

WEBINAR  
Out-of-school children in the Middle East and North Africa:  
figures & profiles (2015-2019)

Monday 28 March 2022



# WAITING ROOM QUIZ

Desk Study: Main Trends and Analysis on  
**Out of School Children** in the Middle  
East and North Africa Region

2015 - 2020

**Monday 28 March 2022**

# **WEBINAR:** OOSC figures & profiles (2015-2019)



# Webinar guidelines

- Due to the number of attendees:
  - All microphones are muted.
  - All videos are turned off.
- You can adjust your audio settings under the “Audio” menu at the top of your screen.
- To turn on captions (in English) or to listen to the Arabic channel, select the buttons on the bottom right of your Zoom screen.
- Post connection-related issues in the chat at any time. We will try to help as soon as possible.
- Post content-related questions in the Q&A area at any time. We will pause periodically to respond.
- This session is being recorded.
- Look for the recording and presentations at Save the Children's [Resource Centre](#).

# Introduction

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# Study rationale

## Shifts in

- socio-political and economic contexts in the region
- OOSC estimation methods



## COVID-19

- the unprecedented impact on the number of children disconnected from education
- a need to review policies and programmatic interventions



Need for an  
updated  
regional  
overview of  
OOSC

# Study overview



\*The commissioning agencies use the term Palestine for the purpose of this study, recognising that different nomenclatures exist.



Study  
countries

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## Areas of inquiry



**out of school children**



**barriers and motivating factors**



**policies and programmes**



**recommendations**



# Stakeholders



education service providers in the study countries, such as **national governments**



education **donors** with current or potential interest in the study countries



**implementors** of education programmes in the study countries

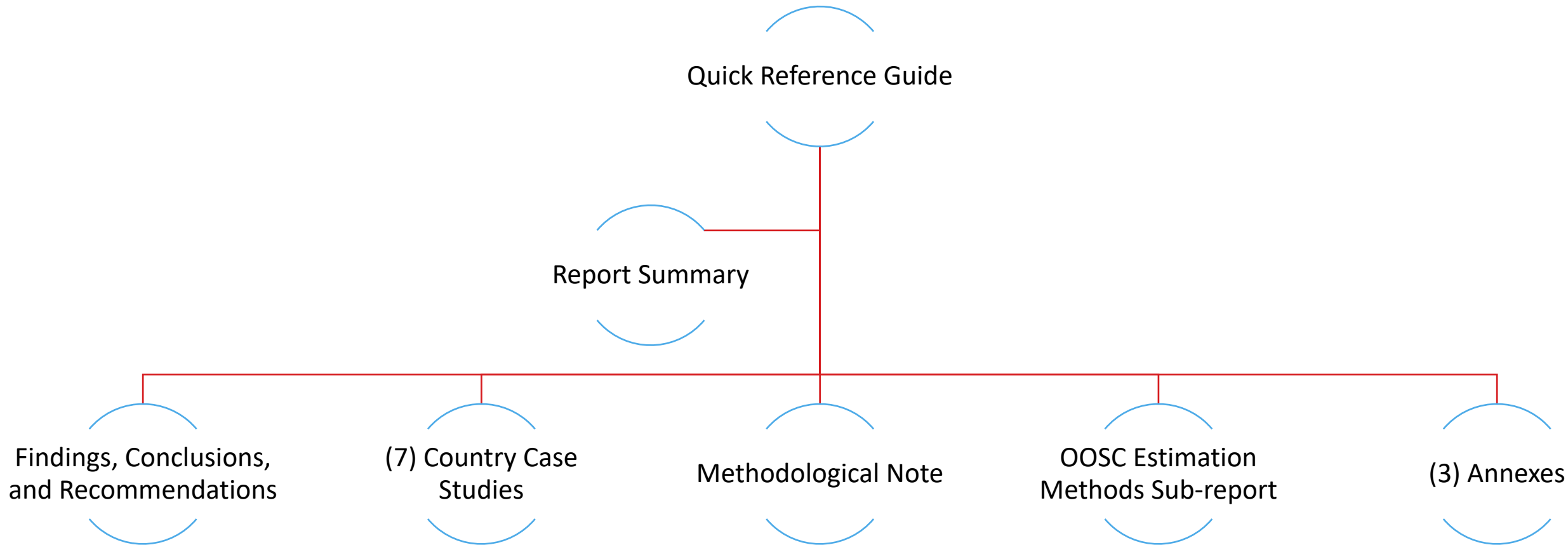


**researchers and data scientists** interested in OOSC



**Global Education Cluster**

# Roadmap of the report package





## This study's methodology

**30**

of these persons  
were reached as KI  
and survey  
respondents

**700**

documents were  
identified for review

**225**

potential primary  
sources were identified

**562**

of these documents  
were cited and/ or used  
for OOSC population  
calculation purposes.

**650**

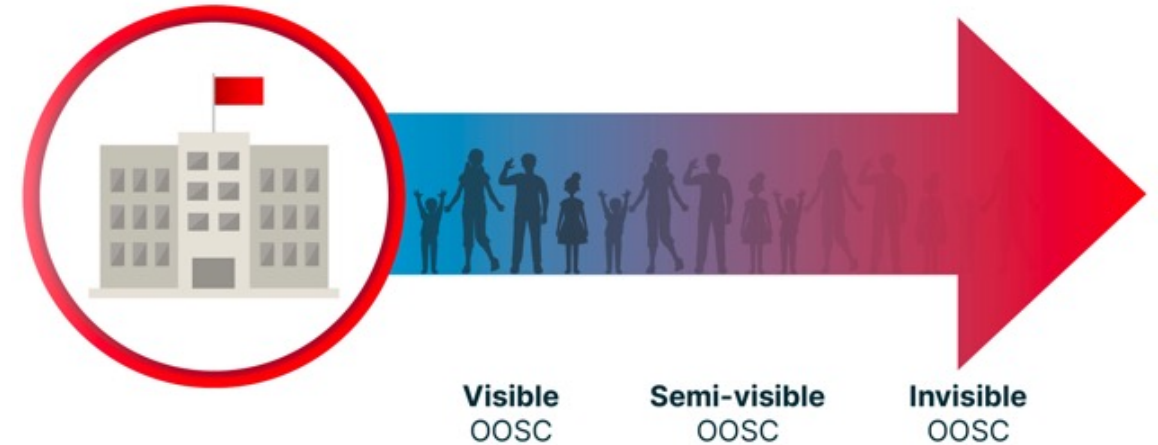
of these documents were  
reviewed for relevance



# (Some) key OOSC estimation concepts

## THE FIVE DIMENSIONS OF EXCLUSION

OUT OF SCHOOL	<div><div>DIMENSION 1</div><div>Not in pre- primary school</div></div> <div>pre-primary age children</div>	<div><div>DIMENSION 2</div><div>Attended but dropped out   Will enter later   Will never enter</div></div> <div>primary age children</div>	<div><div>DIMENSION 3</div><div>Attended but dropped out   Will enter later   Will never enter</div></div> <div>lower secondary age children</div>
	IN SCHOOL	<div><div>DIMENSION 4</div><div>At risk of dropping out of primary school</div></div> <div>primary school students</div>	<div><div>DIMENSION 5</div><div>At risk of dropping out of lower secondary school</div></div> <div>lower secondary students</div>





## This study's OOSC estimation method



Uses the 2018 OOSC  
calculation methodology



Estimates OOSC figures  
between 2015 and 2019



Calculates invisible OOSC



Identifies an OOSC as a  
child or youth not  
enrolled in formal, pre-  
tertiary education



Q&A  
Break

A large red circle with a thin white border, centered on a white background. Inside the circle, the text "Findings, Conclusions, and Recommendations" is written in white, sans-serif font. Below the text is a horizontal white line.

# Findings, Conclusions, and Recommendations

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Out of  
school  
children  
figures and  
profiles

## Findings

OOSC figures and profiles

01

The number of OOSC **increased at a stable rate** in line with population growth from 2015-2019

10 million

• Iraq	2.0M
• Jordan	.9M
• Lebanon	.3M
• Libya	.3M
• Palestine*	.4M
• Turkey	1.8M
• Yemen	4.0M

2015

14 million

2019

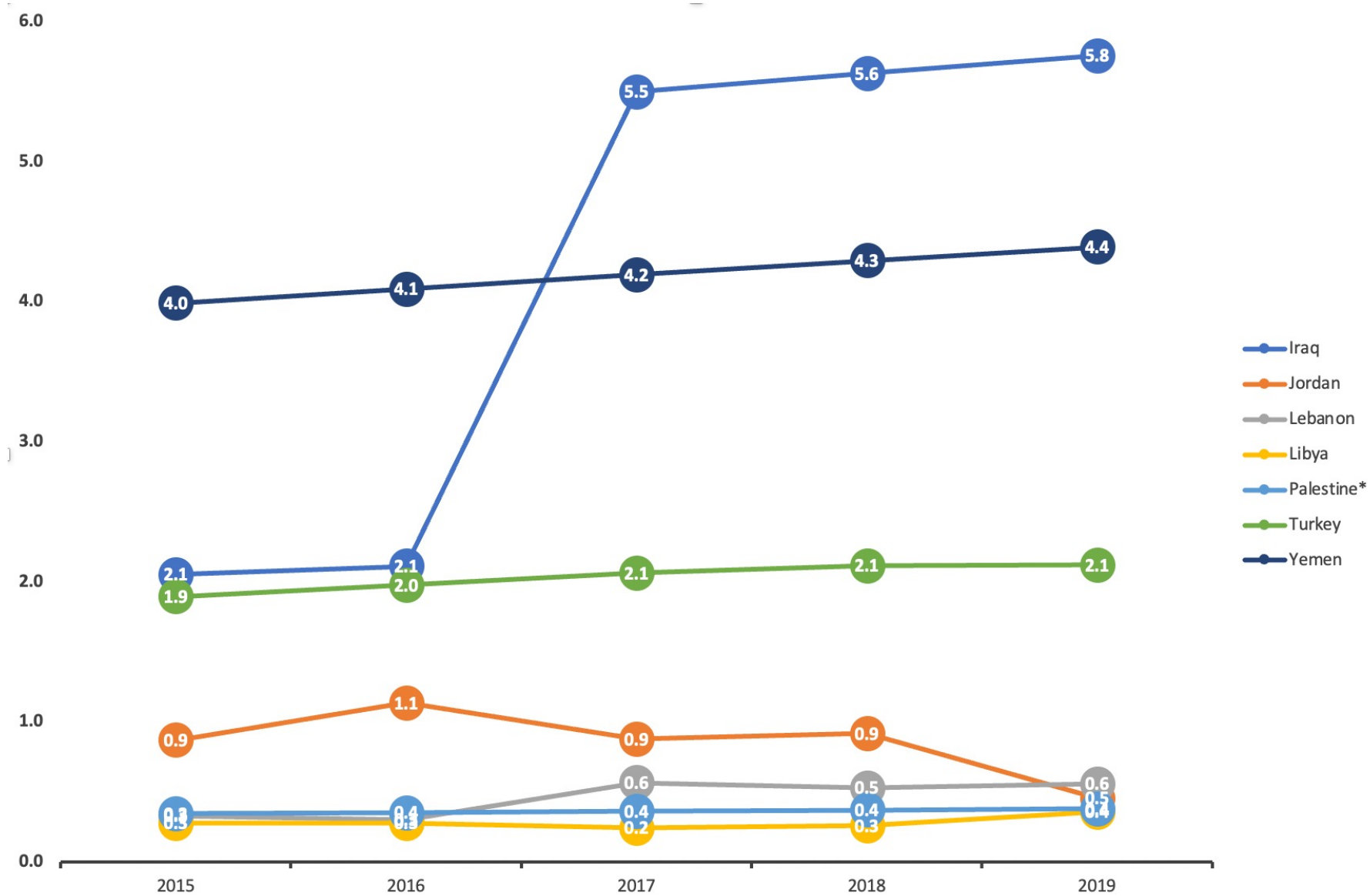
• Iraq	6.0M
• Jordan	.5M
• Lebanon	.6M
• Libya	.3M
• Palestine*	.4M
• Turkey	2.1M
• Yemen	4.0M

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Out of school  
children  
figures  
(millions):  
2015-2019



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# Out of school children figures and profiles

## Findings

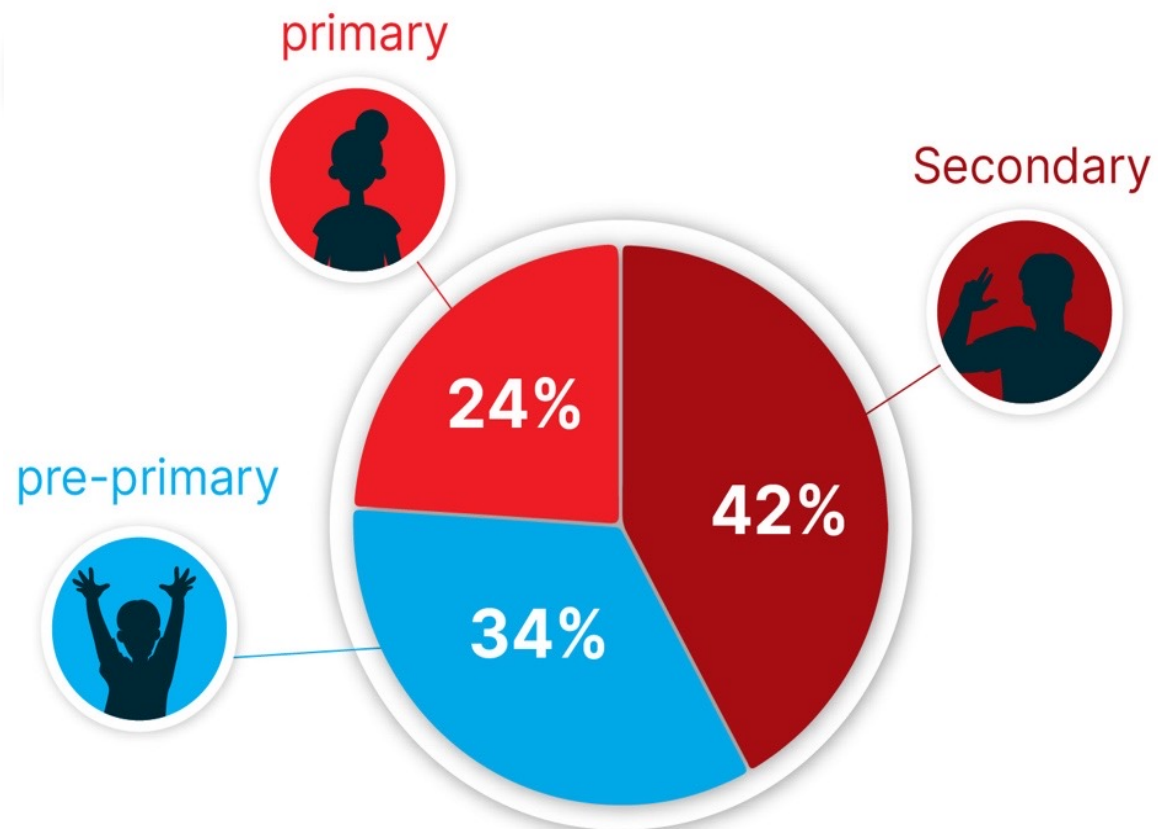
OOSC figures and profiles

02

There was a **-0.66%** decline in the percentage of OOSC from 2018 to 2019, aligning with a revised UIS calculation methodology that prevents counting primary school age children as OOS if they were actually in pre-primary school

03

**42%** the OOSC population was at the secondary level





03

42% the OOSC population was at the secondary level

## Findings

OOSC figures and profiles

Out of school children figures and profiles



Secondary



Secondary



pre-primary



primary



Secondary



Secondary



pre-primary



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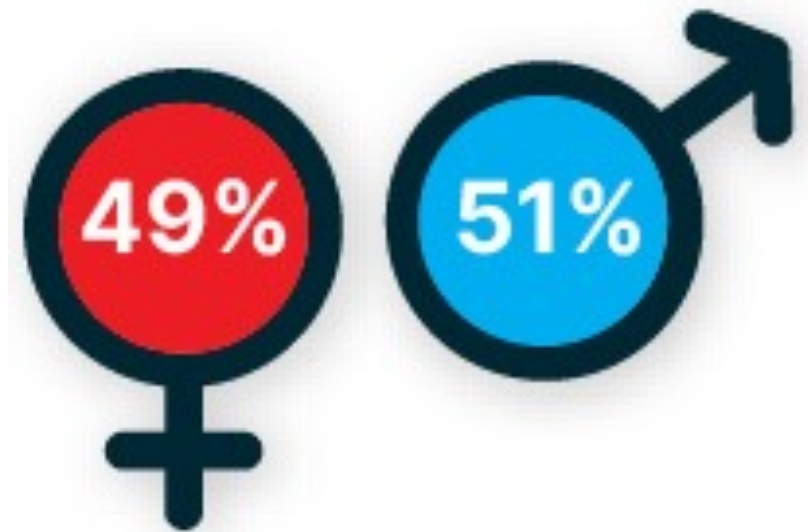
04

51% of OOSC are boys

## Findings

OOSC figures and profiles

Out of  
school  
children  
figures and  
profiles



**Iraq** 56% female  
**Lebanon** 51% female



**Jordan** 66% male  
**Libya** 51% male  
**Palestine\*** 72% male  
**Turkey** 57% male  
**Yemen** 51% male

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## Out of school children figures and profiles

### Findings

OOSC figures and profiles

05

Most OOSC are in **urban areas**



**Iraq** 63% urban  
**Jordan** 88% urban  
**Lebanon** 65% urban  
**Libya** 77% urban  
**Palestine\*** 73% urban  
**Turkey** 74% urban



**Yemen** 65% rural

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06

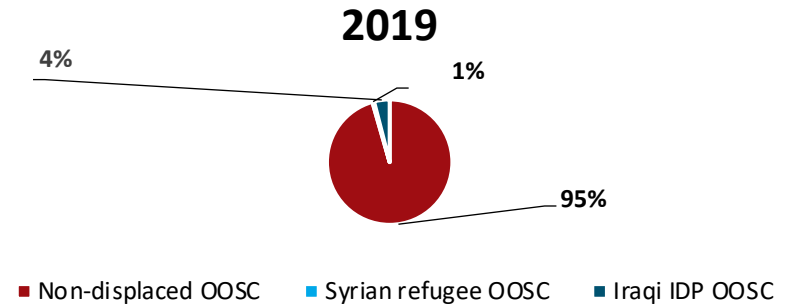
There isn't a clear trend across the study countries of what percentage of OOSC are displaced

## Findings

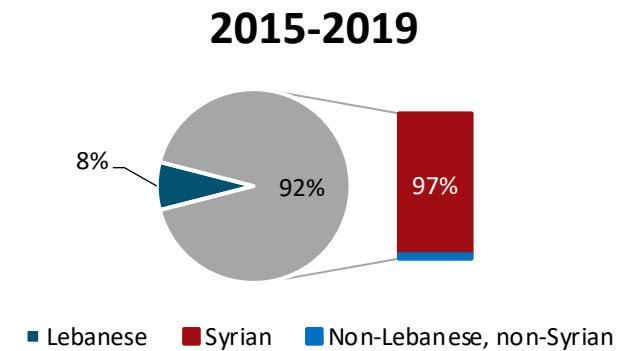
OOSC figures and profiles

Out of school children figures and profiles

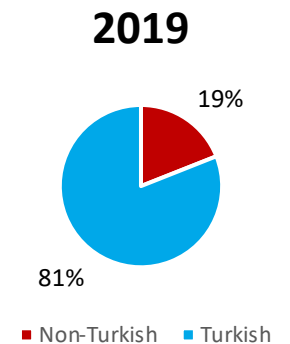
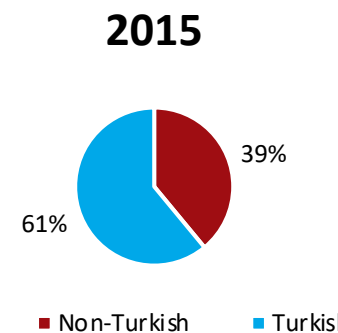
Iraq



Lebanon



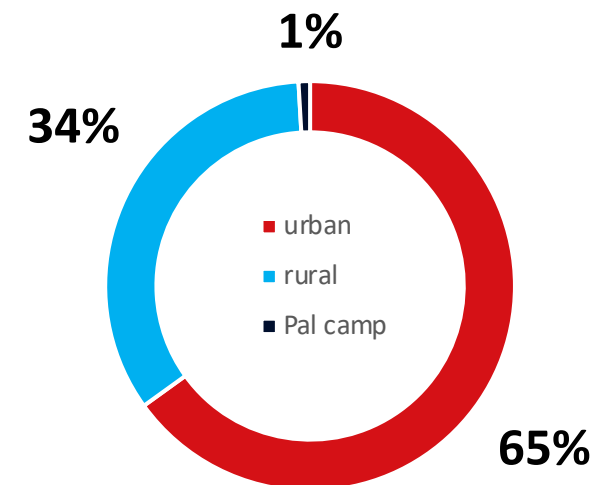
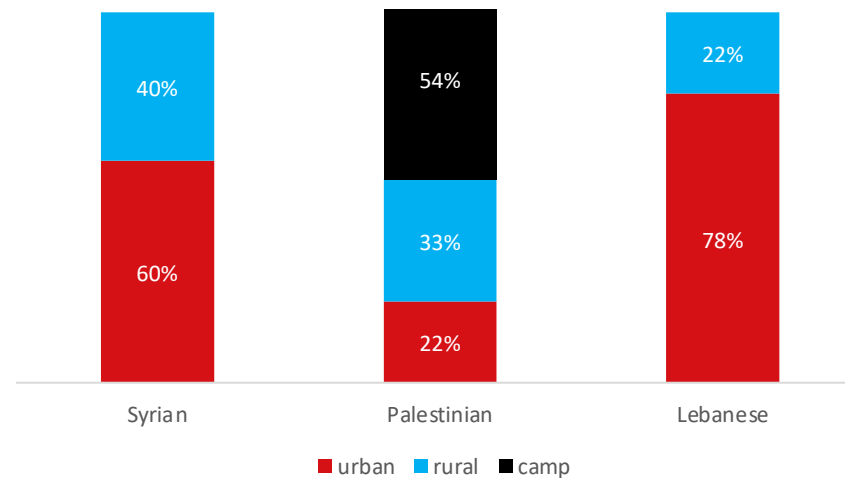
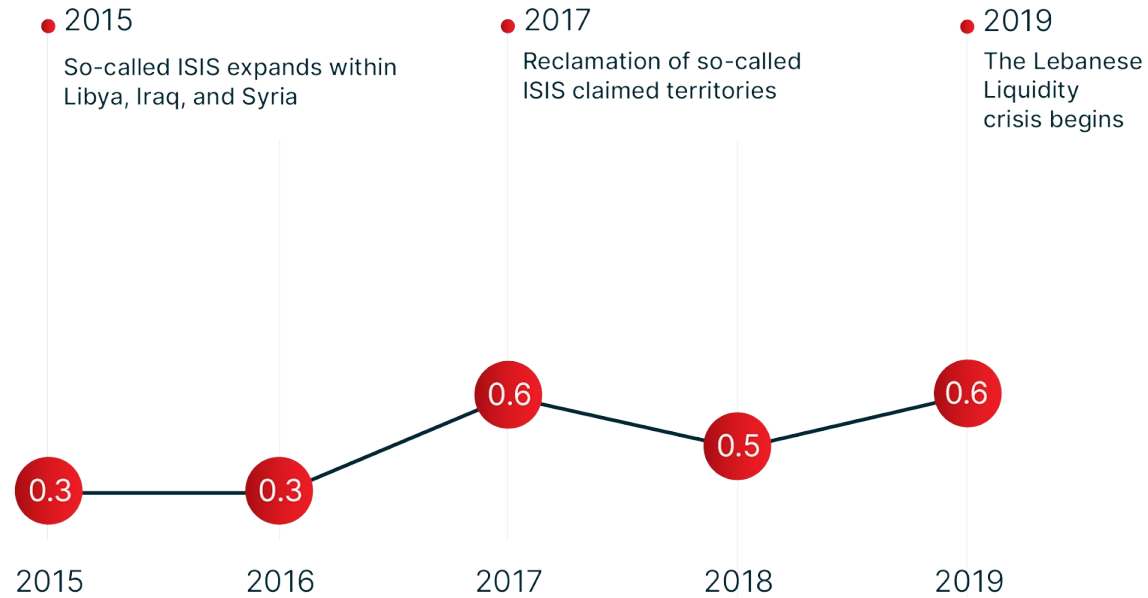
Turkey





# Lebanon

## Out of school children figures and profiles: Lebanon

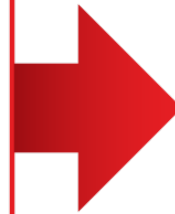




# Out of school children figures and profiles

## Conclusion 1

The OOSC trends from 2015-2019 are as expected; 2020 OOSC figures must be estimated once new guidance in light of COVID-19 is available.



## Recommendation 1

Researchers should estimate 2020 OOSC figures through

1. field-level data collection
2. COVID-19 specific estimation method guidance





Q&A  
Break



# Out of school children estimation methods

## Findings

OOSC Estimation Methods

01

OOSC data is political and can be politicised

02

Efforts to foster international comparability of data creates parallel tracks of OOSC data, one at the global level and one at the national level

03

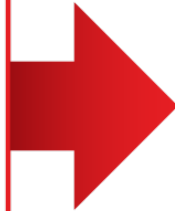
Institutional mandates differ, and these differences influence data collection and presentation



# Out of school children estimation methods

## Conclusion 1

**Conclusion 1** Estimating visible OOSC figures is challenging; identifying less visible populations is even harder



## Recommendation 1

**Recommendation 1.1** Agree to place value on and use “good enough” data

**Recommendation 1.2** Explore innovations in data collection methods that will secure good enough data in a cost-effective and efficient way



# Out of school children estimation methods

## Conclusion 1

**Conclusion 1** Estimating visible OOSC figures is challenging; identifying less visible populations is even harder



## Recommendation 1

**Recommendation 1.3** Expand and improve collaboration amongst the actors involved, including partners from other sectors such as the child protection area of responsibility and ministries responsible for social welfare and refugees

**Recommendation 1.4** While exploring innovations in data collection methods, maintain the commitment to rigour and to expanding the means of identifying the most vulnerable populations

**Recommendation 1.5** Expand open source-based, light touch access to data collection tools and management systems that a variety of stakeholders can use



Q&A  
Break

Thank you!

