



Department
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Education position paper

Improving learning, expanding opportunities



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Executive summary

This paper sets out how the UK, through the Department for International Development (DFID) works to improve education in some of the poorest countries in the world.¹ A good education is a human right, a global public good and a necessary ingredient for economic development and poverty reduction. Education enables people to live healthier and more productive lives, allowing them to fulfil their own potential as well as to strengthen and contribute to open, inclusive and economically vibrant societies.

For education to maximise its transformational potential, children need not only to be in school but also learning. The world, however, is facing a learning crisis; too many children in school are learning little or nothing at all and there are still too many who have never been to school, or do not complete the primary cycle. Progress on getting children into school shows what sustained national and international investment can achieve but clearly more needs to be done, and done differently, to ensure all girls and boys can access a quality education and learn. This includes addressing underlying causes of disadvantage, including gender disparities, geographic isolation, disability, ethnic and linguistic disadvantages.

The UK is facing up to the challenge and providing global leadership on delivering value for money, developing new partnerships across the public–private spectrum, using new technology and building evidence on new approaches and aid modalities with partner governments.

In line with the Millennium Development Goals (MDGs) and the goals of Education For All, the UK government is helping ensure that every girl and every boy can access, and complete, a good quality basic education (primary plus lower secondary). Between 2010 and 2015, DFID is supporting 11 million girls and boys in school, especially in fragile and conflict affected states, with up to 1 million more of the most marginalised girls supported through the Girls' Education Challenge.

A focus on learning runs throughout DFID's work in education. The UK approach combines strengthening national education systems to ensure better provision for improved learning; improving accountability to citizens and taxpayers for results; and improving what happens in classrooms. There is no single technical fix to guarantee improved learning outcomes for every child. Affecting change in learning outcomes can take time but a focus on learning does provide a clear measurable indicator of education quality and impact.

DFID's education programme is flexible and well aligned to fragile states and countries furthest from meeting the education MDGs. Of the 57 million children out of school, 35 million are in DFID education priority countries; sixteen of these countries are considered to be affected by fragility. DFID is focusing its investment in education on what makes most difference, using the best available evidence, responding to context, and working alongside governments, multilateral and non-state partners. To maximise impact, DFID education teams work across sectors, including health, nutrition, governance and social development.

DFID is also working with partners and supporting a selected number of investments in early childhood, upper secondary, skills and higher education to build evidence about what works and the types and combinations of investments that deliver the best results for poor children and young people.

Education is an essential part of responding to current and future challenges from demographic and climate change and to rising inequalities both within and between countries. The UK is committed to the principle, in the High Level Panel Report, that no-one should be left behind as we focus our education work increasingly on the most vulnerable and marginalised, including children with disabilities. Getting all girls and boys through a full cycle of education and learning are challenges both today and for the future. The UK government is committed to ensure that education can deliver its full poverty reduction potential.

1. Why invest in education

Why is education important for development?

Education is fundamental to development. It is both a human right and an investment for sustainable development.² Education enables people to live healthier and more productive lives: a path to maximise individual potential, extend freedoms, build capabilities and open up opportunities.³ The benefits of education for girls and women are particularly strong. Evidence highlights that for education to enhance economic growth, children must be both in school and learning.⁴ Learning propels the transformational potential of education to contribute to better governance, more peace and democracy, political stability and the rule of law.⁵ Taken together, evidence suggests that a quality education can enable people to shape, strengthen and contribute to the building blocks of open economies and open societies. Education is also an essential part of responding to current and future challenges, from demographic and climate change, to rising inequalities within and between countries.

Which education investments matter most?

The world is facing a global learning crisis. Too many children in school are learning little or nothing at all and there are still too many who have never been to school. The progress over the past decade in getting children into school shows what sustained national and international investment can achieve, but clearly more needs to be done - and done differently - to ensure all girls and boys are not just in school but learning.

Out of school, not learning

57 million children are out of school today, down from 108 million in 1999.⁶ At least 250 million children cannot read or count, even if they have spent 4 years in school.⁷

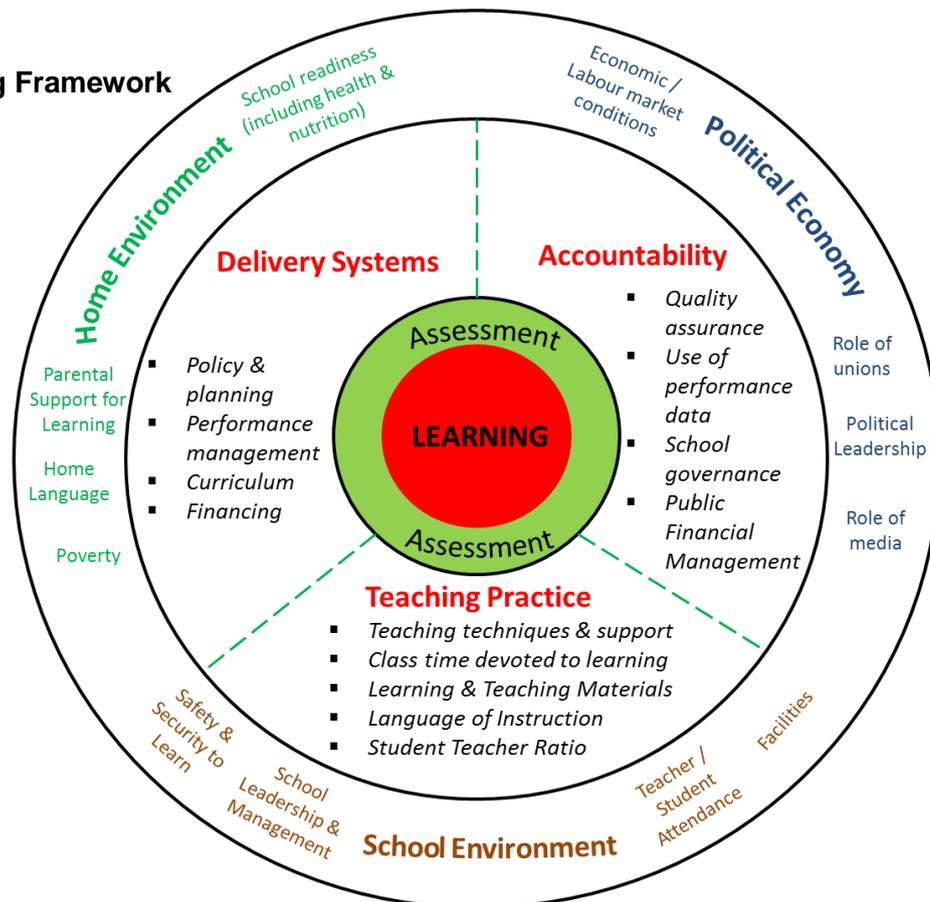
Learning at the centre

Learning is a vital and measurable dimension of a quality education. Achieving basic literacy and numeracy skills as well as developing other non-cognitive skills (critical thinking, problem-solving) are components of a rounded education.⁸ Despite significant improvements in the measurement of education over the past 10 years, robust evidence on what works to improve learning remains limited by a lack of good measures, available data and sound research and evaluation. The Learning Framework in Figure 1 presents the multiple and inter-related elements that impact on learning, based both on DFID's own research and experience and available international evidence.⁹

Learning is at the centre of the framework and at the heart of DFID's approach. Assessment of learning is vital to inform parents, children and policymakers about the state of learning within the system and for governments and DFID to know if their investments are making a difference and providing value for money.¹⁰ Equally important is assessment for learning, to improve teaching and to allow students to be aware of their own strengths and weaknesses.¹¹

Strong and accountable education systems matter.¹² A good education system continually strives for increasing levels of educational excellence; assures and drives up standards; is responsive and transparent; and includes processes for identifying and addressing corruption. Rigorous evidence at the systems level in education is limited but suggests that capacity to formulate policy, set standards, and manage human and financial resources are all important. Good governance with strong public financial management and effective systems for managing teachers - including the recruitment, training and deployment of good teachers - are all features of effective education systems.¹³ Investing at system level enables education reforms to build on pockets of good practice and ensure irreversible gains in learning.

Figure 1
The Learning Framework



Improving learning requires good teachers and great classroom practices. Children who are in school learn too little each year; many of those who manage to complete primary school, do so without gaining the foundation skills of reading, writing and numeracy, let alone being prepared to face the challenges of the 21st century. More teachers are needed, and these must be competent in addressing the learning needs of their students and in making good use of appropriate and affordable learning and teaching materials. Teaching practice needs to be consistent with the current evidence-based theory on how children acquire and improve reading skills. This includes giving enough time to direct instruction and reading practice to allow students to make strong progress and for students to be able to learn to read in a language they understand well.¹⁴

Learning is driven by the school environment and shaped by the students' home background. Effective school leadership includes using assessment and related data to drive improvement: to have teachers who turn up regularly and on time; and to involve the local community in the life of the school and their children's learning. A low literacy environment and a lack of parental support for learning affect a child's readiness for school and ability to remain in school and learn. Three overlapping constraints are at the root of these challenges – poverty, nutritional deficiencies and inadequate early learning opportunities.¹⁵ Globally over 200 million children under-5 are failing to reach their true cognitive development potential and 165 million are stunted.¹⁶

Education policy involves political considerations which can influence wider development outcomes. In most countries, the government is responsible for the leadership and policy framework for education, regardless of whether schools are run by public or non-state providers. Decisions made about who has access to good quality education, as well as the language(s) of instruction, and the curricula are major factors in this process. An understanding of context is important to ensure that DFID support is appropriate. Understanding the relationship between political and economic processes in a particular setting - including sensitivity to the causes of conflict - can provide more nuanced understandings of the underlying institutional dynamics and their impact on opportunities to learn.¹⁷

Access, quality and equity all matter

Many children out of school are marginalised and hard to reach; nearly half live in fragile and conflict-affected states. Marginalisation affects children right through the education system, from early childhood to university level. Education policies have often failed to address underlying causes such as gender disparities, geographic isolation, disability, caste, religion, ethnic and linguistic disadvantages. This in turn can exacerbate inequity in societies and undermine state- and peace-building.¹⁸

The reasons for children being out of school – and the solutions - vary. In countries with large numbers of children out of school, strategies may need to focus on removing specific barriers to access and encouraging the demand for quality education services through advocacy. A focus on learning for all, however, is a good starting point and centrepiece for any strategy to get children into school.

Getting girls in school and learning is right and smart

Significant progress has been made since 2000 on getting girls in school but challenges remain. 31 million girls of primary school age have never been to school.¹⁹ Analysis suggests that 70% of these girls come from the most disadvantaged communities and face multiple types of disadvantage.²⁰ Yet an extra year of primary schooling for girls can increase their wages by up to 20%, most of which is likely to be reinvested in her family and community.²¹

Rural girls from the poorest families are locked out of education

In 10 countries, at least half of poor, rural girls have never been to school.²² In some regions of Afghanistan, Nigeria and Somalia, attendance at primary school can differ by up to 60% between poor rural girls and the general population.²³

These stark statistics illustrate a devastating impact on the life potential of the individual girl. They are also a disaster for development. Investing in girls and women is both the right and the smart thing to do. There is strong evidence that girls who stay in school longer marry later, have higher incomes and have fewer children. These children are less likely to die in infancy and more likely to go to school than children of women with less schooling. It is estimated that half the reduction in deaths of children under-5 over the last 4 decades can be attributed to basic education for girls.²⁴ In India, the states with more women in work have seen faster economic growth and the largest reductions in poverty.²⁵

Education is a life-long process

The critical years for a child's survival, optimal growth and successful development are from before birth through the transition to primary school.²⁶ Supporting young children born into poverty during these early years can significantly improve equality of opportunities.²⁷ Investment in early childhood, however, is made more effective when followed up with investments in primary and secondary school years and beyond.²⁸

A quality basic education builds on early years' support by equipping children with the foundation skills of literacy and numeracy. These make possible a lifetime of good health, successful learning and future labour market success. Foundation skills alone, however, are unlikely to be enough to ensure young people can fulfil their potential in today's fast changing world. Transferable and, in some cases, specialist technical and vocational skills need to be added through secondary education, skills' training and higher education.²⁹

Global trends point to increasing demand for, and returns from, investment in higher levels of education.³⁰ They also indicate a need for targeted approaches that reflect the stage and nature of a country's development and the changing role of aid. The impact of educational as well as broader human capital investments is cumulative.³¹

2. What the UK government is doing

To sharpen the UK's contribution to development, a focus on learning drives DFID investment in education. Together with a continued commitment to the Millennium Development Goals (MDGs) as well as the broader Education For All goals, the UK government is focused on 3 core priorities:

1. **to improve learning**
2. **to reach all children**, especially those in fragile states
3. **to keep girls in school**, helping the most marginalised girls stay in school and learning for longer

To maximise impact and encourage ownership, the UK approach is to strengthen national education systems and support local education reform. Within each priority, the UK is providing global leadership on delivering value for money, developing new partnerships across the public-private spectrum, using new technology and building evidence on new approaches and aid modalities. DFID investment prioritises basic education³² but looks too at selected investments in early childhood, upper secondary, skills and higher education.

DFID's bilateral programme is well aligned to fragile states and countries furthest from meeting the education MDGs. Of the 57 million children out of school, 35 million are in DFID education priority countries;³³ 16 of these countries are considered to be fragile states.³⁴ DFID's approach in each of its 21 bilateral programmes reflects the elements highlighted in the Learning Framework and responds to context from fragile and conflict-affected states to stable and vibrant economies.

Headline results

Between 2011-12 and 2014-15, DFID will support 11 million girls and boys in school and a further 1 million of the most marginalised girls.

Core priorities

Improving learning

Central to all DFID programmes is a focus on learning, both in and out of school and at all levels of the system. Reading a simple text with understanding is a foundation skill for all subsequent learning.³⁵ This is why DFID emphasises improved early grade reading in particular and is committed to monitor the number of DFID supported countries showing improvement in the proportion of children who can read with sufficient fluency for comprehension in early grades.

The UK recognises the centrality of teachers to learning and invests in improving teaching practice across its education programmes. This includes supporting the provision of sufficient numbers of skilled teachers who are motivated to turn up on time, can act as role models and use teaching techniques based on the best available evidence of what works to improve learning.

In Malawi student to teacher ratios of over 150 to 1 stem from chronic teacher shortages. DFID has supported a new teacher training college that will increase the number of newly qualified and competent teachers by 300 each year (50% of whom will be female). In India, DFID is supporting the UK Open University and Indian partners to deliver high quality support materials into the hands of one million classroom teachers by harnessing the power of the internet and mobile phone technologies.

Good quality and relevant learning and teaching materials aid teaching and learning. The UK government is pioneering work on improving the value for money of textbooks. In Rwanda, giving schools responsibility to order books and paying publishers only on delivery led to a huge increase in the number of books actually reaching students. In South Sudan, DFID is funding 9.6 million textbooks to improve learning for 2 million children. Their provision will not only attract more children to school but also support teachers, many of whom are untrained.

In Pakistan and East Africa,³⁶ DFID is supporting household surveys which provide valuable data on learning outcomes and immediate feedback to parents, including guidance on how best to support their children's learning in the home environment. The surveys in Pakistan have stimulated momentum for change in teaching practice and in Tanzania have been instrumental in focusing media, community and high level government policy debate on learning.

Through the Education Sector Support Programme in Nigeria (ESSPIN), and related governance programmes, the UK is supporting 6 states and federal agencies to improve schools and kickstart learning in areas with very low performance. An estimated 1.23 million children are benefitting from direct support to 3,700 schools. A survey conducted in July 2012 found that teaching and learning conditions in these schools are stronger than schools in a control group.³⁷ Significant gains in learning outcomes can be slow to achieve, but children in supported schools stand every chance of achieving more in both literacy and numeracy.

Using mobile technology to drive school improvement

Accountability can improve school performance and learning outcomes. An innovative programme in Mozambique will provide real-time data and feedback to head teachers and communities using mobile phone and internet technology to monitor and report on teacher attendance. Using text messaging to report on teacher attendance, CU@School (as the initiative is known) will strengthen dialogue between communities, schools and government and directly impact on children's opportunity to learn.

Quality and access in Ethiopia

In 2007 the government of Ethiopia was shocked by low results in its sample based learning assessment and launched a programme to improve the quality of education in all primary and secondary schools. The aim is to improve learning, increase completion and reduce dropout rates, reaching over 20 million children by 2017, almost half of whom are girls.

UK support to the first phase (2009 to 2013) helped to improve the training of teachers, increase non-salary spending at school level, increase the availability of quality textbooks and build capacity for planning, monitoring and evaluation. As a direct result of the funding:

- more than 98% of the schools received grants and used them to fund school improvement plans developed and agreed with school communities
- the proportion of qualified primary teachers increased from 38% in 2009 to 56% in 2012
- over 88 million high quality textbooks and teachers' guides were distributed to primary and secondary schools

Initial results are promising. Completion rates in grade 5 improved from 69% in 2008 to 74% in 2012 and from 45% in 2008 to 52% in 2012 for grade 8. The 2011 national learning assessment showed that deterioration in learning outcomes seen in previous years has been halted.

Reaching all children

Securing improved learning and reaching the most marginalised means working in difficult environments with new partners where delivery systems and governance structures may be weak; through both formal and non-formal channels; targeting support to those who need it most, including children from disadvantaged regions, poor home environments and children with disabilities. DFID adopts models which are responsive to context and seeks to address underlying causes of disadvantage.

In post-conflict environments and fragile states, getting children back into school, and addressing out-of-school youth, some of whom may have been child soldiers or refugees, helps to bring a sense of equity, justice, and cohesion back into a fractured society.³⁸ Many of these interventions are managed through non-governmental organisations (NGOs) and faith-based organisations (FBOs). Evidence suggests that the actual provision of education services and the quality of services can be more important than who provides them. However it is important that the state has oversight and these non-state providers, where possible, must work alongside or within state structures so as not to reduce state legitimacy.³⁹ As the context changes over time, it is important to help countries strike a balance between emergency provision, systems development and capacity building of state institutions.

Collaborating with a range of partners from government to FBOs, NGOs and the private sector, DFID is working in South Sudan to get at least 28,000 children back into school and learning, by constructing schools and classrooms, distributing materials, and supporting a second chance education programme for children who would otherwise not have access to formal education. A fast-track out-of-school literacy and numeracy programme is also being run in Ghana, as a partnership between government and non-state partners, targeting 120,000 children coming from the most deprived areas.

The re-building of Afghanistan's education system post-2001 has seen some impressive results; sustaining these will be crucial for longer term economic development. In 2001, fewer than 900,000 children were in school (very few of them girls) and today there are around 5.8 million children who regularly attend school (including 2.2 million girls). Rapid system expansion, however, has put pressure on the quality of education. With DFID and World Bank technical and financial support, the Ministry of Education has designed Afghanistan's first national learning assessment to drive system and student improvement.⁴⁰

In Zimbabwe, DFID is targeting children who come from difficult home environments. In 2012, DFID supported 330,000 orphans and vulnerable children to attend school and learn, including children in special schools. In Rwanda Innovations to get more children in school and learning are being piloted through an Innovation Fund supporting 26 projects. Programming on inclusive education includes working with teachers to use devices adapted to assist learning for children with special educational needs.⁴¹

Political leadership and data to drive change in Pakistan: The Punjab Roadmap

The UK government's support to education in Pakistan focuses on actions that produce quick results while supporting institutions to generate irreversible change in the long run.

With a population of over 90 million, Punjab is Pakistan's largest province. There are an estimated 5.5 million children aged 6 to 16 out of primary and secondary school and for those in school, learning levels are low. The DFID-funded Education Roadmap ensures that for the first time, senior political leaders are engaged in monitoring progress on education reform in a systematic way, and delivers immediate and tangible change in classrooms. The collection, analysis and use of data strengthens accountability and enables the political leadership to drive reforms from the classroom up to province level.

Results to date include an increase in teachers being in school (up from 81% in 2010–11 to 92% in December 2012). This equates to a further 34,000 teachers attending school each day. A similar trend is reported in student attendance with an additional 770,000 children in school every day.

Keeping girls in school

Getting girls into primary and secondary school and learning is important for the girls, their families, their communities and ultimately their societies. Evidence demonstrates that educating girls increases their voice in their communities, improves their ability to choose when to get married and how many children to have, and gives them greater control over their assets, income and their own bodies.⁴² This is why the UK government prioritises girls' education with a focus on keeping girls in school, supporting them to learn, and ensuring the critical transition from primary to secondary school – where we know the benefits are maximised.⁴³ Over 70% of DFID country education programmes have specific girls' initiatives.

The UK's flagship [Girls' Education Challenge](#) (GEC) will deliver a step change in ensuring the barriers that prevent girls from benefiting from education are removed. This includes contributing to education systems and schools where teachers develop girls' potential and self-belief; girls are safe from violence at school and on the way there; and where doors are opened to future learning, employment and fulfilled adult lives. The GEC is an ambitious and innovative programme, it is also the largest ever global fund dedicated to girls' education.

These programmes will ensure that up to 1 million of the world's poorest girls are in school and learning well. The step change window supports individual projects that deliver significant and sustainable results while the innovations' pilot supports small scale projects to test new approaches. A strategic partnerships programme aims to broker and support partnerships that bring global businesses together with non-profits and local enterprises to deliver new products, new solutions and new ideas.

In 2013, 15 step change programmes were announced across 9 focus countries.⁴⁴ In Sierra Leone, the GEC aims to improve the learning outcomes of 40,000 marginalised girls. Seventy-six per cent of children with disabilities are estimated to be out of school in Sierra Leone. The programme will therefore include activities to mobilise communities to foster inclusion of girls and boys with disabilities, removing specific barriers to access and providing a safe and secure learning environment.

In the Democratic Republic of Congo, the GEC programme ('VAS-Y Fille') will reach nearly 140,000 girls in five provinces where girls' enrolment, learning and completion are the lowest. Programme activities include increasing parental financial capacity to support girls in primary education, improving girls' reading and maths skills through teacher training, tutoring and community reading programmes, and providing alternative learning opportunities for out of school girls to complete primary education.

Other programmes in DFID's priority countries are helping more girls to stay in school and learn through bursaries, support for female teachers and improved infrastructure to provide safe and secure learning environments.

In a programme in Pakistan's Khyber Pakhtunkhwa province, girls receive 200 rupees (about £1.50) a month, and a set of textbooks. In return they must attend school for at least 4 out of 5 days a week. As a direct result of UK support, girls' secondary enrolment increased by 13% in some of the province's most remote and rural districts. In Malawi, close to 9,000 bursaries were given out to secondary school girls in 2012–13 and teacher training for 700 women is underway. In Ghana 10,000 girls have been provided scholarships with a target of 70,000 to be reached by 2015. Evaluation components are built into these bursary programmes to build on the existing evidence of what works to keep girls in school and learning.

How we do it

Working with partners

National partners

DFID works in partnership with national governments to provide financial and technical support. The focus and scope of this support varies with context. The UK works through a mix of aid instruments: these include sector budget support and more targeted investments to partner governments; support to non-state actors; and technical assistance and innovation funds. Sector budget support can be effective in supporting the development of education systems and sector plans but may be less effective in tackling specific areas of teaching practice. In some fragile and conflict-affected states, where it may be more difficult to work through government, DFID works through other national and international partners.

Central to partnership work at the country level is the DFID cadre of specialist education advisers who work at both a political and technical level with governments and other partners in-country. Advisers run and manage the education programmes in each of the priority countries. They work in cross sectoral teams and their role includes providing policy and implementation advice to partners; developing new programmes; and monitoring the impact and value for money of DFID investments. The number of education advisers in country has increased from 20 in 2010 to 30 in 2012, reflecting the increased importance that DFID places on high quality technical advice.

International partners

The UK works with a range of international partners to tackle global education challenges, funding international partners that represent good value for money in the pursuit of improved education results. These include the 4 multilaterals judged in DFID's [2011 Multilateral Aid Review](#) as those that make the most difference in education: the EU, the Global Partnership for Education, the World Bank, and UNICEF. The UK also works with the UNESCO Institute of Statistics and the Education for All Global Monitoring Report; the United Nations Girls' Education Initiative (UNGEI); the Commonwealth; civil society; and, the private sector, all of which have valuable contributions to make.

Through its partnership with the World Bank, DFID supports [SABER](#) (the Systems Approach for Better Education Results), which uses evidence-based frameworks to highlight the policies and institutions that matter most to promote learning for all children and youth. To date, 104 countries are applying SABER instruments to inform policy and institutional reform. In Tanzania, an assessment of Early Childhood Development (ECD) is providing a valuable input to support the government and development partners think through policy options and prepare a costed, implementation plan on ECD.

Payment by Results

In Ethiopia and Rwanda, the UK is testing a new form of giving aid where payments are made based on independent verification of results. Early indication suggests that additional results on learning and completion in education programmes are being achieved. Impact evaluations are being conducted to identify changes in learning outcomes, to measure and explain this new way of providing aid and to examine any unintended consequences (positive or negative).

In **Ethiopia**, DFID provides per pupil payments for increases in the number of students sitting and passing the grade 10 national examination. The payment is higher for girls and students from disadvantaged regions. After the first year, some regions achieved additional results compared with 2010-11: over 6,000 additional students sat the exam (of whom over half were girls) and over 4,000 additional students passed.

In **Rwanda**, the UK provides a per pupil payment for each additional child completing an agreed level of education. Results show more children completed primary and secondary school in 2012 than in the previous year.

DFID works with the United Nations to support its leadership and delivery in priority areas where the UN has comparative advantage. In particular the UK supports UNESCO to achieve its global mandate of championing Education For All. The UK also takes part in and supports a range of international education initiatives to promote quality education and learning. These include the UN Secretary General's [Global Education First Initiative](#), the [Global Monitoring Report](#), the [Learning Metrics Taskforce](#) and the [Programme for International Student Assessment \(PISA\) for Development](#).

Global Partnership for Education

The [Global Partnership for Education](#) (GPE) is the only multilateral partnership focusing solely on education from pre-primary to secondary. GPE works with 58 low-income countries, providing funding and/or technical and policy advice.

Partnership support has helped to reduce out of school numbers in GPE countries, from one in three children of primary school age in 2000, to one in five in 2009. In 2011, GPE funds helped train more than 110,000 teachers, deliver 18 million textbooks, and construct or restore almost 8,000 classrooms.

Supporting GPE helps meet DFID's education objectives in several ways by:

- enabling DFID to support countries otherwise not reached⁴⁵
- supporting DFID priorities, including a focus on learning outcomes, girls' education, and working in fragile states⁴⁶
- playing a global role in advocating for education, coordinating partners and collating and disseminating knowledge and evidence

Civil society

In addition to the Girls' Education Challenge, DFID supports civil society through a range of strategic and project funding mechanisms - both centrally and at country level - to strengthen voice and accountability; advocate for pro-poor education reform; and to provide services directly, particularly in fragile and conflict-affected states.

Supporting civil society

The **Programme Partnership Arrangements** provide flexible strategic funding to leading international Civil Society Organisations (CSOs) with the global reach to add value to DFID's portfolio.

- Save the Children will reach 3 million girls and boys, women and men through their education programmes with 360,000 more children enrolled in locally accredited formal and non-formal primary education programmes by 2014
- Plan International will help 50,000 girls enrol for and complete lower secondary education and support an additional 135,000 girls and boys to have a better learning experience by 2014

The **Global Poverty Action Fund** currently supports more than 100 projects of which 26% are focused on improving the quality of and access to education.

- AbleChildAfrica is promoting inclusive education for 6,300 disabled children in Uganda
- Children in Crisis is improving access to and completion of quality primary education for 15,000 children in Sierra Leone
- Relief International is increasing enrolment and retention in primary school and improving the quality of education for 17,500 children in Somalia

Low-fee private schools

The UK strives to get the best possible outcomes for poor people and takes a pragmatic stance on how services should be delivered. In some circumstances (parts of India, Kenya, Nigeria and Pakistan, for example), this includes developing partnerships with low-fee private schools. DFID works with the private sector in situations where the public sector is not sufficiently present (the slums of Nairobi for example) or where state provision is so weak that the private sector has stepped in to fill the gap. Recognising that fees are still a major barrier to access for the poor, DFID's support includes voucher schemes that subsidise access to low-fee private schools for the poorest.

Working with low-fee private schools

Nigeria

There are more than 12,000 private schools in Lagos (Nigeria), attended by more than 1.4 million children (61% of primary school enrolment in Lagos) and employing 118,000 teachers.⁴⁷ In response to this large and rapidly expanding sector, DFID is planning a programme of support to develop a better and more inclusive private education system that improves learning outcomes for children, especially from low-income households. The programme will work with a range of different organisations, from government to banks and mass media. It will have an emphasis on supporting the regulatory environment and research to establish a sound evidence base for any future support.

Pakistan

In some areas of Pakistan's Sindh province, nearly half of school enrolments are in private schools. Supported by DFID, the Education Fund for Sindh is an innovative 3-year pilot programme working in partnership with leading members of Pakistan's business community. The Fund will provide vouchers to parents of out of school children to attend low-fee private schools, facilitate private management of public schools and support organisations able to supply quality, cost-effective education. Up to 200,000 poor out of school children in urban and rural Sindh will be supported to achieve minimum standards in literacy and numeracy.

Parents may choose to pay fees rather than opting for fee-free state alternatives for a number of possible reasons. These include language of instruction, a belief that private schools are better quality and lack of local provision. Emerging evidence suggests that learning outcomes in low-fee private schools, where they exist, are relatively better than in the state sector, even though they may still be unacceptably low.⁴⁸ The reasons for this need to be better understood together with consideration of what, if any, lessons can be shared between the private and public sectors to improve both. Evaluation is therefore central to DFID's current work with low-fee private schools.

Education innovations, often driven by the non-state sector, are emerging in low- and middle-income countries to meet the rising demand for education. However, there is little objective information on the scale, scope, and, most importantly, on the learning impact on the poor of these innovations. The Center for Education Innovations (CEI) is a DFID initiative to help policymakers, education providers, researchers, and investors replicate and develop successful education models and approaches for poor people. Launched in June 2013, CEI is an online global, public database that identifies and evaluates the most promising education innovations from pre-school through to skills training. It also hosts research and evidence on education innovations and brings together education funders through a virtual platform.⁴⁹

Better evidence to invest in what works

DFID is committed to ensure that its investments in education are based on evidence of what works. Evidence is central to the way that DFID identifies new opportunities and seeks to learn from ongoing programming. Each new DFID investment requires a business case to be approved that includes an assessment of [the strength of existing evidence](#) and the identification of gaps for new research and evaluation.

Through its Research and Evidence Division, DFID commissions new research and works to turn good research into practice. By late 2013, DFID will have completed rigorous literature reviews in 6 core areas including non-state actors, literacy, political economy, and pedagogy (the science of teaching). Further reviews planned include on disability, education in emergencies and education systems.

DFID is also conducting more and better impact evaluations. As part of this, DFID is supporting the [Strategic Impact Evaluation Fund](#) (SIEF), managed by the World Bank, to conduct rigorous evaluations in basic education and early childhood development (ECD). An impact evaluation of a small scale ECD intervention was catalytic in building the government of Mozambique's commitment to ECD. A larger impact evaluation with SIEF support is now planned. This will measure the effectiveness of programmes that provide nutrition, early child stimulation, and parenting information sessions to children and their families.

Young Lives study

The UK supports the [Young Lives](#) study; a longitudinal and multidimensional study of childhood poverty, following the lives of 12,000 children over 15 years in Ethiopia, India, Peru and Vietnam. Young Lives is generating new knowledge about the relationships between early childhood, schooling, poverty and inequality and about what works in education policy to improve learning and life-chances.

Some highlights from the research findings to date:

- early childhood care and education (ECCE) can reduce inequalities in later learning outcomes although this depends on how equitably ECCE provision is distributed. Evidence from Ethiopia and Andhra Pradesh in India underline the need for well-planned, resourced and regulated ECCE programmes that target the least advantaged groups directly
- as children progress through schooling systems the amount they learn diverges with the most significant gaps in maths and literacy being between country education systems and with inequality being higher in the poorer performing systems. Learning is strong in Vietnam and weaker, especially at later ages, in India and Ethiopia
- recent education policies in Vietnam set out to improve learning in disadvantaged areas specifically, including through subsidies for full-day schooling and raising school resources to minimum levels for all. Progress in maths and literacy is relatively equitable and school quality is not strongly linked to pupils' backgrounds, by contrast with other countries in the study

Better data to ensure value for money

UK resources stretch further in the contexts where DFID invests - it can cost as little as 1% of the per child cost in England to support a child through a year of primary school in sub-Saharan Africa. Such comparatively low costs, however, do not guarantee value for money, not least when learning levels are low. The aim for DFID is to ensure the greatest impact of every pound spent. In order to maintain a consistent focus on value for money, DFID continually strengthens its capacity to monitor and make use of measures of economy, efficiency and effectiveness in its education work.

DFID is collecting data on key education indicators in its priority countries as well as strengthening the capacity of country systems to monitor measures of education quality, including learning outcomes. DFID now has full data coverage for learning outcomes, survival (or completion) rates, the unit cost per child per year, teacher salaries and textbooks in 18 of its 21 priority countries. The cost of classroom construction, for example, ranges from \$1,400 in Ethiopia to \$30,400 in South Sudan, where years of conflict have dramatically increased the cost of materials and the mobility of skilled personnel. In DFID's three remaining

education priority countries - Afghanistan, Burma and DRC – measures are in place to obtain and use data on key education indicators by 2015.

DFID is using this information in two important ways. First to compare costs across providers and to procure services at the best price; and secondly, in dialogue with partner governments to ensure value for money is a key consideration across the sector as a whole. The increased availability of more and better data on a range of indicators has enabled DFID to provide better advice to partner governments on allocating budgets, and improving the distribution of resources, and to achieve substantial cost savings in DFID's spend. In Ghana, for instance, increased information on teacher training costs and evidence around the use of community teaching assistants has been used in national policy dialogue. Also, new ways of providing teacher training have lowered costs by 40%, offering potential savings of £32 million for the 8,000 teachers that will be trained with DFID support.

Measures of cost are not the only relevant information required in maintaining a focus on delivering value for money. DFID is working with governments and civil society organisations to rapidly improve data on the efficiency and effectiveness of education systems, including data on school completion, teacher and pupil attendance and, most critically, learning outcomes. The Punjab Roadmap is one example of how data can be used to drive improvement.

DFID's pioneering use of value for money measures in the education sector is driving the economy, efficiency and effectiveness of both its own investments and investments by the countries it supports. DFID has published written memoranda to the UK Public Accounts Committee in [2011](#) and 2012⁵⁰ which demonstrate the recent progress made in monitoring value for money and results data for key education indicators.

DFID is using this growing body of high-quality data to improve the governance of education systems, combat corruption and strengthen financial management. The UK will suspend funds when there is any evidence of misuse. This is critical, not only to safeguard UK assets, but to improve the efficiency and effectiveness of all resources, to strengthen accountability between service provider and consumer, and to drive up standards. DFID is supporting public expenditure improvements across a range of its programmes including the implementation of public expenditure tracking surveys.

3. 2015 and beyond

The UK recognises that a focus only on basic education (primary plus lower secondary) is not always enough. The balance of spend, by phase of education, must be based on an assessment of need and where value for money is greatest, with consideration of the demographic, economic and labour market trends, and capacity within the education system.

As the UK looks to 2015 and beyond, DFID is working with new partners and supporting a selected number of investments, through bilateral and global programmes, in early childhood, upper secondary, skills and higher education as well as exploring how technology can be appropriately harnessed to drive improved learning. The aim is to build evidence about what works and the types of investments that deliver the best results for poor children.

Early childhood

Data from multiple countries show that poor children who do not have access to quality early childhood development (ECD) interventions are denied access to nutritional benefits, play and learning opportunities and social support that improve their school readiness. Long term, they are more likely to have low productivity and income as adults, to provide poor care for their children, and to contribute to the transmission of poverty from one generation to the next.⁵¹ The UK delivers a well-developed set of interventions and commitments that contribute to ECD in [health](#), [nutrition](#), [water, sanitation and hygiene](#).

In education, DFID is involved in a range of research and considering where and how best to do more. Whilst the evidence is increasingly strong on impact, the capacity and resources needed to implement cost-effective, sustainable and quality programmes that reach the poorest (where the benefits are arguably higher) remain concerns.⁵²

In Burma, the UK is supporting both the Myanmar Education Consortium and UNICEF to enable 50,000 children to access quality pre-school education (3 to 5 year olds) delivered mainly by NGOs. DFID support has also helped develop a national early childhood development policy. Through the organisation BRAC in Bangladesh, DFID is supporting 1.2 million children through pre-primary school. This school readiness programme serves 5 to 6 year old children enhancing their learning potential and easing their transition to primary school.

Upper secondary education and skills

Worldwide 200 million people, most of them young, are unemployed.⁵³ The youth bulge in many low income countries is growing and fast outpacing job creation. Many young people have neither the foundation nor the transferable and technical skills that will secure them work and careers and fuel their countries' economies.⁵⁴

Research suggests that skills systems in low income countries are not demand led and do not meet labour market needs.⁵⁵ The UK is working with bilateral and multilateral partners to focus effort and resources to address the growing priority of youth employment and the link between skills' training and jobs. DFID is prioritising two areas: partnerships between government and the private sector to improve access to quality skills provision for poor people and the development of innovative approaches to meet the skills' needs of poor countries. Through Systems Approach for Better Education Results (SABER), DFID is working with the World Bank to improve the regulatory environment of private provision of education and skills in sub-Saharan Africa and South Asia. The Centre for Education Innovations (CEI) profiles innovative models and approaches to non-state skills' provision for the poor.

Planning is underway for new skills and employment programmes in several DFID priority countries. In Bangladesh, for example, a new initiative will train approximately 65,000 people for semi-skilled employment in the garment and construction sectors. It will work with private training providers and create incentives for employers to work collaboratively to support training. In Nepal, DFID is working with the Swiss Development Agency and the World Bank to improve the living conditions of economically and socially disadvantaged youth. DFID's support to the multi-donor Employment Fund (EF) programme is providing skills training and job placements for 35,000 young people (60% women). The EF is also building the capacities of private training and employment service providers to analyse and respond to labour markets and to support graduates to establish their own businesses.

Higher education

Evidence suggests that higher education interventions offering the greatest developmental return are those that build capacity at individual, departmental and institutional level.⁵⁶ DFID's higher education work is channelled through global programmes, that:

- establish partnerships between higher education institutions to improve the quality of teaching and learning, research outputs and ability of Southern institutions to influence policy
- support development research programmes that build Southern universities' capacity for research and research uptake, including in science and technology
- build capacity of individuals through scholarships and professional training

From 2006 to 2013, DFID has supported 200 partnerships as part of the Development Partnerships in Higher Education (DeIPHE) programme. Of the 200 partnerships, 68 were multilateral, involving at least three institutions and 22 were South-South partnerships, with no developed world partner involved. The programme has operated by providing small amounts of seed funding to enable higher education institutions to build partnerships with each other to facilitate joint research, develop new courses, network and exchange ideas, deliver professional development, and improve the training of education and health workers.

Looking to the future, DFID is establishing a Higher Education Taskforce. The Taskforce will bring together leading higher education experts to advise on the best uses of development investment to build higher education capabilities in DFID focus countries, with consideration of targeted, context-specific approaches.

Partnership for sustainable energy use in Nigeria

In 2010, a DeIPHE funded partnership between Bayero University Kano (Nigeria) and the universities of Bath and Birmingham (UK) was set up to advance knowledge on sustainable urbanisation and domestic energy management to protect rural areas. As Nigeria's population rises, its cities are hungry for fuel to power homes, offices and factories. With over 9 million inhabitants, Kano is Nigeria's second largest city. Demand for fuel has become a huge concern for the area, with wood fuel being the country's most popular domestic energy source but its supply in such quantities threatens the environment.

The partnership is providing a platform for key stakeholders in government, NGOs and academia to work together on a project with valuable policy implications for sustainable urban planning and natural resource management. At the end of its second year, the project is already achieving many of its goals, providing up to date research to build on the existing evidence base and encourage on-going debate sustainable energy use.

Technology

The rapid pace of technological change has implications for teaching and learning at all levels of the system that cannot be ignored; from the use of tablets and e-readers in schools to Massive Open Online Courses (MOOCs) at tertiary level. Africa is now the world's second largest mobile market by connections after Asia; over the past five years, the number of mobile phone subscribers across Africa has grown by almost 20% each year.⁵⁷ Affordable information and communication technology has the potential to expand flexible access to better, adaptable educational content, including better services for students with special education needs.

Through [English in Action](#) in Bangladesh, DFID is supporting an English communicative skills development project. Specially designed audio and video training modules and English lessons, downloaded onto low cost phones, are being used by school teachers to improve their teaching. In addition, general English courses are being accessed by over 25 million people from communities nationwide, with courses available via all the major mobile phone networks and internet service providers.

DFID Pakistan's innovation fund is supporting the use of technology to improve the quality of education. Using a van equipped with generator and satellite, [Tele Taleem](#) travels to remote government schools to link students via the internet with city-based maths teachers. An online assessment follows each lesson with follow up two weeks later. [Khan Academy](#) videos that provide free, world-class mathematics and science education are being translated into Urdu and adapted for use in classrooms and to develop teacher content knowledge.

Future challenges

Demographic and climate change, rising inequalities on a global scale and getting all girls and boys through a full cycle of education and learning are challenges both today and for the future. By 2050, most of DFID's bilateral partners in Africa will see their populations double, and in Tanzania, Uganda and Zambia they are set to triple. In 11 of the world's poorest countries, half the population will still be aged 23 or younger in 2050.⁵⁸ Uneven progress towards the achievement of the MDGs both within and between countries reflects the challenges raised by inequality. High levels of inequality between groups and individuals can blunt the impact of growth on poverty reduction, slow progress on development outcomes and slow long term growth. Climate change will affect the basic elements of life for people around the world – access to water, food production, health, and the environment. There is still time to avoid the worst impacts if strong action is taken now.

Education is an essential part of responding to these challenges. Learning is dynamic; the demand for knowledge and skills changes over time and across context. The role and use of technology is part of this story and the UK is positioning itself to understand how technology can best be harnessed to increase learning opportunities for all. The challenge of getting all girls and boys through a full cycle of education and learning demands sensitivity to education's place in shifting economies and its role in building and sustaining inclusive societies. The UK continues to drive forward approaches that are sensitive to both global and local contexts. These approaches acknowledge the complexity of the issues that keep children out of school, hinder their learning, and prevent them from converting educational outcomes into opportunities that realise their rights, reduce inequality, and deliver education's full poverty reduction potential.

Annexes

Annex 1 Results

DFID is committed to an ambitious set of results in the current spending review period (2011–12 to 2014–15). DFID works closely with its implementing partners to safeguard all UK education investments against fraud, corruption and poor value for money.

DFID's **investment in basic education** (primary and lower secondary) in some of the world's poorest countries is ensuring that:

- more girls and boys can read with sufficient fluency in the early grades
- 190,000 teachers will be trained to support improved learning at all grades
- 11 million girls and boys will be supported in school, especially in fragile and conflict affected states – 9 million in primary and 2 million in secondary (700,000 girls)
- up to 1 million more of the poorest girls will be supported in school by working with the charitable and private sector through the Girls' Education Challenge
- poor girls and boys will have increased access to school and improved educational outcomes, including through low fee private schools in at least 4 countries

Beyond basic education, DFID is:

- developing a new higher education partnership programme – increasing opportunities for UK and global expertise to support higher education (HE) capacity building
- supporting a taskforce on higher education to investigate the best use of development investment to build HE capabilities in developing countries
- designing new approaches to supporting skills development and higher education, working with the private sector
- supporting 750 to 800 commonwealth students per year with scholarships to pursue their academic or professional development with UK universities and other institutions

Working across government with multilaterals, civil society and the private sector, DFID is:

- working with the Departments for Education and for Business, Innovation and Skills to ensure that the UK government's collective work on international education lifts young people in developing countries out of poverty, into work and contributes to their countries' economic growth
- using DFID's Board membership and funding of the Global Partnership for Education to secure better education for girls and boys, particularly in fragile and conflict affected states
- supporting non-state actors to develop and deliver innovative solutions to education for neglected populations
- working with DFID's bilateral and multilateral partners to develop tools, measurement systems and global institutions that promote excellence in education worldwide beyond 2015

DFID is **generating new evidence, and maintaining and strengthening its own expertise and professionalism**, by:

- expanding and strengthening support for education research and evaluation
- evaluating innovation and exploring how technology can improve learning
- strengthening DFID's cadre of education advisers, and investing in continual professional development

Annex 2

DFID's education research agenda

This annex summarises DFID's approach to improving the evidence base in education to maximise our education investments.

International leadership on education research

DFID's comparative advantage in education research

DFID is committed to be a global leader in commissioning rigorous education research. The global education research community has a challenge and an opportunity - to find solutions that ensure that remaining out-of-school children receive an education and all children improve their learning. Research needs to draw effectively on approaches and methods across a range of disciplines. Qualitative and quantitative data are needed to understand the causal connections between educational inputs and learning, and identify what will work to address the problems identified.

DFID and its bilateral and multilateral partners established a Global Research Working Group in December 2012.⁵⁹ The purpose is to create more and better co-ordination and collaboration in research. The group is mapping research expertise and donor activity, to ensure each partner works to its comparative advantage. New partnerships are being built across academic institutions and with the growing number of private foundations.

Whenever DFID commissions research it ensures that it is available publicly and used to inform policy and practice.

Commissioning research in education

Evidence products

Between now and 2017, DFID will work to support the systematic production of evidence on each dimension of the learning framework (see Figure 1, page 5). DFID will enhance understanding of what works and the types of investment that deliver the best results for poor children across the subsectors – from early childhood, through primary, secondary and on to tertiary education.

Joint programmes of research

DFID works closely with colleagues across the UK government to support the expansion of UK research overseas; in particular with the Department for Business Innovation & Skills on higher education, and exploring links with the Department for Education on early childhood research. As new partnerships develop, enhanced standards of methodological rigour help transform the reliability and validity of data in DFID countries.

UK research councils have decades of experience in commissioning robust research. DFID will capitalise on their interest in cross-disciplinary research and explore the potential of Economic and Social Research Council (ESRC) to launch a new call on education systems and learning outcomes. DFID will also work to commission work on accountability reforms and their impacts on education quality and post-primary education, which will be an issue of growing importance over the next decade.

DFID has been invited to join the Education Funders Network and is exploring collaborations with Children's Investment Fund Foundation, Hewlett and Aga Khan Foundations.

Country-led research

The UK government's focus on evidence has resulted in a significant number of new country-led evidence initiatives. Where the evidence for interventions is not strong enough, country programmes are encouraged to undertake rigorous evaluations of programmes. The approach is to support government and non-state partners to build a robust national evidence base. Examples underway include evaluation of innovative initiatives such as school vouchers in Pakistan and new teaching practices in Ghana.

Longitudinal research

There has been limited longitudinal research following children over their life-course to understand the dynamics that affect student access and learning over time. Recently, there has been a growing focus on experimental and quasi-experimental approaches to measuring the effectiveness of education interventions, but these tend to examine immediate outcomes and impacts. Further longitudinal research, such as how early interventions affect children's subsequent learning and development; or how different school systems reproduce inequalities (or promote equity), could have a significant impact on policy.

DFID is building a greater understanding of the trajectory and transitions of students through the schooling cycle, of policies and programmes that influence participation and learning at key developmental stages (e.g. early learning, early adolescence and later adolescence) and of the longer-term dynamics and benefits of education, including impact on intergenerational poverty. In 2014 a longitudinal survey in up to 4 countries will examine girls' education as part of the Girls' Education Challenge. A key outcome will be identification of effective tools and service-delivery models for equitable education in developing countries. DFID is exploring possible support for an innovative programme of research to improving adolescent girls' lives through delivering combined health, education, financial and social interventions, asking whether combined programmes are more effective than individual interventions.

Building our technical expertise

DFID's professional education cadre is its greatest asset. The UK continues to invest in the professional development of DFID education advisers to commission, use and deploy evidence effectively in policy and practice. Professional development is available to DFID staff and increasingly to its country partners, on a range of skills, including: critical appraisal; measuring the strength of evidence; research methods; and impact evaluations. This step change in investment in research skills and application will be reflected in the quality of evidence generated and applied over the next decade.

Annex 3

Overview of DFID country education programmes

Country	Snapshot of activities ⁶⁰
Afghanistan	DFID is supporting the expansion and quality improvement of the national education system through the Multi-Donor Afghanistan Reconstruction Trust Fund (ARTF). There is a focus on learning, access, girls' education, government capacity development, and community engagement in schools. An example of this support is DFID's work with the World Bank to provide technical expertise to Afghanistan's Ministry of Education to design the country's first national learning assessment. The Girls' Education Challenge complements ARTF by taking to scale innovative community based schools for girls in rural and insecure areas.
Bangladesh	In Bangladesh the Primary Education Development Programme is focusing on providing underprivileged children with quality general and technical education, skills' development, employment support, and rights' awareness. A programme is also underway to deliver English language skills through mobile devices, improved teacher training and adult learning.
Burma	In Burma, DFID's education programmes improve access to, and the quality of, primary education in the public, monastic and community sectors and areas administered by ethnic minority groups. DFID supports 120,000 primary school children through teacher and educational management training and by providing textbooks and equipment to pupils and teachers. DFID also supports communities to build and run early childhood services, benefiting 87,000 children, and is supporting the government to conduct a comprehensive education sector review.
Democratic Republic of Congo (DRC)	A number of projects are building up the DRC's education system from a very basic level, as the country continues to suffer from the effects of conflict and fragility. For example, a community driven reconstruction programme ('Tuungane') and a water and sanitation programme ('Village et Ecole Assaini') are contributing to the rebuilding of DRC's education infrastructure. DFID is also developing a new bilateral education programme which will include a focus on innovative approaches to reducing the number of out of school children in DRC.
Ethiopia	DFID supports government efforts to improve access, quality and access to primary and secondary schooling through a combination of the Promotion of Basic Services Programme, which mainly funds teacher salaries, and the General Education Quality Improvement Programme, which finances non salary quality improvement inputs. Complementary education programmes include improved access to quality education through a peace-building programme in the Somali region and strategic technical support to the Ministry of Education. School incentive programmes, including free school material provision are keeping girls at risk of early marriage in school in the Amhara region.
Ghana	DFID Ghana aims to improve the quality of school education alongside improved access, particularly in basic education (grades 1-8), especially for children from marginalised groups. DFID supports the government to strengthen its public financial management system and provide teacher and educational management training, textbooks and scholarships for junior and senior secondary girls.
India	DFID India's programmes support systemic reform of the education system through a varied range of innovative projects. For example, a teacher education project will reach over 1 million teachers, using classroom-focused instructional materials collaboratively produced by the Open University and Indian specialists, and distributed using the internet and mass media. DFID also offers targeted support for Indian states lagging behind in learning outcomes to ensure the opportunity to remain in education through the secondary stage.
Kenya	DFID invests in Kenya to improve equitable access to meaningful learning. Programmes include support to improved water sanitation and hygiene and the provision of conditional and unconditional cash transfers to 3,000 of the poorest households in Kenya to support them to enrol and keep their children in school and learning. Evidence from this project is expected to inform social protection programmes in Kenya and beyond.

Country	Snapshot of activities
Malawi	DFID Malawi's focus is on working with the government of Malawi and development partners to implement the Malawi Education Sector Implementation Plan efficiently and with a focus on learning. This includes support for direct grants to schools and an Open and Distance Learning programme for new teachers. DFID also funds a programme to increase the number of girls completing primary and secondary education.
Mozambique	In Mozambique, targeted DFID programmes promote increased accountability of schools to citizens. Plans are also underway to support the education of vulnerable children through demand side interventions. This programme will undergo a rigorous impact evaluation, providing invaluable evidence to support the nature of future programmes focusing on marginalised groups.
Nepal	DFID Nepal aims to improve the quality of school education alongside improved access, particularly in basic education (grades 1-8), especially for children from marginalised groups. DFID supports classroom construction and rehabilitation, teacher and educational management training, textbooks and scholarships for girls and excluded groups.
Nigeria	In Nigeria, a new teacher development programme to train primary and junior secondary teachers in maths, science and technology in six states is starting in 2013. A girls' education programme is helping remove barriers to girls' education, using conditional cash transfers, advocacy work with traditional leaders, parents and Islamic teachers, and female teacher scholarships.
Occupied Palestinian Territory	DFID funds the United Nations Relief and Works Agency to provide basic education services to Palestinian refugees. A state building and service delivery grant to the Palestinian Authority aims to improve the Palestinian Authority's management of its financial systems and to provide better access to services for the Palestinian public.
Pakistan	DFID Pakistan has a large and diverse education portfolio. Programmes include sector support underpinned by the Roadmap approach, a media and advocacy campaign to encourage parents to demand better quality education from their politicians and an innovation fund to engage a range of stakeholders in education, including the private sector and social enterprises. Examples of approaches being supported include the amplification of Parent-Teacher Association voices to district and provincial level decision makers, making education budgets more effective and efficient through effective dissemination of budget allocations.
Rwanda	DFID Rwanda is supporting government to expand access and improve the quality of basic education. As co-chair of the education sector in Rwanda, DFID is working with the Ministry of Education to strengthen education planning and the decentralised delivery of education services. A results compact, designed as a component of sector budget support, rewards increases in student completion at primary and secondary level. Innovation for Education is supporting 26 grantees to pilot new ideas to improve the quality of education, whilst a capacity development fund is used to build the skills of education sector staff to deliver the National Education Sector Strategic Plan.
Sierra Leone	Through the Improving Schooling in Sierra Leone programme and complementary interventions, 500,000 students will be supported to achieve better learning outcomes. 1,450,000 children will benefit from having their learning assessed through a standardised test which teachers can use to monitor and improve progress and 514,286 children and their families will benefit from more effective monitoring which holds schools accountable. DFID Sierra Leone uses an integrated approach to education and development, supporting nutrition interventions such as the School Feeding programme which will extend to 110,000 children and their families in the poorest chiefdoms across the country.
South Sudan	DFID South Sudan is supporting government in improving access to alternative education with a focus on literacy and livelihood skills for children, youth and adults out of mainstream education. A number of interventions are underway, including the provision of textbooks for primary and alternative education which will support learning and reduce drop out. A girls' education programme uses information technology to increase access, retention, and learning for girls in primary and secondary school.

Country	Snapshot of activities
Tanzania	The education portfolio is being diversified with a major new programme to complement general and education sector budget support with the Education Quality Improvement Programme starting in mid-2013. It includes a major English Language Training component that is improving teachers' communications skills and delivering a foundation course in English to over 400,000 new secondary students annually. DFID Tanzania also supports civil society organisations and partners such as UWEZO to gather data on child literacy and numeracy rates to advocate for reforms.
Uganda	The focus of DFID support in Uganda is to increase the number of primary school drop outs able to return to education. 8,000 children were supported to return to school in 2011-12. Through UN Programmes in 2012, DFID supported 1,649 children to return to school.
Zambia	The Education Sector Support programme blends sector budget support, technical assistance and active policy dialogue to support the Zambian government's financial and related service delivery systems. The programme's focus is on strengthening effectiveness down to school level to improve the learning and teaching environment and the participation of girls and vulnerable groups.
Zimbabwe	DFID's education portfolio in Zimbabwe supports improvements in both access and quality. The 4-year Education Transition Fund II encompasses a range of objectives including developing a national system of school improvement grants. DFID also supports the Basic Education Assistance Module, which ensures access to primary education for 338,000 orphans and vulnerable children through payment of fees. In 2012, DFID funded Camfed for a 4 year period to provide bursaries and support to 24,000 girls to remain in secondary education.

End Notes

¹ The paper is aimed at a range of professional colleagues working in education, governance, health, nutrition and other areas of development across different organisations and countries. The paper stops short of being a full education strategy and so does not contain new policy or a full reflection of the whole of the UK government's education investments in developing countries.

The paper re-affirms the UK's contribution to education in developing countries and responds to recent reports by the [National Audit Office](#), the [Independent Commission for Aid Impact](#) and the [Global Campaign for Education](#). The paper explains why and how DFID invests in education and the results the UK is committed to achieve in the period 2010 to 2015. It describes the approach that underlies the commitments and activities already articulated in the UK government's overall aid strategy - [UK aid: changing lives, delivering results](#) – and [DFID's Strategic Vision for Girls and Women](#).

² The Universal Declaration of Human Rights (1948) and the United Nations Convention on the Rights of the Child (1989) recognise a child's right to an education.

Some evidence suggests that countries with better educated female populations are more capable of adapting to environmental change (Blankespoor, B., Dasgupta, S., Laplante, B., & Wheeler, D. (2010). "Adaptation to climate extremes in developing countries: the role of education", *World Bank Policy Research Working Paper Series*.

³ Households with more education are better able to cope with economic shocks and more able to take advantage of new opportunities. Frankenberg, E., Smith, J. and Thomas, D. (2003). "Economic Shocks, Wealth, and Welfare", *The Journal of Human Resources* 38 (2): 280–321; and Corbacho, A., Garcia-Escribano, M., and Inchauste, G. (2007). "Argentina: Macroeconomic Crisis and Household Vulnerability", *Review of Development Economics*, 11 (1): 92–106.

⁴ Hawkes, D., & Ugur, M. (2012). "Evidence on the Relationship Between Education, Skills and Economic Growth in Low-income Countries", Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre)

Hanushek, E., & Woessmann, L (2008) "The Role of Cognitive Skills in Economic Development." *Journal of Economic Literature* 46 (3): 607–68

⁵ There is a range of evidence from robust experimental single country studies to macro-level cross-country correlations on the relationship between education and open economies and open societies. This includes education's role in helping citizens co-ordinate to develop institutions (Blattman, Hartman, Blair, 2012), influencing demand and respect for property rights (Jakiela et al., 2010) and amplifying the economic impact of stronger property rights and trade openness (Hanushek & Woessmann, 2008).

Studies have identified a positive correlation between higher education and good governance (Brannelly, Lewis, Ndaruhutse, 2011). There are direct correlations between education and democracy, political stability, rule of law, fertility change and improved health of workers evidenced in a range of single country studies including (Humphreys & Weinstein, 2008).

The causal evidence on the relationship between education and institutions is contested, see for example: (La Porta, Lopez-de-Silanes, Shleifer et al., 1998); (Glaeser et. al., 2004); (Acemoglu, Robinson, Johnson, 2001)

Acemoglu, D., Robinson, J.A. (2001). "A theory of political transitions". *American Economic Review* 91, 938–963.

Blattman, C.; Hartman, A. & Blair, R. (2012) "Building institutions at the micro-level: Results from a field experiment in property dispute and conflict resolution"

Brannelly, L., Lewis, L., & Ndaruhutse, S. (2011). "Learning and Leadership: Exploring the linkages between higher education and developmental leadership", *DLP Research Paper*, 18.

Glaeser, E.L., et al., (2004). "Do institutions cause growth?" *Journal of Economic Growth* 9, 271–303.

Jakiela, P.; Migeul, E. & te Velde, V. (2010) "You've Earned It: Combining Field and Lab Experiments to Estimate the Impact of Human Capital on Social Preferences", NBER Working Paper No. 16449

López de Silanes, F., La Porta, R., Shleifer, A., & Vishny, R. (1998). "Law and finance", *Journal of political economy*, 106, 1113-1155.

⁶ Education For All, Global Monitoring Report (June 2013) Policy Paper 09, "Schooling for millions of children jeopardized by reductions in aid", Paris: UNESCO

⁷ Education For All, Global Monitoring Report (2012), Paris: UNESCO

⁸ There is an extensive body of evidence on the importance of learning to read and to develop numeracy skills from early childhood through primary and beyond. Reading skills in early primary can be predictive of a child's ability to read five or even ten years later (Scarborough, 2001; Cunningham & Stanovich, 1997; Juel, 1988). Decades of language acquisition research show that children who become literate and fluent in their first language have better outcomes for overall language, cognitive development and academic achievement (Ball, 2011). Early mathematical knowledge has been shown to be a primary predictor of later academic achievement in both reading and mathematics (Duncan et al, 2007).

Research suggests that social and emotional development is important not only for relationships but also for cognitive development and academic achievement in the early school years (Romano et al., 2010), as well as school completion and social adjustment in later years (Parker & Asher, 1987).

The [Learning Metrics Taskforce](#) presents a global frame of seven learning domains in its report – "[Toward Universal Learning: What Every Child Should Learn](#)" (February 2013).

Ball, J. (2011). "A Pseudo-Deterministic Model of Human Language Processing", in *Proceedings of the 2011 Cognitive Science Society Conference*.

Cunningham, A. E., & Stanovich, K. E. (1997). "Early reading acquisition and its relation to reading experience and ability 10 years later", *Developmental psychology*, 33(6), 934-945

Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P., & Japel, C. (2007). "School readiness and later achievement", *Developmental psychology*, 43(6), 1428-1446.

Juel, C. O. N. N. I. E. (2006). "The impact of early school experiences on initial reading", *Handbook of early literacy research*, 2, 410-426.

Parker, J. G., & Asher, S. R. (1987). "Peer relations and later personal adjustment: Are low-accepted children at risk?", *Psychological bulletin*, 102(3), 357.

Romano, D. M. et al. (2010). "Post traumatic stress, context, and the lingering effects of the Hurricane Katrina disaster among ethnic minority youth", *Journal of abnormal child psychology*, 38(1), 49-56.

Scarborough, H. (2001). "Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice" in S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 97–110). New York: Guilford Press.

⁹ Figure 1 is an organising framework designed to communicate the priority areas for DFID investment to improve learning outcomes. It is in these areas that DFID invests, works with others, and aims to affect change through its education portfolio as well as through its health, nutrition, governance and social development programmes.

¹⁰ Clarke, M. (2012). "What matters most for student assessment systems: A framework paper", *SABER–Student Assessment Working Paper*, (1).

¹¹ Research demonstrates a strong link between high-quality, formative classroom assessment activities and better student educational achievement. A synthesis of over 250 empirical studies from around the world shows student gains

of 0.5 to 1 standard deviation on standardised tests with largest gains by low achievers (Black, P., and William, D., (1998) "Assessment and Classroom Learning", *Assessment in Education: Principles, Policy and Practice* 5(1) pp 7-73)

¹² An education system is understood here to include "the full range of learning opportunities available in a country, whether they are provided or financed by the public or private sector, including formal and nonformal programmes" (World Bank, 2011:29)

¹³ Fullan, M. (2005) "Leadership & Sustainability: System Thinkers in Action", Thousand Oaks, CA: Corwin Press.

Mourshed, M., C. Chijioke, and M. Barber (2010) "How the World's Most Improved School Systems Keep Getting Better", McKinsey & Company.

¹⁴ A synthesis report on evidence-based reading projects drawn from a wide range of quantitative and qualitative research, including some experimental evaluation - Comings, J.P. (2012) "Evidence-based Reading Projects", Version 1, USAID

¹⁵ Naudeau et al. (2010). "Investing in Young Children: An Early Childhood Development Guide for Policy Dialogue and Project Preparation", *World Bank: Washington DC*;

Heckman, J. (2008). "Schools, Skills and Synapses", *IZA Discussion Paper Series* 3515, Bonn: Germany;

Walker, S., Wachs, T., Grantham-McGregor, S. et al. (2011). "Inequality in early childhood: risk and protective factors for early child development", *The Lancet* Vol. 378 pp 1325 – 1338.

¹⁶ Grantham-McGregor, S., Bun Cheung, Y., Cueto, S. et al. (2007). "Developmental potential in the first 5 years for children in developing countries", *The Lancet* Vol. 369 pp 60-70

¹⁷ This narrative is underpinned by the findings of the European Commission project 'Guidance on Political Economy Analysis in Education in Fragile Situations' which was managed and implemented by CfBT Education Trust in 2011. The purpose of the project was to adapt, apply and share practical experiences of political economy analysis in the education sector. The findings of the project draws on a literature review (Boak, 2011) *Education in Fragile Situations: A Review of Political Economy and Conflict Analysis Literature and Tools* and political economy analyses of the education sector in 4 countries. More information about the project can be found on <http://capacity4dev.ec.europa.eu/political-economy/searchgroup/education>

¹⁸ See for example: INEE. (2010). "The Multiple Faces of Education in Conflict-affected and Fragile Contexts", Paris: UNESCO-IIEP; and Ndaruhutse, S. (ed.), (2012), "State-Building, Peace-Building and Service Delivery in Fragile and Conflict-Affected States: Literature Review – Final Report", Reading: CfBT Education Trust, Practical Action Consulting and Save the Children. See also endnote 19 on the education and conflict relationship as well as UNESCO, E. F. A. (2011). *Global Monitoring Report 2011: the hidden crisis: Armed conflict and education*, UNESCO: Paris.

¹⁹ Education For All, *Global Monitoring Report* (2012) "Global Monitoring Report 2012: Youth and Skills: Putting Education to Work", UNESCO, Paris

²⁰ These types of disadvantage relate to location, ethnicity and low socio-economic status.

Lewis, M. and Lockhead, M. (2007). *Inexcusable Absence: Why 60 million girls aren't in school and what to do about it*, Center for Global Development

²¹ Psacharopoulos, G., & Patrinos, H. A. (2004). "Returns to investment in education: a further update", *Education economics* 12(2), 111-134.)

²² Education For All, *Global Monitoring Report*, World Inequality Database in Education - See <http://www.education-inequalities.org/>

²³ Education For All, *Global Monitoring Report* (2010) "Reaching the marginalised", UNESCO, Paris

²⁴ Gakidou, E., K. Cowling, R. Lozano, and C. Murray. (2010). "Increased Educational Attainment and its Effect on Child Mortality in 175 Countries between 1970 and 2009: A Systematic Analysis." *The Lancet* 376 (9745): 959–74.

²⁵ Research in India has shown that states with the highest percentage of women in the labour force saw faster economic growth and the largest reductions in poverty from 1990 to 2005. Timothy Besley, Robin Burgess and Berta Esteve-Volart (2005), "Operationalising pro-poor growth: A country case study on India." Joint initiative of AFD, BMZ, DFID and the World Bank cited in Tornqvist, A. and C. Schmitz (2009) Women's economic empowerment: scope for Sida's engagement Working Paper December. Stockholm: SIDA.

²⁶ Hoddinott, J.; Maluccio, J.; Behrman, J.; Flores, R.; Martorell, R. (2008). "Effect of a nutrition intervention during early childhood on economic productivity in Guatemalan adults", *The Lancet*, Vol. 371 pp 411-416

Heckman, J. J. (2008). "Schools, skills, and synapses", *Economic inquiry*, 46(3), 289-324.

²⁷ Walker, S.; Wachs, T.; Grantham-McGregor, S. et al. (2011). "Inequality in early childhood: risk and protective factors for early child development", *The Lancet*, Vol. 378 pp 1325 – 1338

²⁸ Cunha, F., Heckman, J. J., Lochner, L., & Masterov, D. V. (2006). "Interpreting the evidence on life cycle skill formation", *Handbook of the Economics of Education* 1, 697-812.

²⁹ Education For All, Global Monitoring Report (2012), Paris: UNESCO. The Global Monitoring report defines '**foundation skills**' as the literacy and numeracy skills necessary for getting work that can pay enough to meet daily needs. These skills are a prerequisite for continuing in education and training, and for acquiring transferable, technical and vocational skills that improve the chance of achieving employment. '**Transferable skills**' are the skills needed to adapt to different work environments in a fast changing employment landscape. These skills include the ability to solve problems, communicate ideas, show leadership and think creatively and innovatively. '**Technical and vocational skills**' are the specific set of skills needed for jobs that require technical know-how, for example computer skills, agricultural knowledge or the ability to use a sewing machine.

³⁰ World Bank (2012) [World Development Report 2013: The Jobs Challenge](#), World Bank: Washington DC

³¹ World Bank (2012) [World Development Report 2013: The Jobs Challenge](#), World Bank: Washington DC

³² Basic education is understood as primary plus lower secondary.

³³ DFID priority countries in education: Afghanistan, Bangladesh, Burma, Democratic Republic of Congo, Ethiopia, Ghana, Kenya, India, Malawi, Mozambique, Nepal, Nigeria, Occupied Palestinian Territories, Pakistan, Rwanda, Sierra Leone, South Sudan, Tanzania, Uganda, Zambia, Zimbabwe.

³⁴ Of DFID's 28 focus countries, the following 21 are considered to be fragile or conflict-affected: Afghanistan; Bangladesh; Burma; DR Congo; Ethiopia; Kenya; Liberia; Malawi; Nepal; Nigeria; Occupied Palestinian Territories; Pakistan; Rwanda; Sierra Leone; Somalia; Sudan; South Sudan; Tajikistan; Uganda; Yemen and Zimbabwe. DFID identifies countries as fragile or conflict affected by assessing a wide range of political, social, economic and security factors. It draws on data from the World Bank's Country Policy and Institutional Assessment (CPIA), the Failed States Index and the Uppsala list of countries recently affected by conflict. The list of countries identified as fragile or conflict affected was updated in May 2011 and will be formally reviewed every two years.

³⁵ See endnote 8 for references on the importance of reading as it relates to subsequent learning. "Literacy and communication" is one of the seven domains of learning presented in a global frame of learning domains by the [Learning Metrics Taskforce](#) in its report – "[Toward Universal Learning: What Every Child Should Learn](#)" (February 2013)

³⁶ DFID supports [ASER](#) (Annual Status of Education Report) in Pakistan and [UWEZO](#) (meaning 'capability' in Kiswahili) in Tanzania and Kenya.

³⁷ Further information on ESSPIN is available [online](#), including the ESSPIN [Composite Survey Full Technical Report](#) and the ESSPIN [Composite Survey Gender Analysis of Key results](#)

³⁸ Rwanda Education Resilience Approaches Country Report (2013), World Bank: SABER

³⁹ Ndaruhutse, S. (ed.). (2012). "State-Building, Peace-Building and Service Delivery in Fragile and Conflict-Affected States: Literature Review – Final Report", Reading: CfBT Education Trust, Practical Action Consulting and Save the Children.

⁴⁰ This includes research into home and school environments and their effect on learning.

⁴¹ Innovation for Education is funding 26 grantees from civil society and the private sector across 6 funding themes. Handicap International and ADRA are supporting the inclusion of students with special needs in education.

⁴² Choice/control: girls who complete primary education are more than twice as likely to use condoms. Girls who complete secondary education are between four and seven times more likely to use condoms. Girls who go onto further and higher education are seven times more likely to use condoms. Girls who complete secondary school are up to five times less likely to contract HIV than girls with no education. (Hargreaves, J., & Boler, T. (2006). "Girl power: the impact of girls' education on HIV and sexual behaviour", *ActionAid International*)

Girls' attendance in formal school during adolescence is correlated with delayed sexual initiation, later marriage and childbearing, lower rates of HIV/AIDS and other reproductive morbidities, fewer hours of domestic and/or labour market work, and greater gender equality (Lloyd, Cynthia B. (ed.). (2005). "Growing Up Global: The Changing Transitions to Adulthood in Developing Countries", *National Research Council and Institute of Medicine, Panel on Transitions to Adulthood in Developing Countries*, Washington, DC: National Academies Press)

Girls attending formal school at between ages 15 and 17 are much less likely to have had premarital sex than their same-age peers who are not attending school (Lloyd forthcoming). While these effects appear to exist regardless of school quality, it is also apparent that school quality can enhance these effects, particularly those aspects of school quality that relate to gender attitudes and behaviours on the part of teachers.

On voice: Basu and King (2001)'s study in Bangladesh finds that educated women are three times more likely to participate in political meetings and are also more likely to speak up during the proceedings. Studies in Africa with similar results include Moehler (2007) in Uganda, and Logan and Bratton (2006), who find a positive correlation between education and political participation using AfroBarometer individual-level survey data from fifteen African countries. (Friedman, W., Kremer, M., Miguel, E., Thornton, R. (2011). "Education as Liberation?" NBER Working Paper No. 16939)

Logan, C., & Bratton, M. (2006). "The political gender gap in Africa: Similar attitudes, different behaviors", *Michigan State University: Afrobarometer Working Paper*, (58).

Moehler, D. C. (2007). "Private Radio and Media Effects in Africa".

⁴³ Women (relative to men) have lower market returns to primary school completion, relative to no schooling, but higher returns to secondary schooling, relative to primary school completion, than men. Specifically, while the returns to primary school completion in terms of discounted future earnings for men are estimated to be 20%, they are only 13% for women. By contrast, the returns for men to the completion of formal secondary schooling are 14%, while women can expect to receive returns averaging 18%. (Patrinos, H. (2008). "Returns to education: The gender perspective", *Girls' Education in the 21st Century: Gender Equality, Empowerment and Economic Growth*. Washington, DC: The World Bank, 53-661)

In studies in settings as diverse as Ghana, South Africa, Nepal, and Guatemala, evidence is mounting that literacy skills, when acquired in school and retained after school exit, are strongly linked to fertility and child health outcomes (Glewwe 1999; LeVine et al. 2004; Khandke et al. 1999).

Glewwe, P. (1999). "Why does mother's schooling raise child health in developing countries? Evidence from Morocco", *Journal of human resources*, 124-159.

Khandke, V.; Pollitt, E. & Gorman, K. (1999) "The Role of Maternal Literacy in Child Health and Cognitive Development in Rural Guatemala", Education Resources Information Centre.

LeVine, R; LeVine, S.; Rowe, S. & Schnell-Anzola, B. (2004) "Maternal literacy and health behaviour: a Nepalese case study", *Social Science & Medicine*, Volume 58, Issue 4, 863–877.

⁴⁴ The fifteen programmes awarded funding in the Step-Change phase of the Girls Education Challenge are: BRAC (Sierra Leone), Plan International (Sierra Leone), International Rescue Committee (DRC), Save the Children (Ethiopia and Mozambique), Camfed (Tanzania & Zimbabwe) World University Service, Canada (Kenya), Aga Khan Foundation (Afghanistan), Child Hope (Ethiopia), Agency for Technical Cooperation and Development (Afghanistan), WorldVision,UK (Zimbabwe), CfBT (Kenya), Relief International (Somalia), Care (Somalia).

⁴⁵ By 2015, GPE and DFID will be supporting nine of the twelve countries in the world with the largest numbers of out of school children. Of these, DFID will be relying on GPE to reach four of them (Cote d'Ivoire, Burkina Faso, Niger and Mali).

⁴⁶ GPE partner countries are more likely to assess learning outcomes and do so more often than non-GPE countries. 68% of girls in GPE-supported countries completed primary school in 2010, compared to 56% in 2002. All five countries supported at GPE's last allocations round were fragile. Over half of GPE's funding is currently allocated to fragile states.

⁴⁷ Lagos Private School Census 2010-2011, ESSPIN <http://www.esspin.org/index.php/search/reports?q=LG+501>

⁴⁸ A range of studies have explored the relationship between low-fee private provision and learning outcomes, in diverse country contexts. The effects are not uniform across contexts and empirical findings remain inconclusive. However, some recent quantitative studies have shown a significant achievement-advantage for students attending private, fee paying schools even after social background is taken into account. Much of this research comes from India and Pakistan, including French and Kingdon (2010) and Desai et al (2008). Javaid et al's (2012) study in Pakistan finds that although controlling for a range of covariates causes the private school premium to decline, even with the most stringent analyses private schools are no worse than government schools, with much lower levels of inputs. It should be noted that many studies are unable to account for *unobserved* selection, on attributes such as parental choice of who within the family attends private school, and the effort they put into improving the home environment for these children.

Desai, S., Dubey, A., Vanneman, R., & Banerji, R. (2008). *Private Schooling in India: A New Educational Landscape*. Maryland: University of Maryland.

French, R., & Kingdon, G. (2010). *The relative effectiveness of private and government schools in Rural India: Evidence from ASER data*. London: Institute of Education.

Javaid, K., Musaddiq, T., & Sultan, A. (2012). *Prying the Private School Effect: An Empirical Analysis of Learning Outcomes of Public and Private Schools in Pakistan*. Lahore: University of Management Sciences (LUMS) Department of Economics.

⁴⁹ The virtual platform operates through four connected channels: a database profiling education innovations from pre-school to skills; a document library containing research and evidence on education innovations; a virtual platform for education funders; and education communities of practice.

⁵⁰ The 2012 update will be published soon at www.parliament.uk

⁵¹ Heckman, J. J. (2008). "Schools, skills, and synapses", *Economic inquiry*, 46(3), 289-324.

Naudeau, S., Kataoka, N., & Valerio, A. (2011). *Investing in young children: An early childhood development guide for policy dialogue and project preparation*. World Bank Publications.

⁵² Engle, P. et al. (2011) *Strategies for reducing inequalities and improving development outcomes for young children in low-income and middle-income countries*, *The Lancet*, Vol. 378 pp 1339 – 1353

⁵³ World Bank Publications. (2012). *World Development Report 2013: Jobs*. World Bank Publications.

⁵⁴ Hawkes, D., & Ugur, M. (2012). "Evidence on the Relationship Between Education, Skills and Economic Growth in Low-income Countries". Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre).

⁵⁵ IFC Jobs Study (January 2013) *Assessing Private Sector Contributions to Job Creation and Poverty Reduction*, International Finance Corporation, Washington, DC

⁵⁶ Bloom, D. E., Canning, D., & Chan, K. (2006). *Higher education and economic development in Africa* (No. 102). Washington, DC: World Bank.

⁵⁷ GSMA Africa Mobile Observatory 2011 report

⁵⁸ Based on data from the United Nations, Department of Economic and Social Affairs, *UN Population Division. World population prospects, the 2010 revision*. New York, NY: United Nations, 2010.

⁵⁹ Participants included Australian Government Overseas Aid Program (AusAid), Center for International Cooperation in Education Development (CICED), Canadian International Development Agency (CIDA), Department for International Development (DFID), German Agency for International Cooperation (GIZ), Global Partnership for Education (GPE), Inter-agency Network for Education in Emergencies (INEE), International Institute for Educational Planning (IIEP), OECD, UNESCO, UNICEF, United States Agency for International Development (USAID), and the World Bank.

⁶⁰ The activities and programmes presented in this table provide an illustration of education activities and programmes supported in DFID priority countries but do not represent the full range of education programmes and support to each individual country. For further information on DFID programmes in each of its priority countries, please visit the [DFID website](#).

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