



DEBATE PACK

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Global education before the G20 Summit

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The proceedings of this debate can be viewed on [YouTube](#)

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1. Summary

The [redacted] is taking place in Hamburg on 7-8 July 2017. Fostering sustainable development is one of the [redacted] of the current presidency of the Federal Republic of Germany. However, unlike health and women's empowerment, promoting inclusive and quality education for all – Sustainable Development Goal 4 - does not feature explicitly in its priorities. Former Australian Prime Minister Julia Gillard [redacted] this a "gap in the G20 agenda".

According to the [redacted]:

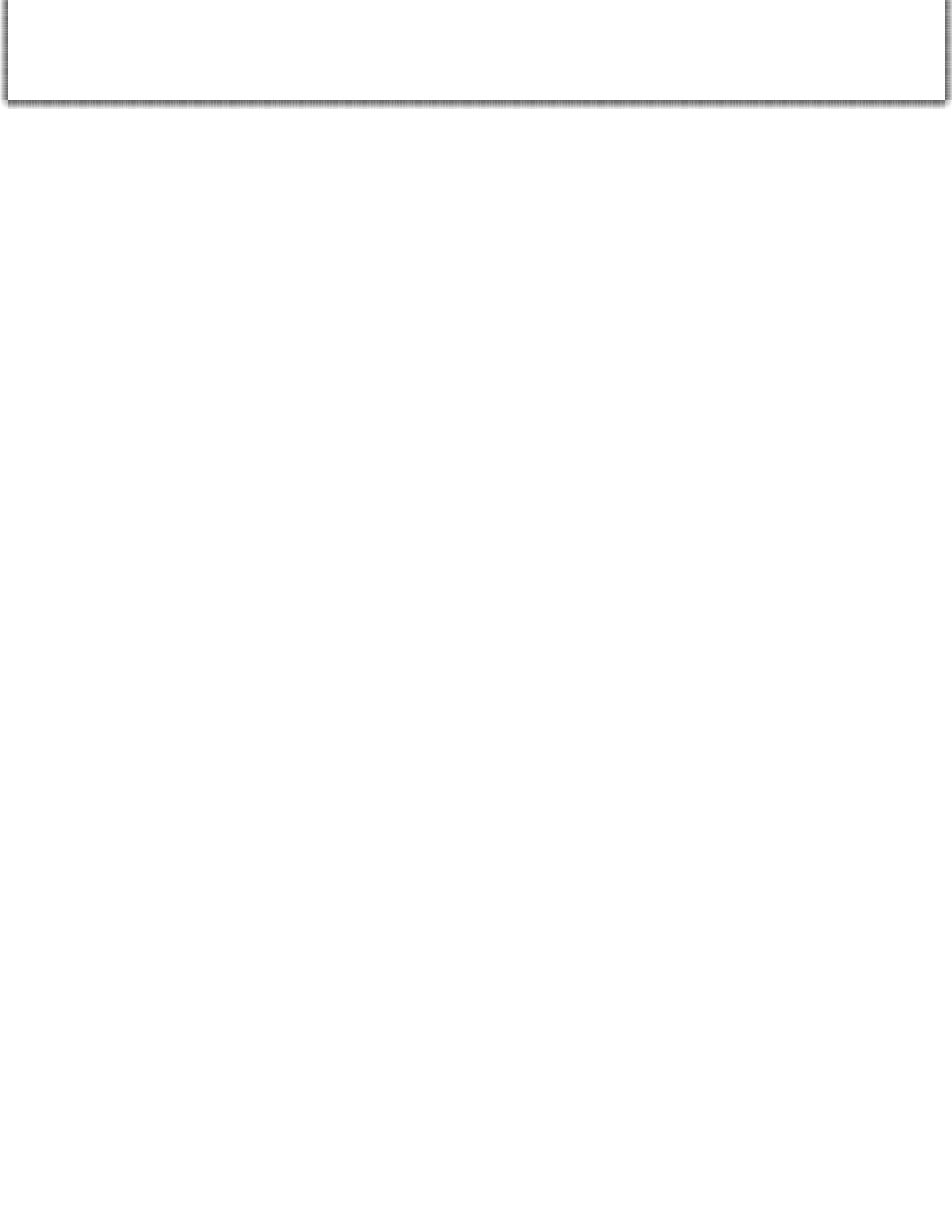
Since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost half. There has also been a dramatic increase in literacy rates, and many more girls are in school than ever before. These are all remarkable successes.

Progress has also been tough in some developing regions due to high levels of poverty, armed conflicts and other emergencies. In Western Asia and North Africa, ongoing armed conflict has seen an increase in the number of children out of school. This is a worrying trend. While Sub-Saharan Africa made the greatest progress in primary school enrolment among all developing regions – from 52 percent in 1990, up to 78 percent in 2012 – large disparities still remain. Children from the poorest households are up to four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high.

Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.

Claudia Costin of the World Bank [redacted]:

G20 leaders can help neglected and under-served children and youth by recognising and supporting the case for making smart and sustainable investments in quality education, including in middle-income countries, to break the cycle of poverty and achieve inclusive growth. Girls will need particularly strong support to transition to secondary school. This calls for



championship at the highest level to ensure a coordinated effort across transport, school infrastructure and staffing, and social safety nets that reach disadvantaged families.



2. Letter to the Secretary of State for International Development



International Development Committee

House of Commons, London, SW1A 0AA

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From Stephen Twigg MP, Chair

Rt Hon Priti Patel MP
Secretary of State
Department for International Development

25 April 2017

DFID's work on education: Leaving no one behind?

Dear Priti,

As a consequence of the general election being held on 8 June, the International Development Committee will be unable to publish a final Report to conclude our long-running inquiry into 'DFID's work on education: leaving no one behind?' As you will be aware, the Committee has been considering this matter for some nine months now, has undertaken visits to the Middle East and East Africa and has collected a great deal of written and oral evidence. Despite our constraints, we are therefore determined to share with you our reflections and recommendations as we draw this very important inquiry to a close.

Achieving Sustainable Development Goal 4

"All of the great [...] success stories in development start with education."

- Kevin Watkins

Sustainable Development Goal 4 (SDG 4) commits the UK – alongside 192 other signatory countries – to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". With over 250 million children and young people currently out of school and

another 330 million in school but not learning, improving access, equity and quality in education presents an incredible challenge. However, it is a challenge the world must rise to. Education is central to development and to the achievement of all of the SDGs. It improves life chances, has a positive impact on health outcomes, helps prevent conflict, increases a country's human capital and contributes to economic development. As Minister Bates told us in evidence: "if your target is economic development and elimination of extreme poverty, then it would follow that you would place a very high emphasis on getting rid of the barriers to education."¹

Unfortunately, despite the central role education plays in development and the achievement of the SDGs, it has long been neglected by many national governments and the international community. DFID has traditionally been a leader on global education and has a strong reputation as one of the foremost donors working in the sector. However, we are concerned that the current UK aid strategy does not place sufficient emphasis on ensuring children across the developing world have access to quality education. In recognition of this, evidence to the Committee from

organisations such as Save the Children and the Global Campaign for Education has called for DFID to produce a new global education strategy, including a long-term spending programme for education.²

Whether it produces a new strategy, or simply refreshes the 2013 Education Position Paper produced under the Coalition Government, there is a need for DFID to reaffirm its commitment to education and to clarify its approach, including its support for education in emergencies. The 2015 Conservative manifesto, and subsequent UK Aid Strategy, included a commitment “to help at least 11 million children in the poorest countries gain a decent education, and promote girls’ education”, but gave no detail on how this would be achieved.³ Producing a new, or refreshed, strategy would clarify the Department’s objectives and could also be an opportunity for colleagues across DFID’s various divisions (e.g. those working on global health, economic development, conflict and humanitarian) to work together to develop a comprehensive and joined-up approach to education.

Financing education

Internationally, education is shamefully underfunded. In order to achieve SDG 4 by 2030, an enormous increase in funding is needed from domestic, international and private sources. The Education Commission estimate that expenditure on education will need to rise from \$1.2 trillion to \$3 trillion per year by 2030.⁴

“Some will say this is impractical, or too expensive, or too hard. Or maybe even impossible. But it is time the world thinks bigger.”

- Malala Yousafzai

There has been a clear decline in international aid spending on education since 2011 and the overall ODA spend is far lower than spending on health, government and civil society and infrastructure.⁵ As Gordon Brown told us, even if you take all aid agencies together, “the average expenditure per child in low and middle-income countries on education through aid [...] is less than \$10 per head per year”.⁶ The recent Education Commission report states that, “Education has not been a top priority for international actors, whether official donors, or charitable organisations”.⁷ There is currently no finance mechanism for education equivalent to those that exist in the health sector – such as GAVI and the Global Fund – to galvanise innovation and funding for education. We hope to see this change through the introduction of a new International Finance Facility for Education, which we would like the UK to support in addition to its existing commitments.⁸

Whilst the UK remains one of the biggest donors to education internationally,⁹ currently DFID dedicates just over 8% of its budget (£526.2m) to education; less than it spends on health, disaster and government and civil society.¹⁰ In evidence to

² Save the Children ([EDU0046](#)) para 1.3; Global Campaign for Education ([EDU0009](#)) p. 2

³ HM Treasury and DFID, 2015, [UK Aid: tackling global challenges in the national interest](#), p. 18

⁴ The Education Commission, [The Learning Generation: Investing in Education for a Changing World](#), p. 21

⁵ The Education Commission, [The Learning Generation: Investing in Education for a Changing World](#), p. 22

⁶ [Q81](#)

⁷ The Education Commission, [The Learning Generation: Investing in Education for a Changing World](#), p. 110

⁸ The Education Commission, 2017, [A Proposal to Create the International Finance Facility for Education](#)

⁹ OECD DAC, [Education-related aid by OECD DAC members](#), accessed 25 April 2017

¹⁰ DFID, [Aid by Sector](#), Development Tracker, accessed 19 April 2017

