Marginalization in education

From research to policy

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Why it matters

• Highly predictable failure rooted in structural disadvantage - ‘clearly remediable injustice’ linked to poverty, gender, ethnicity, disability, location and wider markers for disadvantage

• A brake on progress towards the EFA goals on access + learning

• Intrinsic importance and links from education to wider inequalities – and to wider debates
Current approaches

• OECD – data rich longitudinal studies, disaggregated learning outcomes, and school vs. pupil characteristics
• Education Gini and composite indices (e.g. HDI) – years in school
• World Bank – ‘pre-determined circumstance’ and inequality of opportunity
• Group-based analysis
• Overlapping dimensions of marginalization- UNESCO Global Monitoring Report
• Learning disparities – regional assessments/EGRA
The education poverty threshold (age 17-22)

**The wealth effect:**
People from the poorest households who are in education poverty

**The gender effect:**
Girls from the poorest households who are in education poverty

- **Education poverty**
  People with less than 4 years of education

- **Extreme education poverty**
  People with less than 2 years of education

In Yemen, the poorest 20% of households have an education poverty incidence double the national average.

And, for girls from the poorest 20% of households, the proportion triples.
In Kenya, 96% of rural Somali girls (aged 17-22) have less than 2 years of education.
The current primary net attendance rate for Somali girls is only 30%.
Education marginalization – inequalities within countries

The case of Nigeria

- Rich, rural boys
- Rich, urban boys
- Rich, rural girls
- Poor, urban boys
- Poor, rural girls
- Poor, rural Hausa girls

Education poverty
- Chad
- Bolivia
- Philippines

Extreme education poverty
- Cameroon
- Bangladesh

Average number of years of schooling
- Nigeria 6.7 years
- Chad 3.5 years
- C. A. R. 0.3 years
- Bangladesh 9.7 years
- Ukraine 10.3 years
- Cuba 0.5 years
- Bolivia 10.3 years
- Indonesia 6.4 years
- Honduras 3.3 years
- Cameroon 0.3 years
- Chad 2.6 years
- C. A. R. 0.3 years

Boys
- Girls
### SACMEQ – wealth-based learning disparities

<table>
<thead>
<tr>
<th>Country</th>
<th>Proportion of students scoring at the lowest level (percentage)</th>
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<tbody>
<tr>
<td>South Africa</td>
<td>10.5% (National Average), 13.4% (Highest 25% SES), 52.9% (Lowest 25% SES)</td>
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<tr>
<td>Mozambique</td>
<td>27.2% (National Average), 13.4% (Highest 25% SES), 35.8% (Lowest 25% SES)</td>
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<tr>
<td>Zambia</td>
<td>38.9% (National Average), 38.9% (Highest 25% SES), 62.6% (Lowest 25% SES)</td>
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| Source: SACMEQ 2007 |
Ghana: Levels of Achievement in Math (P6)

Source: Ghana National Education Assessment 2012
Three core research areas

• Opportunities and entitlements
  – Accessibility
  – Financing to mitigate disadvantage/incentivize education
  – Links to wider strategies for combating marginalization

• Household and pupil characteristics
  – Poverty and nutrition
  – Parental literacy
  – Attitudes

• The learning environment
  – Teacher motivation, competencies and attitudes
  – Infrastructure
  – Curriculum, language, textbooks
Factors related to learning outcomes (P3 and P6) in Ghana

- Facilities (P6)*
- Textbooks (P3)
- School registers (P6-Maths)
- Teacher gender and training (P6)
- Multi-grade classrooms (P3)

*Water, electricity, and girls' toilets
Nigeria: EGRA Results in Sokoto State

Mean Oral Reading Fluency (ORF) Scores by Home Characteristics of Pupils

- Literate parents
  - Neither: 2.0
  - One or more: 4.5

- Read to at home
  - No: 3.0
  - Yes: 4.0

- Quiet place to read at home
  - No: 3.5
  - Yes: 4.5

- Eats before school
  - No: 2.5
  - Yes: 4.0
Kenya’s unequal distribution of out-of-school children (47 counties)

Source: EMIS/Census 2009
Derived share of FPE spending as a proportion of school age population: 47 counties (2009)

*Calculated on the basis of school enrollment data and census data on school age population*
Research agenda discussion

• Need for more policy-oriented research on who is being left behind – and why.
• Identifying what works
• Focused research on specific groups to inform national strategies – eg UCW on child labor
• The role of state and non-state providers
• Beyond the school – linkages to wider sources of marginalization
• Strengthening disaggregated data and re-coupling quantitative with qualitative analysis