Indicator description	**Number of children supported to gain a decent education**
Indicator type	Output indicator. Results can be either : • Cumulative (the results are added across years when different children are supported in different years), or • Peak Year (the year with the highest results is used when there is overlap between the children supported in different years) ,
Rationale	This provides 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 who DFID: • Fully educates or fully funds 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 the education of children already in school, in which case a proportion of the child is counted based on the estimated proportion of their education attributed to DFID. The estimate covers children in pre-primary[1], primary, lower and upper secondary, and children 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-formal or non-Government education). Countries are also asked to report on measures taken, and results achieved, to improve the quality of education and learning outcomes of the children supported. This indicator enables DFID to understand and track the number of children supported in education to report on the Manifesto commitment. 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 at least equivalent to roughly a year's worth of education. A quality education, including the ability to read, write and count, gives a child the chance to fully participate in society, and secure meaningful work. A more educated population supports economic growth, stability and family health.
Technical definition	**General Principles** The general principle is to count all children whose education is benefiting from

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[1] Children are counted as attending pre primary education if the support is consistent with UNESCO ISCED 0 definition. This consists of education programmes for children from the ages of 0 to primary school entrance; with an intentional education component; which aim to develop the socio-emotional and some academic readiness skills necessary for participation in school and society; which are conducted through semi-structured group learning (usually based in a school or other institution – it excludes family based arrangements); and where education programmes are at least the equivalent of 2 hours a day for 100 days a year. See page 26 in the link for more information.

DFID funding,. The full time equivalent number should be used when DFID is only providing partial support. This is to ensure consistency between very different types of education programmes, with very different intensities of support. The full time equivalent number is a proportion of children benefiting from DFID support based on an estimate of DFID's contribution to their education over a year. This could be based on funding shares, learning outcomes, quality indicators or other relevant data sources. The approach taken will vary by programme depending on available data and the focus and expected impact of DFID support. Estimates, proxies or partial shares can be used when we don't easily have the relevant information. When DFID is clearly providing the majority of funding or learning experience all children can be counted.

All children in education can be counted from pre-school to upper secondary – ie typically up to 18 years. Older adults can be counted if they are attending education programmes designed for children (eg over age adults in school). We can also include vocational and skills training designed for this age group.

Children should be counted if we are supporting them for roughly the equivalent of at least one year enrolled in a government school (in terms of curriculum, attendance and focus on learning). This may be less than 9 months full time for non-government schools if the data collected is based on attendance, rather than enrolment, or if the curriculum is more condensed. Relevant proportions should be taken when we are only providing a partial education (eg 20% of a child if we only support a child for a fifth of a school year).

Education funding provided through the education budget
When DFID is providing budget or sector support, or financial aid which goes through the Government budget, the methodology is a pro-rata share of enrolment.The share is DFID's contribution to the education spend for the relevant schools.

First the number of full time equivalent children (or schools) covered by the DFID programme is identified. Then the percentage of total education spend on these children funded by DFID is estimated, by DFID. This is usually the total DFID spend divided by the total (Government and donor) spend on the relevant children. Finally, this percentage of total education spend funded by DFID is multiplied by the total number of children enrolled. This can also be expressed as the total cost per full time child, multiplied by the DFID contribution.

The same approach should be taken when funding non-Government schools when DFID funding goes through the private sector or NGO budget.

Education funding provided outside the education budget where DFID is clearly providing the majority of funding or learning experience

In many cases DFID programmes do not fund a child's education through the education budget, but do provide influential partial support such as through technical assistance, targeted financial aid, cash transfers etc. We can count all children when we are clearly providing the majority of their funding or learning experience (more than approximately 75%). This could include children who are

only in school, or only learning, because of DFID support.

Other education funding provided outside the education budget

These programmes should all be included. However a proportion of these children should be counted based on an estimate of DFID's contribution to their education. This ensures they are counted in a broadly comparable way to those that are fully funded through the Government budget.

The most straightforward approach to calculate DFID's attribution to a child's education is using funding shares. This calculation is broadly the same as with funding through the budget. First the total number of children benefiting from the DFID programme is calculated. Then the percentage of their total education spend funded by the DFID programme is estimated. When the relevant data is available, the recommended approach is to combine the DFID spend with an estimate of national Government unit costs. In this case the total education spend on these children would be the national Government unit cost multipled by the number of children benefiting, added to the additional spend from DFID and other donors. Finally, the percentage of total education spend funded by DFID is multiplied by the total number of children benefiting.

In many cases the relevant non-DFID financial information will not be available. In these cases partial or proxy estimates for unit cost data will be needed. For example, just using donor spend if there's no information on the Government spend, or unit costs from the region, similar projects in-country, or neighbouring countries if we feel they are a reasonable proxy.

For large one-off expenditure the same basic calculation should be used but including all unique children benefiting for up to the first three years. For a new school building or initial teacher training, for example, the children benefiting would be all children using the new school building, or being taught by the newly trained teachers, in the first three years . Then a reasonable estimate of DFID's share of their education costs over this period would be estimated when relevant[2].For smaller one off costs, not significantly larger than annual running costs, it would usually make sense to focus on the children benefiting in the first year.
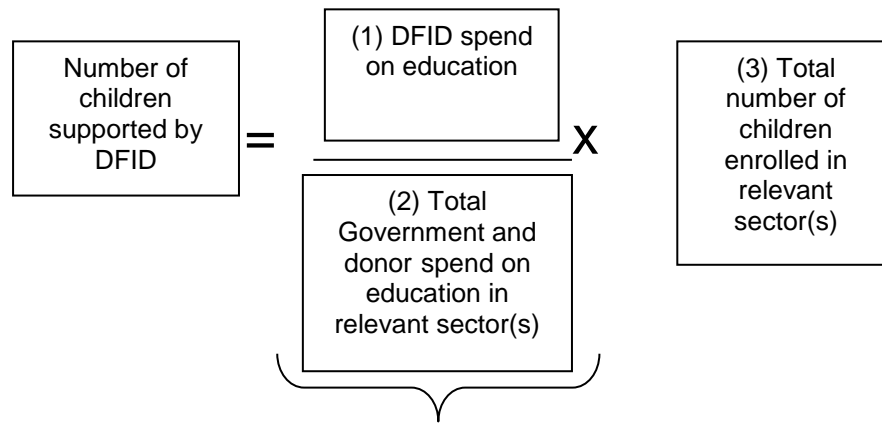
Funding shares are often not the best estimate of DFID's attribution to a child's education, and in many cases there is evidence that DFID's impact is greater than just funding shares. In this case other data and evidence can be used to estimate DFID's attribution when available. Examples include a programme's estimated impact on learning outcomes or on an education quality index, or on increasing education spend from others. There should always be a clear evidenced based rationale to back up the use of other data and evidence.

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[2] In cases where the one off expenditure is far larger than the ongoing yearly unit costs, it may be appropriate to just count all children benefiting, either in the first year or first three years.

| Data calculations	For **DFID education funding provided through the education budget**, the calculation is:

For **DFID education funding provided through the education budget**, the calculation is:

$$\text{Number of children supported by DFID} = \underbrace{\frac{\text{(1) DFID spend on education}}{\text{(2) Total Government and donor spend on education in relevant sector(s)}}}_{\substack{\text{Estimated proportion of costs funded by DFID} \\ (1)/(2)}} \times \text{(3) Total number of children enrolled in relevant sector(s)}$$

- In some countries household contributions to education may be large, which will overstate DFID's share of education spend. Unless exceptional circumstances, these are excluded to ensure consistency between countries. .

- If DFID is supporting private or NGO education we should use the same calculation, but restrict the total spend and enrolment to the private or non government schools being supporting by DFID. If we are funding 100% of the cost of the pupil through vouchers we can count each pupil funded.

For education funding provided outside the education budget where DFID is clearly providing the majority of funding or learning experience

We count all children where we have evidence that DFID's funding is clearly providing the majority of a child's education funding or learning experience (at least approximately 75%). In this case these children can be regarded as being sufficiently supported to gain a decent education. A detailed calculation would not be proportionate and all children can be counted. This approach can be used when there is not enough financial information to calculate full funding shares but we have evidence that DFID (or DFID plus other donors) are covering the majority of a child's education. This situation includes children who would not be in school or hardly learning at all without DFID support, even if we do not fully fund their schooling. It also includes children supported to attend part time schooling (such as in humanitarian responses) if they would not be learning at all without this support. This is partly a subjective judgement, and borderline cases should be agreed with the DFID Education Policy Team.

For **DFID education funding provided outside the education budget**, the standard calculation would be the total number of children *benefiting in some way* from DFID support multiplied by the percentage of their education experience attributed to DFID. In most cases the attribution would be based on funding, and the calculation would be:

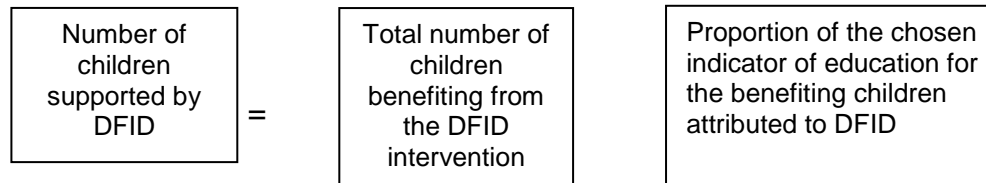Estimated proportion of costs funded by DFID $(2)/[\ (1)\times(3)\ +\ (4)]$
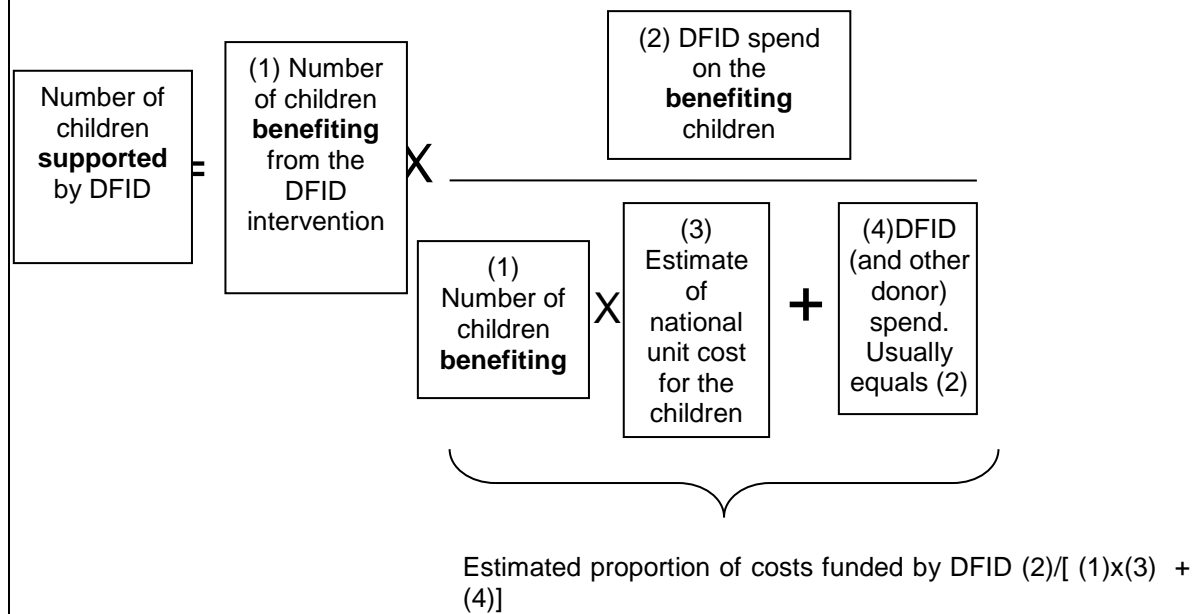
- The calculation above assumes that DFID (and, if relevant, other donor) spend is additional to the national unit cost spend. When this is not a reasonable assumption (eg if DFID spend is replacing some of the Government spend) then the DFID spend in the denominator (2) would be removed and the calculation just becomes DFID spend divided by the unit cost: $(2)/(3)$ = **DFID spend / unit cost**].

- The unit cost data (3) would normally be the standard Government unit cost (eg national education budget divided by the number of children enrolled for given level of education). The data should be as close as possible to the timeframe, school level, type of school and geographical area as the children benefiting. However out of date data, or data for a different area or level can be used if needed (for example, usually only primary and secondary breakdowns should be sufficient). Partial unit cost data can be used when full standard unit cost data isn't available (for example, just using donor funding).

- Children covered by cash transfers should be included when there is an explicit focus on education, such as a condition on school attendance. When possible we should count a proportion of these children based on funding shares (as above), treating the cash transfer as additional funds for education[3].

Other methods can be used to estimate the DFID attribution to a child's education, such as based on an estimate of DFID contribution to a child's learning outcomes or indicators of the quality of education, if appropriate. In this case the basic

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[3] Although the funding is not all going to a child's education, we still use this approach as an attempt to ensure some comparability between different levels of cash transfers (eg providing relatively small or large amounts), and with children funded in school.

calculation would be the same:

$$\boxed{\begin{array}{c}\text{Number of}\\\text{children}\\\text{supported by}\\\text{DFID}\end{array}} = \boxed{\begin{array}{c}\text{Total number of}\\\text{children}\\\text{benefiting from}\\\text{the DFID}\\\text{intervention}\end{array}} \quad \boxed{\begin{array}{c}\text{Proportion of the chosen}\\\text{indicator of education for}\\\text{the benefiting children}\\\text{attributed to DFID}\end{array}}$$

The chosen indicator of education (eg learning outcomes, quality index) should be as closely related to a child's overall education as possible (eg learning outcomes should be as broad as possible given available data).

We can also include indirect results, where there is clear evidence that DFID interventions have increased the education budget or influenced the programmes of others. As with other approaches, care should be taken to ensure that the results of influencing can be attributed to DFID alone (with estimated proportions taken when achieved with others), and that it focuses on changes to the education of benefiting children compared to the status quo. Any results which DFID is not delivering directly should not be claimed for more than one year. However, in most cases it will not be possible to quantify these indirect impacts and attribute to DFID.

These alternative methods should be agreed with the Education Policy Team to ensure broad consistency across programmes.

Preventing double counting

Care should be taken to only count each child once. Smaller projects should be excluded if there is a potential to double count children covered by larger programmes (unless the overlap can be excluded). This should consider pupils enrolled in more than one school (eg both a public and private school). However if two programmes are only partly funding the same children, then the results can be added assuming the part funding calculations do not equal more than 100%.

Calculating the total result across years

The final numbers of children supported would be the sum of unique children supported from each education programme in a country.

When a programme is supporting the same children across different years, the peak year should be used to prevent double counting. However additional children can be added to the peak year when it is easy to identify additional unique children in other years. Different peak years can be used for different programmes in the same country, and for different countries.

Data sources	Calculations would normally be done in whatever currency the Government uses to reduce the impact of exchange rate differences.
	The calculations should use the available spend and enrolment data that mostly closely aligns with DFID's programme in terms of school level and type and geographical area, and to the relevant DFID financial year (Apr – Mar). However there would normally be no need to pro-rata across years, types, areas or levels if there is some mismatch.
	DFID spend data can be found in ARIES (finance system). 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. 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.
	Partner country expenditure data can be sourced from Government systems (Ministry of Education or Ministry of Finance). For some countries the UNESCO Institute of Statistics (UIS) database may have data not available elsewhere. All relevant development partners' education spend should be included in the calculation wherever possible, even if these are not going through the Government budget. Actual spend (expenditure) rather than budget figures should be used whenever possible.
	Similarly unit cost data (eg average cost per child in primary, or secondary school) will usually be available from the Ministry of Education, or can be derived from the Government budget and enrolment figures. Estimates might also be available from UIS or in country multilateral organisations.
	Data for the number of children enrolled 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 funded schools, care must be taken to adjust total enrolments accordingly if needed.
	For projects, enrolments and expenditure data should be available from project monitoring reports. For enrolment this should ideally follow a similar methodology to the national EMIS to support comparability between countries and projects. Care should be taken to adjust according to the DFID share of the project or programme if relevant. If children are only funded for a proportion of a full academic year, only that proportion of children should be counted.
	Government expenditure, unit cost 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 Departments select the most relevant data and perform the calculations and provide results returns as commissioned to DFID HQ.

Worked examples	*Example 1: DFID is providing £40m a year on education sector support focused on primary education. The Government expenditure on primary education is £800m (including donor spend). 10m children are enrolled in Government primary schools.* *The estimated proportion of pupil costs funded by DFID is therefore 5% (=40/800), and the total number of children supported by DFID is 500,000 (0.05* 10m).* *Example 2: DFID is supporting 1m children in government primary schools to provide teaching support, infrastructure, and improve accountability. The programme costs £20m a year, and the standard Government unit cost is £60 per child per year in primary school. The estimated total education spend for these children is £80m (= 1m*60 + 20m). Hence DFID is providing 25% (=20/80) of their total education costs. So the total number of children supported by DFID would be 250,000 (=1m*0.25).* *Example 3: DFID has a £10m programme to support 500,000 children to improve learning outcomes. A Randomised Control Trial demonstrates that the programme increases average reading and mathematics learning outcomes scores from 400 to 500. No other subjects were tested, and we have confidence that this is being replicated across the programme. Hence DFID's contribution to our best estimate of learning outcomes is 20% (= [500-400]/500), and the total number of children supported by DFID is 100,000 (= 500,000*20%).*
Baseline	For DFID reporting purposes, achieved results are reported from 2015-16 onwards.
Return format	Number of children supported by DFID to gain a decent education, disaggregated by sex and grade of education, along with a record of workings. In addition, the following should be clearly highlighted: - a description of the actions being taken to improve learning outcomes of the children supported, including any learning outcome data on these children; - whether the numbers are peak year or cumulative - any deviations from the standard methodology described in this note, including justifications for why it's reasonable to assume DFID to providing the majority of funds or learning experience if relevant; - any specific concerns about the quality of the data; - any major risks to achievement of the forecast; - and an explanation for any major changes from results or forecasts provided previously.
Data dis-aggregation	Data should be disaggregated by sex and by level of education (pre-primary; primary; secondary).
Data availability	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 and processing. Project and programme enrolment and financial data will usually have a time lag of

	between 3 months to a year.
Quality assurance measures	International data are quality assured by the UNESCO Institute of Statistics; partner country data and programme data will be subject to their own quality assurance arrangements put in place by the partner country/implementer. There are four layers of quality assurance (QA) in place relating to the DFID calculations: 1. Reporting departments assess data quality during annual reviews and project completion reviews. 2. Reporting departments comment on the quality of their data being reported to DFID HQ, and provide a link to the calculations spreadsheet. 3. Policy Division check results returns and calculations, and record any issues in a QA log. 4. Finance and Corporate Performance Division review the QA log to ensure resolution of issues.
Interpretation of results	The number of children supported by DFID can fluctuate for a number of reasons. This could be a sign of increased DFID support for education, or a decrease in unit costs. 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 (and hence unit costs) 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 be a sign of decreases in DFID's support to education, or just reflect increases in Government spending and unit costs. 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. The indicator usually excludes DFID's influence over and above its financial contribution (eg on policy and national programmes) as this is difficult to quantify. This,is likely to be substantial in many countries. This would lead to the indicator underestimating DFID's contribution. The indicator excludes 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. All DFID education programmes include a focus on quality of education, so in this way all children counted are being helped to gain a decent education. However his quantitative indicator usually focuses on funding and enrolments; it is often not possible to directly capture learning outcomes and attribute changes to DFID. DFID is supporting and collecting data on learning outcomes in its countries with education programmes when relevant, and results will be reported separately. A brief description of the action taken to improve learning outcomes will also be reported alongside the quantitative data.
Data Quality	The quality of partner Government data systems vary substantially. Due to their

	complexity, national Education Management Information Systems (EMISs) in partner countries often suffer from significant time lags and incomplete data reporting. There can also be differences in definitions used by EMISs in different countries. Similarly, there are differences in the completeness and accuracy of financial information from partner countries, and the definition of 'education spend'. DFID adjusts partner country data to ensure comparability as much as possible. There are four layers of quality assurance (QA) in place relating to the DFID calculations, in addition to any processes put in place by partners or implementers. 1. Country offices assess data quality during annual reviews and project completion reviews. 2. Country offices comment on the quality of their data being reported to DFID HQ, and provide a link to the calculations spreadsheet. 3. Policy Division check results returns and calculations, and record any issues in a QA log. 4. Finance and Corporate Performance Division review the QA log to ensure resolution of issues.
Data Issues	The results reported are based on the available data at the time of reporting. Total results for the previous year are often low due to the data time lags, and will increase over time.