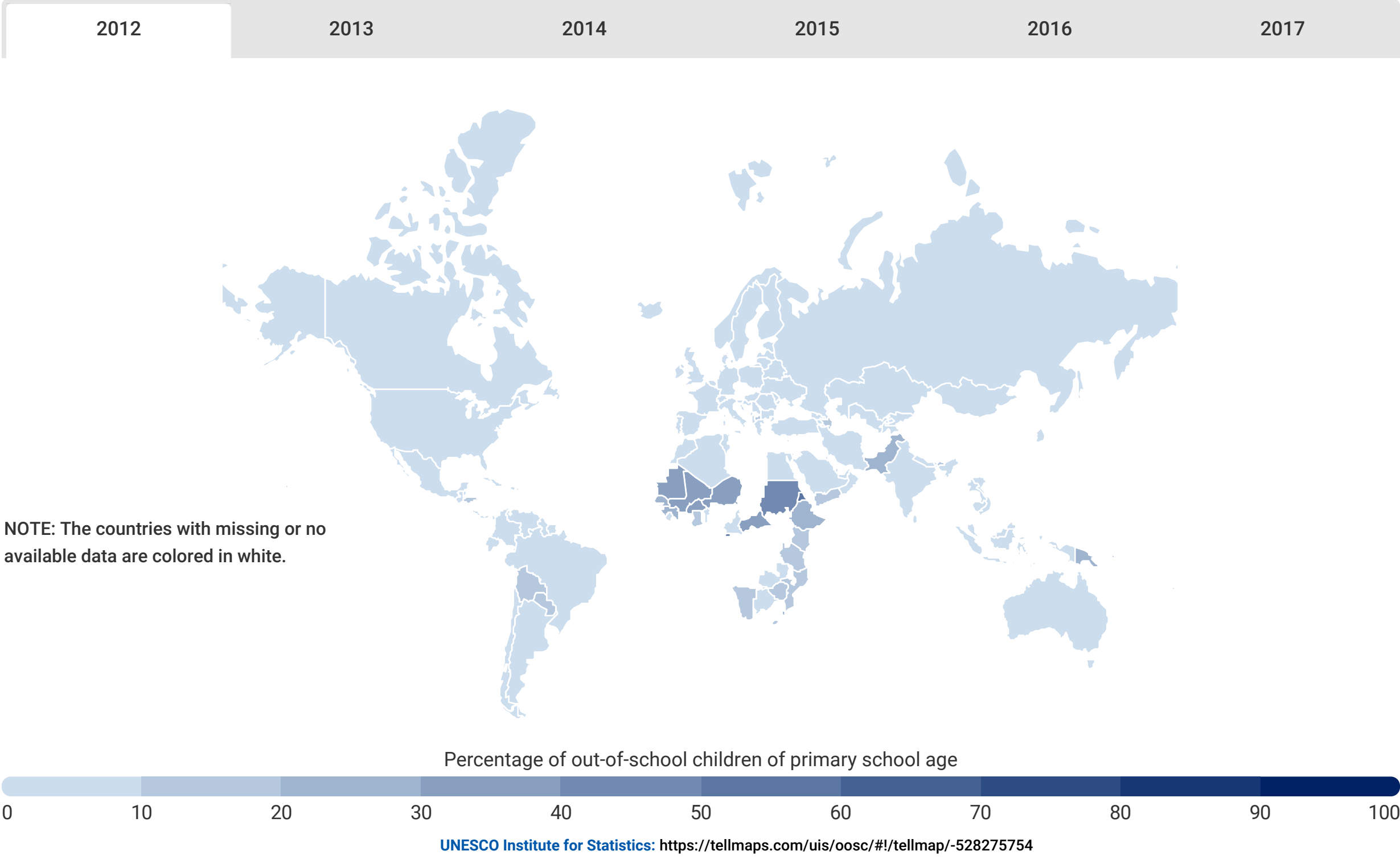


Formative Evaluation of the Out-Of-School Children Initiative (OOSCI)

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.

PERCENTAGE (%) OF OUT-OF-SCHOOL CHILDREN OF PRIMARY SCHOOL AGE (2012-17)



SUMMARY

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).

In response to the challenges of the vast numbers of children not being able to attend school, UNICEF partnered with the Global Partnership for Education (GPE) to launch the Out-of-School Children Initiative (OOSCI) in 2010. OOSCI is a data-driven approach to increase school enrollment 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.

The findings of OOSCI studies in various countries prompted changes including expanding the partnership base, greater skill-building and strengthening programmatic elements such as policies and strategies.

GLOBAL FACTS AND FIGURES



63 Million

Number of children out of school.



20%

Percentage of children that have dropped out of school. This is the same 1 in every 5 children.



39%

Percentage of children that will start school later.



41%

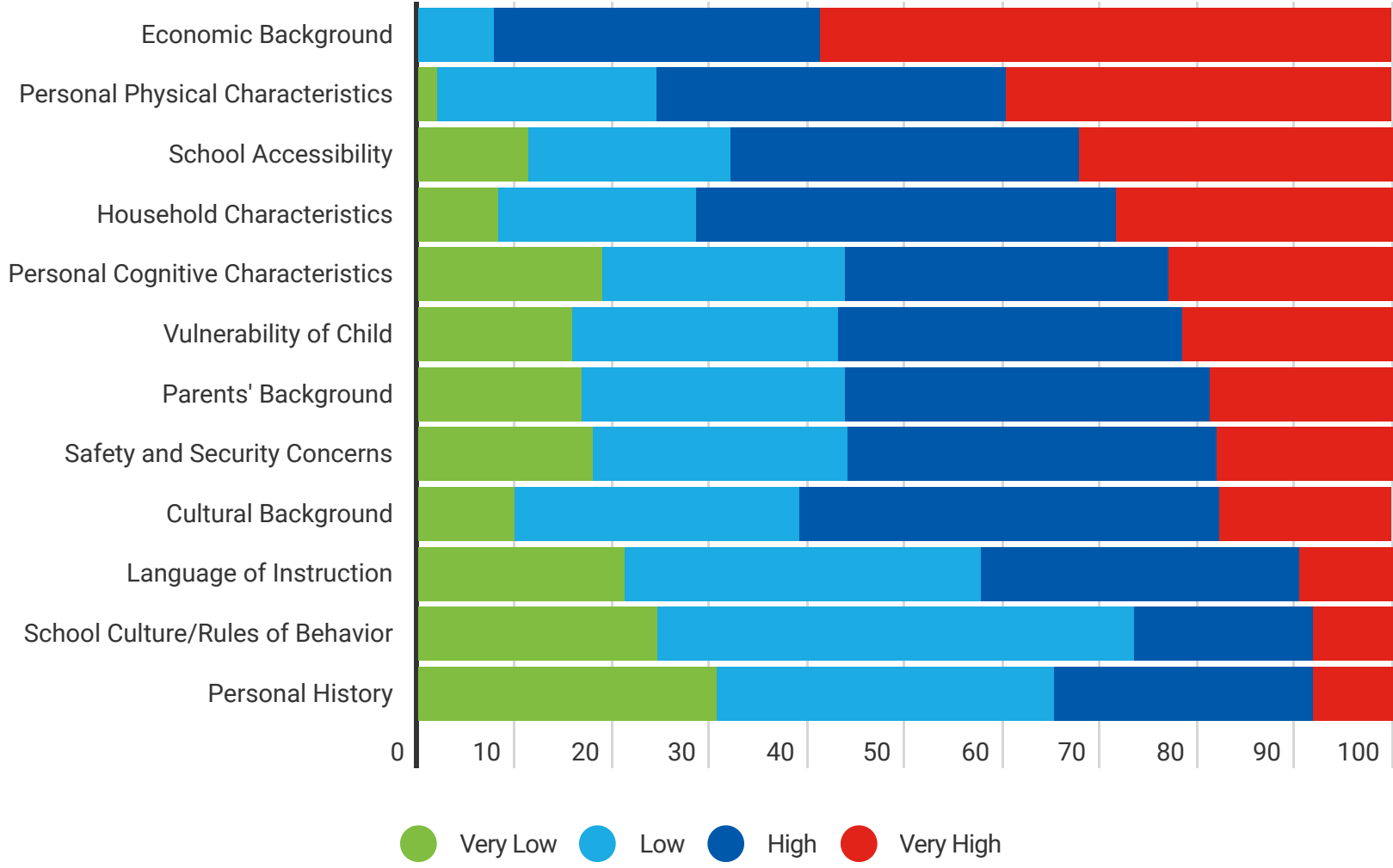
Percentage of children that will never enter school.

UNESCO Institute for Statistics: <http://uis.unesco.org/apps/visualisations/oosci-data-tool/index-en.html#en/cover>

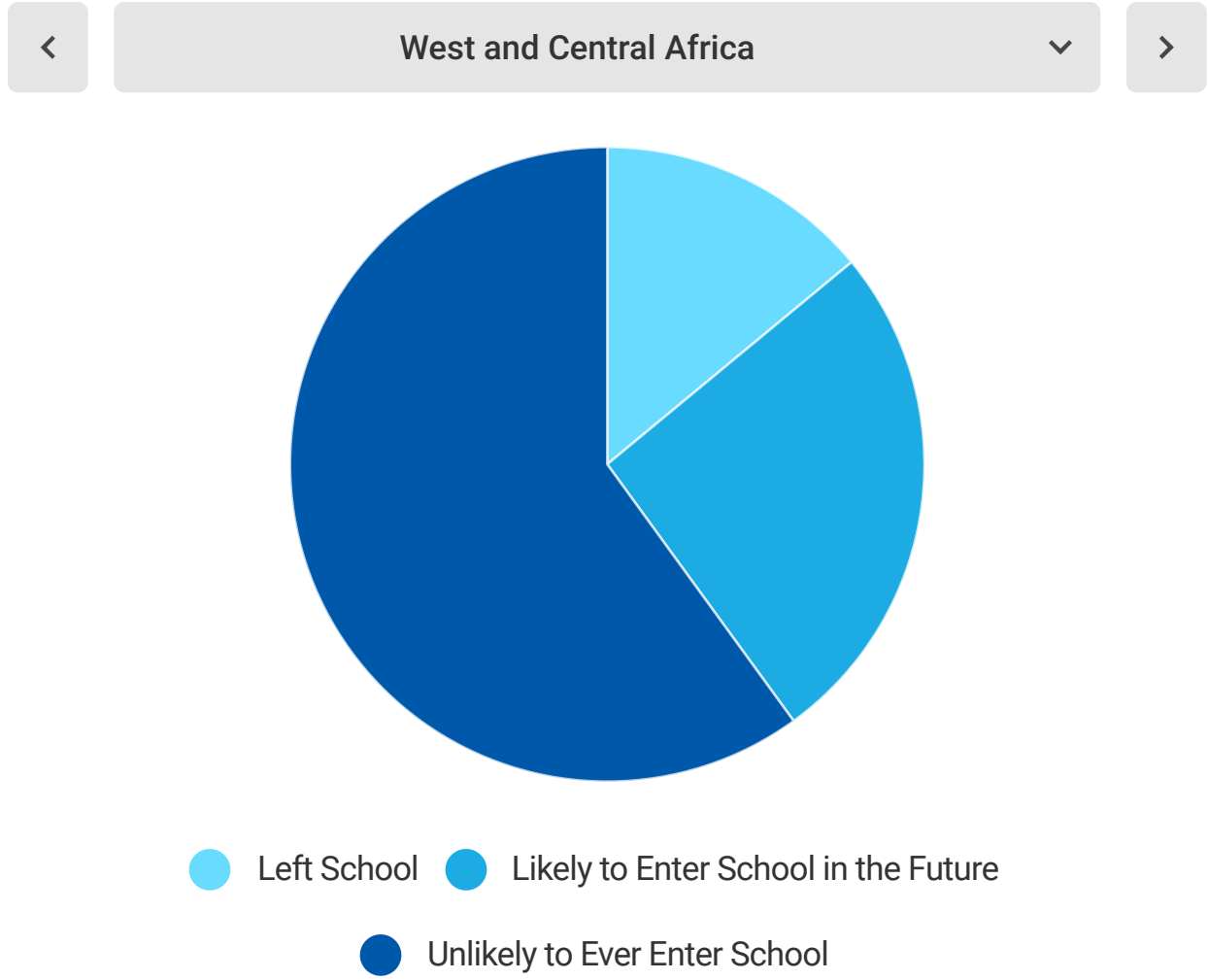
GLOBAL STATISTICS ON OUT-OF-SCHOOL CHILDREN

BARRIERS AND GLOBAL STATISTICS ON OUT-OF-SCHOOL CHILDREN

Economic, social and/or political reasons why children may not be attending school.

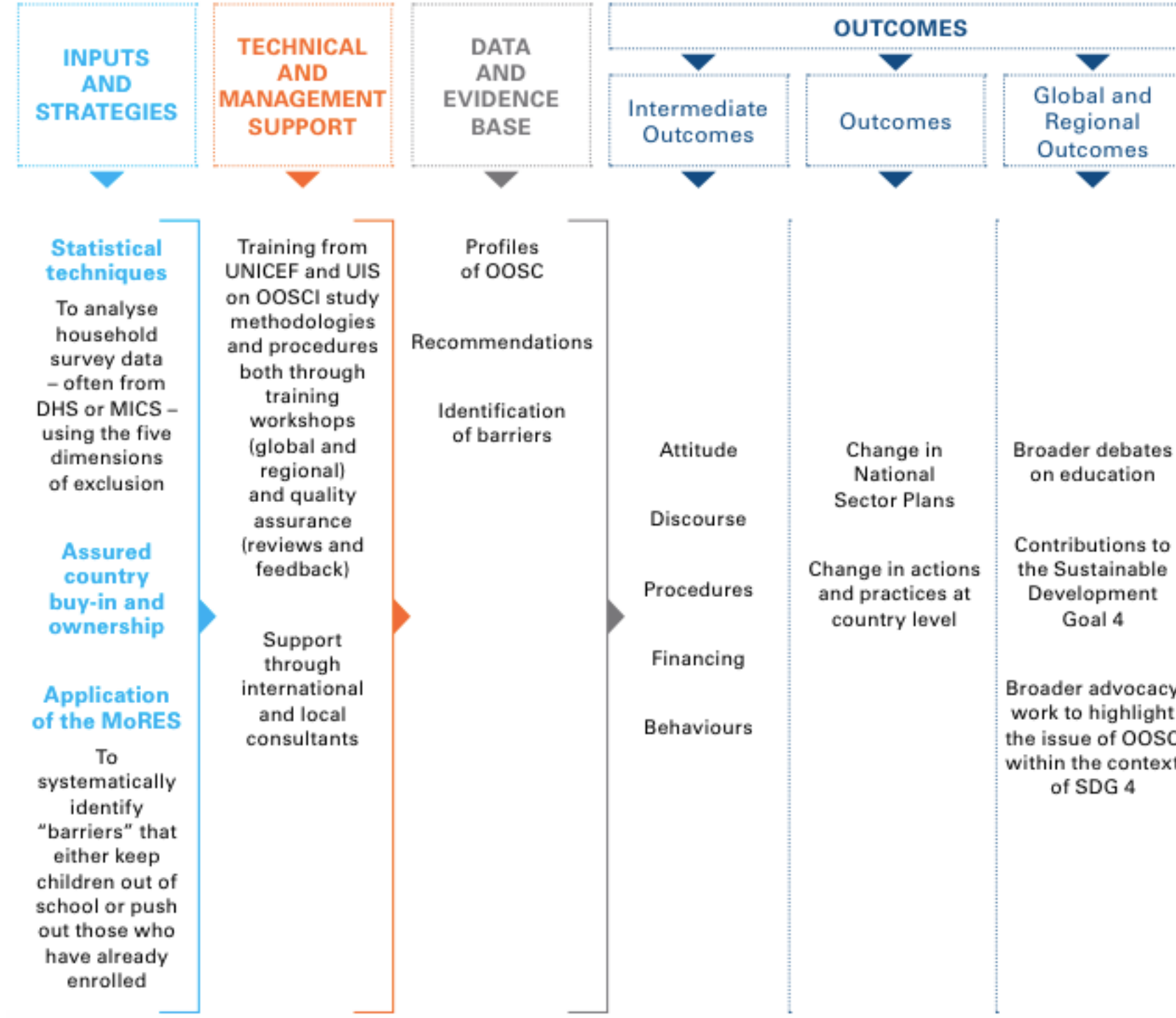


WHAT IS THE LIKELIHOOD OF CHILDREN ATTENDING SCHOOL IN DIFFERENT REGIONS?

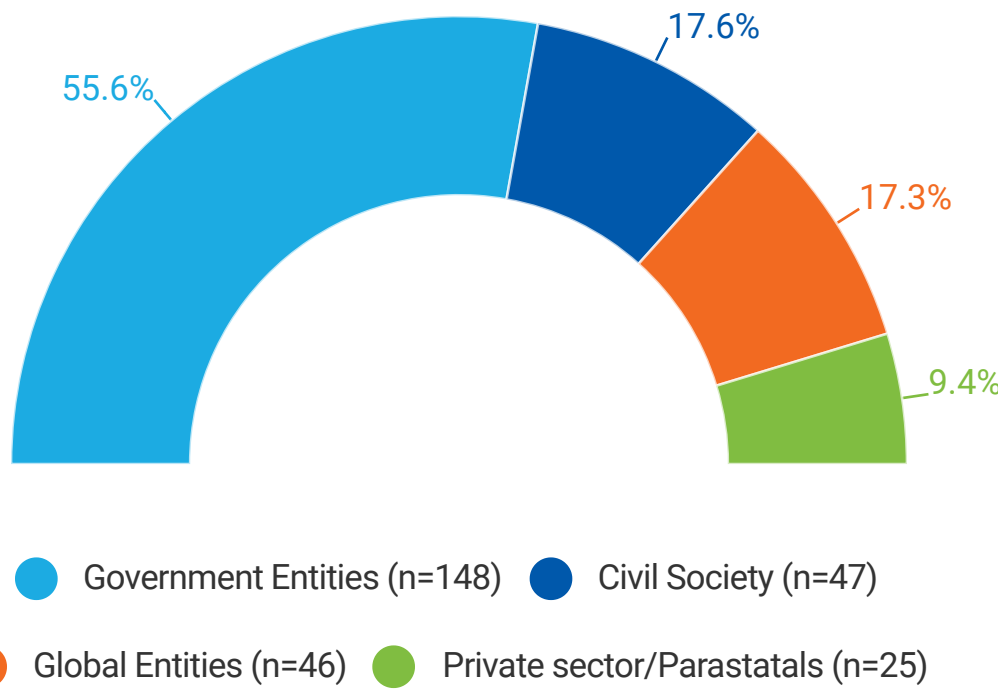


THEORY OF CHANGE

REVISED THEORY OF CHANGE



WHO ARE UNICEF'S PARTNERS?



Government entities: Ministry of Education, social development ministries/department, planning departments, sub-national entities and foreign/donors.

Civil society: International INGOS, NGOs, CBOs.

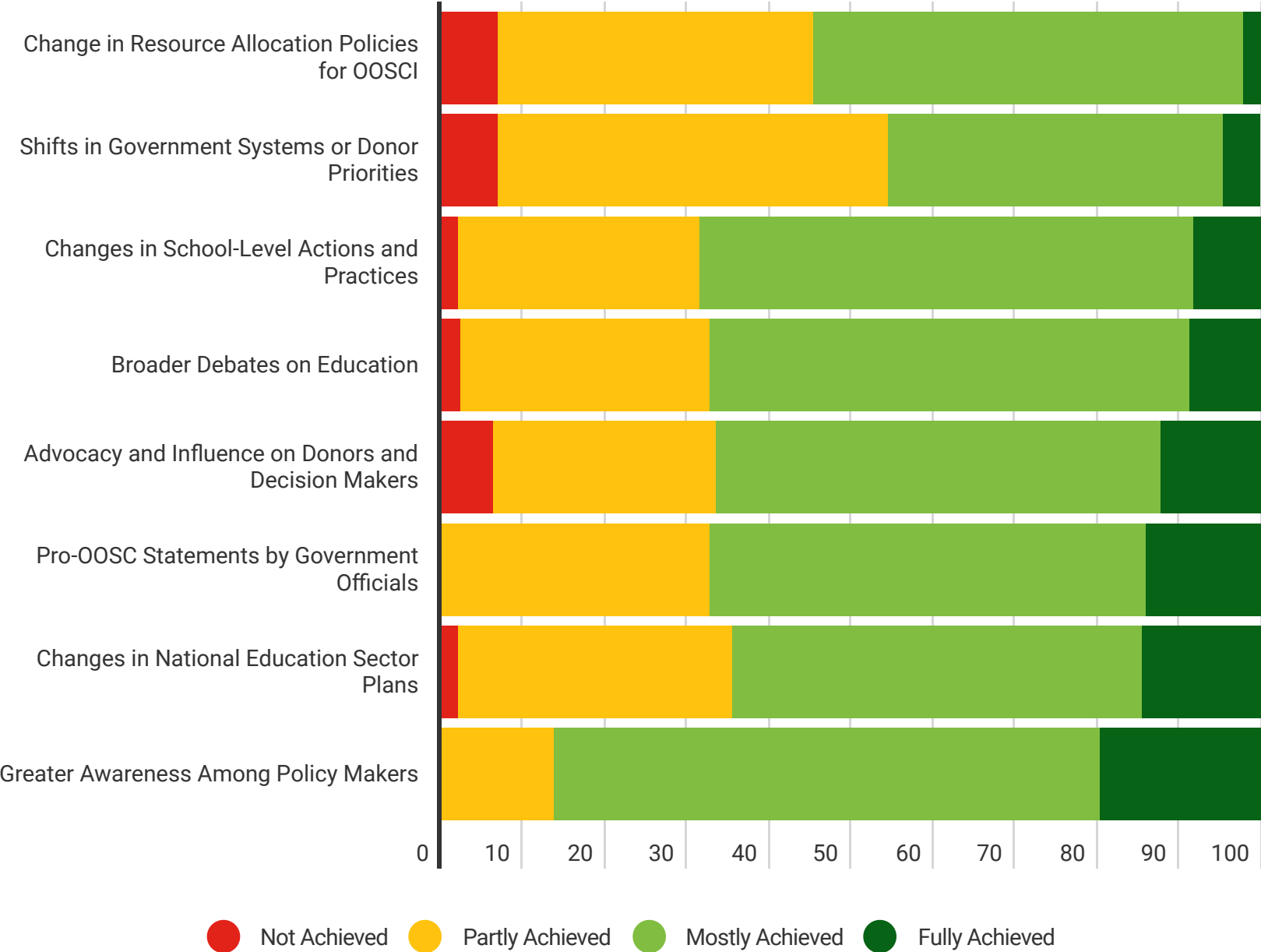
Global entities: UN bodies/agencies, development banks and transnational Institutions.

Private sector/Parastatals: Universities, research Institutes, public authorities and national banks.

EVALUATION OF ACHIEVEMENTS OF OOSCI OBJECTIVES AND RECOMMENDATIONS

ACHIEVEMENT OF OOSCI OBJECTIVES (%)

The assessments of implementers on whether OOSCI objectives were achieved.



RECOMMENDATIONS



Revise the OOSCI Theory of Change to cover all levels of education, while maintaining a focus on pre-primary level.



Expand technical capabilities for effective implementation and comprehensive monitoring.



Re-orient the methodological framework towards the entire basic education cycle, while also targeting key vulnerable groups.



Expand OOSCI partner base to make it inclusive while maintaining focus on results. Engage partners to find strategies to implement policies and attract resources to assure sustainability of implementation.



Support governments while also assembling partners that have a clear potential to bring new ideas and/or offer new entry points.



Strengthen programmatic elements to yield evaluable information about OOSCI contribution to reduction of the number of out-of-school children.