Gender and Social Exclusion in Education

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Inexcusable Absence

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

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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

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

![Bar chart showing the annual cost for the 40 million out-of-school girls to complete primary school, with categories for WB-1, WB-2, Unicef, Unesco, and External Aid. The chart compares high and low estimates in US$ billion (2000).]
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

For downloadable copies of
- *Inexcusable Absence*
- *Exclusion, Gender and Education*