Intersectional Education: A Policy Brief

HONR 499
April 26, 2017
Claire Lee, Claire Marsh, Mikaela Meyer, Jessica Sullivan

Executive Summary

Education leads to greater future success, freedom, autonomy over one's lifestyle, and an overall better quality of life. Unfortunately, women make up seventy percent of the world's out-of-school youth and minority groups are suffering from lack of access to educational resources, including native tongue instruction (Intel 2012). Not only are both groups suffering separately, but the intersection of female and minority groups are not achieving the same educational outcomes as majority or male groups. This brief explores this problem and examines how some governments are trying- or not trying- to address it.

Introduction

In the book *Politics, Gender, and Concepts*, S. Laurel Weldon defines intersectionality as, "a concept that describes the interaction between systems of oppression. The concept grew out of efforts to specify how race *and* gender relations shaped social and political life" (Weldon, 2008). The focus of this research was based on whether women in minority groups are getting the same quality of education and continuing their education at the same rate as male minority and majority groups. Intersectionality is important in order to understand that one person's marginalization is not just the effect of belonging to one group, but can happen from multiple groups that they fall into. As a group, we were interested in pursuing the broad topic of education and whether or not everyone around the globe was getting easily accessible, quality education. When diving into this topic, the two marginalized groups that stood out were women and minorities. We decided then to look at the intersection of the two groups to determine why minority girls and women were not receiving the same quality or amount of education as others. Ultimately, we found that even the countries with top education systems for their overall population have room for growth when it comes to educating females in at-risk minority racial and ethnic groups.

Approaches and Results

The data collected for this study is both qualitative and quantitative. As a sampling rule, we chose a "leader" and "lagger" from each continent based on whether or not countries achieved gender parity in primary and secondary education. Because South Africa turned out to be a poor representative of a "lagger" in Africa, Ethiopia was also included. The goal was to obtain a representative global sample, and the chosen countries can be seen in Attachment 1. A divide and conquer approach was used to collect the data; each of us researched three countries to find the primary-to-secondary transition rates, percentage of students out of school, government education expenditures, global education competitiveness scores, and relevant policy and UN Millennium Development Goals data. When possible, data was collected for these variables for each gender, at-risk minority groups, and intersection of the two. Most of the data was accessible through UNESCO databases, especially the Global Education Monitoring Report. Finding individual country's policies proved to be more difficult because not all government sites are created equally. Some countries provided more easily accessible information than others, while others did not collect the data at all. For example, many more industrialized nations do not report transition data across all minorities and genders; these countries are not concerned about this particular transition because so many of their students make this transition already. The primary focus of this project was collecting intersectional data since intersectional education indicators have not been previously constructed. To make this data useful, we complied country fact sheets for each country sampled (Attachment 5), in addition to regional and income comparisons for the sample (Attachment 4).

Overall, most countries had about equal transition rates for each gender (Attachment 2). In particular, most countries also had about equal transition rates for

female minorities and the average population, which means female minorities do not seem to be left behind. Yet, examining the specific policies within each country and the out-of-school rates for each gender might suggest different findings. While many countries have worked over the years to address educational gaps between both genders and majority and minority populations, few policies address the problems that exist for female minority students. Many countries are only making moderate progress in their attempts to achieve Millennium Development Goals 2 and 3, universal primary education and female empowerment, respectively (Attachment 3). Furthermore, countries, including Kenya, might have higher transition rates and relatively high out-of-school rates, meaning that some girls are not even given the chance to begin their educations. The findings for each country and how they compare regionally can be seen in the profile sheets, which are the contents of Attachment 5.

Conclusion

Globally, it may seem a country is doing well in creating and sustaining educational opportunities for the entirety of the population if a country is meeting or on-track to meet the Millennium Development Goals for universal primary education and female empowerment, has average or above average transition rates, and has a high global education competitiveness score. However, quantity does not always equal quality, especially in looking at an intersectional group such as minority females. Ethiopia, for example, experiences similar transition rates to the Sub-Saharan Africa region as a whole in addition to similar out of school children, meaning on average Ethiopia resembles Sub-Saharan Africa in their ability to get children into primary schooling and sustain their time in schooling. Yet, in looking at some of Ethiopia's minority populations such as the Sadama, Silte, and Hadiya, with average transition rates nearly 20 percent lower than Ethiopia as a whole, it starts to become

evident that education on average in Ethiopia, is not the same educational situation for some groups. Furthermore, while Ethiopia has put into place educational policies aimed at promoting female educational instruction and minority educational instruction, the intersection of these two groups has not been necessarily promoted. Even developed western countries are facing the same educational situation where intersectional groups, such as minority women, are not achieving the same transition rates as the average population. Germany experiences extremely high transition rates for the population as a whole, and even for women; however, minority transition rates drop over ten percent in comparison to the population as a whole, indicating the ability to keep minorities and minority females in the German education system is not as successful as for the population in general. Furthermore, in Germany many minorities are put into educational tracks leading to vocational school that may limit their career opportunities because of their different educational needs. While Germany and Ethiopia differ greatly in their global education competitiveness with Germany ranking near the top of education quality and competitiveness at number eight, and Ethiopia ranking number 130, educational attainment can still be an issue regardless for intersectional groups. Intersectional groups, such as minority females, are not to be overlooked. To truly achieve universal primary education, as stated in the Millennium Development Goals, all populations must be reached, including populations with multiple hurdles to overcome. Further access to education, especially sustained quality education, provides for further economic opportunities for female minorities. Looking at aggregate data may paint a picture that a particular country is achieving quality education and thus further economic opportunities for their population, but by disaggregating the data and realizing that female minorities are not necessarily experiencing the same

educational quality and quantity, a more informed situation can be understood.

Implications

Many of the countries we studied have policies to help facilitate the education of both females and minorities. However, policies designed to meet the unique needs of female minorities are practically non-existent. In fact, some countries do not even collect data on female minorities as a group. A government's failure to collect such data highlights a problematic mentality where the people creating policy do not consider the fact that female minorities may face unique barriers to quality education not just for being female or for being an at risk minority, but for being simultaneously a member of both disadvantaged groups. Essentially governments need to create policy that addresses the specific needs of female minorities. However those needs will inevitably vary by country and by minority group. There is no one size fits all policy. Each country comes to the table with its own unique historical and political context and its own system of education. Therefore, each country must decide for itself how best to address the needs of their female at-risk minorities. For some countries, that may mean improving transition rates by finding ways to retain female minorities through secondary school. Other countries that require all students to stay in school through their mid teens may shift their focus in another direction. For example, countries that have different tracks for secondary school may want to ensure that they are not systematically pushing female minorities into the least prestigious track. Other countries may find that their resources are best spent developing programs that encourage female minorities to explore STEM fields. Ultimately each country must assess its own weaknesses and act accordingly.

Sources

1. Weldon, S. Laurel. *Politics, Gender, and Concepts* Cambridge: Cambridge U Press, 2008.
2. "Girls Education: Why It Matters." *Intel Girls and Women.* Intel: 2012.

Attachments

1. Global Map of Selected Countries
2. Average Primary to Secondary Transition Rate for selected countries
3. Progress Towards Millennium Development Goals 2 & 3 for selected countries
4. Comparisons
   a. Regional Comparisons
   b. Income Comparisons
5. Country Fact Sheets
   a. Australia
   b. Bolivia
   c. Brazil
   d. China
   e. Ethiopia
   f. Germany
   g. Guatemala
   h. India
   i. Kenya
   j. South Africa
   k. United Kingdom
   l. United States
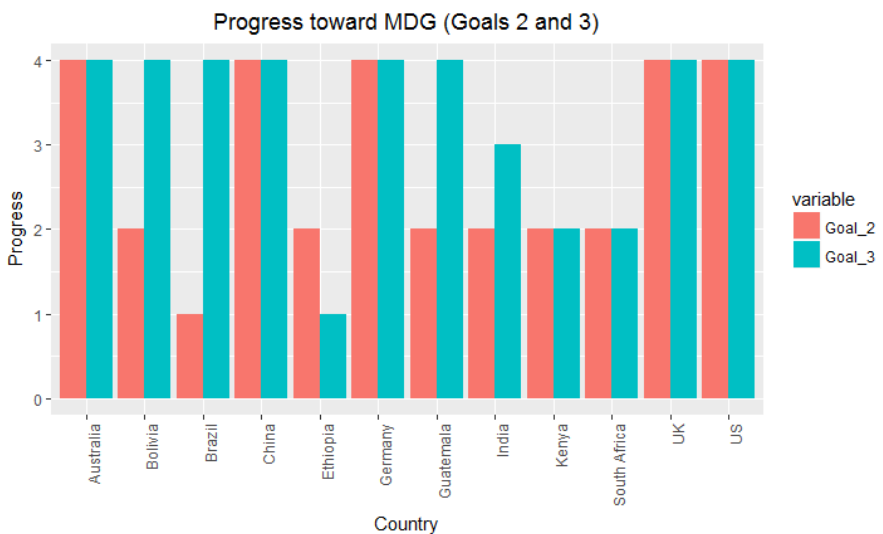
ATTACHMENT 1

ATTACHMENT 2

Primary to Secondary Transition Rates

ATTACHMENT 3
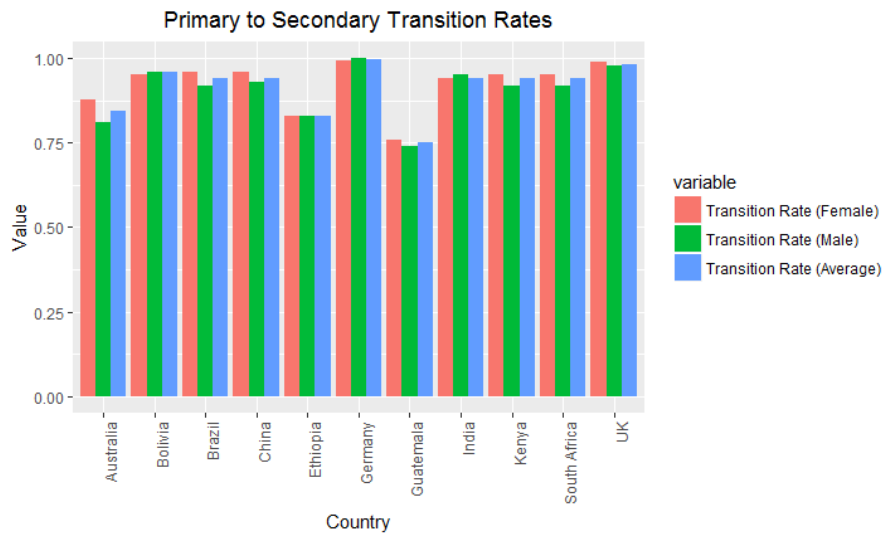
Progress toward MDG (Goals 2 and 3)

Goal 2: Achieve Universal Primary Education
Goal 3: Promote Gender Equality and Empower Women
Points assigned as follows:
1 = Off track; 2 = Moderate progress; 3 = On track; 4 = Already met

ATTACHMENT 4A

	Latin America/Caribbean	Guatemala	Bolivia	Brazil
Transition Rate Male	**92%**	74%	96%	92%
Transition Rate Female	**94%**	76%	95%	96%
Transition Rate Average	93%	75%	96%	94%
Out of School children Male (primary/secondary)	**2% / 5%**	10.94% / 22.65%	9.45% / 8.66%	5.79% / 4.06%
Out of School children Female (primary/secondary)	**2% / 5%**	11.14% / 30.55%	10.80% / 9.66%	4.75% / 1.94%
Out of School children Average (primary/secondary)	**2% / 5%**	11.03% / 26.54%	10.11% / 9.15%	5.28% / 3.04%

	Sub-Saharan Africa	Ethiopia	Kenya	South Africa
Transition Rate Male	**87%**	83%	92%	92%
Transition Rate Female	**85%**	83%	95%	95%
Transition Rate Average	86%	83%	94%	94%

Out of School children Male (primary/secondary)	**21% / 26%**	10.67% / 38.58%	15.56% / .37%	16.77% / 11.09%
Out of School children Female (primary/secondary)	**22% / 30%**	16.51% / 41.71%	11.99% / 5.57%	6.02% / 5.04%
Out of School children Average (primary/secondary)	**21% / 28%**	13.51% / 40.13%	13.79% / .72%	11.7% / 8.32%

	Southern Asia	India	South-Eastern Asia	China
Transition Rate Male	**93%**	95%	**93%**	93%
Transition Rate Female	**92%**	94%	**95%**	96%
Transition Rate Average	**92%**	94%	**94%**	94%
Out of School children Male (primary/secondary)	**4% / 7%**	5.49% / 12.58%	**4% / 8%**	
Out of School children Female (primary/secondary)	**5% / 9%**	4.16% / 7.42%	**4% / 8%**	
Out of School children Average (primary/secondary)	**4% / 8%**	4.86% / 10.14%	**4% / 8%**	

ATTACHMENT 4B

	High Income Countries	Australia	UK	US	Germany
Transition Rate Male		80.9%	97.83%		100%
Transition Rate Female		87.8%	98.75%		99.25%
Transition Rate Average		84.3%	98.28%	97.4%	99.63%
Out of School children Male (primary/secondary)	**3.4% / 2%**	3.08% / 2.05%	.13% / 1.53%	5.84% / 1.5%	
Out of School children Female (primary/secondary)	**2.9% / 2%**	2.64% / .23%	.27% / 1.48%	5.23% / .19%	
Out of School children Average (primary/secondary)	**3.1% / 2%**	2.86% / .52%	.15% / 1.51%	5.54% / .93%	.2%

	Upper Middle Income Countries	Brazil	South Africa	China
Transition Rate Male	**93%**	92%	92%	93%
Transition Rate Female	**95%**	96%	95%	96%
Transition Rate Average	**94%**	94%	94%	94%

Out of School children Male (primary/secondary)	**3% / 5%**	5.79% / 4.06%	16.77% / 11.09%	
Out of School children Female (primary/secondary)	**3% / 5%**	4.75% / 1.94%	6.02% / 5.04%	
Out of School children Average (primary/secondary)	**3% / 5%**	5.28% / 3.04%	11.7% / 8.32%	

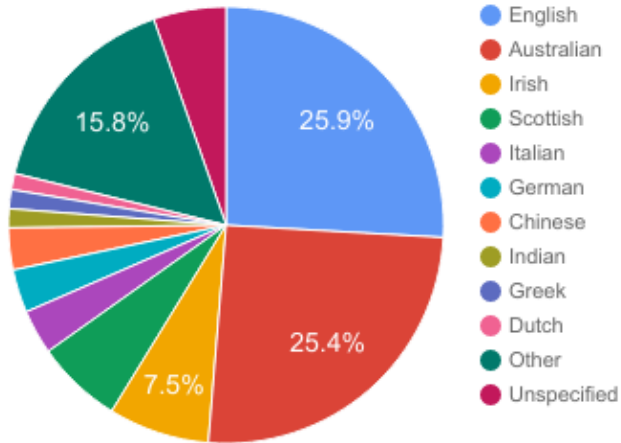|	**Lower Middle Income Countries**	Guatemala	Bolivia	Kenya	India
Transition Rate Male	**92%**	74%	96%	92%	95%
Transition Rate Female	**91%**	76%	95%	95%	94%
Transition Rate Average	**92%**	75%	96%	94%	94%
Out of School children Male (primary/secondary)	**7% / 11%**	10.94% / 22.65%	9.45% / 8.66%	15.56% / .37%	5.49% / 12.58%
Out of School children Female (primary/secondary)	**8% / 13%**	11.14% / 30.55%	10.80% / 9.66%	11.99% / 5.57%	4.16% / 7.42%
Out of School children Average (primary/secondary)	**8% / 12%**	11.03% / 26.54%	10.11% / 9.15%	13.79% / .72%	4.86% / 10.14%

	Low Income Countries	Ethiopia
Transition Rate Male	**84%**	83%
Transition Rate Female	**82%**	83%
Transition Rate Average	83%	83%
Out of School children Male (primary/secondary)	**20% / 27%**	10.67% / 38.58%
Out of School children Female (primary/secondary)	**21% / 31%**	16.51% / 41.71%
Out of School children Average (primary/secondary)	**20% / 29%**	13.51% / 40.13%

COUNTRY: Australia

POPULATION SNAPSHOT
POPULATION: 22,992,654 (as of 2016)

MINORITY GROUPS:

Legend:
- English — 25.9%
- Australian — 25.4%
- Irish — 7.5%
- Scottish
- Italian
- German
- Chinese
- Indian
- Greek
- Dutch
- Other — 15.8%
- Unspecified

MINORITIES AT RISK: Aborigines

GENDER PARITY INDEX:
    PRIMARY: 0.99
    SECONDARY: 0.33

MANDATORY YEARS OF EDUCATION: Between ages 6 and 16

OUT OF SCHOOL CHILDREN:

	Primary	Secondary
Male	3.08%	2.05%
Female	2.64%	.23%
Both Sexes	2.86%	.52%

TRANSITION RATE:

	Overall	Aboriginals
Male	80.9%	
Female	87.8%	64.1%
Average	84.3%	59.8%%

SPENDING ON EDUCATION AS A PERCENTAGE OF GDP: 5.6% (56th in the world)

GLOBAL COMPETITIVENESS RANKING (SCORE): 6 (6.04)

POLICIES:
> **GENDER:**
> - 1984 report of the Commonwealth Schools Commission
> - In 1987 they published and adopted the report entitled *Girls, School and Society*
> - In 1993, the Australian Education Council continued the gender education process through the publication of the National Action Plan.
>
> **MINORITY:**
> - Section on migrant girls in *Girls, School and Society* report
> - Studies have shown that a disproportionate number of minority students are enrolled in separate special education programs instead of mainstream school.
>
> **MILLENNIUM DEVELOPMENT GOALS:**
> - Oceania as a region made substantial progress in expanding access to primary education between 1990 and 2015 with an increase in enrolment rates from 69 per cent to 95 per cent.

Sources:

1. "Australia." *The World Factbook.* Central Intelligence Agency, 2017. Web.
2. Minorities at Risk Project. (2009) "Minorities at Risk Dataset." College Park, MD: Center for International Development and Conflict Management.
3. "Indicator Metadata" Ratio of girls to boys in primary, secondary and tertiary education." *Millennium Development Goals Indicators.* United Nations Statistics Division, 2016. Web.
4. "Education." *UNESCO Institute for Statistics.* United Nations Educational Scientific and Cultural Organization, 2015. Web.
5. "Transition rate to lower secondary school: Australia."*Global Education Monitoring Report.* United Nations Educational Scientific and Cultural Organization, 2011. Web.
6. "Millennium Development Goals." *UNDP in Australia.* United Nations Development Program, 2017. Web.
7. Sweller, Naomi, Linda J. Graham, and Penny Van Bergen. "The Minority Report: Disproportionate Representation in Australia's Largest Education System." Exceptional children, vol. 79, no. 1, 2012, pp. 107-125.
8. Tsolidis, Georgina. "Feminist Theorisations of Identity and Difference: A Case-Study Related to Gender Education Policy." British Journal of Sociology of Education, vol. 17, no. 3, 1996, pp. 267–277

COUNTRY: Bolivia

POPULATION SNAPSHOT

POPULATION: 10,969,649
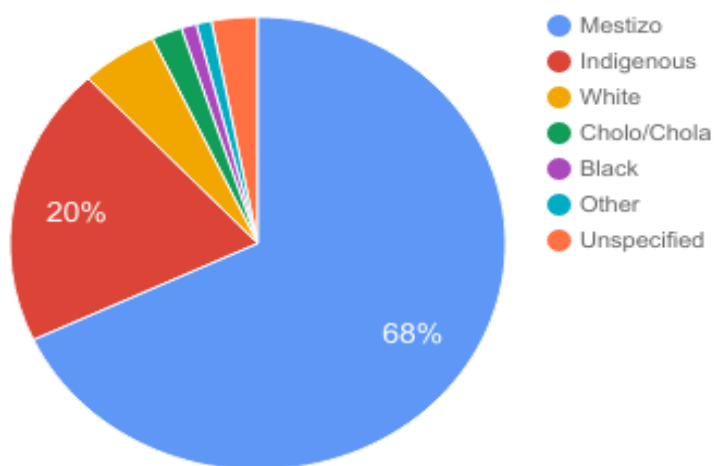
ETHNIC GROUPS:

**"44% of respondents indicated feeling part of some indigenous group, predominantly Quechua or Aymara"

MINORITIES AT RISK: Guaraní, Quechua

EDUCATION
GENDER PARITY INDEX:
    PRIMARY: .97
    SECONDARY: 1.00

MANDATORY YEARS OF EDUCATION: 12 years

OUT OF SCHOOL CHILDREN:

	Primary School	Secondary School
Male	9.45%	8.66%
Female	10.80%	9.66%
Both Sexes	**10.11%**	**9.15%**

TRANSITION RATE FROM PRIMARY TO SECONDARY:

	Overall	Guarani	Quechua
Male	96%	N/A	94%
Female	95%	95%	93%
Average	96%	98%	93%

SPENDING ON EDUCATION AS A PERCENTAGE OF GDP: 6.9% (24)

GLOBAL COMPETITIVENESS RANKING (SCORE): 90 (3.6)

POLICIES:
   GENDER:
- Education Reform Law of 1994
  - Increasing coverage and opportunities for gender equality from children from urban/rural areas and from other cultures
  - Incorporates systematic issues into education, such as gender equity, sec education, democracy
  - One of the big goals was create equity in learning competencies between girls and boys

   MINORITY:
- Education Reform Law of 1994
  - Transferred control of education from central government to local municipalities.
  - Provides free education
  - Increases primary school age requirement
  - Increases multicultural and bilingual education through recognition of diversity

   MILLENNIUM DEVELOPMENT GOALS:
- Quality of Education:
  - Ensure all children complete primary and secondary education
  - Eliminate gender disparities in education
  - Maximize literacy rates within young adults
  - Equal access to education for persons with disabilities and children of all ethnic groups
- Gender Equality:
  - Create universal access to reproductive health
  - Eliminate public and private trafficking
  - Ensure equal opportunities for women in leadership positions in all sectors of the work place

SOURCES:
1. "Bolivia." *The World Factbook.* Central Intelligence Agency, 2017. Web.

2.   Minorities at Risk Project. (2009) "Minorities at Risk Dataset." College Park, MD: Center for International Development and Conflict Management.
3.   "Indicator Metadata" Ratio of girls to boys in primary, secondary and tertiary education." *Millennium Development Goals Indicators.* United Nations Statistics Division, 2016. Web.
4.   "Education." *UNESCO Institute for Statistics.* United Nations Educational Scientific and Cultural Organization, 2015. Web.
5.   "Transition rate to lower secondary school: India."*Global Education Monitoring Report*. United Nations Educational Scientific and Cultural Organization, 2011. Web.
6.   "Agenda de Desarrollo Post-2015." *El PNUD en Bolivia*. N.p., n.d. Web. 20 Apr. 2017.
7.   Schwab, K. "The Global Competitiveness Report 2016-2017." *World Economic Forum,* 2016*.*
8.   Lara, Cristina Pareja. *The gender transversal in Bolivian education: policy and practice*. Rep. United Nations Educational, Scientific, and Cultural Organization, 2003. Web. 20 Apr. 2017.

COUNTRY: Brazil

POPULATION SNAPSHOT
Population: 205,823,665

ETHNIC GROUPS:
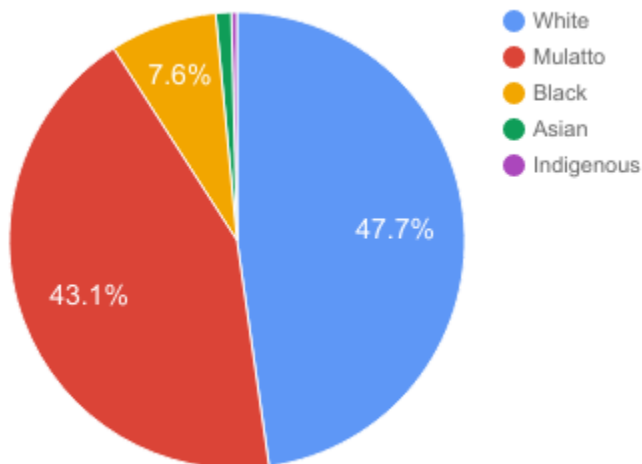
MINORITIES AT RISK: Afro-Brazilians, Amazonian Indians

GENDER PARITY INDEX:
    PRIMARY: .93
    SECONDARY: 1.11

EDUCATION
MANDATORY YEARS OF EDUCATION: Nine years

OUT OF SCHOOL CHILDREN:

	Primary School	Secondary School
Male	5.79%	4.06%
Female	4.75%	1.94%
Both Sexes	**5.28%**	**3.04%**

TRANSITION RATE FROM PRIMARY TO SECONDARY:

	Overall	Amarela	Branca	Parda	Preta
Male	92%	96%	95%	89%	89%
Female	96%	99%	97%	95%	93%
Average	94%	98%	96%	92%	91%

SPENDING ON EDUCATION AS A PERCENTAGE OF GDP: 5.8% (49th in the world)

GLOBAL COMPETITIVENESS RANKING (SCORE): 88 (3.65)

POLICIES:

GENDER:
- Guidelines and Basis of Brazilian Education Law (LDB)
  - Increased number of years of mandatory education, which increased women's access to secondary education
- School Scholarship Scheme
  - Offered more scholarships for higher education, which encouraged students to stay in school
- Bolsa Familia
  - Poor families given small cash transfers in exchange for keeping children in school
- NOTE: Gender gap still exists in job market, governmental representation, and access to property.

MINORITY:
- Bolsa Familia
- Affirmative Action
  - In place for universities, but encourages students to work toward preparing for college
- ProUni
  - Gives private colleges and universities tax exemptions for offering more scholarships
  - Encourages students to work toward preparing for college

MILLENNIUM DEVELOPMENT GOALS:
- <u>Achieve Universal Primary Education</u>
  - Off track
    - Improved flow of students in elementary education while increasing the availability of high schools
- <u>Promote Gender Equality & Empower Women</u>
  - Already Met
    - Mostly progressed in terms of access to education
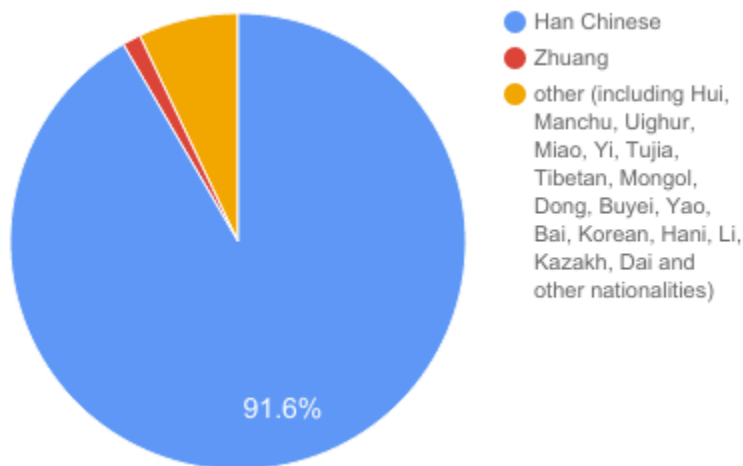   - Male disadvantage still seems to increase

SOURCES

1. "Brazil." *The World Factbook.* Central Intelligence Agency, 2017. Web.
2. Minorities at Risk Project. (2009) "Minorities at Risk Dataset." College Park, MD: Center for International Development and Conflict Management.
3. "Indicator Metadata" Ratio of girls to boys in primary, secondary and tertiary education." *Millennium Development Goals Indicators.* United Nations Statistics Division, 2016. Web.
4. **"**Education." *UNESCO Institute for Statistics.* United Nations Educational Scientific and Cultural Organization, 2015. Web.
5. "Transition rate to lower secondary school: Brazil."*Global Education Monitoring Report.* United Nations Educational Scientific and Cultural Organization, 2011. Web.
6. "MDG Track: Monitoring Progress to the Millennium Development Goals." *mdgTrack.* TAC Economics, 2016. Web.
7. Schwab, K. "The Global Competitiveness Report 2016-2017." *World Economic Forum,* 2016. Web.
8. "Equality between the sexes and women's autonomy." *UNDP in Brazil.* United Nations Development Program, 2017. Web.
9. "Brazil: Encouraging Lessons from a Large Federal System." *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States.* OECD, 2010. Web.
10. Beltrao, K., and Alves, J. "Reversal of the Gender Gap in Brazilian Education in the 20th Century." *SciELO Brazil.* Sci ELO Brazil, 2009.

COUNTRY: China

POPULATION SNAPSHOT
POPULATION: 1,373,541,278

ETHNIC GROUPS:

- Han Chinese
- Zhuang
- other (including Hui, Manchu, Uighur, Miao, Yi, Tujia, Tibetan, Mongol, Dong, Buyei, Yao, Bai, Korean, Hani, Li, Kazakh, Dai and other nationalities)

91.6%

MINORITIES AT RISK: Hui Muslims, Tibetans, Turkmen

EDUCATION
GENDER PARITY INDEX:
    PRIMARY: 1.01
    SECONDARY: 1.03

MANDATORY YEARS OF EDUCATION: Nine years

OUT OF SCHOOL CHILDREN:

	Primary School	Secondary School
Male	3%	31%
Female	4%	26%
Both Sexes	**4%**	**28%**

TRANSITION RATE FROM PRIMARY TO SECONDARY:

	Overall	Han	Other
Male	93%	93%	95%
Female	96%	97%	85%
Average	94%	95%	90%

SPENDING ON EDUCATION AS A PERCENTAGE OF GDP: 1.9% (as of 1999)

GLOBAL COMPETITIVENESS RANKING (SCORE): 74 (3.97)

POLICIES:
   GENDER:
   - 1986 Law of Compulsory Education to mandate the gradual introduction of 9 years of compulsory schooling throughout China

   MINORITY:
   - Ethnic minorities have preferential admissions, lowered school fees, boarding schools and remedial programs as supported by the government.
   - Government priority to the development of ethnic education in minority areas to narrow the economic and social gap between Han and ethnic minority people.
   - Law of Compulsory Education clause to stipulate support of ethnic minority populations in education.
   - National policy to ensure tibetans have preferential university enrollment

   MILLENNIUM DEVELOPMENT GOALS:
   - Achieve Universal Primary Education
     - On-track to eliminate gender disparity in primary education (already met)
       - Amendment to the Compulsory Education Law, to uphold gender equality and clarify that all school-age children and adolescents, regardless of gender and ethnic group, should enjoy equal access to compulsory education
       - Implementation of free compulsory education so that poor and rural students can have tuition and incidental fees, textbook fees, and accommodation fees for boarding students exempted
       - Increased funding for the educations sector
       - Launched curriculum reform with national new curriculum and standards to promote education for all
   - Promote Gender Equality & Empower Women
     - On-track (already met)

- Spring Bud plan to help girls you had dropped out of school continue their education
- Family education for adolescent girls to further promote education opportunities for girls

SOURCES

1. "China." *The World Factbook.* Central Intelligence Agency, 2017. Web.
2. Minorities at Risk Project. (2009) "Minorities at Risk Dataset." College Park, MD: Center for International Development and Conflict Management.
3. "Indicator Metadata" Ratio of girls to boys in primary, secondary and tertiary education." *Millennium Development Goals Indicators.* United Nations Statistics Division, 2016. Web.
4. "Education." *UNESCO Institute for Statistics.* United Nations Educational Scientific and Cultural Organization, 2015. Web.
5. "Transition rate to lower secondary school: China."*Global Education Monitoring Report.* United Nations Educational Scientific and Cultural Organization, 2011. Web.
6. "Millennium Development Goals." *UNDP in China.* United Nations Development Program, 2017. Web.
7. Schwab, K. "The Global Competitiveness Report 2016-2017." *World Economic Forum,* 2016*.*
8. "China's progress towards the Millennium Development Goals 2013 Report." *Ministry of Foreign Affairs of the People's Republic of China.* United Nations System in China, 2013.

COUNTRY: Ethiopia

POPULATION SNAPSHOT
POPULATION: 102,374,044

ETHNIC GROUPS:
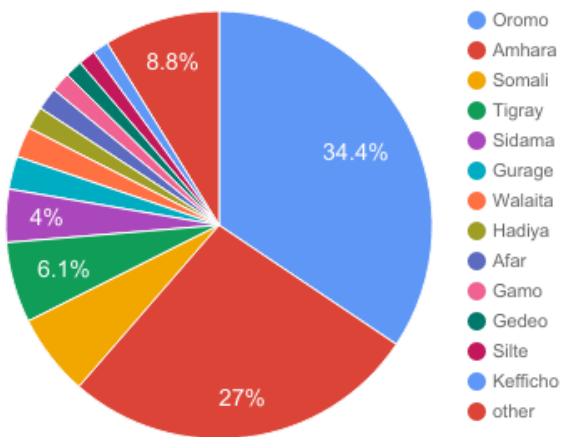
MINORITIES AT RISK: Afar, Amhara, Oromo, Somali, Tigray

EDUCATION
GENDER PARITY INDEX:
    PRIMARY: .87
    SECONDARY: .63

MANDATORY YEARS OF EDUCATION: Eight years

OUT OF SCHOOL CHILDREN:

	Primary School	Secondary School
Male	10.67%	38.58%
Female	16.51%	41.71%
Both Sexes	**13.51%**	**40.13%**

TRANSITION RATE FROM PRIMARY TO SECONDARY:

	Overall	Amahra	Guragie	Oromo	Tigre	Welaita	Sidama	Silte	Hadiya	Afar
Male	83%	82%	82%	83%	88%					
Female	83%	84%	82%	85%	87%	86%				
Average	83%	83%	82%	84%	87%	89%	64%	67%	68%	82%

SPENDING ON EDUCATION AS A PERCENTAGE OF GDP: 4.7% (85th in the world)

GLOBAL COMPETITIVENESS RANKING (SCORE): 130 (2.2)

POLICIES:
GENDER:
- Gender mainstreaming policy

MINORITY:
- Introduction of mother tongue instruction, reaching 23 languages
- Further funding and support of inclusive education with support activities

MILLENNIUM DEVELOPMENT GOALS:
- <u>Achieve Universal Primary Education</u>
  - On-track to eliminate gender disparity in primary education, more effort required for secondary education
    - Five year nationwide Education Sector Development Programs aimed at increasing the coverage of education
    - General Education Quality Improvement Program to improve teacher quality and the number of teachers
- <u>Promote Gender Equality & Empower Women</u>
  - Moderate Progress Achieved
    - Creation of Ministry of Women's Affairs
    - Plan for Accelerated and Sustained Development to End Poverty pillar aimed at increasing girl's and women's access to education and improving water supply, sanitation, and health services
    - Penal Code additions to support women's rights

SOURCES
1. "Ethiopia." *The World Factbook.* Central Intelligence Agency, 2017. Web.
2. Minorities at Risk Project. (2009) "Minorities at Risk Dataset." College Park, MD: Center for International Development and Conflict Management.
3. "Indicator Metadata: Ratio of girls to boys in primary, secondary and tertiary education." *Millennium Development Goals Indicators.* United Nations Statistics Division, 2016. Web.
4. **"**Education." *UNESCO Institute for Statistics.* United Nations Educational Scientific and Cultural Organization, 2015. Web.
5. "Transition rate to lower secondary school: Ethiopia."*Global Education Monitoring Report.* United Nations Educational Scientific and Cultural Organization, 2011. Web.
6. "Millennium Development Goals." *UNDP in Ethiopia.* United Nations Development Program, 2017. Web.
7. Schwab, K. "The Global Competitiveness Report 2016-2017." *World Economic Forum,* 2016*.*

8. Lasonen, Johanna, Raija Kemppainen, and Kolawole Raheem. "in Ethiopia: An Evaluation of Approaching EFA Goals." (2005).
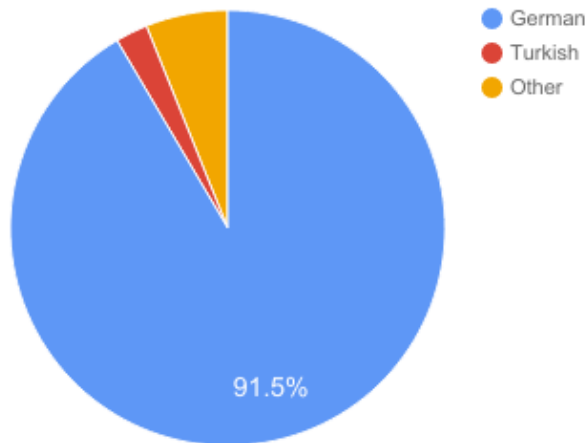
COUNTRY: Germany

POPULATION SNAPSHOT
POPULATION: 80,722,792 (as of 2016)

MINORITY GROUPS

MINORITIES AT RISK: Turks

GENDER PARITY INDEX
    PRIMARY: 0.99
    SECONDARY: 0.95

MANDATORY YEARS OF EDUCATION: Varies by state, but nationally required from ages 6 through 15.

OUT OF SCHOOL CHILDREN
    Primary: 0.2%

TRANSITION RATE:

	Overall	Migrants
Male	100%	80.8%
Female	99.25%	87.3%
Average	99.63%	84.1%

SPENDING ON EDUCATION AS A PERCENTAGE OF GDP: 5.1% (74th in the world)

GLOBAL COMPETITIVENESS RANKING (SCORE): 8 (5.93)

POLICIES:

    GENDER & MINORITY:

- Germany refers students to one of three secondary education tracks after only four years of primary school. The tracks are Gymnasium (which prepares students for university), Realschule (to prepare students for technical and service occupations) and, and Hauptschule (to prepare students for crafts and manual occupations). The tripartite school system has been regularly criticized for being socially selective and therefore incompatible with democratic equality norms.

    MILLENNIUM DEVELOPMENT GOALS:

- In order to achieve universal primary education Germany plans to make major increases in primary education funding. In 2007, disbursements reached 90 million US dollars. The annual bilateral target for primary education in 2008 and 2009 was 175 million US dollars.
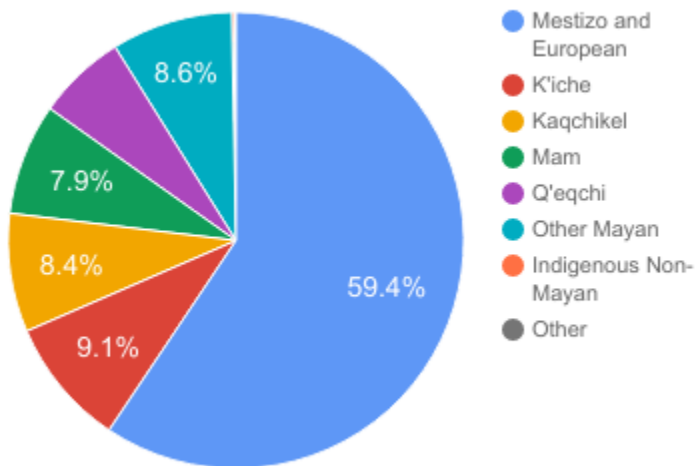
Sources:

1. "Germany." *The World Factbook.* Central Intelligence Agency, 2017. Web.
2. Minorities at Risk Project. (2009) "Minorities at Risk Dataset." College Park, MD: Center for International Development and Conflict Management.
3. "Indicator Metadata" Ratio of girls to boys in primary, secondary and tertiary education." *Millennium Development Goals Indicators.* United Nations Statistics Division, 2016. Web.
4. "Education." *UNESCO Institute for Statistics.* United Nations Educational Scientific and Cultural Organization, 2015. Web.
5. Kennedy-Salchow, Shana, and Rita Nikolai. "Racing to Reform in the United States and Germany." American Studies Journal, vol 58, 2014. Web.
6. "Millennium Development Goals." *UNDP in Germany.* United Nations Development Program, 2017. Web.

COUNTRY: Guatemala

POPULATION SNAPSHOT
Population: 15,189,958

ETHNIC GROUPS:

Legend:
- Mestizo and European
- K'iche
- Kaqchikel
- Mam
- Q'eqchi
- Other Mayan
- Indigenous Non-Mayan
- Other

Percentages shown: 59.4%, 9.1%, 8.4%, 7.9%, 8.6%

MINORITIES AT RISK: Indigenous peoples

GENDER PARITY INDEX:
   PRIMARY: .96
   SECONDARY: .92

EDUCATION
MANDATORY YEARS OF EDUCATION: Ten years

OUT OF SCHOOL CHILDREN:

	Primary School	Secondary School
Male	10.94%	22.65%
Female	11.14%	30.55%
Both Sexes	**11.03%**	**26.54%**

TRANSITION RATE FROM PRIMARY TO SECONDARY:

	Overall	K'iche	Kaqchikel	Mam	Other Mayan	Q'eqchi
Male	74%	71%	67%	66%	59%	62%
Female	76%	60%	59%	69%	56%	59%
Average	75%	66%	63%	67%	58%	61%

SPENDING ON EDUCATION AS A PERCENTAGE OF GDP: 3.0% (139th in the world)

GLOBAL COMPETITIVENESS RANKING (SCORE): 104 (3.13)

POLICIES:
   GENDER:
- Abolished inscription fees
  - Does not acknowledge the varying levels of access to education in rural communities
  - Other problems of gender inequality (ie domestic abuse) need to be addressed so mothers can advocate for their daughters

   MINORITY:
- DIGEBI
  - Promoted bilingual education
- CNEM
  - Promoted bilingual education, specifically for Mayans
- PRONEBI
  - National Program of Bilingual Bicultural Education
- Abolished inscription fees

MILLENNIUM DEVELOPMENT GOALS:
- Achieve Universal Primary Education
  - On-track
    - Main challenge: increasing school coverage and keeping children in the education system longer
    - Made education free
- Promote Gender Equality & Empower Women
  - Already Met
    - Still gaps between various minorities

SOURCES

1. "Guatemala." *The World Factbook.* Central Intelligence Agency, 2017. Web.
2. Minorities at Risk Project. (2009) "Minorities at Risk Dataset." College Park, MD: Center for International Development and Conflict Management.
3. "Indicator Metadata" Ratio of girls to boys in primary, secondary and tertiary education." *Millennium Development Goals Indicators.* United Nations Statistics Division, 2016. Web.

4. "Education." *UNESCO Institute for Statistics.* United Nations Educational Scientific and Cultural Organization, 2015. Web.

5. "Transition rate to lower secondary school: Guatemala."*Global Education Monitoring Report*. United Nations Educational Scientific and Cultural Organization, 2011. Web.

6. "MDG Track: Monitoring Progress to the Millennium Development Goals." *mdgTrack*. TAC Economics, 2016. Web.

7. Schwab, K. "The Global Competitiveness Report 2016-2017." *World Economic Forum,* 2016.

8. Valladares, D. "Guatemala: Off Track for Millennium Development Goals." *Inter Press Service,* 2010. Web.

9. "Evaluation of UNDP Contribution -- Guatemala." *Assessment of Development Results.* UNDP, 2009. Web.

10. Smith, C. "Race-Class-Gender Ideology in Guatemala: Modern and Anti-Modern Forms." *Comparative Studies in Society and History,* 37(4), 723-749*.* Web.

11. McLarnan, L. "Empowering Women and Girls in Guatemala." *Chicago Policy Review*. University of Chicago, 2011. Web.

COUNTRY: India

POPULATION SNAPSHOT
POPULATION: 1,266,883,598

ETHNIC GROUPS:

- Indo-Aryan
- Dravidian
- Mongoloid and other

25%

72%
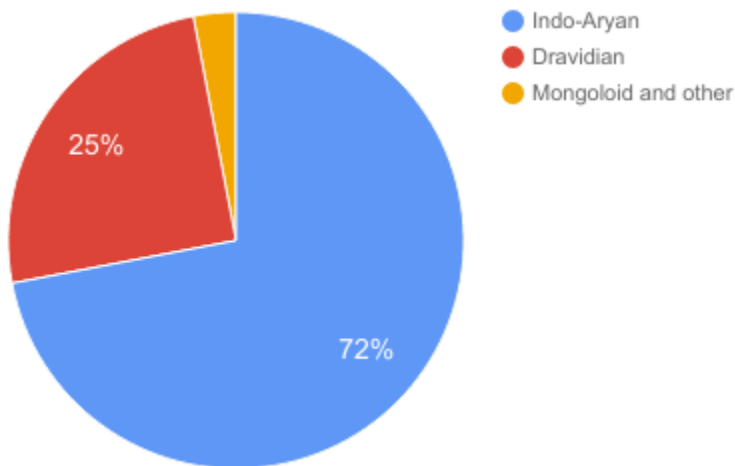
MINORITIES AT RISK: Assamese, Bodos, Kashmiris, Mizos, Muslims, Nagas, Scheduled Tribes, Sikhs, Tripuras

EDUCATION
GENDER PARITY INDEX:
    PRIMARY: 1.03
    SECONDARY: .95

MANDATORY YEARS OF EDUCATION: Eight years

OUT OF SCHOOL CHILDREN:

	Primary School	Secondary School
Male	5.49%	12.58%
Female	4.16%	7.42%
Both Sexes	**4.86%**	**10.14%**

TRANSITION RATE FROM PRIMARY TO SECONDARY:

	Overall	Adivasi	Dalit	Other back-ward class	Forward Class	Brahmin	Christian	Sihk	Jain
Male	95%			96%			100%	100%	100%
Female	94%	84%	82%	95%	87%	86%	99%	99%	99%
Average	94%	90%	93%	95%	98%	99%	100%	100%	100%

SPENDING ON EDUCATION AS A PERCENTAGE OF GDP: 3.2% (134th in the world)

GLOBAL COMPETITIVENESS RANKING (SCORE): 96 (3.25)

POLICIES:
GENDER:
- Education for All focus on providing schooling options for girls, especially those in rural areas.
- Dakar Framework of Action emphasized education of girls to address the child's basic rights to education.
- Sarva Shiksha Abiyan (SSA) flagship program to achieve universal elementary education for children ages 6-14 focusing on children who typically do not have access to quality education.

MINORITY:
- The Ministry of Human Resource Development created a National Monitoring Committee on Minorities' Education to focus on the quality and access of education for minorities, especially religious minorities.

MILLENNIUM DEVELOPMENT GOALS:
- Achieve Universal Primary Education
  - Moderate Progress Achieved
    - Right of Children to Free and Compulsory Education Act (2009) increased enrollment and completion rates of girls.
    - Quality and out of school children in primary education still factors to be addressed.
      - 78 percent of children in Standard III and and 50 percent of children in Standard V cannot read Standard II texts.
- Promote Gender Equality & Empower Women
  - On-track to completion
    - Achieved education parity at the level of primary education.
    - Infrastructure projects to create new schools so that 98 percent of students have a primary school within one kilometer.

SOURCES

1. "India." *The World Factbook.* Central Intelligence Agency, 2017. Web.
2. Minorities at Risk Project. (2009) "Minorities at Risk Dataset." College Park, MD: Center for International Development and Conflict Management.
3. "Indicator Metadata" Ratio of girls to boys in primary, secondary and tertiary education." *Millennium Development Goals Indicators.* United Nations Statistics Division, 2016. Web.
4. "Education." *UNESCO Institute for Statistics.* United Nations Educational Scientific and Cultural Organization, 2015. Web.
5. "Transition rate to lower secondary school: India."*Global Education Monitoring Report*. United Nations Educational Scientific and Cultural Organization, 2011. Web.
6. "Millennium Development Goals." *UNDP in India.* United Nations Development Program, 2017. Web.
7. Schwab, K. "The Global Competitiveness Report 2016-2017." *World Economic Forum,* 2016*.*
8. Bandyopadhyay, M. "Education of marginalised groups in India: From the perspective of social justice." *Social Change*, vol. 36, no. 2, 2006, pp. 98-113.

COUNTRY: Kenya

POPULATION SNAPSHOT
POPULATION: 46,790,758
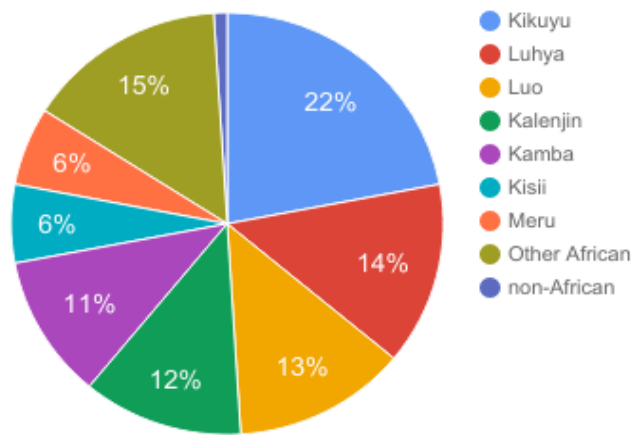
ETHNIC GROUPS:
MINORITIES AT RISK: Kalenjin, Kikuyu, Kisii, Luhya, Luo, Maasai

EDUCATION
GENDER PARITY INDEX:
    PRIMARY: 1.00
    SECONDARY: .93

MANDATORY YEARS OF EDUCATION: Eight years

OUT OF SCHOOL CHILDREN:

	Primary School	Secondary School
Male	15.56%	.37%
Female	11.99%	5.57%
Both Sexes	**13.79%**	**.72%**

TRANSITION RATE FROM PRIMARY TO SECONDARY:

	Overall	Kalenjin	Kikuyu	Kisii	Luhya	Luo	Maasai
Male	92%	91%	N/A	93%	88%	94%	N/A
Female	95%	93%	N/A	97%	92%	94%	88%
Average	94%	92%	99%	96%	90%	94%	91%

SPENDING ON EDUCATION AS A PERCENTAGE OF GDP: 6.7% (28th in the world)

GLOBAL COMPETITIVENESS RANKING (SCORE): 107 (2.97)

POLICIES:
    GENDER:
- Gender in Education Policy
  - Affirmative action plans to reach equality of opportunities
  - Access to feminine products in school

    MINORITY:
- The Constitution of Kenya
  - Marginalized groups have rights to additional education opportunities
  - Affirmative action plans
  - Access to education in their language, culture, and or religion

    MILLENNIUM DEVELOPMENT GOALS:
- <u>Achieve Universal Primary Education:</u>
  - Implement Free Primary Education (FPE)
  - Employ more teachers to improve teacher-student ratio
  - Endorsing a School Feeding Program
  - Making Early Childhood Development Education (ECDE) more available
- <u>Promote Gender Equality and Empower Women:</u>
  - Implement Affirmative Action policies to increase representation of women
  - Implement Gender in Education Policy (2007) to lay out competencies for specific gender issues
  - Ensure access to feminine sanitary products in schools, so their education is not impeded by puberty

SOURCES:

1. "Kenya." *The World Factbook.* Central Intelligence Agency, 2017. Web.
2. Minorities at Risk Project. (2009) "Minorities at Risk Dataset." College Park, MD: Center for International Development and Conflict Management.
3. "Indicator Metadata" Ratio of girls to boys in primary, secondary and tertiary education." *Millennium Development Goals Indicators.* United Nations Statistics Division, 2016. Web.
4. "Education." *UNESCO Institute for Statistics.* United Nations Educational Scientific and Cultural Organization, 2015. Web.
5. "Transition rate to lower secondary school: India."*Global Education Monitoring Report.* United Nations Educational Scientific and Cultural Organization, 2011. Web.
6. *Millennium Development Goals: Status Report for Kenya.* Rep. Ministry of Devolution and Planning, 2013. Web. 20 Apr. 2017.
7. Schwab, K. "The Global Competitiveness Report 2016-2017." *World Economic Forum,* 2016.
8. Right to Education Country Factsheet: Kenya. Issue brief. Right to Education Project, Mar. 2014. Web. 20 Apr. 2017.

COUNTRY: South Africa

POPULATION SNAPSHOT
POPULATION: 54,300,704
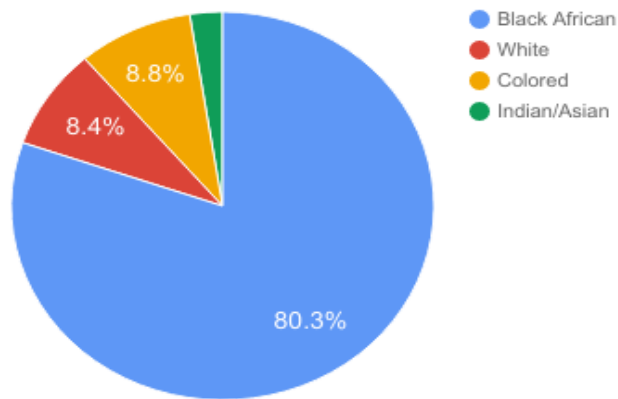
ETHNIC GROUPS:
**Note: The term 'colored' in South Africa refers to those of mixed race

MINORITIES AT RISK: Asian, Colored, White

EDUCATION
GENDER PARITY INDEX:
    PRIMARY: .95
    SECONDARY: 1.07

MANDATORY YEARS OF EDUCATION: Nine years

OUT OF SCHOOL CHILDREN:

	Primary School	Secondary School
Male	16.77%	11.09%
Female	6.02%	5.40%
Both Sexes	**11.70%**	**8.32%**

TRANSITION RATE FROM PRIMARY TO SECONDARY:

	Overall	Indian/Asian	Colored	White
Male	92%	100%	92%	99%
Female	95%	100%	94%	100%
Average	94%	100%	93%	100%

SPENDING ON EDUCATION AS A PERCENTAGE OF GDP: 6% (42nd in the world)

GLOBAL COMPETITIVENESS RANKING (SCORE): 72 (4.00)

POLICIES:
 GENDER:
- Department of Basic Education's Gender Equity Unit
  - Ensure equal access to education
  - Promote women in science and mathematics
  - Prevent gender biases in school guidelines, curriculum, and coursework

 MINORITY:
- Educational Rights
  - Access to education in the their language
  - Right to create private institutions for education to respect their cultural norms
  - Illegal to discriminate on the basis of race

 MILLENNIUM DEVELOPMENT GOALS:
- Quality Education:
  - Achieve universal primary education
  - Ensure all girls and boy complete primary and secondary school
  - Equal access to higher education
- Gender Equality:
  - End discrimination against all girls and women
  - Grant women equal access to land
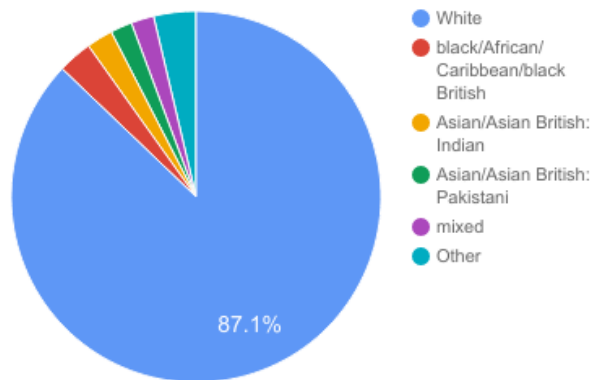 - Ensure access to reproductive health

SOURCES:

1. "South Africa." *The World Factbook.* Central Intelligence Agency, 2017. Web.
2. Minorities at Risk Project. (2009) "Minorities at Risk Dataset." College Park, MD: Center for International Development and Conflict Management.
3. "Indicator Metadata" Ratio of girls to boys in primary, secondary and tertiary education." *Millennium Development Goals Indicators.* United Nations Statistics Division, 2016. Web.
4. "Education." *UNESCO Institute for Statistics.* United Nations Educational Scientific and Cultural Organization, 2015. Web.
5. "Transition rate to lower secondary school: India."*Global Education Monitoring Report*. United Nations Educational Scientific and Cultural Organization, 2011. Web.
6. "Millennium Development Goal." *UNDP in South Africa*. United Nations Development Programme, n.d. Web. 20 Apr. 2017.
7. Schwab, K. "The Global Competitiveness Report 2016-2017." *World Economic Forum,* 2016*.*
8. Progress in Gender Equality in Education: South Africa. Rep. Southern and Eastern Africa Consortium for Monitoring Educational Quality, Sept. 2011. Web. 20 Apr. 2017.
9. Currie, Iain. *Minority Rights: Education, Culture, and Language*. Rep. N.p., 1998. Web.

COUNTRY: United Kingdom

POPULATION SNAPSHOT
POPULATION: 65,110,000 (as of 2015)

MINORITY GROUPS:

Legend:
- White
- black/African/Caribbean/black British
- Asian/Asian British: Indian
- Asian/Asian British: Pakistani
- mixed
- Other

87.1%

MINORITIES AT RISK: Afro-Caribbean, Asians, Catholics in Northern Ireland, Scots

GENDER PARITY INDEX:
   PRIMARY: 1.00
   SECONDARY: 1.04

MANDATORY YEARS OF EDUCATION: Varies by country, but on average until age 16

OUT OF SCHOOL CHILDREN

	Primary School	Secondary School
Male	.13%	1.53%
Female	.27%	1.48%
Both Sexes	**.15%**	**1.51%**

TRANSITION RATE:

	Overall
Male	**97.83%**
Female	**98.75%**
Average	**98.28%**

SPENDING ON EDUCATION AS A PERCENTAGE OF GDP: 5.6% (56th in the world)

GLOBAL COMPETITIVENESS RANKING (SCORE): 7 (6.00)

POLICIES:
> **GENDER & MINORITY:**
>> ● Guidelines in the national curriculum on how to teach about equality and diversity in school

> **MILLENNIUM DEVELOPMENT GOALS:**
>> ● Strives for the implementation of the Beijing Platform for Action agreed at the 4th World Conference on Women in 1995 and the Convention on Elimination of All forms of Discrimination Against Women

Sources:

1. "The UK's Contribution to Achieving the Millennium Development Goals." *HM Government.* 2005. Web.
2. Maylor, U. Read, B., Mendick, H., Ross, A, Rollock, N. (2007). Diversity and Citizenship in the Curriculum: Research Review. *The Institute for Policy Studies in Education.* Web
3. Office of National Statistics. (2015). *United Kingdom mid-year population estimate.*
4. **"**Education." *UNESCO Institute for Statistics.* United Nations Educational Scientific and Cultural Organization, 2015. Web
5. Office of National Statistics. (2011). *Ethnicity and National Identity in England and Wales.*
6. "Access and Completion: United Kingdom" *Global Education Monitoring Report.* United Nations Educational Scientific and Cultural Organization, 2013. Web.
7. "Indicator Metadata" Ratio of girls to boys in primary, secondary and tertiary education." *Millennium Development Goals Indicators.* United Nations Statistics Division, 2016. Web.
8. Minorities at Risk Project. (2009) "Minorities at Risk Dataset." College Park, MD: Center for International Development and Conflict Management.
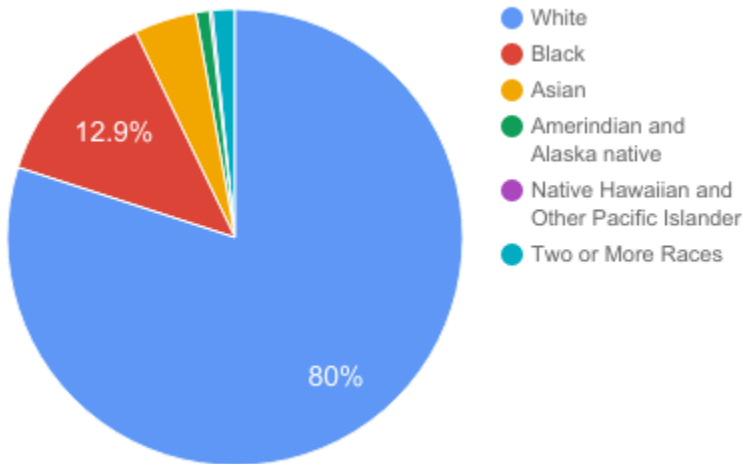
COUNTRY: United States of America

POPULATION SNAPSHOT
POPULATION: 323,995,528

ETHNIC GROUPS:

MINORITIES AT RISK: African Americans, Native Americans, Hispanics, Native Hawaiians

EDUCATION
GENDER PARITY INDEX:
    PRIMARY: .99
    SECONDARY: 1.00

MANDATORY YEARS OF EDUCATION: Determined on a state-by-state basis

OUT OF SCHOOL CHILDREN:

	Primary School	Secondary School
Male	5.84%	1.50%
Female	5.23%	0.19%
Both Sexes	**5.54%**	**0.93%**

TRANSITION RATE FROM PRIMARY TO SECONDARY: Data not collected by the National Center for Education Statistics or any other national or international statistics organization

SPENDING ON EDUCATION AS A PERCENTAGE OF GDP: 5.4% (63rd in the world)

GLOBAL COMPETITIVENESS RANKING (SCORE): 12 (5.82%)

POLICIES:
- **GENDER:**
  - Title IX
    - Prohibits discrimination on the basis of sex in any federally funded education program or activity
    - Revised in 2006 to ease regulations on creating single sex schools
  - Women's Educational Equity Act
    - Enacted in 1974 to provide funds to help institutions meet the requirements of Title IX
    - No longer funded
- **MINORITY:**
  - Affirmative Action
    - Mostly found in higher education, but encourages individuals to prepare and stay in school
  - No Child Left Behind
    - Sets high national educational standards
    - Hoped to assist minorities obtain a better education
    - Achievement gap still exists between minority and white students
  - State policies that aim to help poor districts claim to help minorities
- **MILLENNIUM DEVELOPMENT GOALS:**
  - <u>Achieve Universal Primary Education</u>
    - Already Met
  - <u>Promote Gender Equality & Empower Women</u>
    - Already Met

SOURCES
1. "United States." *The World Factbook.* Central Intelligence Agency, 2017. Web.
2. Minorities at Risk Project. (2009) "Minorities at Risk Dataset." College Park, MD: Center for International Development and Conflict Management.
3. "Indicator Metadata: Ratio of girls to boys in primary, secondary and tertiary education." *Millennium Development Goals Indicators.* United Nations Statistics Division, 2016. Web.
4. **"**Education." *UNESCO Institute for Statistics.* United Nations Educational Scientific and Cultural Organization, 2015. Web.
5. Schwab, K. "The Global Competitiveness Report 2016-2017." *World Economic Forum,* 2016.
6. Madigan, J. "The Education of Girls and Women in the United States: A Historical Perspective." *Advances in Gender and Education,* 1 (2009), 11-13.
7. "Equity of Opportunity." *U.S. Department of Education.* Web.

8. "Minority Access to Education in the United States." *American Civil Liberties Union.* ACLU, 2008. Web.
9. Dillon, S. "'No Child' Law Is Not Closing a Racial Gap." *New York Times.* April 28, 2009. Web.