

IDC oral evidence session on Education – follow up information

1/ UK Education ODA spent through the EU

According to the latest available data, the UK's core contribution to the EU in 2015 was circa \$1.39 billion. About 4% (\$55,023,708) was spent on Education.

2/ Initial investments for Education Cannot Wait

Chad

Value of Investment: \$10,037,643.00

Thrust of Programme: Providing a sustainable access to inclusive and equitable basic education for children and youth affected by crises in Chad, based on the Education Cluster response strategy and in line with the Chad Ten-Year Plan for the Development of Education and Literacy

Direct Beneficiaries:

- 314,456 children and youth (153,393 in Year 1; 161,063 in Year 2) receiving scholastic kits and other minimum materials to gain and maintain access to formal education
- 54,000 children total (27,000 boys and 27,000 girls) attending school in one of four four-room schools
- 3,000 youths (15+ years) receiving non-formal basic education
- 2,400 children (9-14 years) receiving non-formal basic education at one of six new TVET centers
- 1,237 teachers receiving professional development training
- 576 teachers and 120 education officials receiving pilot community development training

TOTAL: 374,552

Syria

Value of Investment: \$15,017,400.00

Thrust of Programme:

- Strengthened capacity of the education system to deliver a timely, coordinated and evidence-based education response
- Improved access for girls/boys to equitable education and learning opportunities
- Improved quality and relevance of formal and non-formal education within a protective environment

Direct Beneficiaries:

- 65,000 out-of-school children (girls and boys, 5-17) receiving access to education
- 2,500 teachers and facilitators receiving professional development opportunities
- 850 local education authorities including in non-government-controlled areas and community members developing coordination capacity
- 81 education partners receiving training to strengthen coordination structures

TOTAL: 68,431

Indirect Beneficiaries:

- 60,000 students benefiting from teachers receiving professional development opportunities
 - 1.4 million children: benefitting from improved capacity of education authorities and community members
- TOTAL: 1,460,000

Who's Doing What Where:

- **Whole of Syria Education Focal Points (WoS)**, co-led by UNICEF and Save the Children, and the **Syria Education Development Partners Group (DPG)** will lead the establishment of an inclusive *Education Dialogue Forum* to ensure a unified and cooperative approach and resolve strategic and technical education issues, from synchronizing activities with education authorities to creating a space for dialogue to resolve key policy and technical issues.
- Three **Coordination Hubs** will coordinate interventions will be set up to ensure effective coordination of UN, international, and local organizations in response efforts: Damascus (Syria) for Government- and nongovernment-controlled areas; Gaziantep (Turkey) for non-government-controlled areas in the North; and Amman (Jordan) for non-government-controlled areas in the South.
- **Education authorities** will participate in education dialogue forums at Hub and community levels to help resolve key strategic and technical education issues.
- **Community members** will engage in “Back to Learning” campaigns aimed at encouraging parents and communities to send their children to school, as well as facilitate the establishment of PTAs for education quality, school improvement, and community support.

Yemen

Value of Investment: \$15,000,000.00

Thrust of Programme:

Help attain the goals of the Education Cluster plan by:

- Contributing to the provision of quality education opportunities for all children affected by conflict in both the targeted governorate and national levels
- Building the capacities of the Ministry of Education, at the central and local levels, and
- Building the capacities of local communities in the field of planning and response for the provision of education for all in the state of emergency.

Direct Beneficiaries:

- 263,388 children (147,017 boys and 116,371 girls) affected by conflict in four targeted governorates receiving access to safe, inclusive, and quality education
 - 3,369 educational personnel and local communities members receiving training to offer quality education in emergencies (2,317 males and 1,052 females)
- TOTAL: 266,757

Indirect Beneficiaries:

- 596,283 boys and 470,384 girls (total: 1,066,667 children) affected by conflict, including refugees, receiving access to safe, inclusive, and quality education
- 207,350 educational personnel and local communities members benefiting from improved education information management, planning, and data collection, as

well as engagement in education planning and training at the community level
 (121,003 males and 86,347 females)
TOTAL: 803,633

Ethiopia

Value of Investment: \$6,525,713.86

Thrust of Programme: Improve access to conflict-sensitive, risk-informed, and inclusive primary and secondary education for host and refugee children in Gambella and Benishangul-Gumuz regions

Direct Beneficiaries:

- 17,900 refugee girls and boys of primary and school age who will benefit directly through new facilities
- 50,168 refugee children who will benefit through the quality improvements brought to their schools and the underpinning community mobilization efforts
- 314 new refugee teachers will be recruited and deployed
- 900 teachers in primary refugee schools trained as against national standards
- 100 education sector officials trained

TOTAL: 69,382

Indirect Beneficiaries:

- Thousands of community members mobilized to participate in education planning and management

TOTAL: Not enumerated

Summary

Country	Investment	Direct Beneficiaries	Indirect Beneficiaries	Combined Beneficiaries
Chad	\$10,037,643.00	374,552	(not enumerated)	374,552
Syria	\$15,017,400.00	68,431	1,460,000	1,528,431
Yemen	\$15,000,000.00	266,757	803,633	1,070,390
Ethiopia	\$6,525,713.86	69,382	(not enumerated)	69,382
Totals	\$46,580,756.86	779,122	2,263,633	3,042,755

3/ Bilateral programme in Kenya

In defining our future support to education in Kenya, we considered needs in the sector and the UK's comparative advantage. Key factors in this analysis were:

- The high levels of public investment made in education by GoK;
- The significant progress made in Kenya on key sector indicators;
- The increases in aid to basic education from the WB, ADB and USAID; and
- The significant support to basic education provided by the UK through the GPE and GEC.

As a result of this, we concluded that the best win for Kenya and for the UK was for us to cease our bilateral funding for basic education. Instead, through a newly recruited Basic Services Adviser, we will focus our efforts on ensuring CMP and GPE support to education delivers the best results possible, and creates sustainable system reform in the areas of early learning and equitable access to decent education. We will continue to concentrate bilateral resources on skills development for young people and the development needs of adolescent girls.

4/ DFID's "hidden" spend on Pre-Primary Education

Brief Responses on School Readiness Programme, EQUIP-Tanzania

1. What is the School Readiness Programme and what is the scale?

The School Readiness Programme (SRP) was developed by the Government of Tanzania (Tanzania Institute for Education) and EQUIP-Tanzania, with support from the Aga Khan Foundation, to provide quality education to children marginalised by distance to primary school and Kiswahili language skills. It is a 16-week programme that aims to improve the readiness of these children to start primary effectively and at the right age by focussing on developing oral communication skills, confidence in approaches to learning in the classroom, socio-emotional competencies and building community demand for early years education. The centres are run by local volunteer Community Teaching Assistants (CTA) who have gone through a specially designed training process.

In 2015 the SRP began a pilot with a 12-week programme using play-based learning approaches built around 12 contextualised storybooks developed for this programme. 1,050 centres were established with a CTA trained for each and every centre was linked to its nearby mother school. CTAs were trained in 3 phases, 11 days in total and were supported by SMS messaging during the 12 weeks. 49,591 pupils enrolled in these pilot centres – far exceeding expectations. In 2016 the programme was expanded to 16 weeks, the number of centres expanded to 2,792 and the numbers enrolled grew to 160,000 children. New CTAs were provided with full training and continuing CTAs were given a refresher building on the learning from the pilot and all were provided with mobile phones for child safety, teaching tips and weekly monitoring given isolated locations.

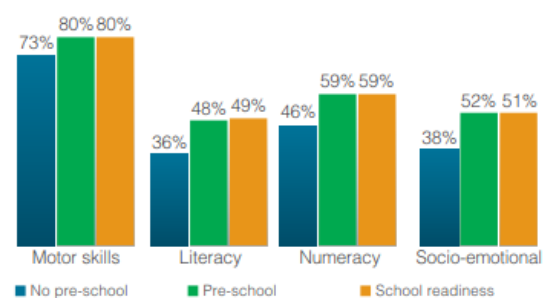


SRP Overview (*double click to open*)

2. What evidence of impact is there so far?

A small-scale learning assessment was completed in early 2016 to provide some concrete evidence of the impact of SRP on children at the beginning of Standard 1 in primary school. The learning assessment was done using the IDELA tool developed and internationally tested by Save the Children. It covers 22 items across four development domains: emergent literacy and language, emergent numeracy, gross and fine motor development and socio-emotional development. The pilot assessment was carried out in collaboration with University of Dodoma and Save the Children and was based on a sample of 326 children (158 boys and 168 girls) across two regions.

Figure 1. Results from pilot learning assessments conducted 2 months into Standard 1



The study reinforced anecdotal observations by finding that for all domains and many items within domains the SRP children scored similarly to those who had attended the formal pre-primary (usually at least for 12 months) and considerably higher than the children who had no access to pre-primary education. Figure 1 shows a summary of the findings across the four domains.

A large, more representative assessment is currently underway in relation to the 2016 SRP cohort. Evidence is also still being collected on transition rates from SRP to primary school. Results from a few areas in 2016 indicate 40-75% of SRP students have been able to transition despite the distance. We are also seeing centres being used as community immunisation locations in some places, as was suggested during centre formation and many communities are requesting satellite schools so pupils can continue their learning locally.

3. What has SRP cost to develop and implement?

The development of SRP began at the start of 2015 and implementation/assessment of the pilot phase ran until March 2016. From April 2016 preparations for the expansion took over. The main costs specific to SRP are listed below. In 2015 all costs went through the managing agent, but in 2016 training costs went through LGA decentralised funding.

It should be noted that this doesn't tell the whole story on cost as the effectiveness of SRP implementation is also linked to the system strengthening of the broader EQUIP-Tanzania input to the sub-national education management system, e.g. the motorbikes that have enabled WEO to travel more easily and the support given to schools who provide support and oversight to SRP centres. It also does not cover the costs of permanent EQUIP-Tanzania and GoT staff who have worked on SRP alongside other things.

Cost line	2015-16	2016-17	Total costs so far
	£	£	£
Overall costs	707,035	1,574,494	2,281,529
Training of Community Teaching Assistants and support structures	395,508	1,152,763	1,548,271
Big books and toolkits	64,695	212,002	276,697
Mobile phones and SMS messaging/monitoring	36,836	63,005	99,841
IDELA learning assessment	12,184	40,469	52,653
Technical Assistance	197,812	106,255	304,067

What is also not included in this cost analysis is the substantial level of voluntary community input, both financial and in kind such as: the CTA volunteer's time, the provision of porridge daily, stipends for the volunteer CTA and land or buildings for the centre to use.

Overall EQUIP-T has spent around £41.2m in the 2015/16 – 2016/17 period¹, thus SRP spending on pre-primary education represents approximately **5.5%** of overall expenditure. Whilst not generalisable across DFID's portfolio, it does illustrate likely under reporting of support to the pre-primary education sub-sector.

4. SRP unit costs

	2015/16	2016/17
Number of SRP Centres	1,050	2,792
Number of SRP Pupils Enrolled	49,591	160,000
Overall annual cost	£707,035	£1,574,494
Cost per centre	£673.37	£563.93
Cost per pupil	£14.26	£9.84

In 2016 it cost **£9.84** per child for 16 weeks, 4 days a week (64 days). That means just **£0.15** per child per day. The return is not just in the learning during the 16 weeks, but also in the potential impact that accessing quality pre-primary can have on various aspects of children's lives in the longer term.

In addition to value for money in relation to implementation, the influence of the SRP on national approaches to pre-primary improvement, e.g. wider use of SRP storybooks and influence of SRP competency framework and training approaches, adds further value across the system.

¹ <https://devtracker.dfid.gov.uk/projects/GB-1-203363> data extracted 31/3/2017