



Reaching the marginalized

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London,

8 March 2010

Marginalization in education - What is it?

- *“Clearly remediable injustices around us which we want to eliminate”* , *The idea of justice, Amartya Sen*
- *“Any distinction, exclusion, limitation or preference which...has the effect of nullifying or impairing equality of treatment”* **Article 1 Convention against Discrimination in Education (1960)**
- Extreme and persistent disadvantage reflected in ‘predictable’ failure, limited mobility, low levels of achievements and attainment

Marginalization in education

- The Report focuses on:

1. **Measuring marginalization** – new national data (DME data set)
2. **Drivers of marginalization** – causes such as poverty, gender, language, location, disability which intersect – and are reinforced by social attitudes
3. **Remedies** – Policies for reaching and teaching the marginalized

Kenya's pastoralists – wealth vs education



Kenya's pastoralists, struck by drought, say they need schools that follow their herds.

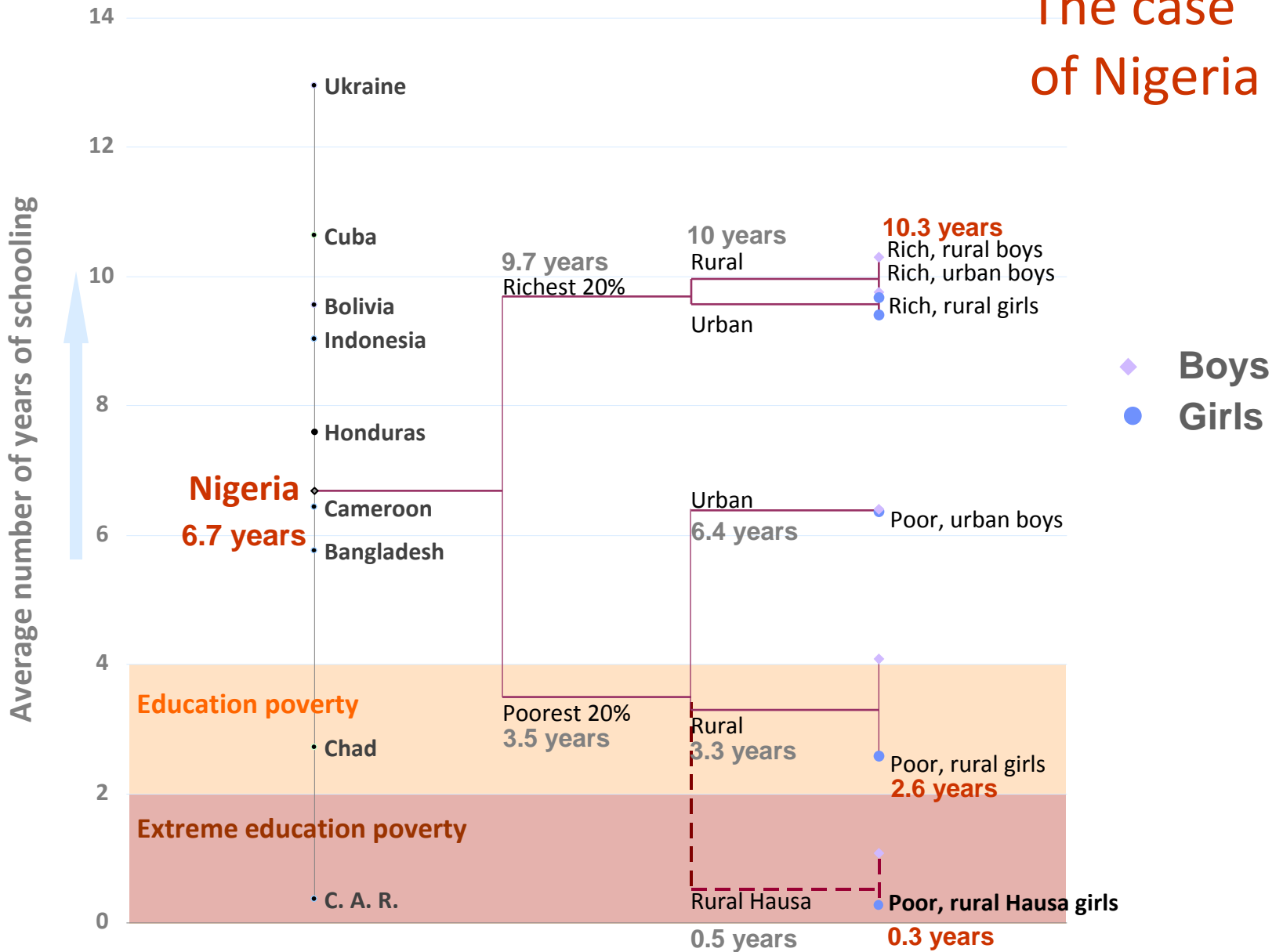
- Nasra Hassan, 7, was enrolled at Basaa Primary School in a remote district of Northern Kenya. But the drought has left 4 million Kenyans in need of emergency food aid, and pastoralist areas have been among the worst affected.
- Nasra's parents no longer have the money for her education and Nasra has to stay home to help with chores. The tension between securing livelihoods and gaining education is a recurrent theme in pastoral areas. As one parent said, 'The educational system that fits us will be the one that follows us, that follows our animals.'

Measuring marginalization – a new tool

- Deprivation and Marginalization in Education (DME) data measures:
 - ‘Education poverty’ – less than 4 years at school
 - ‘Extreme education poverty’ – less than 2 years at school
- DME provides a tool for:
 - disaggregating by group characteristics
 - decomposing the ‘bottom 20%’
- Beyond the numbers of years in school – looking at disparities in learning achievement

Education marginalization – inequalities within countries

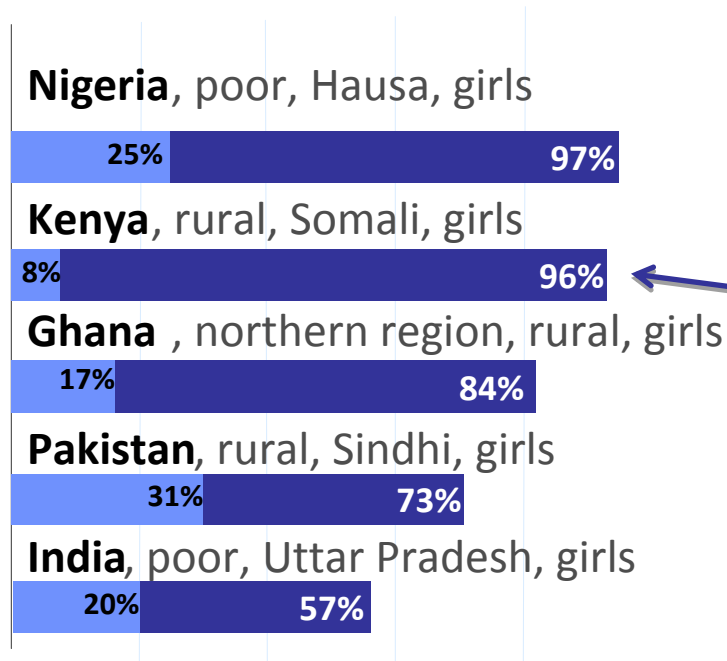
The case of Nigeria



Overlapping disadvantage influence years in school

Extreme education poverty

% with less than 2 years of education
(age 17-22)



■ Country average

■ Group average

- In Kenya, 96% of rural Somali girls (aged 17-22) have less than 2 years of education.
- The current primary net attendance rate for Somali girls is only 30%.

Getting left behind – drivers of marginalization

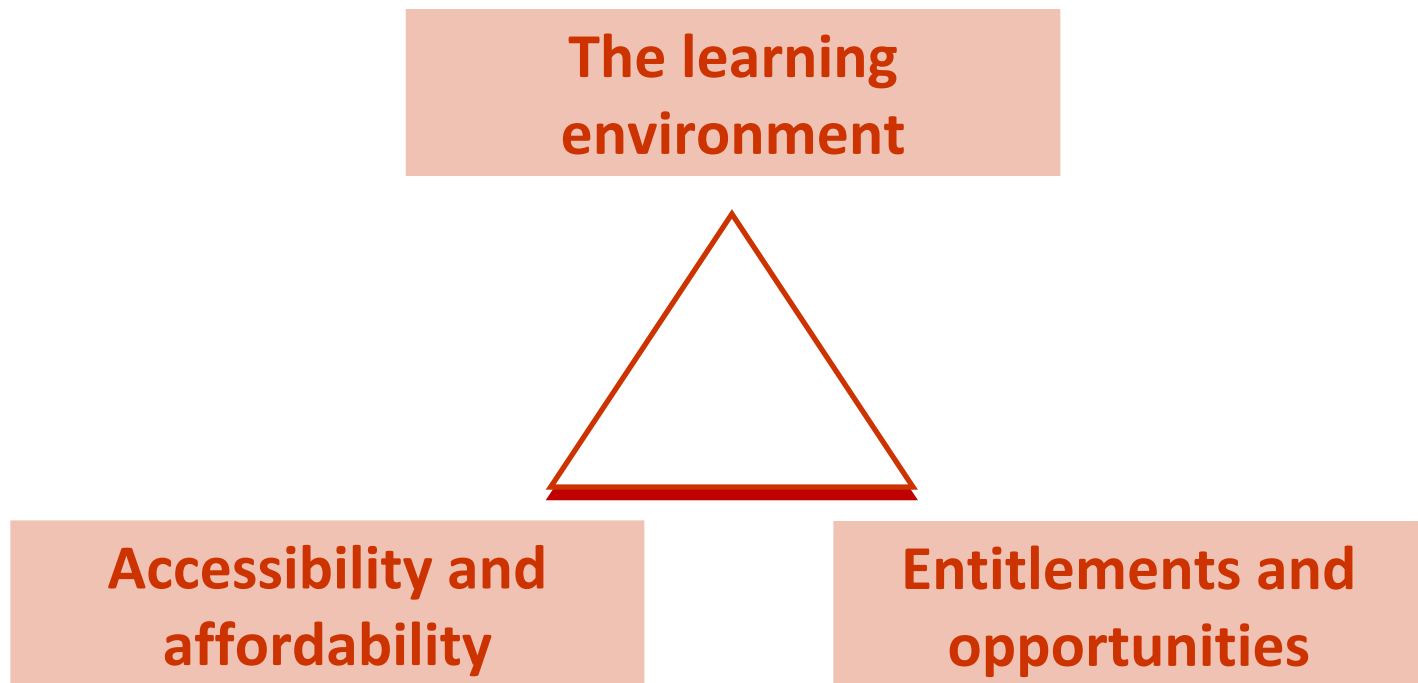
What are the causes?

- Educational marginalization driven by interacting layers of disadvantage
- Crosscut by **poverty** and **gender**.

Five processes which drive marginalization:

1. Poverty, vulnerability and child labour
2. Group-based disadvantages
3. Location and livelihoods
4. Disability
5. HIV and AIDS

The inclusive education triangle



Leveling the playing field – the inclusive education triangle

Accessibility and affordability

Cutting direct and indirect costs

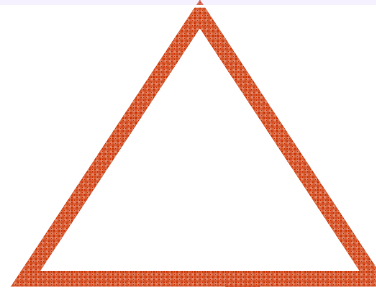
Providing targeted financial incentives

Investing in school infrastructure

Bringing classrooms closer to children

Supporting flexible provision

Coordinating and monitoring non-state provision



Learning environment

Allocating teachers equitably

Recruiting and training teachers from marginalized groups

Providing additional support to disadvantaged schools

Developing a relevant curriculum

Facilitating intercultural and bilingual education

Entitlements and opportunities

Developing poverty reduction strategies

Tackling early childhood deprivation

Enforcing anti-discrimination legislation

Providing social protection

Allocating public spending more equitably

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