



EAC AND DATA ON OOSC

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DATA ENABLES STRATEGIC PLANNING

- Importance of reliable and complete data
- Data used by EAC
 - internationally available data for strategic programmatic planning
 - UIS statistics to create country opportunity assessment reports, inform regional analysis of OOSC and strategically plan partnership development activities
 - Implementing partner data to monitor progress in meeting goals
- Quality, country-level OOSC data is the engine for the development of effective policy and programming for OOSC



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CHALLENGES IN DATA MANAGEMENT

- In refugee settings
 - Local Level
 - Urban Environment
 - Camp Environment
 - National Level
 - International Level



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WHAT TYPES OF DATA ARE IMPORTANT

- Quantitative
 - What, Where & How Many
- Qualitative
 - Why & How to

**Both sets of data are important
in allowing us to effectively program for OOSC**



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OOSCI

Out-of-School Children Initiative

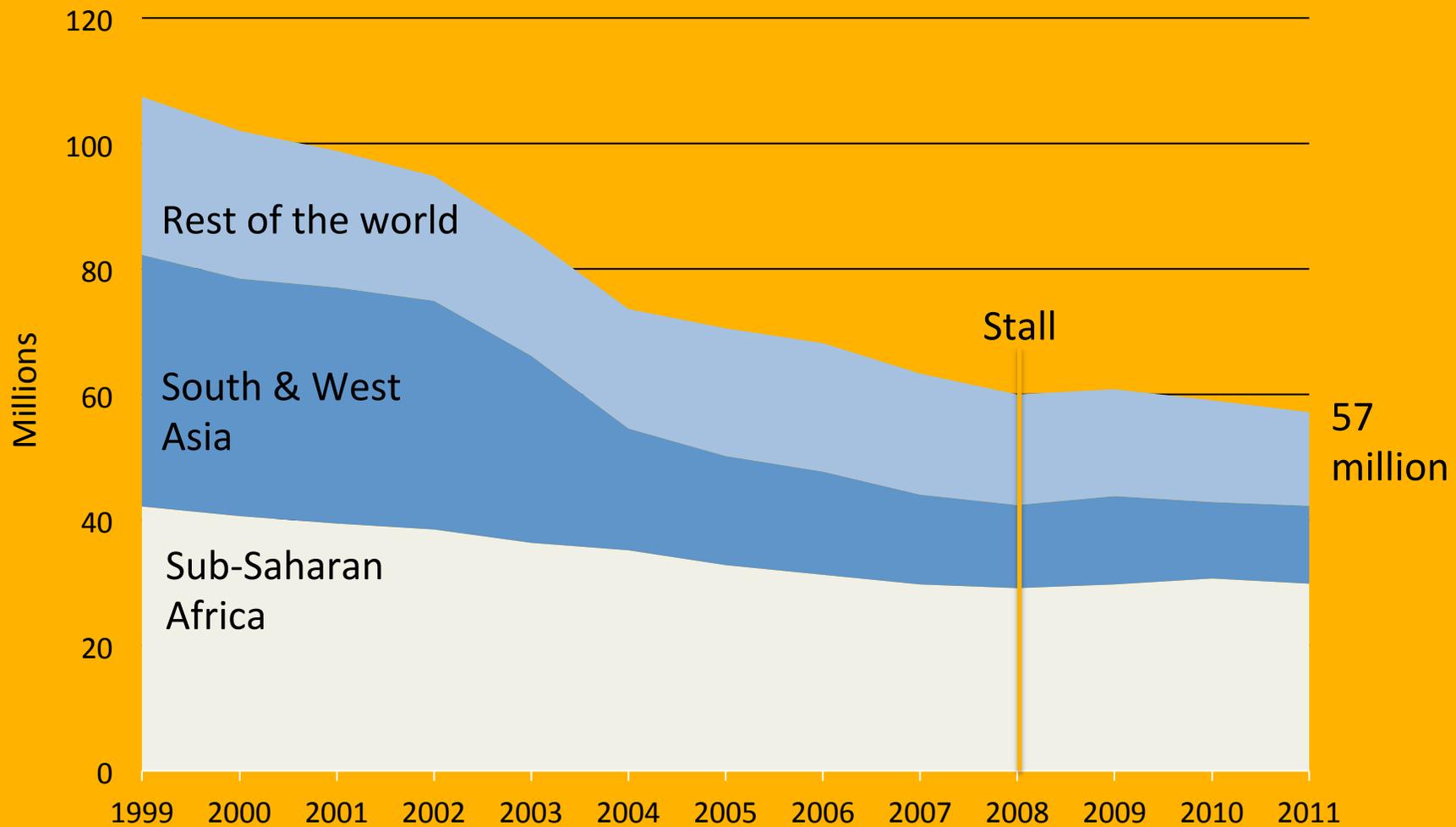


United Nations
Educational, Scientific and
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UNESCO
INSTITUTE
for
STATISTICS

unicef 

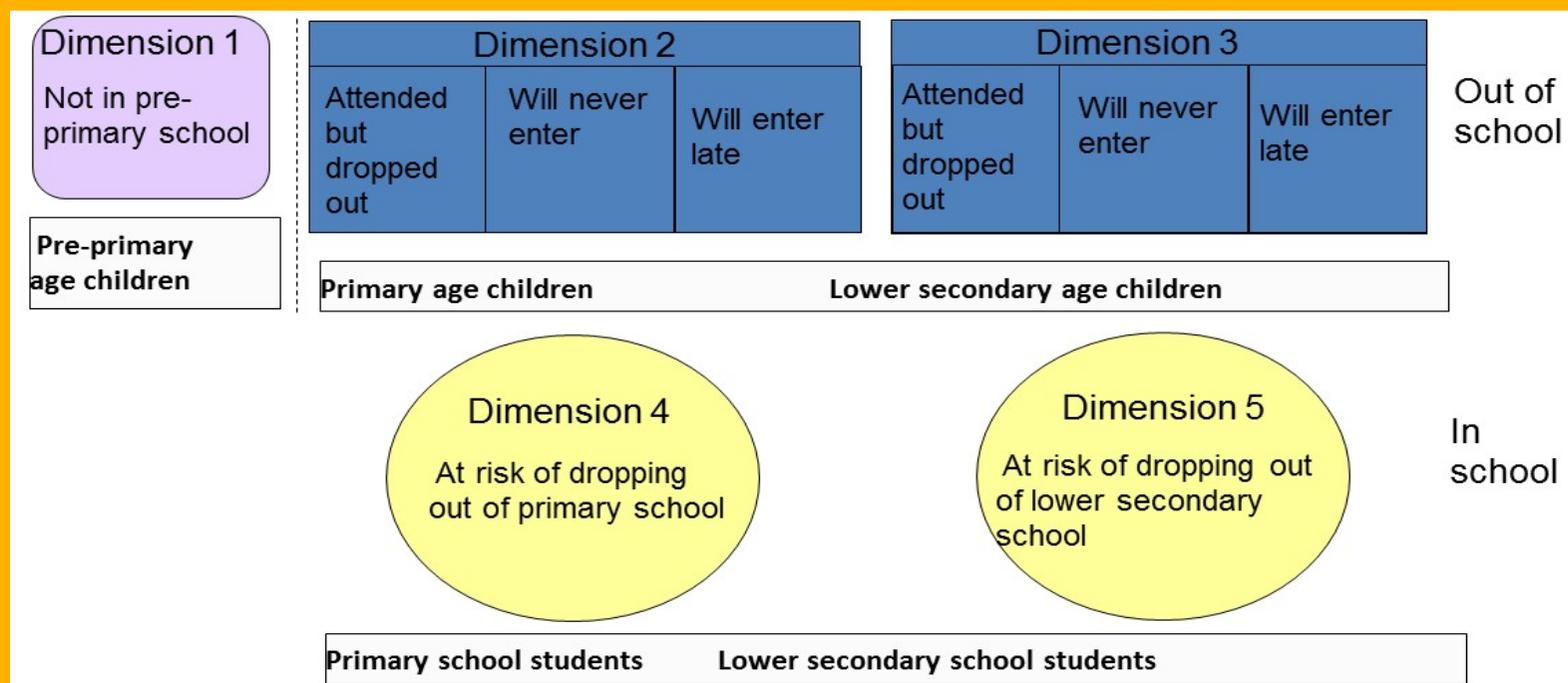
How many children are out of school?



Source: UIS database

What is OOSCI?

- Launched in 2010 by UNICEF and UIS
- Aims to make a substantial and sustainable reduction in the number of children out of school
- Based on Five Dimensions of Exclusion



What does OOSCI do?

Who are the children out of school and where are they?



Why are these children out of school?



How can they be brought to school and stay there?



How does OOSCI work?

- Establish a National Team
- Collect and assess data
- Develop profiles of out-of-school children
 - Innovative and standardized statistical analysis
- Identify barriers to education
 - Building on quantitative data
- Propose policy options to overcome barriers
- Support implementation

Which children are out of school?

- **Headlines**

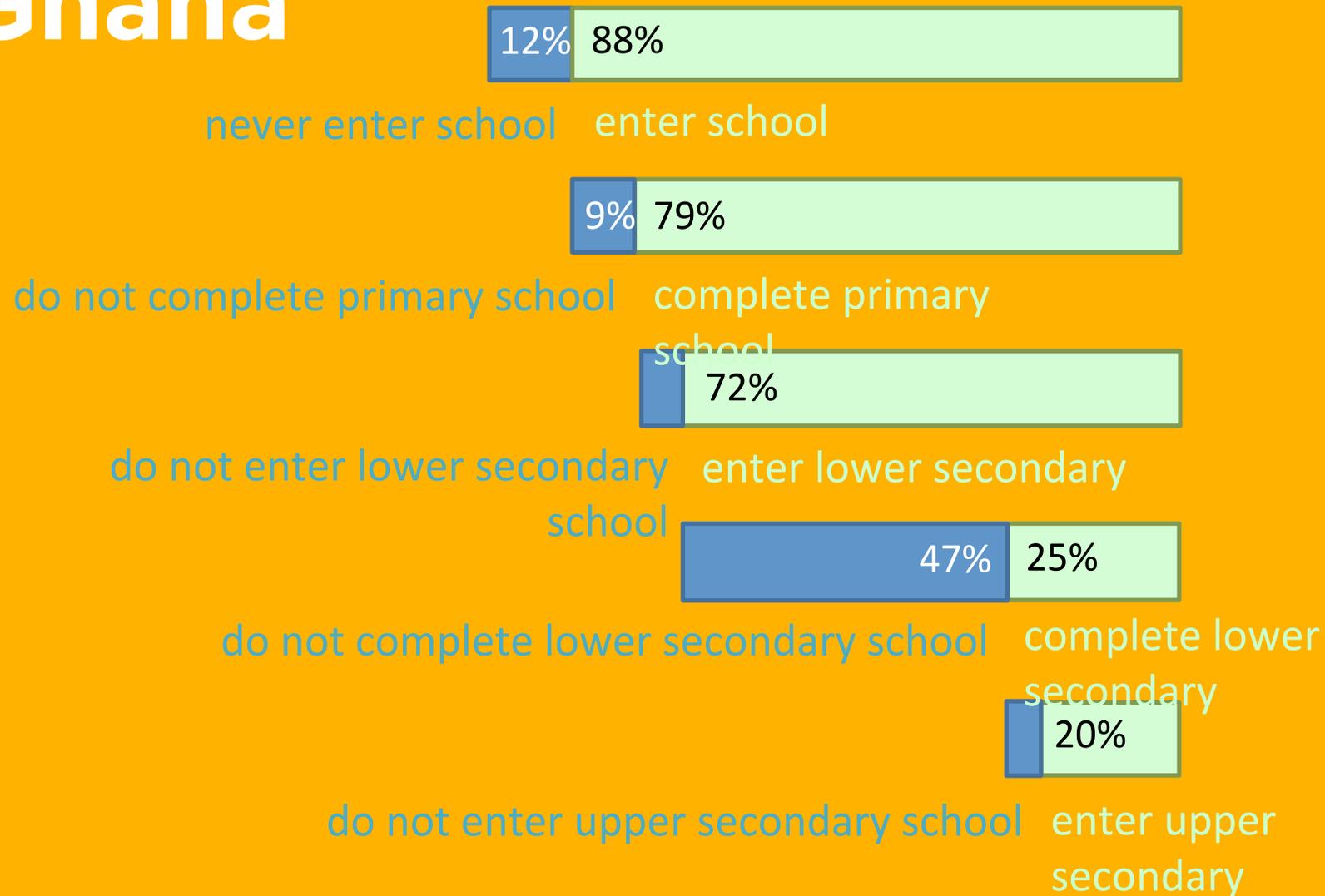
- 50% of out-of-school children live in countries affected by conflict
- 50% of out-of-school children live in sub-Saharan Africa
- 53% of out-of-school children are girls

- **Amongst out-of-school children**

- Almost 50% will never enter school
- Around 25% will enter school late
- Around 25% will drop out early

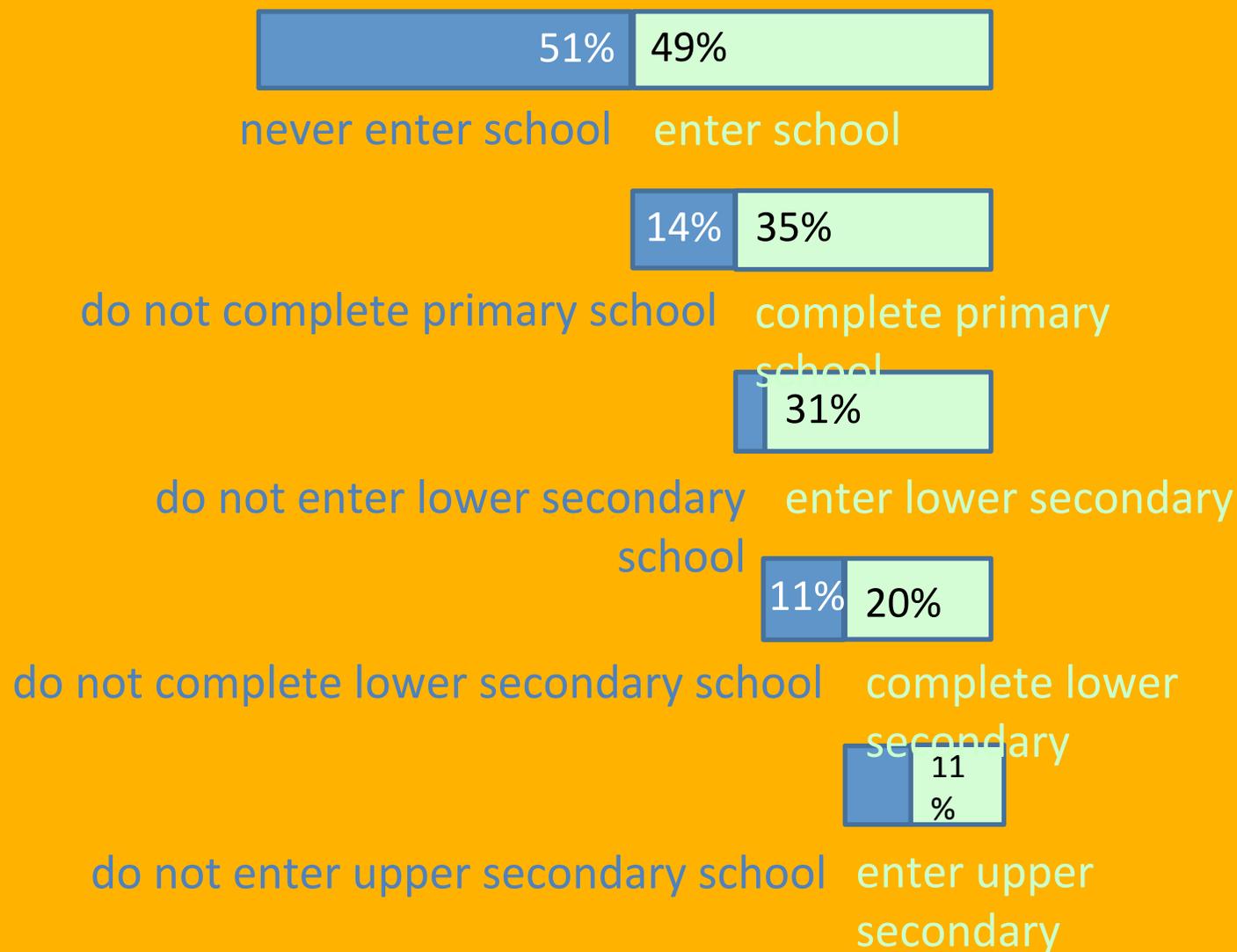
When do children drop out?

Ghana



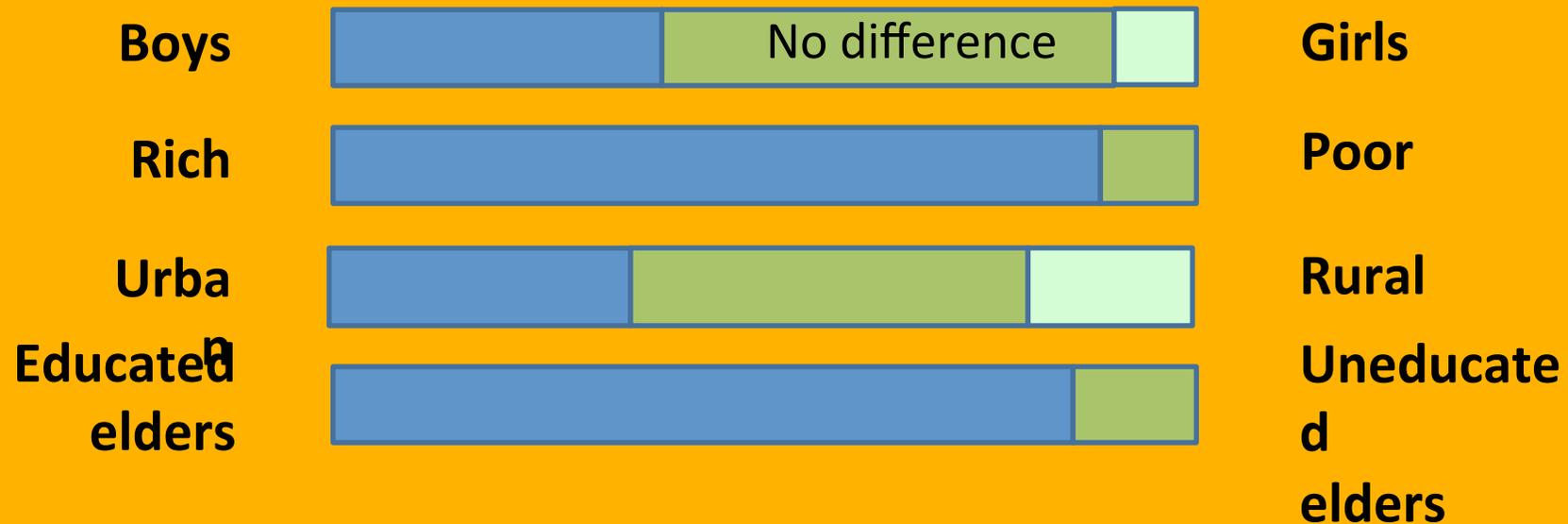
When do children drop out?

Mali



What keeps children out of school?

- Countries in which it is better to be:



- Multiple disadvantages

What policies can get children into school?

Factor	Barrier	Policy
Girls	Cultural bias	Scholarships
	Fear of violence	Safe spaces in schools
Poor	Cost	Abolish school fees
	Child labour	Cash transfers
Rural	Distance	Satellite schools
	Lack of teachers	Community teachers
Parent's education	No confidence in education	Compulsory education

What do OOSCI studies tell us?

Ghana

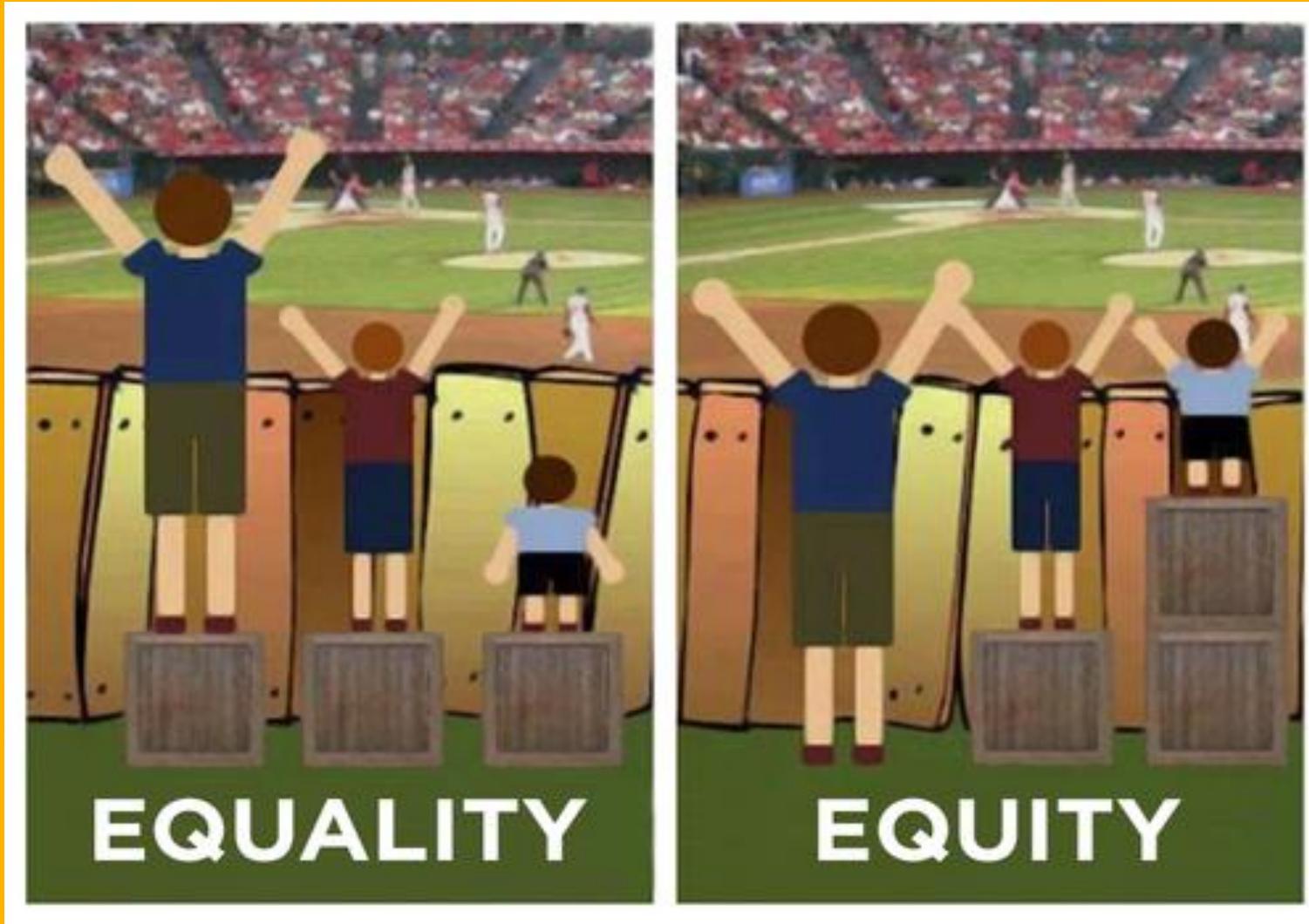
- **Findings:**

- Poorest children 3x more likely to be out of school than richest children
- Northern Region 4x more likely to be out of school than Ashanti region
- Gruma children 2.5x more likely to be out of school than Akan children

- **Recommendations:**

- Track out-of-school children
- Provide complementary education
- Re-assess deprived district criteria

Why is equity important?



How can we participate in OOSCI?

- **Contacts**

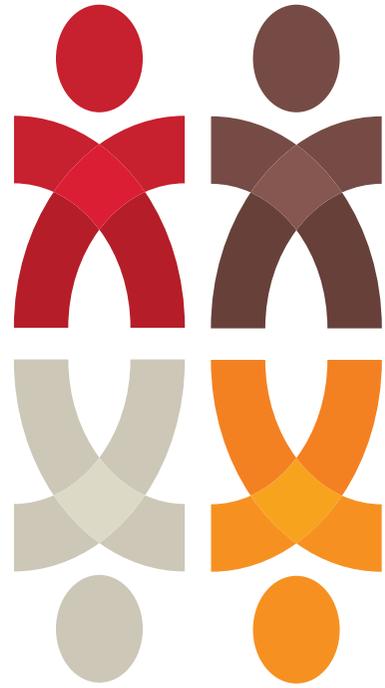
- Mark Waltham mwaltham@unicef.org
- Albert Motivans a.motivans@unesco.org

- **Resources**

- www.unicef.org/education/bege_61659.html
- Global Event on 24 October 2014 in New York
- Including
 - OOSCI Global Report
 - OOSCI Operational Manual



Thank you



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