Reaching the Unreached: No More Missing Halves?
Keith M Lewin

www.create-rpc.org
Conceptualising, Identifying, Tracking and Reducing Dropouts
No More Missing Halves?

- Conceptualising drop outs and push outs
- Flows of students into exclusions
- Mapping the Zones of Exclusion and Inclusion
- Types of drop out and push out
- Causes of crossing the threshold
- Strategies to reduce drop out and push out
Zones of Inclusion and Exclusion
Drop Outs and Push Outs at Different Levels

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

CREATE
Zones of Exclusion
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% Participating

Primary Grades
Lower Secondary Grades

1 2 3 4 5 6 7 8 9 10

No Pre-School
Identifying the Strategies

• Establish amount of exclusion in each Zone and Chart recent changes – Number + % of children by poverty/gender/location/social group; likely amount in 2015, 2020?

• Assess characteristics of excluded – household status, age, birth order, gender, education level, livelihood status etc;

• Analyse and judge causalities – and locate responsibilities

• Identify and evaluate existing interventions to reduce numbers never enrolled, dropping out and Silently Excluded and to encourage re-entry

• Identify policy options by Zone and develop Policy Dialogue

• Project costs, resource implications and non financial constraints; profile implementation, timelines, accountabilities...
How many children are excluded, and silently excluded
• GMR estimates 60 million out of school (90%+ in school)
  If lower secondary is part of basic education 150 million+
• If attendance averages only 80% then > 200 million+
• If 20%+ are seriously over age then > 250 million+
• If < 75% reach achievement norms then > 350 million+

Numbers without Meaningful Access may be 350 million?

The excluded (drop outs/push outs) are disproportionately:
Poor, female in some locations, socially/ethnically/linguistically excluded, with disability, older, remote, rural, urban migrants, displaced, illiterate, in fragile States. Those who started and did not finish school often outnumber those never enrolled

Inclusion is both a supply and demand side problem. It is inseparable from equity and distribution issues.
Girls and boys from the richest 20% are more than 8 times as likely to be in grade 9 as the poorest 20% in SSA and parts of South Asia. 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 140 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, especially in higher education.

Less than 15% of schools provide more than 80% of university entrants in SSA and much of SA, especially in science/engineering. Many graduates are over 25 years old.
Wealth, Location and Gender – Secondary - GPE

Gross secondary attendance
Disparities by urban/rural location

Gross secondary attendance
Disparities by gender
Chances of Entering Secondary School by Age of Entry to Primary - India

![Graph showing chances of entering secondary school by age of entry to primary in India. The graph compares the enrolment chances for the top and bottom quintiles.](image)
Mean Total KCPE Score
According to candidate's age and gender 2010

Mean KCPE total score

KCPE candidate's age

Girls
Boys
The Expanded Vision of Access and Inclusion
What Drop Outs and Push Outs do not have?

• All day attendance on all school days
• Entry, progression and completion 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) +…
Temporary and Permanent Exits
Supply or Demand failures?

Eric Ananga
<table>
<thead>
<tr>
<th>Cause</th>
<th>Impact</th>
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<tbody>
<tr>
<td>Direct and indirect costs</td>
<td>Non fee costs may be greater than fees</td>
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<tr>
<td>Lack of perceived benefits/relevance</td>
<td>Lack of employment and income benefits</td>
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<tr>
<td>Child labour issues</td>
<td>Opportunity costs of school</td>
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<tr>
<td>Household choices</td>
<td>Preferences for older children, boys/girls</td>
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<tr>
<td>Distance and location</td>
<td>Participation correlated with distance</td>
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<tr>
<td>Health issues</td>
<td>Participation related to health status</td>
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<tr>
<td>Migration</td>
<td>Migrant groups discriminated against</td>
</tr>
<tr>
<td>Orphanhood, Fostering</td>
<td>Orphans/fostered may be disadvantaged</td>
</tr>
<tr>
<td>Safety</td>
<td>Unsafe schools reduce participation</td>
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<tr>
<td>Violence in school</td>
<td>Bullying, beating and psychological stress</td>
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<tr>
<td>Pregnancy and marriage</td>
<td>Depending on community and schools</td>
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<tr>
<td>Low achievement</td>
<td>Low achievers may be pushed out or fall out</td>
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<tr>
<td>Social group exclusions</td>
<td>Minorities may be discriminated against</td>
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<tr>
<td>Lack of accountability</td>
<td>No clear pathway of responsibility for OOSC</td>
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<tr>
<td>Insecurity, violence, fear</td>
<td>Civil and social insecurity, beating, bullying</td>
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• The basic arithmetic of youth unemployment, is different in different labour markets, determines opportunity and shapes the pressures for selection and entry to livelihoods and employment;
• It may also challenge social cohesion where aspiration and realities diverge
• Alternative education strategies have to address transition issues
Demographics and Labour Markets

More children than workers

Falling numbers enter labour market
Demographics and Labour Markets

More workers than children
Demographics and Labour Markets

More workers than children

Falling numbers enter labour market

Growing numbers enter labour market
Basic Arithmetic of Youth Unemployment

- **No School**: Some remain outside the labour force and do not seek work. Self-employed exist at all levels and may not require qualifications.
- **Some Primary**: Youth may queue for jobs and take several years to assimilate into the labour market. Some may require qualifications different to general qualifications.
- **Completed Primary**: Drop out and school leaving may be coupled with failure to be selected.
- **Junior Secondary**: Aspirations may be more mismatched with labour market realities at higher levels.
- **Senior Secondary**: Professional/managerial jobs are often in more secure positions and may not require qualifications.
- **Tertiary Ed and Training**: Skills and qualifications are often specific to job requirements.
A Twelve Point Plan to Reduce Exclusions?

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 and Push 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*
A Twelve Point Plan to Reduce Exclusions?

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; standard errors often unavailable; changes ambiguous
    - Develop better indicators that monitor efficiency and effectiveness and equity
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