Education Disparities and Policy Options

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• EFA discussions on marginalisation and disparities have been going on for some time
  – GMR 2009: Overcoming Inequality: Governance Matters
  – 2008/9 Asia Pacific EFA MDA Assessment, Reaching the Unreached
  – GMR 2010: Reaching the Marginalised
Unreached and Underserved in education in the Asia South Pacific

- children and learners from remote, rural & isolated areas
- learners from linguistic & ethnic minorities, indigenous peoples, minority religious groups;
- girls & women, especially from rural & ethnic minorities;
- underperforming boys including those that are at risk or have dropped out;
- children from migrant families, refugees & stateless children;
- learners with disabilities & special needs;
- children in difficult circumstances;
- learners from very poor families;
- child labourers, street children, trafficked children & abused children;
- children affected or infected by HIV and AIDS;
- orphans and abandoned children
Factors in Marginalisation in Education – GMR 2010

- Poverty, vulnerability and child labour
- Group-based disadvantages
- Location and livelihoods
- Conflict
- Disability
- HIV and AIDS
Implications for Policy now and beyond 2015

- No magic bullets: individual country assessments and planning needed

- Equity should be set at the center of the political agenda for education
  - Set equity goals and targets
  - Assessment of current disparities: strengthen data and statistical base
  - Targets backed by financing and wider policy commitments
Implications for Policy now and beyond 2015

• Estimates to include financial impact of measures that serve to eliminate disparities for example:
  – removal of all cost and legal barriers to free education including the elimination of school fees and other indirect costs;
  – provision of targeted financial support to marginalized groups;
  – the financial incentives to bring qualified teachers to remote areas;
  – resources needed to train teachers to better reach students with varied forms of disadvantage (e.g gender, language, disability, ethnicity, caste etc.)
Implications for Policy now and beyond 2015

- Integration of education planning within effective national poverty reduction strategies - stronger interaction of education and poverty eradication measures

- Equity in education should apply to the full EFA agenda
Implications for Policy now and beyond 2015

• Quality education for all: meet the specific learning needs of marginalized groups and communities
  – Measured in 3 dimensions:
  – inputs or enabling conditions for learning (from infrastructure and learning materials to qualified, trained teachers and adequate budgets);
  – pedagogy and the learning process, including an appropriate language of instruction, and learning time;
  – learning outcomes
Implications for Policy now and beyond 2015

• Resource Mobilisation

  – Domestic resource mobilisation: tax justice
  – Changing aid practice: focus on ‘results’ and ‘outcomes’ e.g. ‘cash on delivery’ approach
  – Public private partnerships in education: greater review of the experience needed

see [http://www.periglobal.org/](http://www.periglobal.org/) of the Privatisation in Education Research Initiative (PERI)
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