



Out-of-School Children

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Brought to you monthly by the M&E team

The 4 dimensions of exclusion:

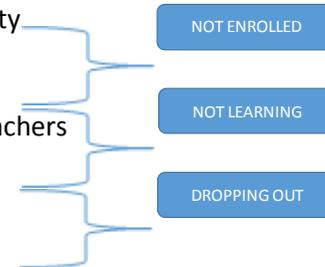


1. Children old enough to go to primary school **who are not enrolled**
2. Children old enough to go to lower secondary school who are not enrolled
3. Primary students **at risk of dropping out** of primary school
4. Secondary students at risk of dropping out of secondary school

What do we mean by Out of School Children (OOSC)?

The definition of 'out-of-school' encompasses a wide range of realities and refers to children who:

- Do not have access to a school in their community
- Do not enroll despite the availability of a school
- Enroll but later than they should have
- Enroll in schools that have poor facilities / no teachers
- Drop out of the education system.
- Enroll but do not attend school
-



Universal Primary Education (MDG #2) goes beyond simply children **enrolling in school** – they must **complete their education** as well. While worldwide there has been considerable progress in improving enrolment rates, increasing completion rates is an unfinished business that must take centre stage in 2015 and beyond.

THE MAIN BARRIERS TO EDUCATION IN WCAR

- In WCAR, **23.2 million** children of primary school age are out of school. 52% are **girls**.
- The number 1 reason parents cite for having their children out of school is **poverty**.
- A poor girl from a **rural area** is **2 times more likely to be excluded** from education than a boy from a rich urban household.
- **36% of children in rural areas never enter school**. 27% drop out

IN GHANA: OoSC context

- Obtaining **reliable data** on OoSC in Ghana remains a **challenge** and has to be triangulated from a number of sources.
- Nearly 500,000 children are estimated to be out of school.
- The national net enrolment rate (NER) in primary school was most recently reported at 89% (EMIS 2013/14), meaning that 11% of children of appropriate school-going age are not in school.

The indicators to measure the problem

The most common indicator which is used to determine the scope of the phenomenon in a given geographic area is the “**Proportion of Out-of-School children**”, calculated as the proportion of all children of school-going age that are not ENROLLED in formal education.

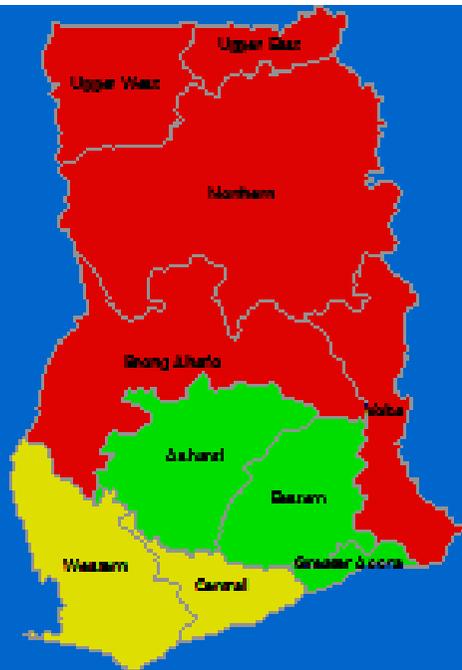
But within this number, there are many other hidden cases that also deserve attention and should be reached through interventions similar to those aimed to reach the out-of school children.

Gross versus net enrolment rate: while GER measures how many children are enrolled in school out of the total number of school-age children; the NER measures the proportion of children enrolled at the appropriate school level for their age. Therefore, the discrepancy between the two rates tells a story about how many children go to school too late. Attendance versus enrolment: net attendance ratios tell us how many children, out of those officially enrolled, actually attend classes.

The discrepancy between the two indicators provides interesting information about a portion of children which is de facto out of school.

Time on Task: this indicator provides an idea of how much of the time spent in school is dedicated to actual learning. It is calculated by subtracting the time when teachers are not around (in Ghana it's about 55% of time) and the time spent on non-learning activities. The average time on task in Ghana is around 39%.





- The **gender gap** is quite high, especially in the Northern region, where 78.7% of girls complete primary school, against 92.4% of boys.
- Only 57% of schools have access to a functioning water supply and 48% have latrines
- Less than 60 percent of primary teachers have had proper professional training

Solutions

Improving education **access and quality**.

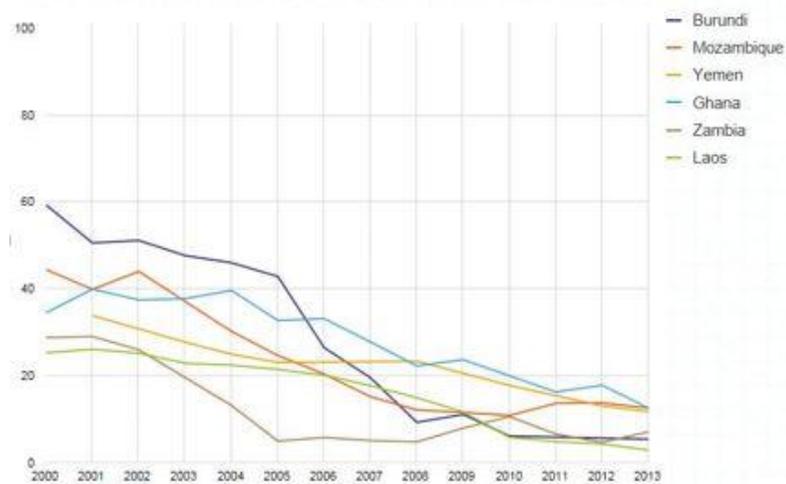
Child-friendly teaching: while there is not a single indicator to measure this, it is important to consider issues on corporal punishment, abuse, harassment and security to better understand the drop out figures.

Schools with WASH facilities: schools that are lacking appropriate facilities are contributing to high dropout rates. Therefore, while the presence of water and sanitation facilities is not a direct measure of OoS, it provides important information to understand the phenomenon.

A complex EQUITY issue

In the past decade, millions of children around the world have gained access to educational opportunities. But there is still much work to be done. Nearly **58 million children of primary school age and 63 million young adolescents are not enrolled in school**.

Countries that have reduced their out-of-school populations by more than one-half between 2000-2013



UNESCO eAtlas of Out-of-School Children

Providing **second chance learning opportunities**, in order to compensate for the adverse educational consequences of child labour.

Expanding social protection to help prevent child labour from being used as a household survival strategy in the face of economic and social vulnerability.



Awareness raising, to build a broad-based consensus for change.

Improving the evidence base, to inform policy design and to ensure the effective targeting of interventions.

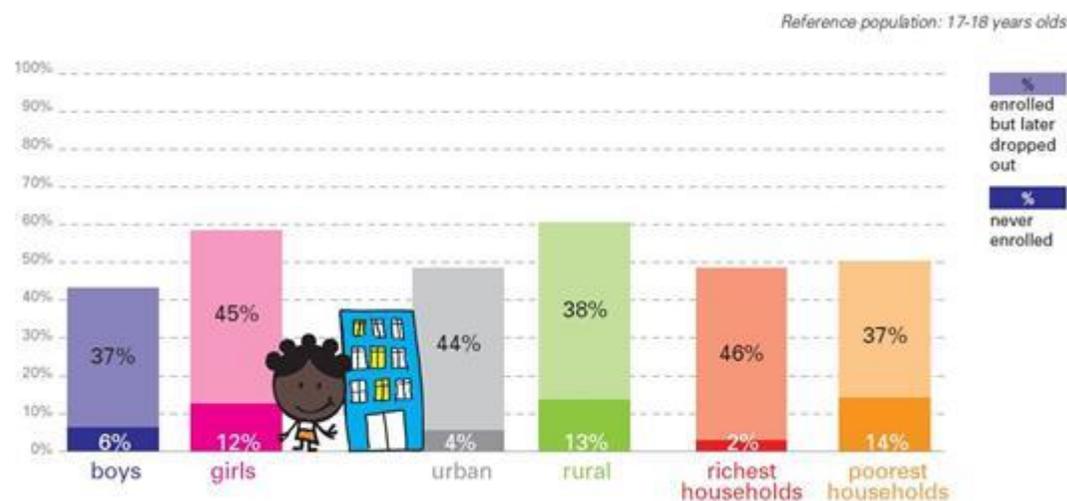
To know more, visit:

- http://www.unicef.org/education/bege_61659.html
- <http://www.globalpartnership.org/focus-areas/out-of-school-children>
- <http://www.uis.unesco.org/Pages/default.aspx>
- <http://www.uis.unesco.org/Education/Pages/out-of-school-children.aspx>

An estimated **250 million children in the world cannot read, write or do basic math** – 130 million of them have attended school.

The children excluded from learning opportunities are among the most vulnerable and hard to reach in the world. They come from the poorest households and often have to work to help support their families. Some face discrimination as ethnic minorities. Others live with disabilities. Most often they are girls.

Main factors of School Exclusion in Ghana



Inclusive education

Education is not simply about making schools available for those who are already able to access them. Inclusive education is about **being proactive in identifying barriers** and obstacles learners encounter in attempting to access quality education, as well as in **removing those barriers** and

- <http://allinschool.org/>

Or **contact our in-house experts** from the **Education team!**

Contact Us

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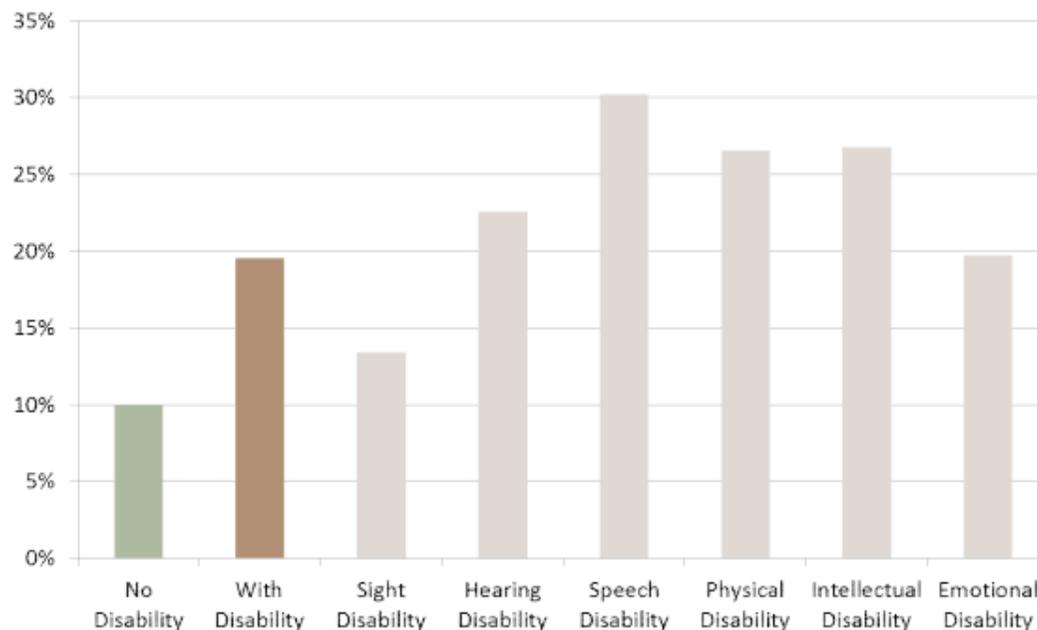
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Next Issue: Rising inequalities

obstacles that lead to exclusion. No child may be excluded based on perceived differences, such as sex, ethnicity, language, religion, economic condition, or ability.

In Ghana, children with disability are mostly children who reflect evidence of marginalization and vulnerability and are generally described as the last 'batch' of out-of-school children. Projections from the 2010 Population and Housing Census (PHC), indicate that about 2% (**120,576**) of the entire population (7,586,475) of school going children aged between 6-14 years **have some form of disability**, of which 14% (16,288) are out of school.

**% of Primary Age (6-11) Children Not Attending School,
by Disability Status
2010 National Population and Housing Census**



QUIZ!

THE STATS CHALLENGE

Only one of the following is true.
Which one?

- A. The net attendance rate (NAR) is telling us if the teachers are in school
- B. Net enrolment rate (NER) tells us what proportion of children is enrolled in the correct school level
- C. In Ghana, disability is not a discriminating factor when it comes to access to education

To vote, use the button at the top of the page

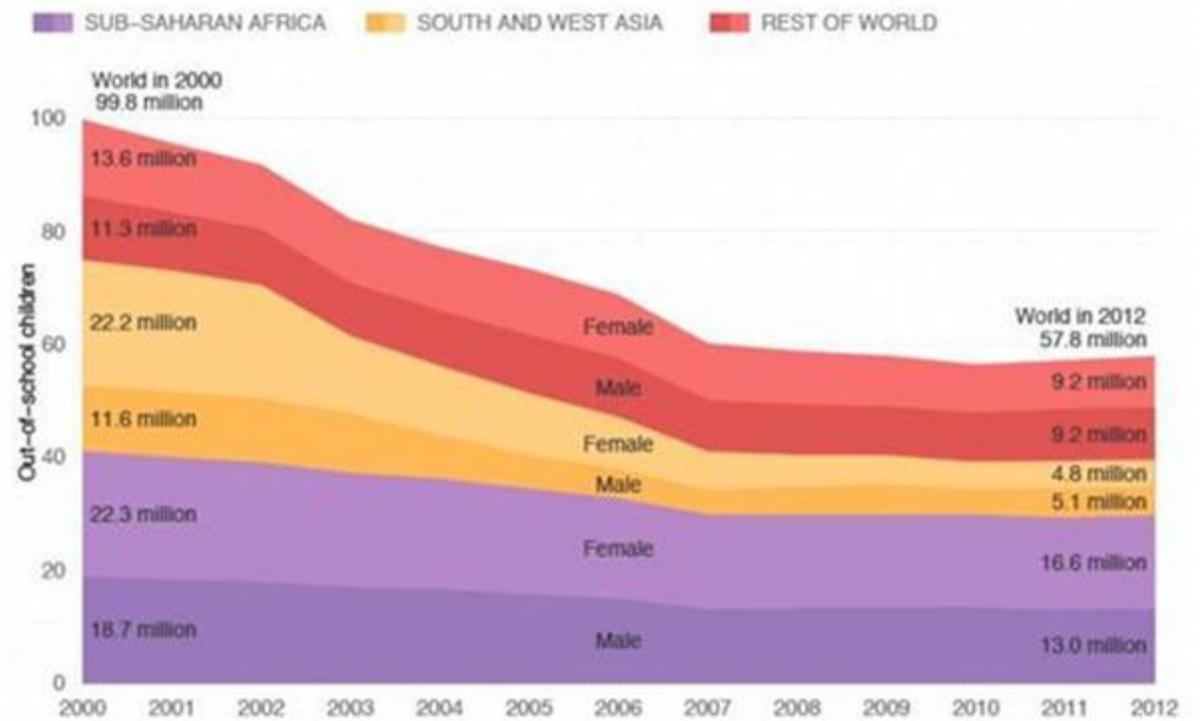


Challenges in Ghana:

- **Cultural and traditional beliefs** which discriminate against children with disabilities continue to exist amongst teachers and parents at both school and community levels.
- The **lack of teachers with requisite knowledge** in special educational needs; inclusive education pedagogy; teaching and learning materials; assistive devices and budget to support children with disability is severely underfunded.
- The **curriculum** lacks the required flexibility to cater to the needs of children with disabilities.
- There is **lack of data** on children with special educational needs, information does not capture data on various disparity analysis for children with disabilities. Further, there are mixed classifications for children with disabilities in the Education Management and Information System (EMIS), which makes it difficult and brings uncertainty when data is analyzed for educators, policy-makers and programmers to understand the nature of the problem, and identify possible solutions.

Global trends on reducing the number of OoSC

Global progress in reducing the number of out-of-school children has **stalled since 2007**. According to the latest data, worldwide nearly 58 million children of primary school age were still denied their right to education in 2012.



Global data sources: GPE, UNESCO, MICS and DHS.