

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

Follow-up of ICAI Reviews from Years 1, 2 and 3 (July 2015)

ICAI Recommendation	Accept/Partially Accept/Reject	Action already taken	Action to be taken	Target date
<p>Recommendation 1: Education: DFID should intensify its support for governments to set targets and timelines which reflect realistically achievable rates of improved educational attainment, in other words, not just more but better education. This would include the scaling-up of teacher training.</p>	<p>Partially Accept</p>	<ul style="list-style-type: none"> • There is ongoing work across DFID’s bilateral portfolio on work to support national learning assessment systems (e.g. DFID India’s support for India’s National Achievement Survey), teacher development and evaluations to better understand what works to improve learning outcomes in resource poor contexts. • In Nigeria, where there is no national system to assess learning, DFID is supporting State Governments to conduct comparable and regular learning assessment, along with teacher competency assessment through its education programmes. • In Pakistan, DFID is supporting six monthly learning assessments and 	<p>1. Scaling up teacher education is one of several possible responses to poor learning outcomes. We will continue to consider support for teacher education on a case by case basis</p>	<p>December 2016</p>

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		<p>the setting of annual learning targets to deliver Punjab's 2018 vision. DFID support also provides mentoring and Continuous Professional Development to teachers, ensuring feedback loops from assessment results on weak areas of learning.</p>		
<p>Recommendation 2: Education: DFID should encourage governments to have clear goals aimed at limiting inequities in resource distribution, for example through linking funding to reductions in very high pupil: teacher ratios.</p>	<p>Accept</p>	<ul style="list-style-type: none"> • The ICAI report cites innovative practice in Tanzania, with reference to the payments for improvements in Pupil Teacher Ratio equity, inter and intra-district (paragraphs 2.19 and 2.26). • In Pakistan, DFID is providing support on: teacher rationalisation and the reduction of multigrade teaching; the use of data to ensure equity in planning at the district level; regular expenditure tracking; prioritising low performing districts. • DFID is providing support to the UNESCO Institute of Statistics, the 	<p>2. DFID will continue to encourage partner governments to address inequities, and will facilitate the sharing of best practice between countries.</p>	<p>April 2017</p>

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		<p>UNESCO Global Monitoring Report and PISA for Development to improve the quality and availability of disaggregated data, its analysis and use – the Better Education Statistics for Improved Learning (BEST) programme.</p>		
<p>Recommendation 3: Education: DFID should intensify its support for local government to improve the use of data systems, quality control, analysis and performance review to support locally-determined actions for improving pupil learning. This should include key influencing factors, such as pupil and teacher attendance.</p>	<p>Partially Accept</p>	<ul style="list-style-type: none"> A number of country programmes are exploring innovative approaches to data collection on both teacher and student attendance (e.g. South Sudan, Mozambique) as well as systematic efforts to improve the use of data systems to support improved learning at the levels of government where the bottlenecks lie. The South Sudan Student Attendance Monitoring System using mobile phone technology is able to provide moderately accurate weekly data on attendance compared to traditional EMIS annual data capture. It also involves schools more in the actual 	<ol style="list-style-type: none"> DFID programmes will look to strengthen government capacity to use data on key indicators to improve pupil performance, based on analysis of at which level of government there are bottlenecks. DFID will draw on DFID's new 8-year (2014-2022) research programme on education systems (RISE) to better understand how education systems work to deliver improved learning and to incentivise improved use of data at all levels. 	<p>April 2017</p>

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		<p>transmitting of data.</p> <ul style="list-style-type: none"> In Nigeria, DFID is already supporting local governments to generate quarterly monitoring data on key education indicators, including the development and use of decentralised education management information systems. 		
<p>Recommendation 4: Learning: DFID should ensure that its learning improvement initiatives and plans are consistently driven forward, with realistic timescales for change. In particular that staff spend more time engaged more directly with delivery partners and beneficiaries and that specific incentives are put in place to reward managers for encouraging and using</p>	Partially Accept	<ul style="list-style-type: none"> DFID has undergone an internal process of reflection and consultation to address some of the challenges raised. The Learning Group has brought together those working on learning within DFID, and the group has been supported by a network of learning champions from across the organisation to identify specific barriers to effective learning. The Learning Group has set up four pilots, sponsored by the Departmental Board, each of which addresses a particular challenge to learning, covering: <ol style="list-style-type: none"> access to information. support for programmes to incorporate evidence into 	<p>5. Lessons from the four pilots will feed into DFID's Learning Strategy, which will be launched in Summer 2015. The strategy will aim to further embed learning across the organisation.</p>	December 2015

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staff feedback.		<p>programme design and delivery.</p> <p>(3) incorporating learning more routinely into DFID's strategic decision-making.</p> <p>(4) benchmarking DFID's progress as a learning organisation.</p>		
<p>Recommendation 5: Child mortality in Kenya: There are risks to health outcomes in Kenya as a result of the pace and manner of DFID's decision to exit malaria work. DFID should balance this decision with an appropriate focus on ensuring that alternative funding sources are available to continue the provision of basic health supplies, such as bed nets, and that a commensurate investment in health systems strengthening is made.</p>	Partially Accept	<ul style="list-style-type: none"> • DFID funding (£3.6m) approved for additional malaria support that includes funding for bed net commodities (particularly for vulnerable groups - pregnant women and children under 1 year) for 2015/16. • Exit plan developed for ending malaria programmes. This includes action to sustain the gains by seeking to ensure that priority malaria gaps, particularly affecting women and children, are taken forward by others beyond 2016 where possible. This includes efforts to promote domestic financing for health, and for malaria. • DFID Kenya continues to support health system strengthening efforts through the maternal and newborn 	<p>6. The Kenyan Government will circulate its draft Health Financing Strategy in August 2015, for consultation with development partners. We will to use our experience, evidence, and influence as a key member of the Health Sector Working Group, to try to ensure it is soundly based. We will also aim to influence the Global Fund to ensure that they give priority in allocating resources to malaria control and health</p>	April 2016

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		health programme at the national level and in 6 focal counties. This programme continues until 2018.	systems strengthening for Kenya.	
<p>Recommendation 6: Girl Hub: We recommend that DFID should consider in depth whether ongoing funding is merited and either reach a decision to cease funding or consider extending the project for a year to enable the evaluation to be completed. A condition for this should be that the governance issues be resolved and that Nike Foundation provides detailed information on its in-kind contributions.</p>	Partially Accept	<ul style="list-style-type: none"> • DFID has considered in depth whether to continue funding to GirlHub (GH). • As planned DFID Policy Division's support to GH ended on 31 May 2015. • A formative external evaluation of GH is due to finish in July 2015. • A second phase of support for GH Ethiopia, (up to £11.8m) from June 2015 to May 2018, has recently been agreed. • DFID will not provide further financial support to GH Nigeria at this point. • A second phase of support for GH Rwanda (up to £4.2m), from June 2015 to May 2017, has recently been agreed. • In agreeing the second phase of 	<p>7. DFID will commission a due diligence assessment to inform management of the accountable grant for GirlHub Rwanda. This will include governance issues.</p>	July 2015

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		<p>support to GH Rwanda, the Nike Foundation has provided detailed information on its in-kind contributions to GH Rwanda. GH Rwanda will be accountable to DFID Rwanda for delivering results.</p>		
<p>Recommendation 7: Future follow-up: To improve the effectiveness of the follow-up process, DFID should engage directly with the ICAI team post publication to ensure that responses address the key issues raised; that there is greater consistency in how the terms 'accept', 'reject' and 'partially accept' are used; and that progress is tracked by DFID in a more rigorous and structured way.</p>	Partially Accept	<ul style="list-style-type: none"> DFID takes all ICAI reports seriously and treats each on its own merits responding to individual recommendations as appropriate. 	8. DFID will work with ICAI to agree appropriate post publication protocols.	October 2015