Dear All:

Welcome to the fourth issue of *Scanning the Equity Horizon* – a bi-monthly newsletter from UNICEF’s Division of Policy and Practice that presents recent research and publications on equity and development.

This issue looks at the subject of equity in education. As the publications below show, a number of factors grounded in inequality impede attainment of MDG 2 and the Education for All (EFA) goals. In this particular issue, the authors illustrate that equity in education needs to be grounded in high quality instruction, improved learning outcomes, gender equality, relevance, and sensitivity to different cultural, religious and community values.

A number of recent publications — including some from UNICEF — are examined along with publications from other organizations and a number of peer-reviewed research articles. The content featured represents just a small selection of work being done and is intended to increase awareness of the various dialogs happening on this issue.

We hope that you will find this information useful for your work and welcome feedback.

Best regards.

**NOTICE AND DISCLAIMER:**
The selection of articles and the text of the ‘editorial’ do not necessarily reflect the views of UNICEF.

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**EQUITY HIGHLIGHTS IN THIS ISSUE**

Although this brief was intended to focus on issues of quality and learning achievement in varying contexts, the issue of access clearly emerged as a major piece of the equity-in-education puzzle. The Global Out-of-School Children Initiative (OOSCI), launched in 2010 by UNICEF and the UNESCO Institute for Statistics (UIS) aims to achieve a breakthrough in reducing the number of out-of-school children as well as disparities in access, attendance and completion in primary education. Its objectives are twofold: firstly, it seeks to fill the data gap with statistical information and analysis/profiling of out-of-school children. Secondly, the study seeks to (a) identify bottlenecks, (b) analyze existing interventions and (c) develop context-appropriate policies and strategies for accelerating and scaling enrolment as well as sustaining attendance rates for the excluded and marginalized.

The country studies are guided by the OOSCI Conceptual Methodological Framework, which introduces a new approach (drawing on the CREATE – Consortium for Research on Educational Access, Transitions and Equity – model) for analyzing the problem of out-of-school children through Five Dimensions of Exclusion (5DE). The Five Dimensions are designed to capture excluded children from pre-primary to lower secondary school age across a range of disparities and degrees of exposure to education. Dimensions 1, 2 and 3 look into out-of-school children who are pre-primary, primary and lower secondary school age, and further unpack them into those who attended but dropped, who will enter late or who will never enter (except for pre-primary age children). Dimensions 4 and 5 examine primary or lower secondary school students who are in school but at risk of dropping out.

Policy analysis is also a critical piece of this initiative. The aim is to highlight the role of effective policies and strategies that address barriers to inclusion and access. The analysis will include both demand side interventions and supply side interventions,
with a particular emphasis on the extent to which social protection programs exist in countries and address inequality in access, opportunity and outcomes.

Finally, the model provides a better understanding of multiple and overlapping forms of exclusion and barriers to inclusion. The analysis aims to increase the visibility of marginalized groups, increase effective tracking and targeting of those children and to improve policies and comprehensive interventions that address not only educational but other needs such as social protection. The next two papers featured in this newsletter also highly reference CREATE’s “zones of exclusion” model.

Firstly is from the UNICEF (NYHQ) Education Unit, who crystalized its thinking on equity in a report entitled *Making the Case for an Equity Focus in Education*. As will be the theme throughout the papers examined in this newsletter, quality of education is noted as being as important to equity as access. The paper advocates for a “social justice” approach to education. At the crux of this is an examination of inclusion, relevance and participation strategies in relation to key target populations in the “zones of exclusion.” Further explanation of these three dimensions/strategies follows below:

“The first dimension, that of inclusion draws attention to the access of different groups of learners to quality inputs that facilitate the development of their capabilities, the cultural and institutional barriers that impact on the learning of different groups and priorities for overcoming these. The second dimension, that of relevance, is concerned with the extent to which the outcomes of education are meaningful for all learners, valued by their communities and consistent with national development priorities in a changing global context, whilst the third dimension, that of democracy—what we are here calling participation—considers how decisions about education quality are governed and the nature of participation in debates at the local, national and global levels. Interventions and strategies to address educational inequities should be driven by both which zone of inclusion is being addressed, and which element of social justice—inclusion, relevance, or participation—is weakest.”

The paper goes on to list a number of potential actions related to each of the three strategies and also includes a few relevant examples from Bangladesh, Rwanda, Cambodia and Chile. It concludes with a brief analysis of the economic (both macro and micro) and social returns of proper investment in education and an example of consequences if issues of quality are not addressed along with access.

The second paper referring to the “zones of exclusion” model comes from CREATE itself: *Making Rights Realities: Researching Educational Access, Transitions and Equity*. This paper examines a “vision of access” as another key concept premised on equity, quality and relevance. Access is not just an issue of supply but also demand, “especially amongst older children and in communities where the opportunity costs of school attendance are high, and where school quality is low. Where access is very unevenly provided, such that for example the poorest children may have less than a tenth the chance of the richest of completing secondary schooling, then equitable access is compromised.” The paper looks at data and findings related to enrolment patterns and notes challenges. (For example, many children are over age for the grades they attend, presenting learning challenges and psychosocial issues which in turn reduce the likelihood of the older student attending secondary school). Other major findings from this research include observations about enrolment/dropout rates, teacher and student attendance (or absenteeism), school quality and achievement, disparities between private and public education, vulnerability to shocks, challenges with enrolment in relation to migration and nomadic lifestyles, as well as exclusion based on factors such as gender, disability and/or location. Based on their findings and research, CREATE has developed a Twelve Point Development Programme and possible areas of intervention organized into the following categories (1) Early Childhood Health (2) Initial Enrolment at Age Six (3) Drop out (4) Silent Exclusion (5) Transitions (6) Effective Pedagogies and School Size (7) Buildings (8) Learning Materials (9) Teachers (10) Assessment and Monitoring (11) Financing (12) Indicators and Equity.

As noted above, access — a key element and driver to achieve equity in education — depends on both demand and supply-side interventions. Social protection interventions help address some demand side barriers to access education services while also assisting to increase demand and use, which — alongside with investments in service provision — can enhance human development outcomes. The next article, *What Is the Impact of the Bolsa Familia Programme on Education?* (Glewwe, P. and A.L Kassouf, A.L.) examines the impact of a social protection program on educational outcomes of primary and lower secondary students in Brazil, specifically on enrolment, grade promotion and dropout rates. It is a summary of earlier research done on this program. The goals of the program that started in the 1990s was to increase educational attainment, reduce both short term and long term poverty, reduce child labour and provide a social safety net for times of economic crisis. The program provides monthly cash payments to poor families with children up to 15 years old, conditional on those children being enrolled in school. The authors use eight years of school census data (from 1998 to 2005) to evaluate the impact of the Bolsa Escola/Familia program and
employ an estimation method that compares changes in enrolment, grade advancement and dropout rates across public schools that adopted the program in different years. The program was shown to increase school enrolment in grades 1-4 by about 2.8% in the initial years and by about 5.5% after three years. The estimates were also shown to indicate that that the program reduced dropout rates, and raised grade promotion rates by about 0.3 percentage points for the population as a whole, and by about 0.7% of the eligible population.

While much of the evidence for social protection programs — specifically conditional cash transfer programs — comes from Latin America, there have been other similar schemes in other regions that tackle the financial barriers to access education services. For instance, removal of school fees can protect children's education, reducing costs and thus providing an incentive for attendance and enrolment. Targeted education grants have also shown to promote girls’ education in gender-bias settings (e.g. Bangladesh’s Female Stipend Program (FSP)), as well as grade promotion and transition from primary to secondary education (e.g. Peru’s JUNTOS Conditional Cash Transfer Program).

The next several articles look at the issues of relevance, participation and quality. Firstly is a piece that traces educational relevance through social justice for indigenous groups in Africa. Educational and indigenous justice in Africa (Aikman, S.), examines the indigenous movement in Africa (especially in the last decade) and how it is “re-defining education through strategies aimed at recognition of rights and social justice.” The first half of the article seeks to explain the concept of ‘indigenous’ in Africa as opposed to other parts of the world (e.g. the Americas) because “the contemporary lack of a dominant colonial population converges with long histories of conquest, assimilation, migration and movement to make the criteria for deciding who is ‘indigenous’ far murkier.” However, the author points out that African populations identifying themselves as ‘indigenous’ are “communities alienated by and made vulnerable by colonial and post-colonial processes, development paradigms and policies which favoured agriculture over hunting, gathering and nomadic herding.” Specifically examined in this research are East African pastoralists and the Maasai of the Ngorongoro District in Tanzania.

Through the lens of social justice, the author explains how member of the indigenous movement are demanding their rights both in terms of participation but also in “defining what is valid education and setting new agendas and frames.” The latter point is of great importance. As the author discusses throughout the article, traditional schooling that is seen to not offer valuable skills and knowledge for the lives of pastoralists, means that many children in these societies will not attend school at all or that state-run schools will not provide the learning and skills needed.

The author provides some examples of how the indigenous movement has led to creative educational alternatives that better meet the needs of indigenous populations — for example mobile schools that move with nomadic children. However, she also warns that some indigenous knowledge has been eroded over the years because of past exclusion from education systems, displacement from ancestral lands, etc. The need for indigenous activists in this area to participate in local, regional and national discussions on education is critical.

The issue of participation is also examined in the next article, Crossing Boundaries: Gender, Caste and Schooling in Rural Pakistan. Here, authors Hanan G. Jacoby and Ghazala Mansuri observe that in rural Pakistan the heterogeneity of the village where the child resides can have a negative impact on school attendance if children need to cross “settlement” boundaries to attend school. Girl children in both high and low castes are affected by this as are boys in the lowest castes. The context of a “settlement” or a "hamlet" within a village is particularly pertinent for school attendance by girls. The seclusion of women or “purdah” is practiced in much of rural Pakistan which greatly restricts the mobility of females in society. Thus if attending school requires traveling beyond settlement boundaries, the likelihood that girls will not enroll increases substantially. In relation to caste or social status as a factor in enrollment, "children will be more likely to be enrolled in school if their caste status coincides with that of the dominant caste of the settlement containing their most convenient school (child-school caste concordance)." Girls who are both lower caste and living in a high-caste dominant settlement are therefore doubly disadvantaged. Even if there is a school within the settlement, caste-based stigma acts as a second barrier. The authors point out that low-caste children are concentrated in relatively few low-caste dominant settlements, but in examining rates in those contexts, enrolment for both lower caste girls and boys spiked. "These results suggest that, if anything, the latent demand for education is higher among low-caste households than among their high caste neighbours in the village; in the absence of communal barriers to schooling, they would actually be more likely to send their children to school. Low-status per se does not appear to dampen parents’ aspirations for their children." Policy implications suggest to provide "a girls’ school to every
settlement currently lacking one and school to a low-caste dominant settlement in every village currently lacking one."

The absence of quality public education, forces many to seek out Low Fee Private or LFP schools in the education domain. Therefore, religious-based private (or partially state funded) schools provide an important LFP schooling alternative/opinion in many countries. Madrasas (Islamic schools) are such institutions that fill educational voids in areas with high Muslim populations. The article Confronting poverty and educational inequalities: Madrasas as a strategy for contesting dominant literacy in rural Bangladesh (Rao, N. and Hassain, M.I.) looks into this further. It begins with a section on educational intuitions as a place for developing social identity – morals and tastes – going beyond merely places to acquire skills. Because of the colonial history of the Indian subcontinent, inequity and social class were deliberately constructed as a part of the education system (educate a small number of elites to run things and learn English). Nations part of the subcontinent (including Bangladesh) still live with these lingering inequities today.

The research looks at a relatively poor village in the Manikganj District. Over the past few decades, this village has seen a move towards employment opportunities (mainly for men) requiring some form of education (driving enrolment in Madrasas specifically is migration to Gulf States for employment opportunities and the need to learn Arabic). The article points out that Madrasas are in no way homogeneous, and even in the small village examined, there were two types of Madrasas:

“The aliya madrasa...teaches a range of general subjects such as maths, history and Bangla, and in this sense runs parallel to the secular schools. While science subjects are largely missing and critical thinking not encouraged, they do prepare interested students for higher education. Others gain at least basic literacy and numeracy skills. The hafezia madrasa focuses exclusively on Quranic learning, preparing students for jobs as imams in mosques and even teachers in madrasas. In contrast, there is an implicit questioning of the value and relevance of secular education.”

The author points out some of the paradoxes of madrasa education, but overall seems to come to some favourable conclusions. They can contribute to achieving a higher standard of living for madrasa alumni by paving the way to higher paying jobs abroad. In turn, this contributes to improved self-esteem/standing in the community for male migrant workers who -- although may well be doing unskilled labour -- “improve the material condition and status of the family.” At the same time, this type of education can reinforce traditional, potentially harmful, views about gender roles and the absolutism of religious authority. The author notes “where the state is abdicating its responsibility of providing good quality and affordable secular education, and private education is beyond the reach of the poor majority, madrasas have come to represent a counter-culture, enabling the rural poor to acquire both social status and material wealth.”

The next piece of research further explores consequences of low quality government schooling. The push towards universal access -- without enough concern for quality -- can drive many parents to shun the government schooling sector and instead seek LFP schooling options. In the article Low cost private schooling in India: Is it pro poor and equitable? (Härmä, J.), the author examines whether or not LFP schooling options exacerbate inequality in a rural setting in India (Uttar Pradesh). The main thesis of the author is that “poverty is the key factor in school choice despite a near universal preference for private schools.”

The article challenges the idea that LFP schooling is always beneficial to the very poor. For example, the LFP option does not always create a functional competitive market (thus raising the quality of all schools in the market) and can potentially contribute to the “ghettoization” of government-funded schools, where the poorest of the poor and lowest castes must accept the lowest quality education. The study also found that the number of children in a household can contribute to intra-household inequity since parents must make a choice as to which children do/do not attend LFP schools. Gender and birth order are both factors in this decision, whereby girls and the youngest children in the family are often at a disadvantage. The article concludes that “parents expressed the view that private schools are preferable only while government schools are failing, and that they feel a lack of trust in private institutions which may close down at any time, and which they feel exist on the whim of a private individual...the standards at government schools must be raised due to inequity in access to private-sector alternative.”

Challenges of universal education are also examined in the article Free education and social inequality in Ugandan primary schools: A step backward or a step in the right direction (Zuze, T.I. and Leibbrandt, M.J.). Uganda’s free education system was launched in 1997 which meant that, theoretically, education was made accessible even to the very poor. But as the authors highlight, the positive effects of universal primary education (UPE) were also accompanied by inevitable and unintended consequences. For example, even though tuition fees were abolished, there were still fees for items like school uniforms and stationary.
“On the one hand, education was more accessible than ever because tuition fees were waived. On the other, private costs remained and were highly visible in schools. For households who were accustomed to making allowances for schooling costs, the fee waiver represented a monetary gain. For poor households with children attending school for the first time, partially free education meant making critical decisions about how to stretch their limited resources to meet these new financial commitments. It was almost inevitable that in spite of an increase in educational opportunities, social imbalances would be evident in schools.”

The authors’ show that in the case of Uganda access to education does not necessarily mean equitable outcomes. Socioeconomic status (SES) is related to better outcomes (e.g. literacy) in a number of ways. Firstly, students with higher SES are able to afford the additional costs associated with schooling as mentioned above. Secondly, these students are more likely to have resources to dedicate to academic processes outside of school (e.g. reading materials in the home). Investments in physical resources that improve education facilities and increased support for teachers can have a positive effect on equity in the education system.

Similar challenges to universal education were also observed in India where its landmark Right of Children to Free and Compulsory Education (RTE) legislation went into effect in April 2010. The RTE describes the provision of free and compulsory education for all children in India between the ages of 6 and 14 years old. But as observed in the Härmö, piece above, this has created both opportunities and challenges. In a recent UNICEF and UNESCO-funded study entitled: Inside Primary Schools: A study of teaching and learning in rural India (Bhattacharjeya, S. et al), the authors look at the situation of government primary schools in five states: Andhra Pradesh, Assam, Himachal Pradesh, Jharkhand and Rajasthan. The study aimed to assessing learning outcomes of nearly 30,000 students in the districts selected for a period of one year. Looking at factors ranging from school facilities to teacher capabilities to the home lives of students, the researchers tried to identify barriers that may prevent children from learning. The authors find that children who speak a different language at home vs. school and children who do not have any reading materials in their homes are at a particular disadvantage. The study also notes that nearly 20% of the students examined were “first generation school goers” meaning that they did not have parents that had attended school to help augment formal learning in the home. A number of policy recommendations based on the evidence from the study were defined including more appropriate curriculum and teaching-learning materials, more capable teachers, better organization of the school’s resources, etc.

Moving on to the issue of early childhood education, a recently published series in the journal the Lancet examined the importance of early childhood development in developing and middle income countries. A critical prerequisite for learners to be able to get the most out of their education starts before formal schooling. The paper Strategies for reducing inequalities and improving development outcomes for young children in low-income and middle-income countries (Engle, P.L. et al) summarizes a desk review of over 40 effectiveness studies and programme assessments (both published and unpublished) and draws some conclusions about equity, education and learning outcomes later in life. For example, preschool can have a number of benefits for young children — from improved literacy to reducing the schooling gap (median years of schooling) between wealthiest and other quintiles.

Consistent with other papers examined in this newsletter, the quality of pre-school programmes was an important factor in improved learning outcomes. It is interesting to note that “studies of children in preschools showed greater benefits for higher risk or more disadvantaged children compared with lower-risk or less disadvantaged children.” This would seem to imply that efforts towards improving quality of and access to pre-school programmes should be especially focused on the very poor who get the most benefit.

As we have seen from the contributions above, a number of factors on the supply and demand side are still impeding progress towards improvements in education globally. The question of how to effectively translate the availability of education into learning and achievement outcomes appears to identify quality and participation as two of the most critical issues. Consistent with these findings, a number of development organizations have recently released new education strategies that center on these issues. This newsletter highlights two such strategies released in 2011 from USAID and the World Bank.

USAID anchors its strategy, entitled: USAID Education Strategy 2011-2015: Opportunity Through Learning in three main goals: (1) Improved reading skills for 100 million children in primary grades by 2015; (2) Improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015; and (3) Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015. Two of these three
goals address the importance of learning and relevancy and all three are directly relevant to equity in education. The report states, "Access to education is a crucial precondition, but what matters most thereafter is the quality of education. Getting students into schools is not enough. Studies show that if students acquire few skills because of poor quality education, large increases in school enrolment will not translate into gains in economic growth." This important point reinforces the message that access alone cannot break the cycle of poverty, and that quality is a critical piece of the equity picture.

In the World Bank’s new education strategy through 2020 Learning for All: Investing in People’s Knowledge and Skills to Promote Development, the authors likewise point out that some achievements have been made in enrollment over the past several years, but that issues of learning and quality of education need to be addressed so that children and young people acquire the skills and knowledge they need in their adult lives. It is not just about getting children and young people into a classroom. Right from the executive summary the strategy points out that "learning for all means ensuring that all students, not just the most privileged or gifted, acquire the knowledge and skills they need. This goal will require lowering the barriers that keep girls, people with disabilities, and ethnonilingual minorities from attaining as much education as other population groups" thus firmly placing this strategy within the framework of equity. The “for all” part of the title is referenced throughout the paper, as seen in this example:

"when an education system fails to deliver learning, the failure is most severe for poor and disadvantaged children and young people. Learning gaps are most obvious when those children and youth do not enroll in school at all, but they also happen more insidiously, when disadvantaged students attend school but learn little because those schools are of such poor quality. The learning for all strategy thus promotes the equity goals that underlie the education MDGs."

Improvements to the entire education system (e.g. formal and non-formal places of learning, the variety of stakeholders and beneficiaries), and a focus on quality outcomes are key to the strategy. Also of great importance is developing the knowledge base on education reform.

Another major report released in 2011 provides further recommendations on how to improve quality in global education. The Brooking Institute’s report Global Compact on Learning: Taking Action on Education in Developing Countries is the result of consultations with a number stakeholders working on improving education across the world with an explicit focus on the poorest and most marginalized, be it because of their gender, their location, or their living in conflict-affected areas (or all of the above). While progress over the last decade has brought millions of children into schools, the “learning crisis” as a result of poor quality means that years of schooling do not necessarily translate into improving lives and getting people out of poverty. The Global Compact is a call to action on three main priority areas “(1) early childhood development, (2) literacy and numeracy in lower primary grades, and (3) relevant post-primary education opportunities.” Strategies for achievement are then detailed in dedicated chapters for each priority area. In addition, the report offers comprehensive strategies applicable to all three priorities. The establishment of equity-based learning targets for all children and youth in developing countries emerged as one of the key recommendations of this report. For multilateral actors — including UN agencies — a call to focus on high-quality learning for all as part of the post –MDG agenda is recommended.

Finally, the need to assess progress on concepts articulated in these strategies in critical. Smaller, quicker, cheaper: Improving learning assessments for developing countries (Wagner, D.A.) aims to fittingly answer the central question, "Can the available research on the assessment of learning (particularly regarding learning to read) contribute to a more effective way to improve educational outcomes in developing countries?" If quality education and learning are the keys to poverty reduction and improved lives /development outcomes as has been argued through the various publications and articles above, what are the methods for assessing learning and how can they be practically applied in developing country contexts? This publication makes the case for how learning indicators can make a difference, explores different methodologies for conducting assessments and associated costs. It concludes with some recommendations and lessons learned.

In conclusion, this is just a very small sampling of some of the latest publications on equity and education. It is interesting to note that all of the publications touch on the issue of access but many delve deeper into the issues of quality, relevance and socio-cultural sensitivity. In some of the strategy and position papers profiled (USAID, World Bank and Brookings Institute), access can be seen as almost the “first frontier” of the equity picture and now the focus of governments, multilateral actors and other stakeholders needs to be increasingly on quality, learning outcomes and relevance as a means to improve lives and achieve economic gains on a macro level. As particularly shown in the articles by Jacoby, H.G. and Mansuri, G.; Rao, N. and Hossain, M.I.; and Aikman, S., equity in education is also about sensitivity to cultural beliefs and values, not only access and learning outcomes. These differing needs must be considered to make improvements on equity in education in these varying contexts.
LINKS TO PUBLICATIONS

Articles featured in the “Highlights’
Listed in order of appearance in narrative

Global Initiative on Out-of-School Children
UNICEF, UNESCO, Update from October 2011

Making the Case for an Equity Focus in Education
( Epstein, A. UNICEF; November 2010)

Making Rights Realities: Researching Educational Access, Transitions and Equity
Consortium for Research on Educational Access, Transitions & Equity (CREATE); September 2011

What is the Impact of the Bolsa Família Program on Education?
(Glewwe, P. and Kassouf, A.L.; International Policy Centre for Inclusive Growth; One-pager, Number 107; March 2010)

Educational and indigenous justice in Africa
(Aikman, S.; International Journal of Educational Development; Volume 31, Issue 1; January 2011)
Link: http://dx.doi.org/doi:10.1016/j.ijedudev.2010.05.007

Crossing Boundaries: Gender, Caste and Schooling in Rural Pakistan
Link: http://go.worldbank.org/HMBK4RCWD0

Confronting poverty and educational inequalities: Madrasas as a strategy for contesting dominant literacy in rural Bangladesh
(Rao, N. and Hossain, M.I. International Journal of Educational Development; Article in Press, Corrected Proof; available online 31 March 2011)
Link: http://dx.doi.org/10.1016/j.ijedudev.2011.01.012

Low cost private schooling in India: Is it pro poor and equitable?
(Härmä, J.; International Journal of Educational Development; Article in Press, Corrected Proof; Available online 17 February 2011)
Link: http://dx.doi.org/10.1016/j.ijedudev.2011.01.003

Free education and social inequality in Ugandan primary schools: A step backward or a step in the right direction?
( Zuze, T.L. and Leibbrandt, M.; International Journal of Educational Development; Volume 31, Issue 2; March 2011)
Link: http://dx.doi.org/10.1016/j.ijedudev.2010.06.013

Inside Primary Schools: A study of teaching and learning in rural India
Bhattacharjea, S. et al; Pratham Mumbai Education Initiative; October 2011

Strategies for reducing inequalities and improving developmental outcomes for young children in low-income and middle-income countries
(Engle, P.L. et al; The Lancet, In Press, Corrected Proof; available online 22 September 2011)
Link: http://dx.doi.org/10.1016/S0140-6736(11)60889-1
(USAID; February 2011)

Learning for All: Investing in People’s Knowledge and Skills to Promote Development: World Bank Group Education Strategy 2020
(World Bank; April 2011)

A Global Compact on Learning: Taking Action on Education in Developing Countries
(Brookings Institute; July 2011)
Link: http://www.brookings.edu/reports/2011/0609_global_compact.aspx

Smaller, Quicker, Cheaper: Improving Learning Assessments for Developing Countries
(Wagner, D.A.; UNESCO, International Institute for Education Planning, Education for All Fast Track Initiative; 2011)
Link: http://www.globalpartnership.org/media/GRA/Wagner-optimized.pdf

Other recent articles related to equity and education
Listed alphabetically

Assessing the primary schools—A multi-dimensional approach: A school level analysis based on Indian data
Link: http://dx.doi.org/10.1016/j.ijedudev.2011.04.006

Does the human capital discourse promote or hinder the right to education? The case of girls, orphans and vulnerable children in Rwanda
(Balsera, M.R. Journal of International Development; Volume 23, Issue 2; March 2011)
Link: http://dx.doi.org/10.1002/jid.1769

Education for All (EFA) Global Monitoring Report 2010: Reaching the Marginalized
UNESCO, 2010

See also:
Deprivation and Marginalization in Education (DME) database

Girls Grow: A Vital Force in Rural Economies
Bertinia, C.; Chicago Council on Global Affairs; 2011

In search of educational equity for the migrant children of Shanghai
(Wang, L. and Holland, T.; Comparative Education; published online 9 June 2011)

Making it Count: Providing education with equity and quality in the run-up to 2015
(Save the Children; 2010)
Link: http://resourcecentre.savethechildren.se/node/3340

Widening equity and retaining efficiency: Considerations from the IBSA southern coalface
(Akoojee, S. and Nkomo, M.; International Journal of Educational Development; Volume 31, Issue 2; March 2011)
Link: http://dx.doi.org/10.1016/j.ijedudev.2010.07.003
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