Global Review of Evidence

Formal and Non-Formal Education Programmes

Let Us Learn: a UNICEF initiative bringing innovative educational opportunities to the most vulnerable children in five countries.

Increasing Impact

From the global literature, we reviewed studies that looked at education programmes with certain Let Us Learn components in order to increase their impact. Here is what we discovered:

Main Findings

What kind of education programmes?

- Early childhood education
- Non-formal education
- Technical and vocational education

Girls enrolled in non-formal education achieve better results in school than boys enrolled in the same programmes.

Students in some non-formal education programmes have higher scores than students in formal schools, suggesting opportunities for formal schools to learn from the smaller-scale practices of such programmes.

No studies were identified in low and middle income countries that address the effects of non-formal education on children with disabilities.
Children enrolled in early childhood education tend to have higher scores in primary school.

There is a strong stigma surrounding vocational and technical education.

Research Methodology

47 Studies selected among 1,007 documents reviewed

Inclusion criteria

Studies on vulnerable and marginalized school-aged children in low and middle-income countries.

Studies with Let Us Learn components, i.e. early childhood education, non-formal education, technical and vocational training.

Studies that explored the impact of education programmes on outcomes such as enrollment, drop out, attendance and learning outcomes.


Composition

Research methods

Identified programmes

Geographic concentration of studies

Multi-country

United States

Bangladesh

Kenya

Afghanistan

China

Uganda

Mali

Honduras

Global Review of Evidence