

Indicator Description	<b>Number of children completing primary education supported by DFID (<u>per annum</u>)</b>
Type of Indicator	Cumulative
Technical Definition / Methodological summary	<p>Multiplies <i>the number of children completing primary school in publically funded schools (<u>national definition</u>)</i> by the estimated <i>DFID share of total public education expenditure</i>.</p> <p>Primary school completers are defined by the proxy gross intake to the last grade of primary education (<u>national definition</u>) in publically funded schools. Intake is also called 'new entrants' and is enrolment minus repeaters. Gross means any age. Where gross intake is not available it is acceptable to use gross enrolment minus repeaters (if separate data are available). If only gross enrolment data are available then they can be used, but this must be noted.</p> <p>Public education expenditure is the sum of government and donor education funds, if possible including off-budget spend. DFID's expenditure should include all Sector Budget Support (SBS) in education, plus a proportion of General Budget Support (GBS) / other financial aid in line with the proportion of government funds spent on education.</p> <p>If feasible, all expenditure figures should logically be restricted to basic education - or primary / secondary school education – where DFID does not support other sub-sectors. The same sector / sub-sector coverage must be applied to all government, DFID and other donors' expenditure figures.</p> <p>The same DFID expenditure share should be used in this indicator and in the number of children supported by DFID in primary / lower secondary education.</p> <p><b><u>This indicator needs to be used in tandem with survival to grade 5 of primary education indicator to give an effective picture of how efficient the school system is in retaining pupils and avoiding wastage through repetition.</u></b></p>
Rationale	<p>Estimates the number of children supported by DFID who complete primary education in any one academic year. This enables DFID to <u>attribute</u> what UK education aid investment buys in terms of children completing primary education - a key policy priority in line with the Universal Primary Education Millennium Development Goal (UPE MDG) and the National Audit Office (NAO) &amp; Public Accounts Committee (PAC Education Reports).</p> <p>Intake to the last grade of primary is accepted as proxy for primary completers in <i>one of several internationally standardised completion rates</i>. (Removing repeaters</p>

	<p>avoids counting children as completing primary in more than one year.)</p> <p>Increasing DFID financial support, increasing access to primary education and a more internally efficient education system all result in an increased numbers of completers supported.</p>
Country office role	Country offices should obtain and approve the latest matching national financial and pupil data, calculate the number and supply to the centre.
Data sources	<p>DFID spend data are from ARIES and spending through government will be broken down by GBS / SBS / any other financial aid. For other types of spending e.g. for private education specific spend data can be obtained from Country Office financial information (Ensure all aid that has been delivered through government systems is included.)</p> <p>Partner country expenditure data can be sourced from Government systems (Ministry of Education or Ministry of Finance). For some countries <i>World Development Indicators</i> may have data not available elsewhere.</p> <p>The enrolment and repetition data for the final grade should be taken directly from country Education Management Information Systems (EMISs). (It takes one year or more for national data to be collected and processed by UIS, and data are then presented according to the International Standard Classification of Education (ISCED) which may not align to national definitions.). Where private enrolment is included in overall figures, care must be taken to exclude these children using a proportional weighting of enrolment.</p>
Reporting organisation	Indicator internal to DFID
Data included	<p><u>For GBS and SBS:</u></p> <p>Include bilateral spending through government systems for both country and donor, therefore non- government spending is excluded from both numerator and denominator.</p> <p>This will not include an estimate for DFID's bilateral spend outside Government (24% in 09/10).</p> <p><u>For support through projects:</u></p> <p>Estimates of numbers of children supported to complete through projects and programmes could be built up from outputs. i.e. number of children benefiting from vouchers, using classroom pupil and pupil teacher ratios to calculate how many children will benefit from classrooms built and new teachers trained. Where only partial school costs are covered (i.e. provision of classrooms does not meet full cost of a child's education) these should be noted. Also, where</p>

	<p>there is a risk of double counting (e.g. teachers could be benefiting the same children as the classrooms) that should be avoided.</p> <p>DFID's multilateral spend is excluded. Different methods are used.</p>
Formula/ Data calculation	<p>Support could be through GBS, SBS or even funding private schools.</p> <p><u>For GBS and SBS</u></p> <p>Divide DFID spend on education in a country (numerator) by total Govt. expenditure on education (denominator) to get the proportion of DFID spend on education in country (converted to same currency); multiply this by the intake to the last grade of primary school.</p> <p>Other development partners' general and education-specific expenditure should be included in the Governments' expenditure denominator wherever possible, even if off-budget.</p> <p>The important thing is that the numerator and denominator are consistent and the education indicator (e.g. gross intake into last grade of primary) is also measured at the correct and consistent level.</p> <p>The years selected for completion and expenditure data should be matched as well as possible where academic and financial years differ (there is no need to pro-rate across years) and should be the latest in which both series are available.</p>
Worked example	<p>Assume total public expenditure on school education £1bn, of which government provides £800m and non-DFID donors £200m. DFID provides £60m SBS to school education and £200m GBS, of which 20 per cent or £40m may be allotted to school education in line with government spending. DFID's share is thus £100m (= £60m + £40m) / £1Bn or 10 per cent. If there are 315,000 pupils in the final grade of primary, and 15,000 or 5 per cent of them are repeaters, there are 300,000 new entrants to the grade. DFID supports 10 per cent or 30,000 of primary completers.</p>
Most recent baseline	N/A
Good performance	<p>The number of children DFID supports can fluctuate depending on changes in DFID's share which might have more to do with fluctuation in government spend.</p> <p>An increase in the number of children supported indicates good performance if the total expenditure on education remains the same or increased and completers overall have at least increased by the same or more as the increase</p>

	<p>attributed to DFID . This would mean more children are completing primary school and/or DFID has increased its funding.. An increasing number of primary completers supported indicates good performance on retention and completion – and provides an accepted proxy for quality of education where learning outcomes are not effectively measured.</p>
Return format	Number of children completing primary education supported by DFID per year, disaggregated by sex.
Data dis-aggregation	Mandatory: by sex. This is essential for DFID’s Girls’ education policy priority.
Data availability	Governments’ pupil and financial data should be available annually.
Time period/ lag	Governments’ pupil and financial data may be released nationally after a lag of a year or more.
Quality assurance measures	Partner country data might need country office light touch quality assurance (QA), e.g. by checking coherence with the back series.
Data issues	<p>Results providers (e.g. DFID country offices) should provide narrative that clarifies the underlying causes for changes, especially decreases. A decrease may result from: a decline in DFID budget support; an increase in host government / development partner education expenditure – or a decrease in the proportion of total budget that is spent on education; a change in the structure of the education system, or some combination of these factors.</p> <p>Double counting of children should be avoided i.e. children enrolling in both the public and private sector, or through output based calculations of children supported in fragile states (i.e. children reached through both classroom construction and textbook procurement). Estimates for bilateral NGO/ UN interventions based on results from direct outputs are not fully consistent and may suffer from double-counting.</p>
Additional comments	<p>This indicator assumes that all those who enter the final grade complete it. Also assumes the share of primary completers supported is in line with DFID’s financial input, though where DFID’s drive on education Value for Money (VfM) and results helps deliver greater efficiency in national education systems this will understate DFID’s true contribution.</p> <p>This indicator is one of a set of DFID Education Portfolio indicators and needs to be considered alongside these other measures of effective education performance, particularly learning outcomes and the transition of girls (and boys) to secondary education.</p>

