



Education

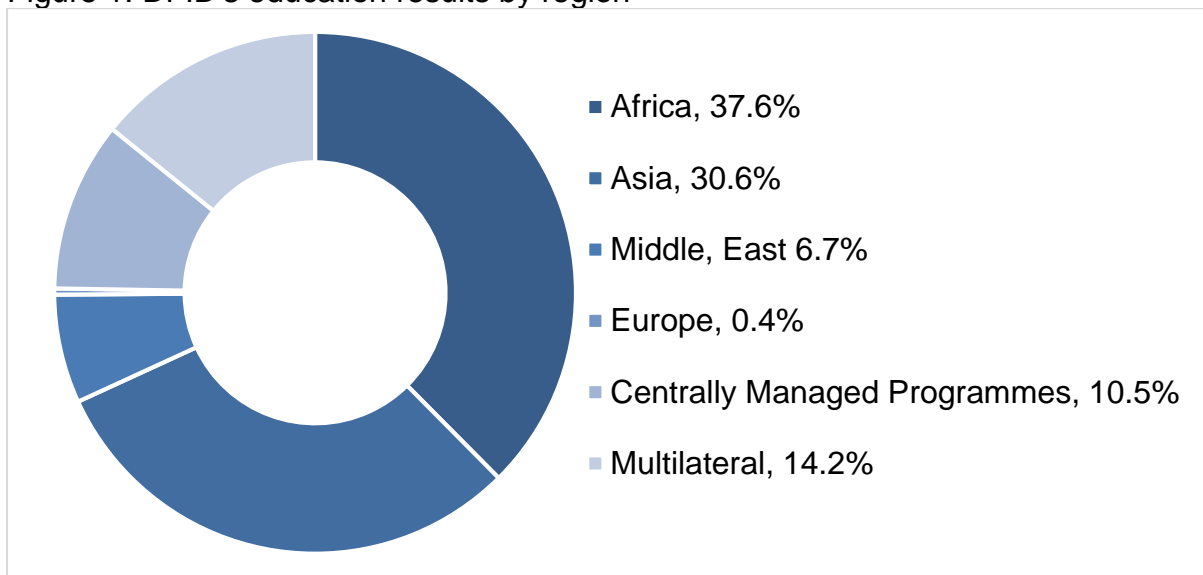
Number of children supported to gain a decent education

1. Results:

Between 2015 and 2019 DFID supported 14.3 million¹ children to gain a decent education.

This is the equivalent number of children fully educated by DFID. All DFID education programmes include a focus on quality of education, so all children counted are being helped to gain a decent education.

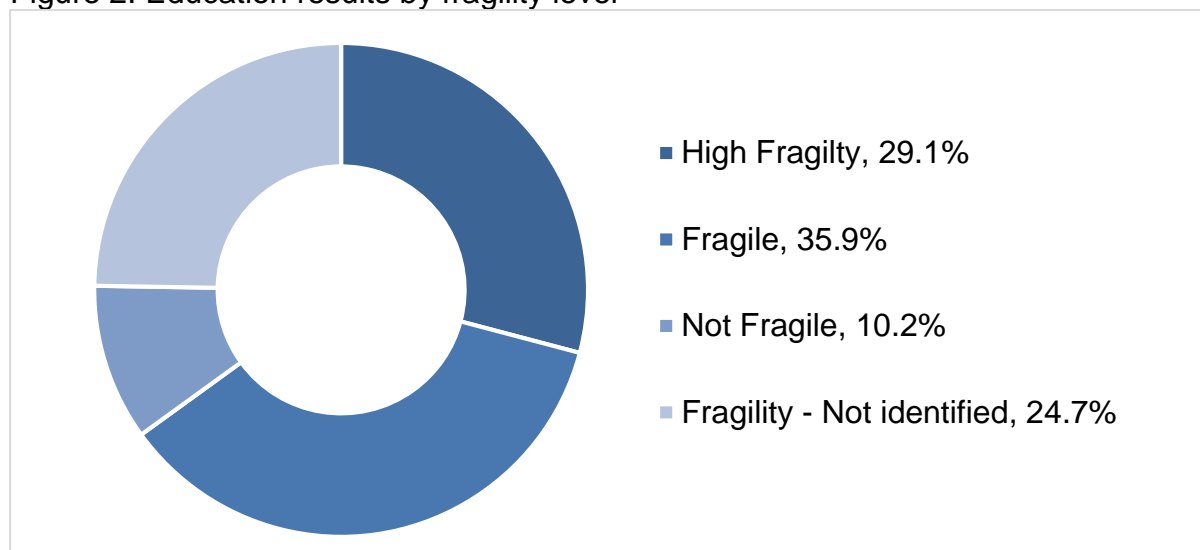
Figure 1: DFID's education results by region



From 2015 to 2019, the largest number of children supported by DFID education programmes was in Africa, with 5.3 million children supported (including 1.2 million in Ethiopia). DFID supported 4.3 million children in Asia (including 1.5 million in Bangladesh, and 1.5 million in Pakistan), and 0.9 million children in the Middle East. A further 3.5 million children were supported via DFID's non-country specific programmes (including 1 million reached via the Global Partnership for Education).

¹ Please note this figure previously excluded results from Girl Education Challenge and Support to the Global Partnership for Education.

Figure 2: Education results by fragility level



States are considered fragile by DFID if they are:

- Fragile states defined based on objective data on state stability from United Nations and the World Bank.
- Neighbouring countries of fragile states and/or part of the three designated regions: Middle East, North Sahara and South Sahara.

DFID produces an internal listing of fragile states which is used to monitor the UK commitment to focus resources in fragile states¹. Most of the children supported by DFID’s education programmes live in fragile states (9.3 million children), including 4.1 million living in states with a high level of fragility.

Table 1: Change in gender-disaggregated education results between the 2017/18 and 2018/19 reporting period:

Gender	2017/18	2018/19
Girls	49%	41%
Boys	47%	41%
Not Identified	4%	18%

Of the results that can currently be disaggregated by gender from 2015 to 2019 DFID education programs supported 5.8 million girls (50% of the results that can be disaggregated). DFID is continuously working with our partners to improve collection of disaggregated data². In 2018/19, 82% of our reported education results were disaggregated by gender; a 14-percentage point decrease from 2017/18, partly due to the inclusion of children reached by multilateral organisations, for the first time in annual results.

2. Context

Education has wide ranging social, health and economic benefits. The latest evidence suggests:

- Each additional year of schooling typically results in a 10 % boost in earnings, with larger increases for women.ⁱⁱ
- Educated women have a better understanding of healthy behaviour and are more empowered to act on that knowledge. They have fewer children, speeding the demographic transition, and their children are healthier and more educated.ⁱⁱⁱ
- Spending an additional year in secondary school can lower the risk of HIV infection among students by around a third a decade later.^{iv}

Developing countries have expanded schooling at an impressive rate in recent decades. The average adult in 2010 had completed seven years of school, compared to only two in 1950. ^v Most children are now able to access education. Globally, over 97% of children are expected to attend school at some time in their lives^{vi}.

However many children are in school but failing to learn the basics: over half of all primary school aged children worldwide (387 million) are not on track to complete primary school able to read well^{vii}. This problem is particularly pronounced in sub-Saharan Africa and Central and South Asia, where nearly 85% of primary aged children are not learning the basics.

There are still 63 million of the most marginalised children out of primary school (91% of primary aged children globally) and a further 200 million out of secondary school. Nearly a quarter of children with disabilities in developing countries are estimated to never attend school^{viii}; and children in conflict-affected countries are 1/3 less likely to complete primary school than those not affected by conflict^{ix}.

Global Goal four commits the UK and others to work to 'ensure inclusive and equitable quality education and promote lifelong learning for all'. In response, in February 2018 DFID published a new policy paper on education 'Get children learning' which confirmed DFID's commitment to get more children learning the basics of literacy and numeracy, by:

- Investing in good teaching,
- Backing system reform that delivers results in the classroom, and
- Stepping up targeted support to poor and marginalised children^x

3. Methodology summary

The data provide an estimate of the number of children supported by DFID to gain a better quality education. This tracks the full time equivalent number of children DFID has supported in school for at least a year. It consists of children where DFID:

- fully educates or fully funds them through school.
- supports the majority of their education, such as if children are only in school due to DFID support.
- provides partial support to improve their education, in which case a proportion of the child is counted based on the estimated share of their education which can be attributed to DFID (which is often based on DFID's share of the cost of their education).

The estimate covers children in pre-primary, primary, lower and upper secondary, in both formal and non-formal schools and children provided with vocational or skills education. Children are counted if supported for at least a year in a government school (or roughly its equivalent in non-government education).

The use of full time equivalent numbers of children supported provides a measure which is consistent across different countries and programmes, and ensures one supported child is equivalent to roughly one year, or more, of education.

Please refer to the [methodology note](#) for more information.

4. Data sources

The information on results is collected from DFID country offices and central DFID departments. The calculations use different data depending on the type of education programme. This is usually based on enrolment or beneficiary data from the government education management information system (EMIS) or DFID programme. If needed, estimates of DFID's attribution to a child's education is usually estimated using DFID spend data and education financial data from the Ministry of Finance and other development partners. It can also be estimated using increases in learning or quality indicators attributed to the DFID programme, using relevant government or DFID learning or quality data if these are available.

5. Data quality notes

The quality of partner government data systems vary substantially. There can be differences in definitions, completeness and accuracy of financial and enrolment data used in different countries. In particular, due to their complexity, national EMISs in partner countries can suffer from significant time lags and incomplete reporting.

The results reported are based on the available data at the time of reporting. Total results for the latest year are often low due to the data time lags, and will increase over time.

The indicator usually excludes DFID's influence over and above its financial contribution as this is difficult to quantify. This is likely to be substantial in many countries. It also excludes household financial contributions in any cost data, due to lack of comparable data.

The number of children supported by DFID can fluctuate for a number of reasons, not all related to performance, and should be interpreted carefully. It could be a sign of changes in DFID support for education, enrolments, or unit costs (including changes in funding from others). Variations can also reflect changes in the methodology of the EMIS or expenditure data.

The indicator does not directly capture changes to the quality of education due to difficulties in collecting this data and attributing changes to DFID, but all DFID education programmes include a focus on quality of education. DFID is supporting

learning outcomes assessment in its focus countries with education programmes whenever required and feasible.

ⁱ According to Full list of Fragile States and Region in 2017 published by DFID.

ⁱⁱ Montenegro, C. and Patrinos, H. (2014). Comparable Estimates of Returns to Schooling Around the World. Policy Research Working Paper. Washington DC: World Bank. Available from: <http://documents.worldbank.org/curated/en/830831468147839247/pdf/WPS7020.pdf> [Accessed 26 January 2018].

ⁱⁱⁱ The International Commission on Financing Global Education Opportunity. (2016). *The Learning Generation: Investing in Education for a Changing World*. New York: The International Commission on Financing Global Education Opportunity. Available from: <http://report.educationcommission.org/downloads/> [Accessed 26 January 2018].

^{iv} De Neve, J., Fink, G., Subramanian, S. V., Moyo, S., and Bor, J. (2015). Length of Secondary Schooling and Risk of HIV Infection in Botswana: Evidence From a Natural Experiment. *The Lancet*, 3: e470-477. Available from: [http://www.thelancet.com/pdfs/journals/langlo/PIIS2214-109X\(15\)00087-X.pdf](http://www.thelancet.com/pdfs/journals/langlo/PIIS2214-109X(15)00087-X.pdf) [Accessed 26 January 2018].

^v World Bank. (2018). Learning to Realize Education's Promise. World Development Report. Washington DC: World Bank. Available from: <http://www.worldbank.org/en/publication/wdr2018> [Accessed 26 January 2018].

^{vi} <http://uis.unesco.org/sites/default/files/documents/reducing-global-poverty-through-universal-primary-secondary-education.pdf>

^{vii} UIS factsheet No 46. <http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf>

^{viii} <http://uis.unesco.org/sites/default/files/documents/ip49-education-disability-2018-en.pdf>

^{ix} The International Commission on Financing Global Education Opportunity. (2016). *The Learning Generation: Investing in Education for a Changing World*. New York: The International Commission on Financing Global Education Opportunity. Available from: <http://report.educationcommission.org/downloads/> [Accessed 26 January 2018].

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[†]https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/685536/DFID-Education-Policy-2018a.pdf