



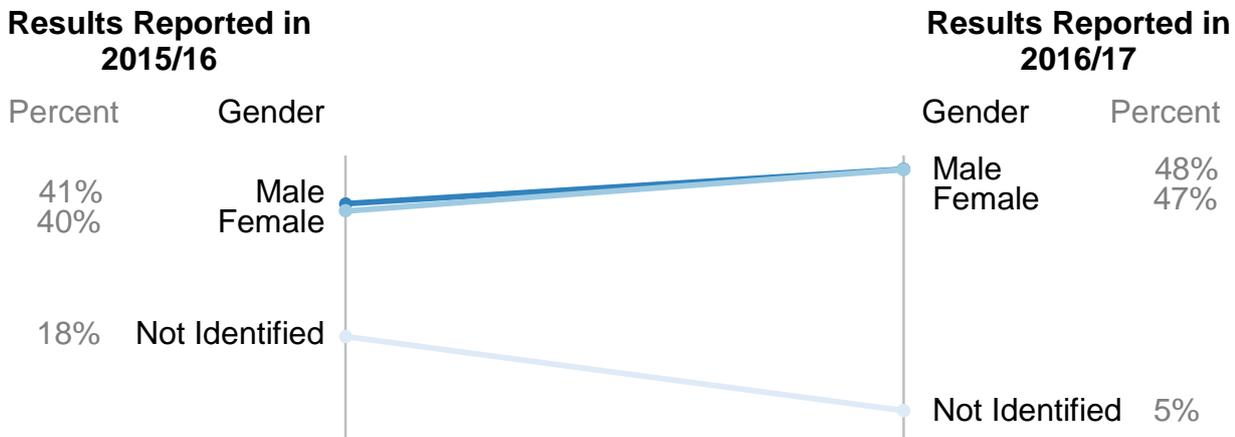
## Education

### Number of children supported to gain a decent education

#### 1. Results<sup>1</sup>

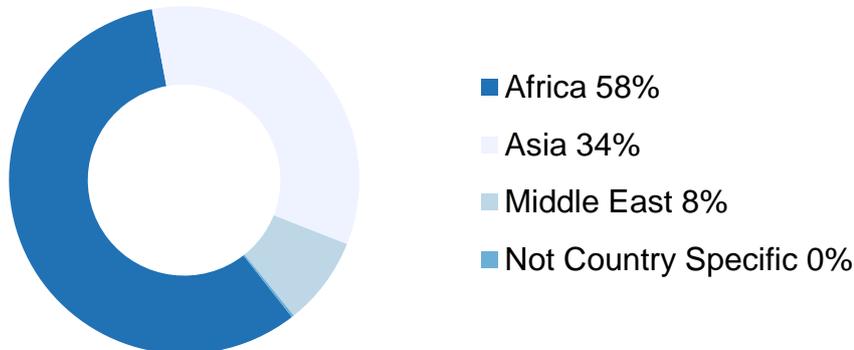
In 2015-2017 DFID supported **7.1 million** children to gain a decent education.

**Figure 1: Change in gender-disaggregated education results between the 2015/16 and 2016/17 reporting period:**



Of the results that have been disaggregated by gender from 2015 to 2017 DFID education programs supported 3.3 million girls. DFID is continuously working with our existing partners towards improving collection of disaggregated data<sup>2</sup>. In 2016/17 95 percent of our reported education results were disaggregated by gender. This is a 13 percentage point increase in data disaggregation by gender between the results reported in 2015/16 and the results reported in 2016/17.

**Figure 2: DFID's education results by region**

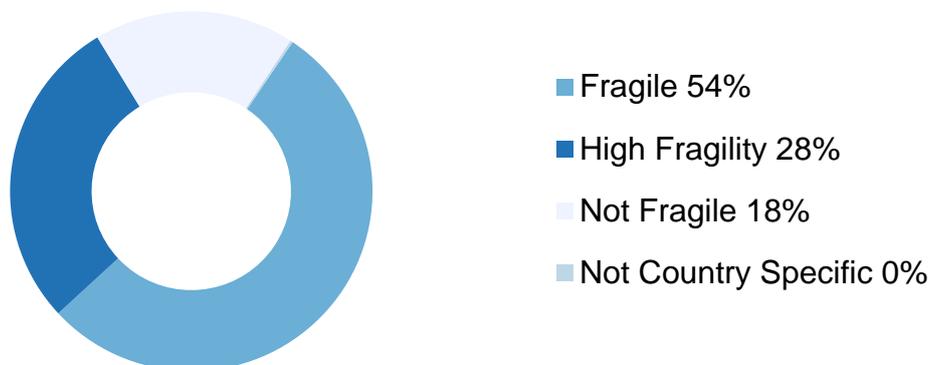


<sup>1</sup> Note that all the figures are rounded down to the next 100,000. Rounding may mean that the total figure do not correspond exactly to the sum of the country/department results quoted in the text. For more detailed figures please refer to the 'Results by DFID office and Indicator' dataset.

<sup>2</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/582315/Data-disaggregation-action-plan-Jan-2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582315/Data-disaggregation-action-plan-Jan-2017.pdf)

From 2015 to 2017, Africa was the largest beneficiary of DFID education programmes, with 4.1 million children reached (including 1.2 million in Ethiopia). DFID reached 2.4 million children in Asia. DFID reached 0.5 million children in the Middle East. A further 15,000 children were reached via DFID's non country specific programmes.

**Figure 3: Education results by fragility level**



States are considered fragile by DFID if they are:

- Fragile states defined based on objective data on state stability from United Nations and the World Bank.
- Neighbouring countries of fragile states and/or part of the three designated regions: Middle East, North Sahara and South Sahara.

DFID produces an internal listing of fragile state which is used to monitor the UK commitment to focus resources in fragile states<sup>3</sup>. Most of the children supported by DFID's education programmes live in fragile states (5.8 million children), including 2.02 million beneficiaries living in states with a high level of fragility.

## 2. Context

Access to a quality education is both a right in itself and central to meeting young people's expectations and fulfilling their potential. Education gives young people the knowledge and skills to secure productive jobs or start businesses, to live healthier and more productive lives, and to promote good governance. Global Goal four commits the UK and others to work to 'ensure inclusive and equitable quality education and promote lifelong learning for all'. Global Goal four targets include ensuring all children complete quality primary and secondary education and improving early childhood and post-secondary education, leading to relevant skills for employment and promoting sustainable development. It also includes targets on upgrading education facilities, expanding scholarships and increasing supply of teachers.

These targets are accompanied by 11 Global Goal indicators, and 43 broader thematic indicators. The UNESCO Institute of Statistics is currently developing the methodologies and tools required to report on these indicators<sup>4</sup>.

Good progress has been made over the last fifteen years in getting children into school. The number of children out of primary school almost halved between 2000 and 2010, and over 90% of primary aged children are now enrolled in school<sup>5</sup>. This shows what sustained national and international investment can achieve. However more needs to be done. There are still 260 million children and young adults not in primary or secondary school, and another 330 million children are in school but not on track to reach minimum learning levels<sup>6</sup>.

<sup>3</sup> According to Full list of Fragile States and Region in 2017 published by DFID.

<sup>4</sup> <http://uis.unesco.org/en/topic/sustainable-development-goal-4>

<sup>5</sup> UIS Database, June 2017

<sup>6</sup> The learning generation: The International Commission on Financing Global Education Opportunity, Sept 2016

### **3. Methodology summary**

The data provide 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 where DFID:

- fully educates or fully funds them 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 their education, in which case a proportion of the child is counted based on the estimated share of their education which can be attributed to DFID (which is often based on DFID's share of the cost of their education).

The estimate covers children in pre-primary, primary, lower and upper secondary, 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-Government education).

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 equivalent to roughly one year, or more, of education.

Please refer to the detailed methodology for more information.

### **4. Data sources**

The information on results is collected from DFID country offices and central DFID departments. The calculations use different data depending on the type of education programme. This is usually based on enrolment or beneficiary data from the government Education Management Information System (EMIS) or DFID programme. If needed, estimates of DFID's attribution to a child's education is usually estimated using DFID spend data and education financial data from the Ministry of Finance and other development partners. It can also be estimated using increases in learning or quality indicators attributed to the DFID programme, using relevant Government or DFID learning or quality data if these are available.

Please refer to the 'Results by DFID office and Indicator' dataset for more information.

### **5. Data quality notes**

The quality of partner government data systems vary substantially. There can be differences in definitions, completeness and accuracy of financial and enrolment data used in different countries. In particular, due to their complexity, national EMISs in partner countries can suffer from significant time lags and incomplete reporting.

The results reported are based on the available data at the time of reporting. Total results for the latest year are often low due to the data time lags, and will increase over time. Reported results for 2016/2017 may change following provision of more up to date information.

The indicator usually excludes DFID's influence over and above its financial contribution as this is difficult to quantify. This is likely to be substantial in many countries. It also excludes household financial contributions in any cost data, due to lack of comparable data.

Care should be taken in the interpretation of changes to the number of children supported by DFID. It could be a sign in a real change in DFID's support to education, or changes in unit cost of education or partner data systems.

All DFID education programmes include a focus on quality of education, so all children counted are being helped to gain a decent education. The indicator does not directly capture changes to the quality of education due to difficulties in collecting this data and attributing changes to DFID.

DFID is supporting learning outcomes assessment in its focus education countries whenever required and feasible.