An Overview of CREATE

Keith M Lewin

www.create-rpc.org
www.sussex.ac.uk/education/cie
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
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 0
No Pre-School

Zone 1
Never Enrol

Zone 2
Drop Outs from Primary Schooling

Zone 3 At Risk
Overage, Low Attenders and Low Achievers

Zone 4
Primary Leavers

Zone 5 Drop Outs

Zone 6 At Risk

Secure Enrolment, Attendance and Achievement

No Access

Should Enrol

Unlikely to Enrol

% Participating

Primary Grades

Lower Secondary Grades

CREATE
Zones of Exclusion

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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
- Differentiated indicators at different levels of analysis

\[ \text{Access} = \text{Att} + \text{Age} + \text{Ach} + \text{Hn} + \text{Le} (p + c + t + lf) + \ldots \]
Enrolment by Age and Level Q5 and Q1  India

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

Q5: Boys

Secondary Boys

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
14 15 16 17 18 19 20 Age

Secondary Girls

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
14 15 16 17 18 19 20 Age

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Girls

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14 15 16 17 18 19 20 Age
Poverty and access: Zones 1 & 2 Bangladesh

- Monthly Average income of household (Taka)
  - 100-1999: 25.9% (62) in school, 12% (12) in school, 6.6% (6.6) in school
  - 2000-3999: 76.7% (16.7) in school, 6.6% (6.6) in school, 5.2% (5.2) in school
  - 4000-5999: 79.4% (15.4) in school, 6.6% (6.6) in school, 5.2% (5.2) in school
  - 6000-7999: 84.7% (11.4) in school, 6.6% (6.6) in school, 3.9% (3.9) in school
  - 8000+: 86.8% (10.6) in school, 6.6% (6.6) in school, 2.6% (2.6) in school

- Data includes:
  - In school
  - Dropout
  - Never enrolled
Enrolment by Grade and Age – India

CHHATTISGARH

UTTAR PRADESH

MADHYA PRADESH

ANDHRA PRADESH

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Age in Grade Across the Grades - Bangladesh

Grade

Right Age
1 year over age
2 years over age
> 2 years over age
Underage

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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