

## 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 (2015), Montreal: UIS*

### The Global Initiative on Out-of-School Children (OOSCI)

It was launched in 2010 by UNICEF and the UNESCO Institute for Statistics (UIS). It 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

Data is collected from more than 200 countries and territories.

To ensure cross-national comparability of the data, national education programmes are classified in accordance with the International Standard Classification of Education (ISCED)

- Enrolment data from administrative records, through annual survey on education statistics.
- School attendance data from household surveys, such as the Demographic and Health Surveys (DHS) and the Multiple Indicator Cluster Surveys (MICS).

### 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.

### 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.

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



### Global out-of-school rate for children of primary and lower secondary school age, 2000-2012 (%)

Year	Primary school			Lower secondary school		
	MF	M	F	MF	M	F
<b>2000</b>	15.0	12.1	17.9	24.7	22.5	27.0
<b>2001</b>	14.5	11.8	17.3	23.8	21.9	25.8
<b>2002</b>	14.0	11.5	16.7	22.8	21.2	24.6
<b>2003</b>	12.6	10.9	14.4	21.1	19.8	22.4
<b>2004</b>	11.9	10.1	13.8	20.4	19.3	21.5
<b>2005</b>	11.3	9.5	13.3	19.6	18.3	21.0
<b>2006</b>	10.7	9.1	12.3	18.8	17.6	20.0
<b>2007</b>	9.4	7.9	10.9	17.6	16.2	19.1
<b>2008</b>	9.2	8.1	10.3	18.0	17.0	19.2
<b>2009</b>	9.1	8.2	10.0	18.4	17.6	19.3
<b>2010</b>	8.8	7.9	9.7	17.3	16.5	18.1
<b>2011</b>	8.8	8.1	9.6	16.9	16.3	17.6
<b>2012</b>	8.9	8.1	9.7	16.8	16.2	17.5

*Figures in red: Partial imputation due to incomplete country coverage (between 33% and 60% of population)*



**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



Progress on the rate and number of out-of-school children has stalled since 2007

25 million primary school-age children will probably never enter school

Most children who drop out of primary school early are over-age

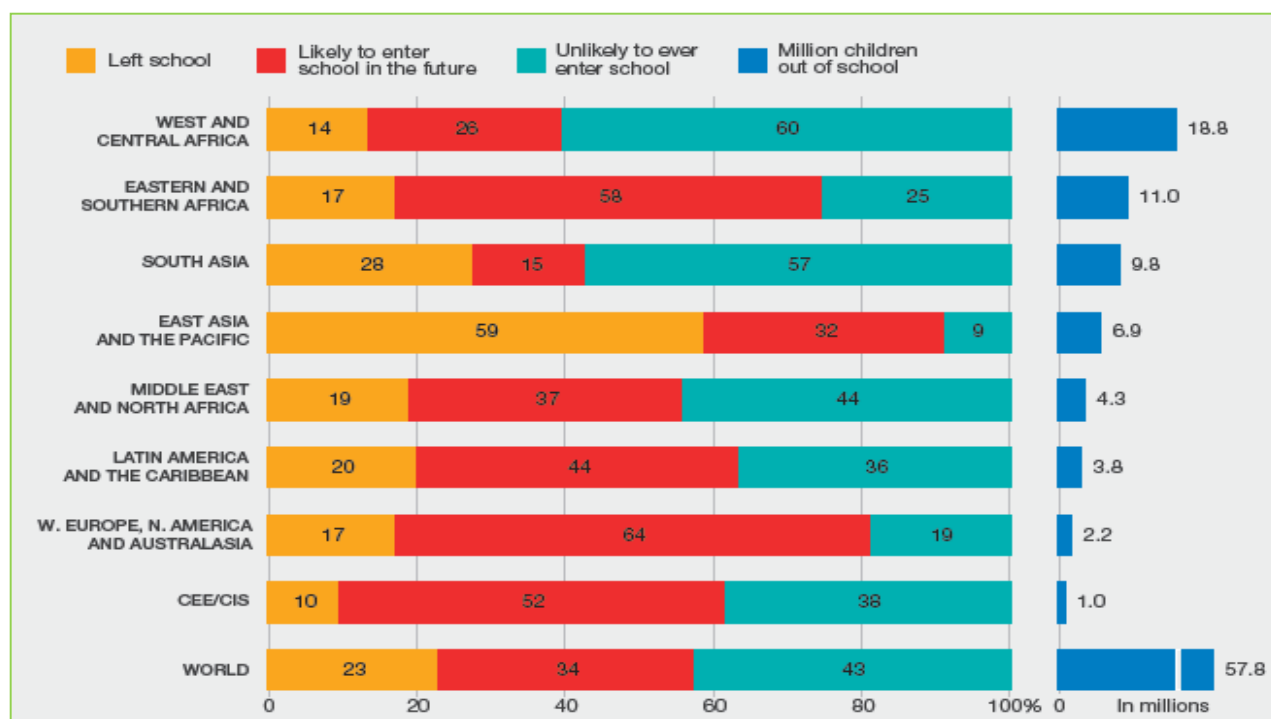
9% of primary school-age children and 17% of adolescents of lower secondary school age are excluded from education.

31 million of the 58 million primary school-age children out of school are girls.

About 15 million girls and 10 million boys of primary school age are not expected to ever attend school. This group of children poses the most serious challenges to policymakers.

Selected countries with more than 0.5 million out of school children of primary school age, 2012

Country	Out of School Children	Country	Out of School Children
Columbia	0.6	Uganda	0.7
Indonesia	1.3	Mozambique	0.7
Bangladesh	0.6	South Sudan	1.0
India	1.4	Ghana	0.5
Pakistan	5.4	Mali	0.6
Yemen	0.5	Chad	0.8
Sudan	2.8	Burkina Faso	0.9
Angola	0.5	Niger	1.0
Eritrea	0.5	Nigeria	8.7
South Africa	0.7		



Region-wise school exposure of out-of-school children of primary school age, 2012

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

### **Breaking the Barriers**

The report mentions about various approaches that can help break the barriers for out of school children. Some are mentioned below,

- The abolition of school fees
- Cash transfer programmes
- Crisis Transition programme to restore access to education
- Effective educational support is needed for pregnant girls and young mothers
- Child-friendly and gender-sensitive teaching approaches should be required elements in teacher certification
- The provision of sex education courses
- Alliances between governments and civil society organizations
- Altering the political economy of the household
- Advocacy and awareness raising programmes
- Second-chance and non-formal learning opportunities are
- Social protection
- Non-formal educational approaches
- MLE (Multi Lingual Education) design needs to be consistent with language, literacy and learning research - Educational language policy, Teacher recruitment, training and placement, Language and materials development, Curriculum and assessment, Monitoring and evaluation
- Ensure that all children have an equal right to education (effective implementation of inclusive education) - The enabling legislative and policy environment, Implementation strategies, Teacher recruitment, training and placement, Accessible schools, Curriculum and assessment, Monitoring and evaluation, Multi-sectoral approaches.

### **Finance**

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.