



Making Rights Realities

Researching Access and Equity

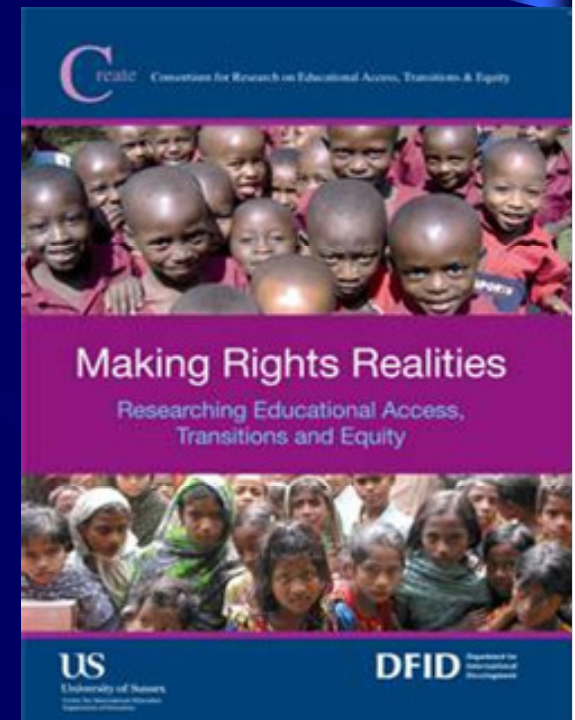
Keith M Lewin



Consortium for Research on
Education, Access, Transitions & Equity
Funded by DFID

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



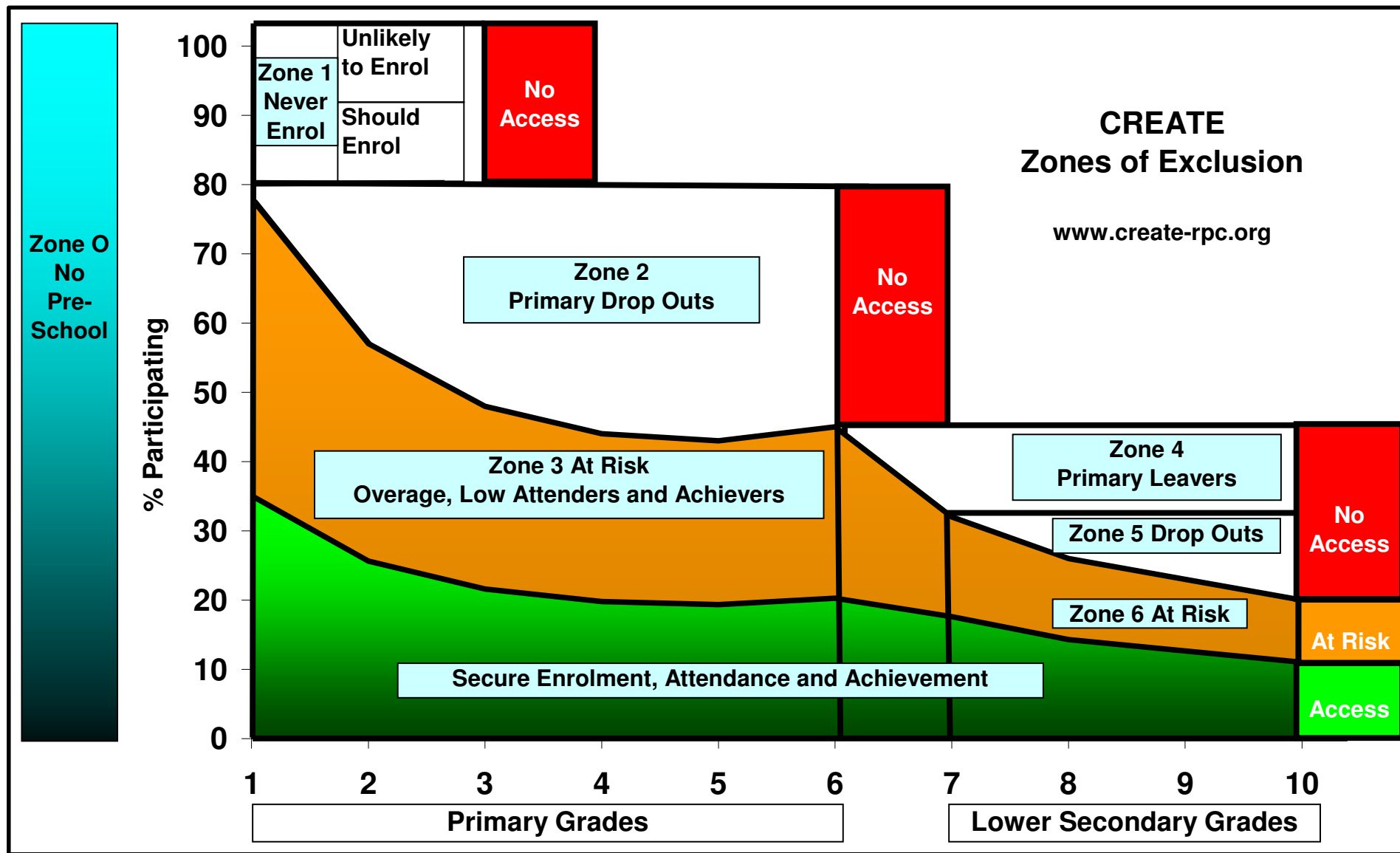
If Education for All had happened beyond Dakar (2000) or Jomtien (1990) then in 2011.....

- *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*

Making Rights Realities

- **Equity is part of the definition development**
- **More rather than less equity should support sustained growth**
- **What should have happened has not since Jomtien + Dakar**
- **Pressing Inequalities remain - Poverty; Age in Grade; Gender; OVCs; Health Status, Performance; Access to Post Primary....**
- **Delivering Rights and MDGs requires more equitable access to education**
- **Twelve Point Plan and**
 - **Political will: modernising elites, participation, consistency**
 - **Diagnosis, analysis, strategy, tactics**
 - **Resources: allocations, utilisation, productivity, procurement, accumulation, coordination, mapping supply and demand**
 - **Investment in effective pedagogies: link to measurable outcomes**
 - **Development of better indicators/targets related to participation and equity**
 - **Revise the MDGs and EFA goals; couple targets to realistic diagnoses and differentiated development strategies, rather than lists of desired outcomes**

CREATE Zones of Exclusion



Horizontal and Vertical Equity

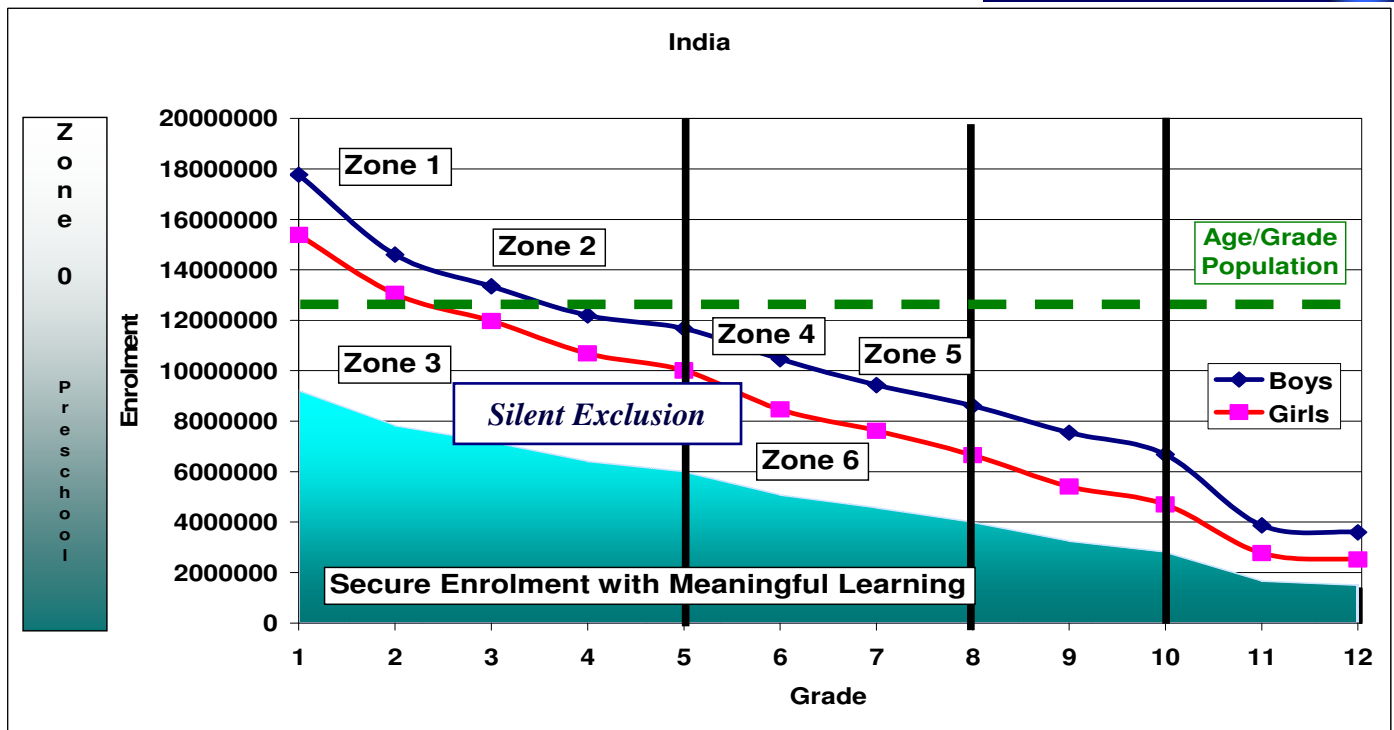
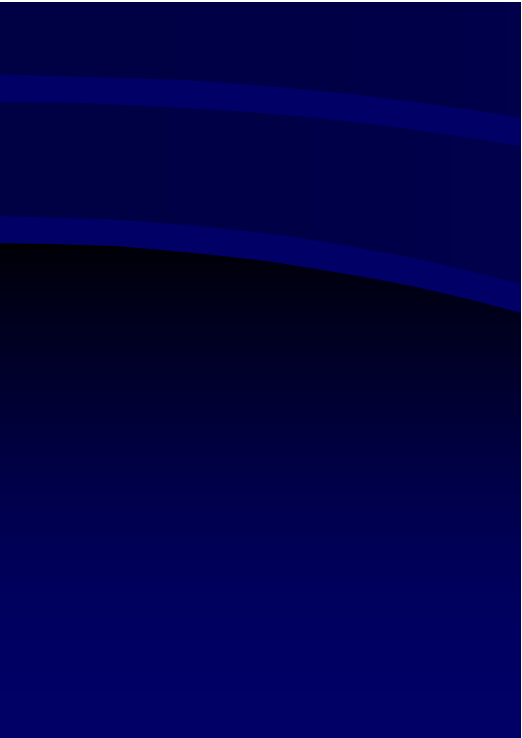
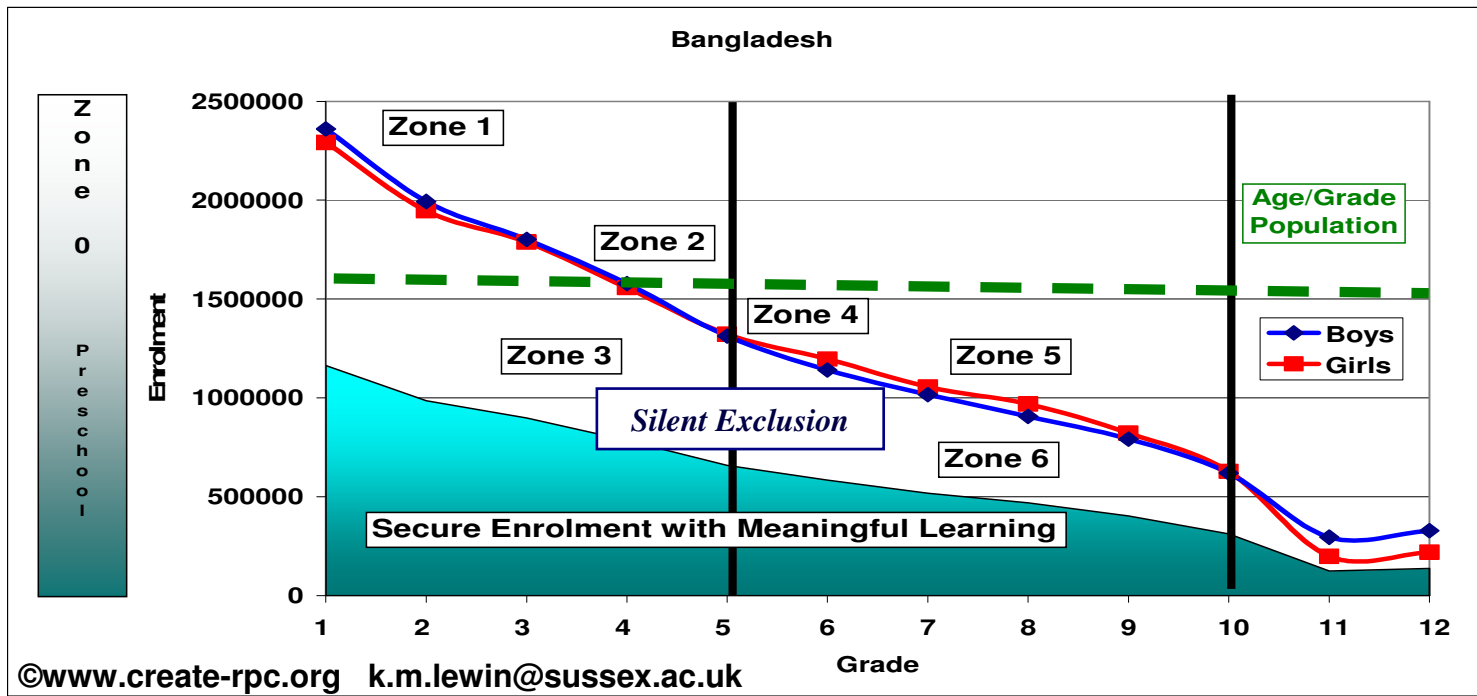
Expanded Visions of Access to Basic Education

- **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**

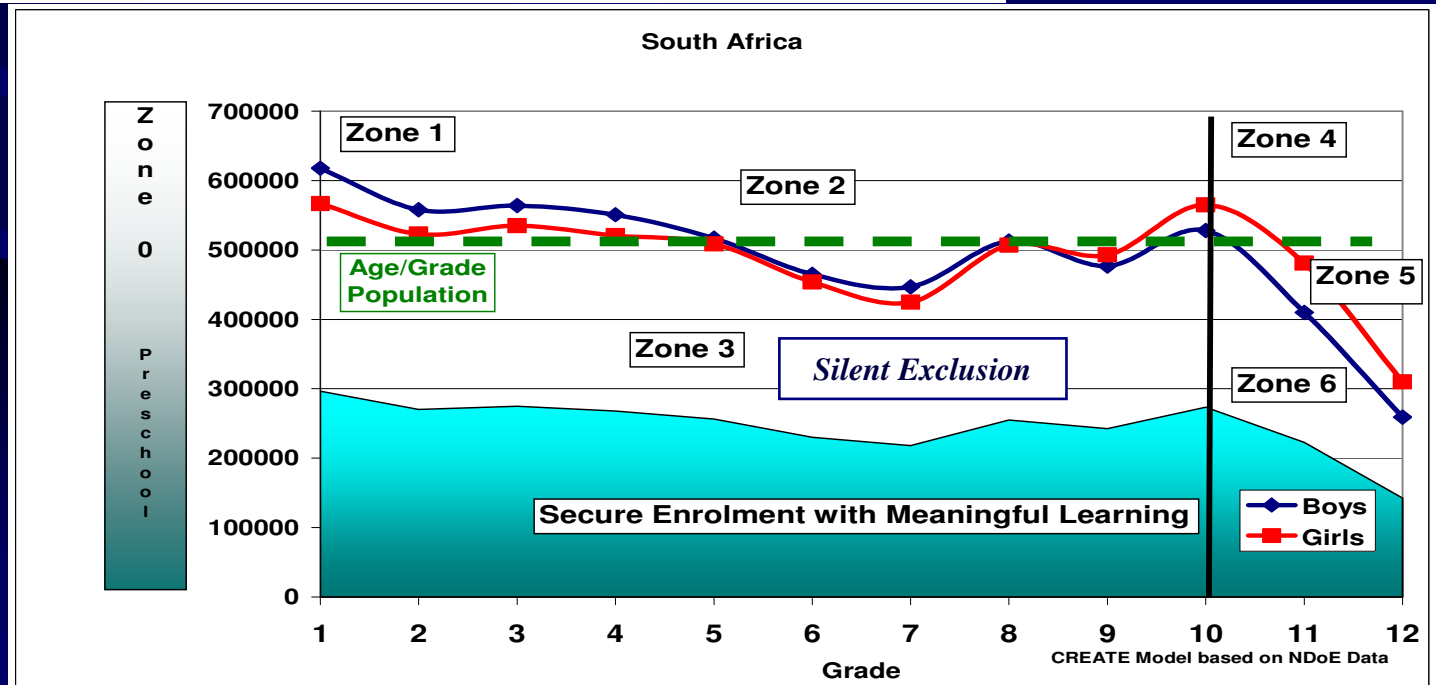
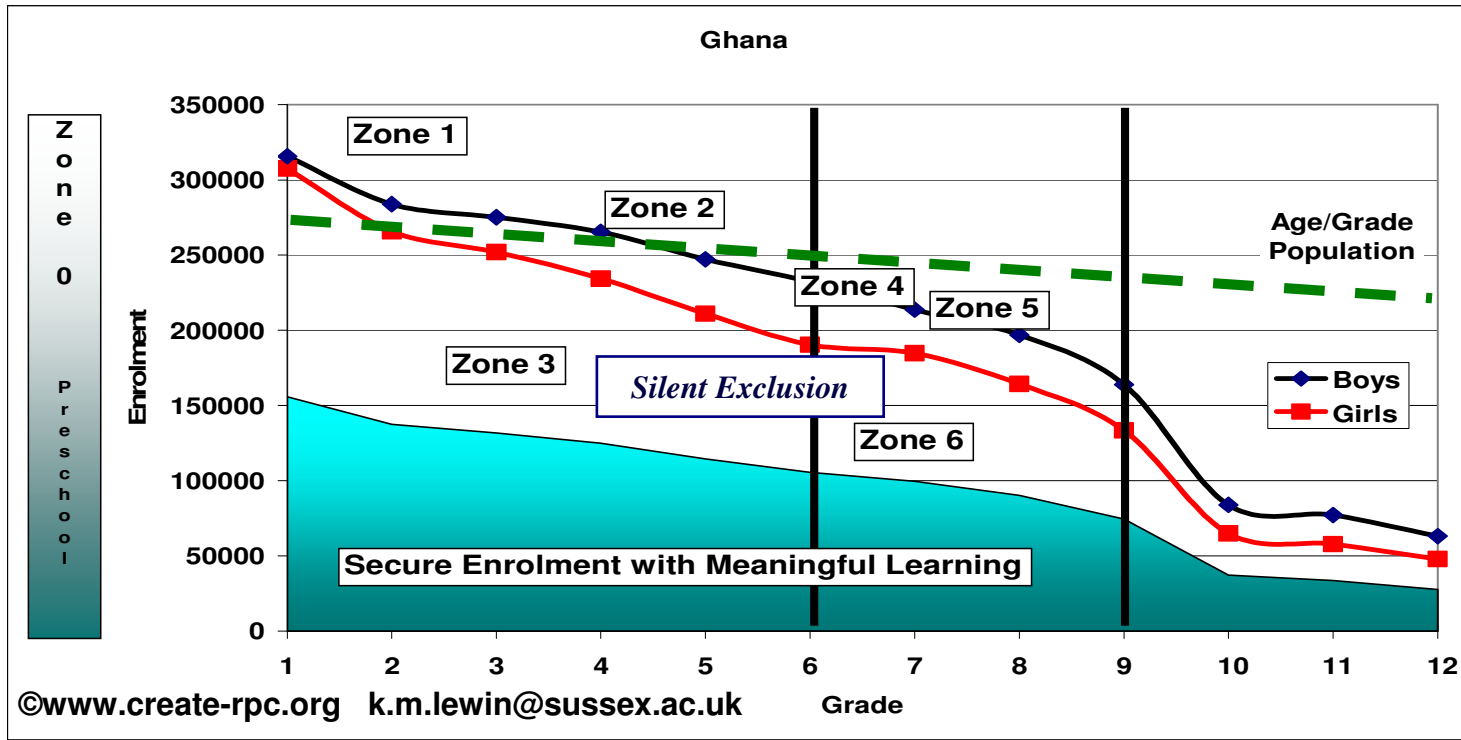
$$\text{Access} = \text{Att} + \text{Age} + \text{Ach} + \text{Hn} + \text{Le} (p + c + t + lf) + \dots$$

Numbers without Meaningful Access may be 350 million?

Zone Charts



Zone Charts



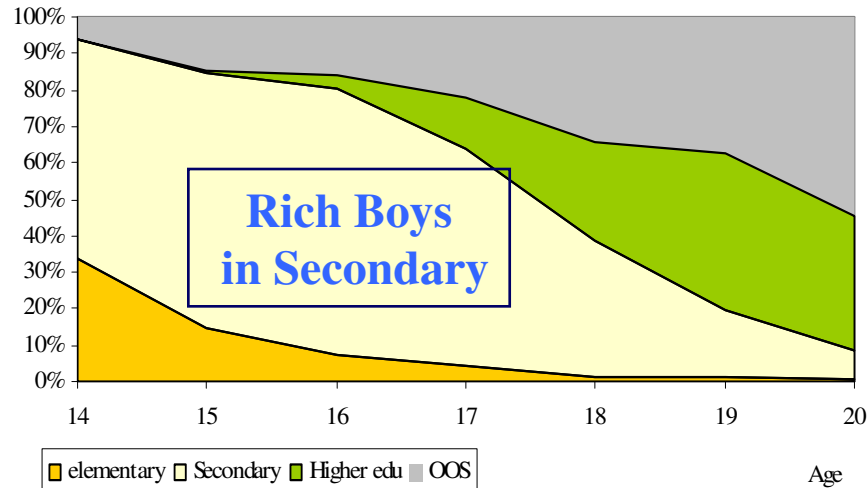
Equity Issues?
Horizontal and vertical equity

Access and Equity

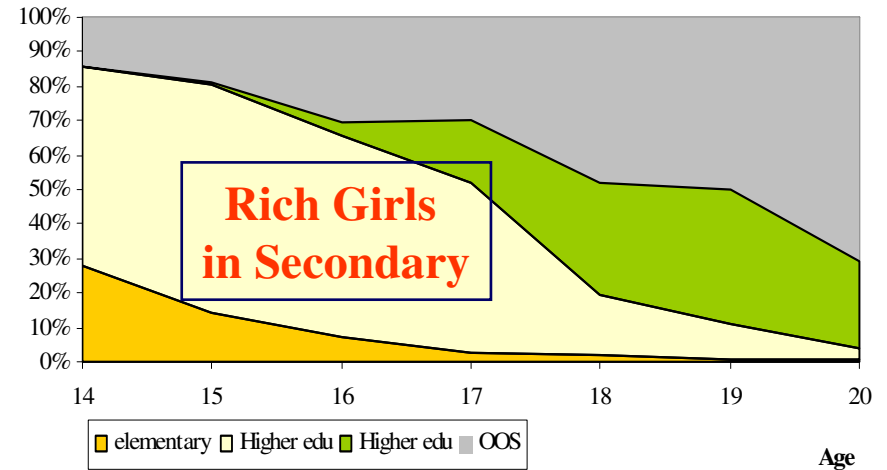
- **Girls and boys from the richest 20% are more than 8 times as likely to be in grade 9 as those from the poorest 20% in SSA. Urban residents are at least 5 times more likely to be in Grade 9**
- **Less than 50% of children will complete lower secondary school in SSA. About 95% will reach Grade 9 in 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**
- **Girls are more likely to be out of school than boys in most low enrolment countries; high enrolment countries have more girls enrolled; GPIs based on NER average 95% in SSA + S Asia**
- **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**

Enrolment by Age and Level Q5 and Q1 India

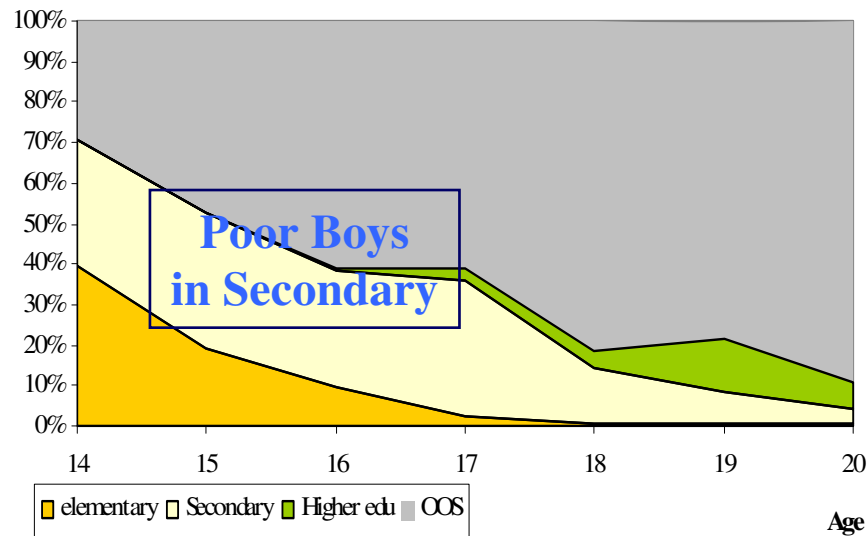
Age specific non-attendance / attendance by stage of education: MPCE
Q5: Boys



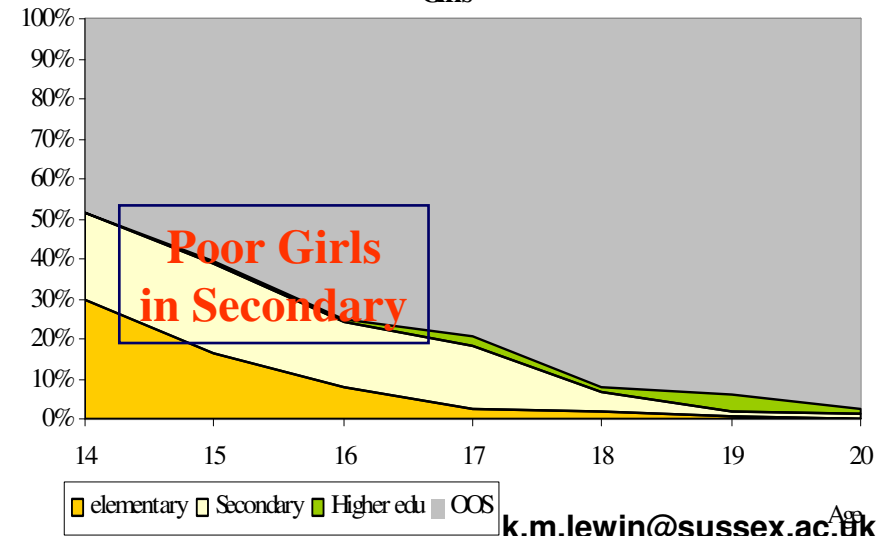
Age specific non-attendance/ attendance by stage of education: MPCE
Q5: Girls



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



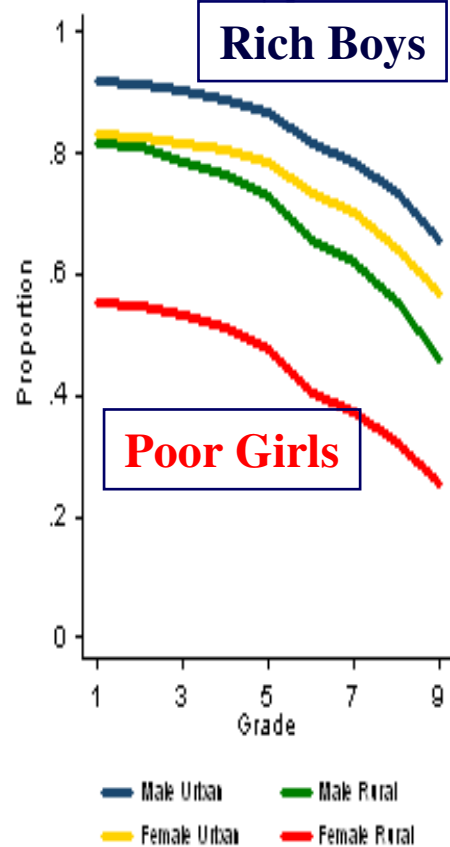
Age specific non-attendance/ attendance by stage of education: MPCEQ1
Girls



Enrolment by Grade – India China

India 2005-06

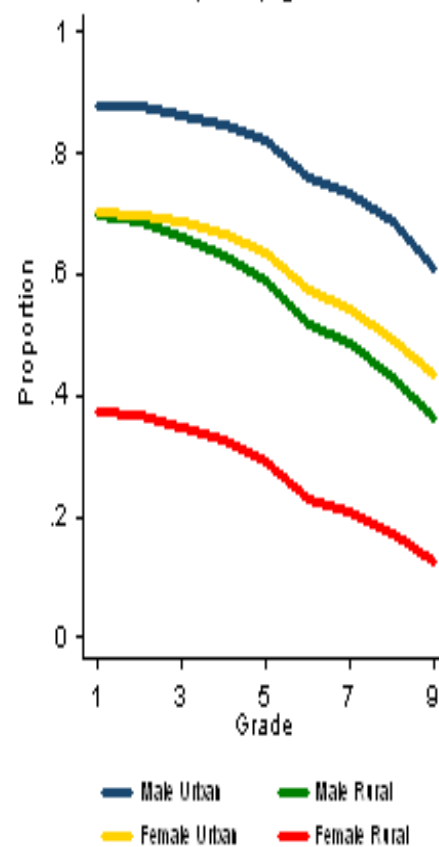
Attainment profile, ages 20-29



Based on analysis of data from DHS
econ.worldbank.org/projects/edattain

India 2005-06

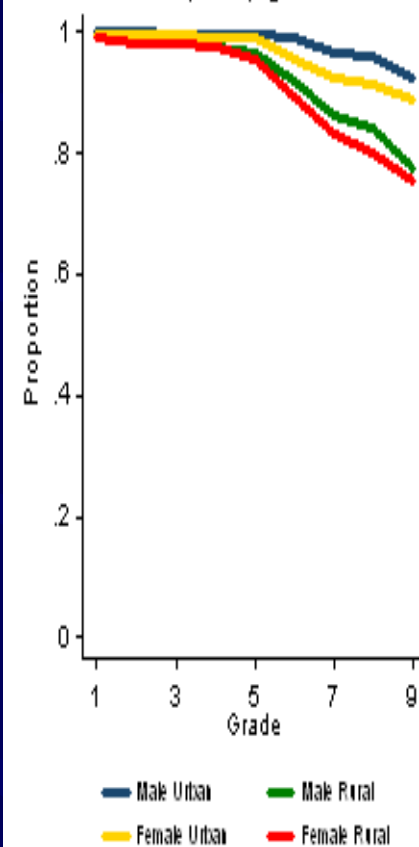
Attainment profile, ages 30-39



Based on analysis of data from DHS
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China (9 provinces) 2004

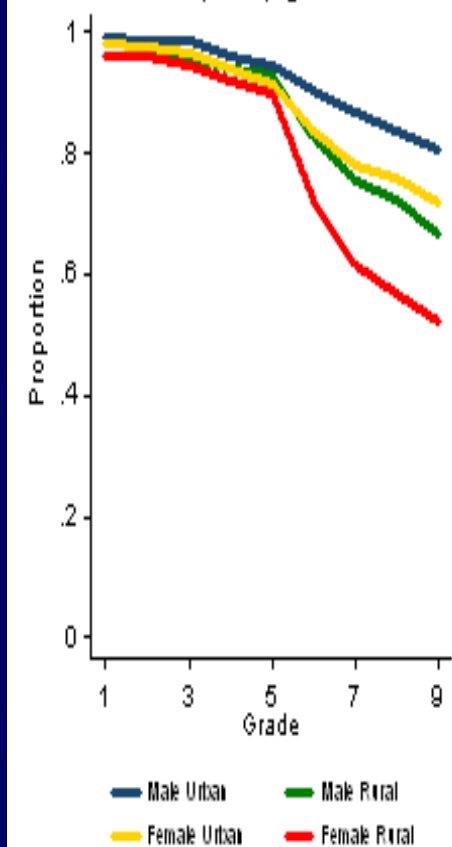
Attainment profile, ages 20-29



Based on analysis of data from CHNS
econ.worldbank.org/projects/edattain

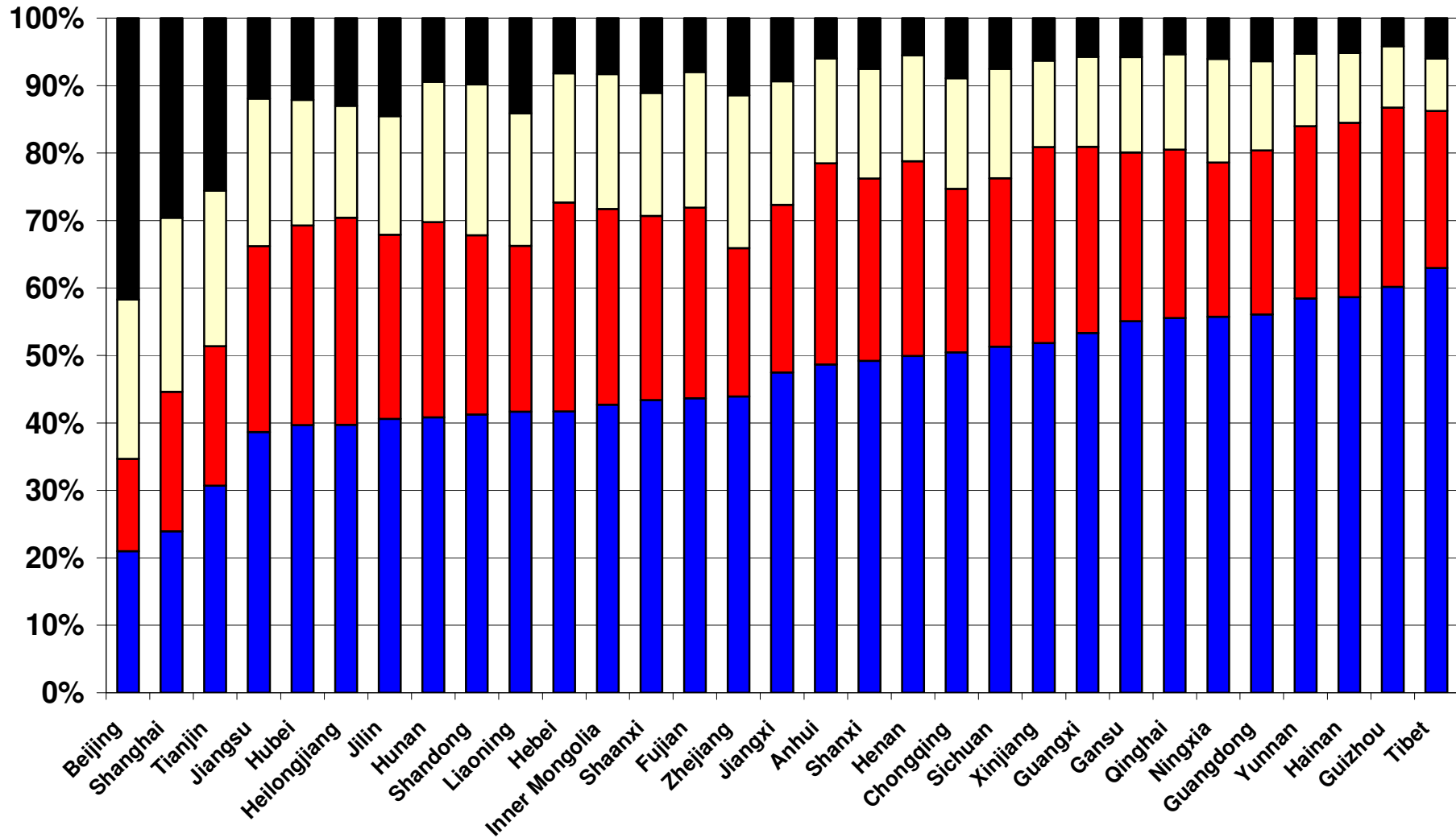
China (9 provinces) 2004

Attainment profile, ages 30-39



Based on analysis of data from CHNS
econ.worldbank.org/projects/edattain

Proportion of Enrolments by Location?

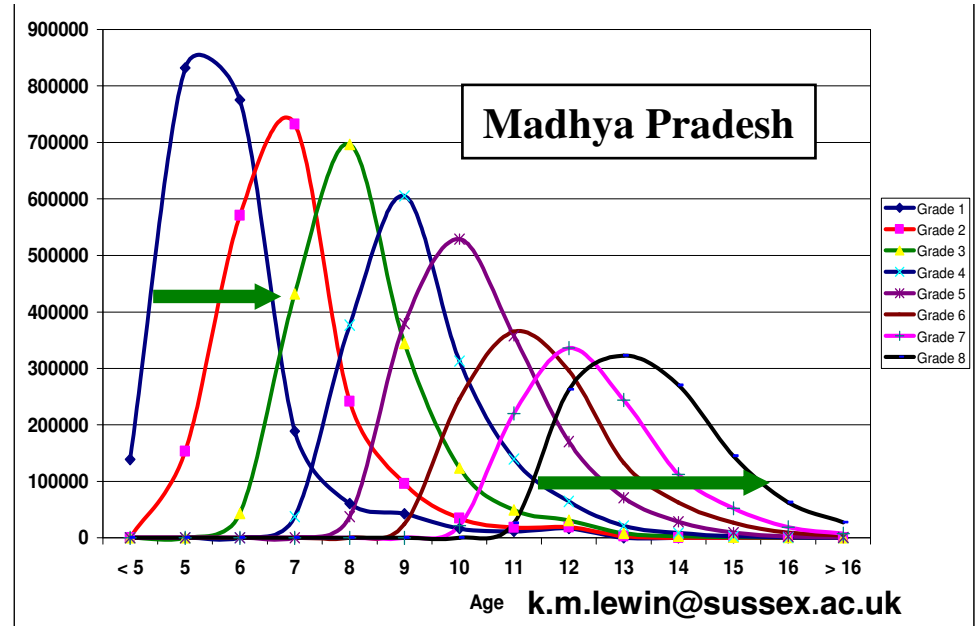
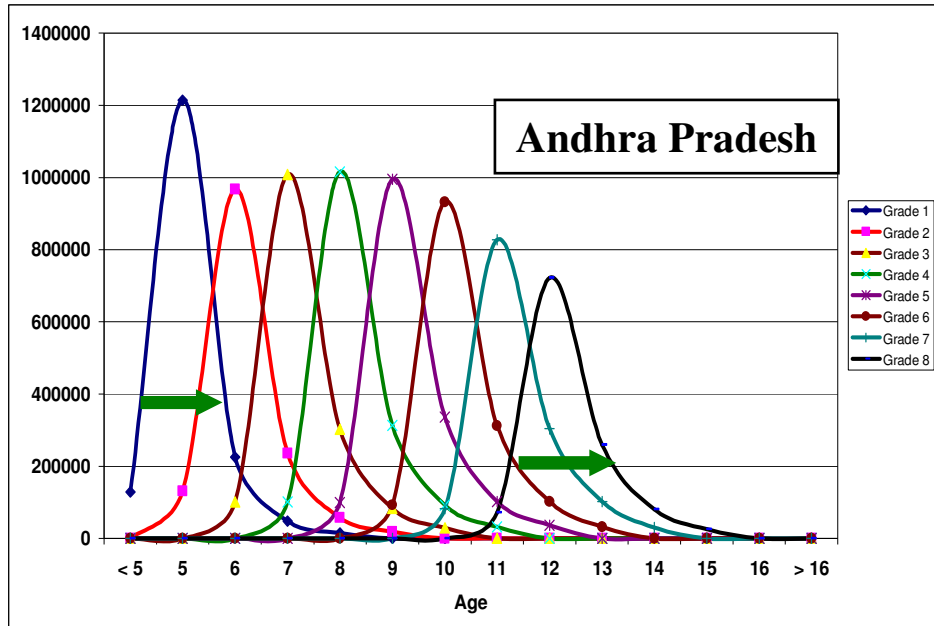
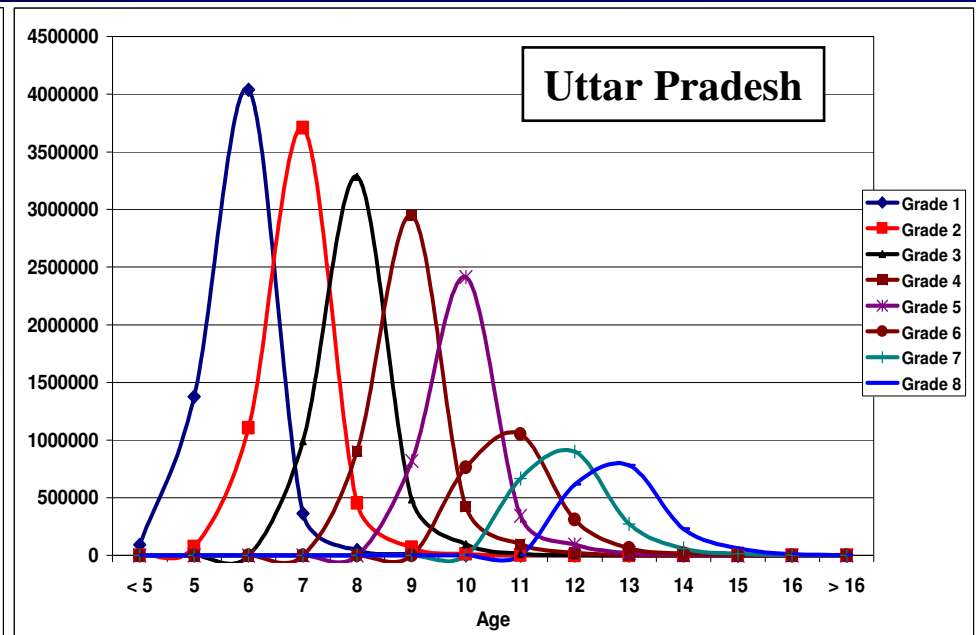
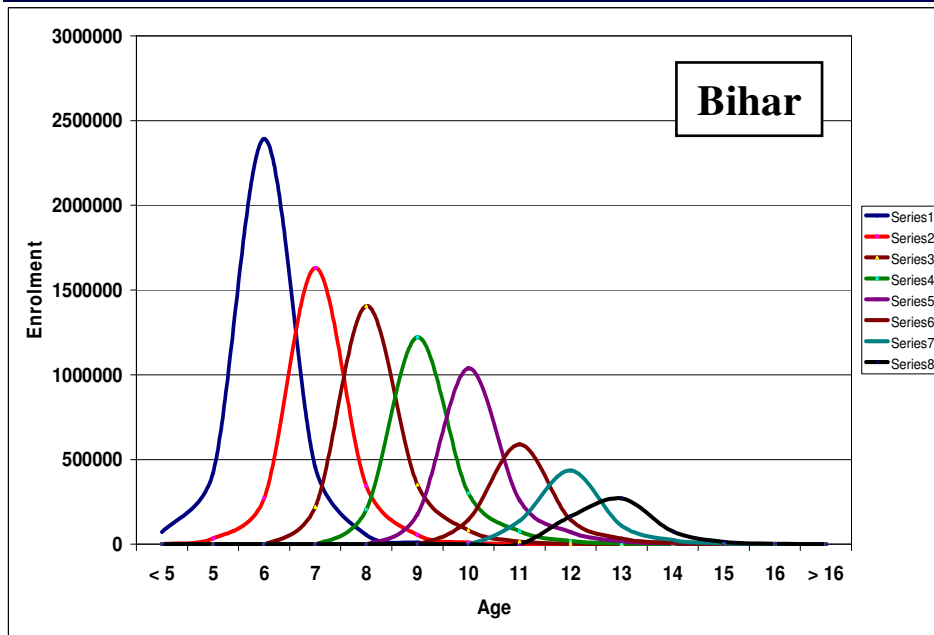


■ Primary
 ■ Junior Secondary
 ■ Upper Secondary
 ■ Higher

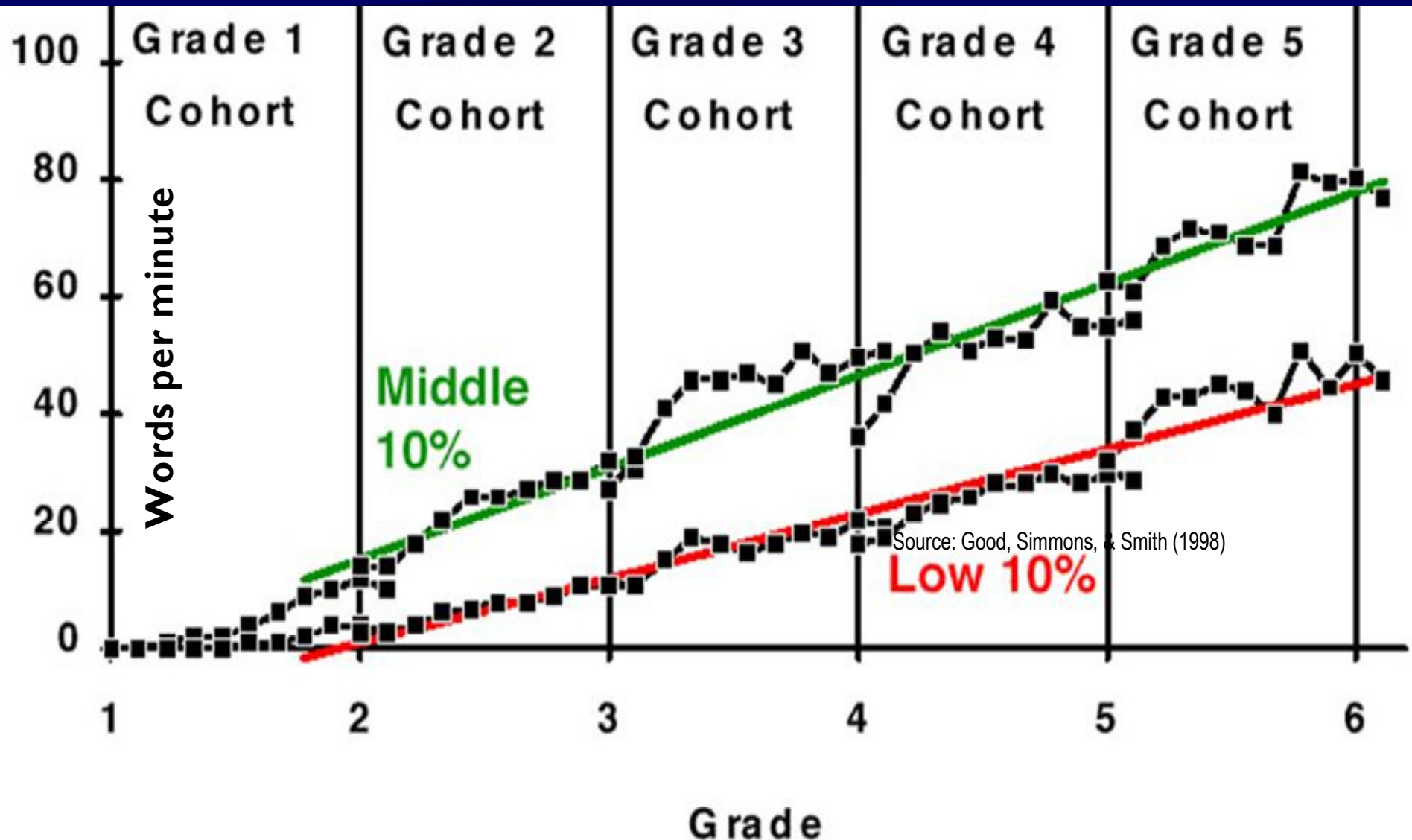
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Age and Grade?

Enrolment by Grade and Age – India

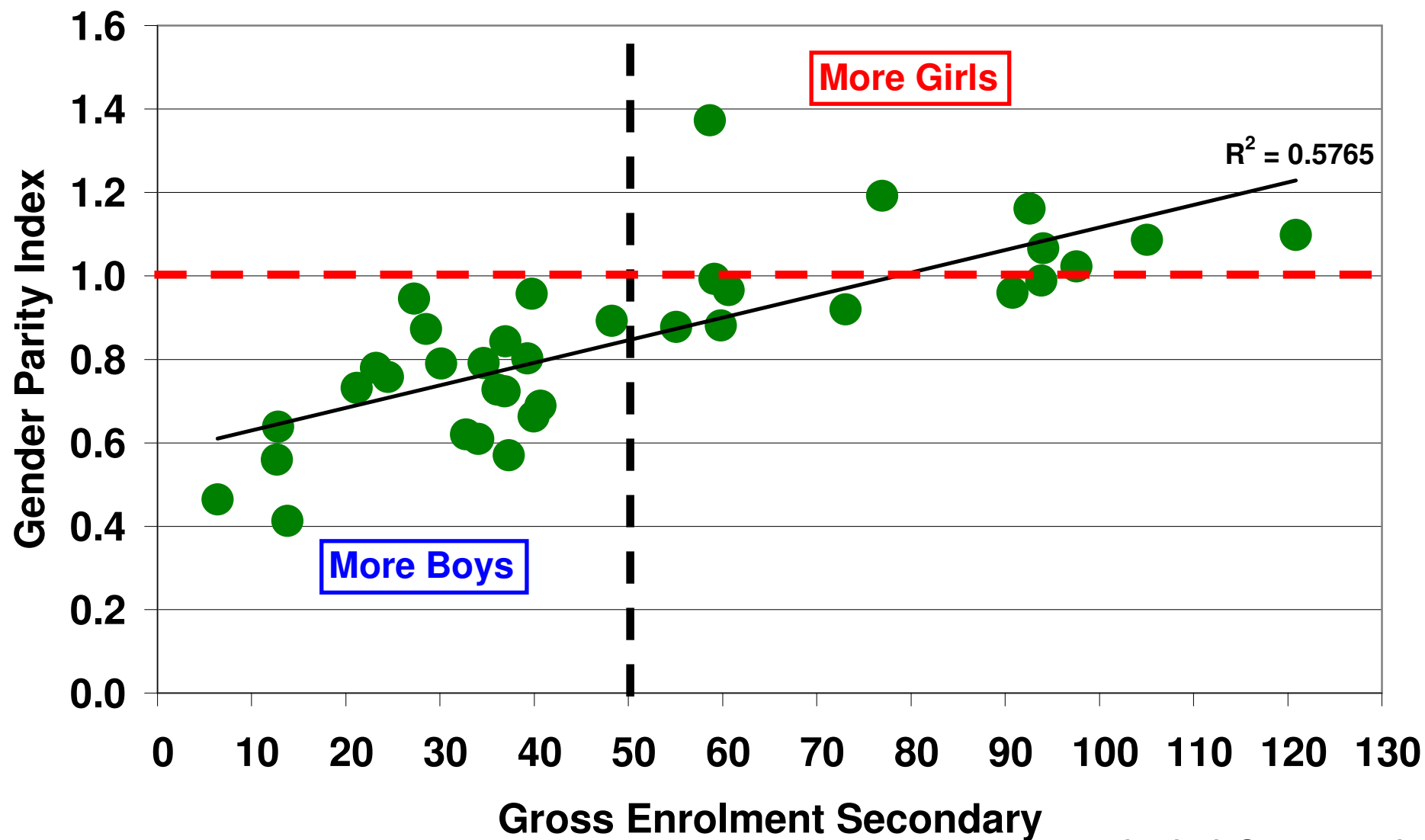


Towards a Twelve Point Plan for Equitable Access?

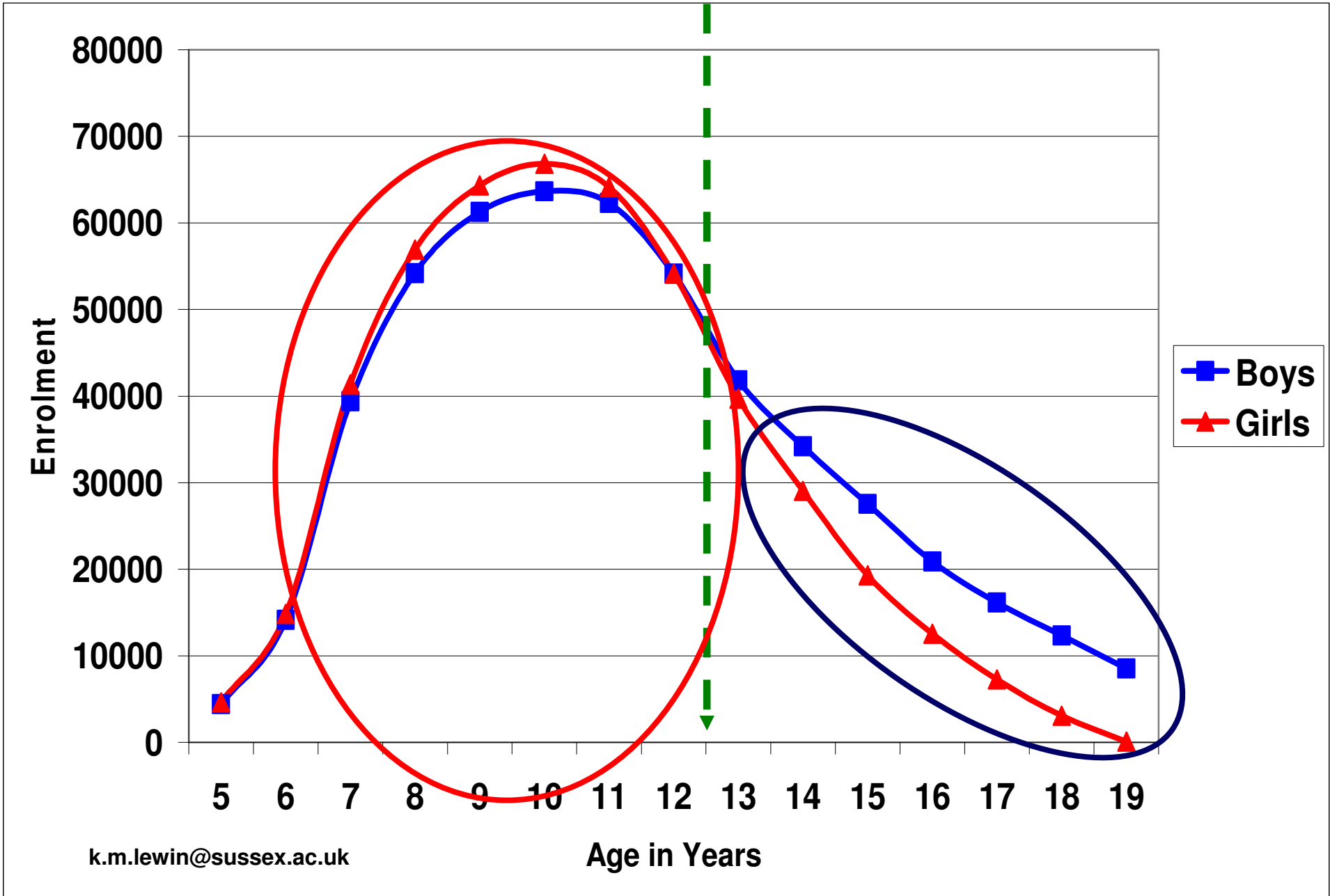


Gendered Patterns

Gender Parity and Gross Enrolment Rates – Secondary SSA

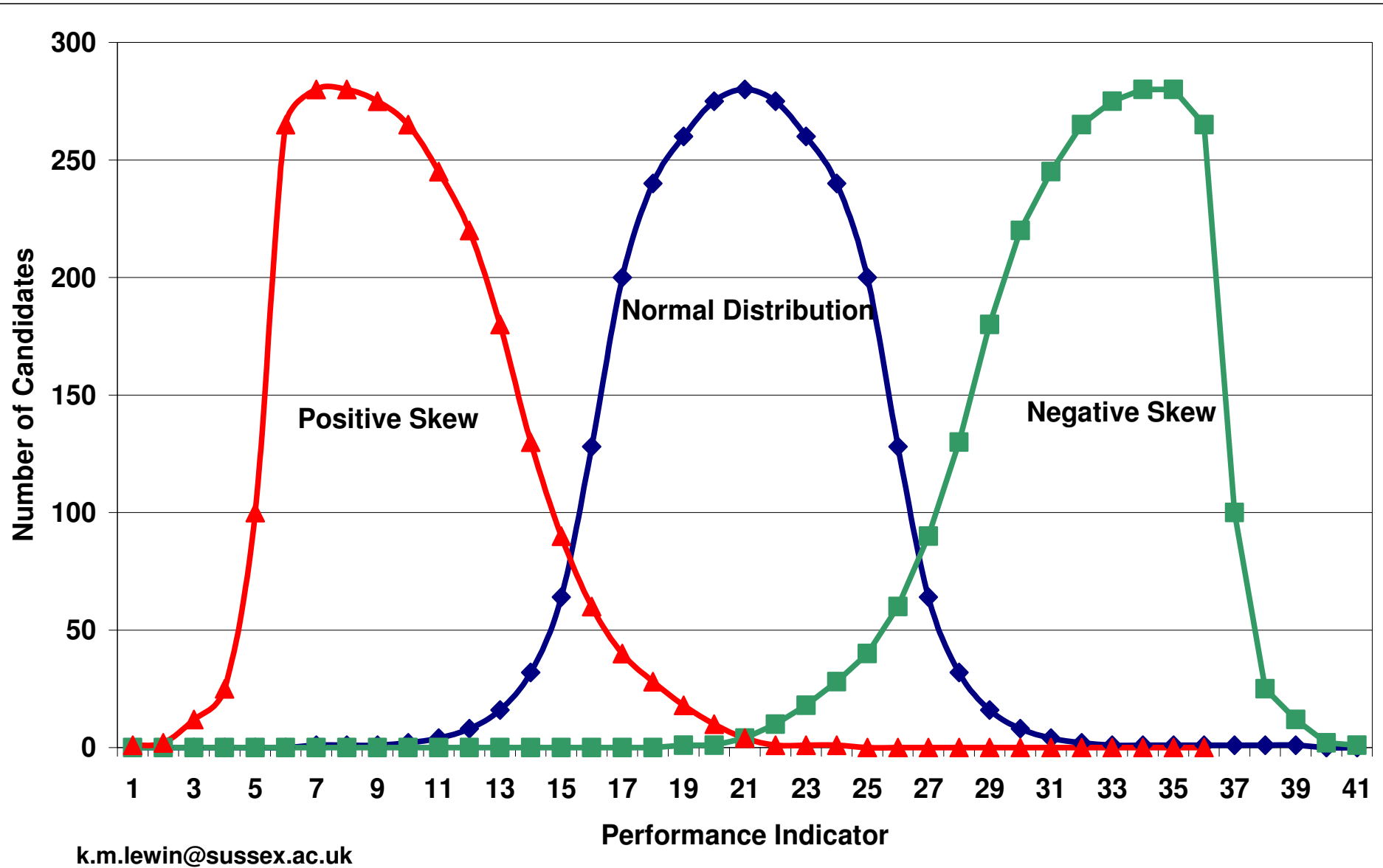


Enrolment of Boys and Girls by Age

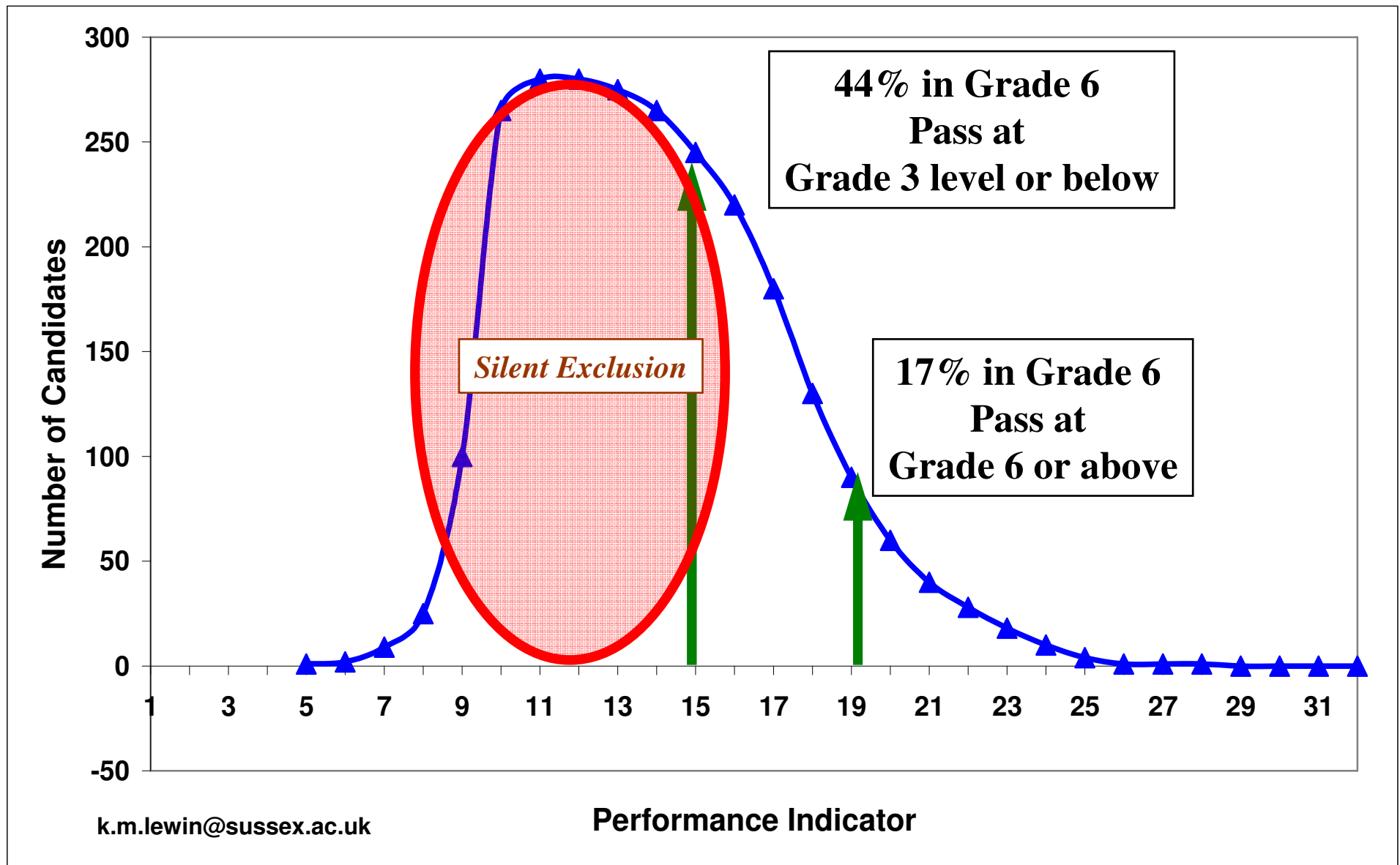


Patterns of Achievement

Achievement and Silent Exclusion



Skewed Achievement Patterns



Targets, MDGs and ZIPs

Indicator of Achievement

100

Aspirational Planning

Desired Goal

Target Generating Planning

75

On Track Line

Zone of Improbable Progress

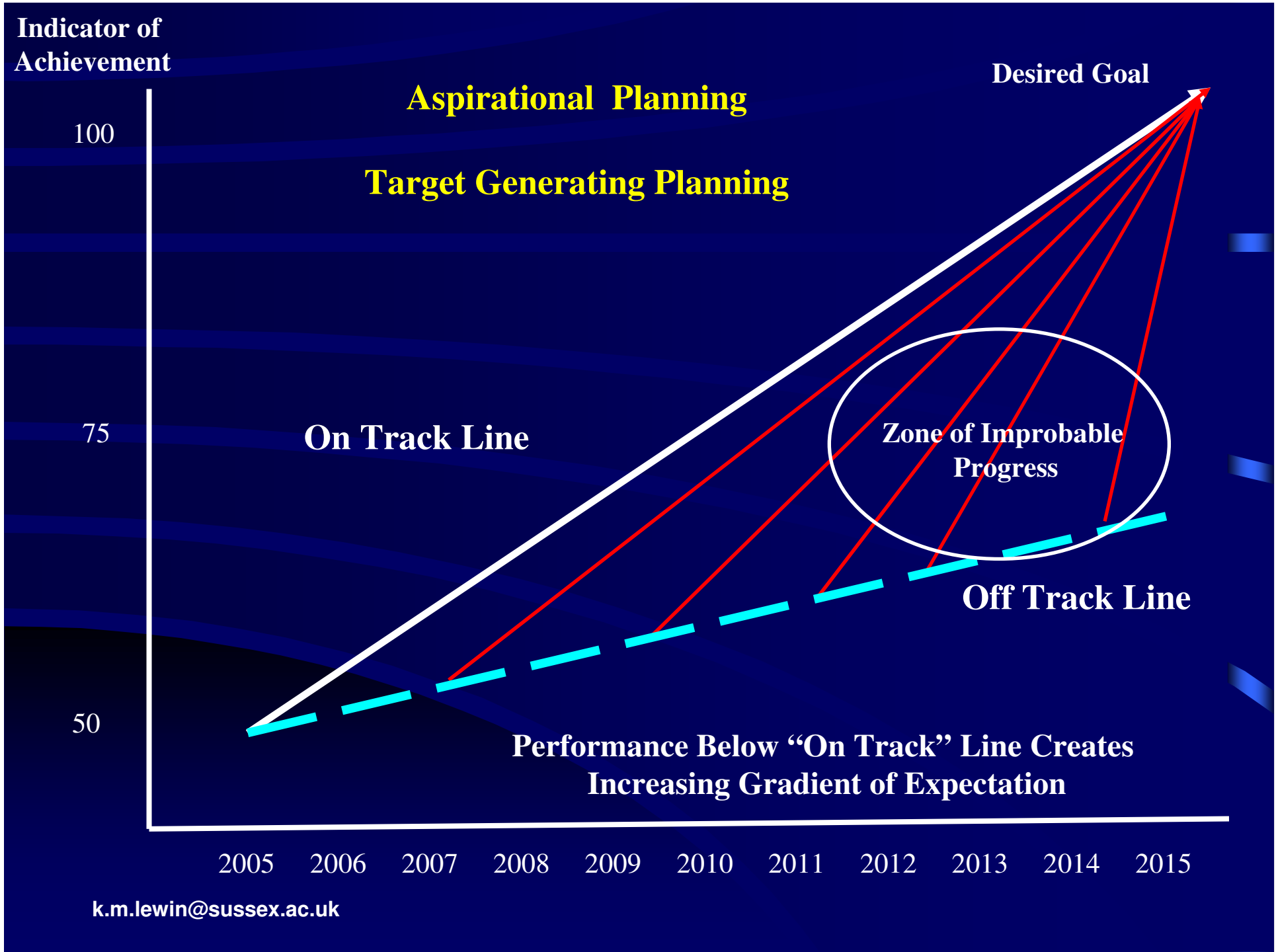
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Off Track Line

Performance Below "On Track" Line Creates Increasing Gradient of Expectation

2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015

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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

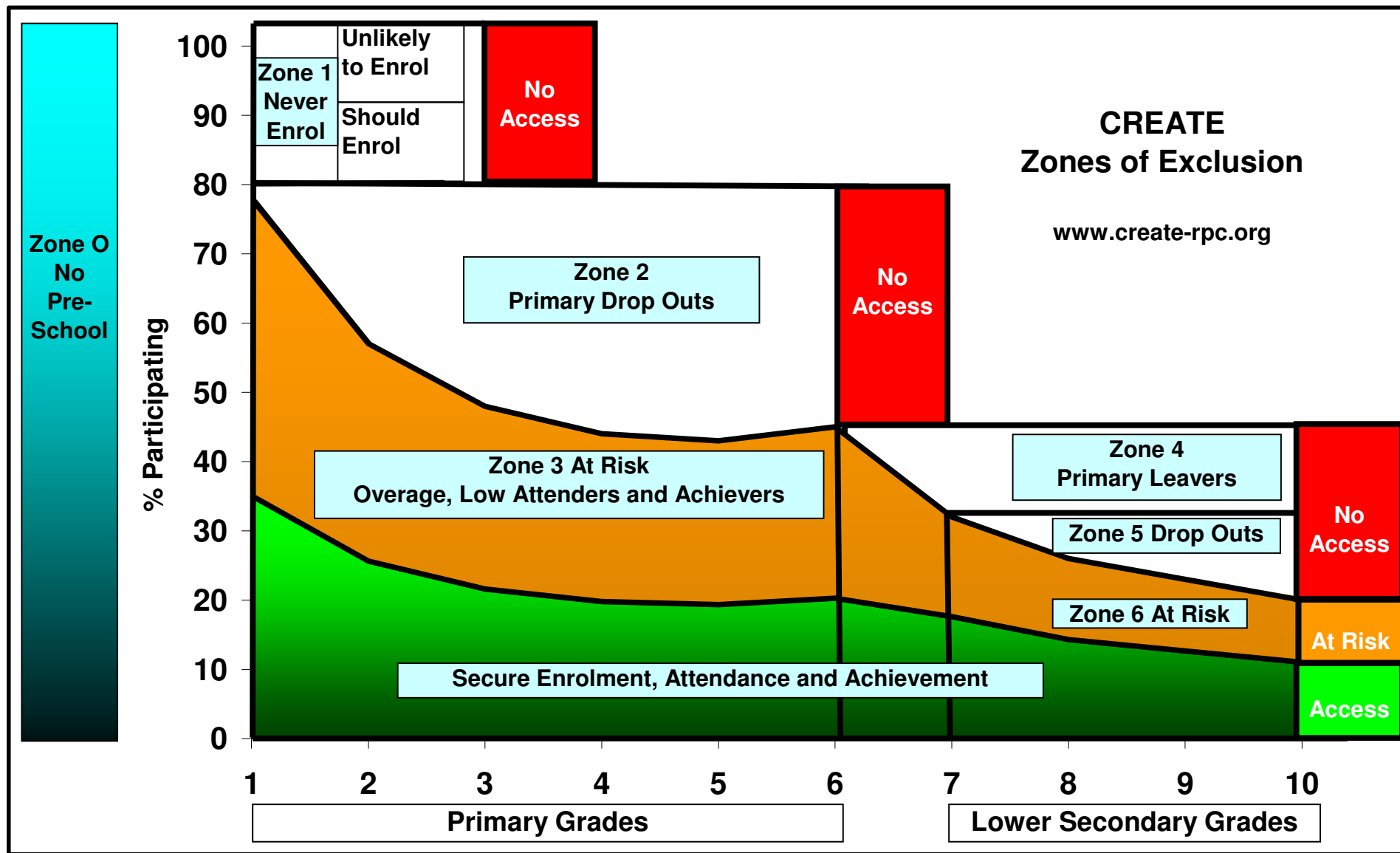
11. Adequate financing – unbalanced investment across sectors; gaps in financing EFA goals; low allocations of GDP and govt budget; inefficiency, corruption

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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