

Inequality in Outcomes in Education

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What this chapter does

- Studies the trends of mainly 5 educational outcomes:
 1. Attendance of Primary;
 2. Completing Primary; Attendance of secondary;
 3. Completing secondary;
 4. Average years of education.

Main findings

- **Primary attendance** became universal except for Mauritania, Sudan, Comoros and Yemen.
- **Primary completion** improves over time but varies a lot across countries. Highest in Palestine and Jordan and lowest in Mauritania and Yemen.
- **Secondary attendance** varies across countries. Libya being the highest is quite surprising! **Any explanations?**
- Wealth continues to matter despite the great progress.

Suggestions

- **Only indicators of quantity of education are considered.** Completion rates are a poor proxy for the quality of education system. I then suggest that the authors removes this statement from in the introduction.
- Discussion of the education systems across the region and their evolution over time is needed. For example, Jordan has ten-year basic school, but how this is reconciled to compare with other structures is not explained. Footnote 9 is therefore not accurate.

Suggestions

- A discussion about government expenditure on education in MENA is needed (see Chapman & Miric 2005 and 2009).
- What about the targeting of education inequality in national policies? In Vietnam, specific targeting of inequality was linked to a relatively equitable distribution of school quality and to improved levels of learning overall.
- The chapter lacks a comparison between MENA and the other developing regions.



Tertiary Education

- A discussion about Tertiary education is added only toward the end of the report. Not clear why it's was not mentioned earlier.
- Authors state that tertiary education represents the main challenge to the region while analysis show it's rather the secondary:

	Egypt 2014	Libya 2014	Sudan 2014
Prim	80%	90%	60%
Sec	50%	50%	20%
Ter	30%	30%	10%

Suggestions

- Discussion of general vs. technical secondary education would be relevant to explain the low access to tertiary education

Minor Issues

- Add the outline of the chapter in the introduction would help the reader to follow.
- More references: Bad, Morrissetz and Appleton (2003).
- Avoid graphs with baseline/endline. May be misleading and confusing as years differ from one country to another. [figures 2; 8 and 15].
- Some countries are missing on graphs. For example, Libya is not on figure 21.

Thank you for your attention

