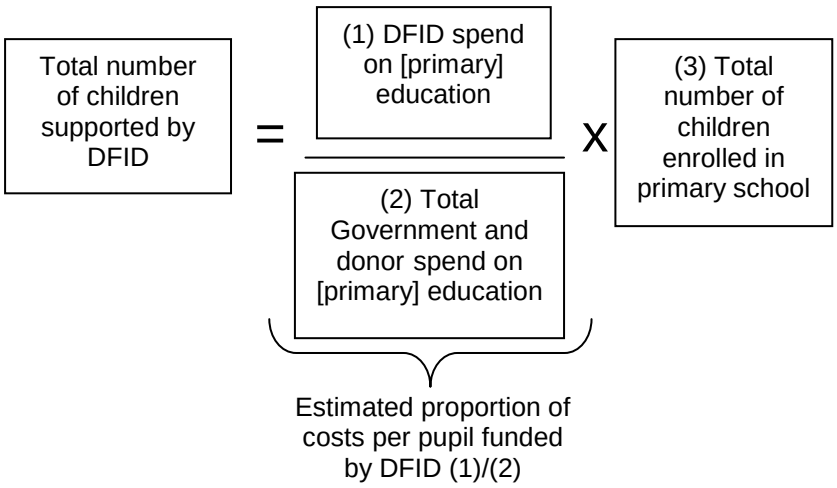
Indicator description	**Number of children supported by DFID in primary education (per annum)**
Type of indicator	*Peak Year* for each country
Overview	Measures the total number of children in primary education who are only in school because of DFID support, broken down by sex. This mainly consists of the number of children which DFID fully funds in primary school. When it is not possible to calculate this number (usually for targeted project interventions, or when the total education budget is not known), then this counts the number of children estimated to only be in school because of DFID support. 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) which do not comprehensively cover a child's education are often excluded.
Technical Definition Summary	When possible, the methodology is a pro-rata share of enrolment, where the share is calculated as DFID's contribution to the education budget for the relevant schools or pupils. 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 total number of children enrolled in the relevant primary schools. 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 enrolments in publically funded primary schools. In some cases the pro-rata share of enrolment is not 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 be in school or not learning at all 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 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 in the primary school system in any one academic year. This enables DFID to attribute what its education aid investment buys in terms of access to primary education. Increasing DFID financial support or increasing access to primary education could both result in an increased number supported.
Data calculation and guidance	For **general and sector budget support and general financial aid projects**, the calculation is:  • 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. • The years selected for enrolment and expenditure data should be matched as closely as possible with the time frame for the DFID 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. • 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. • All DFID and other development partners' general and education-specific expenditure should be included in the Governments' expenditure denominator (2) wherever possible, even if off-budget. • The enrolment data should also correspond as closely as possible to the areas of education supported by DFID. In most cases this would mean all enrolments in publically funded schools, and care should be taken to exclude any private enrolments. • 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. • 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. **For project funding**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. 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 schools) 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 schooling would not have occurred without DFID support. For example, if a DFID project results in additional children attending 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. 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. • 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. • Where enrolment is collected regularly by projects, enrolment numbers should ideally be the average of the relevant DFID DRF time period, or taken as close as possible to the mid point of the DRF time period (Sept each year). The exception is when a project is set up so our funding increases in proportion to increases in enrolment, in which case enrolment numbers can be taken as close as possible to, but not after, the end point of the DRF time period (March each year). • Ideally project enrolment data should follow the same methodology as the national EMIS, to support comparability between countries and projects. • If we jointly fund a project, we should take care to only take the DFID proportion of funds in calculating our share. **Totals** 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. 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). However, in the case of general budget or sector support which reaches all children, when reasonable we will assume 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. **Forecasts and achieved results** 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 by March 2015. 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. 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. Data for the number of children enrolled in 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. 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 enrolments. 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. 5m children are enrolled in Government primary schools.* *The estimated proportion of pupil costs funded by DFID is therefore 5% (100*0.04+40)/900, and the total number of children supported by DFID in primary education is 250,000 (0.05* 5m)*
Baseline data and aggregate target monitoring	Data is available or forecast from 2009/10 to 2014/15. DFID wide performance will be based on the total of the maximum number of children supported in each country between 2009/10 and the latest available year (for results to date) and 2009/10 to 2014/15 for the 2015 forecast.
Return format	Number of children supported by DFID in primary education per year, disaggregated by sex, along with a record of workings. In particular, any deviations from the standard methodology described in this note should be clearly highlighted.
Data dis-aggregation	Mandatory: by sex.
Data availability	Enrolment data and government expenditure data should be 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: • An increase in enrolment, or • A decrease in unit costs 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. 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. Hence fluctuations in the number should be interpreted carefully. 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. DFID is also supporting better national and international measures to assess student attainment and learning outcomes. For this reason this indicator should be considered alongside other measures of effective education performance including the completion of primary education, and – where available – country specific learning data. The indicator excludes consideration of household 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. 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. The indicator is counting the number of pupils supported in a given year: it is not possible to capture unique children. Hence we are not able to sum the number of children

	supported in each year to give a total number of unique children supported across the DRF time period (as this would double count children). However, this indicator may be added to the corresponding indicator of the number DFID supports in lower secondary to give a total for basic education: a priority focus for DFID education support.
Additional comments	
Variations from the standard methodology	South Sudan has a major programme to provide textbooks. For this programme all children provided with a text book are counted in this indicator. There are no other textbooks available in South Sudan, so the rationale is that the children would not be learning without this project.