Results agreement with the UNESCO Institute for Statistics (UIS) on out-of-school children under the Global and Regional Activities (GRA) program

August 9, 2013

1. Thematic area	Out-of-school children (OOSC)
2. Subtheme	Addressing the out-of-school children data gap
3. Managing Entity contact information (program manager)	UNESCO Institute for Statistics (UIS) C.P. 6128 Succursale Centre-ville, Montreal, QC H3C 3J7, Canada Tel. +1 514-343-6880, Fax +1 514-343-5740 Mr. Friedrich Huebler, Education Indicators and Data Analysis Section, f.huebler@unesco.org
4. Amount out of GPE Fund	US$ 1,099,527 (including an agency fee of US$ 71,932)
5. Proposed start date/end date	Start: September 2013 End: August 2015
6. Reporting on implementation	Monitoring reports due June 30 and December 31; completion report due within 3 months after end date of implementation.
7. Regional focus	Africa, Arab States, Asia, Latin America
8. Knowledge/capacity gap to be addressed (in very brief form)	Data gap on out-of-school children: 1. Standard definitions for participation, progression, dropout, and completion of education. 2. Improved collection and use of data at the local management level to monitor enrolment and attendance. 3. Increased quality and comparability of education data from administrative records and household surveys. 4. Linkage of data to policy for more effective and efficient action on OOSC.
9. Results expected (in very brief form; also see page 2-3)	1. Improved conceptualization, measurement and monitoring of children in and out of school and integration into national M&E systems. 2. Enhanced use of statistical evidence and data on OOSC in education sector policies and plans, including GPE proposals. 3. Two publications: a conceptual framework and an operational manual for in-depth country-level analysis of OOSC data, barriers and policies. 4. In collaboration with UNICEF, government-led country studies on OOSC profiles, barriers and policies. 5. National statisticians from 15 GPE partner countries trained in quality assessment, calculation methods, and analysis of data on OOSC. 6. Studies in 5 GPE countries to identify gaps in data collection and flow of OOSC data from local to regional and national levels. 7. More precise UIS estimates of the number of OOSC due to improvements in indicator calculation methodology. 8. Cross-nationally comparable international database with disaggregated data on OOSC. 9. Informative and regularly updated data visualizations on OOSC.

10. Readjustment of content and mid-term review	If the Managing Entity sees a need for substantial change of scope or sequence, a request can be sent to the Secretariat for consideration. The Secretariat will conduct a **mid-term review in September 2014** which aims at ensuring that the activity stays on track and relevant to GPE strategic objectives. This may lead to adjustments in the activity.

Specific outcomes expected (as outlined in the proposal)

Outputs	Expected results	How activity will support GPE overall objectives
Activity 1: Two knowledge products published: a conceptual framework and a manual for in-depth country-level analysis of OOSC data, barriers and policies.	Increased understanding of standard definitions, indicators and data analysis issues by OOSCI participants (including national statisticians and Ministry of Education staff). Studies on OOSC are of high quality, based on rigorous methods for collection and analysis of data on OOSC, and highlight the linkages between data, barriers and policies on OOSC.	As stated in the thematic paper on out-of-school children for the Global and Regional Activities (GRA) program by the Global Partnership for Education (GPE), identifying out-of-school children and their needs has proven to be a difficult task due to gaps in data and knowledge. As a consequence, it is also challenging to assess the resources needed to reach all children that remain excluded from education. To address these gaps and to advance the post-2015 development agenda, the UNESCO Institute for Statistics (UIS) aims to carry out a series of activities at the national, regional and global level to fill gaps in knowledge on OOSC (in terms of measurement, methodology, and profiles), strengthen data availability and quality for education policy makers, and contribute to capacity development in national institutions to increase the effectiveness of interventions over the long term. The activities can be linked to three of the four GPE strategic goals for 2012-2015 and three of the five strategic objectives:
Activity 2: One global workshop and three OOSC regional forums held to share country experiences and best practices on analysis of OOSC and to introduce OOSCI methodology to new partner countries.	Sharing of country experiences in analysis of OOSC. Better understanding of international best practice in the analysis of OOSC data, barriers and policies.	
Activity 3: 15 government-led country studies following the methodology in the new OOSCI Conceptual and Methodological Framework and Operational Manual, featuring in-depth analysis of profiles of out-of-school children, barriers to access, and policies to reduce the number of OOSC. Training for national statisticians from 15 countries in quality assessment, calculation methods, and analysis of data on OOSC.	Production of high-quality OOSCI studies by country teams. Increased national capacity for collection and analysis of data on OOSC, and for profiling of OOSC using multiple data sources and new methodologies. Improved evidence for policy making through new national studies on OOSC.	

Activity 4: Five studies, preferably in GPE countries, to identify the gaps in data collection and flow of OOSC data from the local to regional and system level.	Improved data collection on OOSC at the local level, and improved reporting of high-quality OOSC data to the regional and national levels.	● Goal 1: Access for all: All children have access to a safe, adequately equipped space to receive an education with a skilled teacher. ● Goal 3: Reaching every child: Resources are focused on the most marginalized children and those in fragile and conflict-affected states. ● Goal 4: Building for the future: National systems have the capacity and integrity to deliver, support and assess quality education for all. ● Objective 1: Fragile and conflict affected states able to develop and implement their education plans. ● Objective 2: All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment. ● Objective 3: Dramatic increase in the number of children learning and demonstrating mastery of basic literacy and numeracy skills by Grade 3. Activities 1 to 4 will be jointly coordinated with UNICEF. Activities 5 to 8 will be managed independently by the UIS.
Activity 5: Three research papers on measurement of school participation using administrative and household survey data, including two studies for countries with a large number of OOSC and conflicting estimates of the number of OOSC.	Better interpretation and understanding of the differences between enrolment and attendance rates for primary and secondary school age children. Improved knowledge about the reliability of out-of-school estimates from different data sources.	
Activity 6: Three research papers on specific methodological aspects of UIS estimation of the national, regional and global number of OOSC from administrative data on enrolment.	Increased precision of UIS OOSC estimates at the national, regional and global level.	
Activity 7: International online database with disaggregated data on OOSC, with regular updates to add recent survey data and/or new indicators or characteristics.	Increased availability of more reliable, internationally comparable, and detailed data on the number, proportion and characteristics of OOSC to support policies towards education for all.	
Activity 8: Three data visualizations on OOSC launched on the UIS website.	Increased awareness and better understanding of OOSC data through wide dissemination of easy-to-use and attractive data visualizations.	