Review of Research on Educational Access, Transitions and Equity Perspectives, Patterns and Policy Implications

Keith M Lewin

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

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If Education for All had happened beyond Dakar (2000) or Jomtien (1990) then in 2011…….

- All children would be in school at the age of six years
- There would be no overage children in schools
- All children would attend consistently and progress at the appropriate age and graduate from primary and lower secondary
- Levels of achievement would indicate most children scored within one year of the norm for their grade
- Learning would take place in appropriate spaces
- There would be no differences in participation by wealth, gender, location, social group, disability etc
- The Global Monitoring Report would not identify 65 million primary age children out of school
A Twelve Point Framework for Equitable Access

1. Improve early childhood health
2. Entry and progression on schedule for age
3. Act on causes of drop out on supply and demand sides
4. Diagnose and remedy Silent Exclusion
5. Manage increased access to Post Primary
6. Promote effective pedagogies and manage learning
7. Build schools and enhance facilities
8. Develop/distribute learning materials fit for purpose
9. Train and deploy competent and motivated teachers
10. Use monitoring assessment to improve learning
11. Provide sustainable financing + track utilisation
12. Develop indicators and monitor distribution and equity
**Profiling Exclusion**

**Demand**
- Individual characteristics and agency
- Household Characteristics and Agency

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

**Meaningful Equitable Access**
- Community social, economic, and political

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**Equity Distribution**
**Mobility Poverty Reduction**
**Transitions Growth**

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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

Access = Att + Age + Ach + Hn + Le (p + c + t + lf) +...

Numbers without Meaningful Access may be 300 million?
CREATE Zones of Exclusion

Zone O
No Pre-School

Zone 1
Never Should Enrol
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

% Participating

Primary Grades

Lower Secondary Grades

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Secure Enrolment with Meaningful Learning

Silent Exclusion

Zones and Grades

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Gross Enrolment Rates - Grade and Gender 2000-2009

**Uganda**

- GER = 120; NER = 97
- GPI = 1.01

**Tanzania**

- GER = 111; NER = 99
- GPI = 99

**Malawi**

- GER = 113; NER = 91
- GPI = 1.03

**Ethiopia**

- GER = 100; NER = 85
- GPI = 0.94

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Equity Issues?
Horizontal and vertical equity
• Girls and boys from the richest 20% are more than 8 times as likely to be in grade 9 as those from the poorest 20% in SSA. Urban residents are at least 5 times more likely to be in Grade 9.

• Less than 50% of children will complete lower secondary school in SSA. About 95% will reach Grade 9 in China but less than 50% in India. Many will receive less than 150 days of schooling a year, and less than four hours a day time on task.

• In much of SSA and SA more than one third of children are overage by two years or more. Attendance may be less than 60%. Absenteeism is correlated with poverty and low achievement.

• GPIs based on NER average 95% in SSA + S Asia; many different patterns of GPI now exist, with wide intra-country variations; middle and high enrolment regions and countries enrol more girls.

• Less than 15% of schools provide more than 80% of university entrants in SSA, especially in science/engineering. Many graduates are over 25 years old.
Enrolments by Age and Grade 2000-2009

Uganda

Tanzania

Malawi

Ethiopia

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Over age and Performance in Kenya

Mean Total KCPE Score
According to candidate's age and gender 2010

Mean KCPE total score

KCPE candidate's age

Girls
Boys
Girls on Track?
Gender Parity and Gross Enrolment Rates – Secondary SSA

Gender Parity Index vs. Gross Enrolment Secondary

- More Girls
- More Boys

$R^2 = 0.5765$

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Greater Gender Equity with Stalled Growth - Nepal

Total Enrolment and Percentage of Girls by Grade

Girls% 2005
Girls% 2004
Girls% 2003
Girls% 2002
Girls% 2001
Girls% 1999
Girls% 1997
Girls% 1995
Girls% 1993
Girls% 1990

Total 2005
Total 2004
Total 2003
Total 2002
Total 2001
Total 1999
Total 1997
Total 1995
Total 1993
Total 1990
Patterns of Achievement
Achievement and Silent Exclusion

![Graph showing Normal Distribution, Positive Skew, and Negative Skew](image-url)

- Normal Distribution
- Positive Skew
- Negative Skew

Number of Candidates vs. Performance Indicator

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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

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Performance Skews Schools in Accra 2009 - BECE

Positive Skew

Negative Skew

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Targets and Indicators
Trouble with Indicators - GERs and NERs

Country A
- GER Primary = 99% for Country A
- NER Primary = 92% for Country A
  if 25% of Grade 4-6 are overage

Country B
- GER Primary = 99% for Country B
- NER Primary = 92% for Country B
  if 15% of Grade 4-6 are overage

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### GER, GPI and Out of School Children

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td><strong>Enrolled</strong></td>
<td>520000</td>
<td>480000</td>
<td>1000000</td>
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<tr>
<td><strong>School Age</strong></td>
<td>547368</td>
<td>547368</td>
<td>1094737</td>
</tr>
<tr>
<td><strong>GER</strong></td>
<td>95.0%</td>
<td>87.7%</td>
<td>91.3%</td>
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<tr>
<td><strong>GPI</strong></td>
<td>0.92</td>
<td></td>
<td></td>
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<tr>
<td><strong>Unenrolled</strong></td>
<td>27368</td>
<td>67368</td>
<td></td>
</tr>
<tr>
<td><strong>Ratio Girls/Boys out of school</strong></td>
<td>2.5</td>
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</table>

### If 10% less girls in population

<table>
<thead>
<tr>
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<td>520000</td>
<td>480000</td>
<td>1000000</td>
</tr>
<tr>
<td><strong>School Age</strong></td>
<td>576177</td>
<td>518559</td>
<td>1094737</td>
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<tr>
<td><strong>GER</strong></td>
<td>90.3%</td>
<td>92.6%</td>
<td>91.3%</td>
</tr>
<tr>
<td><strong>GPI</strong></td>
<td>1.03</td>
<td></td>
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<tr>
<td><strong>Unenrolled</strong></td>
<td>56177</td>
<td>38559</td>
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<tr>
<td><strong>Ratio Girls/Boys out of school</strong></td>
<td>0.7</td>
<td></td>
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A 12 Point Framework
Towards a Twelve Point Plan to Improve Access?

1. Early childhood health – stunting; debilitating infection; poor nutrition; cognitive disadvantage
   Regular school/clinic health checks; circles of support for children

2 Entry to school by age six – exclusion from pre school, late entry to grade 1, lack of birth registration, unfriendly schools
   Pro-poor pre-school; entry days; birth registrations, child seeking schools

3 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

4 Silent exclusion – over age progression; poor attendance, ill health; low achievement; inadequate learning infrastructure
   Managing progression + attendance; tracking learning; investing in quality

5. Access to post primary – inequitable opportunity; exclusion linked to costs; boarding; curriculum relevance; effective demand; selection; tracking
   Selection; pro-poor subsidies; cost efficiencies; distance and size; demand led

6. Effective pedagogies – small schools, oversize schools and classes; mixed age groups; cognitive matching; mixed methods; time on task; relevance
   CPD and INSET; multigrade; curriculum development; school effectiveness
Towards a Twelve Point Plan to Improve Access?

7. **Buildings** – inadequate building stock; lack of clean water and sanitation and services; poor infrastructure; no maintenance
   *School mapping; affordable construction; preventative maintenance*

8. **Learning materials** – poor availability; low quality; few enrichment materials and other learning and teaching aids; patterns of use; time on task
   *Efficient procurement/distribution of learning materials/aids*

9. **Teachers** – poor supply and distribution; compromised time on task; limited subject and pedagogic knowledge and skill
   *Improved deployment; targeted support; effective management*

10. **Assessment and monitoring of learning** – unreliable data on participation and learning; little tracking of children; poor evidence base for policy
    *Investment in data collection and monitoring; track progress; commission analyses*

11. **Adequate financing** – unbalanced investment across sectors; gaps in financing EFA goals; low allocations of GDP and govt budget; inefficiency, corruption
    *Balanced sectoral investment; control unit costs; manage growth and resources*

12. **Indicators of progress** – current indicators aggregate participation and conceal inequities; confidence levels often unavailable; changes ambiguous
    *Develop better indicators that monitor efficiency and effectiveness and equity*
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