

**DFID Management Response to Independent Commission for Aid Impact recommendations on:**

**DFID's Education Programmes in three East African countries, 2005 - 2015**

ICAI Recommendation	Accept/ Partially Accept /Reject	Action already taken	Action to be taken	Target date
<p><b>Recommendation 1:</b> DFID should revise its 2010 strategy for education to ensure that learning outcomes are at the heart of its support through all levels of the education delivery chain.</p>	<p>Partially Accept</p>	<ul style="list-style-type: none"> <li>• The DFID 2010 'Learning For All' Education Strategy puts improving the quality of learning at the heart of DFID's education strategy</li> <li>• DFID's Business Plan 2011-15 commits us to improving not just access but also educational outcomes for poor children as measured by the following indicator: "Number of DFID supported countries showing improvement in the proportion of children that can read with sufficient fluency for comprehension in early grades".</li> </ul>	<p>1. In accordance with the Secretary of State's stronger focus on quality of learning, DFID will develop and publish a Position Paper which will provide the detail on our approach to improving the quality of education (instead of revising the 2010 strategy).</p>	<p>End of 2013</p>
<p><b>Recommendation 2:</b> DFID should revise its pilots on results-based aid by working with</p>	<p>Reject</p>	<ul style="list-style-type: none"> <li>• DFID's approach is to design each payment by results (PBR) pilot on a case by case basis, tailoring the instrument to the context, and</li> </ul>	<p>2. We accept the spirit of the recommendation that district and school level incentives are important. The existing pilots are already up and</p>	<p>End of 2014</p>

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<p>ministries of education to introduce a results focus into national funding for districts and schools.</p>		<p>ensuring that it is most likely to deliver value for money. The <a href="#">Ethiopia Business case</a> is an example of where the national level incentive mechanism was judged to be the most appropriate instrument in the given context.</p> <ul style="list-style-type: none"> <li>• DFID is piloting sub-national PBR where this is appropriate, as is the case in our Uganda pilot.</li> <li>• Rigorous independent evaluation is built into each PBR pilot to ensure that we build an evidence base of how PBR operates and that we learn effectively from this innovative work.</li> </ul>	<p>running and it would be poor value for money to redesign them now. However, DFID will explore the scope for a new pilot in Tanzania which would introduce a results focus into national funding for districts and schools, as ICAI propose.</p>	
<p><b>Recommendation 3:</b> DFID should continue to expand its support for communities to enable them to monitor and promote education, so as to encourage accountability, the</p>	<p>Accept</p>	<ul style="list-style-type: none"> <li>• In Ethiopia, community engagement in education is being promoted through the school improvement planning process in the General Education Quality Improvement Programme (GEQIP) and the social accountability component of the Protection of Basic Services Programme (PBS).</li> </ul>	<p>3. DFID will consider further options to enable communities to monitor education expenditure and outcomes.</p>	<p>October 2012</p>

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<p>widest possible participation and public debate.</p>		<ul style="list-style-type: none"> <li>• In Rwanda, DFID has committed £10 million within the current Rwanda Education Sector Programme to launch an Innovation Fund to support non-governmental organisations to demonstrate innovative approaches to improving the quality of education. From August 2012, there will be an Empowerment and Accountability thematic window within the Fund.</li> <li>• DFID Rwanda also provides £5.13 million to the Public Policy Information, Monitoring and Advocacy (PPIMA) programme, which supports civil society and citizens in four target districts to actively participate in and influence national and local level policies and hold leaders to account. One of the main mechanisms introduced to do this is a community score card to help the views of women and other vulnerable groups carry weight in policy making, implementation and advocacy.</li> </ul>		

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		<ul style="list-style-type: none"> <li>• In Tanzania, improving accountability and support to communities is being supported through three national NGOs:               <ol style="list-style-type: none"> <li>1. HakiElimu which focuses on improving sub-national accountability and citizen advocacy for improved education;</li> <li>2. The annual national UWEZO literacy and numeracy survey</li> <li>3. TWAVEZA, which is improving access to and transparency of financial data.</li> </ol> </li> </ul>		
<p><b>Recommendation 4:</b> DFID should strengthen its capacity building in ministries of education to improve the value for money of their education systems. This should involve enhanced</p>	Partially accept	<ul style="list-style-type: none"> <li>• DFID is working to improve national data systems in all countries where we have education programmes<sup>[1]</sup>. This includes strengthening Education Management Information Systems in 14 countries - systems designed to collect data on enrolment, retention, drop-out and completion, and provide</li> </ul>	<p>4. In line with the Secretary of State's strong focus on value for money, DFID will offer capacity building for education Ministries and respond to all reasonable requests for it. The precise arrangements in each case will be agreed with the relevant Ministry of Education.</p>	April 2013

<sup>[1]</sup> With the exception of Burma. DFID may also decide not to support EMIS in countries where another Agency is doing this (eg UNICEF in Sierra Leone).

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<p>analysis (including tracking funds and comparing in-country unit costs and learning outcomes), evaluation, forecasting and application of international good practice.</p>		<p>information on the flow of students through the system. DFID is also supporting alternate measures of collecting data on additional indicators – such as sample surveys of early grade reading and teacher attendance.</p> <ul style="list-style-type: none"> <li>• In Ethiopia, through the General Education Quality Improvement Programme (GEQIP), DFID and other donors have invested over \$400 million dollars in the improvement of general education quality since 2009. Results from this have included significantly improved capacity at both federal and decentralised levels of government to improve education planning and monitoring. DFID funded an education public expenditure review in 2010 which was an important contribution to Ethiopia's five year education plan (2011 – 2015).</li> <li>• In consultation with the Ministry of Education, DFID Rwanda will propose</li> </ul>		

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		<p>that the Capacity Development Fund be used to support improved economic skills in data analysis and forecasting. DFID has promoted the development of reading standards in the primary school system (Joint Review of the Education Sector, May 2012). This will enable the cost per child with minimum standards of reading to be reported against.</p> <ul style="list-style-type: none"> <li>• Strengthening Government capacity is a central focus on DFID's support to the education sector in Tanzania through general and sector budget support and the new programmes.</li> </ul>		