### METHODOLOGY SHEET FOR GLOBAL PARTNERSHIP FOR EDUCATION (GPE) INDICATORS

<table>
<thead>
<tr>
<th>Indicator title</th>
<th><strong>Indicator (7)</strong> Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age</th>
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</thead>
<tbody>
<tr>
<td><strong>Result measured (from GPE Results Framework):</strong></td>
<td><strong>Strategic Goal (2)</strong> 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</td>
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</tbody>
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### JUSTIFICATION 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 realities².

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 2013⁴. 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

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³ [http://www.globalpartnership.org/focus-areas/out-of-school-children](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 timeframe⁶.

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 OOSC². 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 decreasing². More effort and targeted policies are required to reach out-of-school children, who tend to be members of vulnerable and marginalized groups⁵.

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 efforts⁷.

### 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 age⁷.

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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.


**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\(^7\).

<table>
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<tr>
<th>Unit of measurement:</th>
<th>Percentage</th>
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| 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. |

### 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:**

\[
OOS_{\text{pri},t,j} = \frac{Pa^{\text{pri}}_{j,t} - Ea^{\text{pri},s}_{j,t}}{Pa^{\text{pri}}_{j,t}} \times 100
\]

Where:

\[
Pa^{\text{pri}}_{j,t} = \text{Population of official primary school age in country } j \text{ in year } t
\]

\[
Ea^{\text{pri},s}_{j,t} = \text{Total enrolment (number of enrolled children) of official primary school age in either primary or secondary education in country } j \text{ in year } t
\]

(ii) **For children of lower secondary school age:**

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 lower secondary school age \( (OOS_{ls,j,t}) \) 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.

While GPE does not perform these calculations, details are provided below for the purpose of clarity.

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.

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 children of primary school age \( (PW OOS_{pri,t}) \) for a given year:

\[
COOS_{pri,t} = \frac{\sum_{j=1}^{n} (OOS_{pri,j,t} * Pa_{pri}^{j,t})}{\sum_{j=1}^{n} Pa_{pri}^{j,t}}
\]

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 children of lower secondary school age (PW OOS) for a given year:

\[
C_{OOS, t} = \frac{\sum_{j=1}^{n} (OOS_{ts, j, t} \times P_{a_{ls, j, t}})}{\sum_{j=1}^{n} P_{a_{ls, j, t}}}
\]

Where:

\(OOS_{ts, j, t}\) = Rate of OOS children of lower secondary school age in country \(j\) in year \(t\)

\(P_{a_{ls, j, t}}\) = 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.

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 ratios 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](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](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


ANNEXES

Annex 1 - Data Collection tool

Data collection tool utilized for collecting the data, if any:

<table>
<thead>
<tr>
<th>GPE data request file sent to UIS, including:</th>
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<tbody>
<tr>
<td>1. Updated list of GPE countries;</td>
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<tr>
<td>2. Fragile and Conflict-Affected categorization;</td>
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<tr>
<td>3. List of indicators.</td>
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</tbody>
</table>

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
- 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:

<table>
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<th>Data Request</th>
<th>Aggregating Data</th>
<th>Update results framework database</th>
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<tbody>
<tr>
<td>By 15th Jan</td>
<td>By 20th February</td>
<td>By 30th March</td>
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<tr>
<td>Steps in the Process</td>
<td>Roles / Responsibilities</td>
<td>Outputs / Deliverables</td>
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<td>• Review data received from UIS</td>
<td>M &amp; E Data Manager</td>
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<td>• Enter data into the template</td>
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