GLOBAL PARTNERSHIP *for* EDUCATION

METHODOLOGY SHEET FOR GLOBAL PARTNERSHIP FOR EDUCATION (GPE) INDICATORS

Indicator title	**Indicator (7)** Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age
Result measured (from GPE Results Framework):	**Strategic Goal (2)** Increased equity, gender equality, and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity, and conflict or fragility

JUSTIFICATION FOR INDICATOR

Background/context for indicator:

At the World Education Forum in Incheon, South Korea, in 2015, governments called for "meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning"[1]. This declaration was issued in support of Sustainable Development Goal 4 on education, for which the first target is: "By 2030, [to] ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes."

Out-of-school children (OOSC) of primary and lower secondary school age are children or adolescents who are not enrolled in education at the level corresponding to their age cohort (but see the qualification in the indicator definition, below), either because they will enter late, never enter school or because they dropped out. The term 'out-of-school' thus encompasses a wide range of realities[2].

The OOSC phenomenon has pervasive socioeconomic effects in the immediate, medium and long term, not only for the child itself, but also for its family and society. A number of factors are at play in the exclusion of children from education, including poverty, conflict, gender, disability, geographical location, cultural factors, ethnicity, health and child labor.[3] According to recent data from UNESCO Institute for Statistics (UIS), the global absolute number of children and young adolescents, between approximately 6 and 15 years of age that are out of school increased from 122 million in 2011 to 124 million in 2013[1]. Adolescents of lower secondary school age (typically 12 to 15 years) are nearly "*twice as likely to be out of school as primary school-age children, with 1 out of 6 (17%) not enrolled*"[1].

Overall, in 2012, about one in five primary school age children and one-third for children of lower secondary age were out of school in GPE partner countries. Specifically, 41 million of children of primary school age were not in school in

[1] UNESCO Institute for Statistics (UIS) and UNICEF, *Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children* (Montreal: UNESCO Institute for Statistics, 2015), retrieved June 8, 2016, from: http://www.uis.unesco.org/Library/Documents/fixing-broken-promise-efa-findings-global-initiative-oosc-2015-en.pdf

[2] Global Partnership for Education, *Results for learning report 2014/15: Basic education at risk* (Washington, DC: The World Bank, 2014), retrieved June 8, 2016, from http://www.globalpartnership.org/2014-2015-results-for-learning-report

[3] http://www.globalpartnership.org/focus-areas/out-of-school-children

	2012, with 82% of these children (33.5 million) living in FCAC. In all, the overall OOS rate for children of primary school age was 22% across DCPs in 2012, i.e. 26% in FCACs and 13% in non-FCACs. On a positive note, between 2008 and 2012, the number of OOSC in DCPs declined by 4.4% and, comparatively speaking, the number of OOSC decreased by 50% more in DCPs compared to other developing countries during the same timeframe[2]. Despite those encouraging figures, while the OOSC rate for primary school aged-children decreased by about 4 percent in FCAC DCPs between 2008 and 2012 (which was also accompanied by a decline in the absolute number of OOSC in FCACs), the rate remained unchanged in non-FCAC partners, which even registered an increase in the number of OOSC[2]. Further, wide disparities exist between DCPs. For example, during said timeframe, four DCPs have seen their OOS rate increase by at least 17%, while on the other end of the spectrum, another four DCPs saw their OOS rate decrease by 50%[4]. Overall, these data still indicate a worrying trend at a time when aid for education is decreasing[2]." More effort and targeted policies are required to reach out-of-school children, who tend to be members of vulnerable and marginalized groups"[5].
Rationale for indicator selection:	This indicator is included to reflect the extent to which the result of "inclusion for all in a full cycle of quality education" is *not* achieved. Conversely, generally lower indicator values reflect, to an extent, whether the result is being achieved. This specific indicator was selected as it describes the size of the population of official primary and lower secondary school age that is not enrolled in primary, respectively lower secondary education. Its value provides critical information to identify the size of the target population for policies and interventions aimed at achieving universal primary and lower secondary education[6], and thus of the challenge in pursuit of SDG 4. The rate of OOSC is a useful measure for comparison across countries with different population sizes. When disaggregated by sex, location and other characteristics, this indicator can identify groups or areas needing the greatest policy efforts[7].
DEFINITION	
Indicator definition:	**Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age** **(a) The rate of out-of-school children of primary school age is defined as:** Number of children of official primary school age who are not enrolled in primary or secondary school, expressed as a percentage of the population of official primary school age. **(b) The rate of out-of-school children of lower secondary school age is defined as:** Number of children of official lower secondary school age who are not enrolled in primary or secondary school, expressed as a percentage of the population of official lower secondary school age[7].

[4] DCPs registering an increase of at least 17% in OOS rates between 2008 and 2012: Eritrea, Honduras, Liberia, and Mozambique. DCPs registering a decrease of at least 50%: Benin, Bhutan, Timor-Leste, Kyrgyz Republic, and Lao PDR.
[5] Global Partnership for Education, *Strategic plan 2016-2020*. 2015-12-BOARD - DOC 08 - Annex 1 - Strategic Plan 2016-2020, Rev. 1 (Washington, DC: The World Bank, 2015), P.2. retrieved June 8, 2016, from http://www.globalpartnership.org/download/file/fid/51048
[6] UNESCO, *Education Indicators: Technical Guidelines* (Montreal: UNESCO Institute for Statistics, 2009), retrieved June 8, 2016, from: http://www.uis.unesco.org/Library/Documents/eiguide09-en.pdf
[7] UNESCO, *UNESCO Institute for Statistics glossary* [web page] (Montreal: UNESCO Institute for Statistics, 2016), Retrieved March 8, 2017, from: http://uis.unesco.org/glossary

		Note: The age ranges associated with the education levels are based on the International Standard Classification of Education (ISCED)[8]. The education levels and grades used in the calculation of education indicators are consistent with each country's ISCED mapping[7].
Unit of measurement:		Percentage
Disaggregation:		a) By fragile/conflict-affected countries (FCAC) and non-fragile and conflict-affected countries b) By gender
Year for data reported (select only one and mark an "x")		__ fiscal year _X_ calendar year
Frequency of data collection:		Official request to UIS submitted twice a year (beginning and mid-calendar year), following UIS releases of education data.

DATA TREATMENT

Source of information for collecting data:	Source document, template, etc.:	UIS
	Source agency:	UIS
Formula:		**Country-level figures for out of school rates for children of primary and lower secondary school age are provided directly by UIS to the GPE Secretariat. While GPE does not perform these calculations, details are provided below for the purpose of clarity.** At the country level, the rates of out-of-school children of primary and lower secondary school age are computed as follows: **(i) For children of primary school age:** 1. Subtract the number of primary school-age pupils enrolled in either primary or secondary school from the total population of official primary school age. 2. Divide the difference obtained in step (1) by the population of primary school age. 3. Multiply that quotient by 100. **Rate of out–of-school e children of <u>primary school age</u> ($OOS_{pri,t,j}$) for a given year, in country *j*:** $$OOS_{pri,t,j} = \frac{Pa^{pri}{}_{j,t} - Ea^{pri,s}{}_{j,t}}{Pa^{pri}{}_{j,t}} * 100$$ Where: $Pa^{pri}{}_{j,t}$ = Population of official primary school age *in* country ***j*** in year ***t*** $Ea^{pri,s}{}_{j,t}$ = Total enrolment (number of enrolled children) of official primary school age in either primary or secondary education in country ***j*** in year ***t*** **(ii) For children of lower secondary school age:**

[8] UNESCO, *International Standard Classification of Education: ISCED 2011* (Montreal: UNESCO Institute for Statistics, 2012).

	1. Subtract the number of lower secondary school-age pupils enrolled in primary or secondary school from the total population of official lower secondary school age. 2. Divide the difference obtained in step (1) by the population of lower secondary school age. 3. Multiply that quotient by 100. **Rate of out of school children of <u>lower secondary school age</u> ($OOS_{ls,j,t}$) for a given year, in country *j:*** $$OOS_{ls,j,t} = \frac{Pa^{ls}{}_{j,t} - Ea^{ls}{}_{j,t}}{Pa^{ls}{}_{j,t}} * 100$$ Where: $Pa^{ls}{}_{j,t}$ = Population of official lower secondary school age *in* country ***j*** in year ***t*** $Ea^{ls}{}_{j,t}$ = Total enrolment (number of enrolled children) of official lower secondary school age in either primary or secondary education in country ***j*** in year ***t*** **Notes:** 1. An alternative calculation method: subtracting the *adjusted net enrolment rate* in primary or lower secondary education from 100. 2. Population data: Every two years, the United Nations Population Division releases new population projections and revised estimates for previous years. The UIS systematically revises its data according to the new estimates in order to provide the most accurate information possible and allow comparison of trends over time. These updates may result in revisions in the indicators' values.
Aggregation formula:	The aggregate values for GPE's DCPs (and the relevant sub-groupings – i.e. disaggregated by FCAC and gender) of rates of OOS children of primary and lower secondary school-age are provided directly by UIS to the GPE Secretariat. **While GPE does not perform these calculations, details are provided below for the purpose of clarity.** The mentioned aggregate values provided by UIS are computed using both country-level publishable data and imputed estimates for countries with missing data. These country-level estimates are not provided to GPE. Aggregate figures are calculated as the weighted average using the population of official primary and lower secondary school age, respectively for (a) and (b) below, as weights: **a) Population weighted average of rate of $OOS_{pri,t,j}$ children of <u>primary school age</u> ($PWOOS_{pri,t}$) for a given year:** $$COOS_{pri,t} = \frac{\sum_{j=1}^{n}(OOS_{pri,t,j} * Pa^{pri}{}_{j,t})}{\sum_{j=1}^{n} P^{pri}{}_{j,t}}$$ Where: $OOS_{pri,j,t}$ = Rate of OOS children of primary school age in country ***j*** in year t $Pa^{pri}{}_{j,t}$ = Population of official primary school age in country j in year t

	b) Population weighted average of rate of $OOS_{ls,j,t}$ children of <u>lower secondary school age</u> ($PWOOS_{ls,t}$) for a given year: $$COOS_{ls,t} = \frac{\sum_{j=1}^{n}(OOS_{ls,j,t} * Pa^{ls}{}_{j,t})}{\sum_{j=1}^{n} Pa^{ls}{}_{j,t}}$$ Where: $OOS_{ls,j,t}$ = Rate of OOS children of lower secondary school age in country ***j*** in year t $Pa^{ls}{}_{j,t}$ = Population of official lower secondary school age in country j in year t **Note:** **Population data:** Every two years, the United Nations Population Division releases new population projections and revised estimates for previous years. The UIS systematically revises its data according to the new estimates in order to provide the most accurate information possible and allow comparison of trends over time. These updates may result in revisions of the indicator values.
Data limitations (if any known / anticipated):	With regards to out-of-school rates for primary and lower secondary education: • Enrolment in school does not guarantee actual attendance of the learner at the school where she / he is enrolled, which may lead to under-estimation of out-of-school rates. • The administrative data used in the calculation of the indicator are based on enrolment at a specific date, which can bias the results by omitting those who will enroll after the specific date of reference. • Discrepancies in the availability of population data can result in over- or underestimates of the indicator. UIS indicators are usually calculated using population data from the United Nations Population Division (UNPD). These figures are obtained using census data and projection models to estimate population size between censuses. The models typically become more imprecise over time, leading to estimation error in population size which carries over into enrolment rates, and thus OOSC-rates. • Where data for a country are not available, the UIS estimates country-level figures. These are not published, but are used only for the purposes of calculating regional or global aggregates or averages. In these cases, the regional averages are derived from both reported and *imputed* national data and, thus, are an approximation of the unknown real value. The UIS' calculation method of regional figures for indicators that are <u>ratios</u> consists of two steps: 1. Complete the data series by estimating the values for missing data using imputation methodology; 2. The regional average is calculated as the weighted average of the given ratio using its denominator as weight. • **Note:** *In the case of absolute numbers, step (2) to calculate the regional or global average is simply the sum of publishable and imputed values of the given indicator for the countries in the given region.* *More information about aggregate level calculations can be found at http://www.uis.unesco.org/Education/Pages/FAQ.aspx, and for missing values at http://mdgs.un.org/unsd/mdg/Metadata.aspx?IndicatorId=0&SeriesId=743*

Interpretation	The higher the rate, the greater the need for interventions to target out-of-school children to achieve the goal of universal primary and lower secondary education. As the term 'out-of-school' encompasses a wide range of realities, including children that will enter school late, never enter school or dropped out, it is important to keep in mind that in some cases children might have been in the education system, but not at the intended age or for the intended duration.

REFERENCES

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ANNEXES

Annex 1- Data Collection tool

Data collection tool utilized for collecting the data, if any:	GPE data request file sent to UIS, including: 1. Updated list of GPE countries; 2. Fragile and Conflict-Affected categorization; 3. List of indicators. The Fragile and Conflict-Affected categorization is updated by the GPE Secretariat on the basis of: • The most recent list of conflict-affected countries from the GEMR (formerly EFA GMR) • The list of countries in fragile situations from the World Bank.

Annex 2- Standard Operating Procedure

Process Name: Data Collection, Quality Assurance, & Storage for Indicators # 4-8, 12 & 14	**Owner:** R&P Team	**Updated:**
Function: Measuring GPE Impact	**Version #:** 1	**Review:**

Material changes from prior version of SOP

None; this is the first version.

Summary

This SOP describes the process for data collection, quality assurance, and storage for indicators:

4. Proportion of children who complete: (a) primary education; (b) lower secondary education

5. Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for: (a) primary education; (b) lower secondary education

6. Pre-primary gross enrolment ratio

7. Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age

8. Gender parity index of out-of-school rate for: (a) primary education; (b) lower secondary education

12. Proportion of DCPs with pupil/trained teacher ratio below threshold (<40) at the primary level

14. Proportion of DCPs reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE)

of the GPE results framework.

Results / Outputs

This process should result in the results framework being updated with quality assured data on indicators# 4-8, 12 & 14.

Interim outputs of the Secretariat:

Completed data collection template

Final Output:

Updated results framework database

Scope

- Begins: The process begins with the M & E Data Manager sending GPE data request file to UIS.
- Ends: The process ends with updated data being integrated into the results framework database by the Monitoring and Evaluation Data Manager.
- Includes: All procedural aspects
- Excludes: Methodological aspects of calculating the indicator value. These can be found in the methodology sheet.
- Note: Official requests to UIS are submitted twice a year (beginning and mid-calendar year), following releases of education data.

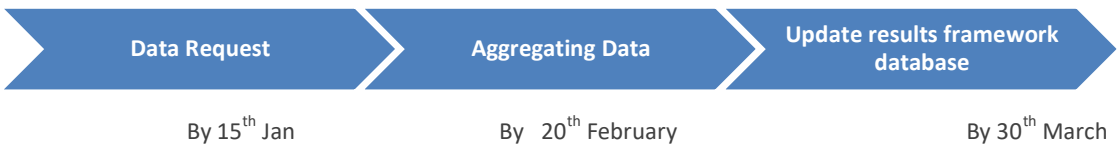
Standards (Policies, Approvals, Deadlines, etc.):

- Policies: GPE 2020, Monitoring Sheet for GPE Results Framework Indicators #4-8, 12 & 14
- Deadlines: M & E Data Manager updates results framework database with the Indicators # 4-8, 12, & 14 data by 30th April
- Approval: The completed data template is prepared by the M & E Data Manager and includes final approval from the Head of M & E

Issues /Risks:

- UIS may not send the data to GPE in good time.

Overview:



Steps in the Process	Roles / Responsibilities	Outputs / Deliverables	Tools / Templates
1. Data Request **Typically by 15th Jan**			
• Request the UNESCO Institute for Statistics for data as per the updated list of FCACs prior to the December release of UIS data	• M & E Data Manager	Data request file	Data request file
• Review data received from UIS	• M & E Data Manager		
• Report any discrepancies to the UIS and request revised/updated data	• M & E Data Manager		
2. Aggregate Data **Typically by 20th February**			
• Enter data into the template provided by the M&E Data Manager	• M & E Data Manager		Data Collection Template
• Compute indicator values using the completed data collection template, based on the latest available classification of countries affected by Fragile and Conflict and forward to M & E data Manager.	• M & E Data Manager	Completed Data Collection Template	List of countries affected by Fragile and Conflict from the GPE Intranet
3. Update Results Framework Database **Typically by 30th March**			
• Forward data collection template to the Head of M & E for review and approval.	• M & E Data Manager		
• Review & approve completed data collection template	• Head of M & E	Approved data collection template	
• Update results framework database using completed template	• M & E Data Manager	Updated results framework database	N/A
• Notify the secretariat on the availability of data in the results framework database through the intranet	• M & E Data Manager	Notification on GPE intranet	