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Subject: Additional input to EFA FTI GRA Stakeholder Consultation 2-Multilateral Agency 3 (World Bank) - out of school children
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Area: Out of School Children.

There are an estimated 67 million children out of school worldwide. This is a concern for the EFA FTI partnership as 2015 draws near, and a concern for the global education community. The Out of School paper proposes three areas of activity to address three key gaps: knowledge/data, policy, and implementation management.

1# Data gaps

The proposed activities are sensible, build on existing instruments, and further facilitate new knowledge tools and activities. As we draw near to 2015, *one issue that must be addressed is not only if children are in school, but if they are learning* – We don't mean measurement of learning, which is covered under another thematic area, but contact time. Are they enrolled in a real school? Is there a teacher assigned? Does the teacher show up? It is better if this information is collected now officially, rather than be uncovered by critics later on.

Another data issue is *children enrolled in unofficial schools*, be they community, church/religious, or private unrecognized schools. Some evidence suggests that there are a growing number of children enrolling in unrecognized schools. These children would not show up in official counts. Getting a handle on these numbers would give a better sense of actual enrollments, and policy issues about access, equity and quality.

2# Gaps in Evidence-Based Policy Development

The need for policy towards excluded populations is justified. The recommended actions are sensible. But here *there is a need for comparison of policies* across countries, along with an evidence base on what works, where and for whom; and the associated costs. The World Bank's System Assessment and Benchmarking for Education Results (SABER) collects and organizes country information on policy in a number of domains. This standardized data collection based on evidence and experience, provides a useful tool for comparing and benchmarking policies. It has proven useful for policy dialogue in at least eight domains during a recent exercise in 14 East Asian economies. SABER already covers most of the main elements of education policy; a planned domain is Equity and Inclusion. This new domain could be used to develop indicators of policy for integrating excluded populations into the education system.

First, however, *a model of exclusion is needed*. This should be based on what countries can do and experience of implementation. It would be evidence-based and would therefore need a phase of data collection. The resulting framework would be used to develop an *instrument*

protocol for collecting the information in-country. The instrument could then be used to assess countries' Education Sector Plans and advise accordingly.

A series of research projects should be undertaken: (1) girls education issues, especially the question of multiple disadvantage. The Bank's Education Department is developing a framework. (2) Indigenous Peoples/Ethnic Minorities: The Bank's Global Monitoring Report singled out the lack of attention to vulnerable populations and proposed urgent action to address this need. There is a lack of research on what works for this population; therefore, a series of rigorous, randomized trials is warranted.

3# Management gaps and implementation issues

There is an emerging dialogue between the Bank's Education Department and UNICEF's education unit to develop a tool for assessing the bottlenecks present in many developing countries. In the health sector the Bank and UNICEF have been using the Marginal Budgeting for Bottlenecks (MBB) approach for identifying why resources are not fully achieving their targets. Initial research into the model suggests that it has the potential to help improve efficiency but that it might not be appropriate for education because of the nature of the programs and policies. Nevertheless, an appropriate model for education could be developed which would make a logical link between aims, resources and final outcomes, allowing policymakers and donors to identify where along the continuum the process breaks down. *It is, therefore, recommended that an activity related to education bottlenecks model development be included.*