

# Strategies for Reducing Inequalities in Participation and Learning

Keith M Lewin



# Four Reasons to Reduce Educational Inequality

- **Commitments to U. N. Charter, Millennium Development Goals, Education for All, Education First, and the Convention on the Rights of the Child.**
- **Inequalities remain associated with household income, location, gender, disability, social group and civil status; in some cases increased participation may be accompanied by greater inequality**
- **Efficiency and effectiveness are closely linked to inequality; inequitable systems invest unevenly and unfairly; they could provide more opportunity for the same costs; they are unlikely to be effective and respond to diversity; differences in learning achievement may be much wider than in children's capabilities.**
- **Social cohesion depends on social contracts between States and their people to collect taxes and provide public goods like education; inequitable education systems fail to promote social justice, efficiency and effectiveness, and may increase risks of social conflict rather than social cohesion**

# Equitable Educational Inclusion

Demand

Supply

Individual  
characteristics

Labour markets  
and  
livelihoods

School access,  
process and outcomes

Equitable Access to  
Education of Quality

Household  
Characteristics

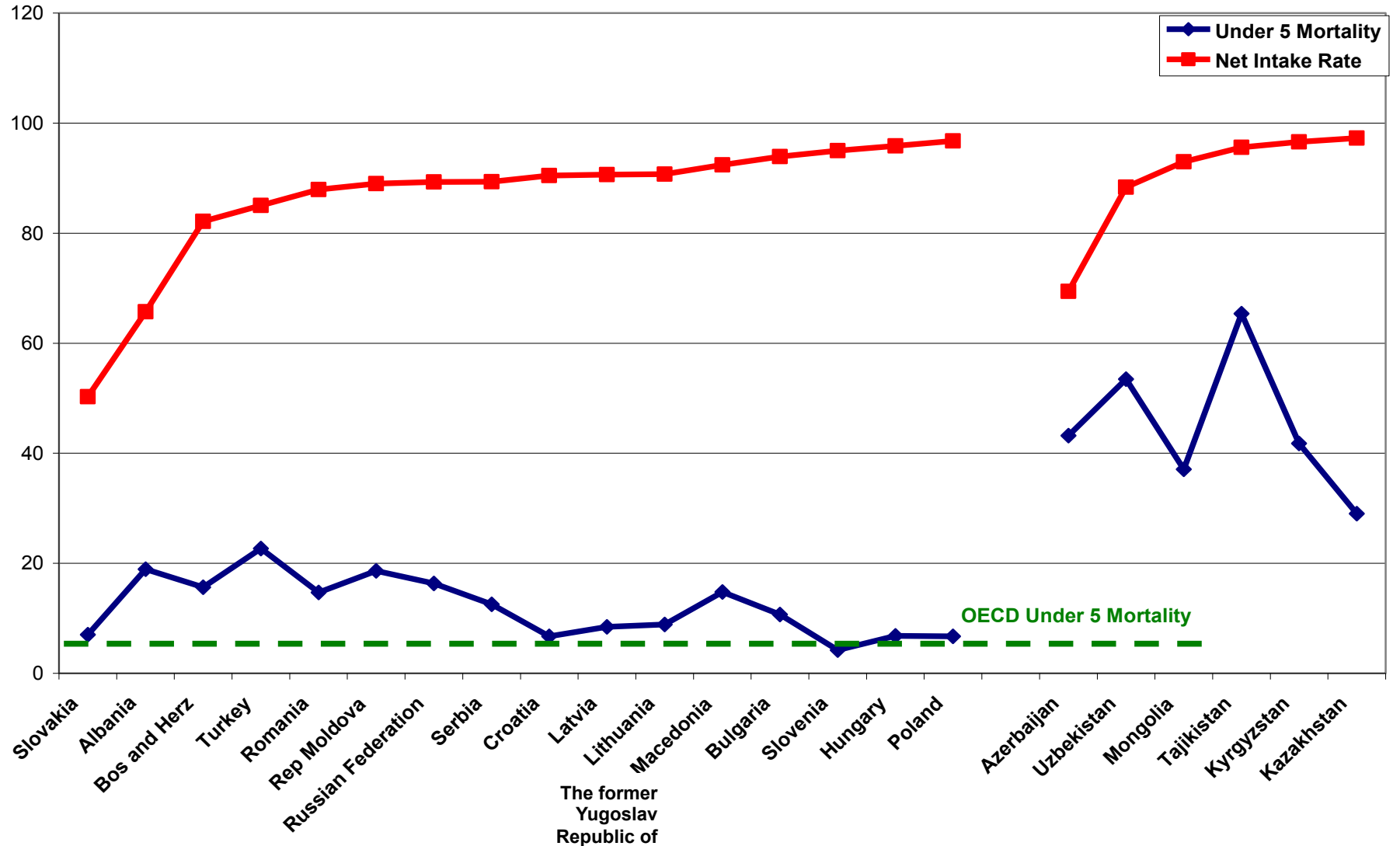
Community  
social,  
and political

District educational  
governance  
and resources

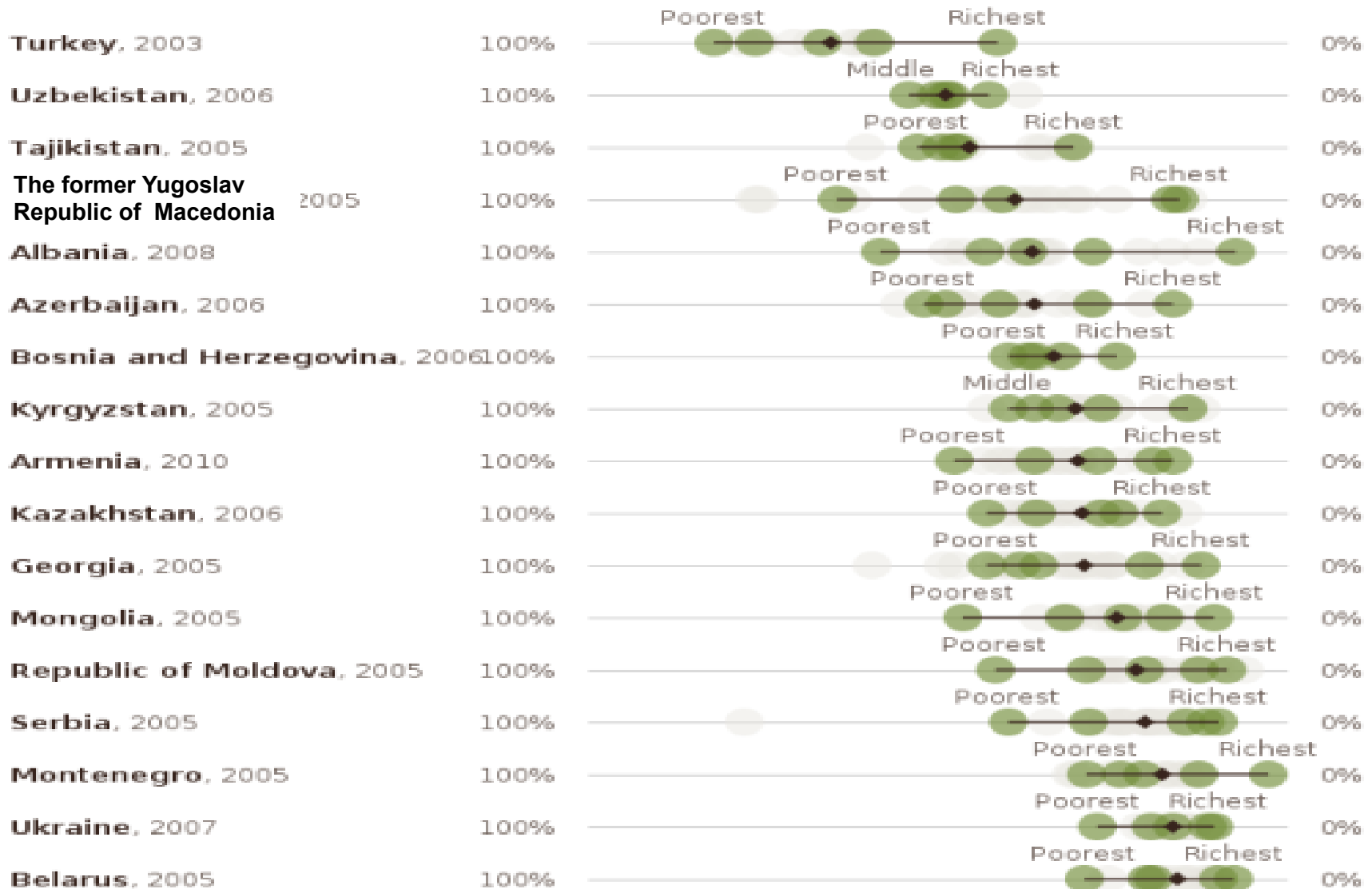
Distribution

Equity

# Under 5 Mortality and Net Intake Rates



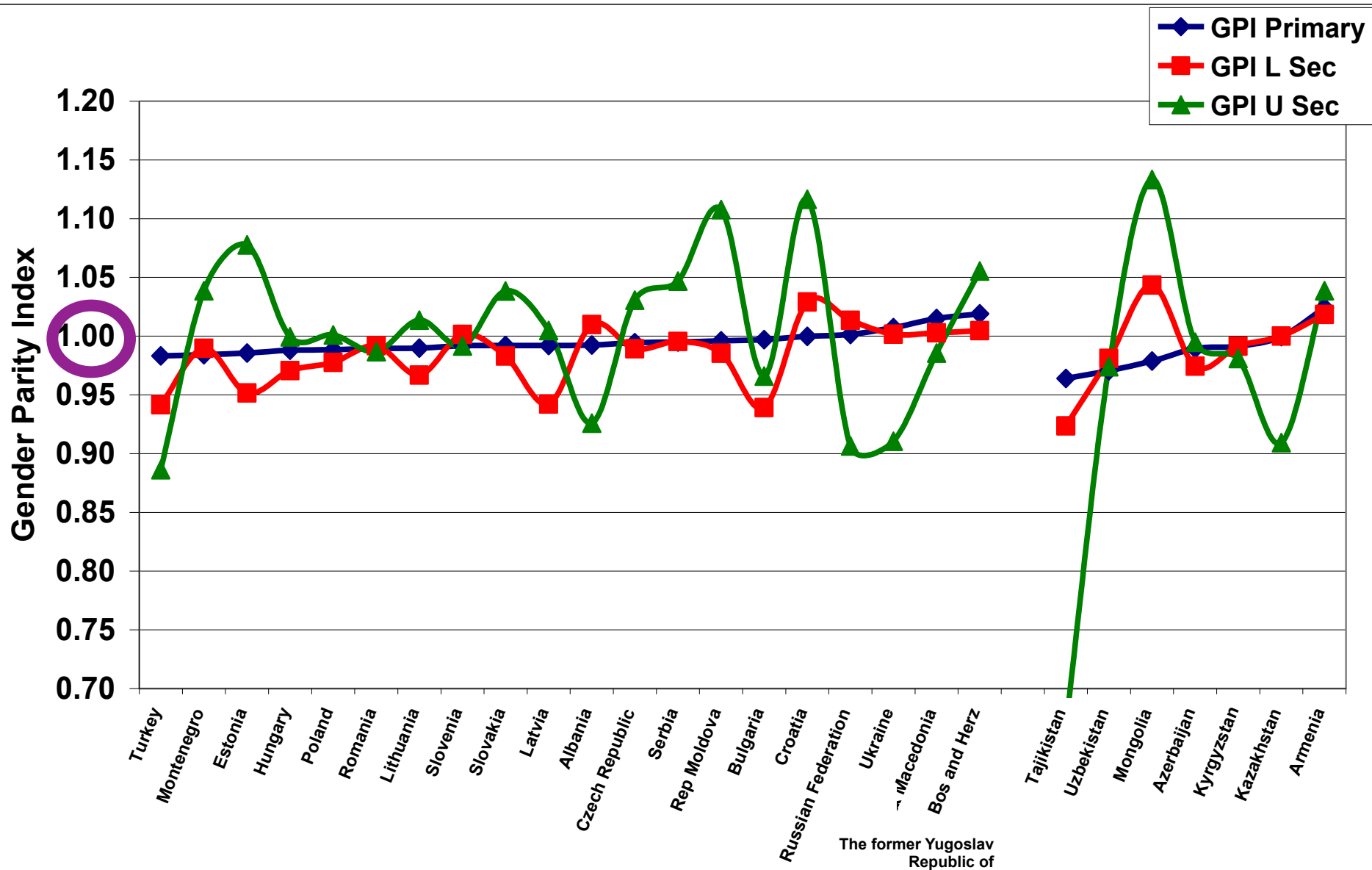
# Out of School 15-19 Year Olds by Household Income



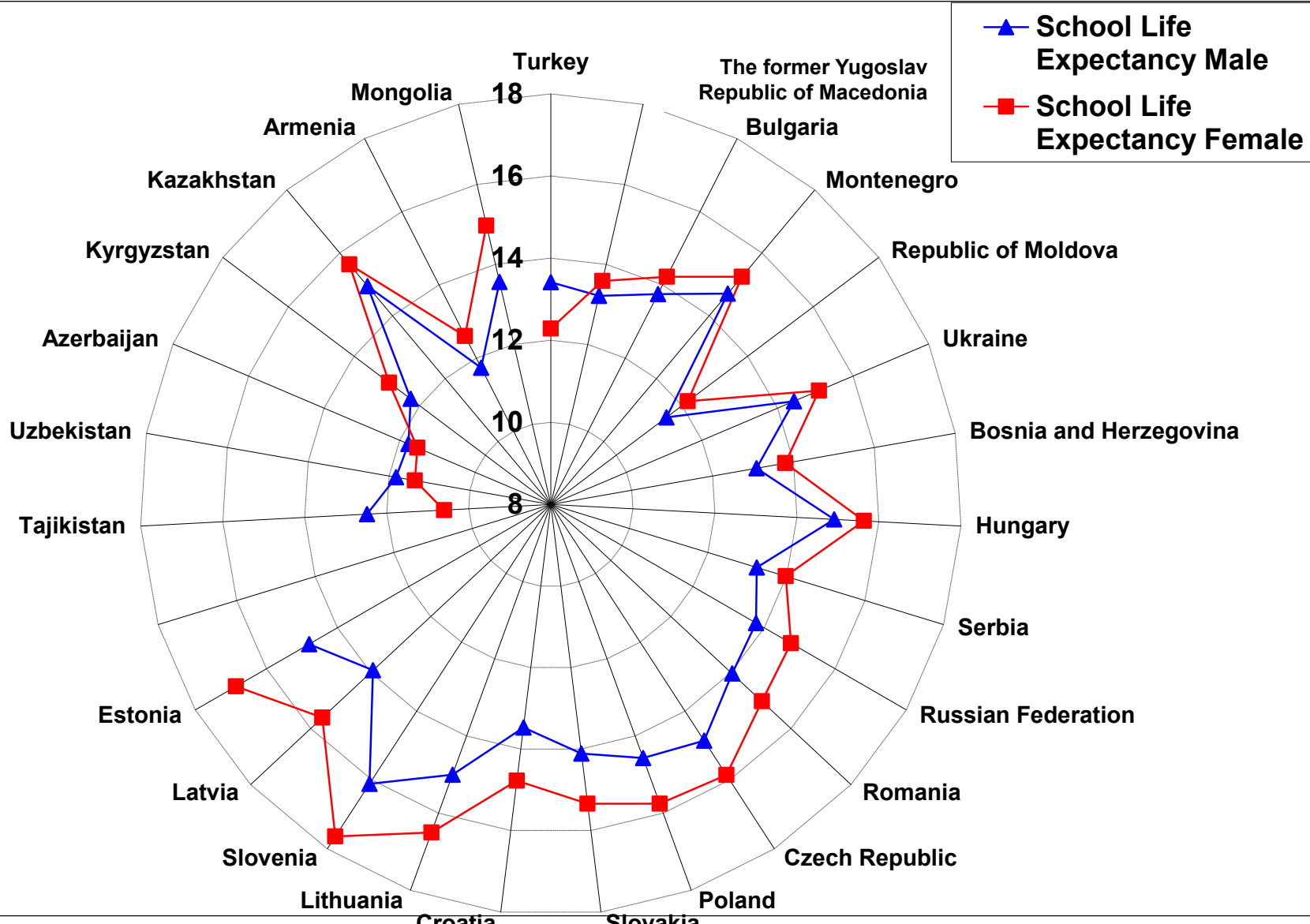
# Percentage of Different Social Groups in the Lowest 20% of Educational Attainment



# Gender Parity Index at Different Levels



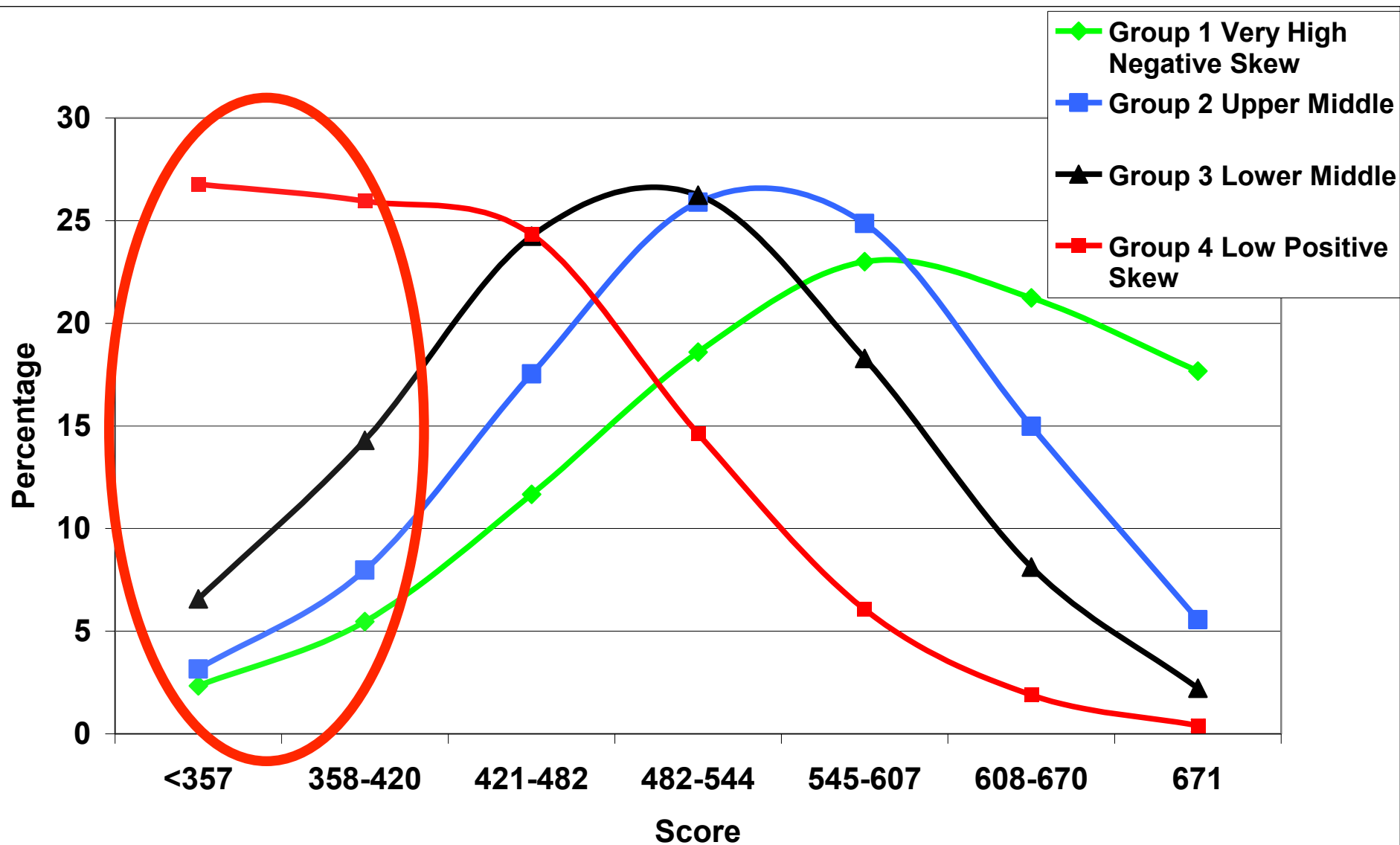
# School Life Expectancy Boys and Girls







# PISA Mathematics Country Groups



# Addressing Inequalities: Four Strategic Concerns

**Political will and sustained commitment** to reduce differences in educational access, participation and outcomes between groups who suffer disadvantage

**Consensus on the key dimensions of inequality** including household poverty, location, gender, disability, social group and civil status; understanding that equity requires investing more in those children who are most disadvantaged

**Enhanced data collection and analysis** through annual school census, household surveys, assessment data; develop child registration and tracking systems to manage children's learning; initiate longitudinal studies of access, participation and learning

Commission **national reviews to widen access** and identify inequalities and link these to programmes of action and short and medium term planning and resource allocation

# Strategic Options

**Legislative Actions, Governance and Accountabilities**

**Supply Side interventions**

**Demand Side Interventions**

**School Quality and Equity Measures**

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