Create

Consortium for Research on
Education, Access, Transitions & Equity

Funded by DFID

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

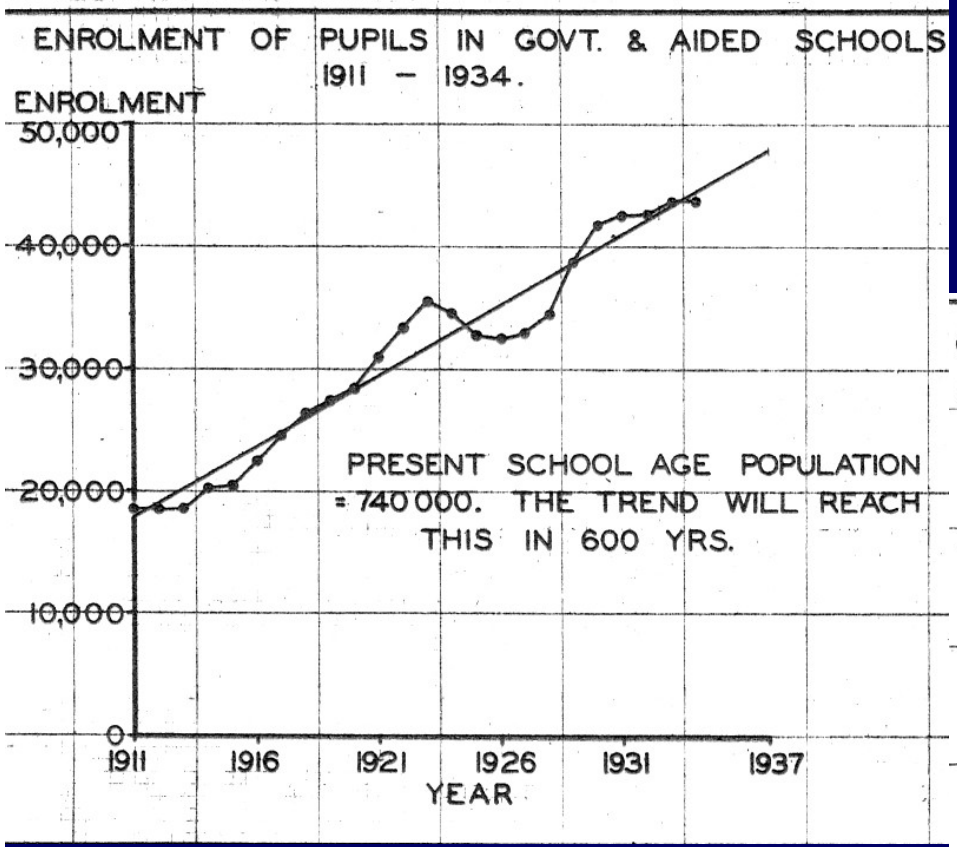
www.create-rpc.org

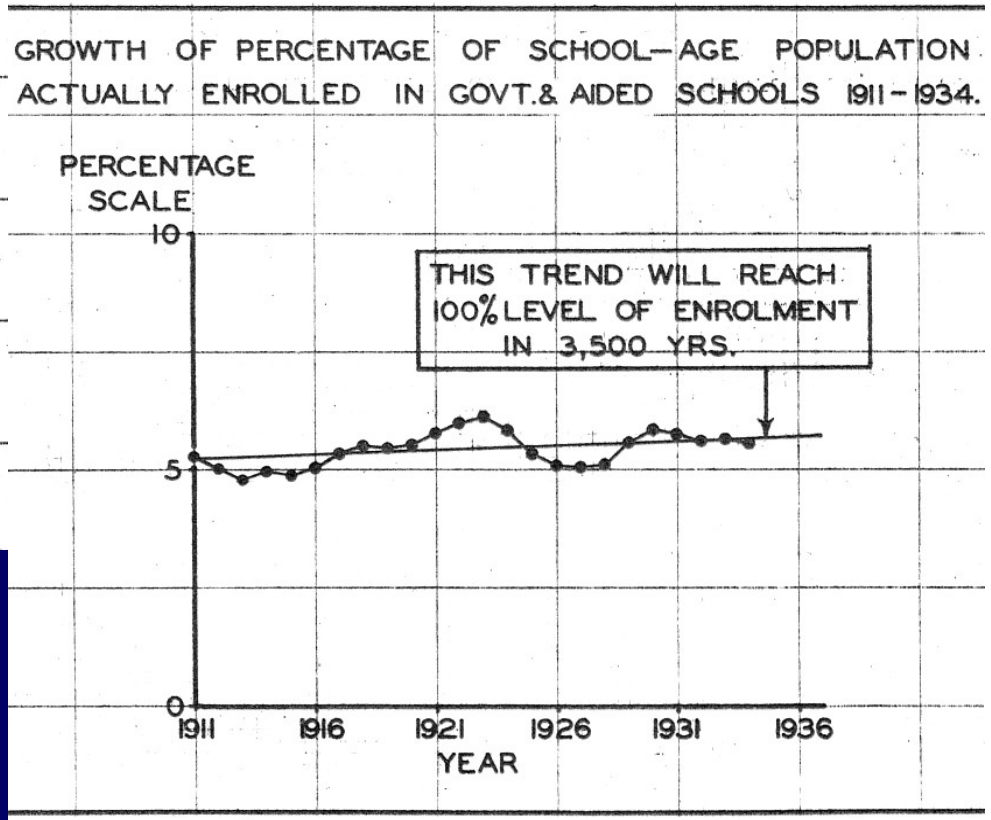
Five Observations

- 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

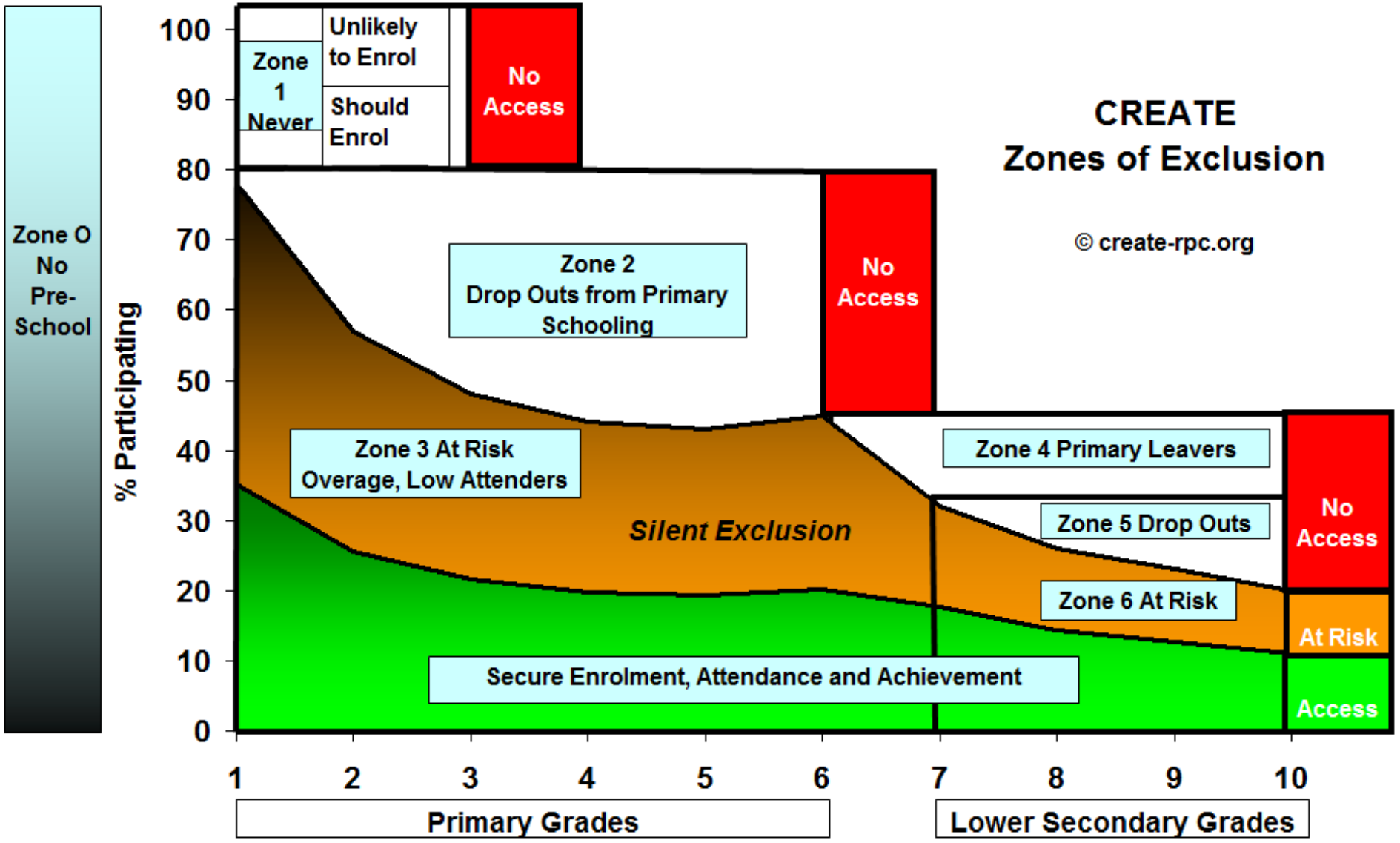
GOLD COAST

Projecting the Future





CREATE Zones of Exclusion



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

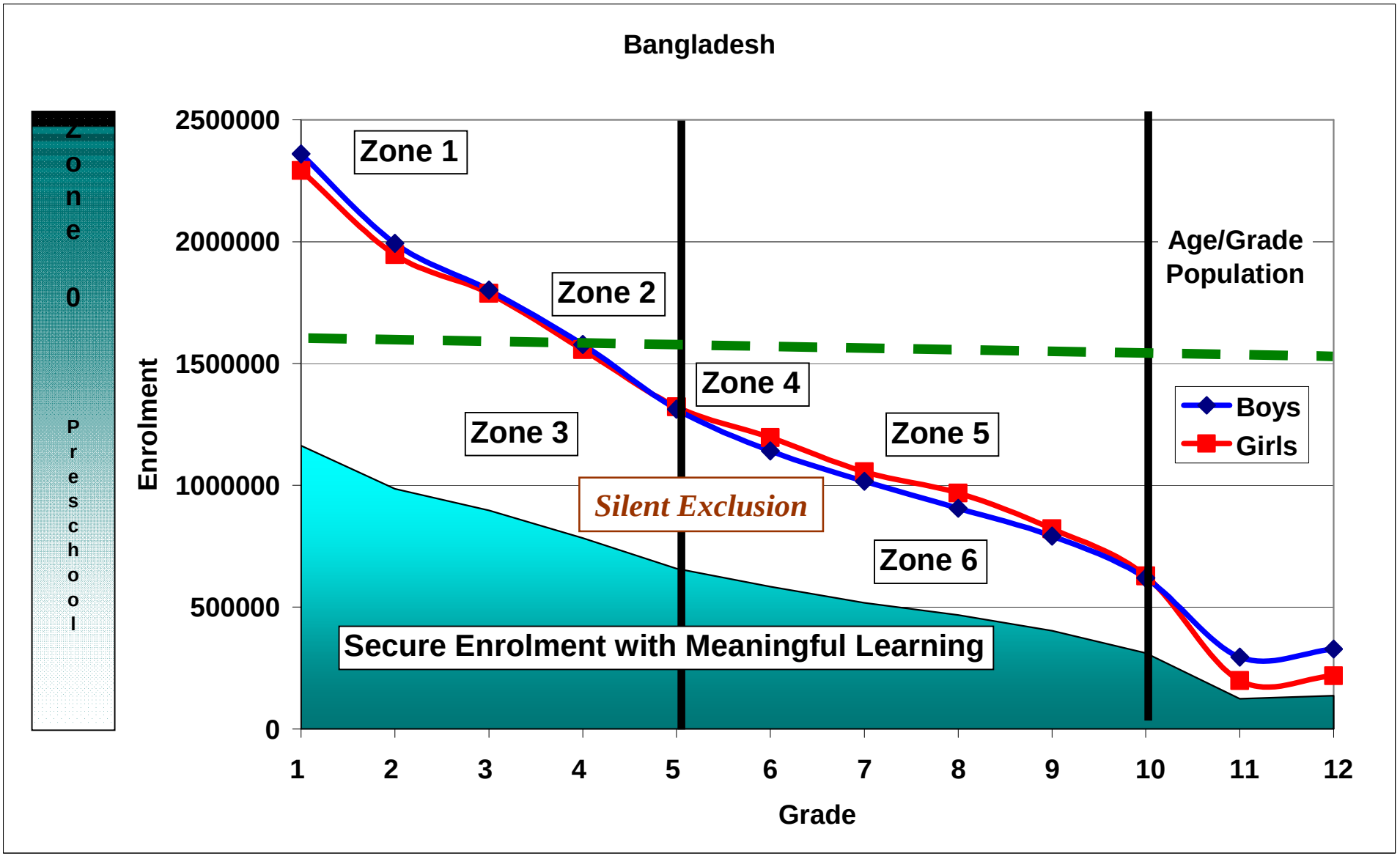
Zone 3 – entered primary - at risk because of poor attendance/ achievement/ health, repetition, overage, silent exclusion

Zone 4 – failed to make the transition to secondary school

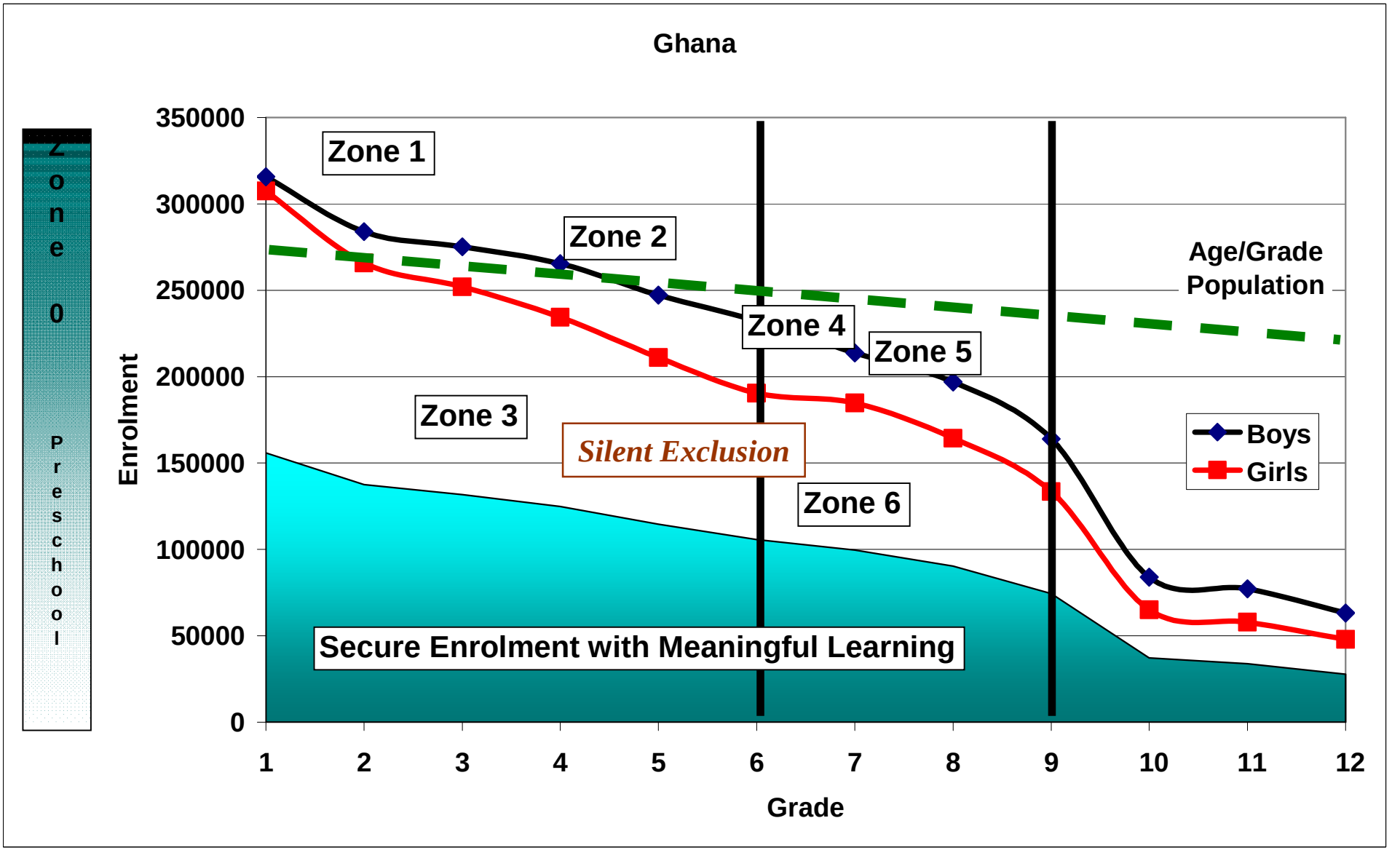
Zone 5 - entered secondary and dropped out

Zone 6 - entered secondary - at risk because of poor attendance/ achievement/ health, repetition, overage, silent exclusion

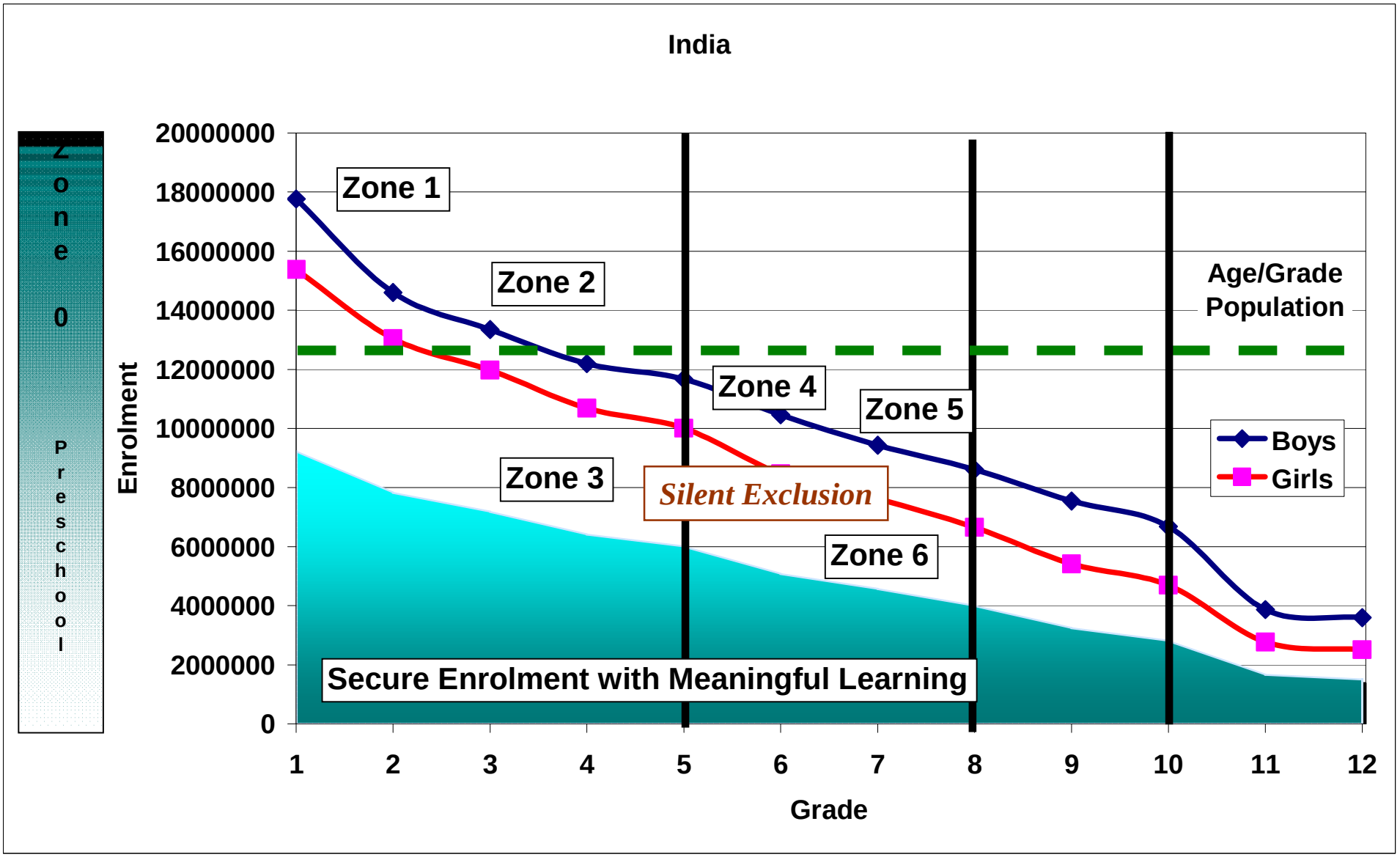
Zone Chart


Bangladesh
Zone 0
Preschool
Enrolment
2500000
2000000
1500000
1000000
500000
0
Zone 1
Zone 2
Zone 3
Zone 4
Zone 5
Zone 6
Age/Grade Population
Boys
Girls
Silent Exclusion
Secure Enrolment with Meaningful Learning
1
2
3
4
5
6
7
8
9
10
11
12
Grade

Zone Chart


Ghana
Zone 0
Preschool
Enrolment
350000
300000
250000
200000
150000
100000
50000
0
Zone 1
Zone 2
Zone 3
Zone 4
Zone 5
Zone 6
Age/Grade Population
Boys
Girls
Silent Exclusion
Secure Enrolment with Meaningful Learning
1
2
3
4
5
6
7
8
9
10
11
12
Grade

Zone Chart


India
Zone 0
Preschool
Enrolment
20000000
18000000
16000000
14000000
12000000
10000000
8000000
6000000
4000000
2000000
0
Zone 1
Zone 2
Zone 3
Zone 4
Zone 5
Zone 6
Silent Exclusion
Age/Grade Population
Boys
Girls
Secure Enrolment with Meaningful Learning
1
2
3
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5
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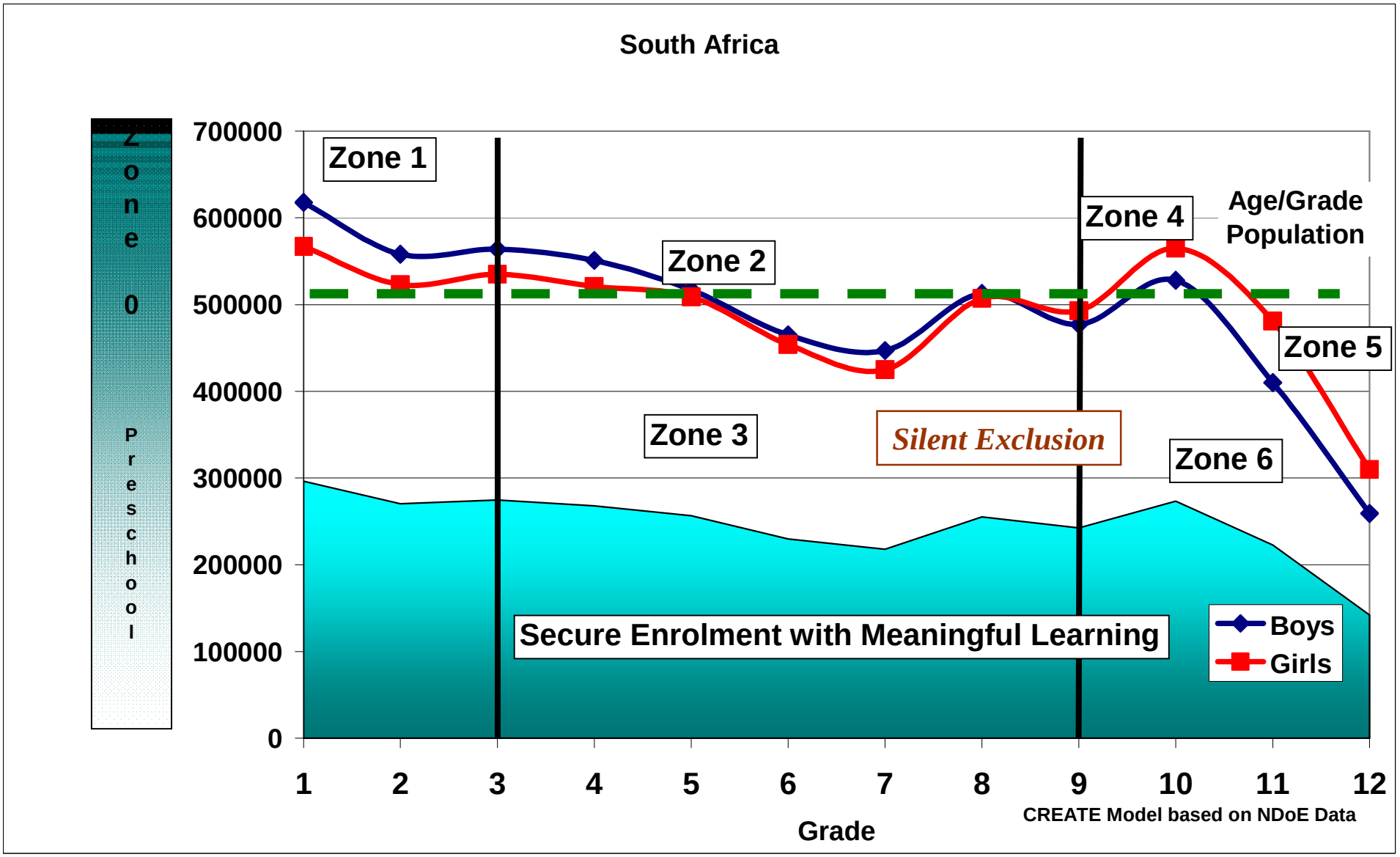
7
8
9
10
11
12
Grade

Zone Chart

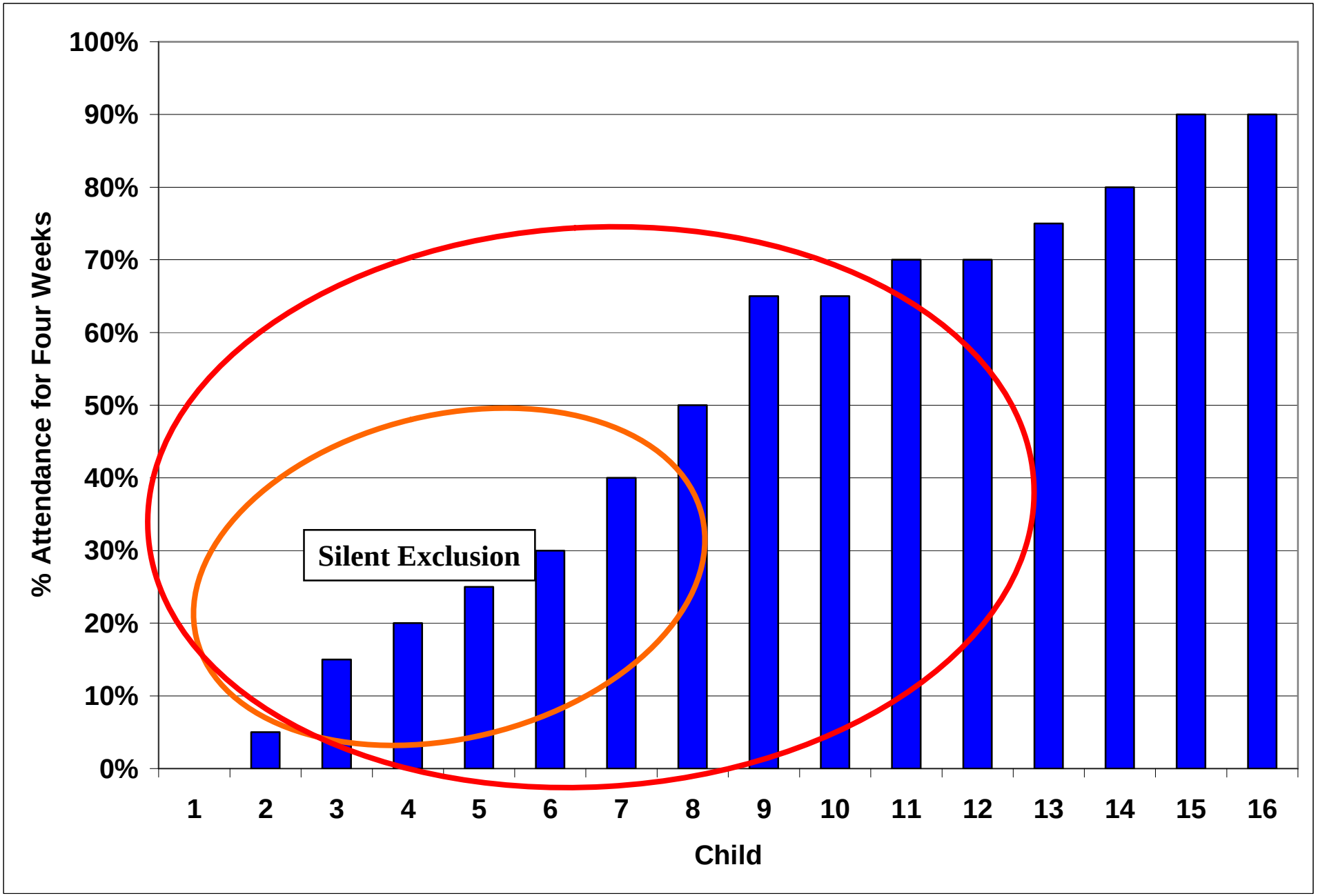

South Africa
Zone 0
Preschool
700000
600000
500000
400000
300000
200000
100000
0
Zone 1
Zone 2
Zone 3
Zone 4
Zone 5
Zone 6
Age/Grade Population
Silent Exclusion
Secure Enrolment with Meaningful Learning
Boys
Girls
1
2
3
4
5
6
7
8
9
10
11
12
Grade
CREATE Model based on NDoE Data

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

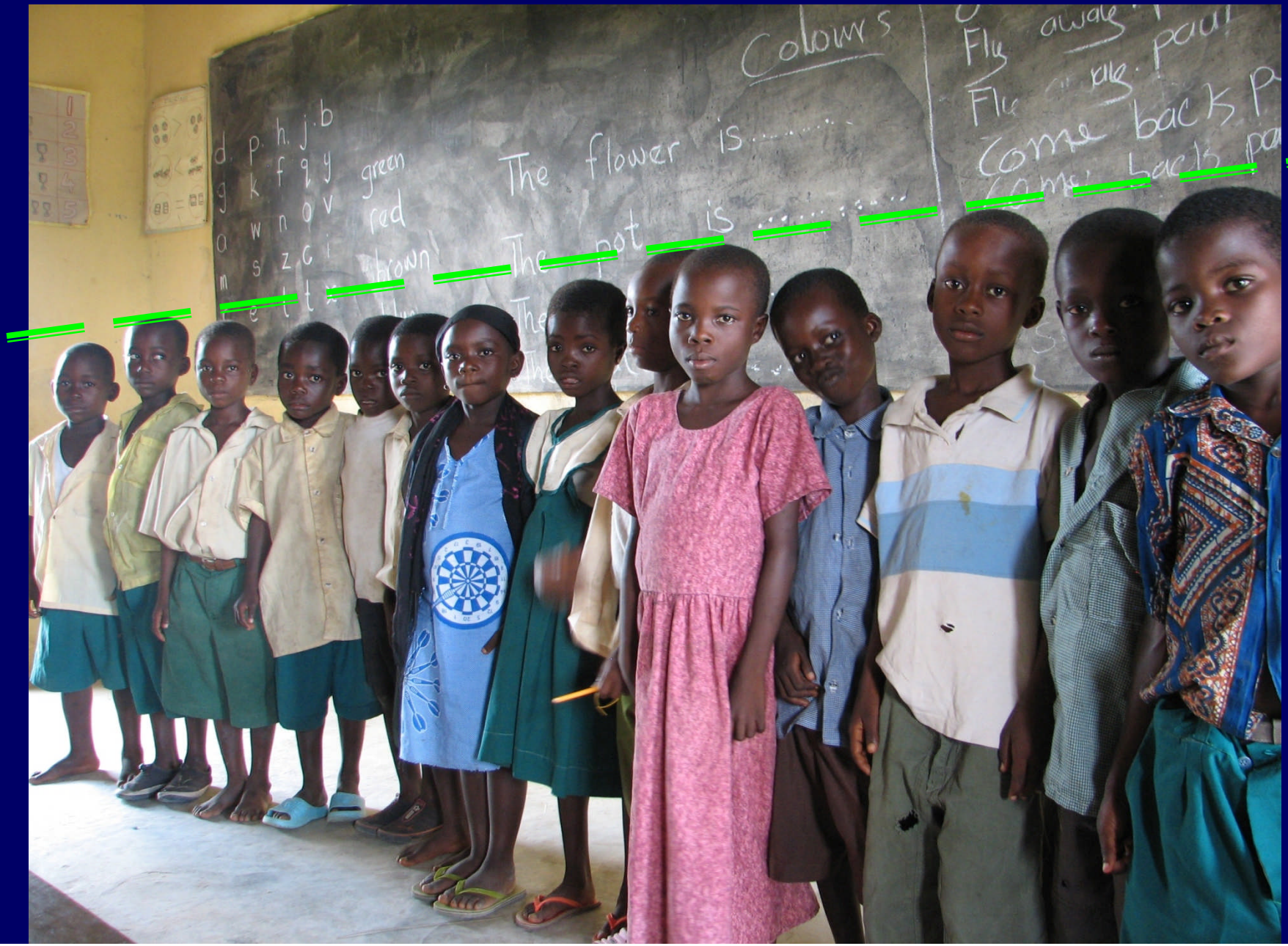
$$\textbf{Access} = \textit{Att} + \textit{Age} + \textit{Ach} + \textit{Hn} + \textit{Le}\,(p + c + t + lf) + \ldots$$

Attendance and Silent Exclusion

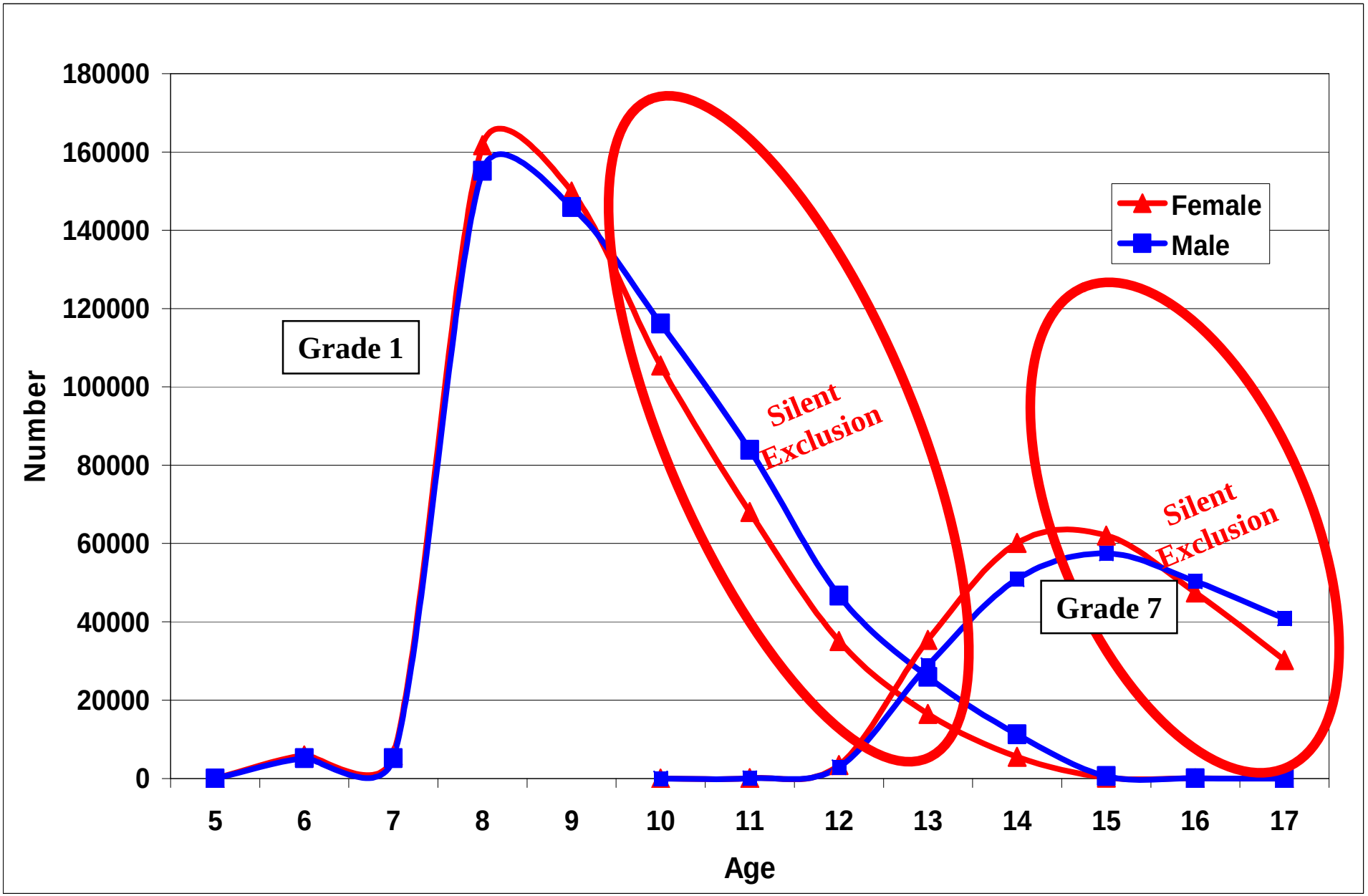


Attendance – Case Study School

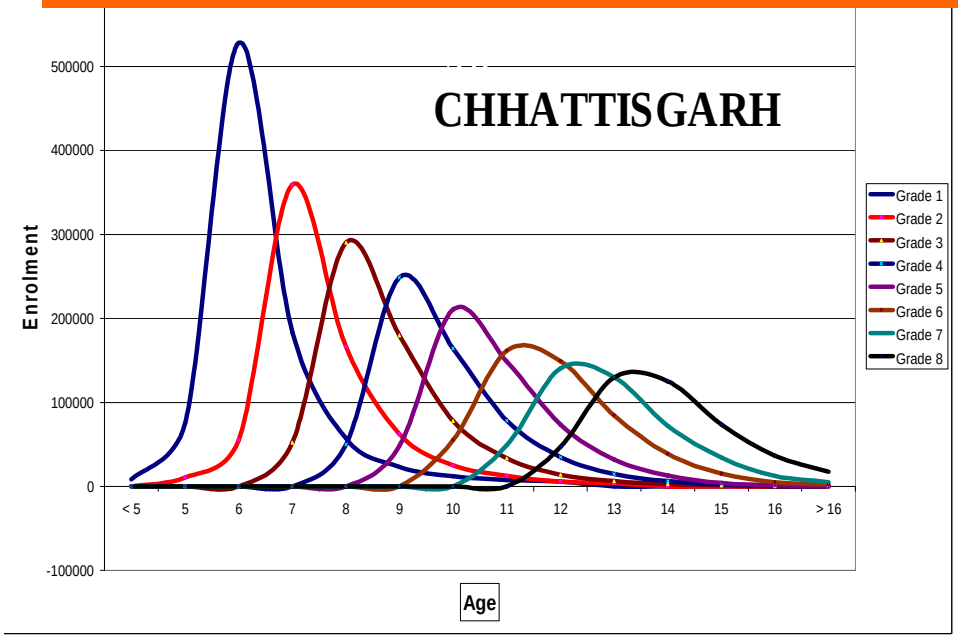
Grade 1 6-12 Years

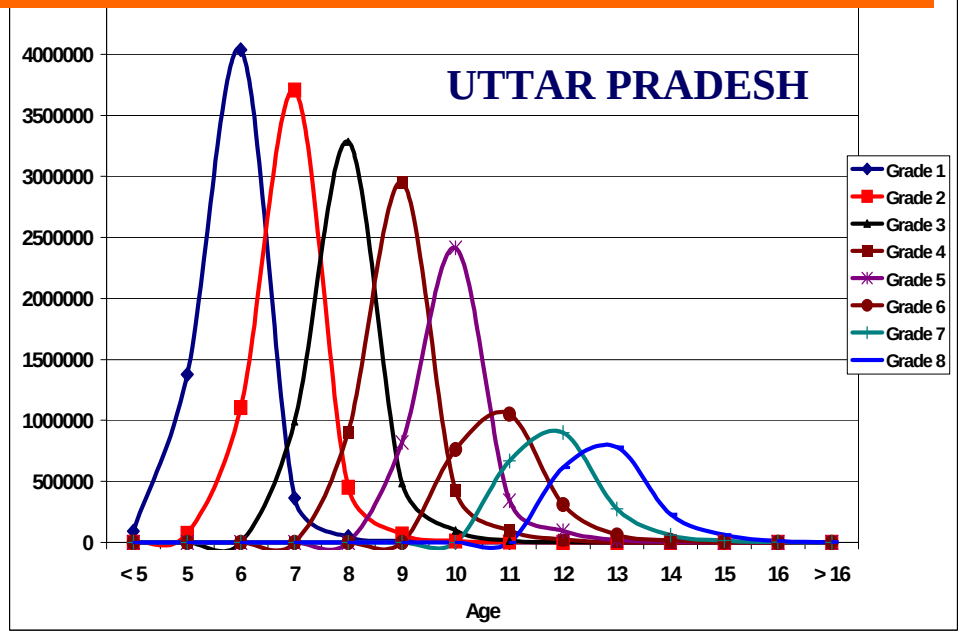


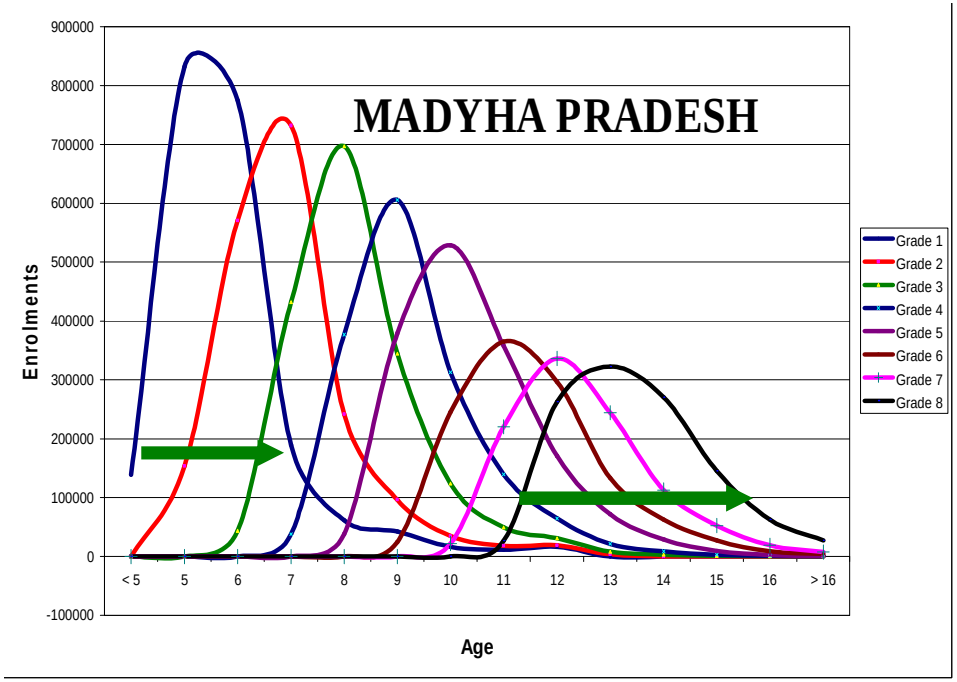
Age in Grade and Silent Exclusion

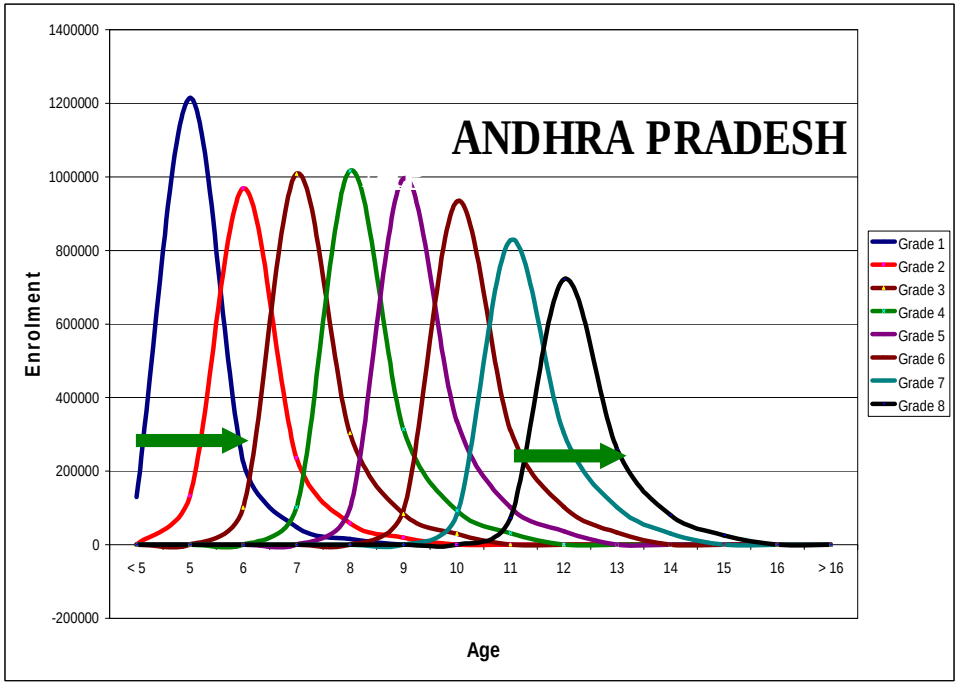


Enrolment by Grade and Age – India



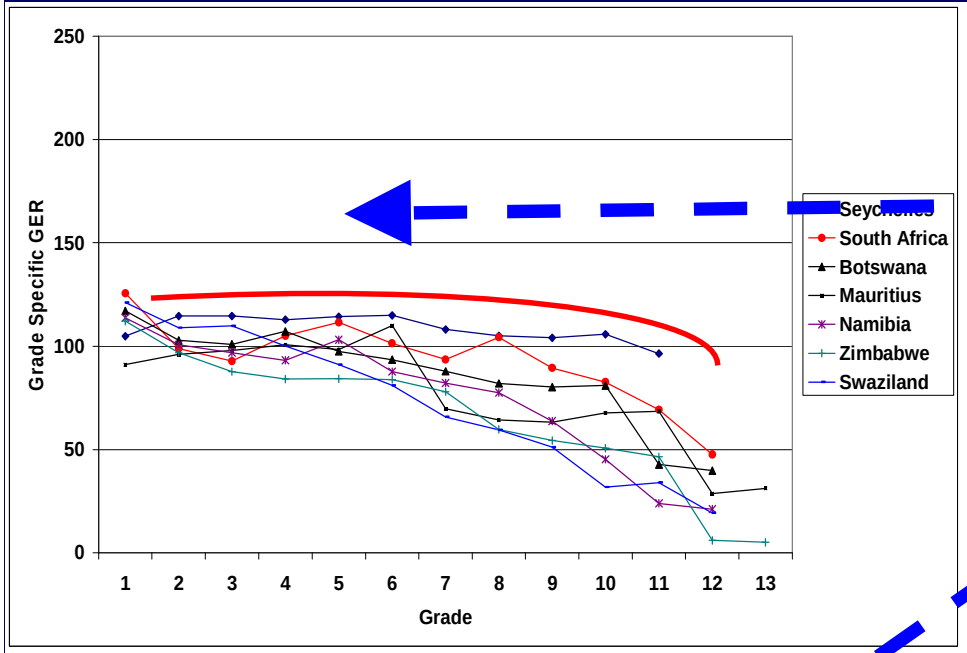


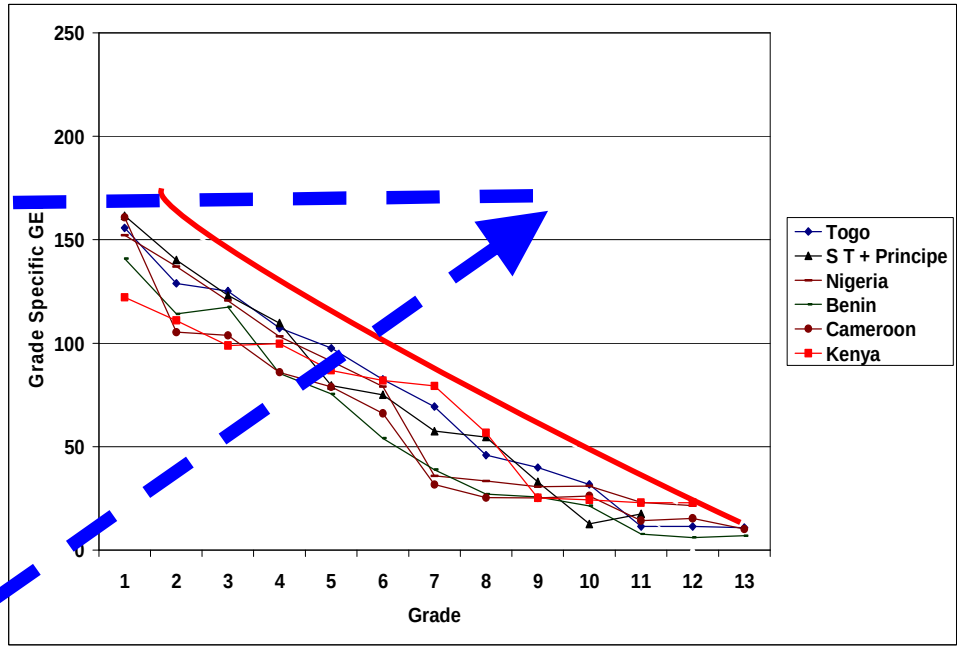


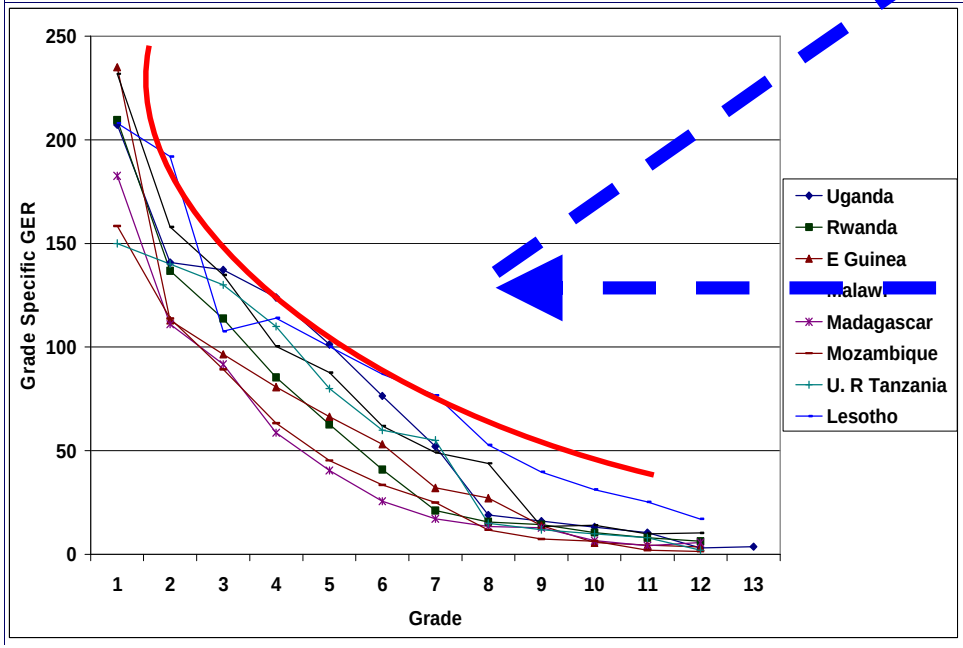


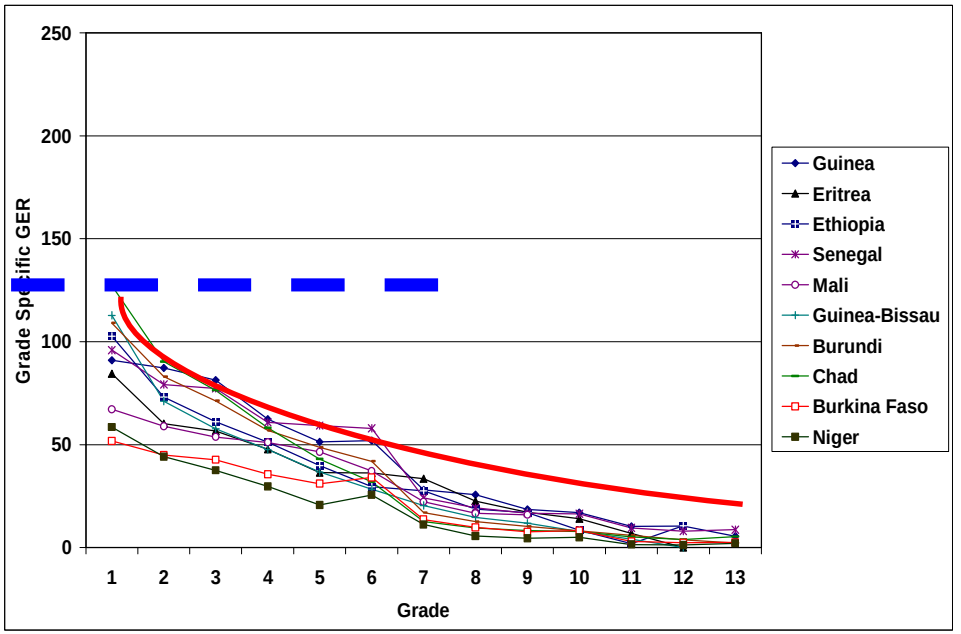
One Class School – 4 – 14 Years

Enrolments by Grade Sub-Saharan Africa

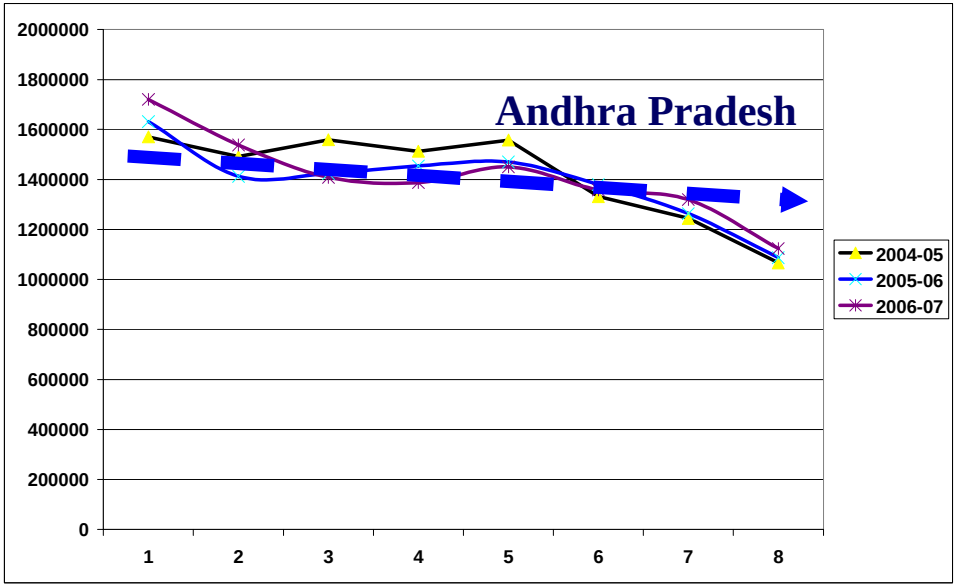


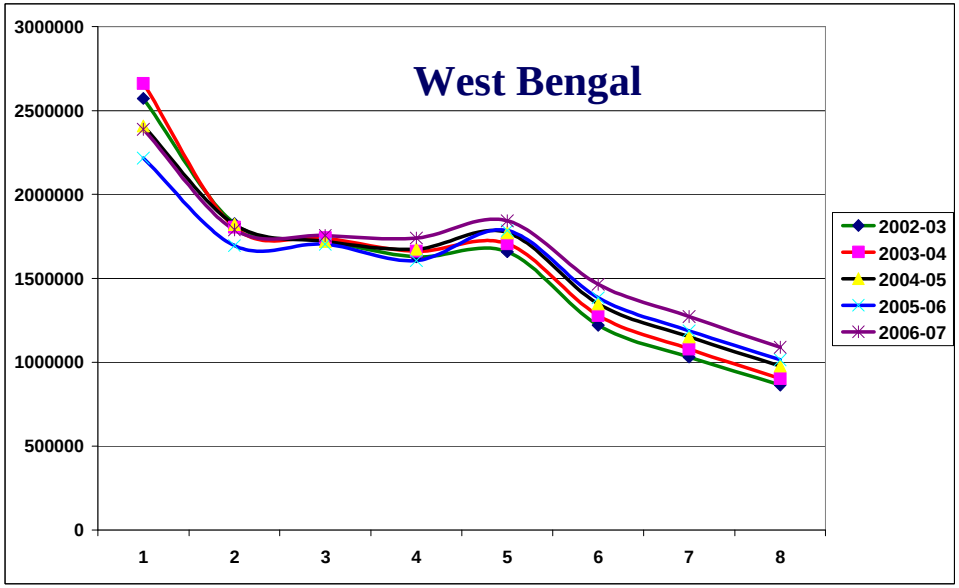


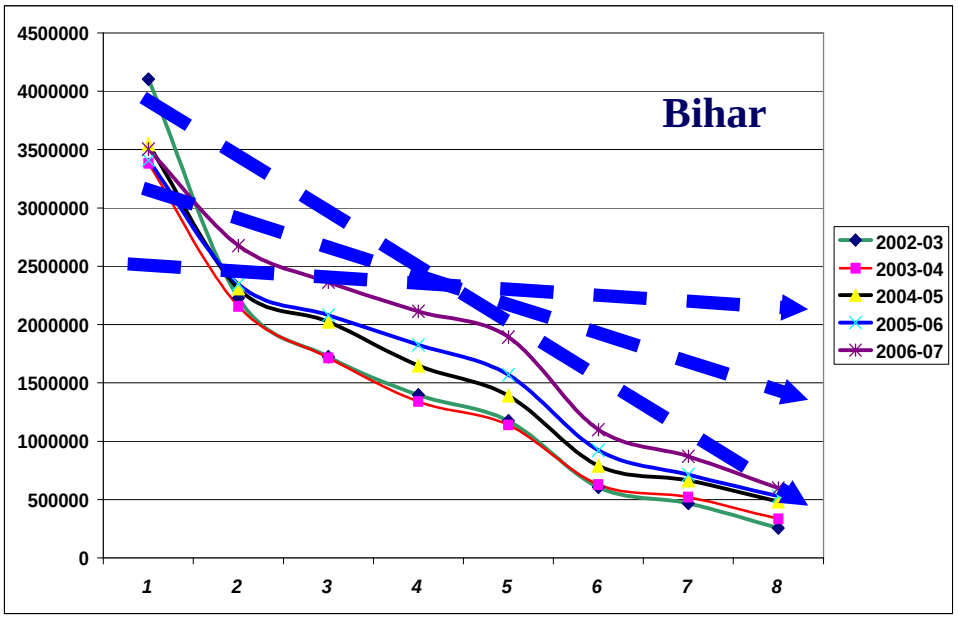


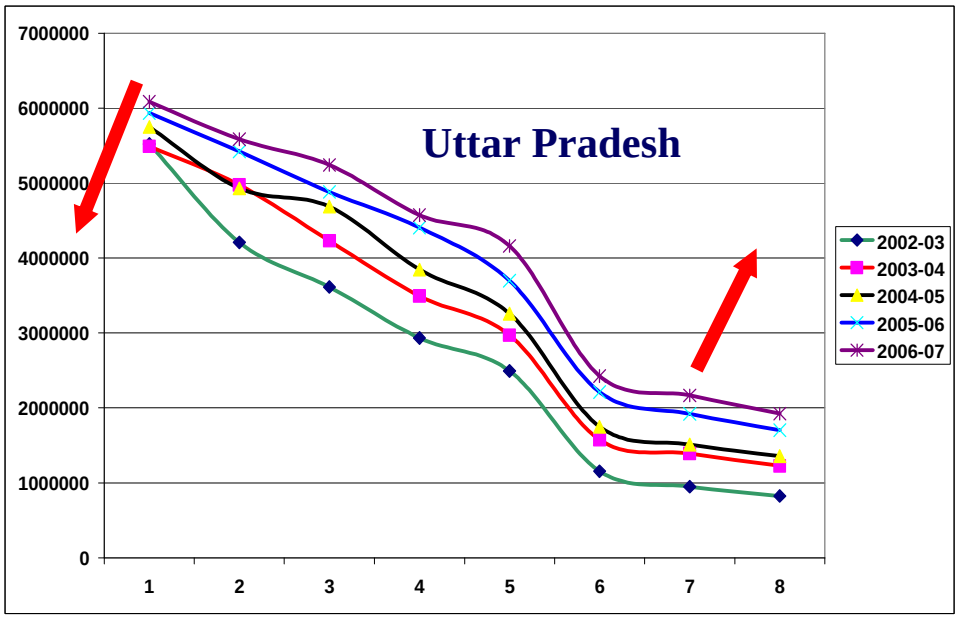


Enrolments over Time - India by State

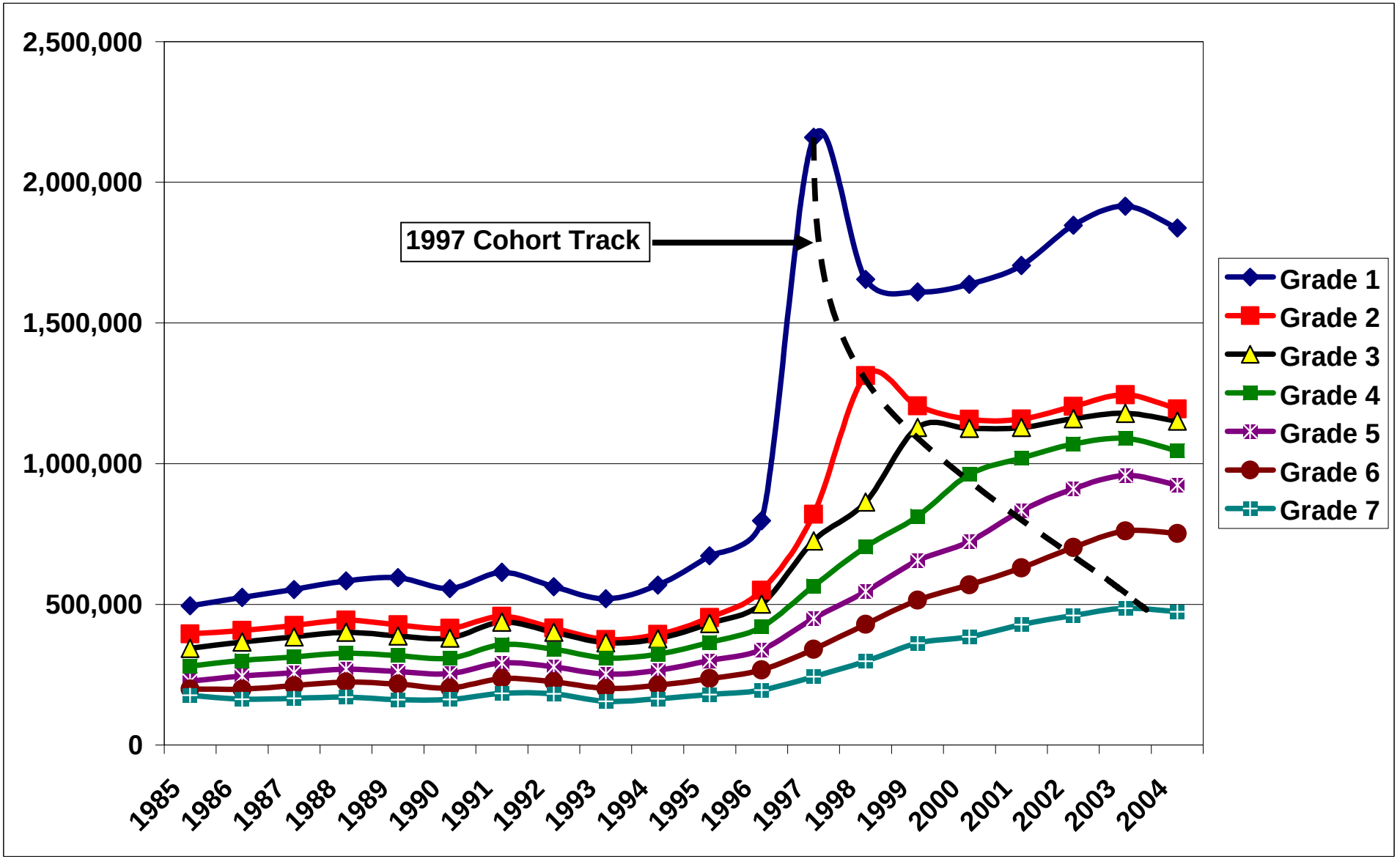




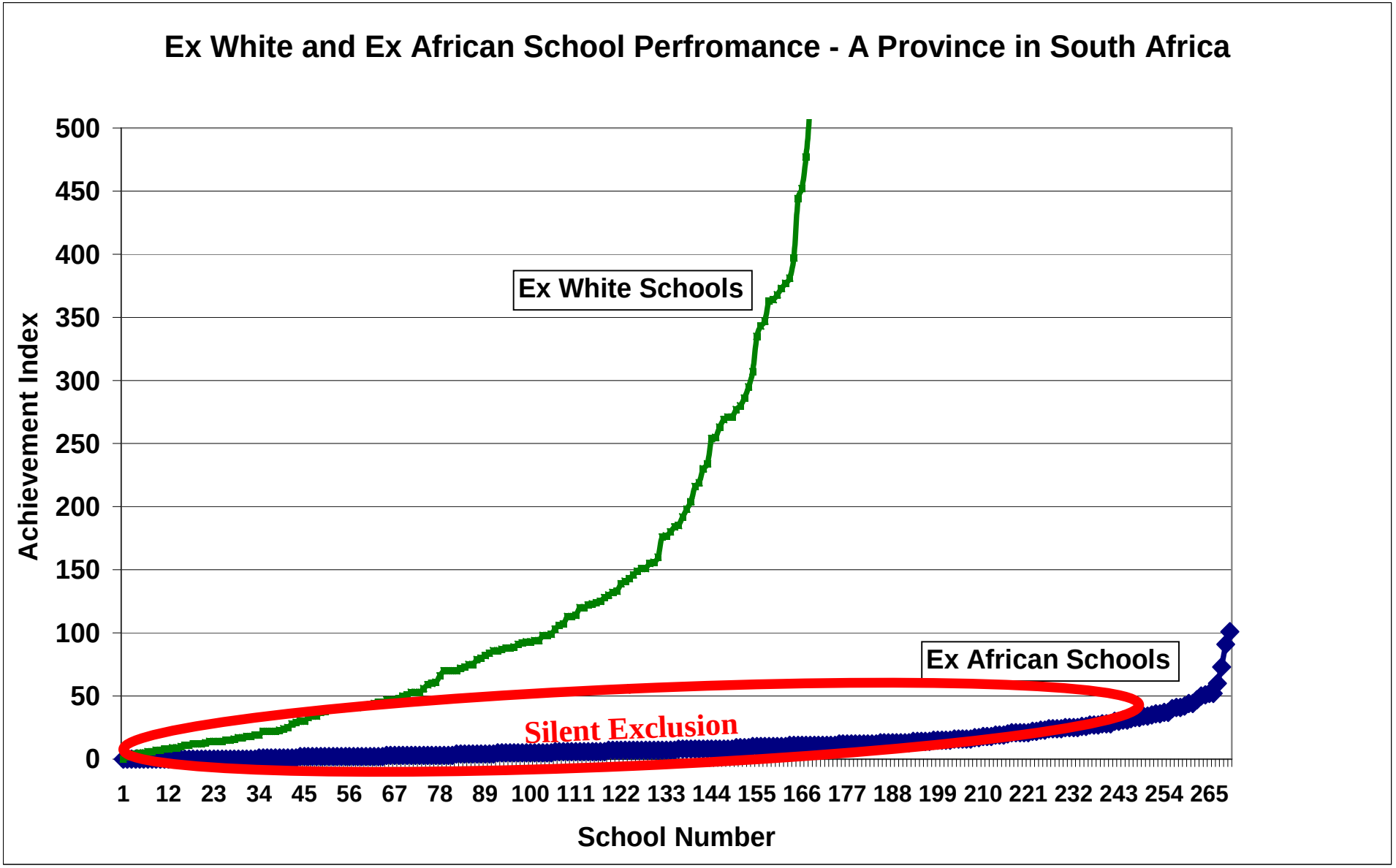




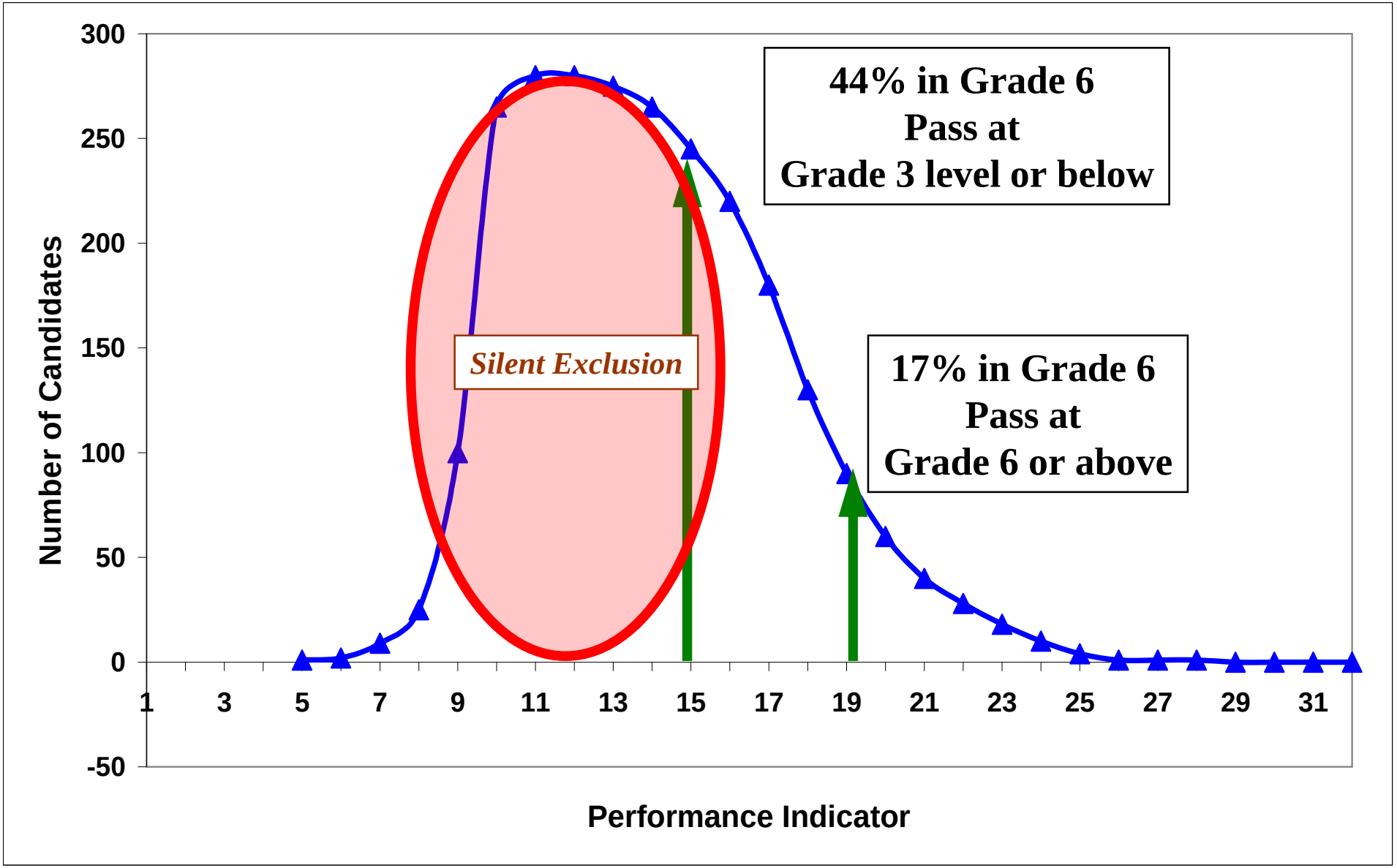
Enrolment by Year and Grade – Uganda 1985-2005



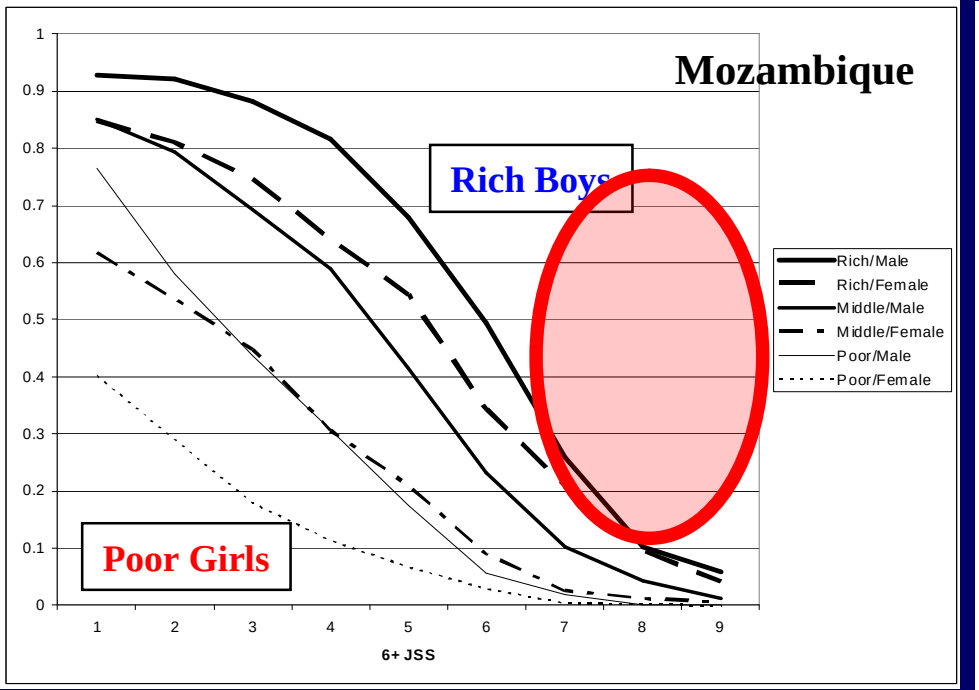
Achievement and Silent Exclusion

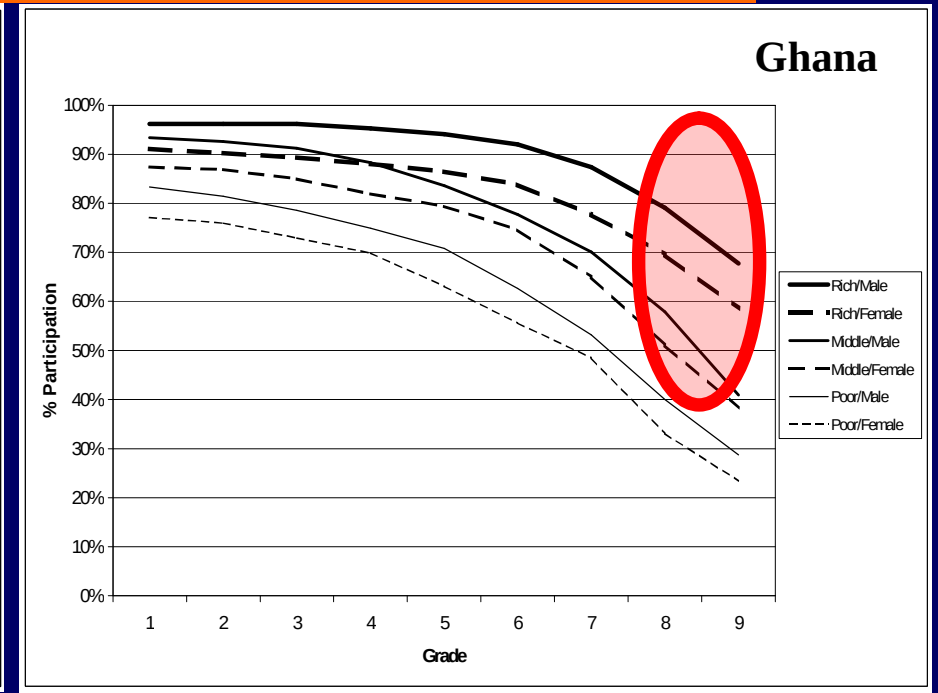


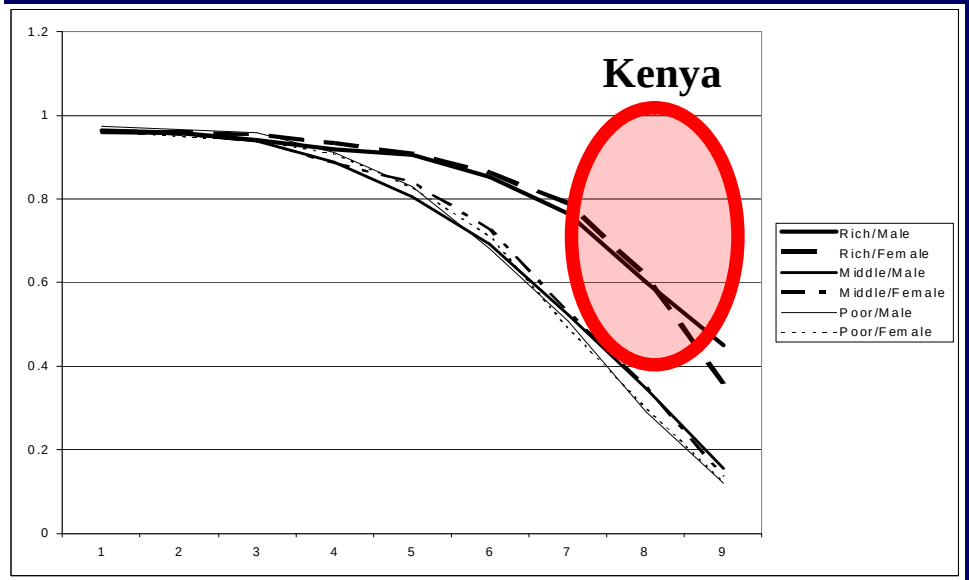
Skewed Achievement Patterns

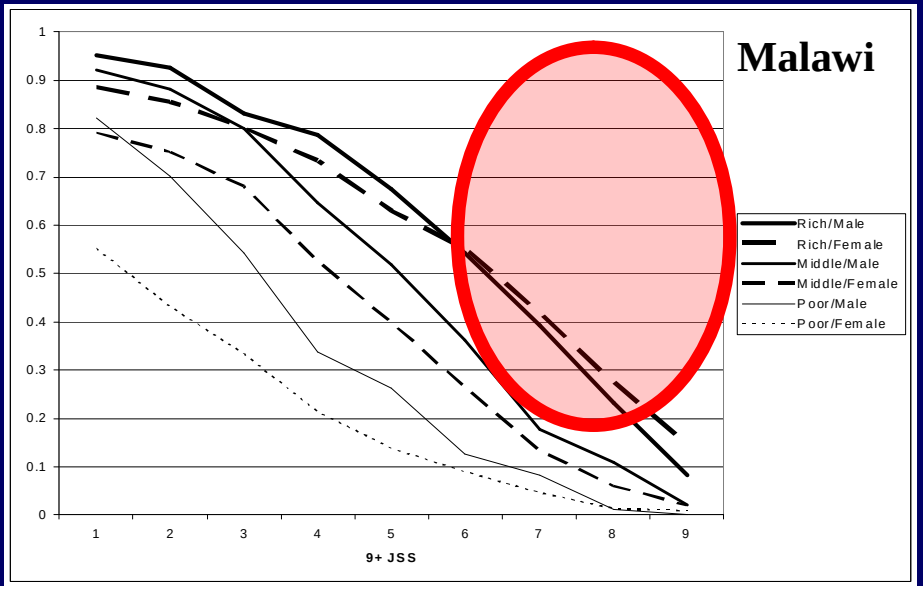


Enrolments by Grade, Wealth and Gender

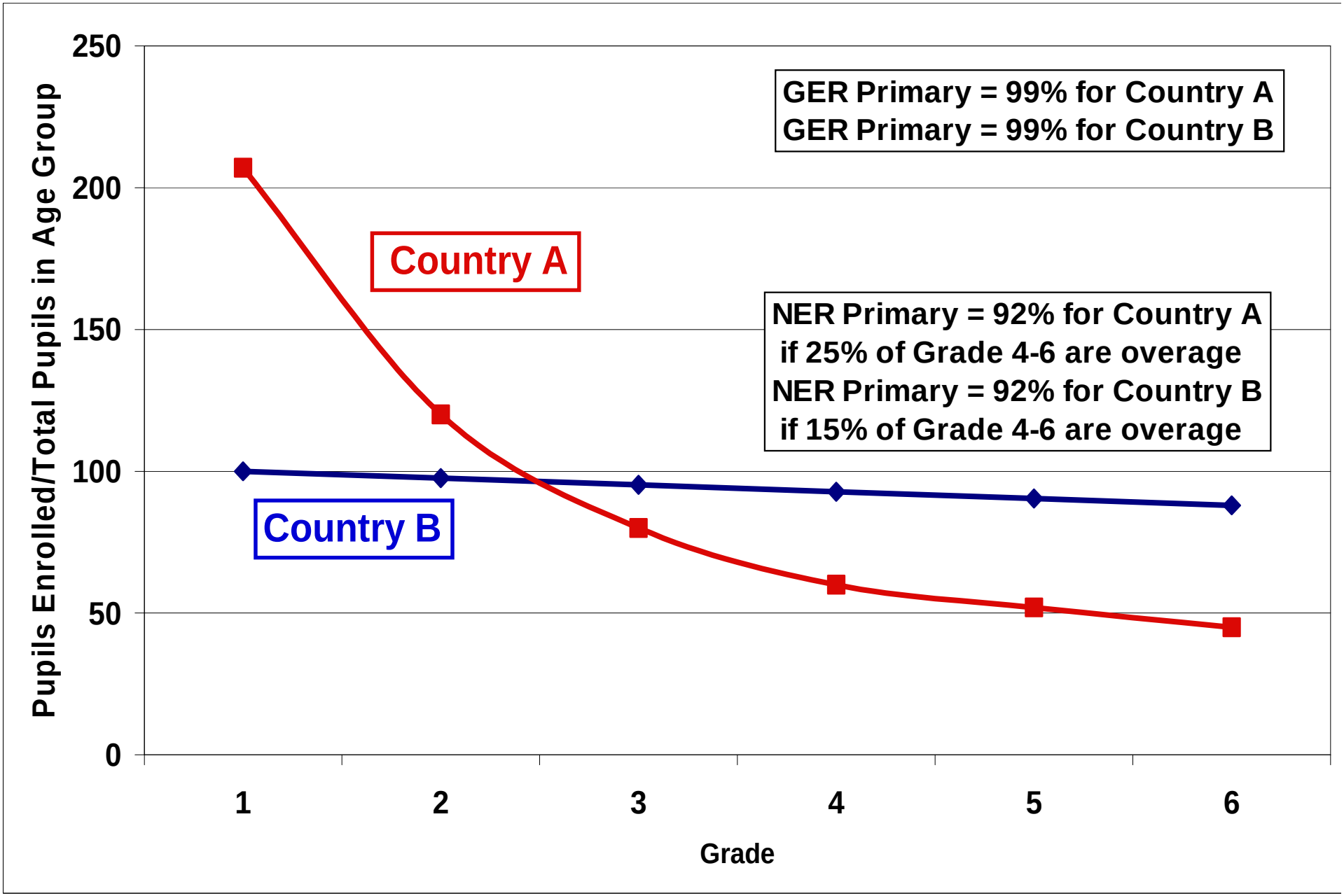








Trouble with GERs and NERs



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?

Exclusion

Inclusion

Create

Consortium for Research on
Education, Access, Transitions & Equity

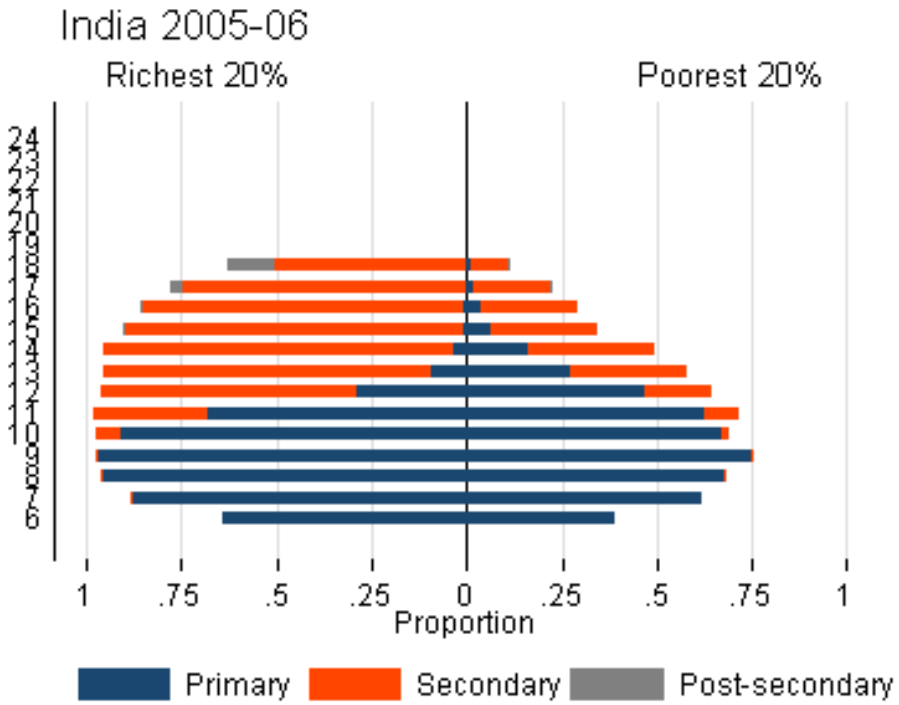
Funded by DFID

www.create-rpc.org
www.sussex.ac.uk/education/cie

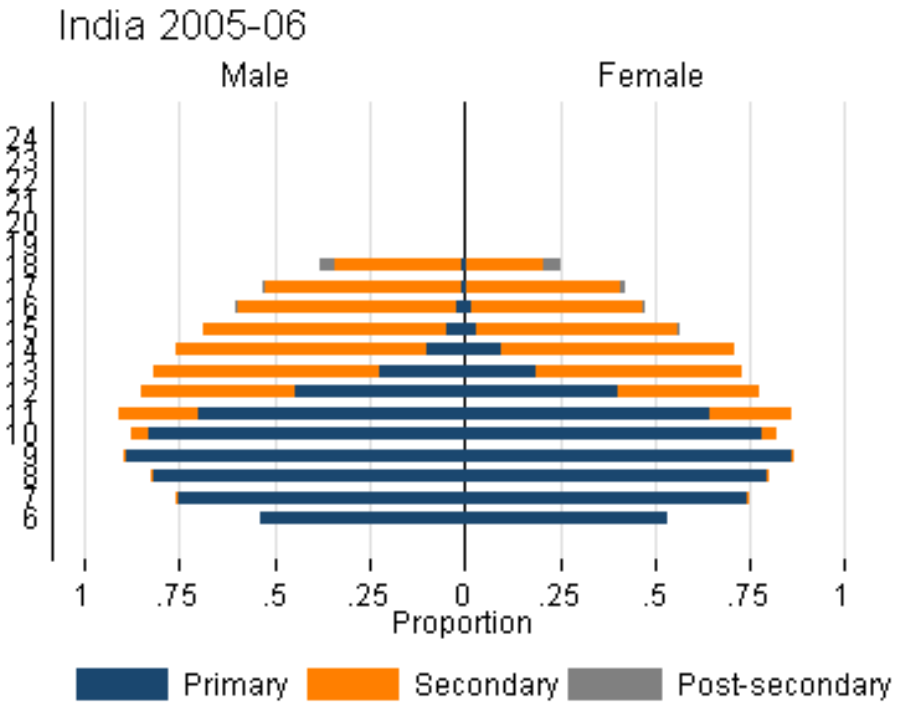
Measuring, Monitoring, and Targeting

- 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



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
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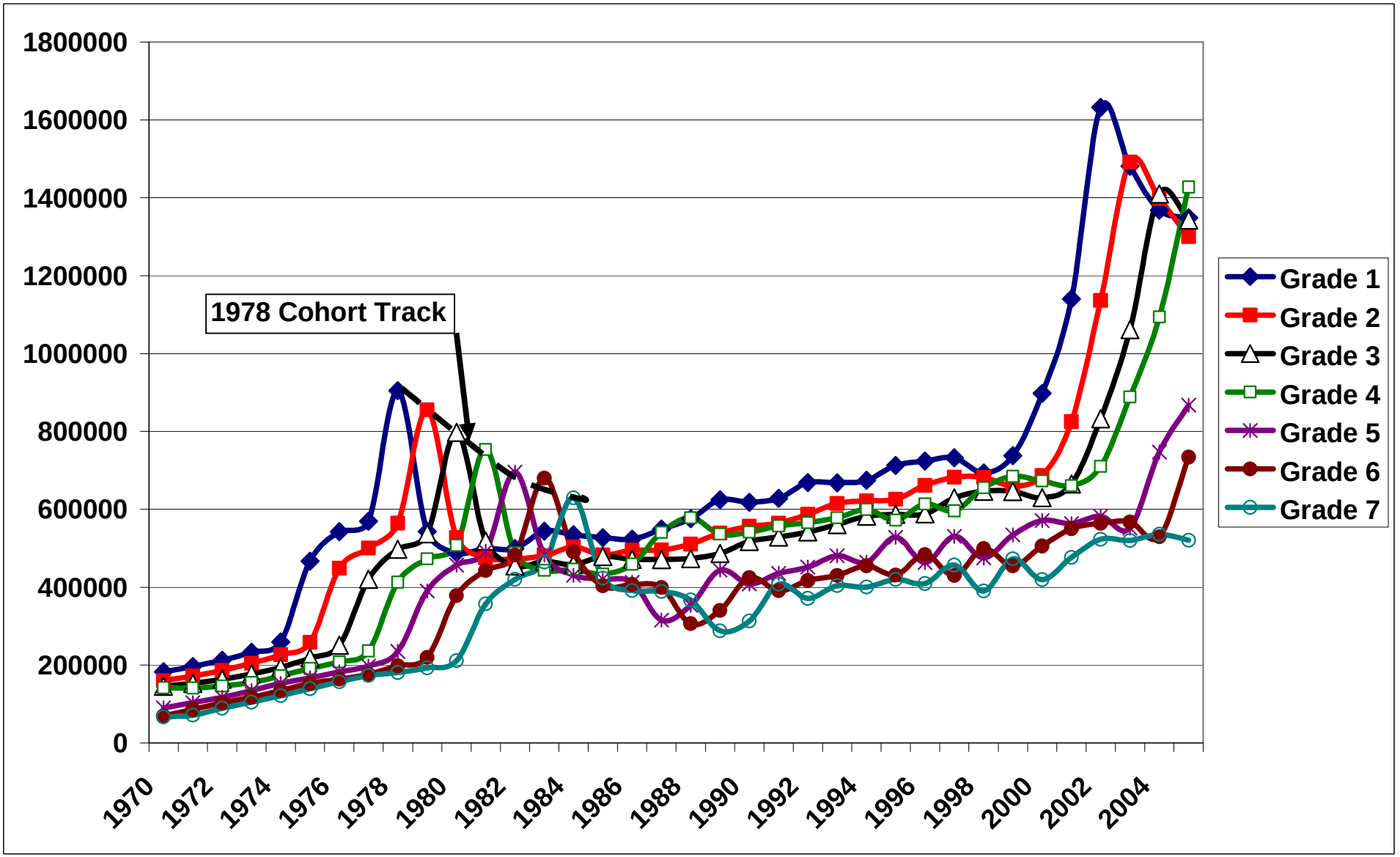
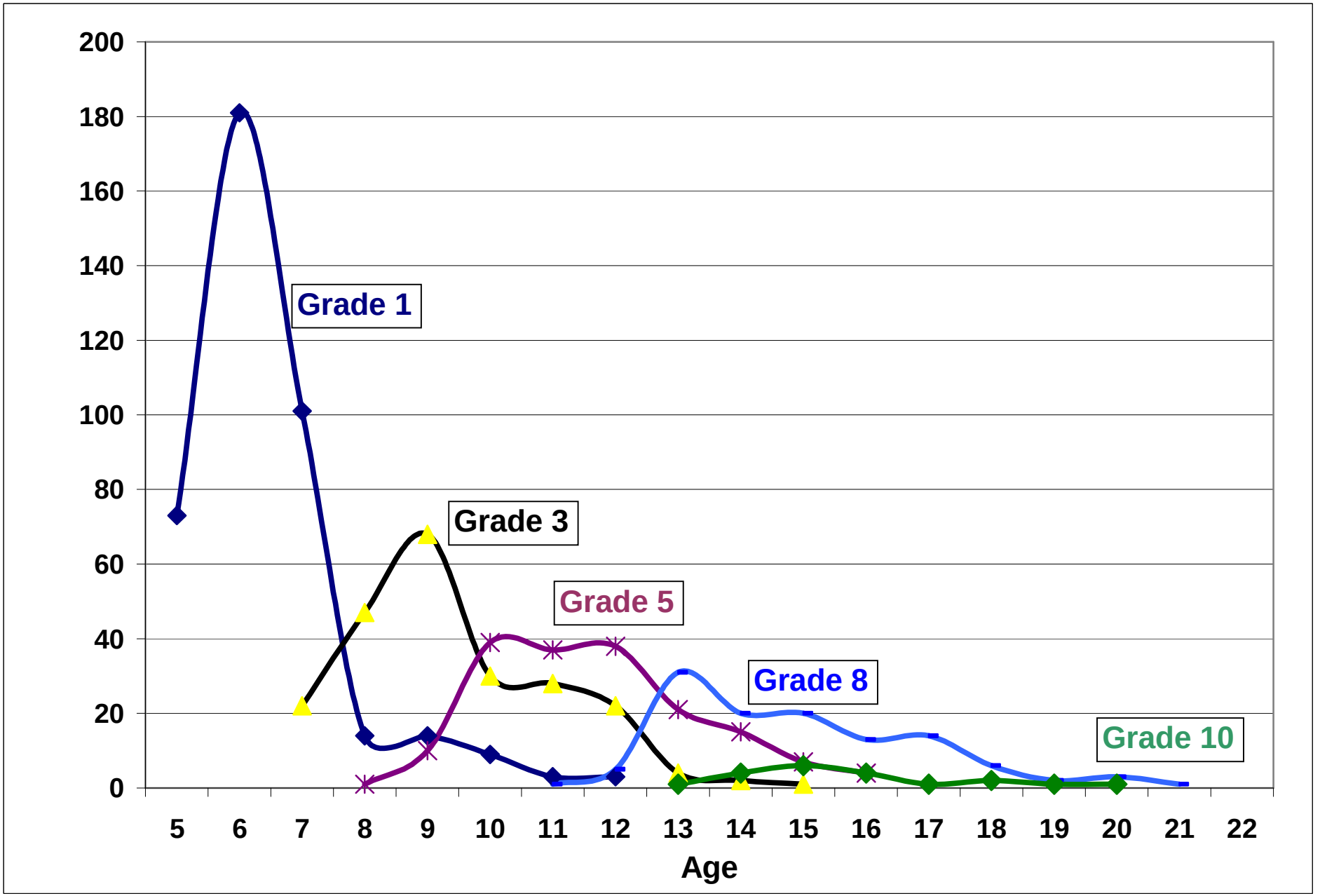
Enrolment by Year and Grade Tanzania 1970-2005



Enrolment by Grade and Age – Case Study District



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

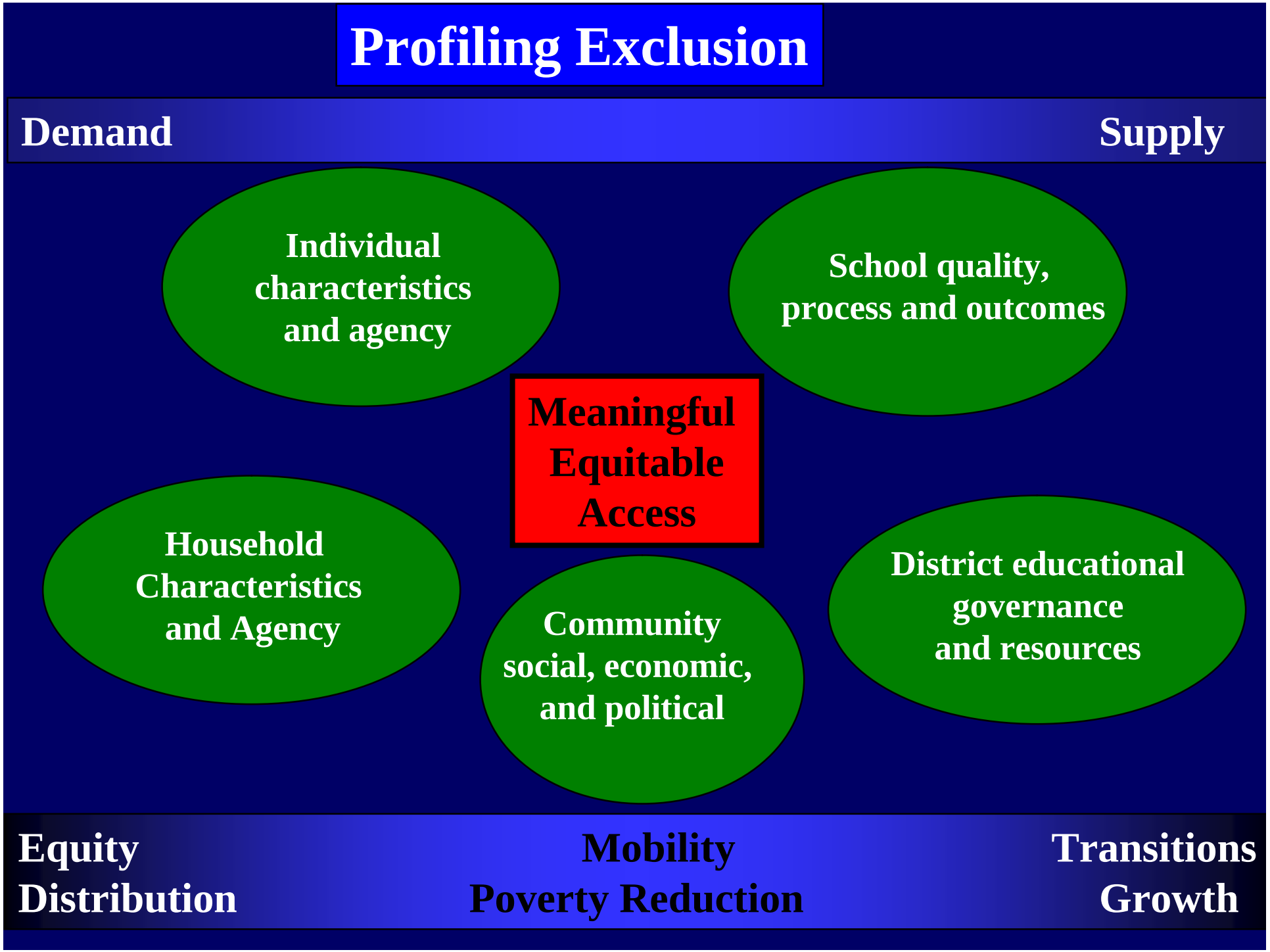
Age in grade variance

Indicators and Targets

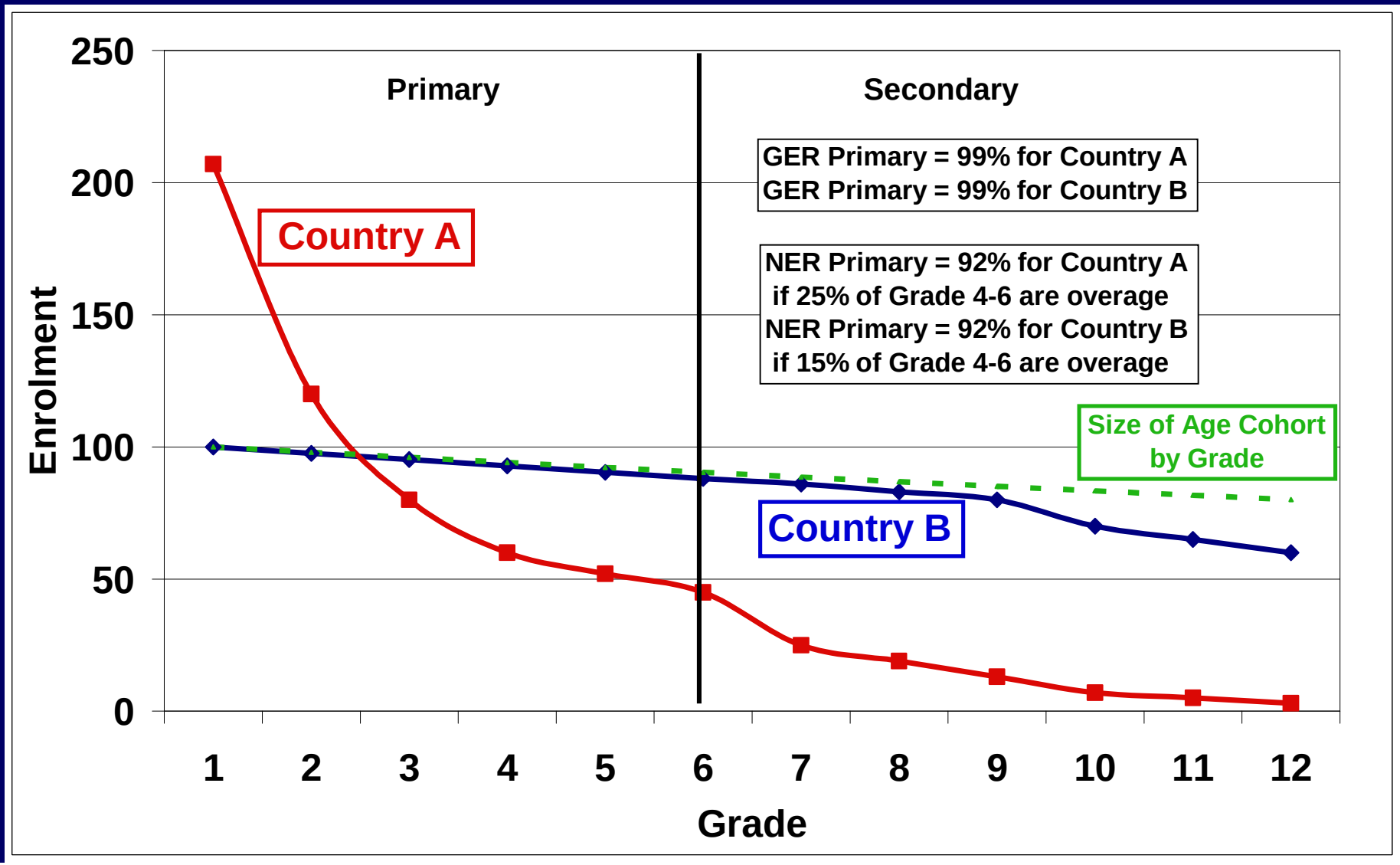
Distributional measures at different levels of:

- **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**

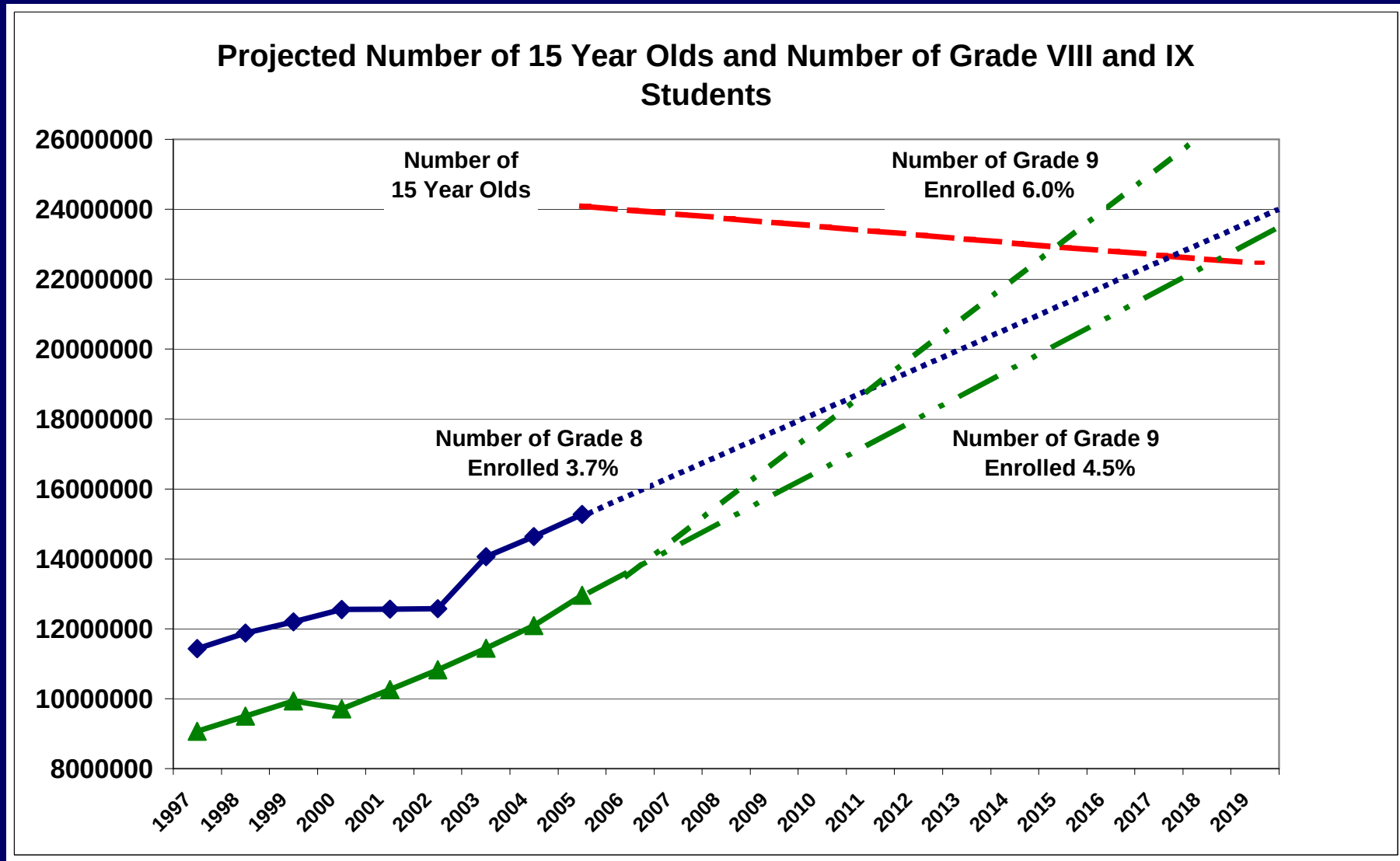
Costs per child by institution and level etc


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

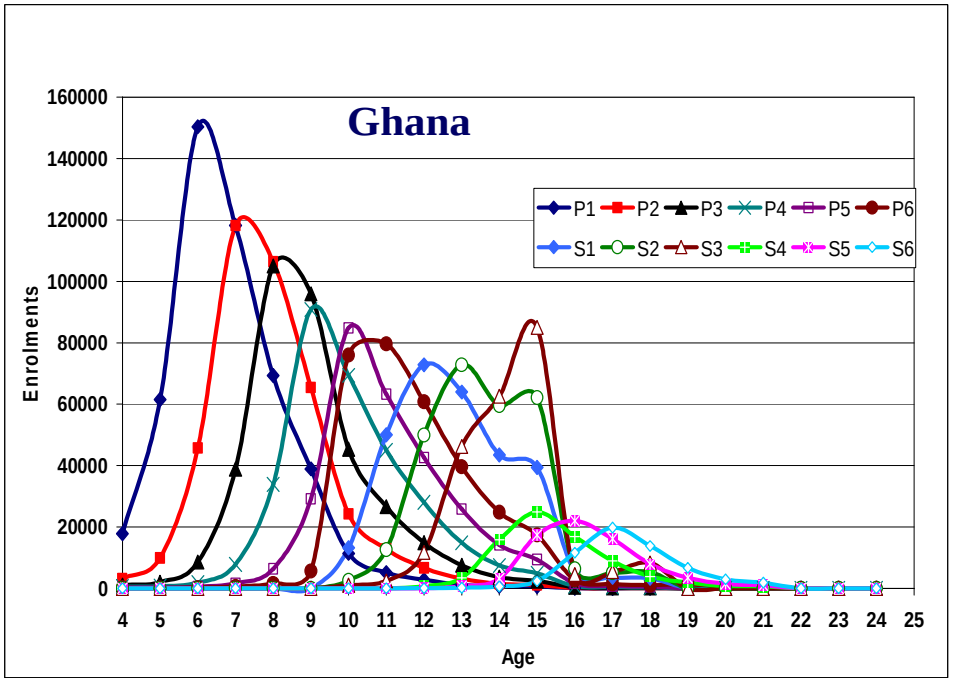
Better Indicators? - GERs and NERs

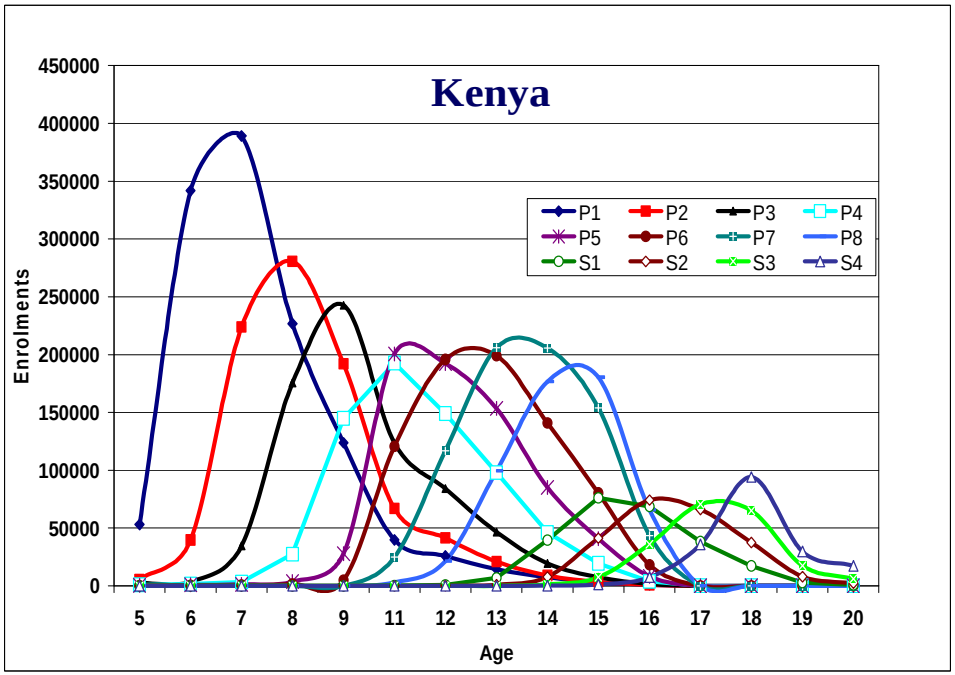


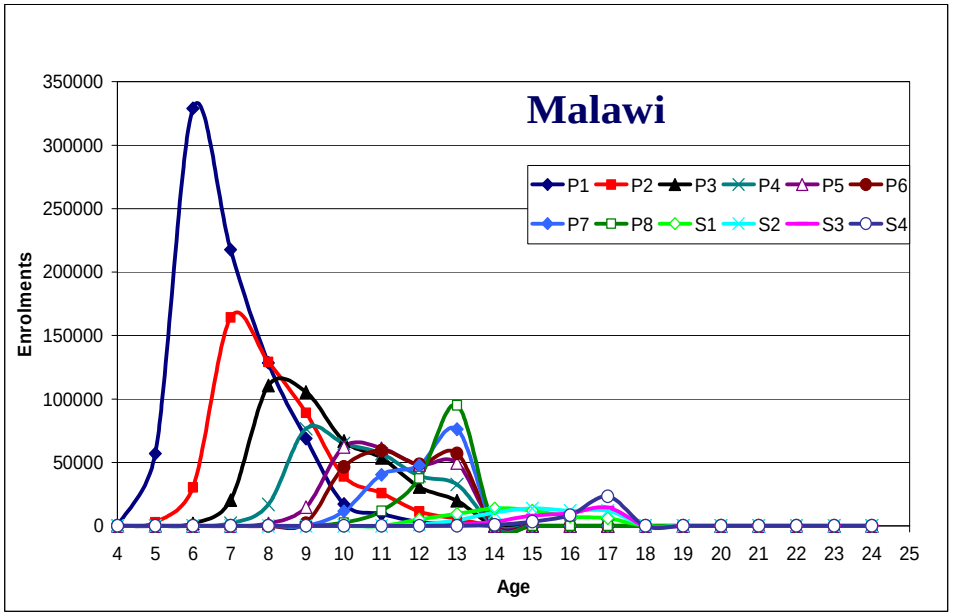
A Supply Side Constraint?

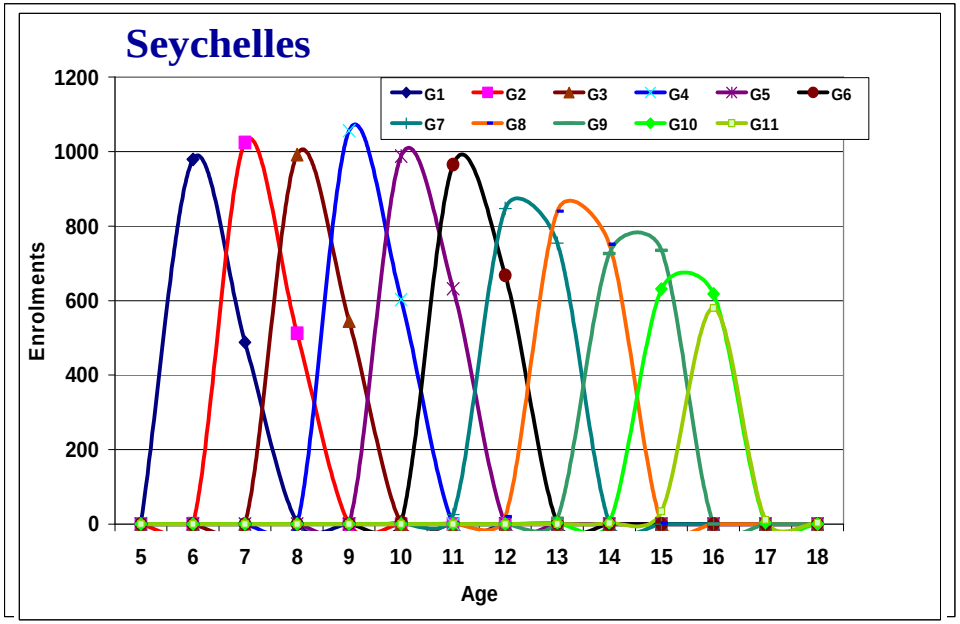


Enrolment by Grade and Age – Sub-Saharan Africa

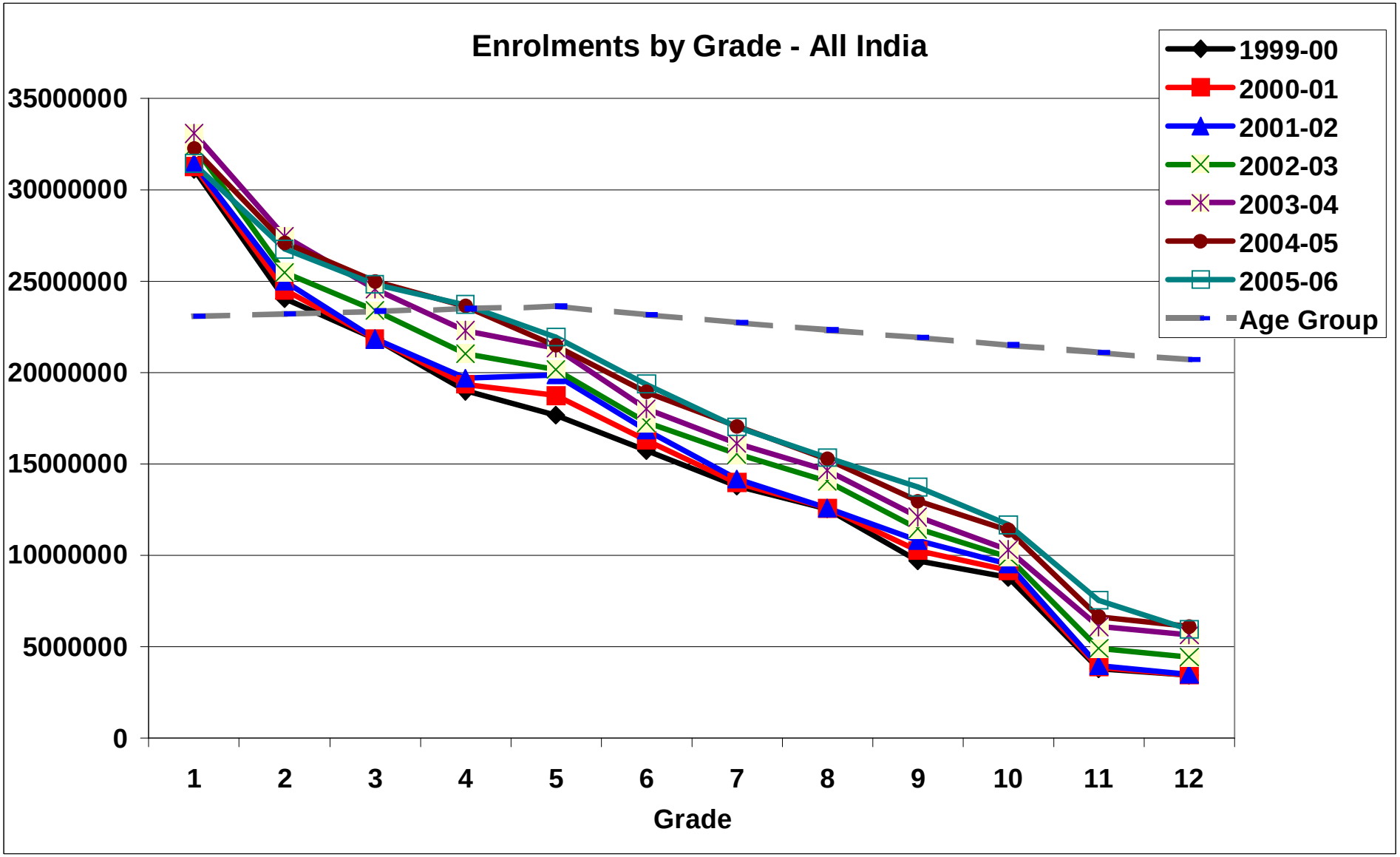




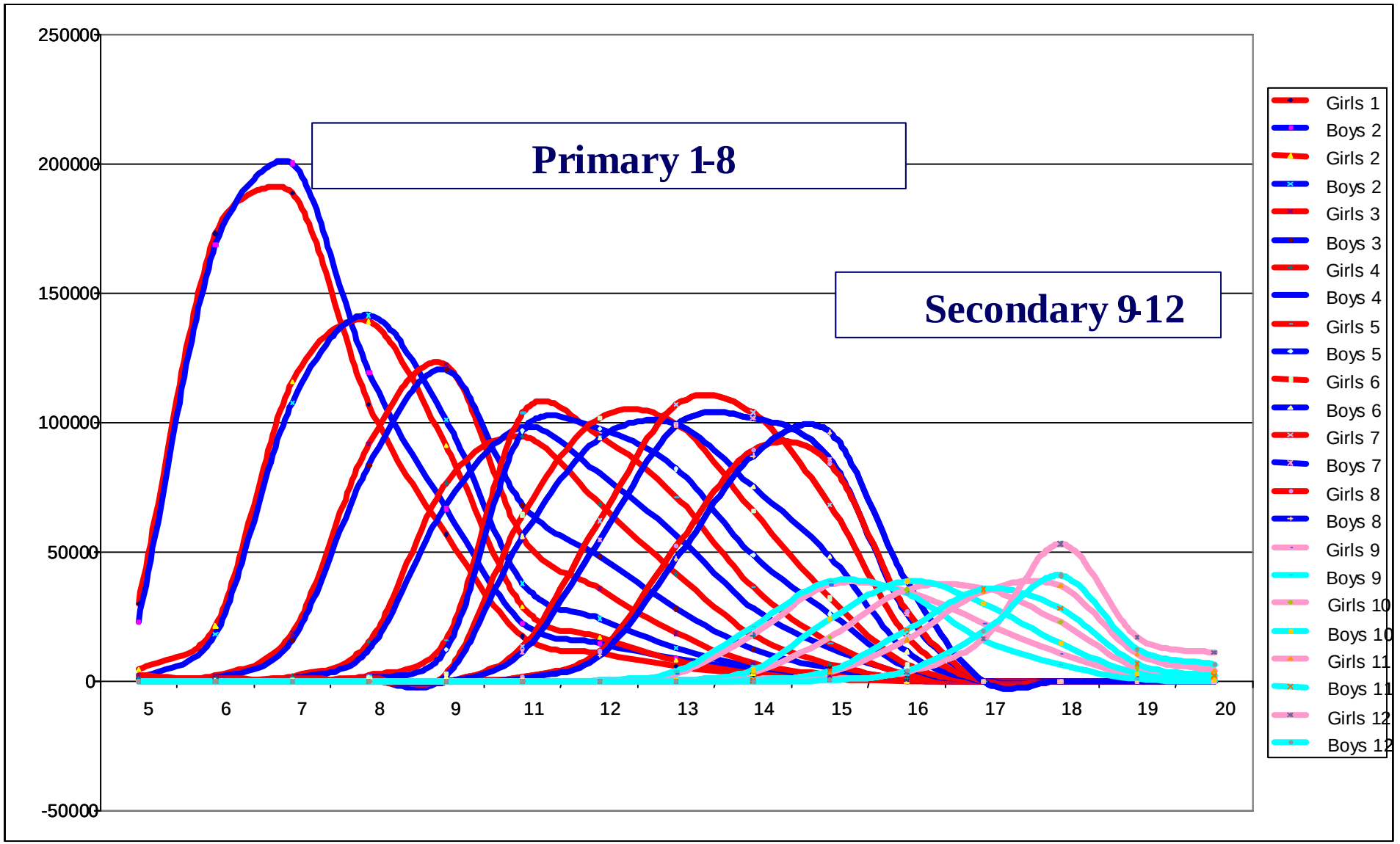


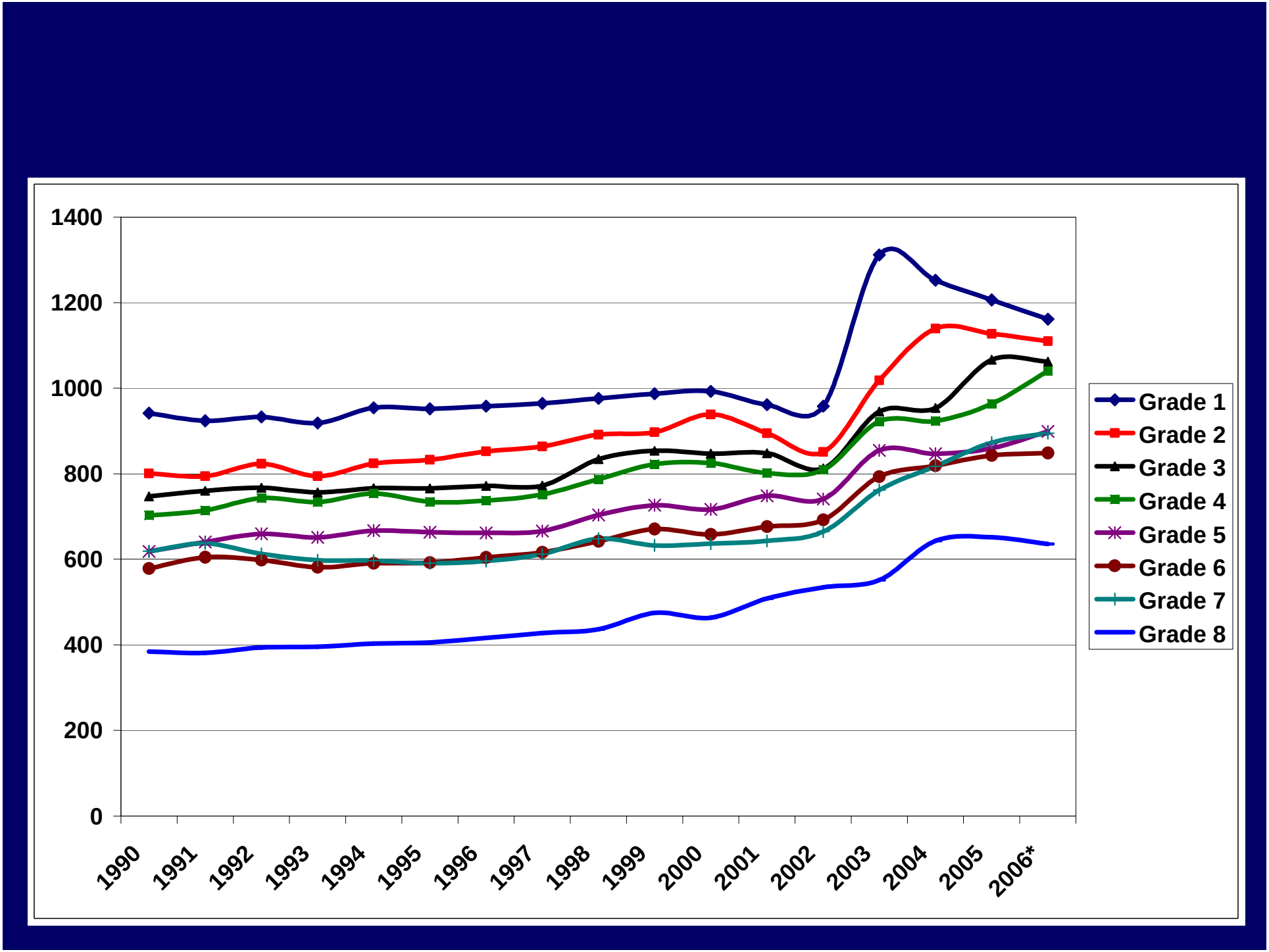


Enrolments over Time - India



Kenya Age Grade Profile Kenya

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2005
2006*
Grade 1
Grade 2
Grade 3
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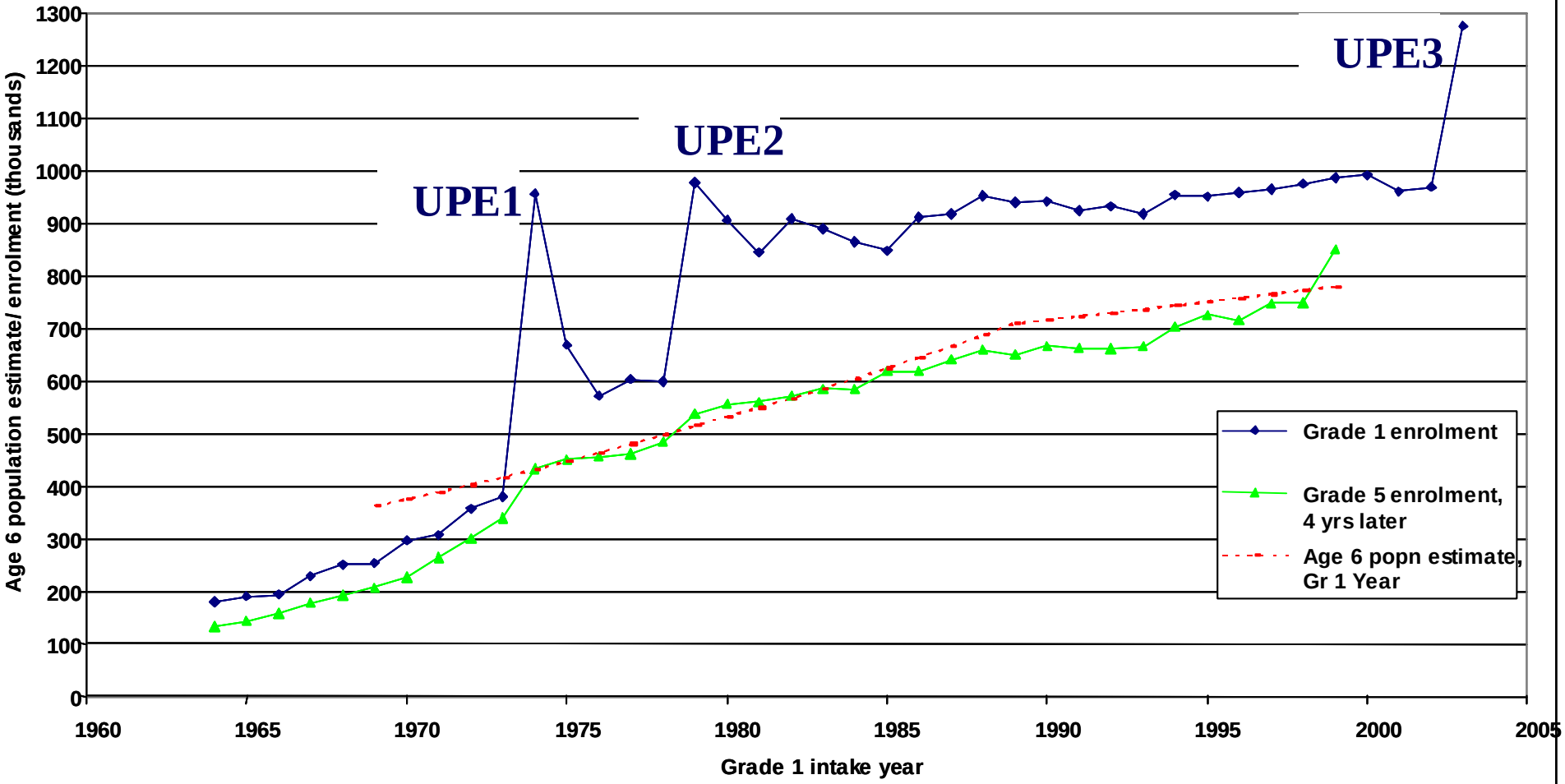
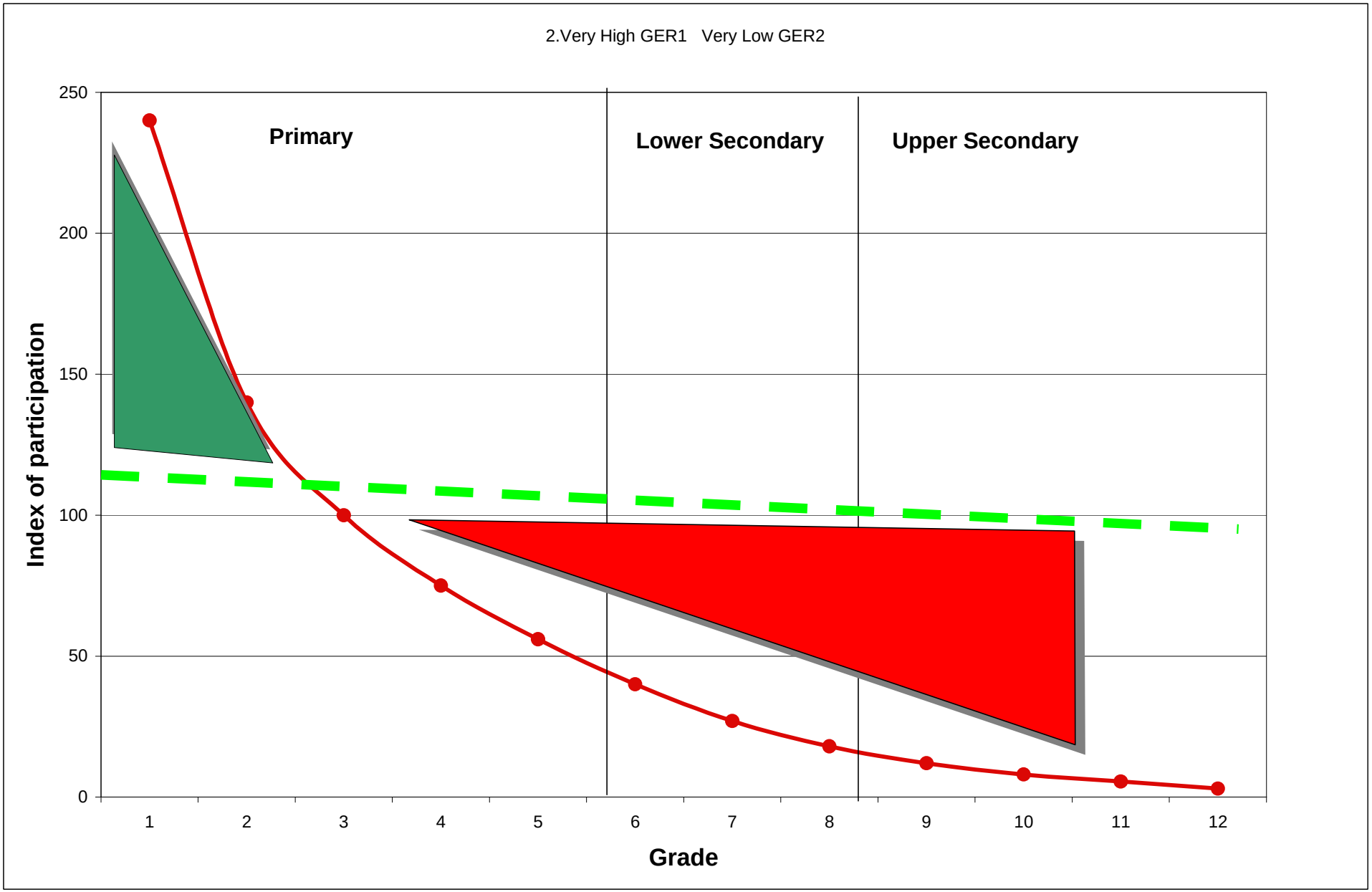
Grade 6
Grade 7
Grade 8

Kenya Enrolments and School Age Population

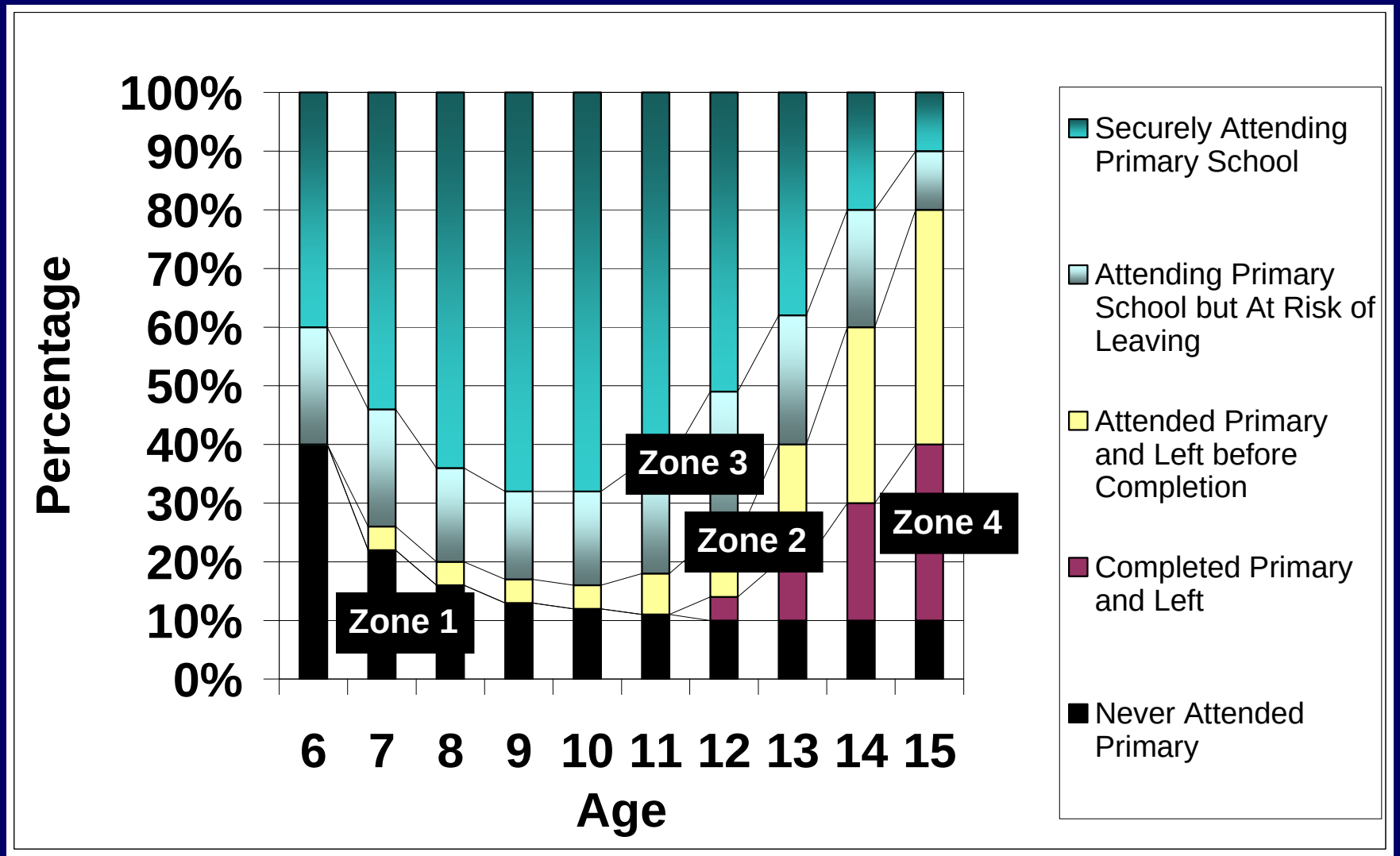
Figure 4.1. Kenya: Age 6 Population Estimates, Grade 1 intakes and Grade 5 survivors, 1964 to 2003



Changing Patterns of Enrolment and Balanced Investment?



Age and Enrolment



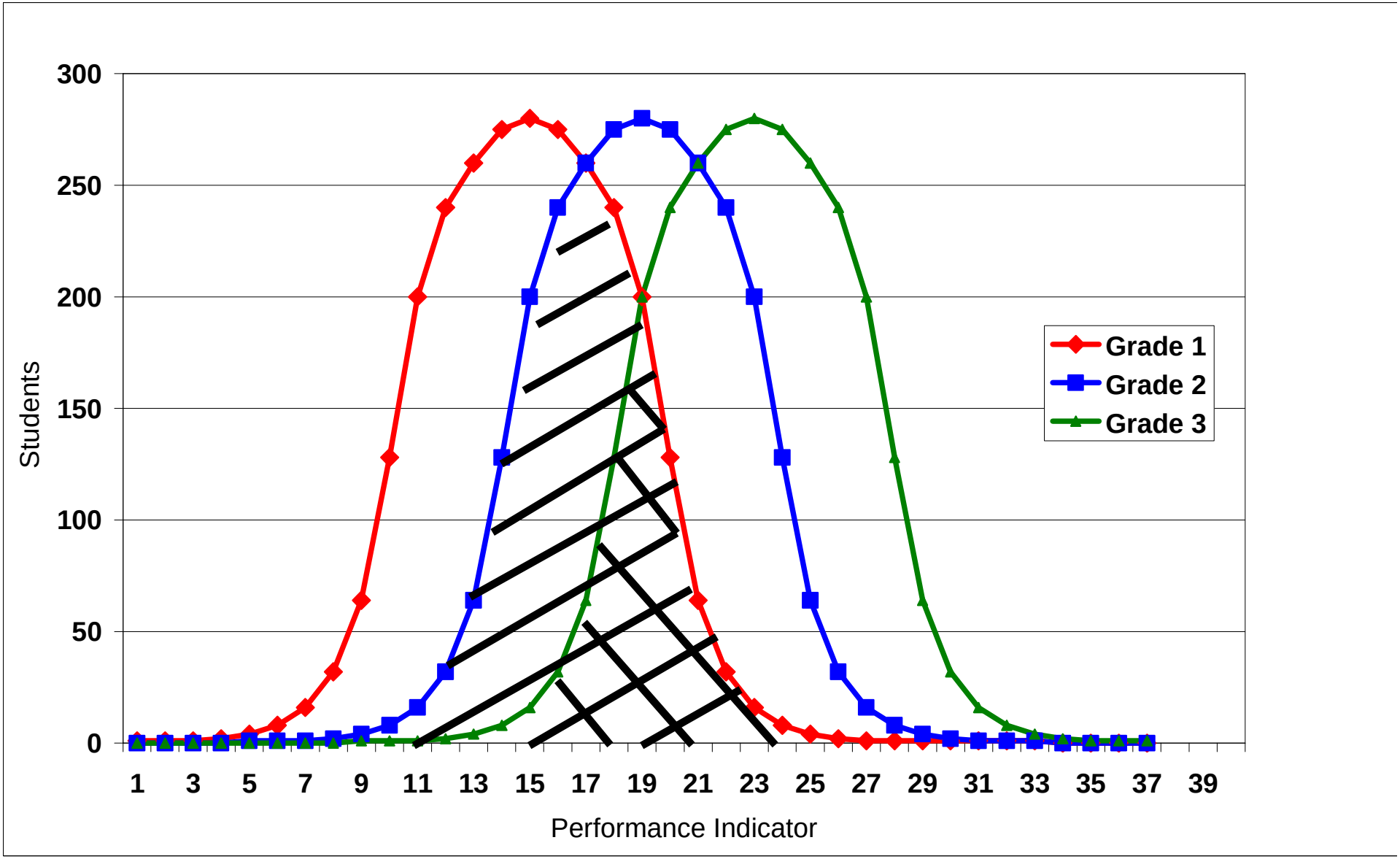
Indicators and Targets

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

Overlapping Achievement Across Grades



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Main Areas of Work

Community and School Based Studies (ComSS)

Country Analytic Reviews (CARs)

National Sub-Studies (NSS)

National and International Research Reports and Action Plans (RRAPs)

Cross National Reviews and Studies (CNRS)

Changing Patterns of Access (CPA)

Policy Dialogue and Analysis (PDA)

Communication, Influencing and Dissemination Strategies (CIDs)

Monitoring and Evaluation (ME)

Capacity Building