

# 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:

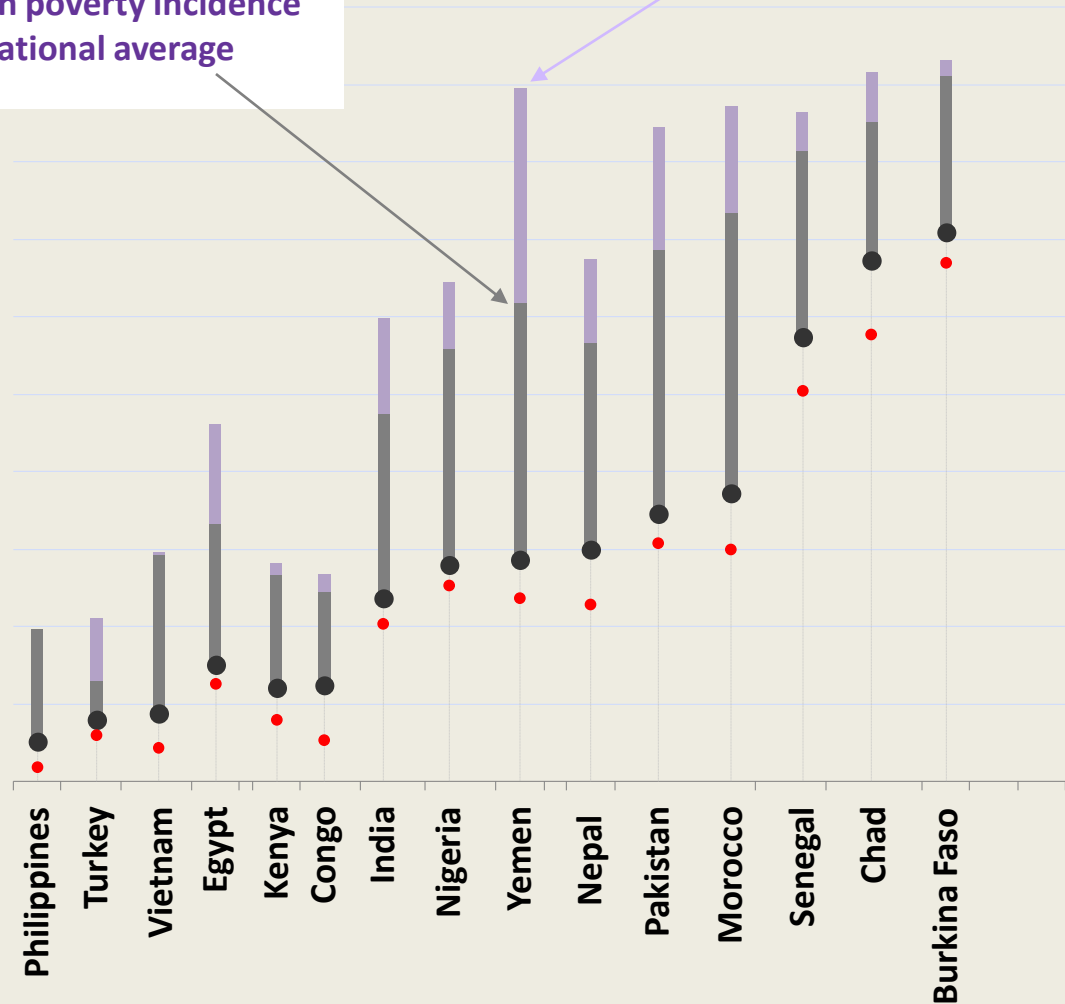
People from the poorest households who are in education poverty

## Education poverty

People with less than 4 years of education

## Extreme education poverty

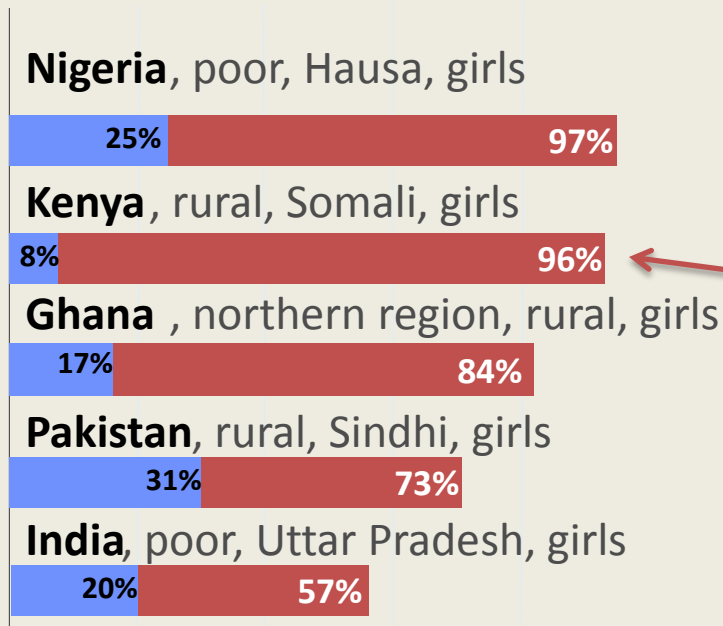
People with less than 2 years of education



# Overlapping disadvantages and education poverty

## Extreme education poverty

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



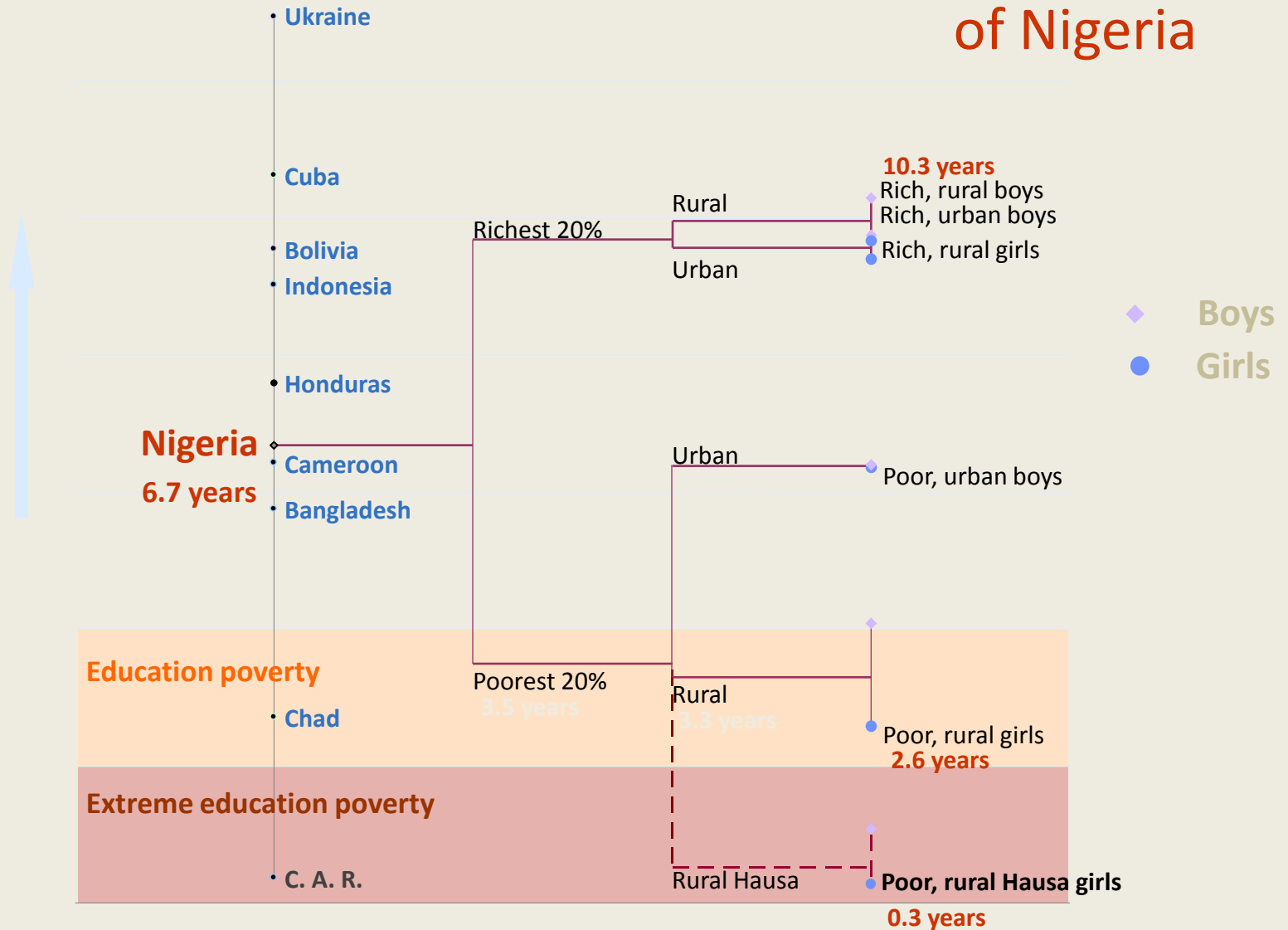
■ Country average

■ Group average

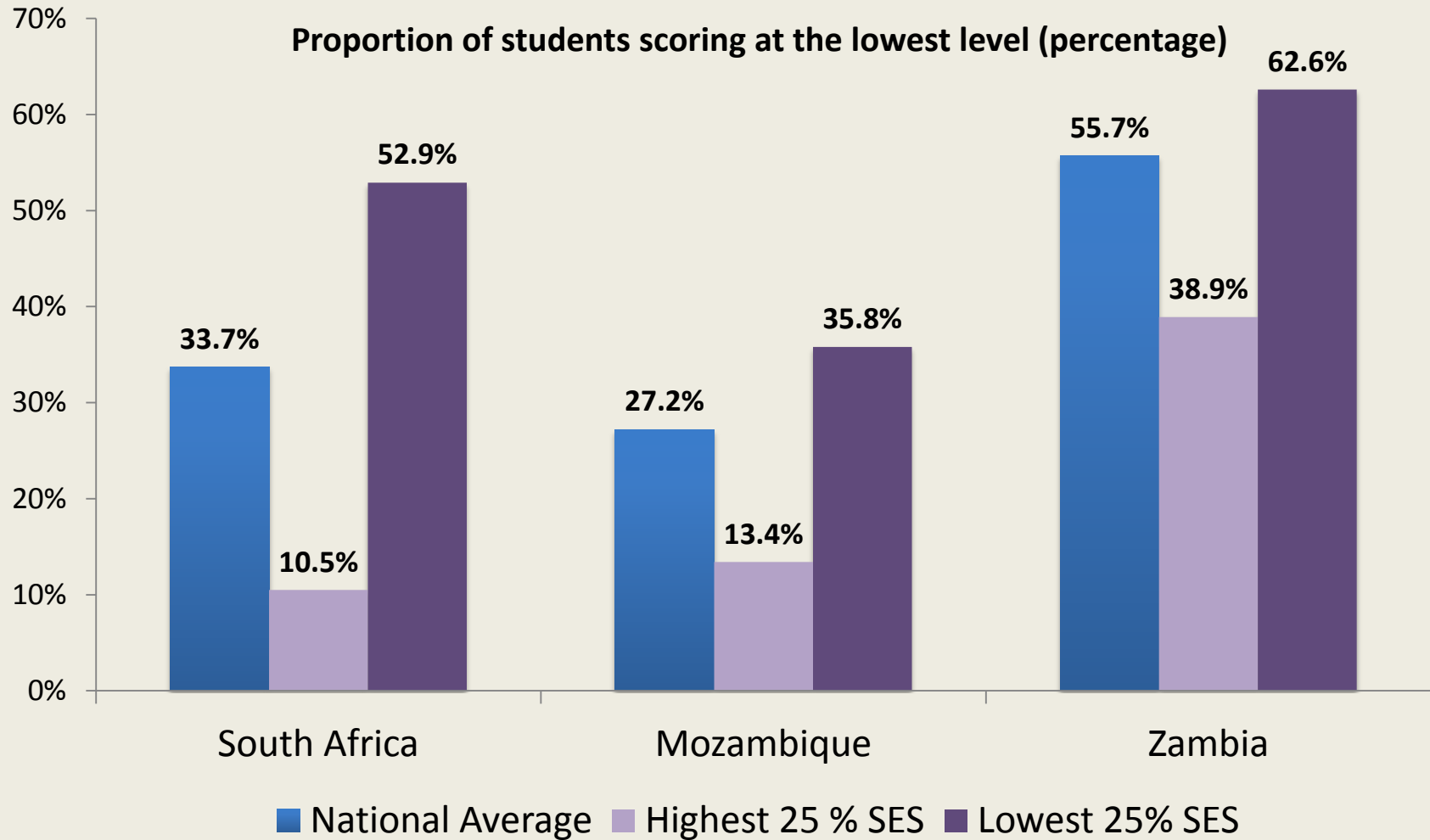
- In Kenya, 96% of rural Somali girls (aged 17-22) have less than 2 years of education.
- The current primary net attendance rate for Somali girls is only 30%.

# Education marginalization – inequalities within countries

## The case of Nigeria

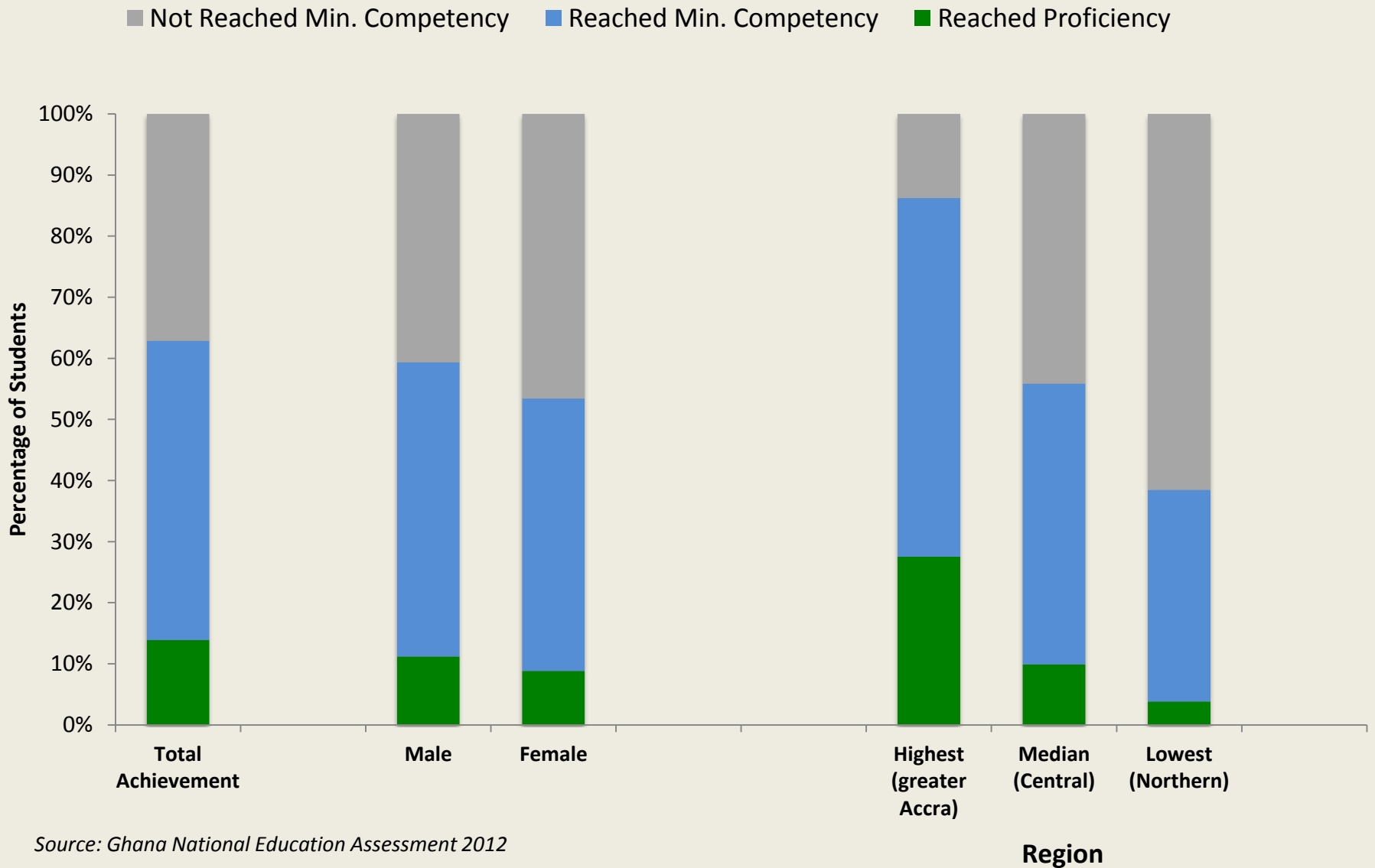


# SACMEQ – wealth-based learning disparities



Source: SACMEQ 2007

# Ghana: Levels of Achievement in Math (P6)



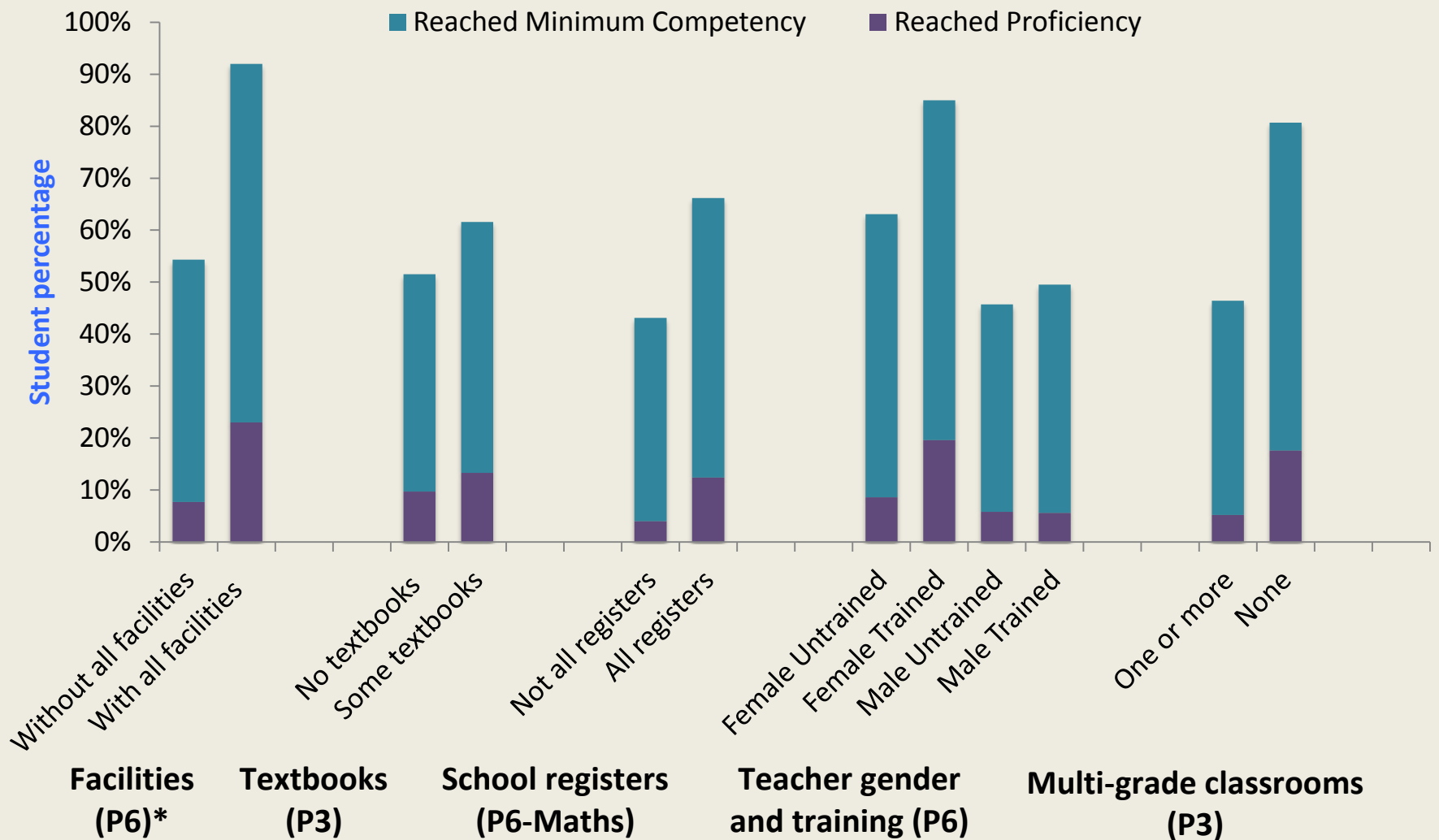
Source: Ghana National Education Assessment 2012



# 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

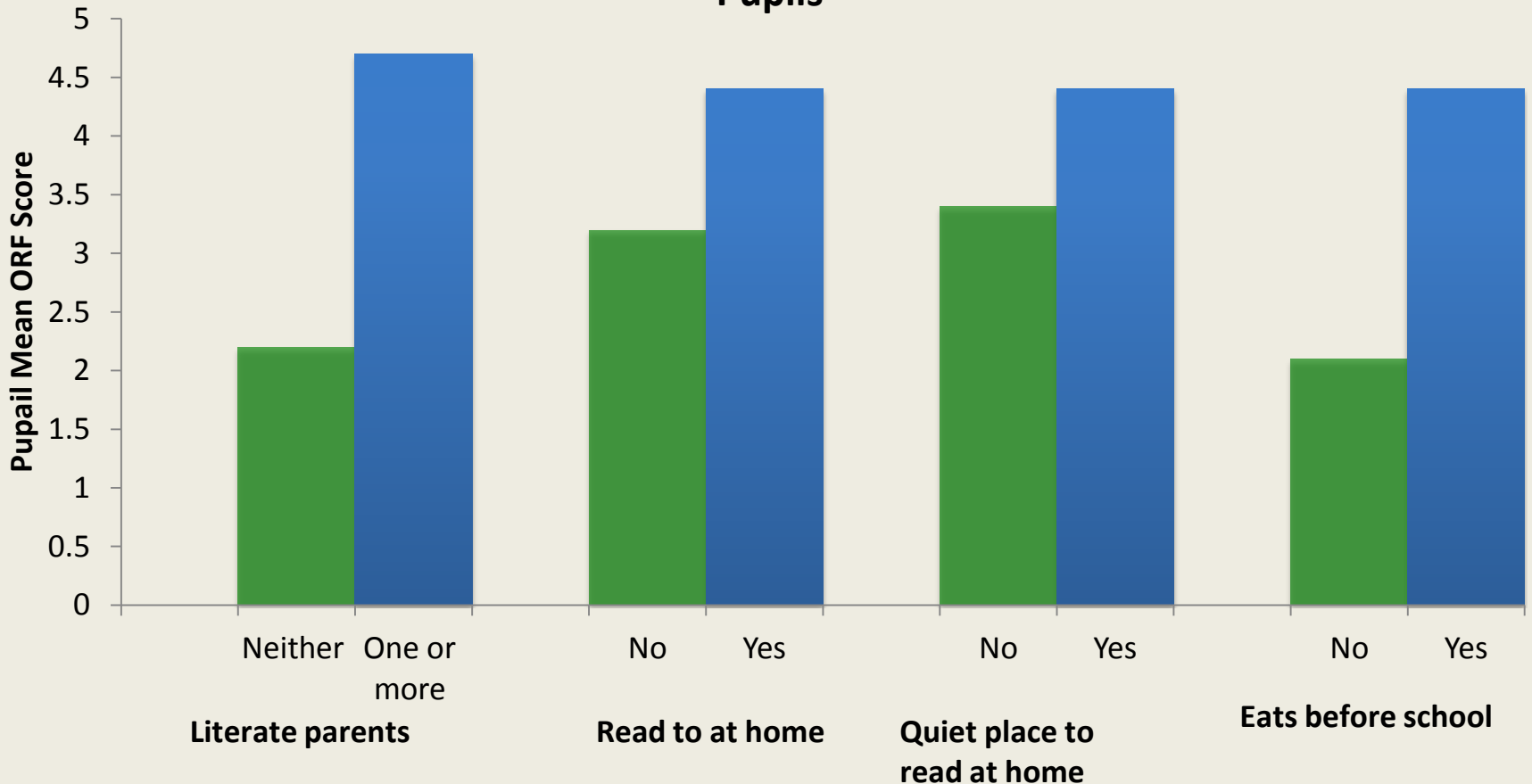
# Factors related to learning outcomes (P3 and P6) in Ghana



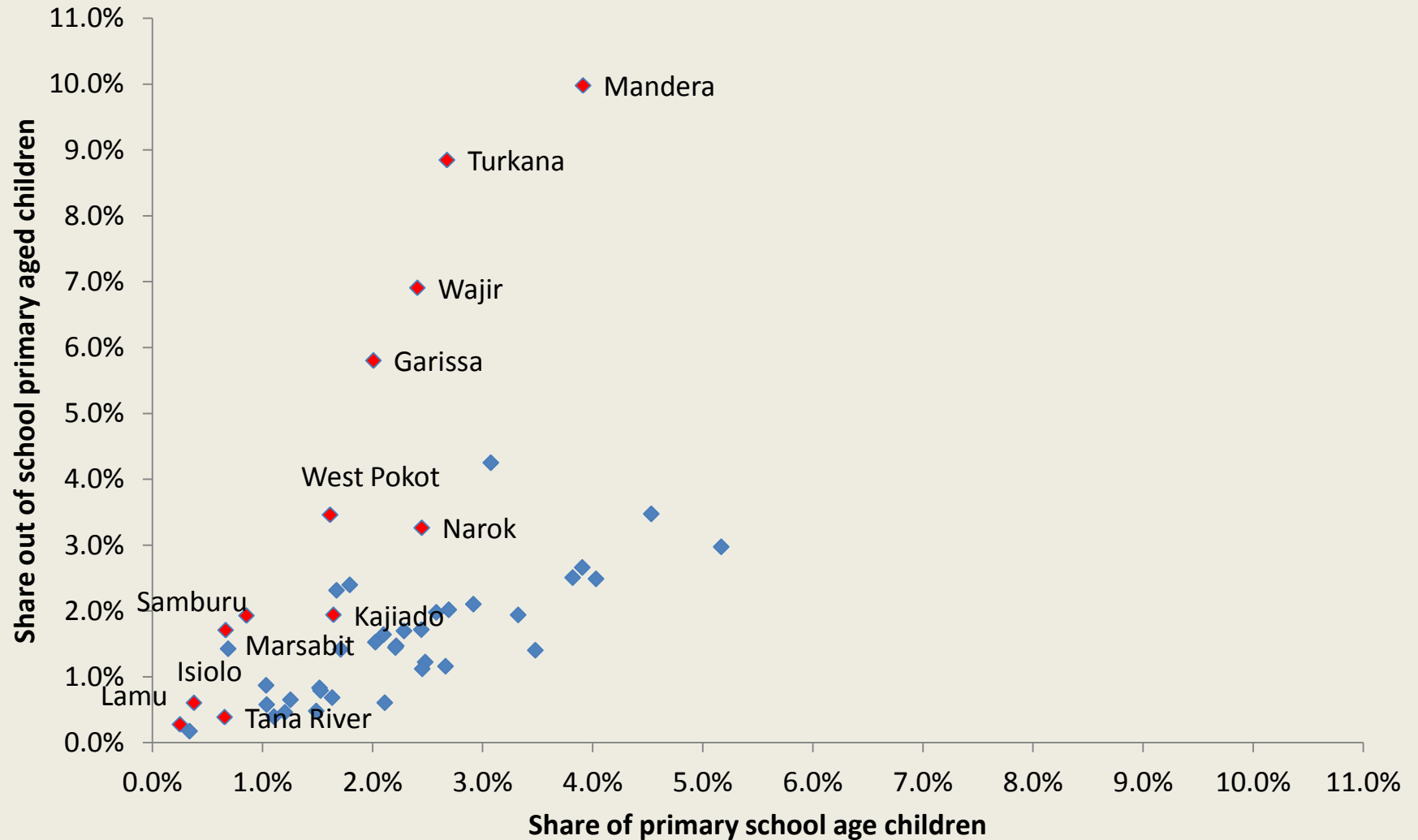
\*Water, electricity, and and girls' toilets

# Nigeria: EGRA Results in Sokoto State

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

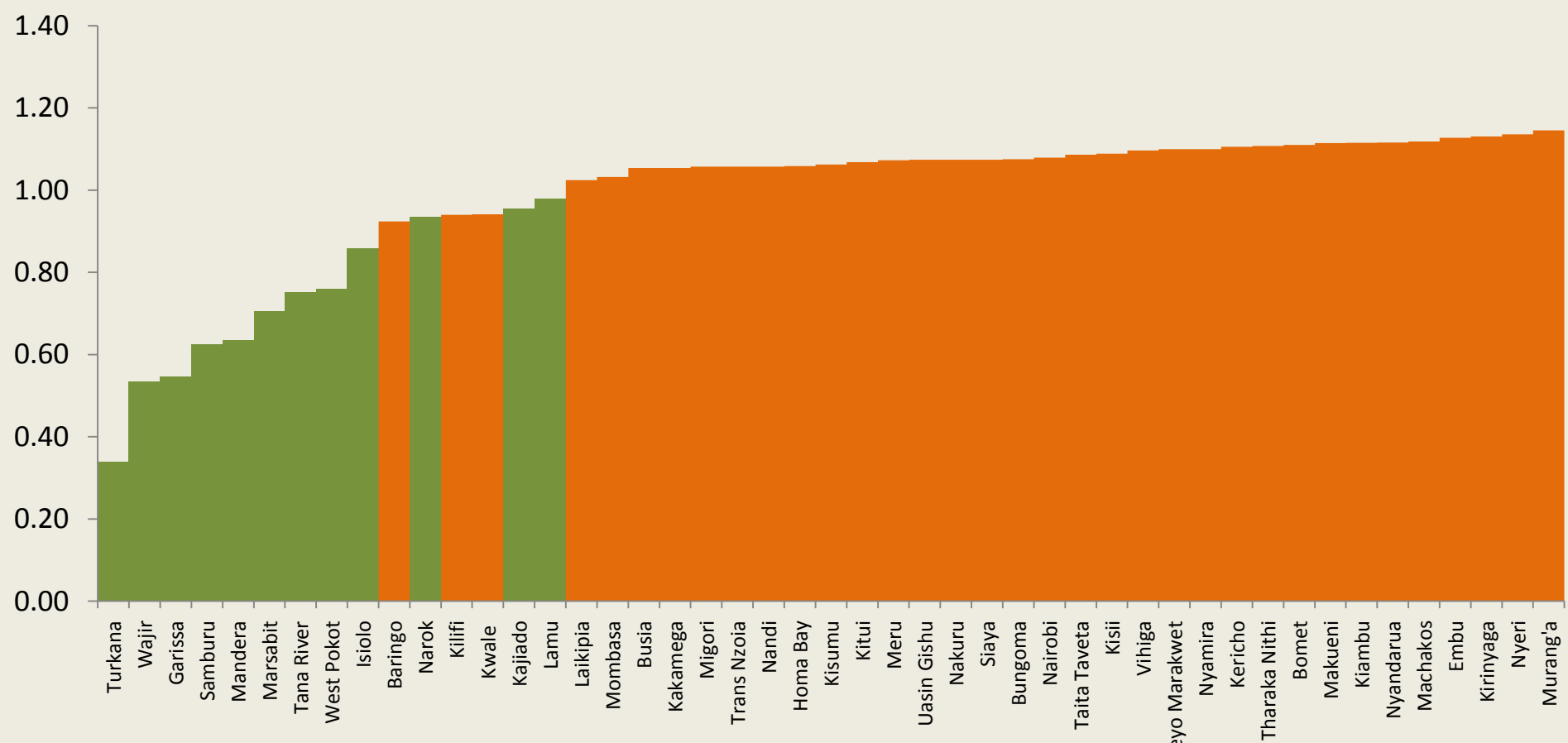


# Kenya's unequal distribution of out- of-school children (47 counties)



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