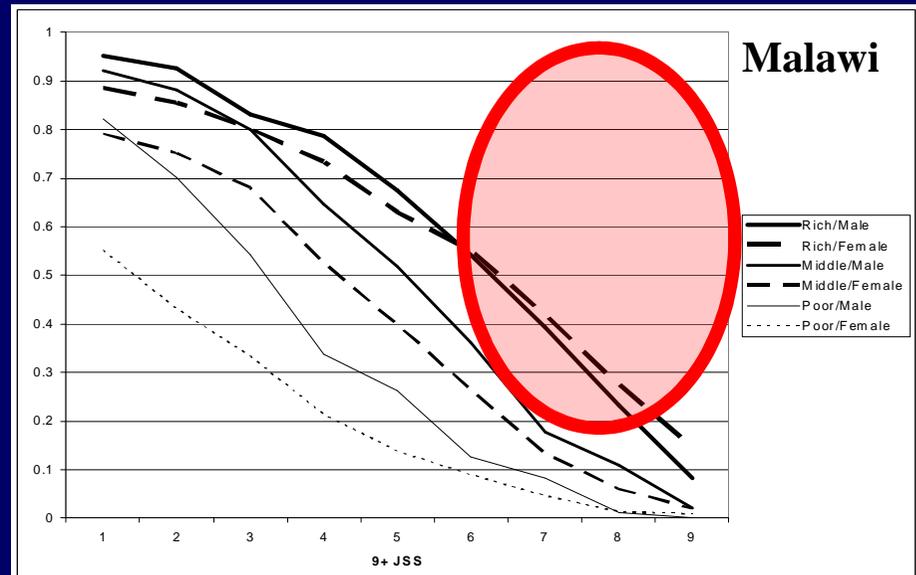
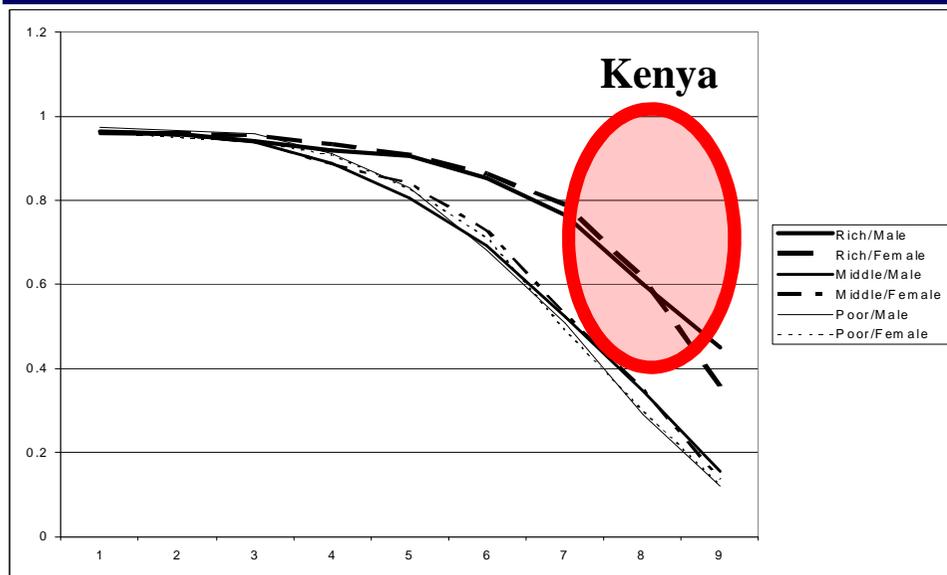
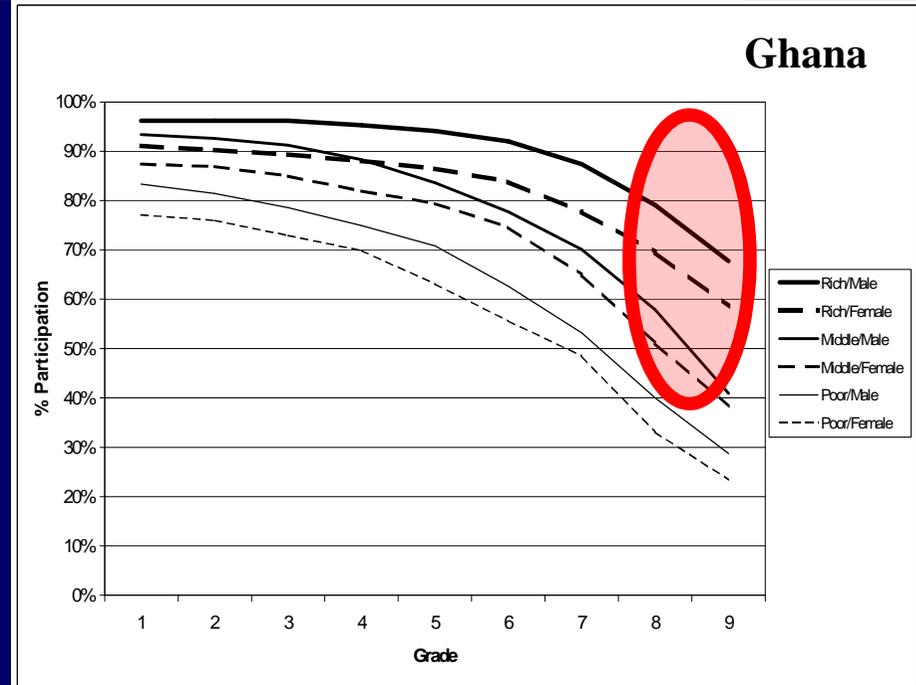
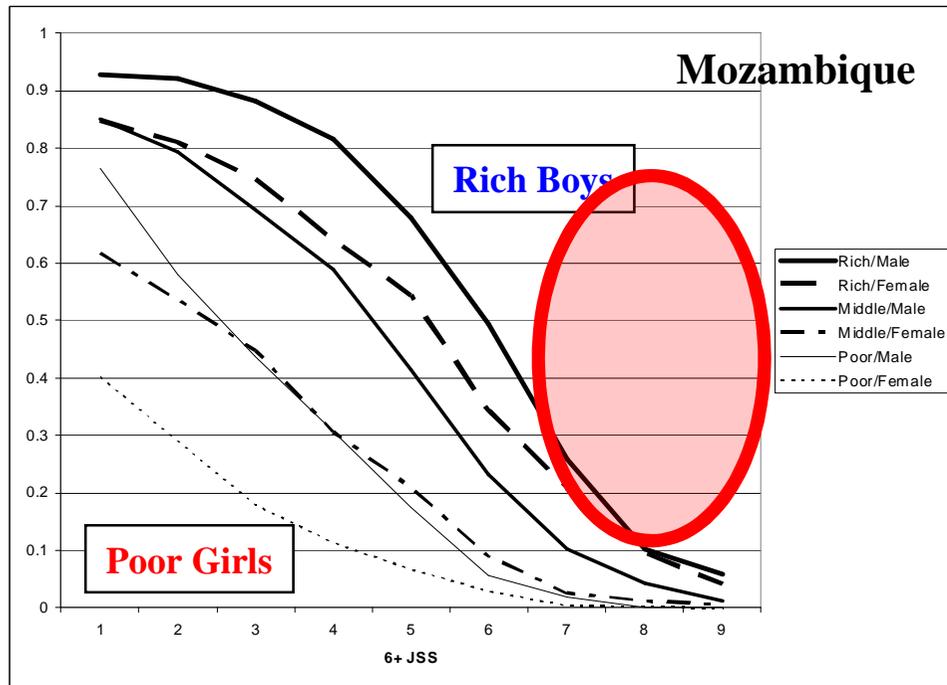
**District educational
governance
and resources**

**Equity
Distribution**

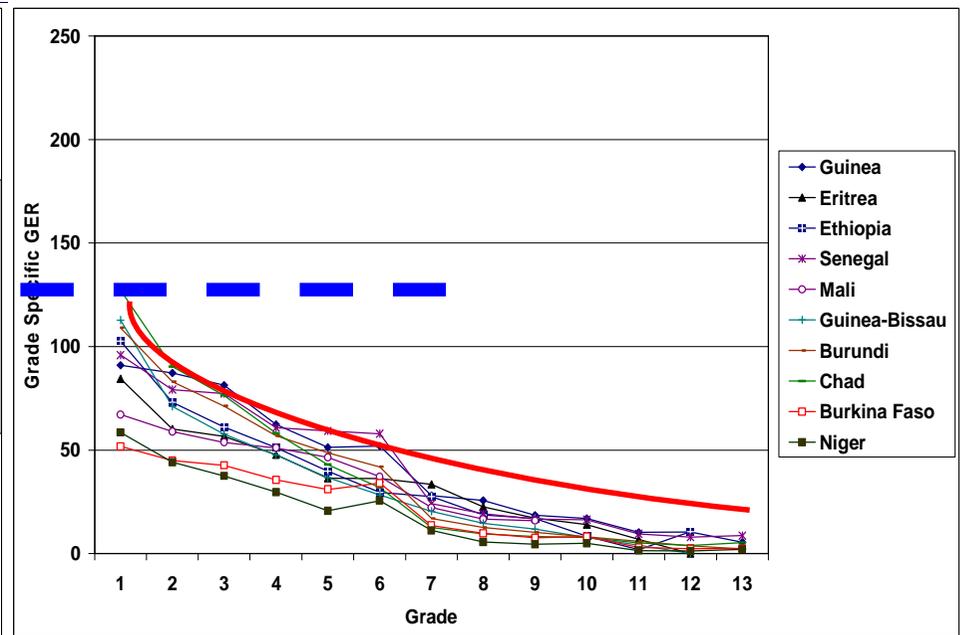
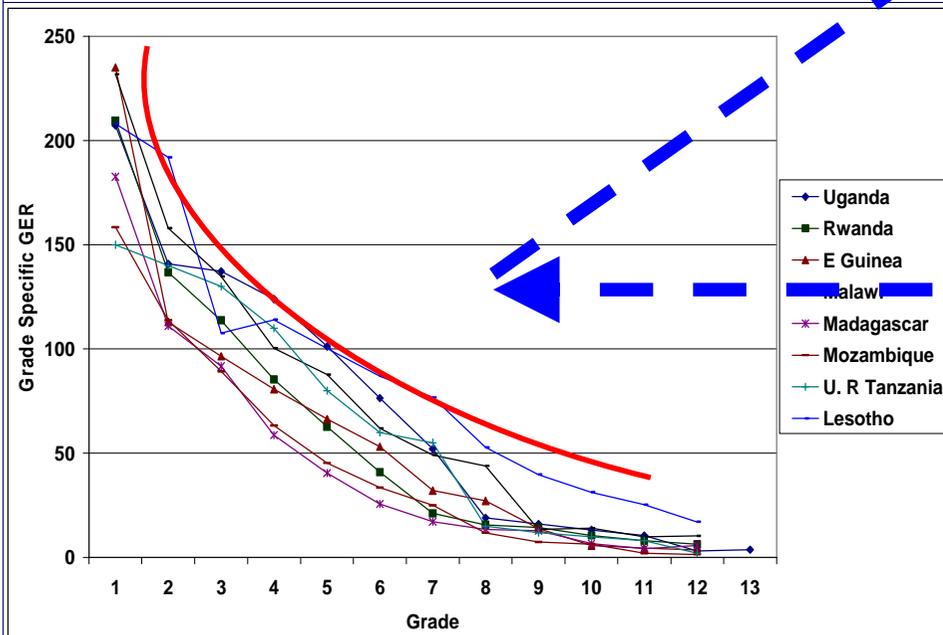
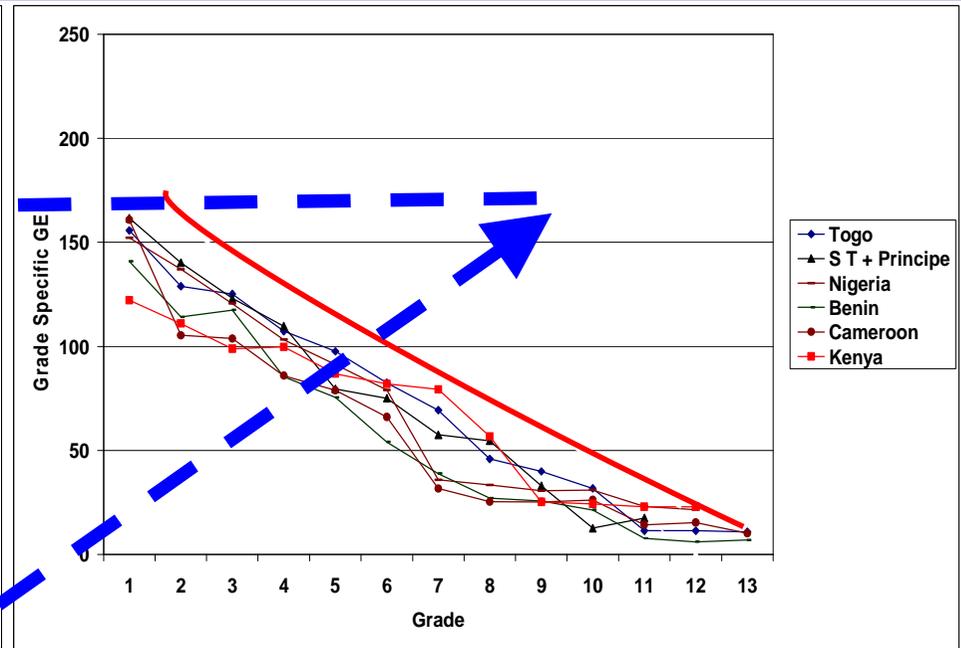
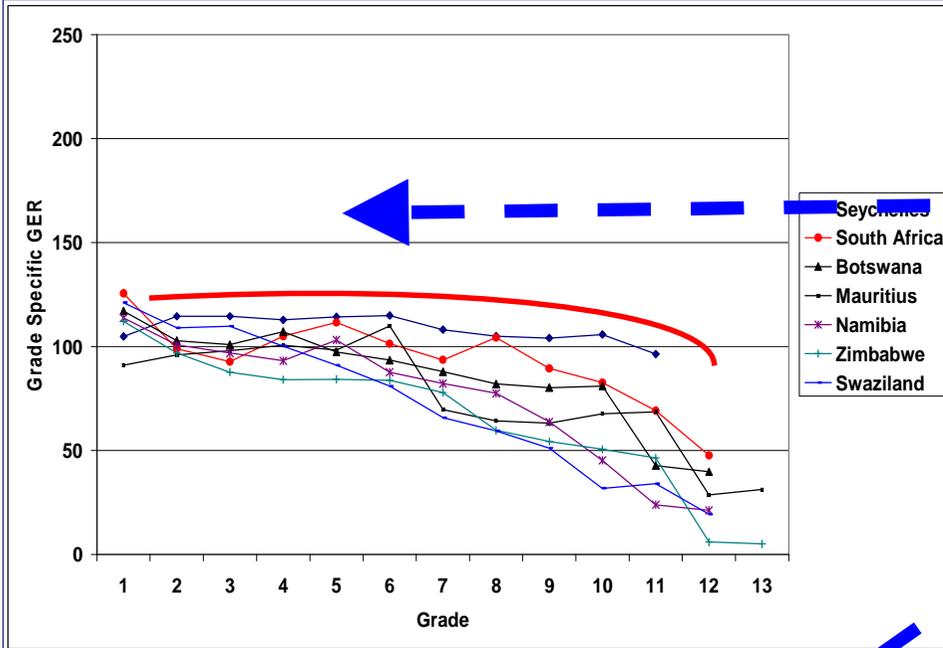
**Mobility
Poverty Reduction**

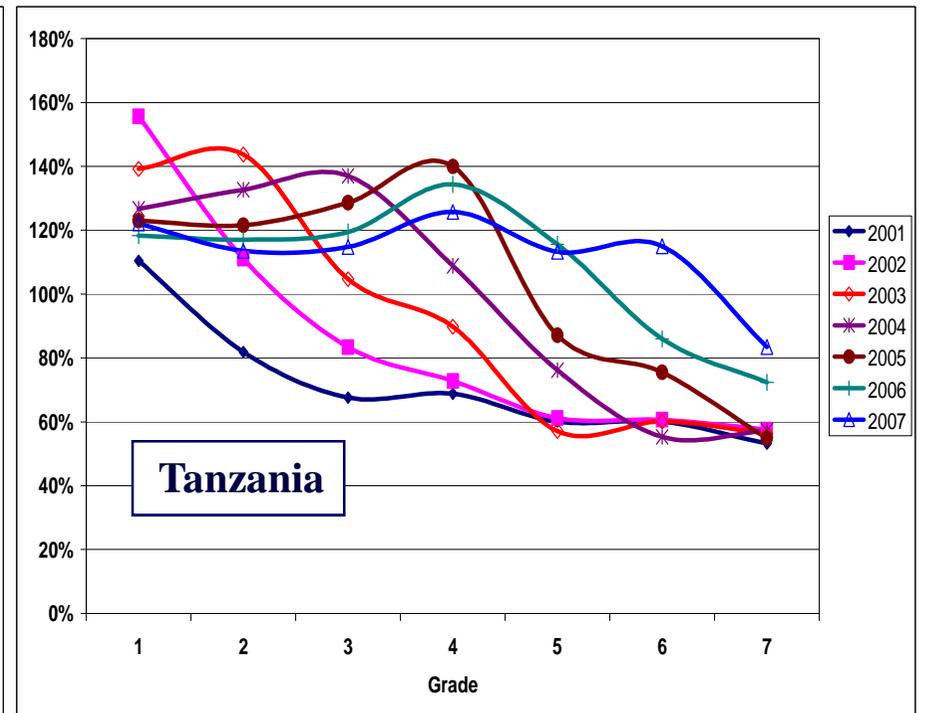
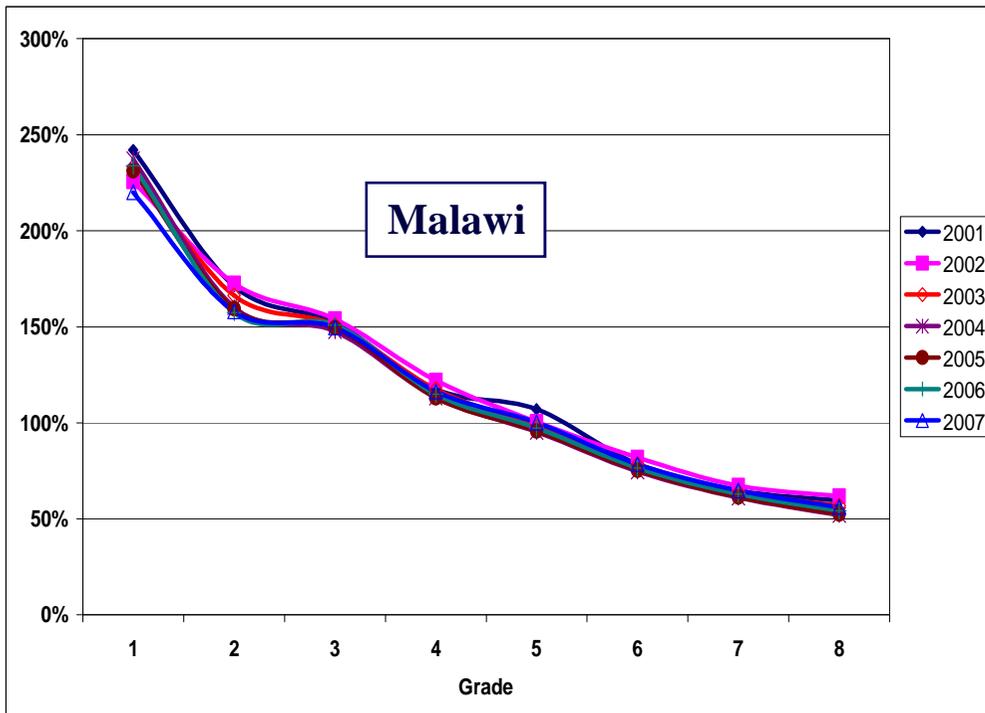
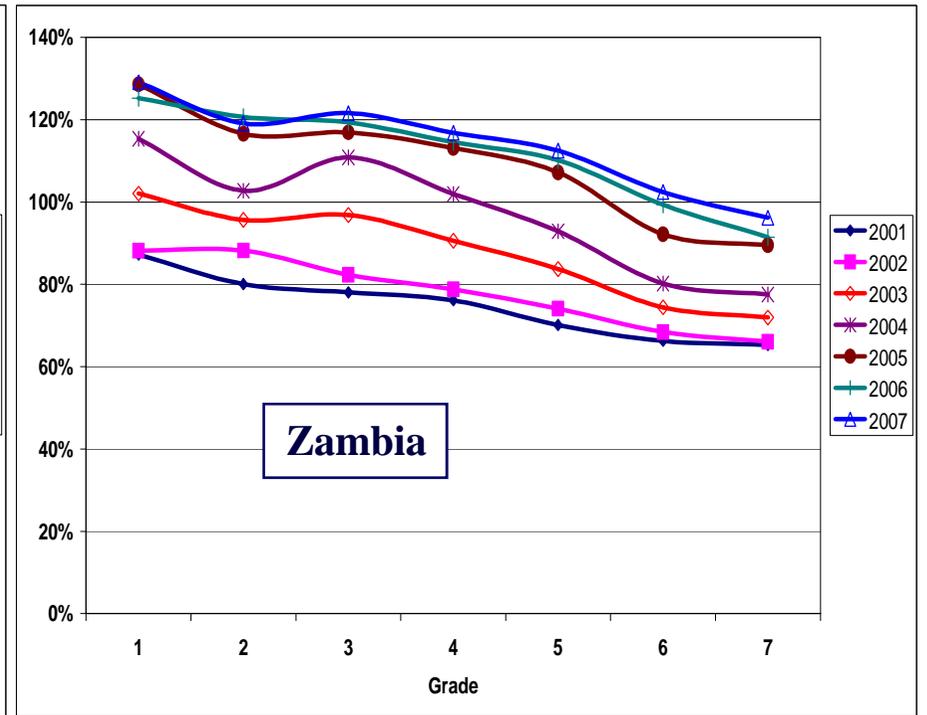
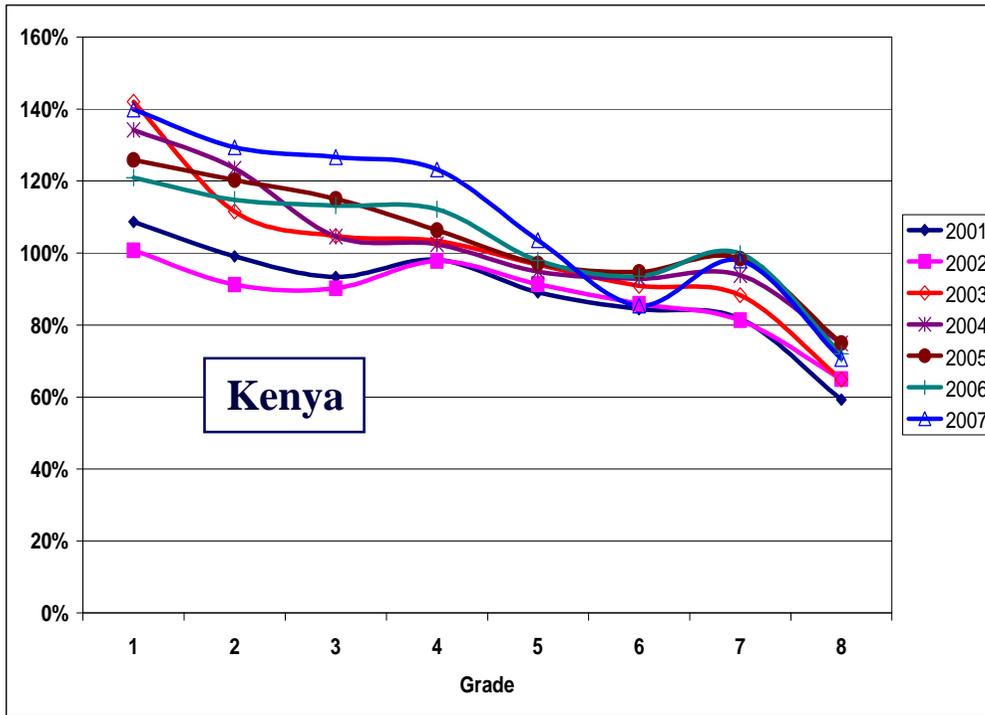
**Transitions
Growth**

Enrolments by Grade, Wealth and Gender



Enrolments by Grade Sub-Saharan Africa





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%
- Urban residents are at least 5 times more likely to be enrolled in Grade 9
- Average differences in highest grade achieved between boys and girls have been converging in most countries
- Where differences in enrolment increase with age and grade they usually arise from different retention rates between boys and girls related to age

Access and Equity

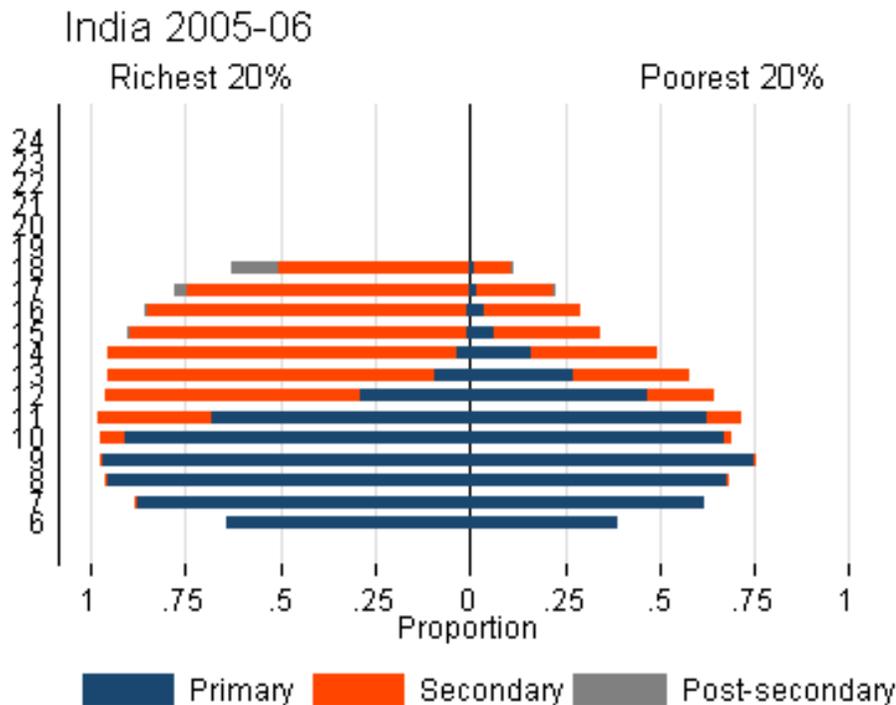
Entrants to the University of Malawi

33% of all entrants to the University of Malawi came from just 20 secondary schools and 50% from only 37 schools. Only 2% originated from community day schools. There are 850 secondary schools.

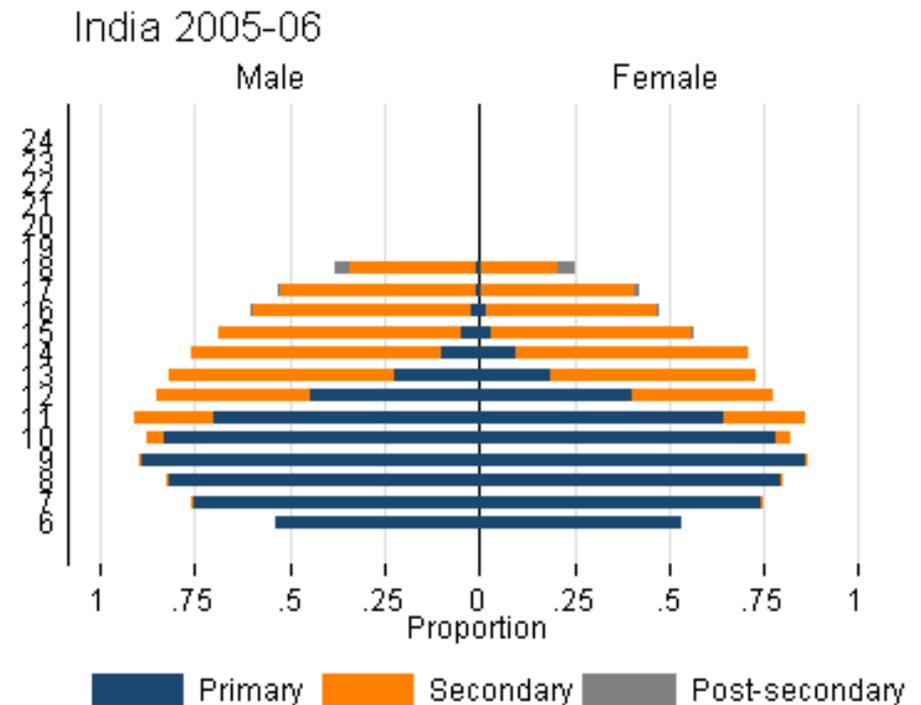
Entrants to the University of Ghana

	% from 50 Schools	% from 18 Schools
Humanities + Law	69.6	49.2
Science and Agric	85.8	50.4
Admin	61.2	32.7
Number of SSS	504	

Enrolment by Age, Household Income and Sex India

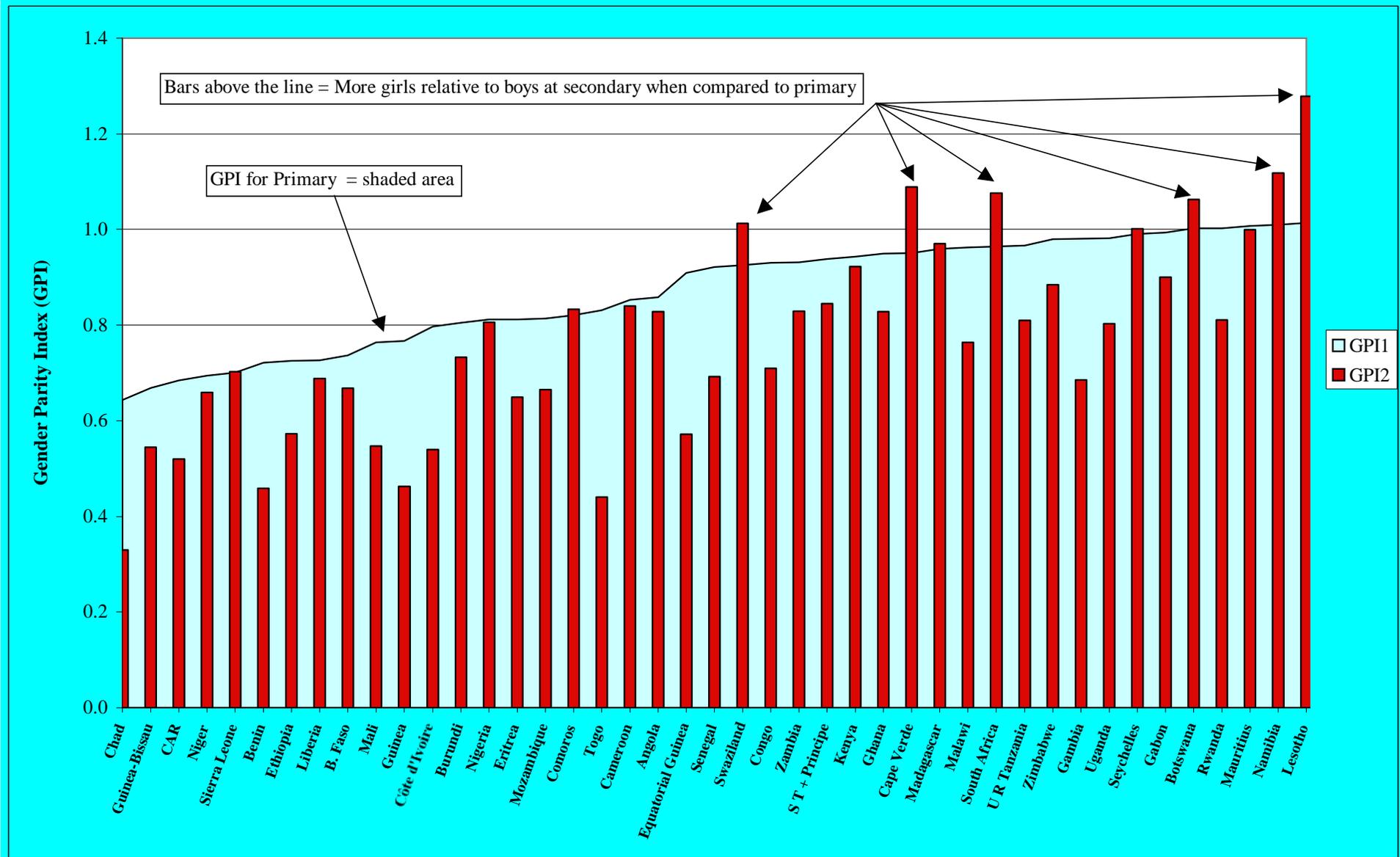


Groups from an index of assets/house characteristics
Based on analysis of data from DHS
econ.worldbank.org/projects/edattain

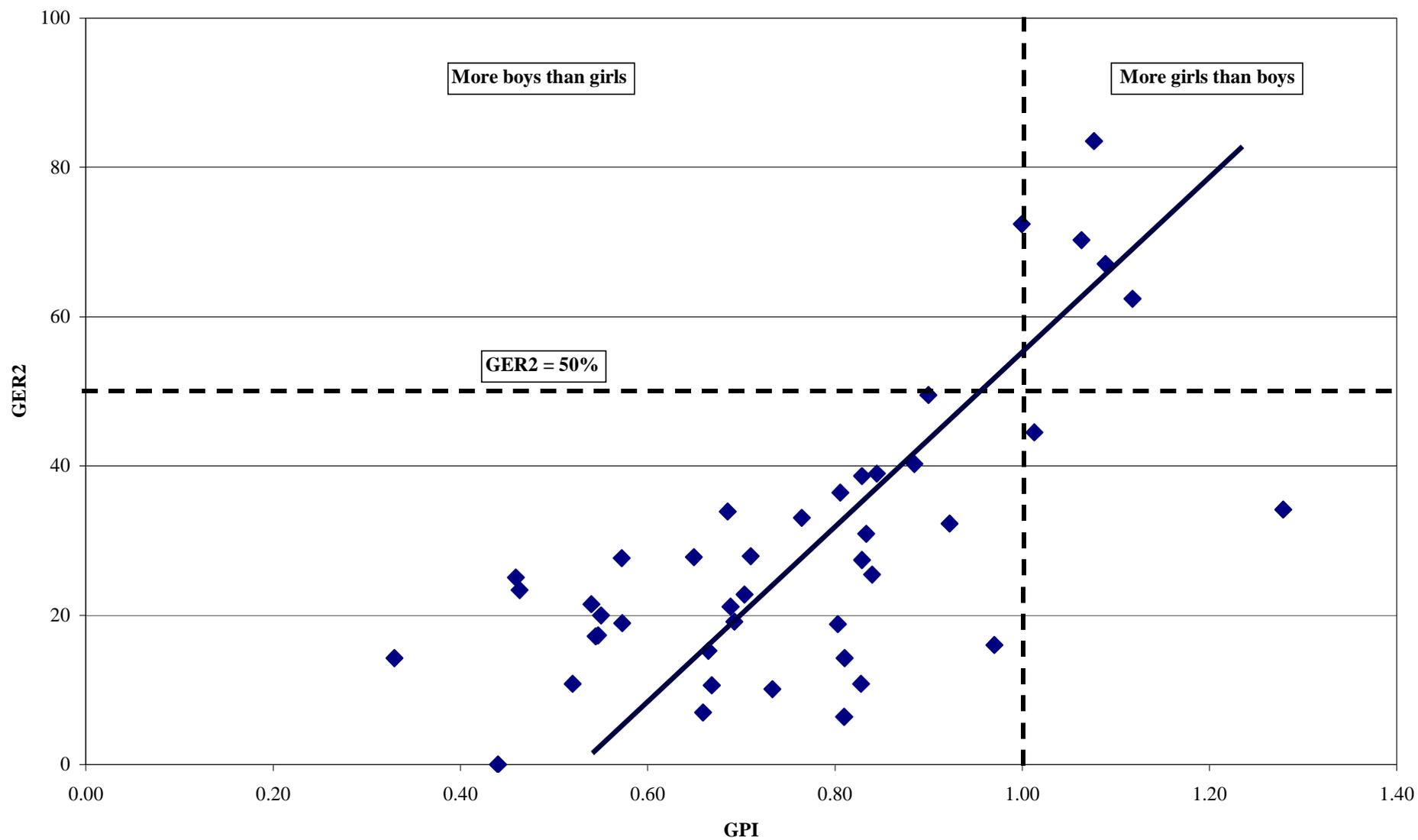


Based on analysis of data from DHS
econ.worldbank.org/projects/edattain

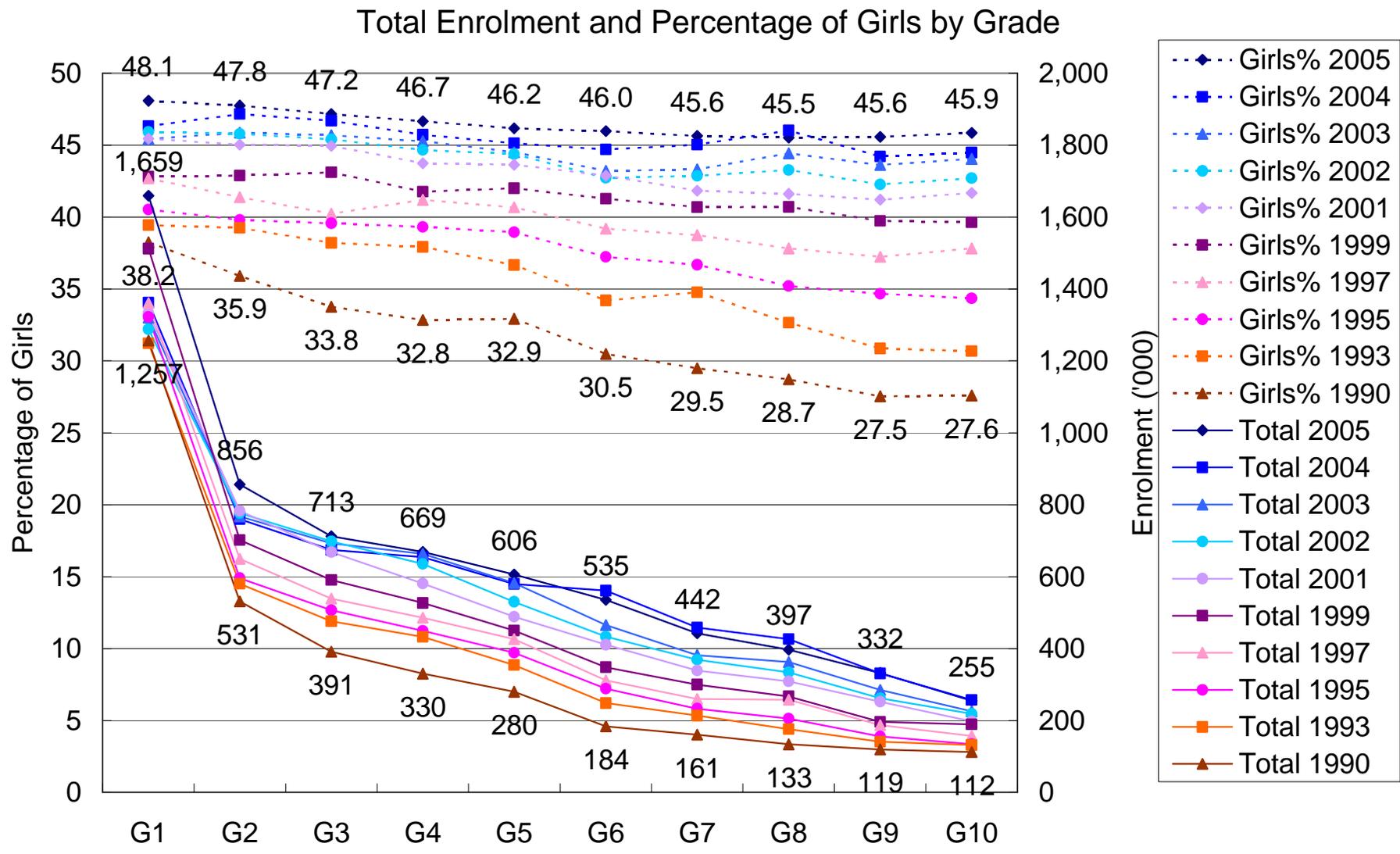
Gender Parity – Primary and Secondary SSA



Gross Enrolment Rate (Secondary) by Gender Parity Index for SSA



Stalled Growth in Output



GER, GPI and Out of School Children

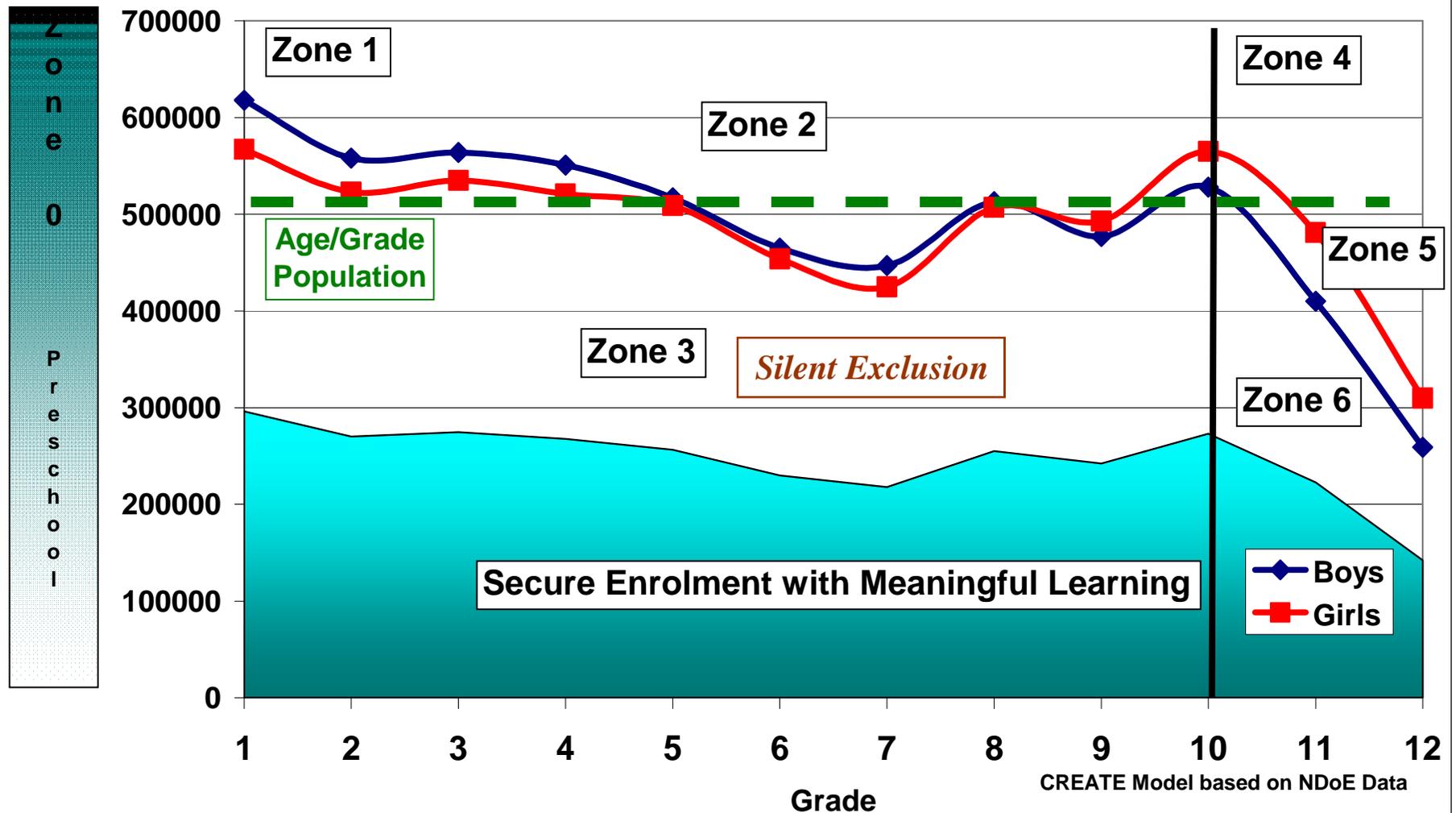
	Boys	Girls	Total
Enrolled	520000	480000	1000000
School Age	547368	547368	1094737
GER	95.0%	87.7%	91.3%
GPI	0.92		
Unenrolled	27368	67368	
Ratio Girls/Boys out of school			2.5

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

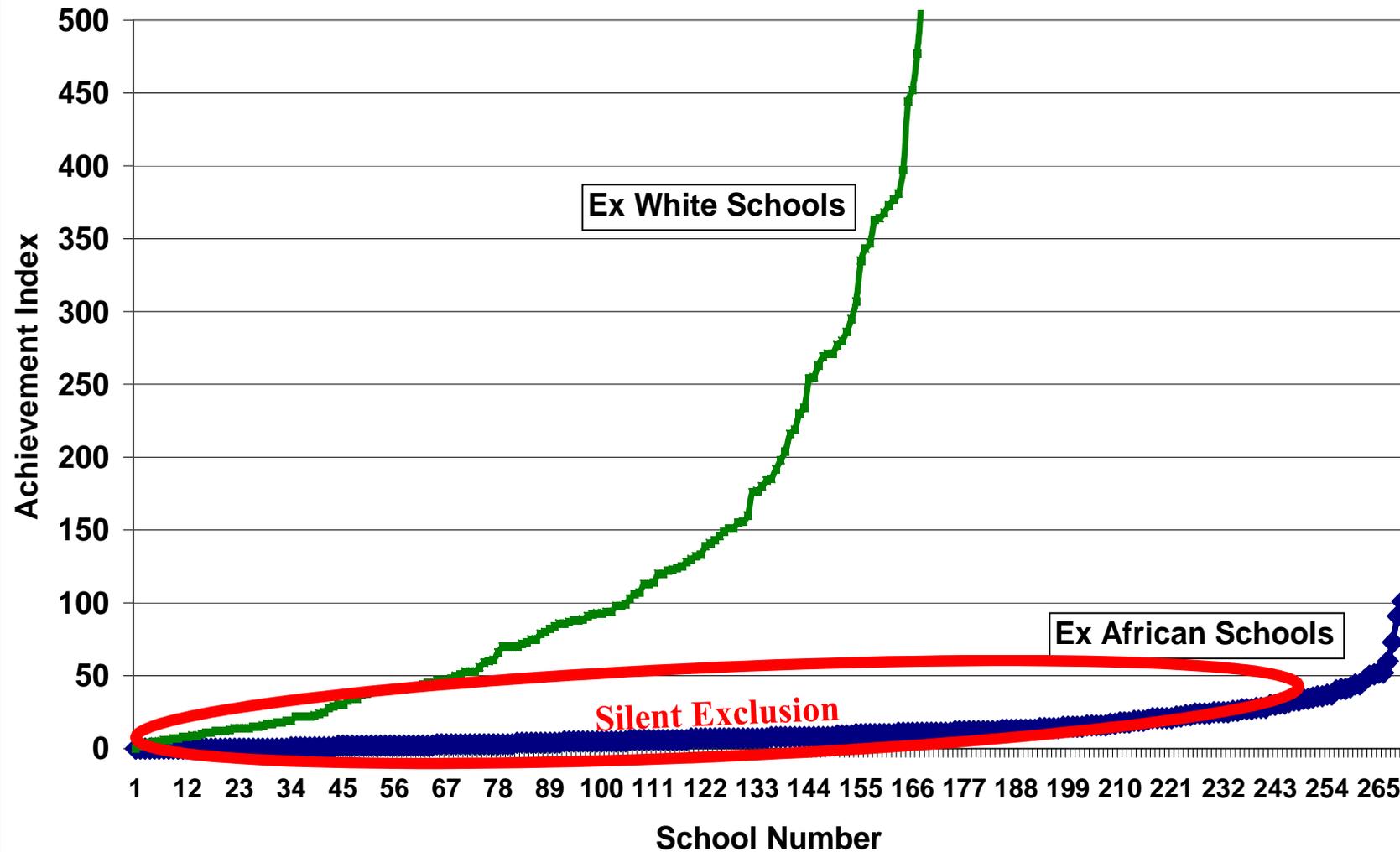
Zone Chart

South Africa

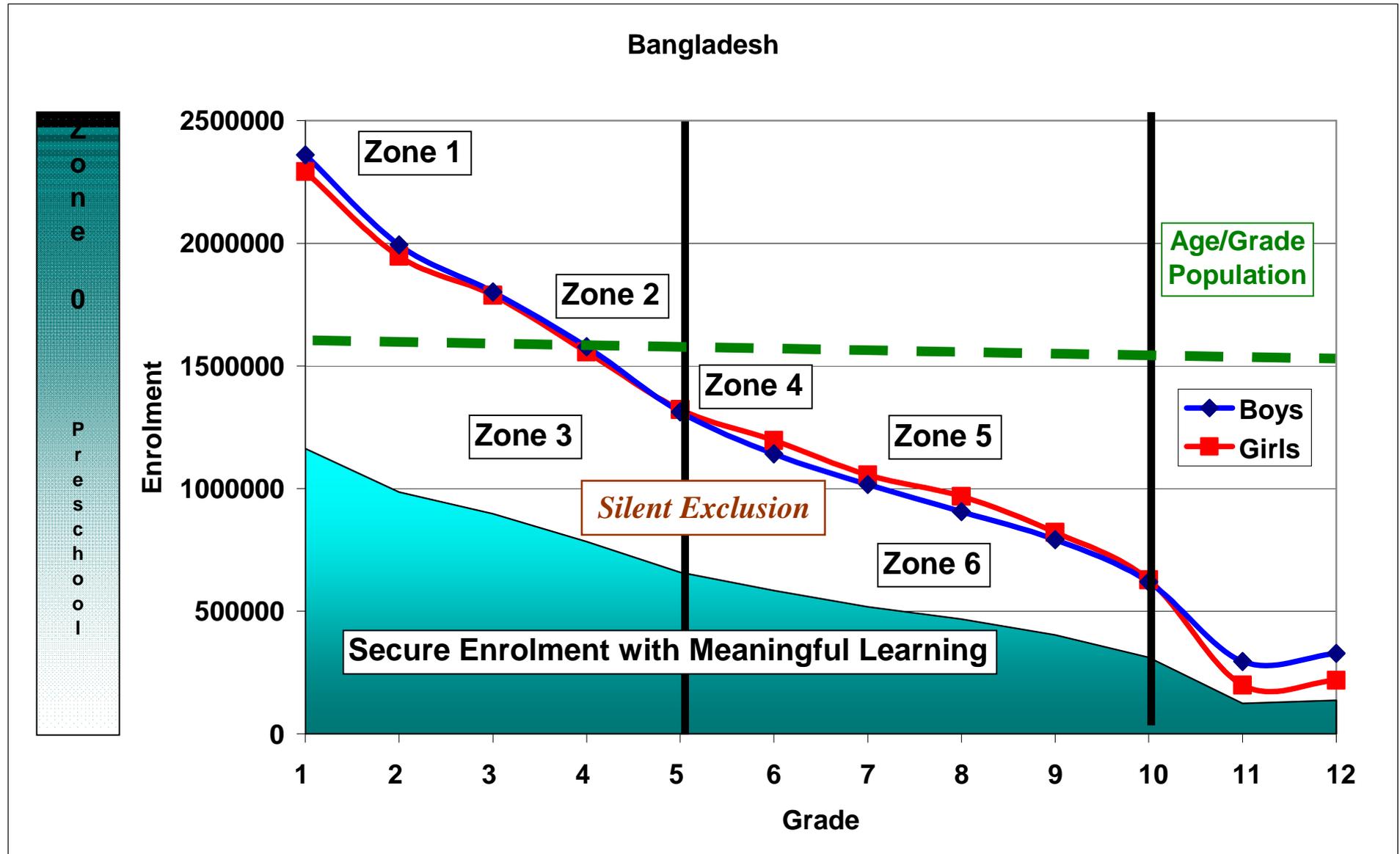


Achievement and Silent Exclusion

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



Zone Chart



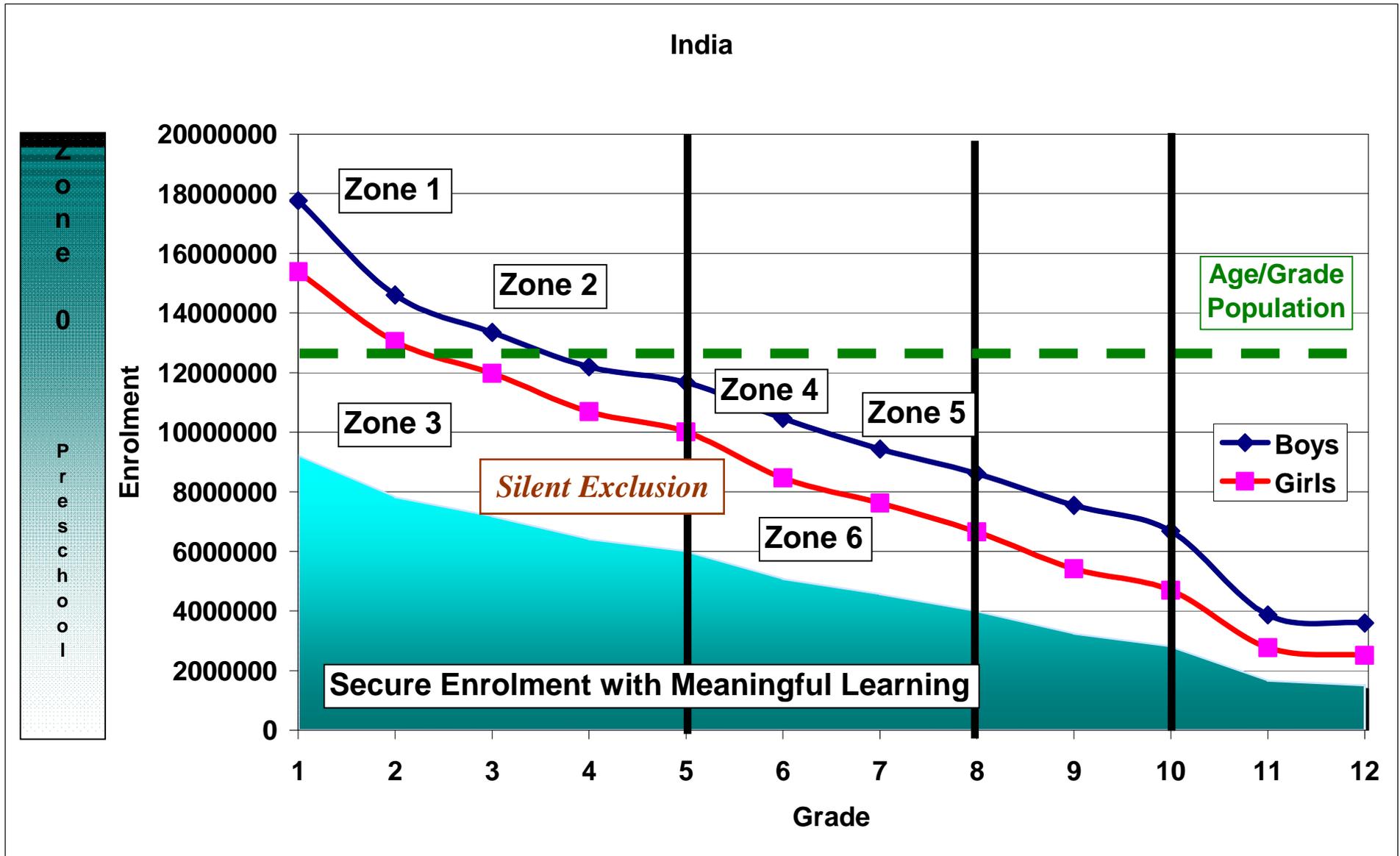
Exclusion



Inclusion

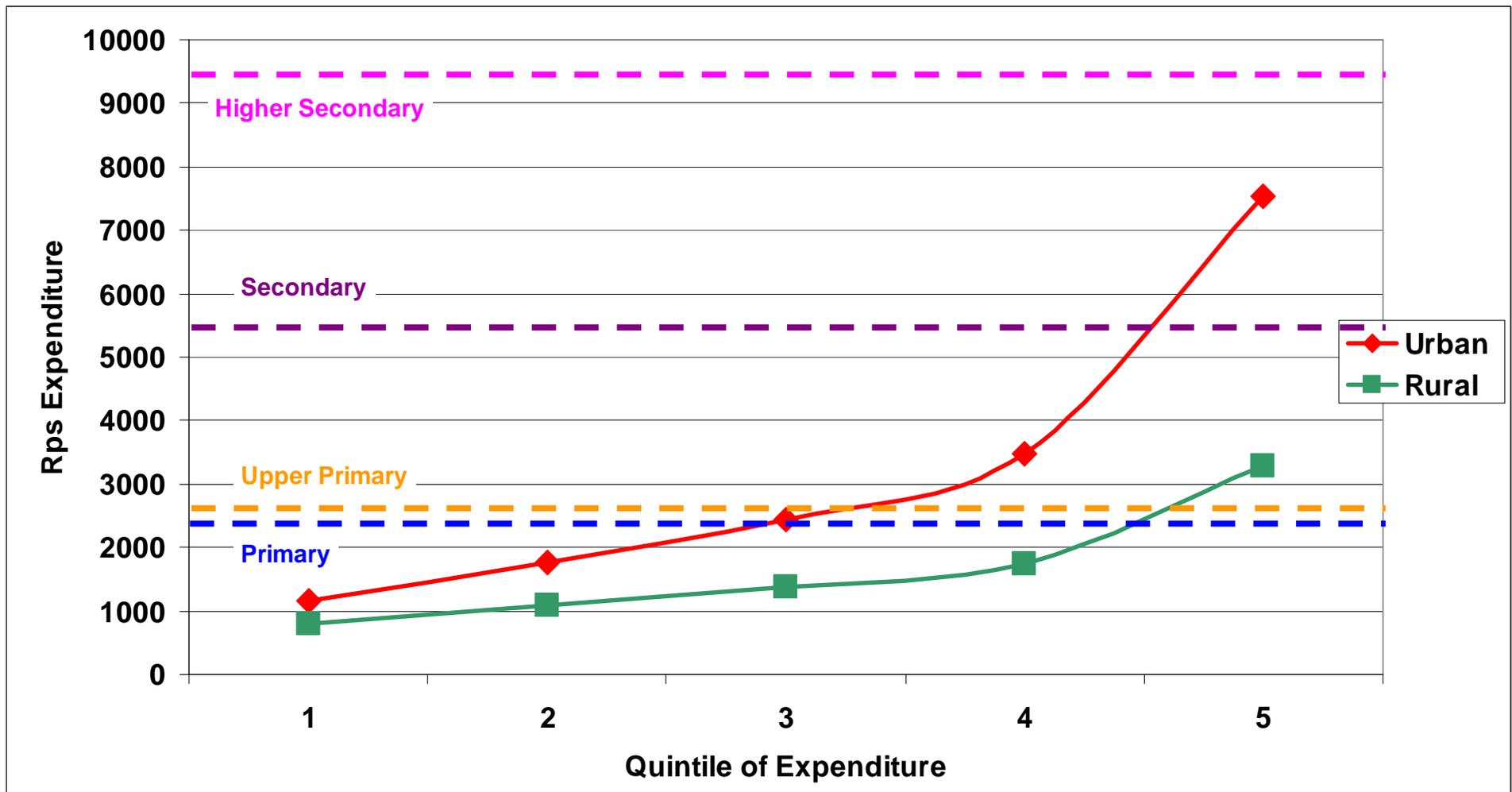


Zone Chart

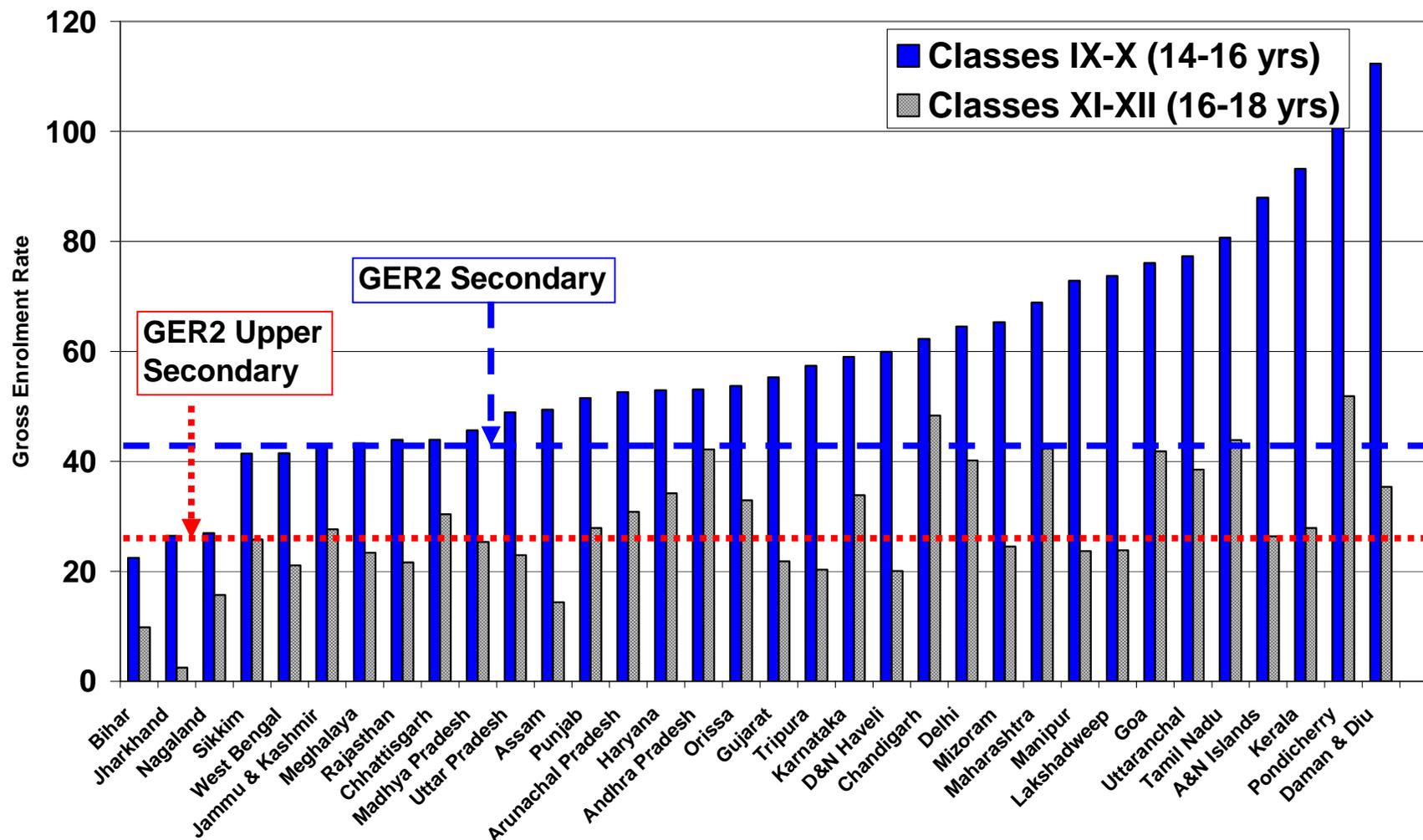


Affordability - India

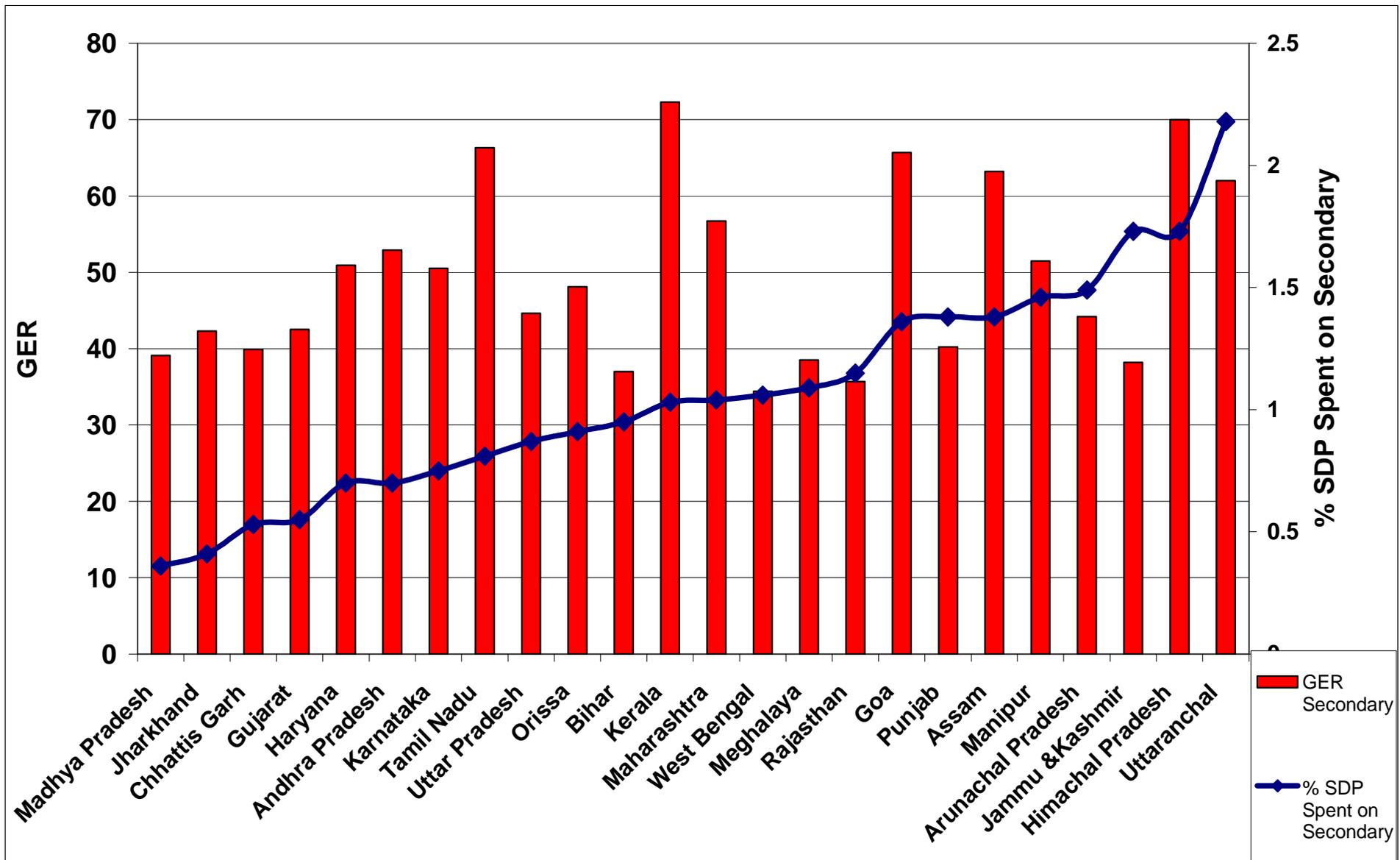
HH Income Distribution – 5% of Total Income
School Costs based on Public Teachers Salaries



Secondary GERs by State – India

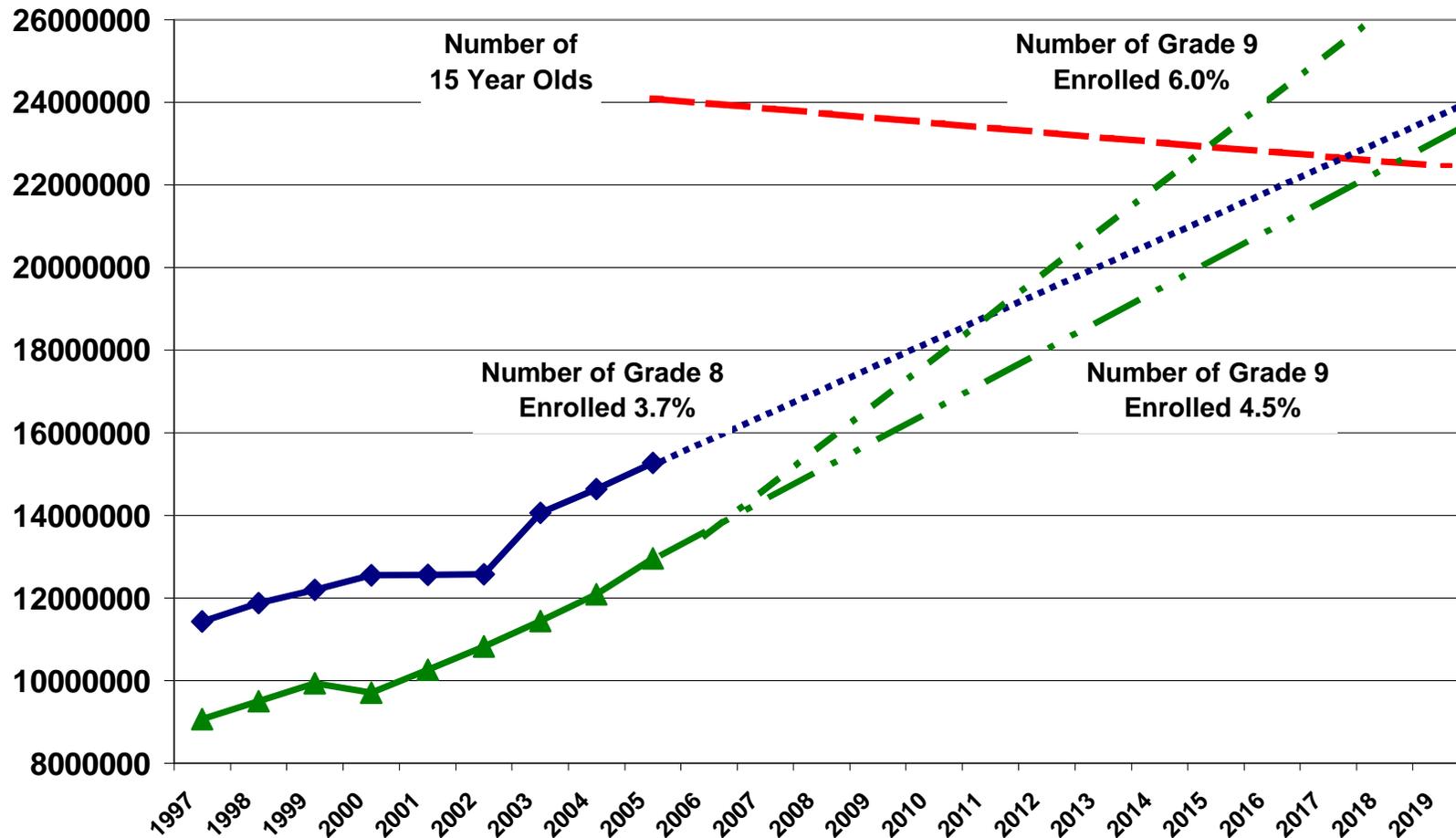


Secondary GER and Expenditure - India

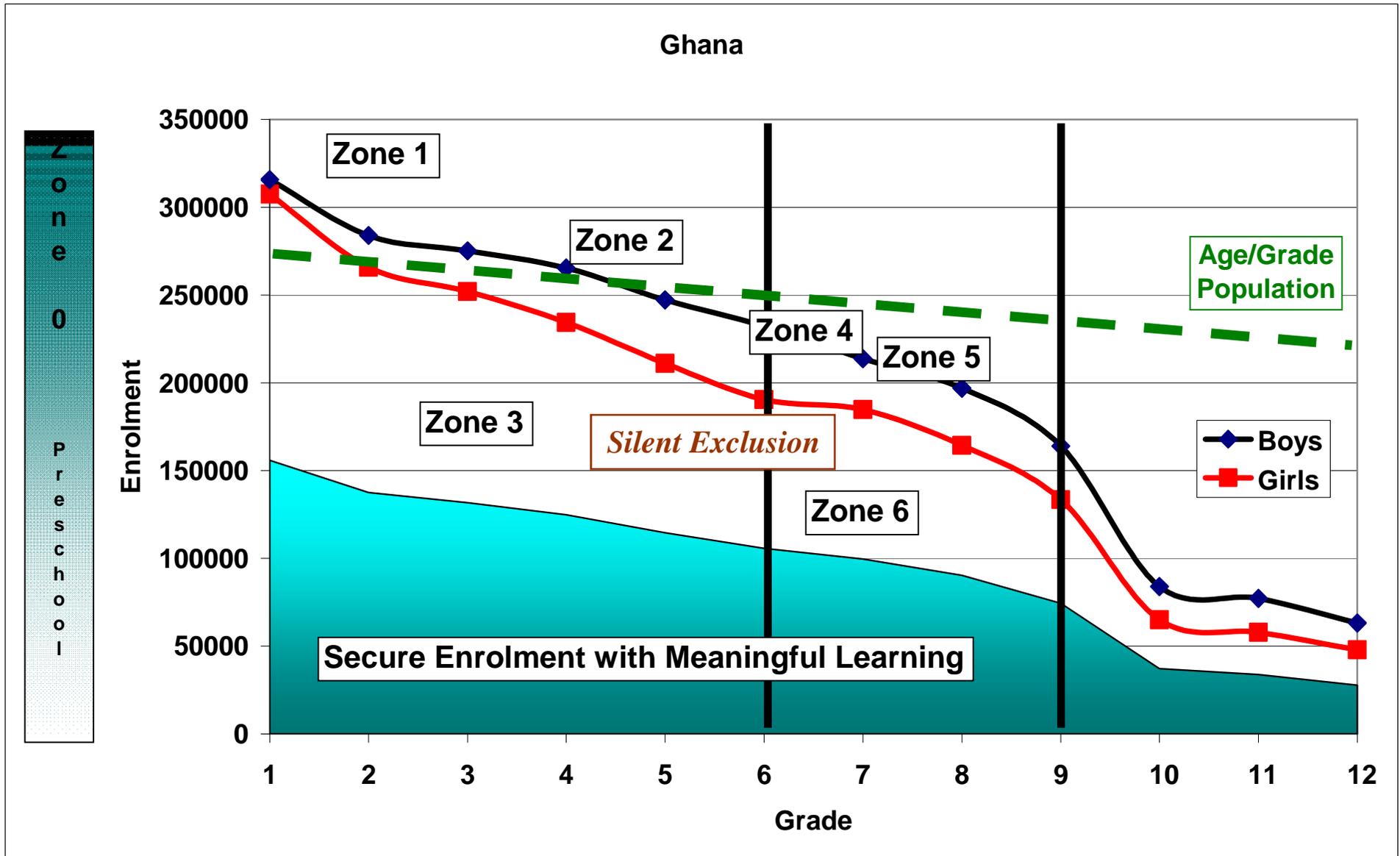


A Supply Side Constraint?

Projected Number of 15 Year Olds and Number of Grade VIII and IX Students



Zone Chart





Government School

SUBJECT: ICT

- ① What is computer?
- ② What is full meaning of DVD
- ③ Name four main parts of computer
- ④ Draw a monitor
- ⑤ State two storage devices
- ⑥ Name four input devices



Next Door

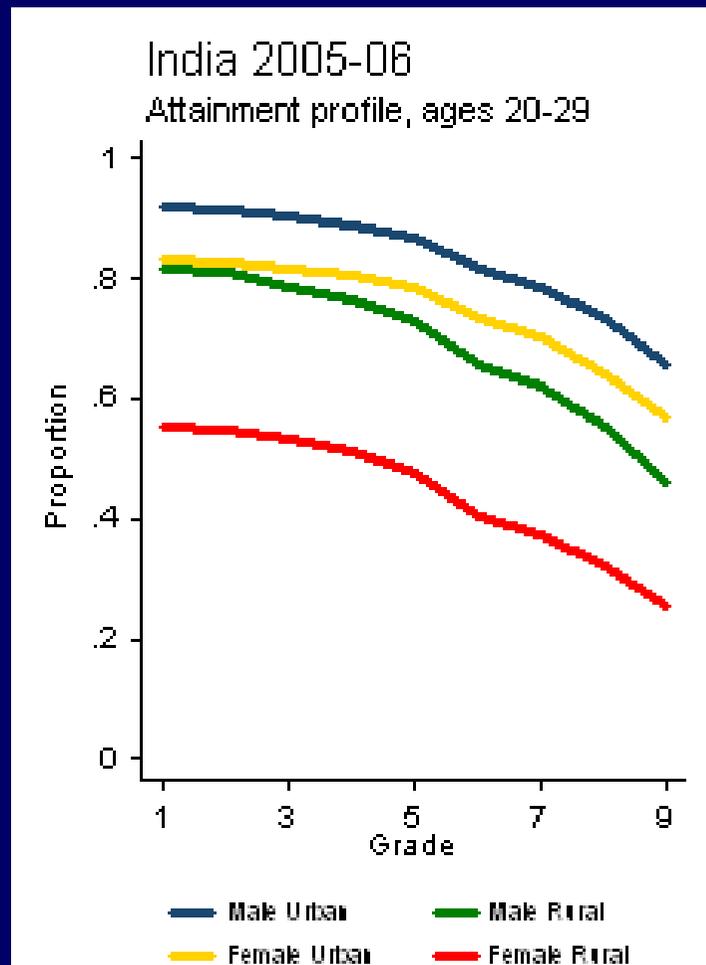


Private School 2009

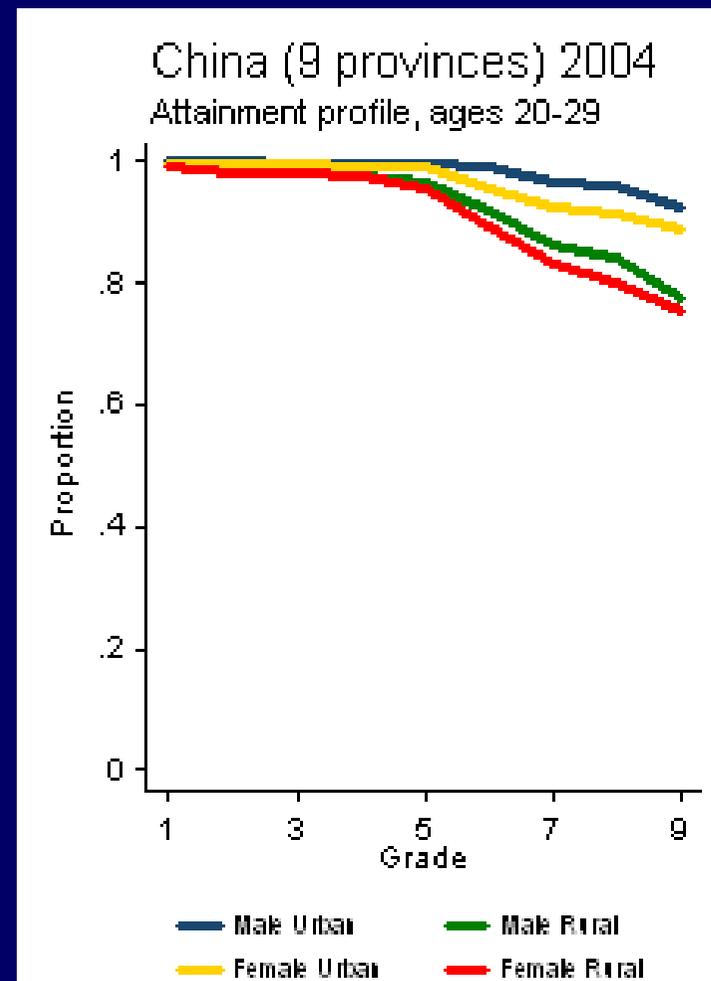


Changes in Enrolment by Grade over Time

India

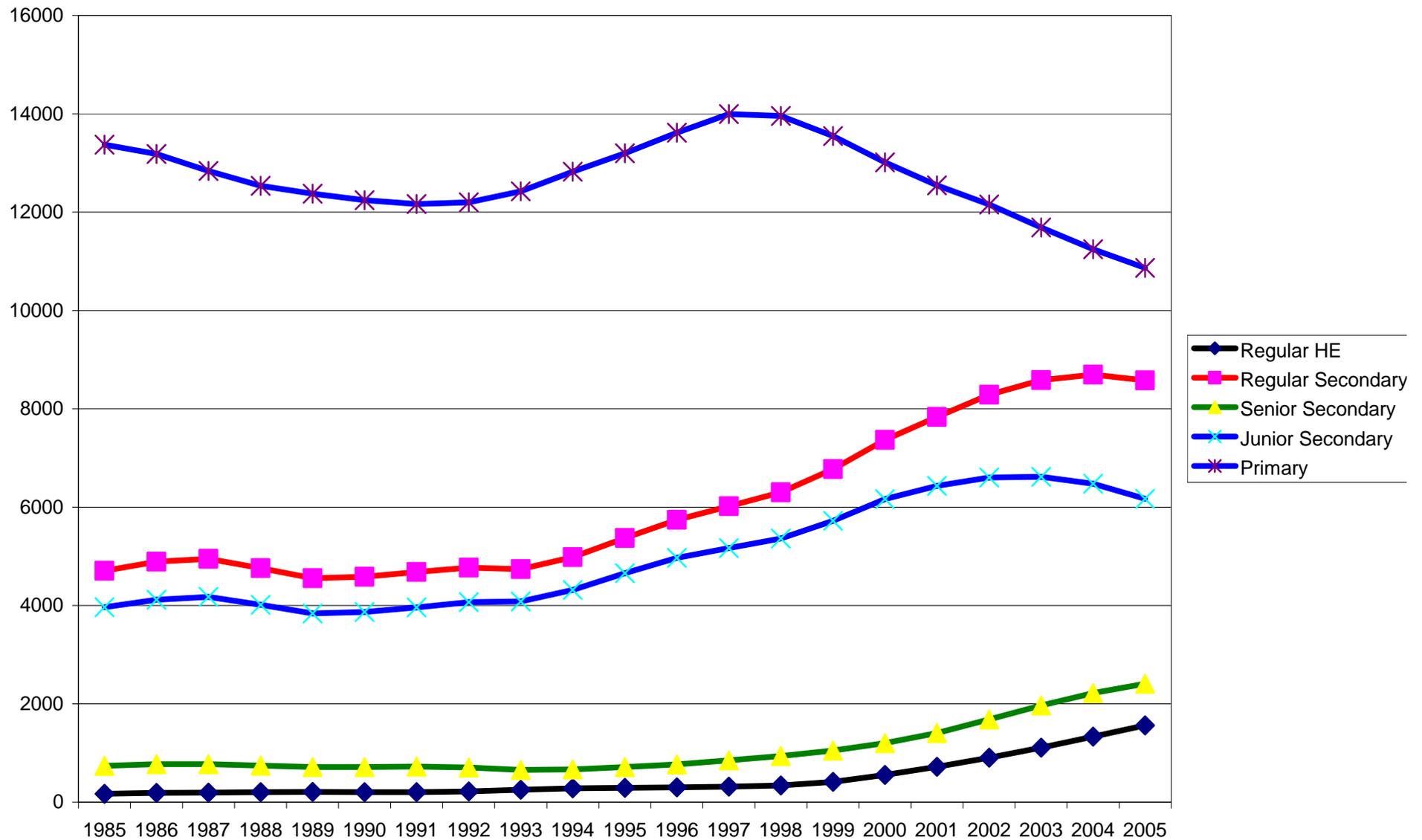


Based on analysis of data from DHS
econ.worldbank.org/projects/edattain



Based on analysis of data from CHNS
econ.worldbank.org/projects/edattain

Enrolment by Year and Level China





Some Findings

DHL 13 Countries SSA National Samples 1990s and 2000s

- Progress towards universal access to education has been patchy.
- Access to education remains strongly associated with household wealth
- the chances of the poorest being enrolled relative to the richest have not improved substantially and in some cases have deteriorated.
- 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.
- Poorer children are more likely to be over age and unlikely to complete especially if girls. Girls are more likely to be out of school than boys in most of the Francophone countries but not in the Anglophone countries.
- In all the Francophone countries rural children were more likely to be out of school, but this was only true in one Anglophone case.
- Rural children remain more likely to be overage.

Zones of Exclusion

Zone 1
Not enrolled
in grade 1

Zone 2
Primary
drop-outs

Zone 3
Primary
enrolled
risk of
drop out

Zone 4
No
transition
to lower
secondary

Zone 5
Lower
secondary
drop outs

Zone 6
Lower
secondary
enrolled,
risk of
drop out

**Children
unlikely to enrol
in normal schools**

**Children within
reach of normal
school system**

**Children who
enter primary
over age**

**Drop Outs
from Primary**

**Over age
Low attendance
Low achievement**

**Primary leavers
No transition to
lower secondary**

**Drop Outs
from Secondary**

**Over age
Low attendance
Low achievement**



Consortium for Research on
Education, Access, Transitions & Equity

Funded by DFID

**Expanding Access
Who Gets What?**

www.create-rpc.org



2010?

