

Global and Regional Activities (GRA) Program
Stakeholder Consultations
Thematic Area: Out of School Children

1. Are there gaps in knowledge and practice areas, which are missing? Or are there some areas we have identified as gaps that are in fact redundant because plenty of knowledge and experience exists? If redundant, please provide evidence (i.e. point to studies, projects already implemented by an institution, well-implemented policies in many countries, etc).

DATA

- Agreed that out of school youth data gap is a significant issue
- Consider discussing the challenge of out of school children data not taking into consideration students in non-formal education activities
- The activities proposed for the data gap would likely help to close the gap – point A is critical – and will require a coordinated approach to generating a common understanding around terminology – important to consider a broader definition of ‘school’ (i.e. including non-formal opportunities, and transitional opportunities)
- This section should map out and address some of the common challenges around collecting any in complex environments particularly complex emergencies or conflict. These include challenges in physically reaching certain locations because of security or destruction, challenges around capacity for data collection, and challenges around data storage. And furthermore, what this means for the recommendations being made. How realistic are they in various environments?

POLICY

- Consider adding to this the organizational structure of the educational authority – and its ability to execute or implement the ‘good practice’ Often it is more than just capacity – but also the structure and systems that are in place – looking at these critically and analyzing if there are the right configuration for the proposed action.
- Consider including more emphasis on the discrepancy between national figures and regional/provisional/ or local inequities, and not just around gender. This is a critical point in conflict-affected environments. Oftentimes the national data will mask the inequities related to education – on wealth, geographic, or other categories (gender/ethnic/language group/etc). Gender parity is paramount, but also other potential inequities should be mentioned as these are often issues in conflict, post-conflict environments.

MANAGERIAL

- Mention of special populations should include conflict-affected or crisis-affected children and youth.

2. Identify organizations/supervising entities best suited to coordinate/carry out program activities as described. Please explain why you think these organizations are best suited.

- CfBT Trust – they do thorough work and their teams include experts that span the academic/practitioner divide
- UNESCO/IIEP – have done important work building capacity of education authorities could complement work done by CfBT

Overall: the paper refers to 'children' would be good to define this term does this cover all school-age going children and youth?