



All Children in School by 2015

Global Initiative on Out-of-School Children:

UNICEF and the UNESCO Institute of Statistics

Introduction, Conceptual Framework and Initial Findings

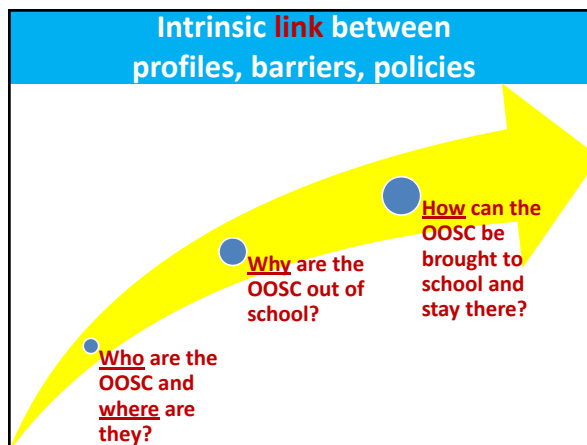
The Initiative on Out-of-School Children (OOSCI)

- Launched by UNICEF and the UNESCO Institute of Statistics (UIS) beginning of 2010
- Building on 2005 UIS/UNICEF study on OOSC and measuring exclusion (introducing categories)
- OOSC: heightened attention on children not in school and not covered by EMIS; developing a more systematic approach for combining Administrative and Survey data; guiding concrete education sector reforms
- 25 countries, 7 regions:
 - Cambodia, Indonesia, Philippines, Timor-Lest
 - Bangladesh, India, Pakistan, Sri Lanka
 - Kyrgyzstan, Tajikistan, Romania, Turkey
 - DRC, Ghana, Liberia, Nigeria
 - Ethiopia, Mozambique, Zambia
 - Morocco, Sudan (North/South)
 - Bolivia, Brazil, Colombia, Mexico

OBJECTIVES

- 1. Address the data gap: DEVELOPMENT OF PROFILES**
Improve statistical information; develop complex profiles of OOSC that capture magnitude and multiple disparities; building capacities on the way
- 2. Address the analysis gap: ANALYSIS OF BARRIERS**
Improve systematic identification and analysis of key barriers and bottlenecks that obstruct enhanced school participation, and link to specific profiles
- 3. Address the policy gap: DEVELOPMENT OF POLICIES**
Develop policies and effective strategies based on identified profiles and barriers, within education and multi-sectorally, building on what countries are doing, and integrating these into ongoing reform, planning, costing and budgeting processes

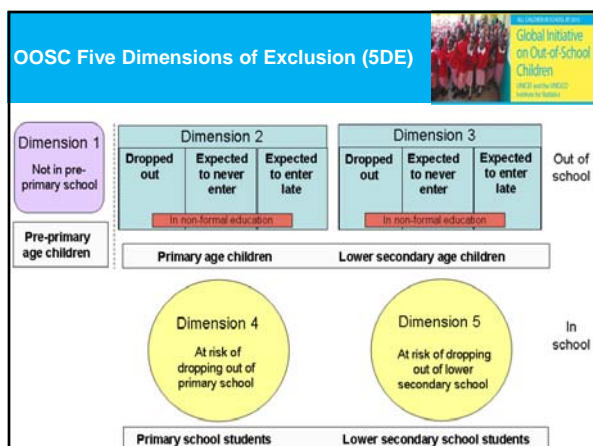
Intrinsic link between profiles, barriers, policies



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?



OOSC – 5 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 or secondary school
- Dimension 3:** Children of lower secondary school age who are not in primary or secondary school
- 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

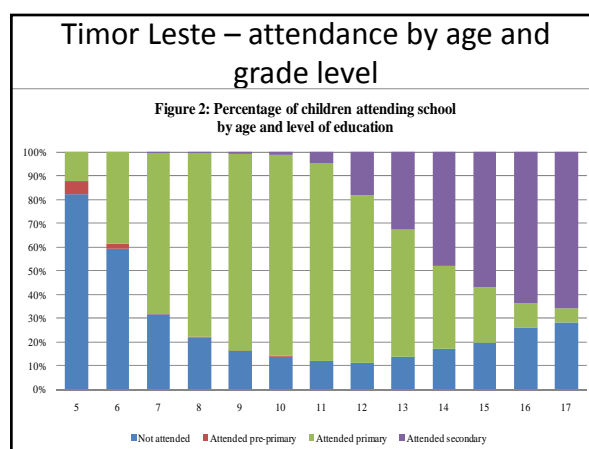
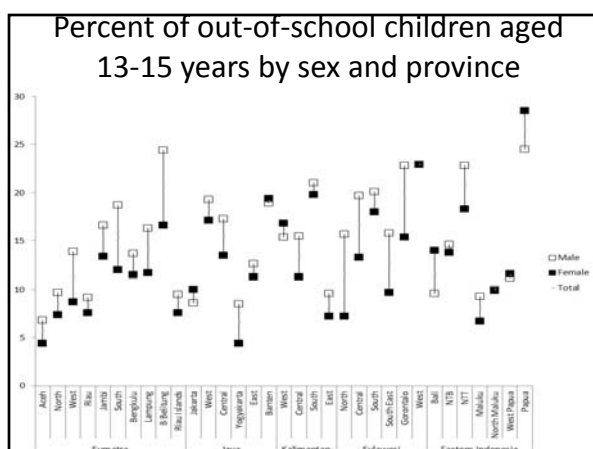
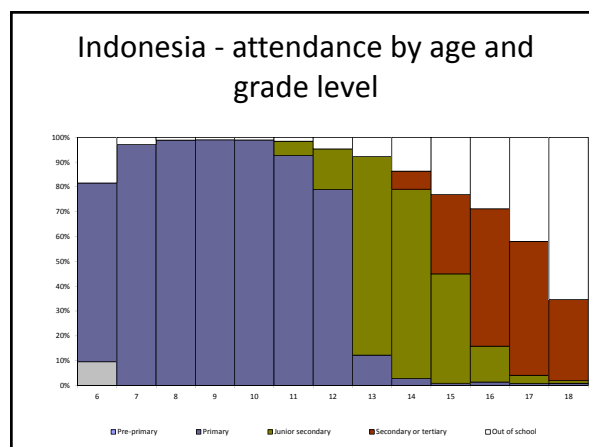
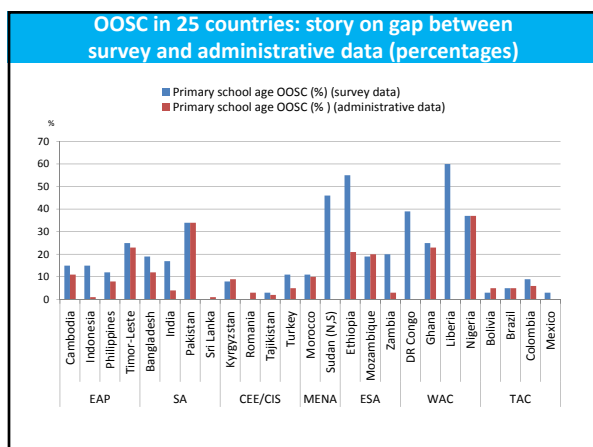
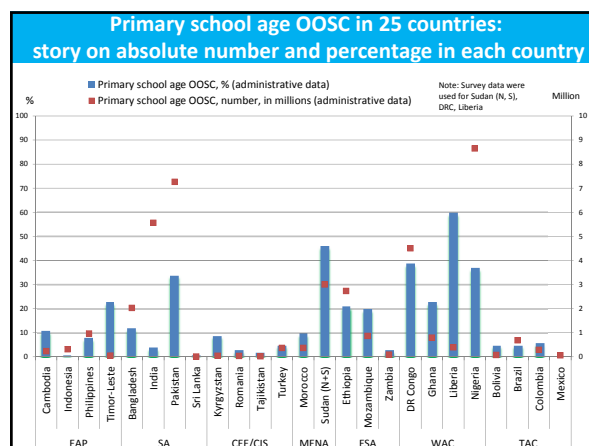
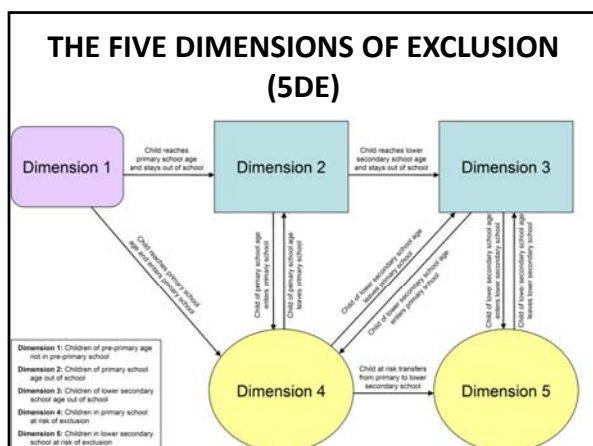
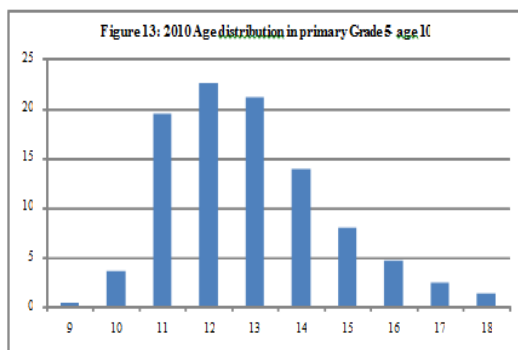


FIGURE 13: 2010 AGE DISTRIBUTION IN PRIMARY GRADE 5

Cambodia Attendance by gender, urban/rural and wealth

School Attendance by Gender and Area of Residence among 6-11 yr Children

School Attendance	Gender		Area of Residence		Total
	Female	Male	Rural	Urban	
Attend	73.6%	70.7%	71.4%	76.9%	72.1%
Not attend	25.1%	27.0%	27.1%	21.3%	26.3%
n.a.	1.4%	1.8%	1.5%	1.8%	1.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

1. Gender

2. Rural / Urban

School Attendance by Household Wealth Quintile among 6-11 yr Children

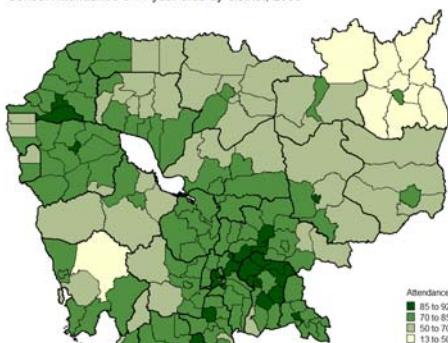
School Attendance	Wealth Quintile					Total
	Poorest	Poorer	Middle	Richer	Richest	
Attend	57.9%	68.3%	75.8%	78.9%	85.4%	72.1%
Not attend	39.9%	29.8%	23.0%	20.1%	13.2%	26.3%
n.a.	2.2%	1.9%	1.2%	0.9%	1.4%	1.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

3. Wealth Quintiles

4. Sub-national:
Province / District

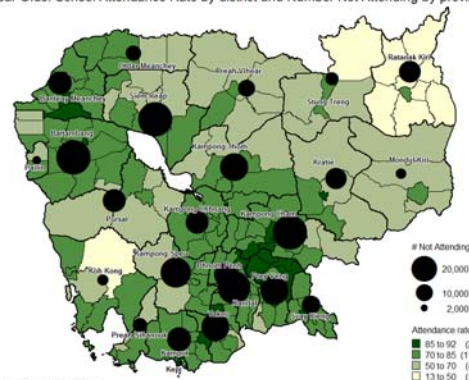
Source: DHS 2005 / Suguru

School Attendance 6-11 year olds by district, 2008



Source: Census 2008

6-11 Year Olds: School Attendance Rate by district and Number Not Attending by province, 2008



Source: Census 2008

OOSC - Analysis of causes of exclusion

- **DIGGING INTO CAUSES OF EXCLUSION related to 5 Dimensions of Exclusion:**
 - demand side socio-cultural
 - demand side economic
 - supply side
 - political, governance, capacity and financial bottlenecks
- Using existing evidence as well as piloting small scale quantitative and qualitative research, including participatory approaches (Voices of Children)

OOSC policy implications to date

- More effective and equitable **TARGETED POLICIES** 0 different reasons for exclusion need different responses
- Improved **LINKAGE BETWEEN DEMAND-SIDE SOCIOCULTURAL AND ECONOMIC** policies (working simultaneously on social norms and poverty reduction)
- Improved **LINKAGE BETWEEN ACCESS AND QUALITY** (processes in classroom related to drop-out), policies for in- and out-of-school
- Improved coherence between policies throughout **BASIC EDUCATION** cycle, from pre-primary through lower secondary
- Improved attention to **TRANSITION** policies between different education levels
- Improved coherence and complementarity between education plans/reforms, multi-sectoral approaches and **SOCIAL PROTECTION SYSTEMS**

Next wave of OOSC

- Additional Countries have already expressed interest in conduction OOSC analysis
 - Vietnam
 - Thailand
 - Mongolia

Thank You!

