

Executive Summary: Analysis of Educational Inequalities in the Global South

This document presents a comprehensive synthesis of **educational inequalities in access and outcomes** across some thirty countries in **Africa and South Asia**, based on **World Bank World Development Indicators (2000–2023)**. While undeniable global progress has been made, it masks **deep and persistent disparities** between—and within—countries.

The study relies on an **interactive dashboard** developed with **Streamlit and Plotly**, allowing users to explore data through maps, animations, and graphs. A central analytical tool is the **Gini Index**, adapted to the education sector to measure how inequalities evolve over time.

Key findings reveal highly contrasting trajectories:

- **Chronic challenges:** Niger and Burkina Faso struggle to ensure universal schooling due to poverty, conflict, and rural exclusion.
- **Notable progress:** Bangladesh stands out for its strong improvements in gender parity (girls/boys ratio = 1.15 in 2020), achieved through targeted public policies and community mobilization.

The report concludes that **educational inequalities are not inevitable** but the product of **policy and governance choices**. It issues targeted recommendations to **NGOs, donors, and governments**, urging them to make **equity and inclusion a tangible priority** by focusing on the most vulnerable children and linking funding to measurable progress in reducing disparities.

1. Context and Objectives

Access to quality education remains a **key driver of development**, yet significant inequalities persist—between urban and rural areas, boys and girls, and across socio-economic groups. This analysis aims to **map and understand these inequalities** through reliable data and modern visualization tools, providing a **decision-support instrument** for policymakers, educators, NGOs, and donors.

2. Methodology and Analytical Tool

Data come exclusively from the **World Bank (WDI)**, covering 2000–2023 and around **30 countries in Africa and South Asia**. Data extraction is automated via Python's *wbdata* library.

Five key indicators are analyzed:

1. Gross primary enrollment rate
2. Girls-to-boys ratio in primary education
3. Primary completion rate
4. Public expenditure on education (% GDP)
5. Mean years of schooling

Inequalities are quantified using the **Gini Index**, where values near 0 indicate equality and those near 1 reveal deep disparities.

The **Streamlit dashboard** offers:

- Custom filters (countries, years, indicators)
- Interactive maps and time-series graphs (Plotly)
- Automatic identification of top and bottom performers

3. Main Results

While overall educational access has improved, progress remains **uneven and fragile**. Countries such as **Burkina Faso** and **Niger** lag behind, whereas **Bangladesh** demonstrates how political will and local engagement can drive transformation.

4. Strategic Recommendations

- **For NGOs:** Focus on neglected regions, girls, minorities, and children with disabilities; design community-driven solutions.
- **For donors:** Condition funding on equity outcomes; support the production of disaggregated data.
- **For governments:** Prioritize teacher training, rural infrastructure, and girls' education; institutionalize inclusion policies.

Conclusion

Behind each statistic lies a story. From Awa in Burkina Faso to Mariam in Niger and Tariq in Bangladesh, these human faces embody the urgent need for **equitable and inclusive education**. Education is not merely an indicator—it is the **heartbeat of human development**. This project calls for collective action to make learning a **universal right rather than a privilege**.

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Source code: Fully open and reproducible (Python, Streamlit, Plotly, pandas, wbdata).