

# Learning For All:

## DFID's Education Strategy 2010–2015



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A young boy with short, dark hair is smiling broadly, showing his teeth. He is wearing a dark blue school uniform with pink accents on the collar and sleeves. He is holding a silver pen in his right hand, positioned over an open book on a desk. The background is slightly blurred, showing other students in similar uniforms. In the upper left corner, there is a large orange circle containing the word "Foreword" in white text.

**Foreword**



Education makes a powerful difference to people's lives. It holds the key to unlocking the human potential needed to secure a more peaceful, prosperous and greener future for us all. Ensuring that all children receive quality basic education is not only a moral duty. It is an essential investment in our common future.

More than 72 million children do not go to primary school. That figure includes poor rural children, children of uneducated mothers, children with disabilities, children who live in fragile and conflict affected states and girls from all walks of life. But these numbers mask an even deeper problem – that of unacceptably low levels of learning and irregular attendance. And even for those children who do make it to school, there are limited opportunities to go beyond primary education or to develop the relevant skills for future employment. This is not only a tragedy for these girls and boys – it is a disaster for development. The costs of wasted talent are beyond measure.

By working together we can address these challenges. In the last decade the number of children out of school has dropped from 103 million to 72 million. We have seen significant progress in getting more girls into school. The UK government has been proud to play a part in securing this progress, and in 2006 committed to spending £8.5 billion on education in the decade up to 2015. But we cannot become complacent. The challenge of enrolling all children in school and ensuring that they complete a full cycle of good quality basic education is far from being met. If we are to succeed in meeting this challenge it will take a renewed effort from national governments and donors. It will take broad and ambitious partnerships across governments, the private sector, civil society, faith groups and the public.

The UK remains committed to the Millennium Development Goals for Education – ensuring that by 2015 all children are able to complete a full course of primary schooling, and that gender disparities in all levels of education are eliminated – as well as to the broader Education For All (EFA) goals. We will focus on a clear and simple vision: **quality basic education for all**. This strategy outlines three strategic priorities that will help us realise this vision: (1) access to a basic cycle of primary and lower secondary education, particularly in fragile and conflict affected states; (2) quality of teaching and learning, particularly for basic literacy and numeracy; (3) skills so that young people benefit from opportunities, jobs and growth.

Learning For All: DFID's Education Strategy 2010-2015 outlines how DFID will contribute to helping the world's children realise their full potential. Together we can make quality basic education for all a reality in our lifetime.

A handwritten signature in black ink, appearing to read 'Douglas Alexander'.

**Douglas Alexander**  
**Secretary of State for International Development**

# Learning For All: DFID's Education Strategy 2010–2015

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## Our vision

1. We will remain committed to the education **Millennium Development Goals** (MDGs) – universal primary completion and gender parity at all levels of education – and to the broader Education for All (EFA) goals.
2. We will focus on a clear, prioritised strategic vision: **quality basic education** for all.

## Our strategic priorities

3. We will focus on three strategic priorities: (1) **access** to a basic education cycle of primary and lower secondary, particularly in fragile and conflict affected states; (2) **quality** of teaching and learning, particularly for basic literacy and numeracy; (3) **skills**, to link young people to opportunities, jobs and growth.

## What we will spend and where

4. We will meet our commitment to spend at least **£8.5 billion over the ten year period to 2015**. Annual expenditure will rise to £1 billion per annum by 2010, half of which will go to Africa.
5. We will allocate most of our bilateral aid to **basic education** (at around 70%); we will increase the volume and proportion of our bilateral education aid to **fragile and conflict affected states** (to around 50%).

## Delivering results & value for money for the UK taxpayer

6. We will develop a stronger **partnership with the UK public** through expanded support to UK schools and civil society, and through research partnerships with UK higher education.
7. We will focus insistently on **results and value for money**. Through our direct support alone, we will aim to:
  - support at least 5.5 million children in school per year; roughly the size of the primary school aged population in the UK, and at 1/40<sup>th</sup> the cost;
  - build at least 15,000 classrooms per year, benefiting over half a million children;
  - train at least 130,000 teachers per year;
  - support over 200 higher education institutions in Africa and Asia;
  - provide over 500 scholarships per year.
8. We will help create a new **global education partnership** – working with governments and multilateral partners, the private sector, faith groups and civil society – to drive progress towards a quality basic education for all, with particular focus on improved teaching and learning and better learning outcomes.

We will focus on  
a clear, prioritised  
strategic vision:  
quality basic  
education for all.



A photograph of a classroom full of students. In the foreground, a student wearing a white headscarf and a dark top has their right hand raised, pointing upwards. Other students in the background are also visible, some with their hands raised, suggesting an active learning environment. The lighting is bright and even.

CHAPTER 1

**Our Vision and  
Our Strategic  
Priorities**



## Why is education important?

- 1 Education is a basic human right;** a pathway to maximise individual potential, extend freedoms, build capabilities and open up opportunities. Quality education will equip and empower future generations with the ever changing skills and competencies needed to achieve sustainable development.
- 2 Education is also a very good investment.** There is strong evidence linking levels of education – enrolment levels, but particularly levels of learning – to economic growth, improved health and nutritional outcomes, lower fertility and social stability (Box 1). These gains underpin the critical role of education to achieving all the Millennium Development Goals (MDGs).<sup>1</sup> The gains are often greater for girls than for boys when they complete a full cycle of quality basic education.

### Box 1: Basic Education Makes a Difference

#### Economic Growth

In general, countries with more educated populations enjoy higher rates of economic growth and less inequality. More recently, evidence has shown it is not only years in school, but what is learned in school, that counts. A recent study found that whilst an additional year of schooling was associated with a 0.37% increase in GDP, this increased to 1% when combined with improved learning outcomes.<sup>2</sup>

#### Earnings

Education is positively associated with improved lifetime earnings. Each extra year of education raises lifetime earnings by about 10%. Returns to education are higher for low income countries and for women.<sup>3</sup>

#### Health

Education, especially for girls, helps to improve health and to reduce fertility.<sup>4</sup> Children of educated mothers are healthier, better nourished and more likely to survive as infants. Across the developing world, an additional year of schooling reduces infant mortality rate by between 5 and 10%.<sup>5</sup>

#### Environment

Research has shown a strong relationship between levels of school achievement in science and awareness of global environmental problems. Both are associated with a greater sense of responsibility for supporting sustainable environmental management.<sup>6</sup>

#### Fragility and Conflict

Education can play an important part in the emergency response to conflict or fragility, in the long term process of reconstruction and building stability and in promoting civil engagement and democracy.<sup>7</sup> Empirical evidence links levels and distribution of education achievement to indicators of democracy, stability and security.<sup>8</sup>

## Addressing 21<sup>st</sup> century challenges

**3 Investing in education will be central to addressing 21<sup>st</sup> century challenges, including global competitiveness, climate change, conflict and insecurity.** This is a two-way relationship. While measures are needed to counter the negative impact of economic recession, climate change and conflict on education, education must offer its own ways of combating and responding to the wider economic, environmental and social threats. If it fails to do so, educational gains will be lost, and education will quickly lose its relevance.

### Box 2: Impact of Global Challenges on Education

#### Global Competitiveness

- In a globally interconnected economy, financing shocks impact on government and household spending on education. This occurs through falling Foreign Direct Investment (FDI), lower commodity prices, declining remittances, lower Overseas Development Assistance (ODA) flows, declining business activity and higher unemployment.
- Recent UNESCO studies present a mixed picture – some countries such as Bangladesh and Nepal report limited immediate impact. But in Sudan and Yemen, the collapse of oil prices is expected to lead to education cuts. In Ghana teacher recruitment has been frozen, while Pakistan has cut funding for elementary education, literacy and early childhood education.<sup>9</sup>
- The World Bank suggests that “sustaining progress on education indicators is one of the most effective means to ensure that these [developing] countries are able to participate and contribute to a global economic recovery.”<sup>10</sup>

#### Climate Change

- Deteriorating livelihoods affect school attendance. Research in Côte d’Ivoire shows that in regions experiencing greater than usual weather variability, school enrolment rates declined by 20%.<sup>11</sup>
- Financial resources are spent on reconstruction – not on improving the quality of learning. Cyclone Sidr in Bangladesh (2007) affected 146,877 children, with initial reconstruction costs at an estimated US\$81 million.<sup>12</sup>
- The extended range of vector borne diseases such as malaria will impact on school attendance. In Kenya, malaria accounts for the annual loss of 11% of school days for primary students and 4.3% for secondary.<sup>13</sup> Malaria also deprives students of their teachers.
- Girls spend extra time to collect clean water and fuel and to care for siblings and the sick. Gender equity in school and female student performance both suffer.<sup>14</sup>

## Box 2: Impact of Global Challenges on Education (continued)

### Climate Change (continued)

- Environment and security impacts can interrelate. People exposed to drought and civil strife in Zimbabwe during early childhood suffered from a height loss of 3.4 centimetres, close to one less year of schooling, and a near six-month delay in starting school. The estimated effect on lifetime earnings was 14%.<sup>15</sup>

### Conflict and Insecurity

- About 40 million 'out of school' children live in fragile and conflict afflicted states; between 200,000 and 300,000 child soldiers have no prospect of schooling.
- A study of 160 countries indicates that funds allocated to education can lower the probability of civil war. Enrolment in secondary school, male enrolment and adult literacy are found to be particularly important.<sup>16</sup>
- A World Bank study on civil wars since 1960 concluded that a "country which has ten percentage points more of its youth in schools – say 55% instead of 45% – cuts its risk of conflict from 14% to around 10%."<sup>17</sup>
- In Sierra Leone, studies have found that "young combatants of all factions, represent themselves as victims of educational collapse."<sup>18</sup> Lack of educational opportunity was commonly cited by ex-combatants as a reason for joining the war.<sup>19</sup>

**4 Global competitiveness requires new knowledge and skills, which are dependent on a solid foundation of basic education.** Now is not the time for governments in low income countries and donor agencies to lessen their commitment to education. Rather, it is a time when creative measures are needed, including social protection schemes, skills development linked to new jobs, the utilisation of new forms of finance and much greater attention to the cost effectiveness of public education systems.

**5 Education will be key in understanding and addressing climate change.** Short term 'climate change proofing' such as reviewing school location and building design, and synchronising seasonal and educational calendars, will be important. Longer term measures to increase 'climate change literacy' and research capacity will be vital in developing more fundamental changes in understanding and behaviour, as well as supporting growth of low carbon technologies.<sup>20</sup>

**6 In fragile and conflict affected states, education can help lessen tension, promote peace and rebuild lives.** But unequal access to education can also exacerbate tensions. It is vital to support service delivery through partnerships with communities and non-state providers in ways that support, rather than threaten, the gradual re-emergence of state capacity. This is an essential component of well conceived and well co-ordinated context and country specific strategies.<sup>21</sup>

## What are the barriers to progress?

**7** There has been significant progress on getting children into school, particularly girls. Since the turn of the millennium, 47 million more children are attending primary school. Between 1999 and 2007 the number of out of school primary aged children dropped from 103 million to 72 million, with the share of girls out of school declining from 58% to 54%.<sup>22</sup>

**8** But progress is slowing, and equity of access must be addressed both within and outside of the education sector. The fastest decline in out-of-school children (two thirds of children) was between 2002 and 2004, helped by a reduction in fees. It is principally the poor, rural children, children of uneducated mothers and children with disabilities that are excluded from education. Failure to address the root causes of marginalisation – poverty, gender, disability, ethnicity, language and location – are holding back further progress.<sup>23</sup>

**9** Progress is particularly slow in fragile and conflict affected states. Around half of children out of school now live in fragile and conflict affected states. These states are the worst equipped to address the challenges of education for all, and the least funded by donors. For development partners risks are greater, but returns are potentially higher. If we fail to invest in the 'bottom billion' living mainly in fragile and conflict affected states, we will fail to meet the MDGs.<sup>24</sup>

There has been significant progress on getting children into school, particularly girls. 47 million more children are in primary school since the turn of the Millennium.



**10 Although primary enrolments have significantly increased in recent years, this masks deeper problems of retention, completion and low levels of learning.** Against an expanded definition of basic education, and including drop-outs and students with unacceptably low levels of attendance and achievement, it is possible that more than 300 million children are effectively excluded from a quality basic education.<sup>25</sup> Evidence from South and West Asia and sub-Saharan Africa suggests that, even when they complete a full cycle of primary education, children are failing to master basic literacy and numeracy skills.<sup>26</sup>

**11 There are strong reasons to expand access to secondary education and skills training – but this will not be achieved through public financing and provision alone.** Secondary education – especially for girls – is strongly correlated with inclusive growth, social mobility, improved health and lower fertility. Countries emerging from conflict need the skills provided at post primary education to rebuild. Increasing the affordability and relevance of secondary education and skills training will require stronger partnerships between governments and non-state providers that deliver market-relevant skills and drive innovation.

**12 Many countries have increased education budgets in the last ten years, with positive results; however domestic levels of education spend are threatened.** According to the 2010 EFA Global Monitoring Report, low income countries face an estimated financing gap of US\$16 billion annually to achieve the EFA goals. Here, 80% of financing for education comes from domestic resources. The financial crisis is putting national budgets under pressure. In 2009 and 2010 alone, sub-Saharan Africa faces a potential average loss of around US\$4.6 billion a year, or as much as a 10% decrease in spending per primary school pupil.

**13 There is considerable scope to improve efficiency.** Together, governments and development partners must give greater attention to improving the efficiency of education services and systems. This must happen through better allocation of resources, building a stronger evidence base for what works, reducing wastage, combating corruption, and driving down unit costs. Aid must be deployed in a way that leverages broader resources and policy instruments, and opens up opportunities for greater citizen and consumer choice.

**14 Aid has a key role to play, but aid to education is well below promised levels and poorly aligned to the Millennium Development Goals (MDGs).** Aid has played its part in expanding access to education. Official aid to education rose from US\$8 billion in 1999 (US\$3.2 billion to basic education) to US\$12.1 billion (US\$4.3 billion to basic education) in 2007. UK aid to education is well aligned to the MDGs, with about 70% going to basic education. But most aid to education is provided to middle income countries and to post-basic education.<sup>27</sup> DFID has adopted the MDG education targets as the basis for its Public Service Agreement (PSA) with HM Treasury as a key performance measure in priority countries, and we are making good progress against these (Box 3).<sup>28</sup>

### Box 3: PSA Targets

#### Measure of Success

**Enrolment in primary education:** 12 countries to be kept on track and progress accelerated in at least four of the remainder.

**Ratio of girls to boys in primary education:** 17 countries to be kept on track and progress accelerated in at least two of the remainder.

#### Achievement

14 countries remain on track, of the remainder five are off track (three severely) and three have insufficient data to measure progress.

18 countries remain on track; of the remainder three are off track, and one has insufficient data at baseline.

## Our vision and strategic priorities

**15** The UK remains firmly committed to the education MDGs – universal primary completion and gender parity at all levels of education – and to the broader Education for All (EFA) goals.

### Box 4: Millennium Development and Education for All Goals and Targets for Education

#### MDG Education Related Goals, Targets and Indicators

**Goal 2:  
Achieve Universal  
Primary Education**

**Target 3:** Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

**Indicators**

Net enrolment ratio in primary education

Proportion of pupils starting grade one who reach grade five

Literacy rate of 15-24 yr olds

#### Education for All Goals

Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

**Box 4: Millennium Development and Education for All Goals and Targets for Education (continued)**

**MDG Education Related Goals, Targets and Indicators**

**Goal 3:  
Promote Gender Equality  
and Empower Women**

**Target 4:** Eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015

**Indicators [selected]**

Ratios of girls to boys in primary, secondary and tertiary education

Ratio of literate females to males of 15-24 year olds

**Education for All Goals**

Achieve a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Improve all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

**16 We will pursue a clear, prioritised strategic vision: quality basic education for all.** 'Quality' because it is learning that matters. 'Basic' because basic education is the foundation of all learning, and is under-funded by our development partners. 'For all' because the right to education is universal and indivisible.

**17 To deliver this vision, we will focus on three strategic priorities:**

- **access** to a basic education cycle of primary and lower secondary, particularly in fragile and conflict affected states;
- **quality** of teaching and learning, particularly in basic literacy and numeracy;
- **skills** to link young people to opportunities and jobs, and to promote growth.

**18 We will work across government and with other development partners to align our resources and expertise to driving these priorities.** Chapter two outlines in detail how we will address these three strategic priorities, the specific commitments that we are making and expected results. Chapter three outlines how we will make our investment count: meeting our commitment to spend £8.5 billion on education in the ten year period to 2015; allocating most of our aid (around 70%) to basic education; escalating the volume and proportion of our education aid to fragile and conflict affected states (to around 50%); working more effectively with our international partners, the UK public and UK institutions; and driving results and value for money.

## Box 5: DFID Helping to Make a Difference



In 2007/8 direct support from DFID helped governments pay for approximately **five million children in school**; roughly the size of the primary school age population in the UK, and at 1/40<sup>th</sup> the cost.

In 2007/8 we helped to **train over 100,000 teachers** and built or **refurbished 12,000 classrooms**.



Since 2002 DFID has provided £202 million to the Education for All Fast Track Initiative. **Enrolments in countries where FTI is active have increased at more than twice the rate of non-FTI countries.**

Since 2006 we have strengthened research capacity and **helped train 1,400 higher education staff in 25 low income countries.**



At the UN's Millennium Development Goal Summit in 2008, **the UK helped to deliver funding commitments of US\$4.3bn for education, with the potential to support over 40 million children in school.**



### Box 5: DFID Helping to Make a Difference (continued)

- In **Sierra Leone** free primary education has led to primary school enrolment doubling between 2002 and 2005.
- In **Bangladesh** technical education has been provided and job opportunities created for 17,000 urban poor children.
- In **Nigeria** the DFID funded Girls' Education Project (GEP) covering six northern states has seen an increase of 10 to 15% in the number of girls attending primary schools.
- In **Vietnam**, DFID has co-financed, with the government of Vietnam, the World Bank and other donors, the Primary Education for Disadvantaged Children programme. This has resulted in 14,000 new classrooms, 3,300 renovated classrooms, 120,000 teachers trained in child centred learning and inclusive education and the recruitment of 7000 bilingual teaching assistants.
- In **Ethiopia** DFID spending on education of around £30 million a year since 2005 has helped almost four million more children enrol in primary school and contributed to the salaries of an additional 80,000 teachers.
- In **Rwanda** DFID helped build 3,127 classrooms in six months to allow 350,000 more children to access the full nine years' basic education by 2010.



Photo: Richard Arden/DFID Rwanda

CHAPTER 2

## Priorities for Action



## ACCESS, QUALITY AND SKILLS

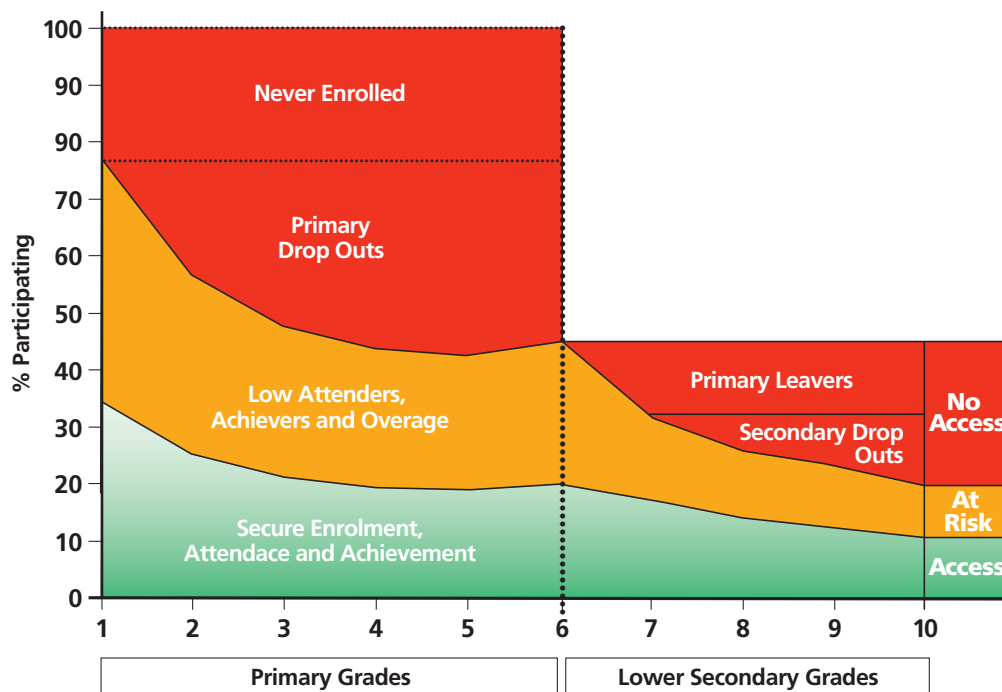
**1 We will pursue a vision of quality basic education for all.** This will be coupled with a new determination to develop skills and expertise for development beyond basic education. Together, these are the educational foundation stones critical to building the economic and social resilience needed to face future challenges.

### ACCESS

**2 Our definition of a good school is one that is accessible to every child in their locality.** Distance and cost should not prevent children from attending regularly year on year, from primary to lower secondary. Repetition should be minimal. Classrooms should be well equipped, safe and free from harassment or discrimination. Girls and boys should have equal rights. The same goes for those living with disability and with HIV/AIDS. Each classroom should have a well trained and committed teacher. Learning materials should be available. The school should be well led, managed and governed, supported by an efficient education system that strives for education excellence at all levels, assures standards and is responsive and accountable to the public. We believe that all children should be supported to reach their full potential.

**3 It is possible that anything between 300 million and 500 million children are effectively excluded from learning.** This figure includes the 72 million primary aged children not enrolled in school,<sup>29</sup> 40 million of whom are found in fragile and conflict affected states.<sup>30</sup> It includes an estimated 150 million children who do not complete secondary education, and those who do not have access to pre-school. It also includes children who are enrolled in school but who struggle with learning and regular attendance (figure 1). These alarming estimates are reinforced by low and uneven primary school completion rates – only 60% of children in sub-Saharan Africa (55% for girls) complete.<sup>31</sup> The International Labour Office (ILO) reports that 100 million girls are involved in child labour globally, many with “little” or “no access to education.”<sup>32</sup> The percentage of children with disabilities who complete schooling is 5% or less.<sup>33</sup> Over 15 million AIDS orphans are also severely disadvantaged in attending school.<sup>34</sup>

Figure 1: Zones of Exclusion in Basic Education



**4 To support improved access to good quality basic education for all children DFID will:**

- allocate most of our bilateral education aid to basic education – at about 70%;
- focus on the 72 million primary aged children out of school, including expanding investments in fragile and conflict affected states, to around 50% of our bilateral programmes;
- where we have education programmes, support the expansion of basic education to lower secondary at affordable costs, including through innovative partnerships with non-state providers;
- where we have education programmes, support supply and demand side strategies. These will include helping to construct 15,000 classrooms a year, increasing access to water and sanitation in schools and removing primary school fees.

**Allocate most of our bilateral aid to basic education**

**5 We will ensure that our education aid is well aligned to the education MDGs and the broader EFA goals.** About 70% of our education aid will be allocated to basic education, as defined by UNESCO’s Global Monitoring Report on Education for All and as measured by the OECD’s Development Assistance Committee.

## Expand investments in fragile and conflict affected states

**6 We will spend around 50% of our education bilateral programme aid in fragile and conflict affected states; we will pursue flexible and responsive approaches to education in these countries, including through partnerships with non-state providers.** Where we can, we will seek to rebuild the capacity of ministries of education gradually; enabling them to pay teacher salaries, re-open schools and guarantee safe learning environments, particularly for girls. Broken channels for the organisation, management and delivery of education services present complex challenges and often cannot be fixed quickly. Innovative approaches to education delivery – including for those children who have missed out on several years of education – need to be sought alongside supporting state recovery. Political analysis can inform education choices and priorities and identify opportunities in these circumstances.<sup>35</sup>

**7 DFID will ensure that short term emergency responses to education protect longer term prospects of rebuilding of education systems and do not fragment provision or deepen social inequalities.** The education cluster (managed by UNICEF and the Save the Children Alliance) helps to ensure that education receives sufficient consideration in the prioritisation of humanitarian need, and that children are supported to return to some form of ‘normality’ as quickly as possible. DFID provides UNICEF with £4 million annually over four years to improve its emergency response capacity.

### Box 6: Education and peace building in Somali Region, Ethiopia

Ethiopia’s Somali Region (which borders Somalia) is one of the most marginalised areas of the country. It suffers from both low development indicators and from insecurity. DFID Ethiopia is planning to launch a £3 million pilot project in 2010 to examine how access to quality education services can be scaled up in conflict affected areas whilst also building a more peaceful society. The pilot will be delivered by NGOs already active in the region and they will work closely with government actors to implement the pilot. Lessons learned will feed into the design of a new Peace and Development Programme.



## Prioritise girls and other marginalised groups

**8 Greater effort is needed to reach those currently marginalised from education if the MDG and EFA goals are to be achieved.** There are often complex patterns of multiple disadvantages, where different circumstances require different solutions.

**9 Girls and boys have equal rights to quality education.** The fact that 39 million girls fail to attend primary school is both a tragedy for the girls themselves and a disaster for development. An increase of 1% in the number of girls with secondary education boosts annual per capita income growth by 0.3% and four years additional schooling lowers fertility rates.<sup>36</sup>

**10 DFID remains committed to supporting girls to complete a full cycle of basic education, following approaches set out in *Girls Education: towards a better future for all* (2005).** Education beyond the primary level is particularly important in improving girls' life chances, delaying early motherhood, and in girls having healthier, better nourished children. DFID's approach to girls' education recognises that gender inequality and violence in school reflect wider discrimination in society. Improving gender equality means working with boys and men, as well as girls and women. Through our infrastructure support we will ensure that every new school has a safe water supply and well maintained toilets, separate for girls and boys, and will also seek to ensure that existing schools are equipped with similar facilities.

Building on *Girls Education: towards a better future for all* (2005) DFID will focus on seven key priorities to help improve education for girls.

1. Improving the quality of education – so that more girls complete with improved learning outcomes.
2. Reduce the costs of primary education.
3. Support gender aware HIV and AIDS programmes in schools.
4. Making schools safer places.
5. Expand opportunities for girls to go on to secondary education.
6. Work with the UN and other donors to make sure gender equality is part of education sector plans.
7. Integrate girls education into DFID's broader programme of support for gender equality and women's empowerment.

**11 Girls who complete secondary education are less likely to become infected with HIV than those who don't, while boys are more likely to practise safer sex.**<sup>37</sup> Schools can help children and young people make informed and healthy choices. They can challenge harmful norms and stereotypes around gender, sexuality, gender-based violence and stigma. DFID will continue to work with partner governments and civil society organisations to promote education as a means for preventing and mitigating the impact of the AIDS pandemic, and improving the relevance and quality of sexual and life skills education.

**12 Disability is another major factor in excluding children from school.**<sup>38</sup> International agreements set out the rights and duties regarding the education of children with disabilities.<sup>39</sup> The education of children with disabilities reduces

discrimination and stigma and increases the likelihood of economic independence – both for the children and for their families. DFID will publish a toolkit to support country programmes and partners in delivering inclusive education for children living with disability. We will also support the EFA Fast Track Initiative to ensure that countries are supported to tackle the exclusion of some children, including those with disability, from education.

**13 We will tailor our education support to meet the needs of excluded groups.** Orphans (including 15 million AIDS orphans), refugees, internally displaced children, language minorities, religious and faith groups, those who suffer from the inequities of caste, nomadic peoples and those who live in isolation, all have special and important calls on education. Where partner governments have strategies to address the needs of excluded groups or regions, we will seek to strengthen them. Where this is not possible we will support specific programmes to accelerate access to quality education for educationally disadvantaged groups or regions.

### Expand basic education to lower secondary

**14 There are strong reasons to expand access to lower secondary education.** Secondary education helps to develop skills that are vital for knowledge economies – such as abstract reasoning, problem analysis and language and communication competencies. Access to secondary education for the poor opens up more equal opportunities for employment and supports inclusive growth. Countries emerging from conflict or natural disaster need secondary education to rebuild. There are strong health benefits from secondary education, particularly for girls. The achievement of the education MDGs depends on the provision of an adequate number of teachers at secondary level. Gender parity in secondary education is strongly associated with Gross Enrolment Rates of over 50%.<sup>40</sup>

**15 Demand for secondary education far outstrips supply – despite the fact that three out of four countries define basic education as primary plus lower secondary.** Gross secondary enrolment rates are an average of 40% in sub-Saharan Africa.<sup>41</sup> And the poorest continue to miss out. Children in the richest 20% of households are 11 times more likely to reach grade nine than those from the poorest 40% of households. Poor rural girls are least likely to complete lower secondary schooling.<sup>42</sup>

**16 DFID will support partner governments to develop plans for the expansion of lower secondary schooling, including through innovative partnerships with non-state providers. We will support targeted interventions such as bursaries and cost recovery for the poorest – especially girls.** Public financing for universal secondary education is not affordable for most low income country governments. In sub-Saharan Africa, public expenditure per pupil at lower secondary level averages about three times that at primary level, and 30% of GDP per capita or more. Expanding access to secondary

education will require partnerships between state and non-state actors. It will also require better use of existing resources, including through improved teacher deployment, curriculum reform and selective use of new technologies.

### Box 7: Expanding Secondary Education

In Rwanda the government is aiming to expand access to secondary education, as well as technical and vocational training in areas where there are significant shortages. DFID has supported studies to determine appropriate strategies for this expansion, along with costs and financing options.

Secondary education is the new bottleneck in the Indian education system. The number of basic education (grade eight) graduates in India is increasing at approximately 4% per year. In March 2009 the Government of India (GoI) launched the 'National Secondary Education Campaign' to make secondary education of good quality available, accessible and affordable to all young people completing grade eight. At the request of GoI DFID is designing support aimed at achieving inclusive, sustainable growth and improved delivery of secondary education services.

In Ethiopia, as primary enrolments have shot up, there is a growing and unmet demand for high quality secondary education. With secondary net enrolment increasing from less than 10% to about 13% from 2005 to 2007, the system needs support to expand. DFID is spending approximately £10 million per annum on secondary education in Ethiopia, including helping to finance the salaries of 30,000 teachers, improvements in teacher training, access to textbooks and a per capita school grant to about 1.4 million students.

## Supply and demand side strategies

**17** Where the costs of schooling have been removed or lessened for households, enrolment in primary education has increased. The removal of fees resulted in increases in primary school enrolment of 12% in Mozambique, 18% in Kenya and 23% in Tanzania. But in many countries, managing and sustaining these increases has proved to be difficult, especially where schools have been ill-prepared for a sudden, massive inflation in class size, allied to major shortages of teachers, infrastructure and learning materials.

**18** DFID will support partners to plan and manage the abolition of school fees and the expansion of primary and lower secondary schooling. We will help to construct 15,000 classrooms each year. Increased access needs to be accompanied by adequate numbers of teachers, classrooms and learning materials. Increasing admission must be accompanied by measures to reduce drop out and improve the quality and relevance of education. Access without meaningful learning is a weak investment. Where poor parents have



the means and the opportunity they invest in private tuition or schooling when they perceive education quality to be poor.

**19 We will support the transfer of funds directly to schools, alongside efforts to strengthen local accountability.** School or capitation grants (based on the number of pupils) enable schools to buy teaching and learning materials, maintain the school environment and meet essential running costs. Strengthened management that establishes school management committees and publishes accounts on school walls improves transparency and local accountability.<sup>43</sup> In Ghana (Box 8) capitation grants have been instrumental in enabling more children to attend primary school.

**20 We will support strategies to reduce the additional costs of education even where fees have been abolished.** Households often have to pay a variety of school related charges in addition to fees: uniforms, funds, PTA levies and sometimes – illegally – payments to teachers for additional tutoring. Providing targeted cash benefits, especially for girls, can help remove additional costs. In Yemen, DFID is supporting the development of an innovative Conditional Cash Transfer scheme which targets girls in specific inaccessible rural areas. The pilot scheme will benefit 30,000 girls.

#### Box 8: Capitation Grants in Ghana

In 2008 DFID Ghana has supported the government to monitor the impact of the capitation grant (a fixed subsidy to a school for each child enrolled). Enrolment increased from 69% in 2005 to 83% in 2007. DFID led the donor partners to argue for an increase in the capitation grant in 2008 from 3 cedis per child to 4.5 cedis per child. The higher level of capitation grant now ensures the removal of the school fees that prevented many poorer parents from sending their children to school. It also enables schools to purchase sufficient teaching and learning materials to maintain the quality of education.



**21 Well designed school feeding programmes can help to increase attendance and improve learning outcomes.**<sup>44</sup> But they may not be the most efficient intervention to achieve these objectives. School feeding programmes provide an incentive for children to attend school, especially in situations of conflict and emergency. However, school feeding risks missing out on the most vulnerable: the poorest school age children who do not go to school, or pre-school age children. The costs of school feeding programmes need to be weighed carefully against other social protection interventions such as cash transfer programmes.

There is some evidence, for example, that in some locations de-worming programmes are a cost effective means of reducing health related absenteeism in school and boosting nutrition.<sup>45</sup>

**22 In fragile and conflict affected states, carefully targeted and innovative demand side interventions are important.** Short term strategies to ensure children are in school and learning – including non-formal education options – need to be combined with longer term support for the re-establishment of schools. In Somalia DFID is supporting some 18,500 boys and girls in school through partnerships with UNICEF and NGOs.

## QUALITY

**23 Improving the quality of learning lies at the heart of DFID's education strategy.** There is strong evidence to suggest that the economic and social effects of education are maximised when combined with the acquisition of cognitive skills. A study covering 50 countries between 1960 and 2000 showed that an extra year of schooling lifted annual GDP growth by 0.37%. When combined with improved cognitive skills, the figure rose to 1%.<sup>46</sup> Inequality in learning achievement impacts upon income levels, and potentially, on economic growth.<sup>47</sup> Improving the learning outcomes of poor performers in school helps to reduce income inequality.<sup>48</sup>

**24 Many children are failing to master basic literacy and numeracy skills, even when they complete a full cycle of primary education.**<sup>49</sup> Available data makes clear that low achievement is widespread. In India, a recent survey found that fewer than half the children in Standard three could read a text designed for Standard one students.<sup>50</sup> In Botswana, Kenya, South Africa and Swaziland fewer than 25% of grade six students reached designated levels of reading.<sup>51</sup>

**25 Pupils from rural areas and from socio-economically disadvantaged backgrounds are most vulnerable.** Learning disparities begin in the first grades of school. Poor learning outcomes in the early years are a strong predictor of education, social and economic disadvantages in adulthood.<sup>52</sup> Based on current global trends, 105 million 15-24 year olds will lack basic literacy skills in 2015, 55% of whom will be women.<sup>53</sup> This has a major intergenerational effect, given that mothers who cannot read are far less likely to be supportive of education for their children.

**26 Schools and teachers can improve the quality of learning – but it will take time for the benefits to show.** The wider impact of improving the quality of basic education will not be felt until new school graduates become part of a country's economic and civic society. Improving the quality of education is complex and contentious territory,<sup>54</sup> – a matter for national sovereignty and parental choice. There is no magical solution or remedy.<sup>55</sup> The real test for parents and children is whether children have acquired and can apply their skills and knowledge in ways that benefit their further learning, health, wealth and wider economic and social development.<sup>56</sup>

**Box 9: System wide reform in Tamil Nadu, India**

In Tamil Nadu, DFID is working with the State government and other development partners to help to deliver the national basic education programme: Sarva Shiksha Abhiyan (SSA).



Important achievements are being recorded. All but 2% of 6-14 year-olds are enrolled; there is gender equity in enrolment and a high proportion of children with special needs participate. Drop-out rates are very low at 2% for primary and 4% for upper primary. The pupil teacher ratio is 29:1 for primary and 36:1 for upper primary. Teaching and learning materials are universally available.

Tamil Nadu has also successfully implemented innovative new classroom methodologies, introduced across the state with the support of 6,000 experienced teacher educators. Teachers are enthused and better able to manage multi-grade classrooms, which constitute 80% of the state's schools. Measures from the programme's baseline data are showing significant gains in learning levels, and children and parents are excited by the results. They now recognise what effective teaching and learning looks like.

**27 To support improved quality of basic education for all children DFID will:**

- establish and protect cognitive functions in early childhood. A new DFID nutrition strategy will expand DFID capacity in six countries that collectively account for over 50% of the world's under-nourished children under five. We will reach 12 million children over the next five years.
- prioritise teachers and teaching, training at least 130,000 teachers a year through DFID country programmes. We will publish policy guidance on improving teaching and learning processes.
- work with partner governments and other development partners to conduct learning assessments, using the results to improve outcomes throughout the basic education cycle. We will publish policy guidance on the measurement of learning.
- work with others to increase the number of students who, after two years of primary schooling, have sufficient reading fluency and comprehension to 'read to learn'. We will increase the proportion of students who are able to read with comprehension, according to their countries' curricular goals, by the end of the primary cycle.

## Establish and protect cognitive functions in early childhood

**28 Poor health and nutrition can seriously undermine school attendance and achievement.** Evidence from India and Vietnam indicates that children who are stunted at the age of one will have lower levels of cognitive ability at the age of five than their peers, regardless of their socio-economic background or their parents' levels of education.<sup>57</sup>

**29 Early Childhood Care and Development (ECCD) interventions during the first five years of a child's life can make an important contribution to health, nutrition, well-being and cognitive development.**<sup>58</sup> These interventions include breastfeeding, nutrition initiatives, immunisation and early learning. DFID is providing £6 billion to help strengthen health systems globally over the seven year period to 2015, with a strong focus on maternal and newborn health. Our new nutrition strategy will prioritise women of child bearing age and the under twos, working across multiple sectors: health, food and agriculture, water and sanitation, social protection, education and the empowerment of women.

**30 We will focus our support for nutrition on six countries that collectively account for half of the world's under-nourished children under five:** India, Nepal, Bangladesh, Ethiopia, Nigeria and Zimbabwe. Overall we expect to improve the nutrition of at least 12 million children over the next five years – which amounts to 10% of all undernourished children around the world.

**31 In addition to our focus on nutrition, we will support broader ECCD as appropriate to country context.**<sup>59</sup> In Sierra Leone DFID is supporting the government to develop a pre-school curriculum that encompasses health and nutrition. In Nigeria the combined health and education programmes focus on nutrition and deworming. In Bangladesh DFID has supported 2.3 million boys and girls to complete pre-school. Globally we also assist ECCD through core support to UNICEF and through international NGOs such as Save the Children.

## Prioritise teachers and teaching

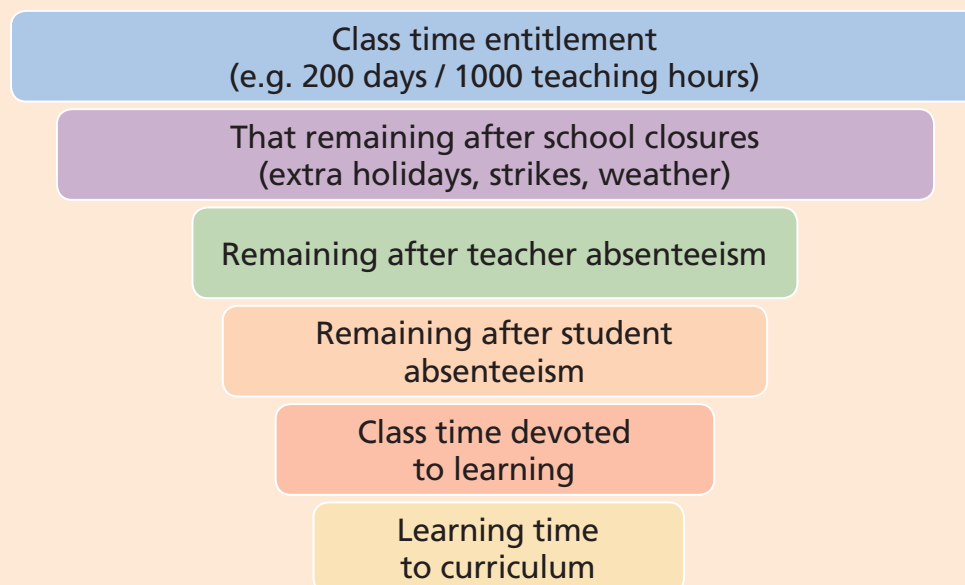
**32 Improving learning requires really good teachers and great classroom practices.**<sup>60</sup> This is not to say that other inputs do not matter. There is plenty of evidence to suggest that the provision of curriculum compliant, language appropriate textbooks and learning materials is a cost effective intervention that can significantly aid learning.<sup>61</sup> DFID will continue to work with partner governments to plan for and finance infrastructure, textbooks, appropriate curricula, school leadership and system wide capacity building. However, bringing together the conditions for quality only bear fruit when interventions reach into classrooms, and impact upon the teaching – which requires above all a focus on teacher practice and pedagogy.

**33 Teachers are in short supply – new and innovative ways of developing high quality teachers are needed. We will train at least 130,000 teachers per year through DFID country programmes.** Globally, an additional 10.3 million teachers will be needed to achieve UPE by 2015. There are chronic shortages in key subject areas and poor deployment practices between lower and upper grades and rural and urban areas. Traditional college-based teacher education is heavily front-loaded and can cost more than 50 times the annual cost of a primary school place.<sup>62</sup>

**34 DFID will work with partner governments to improve teacher attendance and performance.** To deliver learning, teachers need to be teaching in schools. During a survey in India a quarter of teachers in government schools were absent, and only half the teachers were working when the survey team arrived.<sup>63</sup> These findings are replicated in other countries, with a negative impact on learning time as Figure 2 sets out.<sup>64</sup>

**35 National teacher development and management plans, underpinned by comprehensive teacher audits, are a valuable investment.** They help to build consensus among key stakeholders in order to address country specific teacher needs. They should consider the calibre of people entering the profession, the quality and cost of teacher development (pre-service and in-service) and the overall deployment and management of teachers. Where appropriate, DFID will work with key stakeholders – including teachers’ unions – to develop national teacher development plans, underpinned by teacher audits.

**Figure 2: The Loss of Learning Time**



## Conduct learning assessments

**36 Measuring learning outcomes is especially critical in the first years of schooling.** Early diagnosis of learning problems allows teachers to take prompt remedial action. Most developed countries test children's learning levels within national achievement-testing systems, and through international tests and assessments. In addition, the ongoing classroom based assessment of individual children is used to monitor progress and adjust learning activities.

**37 Relatively few developing countries are routinely measuring learning outcomes.** Many countries only assess learning at the end of the primary cycle, usually in order to select students to progress into lower secondary. This provides a very limited database on which to facilitate public scrutiny of levels of achievement between different groups, identify schools that don't achieve adequate learning levels, help policy makers and parents monitor the education system, or contribute to greater teacher and school accountability.

**38 DFID will work with partner governments and other development partners to conduct learning assessments.** Our focus will be on tools that are simple, sensible, sound and low cost. They will be designed to provide information at individual, school and system levels, transparently and over time. We will publish policy guidance on supporting the measurement of learning and using results to improve the quality of education.

### Box 10: National Learning Assessment in Ethiopia

In Ethiopia, national learning assessments have been central to both generating political momentum and framing approaches to addressing the quality challenge. The 2007 national assessment results indicated declining achievement in both grades four and eight. The government of Ethiopia



responded by developing an integrated package of reforms and inputs aimed at boosting student learning. This package of inputs, the General Education Quality Improvement Programme, was launched in August 2009 with over US\$300 million of support from donors, including the UK and the Education for All Fast Track Initiative. The programme focuses on a combination of teacher training, textbooks, school capitation grants and capacity building.

## Improve reading standards for children after two years of primary and at the end of the primary cycle

**39 We will give priority to basic literacy and numeracy.** Learning delayed is learning denied. Students who are able to read and calculate early are more able to use textbooks, study independently and access other subjects. Identifying and addressing failures in learning later on is difficult, inefficient and expensive. Teaching in languages other than the children's home languages can significantly delay learning.<sup>65</sup> Yet in many developing countries it is the 'survival of the fittest'; the ablest and better off advancing through the initial grades, leaving many of their classmates behind. We will significantly increase the attention given to securing literacy in the first two years of schooling through our bilateral programmes and with our international partners under a new global education partnership.

**40 Where we have education programmes, we will focus on strategies that enable schools to establish firm foundations for learning at the outset of primary education.** Working with communities to enrol children at the right age, placing experienced teachers in the early grades and keeping initial classes small can all make a difference.<sup>66</sup> But it is not uncommon in low income countries to find the least prepared and supported teachers struggling with large classes in the reception years, whilst more experienced teachers enjoy small class sizes at the top end of primary. This can result in high levels of repetition or drop out. We will work with our partner countries to promote a more intense dialogue on teaching and learning and effective pedagogy, including through the publication of new DFID policy guidance.

**41 Carefully managed multi-grade teaching – where one teacher is responsible for learners in two or more curriculum grades simultaneously – can improve cognitive, social and personal learning outcomes.**<sup>67</sup>

Multi-grade teaching also enables children in small schools – often in remote areas – to stay in school longer. It has been estimated that if universal primary education is to be achieved, approximately 216 million children in low income countries will be learning in small and multi-grade schools.<sup>68</sup> These children represent over 30% of primary school aged children in low income countries.

**42 Student achievement rarely exceeds the quality of a school's leadership and management. Improvements in performance rarely occur without good leadership.**<sup>69</sup> Improved school leadership needs to be combined with strengthened accountability between schools and communities for money spent and learning objectives met. Strengthened leadership and accountability require new skills across the system. The engagement of students and parents, schools and communities, teachers, administrators, civil society and politicians is necessary. Often very simple tools – such as a village education register – can be used to improve student attendance.

**43 DFID will support national governments, local partners and civil society to engage in debate on the quality of education at national and local levels.**

This may involve help to audit the quality of education and identify constraints. It may involve supporting the development of evidence based policies and strategies with a focus on basic literacy and numeracy. In India, for example, DFID has supported high profile national events on the quality of education and teacher development.<sup>70</sup> In Tanzania we are funding a programme to raise public awareness about what children are learning in schools.

**Box 11: UWEZO**

In Tanzania DFID is funding a four year initiative to improve competencies in literacy and numeracy among children aged 5-16 years through an innovative, civic-driven and public accountability approach to social change. Called UWEZO, meaning 'capability' in Kiswahili, the programme is being conducted in Uganda, Tanzania and Kenya. It will enable ordinary citizens – parents, students, local communities and public at large – to become aware of actual levels of children's literacy and numeracy, and to build on that awareness to stimulate practical and policy change across East Africa.



**44 Maintaining a focus on school performance is particularly important in fragile and conflict affected states.**

This may include stabilising strategies such as cleaning up the teacher payroll – as in Sierra Leone and southern Sudan – to enable the Government to pay regular salaries to teachers, thereby supporting the reliability and credibility of schools and teachers. It may also include assessing lessons learned from non-formal education initiatives and looking to apply these more widely. Where non state providers are playing a significant role, encouraging the Government to re-engage in school services might include establishing norms and standards for the Government's supervisory role and, in particular, ensuring that schools are free from violence and sexual harassment.

## SKILLS AND KNOWLEDGE

**45 In most low income countries there is a shortage of both skills and job opportunities.**<sup>71</sup> Young people have limited scope to gain relevant skills.

Girls face particular problems in this regard; post-primary education and training remains an unattainable dream for many poor adolescent girls.<sup>72</sup> Supply led, public sector funded training has been poorly monitored and often failed to secure the right mix of skills at a reasonable cost. The private sector has



underinvested in skills development due to fear that other companies will 'poach' staff once they are trained.<sup>73</sup>

**46 One major consequence of an inadequate knowledge and skill base is a failure to staff public services appropriately.** Many more teachers, nurses, doctors, and agricultural extension workers will be needed to reach the MDGs. Graduates in science and technology will be necessary to research and combat climate change. It is estimated that 10.3 million teachers need to be recruited to achieve universal primary education. Without prompt action, this shortage will worsen.<sup>74</sup>

**47 Developing countries will need to create an estimated 50 million jobs each year to keep pace with the increase in the working age population.** Young people aged 15-24 make up 1.3 billion of the world's population (just under 20% of the total). Demand for higher order skills, many associated with new technologies, is fuelling increases in returns to secondary and tertiary education.

**48 The challenge for governments is to build human capital in a way that is efficient, cost effective and ever responsive to the changing demands of the national economy.** Skills shortages are often not the key constraint to growth, and providing people with skills will not generate employment.<sup>75</sup> But an appropriately skilled workforce is a necessary ingredient for long term growth.

To support young people to gain the skills they need DFID will:

- work with governments, the private sector and civil society to improve the efficacy of the whole education and training sector;
- support demand driven skills training through developing innovative new training programmes in at least three more DFID priority countries;
- strengthen the capacity of over 200 higher education institutions in Africa and Asia through the Development Partnerships in Higher Education (DeLPHE) programme. Additionally, we will use our £3.5 million to the Association of African Universities to support higher education collaboration on MDG progress in Africa;
- invest £1 billion on research between 2008 and 2013 to strengthen capacity for higher education and research in low income countries;
- provide scholarships for over 500 students per year through the Commonwealth Scholarship and Fellowship Plan.

## Improve the effectiveness of the whole education and training sector

**49 Expanded access to secondary education is a prerequisite for developing the human capital base necessary for economic growth and development.<sup>76</sup>**

Employable skills – social, communication, problem solving, behavioural and learning skills<sup>77</sup> – are acquired through a good quality basic education, and further enhanced through quality secondary schooling. The wage return for secondary and tertiary education is now significantly and consistently higher than for primary.<sup>78</sup>

**50 Growing economies need both a literate workforce and skilled managers.** General upper secondary education and technical and vocational training provide opportunities for youth to gain relevant knowledge and skills for the world of work. Investment in higher education drives the science and innovation necessary to participate in the global knowledge economy.

**51 We will explore, with others, how information, communication and technology (ICT) can improve both the quality of education provision and access to it.** ICT can be used at all levels of education, from skills training for jobless youth to ‘on the job’ training for teachers and health workers. As participation rises there is also considerable potential to use ICT, including educational radio and television, to enrich the delivery of secondary education.

**52 We will work with governments and other partners to support the effectiveness of the whole education sector, whilst giving priority to good quality basic education.** Different levels of education are inter-related and interdependent. Basic education is a necessary investment to further levels of education, and levels of investment should not be decreased. Poor quality primary education has knock on effects, ultimately impacting on a country’s ability to compete globally. However, primary education does not operate within a vacuum – all aspects of the education system need to work if education is to aid national development.

Investment in basic  
education should  
not be decreased.



## Support demand driven skills training

**53** There is a need to build poor people's skills and capacities so that they can make better use of economic opportunities. This can be achieved by providing access to high quality learning programmes that deliver market relevant skills. This may include the formal recognition of informal learning, flexible approaches for skill delivery, and the use of new technologies in open and distance learning.

**54** Decisions about skills should be based on robust data and closely related to likely growth sectors. In particular, there is a need for better analysis of labour markets, the skill demands of potential growth sectors, incentives for employers to invest in skills, and the capacity of training providers. In an increasingly global knowledge economy, improving English language skills may help an increasing number of poor people to engage in local and regional job markets.

**English in Action:** In Bangladesh DFID is supporting a new kind of English development project. The target is for 25 million people to acquire new skills over the next nine years. Specially designed training modules, uploaded onto iPhones, are currently being piloted in 300 primary and secondary schools, before being taken to scale. A youth magazine series has been shown on TV; a website has been launched with a community of 20,000 learners. Courses are also available on all the mobile phone networks in Bangladesh. So far two million people have responded through this medium.

**55** DFID will pilot innovative skills development programmes in at least three partner countries. We will focus on closing the gap between what employers want and what skill trainers provide by creating competition among both private and public skill providers. We will aim to go beyond the public provision of education to create an 'investment climate for skills'. Smart subsidies and competitive mechanisms for awarding financial support to students can be used to create a 'skills market' with discerning buyers and market responsive skills suppliers. We will support governments to develop evidence based policy and regulatory frameworks that provide quality assurance, set standards and benchmark qualifications.

**56** We will give particular attention to skills access for disadvantaged groups such as women and the poor. Ensuring equity is essential if education is to play a real part in transforming, rather than reproducing, social inequality.

### Box 12: Market led skills training in Nepal

DFID Nepal is supporting an innovative Employment Fund which provides training and job placements for socially and economically deprived youth aged 16 to 35. The Employment Fund is a mechanism for pooled funding set up under a bilateral agreement between DFID, the Swiss Development Cooperation and the Government of Nepal.

Full payment to private training providers is outcome based and will be made only after 80% of the participants have been employed at a specific minimum income for more than six months.

Another innovation of the Employment Fund model has been to institute a standard Rapid Market Assessment. This is carried out by all training providers to determine the skills demand in particular markets. In 2009, the Employment Fund trained 13,000 vulnerable youth aged 16 to 35.



#### **57 There will often be a compelling need to provide second chances for education to young people and adults who missed out on basic education.**

This is especially true in fragile and conflict affected states, but also includes an estimated 759 million adults – about 16% of the world's population – who are unable to read and write. Nearly two thirds of adults lacking literacy skills are women, and over half live in just four countries: Bangladesh, China, India and Pakistan.<sup>79</sup> DFID's approach to literacy will be threefold: (1) to prioritise quality basic education for all; (2) to support improving the effectiveness of the whole education sector, and; (3) where appropriate to invest in programmes that combine literacy with vocational training, or include a focus on the empowerment of marginalised groups. For example in India DFID supports the Mahila Samakhya (Women Together), a Government programme to promote gender equality and women's empowerment, including improving literacy and economic opportunities through better access to education. Since 2007 DFID has supported the programme to reach 35,000 villages in 95 districts across ten states.

### **Enabling skills development in countries emerging from conflict**

In Iraq, the estimated unemployment rate is 25%, with the majority of unemployed under the age of 30. With improved security, markets are beginning to recover and there is an increasing demand for skilled workers.

DFID is piloting a demand driven vocational training and employment programme for 500 young people. The Youth Employment Pilot Programme (YEPP) is designed in partnership with the Employment Centre, Ministry of Labour and Social Affairs, the vocational training centres in Basra and the Basra Chamber of Commerce.

Skill shortages are identified in collaboration with employers, who then provide relevant placements and on-the-job training for young people. Complimentary training is provided by vocational training centres as needed. Participating employers benefit from a 50% saving in employee wages, which is offset by an allowance from YEPP for the duration of training.

### **Strengthen the capacity of higher education**

**58** It is not the quantity but the quality of tertiary education that generates the human capital necessary for development.<sup>80</sup> The MDGs cannot be reached without adequate investment in the higher level knowledge and skills necessary to drive development. Better healthcare and education requires skilled professionals to design and deliver services. Good governance is dependent on the nurture of capable individuals who can effectively lead the public sector. 'Green' development will generate new job opportunities based on scientific knowledge and technology.

**Public financing of higher education should be targeted towards those skills most needed to achieve the Millennium Development Goals – such as the training of teachers and health workers, and innovation in science and technology.**



**59** DFID will support the reform of tertiary education where it is clear that this will improve the effectiveness of the whole education sector in meeting national poverty reduction objectives. Public financing of higher education should be targeted toward those skills most needed to achieve the MDGs – such as the training of teachers and health workers, and innovation in science and technology. The significant increase in private universities – accounting for 18% of total enrolment in Africa – requires government regulation to assure standards. Growing willingness to pay fees for higher education needs to be coupled with subsidies to ensure equity of access.

**60** We will strengthen the capacity of over 200 higher education institutions in Africa and Asia through the Development Partnerships in Higher Education (DeLPHE) programme. We are providing £3.5 million to the Mobilising Regional Capacity Initiative managed by the Association of African Universities. Through this investment we are supporting collaborative research and networks of African Universities aimed at driving national progress on the MDGs.

#### Box 13: Development Partnerships for Higher Education

DFID has invested up to £3 million per year in the Development Partnerships in Higher Education programme (DeLPHE). The programme aims to strengthen the capacity of higher education institutions in the south to act as catalysts for development and poverty reduction. Current partnerships are focused on achieving the MDGs, promotion of science and technology, and the critical development challenges of climate change, peace building and economic growth. The programme runs for a seven year period, from 2006 to 2013. In 2009, there were 114 African and 91 Asian institutions benefiting from the scheme.



### Strengthen research capacity

**61** DFID will spend £1 billion on research from 2008 to 2013 across all sectors. We are strengthening the capacity of individual researchers and research organisations to design, manage and undertake policy relevant studies in developing countries.

**62** We will seek to build developing country research capacity on three levels: individual, organisational and systems: (1) Individual: involving the development of researchers and teams, via training and scholarships, to design and undertake research, write and publish findings and influence policy makers;

(2) Organisational: developing the capacity of research departments in universities and think tanks to fund, manage and sustain themselves; (3) Systems: addressing the incentive structures, political and regulatory context as well as the resource base from which research is undertaken and used by policy makers.

## Scholarships

**63** **Annually, we will provide funding for 500 students from developing countries to access higher education through the Commonwealth Scholarship and Fellowship Plan.** We will also support the Commonwealth of Learning to expand access to high quality open and distance learning. This will include the promotion of open schooling at secondary level and funding of the Virtual University for Small States in the Commonwealth.

### Box 14: Commonwealth Scholarship and Fellowship Plan

Over the past 50 years, 16,000 people have held Commonwealth Scholarships or Fellowships in the UK, funded by the UK government through the Commonwealth Scholarship Commission. A high number of award holders return home (88%, according to a recent alumni survey<sup>81</sup>) and work towards strengthening development in their countries.



A significant number of alumni are working to improve governance, through careers in government and the public sector, including strengthening public financial management. Many alumni work directly in development, helping tackle issues related to poverty, social inequality and poor health. Alumni also have a significant role in education, including primary and secondary level.

Innovative new awards such as Commonwealth Professional Fellowships provide placements in UK organisations for mid-career professionals, and have facilitated, for example, the introduction of new literacy techniques in schools in deprived areas of Mauritius.

CHAPTER 3

## Making Investment Count

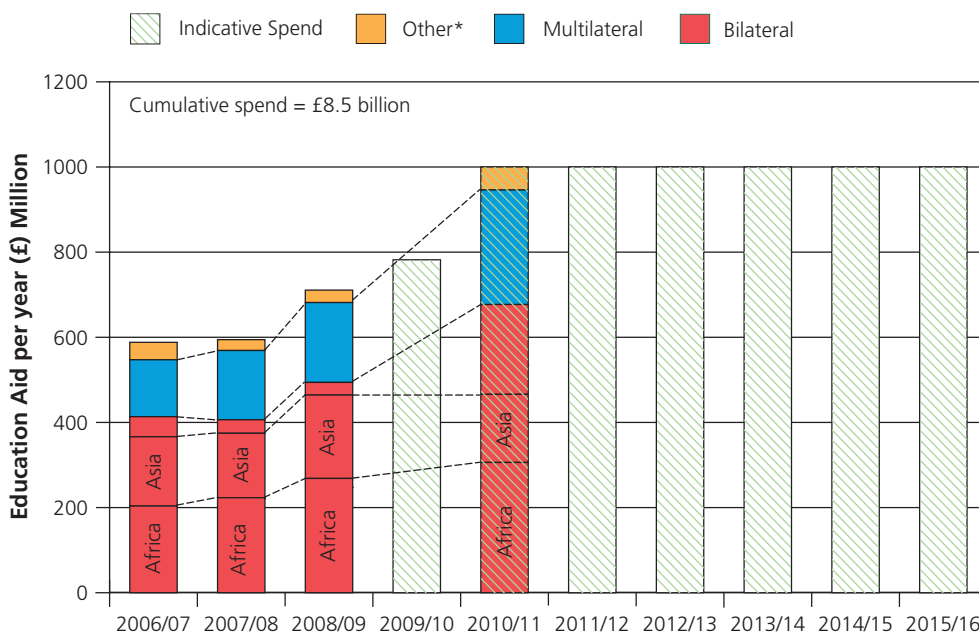




## What we will spend and where

**1** We will meet our commitment to spend at least **£8.5 billion** over the ten year period to 2015, with annual expenditure rising from £529.6 million in 2007/8 to £1 billion per annum by 2010/11. Half of our £1 billion spend in 2010 will go to Africa, supporting eight million school children in in 2010 in Africa through our country programmes, multilateral support, NGOs and all other funding channels combined.

Figure 3: **Known and indicative education aid, 2006/07 to 2015/16**



**2** Of this **£1 billion** in 2010/11, around **57%** will be spent through DFID country programmes, **37%** through contributions to multilateral agencies and the Education for All Fast Track Initiative, and the balance through other funding channels including UK NGOs. Figure 3 shows our target allocation for 2010.

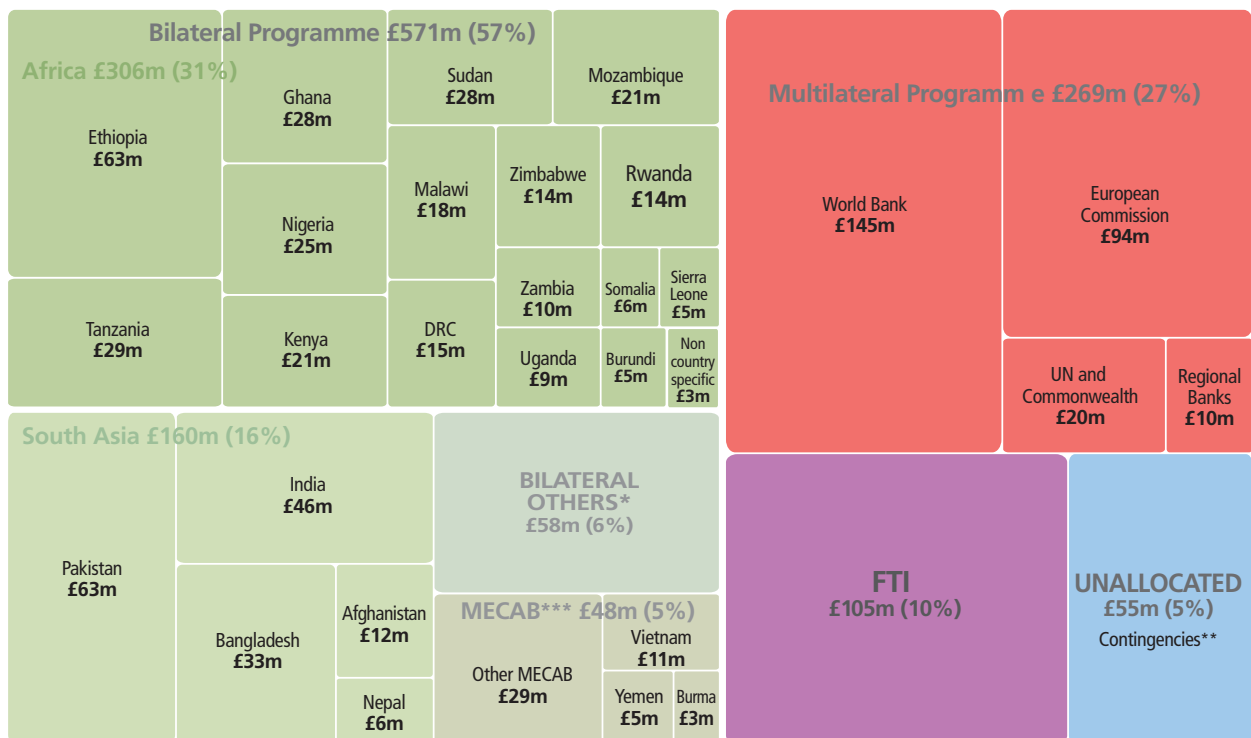
**3** By maintaining spending of **£1 billion** per annum through to 2015/16, we will stay on track to meet our cumulative ten year target of **£8.5 billion**. Our ability to meet these targets will depend partly upon rising to the challenge of supporting education delivery in fragile and conflict affected states.

**4** We will support delivery of these resources through maintaining a strong and professional cadre of education advisers, strategically deployed across our bilateral programmes, including in fragile and conflict affected states. We will work through secondments to our key multilateral partners including the Fast Track Initiative, the World Bank and the European Commission. DFID Education Advisers work in multi-sectoral teams, and particularly closely with advisory colleagues in health, private sector, economics, governance, statistics and social development.

In Malawi we are supporting a national civil society coalition to annually monitor the education budget.



### Education Portfolio: £1 billion 2010 Target Allocation



\*Includes Central Departments spending and Debt Relief  
 \*\*Unallocated contingency for disaster and emergencies  
 \*\*\* Middle East, Caribbean, Asia and British Overseas Territories

## DFID country programmes

- 5 We will allocate most of our bilateral education aid to basic education (around 70%); we will increase the volume and proportion of our bilateral education aid to fragile and conflict affected states (around 50%).** This demonstrates our strong commitment to allocating UK resources where they are most needed to reach the MDGs.
- 6 We will support the whole education sector where we can, through long-term flexible funding.** This best enables partner governments to align resources to their policy priorities and to support long-term recurrent costs, including teachers' salaries. For example in Ghana we have enabled the government to pay higher salaries to teachers and increase school infrastructure through the provision of high levels of general and sector budget support.
- 7 Where we provide sub-sectoral support, we will prioritise quality basic education. We will expand into post-basic education and skills development where the need is great and DFID has comparative advantage.** We will work through a range of delivery partners, including civil society organisations, faith groups and the private sector. We will be pragmatic and not dogmatic about where and how services are best financed and delivered.

In **Rwanda**, the combination of general and sector budget support, technical assistance and policy advice helped increase resources, improve public financial management and the efficiency and effectiveness of all spending in the sector. Pooled funding and delegated co-operation arrangements between donors reduced administration costs whilst using joint review mechanisms for strong programme oversight. This was complemented by support through NGOs to increase advocacy around children with disabilities, resulting in a government policy on special education needs. Between 2002 and 2008 primary enrolments rose from 74% to 94%.

- 8 We are committed to improving the governance of education systems, to strengthening financial management and to combating corruption. We will suspend UK funds when there is evidence of misuse.** This is critical, not only to safeguard UK assets but to improve the efficiency of all resources, to strengthen accountability between service provider and consumer, and to drive up standards. In Nigeria we are supporting public expenditure improvements. In Sierra Leone we have worked with the Anti Corruption Commission to improve the teacher payroll. In Malawi we are supporting a national civil society coalition to annually monitor the education budget.
- 9 We will aim to support at least 5.5 million children in school globally by 2010, through our country programme support alone.** This does not include our support through multilateral partners and other funding channels. Our analysis

of indicative country programme allocations against measures of 'need' and 'likely effectiveness' suggests that we are allocating our aid well to achieve maximum impact and value for money.

## Work with international partners

**10 We will spend over one third of our education portfolio through multilateral channels; mainly the World Bank, the European Commission, and the EFA Fast Track Initiative.** We also provide funding for the Asian and African Development Banks, UNICEF and UNESCO. We will work with multilateral partners to increase their funding for education, allocate funding where it is most needed, and improve the effectiveness and value-for-money of their programmes.

**11 We will work with the World Bank to continue to increase its lending to low income countries and to basic education, to further decentralise its operations and staff to the country level, to work better with partner governments and other development partners, and to provide intellectual leadership on sectoral and macro policy.** The World Bank remains the single largest donor in the world to education, with IDA lending on average of about US\$1.2 billion in the last three years, of which 50% on average went to basic education. In negotiating future allocations of funding, we will closely assess effectiveness and value for money. We will work with the broader World Bank Group and the International Monetary Fund to pursue sound structural policies that support the sustainable expansion of quality public services.

**12 We look to the European Commission to convene European Union member states to provide political leadership on international education and give more coordinated and effective support at the country level.** We will continue to work with the Commission to provide long term, predictable financing through its own financial instruments, backed by adequate technical supervision and strong accountability for results. We will also look to work with G8 and G20 partners to provide global leadership on international education.

We will work with multilateral partners to increase their funding for education, to allocate funding where it is needed most, and to improve the effectiveness and value-for-money of their programmes.



**13 We will work with the United Nations to support its leadership and delivery in priority areas where the UN has comparative advantage.**

Specifically, political leadership at the global level, technical leadership through selected specialist agencies (particularly the UNESCO Institute of Statistics and the EFA Global Monitoring Report) and UNICEF leadership on early years, girls education, and education in fragile and conflict affected states. In line with the UK's broader priorities, we will support the UN to 'deliver as one' at the country level.

**14 The Commonwealth has a significant role to play as a convenor of Commonwealth countries, and through its specialist agencies and technical cooperation, in support of education.** In 2008/9, DFID contributed £8.1 million to the Commonwealth Fund for Technical Co-operation (CFTP) of the Commonwealth Secretariat, £1 million to the Commonwealth of Learning, with a further £4.1 million core funding to the Commonwealth Secretariat from the Foreign and Commonwealth Office (FCO). DFID also provided £51 million to the CSFP over three years (2008-2011) to support 2700 students.

**15 DFID works with civil society organisations to strengthen voice and accountability, advocate for pro-poor education reform, and to provide services directly, particularly in fragile and conflict affected states.** Between January 2006 and December 2008, DFID support to the South Sudan Basic Services Fund provided basic services to 1.8 million people at a cost of £19.5 million, including the provision of primary education for 300,000 children.

**16 The UK will continue to use its political influence, its membership of major political blocks and shareholding in multilateral development institutions to argue for more resources for basic education to be better allocated and better spent.** Global and local advocacy can play an important role in ensuring that governments in both rich and poor countries meet their commitments to education. In 2008 DFID supported the Global Campaign for Education to organise an education event as part of the UN MDG Summit. This led to commitments of US\$4.3 billion for education, with the potential to support over 40 million children in school. We are also supporting the '1Goal' campaign led by the Global Campaign for Education.

**1GOAL** is a civil society campaign that is using the FIFA World Cup to raise the profile of education in the developing world. Being led by the Global Campaign for Education (GCE), **1GOAL** aims to gather tens of millions of signatures from football fans who are looking forward to the first World Cup to be held on African soil. These signatures will be added to a petition demanding more action from governments around the world so that every child can go to school. We believe that **1GOAL** can make a difference and we strongly support the campaign. The British public can too. Signatures can be added at [www.join1goal.org](http://www.join1goal.org), to help make education for all a lasting legacy of the 2010 FIFA World Cup.

**17 Building on the Education for All Fast Track Initiative, we will help create a new global education partnership in 2010 to drive progress towards a quality basic education for all.** We will work with multilateral and government partners, including the G8, the G20 and the Commonwealth, and with the private sector, faith groups and civil society. We will seek a new partnership that is able to deliver increased and more predictable funding, with a stronger focus on fragile and conflict affected states, and a systematic approach to quality, equity and inclusion. This will include improved operational effectiveness and more inclusive membership and governance.

### **Strengthen links with the UK public and UK institutions**

**18 We will publish with the Department for Children Schools and Families (DCSF) a new strategy for engaging schoolchildren in England.** DFID's support through the UK education sector has already contributed to the inclusion of global learning in UK curricula. Over 2000 school links have reached 2.5 million students through our Global School Partnership (GSP) programme, and extensive support and resources on global issues have reached teachers and pupils alike.

**19 We will expand the Global School Partnership programme towards an increased target of 5000 schools by mid 2012.** Together with DCSF we will carry out detailed work to rationalise and streamline school linking programmes, including conducting an independent impact assessment of the programme.

**20 We will further expand our support to schools through funding a new five year global learning project in England.** We believe that young people should critically engage with global perspectives throughout their schooling so that they are equipped to live in and contribute to an increasingly interdependent world.

**21 The British Council works in more than 100 countries to build engagement and trust for the UK. Encouraging educational co-operation and promoting the advancement of education is central to its mission, with £414 million spent on education in 2008/09.** In that period £200 million was provided overall in grant-in-aid funding to the British Council through the FCO, with a further £8.5 million of education specific grants from other government departments including the Department of Business Innovation and Skills and Department for Children, Schools and Families. DFID also works directly with the British Council to build capacity in higher education in 22 countries through 'Development Partnerships in Higher Education', which is strengthening the capacity over 200 higher education institutions in Africa and Asia.

## Drive value for money across the portfolio: better research, better data, lower unit costs

**22** Through our country programmes alone, DFID currently supports around five million children in school per year; roughly the size of the primary school aged population in the UK, and at 1/40<sup>th</sup> the cost. Lower education costs in developing countries mean that DFID's financial contribution to education represents very good value for money. But there is scope to improve without compromising standards. We will achieve this through: supporting country specific diagnostic studies; increasing the use of pooled procurement with other partners; improving how research is used to focus on proven interventions that work; improving the quality, availability and use of data; seeking assurance over the integrity of textbook and classroom procurement; investigating and benchmarking unit costs; and building better value for money analysis and indicators into our programmes. Our education programmes will include indicators of quality and learning achievement.

**23** We will expand and strengthen our education research portfolio through new partnerships and innovative research methods. Education interventions are too frequently made on the basis of untested or partial assumptions. We will build on the work of our current Research Programme Consortia (box, page 50), focusing on priorities for achieving the education MDGs, particularly in countries where progress is slowest. We will establish an increased focus on impact evaluation, including within our country programmes.



To help drive value for money, we will benchmark unit costs in classroom construction and textbooks and publish DFID guidance notes on each

DFID is supporting three Education Research Programme Consortia (RPCs) with funding of £2.5m to each over five years.

**The Research Consortium on Education Outcomes and Poverty (RECOUP)** is led by the University Of Cambridge, with partners in Ghana, India, Kenya, Pakistan and the UK. Recent RECOUP research on poverty and education outcomes suggests that higher levels of education are needed for education to achieve a given poverty-reducing impact. <http://recoup.educ.cam.ac.uk>

**The Implementing Education Quality In Low Income Countries RPC (Edqual)** is led by the University Of Bristol, with partners in Rwanda, Ghana, Tanzania, South Africa and the UK. The EdQual project to undertake secondary analysis of data collected in 2000 by The South African Consortium for Monitoring Education Quality (SACMEQ) from nearly 2300 schools across 14 countries has explored the socio-economic and well being/lifestyle related factors to identify disadvantaged school learners. <http://www.edqual.org>

The **Consortium for Research on Educational Access, Transitions and Equity (CREATE)** is led by the University Of Sussex, with partners in Bangladesh, India, South Africa, Ghana and the UK. Recent research includes the Zones of Exclusion concept featured in this strategy. CREATE has also identified a range of specific measures that may address some of the factors facing children at risk of dropping out. <http://www.create-rpc.org>

**24 We will launch a new three year Education Knowledge Partnership with the World Bank, focusing on our three strategic priorities of access, quality and skills, and horizon-scanning for emerging education challenges.**

The purpose of this partnership is to generate the best evidence and ideas to underpin policy and investment decisions of our combined education portfolios – approaching US\$3 billion in 2007 – and, more importantly, the decisions made by partner governments and other partners in developing countries.

**25 UK financial support of £0.5m per year to the UNESCO Institute of Statistics and UNESCO Global Monitoring Report will improve the quality, availability and use of education data globally.** At the country level, we will work with partner governments and others to support greater use of expanded data sources including: government administrative data; household survey data; school survey data; learning assessments; and perceptions of schooling from children and communities. We will work to make more data available for policymakers and at the facility level for parents and communities. This will strengthen transparency and accountability and drive better policies and education outcomes.



**26 To help drive value for money, we will capture, compare and scrutinise unit costs in classroom construction and textbooks across DFID partner countries. We will publish DFID guidance notes on each.** A textbook in Vietnam costs US\$0.5 compared to US\$4.84 in Pakistan. If the cost of a textbook in Pakistan could be reduced to US\$1, a total saving of US\$326 million per annum could be made. Supporting countries to reduce unit costs, without compromising quality, can free up valuable resources for other essential expenditures, but with two provisos. First, there may be legitimate reasons why costs vary across and within countries. Second, in some cases, there may be cases where unit costs should be increased if they represent a sound investment; for example, spending per pupil at the primary level, or on non-salary items such as learning materials.

In **Vietnam** DFID has supported improvements in the design of classrooms that have created estimated net savings of between 19 - 23%. This has helped provide good quality classrooms to approximately 74,000 children.

In **Uganda** DFID supported the introduction of a transparent, competitive tendering process for primary textbooks. This reduced the unit cost of a textbook by 60% from US\$4 to just over US\$1. This more than doubled the number of books schools were able to purchase for their students.

In **India** the DFID supported Sarva Shiksha Adhiyan (SSA) programme has used almost 500,000 contract teachers to greatly expand education access, especially in ensuring disadvantaged and remote areas are served. The cost of these teachers is about a third of permanently employed teachers. Evaluations indicate that they are more likely to attend school more regularly than their permanently employed colleagues.

**27 We will publish an education portfolio review every two years, detailing the results we are achieving and how we are driving value for money for the UK taxpayer.** Annually, we will publish the number of classrooms constructed and teachers trained through our country programmes. An evaluation of this strategy is planned for 2013.

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## What is Development?

## Why is the UK Government involved?

## What is DFID?

### **International development is about helping people fight poverty.**

This means people in rich and poor countries working together to settle conflicts, increase opportunities for trade, tackle climate change, improve people's health and improve their chance to get an education.

It means helping governments in developing countries put their own plans into action. It means agreeing debt relief, working with international institutions that co-ordinate support, and working with non-government organisations and charities to give communities a chance to find their own ways out of poverty.

### **Getting rid of poverty will make for a better world for everybody.**

Nearly a billion people, one in six of the world's population, live in extreme poverty. This means they live on less than US\$1 a day. Ten million children die before their fifth birthday, most of them from preventable diseases. More than 113 million children in developing countries do not go to school.

In a world of growing wealth, such levels of human suffering and wasted potential are not only morally wrong, they are also against our own interests.

We are closer to people in developing countries than ever before. We trade more and more with people in poor countries, and many of the problems which affect us – conflict, international crime, refugees, the trade in illegal drugs and the spread of diseases – are caused or made worse by poverty in developing countries.

In the last ten years Britain has more than trebled its spending on aid to nearly £7 billion a year. We are now the fourth largest donor in the world.

### **DFID, the Department for International Development, is the part of the UK Government that manages Britain's aid to poor countries and works to get rid of extreme poverty.**

We work towards achieving the Millennium Development Goals - a set of targets agreed by the United Nations to halve global poverty by 2015.

DFID works in partnership with governments, civil society, the private sector and others. It also works with multilateral institutions, including the World Bank, United Nations agencies and the European Commission.

DFID works directly in over 150 countries worldwide. Its headquarters are in London and East Kilbride, near Glasgow.

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