Making Rights Realities: Expanding Access, Equity, and Development:

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www.create-rpc.org
• 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….

What to do?
• Twelve point plan and …. 
  – Political will: modernising elites, participation, consistency
  – Resources: allocations, utilisation, productivity, procurement, accumulation, coordination, mapping supply and demand
  – Invest in effective pedagogies: link to measurable outcomes
  – Develop better indicators/targets related to equity and finance
  – Revise the MDGs and EFA goals; couple to realistic diagnoses and development strategies on different tracks

Making Rights Realities
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
Towards a Twelve Point Plan 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
7. Build schools and enhance facilities
8. Develop/distribute effective learning materials
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
CREATE Zones of Exclusion

Zone O
No Pre-School

Zone 1
Never Enrol
Should Enrol

Unlikely to Enrol
No Access

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

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

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

Numbers without Meaningful Access may be 350 million?
Enrolments by Grade – Interrupted Evolution?

Uganda

Tanzania

Malawi

Kenya
Enrolments by Grade, Wealth and Gender

- Rich Boys
- Poor Girls

Uganda

Kenya

Ghana

Malawi
Enrolment by Age and Level Q5 and Q1  India

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

Rich Secondary Boys

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

Rich Secondary Girls

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

Poor Secondary Boys

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

Poor Secondary Girls
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 more than one third of children are overage by two years or more. Attendance may be less than 60% per day. 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.
Piagetian Stages of Cognitive Development

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

Mean KCPE total score

160 180 200 220 240 260 280 300

KCPE candidate's age

13 14 15 16 17 18 19 20

Girls
Boys

284.39
272.65
256.57
241.42
230.06
218.19
208.12
199.59
184.77

271.74
257.66
239.64
225.21
213.29
202.52
192.24

256.57
239.64
225.21
213.29
202.52
192.24
Gender Parity and Gross Enrolment Rates – Secondary SSA

R² = 0.5673

Gross Enrolment Rate Lower Secondary

Gender Parity Index

More Girls

More Boys

R² = 0.5673

Gross Enrolment Rate Lower Secondary

Gender Parity Index
Achievement and Silent Exclusion

Performance Indicator
Number of Candidates

Normal Distribution
Positive Skew
Negative Skew

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Skewed Achievement Patterns

Many in Grade 6 Pass at Grade 4 level or below

A Minority in Grade 6 Pass at Grade 6 level or above

Silent Exclusion

Performance Indicator

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Towards a Twelve Point Plan for Equitable Access?

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Zones of Exclusion

Zone 1: Not enrolled in grade 1
- Children unlikely to enrol in normal schools
- Children within reach of normal school system
- Children who enter primary over age

Zone 2: Primary drop-outs
- Drop Outs from Primary
- Over age
  - Low attendance
  - Low achievement

Zone 3: Primary enrolled risk of drop out
- Primary leavers
  - No transition to lower secondary

Zone 4: No transition to lower secondary
- Zone 4
  - Over age
  - Low attendance
  - Low achievement

Zone 5: Lower secondary drop outs
- Zone 5
  - Over age
  - Low attendance
  - Low achievement

Zone 6: Lower secondary enrolled, risk of drop out
- Zone 6
Making Rights Realities
Expanding Access, Equity, and Development:
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. **Develop 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*