Five Observations

• Expanded visions of access—beyond enrolments, MDGs and 2015

• Learning from the past, changing patterns and political economy

• Equity, distribution, disaggregation and growth in access

• Measuring, monitoring, targeting and transparency

• Global recession, vulnerability, public investment, aid
Projecting the Future

GOLD COAST

ENROLMENT OF PUPILS IN GOVT. & AIDED SCHOOLS 1911 - 1934.

PRESENT SCHOOL AGE POPULATION = 740,000. THE TREND WILL REACH THIS IN 600 YRS.

GROWTH OF PERCENTAGE OF SCHOOL-AGE POPULATION ACTUALLY ENROLLED IN GOVT. & AIDED SCHOOLS 1911-1934.

PERCENTAGE SCALE

THIS TEND WILL REACH 100% LEVEL OF ENROLMENT IN 3,500 YRS.
CREATE Zones of Exclusion

Zone 0 - excluded from pre-schooling
Zone 1 - never been and are unlikely to go to school
Zone 2 - entered primary and dropped out
Zone 3 – entered primary - at risk because of poor attendance/achievement/health, repetition, overage, silent exclusion
Zone 4 – failed to make the transition to secondary school
Zone 5 - entered secondary and dropped out
Zone 6 - entered secondary - at risk because of poor attendance/achievement/health, repetition, overage, silent exclusion
Zone Chart

Bangladesh

Secure Enrolment with Meaningful Learning

Silent Exclusion

Age/Grade Population

Grade

Enrolment

Population

Zone 0

Zone 1

Zone 5

Zone 4

Zone 6

Zone 3

Zone 2

Boys

Girls
Secure Enrolment with Meaningful Learning

Ghana

Age/Grade Population

Zone 1

Zone 2

Zone 3

Silent Exclusion

Zone 4

Zone 5

Zone 6

Boys

Girls

Grade

Enrolment
Zone Chart

South Africa

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

Age/Grade Population
Silent Exclusion

Secure Enrolment with Meaningful Learning

Boys
Girls

Grade

CREATE Model based on NDoE Data
Expanded Visions of Access to Basic Education

- Sustained attendance not just enrolment (learning time)
- On-schedule progression at appropriate ages
- Meaningful learning and appropriate achievement levels
- Adequate health and nutrition
- Appropriate learning environment
  - pedagogy / curriculum / teachers / facilities
- Reasonable access to subsequent levels of education
- More equity + less variation in quantity and quality of inputs
- Differentiated indicators at different levels of analysis

Access = \( \text{Att} + \text{Age} + \text{Ach} + \text{Hn} + \text{Le} (p + c + t + l f) \) +...
Attendance and Silent Exclusion

% Attendance for Four Weeks

Child

Silent Exclusion
Attendance – Case Study School
Age in Grade and Silent Exclusion

- Grade 1
- Grade 7

Number of students by age and gender, with Silent Exclusion highlighted.
Enrolment by Grade and Age – India

CHHATTISGARH

UTTAR PRADESH

MADHYA PRADESH

ANDHRA PRADESH
Enrolment by Year and Grade – Uganda
1985-2005
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

44% in Grade 6
Pass at
Grade 3 level or below

17% in Grade 6
Pass at
Grade 6 or above

Silent Exclusion
Enrolments by Grade, Wealth and Gender

Mozambique

Rich Boys

Poor Girls

Ghana

Kenya

Malawi
Trouble with GERs and NERs

GER Primary = 99% for Country A
GER Primary = 99% for Country B

NER Primary = 92% for Country A
if 25% of Grade 4-6 are overage
NER Primary = 92% for Country B
if 15% of Grade 4-6 are overage
Some Key Messages

**Silent exclusion** – attendance, age in grade, achievement, migration, disability, social exclusion

**Drop out/drop in** – crossing thresholds, locus of responsibility

**Health and nutrition** – stunting, cognitive disadvantage

**Multigrade and small schools** – positive pedagogy and size

**Financing** – efficiency, effectiveness austerity

**Non state providers** – role of State, limits to growth

**Inequality** – poverty, gender, location, health status, distribution

**Improving monitoring and targeting** – GERs, NERs, GPIs, survival rates et al

**Political economy of EFA and drivers of changing patterns of access** – balanced + sustainable growth, demography, recession
The Future or the Past?
Inclusion

Exclusion
Measuring, Monitoring, and Targeting

• Purpose: measuring, monitoring, or targeting
• Level of analysis – international… school
• Validity – constructs and confidence
• Reliability – error margins and change over time
• Sensitivity – relationship between inputs and outputs
• Feasibility – costs and benefits
• Disaggregation – distribution and dispersion
• Analysis and Reporting – interpretation and use
Enrolment by Age, Household Income and Sex
India

India 2005-06
Richest 20%

Poorest 20%

India 2005-06
Male

Female

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

Groups from an index of assets/house characteristics
Enrolment by Grade and Age – Case Study District

Age

Grade 1

Grade 3

Grade 5

Grade 8

Grade 10
Indicators and Targets

NER and GER by cycle or grade specific participation rates – Ratio NER Grade 1 + NER Grade 5?

Completion rates to grade 5 – or “System Yield” – Numbers passing Primary School Leaving Certificate as % of age group (age corrected?)

Literacy and numeracy rates for 15 year olds HH – test based on sample?

Gender Participation Index or simple ratio of male and female enrolments in grade ( - repeaters? Corrected for age?)

Enrolments in grade 1 5 and 9 by Household income quintile as % of children in quintile

Attendance Rates and Learning Opportunity time

Age in grade variance
Indicators and Targets

Distributional measures at different levels of:

- Variance in Pupil Teacher Ratios and Class Sizes
- Teacher per Class Ratio
- Qualified teacher ratio (maths/language/science)
- Class size
- Children per well-found Classroom
- Textbook/ child
- Transition Rates (beware)
- Scores and variance in scores on monitoring assessments

Costs per child by institution and level etc
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
- Mobility Poverty Reduction

Equity Distribution
- Meaningsful Equitable Access

Transitions Growth
Better Indicators? - GERs and NERs

GER Primary = 99% for Country A
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if 25% of Grade 4-6 are overage
NER Primary = 92% for Country B
if 15% of Grade 4-6 are overage
A Supply Side Constraint?

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

- Number of 15 Year Olds:
  - 1997: 8000000
  - 2019: 26000000

- Number of Grade 8 Enrolled 3.7%:
  - 1997: 2400000
  - 2019: 2600000

- Number of Grade 9 Enrolled 6.0%:
  - 1997: 10000000
  - 2019: 20000000

- Number of Grade 9 Enrolled 4.5%:
  - 1997: 12000000
  - 2019: 22000000
Kenya Age Grade Profile Kenya

Primary 1-8

Secondary 9-12
Figure 4.1. Kenya: Age 6 Population Estimates, Grade 1 intakes and Grade 5 survivors, 1964 to 2003
Changing Patterns of Enrolment and Balanced Investment?

2. Very High GER1   Very Low GER2

Index of participation

Grade

Primary
Lower Secondary
Upper Secondary
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
Distribution measures at different levels of:

- Variance in Pupil Teacher Ratios and Class Sizes
- Teacher per Class Ratio
- Qualified teacher ratio (maths/language/science)
- Class size
- Children per well-found Classroom
- Textbook/child
- Transition Rates (beware)
- Scores and variance in scores on monitoring assessments

Costs per child by institution and level etc
Overlapping Achievement Across Grades

Performance Indicator

Students

Grade 1
Grade 2
Grade 3
Main Areas of Work

- Community and School Based Studies (ComSS)
- Country Analytic Reviews (CARs)
- National Sub-Studies (NSS)
- Cross National Reviews and Studies (CNRS)
- Changing Patterns of Access (CPA)
- National and International Research Reports and Action Plans (RRAPs)
- Policy Dialogue and Analysis (PDA)
- Communication, Influencing and Dissemination Strategies (CIDs)
- Monitoring and Evaluation (ME)
- Capacity Building