

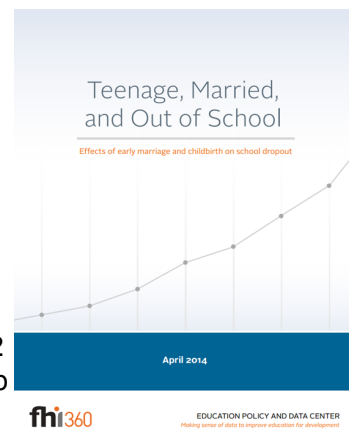


MAY 2014

Teenage, Married, and Out of School: Effects of early marriage and childbirth on school dropout

EPDC FINDINGS SHED LIGHT ON THE IMPACT OF EARLY MARRIAGE ON SCHOOLING IN SUB-SAHARAN AFRICA

Over the past decade, improvements in primary school enrollment and gender parity in Sub-Saharan Africa have not carried over to the secondary level: For every 100 boys, only 82 girls of secondary school age are enrolled across the region, up from 80 in the year 2000. Using recent household survey data from nine Southern and Eastern African countries, this paper examines the role that early marriage and pregnancy play in this disparity and seeks to investigate the nuances of the relationship of marriage and attendance by including interaction terms to see how the relationship is moderated by other important factors: age, wealth, urban or rural residence, and educational attainment. Across the countries included in the study, we find that an “average” married girl is roughly 20 times as likely to be out of school as her unmarried peer, and we note moderating effects from age on early marriage and school attendance. In individual countries, effects are sometimes even more dramatic: In Kenya, Tanzania, and Uganda married girls are more than 40 times as likely to be out of school than unmarried girls. The study also provides an in-depth analysis of data from Malawi, finding that both early marriage and to a lesser extent early pregnancy impact school participation. These findings suggest that policies that specifically target girls at risk for early marriage and pregnancy, such as the Malawi readmission policy, are greatly needed.



The EPDC Data Points blog is launched!


EPDC CORE SERVICES

- Data survey, compilation and extractions >
- Data visualization through graphs, maps, and profiles >
- Education trend and resource projections >
- Statistical analysis and methodology development >

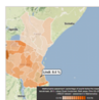
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EPDC Data Points


Welcome to the EPDC Data Points blog! Here you will find posts featuring bits of ongoing research, analysis, and data visualizations from the EPDC team, as well as ways to best utilize the resources and website features we offer. Read on to engage with a wider community of education and international development research professionals.



Filling in the Blanks: Estimating the Total Number of Out of School Children in Sub-Saharan Africa
 May 5, 2014 by Carina Omoeva
 Filling in the Blanks: Estimating the Total Number of Out of School Children Carina Omoeva, Director, Education Policy and Data Center Charles Gale, Research Associate, Education Policy and Data Center Hugo Van Dyke.
[Read more >](#)



Learning outcomes indicator changes
 April 24, 2014 by EPDC
 EPDC Learning outcomes indicator changes in the run-up to 2015, there has been discussion of new education indicators used to measure progress on learning goals, and there is intense interest in developing indicators that
[Read more >](#)



Mean Years of Schooling and Educational Attainment
 April 18, 2014 by charles.gale
 Mean Years of Schooling and Educational Attainment Charles Gale, Research Associate, Education Policy and Data Center in its most recent data release, the
[Read more >](#)

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Categories

- Education and Gender
- Education inequality
- Measurement
- Out of School Children
- Access and Learning

Live Updates

Tweets

- EPDC (@epdc.org) 23h
 @FH360EPDC Filling in the blanks on out of school children data- EPDC's latest blog post bit.ly/G66V7f
- EPDC (@epdc.org) 5 May
 New EPDC Data Points blog on missing data in international education. Subscribe and comment bit.ly/G66V7f

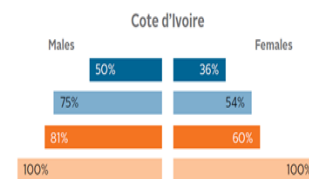
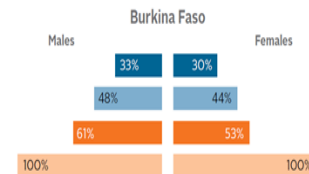
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- Policy-oriented and data-driven research and analysis >

FREE RESOURCES

Go to our website:
www.edpc.org

NEW FEATURES



Learning pyramids brief

In a recent brief, EPDC uses learning pyramids to show cumulative achievement of the school systems in 20 selected countries by demonstrating how many children enroll in school, whether they remain enrolled until they reach a certain grade, and what percentage of them learn how to read. Grade repetition is a common experience for a vast majority of primary students, creating large inefficiencies and added strain on education systems. Finally, a significant proportion of those who reach the upper primary grades never gain basic literacy skills, the lowest benchmark of a standardized learning assessment.

The EPDC Data Points blog was recently launched with the goal of making the database and other EPDC resources more interactive and accessible to our users. Posts will feature ongoing research that staff are engaged in, recent data changes or additions, and will highlight tools such as our database search, data visualization builder, and recent publications and profile series. Users are encouraged to subscribe by email or through RSS, read and comment to keep up to date with the latest from EPDC.

Additions to database

Changes to our collection of learning outcomes data

We are currently engaged in an overhaul of the learning outcomes indicators presented in our database, aiming to simplify and make them easier to search for and understand. One major change is that we will now be presenting common indicators across all types of assessments, based on high and low benchmarks. Data from the 'citizens-led' ASER, UWEZO and Beekungo assessments have already been updated, and in the coming weeks we will be updating and adding disaggregated data from SERCE, SACMEQ and other sources. See our collection of learning outcomes data notes landing page for information on each of the assessments and associated indicator benchmarks, and also download spreadsheets which preserve the traditional content-specific benchmarks for the ASER, UWEZO and Beekungo assessments, available on the EPDC site.

Other data added Other data recently added to our database include Afghanistan MICS (2011) household survey, and administrative data from the Universal



EPDC YouTube channel

Our YouTube channel was recently launched, featuring tutorial videos

Basic Education Commission Nigeria (2011, 2012).
Use our country, topic or advanced search to access
the latest data additions.

and tours of the website designed
to help users get the most out of
our resources. These short five
minute videos walk users step-by-
step through data searches,
building data visualizations, and
utilizing other resources. Have an
idea for a tutorial that would be
helpful to you? Feel free to e-mail
epdc@fhi360.org with ideas and
suggestions.

CURRENT AND FORMER PARTNERS AND CLIENTS

EPDC looks forward
to continue serving
its partners and
clients in improving
evidence-based
decision making and
education planning
by providing
education data
analysis, research,
and user-friendly
tools for better data
utilization.

Australian Agency
for International
Development
(AusAID)
Canadian
International
Development
Agency (CIDA)
Global Partnership
for Education
(formerly EFA Fast
Track Initiative)
Google
International
Institute for Applied
Systems Analysis
(IIASA)

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Education
in Mozambique,
Namibia, Southern
Sudan,
Pakistan, Zambia
The Netherlands
Ministry of Foreign
Affairs (MINBUZA)
OECD International
Household Survey
Network (IHSN)
United Kingdom
Department for
International
Development (DFID)

UNESCO Global
Monitoring Report
(GMR)
UNESCO Institute
for Statistics (UIS)
UNESCO
International
Institute for
Educational
Planning (IIEP)
United States
Agency for
International
Development
(USAID)
World Bank EdStats

EPDC provides global education
data, tools for data visualization, and
policy-oriented analysis aimed at
improving schools and learning in
developing countries.



EDUCATION POLICY AND DATA CENTER
Making sense of data to improve education for development

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