Addressing Disparities in Education
Seminar on Education Statistics and Data Collection with Graduate Students from Rangsit University

16 March 2006
UNESCO Bangkok

Education for All (EFA): Reaching the Unreached

EFA Global Monitoring Report

Gender  Quality  Literacy

Availability of education statistics: Asia

Central Asia

East and South East Asia

South and West Asia
The enrolment challenge

Primary school enrolments have risen sharply in South and West Asia and sub-Saharan Africa, but these two regions are still home to 70% of the world’s 100 million out-of-school children.

Progress varies in Primary school Net Enrolments Rates (NER) in East Asia: 2001 to 2002

The impact of exclusion and disadvantage

Where poverty rates are higher, literacy rates tend to be lower:

- **Women**: 88 literate women for 100 adult literate men – 92 in East Asia and the Pacific, 66 in South and West Asia
- **Indigenous peoples**: their lower literacy rates reflect limited access to formal schooling
- **Disabilities**: over 600 million people have a disability, two-thirds live in low-income countries. Evidence suggests weak literacy skills
- **Migrants**: dramatic growth within and between countries
- **Rural residents**: disparities are greater in poorer countries with low overall literacy rates (44% rural vs 72% urban in Pakistan)

Availability of education statistics: Asia
National and Regional EFA Mid-Decade Assessment

Languages in the region

<table>
<thead>
<tr>
<th>Number of languages</th>
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<td>Brune</td>
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<td>Cambodge</td>
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<td>Singapore</td>
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<td>Thailand</td>
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<td>Laos</td>
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<td>Vietnam</td>
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<td>Myanmar</td>
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<td>Malaysia</td>
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<td>Philippines</td>
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<td>China</td>
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Mother Tongue Education

Population with access to education in first language

Mid-Decade Assessment objectives

1. assess national (and sub-national) progress toward the attainment of the EFA Goals and Targets, and
2. identify the remaining gaps in terms of quality and equity across the national sub-populations of learner-groups, in order to
3. prepare for the Mid-Term Review (2007/8) for planning the next phase of education reforms to attain the 2015 EFA Goals and Targets and MDG.
Considering disparities

- Which children are not in school/learning centres?
- What inhibits their full participation?
- Who should be targeted as a priority?
- How can we improve quality and equality?

The framework for the assessment

Inclusive Education and Lifelong Perspective

- inclusion of diversity of learning needs of sub-populations (incl. disabled, linguistic, ethnic minorities, castes, disadvantage groups, etc.) – equity, equality and disparity
- provision of quality education for all learners

Identifying Disparities

Differential impact: In preparation for the EFA Mid-Decade Assessment, countries should implement the collection and analysis of data for target groups at the sub-national level
- Target Groups: the Marginalized and Disadvantaged
  - Women and girls
  - Ethnic minorities
  - Linguistic minorities
  - SES, Classes, Castes
  - Rural inhabitants
  - Migrants
  - People without legal status (birth registration, citizenship)
  - Children with disabilities
  - Working children
  - Children affected by HIV/AIDS

Education for whose needs? Sub-National Analysis of Disparities

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<tr>
<td>Urban poor &amp; homeless</td>
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<td>Remote isolated communities</td>
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<td>Minority language groups</td>
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<td>Learners with disability/special needs</td>
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<td>Urban migrants and urban street children</td>
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<td>Seasonal itinerant workers</td>
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<td>Rehabilitation of prisoners</td>
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<td>Refugees &amp; displaced population</td>
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<td>Etc. List relevant neglected groups</td>
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Alternative sources of data on un-reached groups

- Many case studies and pilot projects were conducted in areas that were found to be very weak in many countries across the entire Six Goals of the EFA programme – namely, uneven distribution of quality education across the sub-national target groups:
- Studies on access to education among children with disabilities (Brunei, Cambodia, Samoa, Thailand, Vietnam, WHO ICF-CF technical meeting at UNESCO BKK),
- Linguistic and ethnic minorities (China, Nepal, Thailand, Vietnam), Dalits and Janjati castes (Nepal),
- Children of undocumented migrants and hill tribes (Thailand),
- Life skills (Cambodia, Indonesia, Lao PDR and Vietnam, and Asia regional review),
- Functional literacy (Cambodia, Lao PDR, Thailand, planned studies in LIFE countries

Analyzing Disparities

In order to analyze disparities in access to education, data collected for the six EFA goals should be disaggregated at the sub-national level in general categories:

- **Sex**: male/female
- **Geography**: region; urban/rural; less developed/more developed
- **Social status**: occupation, socio-economic status, caste system, legal status (birth registration, citizenship)
- **Ethnicity**: ethnic, religious, language minorities
- **Disability**
- **Language?**

The Assessment will try to answer:

- What were the most common **gaps in progress** in terms of quality and equality?
- Do traditionally-disadvantaged groups benefit much from the achievements?
- Which groups benefited least or not at all?
- What policies, resource inputs and factors facilitated and what factors obstructed the reaching the targets and resolving the issues - the inclusion of un reached groups in sharing the benefits of the past efforts with regard to this particular Goal?
- What still need to be achieved and what are still missing to address?