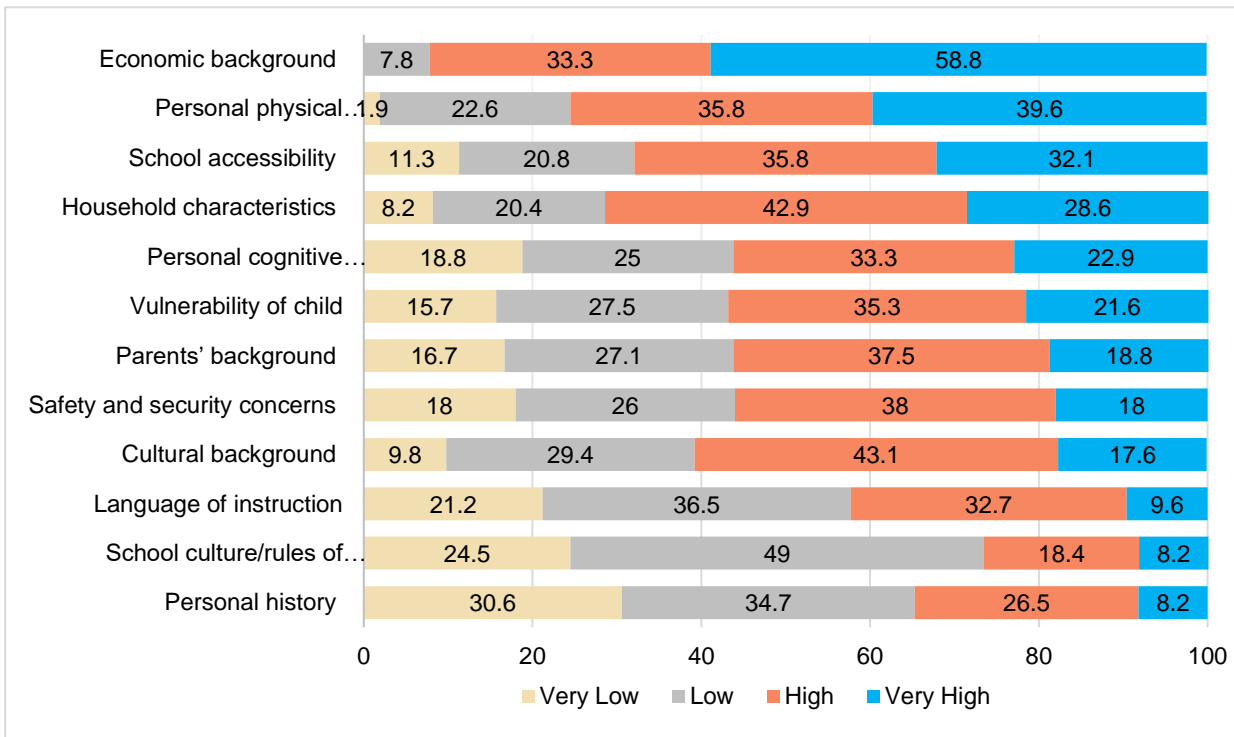
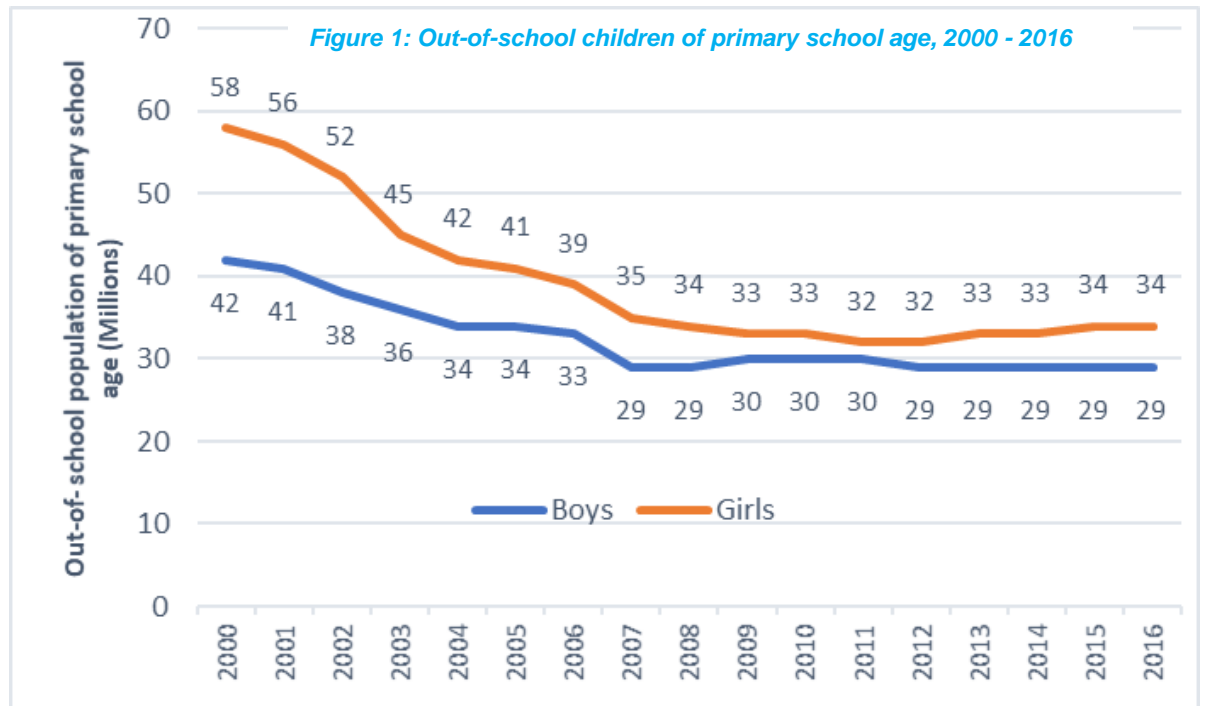


FORMATIVE EVALUATION OF THE OUT-OF-SCHOOL CHILDREN INITIATIVE (OOSCI)



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Figure 2: Prevalence of Barriers



Of the 63 MILLION out-of-school children of primary school age, more than half live in sub-Saharan Africa. 27 million of them live in conflict zones. 5 million more girls of primary school age than boys are out of school (34.3 million girls versus 29.1 million boys).

Many countries committed to the goal of Universal access to basic education following the adoption of the Convention of the Rights of the Child in 1989.

In response to these challenges, UNICEF partnered with the UNESCO Institute for Statistics (UIS), and the Global Partnership for Education (GPE) and launched Out-of-School Children Initiative (OOSCI) in 2010.

The programme aims were to support governments to develop and apply innovative approaches to better estimate the number of children that were excluded from educational opportunities, identify who the children are, and to develop solutions to bring them back to school.

A formative evaluation of OOSCI was commissioned in 2017 to obtain an independent appraisal of the progress that governments have made to enact policies and implement solutions designed to reduce the number of out-of-school children.

Methodology

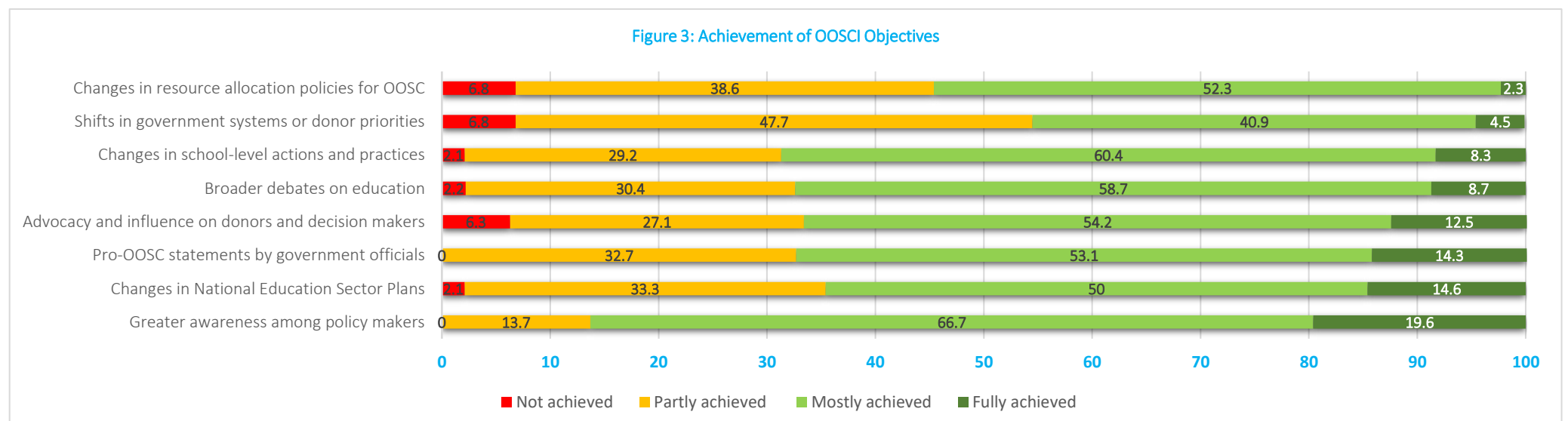
A theory-based design was employed for the evaluation, with the OOSCI theory of change being articulated retroactively by OOSCI managers during the scoping phase of the evaluation.

Evidence of the contribution of UNICEF and that of partners was derived through a qualitative design. Sources included

- a desk-based review of secondary data analysis;
- an online survey, administered to education programme officers in all UNICEF country offices implementing OOSCI;
- interviews and focus group discussions with a sample of respondents in UNICEF New York, Regional Education Advisors and/or OOSCI Focal Points in all seven UNICEF regional offices; and
- interviews and focus group discussions held with stakeholders at country level during the course of the field visits.

Recommendations

- Revise or update the theory of change for OOSCI
- Expand technical capabilities for effective implementation and comprehensive monitoring
- Cover the entire basic education cycle, and all profiles of out-of-school learners,
- Expand OOSCI partner base to make it inclusive while maintaining focus on results
- Strengthen programmatic elements to yield evaluable information about OOSCI contribution to reduction of the number of out-of-school- children



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