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Department of Foreign Affairs and Trade

Education Learning and
Development Module



**Diplomatic
Academy.**



EDUCATION PATHWAYS

Practitioner Level
2018



CONTENTS

Acronyms	3
1 Introduction	4
2 Promoting flexible, equitable and appropriate learning pathways	4
3 Information to strengthen policy on education pathways.....	9
4 How can data inform investment decisions?	18
5 Test your knowledge	21
References and links.....	25



ACRONYMS

CREATE	Consortium for Research on Educational Access, Transitions and Equity
DFAT	Department of Foreign Affairs and Trade
EMIS	Education Information Management Systems
MICs	Multiple Indicator Clusters
NQF	National Qualifications Frameworks
Q	Quintile
TVET	Technical and Vocational Education and Training
VESP	Vanuatu Education Sector Support Program
VQA	Vanuatu Qualifications Authority



1 INTRODUCTION

This Practitioner level module is designed to ensure that all staff members who engage with and lead policy dialogue with international and domestic partners are informed about strategies to promote flexible, equitable and appropriate learning pathways and investment options to strengthen learning pathways.

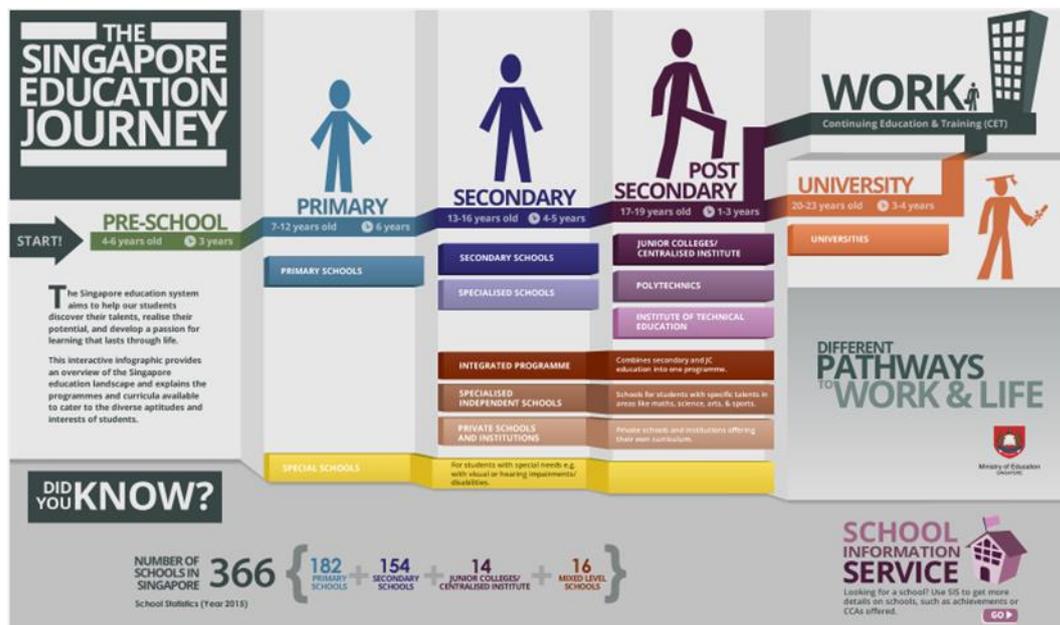
It is recommended that staff complete the *Education Pathways: Foundation level* module as background information to this Practitioner level module.

2 PROMOTING FLEXIBLE, EQUITABLE AND APPROPRIATE LEARNING PATHWAYS

Educational systems

Educational systems consist of a network of institutions at various points along the learning continuum from early childhood through to employment (see Figure 1), with a range of possible pathways leading between them (see Figure 2). At the core of every education system is a set of mainstream formal institutions that run from early childhood through to employment.

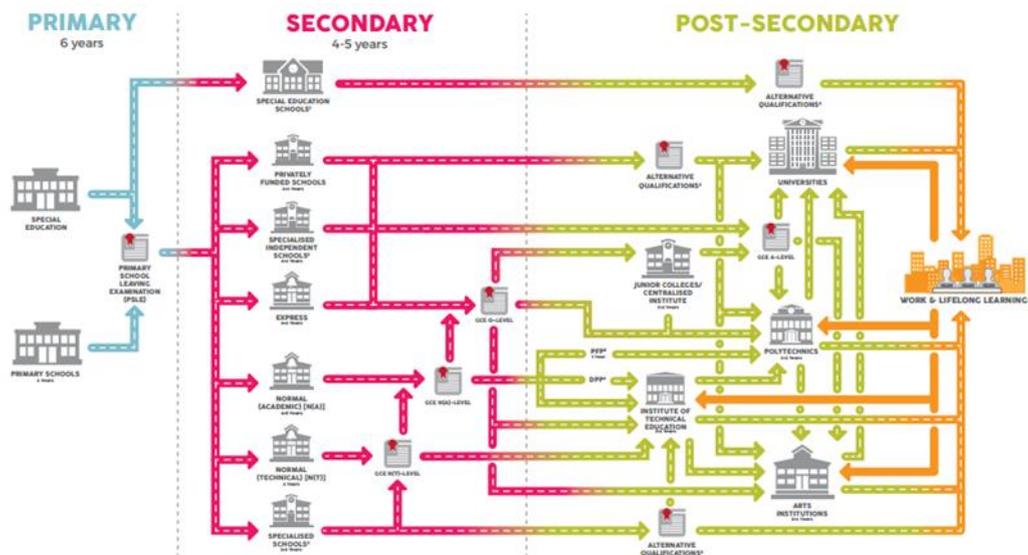
Figure 1 – An example of the educational landscape (Singapore)



Source: Ministry of Education, Singapore n.d., The Singapore Education Journey



Figure 2 – An example of educational pathways (Singapore)



Source: Ministry of Education, Singapore 2018, Singapore's Education System: An Overview

How educational systems help students

Education systems provide guidance and learning opportunities to students from their earliest years through to the point where they can enter the labour market. This requires multiple 'exit points' from the system so that decisions can be made about whether to continue to the next level, or to leave the system. For example, deciding whether to exit at the end of basic education, junior or senior secondary education, or post-secondary and beyond. As options become more differentiated at each level of the education and training stages, there is a wider range of institutions that cater for different skills, abilities, aspirations and learning needs. This underpins the need for multiple pathways through the system, with a range of 'entry points', 'exit' and 're-entry points' to the system, to cater for diverse life choices.

Note: The Singapore example provided earlier shows the stages of training and education in Figure 1, and the pathways that support the system in Figure 2.

Moving through the system

The flow of students through this network of institutions, and the structure of institutions, is determined by more factors than just a learner's ability and aptitude. A wide range of social, economic, political and environmental factors influence if and at what stage learners first enter the system, how they progress through it, and what life chances they encounter as they leave the system. As the range of non-traditional pathways expands, learners may enter and exit the system, and then re-enter at a different point as they move through the system.

Implications for policy and system management

The way in which systems function in actual practice can serve to entrench or to reduce social, cultural or economic inequities – which has important implications for policy and



system management. These system functions can either widen or help to narrow the skills and knowledge gaps in a country. The relative flexibility of systems – for example the degree to which education and training is able to adjust to changing social and economic conditions is also important in meeting the social, economic and cultural development needs of individuals and the country.

Supporting equitable participation in educational systems

In almost all societies, a learner's socio-economic status is the strongest predictor of their pathway through the system. Simply stated, low socio-economic status children tend to drop out of the system early, very often at the primary level. High socio-economic status children have a much higher probability of staying in education and not only completing the secondary level, but further progressing from there to higher education, that is Technical and Vocational Education and Training (TVET) or university level study.

Interventions are often necessary to counteract socio-economic status bias, and thereby support equitable participation. The next section reviews three approaches that can have positive effects on equity and effectiveness in education participation.

Approach 1: Policies for admission, repetition, promotion, compulsory schooling, attendance and costs

Policies regarding admission, repetition, promotion, compulsory schooling, attendance and costs have a very powerful influence over educational pathways. Most countries have official policies about non-discrimination in educational access in place, but where these do not exist, or are insufficiently robust, they need to be strengthened.

Almost all systems prescribe a period of compulsory schooling, although many countries do not enforce this policy and/or do not provide sufficient places for learners, particularly in rural and remote areas. Further, many countries have recommendations for minimum attendance requirements, but monitoring and enforcement systems are often inadequate. Most systems proclaim 'fee-free' basic education and 'affordable' secondary and tertiary education. However, various official and unofficial direct and indirect costs continue to exert a powerful influence on access (see the *Education Financing: Foundation and Practitioner level* modules for further information regarding education costs and financing options). Some countries have high repetition rates, which in turn contributes to higher student drop-out.

Against this context, a recommended approach is to gain a good understanding of the differences between policy intent and the on-the-ground reality of student participation. By identifying key barriers (for example: unofficial school fees) or implementation weak points (for example: non-enforcement of compulsory education policy intentions), partnerships and investment opportunities can be identified.

Approach 2: Systems for assessment of learning

Systems for assessment of learning are powerful determinants of learners' pathways through an education system. This is because they are widely used as a basis for advancement to the next level, or repetition, and eligibility for different career or



educational paths. Learning assessments can be used to justify an exit point from the education system (for example: a high stakes exam used to ration secondary school places). Almost all learning assessments, whether internal or external, continuous or terminal (for example: end of primary school exam), are premised on assumptions about merit. However, learning assessment systems can serve to reproduce the patterns of inequality in the society, and therefore must be carefully designed and monitored (see the *Learning Assessment: Foundation and Practitioner level* modules for further information).

In this second approach, the objective is to gain a good understanding of the role and purposes for which learning assessments are used within an education system. The following questions assist in assessing the role and purpose of learning assessments in a particular system:

- Is the learning assessment mainly about testing students, to determine which children are ‘worthy’ of entry to the next level?
- Is the learning assessment about reviewing teaching and learning practices with the aim of identifying whether students are absorbing and understanding the curriculum, and to thereby adjust teaching practice?
- Is learning assessment bias-free?
- Are certain students advantaged by the nature of assessment?

By identifying the key policy and implementation issues related to learning assessment in a given country context, potential partnerships and investment opportunities can be investigated.

Approach 3: Accreditation and monitoring mechanisms

Accreditation and monitoring mechanisms have a strong influence over educational pathways. Almost all educational systems involve a wide range of educational providers, including public institutions, community owned initiatives, private schools and increasingly, various forms of public-private partnerships. Ensuring appropriate standards in these institutions is therefore critical. This is because they can vary substantially in terms of facilities, staffing, programs offered, governance and management.

As a result, the accreditation and monitoring mechanisms adopted by an education system may reinforce rather than mitigate the effects of social inequality, especially with regard to household income, disability, gender, race, religion or ethnicity.

Education systems require effective policies and monitoring arrangements for accrediting educational institutions and programs, and then regular inspection to ensure that the standards are maintained. This emphasis often features in program-based or sector-wide education partnerships, enabling a practical link between policy intentions and operational realities.

Service standards

At the school level, many systems have (minimum) service standards which are often made public. These standards help to provide community oversight to supplement official supervision and inspection.



National Qualifications Frameworks

Many education systems have in place National Qualifications Frameworks (NQF). These frameworks are designed to ensure that standards are maintained, so that qualifications in the system are standardised (e.g. a degree from one institution is rated as equivalent to a degree from another institution) and are ‘portable’, meaning the qualification can be used to access other courses domestically or internationally. A very important function of portability is recognition, meaning that employers domestically or internationally know, or can easily determine the skills, abilities or knowledge a person should possess due to holding that qualification.



The Australian Aid program has supported multiple development partners to develop and implement NQFs, and as such raised the prominence of national regulators in developing countries. For example, in Vanuatu the [Vanuatu Skills Partnership](#) works with the Vanuatu Qualifications Authority (VQA) to improve quality assurance within the national skills system and increase skills recognition and education pathways. It supports the VQA to work with local training providers to meet quality standards for national registration, and to deliver nationally accredited courses.

Source: Scope Global 2018

A critical concept when considering service standards is that of equivalence – the assurance that qualifications issued by one institution or program reflect a level of learning or competence equivalent to those issued by another.

Information and data systems

Information and data systems are important in all education systems, and particularly for those enabling multiple educational pathways. Most critical is information on how students are entering and moving through the system.

Education Management Information System (EMIS)

The Education Information Management System (EMIS) is the key source of information for most education systems at the schooling level. An EMIS usually contains basic demographic and system information around education and training pathways, such as the number, gender and ages of students at different year levels; the number, characteristics (for example: number of classrooms; availability of water and sanitation facilities) and location of schools; and the number and location of teachers and principals. An EMIS often does not capture school age children who are not in the system or who may be pursuing alternative learning pathways.

EMIS information often needs to be supplemented by information from household surveys and other social and economic data so that a more complete picture can be captured of the whole population of school-age learners. Understanding patterns of exclusion also requires information on attendance, drop-out and learning outcomes, often not adequately captured by EMIS systems.



Post-secondary level and EMIS

Equivalent education management information systems and sources of data are also necessary at the post-secondary level. This is important to ensure that the progress of learners through the system, and pathways into or out of it can be traced more accurately. Household surveys provide incomplete information on post-secondary and non-traditional learning paths. These can often be supplemented by tracer studies, which track how learners have moved from the educational institutions and into the workplace (or unemployment).

Labour market analyses

Labour market analyses are increasingly used to provide an evidence basis for policy approaches. For example, a study may review incentive and support structures around education and pathways, to assess labour market outcomes. Labour market analyses can also provide important market signals on the types of training most valued by prospective employers.



Making information available

It is important to make information about education and training options and career and employment choices available to learners, communities, employers and other stakeholders. Good and accessible information about education and training pathways is a source of empowerment and provides clear linkages between learning pathways and life prospects. Systems require open and strong approaches to ensure that information is shared as widely and accessibly as possible.

3 INFORMATION TO STRENGTHEN POLICY ON EDUCATION PATHWAYS

Zones of Education Exclusion and education pathways

This section builds on Section 4 of the *Education Pathways: Foundation level* module about inclusive pathways. It reviews the range of data, with country examples, that can be used to build an evidence base for policy dialogue on inclusive education pathways.



An activity for you

The Zones of Education Exclusion model provides a unique insight into the multiple ways in which access to learning is compromised and throws important light on the actual pathways that learners follow through the education system.



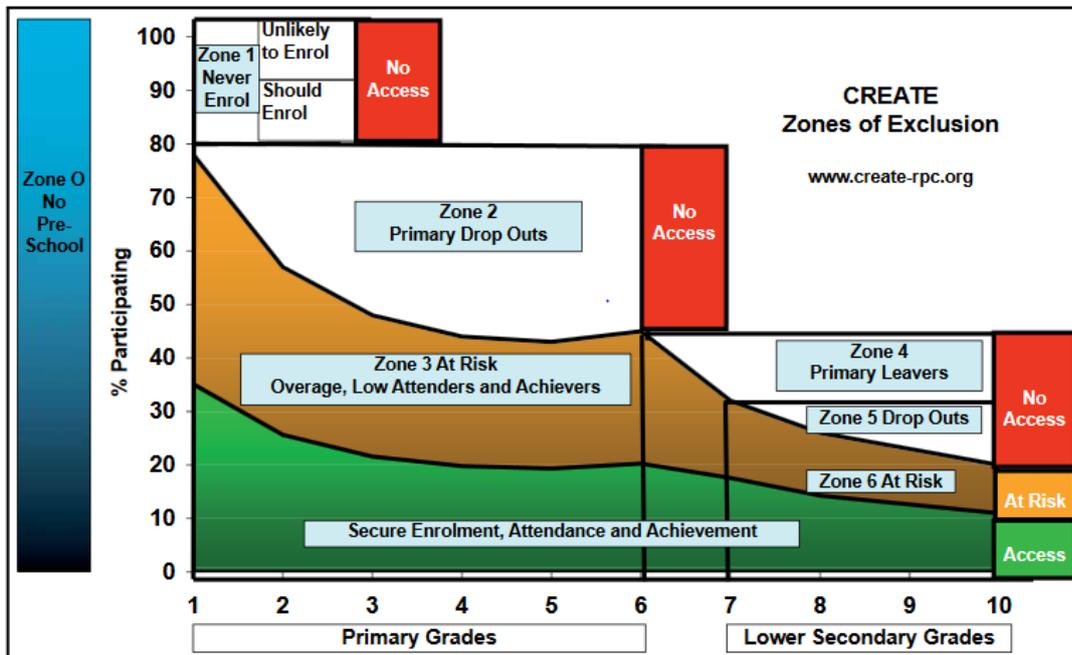
Developed by the CREATE research program, the tool can assist with determining where the major access issues lie: in enrolling in school, in dropping out, and/or being in school without learning.

Please refer to UNESCO’s [Educational access, equity, and development: Planning to make rights realities](#) Report for a full discussion on the zones of exclusion model, and approaches to inclusive education pathways.

Please also read up on CREATE’s model of “zones of exclusion” which locates different populations whose access to education is denied or unlikely to result in the successful completion of a full cycle of basic education. This is discussed in [Improving Access, Equity and Transitions in Education: Creating a Research Agenda](#) and in the International Journal of Educational Development editorial entitled [Access to education revisited: Equity, drop out and transitions to secondary school in South Asia and Sub-Saharan Africa](#).

Source: Lewin K M & Little A W 2011, ‘Access to education revisited: Equity, drop out and transitions to secondary school in South Asia and Sub-Saharan Africa’, pp. 333-337

Figure 3 – Zones of exclusion



Source: CREATE n.d., Zones of Exclusion



Examining zones of exclusion

The zones of exclusion can be examined with:

- cross-sectional data used to answer how many school age children are progressing from grade to grade or stage to stage
- time series data used to provide information on how student enrolment and progression has been changing
- longitudinal data used to demonstrate what processes have resulted in student enrolment and progression changes.

There are six key categories of data that can provide the basis of evidence for dialogue about pathways through the system.

Category one: primary and secondary school participation

This category includes seven sub-categories which may be related to the Zones of Educational Exclusion.

- 1. Girls and boys who are not enrolled (Zone 1, 2 and 5 – Never Enrolled and Drop Outs):** Household survey data can be used to estimate the numbers and proportion of children of different ages who are and are not enrolled in school.
- 2. Patterns of enrolment and drop out (Zones 2, 3, 4, 6):** Patterns of enrolment by grade, preferably over the last 10 years are a good indication of how participation has been changing. Where it is possible to link enrolment by grade with the size of the relevant age group, then grade specific Net and Gross Enrolment Rates can be used.
- 3. Patterns of participation by gender (all enrolled Zones):** Patterns of enrolment may or may not be gendered and overall differences in enrolments between boys and girls may not be consistent between grades. For example; girls may out-enrol boys in lower grades, and under-enrol with respect to boys in higher grades. This only becomes apparent if assessing enrolments by gender and by grade.
- 4. Patterns of enrolment by age and grade (all enrolled Zones):** Enrolments in each grade by age are important in systems where many children are over-age. Over-age enrolment remains invisible unless enrolments are tracked by age. It can have serious consequences for those who are two or more years over age as a result of enrolling late in Grade 1, and/or repeating grades. Girls may be especially disadvantaged by this.
- 5. Patterns of participation by household income/expenditure (all enrolled Zones):** The largest differences in participation between groups are usually associated with household income/expenditure. Low income is often a strong predictor of early dropout. (Note: Household survey data is needed. This generally includes an asset index as a proxy for income. Household expenditure could also be used if it appears more reliable.)
- 6. Patterns of participation by location (all enrolled Zones):** Location (for example:



urban, rural, and remote) may be important in determining patterns of participation and opportunities to learn. The reasons may be gender, demographic, geographical, economic, climatic, or social group related.

- 7. Learning and achievement (all enrolled Zones):** What data is possible to collate and use depends on what is available. This will reflect national learning assessment systems and any national/internationally comparable tests that a country may use.

Category two: pre-school participation

If pre-school participation data is available it can be consolidated and reported. If data on participation, location, and content do not exist, small scale illustrative studies can be commissioned (for example: a survey of a 'typical' sub-region). Participation rates should be linked to age, gender and the number of years enrolled in preschool. Where possible, information on disability, ethnicity and other marginalisation indicators relevant to a country context should be collected and reported.

Category three: attendance

If attendance data is available it can be translated into average daily attendance rates for girls and boys. Household surveys sometimes ask, for example, about attendance last week/ last month. This may mask seasonality and other nuances in patterns of attendance. It may give some indication of lost learning time – although teacher absences may remain invisible. Illustrative studies using community organisations to monitor teacher absences can help identify these issues, if feasible.

Note: 'Attendance' is the measure of students who go to school, as opposed to 'enrolment' which is a measure of the students who enrolled in school (but may or may not attend). Attendance is usually measured as number of days that a student was present in school out of the total possible days in a school year. Enrolment is measured as the number of learners enrolled, or expressed as a percentage of the number of children of the relevant age-group in the population

Category four: learning infrastructure

Data regarding learning infrastructure may be available from EMIS and school mapping. Key indicators of learning infrastructure that are important at primary and lower and upper secondary levels include:

- teachers per pupil
- teachers per class
- classrooms per teacher
- average class size
- gender ratios
- average school size
- books per child in main subjects
- percentage of schools with clean water, adequate sanitation, electricity, safe buildings, furniture etc.



- distance to school.

Category five: health and nutrition

If data is available on pre-school and school-age girls and boys on health and nutrition, it should be consolidated. If not, it should be commissioned and linked in to EMIS and achievement data.

Category six: planning and financial data

Key financial data is needed for forward planning to improve access and equity and shape resource allocation. Key financial data includes:

- per cent of GDP allocated to education
- per cent of public budget allocated to education
- per cent of current and development expenditure on education
- per cent of expenditure by level/sector
- public unit costs per child by level as per cent GDP per capita
- teacher's salaries as per cent of GDP per capita
- per cent of education budget externally financed.



An activity for you

Set out below are four examples of historical data sets for you to work on.

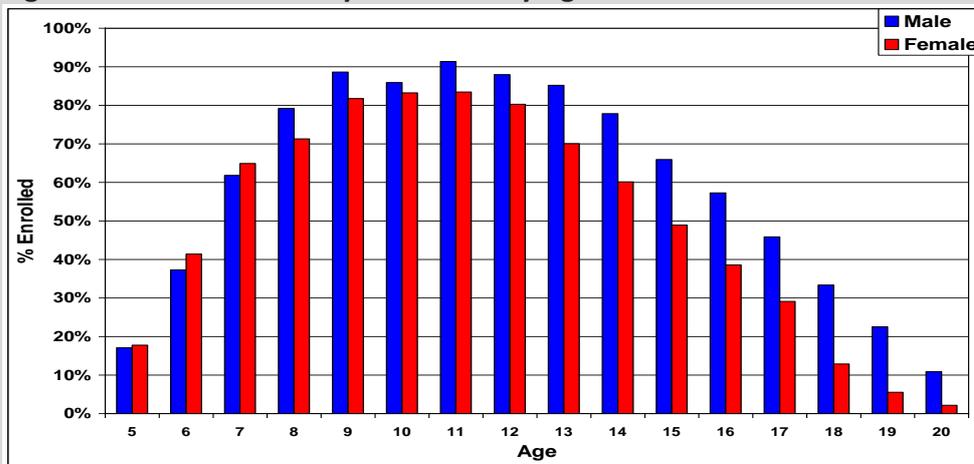


Example 1: Enrolment by age and gender

Figure 4 shows the percentage of the age group enrolled in Lao PDR by age, using 2006 Multiple Indicators Cluster (MICs) data.

Study the graph and note at least three issues of interest on access and pathways. Compare your observations with those provided.

Figure 4 – Lao PDR: Primary Enrolment by Age and Gender



Source: Department of Statistics & UNICEF 2008, Lao PDR: Monitoring the situation of children and women: Multiple Indicator Cluster Survey 2006: Final report

Possible observations:

- Less than half of all children appear to be enrolled at age six.
- By the age of 11 all who will enrol appear to be enrolled, that is enrolments peak at age 11.
- Girls enrol younger than boys.
- Above eight years old there appear to be more boys than girls in the system.
- Boys are persistently in the system longer than girls.
- There are significant over-age enrolments in primary education; for example, about 45 per cent of 17 year old boys and 30 per cent of 17 year old girls are enrolled in primary schools.



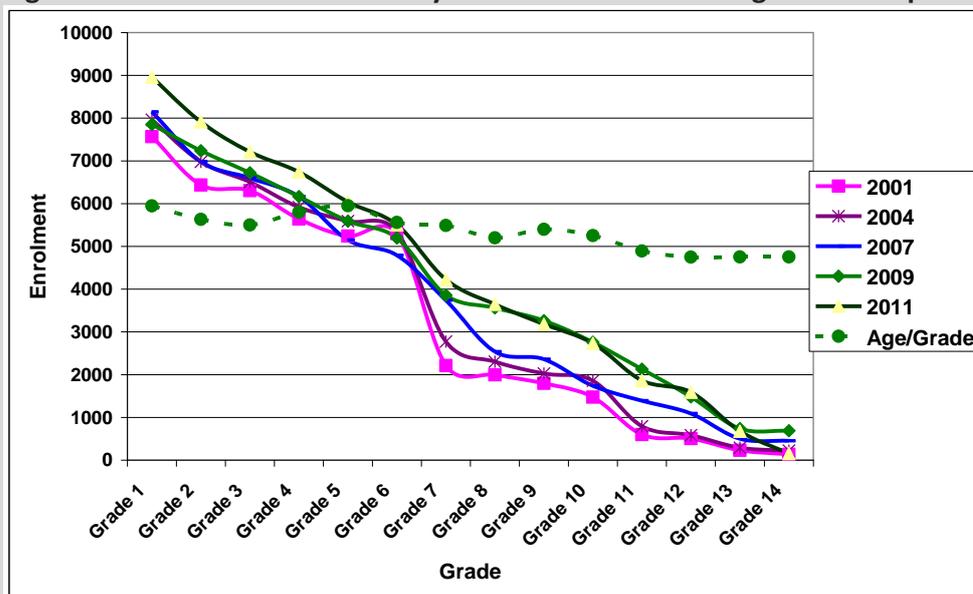
An activity for you

Example 2: Enrolment by grade

Figure 5 shows enrolments in Vanuatu by grade for the years 2000-2010. The green dotted line shows the nominal age grade population for the latest year of census data (2010). There were about 6000 six year olds of Grade 1 age, 5600 seven year olds, 5400 eight year olds, and so on.

Study the graph and note at least three issues of interest on access and pathways. Compare your observations with those provided.

Figure 5 – Vanuatu: Enrolments by Grade 2000-2010 and Age Grade Population 2010



Source: Government of Vanuatu 2009, Vanuatu EMIS data (unpublished) – Extracted 2011

Possible observations:

- The dip in enrolments related to transition to secondary school (from Grade 6 to 7) has disappeared over the last decade.
- The gradient of the enrolment curve has remained fairly constant over 10 years suggesting no overall reduction in the rate of drop out.
- In 2010, Grade 1 appears to have a Gross Enrolment Rate of over 150 per cent (9200 enrolments/6000 children in Vanuatu who were the right age for Grade 1 enrolment). **Note:** EMIS data on age 8 suggests that only small proportions are under-age on entry, meaning that there were several thousand late starters to Grade 1.
- In 2010 Grade 8 has less than half the enrolment of Grade 1. The child population is growing at slightly less than two per cent per year: grade 8 would have about 15 per cent fewer children than Grade 1 if there were no drop out and repetition.
- The effects of school grants introduced in 2009 are clear, with an increase in enrolments in every grade. The changes in the Grade 6 to Grade 7 transition have resulted in more children progressing to Grade 8.
Note: information on school grants not provided here.



An activity for you

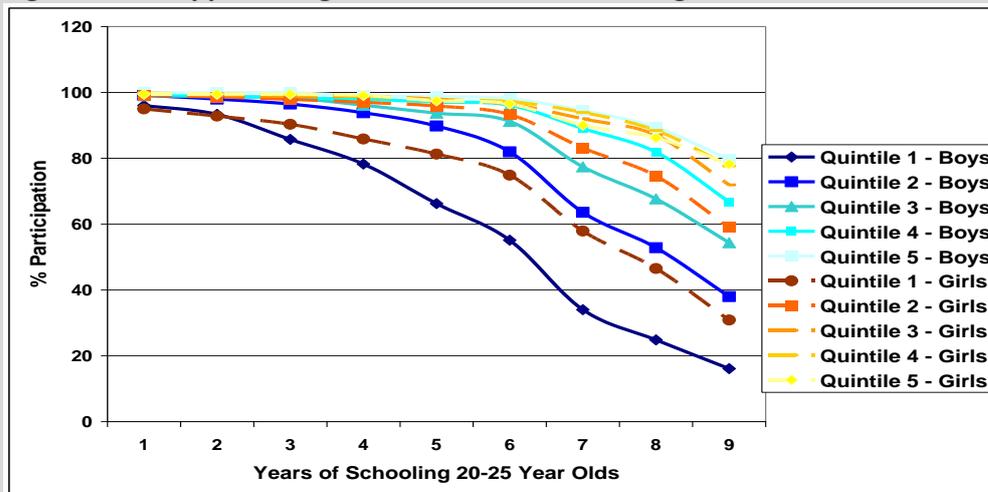
Example 3: Enrolment by wealth quintile

Figure 6 shows the highest grade reached by 20-25 year olds in the Philippines and indicates disparities in access by wealth and gender. Quintile 5 covers the richest, and quintile 1 the poorest.



Study the graph and note at least three issues of interest on access and pathways. Compare your observations with those provided.

Figure 6 – Philippines: Highest Grade Reached Amongst 20-25 Year Olds



Source: National Statistics Office (NSO) Philippines 2008, Philippines: National Demographic and Health Survey 2008

Possible observations:

- Quintile (Q) 5 children (richest) are five times more likely to reach Grade 9 than Quintile 1 (poorest).
- Drop out through primary grades is greatest amongst the poorest children.
- Quintile 1-3 children fail to transit to secondary (Grade 7 and above) much more often than Quintile 4 and 5 children.
- Differences in years of school attainment in Q4-5 are small.
- Q1 boys are more disadvantaged than Q1 girls. Q2 and Q3 boys are more disadvantaged than Q2 girls.



An activity for you

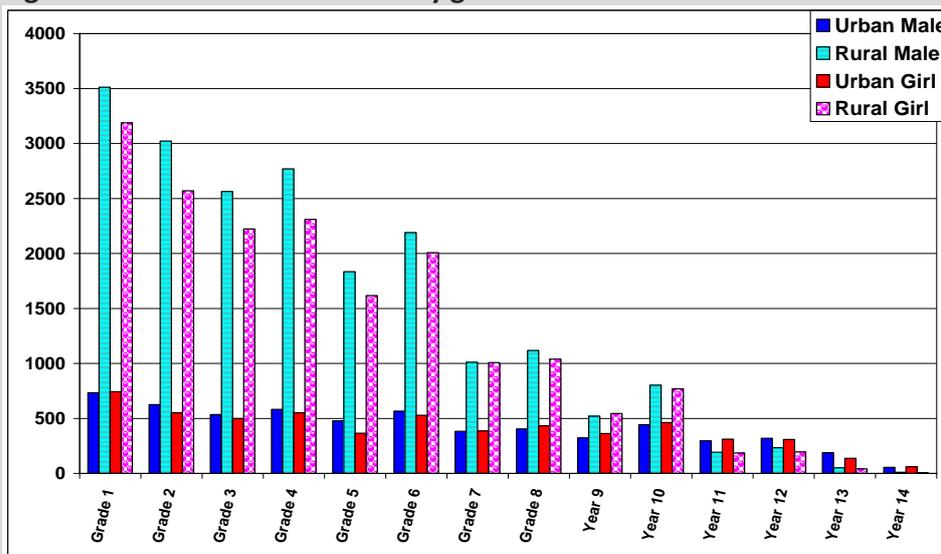
Example 4: Enrolment and level completed by location



Figure 7 and Figure 8 show enrolments by urban/rural location of household in Vanuatu, as per national classifications.

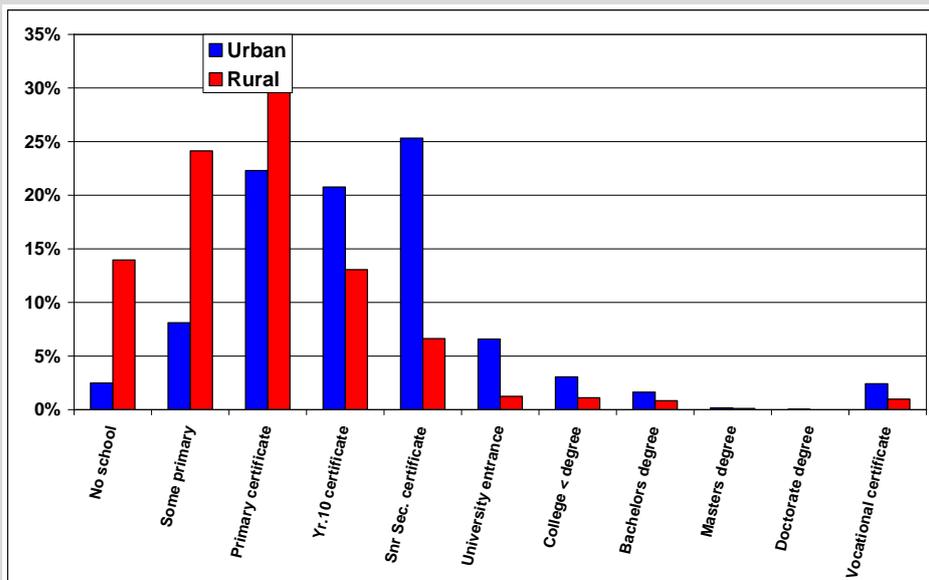
Study the graphs and note at least three issues of interest on access and pathways. Compare your observations with those provided.

Figure 7 – Vanuatu: Enrolments by grade – Urban Rural 2009



Source: Government of Vanuatu 2009, Vanuatu EMIS data (unpublished) for relevant years

Figure 8 – Vanuatu: Level of Schooling Completed for 20-25 year olds – Urban Rural 2009



Source: Government of Vanuatu 2009



Possible observations:

- Rural males have higher enrolments than rural girls. There is no difference in the results for urban areas.
- Urban children are much more likely to reach Grade 11 and above despite representing less than 25 per cent of the population.
- More urban children in the 20-25 year old age group have vocational qualifications than rural children, but numbers are very low for both groups.

4 HOW CAN DATA INFORM INVESTMENT DECISIONS?

Three key steps

The first section of this module identified the main system features that need to be in place in order to ensure that education pathways function most equitably and effectively. The second section offered an overview of the main data types and sources that would be needed for an analysis of the educational pathways in the system, focusing particularly on the ways in which learners are excluded from learning. This highlights the need to understand both the official educational pathways that a system offers, and the actual learning pathways that learners follow. Policy and system design need to build on an understanding of both.

This next section explores briefly how these components can be brought together to inform decisions about investment and planning to strengthen educational pathways. It summarises the information in terms of three key steps:

- **Step 1. Understanding** the current pathways
- **Step 2. Investing** in key system elements for effective pathways
- **Step 3. Monitoring** how pathways are functioning.

All education systems already have learning pathways, both official and unofficial. The starting point for any investment analysis is what currently exists.

Since the alignment of learning pathways with national development aspirations is critical, it is worth reviewing the existing national development plans and the education strategic plans for an understanding of these aspirations. Investment design and program documents usually have references to both the national development plan and the current education strategic plan.



Step 1: Understanding current pathways

While almost all national education strategies and strategic plans will have a reasonably thorough description of the current state of individual sub-sectors, very few provide a clear picture of how the system functions in terms of pathways through the system. Similarly, the ability to trace the progress of learners through the sub-sectors (and into or out of them) is generally not well articulated. This in turn limits the potential of producing a more insightful analysis of access in terms of an expanded vision that takes into account not merely enrolment in the system, but also tracks patterns of exclusion that divert students from the educational pathways.

An early investment that can assist in bridging the gap between national education strategies and strategic plans as well as the education system, if it exists, is to commission a study that uses the existing data on:

- enrolment
- access
- attendance
- repetition
- drop out
- transition to the next subsector
- learning outcomes.

This should provide an initial picture of the processes of inclusion and exclusion that operate in the country. Two issues should form a central concern for initial studies:

- What are the obstacles and bridges that obstruct or facilitate access to different institutions and programs?
- How are learners actually progressing through the system, and between sub-sectors?

Step 2: Investing in key system elements for effective pathways

In this module the four key pillars of an effective pathways approach through education were identified as:

- policies affecting access and progress through the system
- learning assessment systems that function as gateways and obstacles to progression
- institution and program accreditation systems that help to assure institutional and program quality and consistency
- data and information systems that provide a basis for diagnosing problems in progression through the system.

There are important areas for investment that are suggested by these four pillars. While each country has its own context and specificities, the following types of investments have proved helpful in strengthening the pillars described below.



- Strengthening EMIS systems – especially in ways that will help to yield more data on the range of parameters that provide a fuller picture of access.
- Ensuring that household surveys have good sections on educational background, and that data analysis is undertaken.
- Working with relevant counterparts and partners to undertake tracer studies of school students, TVET and tertiary participants/graduates. These are important to reconstruct typical educational pathways of school dropouts, unemployed and employed youth, mothers and heads of household, and participants in non-formal or alternative educational programs.
- Supporting the establishment or strengthening of the national learning assessment system. This is important to ensure there are a combination of formal examinations and learning assessments, standardised testing and continuous assessments that can help provide a stronger basis for student performance decisions related to pathways through the system.
- Supporting the establishment or strengthening of a NQF. This will provide a credible basis for the certification of learning and permit greater portability and transferability of qualifications.
- Strengthening institutional and program accreditation at the school level in terms of minimum service standards, inspection and supervision; in other sub-sectors this can be focused more at institutional audit and assessments.
- Strengthening the capacity for information sharing around education pathways to enable learners, teachers, parents, communities and officials to make informed choices. This includes information about career prospects derived from tracer studies, and about employment possibilities informed by labour market surveys.

Step 3: Monitoring how pathways are functioning

Education and training pathways will continue to change, officially or unofficially, as new employment opportunities emerge or new obstacles to access and participation arise. Every education and training pathways system must have the capacity for monitoring and review, so that adjustments can be made to ensure that the system is responsive and flexible.

This requires attending not only to the formal pathways, the routes that learners are ‘supposed’ to be able to follow, but also to the actual pathways that learners are following through the system. To understand this requires regular assessment of patterns of inclusion and exclusion, as well as reliable tracer studies. Such information provides a clear picture of how learners are making their way through the system, so that inequities, inefficiencies and dysfunctions can be identified and addressed.

Note: Please refer to the *Monitoring and Evaluation Foundation and Practitioner* level modules for further discussion about monitoring how education and training pathways function.



5 TEST YOUR KNOWLEDGE



Assessment questions

Answer the following questions by ticking 'True' or 'False'. Once you have selected your answers to all the questions, turn the page to 'The correct answers are...' to check the accuracy of your answers.

Question 1

An 'expanded vision' of access to education includes children entering and completing primary and lower secondary school at the official age of entry and completion.

Is this statement true or false?

True

False

Question 2

Children who are enrolled in school but do not attend regularly should be considered as having access to education.

Is this statement true or false?

True

False

Question 3

'Silent exclusion' refers to children who have dropped out of primary school.

Is this statement true or false?

True

False

Question 4

Patterns of access and participation cannot be fully understood without time series data on enrolments by grade and age.

Is this statement true or false?

True

False



Question 5

Participation rates in schooling at different ages can be estimated from analysing household survey data.

Is this statement true or false?

True

False

Question 6

The purpose of a National Qualifications Framework (NQF) is to list all the certificates, diplomas and degrees that are issued in a country.

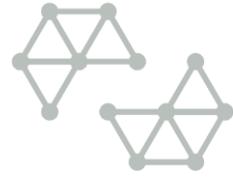
Is this statement true or false?

True

False



The correct answers are...



Question 1

An ‘expanded vision’ of access to education includes children entering and completing primary and lower secondary school at the official age of entry and completion.

This statement is true.

Question 2

Children who are enrolled in school but do not attend regularly should be considered as having access to education.

This statement is false. Children who do not attend regularly do not learn well, and are at a higher risk of dropping out. Irregular attendance cannot be counted as true ‘access to learning’.

Question 3

‘Silent exclusion’ refers to children who have dropped out of primary school.

This statement is false. ‘Silent exclusion’ refers to children who are enrolled but who have one or more of the following characteristics – being overage for their grade, poor attendance or low achievement. In other words, silently excluded children are learning little from their marginal connection with schooling. Therefore, they are excluded from learning, even if they are physically attending.

Question 4

Patterns of access and participation cannot be fully understood without time series data on enrolments by grade and age.

This statement is true.



Question 5

Participation rates in schooling at different ages can be estimated from analysing household survey data.

This statement is true.

Question 6

The purpose of a National Qualifications Framework (NQF) is to list all the certificates, diplomas and degrees that are issued in a country.

This statement is false. While an NQF may provide a comprehensive list of possible available qualifications in a country, the larger purpose is to make clear the hierarchy of qualifications. This provides a basis for establishing qualification equivalencies, and enables coherent linkages between different learning pathways.



REFERENCES AND LINKS

All links retrieved May, 2019

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