Regional Framework for Monitoring Out of School Children & Children at Risk of Dropping Out

UNICEF Regional Office for CEE/CIS
Key obstacles to monitoring OOSC

• OOSC are not (accurately) recorded or reported

• Gaps in vertical information flows - national ↔ local

• Gaps in horizontal information flows: between agencies
Purpose of the Framework

1. Reliably identify OOSC and those at risk of exclusion

2. Analyse the causes of exclusion

3. Help develop evidence-based policies and strategies to reduce exclusion
8 Step Monitoring Framework
1. Establish indicators, definitions and benchmarks
2. Prevent, detect and resolve data inaccuracies
3. Update EMIS to incorporate new indicators and methodologies
4. Close gaps in vertical information flows between local and national level
5. Close gaps in horizontal information flows through cross-sector collaboration
6. Develop early warning system
7. Develop reporting and analysis routines to inform policies and strategies
8. Develop improved evidence-based policies and strategies
Information flows in the 8 step framework

Steps 1-3
Children’s data

Steps 2-5
Analysis, reporting & use

Steps 4-5
Common database
Classification of OOSC by visibility

• **Visible:** school age children who are registered as out of school in education databases;

• **Semi-invisible:** unidentified out of school children, who could be identified through an examination of government or school records;

• **Invisible:** school age children who have never attended school and are not recorded in any government database.

• **At risk children:** school age children who are in school but at risk of dropping out.
1. Establish indicators, definitions and benchmarks

2. Prevent, detect and resolve data inaccuracies

3. Update EMIS to incorporate new indicators and methodologies

4. Close gaps in vertical information flows between local and national level

5. Close gaps in horizontal information flows through cross-sector collaboration

6. Develop early warning system

7. Develop reporting and analysis routines to inform policies and strategies

8. Develop improved evidence-based policies and strategies
All Out of School Children (OOSC)

Invisible OOSC

Visible OOSC

Ministry of Education database (EMIS)

School records

Other databases

Semi-invisible OOSC
Linking child level data through a unique ID

<table>
<thead>
<tr>
<th>Unique IDs</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Establish indicators, definitions and benchmarks

2. Prevent, detect and resolve data inaccuracies

3. Update EMIS to incorporate new indicators and methodologies

4. Close gaps in vertical information flows between local and national level

5. Close gaps in horizontal information flows through cross-sector collaboration

6. Develop early warning system

7. Develop reporting and analysis routines to inform policies and strategies

8. Develop improved evidence-based policies and strategies
Children at risk of dropping out

- At risk children who are identified and supported within schools
- At risk children who are identified but not supported
- At risk children who are not identified
1. Establish indicators, definitions and benchmarks

2. Prevent, detect and resolve data inaccuracies

3. Update EMIS to incorporate new indicators and methodologies

4. Close gaps in vertical information flows between local and national level

5. Close gaps in horizontal information flows through cross-sector collaboration

6. Develop early warning system

7. Develop reporting and analysis routines to inform policies and strategies

8. Develop improved evidence-based policies and strategies
Categories of primary school age Out-of-School-Children in Kyrgyzstan

For Girls:
- Expected to never enter: 45.7%
- Dropped out: 24.3%
- Expected to enter school late: 60.9%

For Boys:
- Expected to never enter: 36.5%
- Dropped out: 2.7%
- Expected to enter school late: 30.0%

For Rural:
- Expected to never enter: 49.7%
- Dropped out: 13.8%
- Expected to enter school late: 36.5%

For Urban:
- Expected to never enter: 30.0%
- Dropped out: 5.6%
- Expected to enter school late: 64.5%
Thank you