Project Overview

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Why an Initiative on Out-of-school Children

• In 2007, 66 million primary-age children and 72 million lower secondary age adolescents were out of school (UIS)

• High priority for Education for All (EFA) agenda, critical to achieve universal primary education (UPE) (MDG 2)

• Challenge of ‘reaching the unreached’, often due to deeply entrenched multiple disparities

• Decision-makers and aid agencies need data, knowledge and best-practice strategies to formulate effective policies to improve access and timely completion of education
What is the Global Initiative on Out-of-School Children?

• UNICEF and the UNESCO Institute for Statistics (UIS) launched the joint Global Initiative on Out-of-School Children in 2010 to accelerate efforts towards the goal of universal primary education by 2015.

• The goal of the Initiative: achieve a breakthrough in reducing the number of out-of-school children.

• Objectives: Strengthen national data collection, analysis and policy development on out-of-school children.

→ By developing more systematic approaches for acceleration, scaling up and guiding concrete education sector reforms.
The situation in 2010: 131.3 million children out of school

<table>
<thead>
<tr>
<th>Regions</th>
<th>Primary</th>
<th></th>
<th>Lower secondary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Absolute numbers (000)</td>
<td>Percentage (%)</td>
<td>Absolute numbers (000)</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Arab States</td>
<td>5,036</td>
<td>11.8</td>
<td>3,732</td>
<td>16.6</td>
</tr>
<tr>
<td>Central and Eastern Europe</td>
<td>931</td>
<td>4.8</td>
<td>1,281</td>
<td>6.8</td>
</tr>
<tr>
<td>Central Asia</td>
<td>317</td>
<td>5.8</td>
<td>315</td>
<td>4.3</td>
</tr>
<tr>
<td>East Asia and the Pacific</td>
<td>6,584</td>
<td>3.9</td>
<td>10,331</td>
<td>10.0</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>2,698</td>
<td>4.6</td>
<td>1,780</td>
<td>4.9</td>
</tr>
<tr>
<td>North America and Western Europe</td>
<td>1,267</td>
<td>2.6</td>
<td>554</td>
<td>1.8</td>
</tr>
<tr>
<td>South and West Asia</td>
<td>13,261</td>
<td>7.5</td>
<td>30,946</td>
<td>29.5</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>30,641</td>
<td>23.3</td>
<td>21,676</td>
<td>36.5</td>
</tr>
<tr>
<td><strong>World</strong></td>
<td><strong>60,735</strong></td>
<td><strong>9.3</strong></td>
<td><strong>70,615</strong></td>
<td><strong>18.4</strong></td>
</tr>
</tbody>
</table>

Source: UIS Data Center accessed October 2012
How many countries participate in the OOCI?

26 country teams from 7 regions:

Cambodia, Indonesia, Philippines, Timor-Leste
Bangladesh, India, Pakistan, Sri Lanka
Kyrgyzstan, Romania, Tajikistan, Turkey
DRC, Ghana, Liberia, Nigeria
Ethiopia, Mozambique, Zambia, South Sudan
Morocco, Sudan
Bolivia, Brazil, Colombia, Mexico

10 country from Asia-Pacific region
These 26 countries reflect the magnitude of the problem of out-of-school children: around half of the world’s OOSC live in these countries.
Countries details (2) (Administrative data for 2010)

Source: UIS Data Center accessed October 2012; missing data for 7 countries
Countries details (3)
(Administrative data for 2010)

Source: UIS Data Center accessed October 2012; missing data for 7 countries
The three main components of the project (1)

1. **Address the data gap**: Develop comprehensive **profiles** of excluded children capturing the complexity of the problem of out of school children in terms of magnitude, inequalities and multiple disparities
   → *improve statistical information; the profile will capture magnitude and the multiple disparities; capacity building by strengthening national statistical measurement and analysis of OOSC.*

   • Examine the characteristics of excluded children and their households to identify who, and where, the children out of school are (not to decide on a definitive number of OOSC).

   • Suggested factors for analysis include: gender, household wealth, urban/rural residence, child labour status, educational attainment of parents, ethnicity, disability status, and region.
Example of disparities within a country

India DHS 2005-2006

Children of primary school age in school

Children of primary school age out of school
The three main components of the project (2)

2. **Address the analysis gap**: Analysis of **barriers** by linking quantitative data with the socio-cultural barriers and resource-based bottlenecks that create exclusion. Clarify the dynamic and causal processes related to exclusion.

   → *improve systematic identification and analysis of key barriers and bottlenecks that obstruct improved school participation, and link to specific profiles.*

3. **Address the policy gap**: Identify and develop **policies** which address exclusion from education

   → *develop policies and strategies based on identified profiles and barriers, within education and across sectors.*
Link between profiles, barriers, policies

Who are the OOSC and where are they?

Why are the OOSC out of school?

How can the OOSC be brought to school and stay there?
A Conceptual and Methodological Framework (CMF) was developed by the OOSC Initiative in order to guide the work at the country level. This framework introduces a new approach for analysing the problem of OOSC through Five Dimensions of Exclusion (5DE) that capture excluded children from pre-primary to lower secondary school age across a range of disparities and degrees of exposure to education.
Five Dimensions of Exclusion (5DE)

Dimension 1
Not in pre-primary or primary school

Pre-primary age children

Out of school

Dimension 2
Not in primary school

Primary age children

Dimension 3
Not in secondary school

Lower secondary age children

Dimension 4
At risk of dropping out of primary school

In school

Primary school students

Dimension 5
At risk of dropping out of lower secondary school

Lower secondary school students
Five Dimensions of Exclusion: Dimension 1

- Estimates of OOSC usually include only primary-age children. Children of pre-primary age can also be excluded from education.
- A specific dimension of exclusion allows targeted analysis, and highlights the importance of pre-primary education.
- Pre-primary age is defined as one year before the official entry age to primary.
  → Example: Age 5 if primary entry age is age 6.
- Excluded = not in pre-primary or primary.

| Dimension 1 | Children of pre-primary school age who are not in pre-primary or primary school |
Dimensions of Exclusion: Application to attendance data

Example country data on school attendance, with Five Dimensions of Exclusion
Five Dimensions of Exclusion: Dimensions 2 and 3

<table>
<thead>
<tr>
<th>Dimension 2</th>
<th>Dimension 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary age children</td>
<td>Lower secondary age children</td>
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</tbody>
</table>

- Children who attend pre-primary or non-formal education are counted as out-of-school and are part of Dimensions 2 and 3.

<table>
<thead>
<tr>
<th>Dimension 2</th>
<th>Dimension 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children of primary school age who are not in primary or secondary school</td>
<td>Children of lower secondary school age who are not in primary or secondary school</td>
</tr>
</tbody>
</table>
Dimensions of Exclusion: Application to attendance data

Example country data on school attendance, with Five Dimensions of Exclusion
Considering a variety of OOSC experiences

Population of children out of school

- Attended school in the past (Dropped out)
- Never entered school
- Will attend school in the future
- Will never enter school

Unlikely to ever attend: remaining children

\[ (3) = 100 - (1) - (2) \]

Likely to attend in the future: estimates based on the probability that a child will enter school by age 17

Observed data

(1)
Calculating the Typology

- Estimated proportion which will attend in following years
- Age with peak attendance
- Estimated proportion of never attended
- Estimated proportion of dropouts
- Children in school

Single year enrolment/attendance data
A Typology of Out-of-School Children

Source: Zambia 2007 DHS
Children in dimensions 4 and 5 are in school, but at risk of dropping out.

<table>
<thead>
<tr>
<th>Dimension 4</th>
<th>Children who are in primary school but at risk of dropping out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension 5</td>
<td>Children who are in lower secondary school but at risk of dropping out</td>
</tr>
</tbody>
</table>
Dimensions of Exclusion: Application to attendance data

Example country data on school attendance, with Five Dimensions of Exclusion
Possible Sources of Data

• Administrative (EMIS data)
• Household Surveys
• Both have limitations and strengths
  – Direct measure of out-of-school not available (except population census)
  – Measurement problems with both enrolment data and current household surveys
• Figures are different from one source to another and one survey to another
Role of UIS in the Initiative

• Focus on the data
  • Standard definitions and methodologies
  • Identify and assess full range of statistical data
    → Systematic review of relevant data sources

• Help countries improve data collection and analysis
  → Develop methods of disaggregated data collection to identify excluded and marginalized populations

• Not just a report to add to the shelf

  • Ensure sustainability by:
    • Documentation on how to conduct analysis
    • National capacity building
    • Link data to policy analysis and policy-makers
Major Products of the Global Initiative

- **Country report**
  - Written by national team member or consultant hired by national team

- **Regional report**

- **Global report**
What a country study will answer

- How many **OOSC** are there? gender, age

- Who are the **OOSC**? ethnicity, language, religion, social group/caste, disability

- Where are the **OOSC**? location, sub national

- Reasons for **OOSC**: family issues, social issues, health issues, school issues

- **Others**: Previous experiences in attempting to enroll them and results and lesson learned
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