Out-of-School Children (OOSC): Global, regional, and country perspectives

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RESULTS FOR DEVELOPMENT

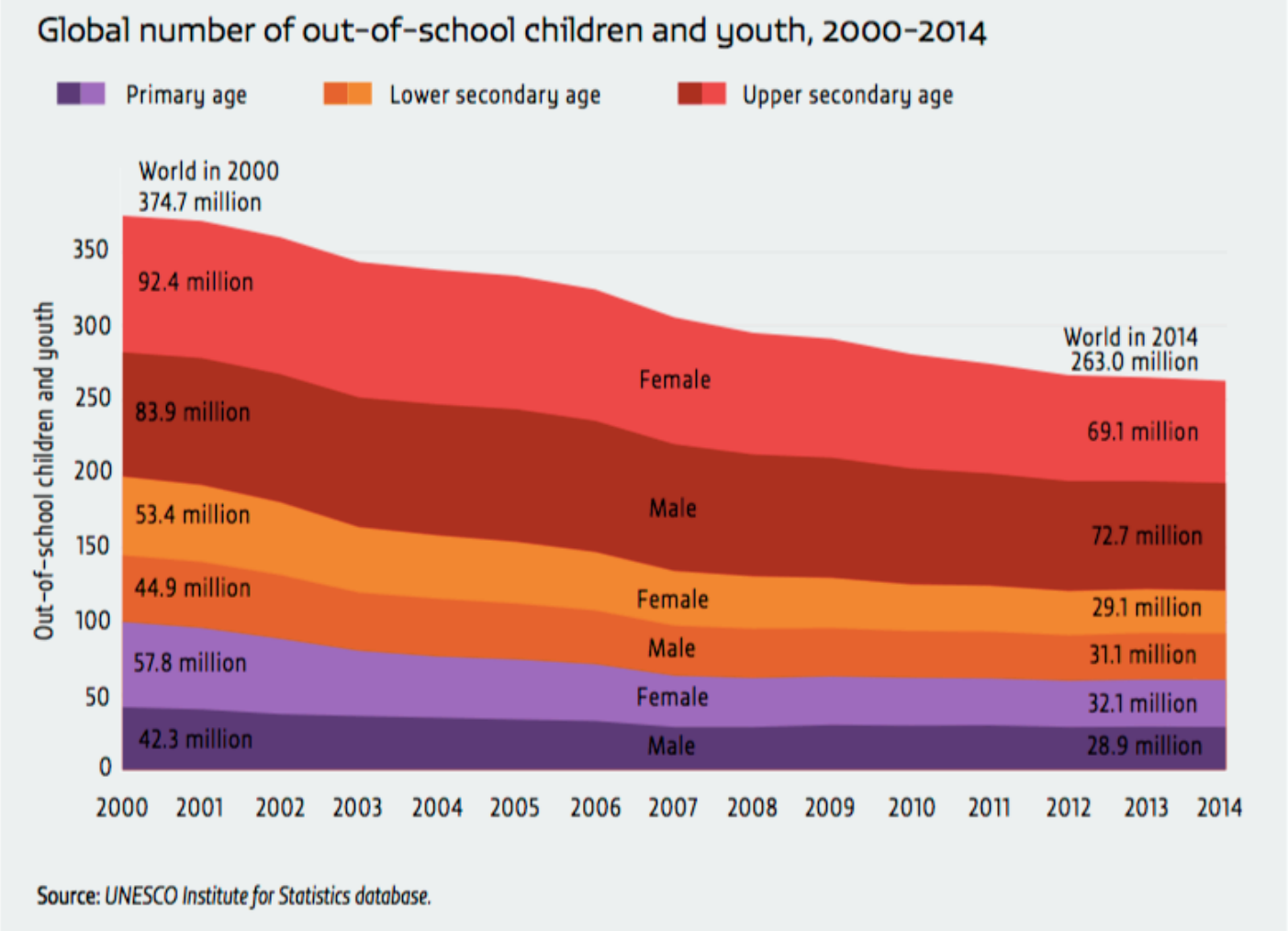
Overview

- Global trends in out-of-school children (OOSC) populations
- Costs of OOSC
- Root causes of OOSC
- Innovative solutions and financing mechanisms
- Policy changes and strategies
- Resource needs
- Lessons learned for India

Global Trends in Out-of-School Children (OOSC)

Global trends in OOSC populations

- The global number of children and young adolescents not enrolled in school has stagnated for nearly a decade.



Characteristics of OOSC

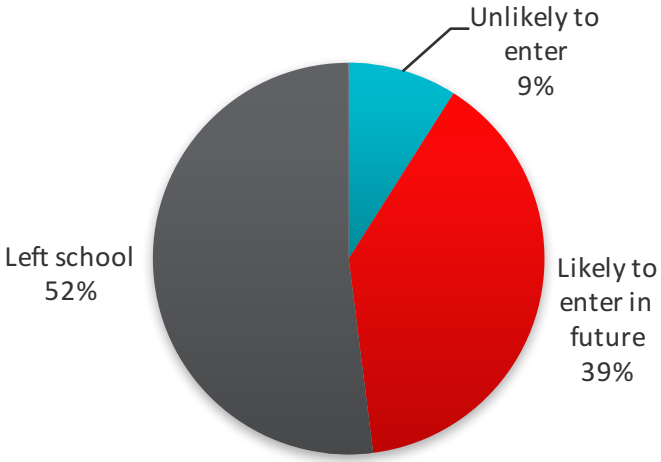
In East Asia & Pacific, more than half of out of school children are dropouts

RETENTION ISSUE

In South and West Asia, almost half of out of school children are unlikely to ever enter school

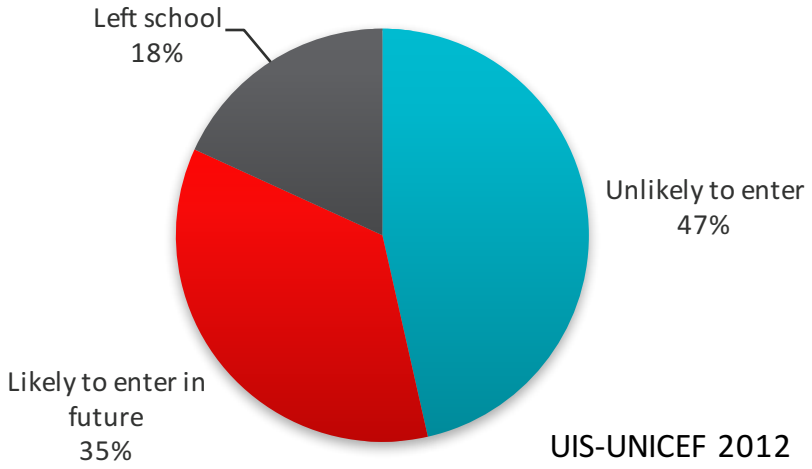
ACCESS ISSUE

Breakdown of OOSC in East Asia & Pacific



UIS-UNICEF 2012

Breakdown of OOSC in South and West Asia



UIS-UNICEF 2012

Global profiles of OOSC

Globally, OOSC are most likely to be:

- Children from low-income families
- Children affected by conflict and/or natural disasters
- Girls
- Children with disabilities
- Children from rural areas
- Working children
- Children from minority ethnic, religious, or language groups

The 263 million OOSC can only be reached with **targeted interventions** that address the range of barriers faced by marginalized youth.

Photo credit: World Bank Photo Collection

Costs of Out-of-School Children (OOSC)

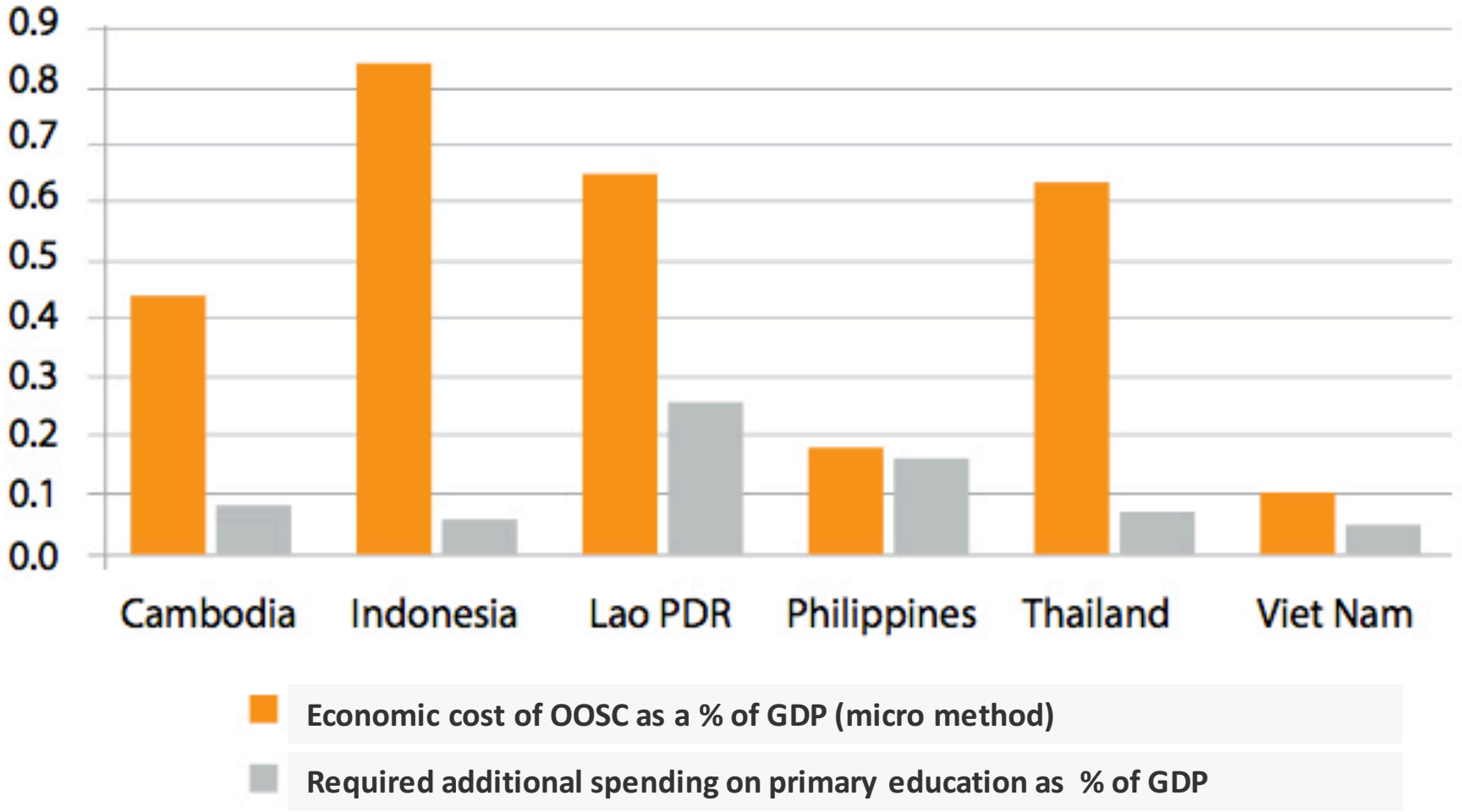
Costs of OOSC

Economic	Health and Social	Political

Photo credit: World Bank Photo Collection

A Major Source of Economic Loss

Benchmarking the Economic Costs of OOSC (Thomas and Burnett 2015)



A case study of Colombia

Fertility Rate

2.5% reduction in the fertility rate

Estimate based on **UN Millen. Project (2005)**

Infant Mortality Rate

27% reduction in the infant mortality rate

Estimate based on **UNICEF (1999)**

Poverty headcount ratio

11% reduction in the poverty headcount ratio

Estimate based on **Zulaga (2010)**

Crime Rates

25% reduction in crime rates (thefts and assaults)

Estimate based on **Soares (2004)**

Source: Thomas and Burnett (2015)

Political & long-term costs

- Individuals who have completed primary education are **1.5 times more likely to vote** (UNESCO 2005).
- Primary education has **positive effects on post-conflict reconstruction and peace-building**.
- Recent research establishes the **link between education and reduced vulnerability to climate shocks**.

Photo credit: World Bank Photo Collection

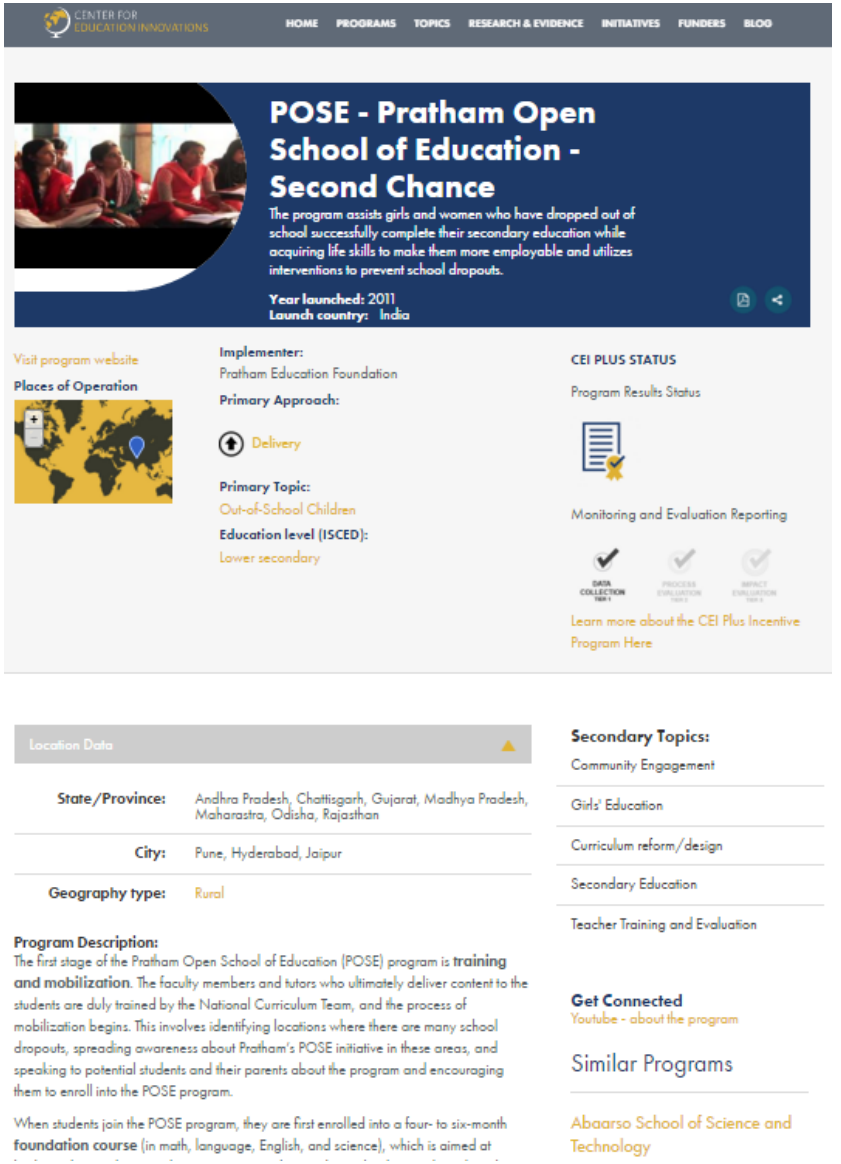
Root Causes of Out-of-School Children (OOSC)

Root causes of OOSC

1	**Insufficient and inflexible supply**	Particularly for children in remote, rural, and hard-to-reach areas.
2	**Lack of tailored education opportunities**	For drop-outs, girls, ethnic and linguistic minorities, and children with disabilities.
3	**Household economic barriers**	School fees, "hidden costs" of education, and opportunity costs.

Innovative Solutions and Financing Mechanisms

Center for Education Innovations



www.educationinnovations.org

Innovative solutions to the root causes of OOSC

1) Insufficient and inflexible supply

- Mobile education delivery
- Technology-driven education
- Alternative basic education

2) Lack of tailored education opportunities

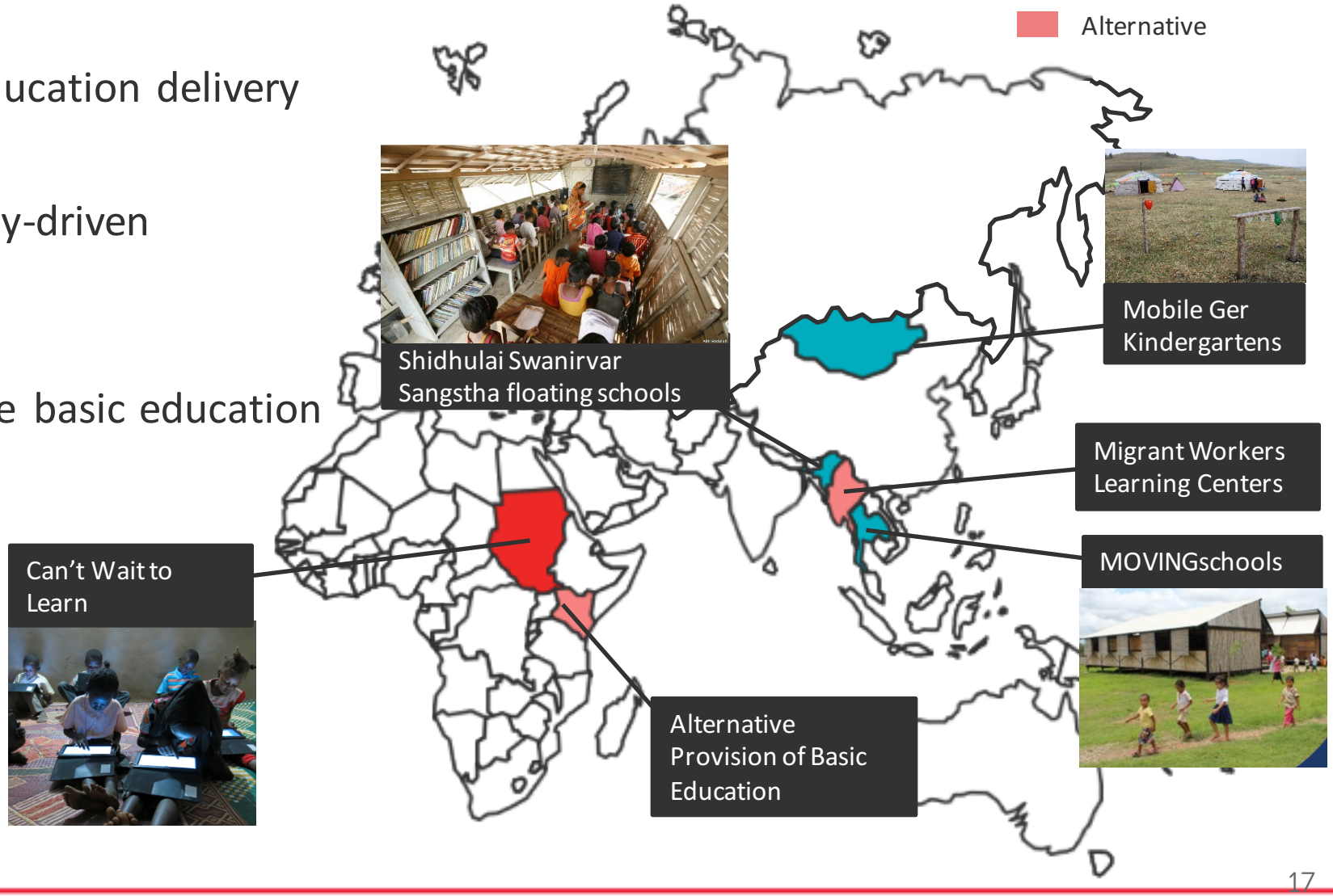
- Non-formal, second-chance education focused on skills
- Accelerated learning programs
- Girls' empowerment curricula
- Curricula adapted to rural contexts
- Mother-tongue education
- Adapted education (disability)

3) Household economic barriers

- Output-based financing
- Conditional micro-loans
- Conditional cash credits
- Child marriage prevention

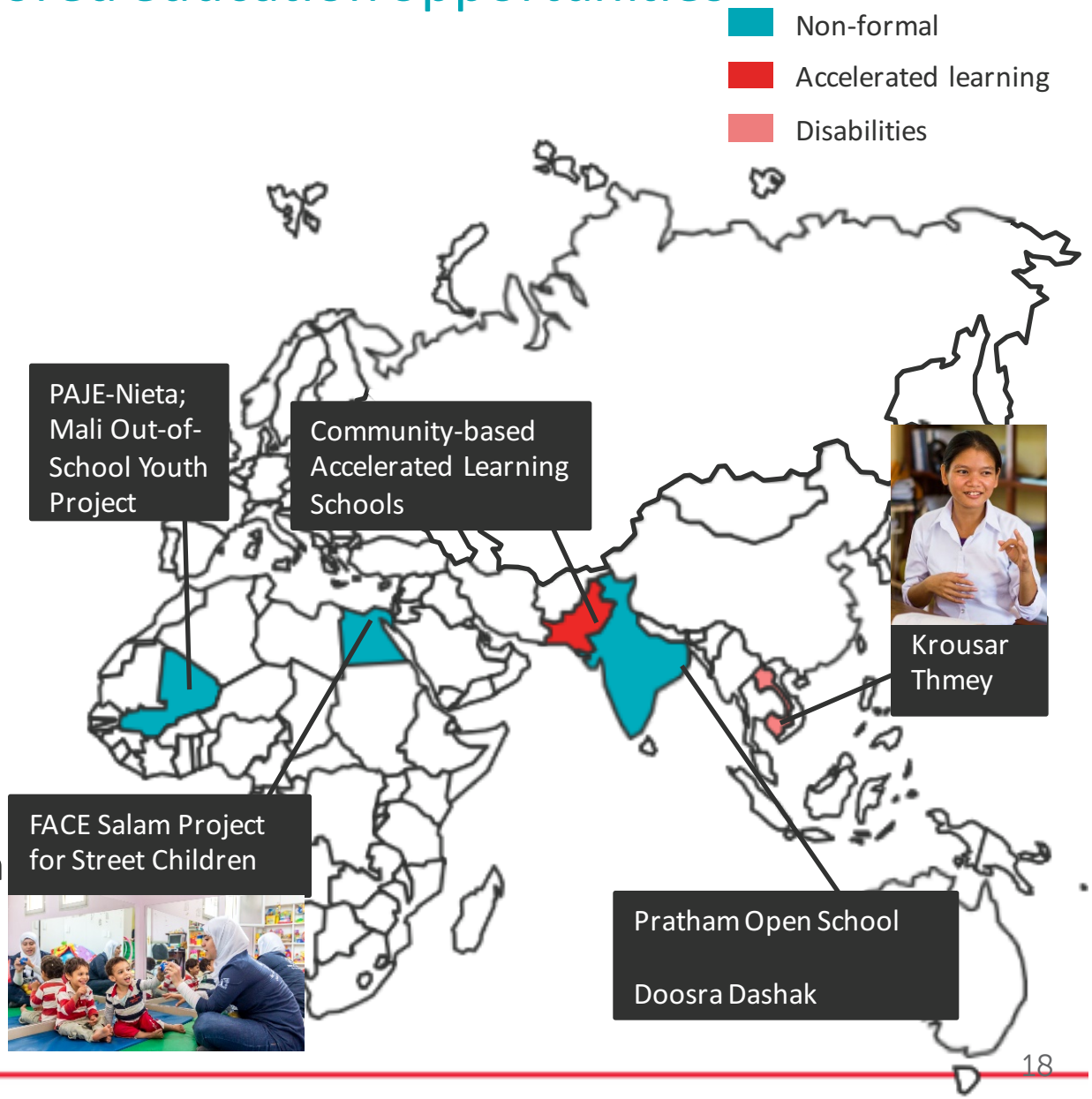
Root Cause 1: Insufficient and Inflexible Supply

- Mobile education delivery
- Technology-driven education
- Alternative basic education



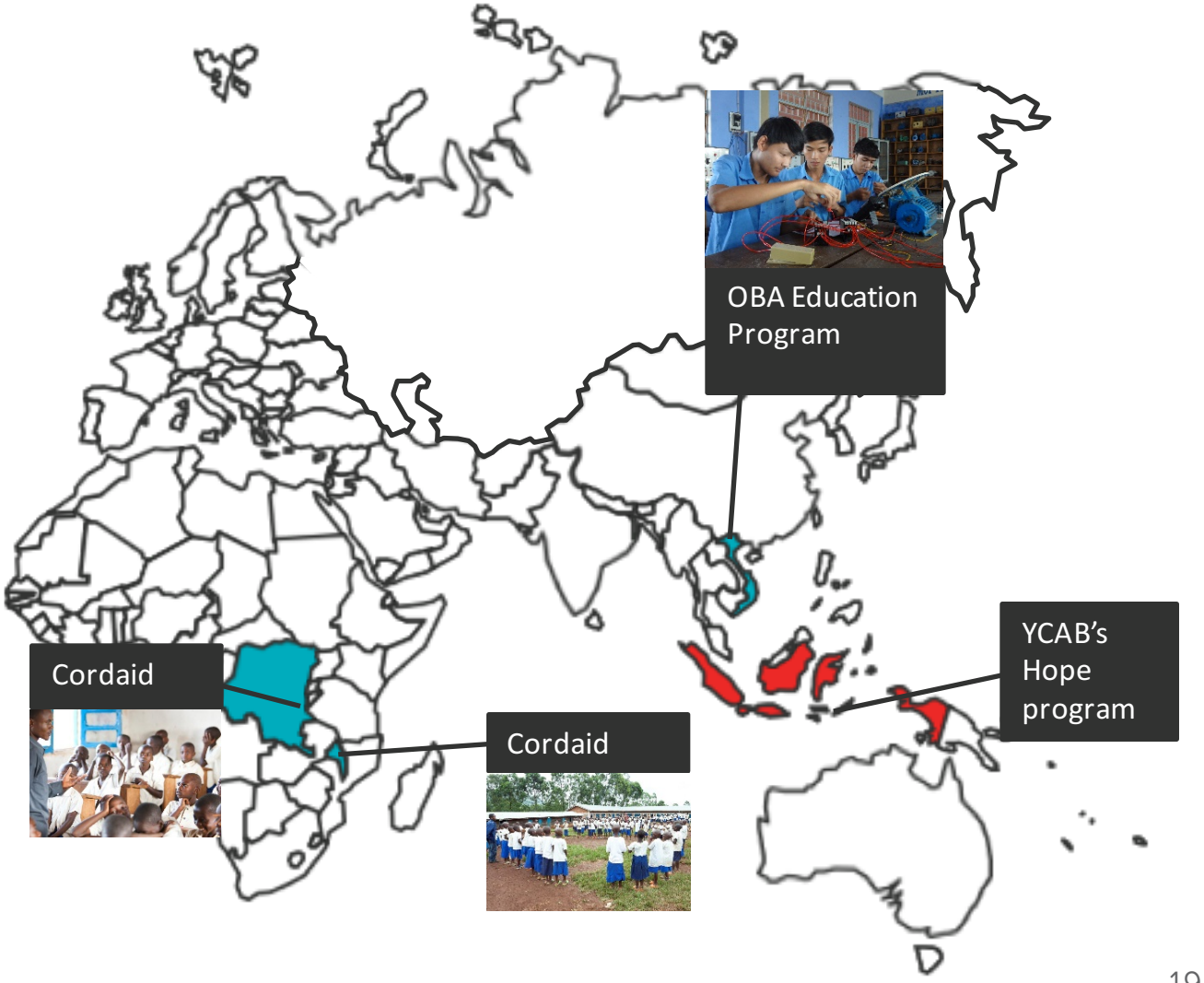
Root Cause 2: Lack of tailored education opportunities

- Non-formal, second-chance education focused on skills
- Accelerated learning programs
- Girls' empowerment curricula
- Curricula adapted to rural contexts
- Mother-tongue education
- Adapted education for children living with disabilities



Root Cause 3: Household economic barriers

- Output-based financing
- Conditional micro-loans
- Conditional cash transfers
- Child marriage actions



What do successful innovations have in common?

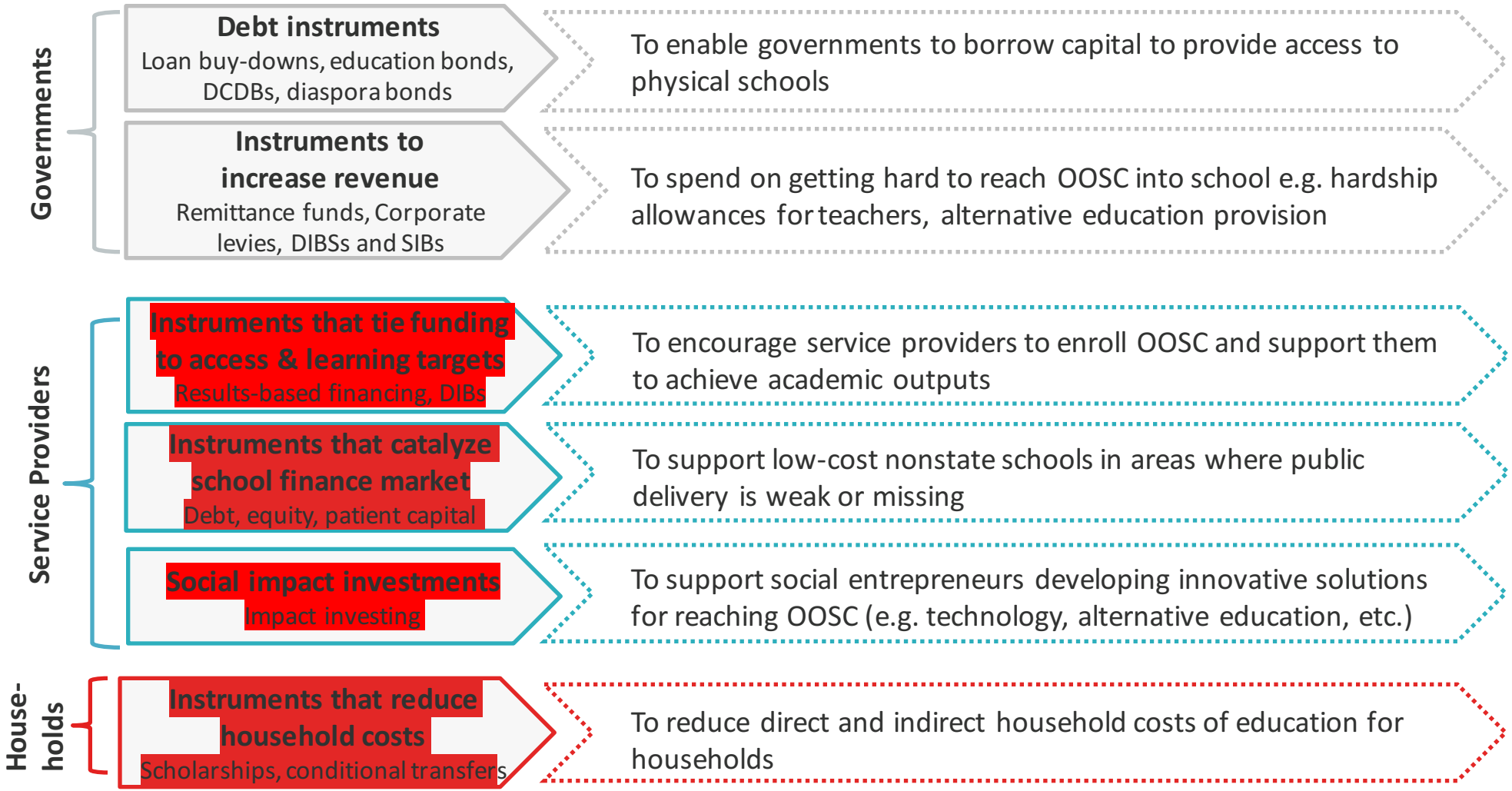
Local relevance	Sustainability & scalability	Collaboration & leadership
Tailored to local context	Plan for scale at inception	Diverse and multi-stakeholder partnerships
Strong links with local communities	Diversified sources of funding	Visionary, passionate leaders

Leverage technology, but only as needed

Innovative Finance Mechanisms

Innovative financing can be used to address the OOSC challenge by:

Improving access



Policy Changes and Strategies

Policy Changes and Strategies : System-wide Reforms

Key reforms to reduce the household costs of education:

- **The abolition of school fees**
  - Increased enrolment rates in Eastern and Southern Africa (World Bank, 2009), and to a lesser extent in West and Central Africa (UNICEF and UIS, 2014).

- **Cash transfer programs**
  - Increased enrollment and attendance in school, as well as reductions in child labor, in Latin America and the Caribbean, and Eastern and Southern Africa.
  - E.g. Basic Education Assistance Model, Zimbabwe

- **School feeding programs**
  - Consistent and positive effects on children's enrolment and attendance in India (Jomaa et al., 2011)

Policy Changes and Strategies: Targeted Reforms

OOSC Profile	Targeted Reform(s)	Example/Impact
Ethnic minorities	Mother-tongue education	- Romania's Law of Education (2011) - prescribes free public schooling for ethnic minorities in their mother-tongue. - Ghana's non-formal education program "School for Life" features **classes in mother tongue languages** for children in disadvantaged communities. It has helped **over 120,000** children to date, with **82% of them making the transition to formal education**.(UNICEF and UIS, 2015)
Girls	Child-friendly and gender-sensitive teaching in schools Legal protection	- In-service training on child-friendly and gender-sensitive teaching in Ghana proved to be effective in **improving girls' enrolment and retention in schools** (UNICEF and UIS, 2012) - Laws and measures to restrict child marriage
Working children	Non-formal and transitional education	- "Basic Education for Hard To-Reach Urban Working Children" project in Bangladesh provides **life skills-based, non-formal basic education** for working children aged 10-14 years. (UNICEF and UIS, 2015)

Source: UNICEF and UIS (2015), Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children

Policy Changes and Strategies: Targeted Reforms

OOSC Profile	Targeted Reform(s)	Example/Impact
Children with disabilities	Legislative reform; teacher training	- Serbia's Law on the Foundations of Education (2009) - prescribes that school enrolment policies must be **unconditional and inclusive** and abolishes the need for an assessment on the child's capacity/skills as a pre-condition for enrolment. - In-service professional training on teaching children with disabilities. (UNICEF and UIS, 2015)
Children in conflict	Improved access to education through temporary learning spaces, and construction and rehabilitation of schools.	- The Back on Track Program (UNICEF, Government of the Netherlands, and the European Commission) - restored access to school for 6 million children in 40 conflict-affected countries and territories between 2006 and 2010. (Back of Track and UNICEF, 2011)

Source: UNICEF and UIS (2015), Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children

Resource Needs

Resource needs for the elimination of OOSC

Evolution of Costing Models…

- Last decade, linear cost models estimated global annual funding gaps ranging from $6.5 billion (Bruns et al. 2003) to $17 billion (Delamonica et al. 2001).

- Glewwe et al. (2006): Supply-side focused models only capture part of the OOSC challenge.

- EPDC and UNESCO (2009) account for the needs of marginalized children and estimate an annual funding gap of $24.1 billion (US constant 2007 dollars) for primary and lower secondary school in all low-income countries.

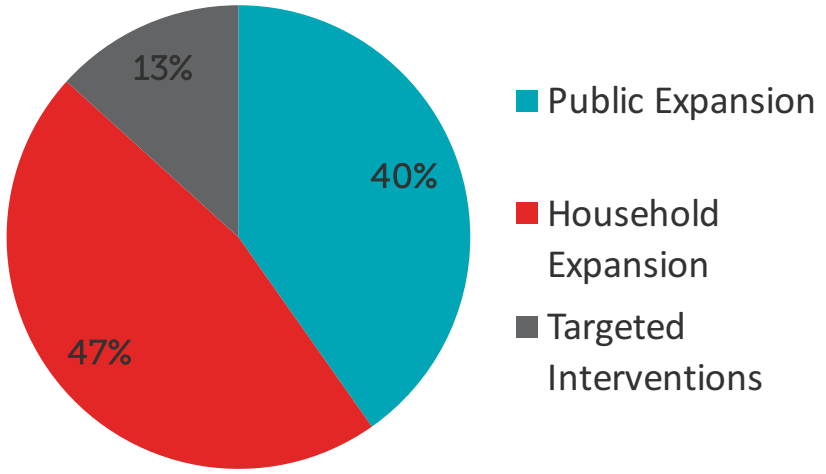
- **Thomas and Burnett (2015): focus on the needs of marginalized youth.**

- **Annual cost of enrolling out-of-school children = [Public Expansion cost] + [Household Expansion cost] + [Targeted Interventions cost]**

Application: Estimated total cost of enrolling OOSC in DRC

Expense Type	Cost (m)	Current source
Expansion	$44.5	Public
Expansion	$51.4	Household
Targeted Interventions	$14.7	n/a
TOTAL	$110.6	

Source: Thomas and Burnett (2015)



- The estimated total cost of achieving UPE is $82 per OOSC per year, compared to $47 per child per year currently spent.
- $111 million is equivalent to one-quarter of DRC's total education budget in 2011.
- After the bulk of OOSC pass through basic education, the annual per pupil cost would fall, because capital expansion spending would no longer be required.

Lessons Learned for India

Profiles of out-of-school children (OOSC) in India

In India, OOSC are most likely to be:

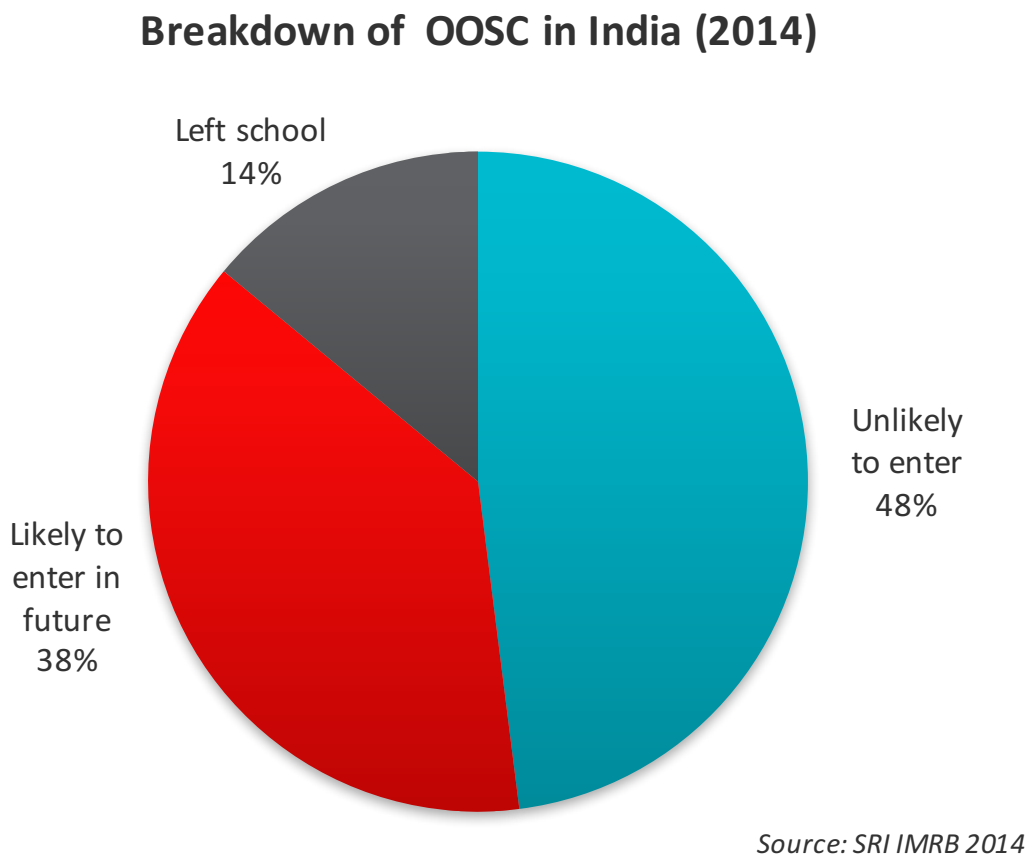
- Scheduled Castes (SCs)
- Scheduled Tribes (STs)
- Muslims
- Other Backward Classes (OBCs)
- Low-income
- Girls
- Rural

Source: UNICEF and UIS (2014), Global Initiative on Out-of-School Children: A situational study of India

Photo credit: World Bank Photo Collection

Characteristics of OOSC in India

- In India, almost half of OOSC are unlikely to ever enter school.



Source: SRI IMRB 2014

Key statistics on OOSC in India

Percentage distribution of all children and out-of-school children by social groups

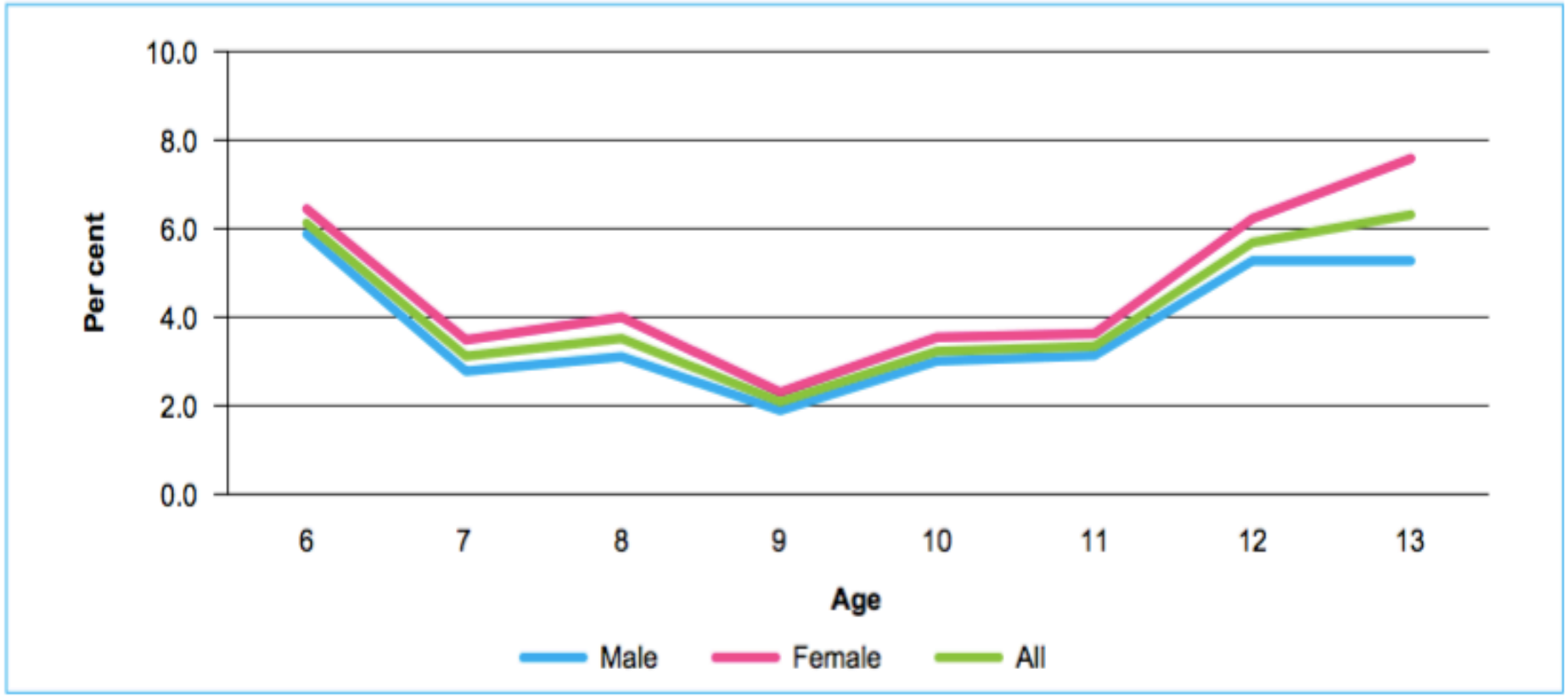
	6-10 years		11-13 years	
	All children	Out-of-school children	All children	Out-of-school children
ST	12	17	11	19
SC	19	29	20	25
OBC	32	24	31	24
Others	24	9	25	10
Muslims	13	21	13	22
All	100	100	100	100

- Children of Muslim, SC, and ST communities make up most of the OOSC population in India, **accounting for 67%, although they only make up 40% of the child population** (UNICEF and UIS, 2014).
- While the proportion of OBCs among OOSCs is high, it is lower than the proportion of OBCs in India's child population.

Source: UNICEF and UIS (2014), Global Initiative on Out-of-School Children: A situational study of India

Key statistics on OOSC in India

Proportions of OOSC (6-13 years) by gender and age



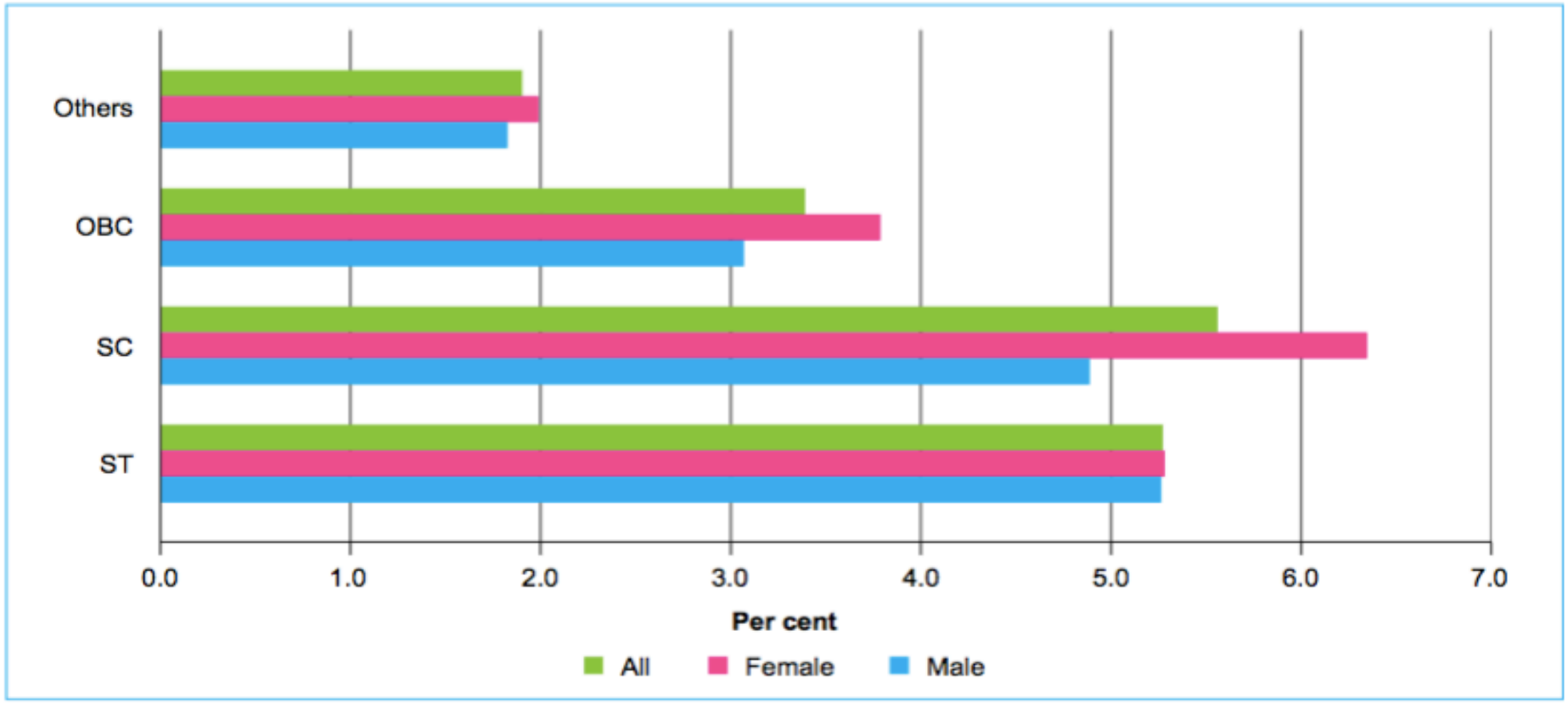
Source: SRI-IMRB 2009 unit level data

- Gender disparities among OOSC are evident across all ages, particularly in the 11-13 years age group.

Source: UNICEF and UIS (2014), Global Initiative on Out-of-School Children: A situational study of India

Key statistics on OOSC in India

Proportions of out-of-school children (6-10 years) by gender and social groups



Source: SRI-IMRB 2009 unit level data

- In all social categories, **a higher proportion of girls** are out of school than boys.

Source: UNICEF and UIS (2014), Global Initiative on Out-of-School Children: A situational study of India

Key statistics on OOSC in India

Loss Estimates of OOSC in India (Thomas and Burnett 2015)

Country	Direct GDP Loss from foregone primary education (%)	Probability-weighted loss from foregone secondary education (%)	Economic cost of OOSC as % of GDP/ Income gap (microeconomic estimation)	Economic cost of OOSC as % of GDP/ Income gap (macroeconomic estimation)	GDP growth (annual %)
India 1	0.11	0.05	0.16	0.91	7.57
India 2	0.32	0.16	0.48	2.78	7.57

India 1: SRI IMRB 2014
India 2: U-DISE 2014

Barriers to Education in India

Demand-side barriers:

- Socio-cultural factors:
  - Female roles and responsibilities
  - Child marriage
- Economic factors:
  - Costs of schooling beyond fees (examination fees, books and stationery, uniform etc.)
  - Opportunity cost of child labor
  - Rural poverty and migration
  - Urban poverty, livelihood uncertainty, and environment risks

Supply-side barriers:

- Poorly functioning schools and infrastructural deficiencies
- Discrimination and exclusion at schools (primarily towards Muslims, SCs, STs, and OBCs)
- Lack of resources and facilities for children with disabilities and children affected by civil strife
- Inadequate teaching methods and curriculum, and non- mother-tongue language of instruction
- Limited financing

Source: UNICEF and UIS (2014), Global Initiative on Out-of-School Children: A situational study of India

The data problem in India

Reasons why OOSC estimates differ

Definitions used by different sources	▪ Relevant age group ▪ Grades included ▪ Type of schools ▪ Definition of attendance
State level differences	▪ Minimum age of admission ▪ Beginning of school year ▪ Years in primary and upper primary education ▪ Rules of maintaining enrolment register
Data collection and estimation process	▪ Timing of the survey ▪ Purpose of the survey ▪ Respondent bias ▪ Capability of data collectors ▪ Sample design ▪ Population projections

Source: UNICEF and UIS (2016), Estimating the Number of Out-of-School Children: Methodological Problems and Alternative Approaches – India case study

Key Areas of Reform

- **System-wide reform**
  - **Reduce the household costs** of education through the abolition of school fees and other expenses (e.g. uniforms, textbooks), feeding programs, and conditional cash transfers.
  - **Target government funding to the specific problems** e.g. federal challenge funds
  - **Collaborate with NGOs and non-state providers**
    - Pratham Open Schools
    - Educate Girls and Rajasthan DIB
    - Indian School Finance Company for non-state schools
  - **Improve data collection on OOSC**
    - Need for more research on children at-risk of dropping out, harmonization of definitions and methodologies, and the provision of support to stakeholders on the use of education data.

Source: UNICEF and UIS (2014), Global Initiative on Out-of-School Children: A situational study of India

Key Areas of Reform

- **Targeted reforms**
  - **Teacher training to reduce gender discrimination and exclusion of children with disabilities and minority ethnic and religious groups**
    - Gender-sensitive teaching
    - Teaching children with disabilities
    - Mother-tongue instruction
    - Inclusive curricula and efforts to improve school climate
  - **Promotion of alternative, flexible education options for working children**
    - Non-formal education
    - Transitional education

Source: UNICEF and UIS (2015), Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children

Some Ideas to keep in Mind

1. Need a whole system approach: public and non-state sector
2. Specific problems need specific solutions targeted at root causes – no simple overall solution
3. Costs are higher than simply averaging current per student costs – different costs to overcome different causes
4. Scope for more output-based financing
5. Need to fix the data issues
6. And this is just the beginning – even among enrolled students, only 71% attend school enough to learn (ASER, 2014)

Thank You

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