

Methodological Note: A Fulcrum for the Future

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Appendix A: Measuring Family Planning & Girl's Education - Methodology

As part of its efforts to promote increased, evidence-based donor investments in the Sahel to slow population growth while upholding girls' and women's rights, the OASIS Initiative (Organizing to Advance Solutions in the Sahel) analyzed available information on development assistance data from existing donors. The final figures and graphs provide an overview of the current landscape of priority donor investments in the Sahel to two thematic areas: Girls' Education and Family Planning. This methodology note provides an overview of how priority funding was identified for each thematic area. *Note: In the final brief, only the family planning figures were directly used (in Table 2). Table 3 used a separate methodology to measure overall education flows -- see table notes for more information.*

Source: The figures and graphs represent data made available through the Organisation for Economic Co-operation and Development (OECD) - Creditor Reporting System (CRS). These data provide a standardized view of donors' funding towards aid at the project-level. Data for the provided figures was downloaded from <https://stats.oecd.org/qwids/> as of October 2019.

Data Coverage: In identifying the most relevant data to analyze in this landscape analysis, we included Official Development Assistance (ODA) projects (commonly referred to as 'aid') from 2007-2017. Data beyond 2017 was not available at the time this data was collected and the

methodology implemented. The analysis covers funding from ten bilateral donors (France, Germany, Italy, Spain, the UK, Luxembourg, Denmark, Netherlands, Canada, and the United States) and three multilateral donors (World Bank - IDA, African Development Bank, and the European Union) going to seven Sahel countries (Mali, Burkina Faso, Mauritania, Niger, Chad, Nigeria, and Senegal). All flows represent ODA disbursements in 2017 Constant USD. The final data used in the brief only reflected figures for the G5 Sahel countries.

Identifying Funding Towards Thematic Areas: This methodology tracks funding towards two thematic areas: Girls' Education, and Family Planning. These thematic areas represent specific avenues of donor investments that have a positive impact on slowing population growth as well as upholding women's and girl's rights. The data available from the OECD CRS does not always segment or categorize the projects or flows according to these categories specifically, so to better identify the scale and scope of existing funding towards these thematic areas we used a combination of the CRS Purpose Code¹ and text analysis of project description fields to identify projects that fit within each thematic area. Projects identified using a specific set of keyword searches were then manually categorized for relevancy in each thematic area (after review by a researcher). Additionally, in most cases the financial amount of projects identified for each thematic area was adjusted to account for the project funding that likely went towards supporting women and girls specifically. Details on the criteria used for each thematic area as well as any financial adjustments are below.

Girls Education: Research has shown that increased girls' education is associated with lower rates of early marriage and lower birth rates. As such, OASIS sought to identify projects that directly or indirectly promoted or supported girls staying in school in five areas: General education support, primary education, secondary education, school feeding programs, and conditional cash transfers. The purpose codes used for each area and any financial adjustment used for each area is listed in detail below.

- a. **General education support funding** (these projects are likely to target increased gender equality at the policy and general education levels):
 - i. 11110 - Education policy and administrative management
 - ii. 11120 - Education facilities and training
 - iii. 11130 - Teacher training
 - iv. 11182 - Educational research

The financial amounts for these projects were discounted at 50% to account for the likelihood that only 50% of the flows will benefit girls directly (these flows are not targeted at a specific education level, so we used a simple 50% rate). This is likely an overestimate of benefits to girls because of uneven enrollment by gender, but it provides a reasonable proxy for the % of flows at the general education level that might benefit girls more directly.

¹ Details on the CRS purpose code list can be found at <http://www.oecd.org/development/financing-sustainable-development/development-finance-standards/purposecodes-sectorclassification.htm> -- donors identify the dominant subsector their project aims to foster and assigns it the corresponding 5 digit code.

- b. **Primary Education** (increased primary education for girls will provide a basis for higher secondary education enrollment rates).

- i. 11220 - Primary education
 - ii. 11230 - Basic life skills for youth and adults

For projects that do not specify whether the project targets girls, or where the project description mentions both girls and boys, the financial amounts for these projects was discounted using the % of female students enrolled at the primary level. The % was calculated for each year using a three-year rolling average based on annual data where available for each country. The indicator used to generate the three-year rolling average was the World Bank's *Primary education, pupils (% female)* indicator. For projects that specify the project activities target girls, 100% of the project amount was counted. For projects that specify the project activities target boys, 0% of the project amount was counted.

- c. **Secondary Education** (increased secondary education enrollment decreases likelihood of child marriage and early pregnancies).

- i. 11320 - Secondary education
 - ii. 11330 - Vocational training

For projects that do not specify whether the project targets girls, or where the project description mentions both girls and boys, the financial amounts for these projects was discounted using the % of female students at the secondary level. The % was calculated for each year using a three-year rolling average based on annual data where available for each country. The indicator used to generate the three-year rolling average was the World Bank's *Secondary education, pupils (% female)* for 11320 flows, and *Secondary education, vocational pupils (% female)* for 11330 flows. For projects that specify the project activities target women/girls, 100% of the project amount was counted. For projects that specify the project activities target boys, 0% of the project amount was counted.

- d. **School feeding programs** (school feeding programs increase enrollment rates)

- i. Projects given the 12240 (Basic Nutrition) purpose code AND that specify the funding includes flows towards school feeding (identified through text searches using the keywords school, feeding, meals, école, scolaire, cantines, cantine scolaire, repas scolaire, alimentation scolaire, alimentation complémentaire. Financial adjustment: 50% of all identified project amounts.
 - ii. Projects given the 12240 (Basic Nutrition) purpose code that are specifically targeted towards women/girls (identified through text searches using the keywords female, adolescent, girls, young women, fille, adolescente, jeunes femmes, filles mineures, filles mères. Financial adjustment: 100% of all identified project amounts are included.

- e. **Conditional Cash Transfers for Education** (such cash transfers increase enrollment rates)

- i. Identified projects where conditional cash transfers were given to girls' families' to pay for school fees or vocational training costs using the

following keywords: cash transfer*, subventions conditionnelles en espèces, transfert conditionnel en espèces, versements en espèces, versements conditionnel en espèces, transferts monétaires, cash

Family Planning: We sought to include any funding for programs that are working to increase awareness and acceptability of family planning (FP), improve FP access, improve the quality of FP programs or improve policies related to FP. To do so, we used a combination of CRS purpose codes and text searches to identify relevant projects. All funding from the relevant projects were counted towards this thematic area.²

- a. 13030 (Family Planning).
- b. 13020 (Reproductive Health) AND text search indicating one of the following activities are involved: family planning, contracept*, planification familiale, planning familiale.
- c. 15170 (Women's equality organisations and institutions) AND text search indicating one of the following activities are involved: family planning, contracept*, planification familiale, planning familiale.
- d. 13081 (Personnel development for population and reproductive health) AND text search indicating one of the following activities are involved: family planning, contracept*, planification familiale, planning familial.
- e. 13010 (Population policy and administrative management) AND text search indicating one of the following activities are involved: family planning, contracept*, planification familiale, planning familiale .
- f. Funding going towards FP from any CRS sector where the project description identifies relevant activities — projects identified using the following keywords: family planning, contracept*, planification familiale, planning familiale.

Limitations: This methodology seeks to identify existing development assistance flows that directly or indirectly uphold girls' and women's rights in the Sahel. However, identifying and measuring such flows in a systematic way with existing data is difficult. Since the CRS purpose codes do not match the categorizations we would need to capture the flows we are interested in, we have included text searches to identify relevant projects. However, the level of detail provided in project descriptions vary greatly from one donor to the next. As such, our categorizations using text searches will better capture relevant flows from donors that reported detailed project descriptions while undercounting relevant flows from donors that report poor or no project descriptions (especially including France and the World Bank - IDA). Despite this limitation, the CRS is the most comprehensive single source of ODA project flow data for the specified donors for the specified years, so it is the best possible source using existing data.

² The one exception here is we chose to exclude flows that mentioned family planning within the context of preventing or treating HIV aids (as identified with the purpose code 13040).

Appendix B: Table Sources & Notes

Table 1: Demographic, Health and Education Indicators

Source Detail: Contraceptive prevalence (current use of modern methods) and total fertility rate is based on the most recent DHS data available as of Oct 2020 for all countries. Contraceptive prevalence and unmet need represent married/in-union women only. Unmet need for Modern Contraceptives comes from FP2020, Indicator 3. The source for education completion rates is the World Bank Indicators dataset. Women of Reproductive Age data comes from the UN World Population Prospects 2019. Data represents the latest data available for each country (ranging from 2010-2018).

Figure 2: Additional Annual Funding Needed Now to Change Course in the Sahel

Family Planning Current Funding: See Table 2 source details.

Additional Annual Funding Needed for Family Planning: Annual funding required to bring the unmet need for modern contraceptives to zero based on estimates provided by the Guttmacher-Lancet 2019 Adding It Up report. In supplementary table A15, the Guttmacher-Lancet report estimated a total cost of \$29.40 per contraceptive user in Africa Renewal Sahel target countries under the scenario where all contraceptive care needs are met. The region “Africa Renewal Sahel target countries” in the report consists of the five Sahel countries considered in this brief, plus Nigeria, Senegal, Cameroon, The Gambia, and Guinea. To estimate the cost for each Sahel country to meet all contraceptives needs, we multiplied the cost estimate (\$29.40) by the estimated number of WRA (in-union) in each country with an unmet need -- based on percentage of women with an unmet need for modern methods of contraception in 2020 (from Indicator 3 FP2020) and estimates of the number of in-union women of reproductive age in 2020 (from UN Population Division). The cost estimate of \$29.40 per user includes direct costs of \$6.09 and indirect costs of \$23.31. Indirect costs include the cost of increasing demand and building the infrastructure needed to provide contraceptives to all who need it. This indirect cost amount is higher than in most other regions given the challenges in the Sahel. Total additional needed (\$107 million) represents additional funding needed above current levels of funding and represents what would be needed based on estimates for 2020 needs. Each year there are additional users that enter the population pool, as well as those that leave (due to aging out of the reproductive age range etc), so this estimate is not meant to show what would be needed annually in perpetuity -- the unmet need for modern contraceptives is a moving target and will continue to fluctuate over time based on various inputs.

Education Current Funding: See Table 3 Source Details.

Additional annual funding needed to reach 2.4% of 2019 GDP (UNESCO benchmark):

Estimate of needed donor funding comes from a recommendation of the 2015 UNESCO *Education for All Global Monitoring Report*. The report estimates developing countries will need to increase total education spending to 6.3% of GDP to reach universal education levels. Of that 6.3% spending, the report calls on domestic governments to increase their own spending to 3.9% of GDP, so international donors are called on to make available the additional 2.4%. Using this recommendation from UNESCO, we calculated 2.4% of each countries' latest GDP figures to estimate a total \$1.3 billion needed across the G5 countries to address their education funding gap. Each domestic government is also called on to fund their education sector with 3.9% of their annual GDP. The G5 countries are generally close to this funding level, with the exception of Mauritania and Chad -- as reported by the World Bank Indicators:

Education - Gap Analysis	Current Government Expenditure on Education (% of GDP) (Recommended level = 3.9%)
Burkina Faso	5.4%
Chad	2.5%
Mali	3.8%
Mauritania	1.9%
Niger	3.5%

Table 2: Average Annual Bilateral Family Planning ODA

Source Detail: Average Annual Family Planning ODA calculated using the Organization for Economic Co-Operation and Development (OECD) Creditor Reporting Standard (CRS) data for 2013-2017 (the latest available at the time of initial analysis). Family planning flows were identified using a custom family planning measurement methodology using both OECD CRS purpose codes and text searches on project descriptions]. Full methodology details are available in Appendix A. Imputed UNFPA Contributions Benefiting the Sahel - Annual average calculated using data available on UNFPA's website at <https://www.unfpa.org/data/donor-contributions>. UNFPA's spending on the Sahel countries calculated using data available from the OECD CRS. Average UNFPA Core Contributions from each donor reaching the Sahel is an imputed amount based on each donor's total average annual contribution to core funding for UNFPA and the percent of UNFPA projects funded through core funding that is allocated to the Sahel countries for family planning in the same time period (2014-2018). The total average percent of UNFPA project funding that targeted family planning in the Sahel was 1.27%. Based on a similar methodology used by the OECD to impute sectoral contributions of donors through multilateral contributions. These figures do not represent any commodity donations made to UNFPA (e.g. contraceptive donations). Time period 2014-2018 was used because 2013 data

was not available (to match with the bilateral average time period). Sweden and Norway were added later in the analysis, so their funding levels represent funding reported to the OECD CRS with the family planning purpose code (13030) plus its UNFPA imputed contributions. Norway family planning projects were identified just using the 13030 purpose code. Imputed UNFPA Contributions Benefiting the Sahel - Annual average calculated using data available on UNFPA's website at <https://www.unfpa.org/data/donor-contributions>. UNFPA's spending on the Sahel countries calculated using data available from the OECD CRS. Average UNFPA Core Contributions from each donor reaching the Sahel is an imputed amount based on each donor's total average annual contribution to core funding for UNFPA and the percent of UNFPA projects funded through core funding that is allocated to the Sahel countries in the same time period (2014-2018). Based on a similar methodology used by the OECD to impute sectoral contributions of donors through multilateral contributions. These figures do not represent any commodity donations made to UNFPA (e.g. contraceptive donations). Time period 2014-2018 was used because 2013 data was not available (to match with the bilateral average time period). Add figures reported in 2018 constant prices.

Table 3: Universal Primary & Secondary Education in the Sahel

Source Details: Current level of ODA education funding from OECD CRS (accessed through stats.oecd.crs) and represents the average annual funding between 2013-2017 in ODA disbursements to general education, primary education, and secondary education levels. US\$2018 dollars.

Additional Tables

Table I: Fertility ("Indice synthétique de fécondité") By Educational Attainment

	None	Primary	Secondary or higher	Higher	Source
Burkina Faso	6.6	4.9	3.1		2010 DHS
Chad	6.5	7.4	5.1	2.8	2015 DHS
Mali	6.8	5.9	4.5		2018 DHS
Mauritania	5.3	4.6	3.5		2001 DHS
Niger	8	7	4.9		2012 DHS
Average	6.6	6.0	4.2		
Differences between None/Primary and Secondary	2.4	1.7			