

DFID education strategy

Consultation paper

1. Education: driver of development

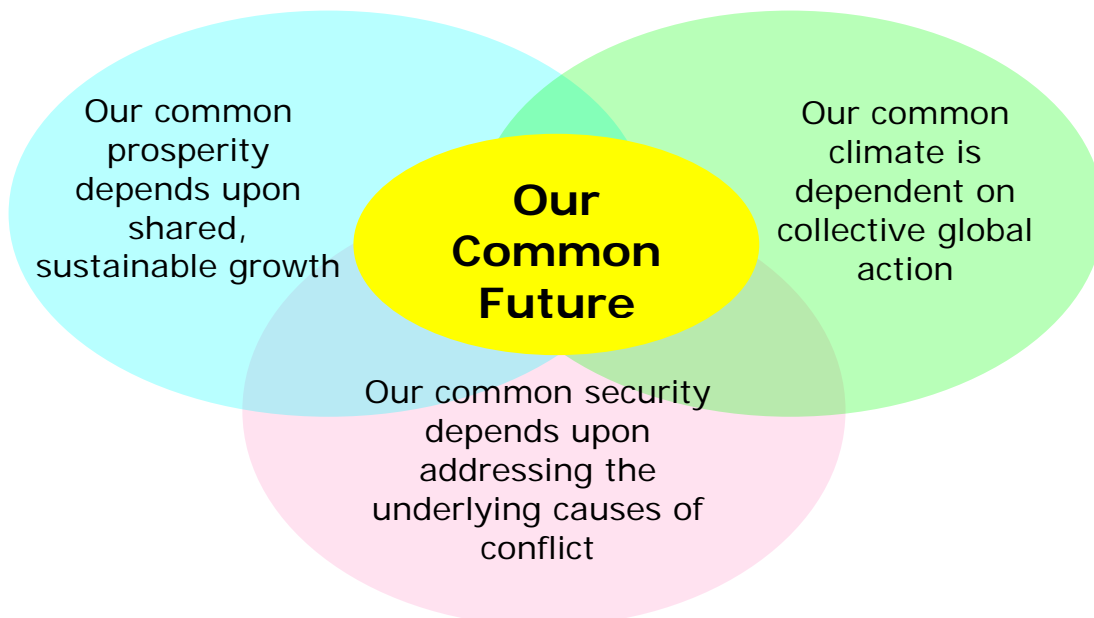
1.1 Our common future

We believe development is not only morally right, it is in our shared interest.

Furthermore, without education economies will not have the skill they need to innovate, grow and manage their environment. (Building our Common Future, DFID White Paper 2009)

Figure 1: Three strands of our common future

(see also sections 1.28 – 1.30 in Building our Common Future, DFID White Paper 2009)



1.2 Education and emerging global challenges

Despite remarkable progress over the last decade towards the Millennium Development goals (MDGs) their achievement is threatened by new global challenges:

- the global economic crisis
- the effects on climate change
- conflict and weak governance

In an interdependent world, education is an essential tool in breaking the cycle of poverty across generations – as such it underpins achievement of *all* the Millennium Development Goals.

“Education is the most powerful weapon which you can use to change the world” **Nelson Mandela**

1.3 Education: investing in our common future

Education is both a right, and a route out of poverty - it is an investment in our common future.

- Education is a good investment: it improves health, reduces the spread of HIV/AIDS, has a positive impact on income and productivity - better educated girls have fewer, healthier children
- Education contributes to social stability - equipping and empowering citizens to address the underlying drivers of conflict and fragility
- Quality education helps tackle climate change- fostering innovation, scientific competence and social awareness supporting the implementation of low carbon technologies

“Schools have an especially important role. Educating people from an early age about how our actions influence the environment is a vital element in promoting responsible behaviour...Educating those currently at school about climate change will help shape and sustain future policy making, and a broad public and international debate will support today’s policy-makers in taking strong action now.” **Stern Review**

2. New challenges, new strategy

2.1 Why a new education strategy?

The new government White Paper reaffirmed the UK commitment to spending £8.5 billion on education to 2015.

But the context in which we do this has changed. The new education strategy will address how DFID will increase the impact of our education investment to deal with these new global challenges.

In doing this 3 complementary priorities have been identified:

- to increase access to education everywhere - including in fragile states
- to focus on improving the quality of education
- to strengthen the links between schools, skills and employment

2.2 Global progress and challenges

Global efforts in education are making a difference although challenges remain.

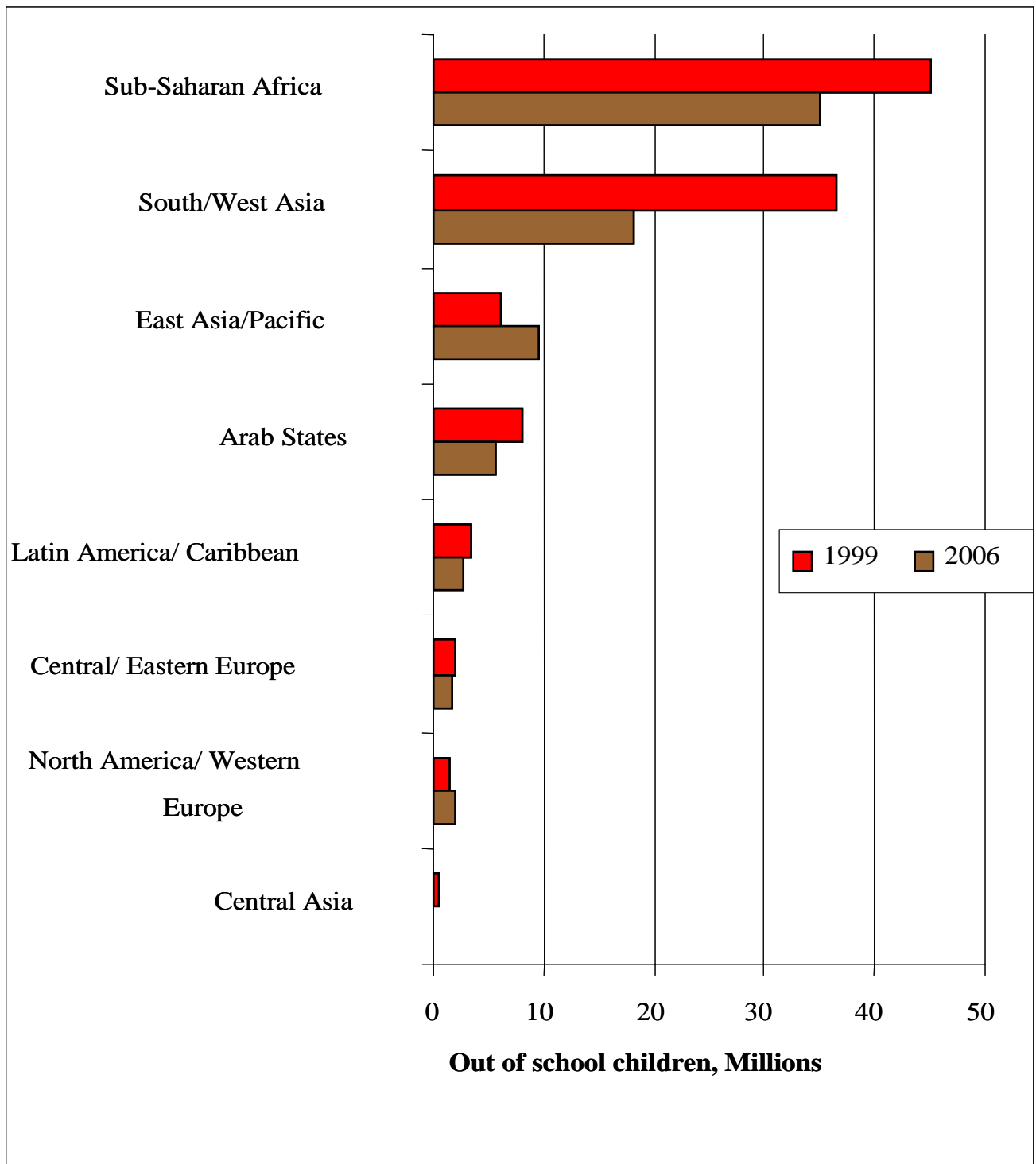
Progress

- On MDG 2 (universal primary education) the number of out-of-school primary aged children has dropped from 103m in 1999 to 75m in 2006. See Figure 2, below.
- On MDG 3 (gender equality and empowerment of women) 95 girls (up from 92 in 1999) for every 100 boys were enrolled in primary education in 2006

Challenges

- Education investment and provision patterns are not sufficient, particularly in conflict and fragile situations
- According to UNESCO estimates, at least 29 million primary aged children will be out of school in 2015 – one third in Nigeria and Pakistan
- Major challenges remain in measuring learning outcomes and responding effectively to these

Figure 2: Declining numbers of children out of school across the globe, 1999 - 2006



2.3 Our impact so far

UK efforts have delivered:

- DFID's contribution to education MDGs is measured as part of the Public Service Agreement (PSA) targets. According to this, good progress is being made but more needs to be done to improve primary school completion to reach our targets
- An initial estimate shows that in total, DFID is potentially supporting around 5 million children in primary school
- DFID is also reaching the most vulnerable and working beyond primary level

Examples of our work

In **Nigeria** the Girls' Education Project (GEP) covering 6 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 which included a strong focus on children with a disability

In **Ethiopia** DFID is spending approximately £6 million in secondary school education

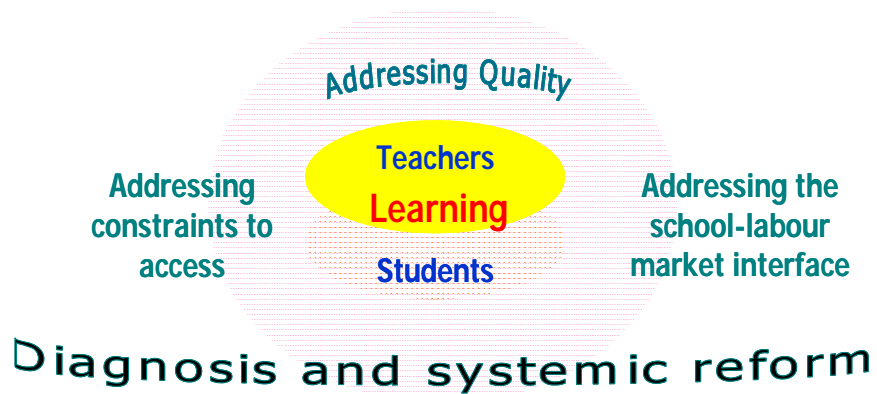
Development Partnerships in Higher Education programme (DeIPHE), have approved projects covering a wide range of topics including: the environment, governance and human rights, health, information communication technology, and science.

3. Setting our priorities

3.1 Three interconnected issues in education

DFID views its three priority areas as complementary and interconnected. Facilitating learning is central to DFID's mission. This requires particular attention to the issues of teachers and students as well as research and reform of the broader educational system.

Figure 3: Three interconnected priorities of the education strategy



"The quality of an education system cannot exceed the quality of its teachers."
McKinsey report 2007

3.2 Our three priorities

We need to build on what we have done well and increase our focus on the three complementary priorities we have committed to in our new White Paper, *Building our Common Future*. See Table 1, overleaf.

Table 1: Prioritising access, quality and the path to employment

Priority		
Continued focus on access and gender equality especially in conflict and fragile situations	Improving the quality of education	Strengthening the links between schools, skills and employment
Why?		
<p>Education exclusion both causes and perpetuates poverty</p> <p>Improving gender equality in education has proven wider social and economic gains</p> <p>Investments in education have high post-conflict dividend for state-building and social stability</p>	<p>The social and economic benefits education can deliver are strongly influenced by the quality of education provided.</p> <p>Education can equip and recipients with the skills and attributes necessary to meet 21st century challenges such as climate change</p>	<p>The educational profile of the workforce is a key component in shaping national economic growth</p> <p>Education can contribute to the development of innovation and entrepreneurship</p> <p>Education enhances capacity to respond to rapidly changing market needs.</p>

4. Access and equality

4.1 Increasing access, delivering equality

How can we increase access and deliver equality?

What we think is required is:

- A change of thinking: access is more important than enrolment
- Doing more in more difficult environments
- A continued focus on gender inequality
- Innovative strategies and partnerships to remove the obstacles to education participation for excluded groups in societies

However, there are still further questions to answer. Please read and respond to these in the following sections.

4.2 Questions: emergency to recovery education

Which interventions should we prioritise as we move from education in emergencies to education for recovery?

4.3 Questions: gender and fair treatment

How do we move beyond access to ensuring girls and boys receive fair and equitable treatment *within* the education system and as they *progress* into the workplace?

4.4 Questions: identifying and targeting beneficiaries

How do we improve mechanisms of identification, targeting and implementation which have national reach?

5. Improving quality

5.1 Improving the quality of education

How can we improve the quality of education?

What we think is required is:

- Establishing and protecting cognitive functions in early childhood
- Focus on learning outcomes measurement particularly in the foundation years
- Diagnostic use of learning outcomes measurement to inform systemic quality improvements
- Greater focus on what happens in the classroom: teachers, teaching and learning
- A holistic perspective that recognises the inter-dependence of primary, secondary and tertiary education.

However, there are still further questions to answer. Please read and respond to these in the following sections.

5.2 Questions: early childhood interventions

How do we effectively target and coordinate the appropriate suite of early childhood interventions?

5.3 Questions: working with resource constraints

What learning outcomes, measurements and approaches are most practicable in low resource contexts?

5.4 Questions: systematic monitoring

How do we promote systematic data collection, diagnosis and remedial action over time?

5.5 Questions: changing classroom processes

Are prevalent methods of DFID support sufficiently able to impact on classroom processes?

5.6 Questions: good governance and sustainable development

Should we be doing more through education (training, study awards, etc) to enhance good governance and sustainable development?

6. Employment and growth

6.1 The links of education, skills, employment and growth

How do we strengthen the links between education, skills acquisition, employment and growth?

What we think is required is:

- Good quality basic education (primary plus lower secondary), especially for girls
- Whole sector investments informed by country specific diagnostics on school to work transition and improving value for money across the sector
- Relevant school curricula, better teaching, appropriate skills development
- An environment that supports partnerships with the private sector and civil society

However, there are still further questions to answer. Please read and respond to these in the following sections.

6.2 Questions: investment in further education

Should we support more investment in secondary, vocational, and tertiary education before the UPE targets have been met?

6.3 Questions: basing decisions on evidence

How do we help make evidence-based decisions on improving the links between school and work?

6.4 Questions: using public private partnerships

What kind of public private partnerships are needed and how do we promote them?

6.5 Questions: supporting youth into the workforce

How can education best support youth in the context of a large informal sector, rapidly changing labour market needs and an increasingly mobile workforce?

7. Delivering our programmes

7.1 Patterns of delivery

What are our current delivery patterns?

- Approximately 25% of our education portfolio is currently spent multilaterally – we think this will need to increase
- The majority of our education funds (76%) are delivered through general budget support, other financial aid programmes and sector budget support – sector budget support has been the fastest growing instrument in the last few years
- Financial resources are combined with technical assistance and policy dialogue at country and international levels – this can help leverage resources from others and support education policy and planning.

However, there are still further questions to answer. Please read and respond to these in the following sections.

7.2 Questions: improving our delivery

In what ways could we leverage greater impact through our bilateral and multilateral work?

7.3 Questions: better use of research

How can we better target and utilise education research and evaluation in our work?

7.4 Questions: measuring impact

Are we doing enough to promote the measurement of impact and maximise results? If not how could we improve – who should we be working with?

7.5 Questions: cross-sector partnerships

How can we broker partnerships with and between civil society, governments and the private sector?

8. Making investments, measuring results

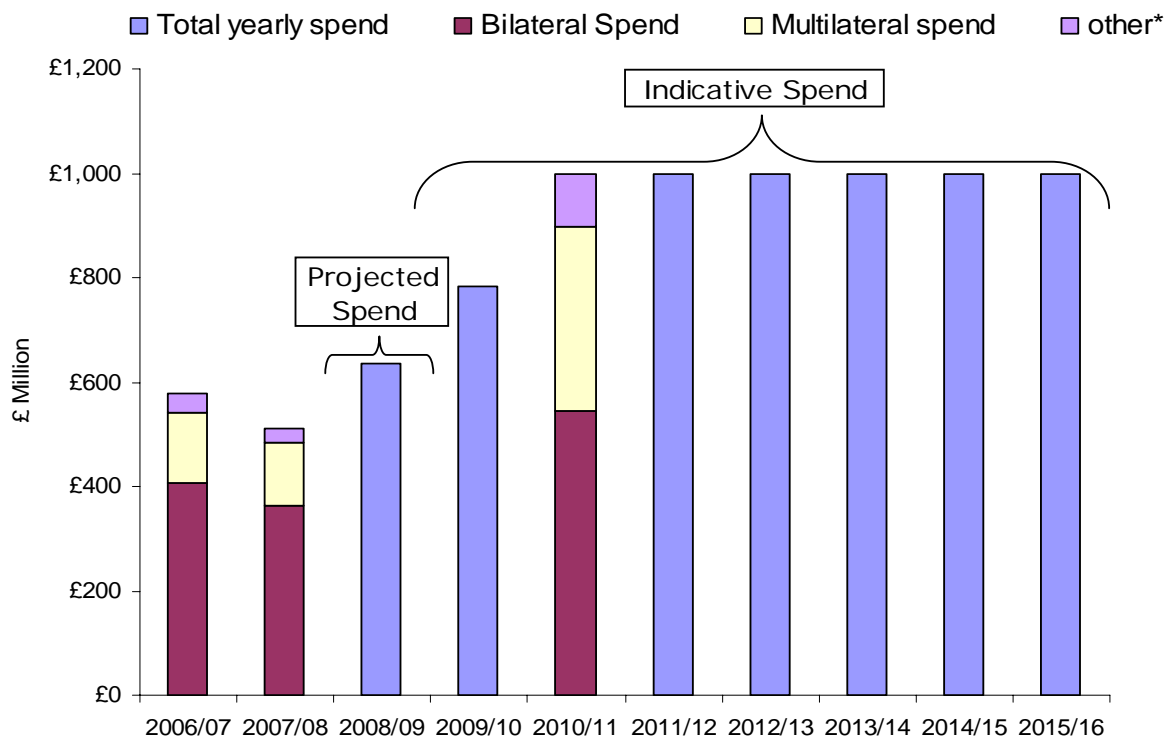
8.1 Our planned investment

What will we invest to deliver on our priorities?

The UK has four significant political commitments on education:

- to spend £8.5 billion on education in the ten year period to 2015
- to raise expenditure to at least £1 billion per year by 2010 on education
- to provide additional UK bilateral and multilateral support for education in conflict and fragile situations e.g. Somalia, Sierra Leone, DRC, Nepal
- to support 8 million children in school in Africa in 2010.

Figure 4: Known and indicative education expenditure, 2006/7 – 2015/16



8.2 Deciding where to invest

How do we decide where to invest?

Choices which shape the bilateral education portfolio:

- Bilateral Resource Allocation Process: based on need and likely effectiveness
- Country Planning Process: country analysis inform strategic decisions about priority areas
- Project identification: presenting a business case for an intervention

Choices that shape aid across multilateral institutions:

- Past investments and burden shares of each donor
- Expected impact on funding decisions by other donors
- Effectiveness and expected changes in effectiveness
- Mandate, relevance, sectoral and geographic coverage
- Role within the international architecture and changes over time.
- On-going work to capture partner voice
- Ministerial and other political decisions

8.3 How are we measuring our investments?

What results are we measuring to demonstrate the impact of our investment?

The White Paper process has challenged us to provide more information on DFID attributable results and we have several examples collated from country offices.

We also have corporate requirements to collect data for the indicators below.

- Public Service agreements and departmental objectives:
 - Net enrolment in primary education
 - Ratio of girls to boys in primary education
 - Primary school completion rates
- DFID attributable indicators (standard indicators):
 - Number of teachers trained

- Number of classrooms constructed and rehabilitated

These indicators are limited in their ability to capture the entirety of what we are achieving and want to achieve. Please read and respond to further questions in the following sections.

8.4 Questions: measuring what we value

Are we measuring what we value?

What indicators should we be using to measure outputs, outcomes and impact?

8.5 Questions: using international partners

Should DFID do more with international partners to determine what is measured and how it is used?

8.6 Questions: the input from DFID

How important is direct DFID attribution as opposed to generic data to stakeholders?

8.7 Questions: engaging across sectors

How can we better encourage partner governments, civil society groups and to use and engage with data to improve their education systems?