Inequality of Outcome in Education

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Experts Group Meeting on Multidimensional Inequality in Arab Countries
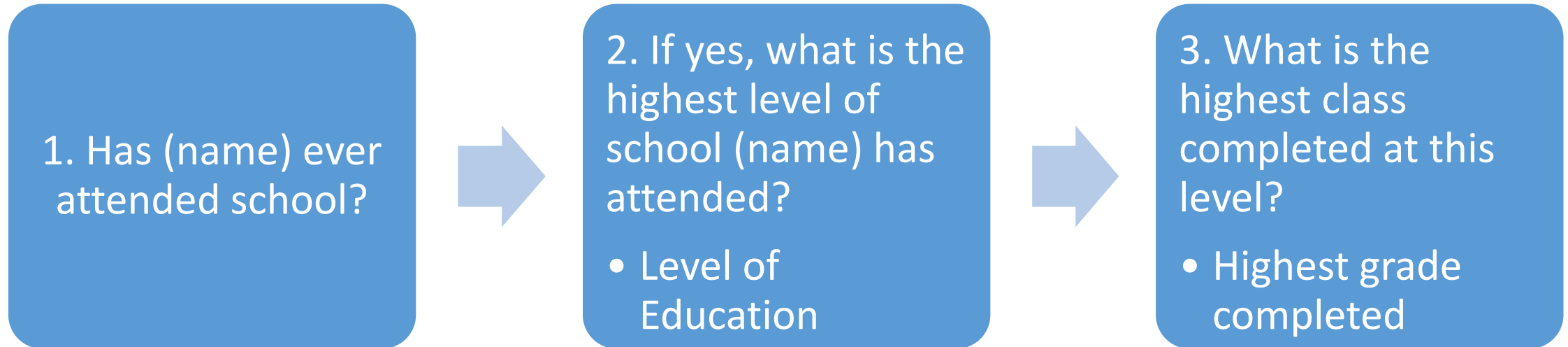Beirut, February 18, 2019

I. Objective

- **Assess the progress in educational attainment at a national level**
- **Assess the extent of its proportionality or skewedness across socioeconomic groups**
  - Spatial
  - Wealth quintiles
  - Parent's education
  - Extreme groups
- **Adopt a life-cycle approach :**
  - Young cohort (6-24)
  - Adult population (25 and above)
- **3 key indicators:**
  - Adjusted Net Attendance Ratio
  - Completion rates
  - Average years of education

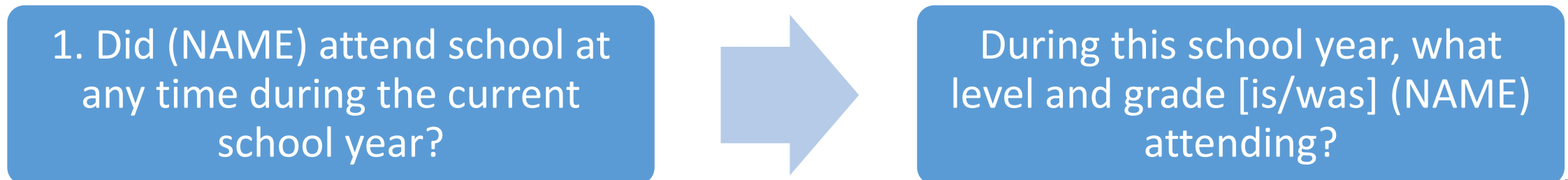# II. Research Methodology and Data sources

- 24 household surveys from three main sources:
  - Demographic and Health Surveys (DHS)
  - Multiple Indicator Cluster Surveys (MICS)
  - Pan Arab Project for Family Health (PAPFAM)
- Covering 8 Arab countries for two points in time (between 2000-2015)
- 16 surveys collected information on school attendance and highest level and grade at highest level completed
- This allows to construct the variable "years of education" as well as the adjusted net attendance ratios for primary and secondary schooling.
- **Detailed explanation can be found in the technical annex.**

II. Research Methodology and Data sources

Years of Education indicators are constructed based on the following questions:

| 1. Has (name) ever attended school? | → | 2. If yes, what is the highest level of school (name) has attended?

• Level of Education | → | 3. What is the highest class completed at this level?

• Highest grade completed |

Adjusted Net Attendance Ratio are constructed based on the following questions:

| 1. Did (NAME) attend school at any time during the current school year? | → | During this school year, what level and grade [is/was] (NAME) attending? |

III. Results: Assessing national progress

1. Adjusted Net Primary Attendance Rate, levels and trends
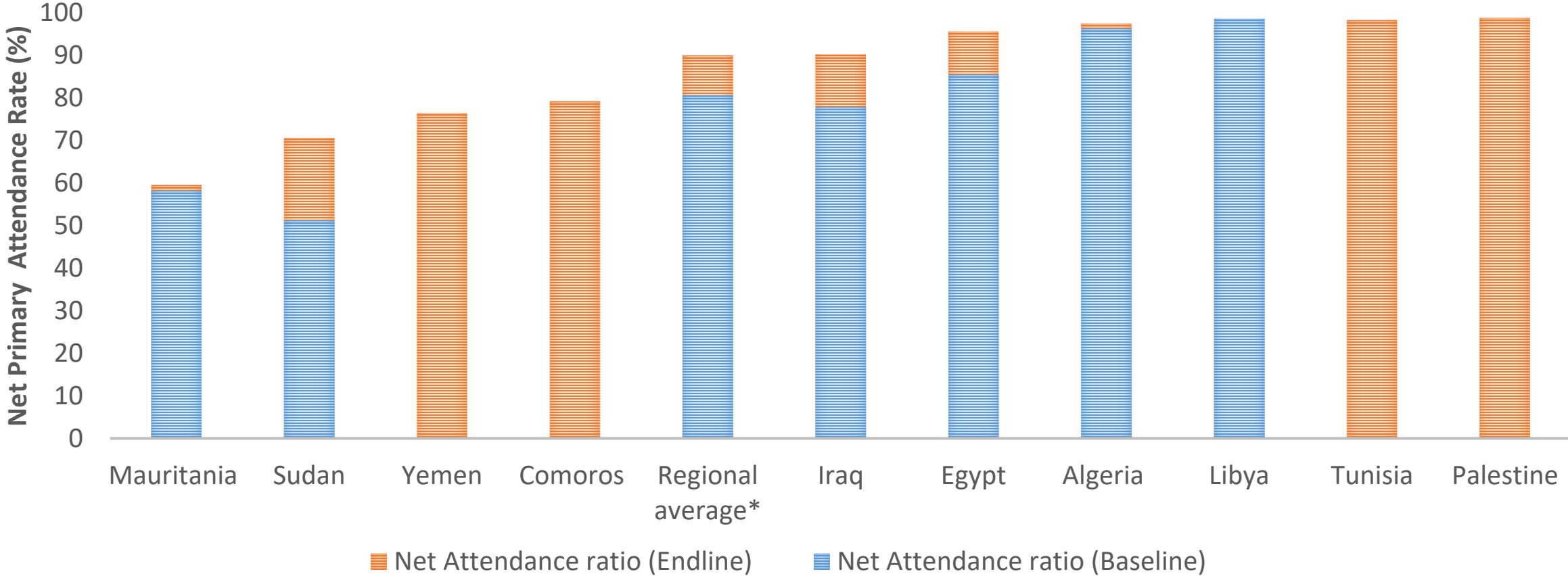
Significant improvements across the Arab countries.
Algeria, Tunisia and Palestine almost attained universal primary enrollment.
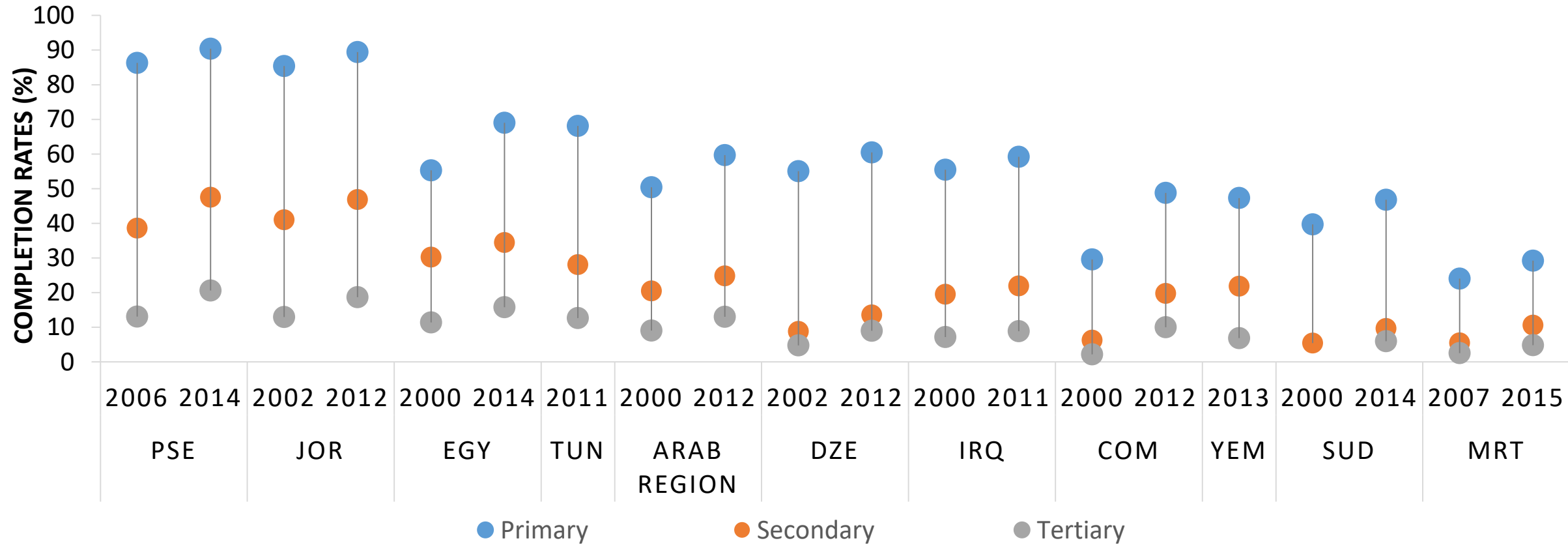
III. Results: Assessing national progress

2. Adjusted Net Secondary Attendance Rate, levels and trends
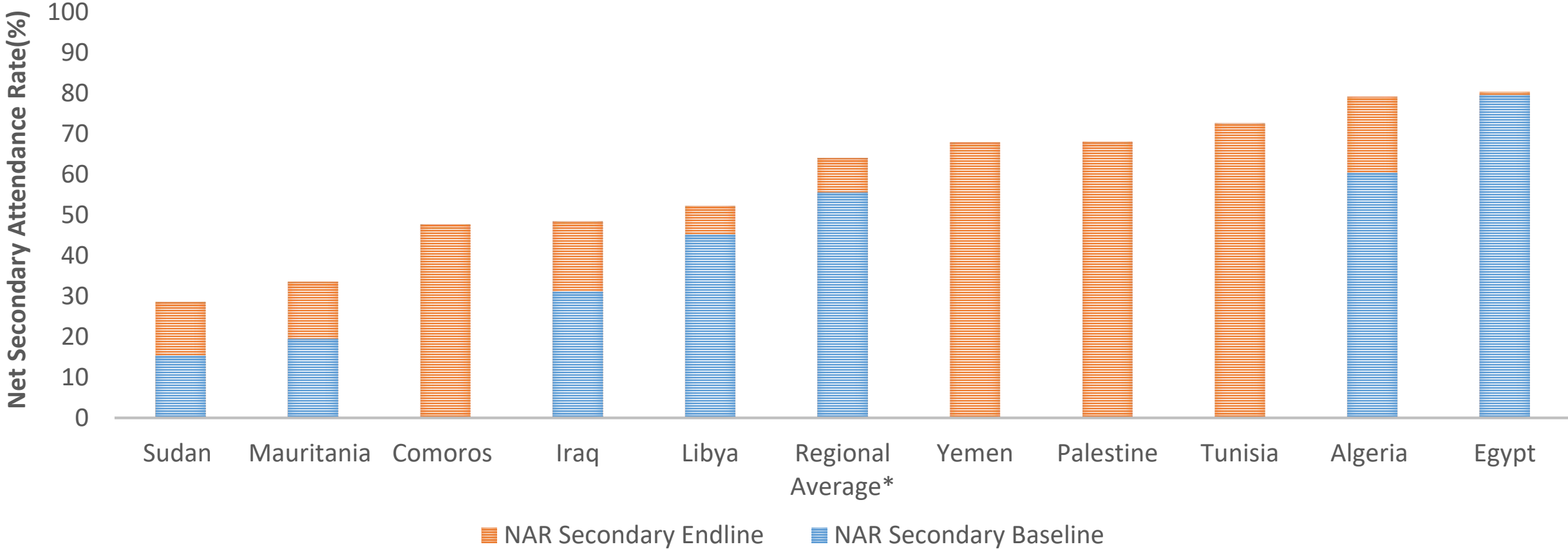
Appreciable improvements across the Arab countries, esp. Sudan and Mauritania. Enrollment rates are much lower than those of primary.

III. Results: Assessing national progress

3. Completion rates, levels and trends (Adult Population)

*Countries are arranged in descending order based on primary completion rate in most recent year.

Highest progress and highest current rates are marked at primary level and drastically reduced at upper education, particularly the tertiary level.

III. Results: Assessing national progress

4. Average years of education (for population age 25+)
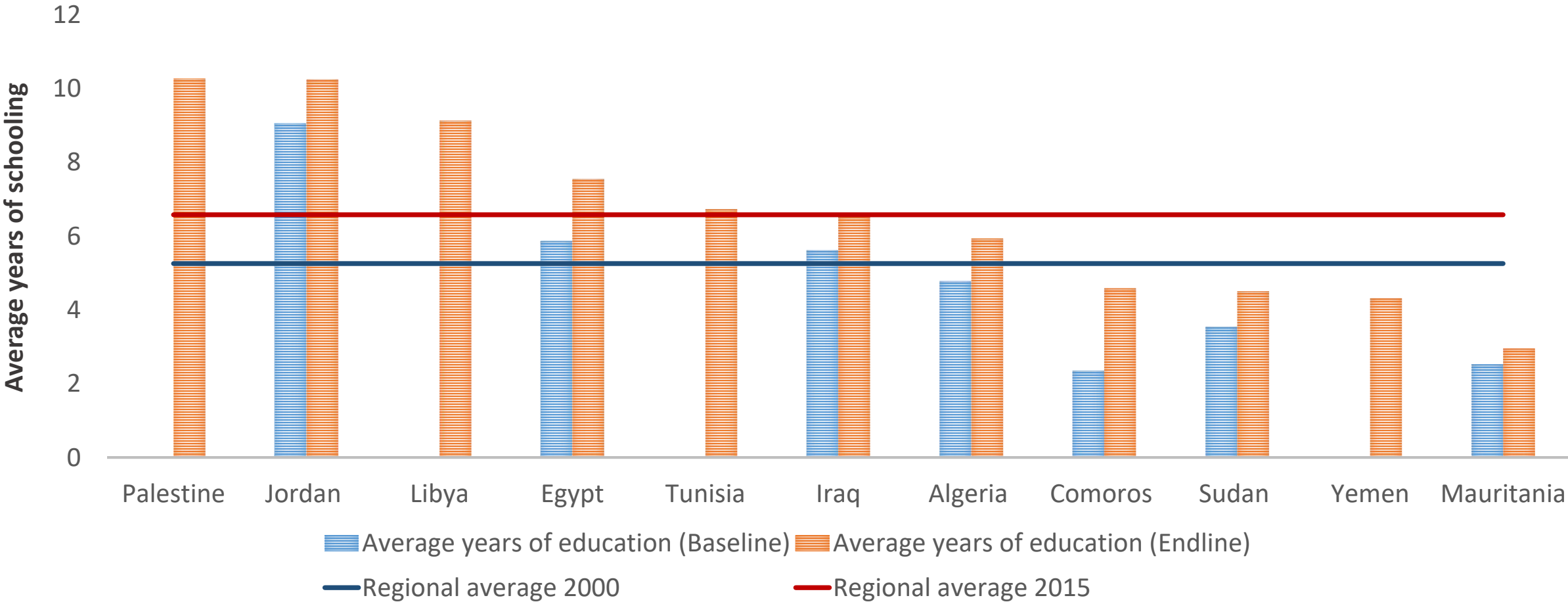
Upward trend in average years of education is uniform across all countries.
Average years of schooling does not exceed 6 years in the majority of countries.

III. Results: Assessing inequalities

- Education is an achievement.

- We analyze the change in the following ratios over time:
    - Urban/Rural
    - Richest/poorest quintiles
    - Educated / Uneducated head of household
    - Most privileged/Most deprived groups

1. Adjusted-Net Primary attendance rate : Assessing Inequality changes
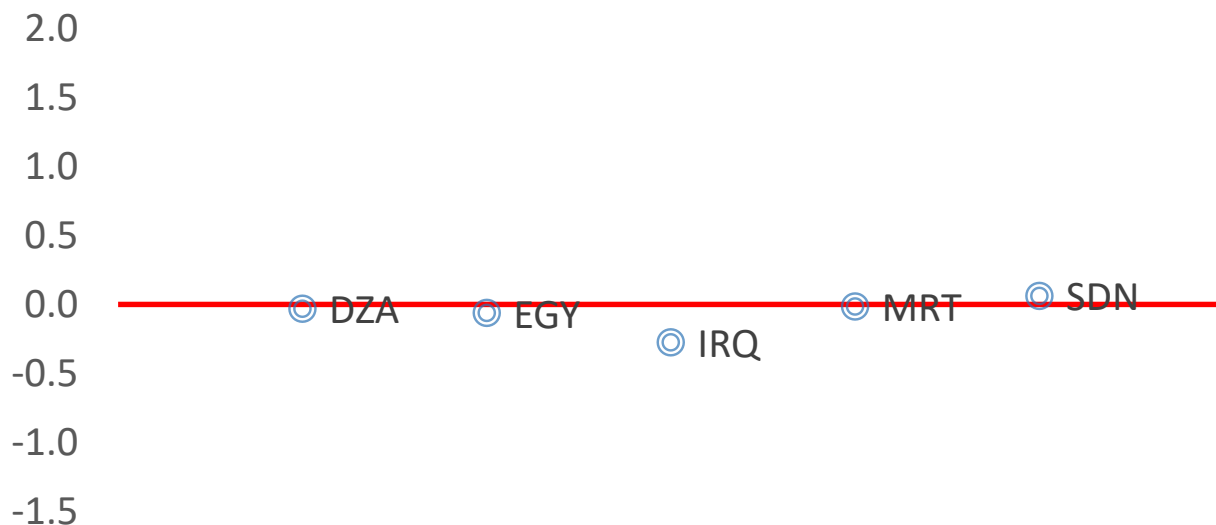
Urban vs Rural

Wealth (Richest to Poorest)
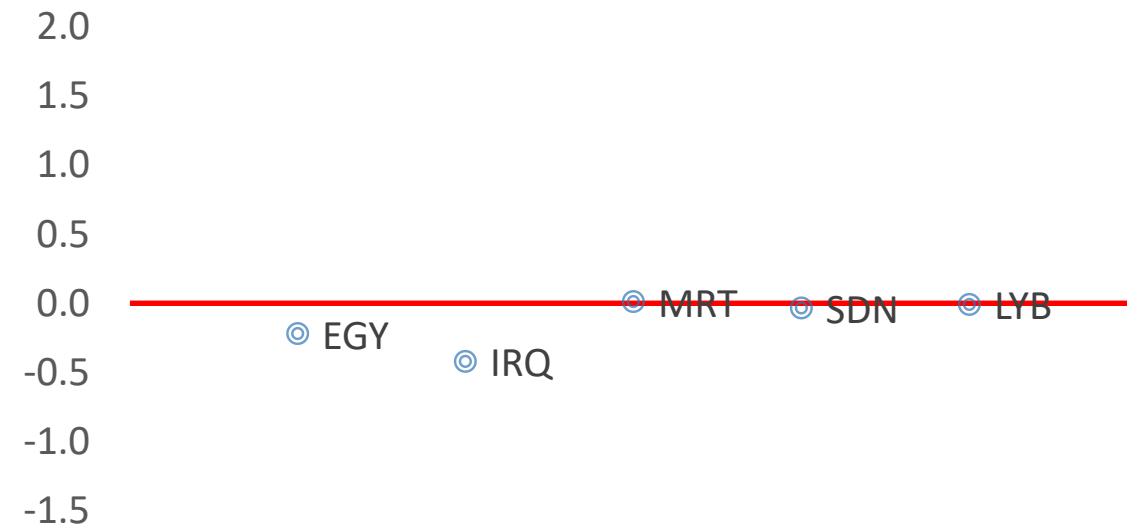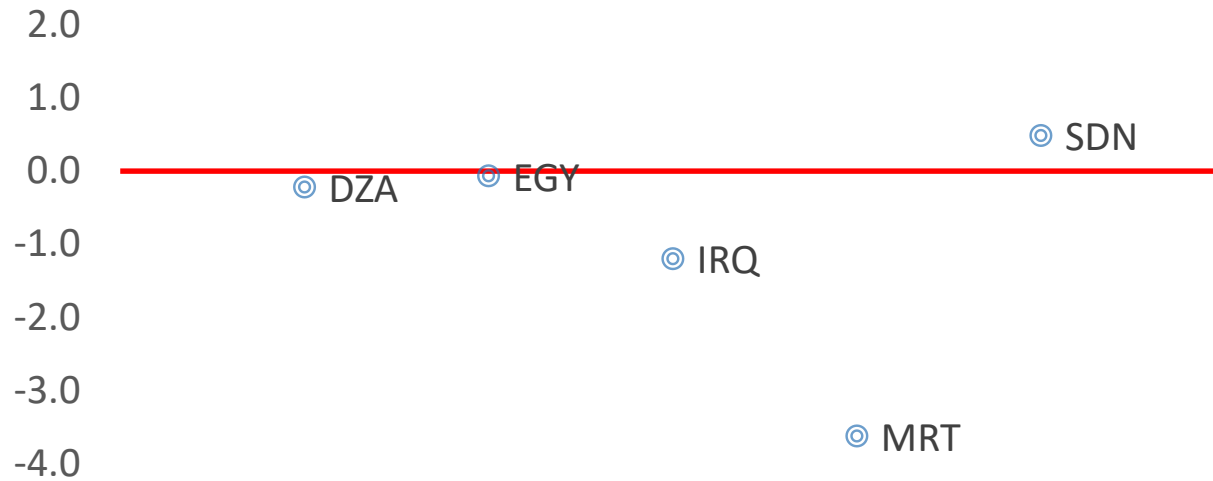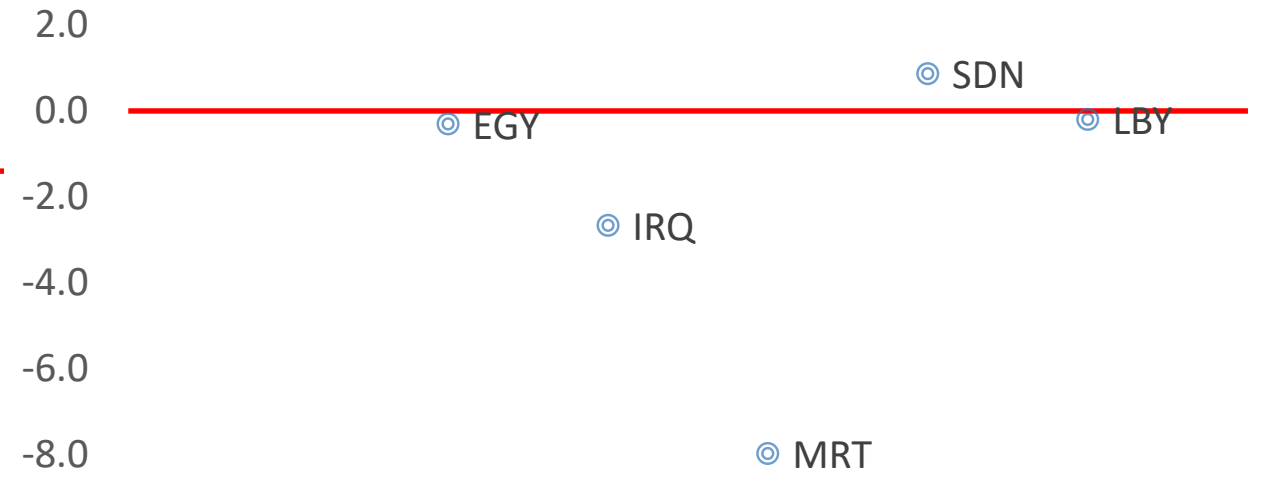

Head of Household Education
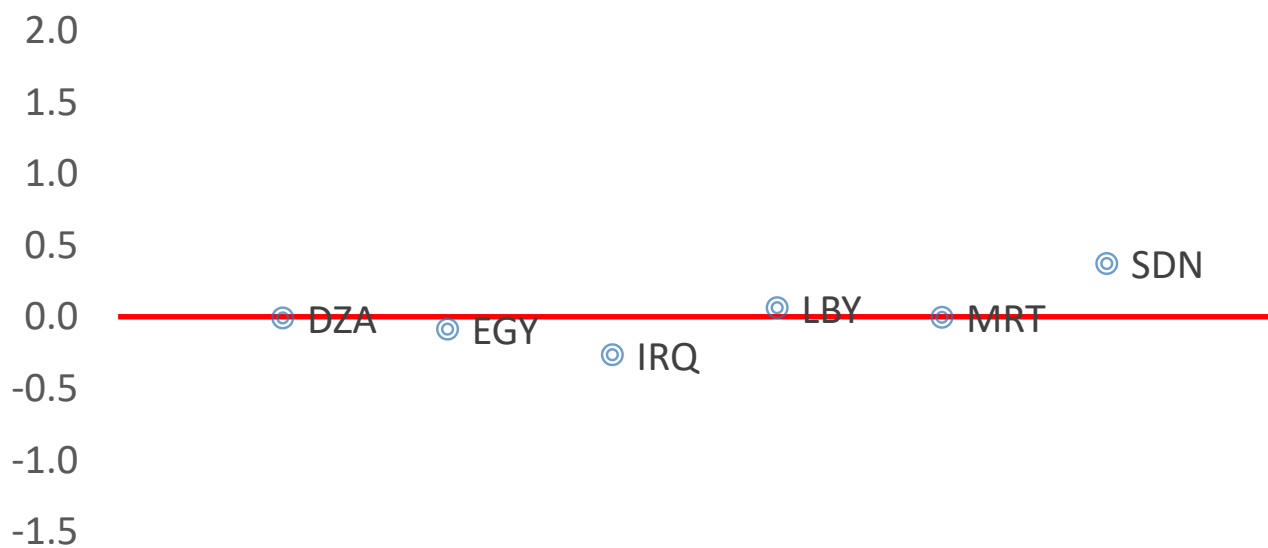
Extreme groups

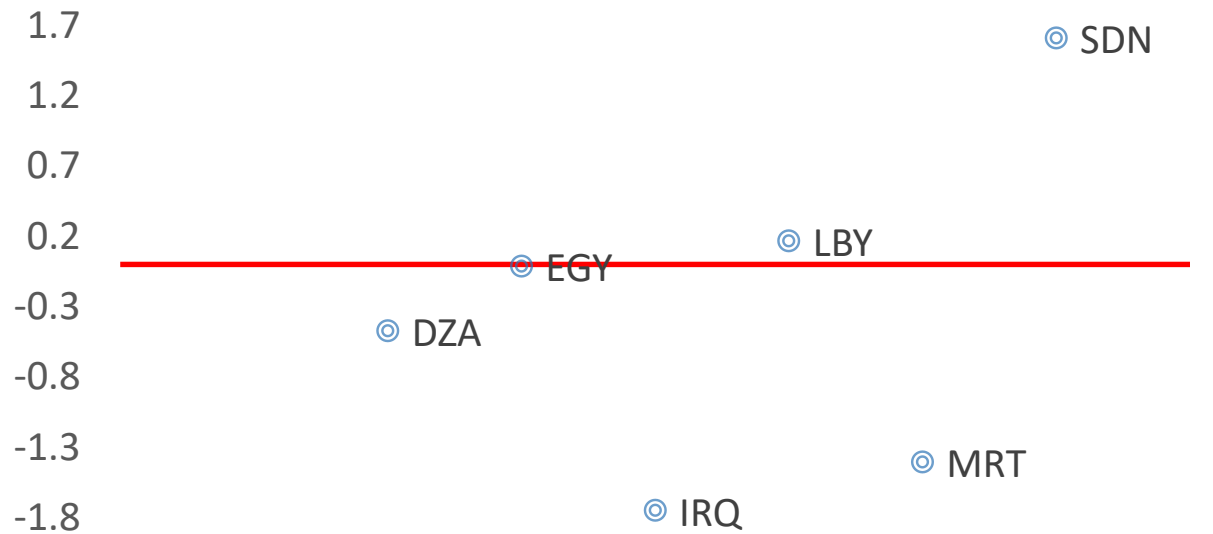# 2. Adjusted-Net Secondary attendance rate : Assessing Inequality changes

Urban vs Rural

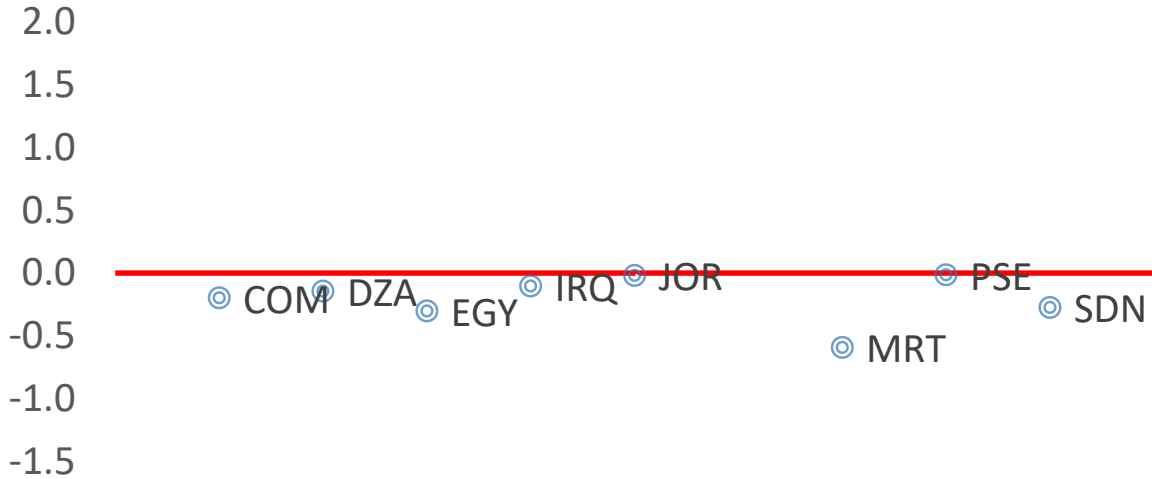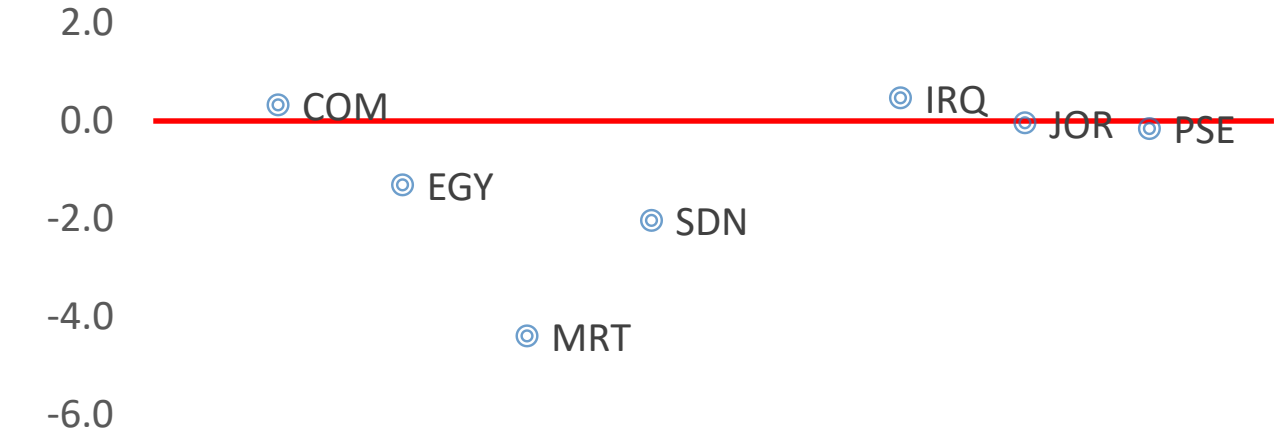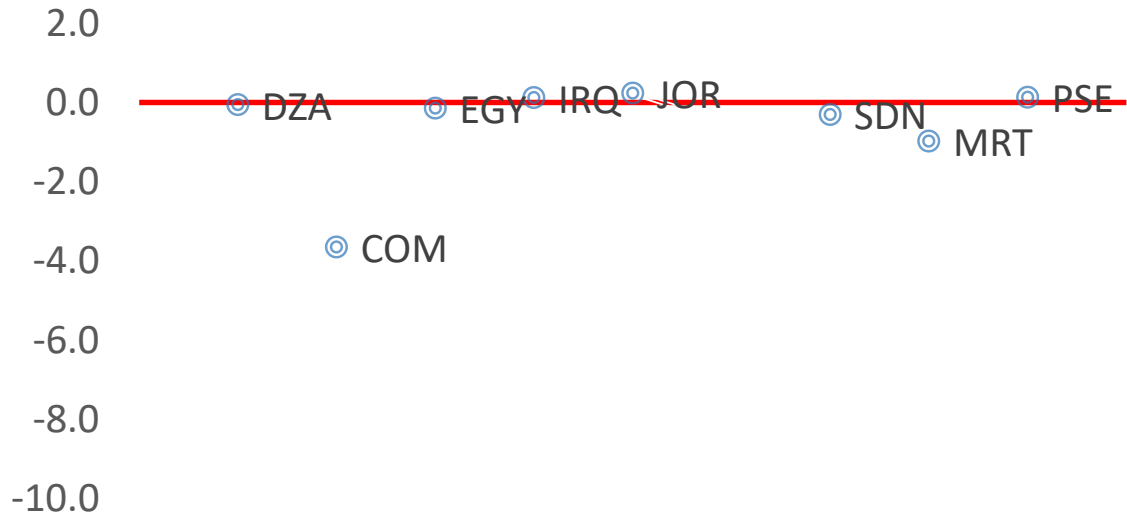|	
2.0	
1.0	◎ SDN
0.0	◎ DZA ◎ EGY
-1.0	◎ IRQ
-2.0	
-3.0	
-4.0	◎ MRT

Wealth (Richest to Poorest)

2.0	◎ SDN
0.0	◎ EGY ◎ LBY
-2.0	◎ IRQ
-4.0	
-6.0	
-8.0	◎ MRT

Head of Household Education

1.7	◎ SDN
1.2	
0.7	
0.2	◎ EGY ◎ LBY
-0.3	◎ DZA
-0.8	
-1.3	◎ MRT
-1.8	◎ IRQ

Extreme groups

2.0	
0.0	◎ DZA ◎ EGY ◎ LBY
-2.0	◎ IRQ
-4.0	
-6.0	
-8.0	◎ MRT
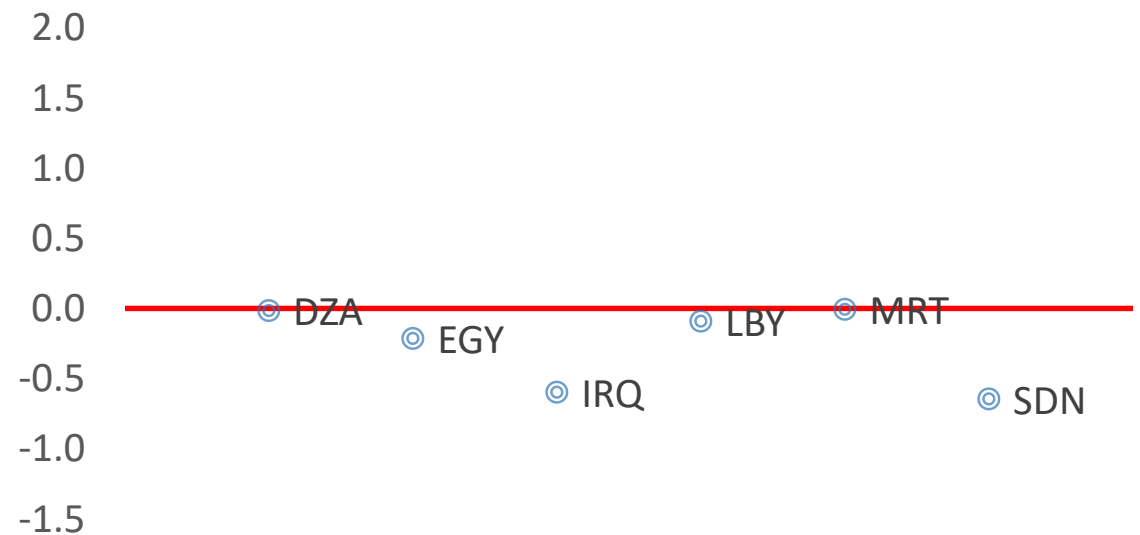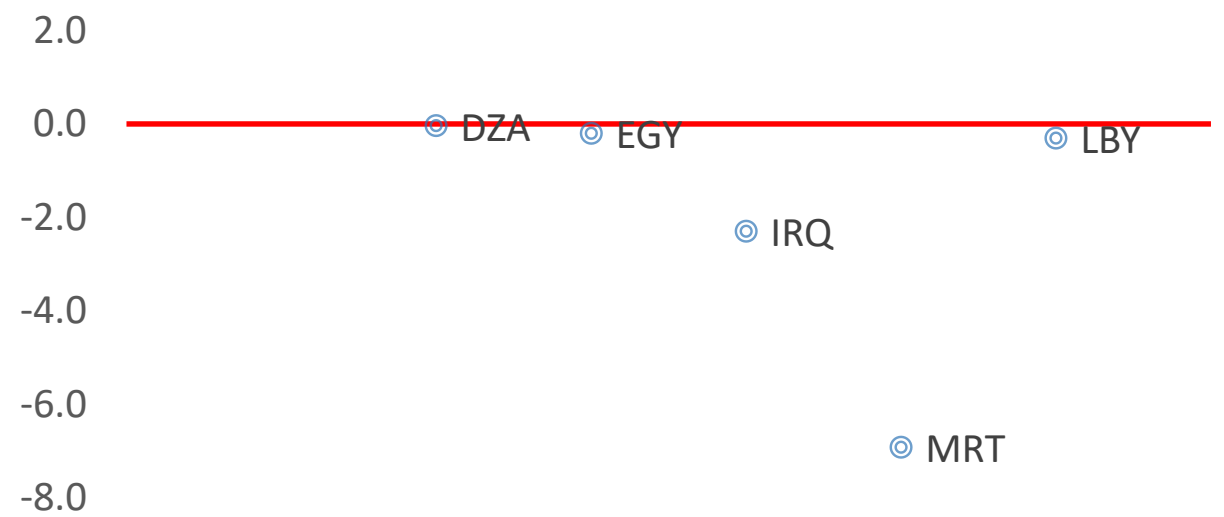
3. Primary completion rates: Assessing Inequality changes
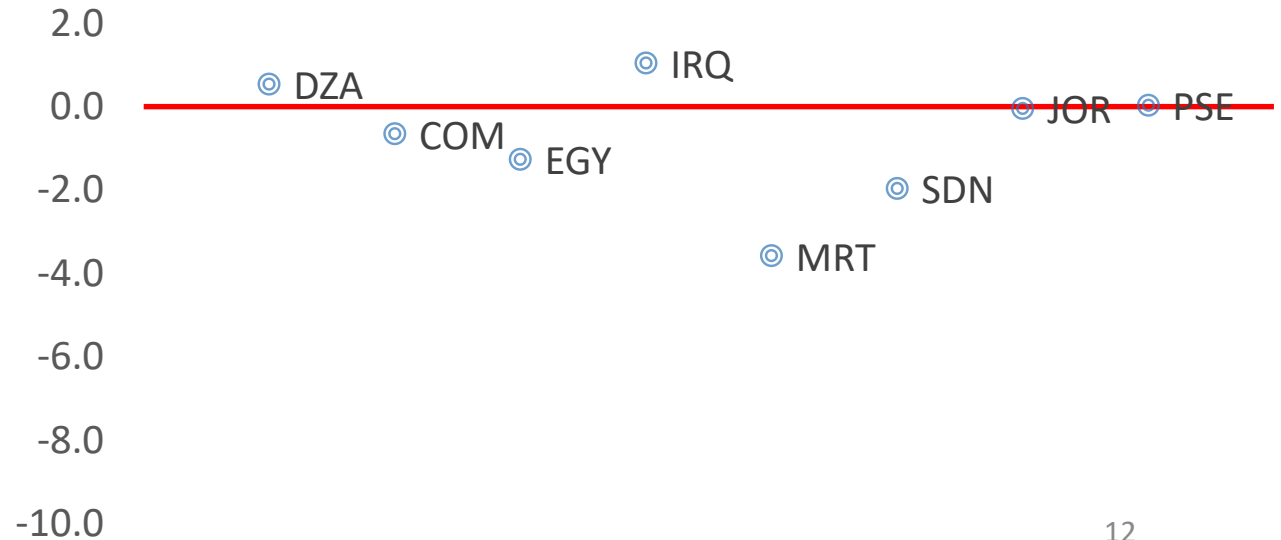
Urban vs Rural

Wealth (Richest to Poorest)
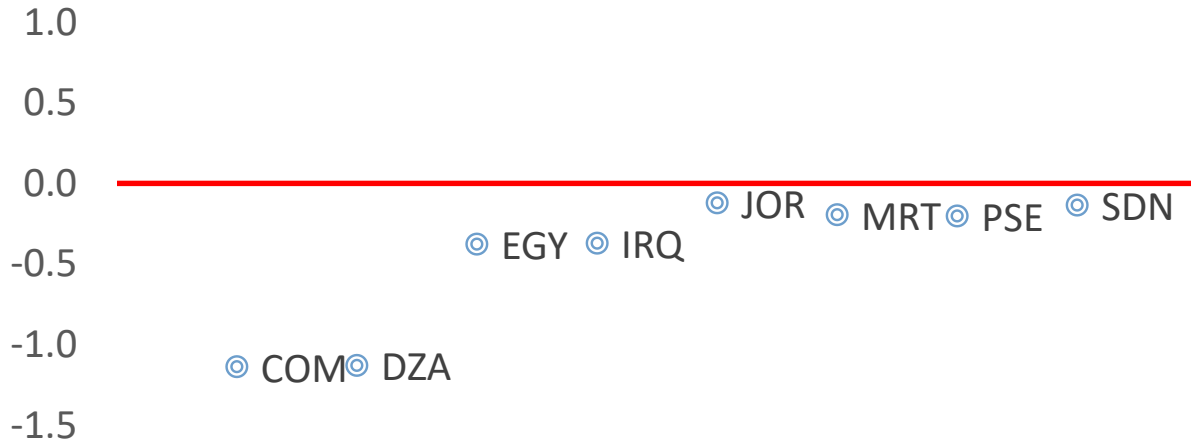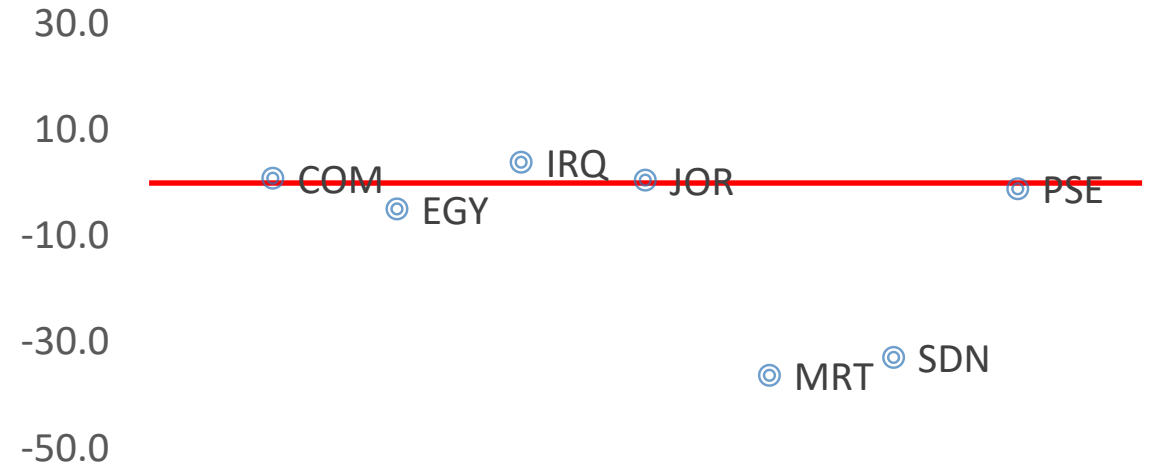
Head of Household Education

Extreme groups

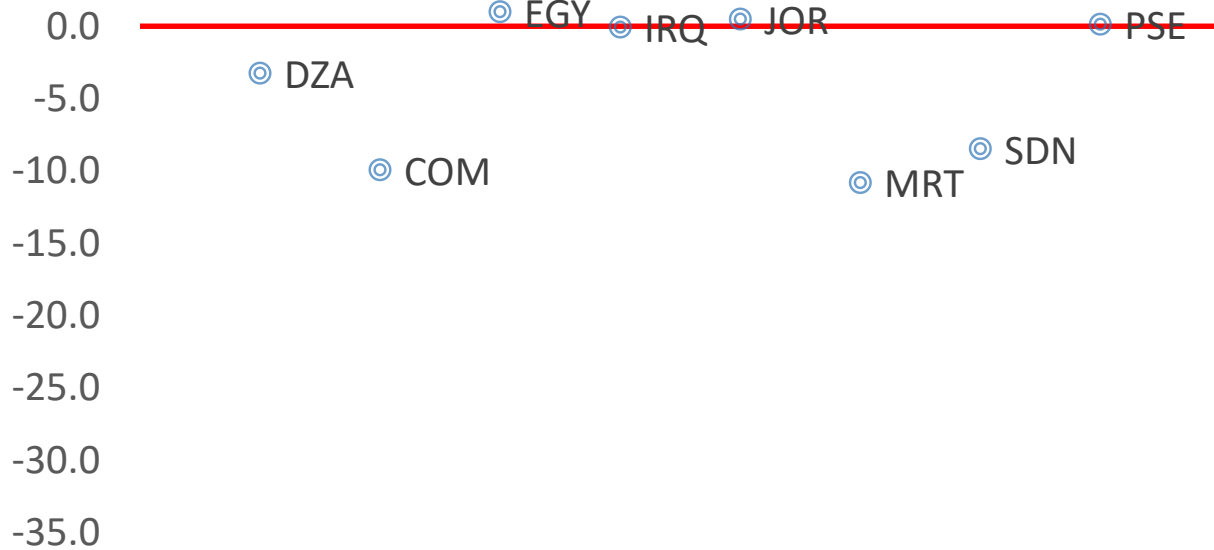# 4. Secondary completion rates: Assessing Inequality changes
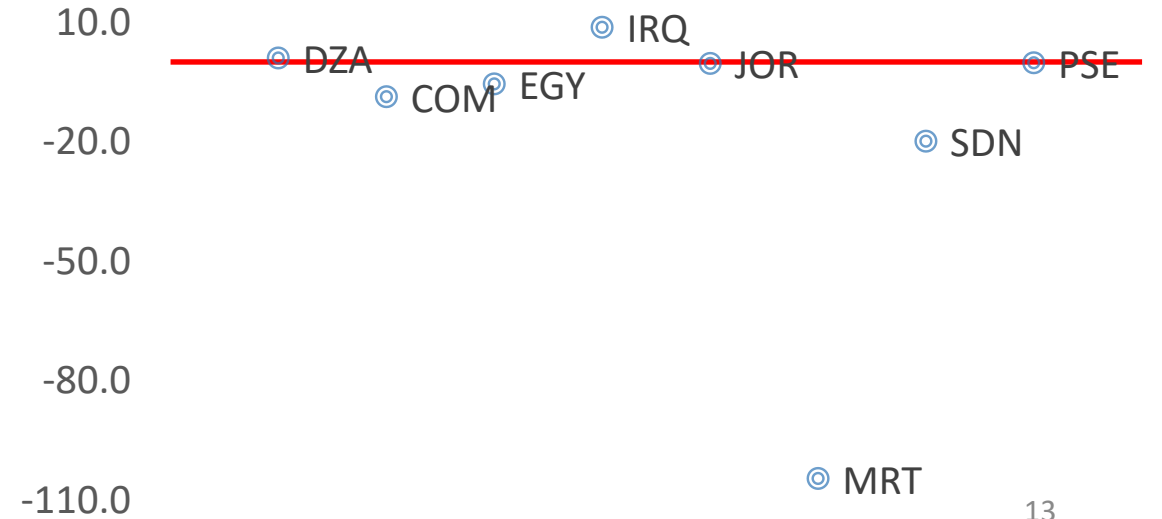

Urban vs Rural

Wealth (Richest to Poorest)
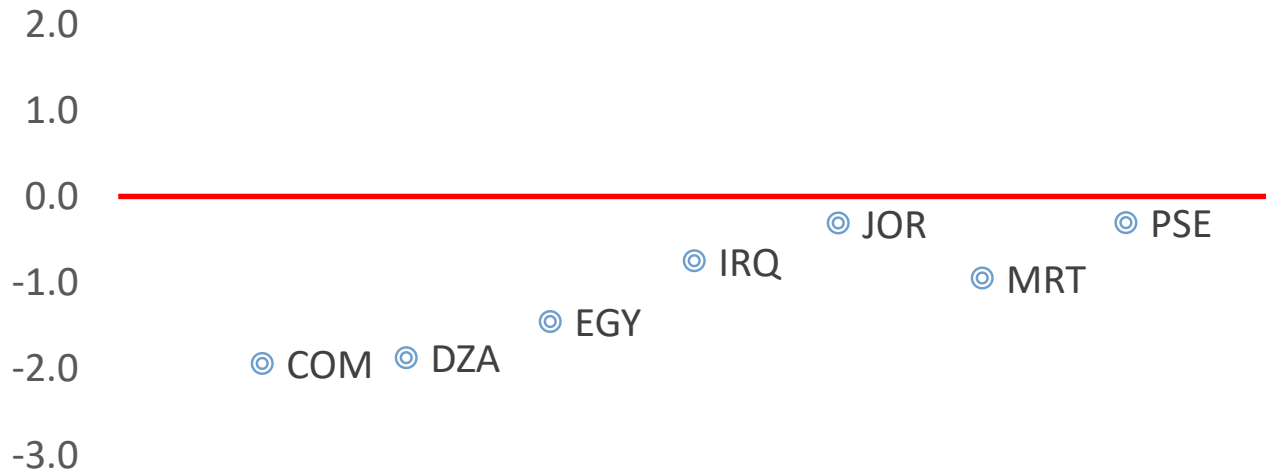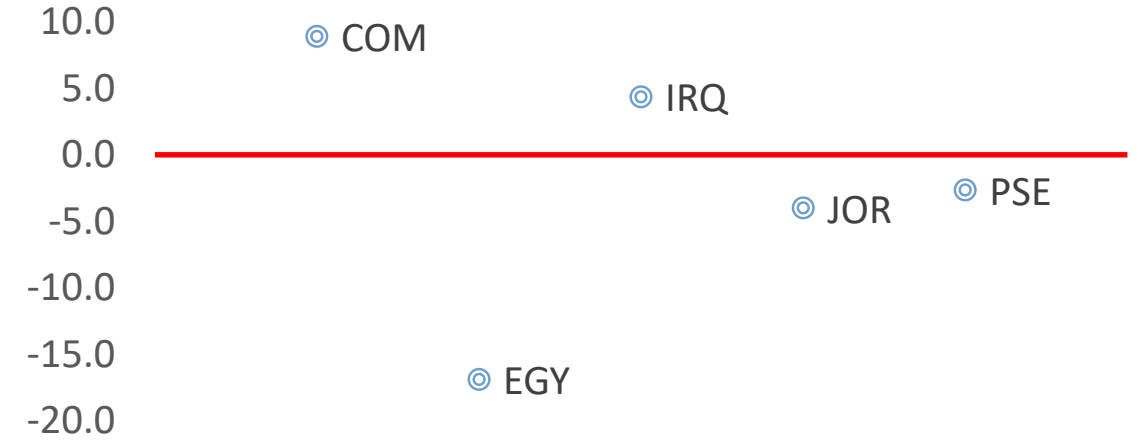
Head of Household Education

Extreme groups

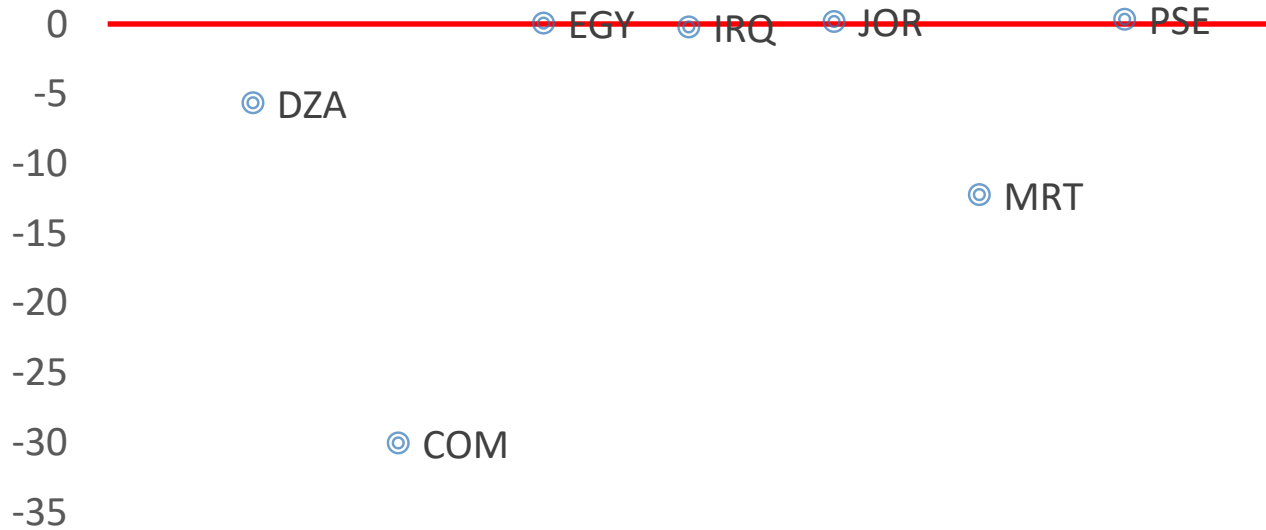# 5. Tertiary completion rates: Assessing Inequality changes
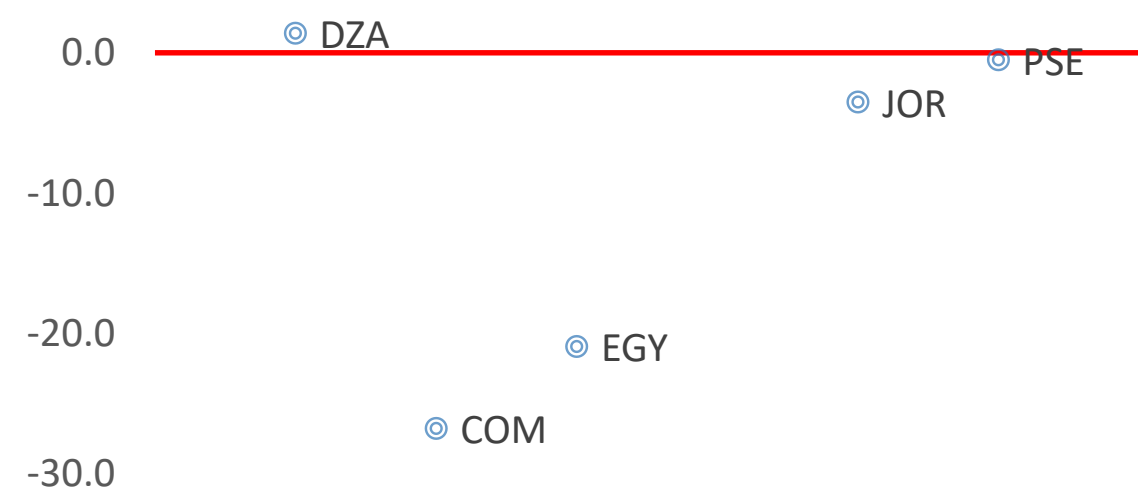

Urban vs Rural

Wealth (Richest to Poorest)
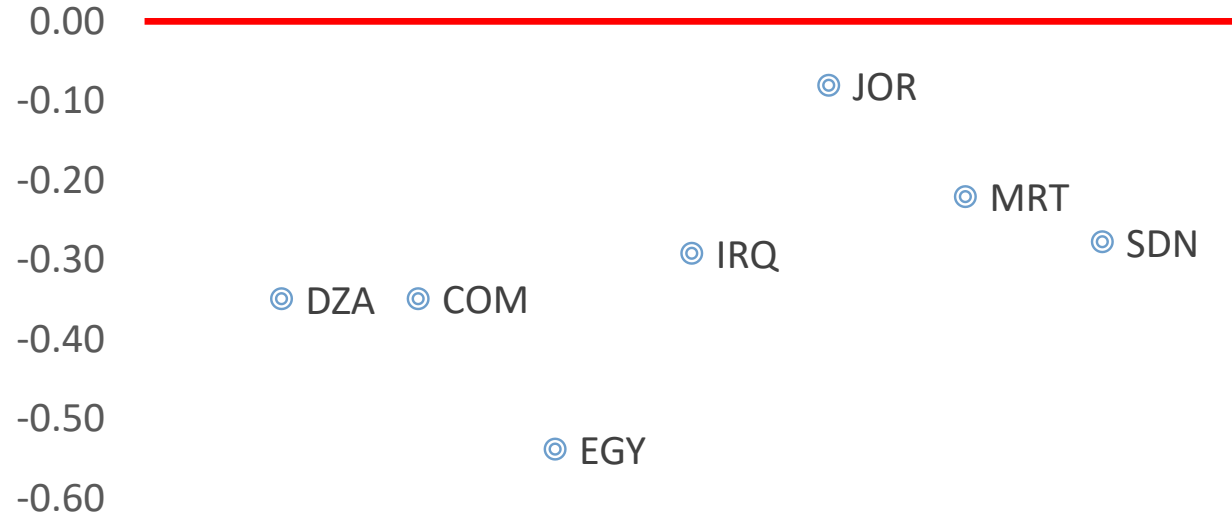
Head of Household Education

Extreme groups
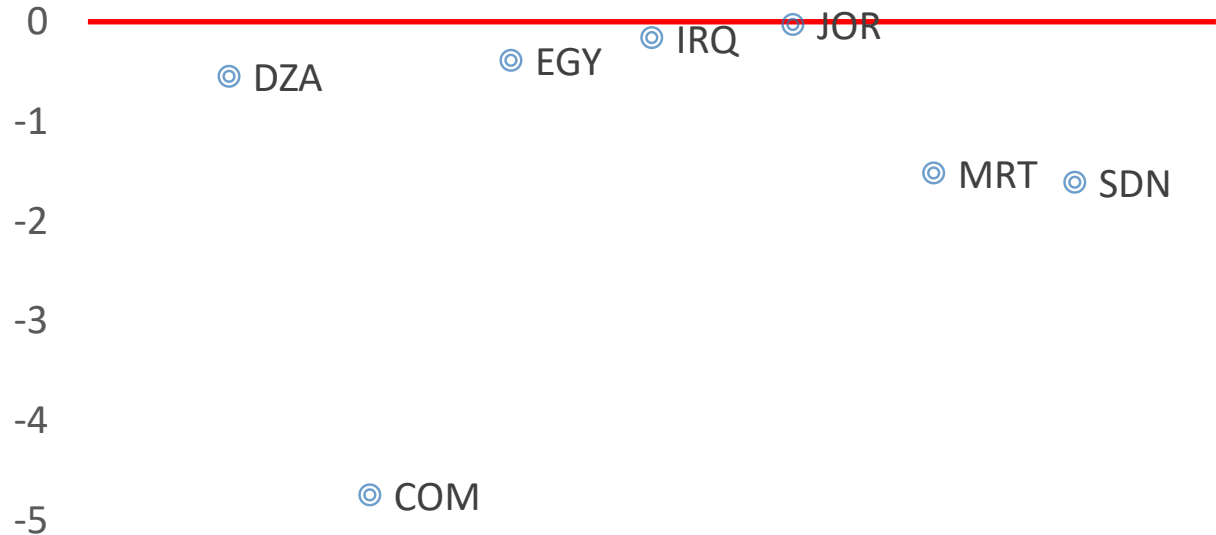
7. Average years of education (for population age 25+)

Urban vs Rural

value	country
0.00	
-0.10	◎ JOR
-0.20	◎ MRT
-0.30	◎ SDN, ◎ IRQ
-0.40	◎ DZA ◎ COM
-0.50	
-0.60	◎ EGY

Wealth (Richest to Poorest)

value	country
2.0	◎ COM
1.0	
0.0	◎ IRQ ◎ JOR
-1.0	◎ MRT
-2.0	
-3.0	◎ EGY
-4.0	

Head of Household Education

value	country
0	◎ IRQ ◎ JOR, ◎ EGY
	◎ DZA
-1	◎ MRT ◎ SDN
-2	
-3	
-4	
-5	◎ COM
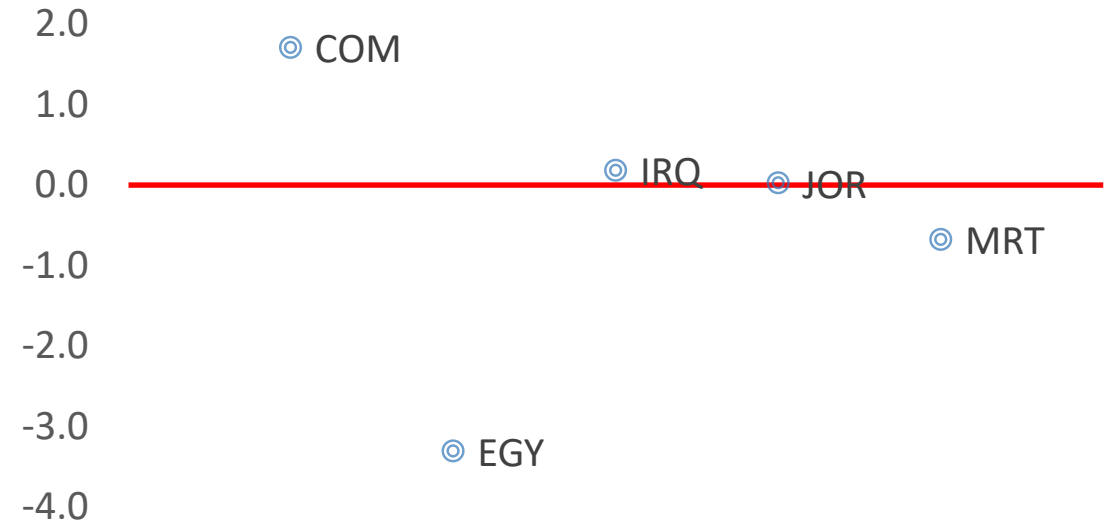
Concentration Curve Analysis : Average years of education(for population age 25+)
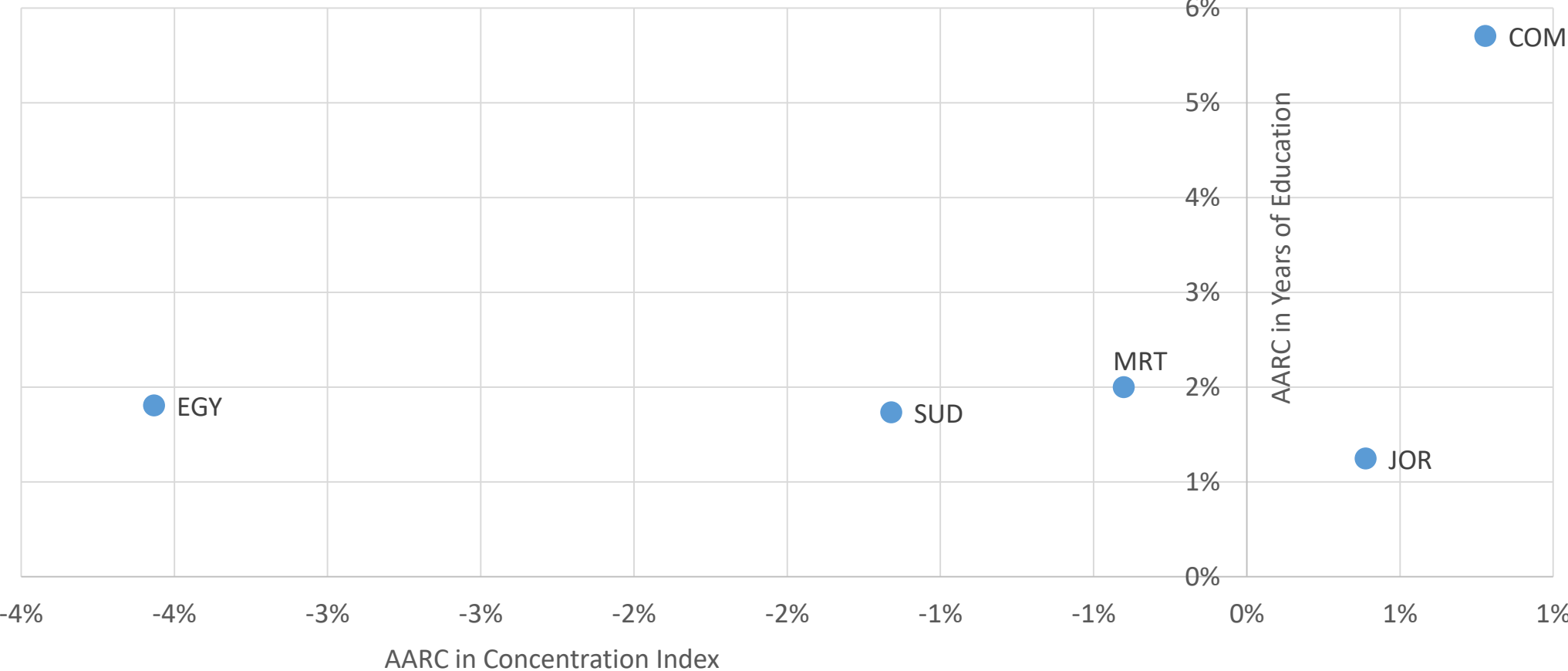
IV. Conclusion

- Inequality was predominately reduced at the primary level.

- Inequality was stagnating, and at several instances, reinforced at higher educational levels , particularly tertiary cycle, as the progress failed to adequately reach the vulnerable subgroups.

Thank you !

Experts Group Meeting on Multidimensional Inequality in Arab Countries
Beirut, February 2019