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UNICEF EXECUTIVE BOARD

Formative evaluation of the Out-of-School Children Initiative (OOSCI)

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Lao People's Democratic Republic, 2015

INTRODUCTION

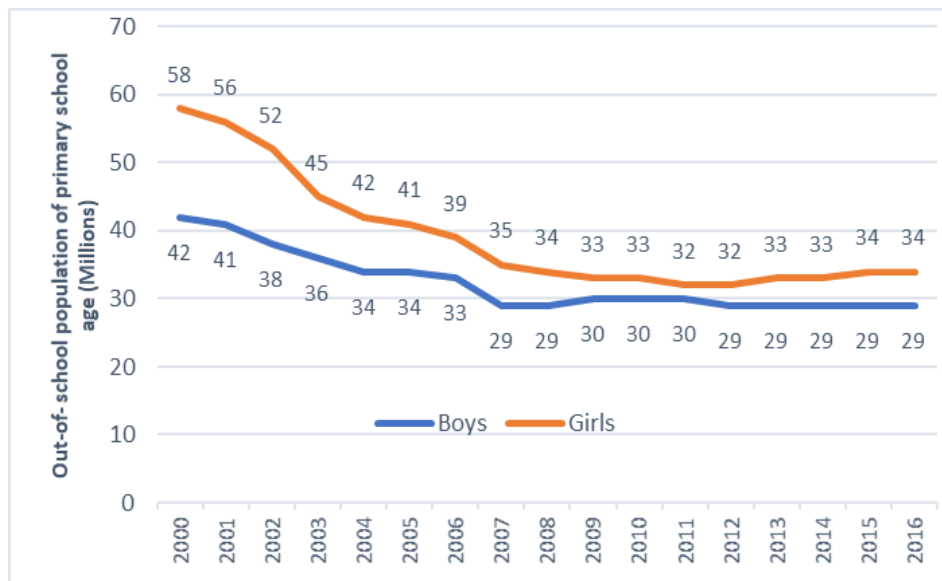
OOSCI was launched in 2010 as a data-driven approach to significantly increasing school enrolment and completion by formerly excluded children through:

- Developing comprehensive profiles of OOSC;
- Linking the profiles to barriers that lead to exclusion;
- Identifying, promoting and helping governments implement policies, strategies and budgets to overcome those barriers.

OOSCI “core partners” are UNICEF, UNESCO and the Global Partnership for Education

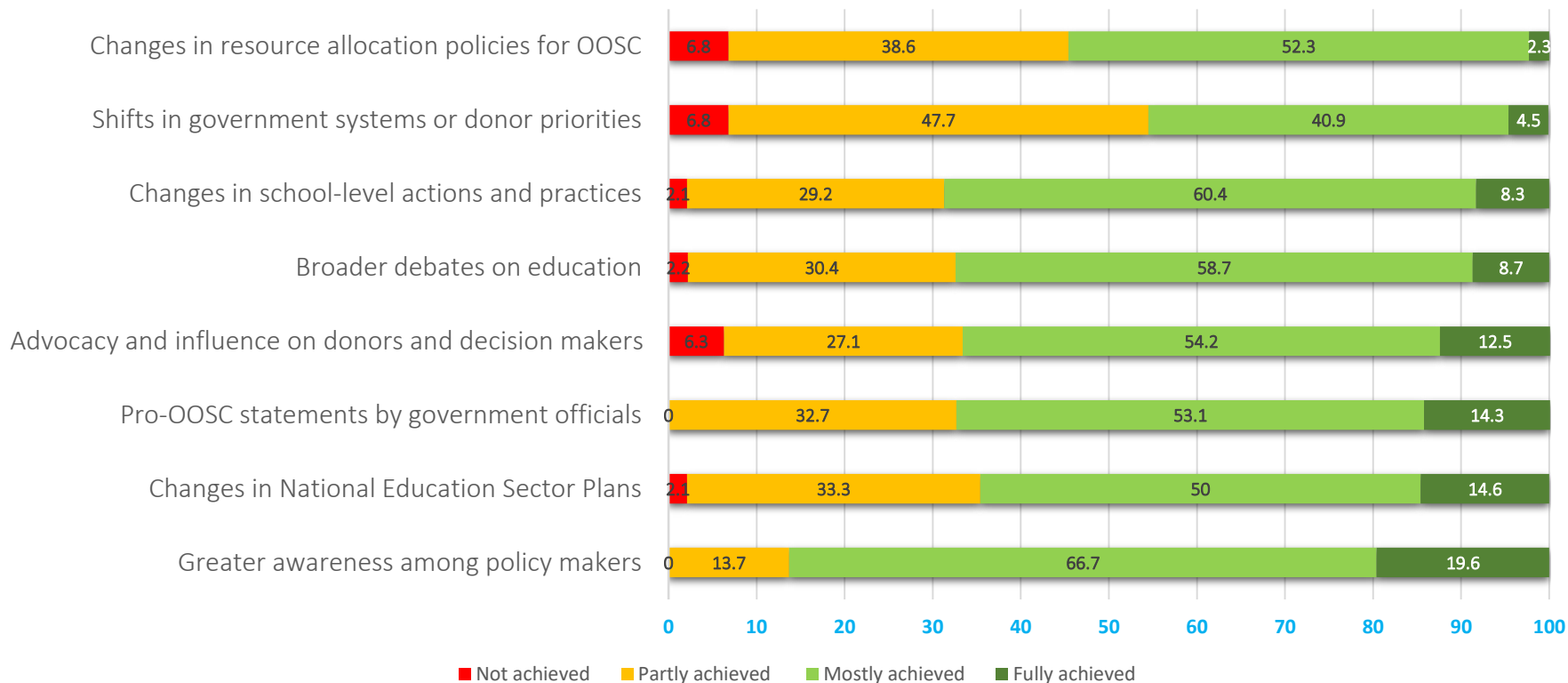
The evaluation provides a formative assessment of progress towards the overall goal of achieving a substantial and sustainable reduction in the number of children that are out of school.

Number of out-of-school children 2000 – 2016, 2018



	Estimated # of OOSC in emergency countries (in millions), 2018	Total # of OOSC in the World (in millions), 2018	Estimated share of OOSC in Emergency Countries, 2018
Preprimary (one year before primary only)	15.3	39.7	39%
Primary	32.9	63.3	52%
Lower Secondary	23.7	61.1	39%
Upper Secondary	32.3	138.5	23%
Total	104.2	302.7	34%

Achievement of OOSCI Objectives



EVALUATIVE ASSESSMENT

Evaluation criteria	Assessment
1. Relevance	OOSCI was found to be relevant to national and international debates on equity in development
2. Effectiveness	OOSCI has been effective in cultivating a critical mass of national stakeholders but less effective in supporting countries to translate recommended policies and strategies into concrete practice
3. Efficiency	OOSCI partner agencies have contributed efficiently to measures that address key challenges posed by the problem of out-of-school children in target countries
4. Utility	utility of OOSCI is linked to availability of resources on a sustainable basis. Without such sustainable resources, the problem of out-of-school children will persist
5. Coherence	OOSCI was internally coherent enough to be functional in its formative phase

SELECTED FINDINGS

Many OOSCI countries often conflated “inclusive education” with special education, resulting in interventions that failed to address the exclusion of specific groups of out-of-school children.

Implementation gaps remain severe; and subnational authorities often lacked the evidence to make a strong push for investing in education.

More emphasis on upper secondary level is required.

Partnership arrangements were considered to be productive; however, national civil society organizations were underrepresented in comparison with international NGOs.

SELECTED FINDINGS

Half of the sample countries demonstrated only modest success in the improvement of data systems; commendable success was registered in only a small number of countries due to limited financial and human resource capacities;

Coordination and/or collaboration between different sectors was not systematic;

Some groups of out-of-school children, especially those that are affected by religious, ethnic and other forms of discrimination, were not eligible for OOSCI support.

OOSCI has fallen short on sustainability. Governments remain constrained in implementation capacity.

SELECTED RECOMMENDATIONS

Recommendation 1: Revise/update the theory of change for OOSCI to reflect :

- the key elements of inclusion;
- Policies and strategies that empower Governments to promote participation at the pre-primary level (such as sustainable, pro-poor financing).

Recommendation 2: Expand technical capacity for effective implementation and monitoring. With their diverse expertise more should be required of OOSCI partners

- Seeking solutions to support the implementation and monitoring of policies;
- Mobilizing and/or attracting more resources for the sustainability of implementation.

Recommendation 3: Reorient OOSCI to cover pre-primary through upper-secondary; and target key vulnerable groups that cut across all profiles of out-of-school children;

Recommendation 4: Expand the partner base for the OOSCI to include local NGOs, while maintaining a focus on results.

Thank you

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Yemen, 2015

