EU Results Framework Indicator Methodology Note

1. Indicator name
Number of students enrolled in education with EU support: a) primary education, b) secondary education
2. Associated EU Results Framework statement and primary SDG
SDG 4 – Quality Education EU RF statement - Support inclusive lifelong learning and equitable quality education
3. Technical Definition
This indicator measures the number of students enrolled in any grade of primary or secondary education, regardless of the child's age. Students enrolled in primary education should be reported separately to those enrolled in secondary education. UNESCO has developed a classification of education levels named International Standard Classification of Education (ISCED). It allows cross country comparisons given that the duration of education levels could vary from one country to another. In this indicator, "primary education" only refers to ISCED level 1 while "secondary education" refers to ISCED level 2 and 3. Students can be included regardless of their age, for a particular school year, in all types of schools and education institutions, including public, private and all other institutions (formal or non-formal) that provide organised educational programmes. Interventions should part of the general secondary system, and can include vocational/technical or re-integration elements .
4. Rationale (including policy priorities and links to this indicator)
Education and training are an essential part of any solution to the emerging global challenges threatening peace and prosperity, such as root causes of migration, preventing and countering radicalisation and violent extremism, and promoting equity and respect for diversity. The 2030 Agenda recognises the importance of education and training as a critical element in effectively addressing these challenges, and to the achievement of many of the SDGs. The New Consensus for Development has fully endorsed the SDG 4 on education which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", that is, to ensure everyone has the knowledge, skills and values they need to engage actively and responsibly in society. The 2030 Agenda reflects the role of education and training in providing the essential knowledge and skills to enable all further learning, and the vital role it plays in achieving other SDGs, such as those related to health, gender equality, poverty reduction, growth and employment, sustainable consumption and production, and climate change.

5. Level of disaggregation and other reporting requirements

This indicator must be disaggregated according to the categories below:

- Number of students enrolled in primary education with EU support;
- Number of students enrolled in secondary education with EU support

Measuring enrolment should include various groups which can be disadvantaged in education and disaggregation should therefore also be done by:

- Sex;

Where easily available:

- Rural/urban;
- Household poverty (below national poverty line);
- Children with disabilities;
- Refugees/migrants/IDPs.

Data availability and source will determine whether these levels can be obtained.

6. Data Sources (including issues on different definitions by source and level of availability of the data)

For national-reach EU funded interventions (e.g. Budget Support and some multi-donor trust funds) it would be appropriate to use national level statistics to calculate results. For interventions implemented in a specific locality within a country, data from the EU intervention monitoring and reporting systems is more likely to be appropriate.

The following sources are available:

Total enrolment is usually compiled from administrative sources at the local level using, for example, the school register, school survey or census for data on students in primary education. National statistical offices usually are responsible for compiling the data and assuring its reliability and accuracy.

Internationally comparable data on total enrolment is compiled by the UNESCO Institute for Statistics (UIS) from data received in aggregate form from national statistical offices or other official administrative sources. This collection requires verification and revision of data, so the final statistics are usually available with a two-year lag. UIS is the official UN agency responsible for the collection of education data and indicators. UIS data can differ from national data for a variety of valid reasons (see UIS Education data FAQ).

7. Data calculation (including any assumptions made)

The International Standard Classification of Education (ISCED) ensures indicators for all education levels are comparable across countries. Per ISCED standards:

- *Primary education (ISCED 1)* is considered from 4 to 7 years (common duration is usually 6 years).
- *Lower secondary (ISCED 2)* is considered to end after a cumulative 8 to 11 years of education (including primary education) and 9 years is the most common cumulative duration. Lower secondary can be comprised of 2 to 6 years. In 2010, 82% of countries had 3 or 4 years.

- *Upper secondary (ISCED 3)* follows lower secondary education, and students enter around ages 14 to 16. The duration of the lower and upper secondary education combined (i.e. all secondary education) is usually 12 to 13 years.

Compulsory education might include a portion of lower secondary education. A basic education programme may include both primary education and lower secondary education.

The number of school years which composes primary, lower and upper secondary education varies by country, so annotations to this indicator calculation should indicate which school years were included.

The number of enrolled children in each year will count the overall number of children in each grade, regardless of their age, including under- and over-aged children.

It will also be important to avoid double counting of the beneficiaries between years for the same intervention. To avoid this, the peak year result should be counted when all or some of the same students are supported in different years. Alternatively, multi-year results can be included where EU Delegations can reliably estimate the number of individuals benefitting in year 1, then in year 2 they should aim to identify new individuals benefiting (i.e. not supported in year 1) and add this to the total from year 1.

The number of students enrolled in primary education are reported separately to the number students enrolled in secondary education. This means a student supported by the EU to enrol in primary education, and then later in secondary education can be counted towards both sub-indicators.

When calculating results, please consider the entire period of support provided by EU assistance.

8. Worked examples

The EU is providing support to an education sector budget support in country A, from 2014 to 2018. In this country. From the country education information management system we have the following information on number of students enrolled in primary and secondary education (includes public and private schools, and includes students of all ages including under and over aged children).

# of students enrolled in education (millions)	Year				
	2014	2015	2016	2017	2018*
primary	2.75	2.90	3.01	3.00	-
girls	*1.25*	*1.30*	*1.41*	*1.40*	-
secondary	1.00	1.10	1.20	1.30	-
girls	*0.40*	*0.45*	*0.48*	*0.50*	-

*not yet available

From this information, it is not possible to identify the unique number of students supported across the four years, since a child starting in grade 1, and who moved into grade 2 in 2015 would be counted both in 2014 and 2015 figures in the above table. So to avoid double counting, we use choose the peak figure over the support period of 2014-2017 so far and report.

a) number of students enrolled in primary education with EU support = 3.01million, of which 1.41 million are girls (since 2016 was the peak year for primary education)

b) number of students enrolled in secondary education with EU support = 1.30 million, of which 0.50

million are girls (since 2017 was the peak year for primary education)

Since 2018 is not yet available, it is possible that the final figure for the whole support period of 2014-2018 will change if the 2018 are higher than the reported figures in a) and b).

9. Is it used by another organisation or in the framework of international initiatives, conventions, etc? If so, which?

Similar indicators are used by other organisations, e.g.:

African Development Bank: Numbers of people benefiting from better access to education

The UK Department for International Development (DFID): Number of children supported to gain a decent education.

10. Other issues

Data availability can be severely reduced or limited in countries or sub-national regions affected by conflict. The quality and reliability of the data is also dependent on the quality of data collection mechanisms, which can be at the local, provincial or national level. The development level of the national Education Management Information System (EMIS) can also impact whether data are available.

Precaution should be taken with the interpretation of enrolment numbers, as access alone does not explain education quality, participation or the level of learning. For example, total enrolment does not explain whether a child attends school on a regular basis (or has dropped out), whether there is a (trained) teacher in the classroom, whether the environment of the classroom and school infrastructure is conducive to learning, or whether the curriculum is inclusive.

Total enrolment figures which are disaggregated can be powerful policy tools to highlight problems of access for disadvantaged groups. For example, the international education goals (EFA and education-related SDGs) use the gender parity index (GPI) to measure equal access to education, which should be monitored and reported at intervention level. The GPI is calculated as a ratio: the gross enrolment ratio (GER) of girls is divided by the GER of boys. A GPI of 1 (between 0.97 -1.03) indicates gender parity has been reached. Below 0.97, girls are considered disadvantaged, and above 1.03, boys are disadvantaged.