



CREATE NEWSLETTER

ISSUE ONE

JULY, 2007

Director's Note:

The Consortium for Research on Educational Access, Transitions and Equity (CREATE). CREATE welcomes readers to our first Newsletter. This is designed to complement the website and provides a forum to communicate recent and forthcoming events, share information on CREATE activities in different countries, and announce research outputs. It will be published periodically and updated on the website in between issues.

Access to basic education lies at the heart of development. Lack of education is both a part of the definition of poverty, and a means for its diminution. Sustained access is critical to long term improvements in productivity, the reduction of inter-generational cycles of poverty, demographic transition, preventive health care, the empowerment of women, and reductions in inequality. CREATE has been established to promote and undertake research on access to basic education defined broadly to include both those out of school and those in-school but learning little. It uses several zones of exclusion to focus on the needs of different groups and these are described in the first Research Discussion Paper in our Pathways to Access series.

The CREATE partnership is evolving. The first phase has focussed on review and analysis of different dimensions of problems of access. The second phase is developing field studies in Bangladesh, Ghana, India and South Africa to explore patterns of access and their determinants at community and school level. These will include tracking children who lose access through drop out, poor attendance and low achievement. Alongside this, analytic studies will continue to be commissioned across a wider group of countries.

In June the first tranche of the Pathways to Access series of research papers will be published on the website. In September CREATE will convene a symposium at the UKFIET conference in Oxford for a day to project its recent insights. CREATE has been represented at many national and international events over the last year as noted in this newsletter.

A special thanks to the Partners and all those who have worked on CREATE so far to generate a very challenging and significant agenda for future research that will influence policy and practice. We welcome contributions to the next newsletter. Space constrains us from listing everything that is happening but we will do our best to include as much as we can. If you wish to subscribe to this newsletter, or know others who do please register with us online.

Keith Lewin
Director of CREATE

CREATE News

Progress is being made on community / school studies (ComSS) in Bangladesh, India, South Africa and Ghana. The ComSS are empirical enquiries into meaningful access in a variety of locations. Studies will take place at the school and household levels in communities with differing access profiles. They will provide insight into factors which determine access, and inclusion and exclusion from schooling. The research will deploy a full range of research methods. While there are commonalities across sites, each programme is specific to country contexts.

In Bangladesh, **BRAC University-IED** has launched its Country Analytic Review and has developed research instruments for its ComSS. BU-IED will work with five other NGOs on the study in six community clusters, 36 schools, and in the catchment areas

around 18 schools. It is thought around 12,000 children will be involved in the research. Piloting of the instruments has taken place and the team is now working on the finalisation of the instruments. The first round of fieldwork is due to start late June 2007.



In **Ghana** the CREATE Team there has developed and piloted research tools for the ComSS. The field work started in May after the launch of the Ghana analytic review. The study will be based in three districts, and six schools have been selected in each district. The team will look at schools / communities in the Northern Region, Ashanti Region and Central Region. Districts have been chosen because of specific access-related issues: e.g. low enrolment / attendance; poverty; child labour; inaccessibility; gender disparities etc. The Ghana CREATE team has started work in Mfantseman district. Currently the team is collecting data in 8 schools: 2 private basic schools and 6 public basic schools. Fieldwork in the other two districts will start in the near future. Staff from the Universities of Winneba, Cape Coast and Kumasi are collaborating on the research.

Piloting and final sampling is underway for the ComSS in **India**. The study is likely to be based in 2 states and around 10 village communities in each. The first round of the ComSS data collection should start September 07.

In **South Africa**, fieldwork is under way in a rural area of the Eastern Cape and a township, informal settlement complex on the outskirts of Johannesburg. Baseline data has been collected from three schools in the Eastern Cape and six schools in Johannesburg. Community fieldworkers have fanned out over the feeder areas of the schools to collect basic data on out-of-school children. Early indications are that enrolment in basic education is high. Drop-out surfaces as a problem in lower secondary schools and accelerates in the post-compulsory phase of education. The fieldwork is looking particularly at Zone 3 and Zone 6, those learners vulnerable to dropping-out because of HIV/AIDS, regular absenteeism, poor performance and high rates of repetition. In addition to the CREATE's variables of exclusion, a number of possible additional themes for further study have emerged from the first phase of the fieldwork, including: 1) The problems of access for internal migrants (those moving from rural to urban areas), such as lack of documentation and over-age; 2) Calculating opportunity costs: low opportunity costs may help explain why most learners are in school; 3) Young men, initiation rites and violence: principals in the Eastern Cape have argued that initiation rights have resulted in disruptions to schooling and drop-out; 4) The closure of small, farm schools: in a third site in the Free State, CREATE has started to investigate the impact on access of moving farm school learners to hostels and learner transport schemes for children living on farms.

Nicole Blum, a post doctoral CREATE Research Fellow, has just returned to the UK after a three month visit to India and Sri Lanka. Whilst in India Nicole carried out research with Rashmi Diwani on small schools. Nicole is part of the CREATE team

based at the Institute of Education, University of London.

Various other thematic studies are being developed in various locations in India. These include: elementary education and social inclusion; access, retention and financing of elementary education; demand for primary schooling: study of female children of dalits; ashram schools, tribal children and access; access and quality of pre-schooling; girls' education; educational inequalities in urban India; children's experiences of transition; patterns on non-participation in schooling. The website has more information about the studies.

Work is starting on the thematic study: Multiple approaches to education provision to support access to the under-served in Bangladesh. Pauline Rose has visited Bangladesh to plan and develop the project with BU-IED team members (in particular Zia Sabur). Pauline and Zia are currently preparing a review for this, with the intention of undertaking further research building on data from the Bangladesh ComSS. Zia Sabur will begin his International Professional Doctorate (EdD) in the Sussex School of Education in July 2007. His work on the International EdD will provide the opportunity for further research into aspects of multiple provision of education, with a particular focus on local governance concerns.

CREATE has been successful in obtaining funding for a full time DPhil student at the University of Sussex through the Commonwealth Scholarship scheme. Anupam Pachauri from India will begin her studies in October 2007. She will look at non state providers in the public education system in a state-enabled situation in India.

Several other doctoral students are being invited to become CREATE associates in the UK and elsewhere.

Angela Little and Moses Oketch of the IOE London CREATE team recently became trustee and treasurer, respectively, of the United Kingdom Forum for International Education and Training. The London team will, on behalf of UKFIET, host the UK launch of the Global Monitoring Report on the EFA mid decade review (currently planned for January 2008).

Moses Oketch and Tony Somerset are developing a thematic study around access in Kenya / Eastern Africa.

CREATE is launching an online searchable database hosted within the CREATE gateway. It can be found at:

<http://www.create-rpc/database>

The database brings together resources on education and access, including links to URLs and abstracts where available. A database with resources from India has been developed and will be integrated in the

near future. Another database with South Asia resources is being developed.

Strengthening ODFL systems to increase education access and attainment for young people in high HIV prevalence SADC countries is a new research programme headed by Pat Pridmore of the Institute of Education, University of London. It looks at access to education and learning for young people living in high HIV prevalence areas in Malawi and Lesotho, through the use of open, distance and flexible learning (ODFL) to complement and enrich conventional schooling. The research is funded by the DFID-ESRC joint scheme. Researchers from the Institute work in partnership with the South African Institute for Distance Education (SAIDE), the Institute of Education, National University of Lesotho and the Centre for Educational Research and Training (CERT), University of Malawi. Visit the website www.ioe.ac.uk/odfl

Recent CREATE meetings, activities and events

The **Consortium Advisory Group (CAG)** for CREATE tool place 14 -15 Sept 2006, in the UK. Here the CAG checked progress and provided advice for the next stages of CREATE.



CREATE CAG Meeting Members, Sept 2006

CREATE international team meetings have taken place in Feb 2007 in the UK; Nov 2006 in Delhi; Oct in Ghana and July 2006 in the UK. In meetings CREATE team members come together to keep up to date with progress on research; plan the next stages of research, develop fieldwork tools and discuss communication issues.



CREATE team members in Delhi, India

National Reference Group meetings have taken place in Ghana (March/ April, 2007); India (Oct 2006); South Africa (late 2006); Bangladesh (Oct, 2006).

The CREATE Team has been actively involved in a number of **conferences** and **meetings**.

Manzoor Ahmed, Director, BRAC University Institute of Educational Development (BU-IED), presented the background paper to kick off the discussion in an Education Policy Roundtable held on April 28, 2007 at Hotel Sheraton, Dhaka. The Roundtable was hosted jointly by BU-IED, Campaign for Popular Education (CAMPE), UNESCO, and the *Daily Star*. Over 30 invited participants including senior government officials, former Ministers of Education and Members of the Council of Advisers, civil society leaders and academics joined in the roundtable, which was moderated by Mr. Mahfuz Anam, the Editor of the *Daily Star*. The event received considerable attention of the print and the electronic media.



Participants at the Roundtable titled 'Education as a human right: Where are we?' pledge their support to ensure education for all by 2015. PHOTO: The Daily Star

The Roundtable was a key event of the Education for All Global Action Week, which was observed worldwide to raise awareness and renew commitment for achieving the Education for All Goals and fulfilling the right to education. The Roundtable was preceded by three thematic forums on preschool and primary education, secondary and technical /vocational

education and literacy and non-formal education held on 25 and 26 April at the Spectra Centre, organized jointly by BU-IED, CAMPE and UNESCO. Each of the three sessions drew over a hundred participants and was addressed by policy-makers, practitioners and representatives of non-governmental organizations. BU-IED prepared and presented an issues paper, which drew on CREATE country analytical report and other recent studies, for each of the forums.

Keith Lewin took part in the UK National Commission for UNESCO Education Committee EFA Working Group, 14 May 2007 on Teachers and Teacher Education for EFA in Africa. He was asked to respond to the presentation of the draft report on teachers and teacher education and took part in a panel discussion.

The Third Secondary Education in Africa Conference (SEIA) took place in Ghana in April 07. Both Kwame Akyeampong and Keith Lewin were present. Keith Lewin is the Senior Advisor on Finance to the four year programme and has completed a series of studies across the region including contributions on Benin, Ghana, Zambia, Rwanda, Uganda, and Tanzania. Kwame Akyeampong undertook the Ghana study.

Angela Little presented on small schools at UNESCO conference 'from access to success' in Paris March 26-28. She has been invited to prepare a research agenda for UNESCO on small schools and multigrade teaching.

R Govinda took part in the second meeting of the Education Community Resource Group, 15th March 07 in India. In the meeting he referred to CREATE's zones of exclusion. Present in the meeting were governmental and non governmental representatives, as well as university and school-based delegates.

Members of the CREATE team were at the Commonwealth Conference of Education Ministers, 11-14 December 2006, in Cape Town, South Africa. Keith Lewin addressed the Ministers Conference in plenary on Financing Secondary Education in Commonwealth Countries. Shireen Motala presented a paper on equity and school financing in post-apartheid South Africa. The Wits Education Policy Unit provided logistical and research support for the conference. Veerle Dieltiens, Keith Lewin and Pam Christie prepared the background document on Access Quality and Education for All for the Commonwealth Secretariat. The Wits EPU was commissioned to undertake this work. Pauline Rose was invited to present her research on non-state providers of education, and participated in a discussion forum with Ministers of Education.

CREATE also co-sponsored a review of historical experiences of EFA undertaken by the Council for Education in the Commonwealth for the Commonwealth Secretariat by a team of researchers. This will be published as a book in due course.

Angela Little and Keith Lewin participated in a conference at NCERT, Delhi in Nov 2006 on the new primary school curriculum framework.

Papers by Veerle Dieltiens and Paul Kgobe were presented at the African Conference on Primary/Basic Education, 16-19 Oct 2006, in Botswana. Both papers draw on CREATE's research in South Africa.

Keith Lewin gave a paper on the reasons why some EFA and Millennium Development Goals will not be met at the Development Bank of South Africa: Investment Choices for Education in Africa.

Keith Lewin gave the Presidential Address at the BAICE Conference, 8-10 Sept 2006, in Northern Ireland.

At the CIES Conference, March 2006 in Hawaii, Keith Lewin spoke on why some MDGs would not be met and the role of the private sector in EFA. Angela Little spoke about learning and teaching in small multigrade primary schools.

Seminar presentations on aspects of CREATE's work have taken place on a number of occasions.

Pat Pridmore presented on the Impact of Health on Education: A Review of Research for the CREATE at the School of Lifelong Education and International Development seminar, Institute of Education, 7th Feb 2007.

Keith Lewin introduced CREATE and key issues in access, transitions and equity in education at the CIE Seminar, 2nd Nov 2006.

Moses Oketch and Caine Rolleston spoke on Free Primary and Secondary Education Policies the East Africa Region at the School of Lifelong Education and International Development seminar, Institute of Education, University of London, 18th Oct, 2006.

Bangladesh University-IED launched the Country Analytical Review for Bangladesh in March 2007.

University of the Witwatersrand – Wits EPU presented the CREATE work in a variety of fora. Shireen Motala made the following presentations. This included a presentation on Education Policy and Practice in post-apartheid South Africa – Challenges and Change presented to the Committee on African Studies, Harvard University, Africa Seminar, Cambridge, USA in March, Education Reform, School Access and School Change in South Africa presented to the Swedish South Africa Colloquium on the 7th and 8th October, Johannesburg, Wits School of Education Seminar Series – Outline of the CREATE Project, March 2007. Reference was also made to the CREATE project at the National Policy Consortium Conference in March 2007.

CREATE was launched in all partner countries: in Ghana, April 06; South Africa, Feb 06; Bangladesh, Jan 06; India, Jan 06; UK, Dec 05. Information about the launches can be found on the CREATE website.

Details of all CREATE events and activities (including conference papers) can be found at http://www.create-rpc.org/news_events/events_reports.shtml

Forthcoming CREATE events, meetings and activities

The World Congress of Comparative Education Societies takes place 3-7 Sept 2007, in Sarajevo, Bosnia & Herzegovina. CREATE team members will be present.

The UK Forum for International Education and Training (UKFIET) Conference takes place 11-13 September 2007, Oxford, UK. CREATE will link with the two other DFID-funded education RPCs: EdEqual and Recoup. Each RPC will hold a day symposia on aspects and progress of their research. CREATE will present on the country analytical reviews, community school studies and cross national / thematic reviews. Speakers are likely to include: Keith Lewin, Manzoor Ahmed, R Govinda, Shireen Motala, Joseph Gharthey Ampiah, Kwame Akyeampong, Pauline Rose, Nicole Blum, Fran Hunt, Angela Little, Moses Oketch, Pat Pridmore, Tony Somerset and Mairead Dunne. Details of presentations will be made available on the CREATE website.

After the UKFIET workshop in September 2007 CREATE team members will come together for a Partner Institute meeting. The Consortium Advisory Group will also meet.

Keith Lewin will be acting as a resource person for the School Fee Abolition Initiative conference in Bamako in June supported by UNICEF and the World Bank. He is also on the advisory group for the UIS/TED UNESCO symposium associated with World Teachers Day.

CREATE will be organising a workshop within the Peoples Forum at the Commonwealth Heads of Government (CHOGM) meeting in Kampala in November 2007. The general theme of the Forum is Realising People's Potential and that of CHOGM is Transforming Commonwealth Societies to achieve Political, Economic and Human Development. CREATE will project findings from its research and help generate strategies for providing quality education for all as a follow up to the 16th Minsters meeting in Cape Town (16th CCEM).

National Reference Group meetings are planned for example, in India (April/May and Nov 07); South Africa (June 07).

The **Country Analytic Review on South Africa** will be launched in Johannesburg, June 2007. The Country Analytic Review for Ghana was launched to an invited audience in April 2007 and will be presented to a wider audience later in 2007. The Country Analytic Review should be launched in India around July.

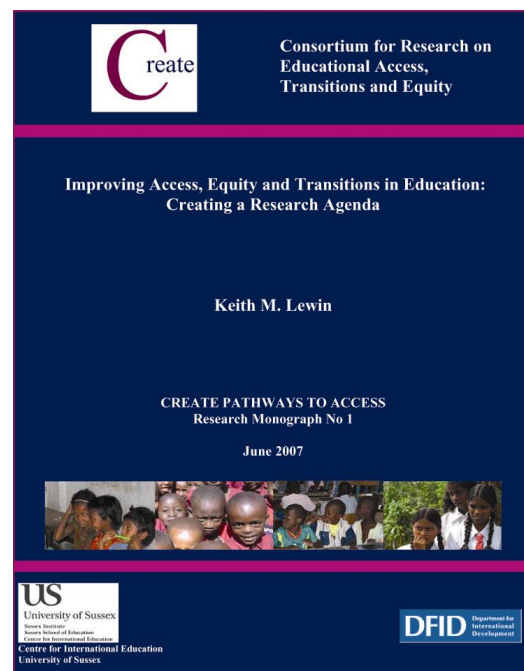
CREATE will host a joint workshop for research team members from India and Bangladesh in Delhi July 07. The aim will be to compare views on pilot instruments and preview data.

Details of all upcoming CREATE events and activities can be found at: http://www.create-rpc.org/news_events/events_calendar.shtml

Documents and publications

CREATE Research Papers: Pathways to Access Series

CREATE is launching its first round of Research Papers in May 2007. The papers draw on specific aspects of access in a variety of settings, which will be used to inform country-level research work by the CREATE team. All CREATE Research Papers will be in the Pathways to Access Series and are available free online at: <http://www.create-rpc.org/publications/discussionpapers.shtml>



Titles being launched are:

Lewin, K. M. (2007) Improving Access, Equity and Transitions in Education: Creating a Research Agenda. CREATE Pathways to Access Series, Research Monograph No. 1.

Improving Access, Equity and Transitions in Education: Creating a Research Agenda

This paper offers an introduction to CREATE's focus on educational access. It discusses why access issues remain at the centre of the problems of achieving Education for All and the Millennium Development Goals, and describes the extent to which exclusions from education exist. It focuses on the CREATE zones of exclusion, including children who have never enrolled, those who have dropped out, those at risk of drop out and children who fail to make the transition to secondary schooling. The paper develops analytic frameworks to understand access issues in new ways and outlines some of the empirical research that is being developed.

Pridmore, P. (2007) The Impact of health on education access and achievement: A cross-national review of the research evidence. CREATE Pathways to Access Series, Research Monograph No. 2.

The Impact of health on education access and achievement:

This literature review synthesises the findings from published synthetic reviews and key individual studies of health, nutrition and educational access with a particular emphasis on issues of gender, poverty, social exclusion and innovative practices. It discusses the advantages and disadvantages of the range of research designs and methods employed in these studies and the theoretical models of health and education that lie beyond the studies. It identifies knowledge gaps that could be filled by new empirical research.

Rose, P. (2007) NGO provision of basic education: alternative or complementary service delivery to support access to the excluded? CREATE Pathways to Access Series, Research Monograph No. 3.

NGO provision of basic education:

The paper focuses on approaches by non-government organisations (NGOs) to reaching primary school-aged children excluded from any access to the conventional state education system. It highlights recent shifts in the portrayal of NGO provision as an 'alternative' to state schooling, towards developing approaches for 'complementary' provision. A reason for this shift is to provide opportunities for 'mainstreaming' of graduates from NGO provision within the formal system, which is seen as a marker of progress towards achieving Education for All goals. The paper concludes that a move in this direction requires greater attention to developing a state-wide system of education which draws together multiple providers within a commonly-

agreed framework.

Rose, P. (2007) Supporting Non-State Providers in Basic Education Service. CREATE Pathways to Access Series, Research Monograph No. 4.

Supporting Non-State Providers in Basic Education

The paper reviews evidence on non state providers (NSPs) involved in providing education to the underserved in the context of the drive towards achieving Education for All goals. It considers the comparative advantages that NSPs are commonly understood to possess in education service delivery. It also reviews the forms and implications of engagement between NSPs and the state that occur in the process of such service delivery. The paper argues that there is a need for greater, and more constructive, engagement between NSPs and the state to ensure collaboration benefits the underserved, and so assists in moving towards the achievement of EFA.

Lewin, K. M. (2007) The Limits to Growth of Non-Government Private Schooling in Sub Saharan Africa. CREATE Pathways to Access Series, Research Monograph No. 5.

The Limits to Growth of Non-Government Private Schooling in Sub Saharan Africa:

There is a lively debate about the extent to which private providers of educational services can contribute to the achievement of EFA and the MDGs. The paper draws attention to the diversity of non-government private provision and some fundamental issues that shape its likely contribution to enhanced access to schooling. It presents estimates of the numbers of children currently out of school and their location in Sub-Saharan Africa. It presents data which illustrates the extent to which exclusion is related to wealth, location and gender, focusing on economic constraints. Costs related to teachers are modelled to indicate likely minimum operating costs for unsubsidised schooling. An analysis is offered of the underlying demographic realities of expanded enrolment to reinforce the need to understand the magnitude of the task of achieving the MDGs and EFA.

Dunne, M., Akyeampong, K. and Humphreys, S. (2007) School Processes, Local Governance and Community Participation: Understanding Access. CREATE Pathways to Access Series, Research Monograph No. 6.

School Processes, Local Governance and Community Participation

The focus of this review concerns research on the relations within and between schools, communities and local governance institutions and their combined influence on access within local contexts. In this review literature that draws together understandings of the local processes i.e. the ways in which schools,

communities and school governance institutions inter-relate to produce particular access outcomes. The underlying assumption of the review is that these inter-connections are central to the local conditions of access and exclusion.

Lewin, K. M. (2007) Long Term Planning for EFA and the MDGs; Modes and Mechanisms. CREATE Pathways to Access Series, Research Monograph No. 7.

Long-term planning for EFA and the MDGs

Long-term planning is needed to develop strategies that can support expanded access to primary and secondary schools and ensure that adequate resources are made available both in the present and into the future. To date, too little attention has been given to the underlying principles and practical methods that can shape planning processes which recognise the financial and non-financial constraints on growth over more than the short term. This paper provides examples of different approaches to planning, develops detailed discussions of the steps necessary to generate national framework plans that link desired goals and targets to resource flows, and suggest how these can be integrated with medium term expenditure frameworks.

Lewin, K. M. (2007) Expanding Access to Secondary Schooling in Sub-Saharan Africa: Key Planning and Finance Issues. Pathways to Access Series, Research Monograph No. 8.

Expanding Access to Secondary Schooling in Sub-Saharan Africa

This paper makes the case for managed expansion of secondary schooling in Sub-Saharan Africa. Increasing numbers of children are graduating from primary schools where enrolments are rapidly growing as a result of successful EFA programmes. This paper offers new insights into necessary reforms of policy and practice around secondary expansion. It outlines the current status and structure of secondary provision, and the demographic issues that will influence expanded access. It then elaborates some of the key issues facing governments and development partners, and reviews the resources that would be needed to reach different levels of participation. It offers a set of policy options and strategies that can be used to shape managed growth within sustainable financial frameworks.

Somerset, A. (2007) Primary school enrolment trends over four decades in Kenya. Pathways to Access Series, Research Monograph No. 9.

Oketch, M. and Rolleston, C. (2007) Policies on Free Primary and Secondary Education in East Africa. Pathways to Access Series, Research Monograph No. 10.

Policies on Free Primary and Secondary Education in East Africa:

This paper is focused on the experiences of three East African countries (Kenya, Tanzania and Uganda) and their formulation and implementation of policies around access to primary and secondary education, since their independence in the 1960s.

Lall, M. (2007) A review of concepts from policy studies relevant to the analysis of EFA in developing countries. Pathways to Access Series, Research Paper No. 11.

A review of concepts from policy studies *This paper aims to give an introduction to the central concepts and the literature of Policy Studies in education. It looks at questions of what policy is, how it is made and why it is relevant. It examines the central concepts of policy studies and looks at how the concepts have been used in studies relating to EFA. s.*

Al Samarrai, S. (2007) Financing Basic Education in Bangladesh. Pathways to Access Series, Research Paper No. 12.

Financing Basic Education in Bangladesh:

This paper presents education finance trends for Bangladesh since 2000. It shows that while government spending on education as a proportion of national income has stagnated, it has increased in real terms. Real increases in education spending have resulted in substantial increases in per student spending in basic education. At primary, enrolment declines have reinforced these trends. Despite these increases, per student spending on education in Bangladesh remains low compared to other countries in the region and countries at similar levels of development. Levels of government funding also vary enormously across different providers of basic education.

A range of research papers continue to be developed in this series and will be launched through the duration of CREATE. Upcoming papers include:

Angela Little: The Political Economy of EFA – Towards a Conceptual Framework

Peter Laugharn: Negotiating Education for Many: enrolment, dropout and persistence in the Community Schools of Kolondieba, Mali

Katharine Giffard-Lindsay: Inclusive Education in India - Interpretation, Implementation and Issues

Alison Croft: Disability and access to basic education in developing countries

Kwame Akyeampong: Investigating Capitation Grants in Promoting Sustainable Demand for Access in Ghana
Nicole Blum and Rashmi Diwani: Small Schools in India, NGO Experiences

Frances Hunt: Dropping out from school - a literature review.

Brahm Fleisch and Jennifer Shindler: Patterns and Prevalence of School Access, Transitions and Equity in South Africa: Secondary Analyses of Large-Scale Data Sources

Country Reviews

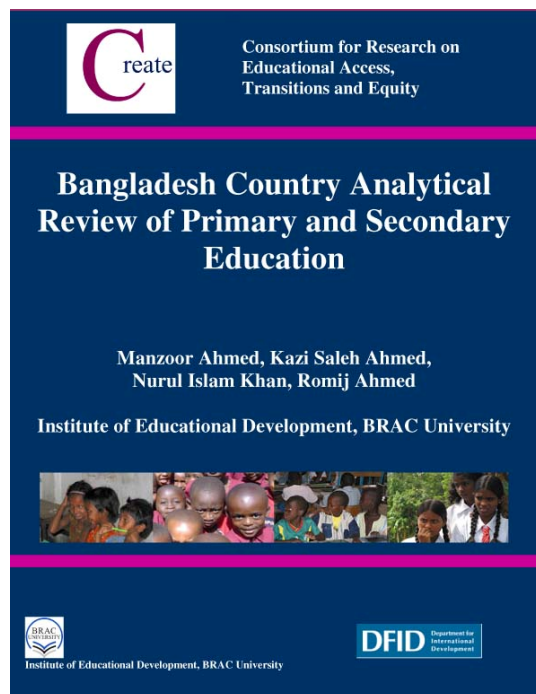
CREATE Country Analytical Reviews are various stages of completion and will all be available soon on the CREATE database at:

http://www.create-rpc.org/publications/country_analytic_reviews.shtml

Country teams will also be making the reports available in hard copy.

The Bangladesh Analytical Review was launched in March 2007 by BRAC University IED. Present at the launch were representatives from BRAC-IED, CAMPE, DFID, the Directorate of Primary Education, Ministry of Primary and Mass Education, UNESCO, USAID, ActionAid, various Bangladeshi NGOs, universities and media organisations. Further information on the launch can be found at:

http://www.create-rpc.org/news_events/CAR_launch_Bangladesh.shtml




CREATE Consortium for Research on Educational Access, Transitions and Equity

Bangladesh Country Analytical Review of Primary and Secondary Education

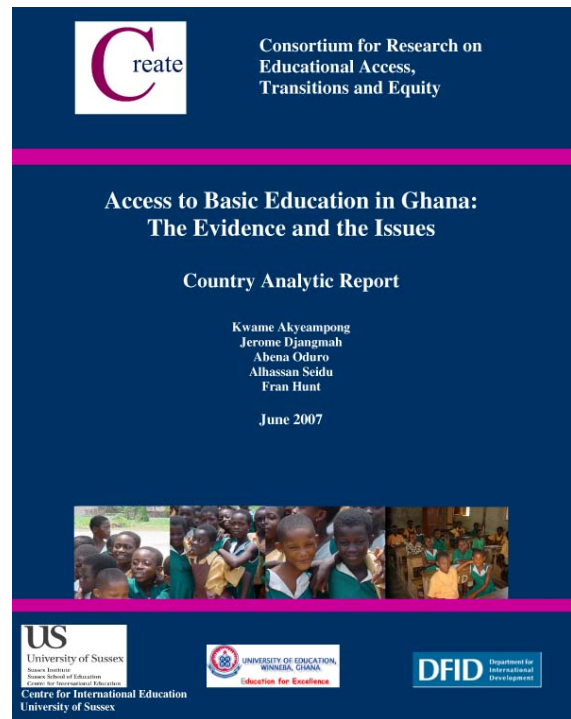
Manzoor Ahmed, Kazi Saleh Ahmed, Nurul Islam Khan, Romij Ahmed

Institute of Educational Development, BRAC University



BRAC Institute of Educational Development, BRAC University **DFID** Department for International Development

The Country Analytical Review for Ghana has been finalised. It will be due for launch and available on the website in the near future.




CREATE Consortium for Research on Educational Access, Transitions and Equity

Access to Basic Education in Ghana: The Evidence and the Issues

Country Analytic Report

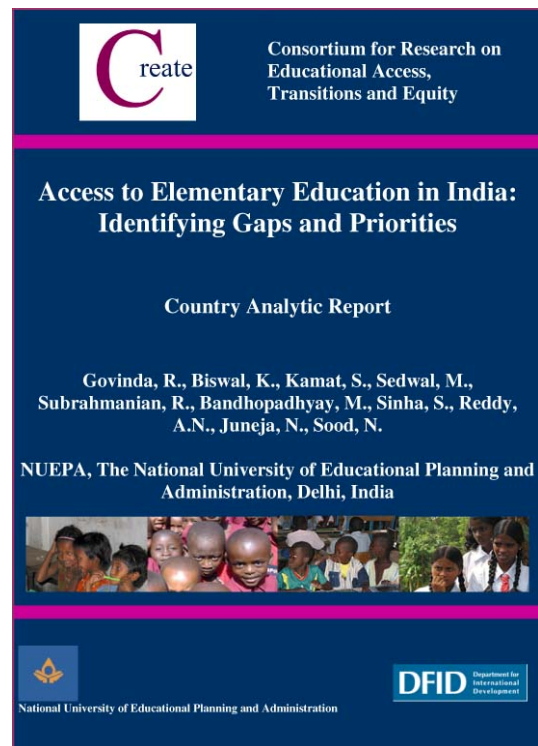
Kwame Akycampong
Jerome Djangmah
Abena Oduro
Alhassan Seidu
Fran Hunt

June 2007



US University of Sussex Sussex Institute Sussex School of Education Centre for International Education University of Sussex **UNIVERSITY OF EDUCATION, WINNEKA, GHANA** Education for Excellence **DFID** Department for International Development

The Country Analytical Review for India is currently being finalised. The document includes sections on: access to elementary education; social equity and in particular scheduled castes and scheduled tribes; gender equity; diversification of supply; drop outs; pedagogy; under-nutrition; migration and governance.




CREATE Consortium for Research on Educational Access, Transitions and Equity

Access to Elementary Education in India: Identifying Gaps and Priorities

Country Analytic Report

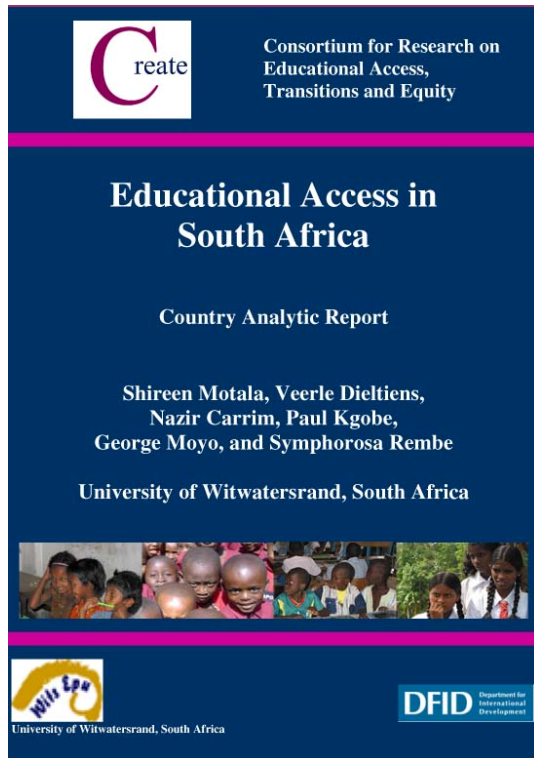
Govinda, R., Biswal, K., Kamat, S., Sedwal, M., Subrahmanian, R., Bandhopadhyay, M., Sinha, S., Reddy, A.N., Juneja, N., Sood, N.

NUEPA, The National University of Educational Planning and Administration, Delhi, India



NUEPA National University of Educational Planning and Administration **DFID** Department for International Development

The Country Analytical Review for South Africa is undergoing final revisions and will be presented at a high level seminar in Johannesburg on the 14th June. It has been reviewed by its national reference group which consists of academic, senior government representatives and research NGO's.



Complementary country level review papers have also been commissioned and written for Nepal, Pakistan and Sri Lanka. These will be consolidated into a single text in July 2007 and will be launched at a regional event later in the year.

Other publications

P Christie, Dieltiens, V. and Lewin, K (2006) Access to Quality Education: for the Good of All, Issues Paper, 16th Conference of Commonwealth Education Ministers, Cape Town, London, Commonwealth Secretariat. Prepared by the Wits EPU.

Dieltiens, V. Kgobe, P. and Buchler, M. (2006) Finding place and keeping pace: access to schooling in South Africa. Wits EPU Quarterly Review, Vol 13, No. 2.

NCRIBE Newsletter (2006) Research into basic education practice in Ghana.

Lewin K M (2007) Seeking Secondary Schooling in Sub Saharan Africa; Strategies for Sustainable Financing. Secondary Education in Africa Programme. Africa Region Human Development; Secondary Education in Africa Series: Study Number 1, World Bank, Washington DC

Lewin K M (2007) Diversity in Convergence: Access to Education for All; Presidential Address, BAICE Belfast September 2006 published in **Compare**.

Lewin K M (2007) Why Some EFA and Millennium Development Goals Will Not Be Met: Difficulties with Goals and Targets. Development Bank of South Africa: Conference Investment Choices for Education In Africa 19 - 21 September 2006 University of Witwatersrand, Johannesburg, to be published in Bloch G, Chisholm L (2007) Investment Choices for Education in Africa, HSRC Press.

Motala, S, Hoppers, W and Pendlebury, S, (Eds) (2006) Achievements and Contradictions in South Africa's Pursuit of Democratic Education. IJED 26(4). pp 348-398

Motala, S, (2006) Education Finance Reform in Post-Apartheid South Africa. Perspectives in Education, 24(2) pp 25-38.

Coombe, T and Skinner, J (2006) Access to Quality Education for the Good of All; Country Report of South Africa prepared for the National Department of Education, 16th Conference of the Commonwealth Ministers, 11-14 December 2006, Cape Town, pp 1-24. Prepared by the Wits EPU.

Lewin K. M. Financing Secondary Education in Developing Countries: Challenges for Policy and Practice in Jones Parry, R Commonwealth Education Partnerships Nexus Strategic Partnerships of Cambridge

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All CREATE products are available on the CREATE website: www.create-rpc.org

What's new online?

The CREATE website is located at: <http://www.create-rpc.org>. The website is continually being updated and developed. Here are some of the recent highlights.

Links pages

The CREATE links pages are located in the CREATE gateway (http://www.create-rpc.org/create_gateway/index.shtml) and provide a comprehensive list of links to resources around educational access. Newly added categories for links include:

- Education for All;
- Gender and access;
- HIV/AIDS and education;
- Education in fragile states;
- Health and nutrition;
- Child soldiers;

Online database: CREATE is launching an online searchable database hosted within the CREATE gateway. It can be found at: <http://www.create-rpc.org/database>. The database brings together resources on education and access, including links to URLs and abstracts where available.

Publications online: The range of CREATE publications can be found at: <http://www.create-rpc.org/publications/index.shtml>



CREATE Bibliographic Database


Database home | Show All | Simple Search | Advanced Search Login

The Consortium for Research on Educational Access, Transitions and Equity (CREATE) has developed a searchable online bibliographic database with over 1,400 entries on themes of access to education. The database is free to use and available to anyone with internet access.

The CREATE database has been designed for use by people interested in education and development issues. Specifically it is focused on issues of access to education. Its intended users include education researchers, policy makers, educational professionals, people working in national and international organisations, librarians, students, the media and the general public. The CREATE database provides full bibliographic references for a range of educational resources around access to education, including bibliographic references to journal articles, reports, books, book chapters, theses, conference proceedings and other education materials.

> For more information about the database go to: About the database.
 > To add an entry go to: Add an entry.
 > Start searching

This literature database is maintained by CREATE – University of Sussex. You're welcome to send any questions or suggestions to our feedback address. The database is powered by rebase, an open source database front-end for managing scientific literature & citations.



Event reports: Event reports include links to conference and seminar papers and information on various events CREATE team members have taken part in. It can be found at: http://www.create-rpc.org/news_events/events_reports.shtml

Other website news: The CREATE website has been included as one of five key education and development websites in the IDS Knowledge Services publication, 'A Good Place to Start: The IDS Knowledge Services guide to finding development information online'.