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| Indicator description | **Number of children completing primary education supported by DFID (per annum)** |
| Type of indicator | Cumulative |
| Overview | Estimates the total number of children completing primary school, funded by DFID, broken down by sex.<br><br>The estimate uses the new entrants to the last grade of primary education as a proxy for those completing primary school.<br><br>This does not include an assessment of the quality of education or attendance at school, and does not include all of DFID's support to education. Targeted project interventions (eg on improving learning, or early grades) which do not comprehensively cover a child's primary education are excluded. |
| Technical Definition Summary | The methodology takes a pro-rata share of gross intake in to the last grade of primary school, where the share is calculated as DFID's contribution to the education budget for the relevant schools or pupils. Gross intake is defined as the gross enrolment in the last grade of primary education (regardless of pupil age), minus repeaters. This is used as a proxy for those completing primary school.<br><br>First the percentage of total education spend on a set of primary schools or pupils covered by DFID is estimated. This is usually the DFID total spend on the relevant primary schools or pupils divided by the total (Government and donor) spend on the relevant primary schools or pupils. Secondly, this percentage of spend covered by DFID is multiplied by the gross intake in to the last grade of primary.<br><br>For general and sector budget support, and most education financial aid projects, this would be the total DFID spend on [primary] education divided by the total Government and donor spend on [primary] education, multiplied by the total gross intake into the last Grade in publically funded schools.<br><br>In most cases, when it is not possible to apportion between the different levels of education, DFID and Government/donor total spend on education (or basic education, when this is the focus of DFID support) would be used. In this case, the same expenditure share figure would be used in the calculation for the numbers completing primary education and the numbers supported in lower secondary school.<br><br>In some cases the pro-rata share of enrolment is not |

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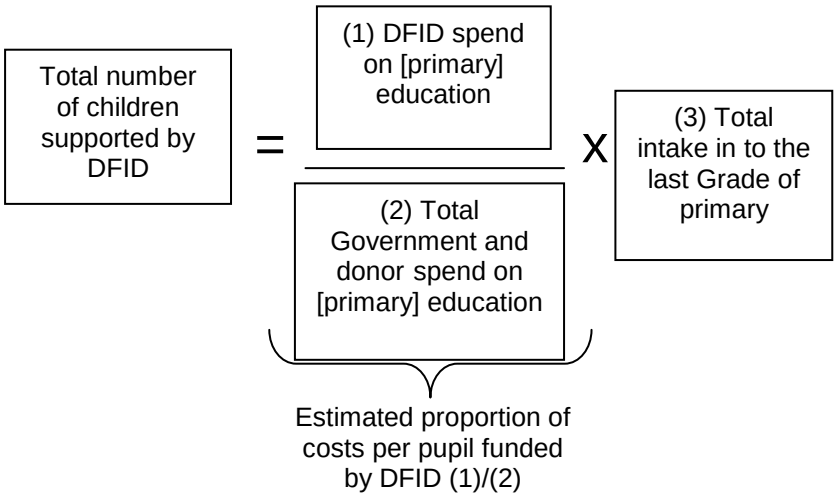
| | possible or meaningful to calculate (eg because the total education budget is unknown for a subset of schools, or a DFID project is not aimed at fully funding a child's education). In this case, pupils can be counted if we have evidence that the child would not have been in school or not learning at all throughout primary school without DFID's support. In this case the children supported would be calculated from project specific evaluations or data sets (eg using the number of additional enrolments in the last Grade as a result of the DFID programme). With jointly funded programmes, a pro-rata share of these additional enrolments should be calculated using DFID's share of the programme funding. |
| Rationale | Estimates the number of children supported by DFID to complete primary school in any one academic year. This enables DFID to attribute what its education aid investment buys in terms of primary completion. Increasing DFID financial support or increasing completion of primary education could both result in an increased number supported.<br><br>Intake to the last grade of primary is accepted as a proxy for primary completers in at least one internationally recognised definition for completion rates. |
| Data calculation and guidance | For **general and sector budget support and general financial aid projects**, the calculation is:<br><br>  <br><br><br>• The coverage of expenditure data for the DFID spend (1) and Total government and donor spend (2) should be aligned as closely as possible to each other. For example: if DFID is only supporting primary and lower secondary, the total government and donor spend should also be restricted to primary and lower secondary. |

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| | • The years selected for the intake rate and expenditure data should be matched as closely as possible with the time frame for the DFID Departmental Results Framework (DRF) (April – March), and with each other (where academic and financial years differ), and should be the latest data available. However there is no need to pro-rata across years if there is some mismatched.<br>• DFID's expenditure should include all sector budget support and general financial aid to education, and the share of general budget support according to the proportion of Government spend going to education.<br>• DFID spend on education from General Budget Support should use the calculations for the attribution of General Budget Support set out in the relevant general guidance note.<br>• All DFID and other development partners' general and education-specific expenditure on the relevant schools should be included in the Governments' expenditure denominator (2) wherever possible, even if off-budget.<br>• The gross intake data should also correspond as closely as possible to the areas of education supported by DFID. In most cases this would mean publically funded schools, and care should be taken to exclude any private enrolments. If only gross enrolment in to the last grade is available (ie including repeaters) then this can be used, but must be noted.<br>• In some countries household contributions to education may be large, which will overstate DFID's share of education spend. However, household spend on education should not be counted in expenditure calculations, as this would be inconsistently recorded across countries and years.<br><br>**For project funding** Projects can be included when they provide support across the primary cycle. Ideally the calculation would be the same as for budget support, with the DFID funding (1), total Government and donor spend (2) and pupil numbers (3) restricted to the pupils or schools covered by the Project.<br><br>Where the total costs of schooling is unknown, we should try to estimate our proportion of the costs of a supported pupil's schooling ((1)/(2)) using other available data (such as using overall average cost per pupil in Government |

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| | schools)<br><br>If it is not possible to do the calculations above, then we can count beneficiaries of projects where DFID support is "critical" i.e. where primary schooling would not have occurred without DFID support. For example, if a DFID project results in additional children enrolled in the last grade of primary school, these additional children can be counted in the calculation. Or if we can prove that no learning would have occurred without DFID support, then these children can also be counted in the calculation.<br><br>We can also count pupils where we are confident that we fund the majority of their costs, even if this is not quite 100%. Although ideally we should make some estimate of the percentage of the cost funded by DFID.<br><br>• If DFID is supporting private education we should use the same calculation, but restrict the total spend and enrolment to the private schools being supporting by DFID. If we are funding 100% of the cost of the pupil through vouchers we can count each pupil funded in the last Grade of primary (provided the Project is also supporting earlier Grades).<br>• Ideally project gross intake data should follow the same methodology as the national Education Management Information System (EMIS), to support comparability between countries and projects.<br>• If we jointly fund a project, we should take care to only take the DFID proportion of funds in calculating our share.<br><br>**Totals**<br><br>In most cases the final numbers of children supported would be the sum of the total number of children supported by general and sector budget support, plus the numbers supported by individual projects.<br><br>Care should be taken to avoid double counting. So children supported through a specific project should be excluded if all or most would also be covered through another project or programme. Or the numbers should be adjusted by the expected number covered by another project where there is a clear overlap. This should include consideration of pupils enrolled in more than one school (eg both a public and private school).<br><br>However, in the case of general budget or sector support which reaches all children, when reasonable we will assume |

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| | that the proportion of the pupils supported by DFID through general budget or sector support are different to those supported by individual projects. Hence numbers of children supported by targeted individual projects can be added to the number supported by general or sector budget support, even if a small proportion of budget support could in theory also reach the children supported by targeted projects.<br><br>**Forecasts and achieved results**<br><br>Country Offices are asked to provide two main returns: one is the results achieved to date; and the second is the best available forecast for March 2015. The former follows the methodology set out here. The latter (the forecast) takes the results achieved to date and provides a best estimate of what is likely to be achieved each year until 2014/15. The methodology for doing this should be decided by each country, but would normally be some extrapolation of progress to date, taking into account expected changes in funding and policy in the future. |
| Data sources | DFID spend data can be found in ARIES. This should include general budget support, education sector budget support, education projects and financial aid, and general projects and financial aid that include support to education. Non ear-marked support to multi-lateral organisations is excluded.<br><br>Partner country expenditure data can be sourced from Government systems (Ministry of Education or Ministry of Finance). For some countries World Development Indicators may have data not available elsewhere.<br><br>Data for the gross intake into the last Grade of primary school should be taken directly from country Education Management Information Systems (EMISs), or from project specific enrolment data. Where EMIS data includes enrolment in non-government (and DFID) funded schools, care must be taken to adjust total enrolment accordingly. Care should also be taken to use INTAKE (ie enrolment minus repeaters) rather than just enrolment when possible, as this is a better proxy for completion and avoids double counting across years.<br><br>For projects, total and additional enrolments and expenditure data should be available from project monitoring reports. However care should be taken to adjust according to the DFID share of the project or programme. Any project can be included where they are providing some support to children in schools, but only where there is concrete robust evidence that there is a real increase in |

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| | completion rates.<br><br>Government expenditure and enrolment data is also available from the UNESCO Institute of Statistics (UIS), but it takes up to two years for national data to be collected and processed by UIS. In addition the data are then presented according to the International Standard Classification of Education (ISCED) which may not align to national definitions. Hence national expenditure and enrolment data is preferable if possible. |
| Reporting roles | DFID Country Offices select the most relevant data and calculations and submit these to the DFID HQ. The final numbers and calculations are then quality assured by the DFID HQ. |
| Worked examples | *Example 1: DFID is providing £100m a year in budget support and £40m on education sector support focused on primary and lower secondary education. The Government expenditure on primary and lower secondary education is £900m (including donor spend), which is 5% of its total expenditure on sectors covered by budget support. The enrolment rate in to the last Grade of primary was 150,000, with 50,000 repeaters; leading to a gross intake rate of 100,000.*<br><br>*The estimated proportion of pupil costs funded by DFID is therefore 5% (100*0.05+40)/900, and the total number of children supported by DFID to complete primary school is 5,000 (0.05*100,000)* |
| Baseline data and aggregate target monitoring | The baseline varies for each country depending on when data was available. In most cases it is 2009/10, but in some cases later years are used. For each country, the total number of children supported to date is the sum of the children supported each year since the baseline (usually 2010/11 to the latest available year). DFID wide performance is the total of the individual country results. |
| Return format | Number of children supported by DFID in lower secondary education per year, disaggregated by sex, along with a record of workings. In addition, the following should be clearly highlighted: any deviations from the standard methodology described in this note; any specific concerns about the quality of the data; any major risks to achievement; and an explanation for any major changes from results or forecasts provided previously. |
| Data dis-aggregation | Mandatory: by sex. |
| Data availability | Enrolment data and government expenditure data should be |

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| | available annually. |
| Time period/ lag | Governments' enrolment data and financial data may be released nationally after a lag of about year, although in some cases delays may be significantly longer than this. Partner Government reporting years may be different to the UK Government Financial Year, so countries should choose the partner Government Financial Year which is the closest to the UK Government Financial Year. International datasets may be more out-of-date owing to collection cycles, processing and – sometimes – countries not supplying their data. |
| Quality assurance measures | International data are quality assured by the UNESCO Institute of Statistics; partner country data is subjected to light touch quality assurance by the country office. The DFID calculations are quality assured by DFID HQ (regional statistical advisers, the education policy team and the Financial and Corporate Performance Department). |
| Interpretation of results | The number of children supported by DFID's can fluctuate for a number of reasons. This could be a sign of improved performance due to:<br>• An increase in completion, or<br>• A decrease in unit costs<br>It could also indicate increases in DFID expenditure in education or general budget support. But it could also be due to other factors, which may not be related to improved performance. For example, a decrease in Government spending on education could increase the number of children supported by DFID without a real increase in performance or enrolment.<br>Similarly, decreases in the number supported by DFID could also be a sign of decreases in enrolment or increases in unit costs, or just reflect decreases in DFID spending on education or budget support, or increases in Government spending. In some cases variations could reflect changes in the methodology of the EMIS or expenditure data.<br>Hence fluctuations in the number should be interpreted carefully.<br>This indicator focuses on funding and enrolments. Hence it does not give an indication of the quality of the education, or of whether and how much a child is actually attending school. This is because of the problems of internationally comparable data in these areas. DFID is looking into additional indicators for the future which could cover these important areas.<br>The indicator excludes consideration of household |

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| | expenditure on education, as it is not currently possible to include this in a meaningful and consistent way. This would lead to the indicator overestimating DFID's contribution.<br><br>The indicator also excludes DFID's influence over and above its financial contribution (eg on policy and national programmes), which is likely to be substantial in many countries. This would lead to the indicator underestimating DFID's contribution.<br><br>The use of gross intake rate assumes the numbers starting the final grade, minus repeaters, will be the same as the number completing the final grade. In reality it could be an overestimate due to additional numbers dropping out during the year.<br><br>The estimates for primary school completion cannot be directly compared to the total numbers supported in primary school. Some countries will have projects that are included in the numbers supported in primary school, but not in the estimate for the numbers completing primary school (when the project only supports early grades, for example). |
| Additional comments | |
| Variations from the standard methodology | |