



Consortium for Research on
Education, Access, Transitions & Equity

Funded by DFID

An Overview of CREATE

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www.create-rpc.org

www.sussex.ac.uk/education/cie



Partners



University of Cape Coast





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Research Strands

- Four Country Analytic Reviews
- 60 + Research Monographs
- Community and School Studies – HH surveys, schools etc
- Changing Patterns of Access
- Political Economy of Education for All

Complementary Activities

Capacity Building Programme – teams, workshops, PhDs
Policy Dialogue and Dissemination Events

Some Key Issues

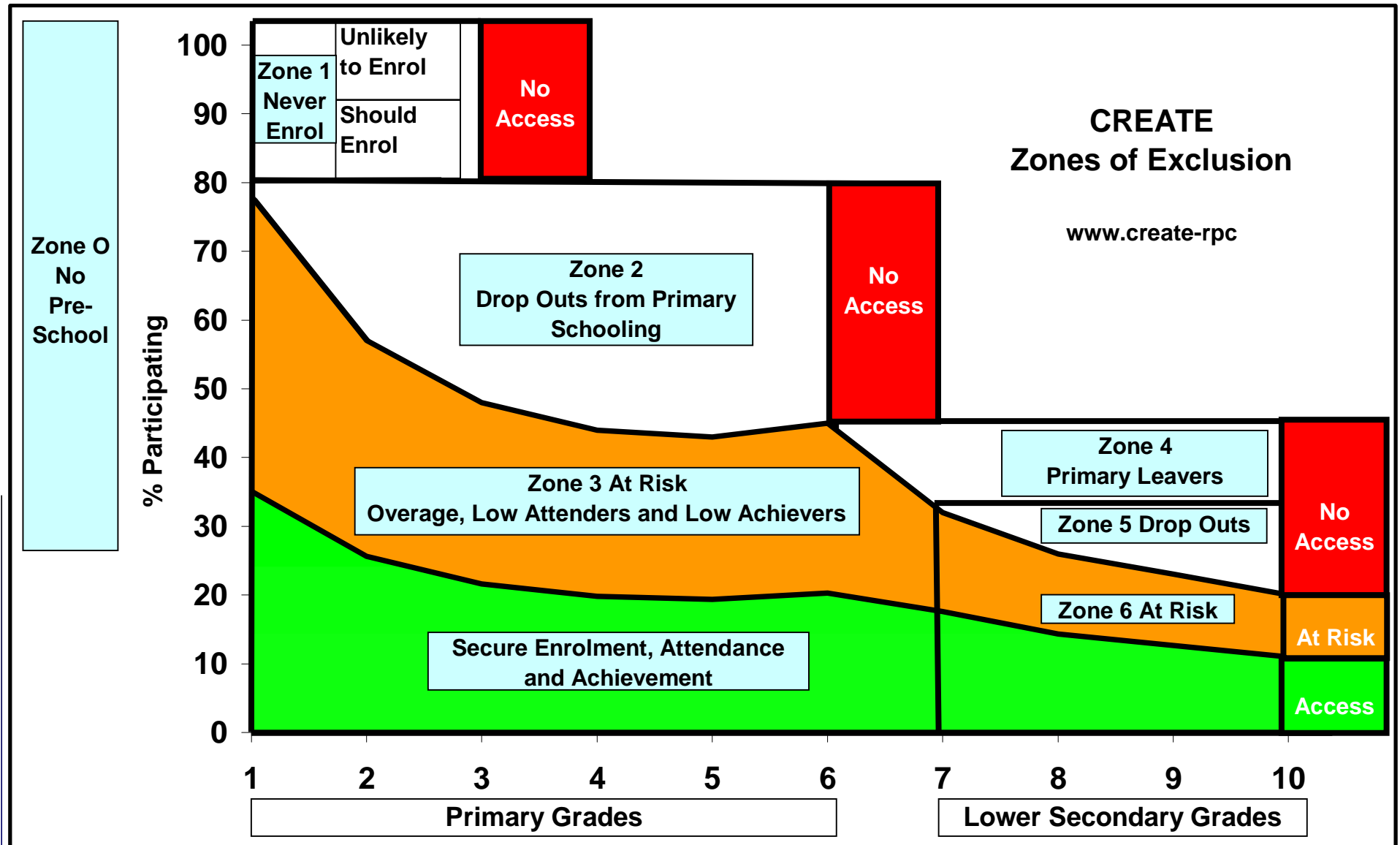
Key Research Questions

- What are current patterns of access and exclusion, who is excluded and why?
- What strategies will meet the educational needs of the never enrolled and permanently excluded?
- How can drop out be reduced and re-entry of drop outs be eased; how can their educational needs be met?
- What options can improve progression, completion and transition rates and reduce silent exclusion?
- How have patterns of access been changing? Has expanded access improved or diminished equity?
- What are the political, social and economic conditions which have facilitated and inhibited universal access?

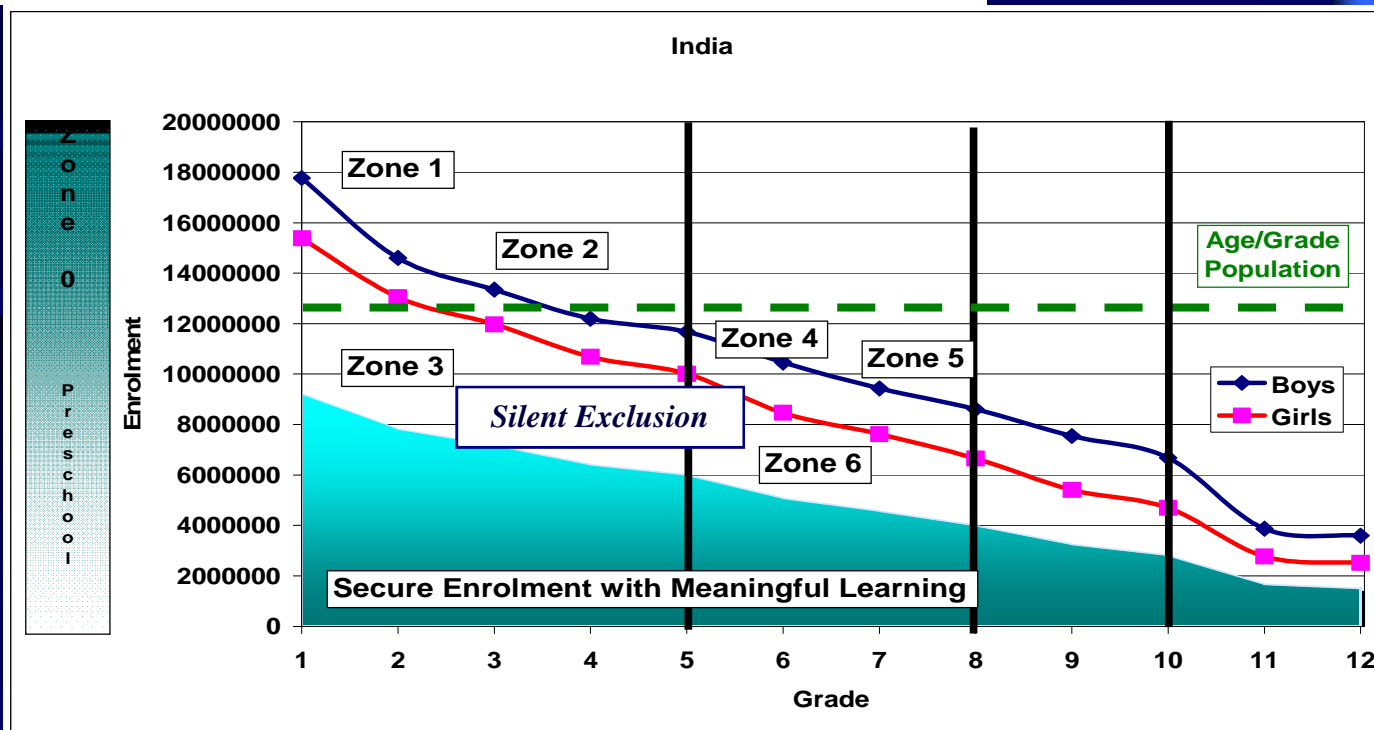
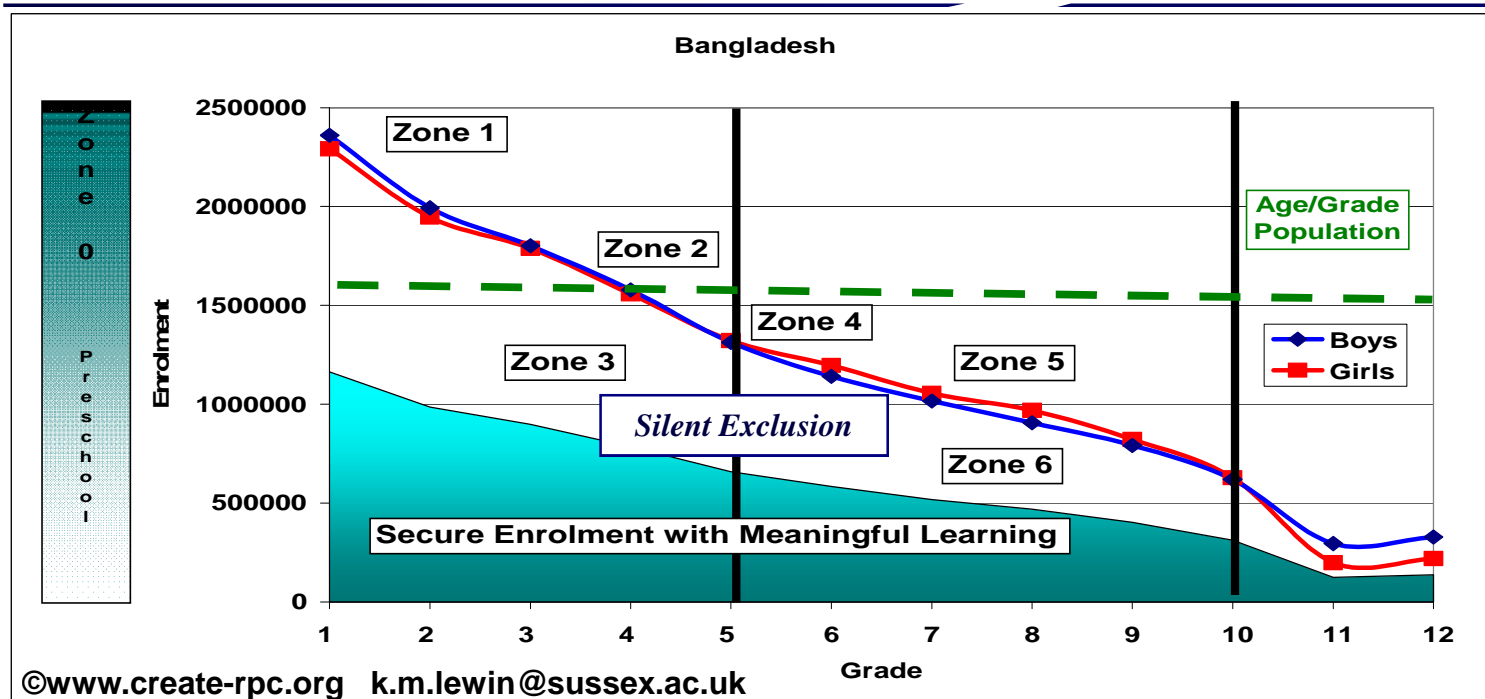
Towards a Ten Point Plan to Improve Access?

- 1. Early childhood health**
- 2. Preschool**
- 3. Never enrolled**
- 4. Drop outs**
- 5. Silent Exclusion**
- 6. Small Schools and Multigrade**
- 7. Buildings and Facilities**
- 8. Learning Materials**
- 9. Teachers**
- 10. Assessment of Learning**

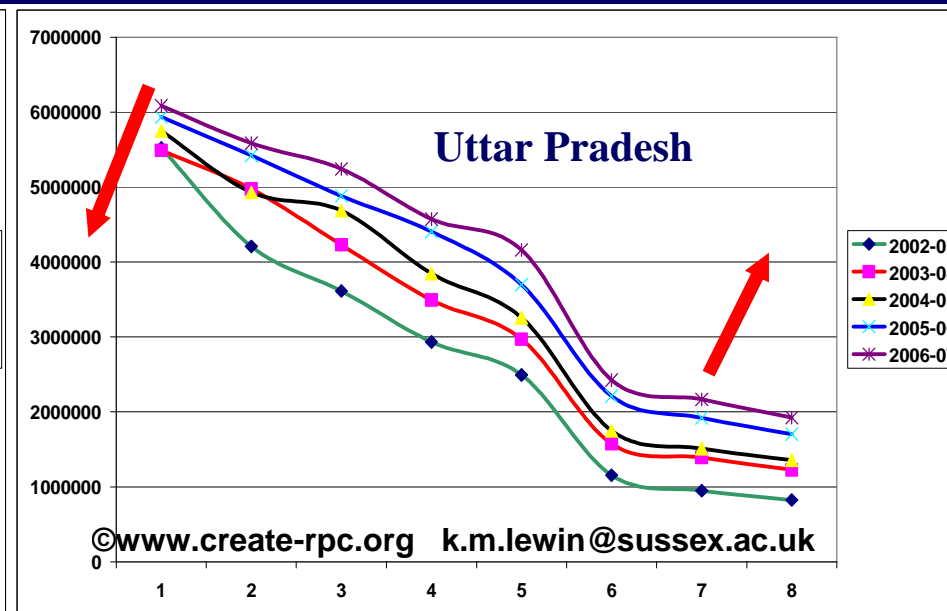
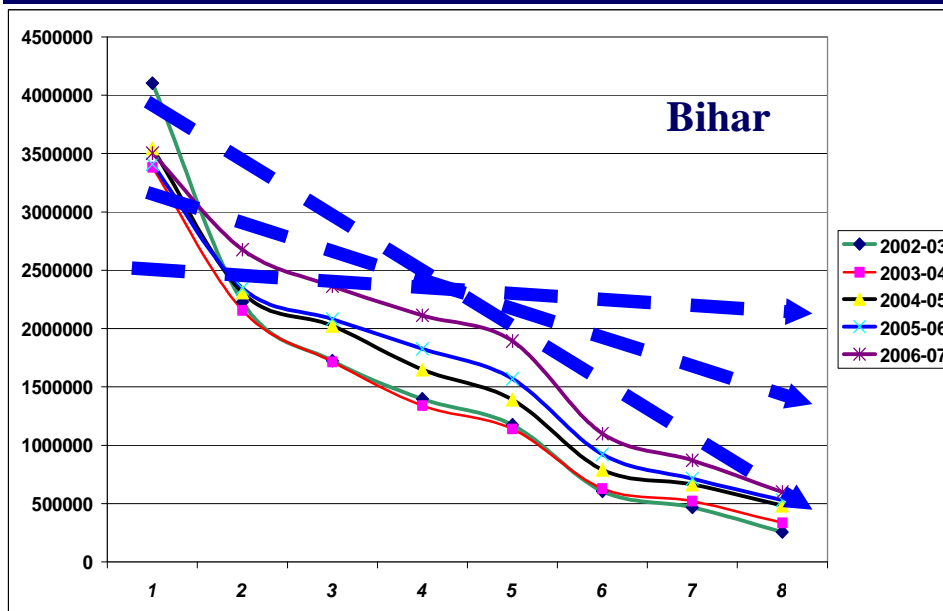
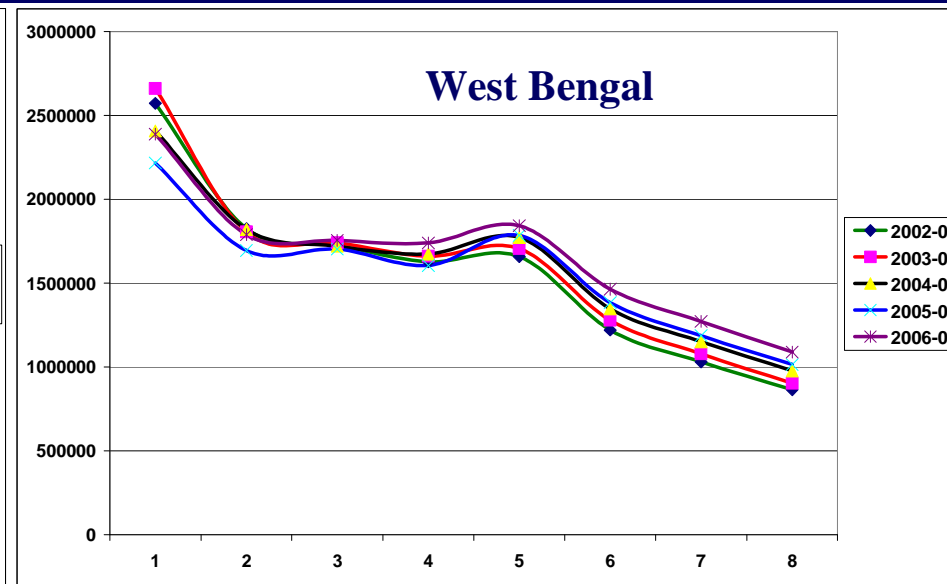
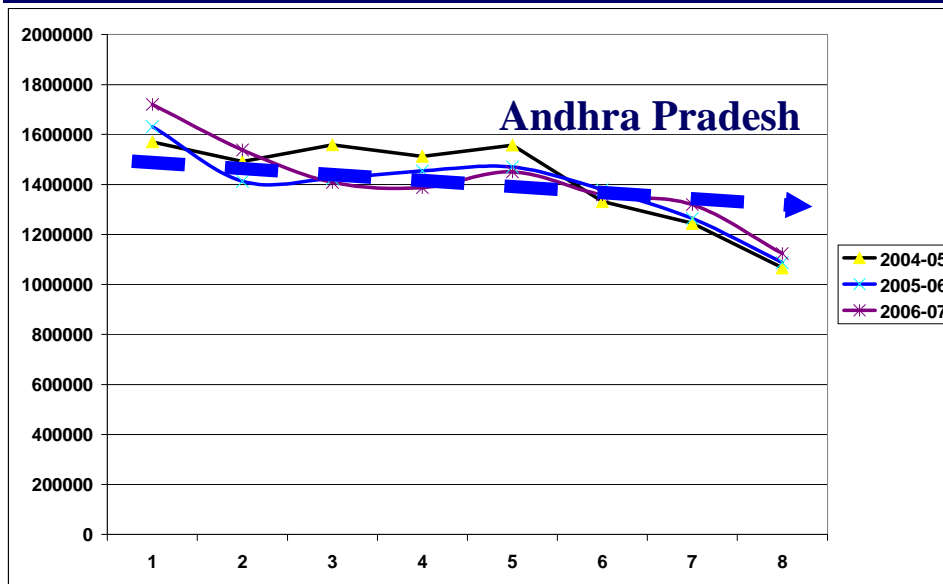
CREATE Flows of Students and Zones of Exclusion



Zone Charts



Enrolments by Grade by Year - India



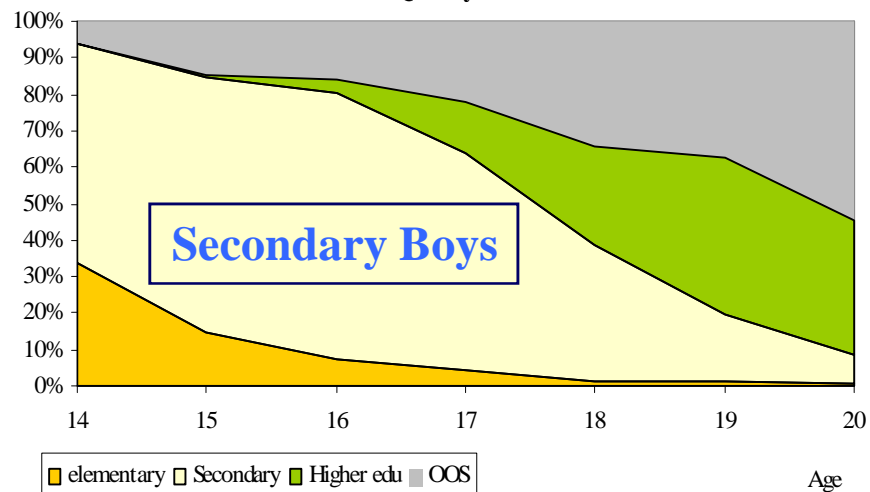
Expanded Visions of Access to Basic Education

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

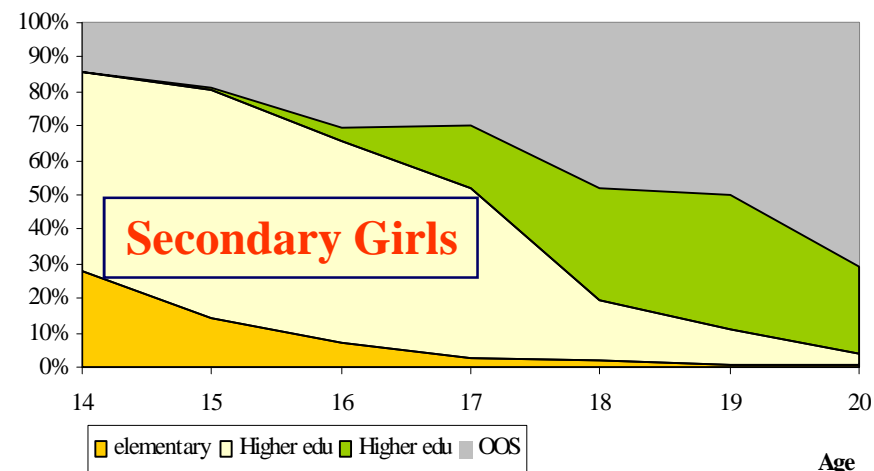
$$\text{Access} = Att + Age + Ach + Hn + Le (p + c + t + lf) + \dots$$

Enrolment by Age and Level Q5 and Q1 India

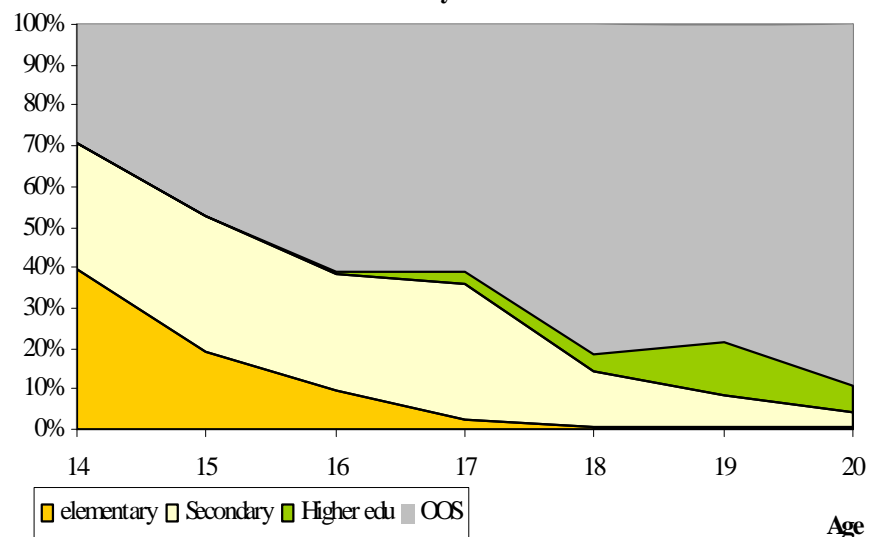
Age specific non-attendance / attendance by stage of education: MPCE
Q5: Boys



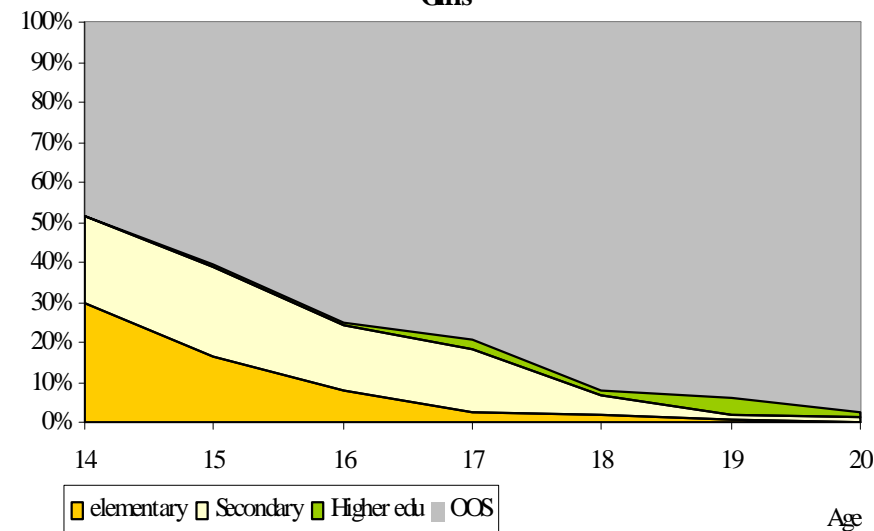
Age specific non-attendance / attendance by stage of education: MPCE
Q5: Girls



Age specific non-attendance / attendance by stage of education: MPCEQ1
Boys



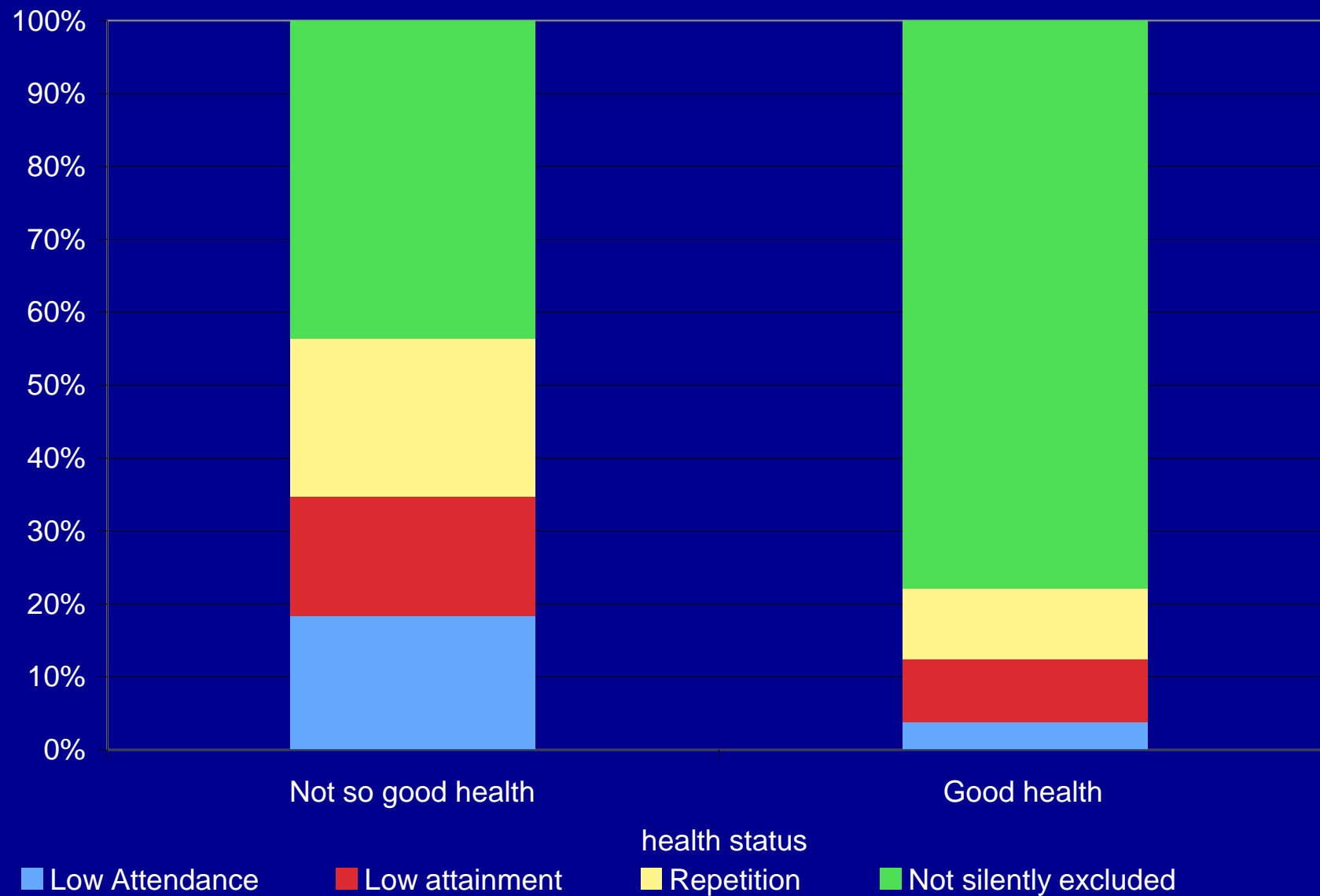
Age specific non-attendance / attendance by stage of education: MPCEQ1
Girls



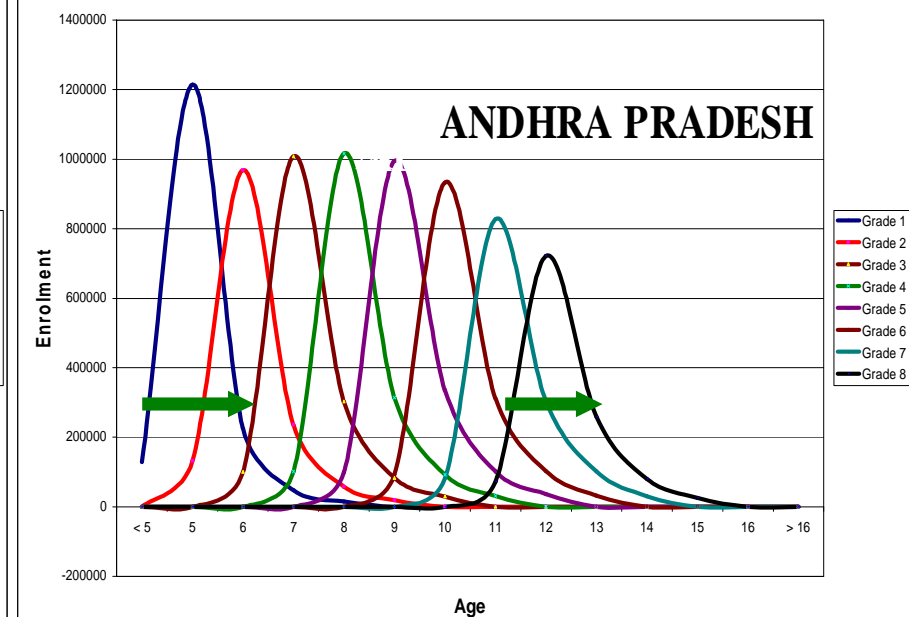
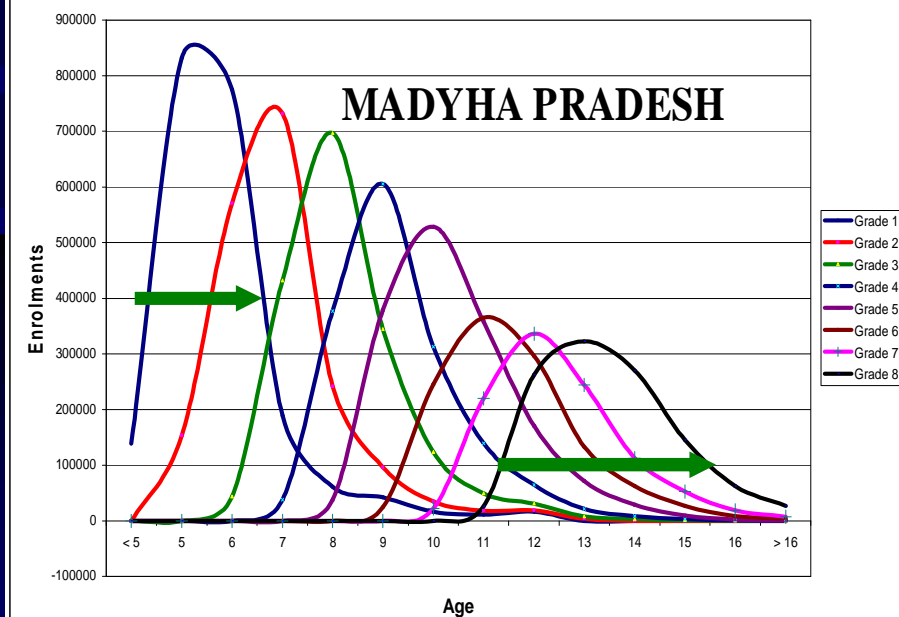
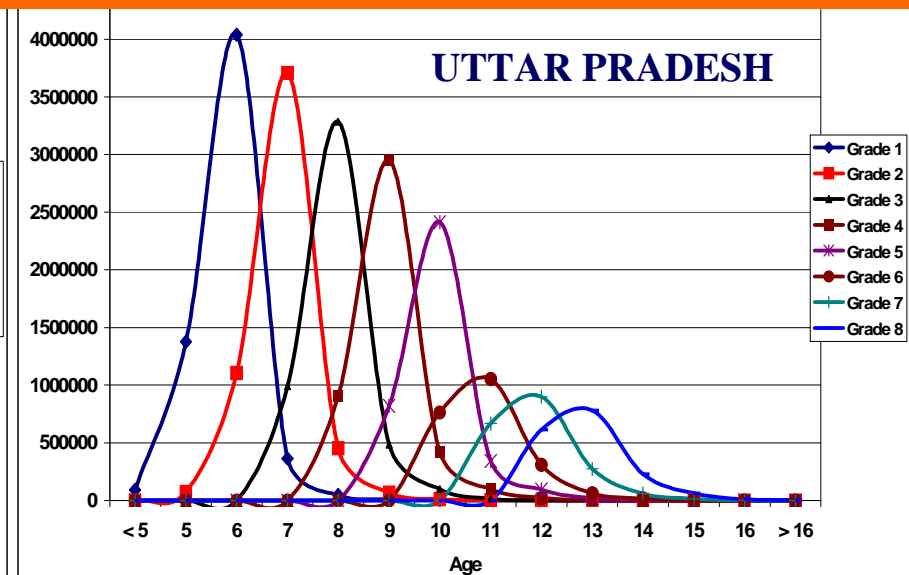
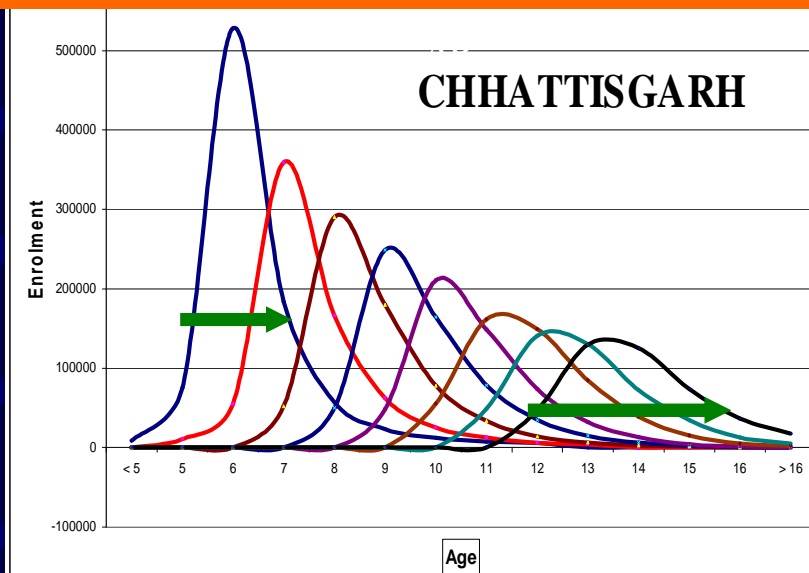
Poverty and access: Zones 1 & 2 Bangladesh



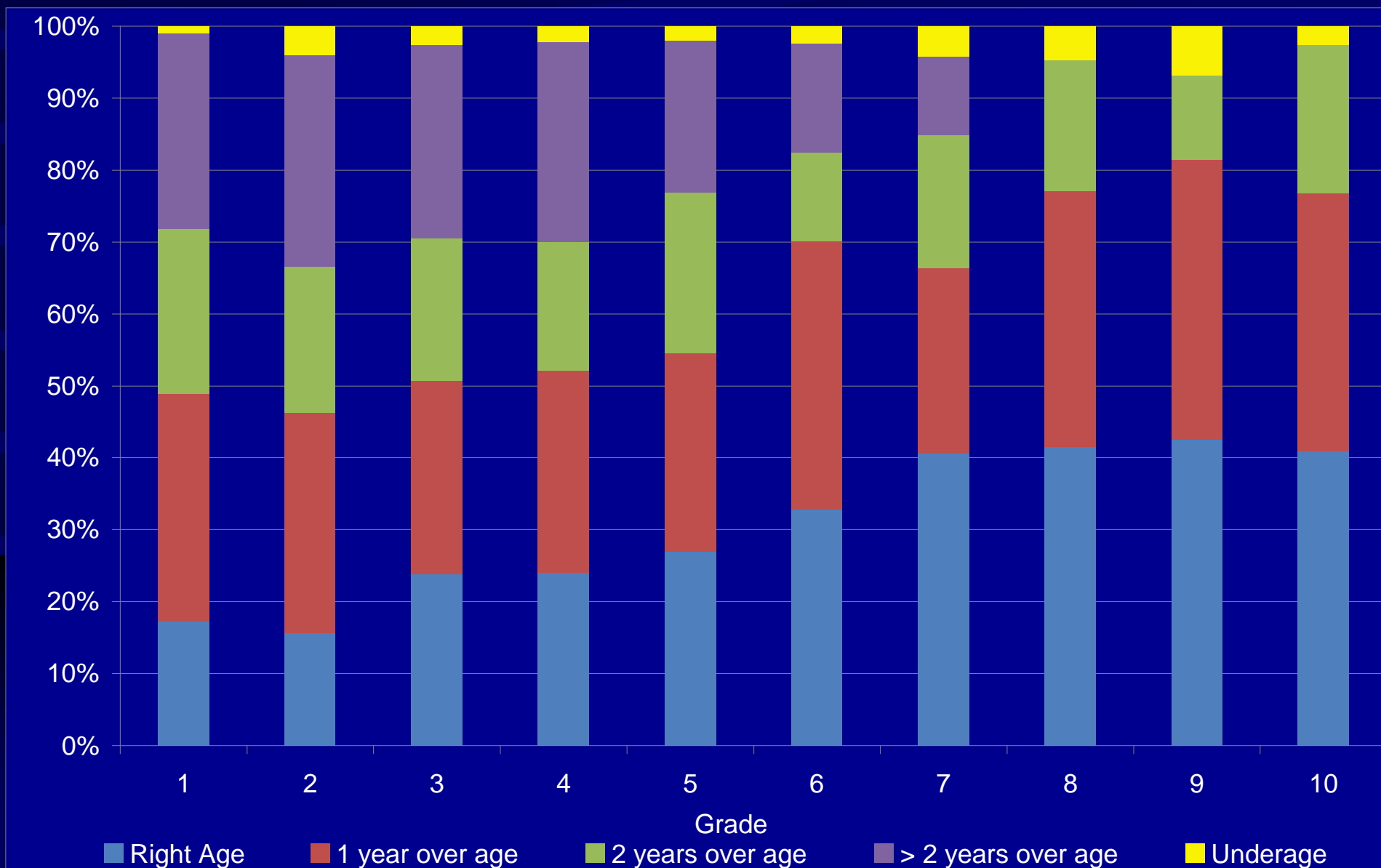
Health and silent exclusion Bangladesh



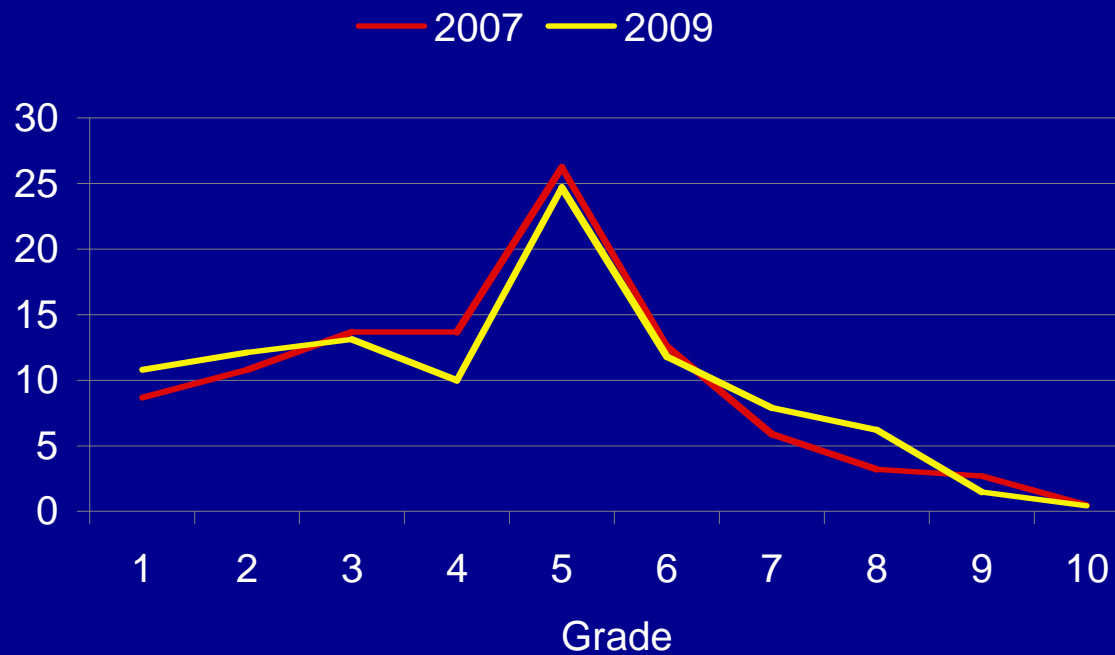
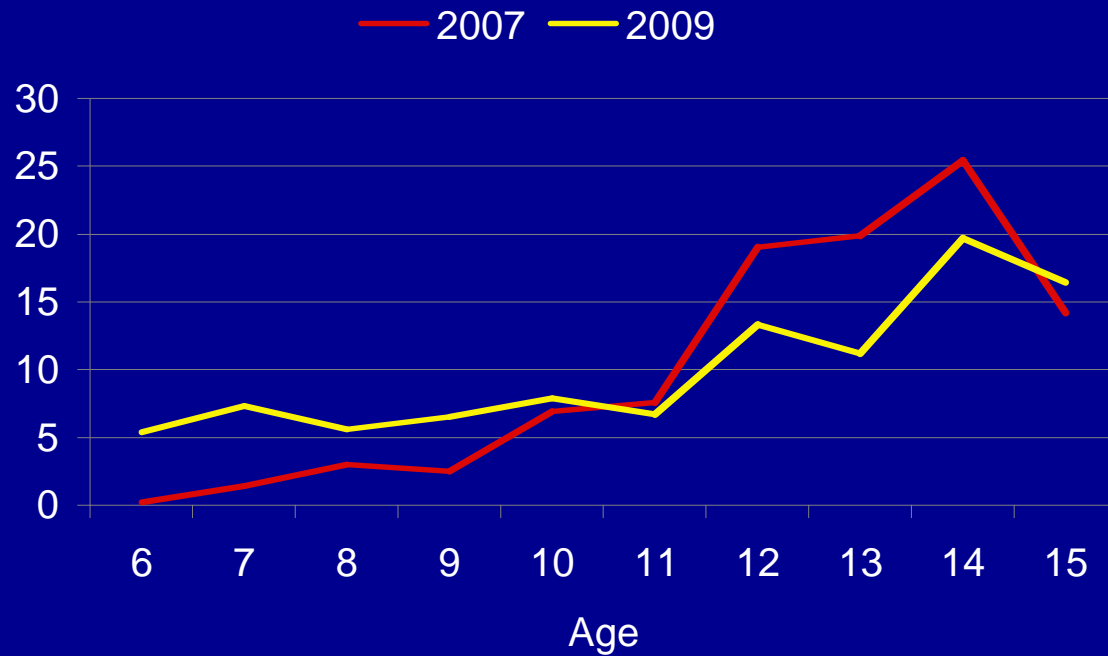
Enrolment by Grade and Age – India



Age in Grade Across the Grades -Bangladesh



Drop Out Age and Grade Bangladesh



Towards a Ten Point Plan to Improve Access?

1. Early childhood health – stunting; debilitating infection; poor nutrition; cognitive disadvantage

Regular school/clinic based health checks and interventions

2 Preschool - inequitable access; privatised provision; poor regulation; lack of teachers and learning materials

Pro-poor community based pre-school programmes and subsidies

3 Never enrolled – household/individual characteristics; orphans; disability; gendered preferences; nomads/pastoralists/fisherfolk

Group specific interventions; tracking children; tracing migrants

4 Drop outs – supply and demand side push and pull; poverty and costs; relevance and motivation; locus of responsibility

Child monitoring/follow up; child seeking schools; incentives

5 Silent Exclusion –over age progression; low achievement; poor attendance, ill health; inadequate learning infrastructure

Birthdays; on age entry and progression; monitoring and enrichment

Towards a Ten Point Plan to Improve Access?

6. Small Schools and Multigrade – difficult to reach populations; distance from school; mixed age classes; too few teachers

Multigrade pedagogies/learning materials; resource based learning

7. Buildings – inadequate building stock; lack of clean water and sanitation and other services; poor infrastructure; no maintenance

School mapping and construction; preventative maintenance

8. Learning Materials – poor availability; low quality; few enrichment materials and other learning and teaching aids

Effective procurement/distribution of books and learning materials

9. Teachers – poor supply and distribution; compromised time on task; limited subject and pedagogic knowledge and skill

Improved conditions/deployment; CEPD/ITE inputs related to access

10. Assessment and Monitoring of Learning – unreliable data on participation and learning; poor evidence base for policy

Invest in data collection and monitoring; commission key analyses

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