

# Bringing All Children in School- Identifying the “Left Behinds”

The case of **SDG target 4.1**: “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.”

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## Outline

- Context
- Desirable disaggregation
  - Individual population characteristics (parallel disaggregation)
  - Combination of population characteristics (nested disaggregation)
- Gaps in data availability & quality (optional)

## Target 4.1. and its underlying concepts

Target 4.1 : BY 2030, ensure that all girls and boys complete, free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Major Concept of the Target

- Universal participation of all school age children ( 6- 17 years)
- Equity
- Learning

**Zero Out of School Children by 2030**

Context

## Issue of non Attendance in education

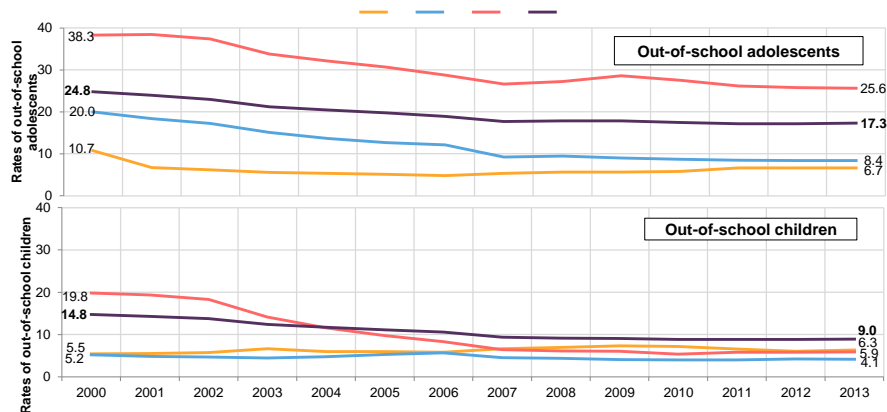
Despite positive progress, Globally, there are **124 millions global children** (between age 6 and 15) are out of school in 2013

59 million out-of-school children of primary school age in the world

65 million out-of-school adolescents of lower secondary school age in the world

Source: UNESCO Institute for Statistics, Data Centre, accessed in August 2015

## Situation of Out of School Children in Asia and the Pacific Rate of OOSC in A-P region ( 2000-2013)



Source: UNESCO Institute for Statistics, Data Centre, accessed in August 2015

- While the rates fell overall between 2000 and 2007, progress since then has been stagnant
- Proportionally, more adolescents continued to remain out of school than primary school age children.

## Why is the Target so important?....

- School education ( primary to secondary education) is the main source of learning foundation skills such as literacy and numeracy
- Foundational skills for smooth transition to academic life or Quality Skills for life
- All other targets will be affected in some way or other based on progress in this target
- Need to break the stagnation

## Out-of-school Rate: Definition

- Children and young people in the official age range for the given level of education who are not enrolled in primary, secondary or higher levels of education. Children and young people who are enrolled in pre-primary education are considered to be out-of-school.

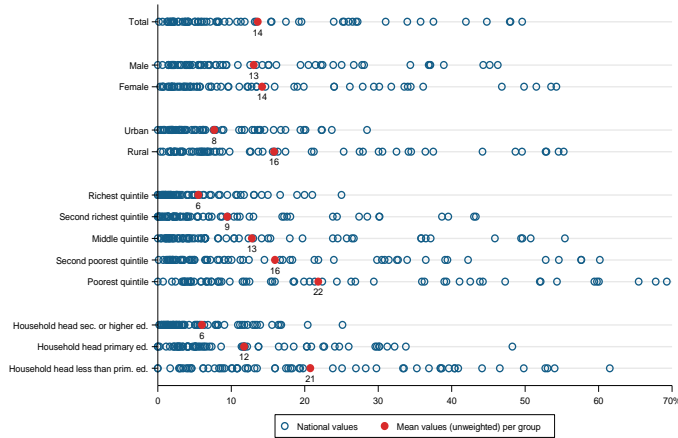
## What data disaggregation is needed (desirable)

Who are they?  
Where are they?

## Desirable data disaggregation needed based on OOSCI country studies

Level of Disaggregation	School Attendance ( required )
Sex	X
Income	X
Age	X
Geographic location	X
Ethnicity/Linguistic	X
Migratory status	X
Disability	X
Child labor/employment status	X
Household head education level	X

## Disaggregated out-of-school rate

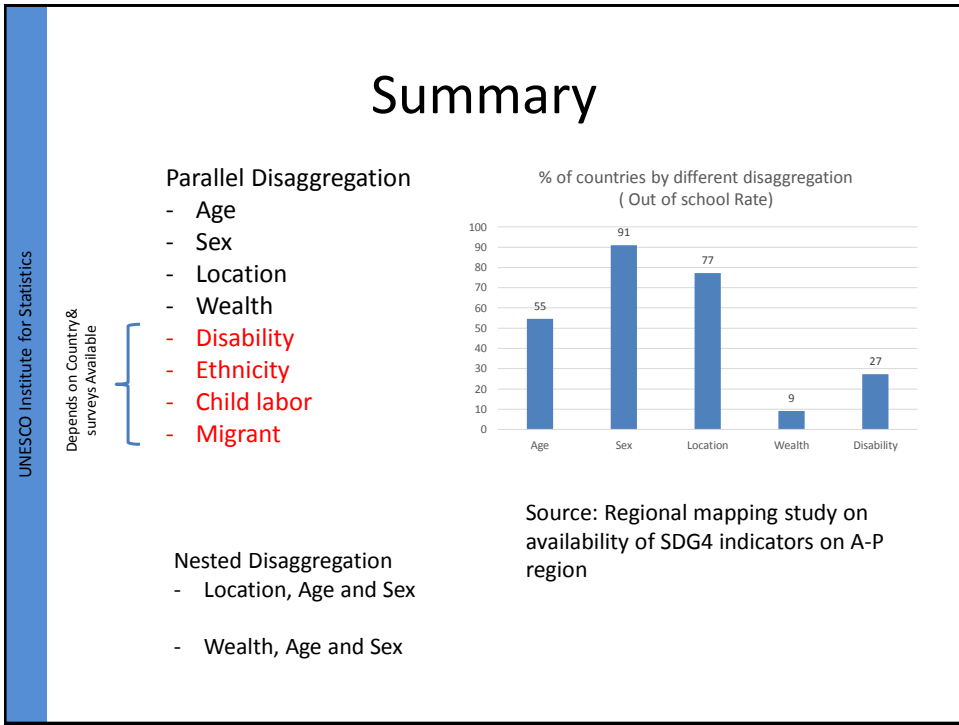
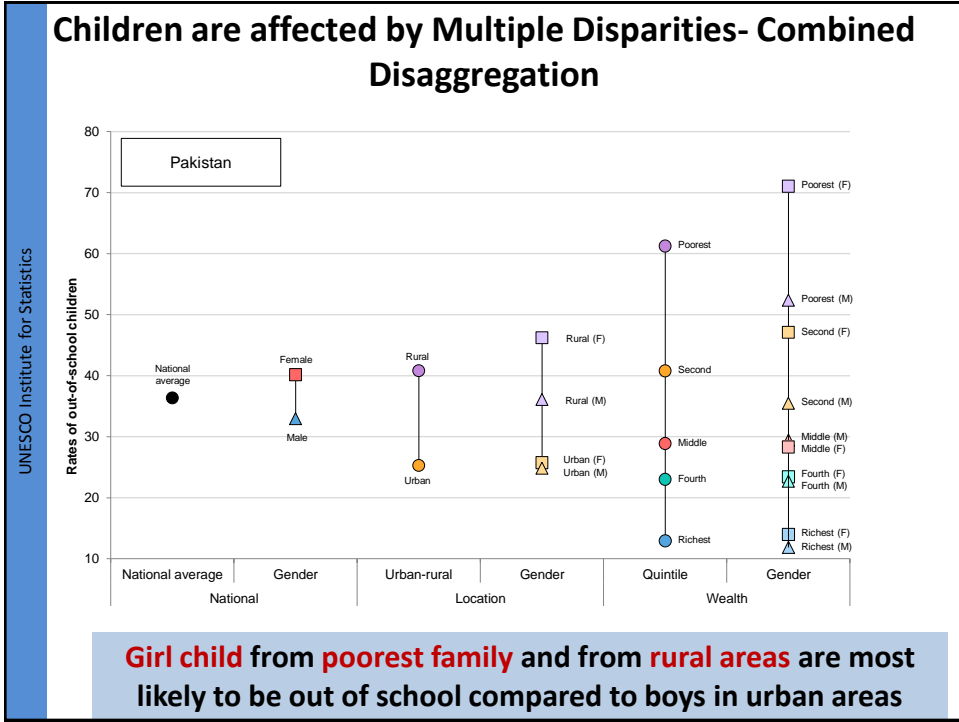


Data source: nationally representative household surveys carried out in a 63 low- and middle-income countries between 2008 and 2012.

Source: Hattori, Hiroyuki. 2014. "Demographic and Socioeconomic Determinants of School Attendance: An Analysis of Household Survey Data." Background paper for *Fixing the Broken Promise of Education for All*. Montreal: UNESCO Institute for Statistics (UIS). <http://allinschool.org/wp-content/uploads/2015/01/OOSC-2014-Socioeconomic-determinants-final.pdf>.

## Other groups which could be excluded from the schooling

- **Child labor** - The school attendance rates for child labourers are lower than for other children of the same age. More than 90 per cent of child labourers in Pakistan are out of school.
- **Children with Disabilities** are less likely to enrol and complete a full cycle of basic education. An estimated 90 per cent of children with disabilities in the developing world do not go to school. In India, 38 per cent of children ages 6 to 13 who have disabilities were found to be out of school.
- **Migrants**- Migrant children without proper citizenship are also in the high risk of exclusion



## Gaps in data availability & quality

### Data gaps and quality

- Administrative data allow limited disaggregation.
- Survey data, which can be disaggregated, are not available for all countries.

### Underlying barriers to produce and disseminate the data for the suggested disaggregation

- Lack of regular Surveys
- Sample size of household surveys limits disaggregation.
- Some groups are difficult to identify in surveys (e.g., street children, migrants who may not be in country legally, etc.).

### Solution to overcome the barriers

- Conduct more surveys, improve quality of survey data.
- Raising awareness on use and trust in survey data among users
- Make data easily accessible to researchers.
- Add modules to surveys that refer to groups with limited data (e.g. persons with disabilities).

## Questions for Discussion

- What are the characteristics of the children who are mostly excluded from education opportunities in your country?
  
- Are data to identify these population sub-groups have been produced and disseminated?