Educational Equity in Africa and South Asia

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World Bank
http://africacan.worldbank.org
I. Enrolment and Completion
Gaps in primary enrolment and completion rates

Source: WDI.
Gaps in primary enrolment and completion rates

[Image of a bar chart showing percent of school age population for countries like Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka, with bars divided to represent gross enrollment rate and completion rate.]
Gender and income gaps

Uttar Pradesh (India) 1998-99
Attainment profile, ages 15-19

Proportion

Grade

Rich 20% Male, Rich 20% Female, Poor 40% Male, Poor 40% Female
Income gaps only

![Bangladesh 1999 Attainment profile, ages 15-19](image)
Malawi, Access to school according to income level, 2006

Source: CSR Malawi, World Bank (forthcoming)
Mali, Access to school according to income level, 2007

Source: Calculations from household survey data
II. Learning Outcomes
Access rate and access rate with literacy skills – DR Congo, 2007

Source: Calculations from household survey data
Learning outcomes in Sri Lanka

<table>
<thead>
<tr>
<th>Province</th>
<th>Proportion of students achieving mastery of their first language (Sinhalese or Tamil) %</th>
<th>Proportion of students achieving mastery of mathematics %</th>
<th>Proportion of students achieving mastery of the English language %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
<td>51</td>
<td>52</td>
<td>20</td>
</tr>
<tr>
<td>Central</td>
<td>34</td>
<td>33</td>
<td>8</td>
</tr>
<tr>
<td>Southern</td>
<td>43</td>
<td>44</td>
<td>13</td>
</tr>
<tr>
<td>North-Eastern</td>
<td>23</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>North Western</td>
<td>42</td>
<td>43</td>
<td>9</td>
</tr>
<tr>
<td>North Central</td>
<td>36</td>
<td>41</td>
<td>8</td>
</tr>
<tr>
<td>Uva</td>
<td>34</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>Sabaragamuva</td>
<td>40</td>
<td>43</td>
<td>10</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>37</td>
<td>38</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: National Assessment of Grade 4 Cognitive Achievement, National Education Research and Evaluation Center, University of Colombo.
Learning outcomes in India

Percent of Std. 2-5 children who cannot read or do sums

Source: ASER 2007
III. Service delivery failures

• Absenteeism
All India Teacher Absence Map
(Public Schools)

<table>
<thead>
<tr>
<th>State</th>
<th>Teacher Absence (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maharashtra</td>
<td>14.6</td>
</tr>
<tr>
<td>Gujarat</td>
<td>17.0</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>17.6</td>
</tr>
<tr>
<td>Kerala</td>
<td>21.2</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>21.2</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>21.3</td>
</tr>
<tr>
<td>Haryana</td>
<td>21.7</td>
</tr>
<tr>
<td>Karnataka</td>
<td>21.7</td>
</tr>
<tr>
<td>Orissa</td>
<td>23.4</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>23.7</td>
</tr>
<tr>
<td>West Bengal</td>
<td>24.7</td>
</tr>
<tr>
<td>Andhra Pradesh</td>
<td>25.3</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>26.3</td>
</tr>
<tr>
<td>Chhattisgarh</td>
<td>30.6</td>
</tr>
<tr>
<td>Uttarakhand</td>
<td>32.8</td>
</tr>
<tr>
<td>Assam</td>
<td>33.8</td>
</tr>
<tr>
<td>Punjab</td>
<td>34.4</td>
</tr>
<tr>
<td>Bihar</td>
<td>37.8</td>
</tr>
<tr>
<td>Jharkhand</td>
<td>41.9</td>
</tr>
<tr>
<td>Delhi</td>
<td>-</td>
</tr>
<tr>
<td>All India Weighted</td>
<td>24.8%</td>
</tr>
</tbody>
</table>

Figure 3.8. Teacher Absenteeism, by Province, 2002.

Public School Teachers are paid a (lot) more

- Definitions
- Unadjusted Wage is the average wage of teachers in the public and private sector
- The adjusted wage is what a 25 year old female with a bachelors degree and a 2-year teacher training course residing locally would earn in the public and private sector
Teacher Absenteeism and Compensation

Salary results are presented as “deviations from mean”. So the number 200 on the vertical axis means that the person’s salary is Rs.200 more than the average salary for the sector.

The private sector pays more absent teachers less.

The public sector pays more absent teachers more.

The figure is based on a non-parametric plot of deviations from mean salary against the number of days absent.
# Absence rate among teachers

<table>
<thead>
<tr>
<th>Country</th>
<th>Rate (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>15</td>
</tr>
<tr>
<td>Ecuador</td>
<td>14</td>
</tr>
<tr>
<td>India</td>
<td>25</td>
</tr>
<tr>
<td>Indonesia</td>
<td>19</td>
</tr>
<tr>
<td>Papua New Guinea</td>
<td>15</td>
</tr>
<tr>
<td>Peru</td>
<td>11</td>
</tr>
<tr>
<td>Zambia</td>
<td>17</td>
</tr>
<tr>
<td>Uganda</td>
<td>27</td>
</tr>
</tbody>
</table>
Uganda: What enumerators found

- Can't find teacher, 19.2%
- In class, teaching, 18.2%
- Out of class, break, 17.6%
- Out of class, in school, 34.2%
- Administrative work, 8.1%
- In class, not teacher, 2.4%
- With surveyor, 0.2%
III. Service delivery failures

• Absenteeism
• Leakage
Grants for Primary Education in Uganda

- In 1995, survey of 250 primary schools in 19 of 39 districts;
III. Service delivery failures

- Absenteeism
- Leakage
- Political capture
Public-private cost sharing by level of education (average of 18 African countries)

Public funding as % of total public + household (by level of education) average of 18 African countries

Share of public resources used for the 10% most educated, Africa Region

Source: Education performance rating: how do African countries score?, World Bank (forthcoming)
IV. Solutions and their problems
Stipends yield big gains for Bangladesh secondary education
People have heard of 60% of the schools in their village and have visited 20%.

What do people know about schools?

Parental Knowledge of Schools in the Village

Schools Parents have Heard Of

Schools Parents Have Visited

- Attock
- Faisalabad
- Rahim Yar Khan

- Mother Heard Of
- Father Heard Of
- Schools in Village

- Mother Visited
- Father Visited
- Schools in Village
Grants for Primary Education in Uganda

- In 1995, survey of 250 primary schools in 19 of 39 districts;
Grants for Primary Education in Uganda

- In 1995, survey of 250 primary schools in 19 of 39 districts;
What Do Villagers Know about Public Agents/Resources in Education?

Has Anyone Heard of the VEC?

- Villagers Who Don’t Know of a Village Education Committee: 92.4%
- Villagers Who Think there is a VEC: 7.6%
- Villagers Who Believe there is a VEC, But Can’t Name Any VEC Members: 5.0%
- Villagers Who Can Name Only One or Two VEC Members (the Pradhan and/or Headmaster): 1.1%
- Villagers Who Can Name More VEC Members than Just the Pradhan and Headmaster: 1.5%

* Based on 2,803 household surveys in 4 random blocks in the District of Jaunpur, UP. Each household is weighted by total number of households in village divided by number households surveyed in village.
How to end poverty

Market failures
Efficiency & Equity

Government failure
How to end poverty

Market failures
Efficiency & Equity

Government failure
“It is not sufficient to contrast the imperfect adjustments of unfettered private enterprise with the best adjustment that economists in their studies can imagine. For we cannot expect that any public authority will attain, or will even whole heartedly seek, that ideal. Such authorities are liable alike to ignorance, to sectional pressure, and to personal corruption by private interest.”

--A.C. Pigou, 1920