

Highlights

FIXING THE BROKEN PROMISE OF EDUCATION FOR ALL

Findings from the Global Initiative on Out-of-School Children

UNESCO Institute for Statistics (UIS) and UNICEF

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Quebec H3C 3J7 Canada

Tel: +1 514 343 6880

Email: uis.publications@unesco.org

<http://www.uis.unesco.org>

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“The hardest to reach children are still out of school. They are poor, rural and often girls. But the situation is different in every country”

Launched in 2010 by UNICEF and the UNESCO Institute for Statistics (UIS) the Global Initiative on Out-of-School Children (OOSCI) focuses on three core objectives:

- Develop detailed profiles of out-of-school children and children in school who are at risk of dropping out
- Assess the underlying barriers that prevent those children from completing basic education
- Recommend innovative policies and strategies that can bring them into school and keep them there

When a child is considered to be out of school?

- Any children of primary or lower secondary school age who are not enrolled in primary or secondary education
- Children who did not attend school at any time during the reference school year
- Includes a small number of children in pre-primary education and in non-formal education (NFE). The educational content of pre - primary education and the pedagogical qualifications of its teaching staff are not equivalent to the standards required for primary education. NFE programmes is not, in general, equivalent to that of formal primary and lower secondary education

Exclusion from education in 2012

58 million children of primary school age are out of school. Of these children:

- 23% attended school in the past but left
- 34% are likely to enter school in the future
- 43% are likely to never enter school
- 63 million adolescents of lower secondary school age are out of school

Barriers that deter children from going to school

- Travel distance to schools
- Conflict affected areas
- Gender-based inequities
- Child labour
- Language barrier
- Children with disabilities

The report presents a new model focused on out of - school children that provides policymakers with an overall picture of the costing implications for both expansion and targeted strategies.

Reaching the marginalized may cost more, but better data and innovative tools can help us spend smarter - the availability and quality of data on interventions for out-of-school children must continue to improve, need for equity-based approaches to financing education, need for equity-based approaches to financing education.

The funding Gap

Global education community has called for a modest 4% of humanitarian aid to be allocated to education, but the share of humanitarian aid for education is actually falling, from 2.2% of aid in 2009 to just 1.4% in 2012. This represents the largest funding gap for any humanitarian sector, a gaping hole of US\$221 million in 2012 (UNESCO, 2013), and languishes far below the 4% target.

The findings from the Global Initiative on Out-of-School Children show:

Most countries need a policy framework combining three priorities: broad investment to strengthen and expand education systems, a sharp focus on inclusion and the quality of the education on offer, and targeted interventions for the children who are the very hardest to reach.

Read the full report from the official website at,
<http://dx.doi.org/10.15220/978-92-9189-161-0-en>