ALDE
AVALIAÇÃO LONGITUDINAL DA DESISTÊNCIA ESCOLAR EM MOÇAMBIQUE

Drivers of School Absenteeism and Educational Attainment

Results of the first 2018 round

Zlata Bruckauf (UNICEF), Carlos Lauchande (UP), Paola Ballon (University of Oxford)
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Study Rationale: Some progress in access to schooling...

Since 2004 improvement was observed in the following areas :

- School construction
- Abolition of school fees
- Curriculum reforms
- School direct support
- Free school books
- Net enrollment rate has increased (from 84% in 2015 to 91% in 2018)

Yet...challenges: School progression, completion and retention

OUT OF SCHOOL CHILDREN: In 2015, **15% of the children 6-12 years** were out of the school around 606209 children (MINEDH, 2016);

DROPOUT official: According to MINED, in 2017, **9% of students dropped out** of school 12.5% failed with big differences between the regions.

DROPOUT household survey: 3 out of 4 children (**67%**) 12-17 reported not completing primary education in the last household survey (IOF 2014/2015).

Specific pattern of absenteeism, school progression and dropout for an individual child is largely unknown. Why some children stay in school while others dropout? What are the likelihood of school re-entry? What are the drivers?

Study motivation

- Inform policy process by providing **nationally representative data and evidence** on the patterns of primary school attainment, retention and completion through a dynamic picture (**monitor changes** over the years)

- **Explain the observed patterns** by following the same student and their families highlighting **potential areas of policy intervention**.

Longitudinal design: Phases of the Study

2018

2019

2020

2021

i. Round 1 (baseline)

Quantitative component

ii. Round 2

Quantitative component

Qualitative component

iii. Round 3

Quantitative component

iv. Final Round

Quantitative component

Qualitative component
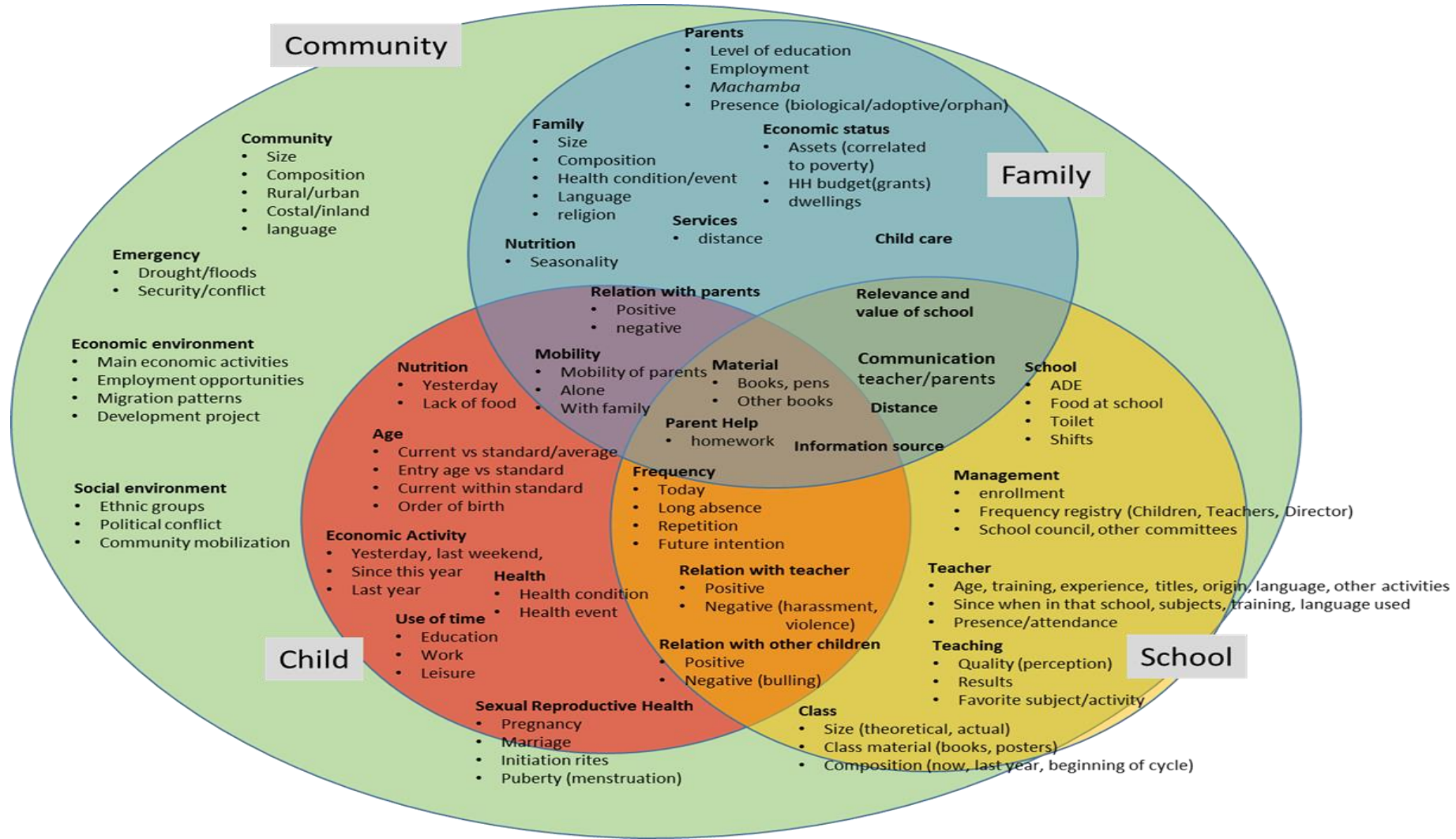
Objectives

Quantitative

1. Identify and better understand girl's and boys' **pathways to their current level of attainment and absenteeism** and understand the **reasons** for staying in school or dropping out
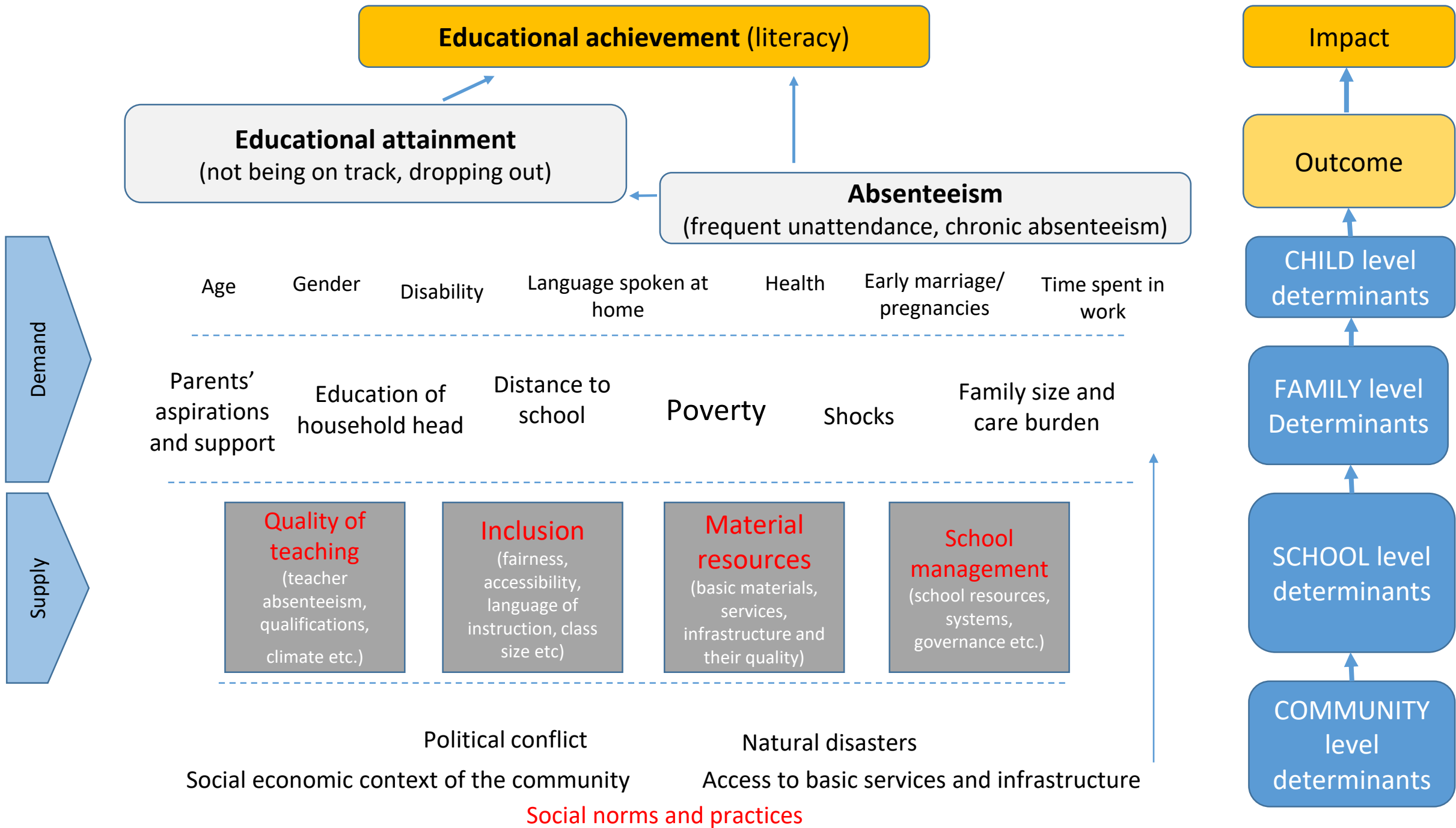
Qualitative

1. Assess the **perceptions** of different agents that have a role in fostering child's participation in school
2. Capture life-histories of out-of-school children;

Main hypotheses /and conceptual framework

ECOLOGICAL MODEL: Educational outcomes are influenced by different domains of variable: characteristics of i. child, ii. family, iii. school, iv. community/environment

Educational achievement (literacy)

Educational attainment
(not being on track, dropping out)

Absenteeism
(frequent unattendance, chronic absenteeism)

Impact

Outcome

CHILD level determinants

FAMILY level Determinants

SCHOOL level determinants

COMMUNITY level determinants

Demand

Supply

Age   Gender   Disability   Language spoken at home   Health   Early marriage/ pregnancies   Time spent in work

Parents' aspirations and support   Education of household head   Distance to school   Poverty   Shocks   Family size and care burden

Quality of teaching
(teacher absenteeism, qualifications, climate etc.)

Inclusion
(fairness, accessibility, language of instruction, class size etc)

Material resources
(basic materials, services, infrastructure and their quality)

School management
(school resources, systems, governance etc.)

Political conflict   Natural disasters

Social economic context of the community   Access to basic services and infrastructure

Social norms and practices

Sample

Probability proportionate to size sampling, clustered at the school level

Província	Número de escolas	Tipo de escola		
		<500	entre 500 e 1500	>=1500
Niassa	4	3	1	0
Cabo Delgado	5	2	2	1
Nampula	13	6	4	3
Zambezia	11	6	4	1
Tete	6	3	2	1
Manica	4	2	1	1
Sofala	5	2	1	2
Inhambane	3	1	2	0
Gaza	3	1	2	0
Maputo Province	5	1	1	2
Maputo City	2	0	0	2
Total	60	27	20	13

Sampling results

Interviewed	Planed	Achieved
School principal	60	60
Class tutor	At least 180	480
Students	5400	5325
households	5400	5145
Community leaders	At least 60	72

2018 Key Outcome Indicators

| Indicator	Definition
Educational attainment (still in school)	**how far students go in school**
Students on track	Students **in their expected grade** (started on time given their birth date or earlier)
One year below expected grade	Students who are likely repeated one grade or were out of school for prolonged time
Two or three years below expected grade	Students who are likely repeated two or three grades with some starting late or being out of school for a long time
Four or more years of expected grade	Students who either repeated four or more grades, started late or out of school for a long time
Absenteeism	
Unattendance	Total of children who attend the school **infrequently or never attend**
Chronic absenteeism	Students who didn't attend the school for **more than one quarter**
Out of school	Students who didn't attend the school for **more than two quarters**
Attendance today/yesterday	Did the child attend the school today/yesterday?

Absenteeism: Frequent unattendance

Both teachers and caregivers report high level of school attendance

■children who attend frequently   ■children who attend infrequently or never attend

care giver	91.7 / 8.3
Children know by the teacher	89.9 / 10.1
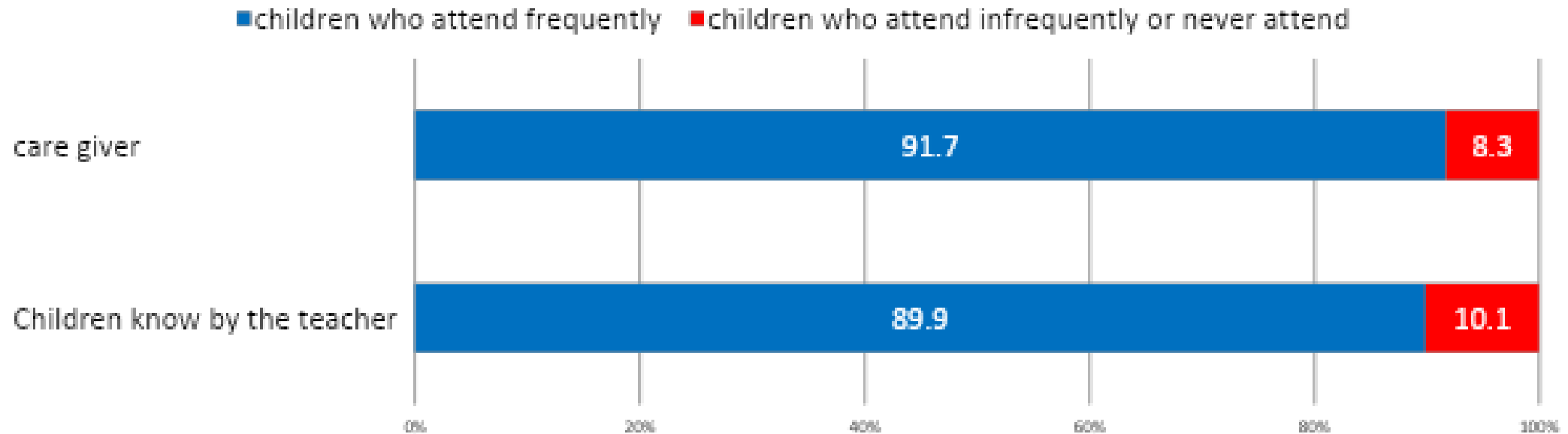
...But a shorter recall reveals that **19%** of children missed the school on the day of the interview and **25%** on the day before
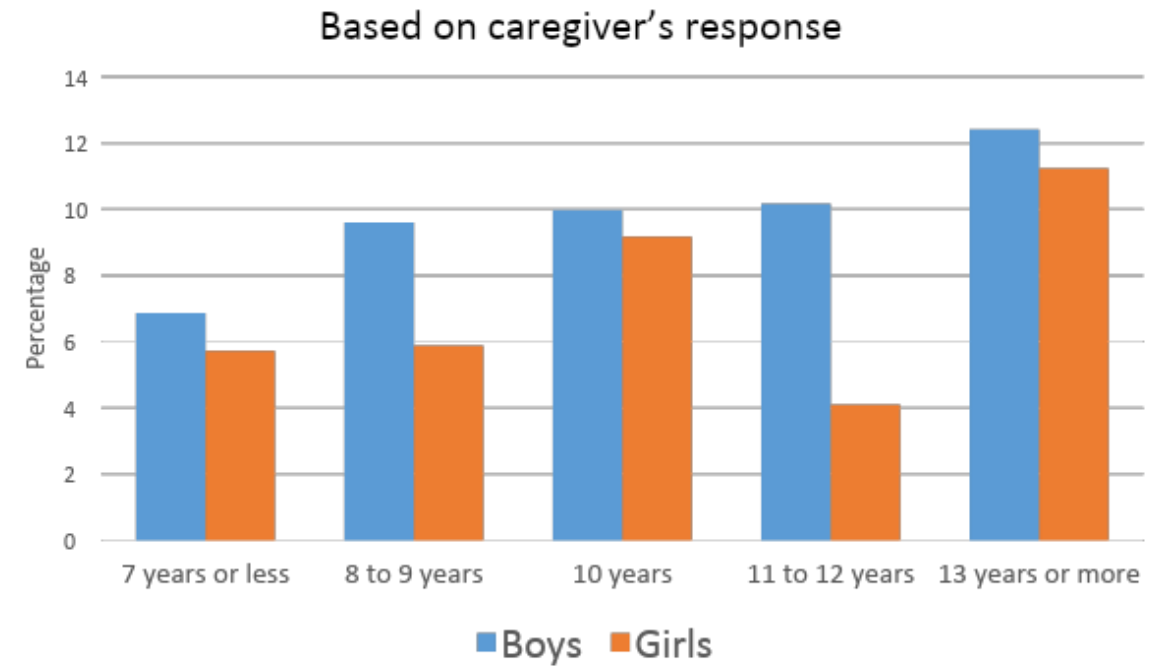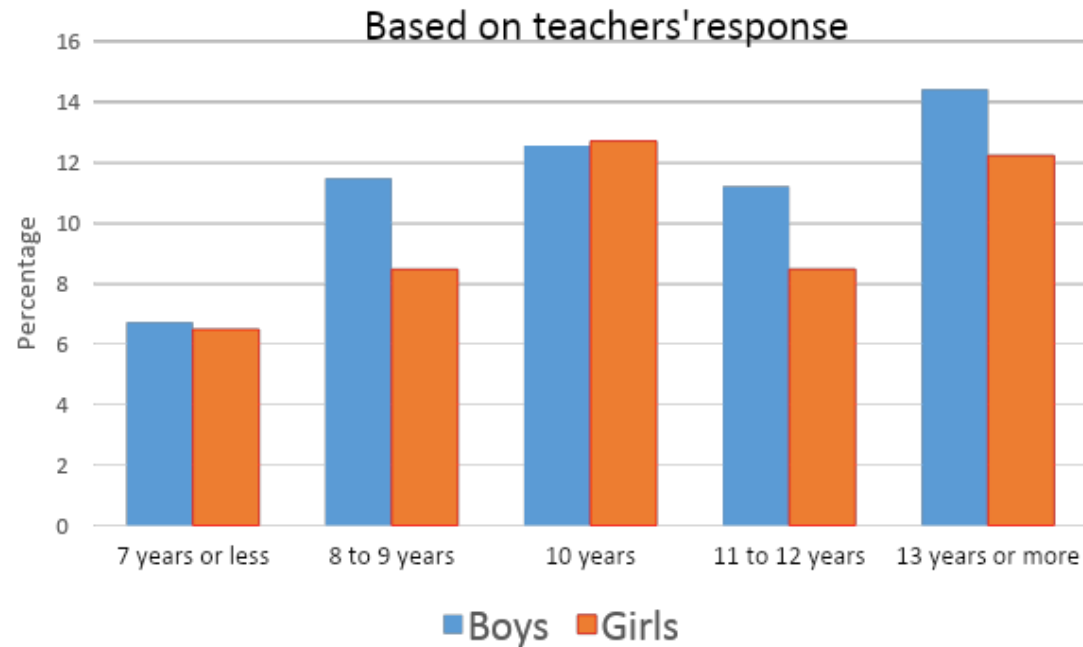
Results: Student's Absenteeism

Out of 10% of children who do not attend frequently or never attend, the majority are cases of chronic absenteeism
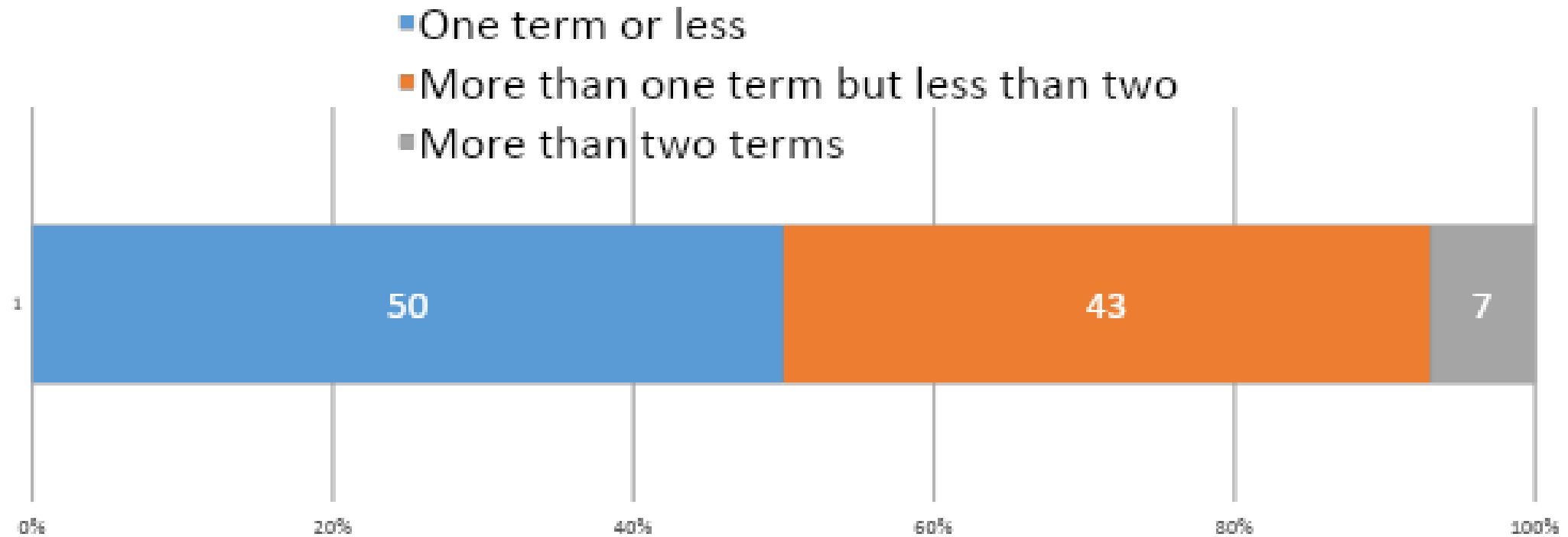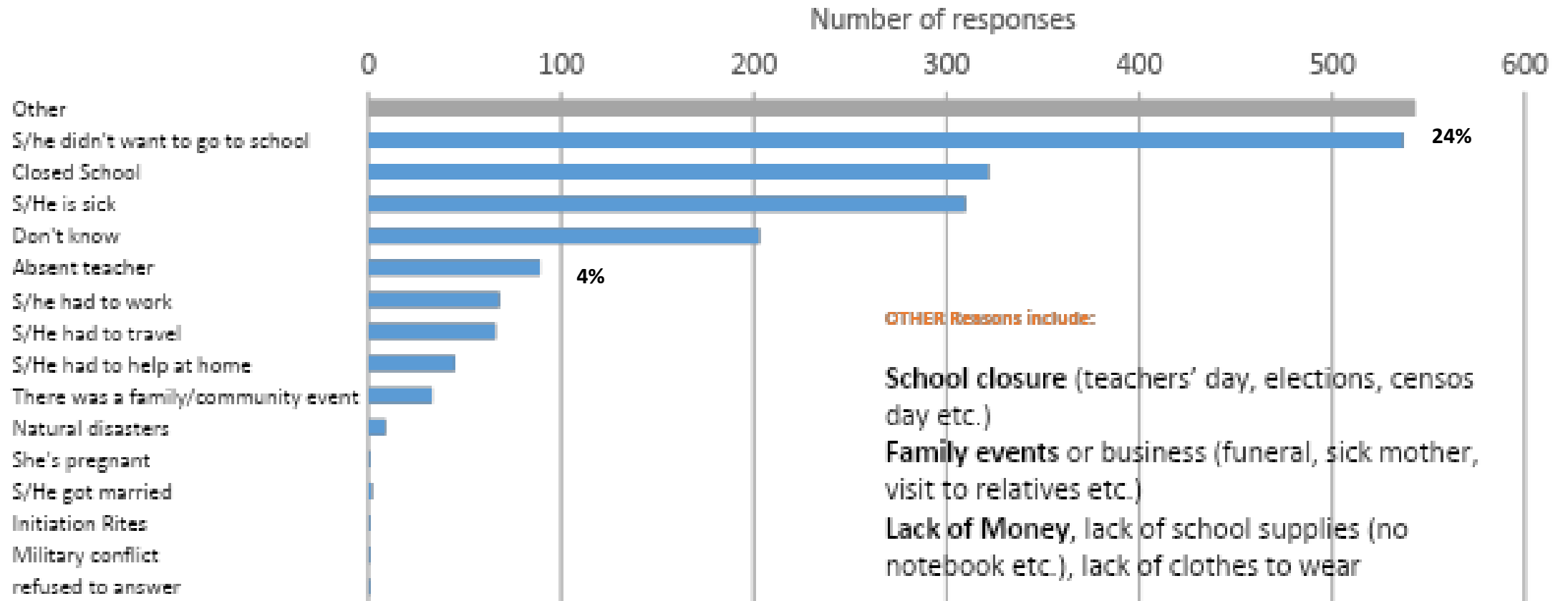
Boys are more likely to attend the school infrequently or never attend at all ages

Results: Student's Absenteeism

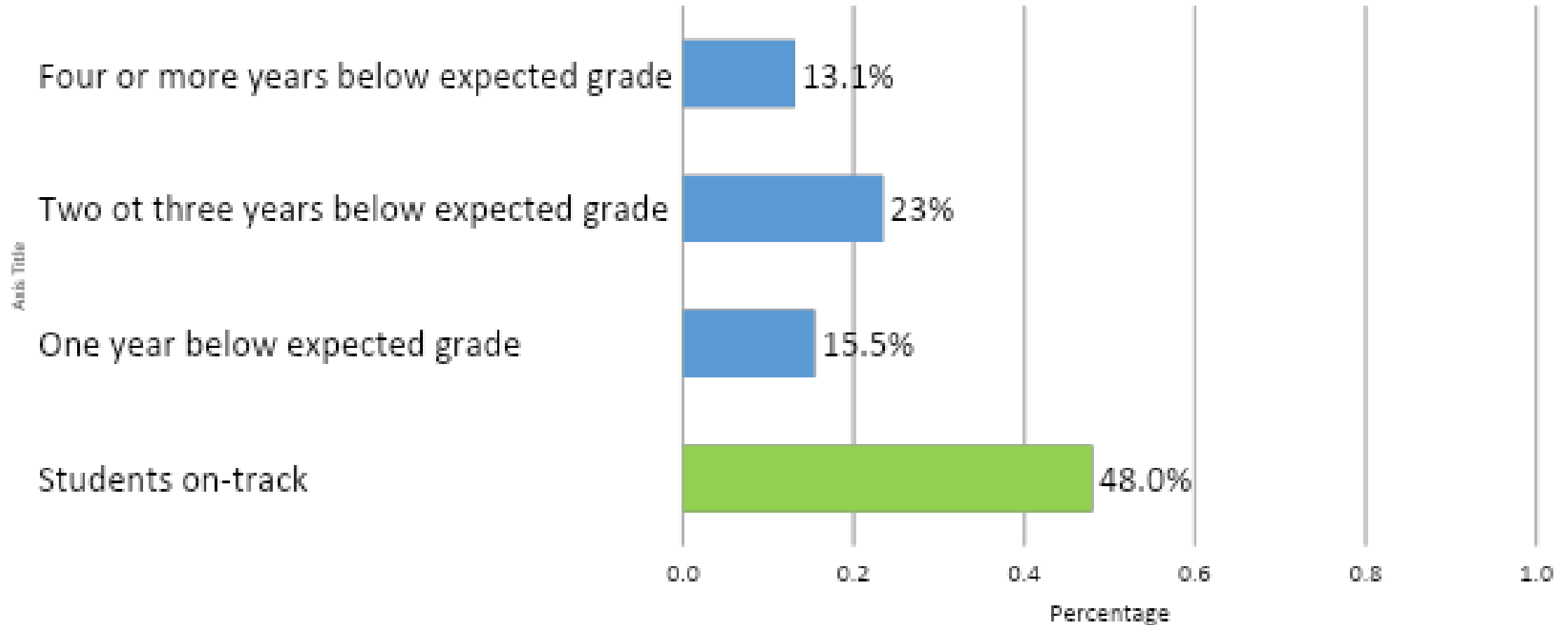**"He refused to go to school because he didn't have dinner the night before"**

Number of responses

| | 0 | 100 | 200 | 300 | 400 | 500 | 600 |

- Other
- S/he didn't want to go to school — **24%**
- Closed School
- S/He is sick
- Don't know
- Absent teacher — **4%**
- S/he had to work
- S/He had to travel
- S/He had to help at home
- There was a family/community event
- Natural disasters
- She's pregnant
- S/He got married
- Initiation Rites
- Military conflict
- refused to answer

OTHER Reasons include:

School closure (teachers' day, elections, censos day etc.)
Family events or business (funeral, sick mother, visit to relatives etc.)
Lack of Money, lack of school supplies (no notebook etc.), lack of clothes to wear

"The school has no seats for the kids to go to. <She> sits on the floor and the laundry gets dirty"

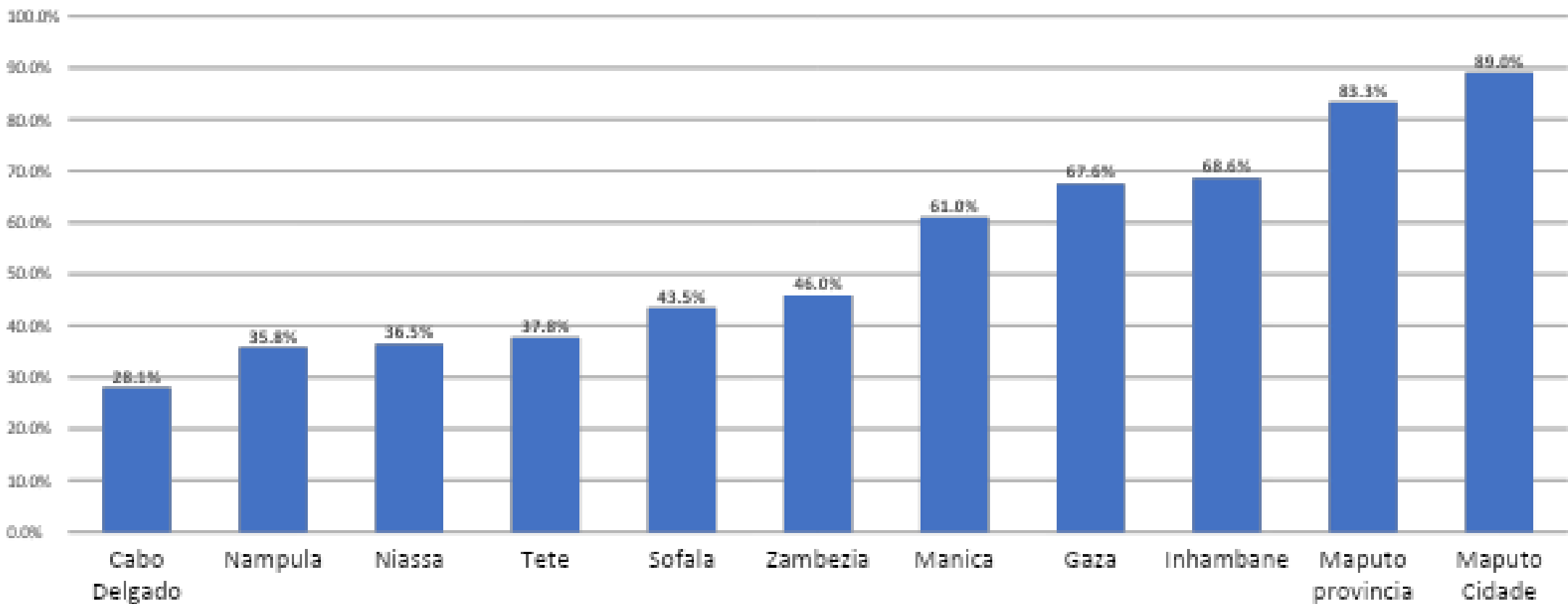**Less than 50% of children are 'on track' – in expected grade according to their age**

- **The proportion of Children 'on track' decreases rapidly from age 8-9**

- **From age 13 there are almost no children left who are in expected grade according to age**
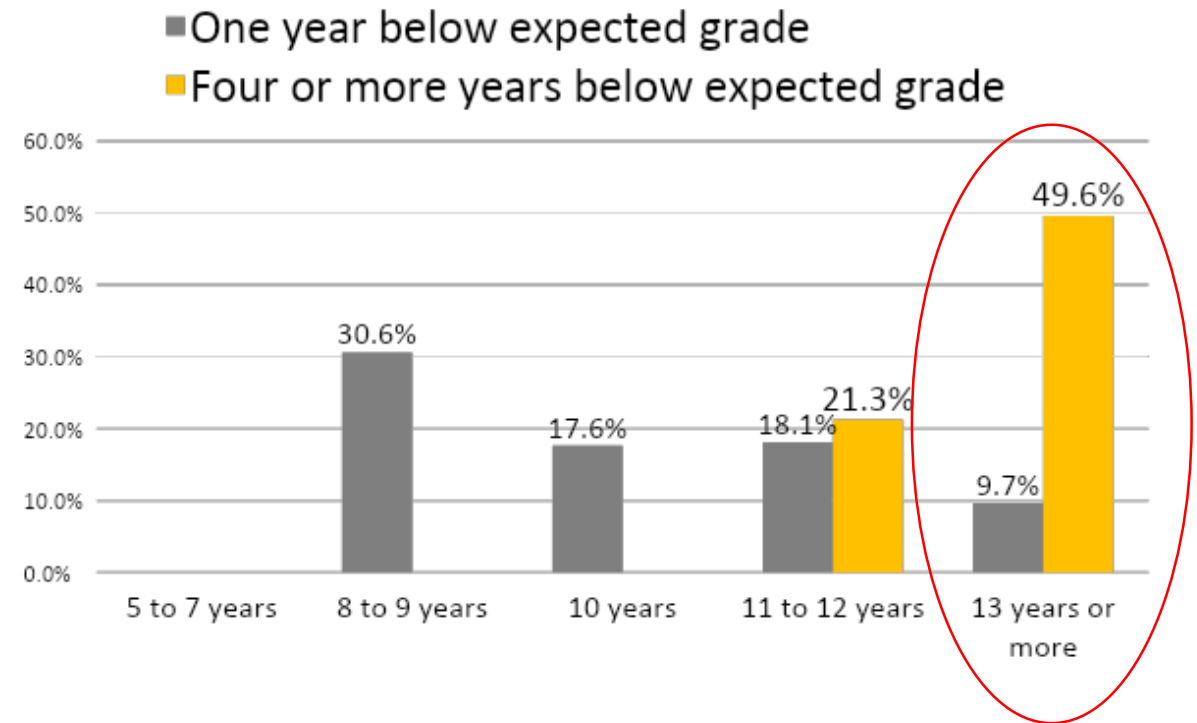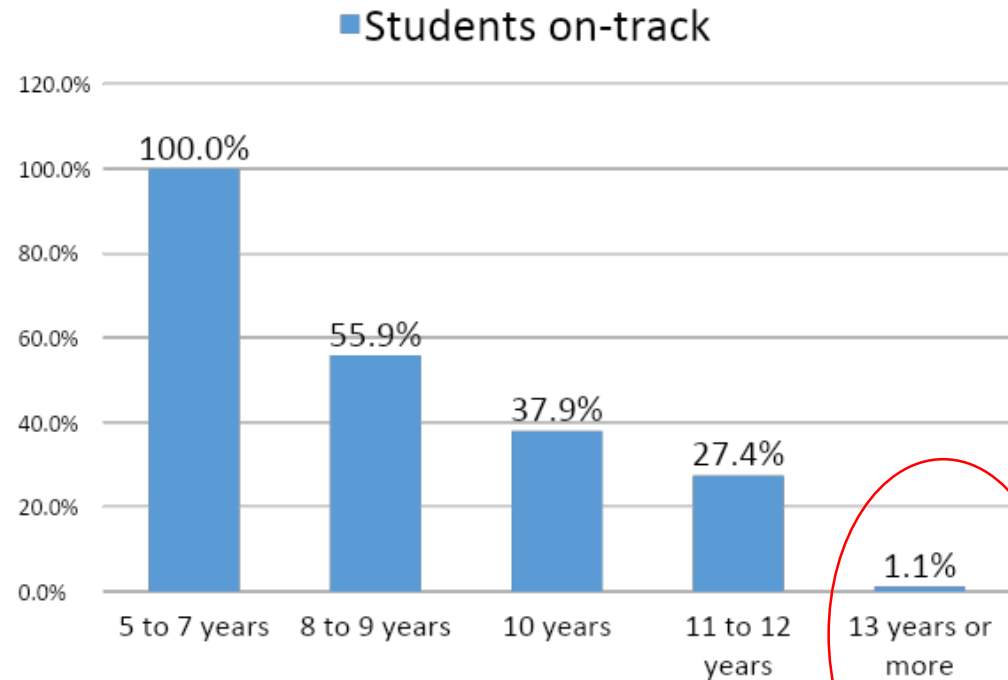
Results Educational attainment (Community factors)

Children 'on track' - Linear positive progression from North to South

Determinants of absenteeism

	Odds ratio	P>|t|
Childs' age	0.93	0.007
Being a girl	1.26	0.021
Preschool	1.25	0.43
Family wealth	1.22	0.001
Teacher's qualifications	1.01	0.75
Teacher's experience	1.08	0.31
Number of students with subject books	1.06	0.53
School is equiped with sanitation facilities	0.90	0.75
Number of school supervision visits	1.07	0.52
Council meetings	1.09	0.14
Eexposure to climatic shocks	0.81	0.48

Logistic regression acounting for complex survey design

The most important predictors of Child's absenteeism are:

Controlling for the region affects the precision of the estimate

Determinants of being 'on-track' in expected grade according to age vs falling behind one year or more

	Odds ratio	P>|t|
Childs' age	**0.41**	**0.000**
Being a girl	1.13	0.201
Pre-school	**2.2**	**0.002**
Family wealth	**1.63**	**0.000**
Teacher's qualifications	1.09	0.10
Teacher's experience	**1.23**	**0.007**
School is equiped with sanitation facilities	1.44	0.21
Number of school supervision visits	1.01	0.90
Council meetings	0.96	0.687
Eexposure to climatic shocks	1.09	0.783

Logistic regression acounting for complex survey design

Emerging conclusions

- Rapidly deteriorating educational attainment from the onset of primary schooling (from grade two) is an indication of poor system quality.

- Most adolescents (by the age 13) – lost track and are unlikely to recover the skills and knowledge appropriate to age. Girls are doing better but require support from onset of puberty (from 11-12).

- Child poverty and deprivation is a driver of educational attainment and absenteeism. But school level factors matter a great deal.

- Children of the north and central regions do not have equal chances as those in the south. This is not urban-rural divide but a reflection of unequal public investment in school infrustructure and teaching quality among other things.

Policy implications
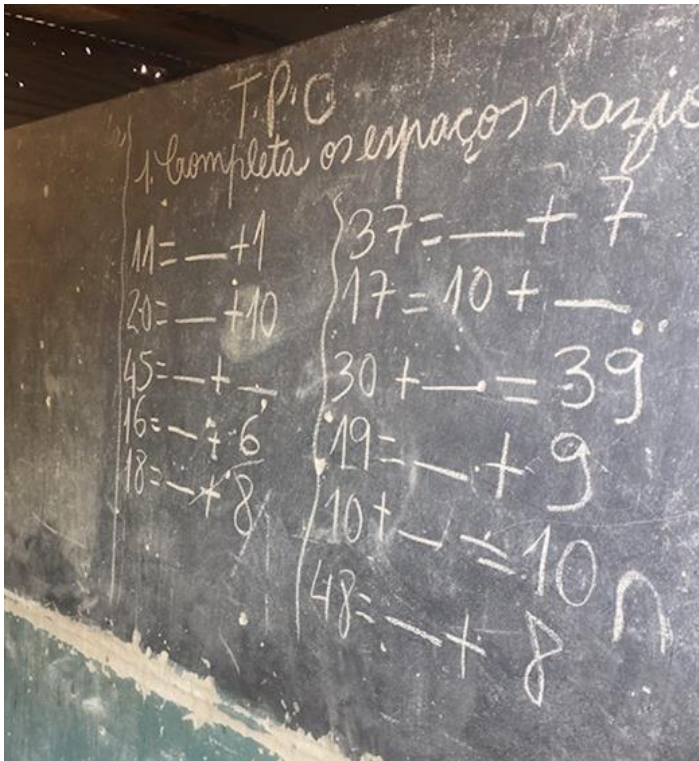
- **PUBLIC FINANCE:** Urgent need to address regional, north – south disparity through education sector resource allocation formula.

- **ADDRESSING BARRIERS for schooling through social protection:** Child grant is a real policy option and should focus on the Nothern region as a start.

- **SCHOOL LEVEL interventions: Consistent supervision** of schools by Education Authorities is an important measure to be reinforced. **CHILD level resources** (subject books and stationaries) make a difference.

Obrigado!