Global Initiative on Out-of-School Children
UNICEF and the UNESCO Institute for Statistics

Conceptual and Methodological Framework
November 2010
Background of OOSC Global Initiative

- Joint Initiative of UNICEF and UNESCO Institute of Statistics
- Being initiated in 22 countries Globally, including 8 countries in Asia and Pacific
  - Cambodia - India
  - Indonesia - Nepal
  - Philippines - Pakistan
  - Timor Leste - Sri Lanka
- Examine not only the scope of the OOSC issue (WHAT) but also the reasons for drop out (WHY) and the possible measures to address underling issues (HOW)
- Process of exchange between countries for capacity building and learning
OBJECTIVES of OOSC Global Initiative

1. WHAT
improve statistical information and evidence base on OOSC; capture magnitude/scope, inequalities and multiple disparities; beyond numbers → unpack dynamic processes

2. WHY
improve systematic identification and analysis of key barriers and bottlenecks that obstruct school participation as captured in the WHAT

3. HOW
develop effective strategies based on identified barriers and bottlenecks, build on what countries are doing and integrate these into ongoing reform, Planning and budgeting processes
### “What”: Five Dimensions of Exclusion

**Dimension 1**
- Children of *pre-primary school age* who are *not* in pre-primary or primary school

**Dimension 2**
- Children of *primary school age* who are *not* in primary school or higher

**Dimension 3**
- Children of *lower secondary school age* who are *not* in primary school or higher

**Dimension 4**
- Children who are *in primary school but at risk of dropping out*

**Dimension 5**
- Children who are *in lower secondary school but at risk of dropping out*
OOSC Five Dimensions of Exclusion

Pre-primary age children

Dimension 1
Not in pre-primary school

Dimension 2
Dropped out
Expected to never enter
Expected to enter late
In non-formal education

Primary age children

Dimension 4
At risk of dropping out of primary school

Lower secondary age children

Dimension 3
Dropped out
Expected to never enter
Expected to enter late
In non-formal education

Dimension 5
At risk of dropping out of lower secondary school

Primary school students

Lower secondary school students

Out of school

In school
Flows between the Five Dimensions of Exclusion

**Dimension 1:** Children of pre-primary age not in pre-primary school

**Dimension 2:** Children of primary school age and stays out of school

**Dimension 3:** Children of lower secondary school age and stays out of school

**Dimension 4:**
- Child reaches primary school age
- Child of primary school age leaves primary school
- Child at risk transfers from primary to lower secondary school

**Dimension 5:**
- Child reaches lower secondary school age
- Child of lower secondary school age leaves lower secondary school
- Child at risk transfers from lower secondary to upper secondary school

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**Dimension 1:** Children of pre-primary age not in pre-primary school

**Dimension 2:** Children of primary school age and stays out of school

**Dimension 3:** Children of lower secondary school age and stays out of school

**Dimension 4:**
- Child reaches primary school age
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- Child at risk transfers from primary to lower secondary school

**Dimension 5:**
- Child reaches lower secondary school age
- Child of lower secondary school age leaves lower secondary school
- Child at risk transfers from lower secondary to upper secondary school
WHAT: Scope & Composition of OOSC

• Need to combine EMIS Data with Survey Data for deeper analysis of Scope and Composition
• Population Census, DHS and/or MICS combined with EMIS data sets for several years in a row
• Socio-Economic Surveys (poverty quintiles) and household expenditure surveys
• Existing studies and survey data (e.g. WFP school feeding database)
• Methodology Framework guides calculations of the 5 Dimensions
Why: Identifying reasons for drop out

• Greater use of Qualitative research – starting with Desk Reviews of existing surveys and qualitative studies
• Determining specific areas of focus or target groups of children for additional Qualitative research (small scale studies)
• Greater use of voices of children, both out-of-school and in-school, in research to more clearly accurately identify issues
How: Develop effective strategies

- What are potential responses to prevent the main reasons for drop-out?
- What programmes or pilots exist which can contribute to prevent drop-out?
- Which programmes or pilots appear to have a positive impact to prevent drop-out? Why? Which don’t?
- What recommendations can be made for future policy and practice to prevent drop-out?
### Cambodia – Analyzing What

#### Table 3.2b: Number of Children by Single Age and Grade, Province/Urban/Rural and Sex, Census 2008

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A look at Equity Issues in Cambodia OOSC

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<th>Area of Residence</th>
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School Attendance by Household Wealth Quintile among 6-11 yr Children

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<tr>
<td>Total</td>
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Source: DHS 2005 / Suguru
Messages:

This suggests progress is made to get children in school at an earlier age (even though it is not yet even near to what EMIS is recording in terms of Net Admission Rates)
And: progress is made to keep children longer in school
But: Not able to make progress once attendance is 90%
This again, could be explained by the 10% consisting of the poorest, disabled, ethnic minorities, child labourers
Cambodia: 14 Year Olds by Grade completed

• Operating environment: global, national and sectoral
• Results in the 2006 AWP
• Results accomplished in 2006, before we do than some caveats about interpreting results.
• Some of the challenges faced by projects
• 2007 priorities
• Context: EBEP works at two levels (national policy and capacity building at national and intensive implementation in 6 provinces.)
Ethnic Khmers account for approx 20% of the population in Ratanakiri.
• Operating environment: global, national and sectoral
• Results in the 2006 AWP
• Results accomplished in 2006, before we do than some caveats about interpreting results.
• Some of the challenges faced by projects
• 2007 priorities
• Context: EBEP works at two levels (national policy and capacity building at national and intensive implementation in 6 provinces.)
Philippines: Analyzing Why

Research Questions for the study

• What are the primary causes of school dropout according to Academic level, Gender and Location of school (urban/rural)

• Among the primary causes of dropping out, what contributes to high dropout rates in Grades 1 and 2 and First Year?

• What school-based interventions are effective in reducing dropout rates?
Methodology

• Individual Interviews with those *directly* involved in schools and in dropout namely, Dep Ed officials, principals, teachers, students, dropouts and parents of dropouts.

• Focus group discussions (FGDs) at least two teachers per school, one in lower levels (Grades 1 and 2 or First Year) and another in upper levels (Grade 3 or higher, Second Year or higher) whose classes had the highest dropout rate in previous years

• Likert scale questions regarding school climate (only with students IN school)

• Psychological, sociological and cultural factors affecting dropouts examined – not just general factors
Findings – Causes in general terms

- 1. Poverty
- 2. Distance between home and school
- 3. Health
- 4. Parents’ attitude toward schooling
- 5. Peer influence
- 6. Academic pressure/requirements
- 7. Attitude of student toward school
- 8. Teacher factor
- 9. Transfer of residence
- 10. Child labor, work
- 11. Early marriage
- 12. Physical conditions of classroom
- 13. Armed conflict
- 14. Distractions (computer games)
- 15. Family problems, parents separating
- 16. Overage
- 17. Poor academic performance
- 18. Reading difficulties
- 19. Terrain
Findings – by interviews

- Limited family resources for financial demands of schooling
- Older boys leave school to help parents on farms or to find other work to augment family income
- Younger girls leave school to take care of siblings and do household chores to enable mothers to generate additional income
- Older girls seek work to help meet family financial needs.
- Children are often unable to focus on schoolwork because of fatigue from work. Teachers are less then sympathetic – big push factor from teachers felt by students
- Extreme poverty limits the capacity of the family to support their children in their school work and capacity to study.
Psychological factors

• Low level of parental involvement in the education of their children and their inability to provide financial support, monitor schoolwork or give moral support
• School leaders’ negative views about dropping out and consequent treatment of failing students
• Teachers’ informal negative evaluations of at-risk students which affects those who are at risk of dropping out
Cultural factors

- Gangs prompt some students to drop out
- Some students preoccupied with computer gaming
- Parents' acceptance for an older son or daughter or any sibling at all, to sacrifice one's attendance in school to contribute to family income
- Expectations held by parents with regard to social roles of males as breadwinners and females as caregivers and housekeepers are used as justifications for children dropping out
Most successful interventions directly address the needs of students and parents

- Home visits
- Breakfast programs
- Remedial classes
- Financial assistance
OOSC – Future Steps

- All countries in process to Establish Core Group (DoP / DoE / NIS / UNICEF / UNESCO / UIS) and a Reference Group (Gov’t / ESWG members)
- Technical Support being provided from Regional Offices (UNICEF/UIS)
- Carry out initial analysis of What with available data.
- Carry out Desk Review of existing Qualitative Studies to initiate Why analysis
- Identify additional Qualitative Studies and Surveys as follow up
- Regional Workshop to Share Progress – Feb 2011 in Kathmandu
- Country Reports – Final drafts submitted by May 2011
- Regional Reports due July 2011
- Potential for expansion to additional countries
  - SEAMEO Member Countries to be approached at HOM next week
  - Other interested countries can request UIS AIMS or UNICEF ROs directly
THANK YOU