

**What is the MENA OOSCI?**

The Middle East and North Africa (MENA) Out-of-School Children Initiative (OOSCI) is part of the global OOSCI launched by UNICEF and the UNESCO Institute for Statistics (UIS) in 2010. The overall objectives of the Initiative are to:

- Improve the statistical information and analysis on out-of-school children and understand not just how many children are out of school, but who they are and where;
- Identify the barriers that contribute to exclusion from education; and
- Analyse the existing and needed policies and strategies related to enhanced school participation.

Nine countries are participating in the Initiative from MENA: Algeria, Djibouti, Egypt, Iraq, Jordan, Morocco, Sudan, Tunisia and Yemen. The work within the framework of the Initiative is led by Ministries of Education working closely with a team of national and local education officials and stakeholders from civil society, along with expert think tanks.

**How does it work?**

OOSCI uses and analyses diverse data from administrative records and household surveys to derive comprehensive profiles of children who are not in school, count the 'invisible' children who do not attend school, and identify the reasons for their exclusion from education. The Five Dimensions of Exclusion Model has been introduced to build portraits of excluded children. The model represents a broad, complex and equity-focused approach that profiles

out-of-school children as well as those at risk of dropping out. It is based on the right of children to a full course of good quality education (pre-primary, primary and lower secondary).

**Dimension 1** represents a group of children who do not benefit from pre-primary education and who may, therefore, not be adequately prepared for primary education, placing them at risk of not entering into primary education or, if they do enter, at risk of dropping out.

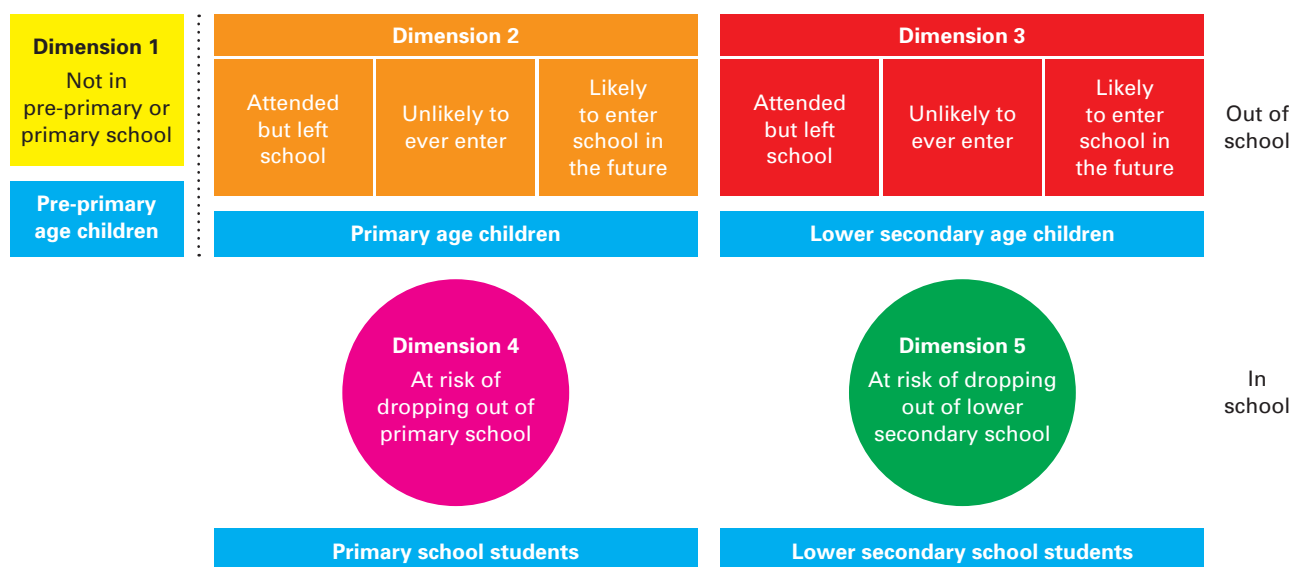
Each of the out-of-school **Dimensions 2 and 3** is divided into three categories based on previous or future school exposure: children who attended in the past and left, children who are likely to never enter school, and children who are likely to enter school in the future (overage children).

Children in **Dimensions 4 and 5** – those in school but at risk of exclusion from education – are grouped by the level of education they attend, regardless of their age.

The Five Dimensions of Exclusion Model seeks to disaggregate statistics on out-of-school children according to characteristics such as wealth, disability, location, gender, race/ethnicity and age group. In addition, the model examines the interaction between these characteristics which create complex and mutually reinforcing patterns of disadvantage and barriers to schooling.

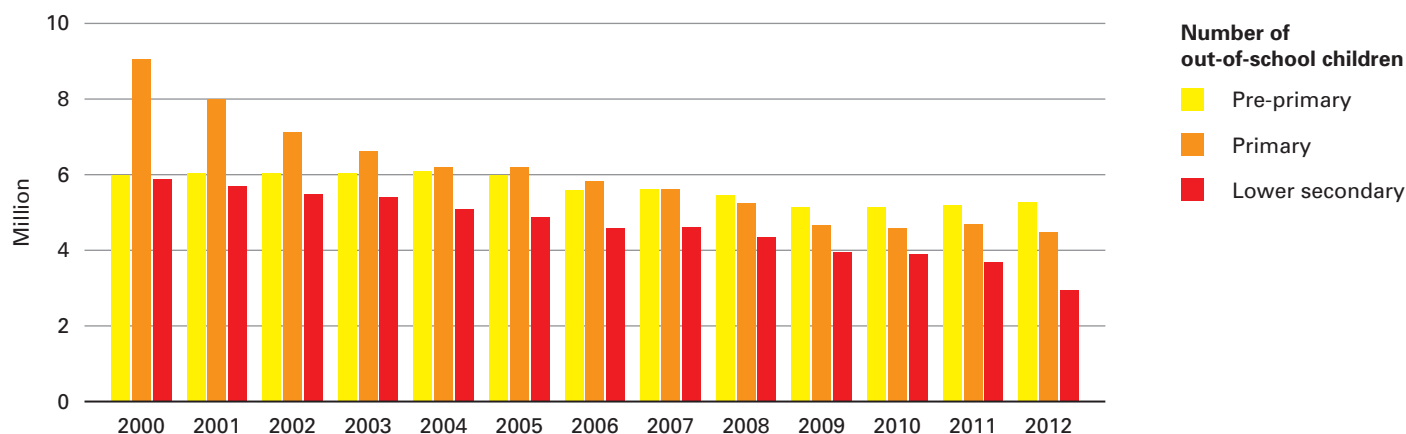
The model also enables linkages to be made between the profiles of children out of school and the barriers that have led to their exclusion. Once these barriers have been identified, targeted strategies can be developed to address them.

**The Five Dimensions of Exclusion Model**



Source: UNICEF and UNESCO-UIS, 2011.

## 1. Progress on out-of-school children<sup>1</sup>



### Overall

40% decline in the number of out-of-school children, but progress slowed due to the fast growth of school-aged children

### Pre-primary

50% of countries did not make much progress in reducing the number of pre-primary age out-of-school children

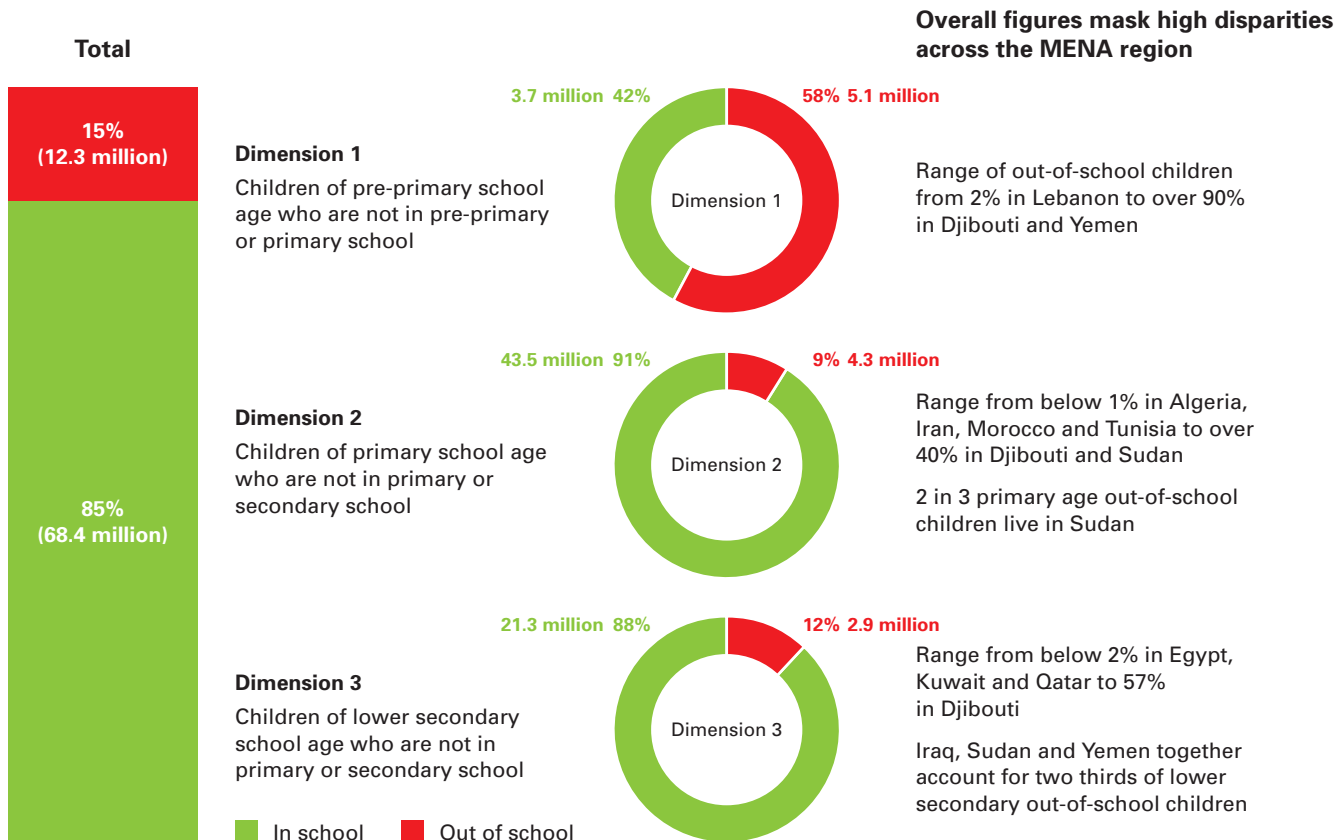
### Primary

50% drop in the number of primary age out-of-school children since 2000, with progress in the majority of countries

### Lower secondary

A decrease from 18% in 2003 to 12% in 2012 for lower secondary age out-of-school children

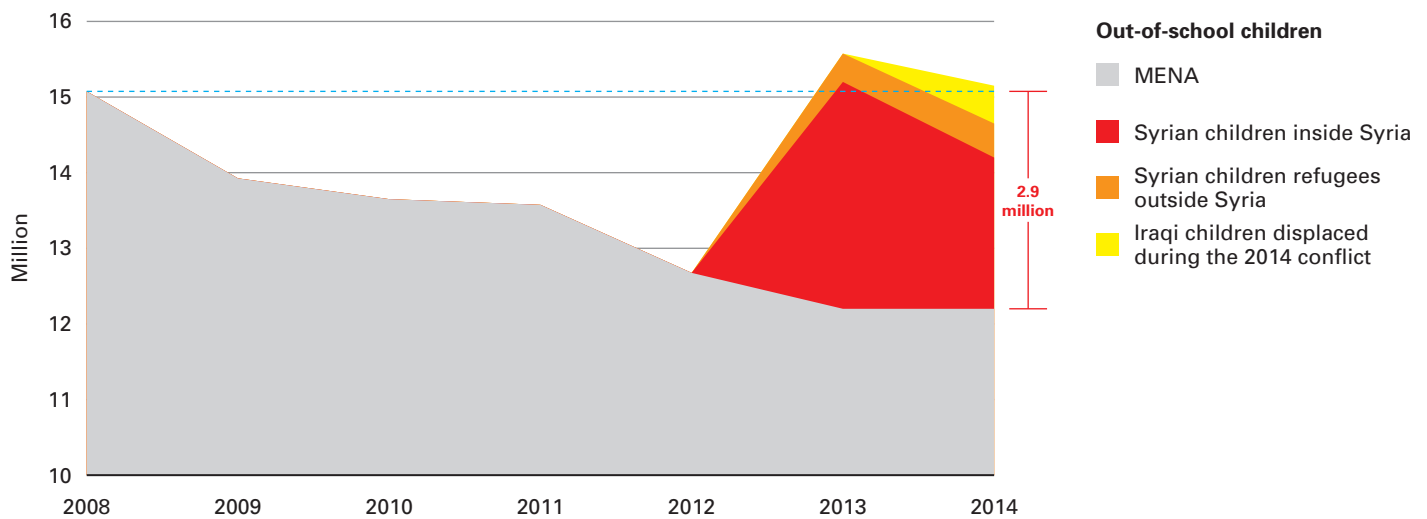
## 2. Numbers and percentages of out-of-school children<sup>2</sup>



<sup>1</sup> UNESCO Institute for Statistics (UIS). The years for the most recent data vary from 2007 to 2013 for different countries.

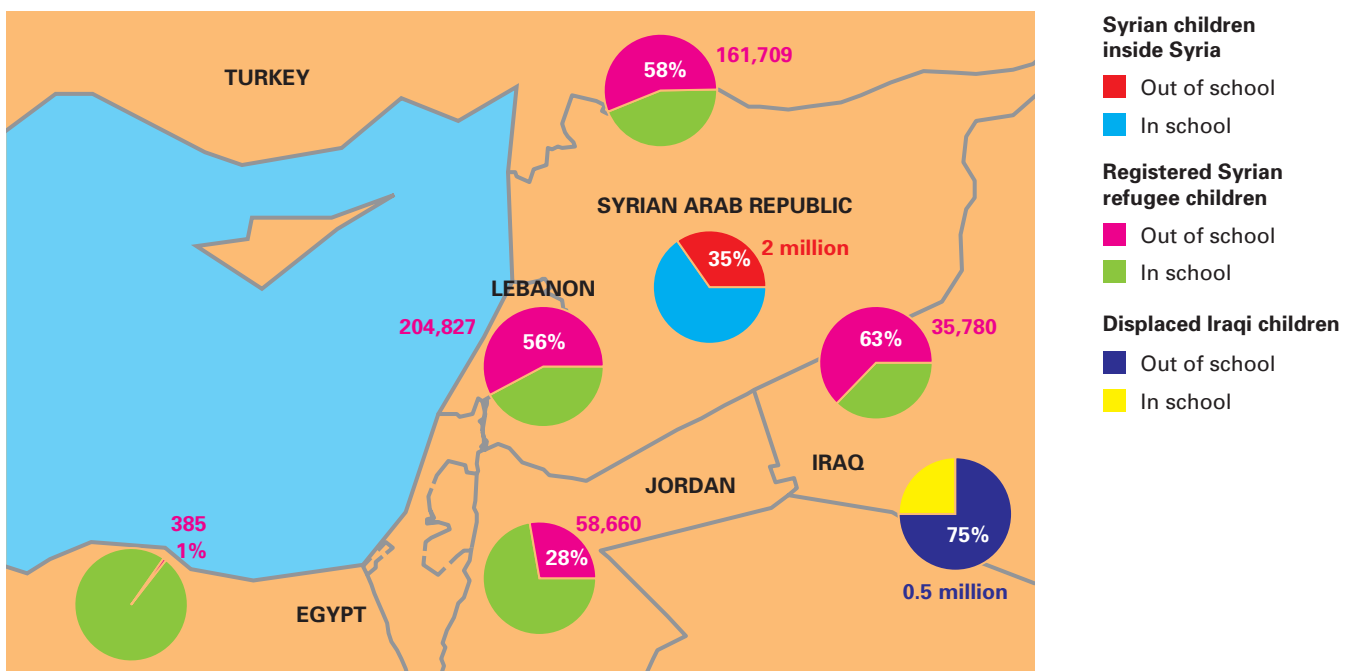
<sup>2</sup> Calculated from UIS and national Out-of-School Children Initiative (OOSCI) studies. Data are from 2007 to 2013 for different countries.

### 3. Out-of-school population resulting from ongoing crises<sup>3</sup>



The ongoing armed conflicts in Syria and Iraq resulted in almost 3 million additional out-of-school children, bringing the regional out-of-school children number back to the 2008 level of 15 million

### 4. Zoom in on Syria and Iraq<sup>4</sup>



**Syrian children inside Syria**  
2 million children are out of school

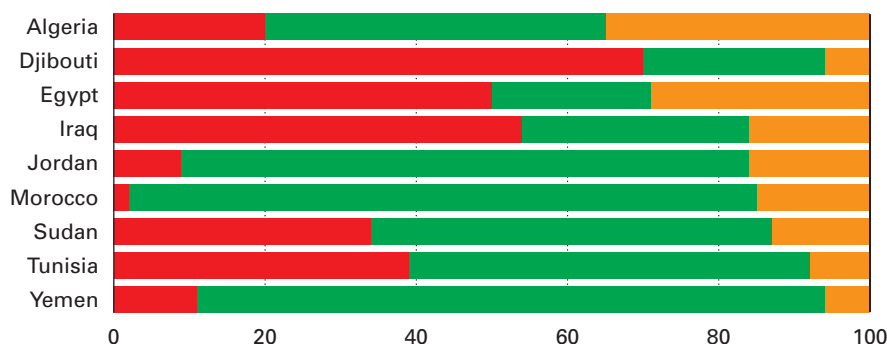
**Registered Syrian refugee children**  
49% out of school, with a huge number of out-of-school children in Lebanon and Turkey

**Displaced Iraqi children**  
75% out of school, with a large number in non-camp settings

<sup>3</sup> Syrian figures are calculated using data from MoE EMIS, UNHCR, UNICEF, UNPD, Syria 2011 Statistical Year Book, Syria 2004 Census and population projection of the U.S. Census Bureau. Out-of-school figures in hosting countries are from July 2014. Iraqi figures come from the Iraq Education Cluster. Due to data availability, Syrian figures cover students aged 5-17, Iraqi figures cover students aged 6-17.

<sup>4</sup> See footnote 3.

## 5. Classification of the out-of-school population (Dimensions 2 and 3) by school exposure<sup>5</sup>

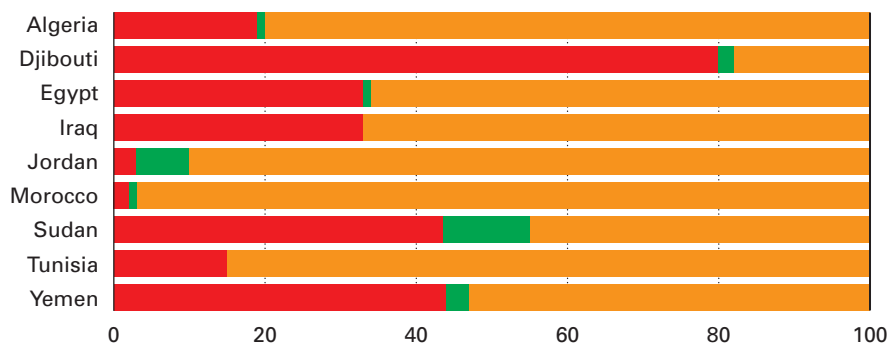


### Dimension 2: Primary school age

In **Djibouti, Egypt and Iraq**, more than 50% of out-of-school children are unlikely to ever enter

In **Jordan, Morocco, Sudan and Yemen**, the largest problem is late entry

In **Algeria and Egypt**, dropping out remains an issue



### Dimension 3: Lower secondary school age

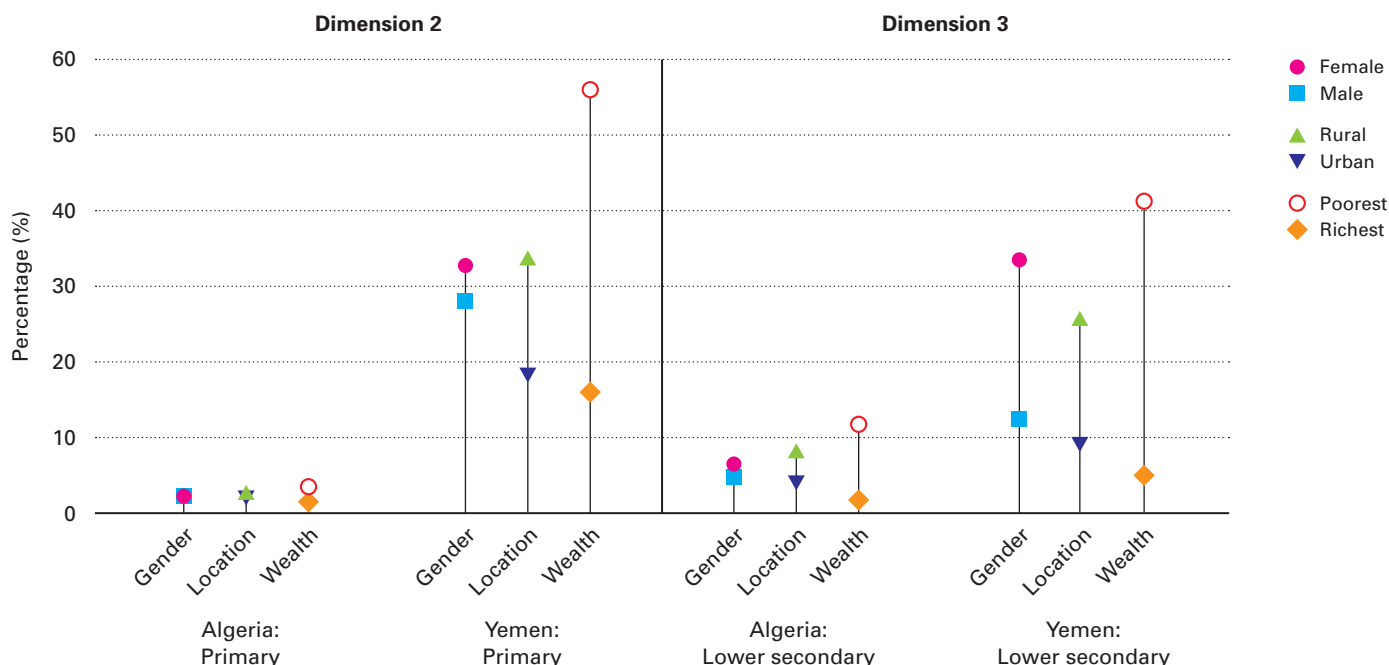
In **Djibouti, Sudan and Yemen**, a large proportion of children are unlikely to ever enter school

In **Sudan**, late entry remains a problem for out-of-school children of lower secondary school age

In most countries, dropping out is the major challenge

■ Unlikely to ever enter school ■ Likely to enter school in the future ■ Left school

## 6. Percentages of out-of-school children by background characteristics (Dimensions 2 and 3)<sup>6</sup>



Persisting inequalities based on household wealth, location and gender. The higher the out-of-school rate, the more evident the inequalities.

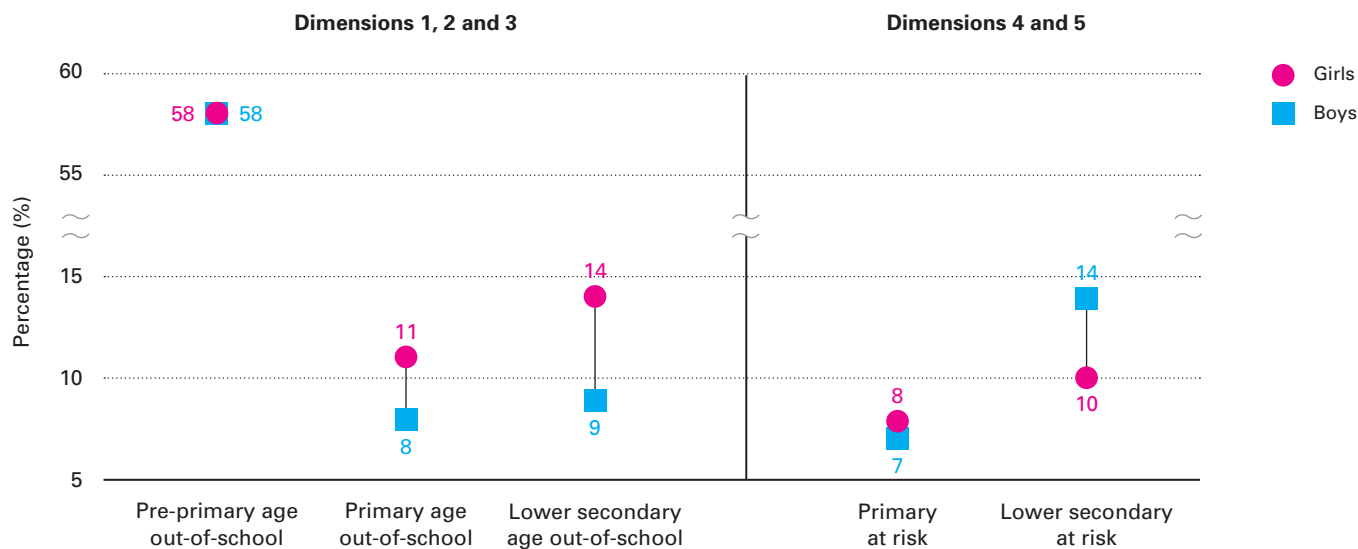
Inequalities expand at lower secondary age for both low-number out-of-school countries (e.g. Algeria) and high-number out-of-school countries (e.g. Yemen).

<sup>5</sup> OOSCI national studies.

<sup>6</sup> Multiple Indicator Cluster Surveys 2012 for Algeria figures; Social Protection Monitoring Survey 2012 for Yemen figures. Poorest and richest refer to children coming from families in the poorest 20% and the richest 20%.



## 7. Education exclusion by gender<sup>7</sup>



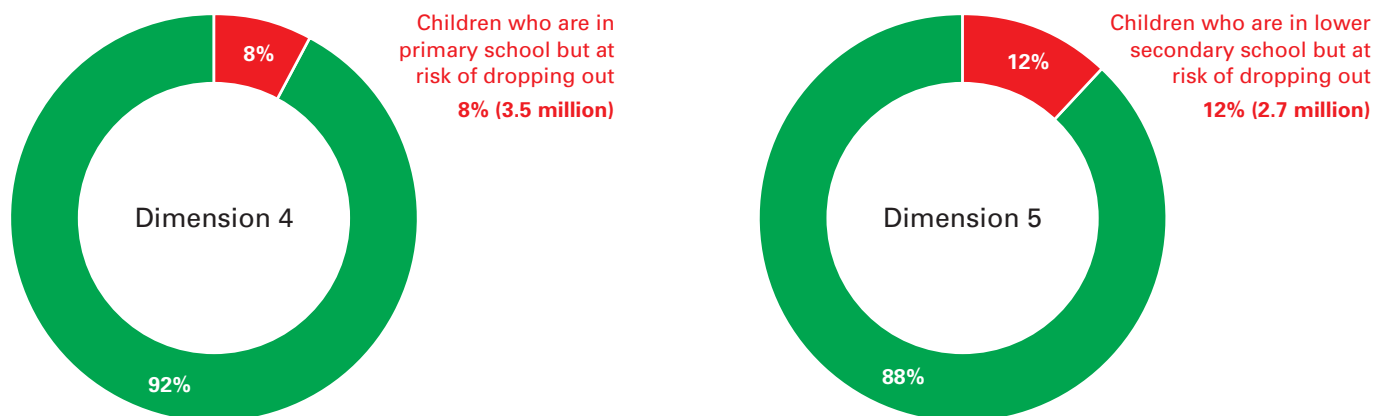
### Dimensions 1, 2 and 3

Girls are more likely to be out of school as the education level rises, and they are more likely to never enter school.

### Dimensions 4 and 5

Boys are more likely to drop out in lower secondary school. When girls enter school, they have a greater chance of staying in than boys.

## 8. Children at risk of dropping out (Dimensions 4 and 5)<sup>8</sup>



Range from 1% in Palestine, Saudi Arabia and UAE to 24% in Djibouti and Sudan

Range from below 1% in Qatar and Saudi Arabia to over 25% in Algeria, Syria and Tunisia

### Limited Pre-school Attendance

Over 90% of Yemeni and Djibouti children enter primary school without exposure to pre-school

### Late Entry

About 1/6 of children in Morocco and Sudan are at least two years overage for the grade

Dimensions 4 and 5 are related to

### Repetition

Around 1/6 of lower secondary students repeat grade(s) in Algeria and Morocco

### Child Labour

More than 10% of Sudanese and Yemeni children become child labourers at primary school age

<sup>7</sup> Data come from UIS plus the national OOSCI reports for Egypt, Iraq and Yemen. Dimensions 4 and 5 are calculated as 100% minus the survival rate.

<sup>8</sup> See footnote 7.

## 9. Barriers to attendance<sup>9</sup>

Enabling environment	Supply	Demand	Quality	Armed conflict
<ul style="list-style-type: none"> <li>• Early marriage exists in most countries and is encouraged within nomadic groups</li> <li>• Half of the MENA countries have yet to adopt laws prohibiting corporal punishment in schools</li> </ul>	<ul style="list-style-type: none"> <li>• Crowded classes in most countries, such as over 30 students per class for the pre-primary level in Algeria, and 60 in Djibouti's public schools (primary and lower secondary)</li> <li>• Large rural-urban gap in provision of experienced teachers (Morocco), new schools (Yemen), and female teachers (Morocco and Yemen)</li> </ul>	<ul style="list-style-type: none"> <li>• Cost of private tuition in countries such as Algeria, Egypt, Morocco and Tunisia</li> <li>• Boys' lack of motivation for education in Algeria, Jordan and Tunisia, largely driven by employment uncertainty</li> <li>• Students' or parents' lack of interest in education in Djibouti, Egypt, Iraq and Yemen</li> </ul>	<ul style="list-style-type: none"> <li>• The 10 MENA TIMSS 2011 countries (Grade 4 math) rank at the bottom among 50 countries at the global level</li> <li>• Low capacity of teachers and hostile school climates in most countries</li> </ul>	<ul style="list-style-type: none"> <li>• Direct attacks on schools, looting, military use of schools, insecurity, abductions and school violence in Iraq, Palestine, Syria, Sudan and Yemen</li> </ul>

## 10. Policies and strategies<sup>10</sup>

Enabling environment	Supply	Demand	Quality	Armed conflict
<ul style="list-style-type: none"> <li>• Government-NGO partnerships to support girls (Ishraq in Egypt), homeless children (CARITAS and LEC in Djibouti), low-performing students (Egyptian Right to Education Center) and children in remote areas (school busses in Tunisia)</li> <li>• National education strategies with specific focus on early childhood education (Algeria), nomads (Sudan) and emergency (Yemen)</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment and training of 1,600 female teachers to serve rural schools in Yemen</li> <li>• School construction and improvement in Djibouti and Morocco, with particular attention to rural areas</li> </ul>	<ul style="list-style-type: none"> <li>• Social protection measures like "Taysir" conditional cash transfer programme in Morocco and school fee abolition in Egypt and Yemen</li> <li>• Alternative learning programmes and enrolment campaigns targeting out-of-school children in Sudan and Djibouti</li> </ul>	<ul style="list-style-type: none"> <li>• Large-scale pedagogical support and dropout prevention programmes in Tunisia and Morocco</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative ways of delivering education, such as accelerated learning, remedial programmes and life skills-based education in Syria crisis affected countries</li> <li>• Standardized education responses in all crisis affected countries like school-in-a-box, child friendly spaces and school feeding</li> </ul>

<sup>9</sup> Extracted from research, surveys and policy reports published between 2007 and 2014.

<sup>10</sup> See footnote 9.