### Table: Progress Towards Universal Primary Education

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELT ASIA AND THE PACIFIC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambodia</td>
<td>222 (11%)</td>
<td>D 89 0.96 66 45%</td>
<td>23 600</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indonesia</td>
<td>507 (21%)</td>
<td>D 95 0.96 47 7%</td>
<td>24 4400</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philippines</td>
<td>1083 (81%)</td>
<td>L 91 1.02 94 12%</td>
<td>14 1800</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Timor Leste</em></td>
<td>44 (13%)</td>
<td>L 63 0.96 - 4%</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOUTH ASIA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bangladesh</td>
<td>3347 (19%)</td>
<td>D 87 1.08 72 13%</td>
<td>64 5000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>901 (6%)</td>
<td>L 93 1.01 78 34%</td>
<td>22 11000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pakistan</td>
<td>8221 (35%)</td>
<td>N 66 0.78 63 34%</td>
<td>250000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CENTRAL AND EASTERN EUROPE AND THE CIS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Romania</td>
<td>30 (3%)</td>
<td>L 94 1 97 1%</td>
<td>- 300</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Turkey</em></td>
<td>- 643 (81%)</td>
<td>N1 92 0.97 96 5%</td>
<td>18 190</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOUTH AND WEST AFRICA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Djibouti</td>
<td>26 (21%)</td>
<td>N 160 0.89 80 13%</td>
<td>25 42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sudan</td>
<td>506 (25%)</td>
<td>N 75 0.76 80 11%</td>
<td>32 4500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yemen</td>
<td>30 (3%)</td>
<td>L 94 1 97 1%</td>
<td>- 300</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EASTERN AND SOUTHERN ASIA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethiopia</td>
<td>2721 (24%)</td>
<td>L 71 0.92 50 53%</td>
<td>49 5000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Tanzania</em></td>
<td>106 (5%)</td>
<td>L 94 1 75 12%</td>
<td>42 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Zambia</em></td>
<td>520 (43%)</td>
<td>N 46 0.89 80 11%</td>
<td>32 4500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LATIN AMERICA AND THE CARIBBEAN</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Bolivia</em></td>
<td>309 (23%)</td>
<td>L 94 1 97 1%</td>
<td>- 300</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Brazil</em></td>
<td>501 (6%)</td>
<td>L 93 1 98 6%</td>
<td>24 3200</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Colombia</em></td>
<td>413 (9%)</td>
<td>D 87 1 98 5%</td>
<td>23 700</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources and Notes

(1) Source for numbers and percentages on OOSC is a UNESCO/UNICEF/World Bank/International Labour Organization Working Group on Out-of-School Children (WGOOSC). Data are based on national education surveys and other household surveys. Data on school enrollment are also used to calculate school completion rates (progression rates) for children of different ages. Numbers and percentages on OOSC are compiled from various sources, including national surveys, international surveys, and other household surveys. The percentage of children of primary school age who are out of school varies significantly across countries, with some countries having a higher percentage of out-of-school children than others.

(2) Source for numbers and percentages on OOSC is UIS database, October 2009. Figures are based on the adjusted net enrollment rate (NER), which is the share of children of primary school age in primary or secondary school. Color codes: Dark green: 25% and above; green: between 10% and 25%; light green: below 10% but above 1 million OOSC.

(3) Source for numbers and percentages on OOSC is UIS database, October 2009. Figures are based on the adjusted net enrollment rate (NER), which is the share of children of primary school age in primary or secondary school. Color codes: Dark green: 25% and above; green: between 10% and 25%; light green: below 10% but above 1 million OOSC.

(4) Source for net enrolment rate (NER) is UIS database (2009).

(5) Source for primary NER gender parity index (GPI) is UIS database (2009).

(6) Source for literacy rate is UIS database (2009).


The most disadvantaged out-of-school children are, where they live, why they are out of school and what forms of exclusion and disparities affect them.

THE GOAL

The goal of the Initiative is to address the above challenges and gaps and to support countries in achieving a greater leap in reducing the number of out-of-school children. The specific objectives are to:

- Improve the statistical information and analysis regarding out-of-school children and the factors that contribute to exclusion from schooling (including the multiple deprivations and disparities outside the scope education), and strengthen institutional capacities for implementing appropriate statistical and monitoring methodologies;
- Analyse existing policies related to enhanced school participation, identify bottlenecks and develop context-appropriate, realistic and robust plans for accelerating and scaling enrolment and sustaining attendance rates (together with cost estimates and financing strategies).

The Initiative has country, regional and global dimensions and is also designed to complement and reinforce national and regional efforts in achieving the MDG 2. It is expected to have a duration of at least 24 months (from January 2010 to December 2011) and will yield a range of outputs (data and policy), including:

- A strategic review of data sources, including administrative records and sample surveys to collect data on education and child characteristics and to construct baseline indicators in cooperation with PARIS21;
- A systematic review of data sources, including administrative records and sample surveys to collect data on education and child characteristics and to construct baseline indicators in cooperation with PARIS21;
- An introduction to concepts and indicators used in the measurement of children’s participation in schooling;
- A diagnostic of data collection processes; and
- A review of child development and social indicators to identify excluded and marginalized children.

The data collection and analysis component will include:

- Monitoring of progress towards universal primary education.
- Development of disaggregated data collection systems to identify excluded and marginalized populations and to analyze multiple and overlapping dimensions.
- Provision of technical assistance to countries for improving and strengthening institutional capacities for data collection, analysis and dissemination.
- Acceleration of the dissemination of key findings, including evidence-based messages and human interest stories.
- Advocacy activities, to be conducted and presentations made at EFA meetings and conferences before and after the media launch.

ACtIVITIES, OUTPUTS, MILESTONES

- A project-launch global methodology workshop (21–25 June 2010) will gather the country teams, regional and global representatives, as well as experts.
- The purpose of the workshop is to:
  - Prepare for the work at the country and regional levels;
  - Ensure a coherent and sound approach in the selected countries;
  - Strengthen national capacities for data collection and analysis, costing, financing and policy development.

- Country-level activities (June 2010–February 2011) will comprise:
  - Research and a study on the two components of the Initiative (data and policy);
  - Strengthening on statistical methodologies, costing, financing and policy development;
  - Support for education sector reform with a view to reducing the number of out-of-school children and accelerating and scaling up progress towards MDG 2.

- The task activity will occur within ongoing country-level sector planning and programming processes.

METHODOLOGY AT THE COUNTRY LEVEL

The country research and case studies will follow a common template that has two main components (data and policy).

The data collection and analysis component will include:

- Application of planning tools to analyze existing policies, identify bottlenecks, improve interventions and coverage, estimate costs and cost-effectiveness and assess budgets and fiscal space.

The policy development component will include:

- Development of disaggregated data collection systems to identify excluded and marginalized populations and to analyze multiple and overlapping dimensions.

- Monitoring of progress towards universal primary education.

The country research and case studies will follow a common template that has two main components (data and policy).

- A global report (launched in September 2011) on out-of-school children will include the country case studies, regional overviews and a global synthesis. It will be available in print as well as electronically, on the websites of UIS, UNICEF and others.

- Other by-products of the global report and the above activities (September 2010–December 2011) will include: a user-friendly guidance note on methodology (April 2011), specific policy briefs, web-based country profiles, and advocacy materials with evidence-based messages and human interest stories.

- A global conference (September 2011) on out-of-school children will be held to disseminate the results of the report and leverage resources to scale up interventions in the selected countries, as well as in others. The conference will be available in December 2011.

- Advocacy will be conducted and presentations made at EFA meetings and conferences before and after the media launch.

THE COUNTRIES

Twenty-one countries from the seven regions of the developing world have been selected for the country-level activities, after consultation with national and international partners (see table).

- Asia and the Pacific: Cambodia, Indonesia, Philippines, Timor-Leste
- East Asia and the Pacific: Bangladesh, India, Pakistan
- CEE/CIS: Romania, Turkey
- Latin American and the Caribbean: Bolivia, Brazil, Colombia
- West and Central Africa: Ethiopia, Zambia
- Eastern and Southern Africa: Ethiopia, Zambia
- East Asia and the Pacific: Cambodia, Indonesia, Philippines, Timor-Leste
- South Asia: Bangladesh, India, Pakistan
- Middle East and North Africa: Djibouti, Sudan, Yemen
- Latin American and the Caribbean: Bolivia, Brazil, Colombia

The selection of these 21 countries was made primarily on the basis of the relevance of the problem of out-of-school children and disparities in education. A range in the magnitude of out-of-school children has been taken into consideration (see table). Five of these countries account for more than half of the global out-of-school population of 101 million, as measured by multiple indicator cluster survey (MICS) and Demographic and Health Survey (DHS) household surveys. Democratic Republic of the Congo, Ethiopia, India, Nigeria and Pakistan.

Several countries face problems of deeply entrenched sub-national disparities and overlapping disadvantages that are masked by national figures and that need to be addressed, such as the country of child labour, child marriage, and high numbers of children who have lost one or both parents (see table). The countries in which these three forms of exclusion overlap are Bangladesh, and the Democratic Republic of the Congo, Ethiopia, India, Nigeria and Pakistan. These are also countries with both high numbers and high percentages of out-of-school children.