

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)

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.

The gender effect:

Girls from the poorest households who are in education poverty

The wealth effect:

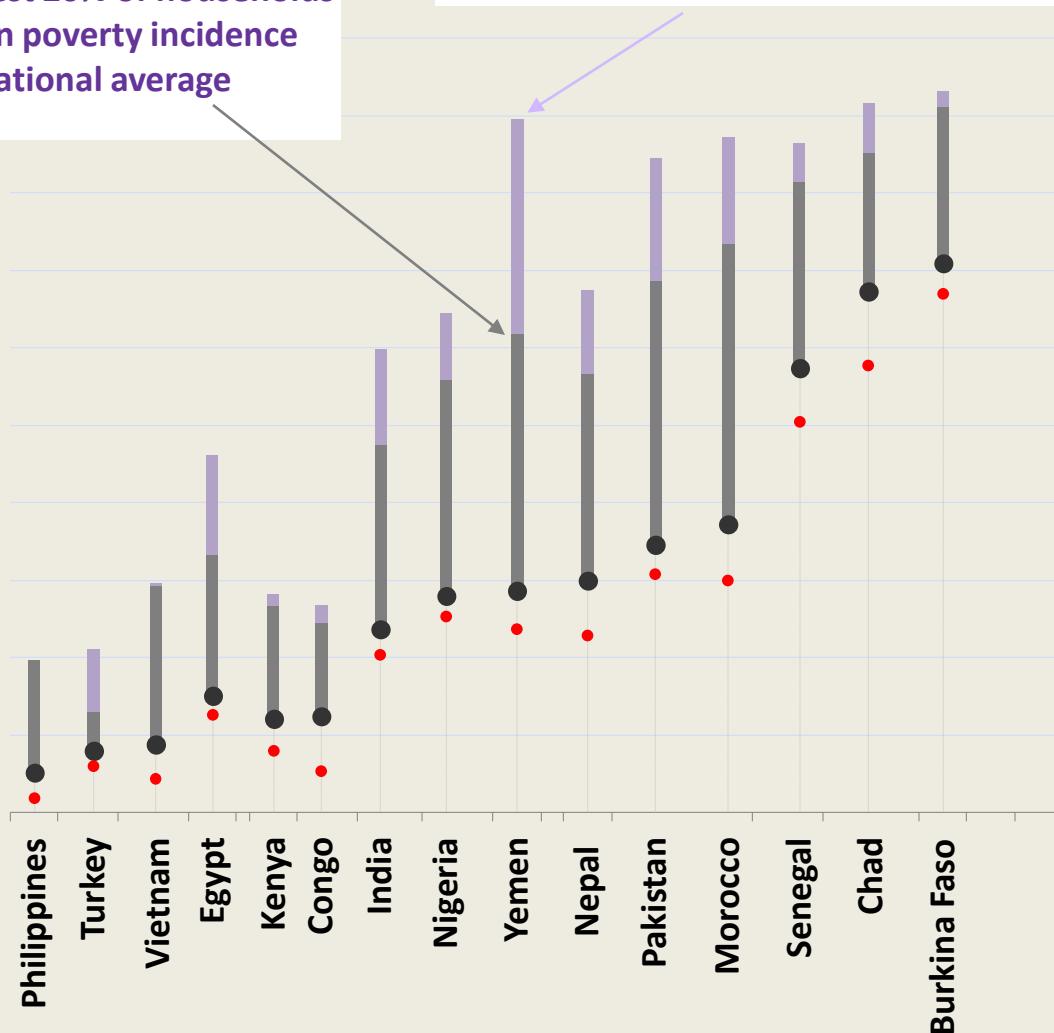
People from the poorest households who are in education poverty

Education poverty

People with less than 4 years of education

Extreme education poverty

People with less than 2 years of education



Overlapping disadvantages and education poverty

Extreme education poverty

% with less than 2 years of education
(age 17-22)

Nigeria, poor, Hausa, girls

25% 97%

Kenya, rural, Somali, girls

8% 96%

Ghana, northern region, rural, girls

17% 84%

Pakistan, rural, Sindhi, girls

31% 73%

India, poor, Uttar Pradesh, girls

20% 57%

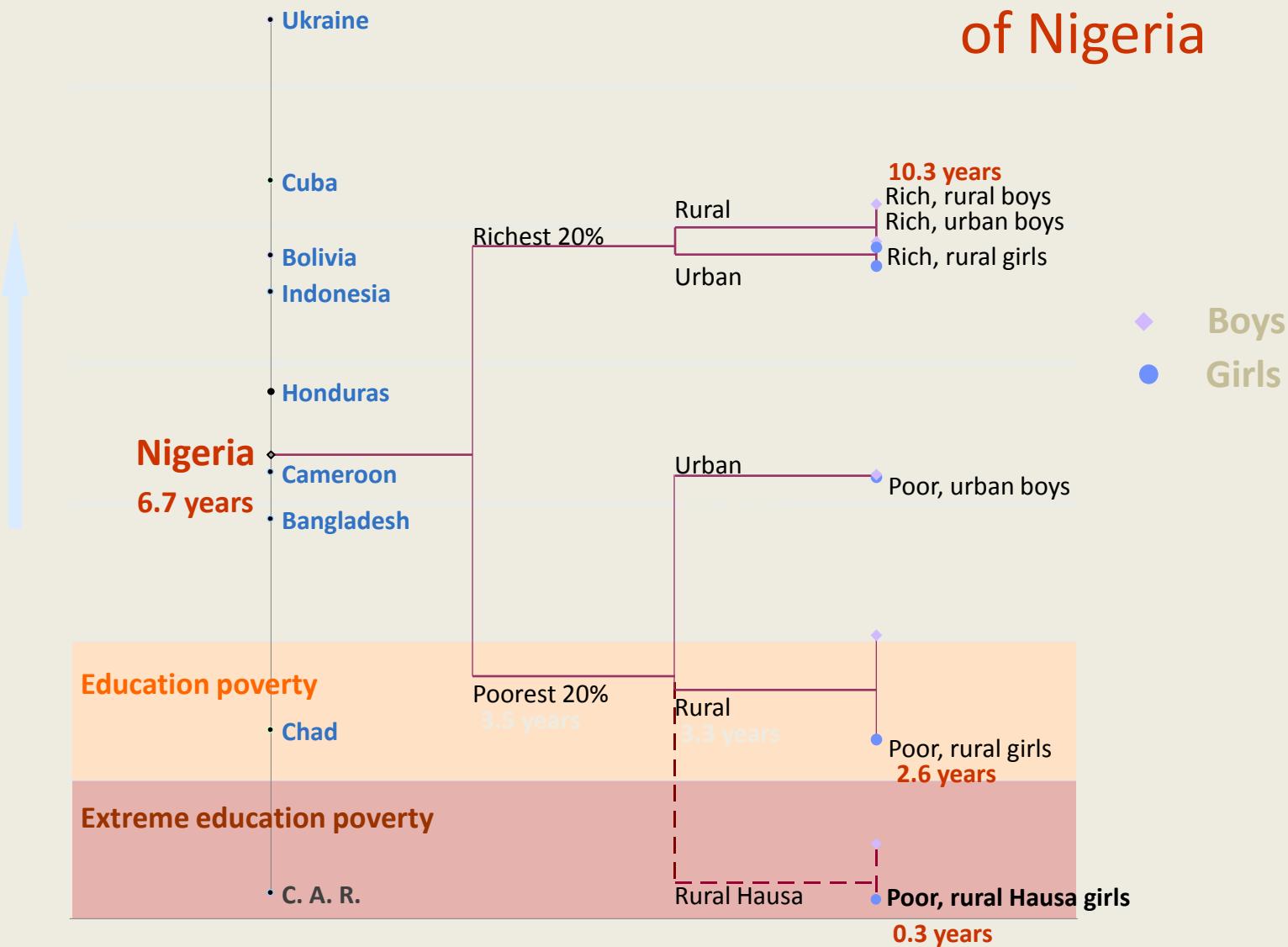
- In Kenya, 96% of rural Somali girls (aged 17-22) have less than 2 years of education.
- The current primary net attendance rate for Somali girls is only 30%.

■ Country average

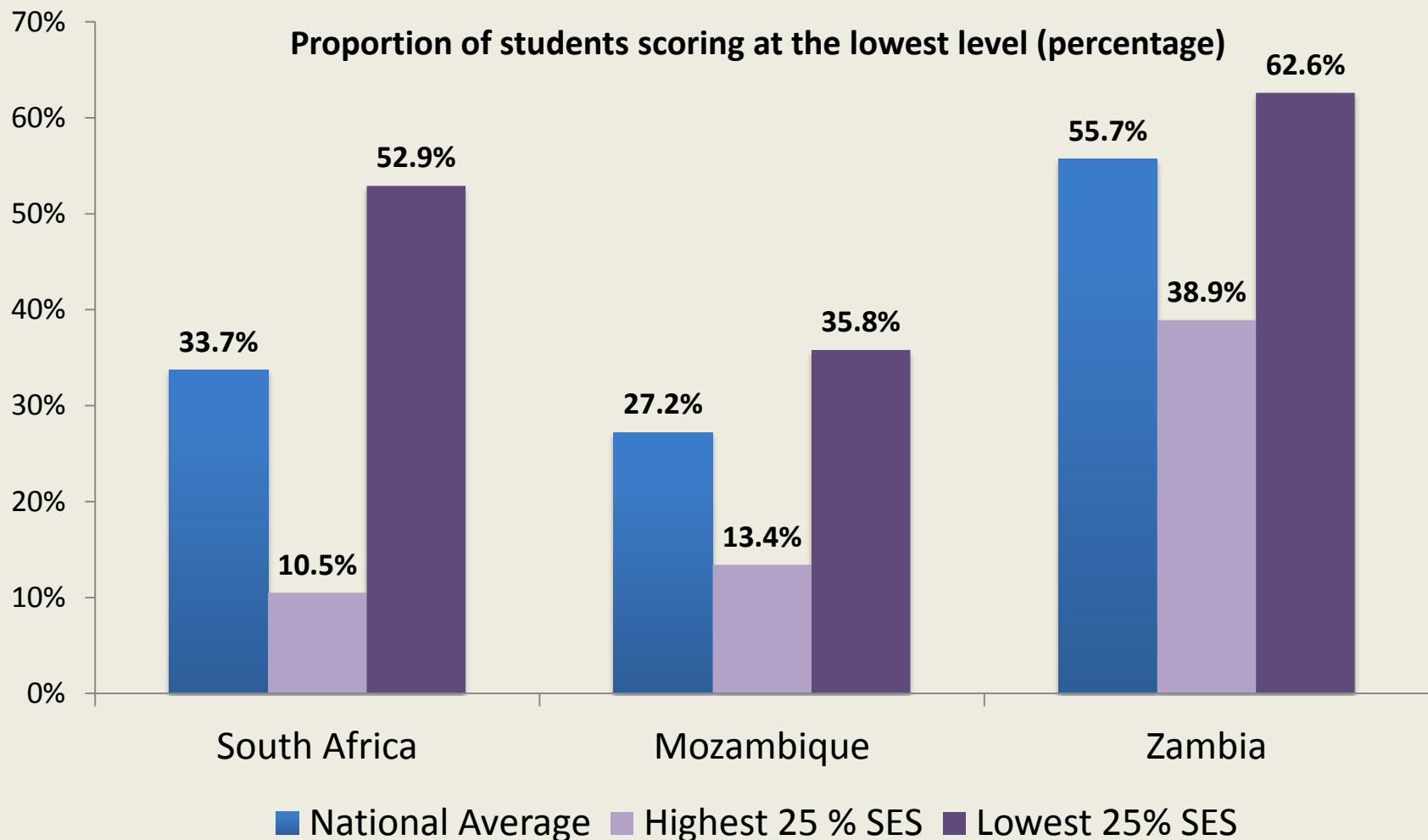
■ Group average

Education marginalization – inequalities within countries

The case of Nigeria



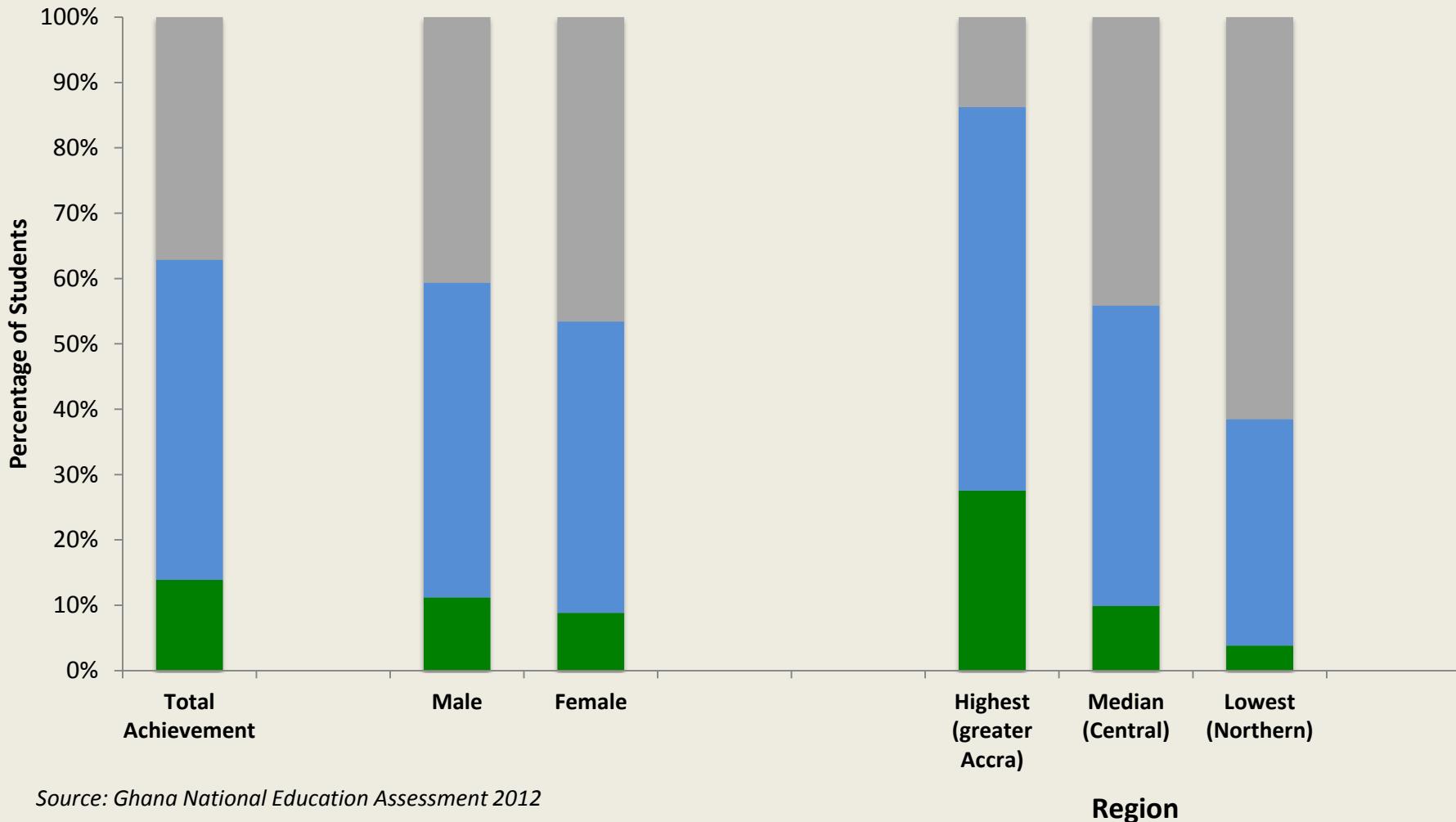
SACMEQ – wealth-based learning disparities



Source: SACMEQ 2007

Ghana: Levels of Achievement in Math (P6)

■ Not Reached Min. Competency ■ Reached Min. Competency ■ Reached Proficiency

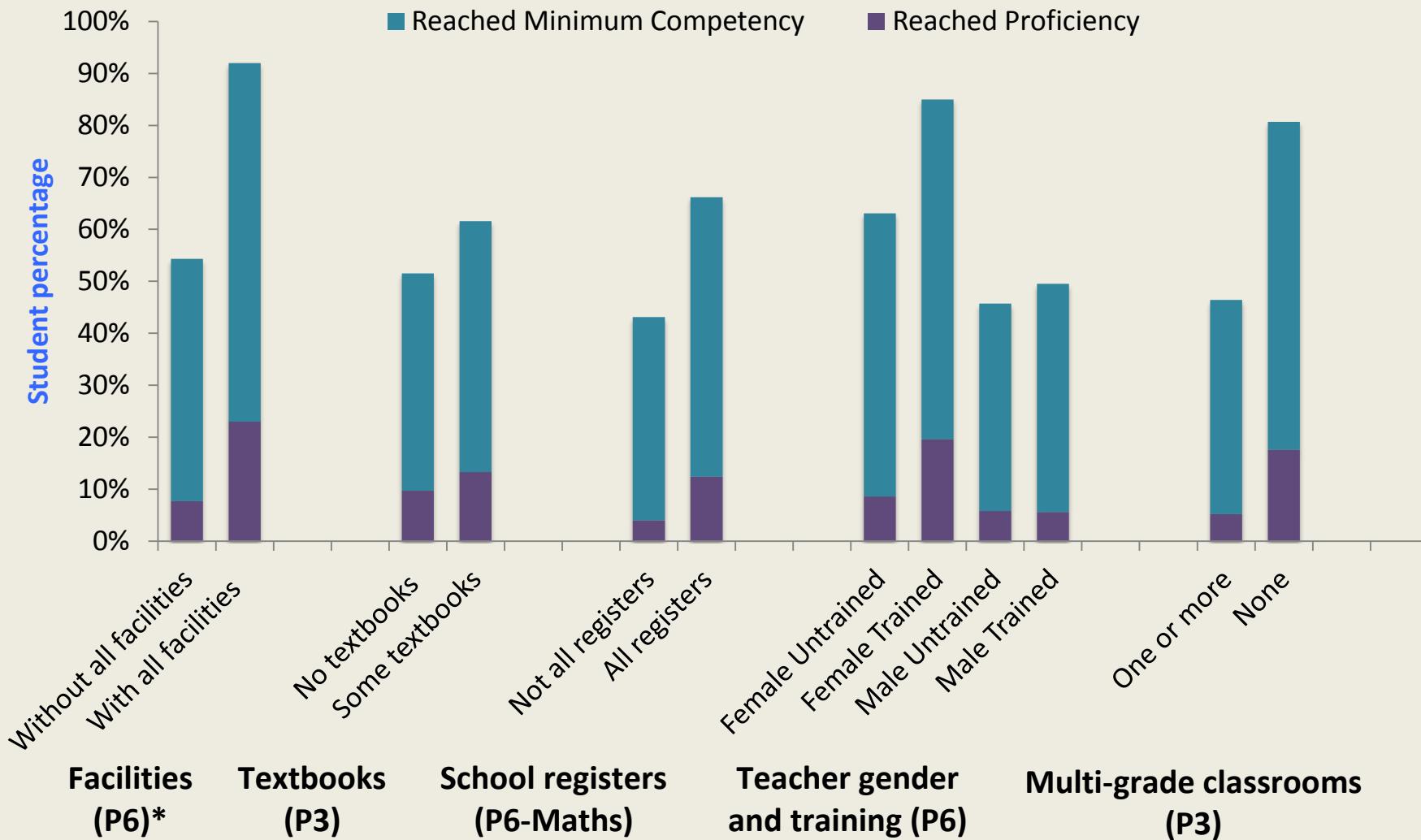


Source: Ghana National Education Assessment 2012

Three core research areas

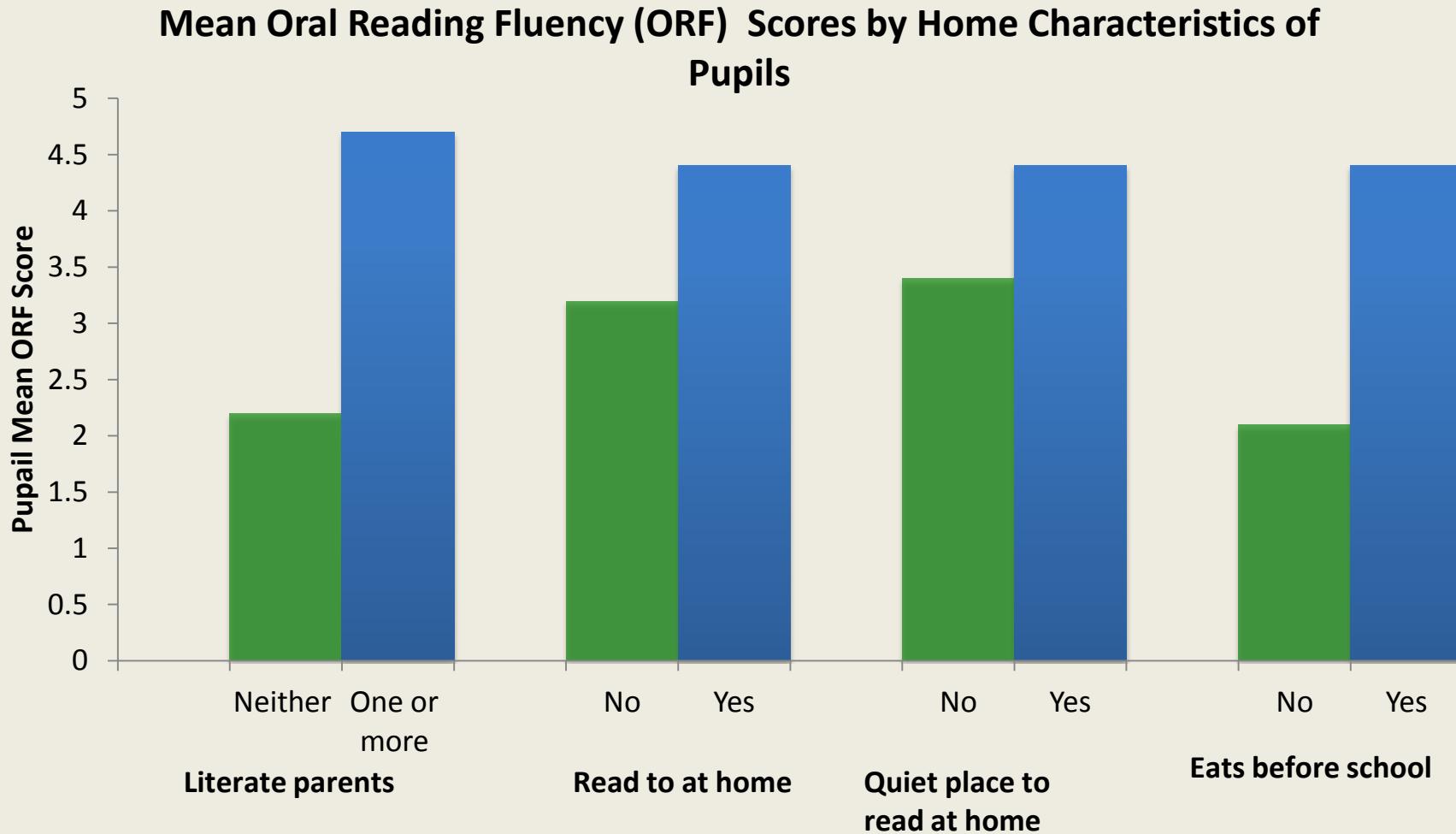
- Opportunities and entitlements
 - Accessibility
 - Financing to mitigate disadvantage/incentivize education
 - Links to wider strategies for combating marginalization
- Household and pupil characteristics
 - Poverty and nutrition
 - Parental literacy
 - Attitudes
- The learning environment
 - Teacher motivation, competencies and attitudes
 - Infrastructure
 - Curriculum, language, textbooks

Factors related to learning outcomes (P3 and P6) in Ghana

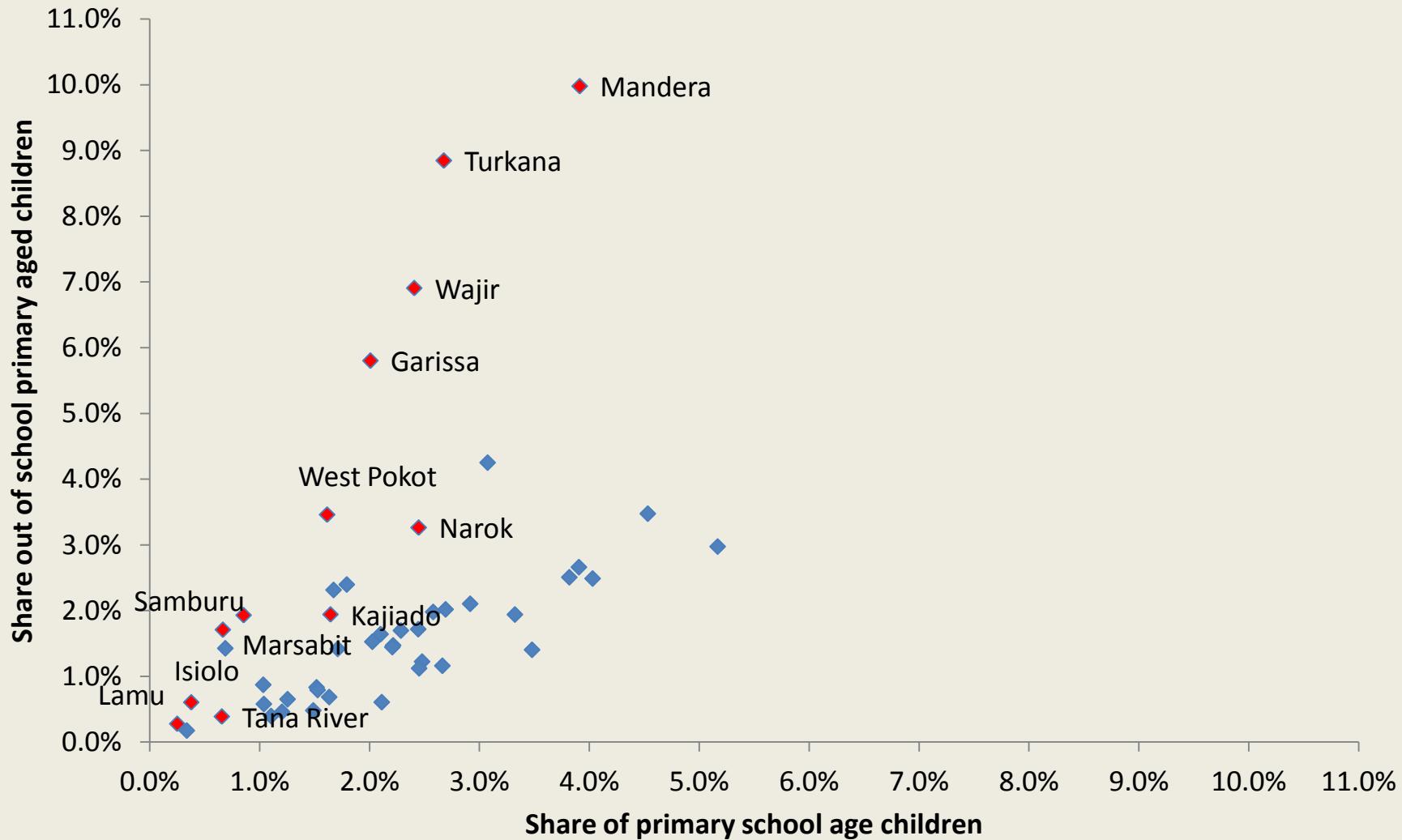


*Water, electricity, and girls' toilets

Nigeria: EGRA Results in Sokoto State

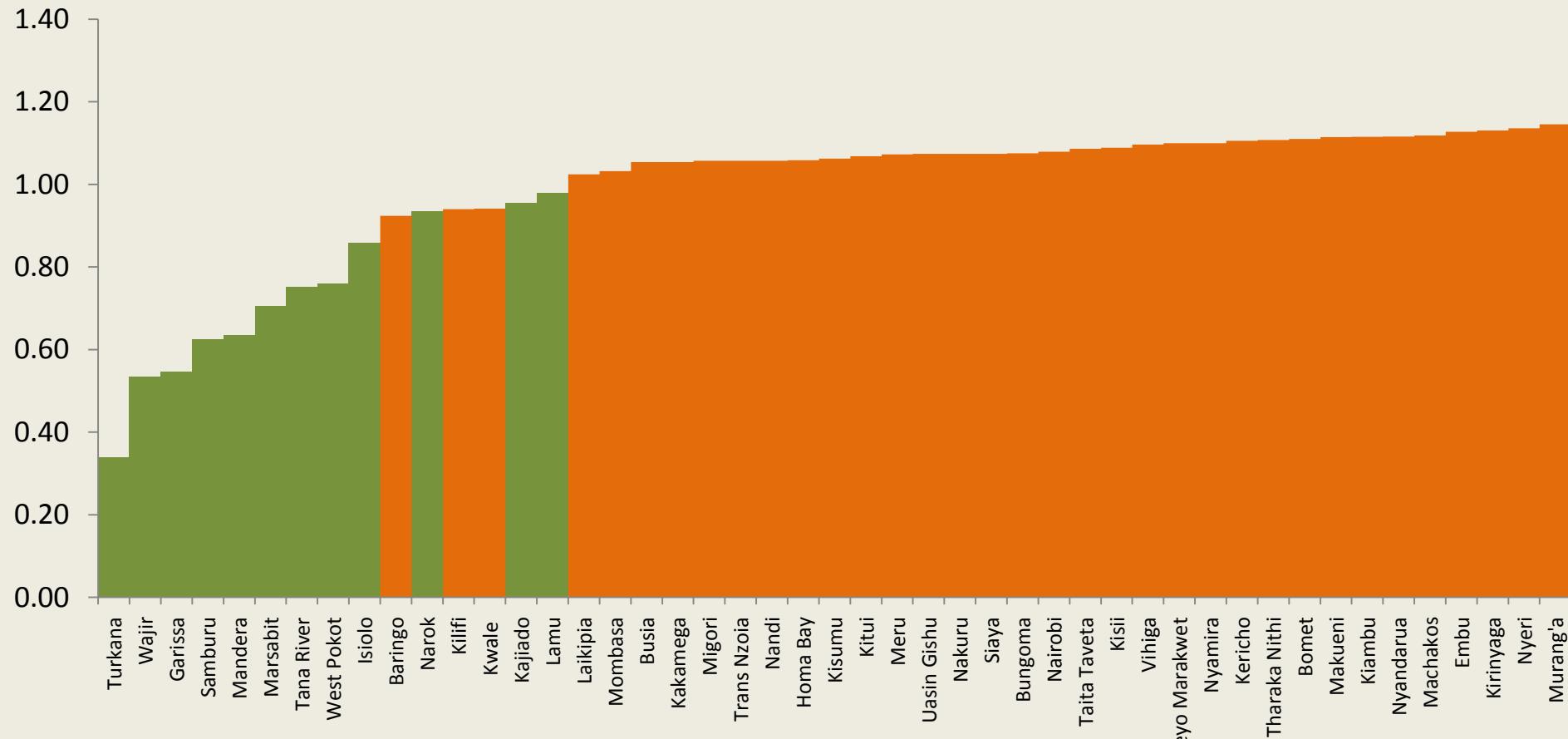


Kenya's unequal distribution of out-of-school children (47 counties)



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