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

Expanding Access
Who Gets What?

www.create-rpc.org
Primary Expansion
Enrolment by Year and Grade – Uganda 1985-2005

1997 Cohort Track
Figure 4.1. Kenya: Age 6 Population Estimates, Grade 1 intakes and Grade 5 survivors, 1964 to 2003

Grade 1 intake year

UPE1

UPE2

UPE3

Grade 1 enrolment
Grade 5 enrolment, 4 yrs later
Age 6 popn estimate, Gr 1 Year
• 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

Zone O
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

Unlikely to Enrol

Should Enrol

No Access

No Access

No Access

No Access

CREATE Zones of Exclusion

www.create-rpc.org

% Participating

Primary Grades

Lower Secondary Grades
Age and Enrolment

- **Securely Attending Primary School**
- **Attending Primary School but At Risk of Leaving**
- **Attended Primary and Left before Completion**
- **Completed Primary and Left**
- **Never Attended Primary**

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>100%</td>
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<tr>
<td>8</td>
<td>90%</td>
</tr>
<tr>
<td>9</td>
<td>80%</td>
</tr>
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<td>10</td>
<td>70%</td>
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<td>60%</td>
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<td>12</td>
<td>50%</td>
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<td>13</td>
<td>40%</td>
</tr>
<tr>
<td>14</td>
<td>30%</td>
</tr>
<tr>
<td>15</td>
<td>20%</td>
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</tbody>
</table>
Profiling Exclusion

Demand

- Individual characteristics and agency
- Household Characteristics and Agency
- Community social, economic, and political

Supply

- School quality, process and outcomes
- District educational governance and resources

Meaningful Equitable Access

Equity Distribution

Mobility Poverty Reduction

Transitions Growth
Enrolments by Grade Sub-Saharan Africa

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Graph showing enrolments by grade for various countries in Sub-Saharan Africa, with specific countries including Seychelles, South Africa, Botswana, Mauritius, Namibia, Zimbabwe, Swaziland, Togo, S T + Principe, Nigeria, Benin, Cameroon, Kenya, Uganda, Rwanda, E Guinea, Malawi, Madagascar, Mozambique, U. R Tanzania, Lesotho, Guinea, Eritrea, Ethiopia, Senegal, Mali, Guinea-Bissau, Burundi, Chad, Burkina Faso, and Niger.
Kenya

Zambia

Malawi

Tanzania
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

<table>
<thead>
<tr>
<th>Discipline</th>
<th>% from 50 Schools</th>
<th>% from 18 Schools</th>
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</thead>
<tbody>
<tr>
<td>Humanities + Law</td>
<td>69.6</td>
<td>49.2</td>
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<tr>
<td>Science and Agric</td>
<td>85.8</td>
<td>50.4</td>
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<tr>
<td>Admin</td>
<td>61.2</td>
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<tr>
<td>Number of SSS</td>
<td>504</td>
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</table>
Enrolment by Age, Household Income and Sex
India

India 2005-06
Richest 20%

Poorest 20%

India 2005-06
Male

Female

Groups from an index of assets/house characteristics
Based on analysis of data from DHS
econ.worldbank.org/projects/edattain
Gender Parity – Primary and Secondary SSA

Bars above the line = More girls relative to boys at secondary when compared to primary

GPI for Primary = shaded area
Gross Enrolment Rate (Secondary) by Gender Parity Index for SSA

- More boys than girls
- More girls than boys

GER2 = 50%
Stalled Growth in Output

Total Enrolment and Percentage of Girls by Grade

G1  G2  G3  G4  G5  G6  G7  G8  G9  G10


<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>Enrolled</td>
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<td>480000</td>
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</tr>
<tr>
<td>School Age</td>
<td>547368</td>
<td>547368</td>
<td>1094737</td>
</tr>
<tr>
<td>GER</td>
<td>95.0%</td>
<td>87.7%</td>
<td>91.3%</td>
</tr>
<tr>
<td>GPI</td>
<td>0.92</td>
<td></td>
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<tr>
<td>Unenrolled</td>
<td>27368</td>
<td>67368</td>
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<tr>
<td>Ratio Girls/Boys out of school</td>
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<td>2.5</td>
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</table>

If 10% less girls in population

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1000000</td>
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<tr>
<td>School Age</td>
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<td>518559</td>
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<tr>
<td>GER</td>
<td>90.3%</td>
<td>92.6%</td>
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<td>GPI</td>
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<tr>
<td>Unenrolled</td>
<td>56177</td>
<td>38559</td>
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<tr>
<td>Ratio Girls/Boys out of school</td>
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<td>0.7</td>
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Achievement and Silent Exclusion

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

Ex White Schools

Ex African Schools

Silent Exclusion

School Number

Achievement Index
Secure Enrolment with Meaningful Learning

Silent Exclusion

Age/Grade Population

Boys
Girls

Zone 1
Zone 2
Zone 3
Zone 4
Zone 5
Zone 6
Affordability - India

HH Income Distribution – 5% of Total Income
School Costs based on Public Teachers Salaries
Secondary GERs by State – India

![Bar chart showing GERs for different states in India](image)

- **Classes IX-X (14-16 yrs)**
- **Classes XI-XII (16-18 yrs)**

States are listed along the x-axis, and the y-axis represents the Gross Enrolment Rate (GER). The chart highlights GER2 Secondary and GER2 Upper Secondary levels.
Secondary GER and Expenditure - India
A Supply Side Constraint?

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

Number of 15 Year Olds

Number of Grade 8 Enrolled 3.7%

Number of Grade 9 Enrolled 4.5%

Number of Grade 9 Enrolled 6.0%
Zone Chart

Ghana

Secure Enrolment with Meaningful Learning

Zone 1

Zone 2

Zone 3

Silent Exclusion

Zone 4

Zone 5

Zone 6

Age/Grade Population

Boys

Girls

Enrolment

Grade

Secure Enrolment with Meaningful Learning
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.
Private School 2009
Changes in Enrolment by Grade over Time

India

[Graph showing changes in enrolment by grade for India, 2005-06, with data from DHS.

China (9 provinces) 2004

[Graph showing changes in enrolment by grade for China, 2004, with data from CHNS.

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

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

Zone 1
Not enrolled in grade 1
- Children unlikely to enrol in normal schools
- Children within reach of normal school system
- Children who enter primary over age

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

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
Expanding Access
Who Gets What?
2010?