

Indicator description	<b>Number of children supported by DFID in Lower Secondary education (<u>per annum</u>)</b>
Type of Indicator	Peak year
Technical Definition / Methodological summary	<p>Takes a pro-rata share of enrolment, where the share is calculated as DFID's contribution to the education budget.</p> <p>Multiplies lower secondary enrolment in publically funded schools (national definition) by the estimated DFID share of total public education expenditure in lower secondary (where feasible, using share of all sectors where not).</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 in education, plus a proportion of general budget support/other financial aid in line with the proportion of government funds spent on education. 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 in primary education / primary completers supported by DFID.</p>
Rationale	<p>Estimates the number of children supported by DFID in the Lower Secondary school system in any one academic year. This enables DFID to attribute what UK education aid investment buys in terms of access to lower secondary education - a key policy priority in line with the SRP Girls Education commitments and the Gender MDG. More years of (quality) schooling also contribute to growth and wealth creation.</p> <p>Increasing DFID financial support and increasing access to Lower Secondary education both result in an increased number supported.</p>
Country office role	Country offices should obtain and approve the latest matching financial and enrolment data, calculate the number and supply to the centre.
Data sources	DFID spend data are from ARIES and spending through government will be broken down by general budget support / sector budget support / any other financial aid. For other types of spending e.g. for private education specific spend data can be obtained from Country Office financial

	<p>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>Data for the number of children enrolled in the Lower Secondary system should be taken directly from country Education Management Information Systems (EMISs).</p> <p>It takes up to two years 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 EMIS data covers all school types, care must be taken to ensure only enrolment in publically funded schools are included.</p>
Reporting organisation	Indicator internal to DFID
Data included	<p><u>For general budget support and sector budget support:</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 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 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><u>For support to private schools:</u></p> <p>Children supported in private schools can be counted where DFID funds either vouchers or private school projects.</p> <p>Number of children benefiting from vouchers may be counted – particularly where the whole cost of school fees is covered. Where only partial funding is provided (either through pooled funding, or partial vouchers) this should be noted and correct for by using funding shares.</p>

	<p>DFID's multilateral spend is excluded. Different methods need to be used.</p>
<p>Data calculation</p>	<p>Support could be through general budget support, sector budget support, projects or funding private schools.</p> <p><u>For general budget support and sector budget support</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 number of children enrolling in Lower Secondary school.</p> <p>The important thing is that the numerator and denominator are consistent and the education measure / indicator is also measured at the correct and consistent level</p> <p>The years selected for enrolment 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> <p>DFID's expenditure should include all sector budget support in education and the share of general budget support according to the proportion of public spend going to education. Other DFID financial aid given to governments should be included similarly in the numerator.</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 years selected for enrolment and expenditure data should be matched as well as possible where academic and financial years differ (there is no need to pro-rata across years) and should be the latest in which both series are available.</p> <p><u>For project funding</u></p> <p>For any project, ideally we would want to have total spend on education in order to calculate DFID attribution. For example, if the project provides textbooks, which encompass on average 2% of spending, then we take a pro-rata share of enrolments for the beneficiaries. Where projects are teacher based, such as funding teacher</p>

	<p>salaries, then outputs can be calculated using pupil-teacher ratios.</p> <p>If this is not possible, then only count beneficiaries of projects where DFID is “critical” i.e. where schooling would not have occurred without DFID support.</p> <p><u>For private schooling</u></p> <p>Where we support private education, first calculate DFID’s share of the scheme by taking DFID’s input and dividing by total cost of the scheme we’re funding. If we fund directly through vouchers (or other modalities which cover the full cost of education) where we fund 100% of the per child cost then we can take the number of beneficiaries as our output number.</p> <p>If we fund directly, but the support doesn’t cover the full cost of education (such as a stipend, or funding teacher salaries, or books) we need to estimate the % of the total cost of education that the DFID scheme funds and multiply this by the number of beneficiaries, taking care not to double count children.</p> <p>If we pool together with donors or government to fund a selection of private schools, we first calculate DFID’s share of the scheme and then multiple this by the number of primary children enrolled in the schools being supported.</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 sector budget support to school education and £200m general budget support, 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. There are 1.5m Lower Secondary school pupils, 10 per cent, or 150,000 of whom DFID supports.</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 <i>if</i> the total expenditure on education remains the same or increased and enrolments overall have at least increased by the same or more as the increase attributed to DFID. This would mean more children are</p>

	enrolling in lower Secondary school and/or DFID has increased its funding.
Return format	Number of children supported by DFID in lower secondary education per year, disaggregated by sex. A record of workings should be kept.
Data dis-aggregation	Mandatory: by sex. This is essential for SRP Girls' education policy priority.
Data availability	Governments' enrolment and financial data should be available annually.
Time period/lag	Governments' enrolment and financial data may be released nationally after a lag of a year or more.
Quality assurance measures	<p>Partner country data might need country office light touch quality assurance (QA), e.g. by checking coherence with the back series.</p> <p>DFID should quality assure i) country data, and ii) DFID aggregate numbers. DFID should also cross-check country data with international data sets (which may be available one year later – and will not cover all DFID countries, particularly not all Fragile States).</p>
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)</p>
Additional comments	<p>This indicator assumes the share of pupils supported is in line with DFID's financial input, though where DFID's drive on education 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 including particularly the completion of lower secondary education. DFID is also supporting better national and international measures to assess student attainment and learning outcomes.</p> <p>In some countries household contributions to education</p>

	may be large, which will overstate DFID's share of education spend. However, household spend on education should not be counted in DFID attribution calculations, as this would be inconsistently recorded across countries and years.
Country Office/Spending Department variation	
South Sudan	Cumulative