

# Gender and Social Exclusion in Education



Marlaine Lockheed

IHSP Conference

“Educational Equity: Global and National  
Strategies”

May 1-2, 2009

Center for Global Development

# Inexcusable Absence



**Why 60 million girls still aren't in school  
and what to do about it**

Maureen A. Lewis and Marlaine E. Lockheed

# Exclusion, Gender and Education

Case studies from the developing world



A companion to *Inexcusable Absence*

Maureen A. Lewis and Marlaine E. Lockheed, editors

Center for Global Development

# What I will discuss today

---

- The global gender equity challenge: Girls from socially excluded groups
- What keeps girls from socially excluded groups out of school?
- What works to reach and teach socially excluded girls?
- What can donors do?

# Who were out of school in 2006?

---

- 72 million children in developing countries were out of school
- 40 million girls were out of school
- About 70 percent of out-of-school girls come from “socially excluded groups”

# Who are the socially excluded groups?

---

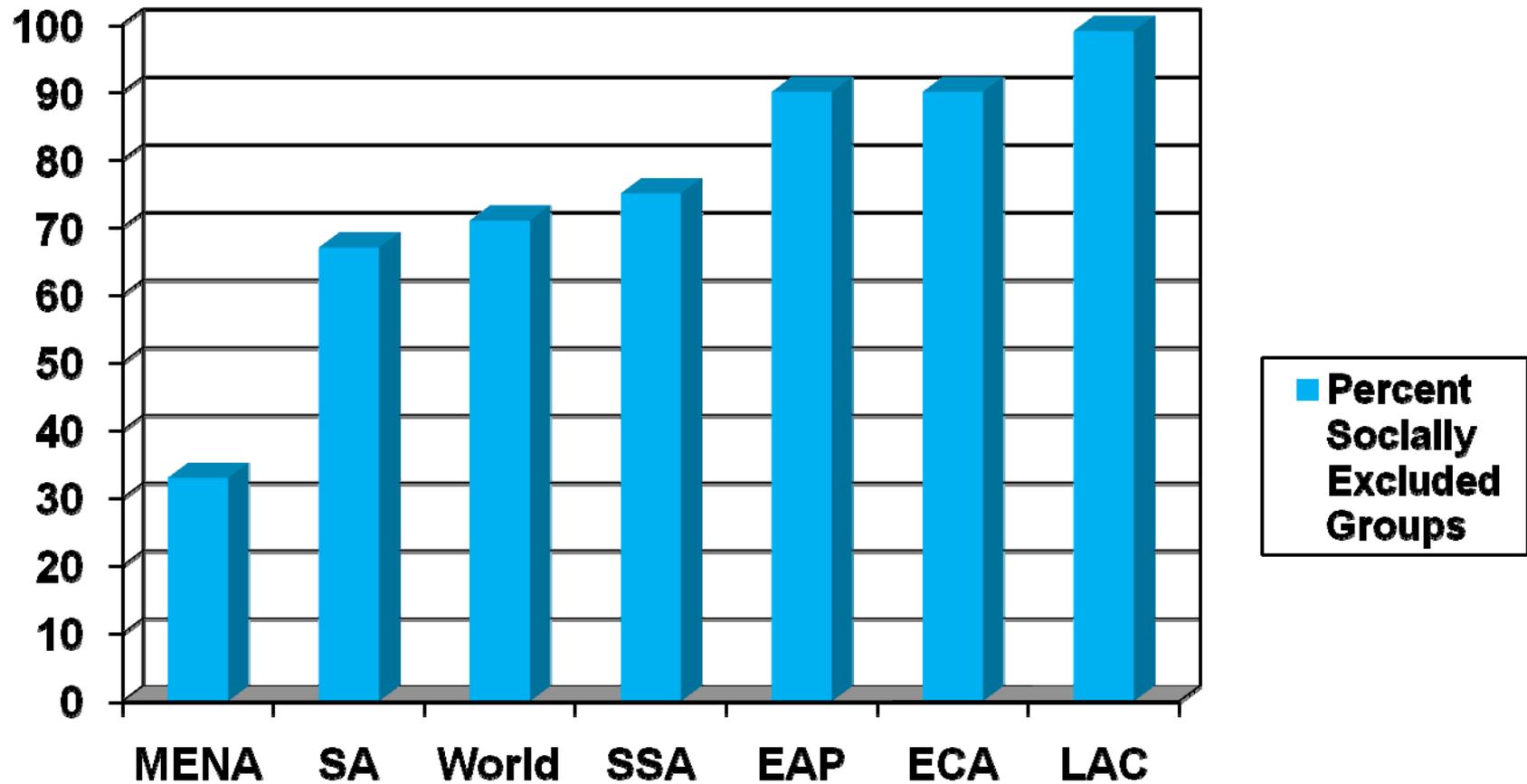
- Stigmatized groups
- Ethnically different groups
- Groups accorded low status
- “Involuntary” minority groups

# Excluded groups differ across regions

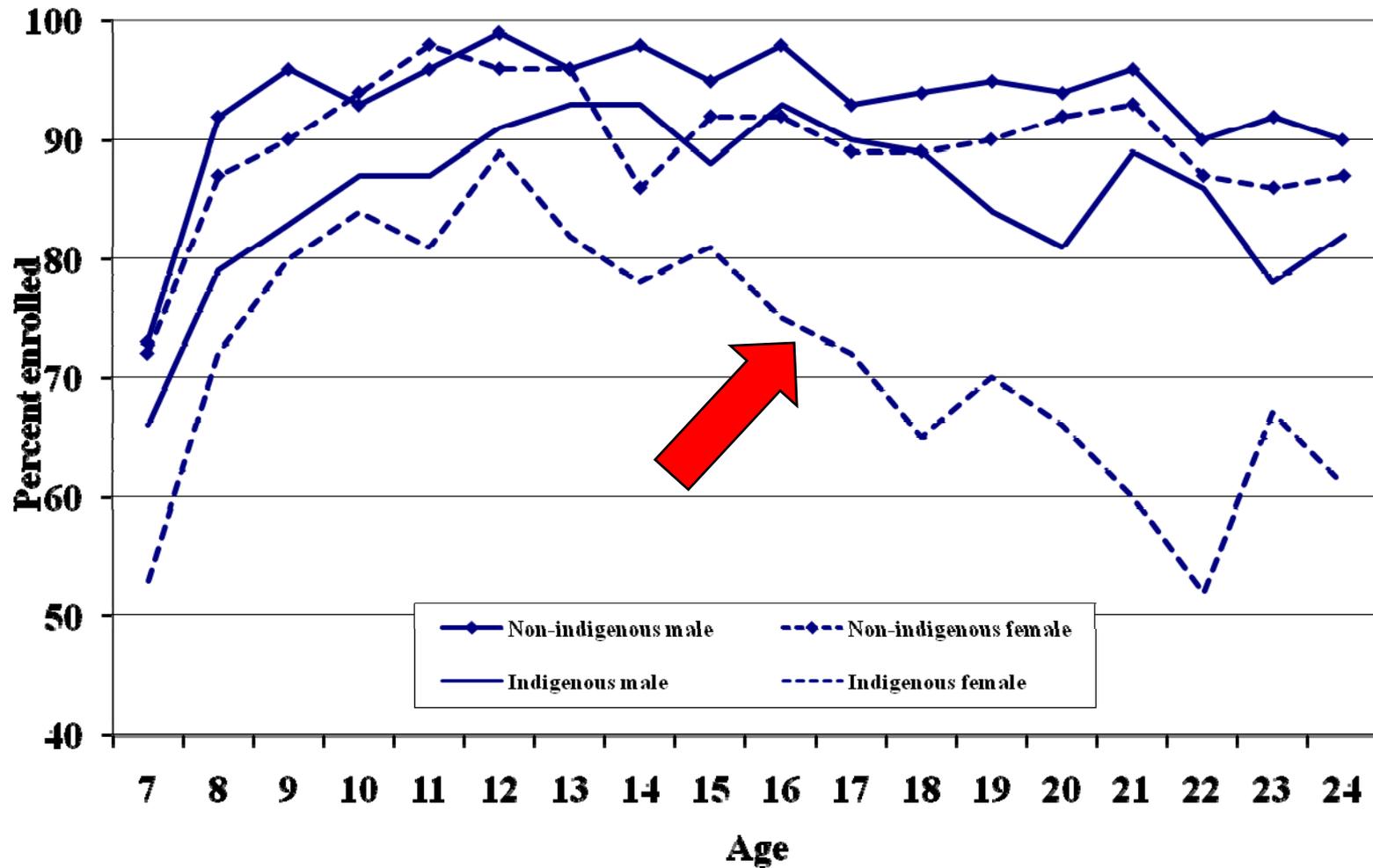
<b>Region</b>	<b>Who they are</b>
Sub-Saharan Africa	Populations other than the dominant tribe
South Asia	Dalits, lower castes and tribes, rural populations
Middle East and North Africa	Berbers and rural populations
Latin America and Caribbean	Indigenous and Afro-Latino populations
East Asia and Pacific	Hill tribes, religious minorities, ethnic minorities
Eastern Europe, Central Asia	Roma and rural populations

# Social exclusion of girls is most serious in LAC, EAP and ECA

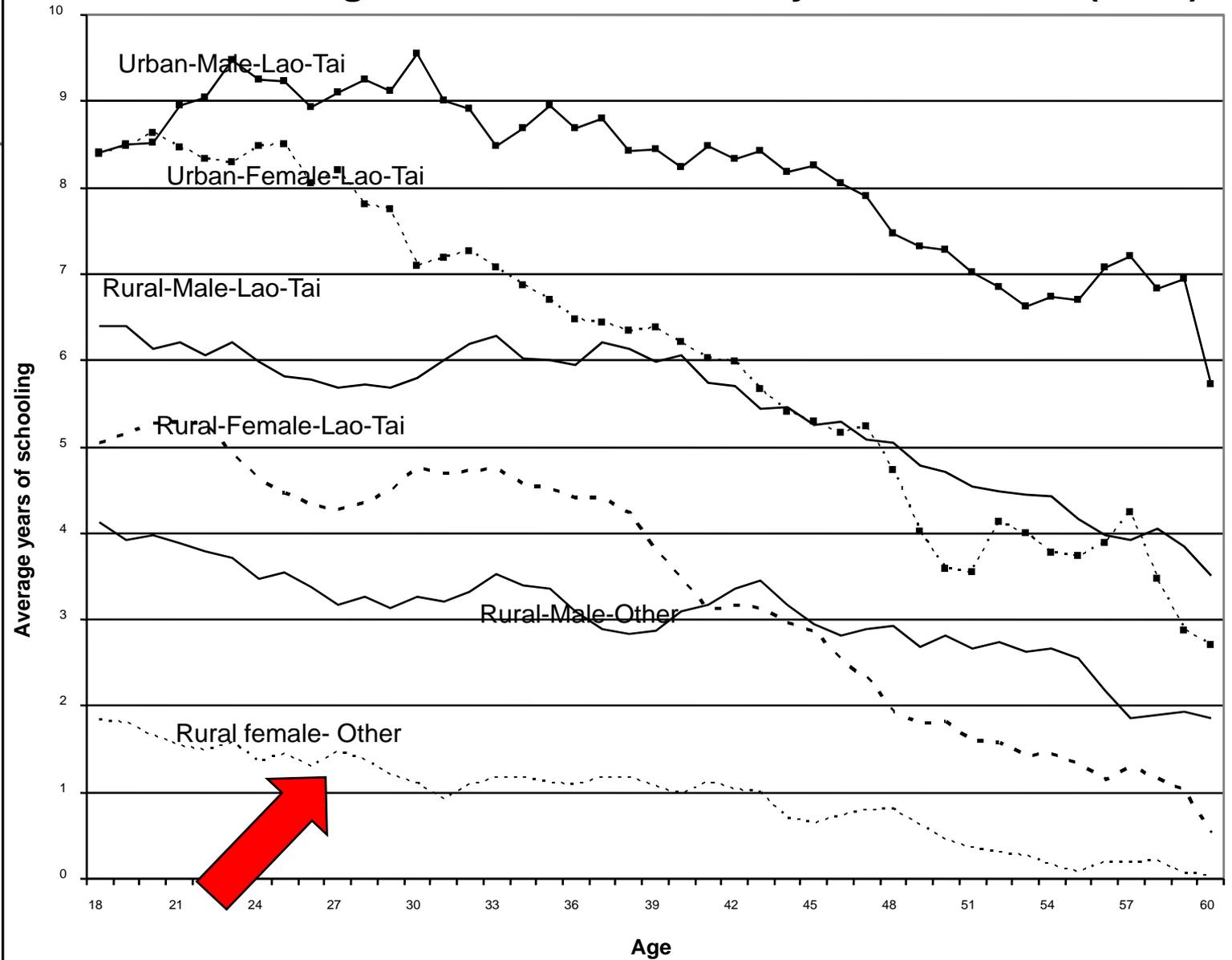
---



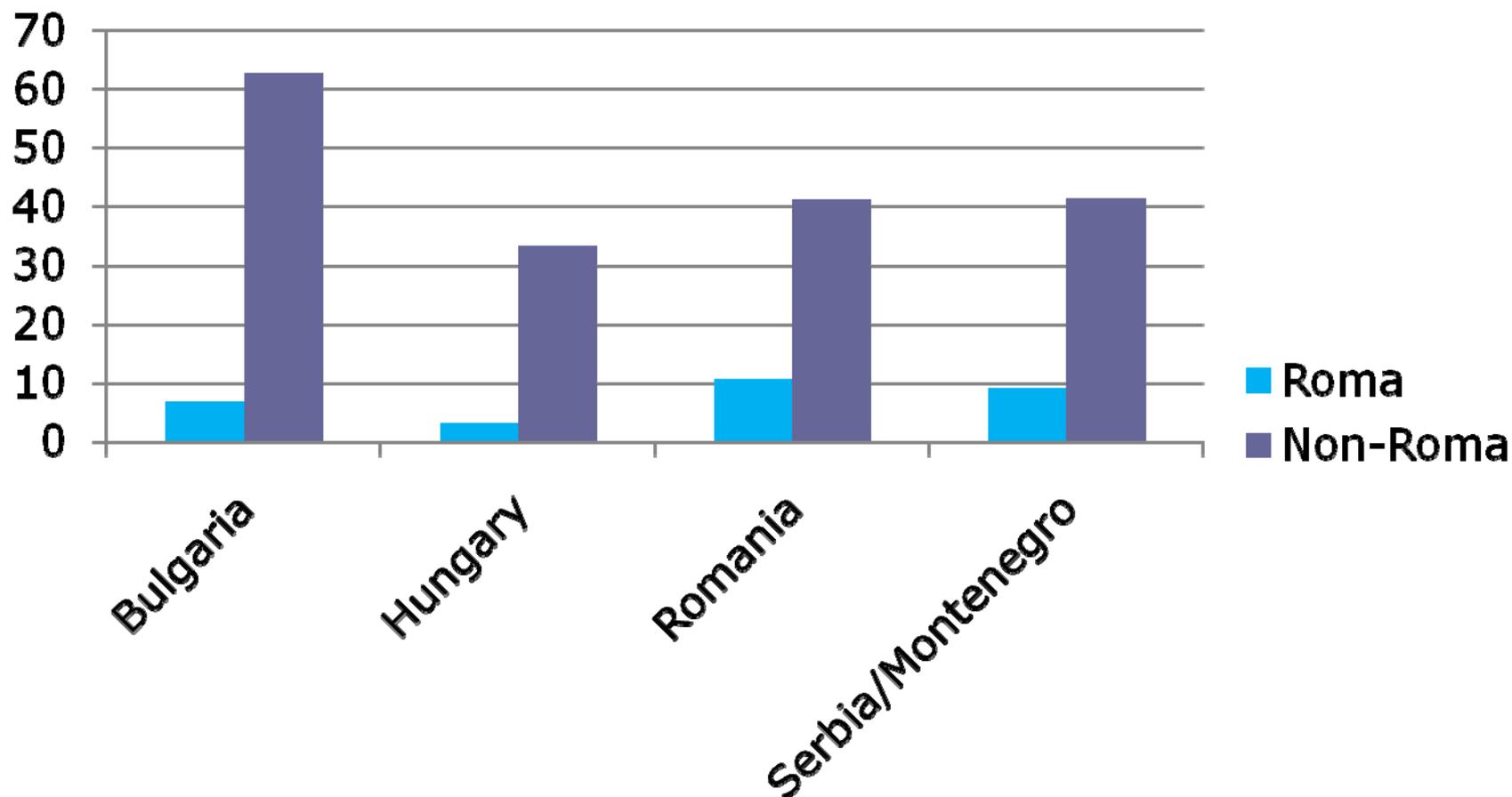
# In Latin America: Indigenous girls are least likely to EVER ENROLL in school (Guatemala)



# EAP: Hill tribe girls COMPLETE fewest years of school (Laos)



# In ECA, fewer Roma COMPLETE SECONDARY than non-Roma (Bulgaria, Hungary, Romania, Serbia/Montenegro)



# What keeps socially excluded girls out of school?

---

- Administrative or legal barriers
- Poor quality and limited supply of education
- Low demand for girls' education

# Administrative and legal barriers

---

- Fixed number of schools per community
- Pregnancy and expulsion
- Dominant group language as medium of instruction and in textbooks
- Selection examinations and tracking
- Absence of compulsory education laws

# Supply and quality of schooling

---

- Lack of schools
- Inadequate facilities and physical inputs
- Less knowledgeable teachers
- Less instructional time
  - Teacher absenteeism
- Fewer, poorer quality instructional materials
  - Few textbooks in local languages
  - Gender bias in textbooks

# Weak demand for education

---

- Cultural considerations
- Cost of schooling
- Safety and security of girls
- Perceived low rates of return for education
- Discrimination in labor markets

# What has worked for socially excluded girls in developing countries?

---

- Administrative and legal reform
- Education reform
- Incentives and information

# Administrative and legal reform to level the playing field

---

- Revised administrative rules
- Laws against discrimination in school
- Laws against discrimination in the labor market

# Education reform to diversify and improve school supply

---

- Early education adaptations
  - Preschool
  - Bilingual or mother-tongue instruction
- Ensuring the school basics
- Involving parents and community
- Compensatory programs (e.g.tutoring)
- Extension courses for secluded girls

# Incentives and knowledge to increase demand

---

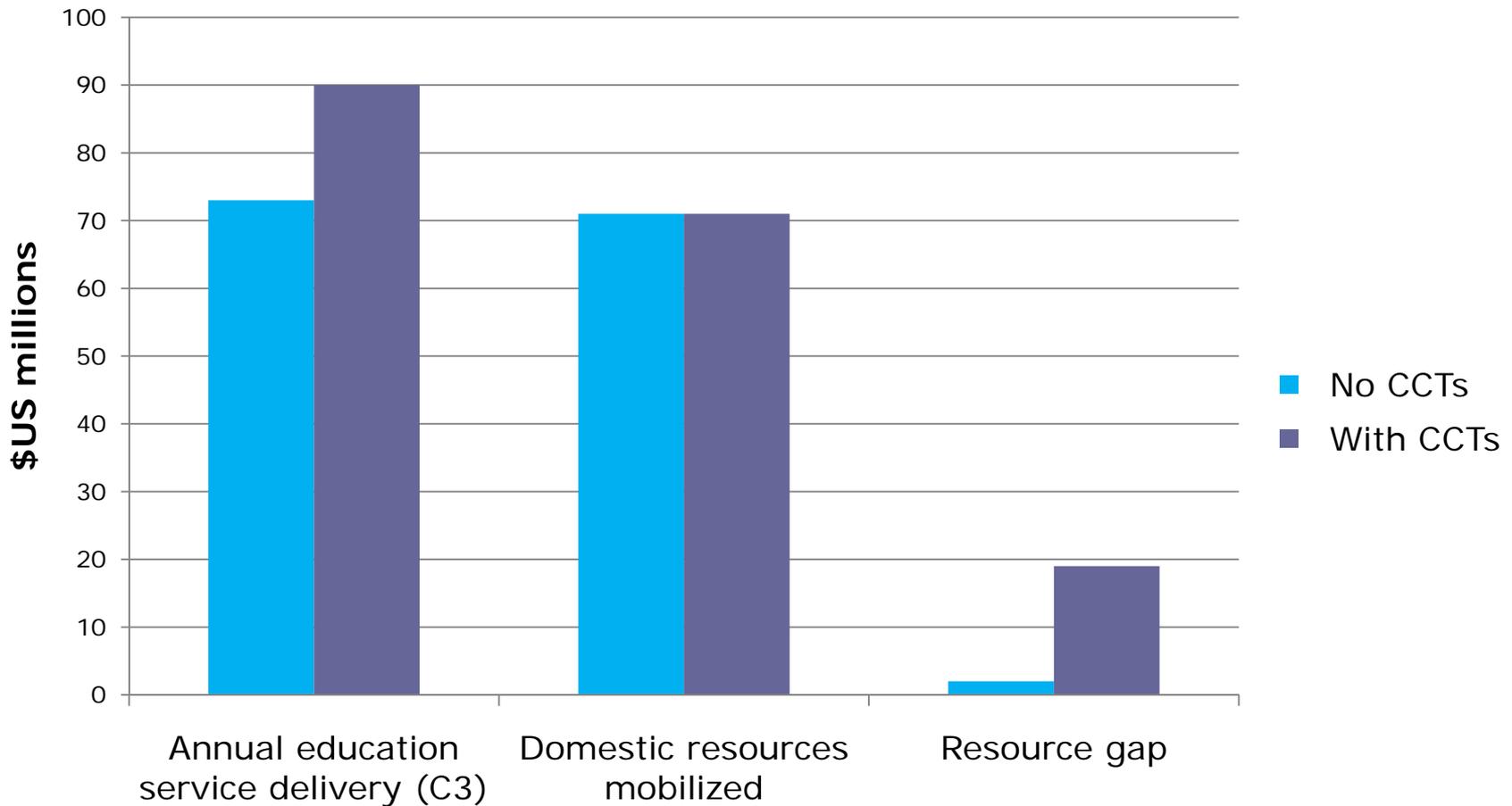
- Incentives for households: CCTs and scholarships
- Better linkages of (secondary) school with labor markets (English, computer skills)
- Better information about returns to education in the labor market

# What is the cost?

---

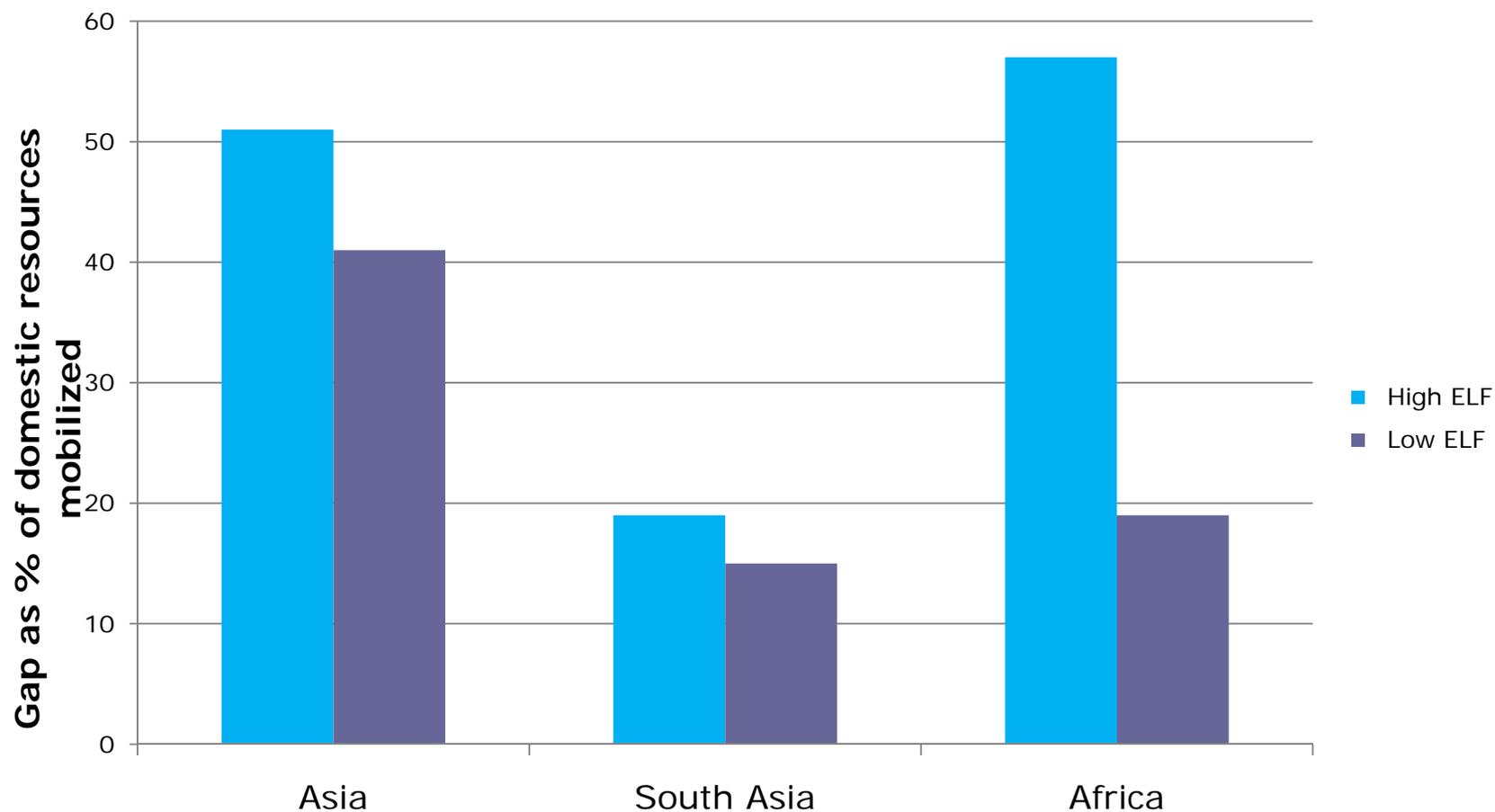
- Per-student costs for reaching socially excluded girls will be higher
- Countries with many socially excluded groups face the largest challenges
- How much?
  - Could be 2-10 times more
  - Much more than current levels of external aid for basic education

# Reaching socially excluded groups costs more (CCTs in Nicaragua)



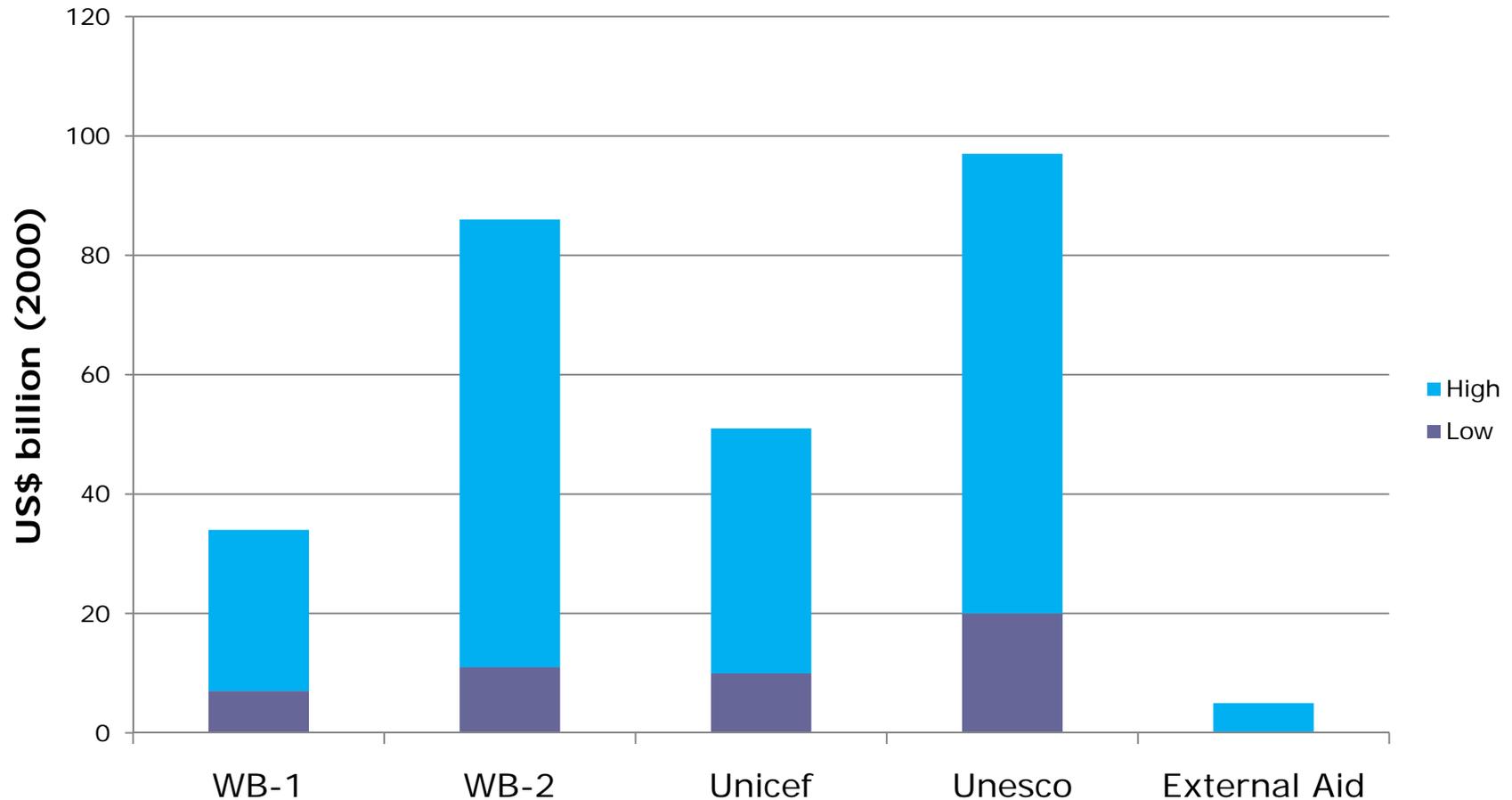
Source: Bruns et al 2003; Glewwe 2006

# Countries with more social exclusion have higher UPC financing gap



Asia: Laos, Cambodia; South Asia: Pakistan, Bangladesh; Africa: Malawi, Lesotho

# Annual cost for the 40 million out-of-school girls to complete primary school



# In summary

---

- The main challenge for gender equity in developing countries is reaching girls from socially excluded groups
- Legal/administrative, supply and demand constraints keep girls out of school
- Extra efforts, tailored to the specifics of the country and socially excluded groups, are needed and will cost more than “business as usual”
- Donors can help

# For more information, go to

---

- [www.cgdev.org](http://www.cgdev.org)

- **For downloadable copies of**

  - *Inexcusable Absence*

  - *Exclusion, Gender and Education*