



Partners and Participants

Steering Committee:

- FHI 360
- Save the Children
- Education in Conflict and Crisis Network (ECCN)
- World Vision
- UNICEF

Members:

- UNESCO Institute for Statistics
- International Rescue Committee
- People's Action for Learning Network
- RESULTS Educational Fund
- UNESCO

- A World at School
- Brookings Center for Universal Education
- Cambridge University REAL Centre
- Creative Associates
- International Institute for Applied Policy Studies, Vienna
- International Network for Education in Emergencies (INEE)
- Room to Read
- RTI International
- University of Arizona
- New York University
- USAID

Measuring equity: Considerations from the review of the global landscape

Major household survey programs



Learning outcomes data sources



School census



Global and regional programs considered

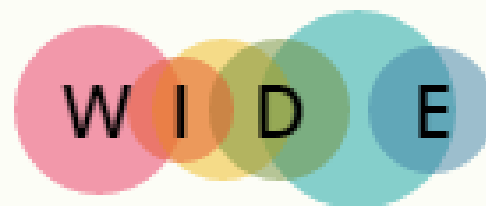
Population census



Early childhood development



International databases



EDUCATION POLICY AND DATA CENTER

Making sense of data to improve education for development

What is the landscape on equity metrics?

	WIDE	EPDC	UIS.Stat	EdStats (World Bank)
Gender				
Urban/rural location				
Subnational region				
Wealth or SES			<i>Household survey data only</i>	
Social or cultural capital				
Ethnicity, religion, indigenous status				
Language				
Disability				

What data are we collecting?

Type	Availability	Level of comparability	Notes
SES	High	Medium-high	Most tools ask about a series of household assets (usually 8-10 or more); one tool asked for a qualitative judgement of status. No tools asked about household consumption or income.
Home literacy environment	Medium	Medium-low	Included in half of the tools through questions about possession of reading materials (e.g., newspapers, books, computers) or activities (e.g., does parent read to you?).
Parent's education level	Medium	High	Commonly assessed using questions such as whether a parent attended and what was the highest level a parent attended.
Ethnicity and language	High	High	Tools most typically ask about language spoken at home or language that child is assessed in. One tool asked about religion and ethnicity explicitly.
Disability	Medium-low	Medium	Only two tools ask about disability; those tools request information about the presence of different types of impairments (e.g., visual, auditory) and appear to often be judged by the enumerator, an approach that creates the potential for bias.

How are we defining equity?

Concept measured	Measures used by sources of education data	Sources with at least one measure in concept area
Economic welfare	Wealth (based on household structure, assets, and service access) Consumption	DHS, LSMS, MICS, PISA, PRIDI
Socio-economic status	<ul style="list-style-type: none"> ◇ Parents' education ◇ Parents' occupational status 	LLECE, PAL Network, PASEC, PISA, SES
Social or cultural capital	<ul style="list-style-type: none"> ◇ Availability of books or other reading materials in the home ◇ Adult interactions with children ◇ Parents' support for education ◇ Parents' expectations for education ◇ Parents' interest in reading ◇ Home educational resources ◇ Cultural possessions ◇ Nurturing home environment 	DHS, LLECE, LSMS, PAL Network, PASEC, PIRLS, TIMSS, PISA, PRIDI

Are we using data on equity?

KEY Take Away #1:

Equity is not a main focus of these organizations or their analyses, but is often a generalized approach or by-product.

KEY Take Away #2:

There are few, if any, specific measurement tools being utilized or developed for the purpose of measuring equity.

KEY Take Away #3:

Data gathered on equity indicators is usually a by-product of general data collection, but not the main purpose of measurement.

KEY Take Away #4:

Frequency of measurement is mostly dependent on partners, contracts & programs.

KEY Take Away #5:

Collecting data in general, and even more so on equity, has many challenges; most commonly a lack of time & resources.

Next steps

1. Develop recommendations to address data gaps
 - Disability
 - Language and ethnicity
 - Displacement
2. Strengthen comparability across same populations
3. Expand equity metrics
4. Develop structured approach to analysis