This working paper outlines a set of indicators at the outcome and impact level for the education sector. It does not focus on implementation (e.g. output level indicators such as training of teachers), or indicators at the global level (e.g. economic growth and poverty reduction) but aims to improve the development of indicators between these two levels (i.e. the 'missing middle').

It is hoped, by setting out a clear set of indicators, that this work can be used to guide the development and monitoring of programming level tools, such as CSP's. These indicators should also our understanding of the wider impact of development assistance.

This work builds upon existing international best practices (e.g. UNESCO key indicators).
EDUCATION SECTOR: OUTCOME AND IMPACT INDICATORS

Introduction

This short paper outlines a key set of effects and indicators covering expected outcomes and impacts of country support to the education sector. It is designed to assist country teams to develop a set of indicators for the programming level and guide the production of documents such as Country Strategy Papers (CSP). It also aims to fill, as much as possible, the 'missing middle' between implementation indicators (e.g. training of teachers) and global impact indicators (e.g. poverty reduction).

Methodology

This paper is based on intervention logic that outlines a chain of expected effects (outputs, outcomes and impacts) for a successful intervention. For each outcome and specific impact, a set of indicators has been identified that can measure their achievement. A full set of effects is outlined in the intervention logic diagram on page 3 and the indicators are summarised in Annex A. For full details on the methodology used for this working paper, please see the ‘methodological approach' paper.

It should be noted that the intervention logic is focused on primary and secondary education and that relevant indicators should be disaggregated by the specific educational level. The term 'pupils' is used as a comprehensive definition for children at school and those studying vocational education. This working paper does not cover indicators for tertiary education.

The indicators in this paper are mainly drawn from the MDG's and UNESCO education indicators.

Output Clusters

EC support for education has been arranged into five output cluster areas. Output clusters cover products resulting from development interventions:

a) **Education Facilities** – "Improved means to develop and implement school and supporting (e.g. roads, water and sanitation) infrastructure and ensure its sustainable maintenance"

b) **Health** – "Enhanced health for teachers and pupils attending schools"

c) **Teacher Recruitment and Training** – "Increased number of qualified teachers recruited and trained to an acceptable standard"

d) **Curricula and Teaching Materials** – "Development and roll out of improved curricula and examinations, supported by appropriate teaching materials"

e) **Institutional Management (at level of school and government)** – "Improved capacity for planning, management, monitoring, accountability and responsiveness to develop and enforcement of polices in the education sector "

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1 Taken from UNESCO Institute for Statistics, Education Indicators, Technical Guidelines
Inputs: financial, human and material resources etc.  
Activities: funding, planning, monitoring, technical assistance, construction etc
Outcomes

Outcomes relate to the likely or achieved short-term and medium-term effects of an intervention’s outputs:

**Better Allocation of Educational Resources**

1. Transparent decision making
   Example: Public current expenditure per pupil as % of GNP per capita

**Increased Affordability of Education**

2. Cost for household
   Examples: Cost of education (i.e. fees, materials/equipment, lunches etc) as a % of household expenditure
   Cost per pupil as a % of income per capita

**Quality of Education**

3. Absenteeism and drop out
   Examples: Teacher and pupil absenteeism rates
   drop out rates
   Coefficient of efficiency

4. Teacher ratios/rates
   Examples: Pupil teacher ratio
   Rate of double shifting

5. Qualification of teachers
   Example: Average qualification of teachers at each educational level

6. Teaching material ratios
   Example: Pupil textbook ratio

7. Transition and repetition
   Examples: School life expectancy
   Transition rates
   Repetition rates
   Survival rates by grade
   Years-input per graduate

**Equitable Access to Education**

8. Equitable educational participation
   Examples: Ratio of girls to boys in primary, secondary and vocational education
   Ratio of other disadvantaged groups, rural/urban etc compared to x% of population

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2 UNESCO education indicator (measures the share of per capita income that has been spent on each pupil at each educational level. It can provide a good indication of the relative costs and emphasis placed by the country on a particular level of education).

3 UNESCO education indicator (this is an indicator of internal efficiency of an education system. It summarises the consequences of repetition and drop-out on the efficiency of the education process in producing graduates. It is calculated by looking at the ideal number of pupil years required to produce a number of graduates from a given school-cohort for a cycle or level of education expressed as a percentage of the actual number of pupil-years spent to produce the same number of graduates.)

4 UNESCO education indicator

5 UNESCO education indicator

6 UNESCO education indicator

7 UNESCO education indicator

8 UNESCO education indicator

9 UNESCO education indicator (based on the estimated average number of pupil-years spent by pupils from a given cohort who graduate from a given cycle or level of education, taking into account the pupil-years wasted due to drop-out and repetition)

10 Linked to MDG 3.1

11 For example, MDG Indicator 6.4 looks the ratio of school attendance of orphans to school attendance of non-orphans agreed 10-14 years.
9. Enrolment ratios
   Example: Gross and net\textsuperscript{12} enrolment ratios\textsuperscript{13}
   Apparent intake rate\textsuperscript{14}
   Age specific enrolment ratio\textsuperscript{15}

10. Completion rate
   Example: Gross and net completion rates\textsuperscript{16}
   On schedule completion at appropriate age
   Progression to next level of education

11. Distance to school
   Example: Proportion of pupils within x kilometre of a school

12. School places
   Example: Educational places as an x\% of eligible pupils

Optimal Employment

13. Employment: school construction and maintenance
   Example: Number of people directly and indirectly employed in school construction and maintenance

   Example: Number of people directly and indirectly employed as teachers and government workers linked to education sector

Specific Impact

Specific impacts cover positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended:

Skills & Learning Enhancement

15. Literacy and numeracy rates
   Example: Literacy and numeracy rates by age, sex and social group\textsuperscript{17}

16. Examination outcomes
   Example: Examination outcomes for various educational levels and subject areas by age, sex and social group
   Educational attainment of the population aged 25 years and above\textsuperscript{18}

17. Social views
   Example: Support for violent conflict
   Prejudiced views towards other social groups

\textsuperscript{12} Net enrolment covers \% of eligible children attending school of school age. Gross enrolment covers \% of all children attending school compared to eligible children of school age.
\textsuperscript{13} Linked to MDG 2.1, which is restricted to primary education. UNESCO education indicators.
\textsuperscript{14} UNESCO education indicator
\textsuperscript{15} UNESCO education indicator
\textsuperscript{16} Linked to MDG 2.2 but coverage is wider as the MDG indicators is restricted to primary education
\textsuperscript{17} Linked to MDG 2.3 covering 15-24 year olds. The UNESCO education indicator for adult literacy or illiteracy rates covers population above 15 years old.
\textsuperscript{18} UNESCO education indicator
Intermediate Impacts

Intermediate impacts are similar to specific impact but are longer-term in nature and are the last cause and effect chain level that can be monitored effectively and at the same time demonstrative sufficient attribution to the output clusters:

Greater Income Opportunities

18. Employability
Examples: Proportion of school leavers gaining paid employment within x time (split by type of employment)\(^{19}\)

The following effects are presented in the intervention logic for illustrative purposes only, as the contribution of education towards their achievement is too difficult to verify.

Improved Participation in Society

Indicator: Greater participation of women and disadvantaged groups in society

Improved Family Planning and Health Awareness

Indicator: Family planning

Indicator: Health awareness

Global Impacts

Finally, the effects of support to the education sector should contribute to the longer term global impacts of social development, economic growth and poverty reduction. However, due to the complexity of their achievement and the numerous factors influencing them, it is not possible to draw a direct cause and effect link to the education sector. As a outcome, no education sector related indicators have been identified for this level.

Note: during the development of this working paper a number of indicators were reviewed that have not been included in the final draft. This includes: public expenditure on education (which can be verified by indicators 2 and 4); general health for issues such as smoking, obesity etc (which were viewed to be developed country specific); and education of children (which was not included, in order to keep the indicators generational).

\(^{19}\) Depends to a large extent on the strength of the local employment market
Annex A: List of Key Indicators for Education Sector

<table>
<thead>
<tr>
<th>Affordability Level Outcomes</th>
<th>Optimal Employment Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Transparent decision making</td>
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<td>- Public current expenditure per pupil as % of GNP per capital</td>
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<td>- Cost of education (i.e. fees, materials/equipment, lunches etc) as a % of household expenditure; cost per pupil as a % of income per capita</td>
<td></td>
</tr>
<tr>
<td>Quality Outcomes</td>
<td>Specific Impacts</td>
</tr>
<tr>
<td>3. Absenteeism and drop out</td>
<td>15. Literacy and numeracy rates</td>
</tr>
<tr>
<td>- Teacher/pupil absenteeism rates; drop out rates; coefficient of efficiency</td>
<td>- Literacy and numeracy rates by age, sex and social group</td>
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<td>4. Teacher ratios/rates</td>
<td>16. Examination outcomes</td>
</tr>
<tr>
<td>- Pupil teacher ratio; rate of double shifting</td>
<td>- Examination outcomes for various educational levels and subject areas by age, sex and social group; educational attainment of the population aged 25 years and above</td>
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<td>- Average qualification of teachers at each educational level</td>
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<td>Intermediate Impact</td>
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<td>- % of school leavers/graduates gaining paid employment within x time (split by type of employment)</td>
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