Exploring Inequality of Learning Outcomes Across Four PAL Network Countries

@PALNetworkHQ
#equity2030
What do we know?
What do we know?
Household-based assessments
5 key principles of PAL Network assessments

1. We assess basic skills including reading and simple arithmetic
   If children cannot read, they cannot move ahead—either in the school system or in life.

2. We assess children orally, one-on-one
   Pen and paper assessments assume that a child can already read. We do not make that assumption.
3. We assess children in their home
   The best place to find a representative sample of all children, whether they are in school or not, is in their home.

4. We use local volunteers to assess children
   We want to involve as many people as possible in understanding the problem and thinking of solutions.

5. We communicate our findings regularly
   Data does not speak for itself. We communicate our findings regularly to inform citizens and influence policy.
Our History in numbers

- 12 years
- 14 countries
- 3 continents
- 690,000+ volunteers
- 52 assessments
- 30+ languages

Over 9.7+ million children tested
Presentation 1:

Integrating children with disabilities in large-scale assessments in Pakistan- An EQUITY Initiative- *Innovating for Inclusion*

Presented by: Baela R. Jamil, ITA & ASER Pakistan
Prepared by: Sahar Saeed & Baela R. Jamil
COUNTRY CONTEXT, RTE & INCLUSION

- 208 mill. population (2017 census)
- 22.6 million children (5-16) Out of School - 21% reported in ASER 2016
- 2010- 18th Constitution Amendment; Education a fundamental right (Article 25-A) - State laws & education completely devolved to provinces
- All 4 provinces & federal ICT laws in place, but Art. 25-A not implemented
- Half of school going age children in class 5, unable to read (ASER 2016)
- 2017 Census added 1 binary question on ‘disability’ to gender after a Supreme Court’s decision on complaint by Persons with Disabilities (PWDs)!
EQUITY AT THE HEART OF RTE ACTS & SDGs /SDG 4

• Equity being upgraded in global, national & local discourse
• Amartya Sen: “Equity has an Absolute Core; it is transformative when addressed through Capability, Functioning & Entitlements”
• Citizen led movements committed to Equity, pushing for evidence and reporting on ‘learning’ by gender, wealth, area and functioning at household level (2005-2018+) -making the invisible visible
• Equity at the heart of Sustainable Development Goals (SDGs) and the Education 2030 Framework for Action in 2015
• SDG 4 “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN- 2015).
• All four provinces and the Federal Capital of Pakistan have passed Right to Free and Compulsory Education Acts (2012-17)
• Of these, the Federal, Sindh and Punjab Acts address children with special needs and special education in: Definitions; Duties of Govt. Local Authority and Responsibilities of Private Schools
• These rules elaborate for provision of special education.
• ITA currently advocating through citizen led campaigns for a speedy notification of these Rules so that the right to education may be realised.
Citizen led large scale national household survey (3-16 years).

Quality of education in rural and selected urban areas (5-16 years).

Provides evidence on learning, access and equity.


Provides information for tracking MDGs/EFA/SDG trends and targets 2015 & 2030.

Influential for goal and Indicators setting for SDG 4
ASER MOBILIZING PARTNERS, COMMUNITY, VOLUNTEERS IN ITS JOURNEY 2009-2016

- 50+ Partners mobilized
- 52,874 Volunteers mobilized
- 25,642 Villages/blocks explored
- 505,059 Households reached
- 1,489,971 Children (5-16 years) assessed
- 33,187 Schools profile collected
### ASER CASTING A NATIONWIDE FOOTPRINT-2016

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Districts</td>
<td>144</td>
</tr>
<tr>
<td>Villages</td>
<td>4,205</td>
</tr>
<tr>
<td>Households</td>
<td>83,324</td>
</tr>
<tr>
<td>Children (3-16 Years)</td>
<td>255,269</td>
</tr>
<tr>
<td>Schools</td>
<td>5,540</td>
</tr>
</tbody>
</table>
ASER ASSESSMENT TOOLS

ASER Assessment tools are prepared in following categories:

• Reading (Urdu/Sindhi/Pashto)
• Arithmetic
• English
• General Knowledge

Assessments are based on Class II level curriculum for English & Urdu/Sindhi/Pashto and Class III level for Arithmetic.
ASER /Citizen Led Assessments (CLAs) Committed to Equity Disparities Reported in ASER Findings 2016

INCOME INEQUALITIES

Enrolment & Gender Gaps between the richest and the poorest and within poorest!

RICHEST BOYS
87% 13% Out of School

RICHEST GIRLS
83% 17% Out of School

POOREST BOYS
67% 33% Out of School

POOREST GIRLS
46% 54% Out of School
ASER / CLAs Are Committed to Equity
Richest continue to perform better in all three competencies

INCOME INEQUALITIES

Learning Levels - Males

<table>
<thead>
<tr>
<th>Language</th>
<th>Competency</th>
<th>Poorest</th>
<th>Poorer</th>
<th>Richer</th>
<th>Richest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urdu</td>
<td>Reading</td>
<td>21</td>
<td>31</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Story</td>
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<td></td>
</tr>
<tr>
<td>English</td>
<td>Reading</td>
<td>19</td>
<td>30</td>
<td>43</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Division</td>
<td>15</td>
<td>25</td>
<td>33</td>
<td>31</td>
</tr>
</tbody>
</table>

Learning Levels - Females

<table>
<thead>
<tr>
<th>Language</th>
<th>Competency</th>
<th>Poorest</th>
<th>Poorer</th>
<th>Richer</th>
<th>Richest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urdu</td>
<td>Reading Story</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Reading Sentence</td>
<td>13</td>
<td>28</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>English</td>
<td>Reading Story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading Sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Division</td>
<td>12</td>
<td>22</td>
<td>36</td>
<td>41</td>
</tr>
</tbody>
</table>

PAL NETWORK
People’s Action for Learning
INNOVATIONS IN ASER 2014, 2015 & 2016
INCLUDING THE EXCLUDED- DISABILITIES
In collaboration with senior Fellows from the REAL CENTRE Cambridge, London & Oxford Universities, a separate sheet comprising 7 questions on disability/health and functioning was developed from Washington Group (short tool) with MICS/UNICEF adaptation (2-17 yrs).

Disability / Health & Functioning Questionnaire was first conducted across 9 districts in 2014 as a pilot study. In 2015, the questionnaire was conducted across 36 rural districts of Punjab. In 2016, it was conducted across Punjab & KP.
These tools piloted in a sample of surveyed households.

Assess a child’s functioning in seven areas: sight, hearing, mobility, self-care, speech, memory and finally in their use of any aids such as spectacles, hearing and mobility aids etc.

Questions drew on the Washington Group Short Survey Questionnaire, with adaptations in language based on the UNICEF-MICS insights.

ASER faced challenges and the results presented are no way generalizable.

They are meant to be indicative and a basis for policy discussions based on data collection efforts and recorded trends.
Almost 8% of the sample from which these data are drawn, report sight impairments ranging from mild to significant. The incidence of hearing, mobility, speech and memory are reported to be 5% among the sample on whom disability questions were administered.
ASER PUNJAB DISABILITY SAMPLE SIZE - 2015

SCALE & SCOPE
(PUNJAB - RURAL)

59,179 Children
3-16 Years

36 Rural Districts

21,512 Households

7,177 Schools

1,079 Villages
Additionally, drawing on field experiences of the previous year, the questions for 2015 were slightly modified to account for difficulties in translation.

The above graph shows that even children having moderate to severe difficulties are able to perform higher competency tasks in all three competencies i.e. Reading, Math and English.

Four choices of our questionnaire that define mild, moderate and severe difficulties:

1=No, No difficulty
2=Yes- some difficulty (Can also be referred as mild)
3=Yes-a lot of difficulty (Can also be referred as moderate)
4=cannot do at all (Can also be referred as severe)
Based on the analysis of approximately 60,000 children in 36 rural districts of Punjab, **1.15% of children were reported as having a moderate to severe difficulty** in seeing, hearing, walking, caring, understanding or remembering.

Of these, majority of children were reported to have **difficulties in caring, (0.42%).**

A **higher percentage of girls** being reported as having moderate to severe difficulties in comparison to boys.

3.8% of children reported ‘mild difficulties’ in seeing, hearing, walking, caring, understanding or remembering.

**Majority children reported to have mild difficulties were in the category of caring (1.41%), followed by seeing (0.90%) and remembering (0.87%).**
ASER DISABILITY SAMPLE SIZE - 2016

SCALE & SCOPE

**PUNJAB | RURAL**
- 35 Rural Districts
- 1,035 Villages
- 20,610 Households
- 1,701 Schools
- 59,311 Children (3-16 Years)

**KHYBER PAKHTUNKHWA | RURAL**
- 25 Rural Districts
- 704 Villages
- 13,807 Households
- 848 Schools
- 41,601 Children (3-16 Years)
FINDINGS OF 36 RURAL DISTRICTS OF PUNJAB AND 25 RURAL DISTRICTS OF KP

Disability Findings

Four choices of our questionnaire that define mild, moderate and severe
1=No, No difficulty
2=Yes- some difficulty (Can also be referred as mild)
3=Yes-a lot of difficulty (Can also be referred as moderate)
4=cannot do at all (Can also be referred as severe)
# Prevalence of disability by type and province (ASER 2016), ages 3-16 years- KP & Punjab

**Total number of children:** 100,912 children aged 3-16 years in two provinces in 2016 (KP-Punjab)

**Trends**
- **Punjab:** Seeing difficulty
- **KP:** Speech difficulty

<table>
<thead>
<tr>
<th>Disability Type</th>
<th>Punjab Total</th>
<th>Punjab Percentage</th>
<th>Khyber Pakhtunkhwa Total</th>
<th>Khyber Pakhtunkhwa Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeing No Difficulty</td>
<td>57,088</td>
<td>98.62</td>
<td>39,234</td>
<td>99.16</td>
</tr>
<tr>
<td>Seeing Difficulty</td>
<td>800</td>
<td>1.38</td>
<td>331</td>
<td>0.84</td>
</tr>
<tr>
<td>Hearing No Difficulty</td>
<td>57,729</td>
<td>99.77</td>
<td>39,457</td>
<td>99.74</td>
</tr>
<tr>
<td>Hearing Difficulty</td>
<td>133</td>
<td>0.23</td>
<td>101</td>
<td>0.26</td>
</tr>
<tr>
<td>Walking No Difficulty</td>
<td>57,817</td>
<td>99.75</td>
<td>39,464</td>
<td>99.62</td>
</tr>
<tr>
<td>Walking Difficulty</td>
<td>144</td>
<td>0.25</td>
<td>150</td>
<td>0.38</td>
</tr>
<tr>
<td>Self-care No Difficulty</td>
<td>57,783</td>
<td>99.70</td>
<td>39,406</td>
<td>99.47</td>
</tr>
<tr>
<td>Self-care Difficulty</td>
<td>171</td>
<td>0.30</td>
<td>208</td>
<td>0.53</td>
</tr>
<tr>
<td>Speech No Difficulty</td>
<td>57,479</td>
<td>99.22</td>
<td>39,167</td>
<td>98.90</td>
</tr>
<tr>
<td>Speech Difficulty</td>
<td>453</td>
<td>0.78</td>
<td>437</td>
<td>1.10</td>
</tr>
<tr>
<td>Memorise No Difficulty</td>
<td>57,754</td>
<td>99.74</td>
<td>39,376</td>
<td>99.47</td>
</tr>
<tr>
<td>Memorise Difficulty</td>
<td>152</td>
<td>0.26</td>
<td>210</td>
<td>0.53</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>58,482</td>
<td></td>
<td>39,786</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
Totals by different types of disability/difficulty do not add to the overall total population of children included in ASER due to missing responses in some of these items.
FINDINGS OF 36 RURAL DISTRICTS OF PUNJAB AND 25 RURAL DISTRICTS OF KP

The above graph shows that even children having moderate to severe difficulties are able to perform higher competency tasks in all three competencies i.e. Reading, Math and English.

Overall, children reported to have no difficulties can perform higher competency tasks more than the children reported to have mild and moderate to severe difficulties.
The above graph shows a comparison between males and females reported to have disabilities.

A greater percentage of boys (when compared to girls) with moderate to severe difficulties can perform higher competencies tasks in all domains i.e. Reading, Math and English.
Teaching Effectively All Children (TEACh)* - & ASER - more players reporting on Disability!

**No. of Tools**
- **ASER** = 7 Areas
  - the Washington Group set of Short Questions adapted with additional questions based on UNICEF-MICS Module for children (2-17 years).
- **TEACH** = 13 Areas
  - Washington Group Full set of questions in the ‘Child Functioning’ for children aged 5 to 17 years.

**Results**
- Moderate to Severe
  - 1% ASER
- Mod to Severe
  - 11% TEACh

**Survey Numbers**
- 22,000 (8-12yrs)
  - 36 districts ASER’15 Punjab
- 1549 (8-12yrs)
  - 3 districts Punjab

*TEACh an ESRC research in India (Haryana) & Pakistan (Punjab) led by REAL Centre Cambridge Univ.*

**Panorama's Action for Learning Network**

**Seeing; Hearing, Walking, Self-care; Understanding of child’s speech, Use of Aids, Remembering, Learning Controlling Behavior, Focusing, Routine, Making Friends, Worry, Sad (ASER only bold & TEACh used All**
Some Key Takeaways

Disability, a cause and a consequence of poverty

Children/girls with disabilities face far greater barriers in terms of access to education

Dearth of knowledge for those who are in schools; multiple challenges

Issue remains fragmented in Pakistan

No comprehensive legal policy
LOW INDICATORS OF QUALITY, EQUITY & ACCESS MEANS HIGHLY VULNERABLE CHILDREN AND YOUTH

- ENROLMENT
- LEARNING LEVELS
- GENDER DISABILITIES
- DISPARITIES IN INCOME
- FACILITIES

Poverty | Malnutrition | Low Incidence of Child Registration Cards (CRC) NADRA | Disability
Low Immunization | Child Labour- CDL | Child Marriage | Lack of Voice | Violence against Children | Displacement | Disaster | Conflict | High Vulnerability | Low Resilience
CONCLUDING REMARKS

• ASER Pakistan information on disability intersects with poverty, gender, geography; ASER will update module to the extended Functioning questions (13) – a critical need in Pakistan; capacity to be shared across PAL Network countries.

• Children with disabilities are attending mainstream (govt. & private) schools; how do you prepare teachers to support learning for such diverse children?

• ASER informing planning, policy & interventions for persons with disabilities

• ITA/ASER teams to support conversion of ASER Tools for hearing and visually impaired-through Pakistan Sign Language (PSL) and Braille, and capacity building (2018) in partnerships, collaborating with Govt., REAL Centre/IDEAS etc.

• Statistics on disability to monitor equality of opportunity and accountability of State and its systems, extending RTE for economic, social, political rights.

• Data on persons with disabilities is powerful for understanding their status as citizens, irrespective of their ability status, very nascent trends - KP Govt. in 2017 did a census of children 5-16 years old.

• The time for such action on EQUITY & DISABILITY is now!
Thank you

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Presentation 2:

Using TPC Mozambique data to identify children who are being left behind in Mozambique

Presented by: Armand Ali, Technical Advisor for Facilidade ICDS, Mozambique
1. Country’s Context
2. TPC Moçambique: the rational and approach
3. Main factor leading to exclusion: learning from the pilot survey
4. Policy implications
1. Country’s Context

- Mozambique is located on the eastern coast of Africa in the southern region.

- Its population is 28.9 million Mozambique has 11 provinces and 154 districts. With 6,102,867 inhabitants (INE: 2017), Nampula is the most populous province in the country.

- Primary education is predominantly public and available throughout the country. Less than 2% of students attend primary school in private or community schools, especially in urban areas.

- Pre-School attendance is optional. Only about 4 percent of children under the age of 6, especially in urban areas, have access to pre-school education (UNICEF Mozambique, 2014).

- There are 5.7 million students enrolled in public primary education in Mozambique, 2.7 million of whom are girls (INE: 2014).

- But half of children who begin primary school do not finish it (EPDC, 2014).

- less than 10% of grade 3 pupils have basic skills of reading and writing in the Portuguese language (MINEDH-INDE 2014), SAQMEC (2000 and 2007), APAL-EGRA (2015) and AKF (2011)
2. TPC Moçambique: the rational and approach

- There are more and more children in schools. But, are they learning?
- TPC stands for Todos Pelas Crianças (all for the children)
- The pilot assessment was conducted in 2016 in Nampula province covering all 23 districts in 306 rural and urban Enumeration Areas.
- Visited 6,147 Households
- Surveyed 9,901 children between the ages of 7 and 16
- The assessment was done by 826 volunteer citizens.
2. TPC Moçambique: the rational and approach (cont.)
2. TPC Moçambique: the rational and approach (cont.)
3. Main factors leading to exclusion: learning from the pilot survey

Factor 1: Gender – Boys outperform girls in reading and arithmetic

- 6 out of 10 boys aged 7-16 years can successfully solve a simple standard 2 addition operation compared to 4 out of 10 girls.
- Of those who reach the highest level of arithmetic, 65 out of 100 are boys, compared to 35 out of 100 girls.
3. Main factors leading to exclusion: learning from the pilot survey (cont.)

Factor 2: Children from rural households consistently perform worse than children from urban households

- 1 in every two rural children aged 7-16 years are unable to recognize letters. In urban areas, one in every three children is in the same situation.
- 20 out of 100 urban children can read a simple grade 2 story. In rural areas, only 7 out of 100 children can read a simple grade 2 story.
- only 2 out of 10 rural children aged 7 to 16 years can do a simple addition operation, compared to 3 out of 10 children in an urban environment.
- Almost 26 out of 100 rural children cannot recognize numbers as compared to 13 out of 100 urban children.
- 8 out of 100 urban children are able to solve basic grade 2 arithmetic problems compared to 5 out of 100 rural children.
3. Main factors leading to exclusion: learning from the pilot survey (cont.)

Factor 3: Socioeconomic conditions of the households – Children from the poorest households consistently perform poorly

- Looking at the Type of House indicator it can be noted that regardless of age or grade, one in two children living in the hut is at the lowest reading level and only 5 out of 100 can reach the highest level. On the contrary, of those living in brick houses, one in three children is at the lowest level and 17 out of 100 reach the highest reading level of a grade 2 test. The same happens with the indicator Access to electricity.

- In relation to the time taken to access water, 5 out of 10 children who have to walk more than one hour to the water source could only achieve the lowest level of the reading test (not even letters) and only 5 out of 100 reach the highest reading level (comprehension). However, for those children with water less than 5 minutes away, 4 out of 10 are at the lowest level but 9 out of 100 can reach the highest reading level.

- Note that only 5% of the sampled children live in a brickwork house and 50% of the total sampled children live in a hut.
3. Main factors leading to exclusion: learning from the pilot survey (cont.)

Factor 4: Children with educated and involved parents learn better

• 13% children whose mothers help them with their homework were not able to recognise numbers, compared to 24% of children whose mothers were unable to help with homework.

• In the other hand, 9% of children whose mothers could help with the homework were at the problem solving level (the highest) compared with 5% of those whose mothers couldn’t.
4. Policy implications

1. Changes to ensure better quality education require a holistic approach that combines access to education facilities and infrastructure and quality of services provided in those facilities.

2. Equity is required in the provision of education services. Equality is important. However, where some people are more disadvantaged than others, something else needs to be done for those who are left behind.

3. Like human rights, SDGs are indivisible. You cannot ensure one without realizing other. Nations need a collective effort to realize all SDGs in order to realize the commitment by which no children will be left behind.
Thank-you!
Presentation 3:

Quality of education and equity: Disparities between regions and exclusion of children from the educational system in Senegal

Presented by: Dr. Rokhaya CISSE (PhD), Sociologist LARTES-IFAN, IFAN-CAD, Senegal
Presentation plan

1. Background

2. Introduction of the citizen-led assessment initiative: Scale and coverage of the CLA,

3. Description of testing and data collection tools

4. Exploration / Discussion of the findings.
1. Background

- 20% of the national budget is invested in education, for a national population of 15 million inhabitants,

- Access to education has been improved (84% in 2016),

- (Initial and lifelong) training consumes a lot of resources,

- Nearly all pupils of elementary schools own at least a reader and a mathematics textbook.

But only 20% of learners have access to quality education (Jàngandoo, 2016).
1. Introduction of the citizen-led assessment initiative

- Jàngandoo “Learn together”:
  
  • Evaluations are conducted in households,
  
  • All children aged 9 to 16, are evaluated in French or Arabic, according to their wishes, using standardized tests having the same median threshold,
  
  • The results of the tests are immediately shared with parents, and later on restituted to educational authorities and local authorities.
1. Introduction of the citizen-led assessment initiative

- The 2016 Jàngandoo evaluation:

  - 746 DR drawn, with 52% in rural areas and 48% in urban areas
  - 16000 Households representative at the level of the Département
  - 23000 children aged 9-16, evaluated in reading, mathematics and general knowledge
Some examples of pedagogic tests in French and Arabic

Rubrique 3: LECTURE DE MOTS

Exercice 6: Lis les mots suivants

- laine
- boisson
- savate
- légume
- favorisé
- tête
- velu
- cinéma
- collaborer

Exercice 7: Lis les non-mots suivants

Matinée
Élevage

Rubrique 5: LECTURE COMPREHENSION

Exercice 9

Texte lu par l’animateur à haute voix (deux fois)

Le petit hérisson et le léopard

Un léopard qui a faim ramasse un petit hérisson. Il ne peut pas le manger à cause de ses piquants. Le hérisson propose au léopard de l’aider à le manger sans se faire mal. Il échange donc le léopard contre une miche de pain. Le léopard mange donc le hérisson sans se faire mal. Il était une fois…
Some examples of pedagogic tests in French and Arabic

Habileté 2 : Numération - Mesure - Géométrie

Exercice 4  Exercice 5  Exercice 6  Exercice 7

Géométrie

Montre un carré dans ce rectangle

Correct  Incorrect

Rubrique 1 : Développement personnel

Exercice 1  Exercice 2  Exercice 3

Indique 1 action permettant d’éviter le paludisme

Entasser les ordures dans la maison  Faire du sport  Dormir toujours sous une moustiquaire imprégnée  Manger régulièremenet des aliments riches
1. Data collection tools

- **Household questionnaire**
  - Identification of households, Characteristics of the head of the household, characteristics of the home
  - Household composition
    - Data concerning each child aged 9 to 16, living in the home at the time of the survey.

- **Child questionnaire**
  - Learning conditions of children in the household and place of learning
  - What they do after learning hours

- **Community questionnaire**
  - Main characteristics of the director/person in charge of the place of learning and the learning environment of the children
  - Physical conditions at the place of learning
2. Exploration / Discussion of the Findings
2.1. Major differences in performance between Dakar and other regions of the country

MEDIAN SUCCESS RATE IN READING

KEY
SUCCESS RATE
- [5 - 10]%
- [10 - 15]%
- [15 - 20]%
- [20 - 25]%
- [25 - 30]%
2.1. Major differences in performance between Dakar and other regions of the country
2.1. Major differences in performance between Dakar and other regions of the country

**Median Overall Success Rate**

**KEY**

- **Success Rate**
  - [5 - 10]%
  - [10 - 15]%
  - [15 - 20]%
  - [20 - 25]%
  - [25 - 30]%
  - [30 - 35]%
  - [35 - 40]%

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JANGANDOO 2016
2.1. Children tested in French perform better than those tested in Arabic
2.2. Determinants: Geographical disparities

- Investment deficit in rural school infrastructure,

- Geographical accessibility: very distant schools,

- Insufficient number of teachers in the peripheral regions.
2.2. Determinants: Disparities related to learning conditions

Economic and cultural disparities

- Large class sizes,
- Foreign languages (French and Arabic) only understood by a minority that attended preschool
- Proportion of inefficient teachers.
2.3. Proportion of learning areas per region according to material conditions (in %)

Calculated using multiple correspondence analysis (MCA)
Gross inequity between regions in terms of access to schools
3. Percentage of "out of formal schools"
3. Percentage of children “out of places of learning” per region.
3.1. Exclusion factors

• **Difficult economic conditions in households**
  - Difficulties paying children’s school fees,
  - Need for farm labor,
  - Child labor
  - Domestic work among girls
3.1. Exclusion factors

- **Geographical accessibility**:  
  - Distances between homes and schools,

- Deficit in school infrastructure and presence of daara (coranic schools).
3.1. Exclusion factors

Socio-cultural environment

- Lack of interest of parents for school, which transmits and societal values they do not identify with.
- Weak support of parents to learners
- Peer pressure: influence the decision not to go to school
- Early marriage and pregnancies among girls.
3.1. Exclusion factors

The quality of education provided

- Poor school results,
- Deplorable learning conditions.
3.1. Exclusion factors

- Out-of-school children are rejected by a selective school system: 24.5%

- Factors keeping children away from places of learning include:
  - Farm work,
  - Services and other economics activities,
  - Domestic labor
4. What is the significance of these findings?

Persistence of structural inequalities in the educational system

Dakar, Thiès and Ziguinchor are different from other peripheral regions.
4.1. What is the significance of these findings?

Major socio-cultural factors harming the quality of learning

- Socio-cultural and economic barriers related to the genders of the children, demand for labor in farms, religious resistance to formal education, etc.

- Early child labor, domestic work, disabilities or illnesses that affect certain children,

- The reservations that parents have with regard to the official education model.
4.2. What are the implications for those children who are most likely to be excluded and / or left behind?

- Systematic classrooms and community remediation can be a solution for school drop-out,

- For younger out-of-school children, alternatives such as community schools can help in keeping them in the educational system,

- For the older age group, professional training can give them basic skills and work qualifications.
4.2. How do the findings link to the 2030 commitment to leaving no child behind and tracking progress for the most disadvantaged groups?

The results are directly and explicitly linked to SDG4 and its indicators.
Thanks for your attention
Presentation 4:

Measuring inequalities: exploring cultural capital and basic learning in Mexico through citizen-led assessments

Presented by:
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(Centro de Investigaciones y Estudios Superiores en Antropología Social - Golfo)

Dra. Samana Vergara-Lope
(Instituto de Investigaciones en Educación - Universidad Veracruzana)
MEXICO

- 1,964,375 km² (14th)
- 120 million people (11th)
- NGP: USD 1,743 million (11)
- NGP Per Cápita USD 10,123
- Gini index: 47.2

- Mid income Country
Background: Educative context in Mexico

- Main educative problems in Mexico
- Coverage: high school (40% dropout of school)
- Equity (SES and beyond)
- Quality (Lowest OECD PISA average)
- Educative Reform (2013-2018)
- Teacher Policies: evaluation
- New educative model: key learnings
- Main struggles
- "Reforming the reform": alternative evaluations to test development
- How to implement the ‘new educational model’.
Our mission

• To improve education and basic learnings through innovation, collaborative work and citizen participation.
What do we do?

• We use the Citizen Led Assessment methodology, developed by ASER in South Asia, which is made in households (not in schools), through volunteers, child by child, with very simple and quick tools.

• 14 countries joint it in PAL NETWORK
## Coverage

<table>
<thead>
<tr>
<th>Estado</th>
<th>Voluntarios</th>
<th>Hogares</th>
<th>Distritos electorales</th>
<th>Municipios</th>
<th>Localidades</th>
<th>Niños y niñas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veracruz (2014)</td>
<td>480</td>
<td>2403</td>
<td>21</td>
<td>75</td>
<td>187</td>
<td>3143</td>
</tr>
<tr>
<td>Puebla (2015)</td>
<td>446</td>
<td>2100</td>
<td>15</td>
<td>40</td>
<td>272</td>
<td>2920</td>
</tr>
<tr>
<td>Quintana Roo (2015)</td>
<td>90</td>
<td>510</td>
<td>3</td>
<td>7</td>
<td>69</td>
<td>808</td>
</tr>
<tr>
<td>Yucatán (2015)</td>
<td>150</td>
<td>1009</td>
<td>5</td>
<td>15</td>
<td>79</td>
<td>1397</td>
</tr>
<tr>
<td>Campeche (2016)</td>
<td>60</td>
<td>435</td>
<td>2</td>
<td>7</td>
<td>18</td>
<td>620</td>
</tr>
<tr>
<td>Tabasco (2016)</td>
<td>150</td>
<td>1362</td>
<td>6</td>
<td>14</td>
<td>36</td>
<td>1916</td>
</tr>
<tr>
<td>Veracruz (2016)</td>
<td>600</td>
<td>4268</td>
<td>21</td>
<td>66</td>
<td>190</td>
<td>6031</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1976</strong></td>
<td><strong>12087</strong></td>
<td><strong>73</strong></td>
<td><strong>224</strong></td>
<td><strong>851</strong></td>
<td><strong>16835</strong></td>
</tr>
</tbody>
</table>
Elige dos silabas y léelas en voz alta:

- el
- la
- les
- pez
- se
- tu

Elige dos palabras y léelas en voz alta:

- Clave
- Sombra
- Negro
- Precio
- Brisa
- Sale

Elige dos enunciados y léelos en voz alta:

- El papá de Fernando es doctor.
- El fontanero no compuso la fuga de agua.
- El edificio cuenta con portón eléctrico.
- El cielo se ilumina con los rayos del sol.
- La escuela no tiene reja ni jardín.
- Mi perro se llama Fanfarrón.

Lee con atención esta pequeña historia y luego contesta la pregunta de abajo:

EL NIÑO QUE NO SABÍA REÍR.

Juanito siempre estaba serio, serio...
Nada podía ocurrir a su alrededor que le arrancara una sonrisa siquiera.
Aunque mirara payasos muy graciosos que contaban chistes, hacían actos de magia y hacían bromas muy divertidas... nada, el niño seguía muy serio.
Un día temprano, despertó a su mamá diciendo:
¡Ya me salieron mis nuevos dientes!
Desde ese día, Juanito es el niño más sonriente que conozco.

Pregunta:
¿Por qué no quería reír Juanito?
## Arithmetic tool

<table>
<thead>
<tr>
<th>Elige dos cantidades y léelas en voz alta:</th>
<th>Elige dos sumas y resuélvelas:</th>
<th>Elige dos restas y resuélvelas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>46 + 28</td>
<td>74 - 35</td>
</tr>
<tr>
<td>11</td>
<td>27 + 77</td>
<td>34 - 17</td>
</tr>
<tr>
<td>93</td>
<td>34 + 18</td>
<td>21 - 14</td>
</tr>
<tr>
<td>25</td>
<td>36 + 48</td>
<td>78 - 29</td>
</tr>
<tr>
<td>78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Arithmetic tool

Elige dos divisiones y resuélvelas:

\[
\begin{align*}
4 & \div 256 \\
3 & \div 219 \\
5 & \div 225 \\
4 & \div 328 \\
6 & \div 204
\end{align*}
\]

Resuelve el siguiente problema:

Sofía compró dulces para sus 15 alumnos y a cada uno de ellos le dio 1 chocolate, 2 chicles y 1 paleta.

Si los chocolates cuestan \$7.00, las paletas \$2.00 y los chicles \$6.00.

¿Cuánto gastó por todos los dulces que compró?
Assessment to action

Related factors associated with achievement

Individual
- Mental health
- Disabilities
- Age/gender

Familiar
- Parents characteristics
- Cultural Capital
- Language
- Parent Involvement

Social
- SES
- Poverty and community exclusion

Design, implement and evaluation of educative interventions

- Focus in reading and basic math
- Communitary based
- Quasi experimental designs
- Pre-post evaluation
- Qualitative evaluation
Research problem

• There is a broad consensus on the existence of multiple factors associated with educational attainment and the preponderant weight of the socioeconomic status (SES) and cultural capital (CC).

• There is less research on the potential indirect effects of the context.

• In this way, the research objectives are
  – 1) to analyze the effects of socio-economic level and cultural capital on basic learning, but also
  – 2) the effects of SES&CC on those factors associated with educational achievement, in particular conditions of disability, psychiatric discomfort and taste and function of the school.
Research problem: related factors

Socio economic Status & Cultural Capital

Disabilities
Mental health
Liking for school

Learning outcomes in Reading and numeracy
• Corelation between SES and Achievement (Coleman, Berstein, Hanushek, LLECE)

• Corelation between Cultural Capital and Achievement (Bourdieu, Backhoff)

• Corelation between disabilities and Achievement
• Corelation between mental health and Achievement
• Corelation between liking school and Achievement

• What kind of relation between SES&CC and disabilities, mental health and liking school?
Method
Sampling

- 2920 children between 5 y 16 años, media 10 (DE=3.20),
- 2100 households
- 272 localitities
- 40 municipalities

<table>
<thead>
<tr>
<th>Distrito</th>
<th>Frecuencia</th>
<th>Porcentaje</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>227</td>
<td>7,8</td>
</tr>
<tr>
<td>2</td>
<td>216</td>
<td>7,4</td>
</tr>
<tr>
<td>3</td>
<td>182</td>
<td>6,2</td>
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<tr>
<td>4</td>
<td>211</td>
<td>7,2</td>
</tr>
<tr>
<td>5</td>
<td>145</td>
<td>5,0</td>
</tr>
<tr>
<td>6</td>
<td>184</td>
<td>6,3</td>
</tr>
<tr>
<td>7</td>
<td>196</td>
<td>6,7</td>
</tr>
<tr>
<td>8</td>
<td>183</td>
<td>6,3</td>
</tr>
<tr>
<td>9</td>
<td>208</td>
<td>7,1</td>
</tr>
<tr>
<td>10</td>
<td>175</td>
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</tr>
<tr>
<td>11</td>
<td>179</td>
<td>6,1</td>
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<td>12</td>
<td>186</td>
<td>6,4</td>
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<td>13</td>
<td>201</td>
<td>6,9</td>
</tr>
<tr>
<td>14</td>
<td>232</td>
<td>7,9</td>
</tr>
<tr>
<td>15</td>
<td>195</td>
<td>6,7</td>
</tr>
<tr>
<td>Total</td>
<td>2920</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Tests

- Reading and Math Achievement
  - MIA tests
- SES
  - Households characteristics,
- Cultural capital
  - Parents characteristics, cultural consumption, books in home, language
- Disabilities
- Mental Health
- Liking School
Results
### Results: reading

<table>
<thead>
<tr>
<th></th>
<th>Sílaba</th>
<th>Palabra</th>
<th>Oración</th>
<th>Historia</th>
<th>Comprensión</th>
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<td>No asiste a la escuela</td>
<td>57.0%</td>
<td>49.9%</td>
<td>42.8%</td>
<td>39.2%</td>
<td>32.1%</td>
</tr>
<tr>
<td>3 preescolar</td>
<td>29.8%</td>
<td>13.5%</td>
<td>7.3%</td>
<td>3.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>1 primaria</td>
<td>63.4%</td>
<td>34.7%</td>
<td>20.5%</td>
<td>8.2%</td>
<td>1.9%</td>
</tr>
<tr>
<td>2 primaria</td>
<td>89.0%</td>
<td>78.2%</td>
<td>60.7%</td>
<td>35.4%</td>
<td>19.2%</td>
</tr>
<tr>
<td>3 primaria</td>
<td>94.6%</td>
<td>87.5%</td>
<td>77.4%</td>
<td>55.4%</td>
<td>34.8%</td>
</tr>
<tr>
<td>4 primaria</td>
<td>98.1%</td>
<td>95.9%</td>
<td>89.0%</td>
<td>70.0%</td>
<td>48.5%</td>
</tr>
<tr>
<td>5 primaria</td>
<td>97.5%</td>
<td>94.6%</td>
<td>91.1%</td>
<td>89.6%</td>
<td>58.1%</td>
</tr>
<tr>
<td>6 primaria</td>
<td>98.3%</td>
<td>96.0%</td>
<td>93.3%</td>
<td>82.0%</td>
<td>61.7%</td>
</tr>
<tr>
<td>1 secundaria</td>
<td>98.6%</td>
<td>97.5%</td>
<td>96.4%</td>
<td>87.3%</td>
<td>71.4%</td>
</tr>
<tr>
<td>2 secundaria</td>
<td>99.9%</td>
<td>99.5%</td>
<td>98.3%</td>
<td>95.0%</td>
<td>78.8%</td>
</tr>
<tr>
<td>3 secundaria</td>
<td>99.4%</td>
<td>99.4%</td>
<td>98.4%</td>
<td>93.2%</td>
<td>80.7%</td>
</tr>
<tr>
<td>Bachillerato</td>
<td>100%</td>
<td>98.7%</td>
<td>98.2%</td>
<td>97.2%</td>
<td>88.5%</td>
</tr>
<tr>
<td>Total</td>
<td>88.8%</td>
<td>82.1%</td>
<td>75.8%</td>
<td>63.9%</td>
<td>48.5%</td>
</tr>
<tr>
<td>Promedio del % de los que se espera si puedan resolverlo</td>
<td>93.9%</td>
<td>94.1%</td>
<td>89.2%</td>
<td>82.6%</td>
<td>65.3%</td>
</tr>
</tbody>
</table>

18% 6º primary studies cannot read a simple history

19.3% 3º secondary studies cannot answer a simple comprehension question
## Results: Basic maths

<table>
<thead>
<tr>
<th></th>
<th>Número-99</th>
<th>10-99</th>
<th>Suma</th>
<th>Resta</th>
<th>División</th>
<th>Problema</th>
</tr>
</thead>
<tbody>
<tr>
<td>No asiste a la escuela</td>
<td>53.7%</td>
<td>35.8%</td>
<td>32.2%</td>
<td>17.9%</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>3 preescolar</td>
<td>27.4%</td>
<td>10.1%</td>
<td>5.3%</td>
<td>1.5%</td>
<td>0.5%</td>
<td></td>
</tr>
<tr>
<td>1 primaria</td>
<td>58.2%</td>
<td>19.8%</td>
<td>5.6%</td>
<td>1.5%</td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>2 primaria</td>
<td>84.4%</td>
<td>53.1%</td>
<td>18.1%</td>
<td>2.3%</td>
<td>1.0%</td>
<td></td>
</tr>
<tr>
<td>3 primaria</td>
<td>94.3%</td>
<td>81.8%</td>
<td>41.9%</td>
<td>9.1%</td>
<td>3.4%</td>
<td></td>
</tr>
<tr>
<td>4 primaria</td>
<td>96.0%</td>
<td>93.8%</td>
<td>61.3%</td>
<td>27.0%</td>
<td>7.7%</td>
<td></td>
</tr>
<tr>
<td>5 primaria</td>
<td>96.5%</td>
<td>92.7%</td>
<td>70.2%</td>
<td>43.5%</td>
<td>13.0%</td>
<td></td>
</tr>
<tr>
<td>6 primaria</td>
<td>97.2%</td>
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<td><strong>70.6%</strong></td>
<td>51.3%</td>
<td>21.3%</td>
<td></td>
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<tr>
<td>1 secundaria</td>
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<td>77.5%</td>
<td>61.8%</td>
<td>30.7%</td>
<td></td>
</tr>
<tr>
<td>2 secundaria</td>
<td>98.0%</td>
<td>96.8%</td>
<td>82.6%</td>
<td>68.0%</td>
<td>34.2%</td>
<td></td>
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<tr>
<td>3 secundaria</td>
<td>99.9%</td>
<td>98.9%</td>
<td>85.4%</td>
<td><strong>71.3%</strong></td>
<td>41.1%</td>
<td></td>
</tr>
<tr>
<td>Bachillerato</td>
<td>97.1%</td>
<td>97.1%</td>
<td>87.5%</td>
<td>77.9%</td>
<td><strong>49.5%</strong></td>
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<tr>
<td>Total</td>
<td>86.8%</td>
<td>75.8%</td>
<td>54.2%</td>
<td>36.0%</td>
<td>16.9%</td>
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<tr>
<td>Promedio del % de los que se espera si puedan resolverlo</td>
<td>92.1%</td>
<td>93.7%</td>
<td>72.1%</td>
<td>62.3%</td>
<td>31.6%</td>
<td></td>
</tr>
</tbody>
</table>

- **29.4% 6º primary studies cannot do simple subtractions**
- **28.7% 3º secondary studies cannot do a simple divisions**
- **50.5% High school cannot resolve a simple problem**
Direct related factors
Research problem: related factors

Socio economic Status & Cultural Capital

Disabilities
Mental health
Liking for school

Learning outcomes in Reading and numeracy
SES&CC: Direct influence on learning outcomes

- Spearman's Rho positive and significant:
  - Reading 0.12 (p < .000)
  - Math 0.21 (p < .000).

<table>
<thead>
<tr>
<th>ESECC</th>
<th>LECTURA</th>
<th>MATEMÁTICAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Media</td>
<td>N</td>
</tr>
<tr>
<td>Baja</td>
<td>3.95</td>
<td>120</td>
</tr>
<tr>
<td>Intermedia baja</td>
<td>4.17</td>
<td>926</td>
</tr>
<tr>
<td>Intermedia alta</td>
<td>4.44</td>
<td>905</td>
</tr>
<tr>
<td>Alta</td>
<td>4.62</td>
<td>154</td>
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</table>
Research problem: related factors

Socio economic Status & Cultural Capital

Disabilities
Mental health
Liking for school

Learning outcomes in Reading and numeracy
### Direct influences: Disabilities

<table>
<thead>
<tr>
<th>Condiciones</th>
<th>LECTURA</th>
<th>MATEMÁTICAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Media</td>
<td>N</td>
</tr>
<tr>
<td>No presenta condiciones</td>
<td>4.37</td>
<td>1515</td>
</tr>
<tr>
<td>Presenta entre 1 y 2 condiciones</td>
<td>4.17</td>
<td>520</td>
</tr>
<tr>
<td>Presenta entre 3 y 4 condiciones</td>
<td>3.80</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4.31</td>
<td>2105</td>
</tr>
</tbody>
</table>

Condiciones de discapacidad

- b. Dificultad para poner atención, aprender cosas sencillas o concentrarse: 16.4%
- d. No puede ver bien: 11.7%
- e. No puede hablar o tiene dificultad para hacerlo: 6.4%
- f. No puede oír: 4.1%
- c. Enfermedad crónica: 2.6%
- a. Tiene problemas para moverse: 2.2%
- g. Tiene retraso o deficiencia mental: 1.5%
Mental Health

<table>
<thead>
<tr>
<th>Síntomas o molestias psiquiátricas</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. El niño duerme mal</td>
<td>28.5%</td>
</tr>
<tr>
<td>d. El niño sufre de dolores frecuentes de cabeza</td>
<td>15.0%</td>
</tr>
<tr>
<td>c. El niño ha tenido en alguna ocasión convulsiones o caídas al suelo sin razón</td>
<td>12.9%</td>
</tr>
<tr>
<td>j. El niño se orina o defeca en la ropa</td>
<td>12.2%</td>
</tr>
<tr>
<td>g. Se asusta o pone nervioso sin razón</td>
<td>9.2%</td>
</tr>
<tr>
<td>i. Casi nunca juega con otros niños</td>
<td>7.5%</td>
</tr>
<tr>
<td>h. Parece como retardado o lento para aprender</td>
<td>3.3%</td>
</tr>
<tr>
<td>a. El lenguaje del niño es anormal en alguna forma</td>
<td>2.9%</td>
</tr>
<tr>
<td>e. El niño ha huido de la casa frecuentemente</td>
<td>2.4%</td>
</tr>
<tr>
<td>f. El niño ha robado cosas de la casa</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Molestias</th>
<th>LECTURA</th>
<th>MATEMÁTICAS</th>
</tr>
</thead>
<tbody>
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<td>Desv. típ.</td>
</tr>
<tr>
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<td>1002</td>
</tr>
<tr>
<td>Presenta entre 1 y 2 molestias</td>
<td>4.29</td>
<td>891</td>
</tr>
<tr>
<td>Presenta 3 molestias en adelante</td>
<td>3.85</td>
<td>212</td>
</tr>
<tr>
<td>Total</td>
<td>4.31</td>
<td>2105</td>
</tr>
</tbody>
</table>
Liking to school (gusto por la escuela)

<table>
<thead>
<tr>
<th></th>
<th>LECTURA</th>
<th></th>
<th>MATEMÁTICAS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GUSTO POR LA ESCUELA</td>
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<td>N</td>
<td>Media</td>
<td>N</td>
</tr>
<tr>
<td>No me gusta</td>
<td>3.44</td>
<td>34</td>
<td>3.08</td>
<td>25</td>
</tr>
<tr>
<td>Me gusta poco</td>
<td>4.14</td>
<td>133</td>
<td>3.34</td>
<td>94</td>
</tr>
<tr>
<td>Me gusta más o menos</td>
<td>4.27</td>
<td>510</td>
<td>3.61</td>
<td>368</td>
</tr>
<tr>
<td>Me gusta mucho</td>
<td>4.36</td>
<td>1292</td>
<td>3.69</td>
<td>929</td>
</tr>
<tr>
<td>Total</td>
<td>4.31</td>
<td>1969</td>
<td>3.64</td>
<td>1416</td>
</tr>
</tbody>
</table>

64% les gusta mucho  
20.9% les gusta más o menos  
6.8% les gusta poco  
2% No les gusta nada

![Diagrama de la preferencia en lectura y matemáticas]
Indirect related factors
Research problem: related factors

Socio economic Status & Cultural Capital

- Disabilities
- Mental health
- Liking for school

Learning outcomes in Reading and numeracy
## CONDICIONES DE DISCAPACIDAD

<table>
<thead>
<tr>
<th>CONDICIONES DE DISCAPACIDAD</th>
<th>ESECC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baja</td>
</tr>
<tr>
<td>a. Tiene problemas para moverse</td>
<td>7.7%</td>
</tr>
<tr>
<td>b. Dificultad para poner atención, aprender cosas sencillas o concentrarse</td>
<td>35.4%</td>
</tr>
<tr>
<td>c. Enfermedad crónica</td>
<td>-</td>
</tr>
<tr>
<td>d. No puede ver bien</td>
<td>20.0%</td>
</tr>
<tr>
<td>e. No puede hablar o tiene dificultad para hacerlo</td>
<td>16.9%</td>
</tr>
<tr>
<td>f. No puede oír</td>
<td>13.8%</td>
</tr>
<tr>
<td>g. Tiene retraso o deficiencia mental</td>
<td>6.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
SES&CC indirect influences 1: Mental health

Relation SES&CC and Mental Health (W = 1186500, p > 0.000)

<table>
<thead>
<tr>
<th>MOLESTIAS PSIQUIÁTRICAS</th>
<th>ESECC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baja</td>
</tr>
<tr>
<td>a. El lenguaje del niño es anormal en alguna forma</td>
<td>12.7%</td>
</tr>
<tr>
<td>b. El niño duerme mal</td>
<td>5.5%</td>
</tr>
<tr>
<td>c. El niño ha tenido en alguna ocasión convulsiones o caídas al suelo sin razón</td>
<td>3.0%</td>
</tr>
<tr>
<td>d. El niño sufre de dolores frecuentes de cabeza</td>
<td>9.7%</td>
</tr>
<tr>
<td>e. El niño ha huido de la casa frecuentemente</td>
<td>4.8%</td>
</tr>
<tr>
<td>f. El niño ha robado cosas de la casa</td>
<td>1.2%</td>
</tr>
<tr>
<td>g. Se asusta o pone nervioso sin razón</td>
<td>16.4%</td>
</tr>
<tr>
<td>h. Parece como retardado o lento para aprender</td>
<td><strong>20.0%</strong></td>
</tr>
<tr>
<td>i. Casi nunca juega con otros niños</td>
<td>23.7%</td>
</tr>
<tr>
<td>j. El niño se orina o defeca en la ropa</td>
<td>3.0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
SES&CC indirect influences 2: Liking school

Association between SES&CC and Liking School

Kruskal-Wallis ($p$ valor < 0.00),

<table>
<thead>
<tr>
<th>ESECC</th>
<th>Media</th>
<th>N</th>
<th>Desv. típ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baja</td>
<td>3.11</td>
<td>157</td>
<td>1.019</td>
</tr>
<tr>
<td>Intermedia baja</td>
<td>3.59</td>
<td>1231</td>
<td>.703</td>
</tr>
<tr>
<td>Intermedia alta</td>
<td>3.59</td>
<td>1155</td>
<td>.676</td>
</tr>
<tr>
<td>Alta</td>
<td>3.65</td>
<td>184</td>
<td>.661</td>
</tr>
<tr>
<td>Total</td>
<td>3.57</td>
<td>2727</td>
<td>.719</td>
</tr>
</tbody>
</table>
Discussion and conclusions

• a) What is the significance of these findings?
• b) What are the implications for those children who are most likely to be excluded and/or left behind?
• c) What are the policy implications at the Provincial / National level?
• d) How do the findings link to the 2030 commitment to leaving no child behind and tracking progress for the most disadvantaged groups?
Discussion and conclusions

• SES&CC have a direct and indirect influence on learning outcomes

• It’s urgency to reducing socioeconomic inequalities to ensure the right to quality education in Mexico.

• It’s necessary to generate educational policies that permit compensation for these structural inequalities

• Education and social justice

• Poverty in Puebla 2016: just 12.9% are ”not poor” or “not vulnerable”
Contact

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www.instagram.com/medicion_independiente_mia/