



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

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China, Kenya, Malawi, Sri Lanka**

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# 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....**

## 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**

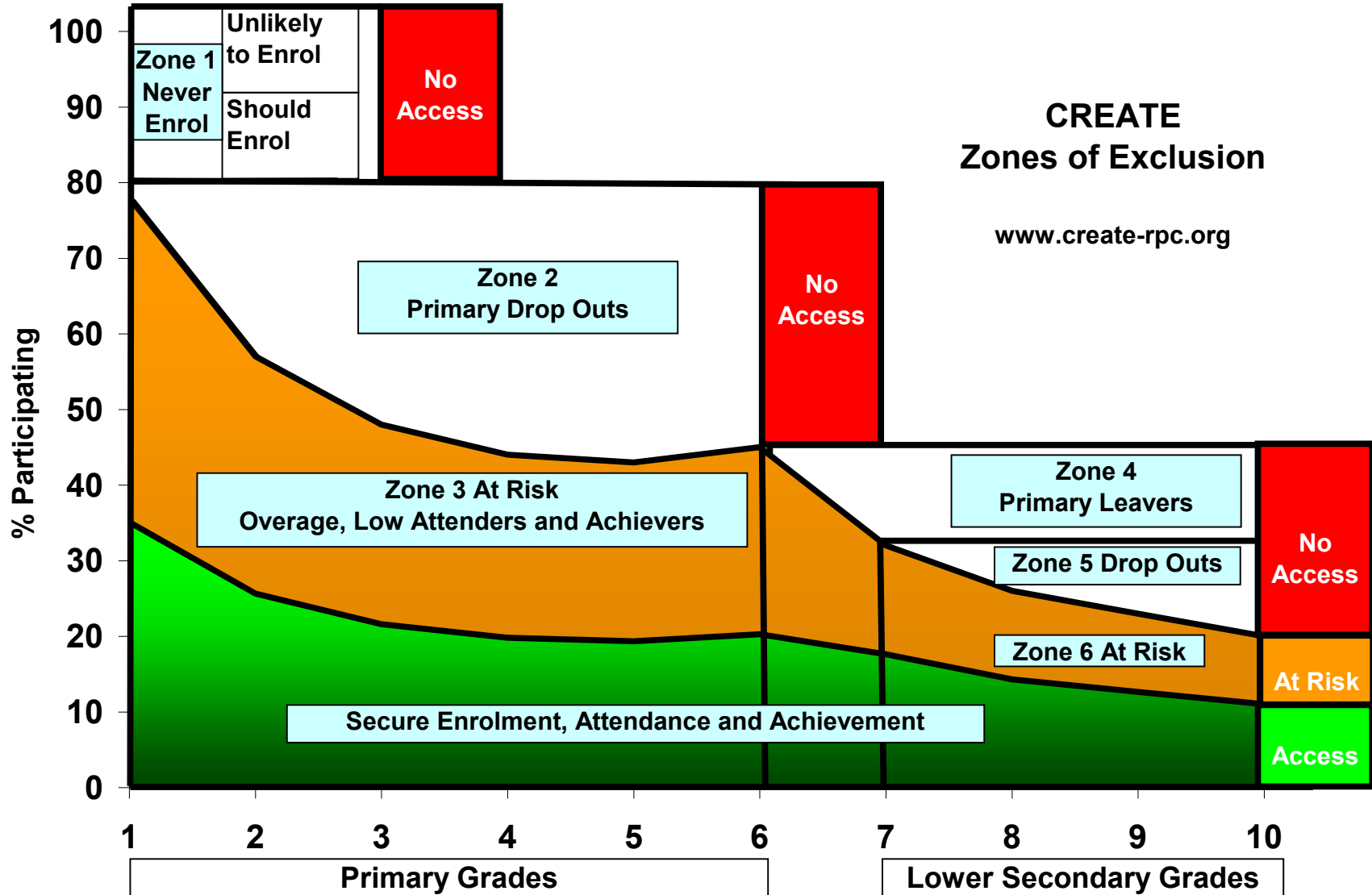
# If Education for All had happened beyond Dakar (2000) or Jomtien (1990) then in 2011.....

- *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



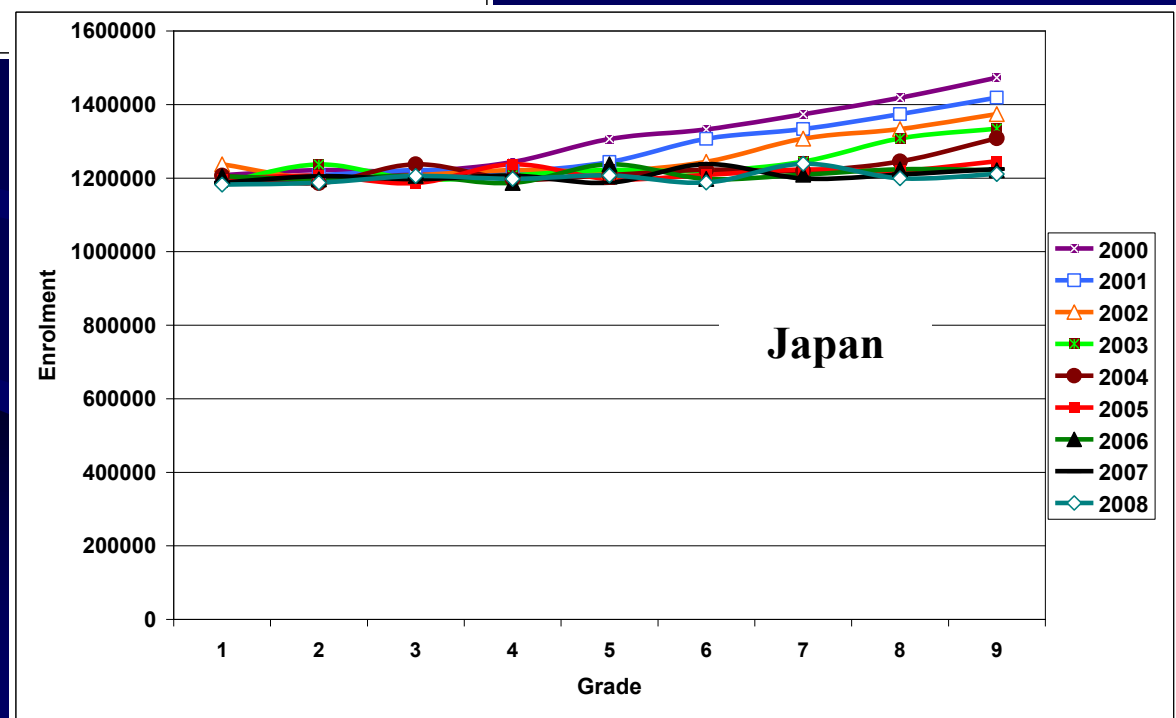
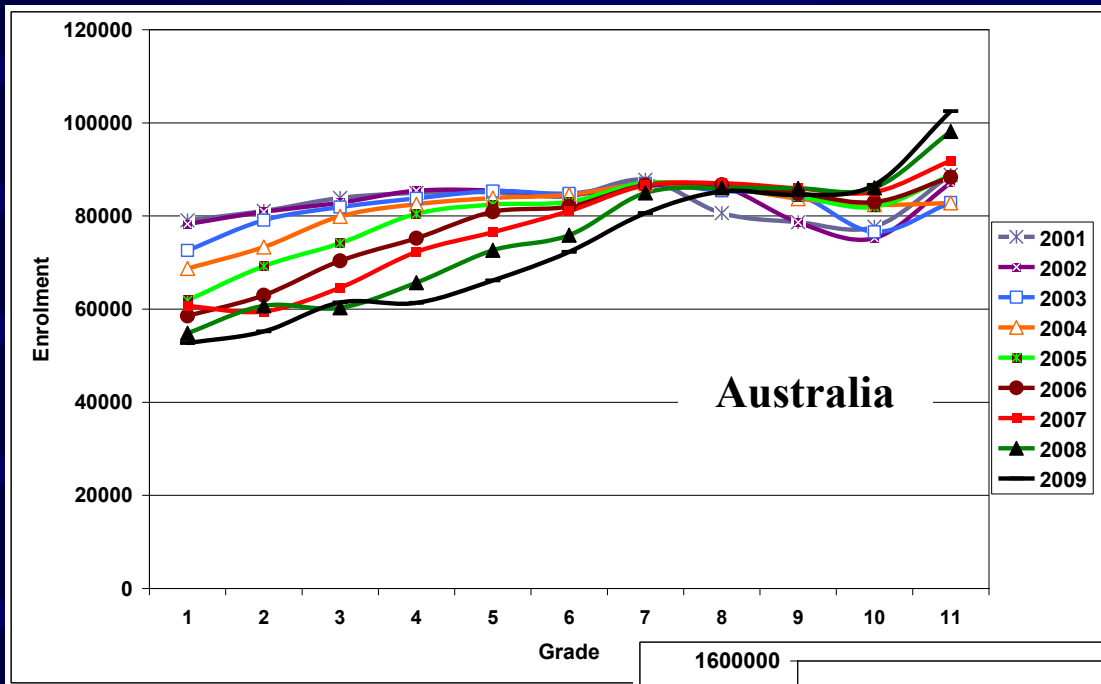
# Expanded Visions of Access to Basic Education

- **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**

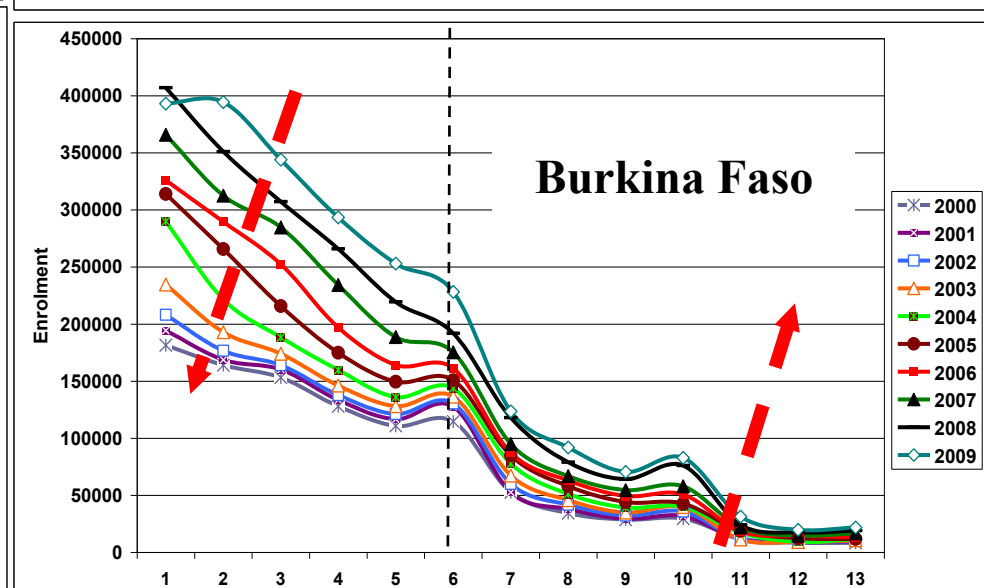
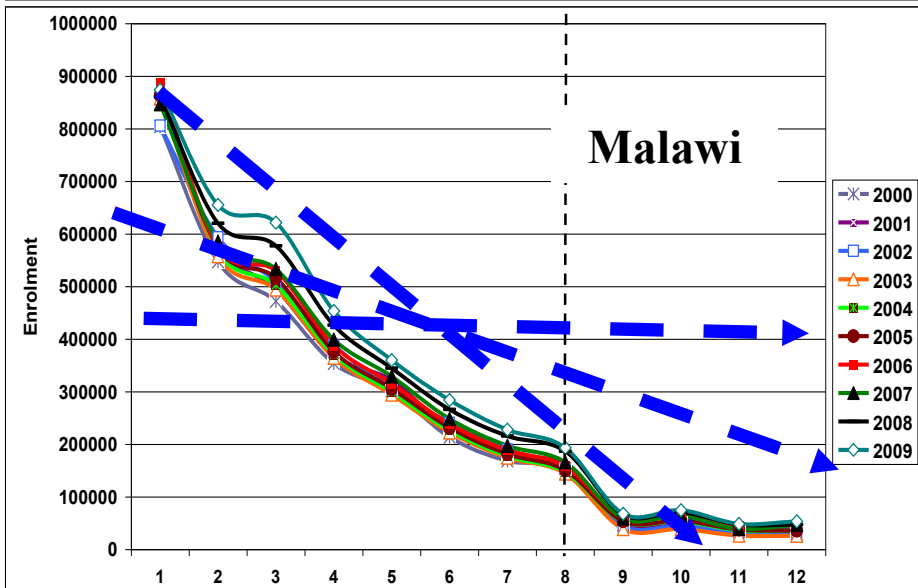
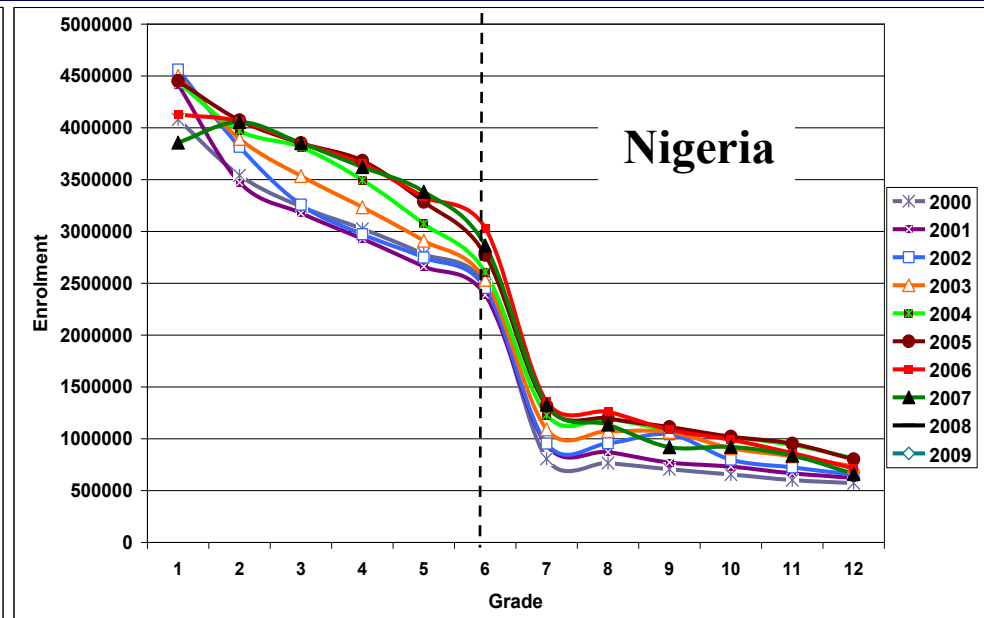
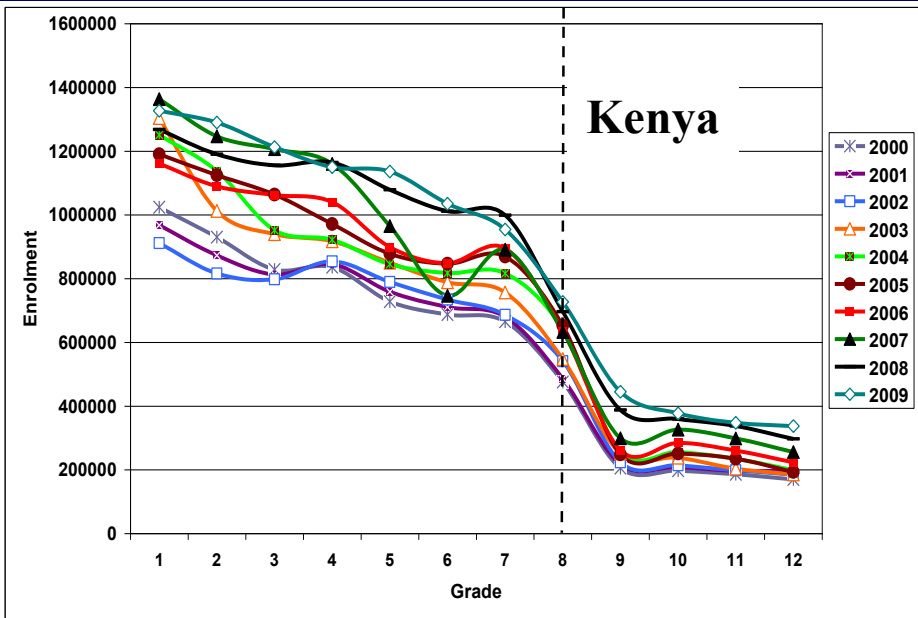
$$\text{Access} = \text{Att} + \text{Age} + \text{Ach} + \text{Hn} + \text{Le} (p + c + t + lf) + \dots$$

**Numbers without Meaningful Access may be 350 million?**



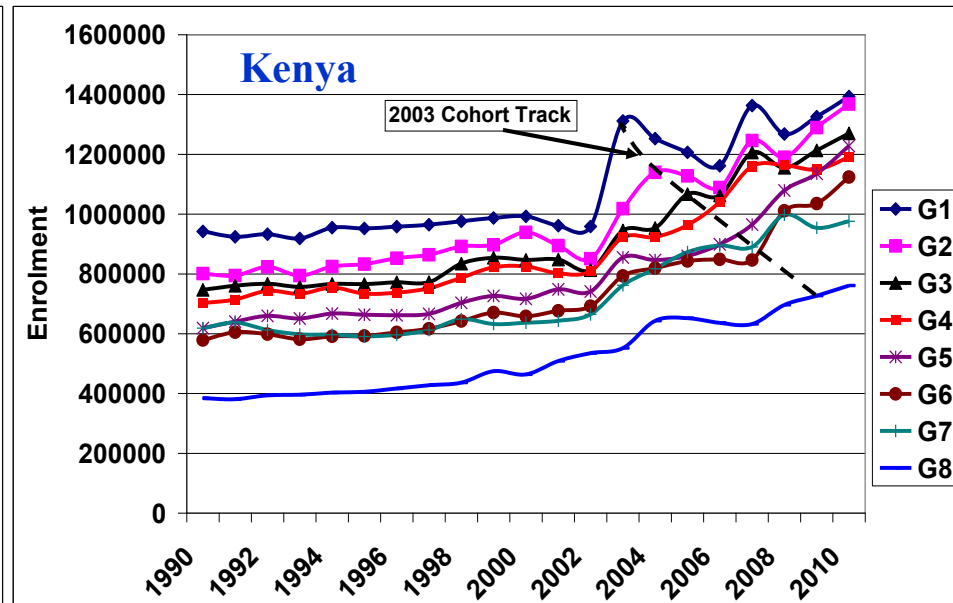
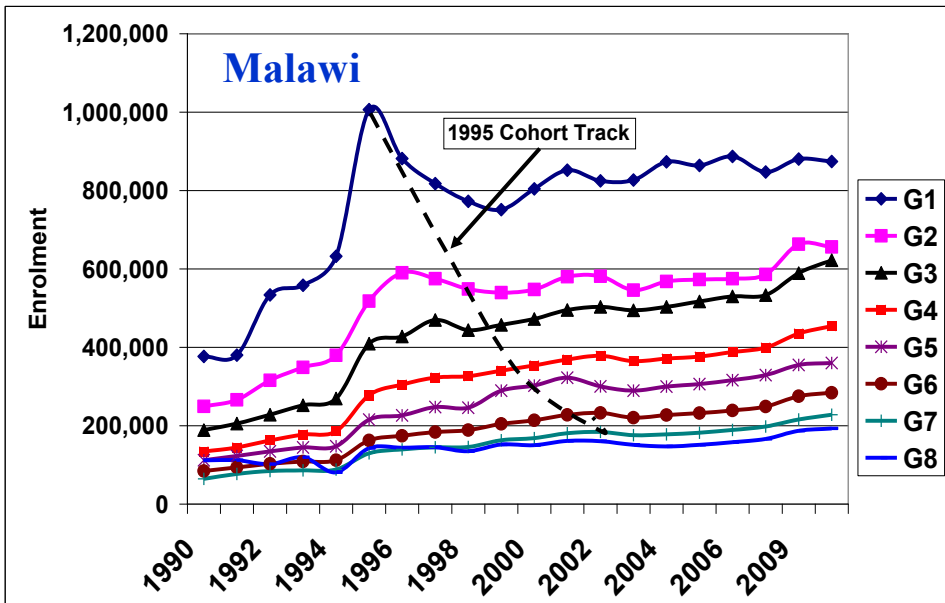
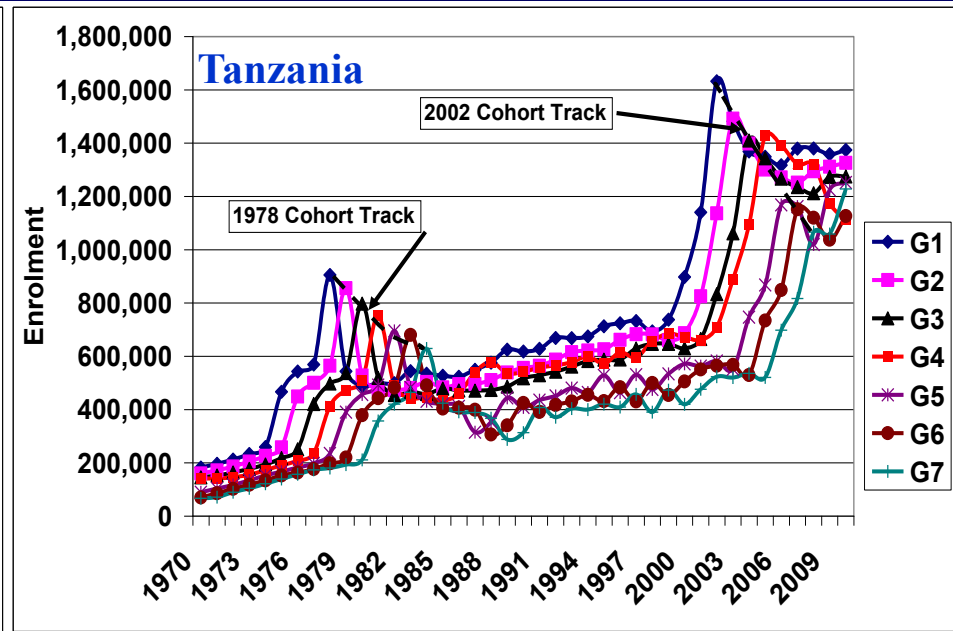
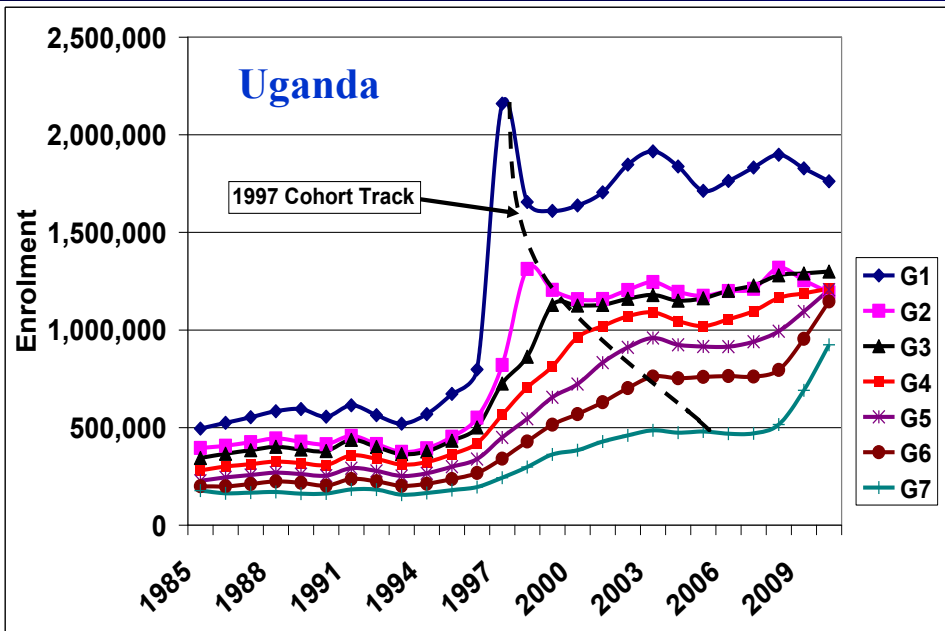


# Enrolments by Grade 2000-2009

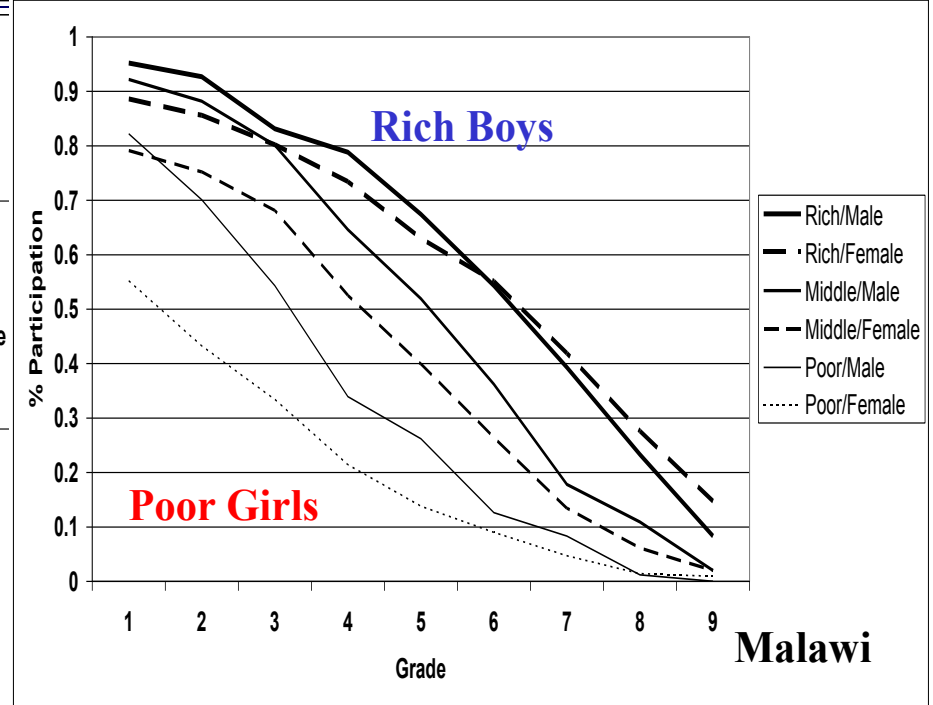
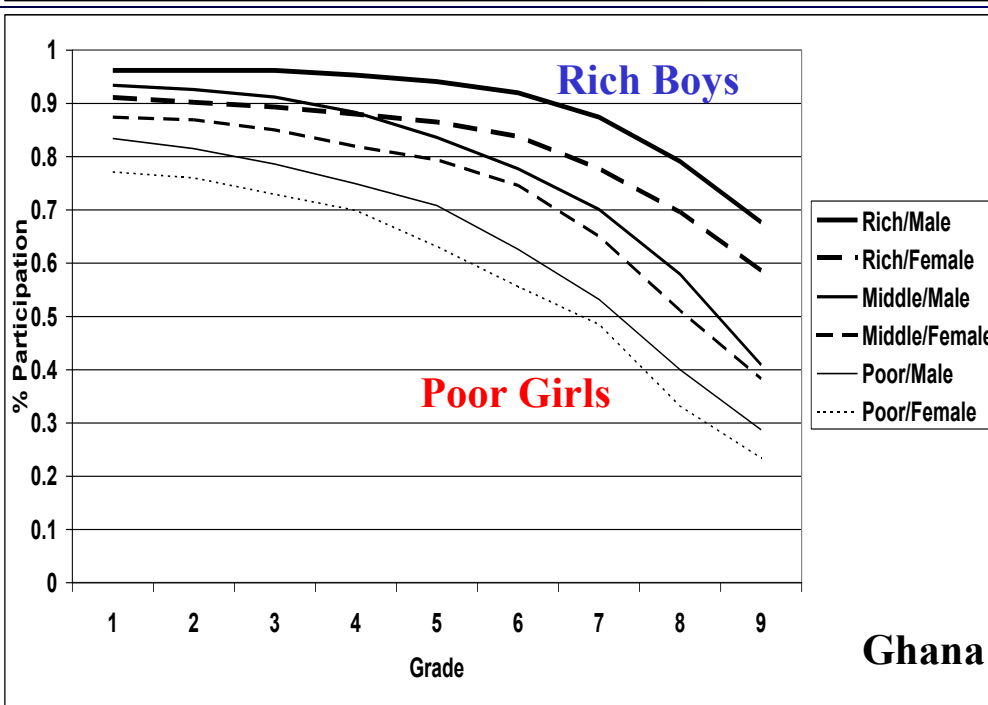
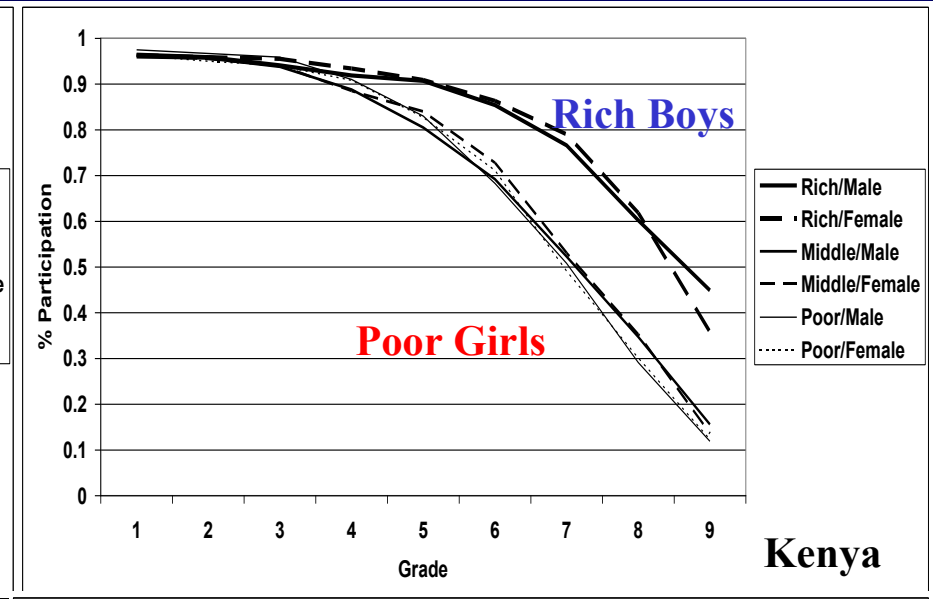
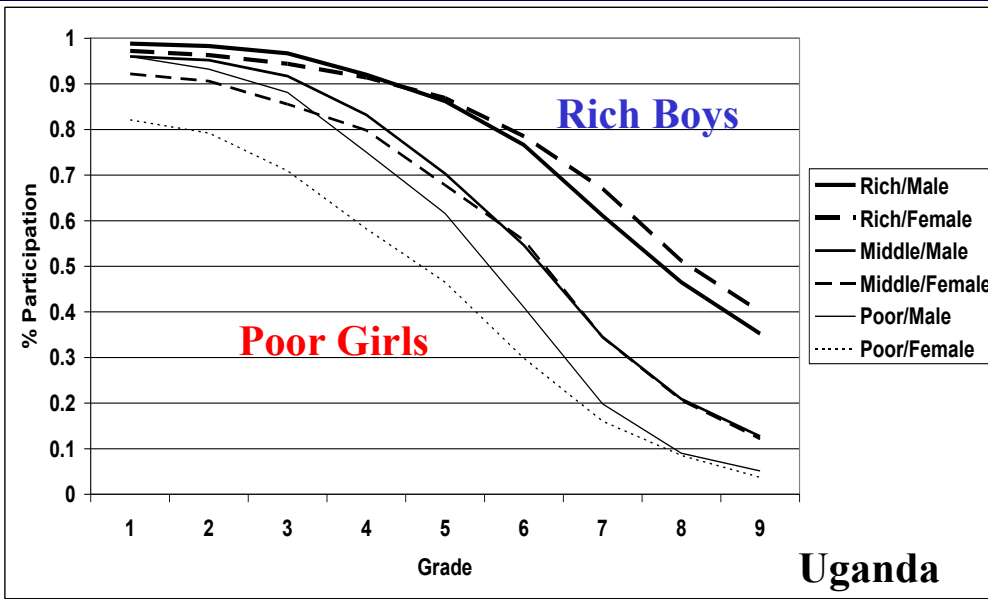




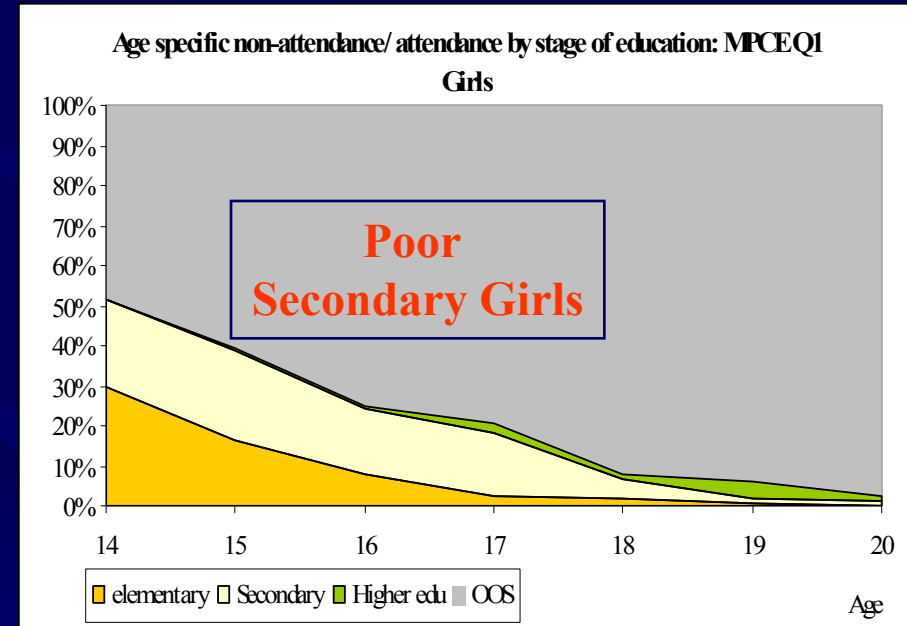
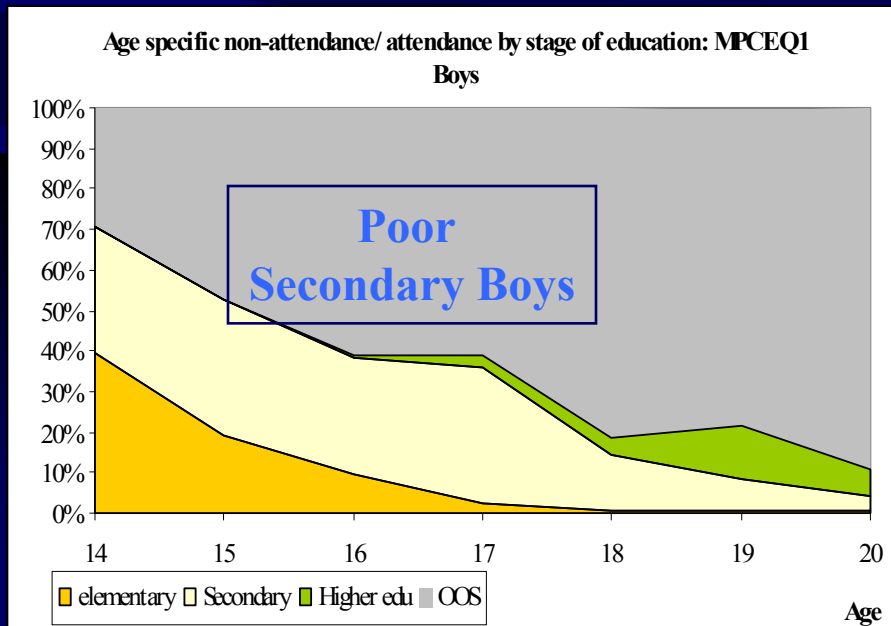
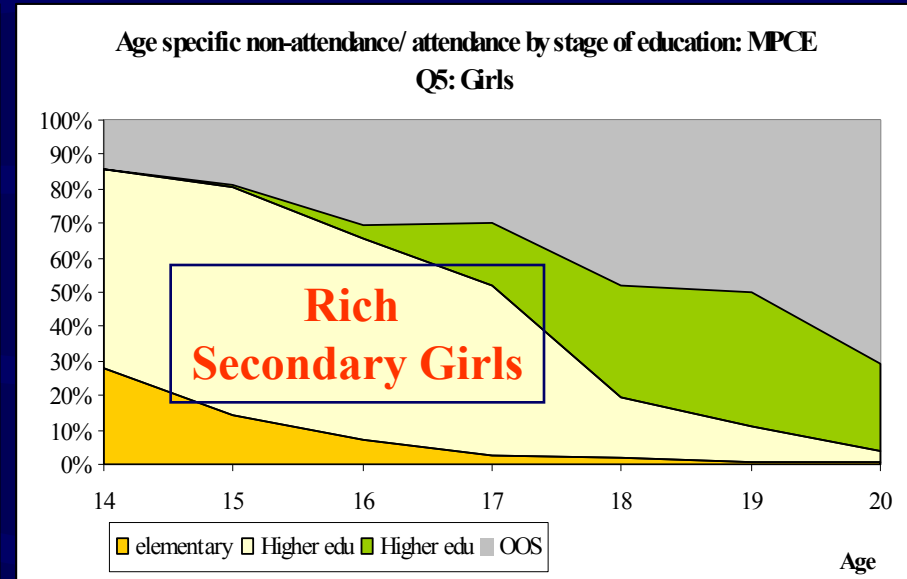
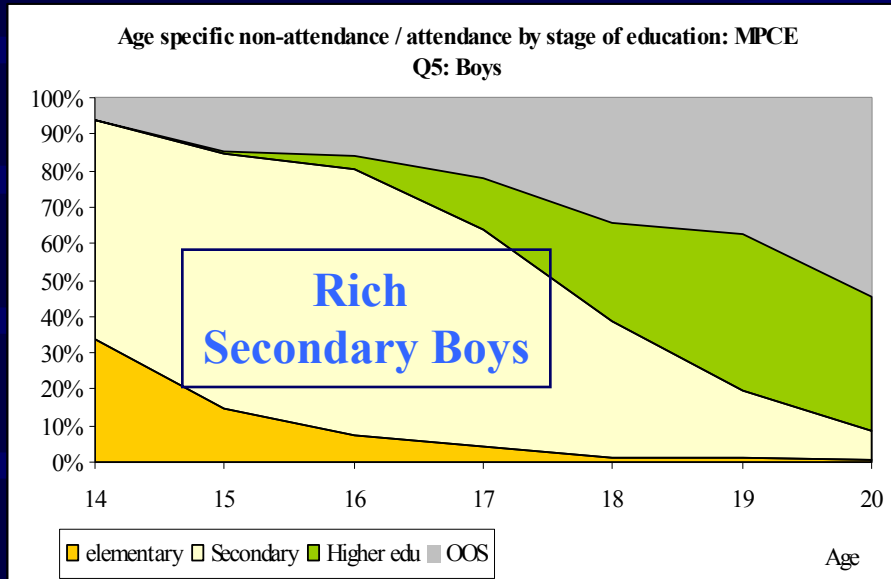
# Enrolments by Grade – Interrupted Evolution?



# Enrolments by Grade, Wealth and Gender



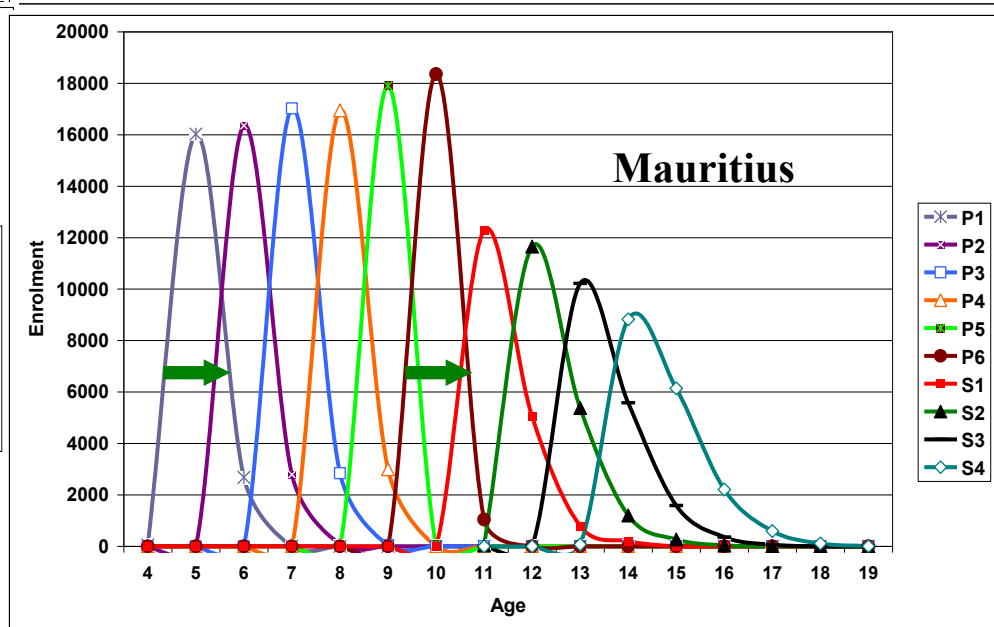
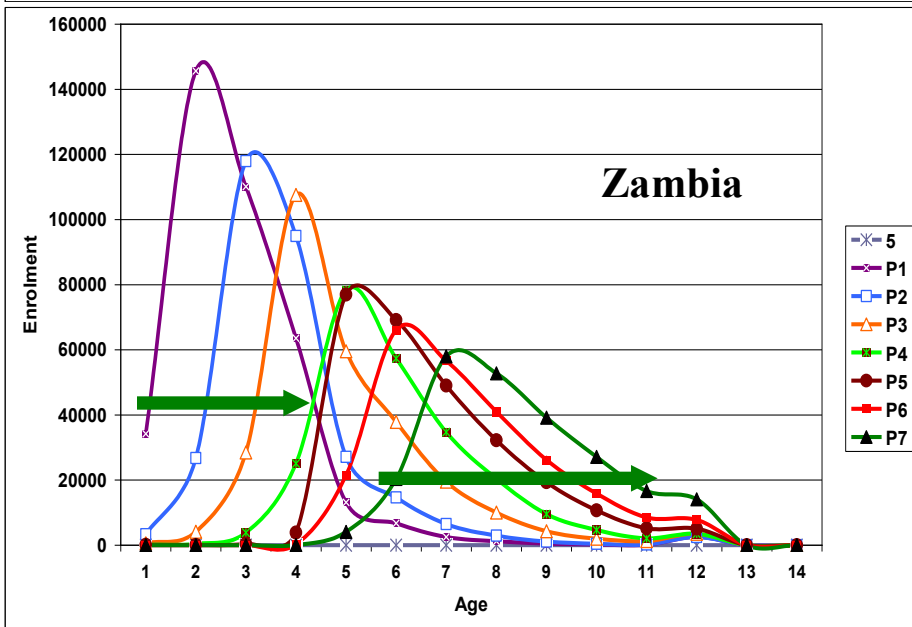
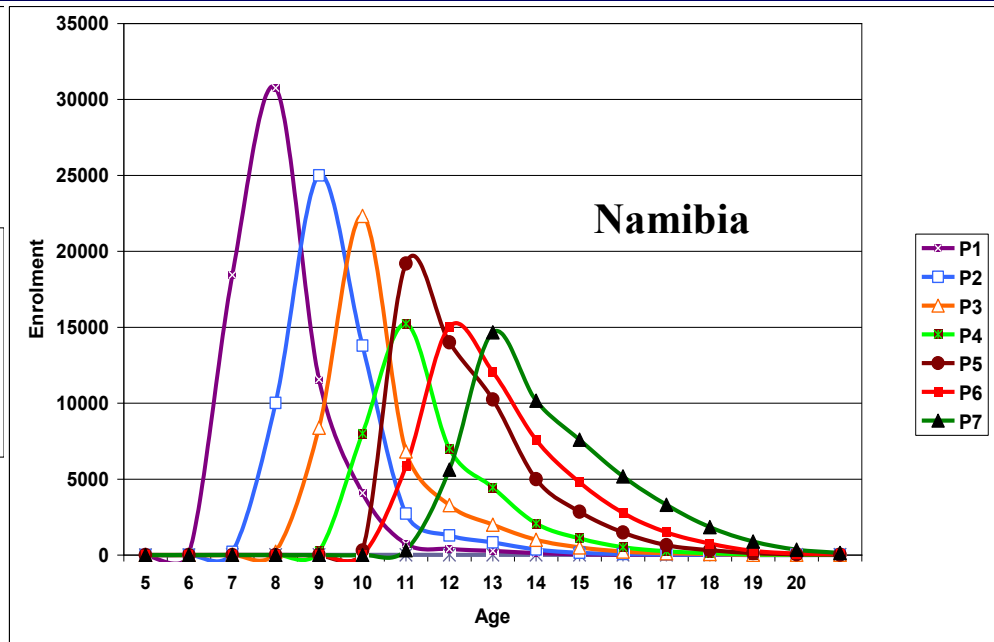
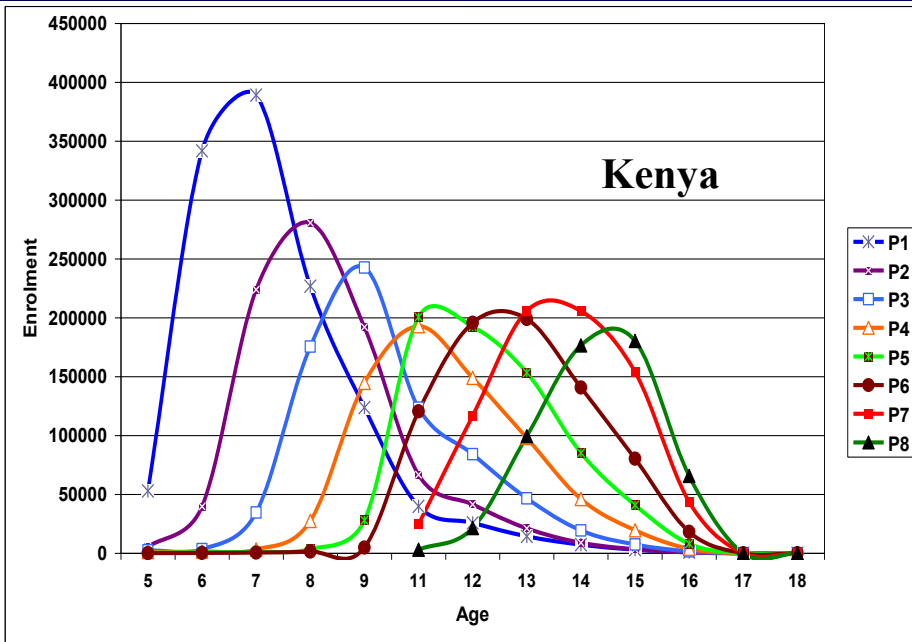
# Enrolment by Age and Level Q5 and Q1 India



## 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**

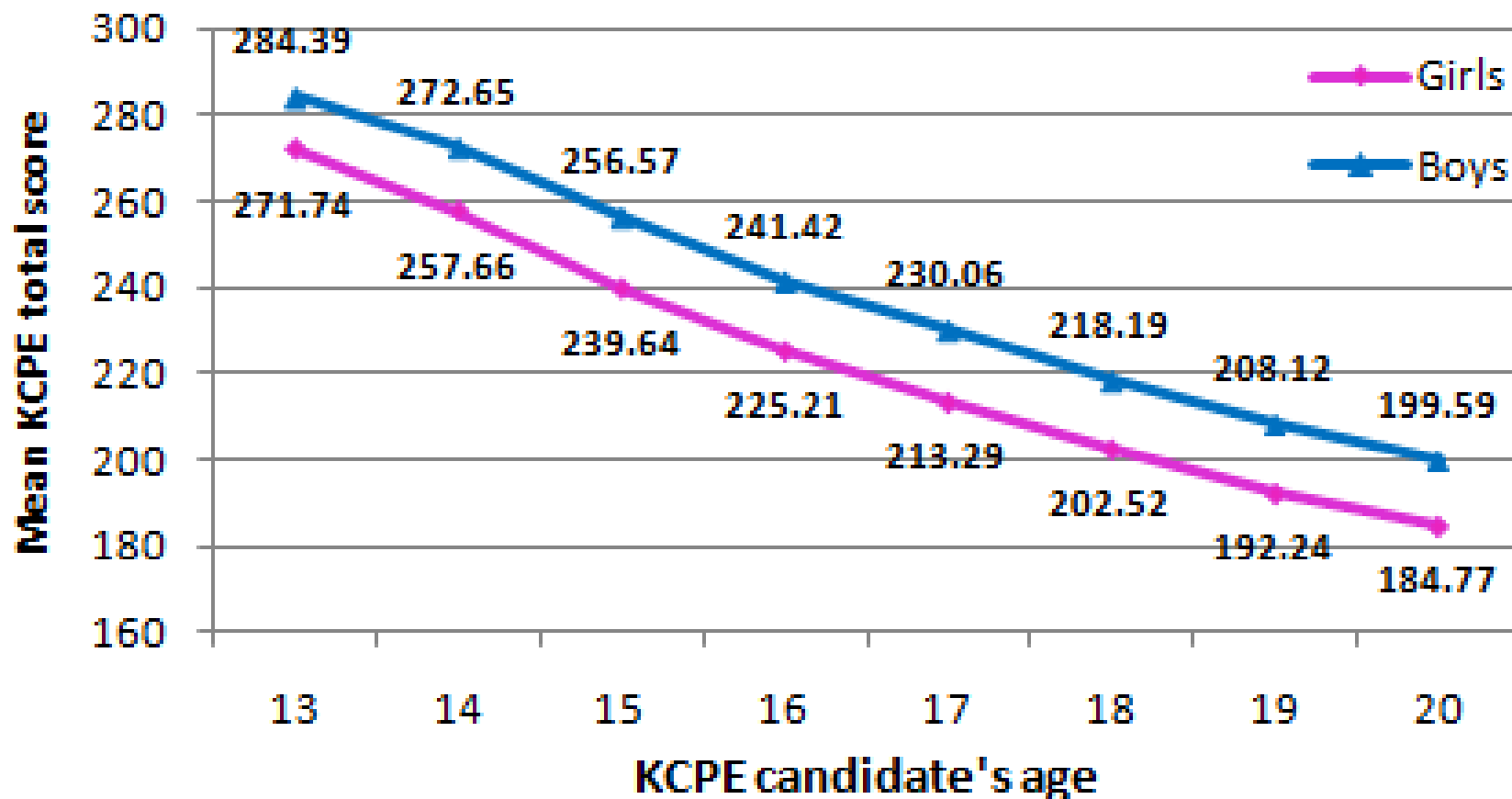
# Age in Grade Enrolments



# Piagetian Stages of Cognitive Development

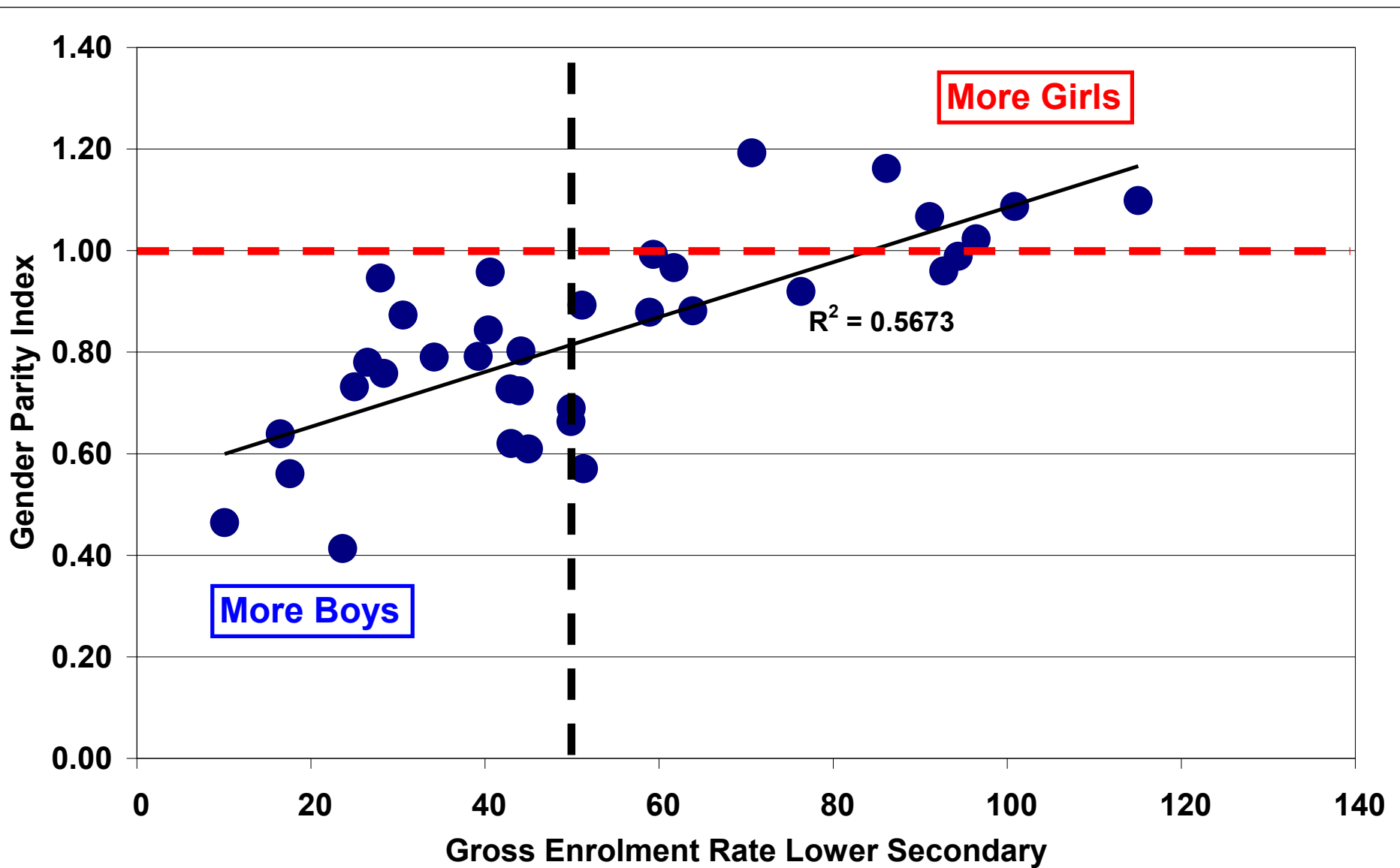
## Mean Total KCPE Score

According to candidate's age and gender 2010

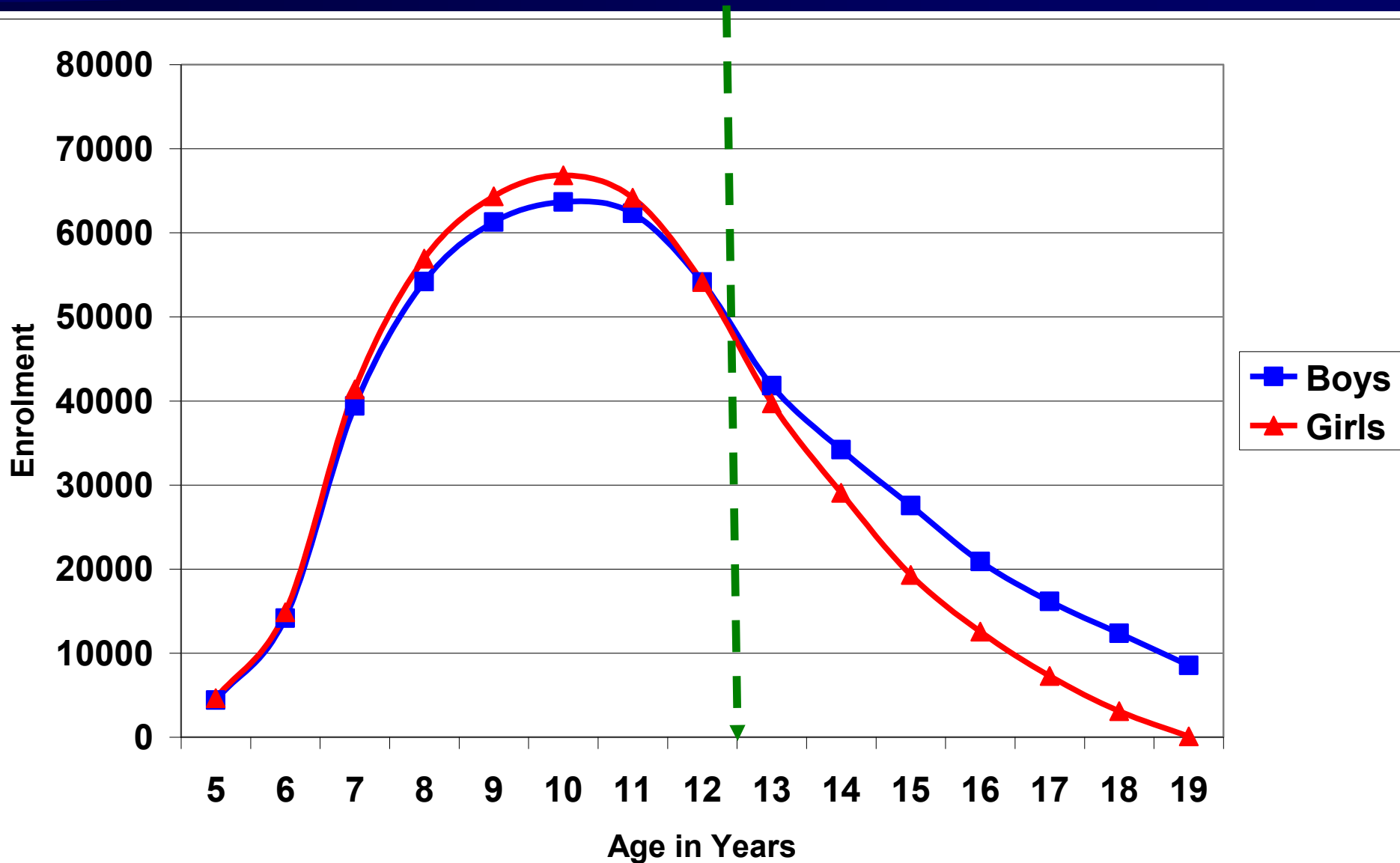




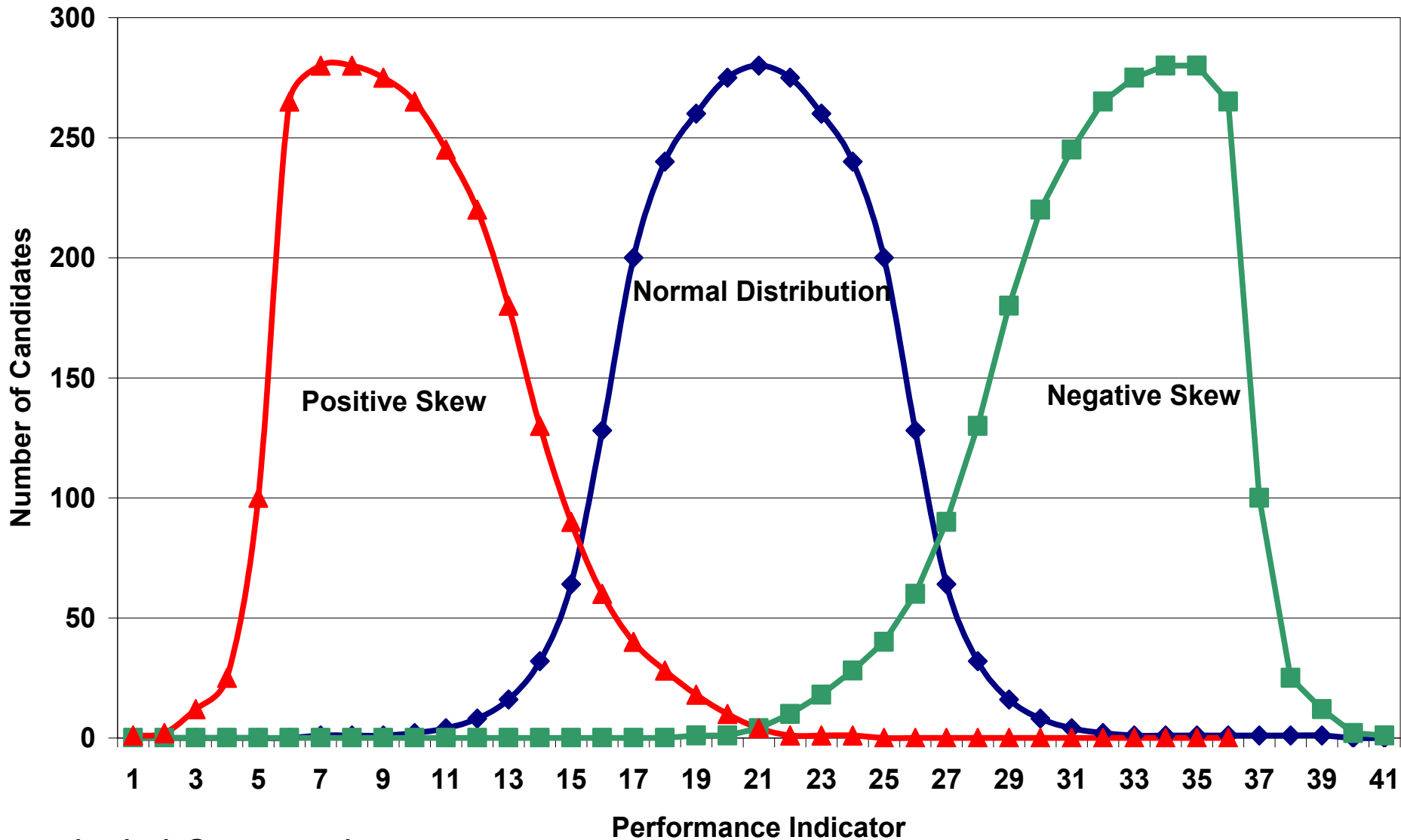
# Gender Parity and Gross Enrolment Rates – Secondary SSA



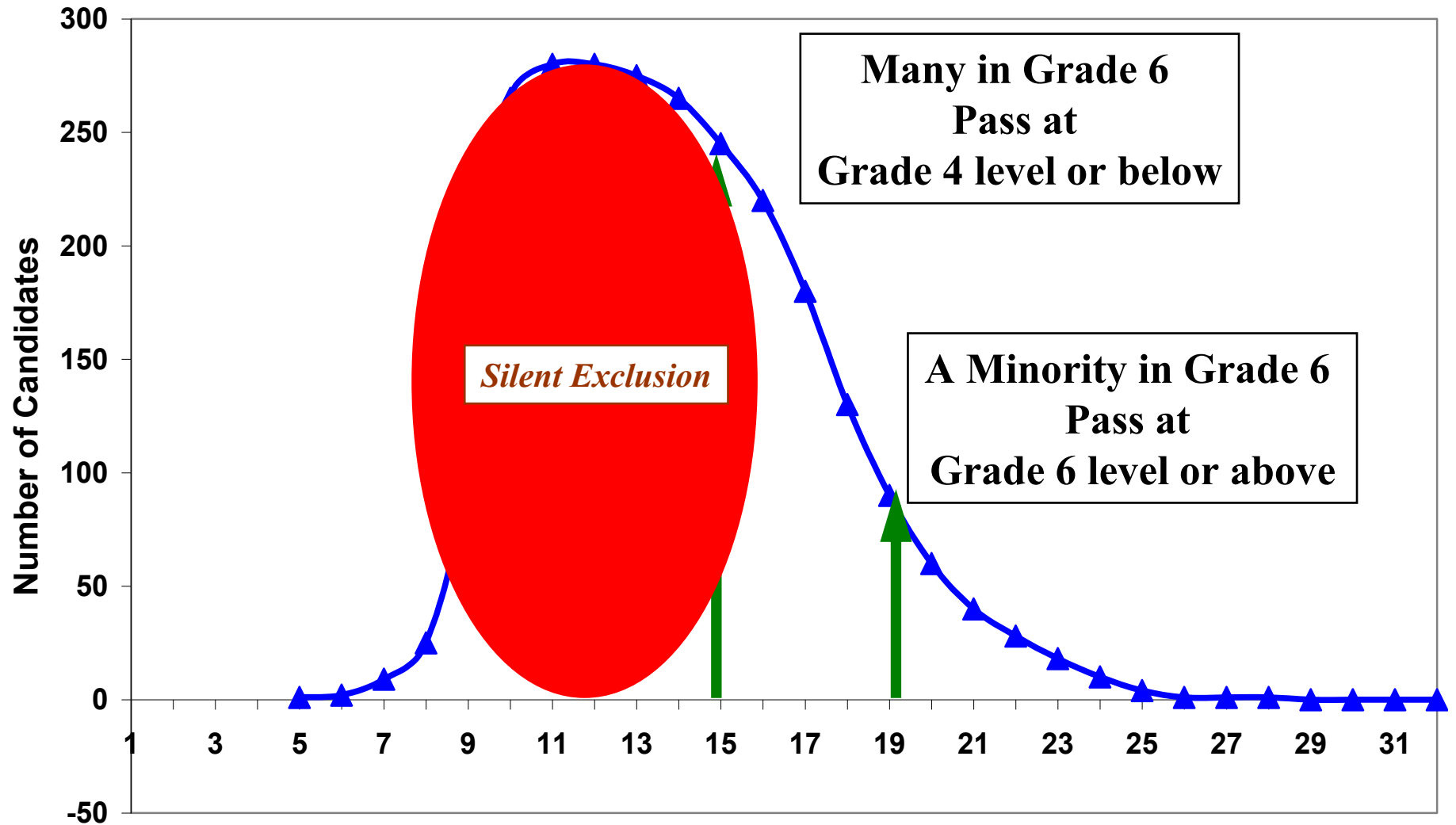
# Enrolment of Boys and Girls by Age



# Achievement and Silent Exclusion



# Skewed Achievement Patterns



**Many in Grade 6  
Pass at  
Grade 4 level or below**

*Silent Exclusion*

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

# Towards a Twelve Point Plan for Equitable Access?

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# Zones of Exclusion

**Zone 1**  
Not enrolled  
in grade 1

**Zone 2**  
Primary  
drop-outs

**Zone 3**  
Primary  
enrolled  
risk of  
drop out

**Zone 4**  
No  
transition  
to lower  
secondary

**Zone 5**  
Lower  
secondary  
drop outs

**Zone 6**  
Lower  
secondary  
enrolled,  
risk of  
drop out

**Children  
unlikely to enrol  
in normal schools**

**Children within  
reach of normal  
school system**

**Children who  
enter primary  
over age**

**Drop Outs  
from Primary**

**Over age  
Low attendance  
Low achievement**

**Primary leavers  
No transition to  
lower secondary**

**Drop Outs  
from Secondary**

**Over age  
Low attendance  
Low achievement**





## **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*