
Opportunities lost: global trends in early school leaving

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School Dropout Prevention Summit, Washington, DC
9-10 September 2015

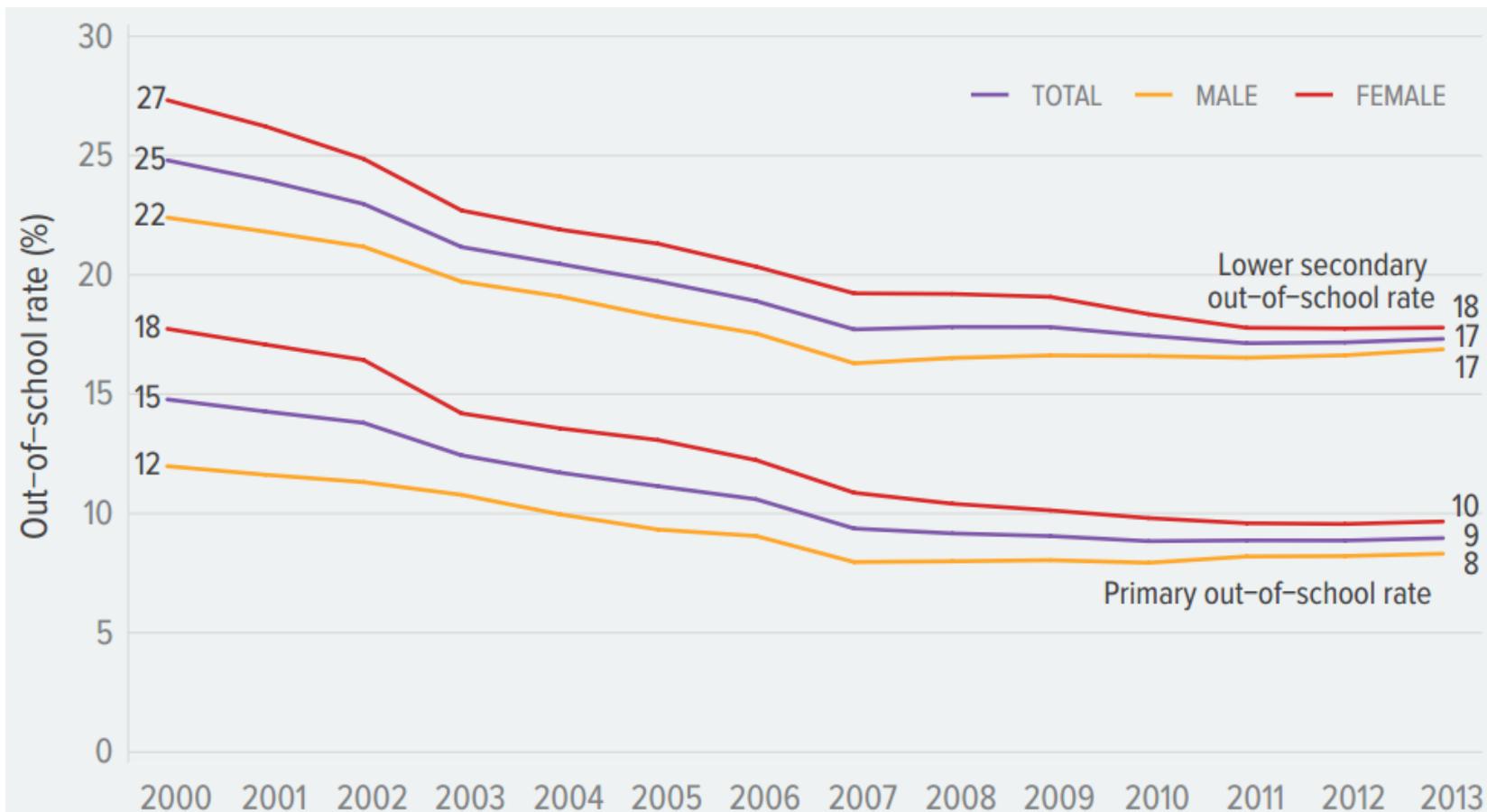
Changing contexts

- Expanding supply: more compulsory schooling
 - One year or more of pre-primary education
 - Extension to lower secondary education
- Changes in demand: burdens and dividends
 - Growing school age populations in sub-Saharan African and MENA regions
 - Elsewhere school-age cohorts continue to shrink
- Data improves: learning assessment widens scope
 - Early grades / oral assessment
 - Household-based approaches (testing OOS children)
 - 250+ million out of school or failing to learn in school

Measuring school progression and dropout remains a challenge

- Current progression measures
 - Survival rates by grade
 - Dropout rates (residual of survival rate to last grade)
 - Promotion rates
 - Repetition rates
- (non-) Participation measures
 - Current: school participation (stocks and flows)
 - Retrospective: grade attainment, highest qualification
- Measures of learning achievement
 - School readiness and early grades
 - End of cycle measures / examinations

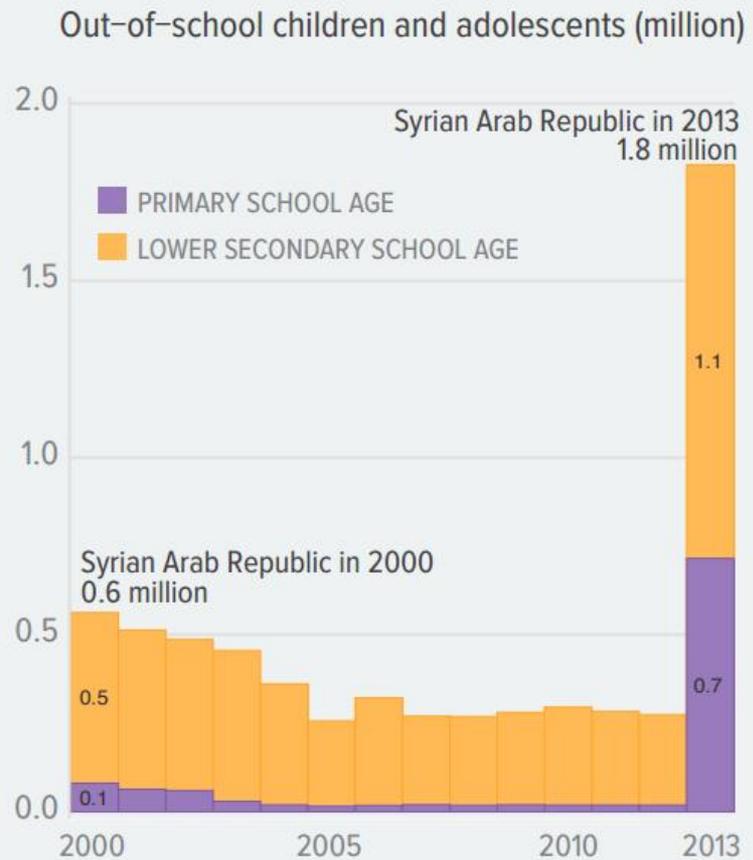
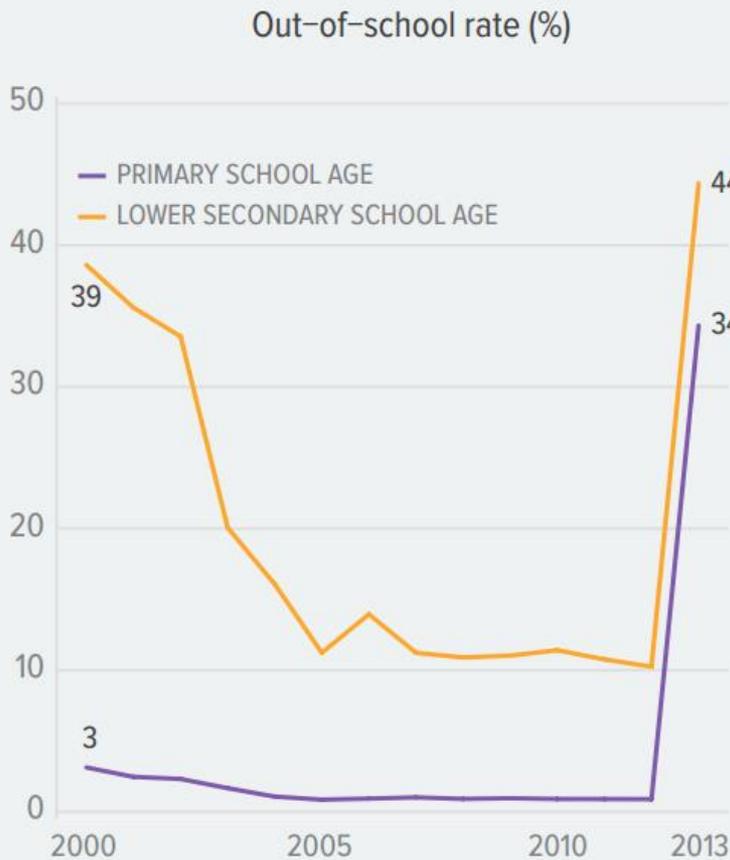
Global rate of OOS children and young adolescents, 2000-2013



Source: [UNESCO Institute for Statistics](#) database

Numbers of out of school children spike in conflict-affected countries

Out-of-school children and adolescents in the Syrian Arab Republic, 2000–2013



Source: [UNESCO Institute for Statistics](#) database

Out of school children by exposure to school, 2013

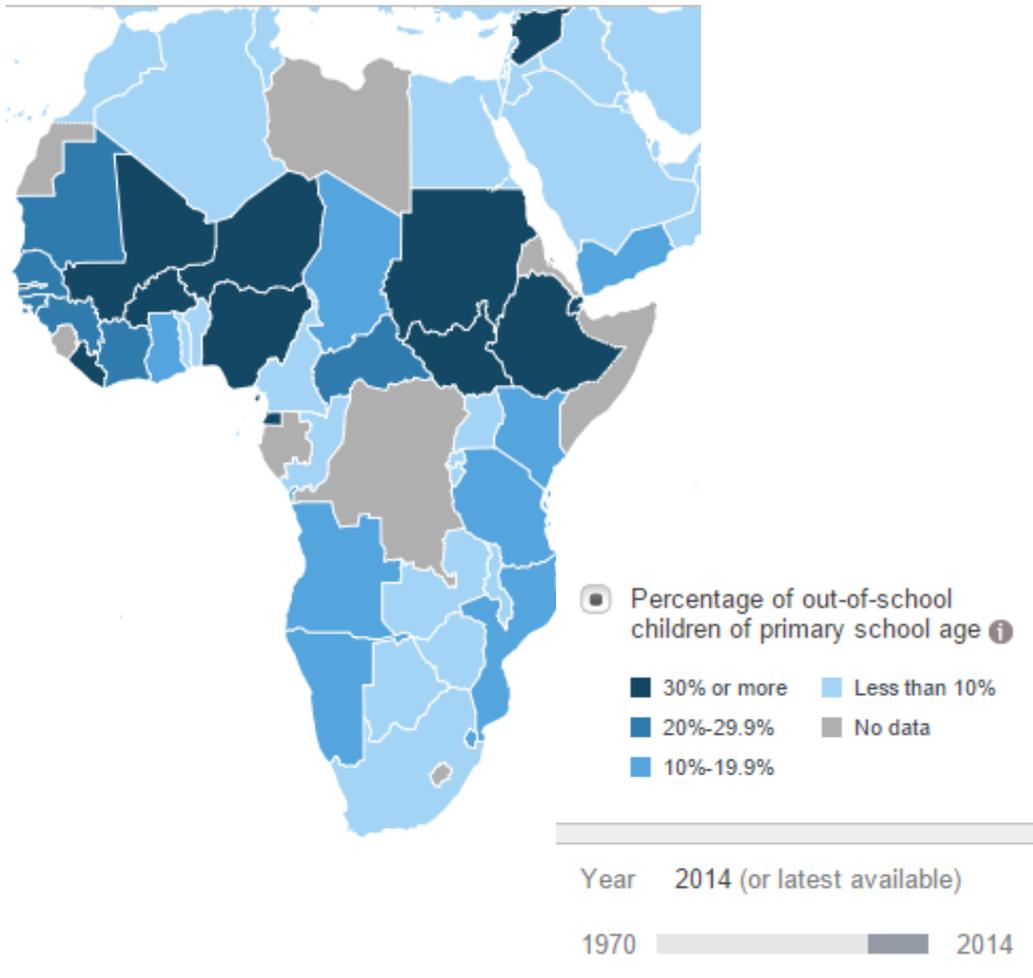


Source: *UNESCO Institute for Statistics* database

Three global patterns in the prevalence of school dropout

- ▣ Pupils leave during or at completion of early grades especially in countries with the lowest survival rates
- ▣ Pupils don't make the transition from primary to lower secondary education, even if compulsory
- ▣ Pupils leave during upper secondary education especially in middle- and high-income countries

Primary school dropout on the rise in sub-Saharan Africa – to 44% in 2013



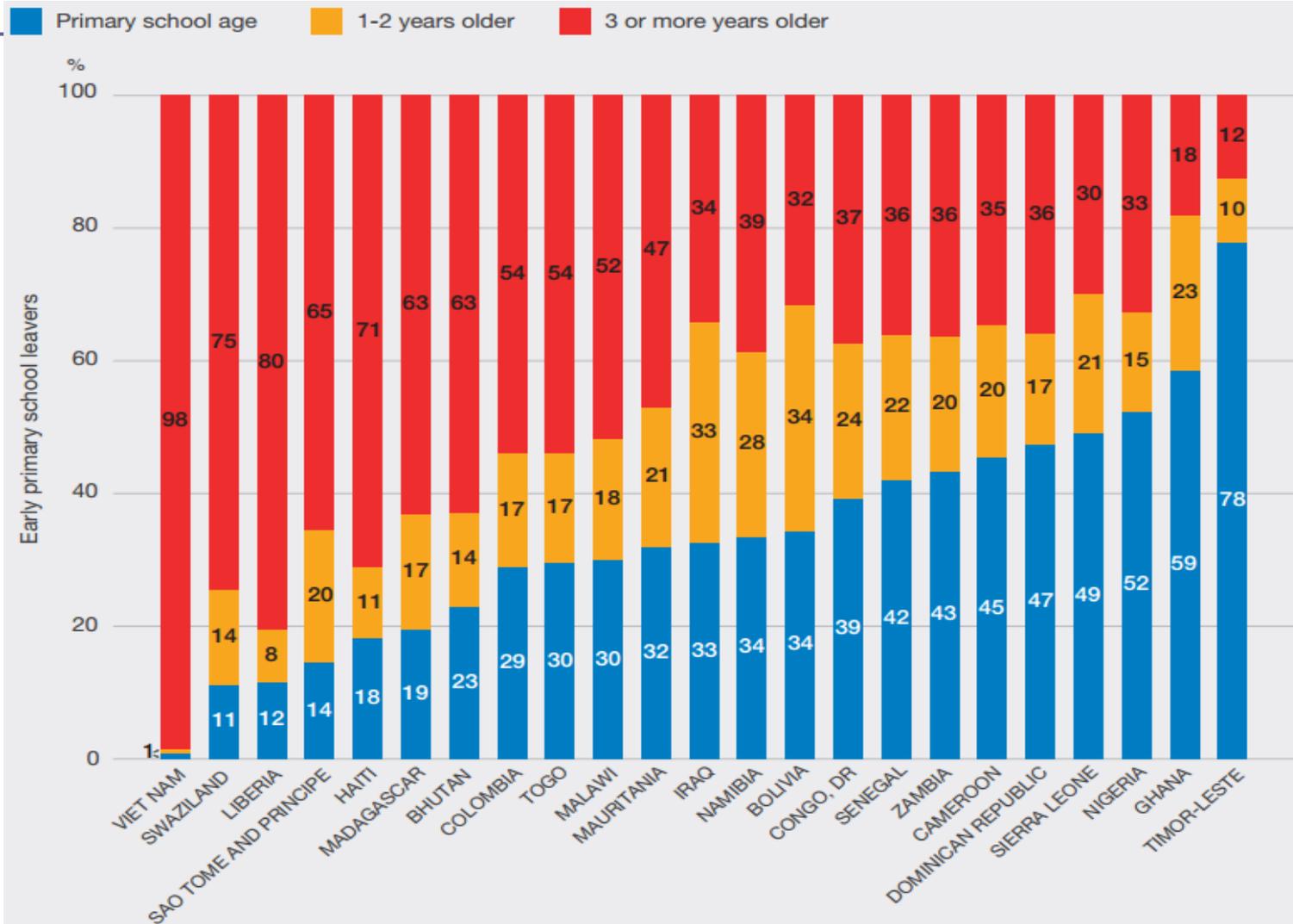
- Primary school dropout has not declined in SSA – from 42% in 2000 to 44% in 2013
- The number of early school leavers doubled from 7.5 to 13.3 million
- Nearly two in five dropouts in the world live in Africa
- Countries with the largest increases include DR Congo, Tanzania and Mozambique

Groups at risk of leaving school early and barriers that they face

- Children living in poverty
- Children living in conflict situations
- Child labourers/workers
- Children with disabilities
- Children whose home language is different from the language of learning
- Children who are overage for their grade
- Children with low levels of learning
- Gender effects differ by context
- and other groups...

Barriers include direct costs, opportunity costs, time-use, cultural/values, access, safety, low levels of learning, late entry into schooling, repetition, etc.

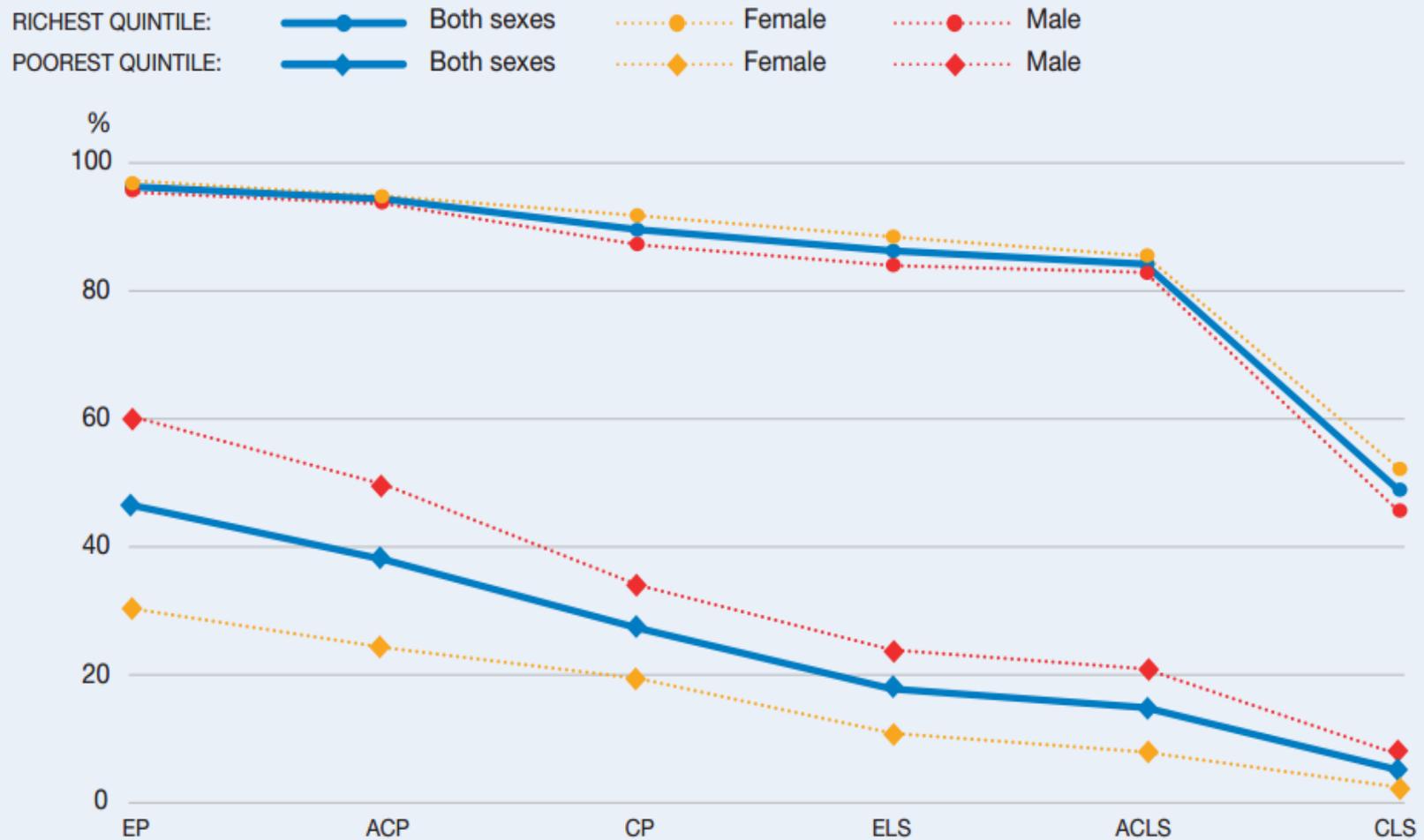
Early school leavers from primary education by age group, 2007-2012



Note: The figure refers to children and adolescents who were in primary school in the previous year, are not in school in the current year (when the household survey was conducted), and whose highest completed grade was lower than the last grade of primary education.

Source: UIS calculations based on the Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS), 2007-2012

Schooling trajectories by wealth quintiles in Pakistan, 2012-13



Notes: EP = entered primary education; ACP = attending or completed primary education; CP = completed primary education; ELS = entered lower secondary education; ACLS = attending or completed lower secondary education; CLS = completed lower secondary education.

Source: UIS calculations based on the Pakistan Demographic and Health Survey (DHS) 2012-2013

Addressing the risks and outcomes of early school leaving

- ❑ Focus on early intervention
 - ensuring wider access to pre-primary programmes to facilitate school readiness
 - investing resources in education quality in early grades of primary to ensure successful early learning
- ❑ Ensure timely progression through schooling
 - addressing the direct causes of late entry
 - ensuring grade transition to reduce or target the practice of repetition
- ❑ Address “late” interventions
 - providing a range of compensatory opportunities for skills formation for early school leavers, including re-entry

2015: a key moment for the global school dropout prevention agenda

- The 2015 Millennium Development Goals (MDGs) come to a close – high dropout rates and school achievement remain unfinished business
- In September, the UN General Assembly will adopt new targets for the Sustainable Development Goals (SDGs) to be achieved by 2030
- The new SDG agenda for education focuses on education quality/learning and reducing inequalities – key dimensions central to reducing dropout rates

UIS global data on school dropout

UIS/GMR: Factsheet on OOS children & youth (July 2015)

<http://www.uis.unesco.org/Education/Documents/fs-31-out-of-school-children-en.pdf>

UIS/UNICEF: Fixing the broken promise of Education for All (January 2015)

<http://www.uis.unesco.org/Education/Documents/oosci-global-report-en.pdf>

UIS: Global Education Digest, Opportunities lost: the impact of grade repetition and early school leaving (2013)

<http://www.uis.unesco.org/Education/Pages/global-education-digest.aspx>

UIS: OOSC e-Atlas <http://tellmaps.com/uis/oosc/>