



DEBATE PACK

Number CDP-0048 (2019) | 21 February 2019

Global education for the most marginalised

Westminster Hall

Tuesday 26 February 2019

2:30-4:00pm

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The House of Commons Library prepares a briefing in hard copy and/or online for most non-legislative debates in the Chamber and Westminster Hall other than half-hour debates. Debate Packs are produced quickly after the announcement of parliamentary business. They are intended to provide a summary or overview of the issue being debated and identify relevant briefings and useful documents, including press and parliamentary material. More detailed briefing can be prepared for Members on request to the Library.

1. Background

Education is central to the realization of the UN's 2030 Agenda for Sustainable Development (also known as the Sustainable Development Goals [SDGs]).

SDG 4 commits governments to ensuring “inclusive and equitable quality education and promote lifelong opportunities for all”. In doing so, it explicitly addresses the challenges facing the most marginalised people – for example, women, girls and those with a disability – in accessing education. It specifies five targets that must be met to achieve the Goal:

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective outcomes
- By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

A key document setting out a plan of action for implementing SDG4 is the 2015 [Incheon Declaration](#).

In 2017, UNESCO, one of the leading international organisations in the field, published a [Global Education Monitoring Report](#) which looked at accountability in education. Its 2019 Report (published November 2018) [focused](#) on migration, displacement and education.

Another key player in achieving SDG4 is the [Global Partnership for Education](#), which has been in existence since 2002. It is a

multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries in order to dramatically increase the number of children who are in school and learning.

[...] GPE brings together developing countries, donors, international organizations, civil society, teacher organizations, the private sector and foundations. GPE has adopted as its vision the new [Global Goal for education](#), calling for inclusive, equitable quality education for all by 2030. [GPE 2020](#), GPE's strategic plan for the next five years, turns this vision in actionable goals and objectives.

Over 65 [developing countries](#) are involved with the GPE.

The UK is a strong supporter of efforts to achieve SDG4 – for example, through its £500 million [Girls Education Challenge](#), now in its [second phase](#), and through its [financial backing](#) for the GPE, worth £225 million.

2. Press Articles

The following is a selection of press and media articles relevant to this debate.

Please note: the Library is not responsible for either the views or accuracy of external content.

[A bright future for Africa's girls](#)

The New Times (Rwanda)
Nkandu Luo
21 February 2019

[UN global education envoy urges new funding for 'lost generation' of children forced out of classrooms by conflict](#)

UN News
19 February 2019

[Achieving the global education goals](#)

The ASEAN Post
Amina J. Mohammed
19 February 2019

[Minister leads Walk for Education](#)

The Gulf Today
16 February 2019

[Unlock education for everyone: delivering the pledge to leave no one behind in education](#)

ReliefWeb
11 February 2019

[The Many Meanings of Quality Education: Politics of Targets and Indicators in SDG4](#)

Global Policy
Elaine Unterhalter
28 January 2019

[The Education Crisis: Being in School Is Not the Same as Learning](#)

The World Bank
22 January 2019

[EU resolution on private schools reignites the battle for global education](#)

Devex
Sophie Edwards
6 December 2018

[Pakistan's schools crisis has 'devastating impact on millions of girls'](#)

Guardian
Karen McVeigh
13 November 2018

3. Press Releases

[Press Statement: Urgent appeal for new funding for lost generation of 30+ million displaced and refugee young people](#)

Education Cannot Wait

19 February 2019

Urgent appeal for new funding for lost generation of 30+ million displaced and refugee young people

** Two major programmes launched this month to help the 75 million children without education trapped in emergencies and crises

Gordon Brown, the United Nations Special Envoy for Global Education, speaking at the United Nations headquarters in New York said:

“I am here today to speak up for the 99 percent of the world’s young refugees – the lost generation who are now becoming, to us, the invisible generation – who will never get a place in college or in higher education. And to speak for the 80 percent of refugee teenagers who will never get a secondary education.

A lost generation is not only identified by empty classrooms, silent playgrounds and short, unmarked graves. A lost generation is one where hope dies in those who live.

The urgency comes as 2019 is starting with escalating crises:

- the estimated 3 million exodus from Venezuela – the largest in the history of Latin America and the Caribbean;
- the half a million out-of-school children living in the Central African Republic (CAR);
- the need to reopen 1,000 schools in Afghanistan where there are still 3.7 million out-of-school children, more than 2 million of them girls;
- and the ongoing refugee crises as result of the Rohingya, Syria, Yemen and South Sudan conflicts.

The desolation of the lost generation is so extreme that there have been reports last autumn from the Moria refugee camp, where there is no formal education on offer to thousands of young people, that two young boys had attempted suicide. At ten, when life should be in front of you – full of hope and excitement at every new dawn – young boys are so devoid of hope that they attempted to take their own lives.

These young people are no longer only the lost generation, they are the invisible generation. And we must do more.

On Thursday February 21, the Education Cannot Wait Fund (ECW) – headed by Yasmine Sherif – and a coalition of partners will launch a program for safe and reliable education for 500,000 children in Afghanistan, including 325,000 girls.

The following week, on 27 February in the Central African Republic, ECW, the government and a coalition of partners will launch a new three-year education response program to reach an estimated 900,000 children – half of whom are girls – to address the violence and displacement that has left nearly half a million children out of school.

This follows the multi-year program in Uganda, launched in September, to help with the influx of South Sudanese refugees, which has already brought \$70 million in additional resources through the coordinated multi-year approach.

ECW aims to catalyse a total \$1.8 billion in education financing by 2021. This includes mobilizing \$570 million by 2021 for the Trust Fund which will support rapid responses, global goods and seed funding investments to catalyse an additional \$1.1 billion of in-country financing for multi-year programmes to be rolled out in ECW's 25 priority countries.

Current investments will soon reach 2.5 million children – with 1 million children covered by the end of 2018 and 1.4 million in new programs announced by the end of this month.

Already ECW has invested \$134.5 million in 19 crisis-affected countries, including in 16 emergency responses.

It is time to count the cost of a decade of disruption:

- 12 million child refugees and rising
- More than 30 million displaced children in total – with Venezuela, CAR, the DRC, South Sudan, Pakistan, Myanmar and Syria some of the biggest numbers
- 75 million children with education disrupted because of conflict and emergency

People – children – are not broken just by the wave that submerges the life vest or the convoy that does not make it to the besieged town. They are broken by the absence of hope – the soul-crushing certainty that there is nothing ahead for which to plan or prepare, not even a place in school.

What holds them back is not just their location, their homelessness, and their poverty – but the death of their dreams.

The only way to reach the Sustainable Development Goal (SDG) of every child at school is for a child's real passport to the future stamped in the classroom – and not at a border check post.

So today I propose:

First, let us expand Education Cannot Wait and recognize that committing to the SDG on education for all means committing to education without borders – the right of even the stateless and the displaced child to a quality education.

And second, for the long-term, we must support the International Finance Facility for Education, which is designed to serve the 700 million children and youth living in lower-middle-income countries, where the majority of out-of-school and displaced children reside. The facility is advancing rapidly with a high-level event scheduled in April where prospective donors will agree to constitute what could be a \$10 billion fund this year.

Let's Unlock Education for Everyone!

Send My Friend To School

11 February 2019

Today we launch the 2019 Send My Friend to School campaign to Unlock Education for Everyone – download your Teacher's Pack now!

Education is a universal human right. It is the key to a positive future for individual children, whole communities and the wider world. However – due to inequality – millions of children are being locked out of education simply because of who they are and where they live.

Today, we launch a brand new policy report: Unlock Education For Everyone: delivering the pledge to leave no one behind in education. It shows access to education and learning is not a level playing field. Children are experiencing unfair treatment for many reasons, including:

- having a disability
- being a girl in a place where gender discrimination is rife
- living in a rural area
- experiencing poverty
- being caught up in an emergency

And many children experience several of these factors at the same time, in overlapping and reinforcing ways – increasing their exclusion.

2019 is crucial in the journey to unlocking education for all children because this year the international community, including the UK for the very first time, will be reviewing its progress against its promise of ensuring education for all. We have to seize this opportunity!

That's why thousands and thousands of children and young people across the UK are joining the campaign to create paper keys for their local MPs to call on the Government to Unlock Education for Everyone.

Statement: Strong UN Leadership on Education Vital to Achieving SDG4

Send My Friend To School

11 February 2019

Today the Send My Friend to School coalition released the following statement:

UK based non-government organisations working on education globally have serious concerns at reports that Secretary of State for International Development, the Rt Hon Penny Mordaunt MP, raised the possibility of the UK withdrawing support for UNESCO.

UNESCO has formal responsibility for education in the 2030 Agenda which is a priority for the Department for International Development and the UK.

Chris Weavers, the chair of the umbrella body for UK-based organisations working on education globally, Send My Friend to School, said “we recognise that the world isn’t on track to deliver Sustainable Development Goal (SDG) 4 which commits to ensuring inclusive and equitable quality education and lifelong learning opportunities for all. As the lead for SDG 4, UNESCO could undoubtedly do more to support SDG 4 review and implementation, but pulling the rug out from underneath it, isn’t the answer.”

“In fact the UK must have a seat at the table and lean in to shape and develop UNESCO’s vital work, especially as we enter the decade of delivery for the SDGs” said Mr Weavers.

UNESCO’s priorities align with the UK’s and more will be achieved by working together than going it alone.

Next week the 2019 Global Education Monitoring Report will be launched in London. The report will focus on education and displacement a key concern for the UK, which is a leading donor of education for refugee children around the world.

More generally the UK’s support for improved development data underscores the need for it to sustain its support for the vital work done by UNESCO’s Education Monitoring Report and Institute of Statistics. That is why the announcement by the Secretary of State at the United Nations General Assembly in September, of an additional £7.8 million to the GEM report and UNESCO’s Institute of Statistics, was welcomed by the coalition.

Next year, UNESCO will host an International Forum on Inclusion and Equity in Education, marking a key moment to capitalise on UNESCO’s convening power to ensure no one is left behind in the delivery of SDG 4. This will be an important forum for DFID, given its commitment to children with disabilities, as outlined in its 2018 Education Policy and reiterated by its co-hosting of the Global Disability Summit earlier this year.

The UK has been a member of UNESCO for its entire 70-year history, hosting the conference that gave rise to the body in 1945. This long history has seen the UK solidify its reputation as a leader in education, both domestically and through its international development work. Send My Friend to School celebrates this legacy and the UK’s role on the global stage, recognising that we will need both strong leadership and multilateralism to ensure that the 262 million children and young people who remain out-of-school finally get a quality education.

UNESCO has a key role to play in delivering SDG 4 and education for all. Its ability to bring together nations to focus exclusively on education, science and culture should be celebrated and not undermined. As we enter the decade of delivery for the Sustainable Development Goals, it is more important than ever to promote international cooperation for global development in general and education in particular, neither of which will be advanced by the UK leaving UNESCO.

Girls' education should be a development priority for the Commonwealth

**Foreign and Commonwealth Office
21 January 2019**

A new report into girls' education in the Commonwealth has highlighted the gap between ambition and reality, calling on leaders from all sectors of society to make this a national development priority and get behind cost-effective investments such as early childhood education.

The Platform for Girls' Education, co-chaired by the Foreign Secretary Jeremy Hunt, commissioned the report, which assesses the state of girls' education across the 53 Commonwealth countries.

Many Commonwealth countries have made good progress towards achieving gender parity in education, with girls out-performing boys in some countries. However, girls remain particularly disadvantaged in a large number of countries and there is a compelling case for targeted efforts to support them.

The report, published by Cambridge University, suggests that governments across the world need to target more funding to the early years of education, especially for girls in remote rural areas. It also highlights the need for targeted approaches to help girls overcome the many challenges they face as they reach puberty.

The Foreign Secretary Jeremy Hunt said:

The importance of investing in girls' education cannot be overstated. Educated girls are a powerful force for building more prosperous, fair and resilient societies based on an "invisible chain" of shared values. Our shared vision of 12 years of quality education for all girls can only be achieved through a much greater collective effort to dismantle the barriers, driven by leaders from all sectors of society.

This first report is a significant step to identifying what actions are needed to ensure disadvantaged girls are supported to stay in school.

Professor Pauline Rose, the author of the report and the Director of the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge said:

The Report presents clear evidence on what works to enhance educational access and learning for marginalised girls. The Platform for Girls' Education presents a key opportunity to promote political leadership backed up with resources in order to translate this evidence into action at scale.

The Platform for Girls' Education is a group of 12 leaders with a shared commitment to 12 years of quality education for all girls. Its membership includes government and civil society representatives from Canada, Fiji, Ghana, India, Kenya, Pakistan, Rwanda, Trinidad & Tobago and the UK, as well as heads of leading multilateral agencies (UNESCO, UNICEF, Global Partnership for Education).

Secretary of State opens Education World Forum 2019

Department for Education

21 January 2019

Damian Hinds spoke at the opening of the Education World Forum, discussing the modern challenges and successes of education across the world:

Dear Ministers, colleagues, your Royal Highness and ladies and gentlemen. It's a great pleasure to welcome you all here to London and to this 16th Education World Forum.

I know a huge amount of work has gone on behind the scenes to prepare for a day like this – and I'd like to start by thanking the very dedicated team who, year after year, make these forums such a success.

As I look around the room today, of course, we hail from all corners of the world, we have different cultures, different languages, different weather. Our experiences, our perspectives will be very different.

But some things are the same the world over - the fundamental importance of education, investing in training and shaping the next generation - this is something that every country represented in this room shares.

This is partly plain economics. As Benjamin Franklin once said: "An investment in knowledge pays the best interest."

But it's also about business economics and about national economics. If you want to build a more productive, effective economy – then you will need a highly skilled workforce.

And today of course, new technologies and industries are reshaping our world at lightning speed. But even in a world of thinking machines, of artificial intelligence, of robots and autonomous vehicles, it's people that are imagining and building this high-tech future.

Any country that wants to prosper in tomorrow's world will need to invest in their future workforce.

Because countries need, the global economy needs, more technicians, more managers, more innovators and more creators. We need engineers, coders, welders.

For the sake of our nations' health we need more doctors, more nurses, more radiologists. And, of course, all of us need teachers.

And is it good enough to train up a few, or even a third or half the population? No – the most successful countries are drawing on all their talent, all their human resources.

But of course people aren't just resources. They are individuals, individuals with a moral right to realise that spark of potential that exists in us all. And we realise that potential, in large part, through what we are here to talk about today, our education.

It's not only that a good education helps you find skilled, rewarding work. It's that everyone should have a chance to discover the joy that comes through learning. When we grow up with a thirst for knowledge, a curiosity about the world, an understanding of our and other cultures – we are happier, more fulfilled. We learn to be ourselves as we should and can be.

And of course we know that access to education is empowering. It empowers girls and women, it empowers the poorest, it empowers the downtrodden.

An education gives people the skills and the knowledge to pull themselves up. It can mean leaving a narrow existence behind to discover a whole world of opportunities.

And your education stays with you. It defines your future path, whatever start you may have got in life. Wherever you go in the world – this is a universal truth.

You can visit a refugee camp or a disaster zone, somewhere people are battling for survival – needing food, water, a roof over their head.

And yet, if you talk to the parents – one of their first priorities is getting their kids back to school, reading textbooks, learning. Because education is always key to a better future.

That's why as a global community, as a world, we made it our shared mission to bring education to all, as set out in the UN's Sustainable Development Goals in 2015.

But this is not just the right thing to do. It's crucial for global stability, prosperity and peace.

When we co-hosted the Syria conference here in London three years ago, alongside humanitarian relief, we committed to educating Syria's children, preventing a lost generation. A generation that could grow up

alienated, despairing, in some cases vulnerable to toxic messages from extremists.

Great education can promote cultural and religious understanding, by teaching tolerance, by encouraging empathy and understanding for different points of view. Education means asking questions, coming out of our own narrow parameters...

Remember what Malala told the UN after being shot in the head for going to school: "The terrorists are afraid of books and pens. The power of education frightens them."

The power of education. All of us here share in that immense privilege, the awesome responsibility, of sharing in the shaping of the next generation by providing them with a good education.

And we come here to this Education World Forum not so much as competing nations, but in the spirit of cooperation...

Civilisation arguably began when we found ways to record knowledge and pass on to next generation. When I spoke here a year ago, I said most of what is good in the world – great inventions, everyday conveniences – most of it exists only because we share knowledge or the fruits of knowledge.

So while our countries may seek to race ahead when it comes to creating more prosperous economies, exploiting new technologies, training more skilled workers – the pursuit of knowledge can, and does, transcend this competition.

Here at this Forum, we share our experiences, we share our expertise, we look at our innovations. We'll be hearing from Education Ministers from Vietnam, Kenya, Albania to name a few, as well as organisations like the World Bank and Microsoft.

I know that Andreas Schleicher of the OECD spoke earlier, discussing their latest report which poses questions about the role education can play in lifting individuals out of poverty, promoting economic growth and creating responsible citizens.

The work of the OECD is also hugely valuable, precisely because it helps countries to work together, to learn from each other, to help each other.

There is also, of course, a commercial marketplace for education innovation. Indeed, there are few better examples of that marketplace than the BETT fair starting immediately after this forum.

As ever, this will be an amazing showcase of educational technology. Edtech that has been created to solve some of our most critical challenges - be it better training for teachers or helping children with disabilities to communicate in the classroom.

And for some countries, we offer direct aid to children who would otherwise miss out on an education.

I mentioned the UN's global goal of education for all. Of course that is an enormous challenge. In the next decade, a billion more young people around the world will enter the jobs market, yet more than half of the world's primary children are on track to leave primary school unable to read or write.

I'm proud of the work the UK is doing here. In the last three years alone supporting more than 11 million children in some of the poorest and most fragile places in the world, to access quality education, starting with the basics of literacy and numeracy.

I believe this is one of the best uses of international development spending. Because of the way education can put individuals on a different path, and, ultimately, put their countries on the path to development and independence. And yes we need more countries, in fact all countries, to honour their commitments to maximise this opportunity.

But beyond development – my country is committed to sharing and learning from you all.

As Education Secretary – and I've been in the job for exactly a year now – I believe our education system has enormous strengths – but that we also have much more work to do.

During my time in this job, one thing I've noticed is how frequently the same things up in conversations. I speak to my counterparts around the world and certain things come up time and again:

Teacher recruitment and retention;

Reaching the most marginalised families and communities; and

Creating parity of esteem between academic learning and technical and vocational training.

Different countries, different systems – but strikingly similar challenges. That's why we have been determined to learn from the world.

For example, to improve maths teaching, we turned to China. Some 12,000 of our teachers have the opportunity to watch demonstration lessons by top Shanghai teachers. Or when we set about creating a more rigorous curriculum for our schools, we drew on Singapore's curriculum and textbooks.

And our efforts to put teachers and school leaders in the driving seat, have – in part – been inspired by our visits to US Charter schools, where they have the freedom to innovate.

It doesn't stop there. One of my top priorities is putting our technical and vocational education on par with the world's best.

And, to this end, I've been on fact-finding missions to Germany and the Netherlands. Visiting top-performing technical colleges, meeting leading employers.

You learn a lot on these visits. But one thing that particularly struck me was the level of business involvement in training up the future workforce, not just co-designing courses, providing placements but sharing the responsibility, the ownership, for human capital formation, alongside the other equivalent investments.

Now as we transform technical and vocational education in this country, we too are seeking to put businesses at the heart of training up the next generation.

Our employers are designing our new, higher quality apprenticeships, which are longer and include more off-the-job training.

They are also designing course content for our new T Level qualifications, a technical equivalent to academic A-levels that will focus on teaching students the practical skills needed to do a specific job.

And at the core of this course is an intensive, three month, industry placement – where students put into practice what they've learnt.

Of course, I'm pleased to say, there are also things we do extremely well here and people come to learn from us.

Every year, my Department receives in the region of 100 visits from overseas governments and organisations. Last year this included teachers from Hungary and Japan interested in our policy reforms to improve initial teacher training and continuing professional development.

Politicians and officials from Ghana, Belgium, Croatia and Singapore interested in how we are scaling up apprenticeships.

Ministers and senior officials from the USA, Denmark, Malaysia and more have come to see what we're doing on school autonomy, how we are putting more power in to the hands of head teachers and school leaders through our academies and free schools.

One area I'm particularly proud to showcase to the world, is our work narrowing the attainment gap between rich and poor students.

This is a global issue: the average gap in performance between disadvantaged and advantaged students internationally is worth three years of schooling.

Here, we've made narrowing that gap and targeting the most disadvantaged a top priority.

We are investing in more and better pre-school education, so more children can start school really ready to learn. We are currently piloting reforms to the Early Years Foundation Stage statutory framework which aim to free up teachers to spend more time on helping children develop

the vocabulary, skills and behaviours they need to thrive at school and in later life.

As part of this we introduced 15 hours of free early education a week for the most disadvantaged two-year-olds in the country.

On top of the existing 15 hours free childcare offer for all three-and-four-year-olds, which we doubled to 30 hours for working families.

We've given schools the autonomy to work together and make their own improvements.

And we reformed our funding system for schools so that we now direct more funding the poorer, disadvantaged children than richer ones.

In particular, we introduced the Pupil Premium - an additional grant for schools that they can use to help those children who have more barriers to overcome, including children who are looked after by the state and children with disabilities. Two million pupils benefit from this grant every year.

And schools up and down the country have used the Pupil Premium to get better outcomes for pupils from the toughest backgrounds, pupils facing the biggest barriers.

We're also spreading the best ideas on how to prioritise the most disadvantaged. We founded our Education Endowment Foundation to run trials in hundreds of schools to find and promote the most effective ways of working with disadvantaged children.

And last week I announced a new £2.5million fund to give disadvantaged children the chance to go on international exchanges and study trips abroad, to give them the chance to experience different cultures and improve their language skills.

And these reforms are working. We have narrowed the attainment gap between children from disadvantaged backgrounds and their better off peers at every level of education - at pre-school, at primary school, at secondary school and on entry to university.

Perhaps the biggest change we've seen in the last two decades is schools right here in London. Twenty years ago London schools were some of the worst in the country – now they're among our very best.

But there's always more to do.

Now we must replicate the London effect elsewhere and spread opportunity across the country. Through initiatives like Opportunity North East, which I launched last year. My department will be working with the North East's schools, colleges, universities and critically employers to help more young people in this region reach their potential.

While rightly entire regions have needs, we are also more sharply focused now on the particular issues in smaller geographies – communities that have seen significant industrial change for example, sparse rural areas, or coastal towns.

We are rethinking, what I call, the ‘face of disadvantage’.

While ethnic minorities still have labour market outcomes that are not good enough, one of our lowest-performing groups is in fact white working class boys.

Of course, there are areas where no country has all the full answers yet.

Take the Home Learning Environment – the home can feel like the last taboo in public policy. But we can’t afford to ignore it, what happens at home is crucial to what happens at school and a child’s development. So we have struck a partnership with public and private sector groups to see how best we can support parents in a child’s early development in the digital age.

Then there’s adult retraining - so relevant in our fast changing world, with AI, robotics and other technology likely to replace, create and change jobs. We are designing a new National Retraining Scheme.

And, finally, a big one for me is character. When it comes to forging a successful path through life, clearly it’s not just about the qualifications you pick up – it’s also your strength of character and what’s inside, your resilience, your confidence and your ability to bounce back from the knocks that life inevitably brings.

Fundamental issues – these are things I hope we’ll be sharing our experiences and insights on this week, on the conference floor, in bilateral meetings, and in coffee breaks, again and again in the years ahead. Because there is non practical limit to what we can achieve here.

We all share this unique responsibility – the responsibility of shaping the next generation.

What happens in your nurseries, your schools, your colleges, your universities has an enormous and far-reaching impact on all our societies, on our world.

Ultimately, the EWF Forum is not actually an event. It is a group of people. It’s about us, it is about you and me and the person sitting next to you. It is about us coming together to share and learn, to work together to deliver a world-class education for all our children.

4. PQs

Developing Countries: Schools

14 Feb 2019 | 219566

Asked by: Dan Carden

To ask the Secretary of State for International Development, what estimate her Department has made of the proportion of education funding it allocated to public state school services in (a) 2015, (b) 2016 and (c) 2017.

Answering member: Penny Mordaunt | Department: Department for International Development

DFID's education policy "Get Children Learning," launched in February 2018, sets out that the state is the guarantor of quality basic education for all, but need not be the sole financer or provider of education services. In financial year 2016/17 we carried out a one-off exercise to calculate the proportion of DFID's education spend going to public education. Our conclusion was "DFID invests overwhelmingly in the public sector with over 95% of education funding going to public education". This was a snapshot of the education portfolio at the time. This calculated education spend on DFID's bilateral and centrally-managed programmes including those operating in Pakistan, Kenya and Nigeria that provided funding to low cost private schools. To repeat the exercise and provide a year on year breakdown would incur a disproportionate cost. We continue to take a pragmatic approach in our support to education, using a range of delivery partners to provide children with the education they deserve. In some cases this includes for-profit organisations who deliver services through the public education system.

Migrant Camps: Education

30 Jan 2019 | 212629

Asked by: Chris Law

To ask the Secretary of State for International Development, how much funding her Department has allocated to new programmes providing education for children in refugee camps.

Answering member: Alistair Burt | Department: Department for International Development

The UK has been at the forefront of pushing for quality education for refugee children. UK support for UNICEF's No Lost Generation Initiative helped provide education and support to more than half a million displaced Syrian children. We have committed more than £400 million extra to the Girls' Education Challenge, to ensure up to 1.5 million marginalised girls are supported to access a quality education and learning - including 20,000 girls in refugee camps in Kenya. We are a founding member and one of the largest donors to Education Cannot Wait, aiming to reach 8 million children in emergencies by 2021. And we also provide direct support, whether through teacher training programmes to camps in Ethiopia or in the key role we played in

developing Uganda's first ever education response plan, which aims to support more than 550,000 refugee and host community children.

[Syria: Education](#)

28 Jan 2019 | 211120

Asked by: Jim Cunningham

To ask the Secretary of State for International Development, what recent assessment her Department has made of the adequacy of education provided to displaced Syrian children in refugee camps.

Answering member: Harriett Baldwin | Department: Department for International Development

The UK remains at the forefront of the humanitarian response to the Syria crisis, which includes providing life-saving and life-changing support to millions of Syrians who have taken refuge in neighbouring countries. Working with the governments of neighbouring countries, including Jordan, Lebanon and Turkey, our assistance is focused on the most vulnerable Syrian refugees in the region, including children, to meet their immediate needs and improve their lives until they can safely return to Syria.

Education is a key part of this work. We rely on regular assessment of education needs and learning outcomes, from implementing partners and UN agencies, in order to inform our decisions around our education response in the region. As a result, DFID funded partners in the region are providing educational activities, and child friendly spaces where children receive learning support and psychosocial care, both within refugee camps and in host communities. Overall, in 2017/18 alone, DFID's support provided over 584,000 children in the region with access to quality education.

[Education: Females](#)

24 Jan 2019 | 210047

Asked by: Giles Watling

To ask the Secretary of State for International Development, what progress her Department has made on improving girls' access to education throughout the world.

Answering member: Harriett Baldwin | Department: Department for International Development

The UK is a global leader on girls' education and DFID spearheads the UK Governments global campaign, Leave No Girl Behind, which promotes 12 years of quality education and learning for all girls.

Between 2015 and 2018, UKAid provided by DFID has supported 5.6 million girls to gain a decent education.

Through our investment in this area, we are supporting the most marginalised girls to attend school, learn whilst they are there, and help ensure the critical transition from primary to secondary education.

The UK is also leading by example, building evidence of what works in DFID's flagship Girls' Education Challenge. Our largest single programme anywhere, reaching 18 countries and up to 1.5 million girls. In the coming months it will reach 250,000 highly marginalised girls who have never attended or dropped out of school due to poverty, motherhood, disability or conflict.

[Developing Countries: Education](#)

23 Jan 2019 | 209408

Asked by: Dan Carden

To ask the Secretary of State for International Development, how much her Department has spent on education (a) bilaterally and (b) multilaterally in each year since 2015.

Answering member: Penny Mordaunt | Department: Department for International Development

The amount that the Department for International Development has spent on education, bilaterally and multilaterally, is summarised in the table below. The multilateral imputed expenditure includes a small portion from other government departments, which is not disaggregated.

Spend on Education: Multilateral and Bilateral

	£ thousands		
	2015	2016	2017
Imputed UK Share of Multilateral Net ODA Education	227,181	259,001	-
DFID Bilateral ODA Education	508,540	874,190	698,961

Source: Statistics on International Development

[Developing Countries: Education](#)

16 Jan 2019 | 206821

Asked by: Dr Matthew Offord

To ask the Secretary of State for International Development, which objectives her Department is seeking to achieve by investing in girls' education in developing countries.

Answering member: Harriett Baldwin | Department: Department for International Development

In the three years from 2015 to 2018 DFID supported at least 5.6 million girls to gain a decent education. The objective of our investment is to support girls to attend school, learn whilst they are there, and help ensure the critical transition from primary to secondary education. Through this work we are supporting girls to achieve basic literacy and

numeracy and are helping to equip them with the skills they need to succeed in jobs of the future.

Evidence for the benefits of investment in girls' education includes:

- An extra year of primary schooling for girls can increase their wages by 10-20%, most of which is likely to be reinvested in her family and community.
- A World Bank study found that every year of secondary school education is correlated with an 18% increase in a girls' future earning power.
- Education helps to prevent early marriage and early pregnancy - girls with no education are 3 times as likely to marry by 18 as those with a secondary or higher education.
- If all girls completed primary school in sub-Saharan Africa and South and West Asia, the number of girls getting married by age 15 would fall by 14%; with secondary education, 64% fewer girls would get married.
- A UNICEF study from Bangladesh attributes the halving of the Maternal Mortality Rates from 1990 to 2008 to the increased enrolment of girls in secondary education.

We believe that investing in educating girls is both the right and the smart thing to do, both socially and economically. Our work is guided by DFID's 2018 Education Policy – Get Children Learning. This sets out how educating girls can: support better health choices, boost earnings, build social cohesion and help institutions and public services work better.

[Developing Countries: Education](#)

02 Jan 2019 | HL12390

Asked by: Lord Watts

To ask Her Majesty's Government how much UK overseas development aid was allocated to (1) primary education, (2) secondary education, and (3) education programmes for displaced children in each year since 2010.

Answering member: Lord Bates | Department: Department for International Development

Set out below is the bilateral aid spent on 1) basic education (accounting for primary and basic adult education) and 2) secondary education for each financial year from 2010. For aid allocated to education for displaced children please refer to the answer to HL12391.

	Thousands £							
	2010	2011	2012	2013	2014	2015	2016	2017
Basic education	173,479	261,829	241,848	226,418	197,898	211,520	449,092	368,224
Secondary education	33,959	36,632	34,740	138,665	183,647	54,789	100,982	108,342

Developing Countries: Schools

19 Dec 2018 | 202072

Asked by: Kate Green

To ask the Secretary of State for International Development, what steps she will take to ensure that children throughout the world are able to attend school in safety; and if she will make a statement.

Answering member: Harriett Baldwin | Department: Department for International Development

Children living through conflict and crisis are particularly vulnerable to violence, including violent attacks against their schools. That's why the UK is proud to have signed up to the Safe Schools Declaration and is a leading donor to Education Cannot Wait – a fund to provide education in emergencies with the protection of children at its core.

As set out in DFID's Education Policy '[Get Children Learning](#)', preventing and responding to violence against children in schools is a key priority for DFID. This has the potential for positive impacts beyond increasing child safety at school, through achieving better-quality education, and safer, more stable societies. As such DFID welcomes the policy priorities set out in the Send My Friend to School report 'Safe from harm: Protecting every child and teacher at school.'

DFID has a long history of work to make schools safe. Through the Girls' Education Challenge and What Works to Prevent Violence programmes, in particular, we have prevented and responded to physical, emotional and sexual violence in schools in countries all over the world and established the evidence base for what works. DFID is also partnering with the Global Partnership to End Violence Against Children, the United Nations Children's Fund and others to launch the international 'Safe to Learn' campaign in 2019. This campaign intends to spark and accelerate action to end all violence in schools.

Pakistan: Overseas Aid

20 Nov 2018 | 190747

Asked by: Siobhain McDonagh

To ask the Secretary of State for International Development, what (a) education and (b) interfaith initiatives her Department has funded in Pakistan to promote tolerance and interfaith harmony in schools in each year for which information is available, and how much her Department has spent on each such initiative.

Answering member: Alistair Burt | Department: Department for International Development

Since 2011, DFID has benefited 10 million primary and nearly 6 million secondary students in Pakistan. Inclusion and respect for minorities forms an integral part of provincial and national education programmes. Our work to promote tolerance and interfaith harmony includes: training nearly 100,000 teachers in Khyber Pakhtunkhwa (KP) and Punjab in equity and inclusion; funding the Alif Ailaan education campaign which focusses on religious minorities; and engaging with education civil society organisations to champion issues of inclusion and raise these with government. Through the KP Education Support Programme (KESP) and the Punjab Education Support Programme II (PESP II), DFID has also provided technical assistance to provincial governments to revise the school curriculum and remove discriminatory content from textbooks. Since 2011, DFID has invested £678.7m in education in Pakistan, including £122.7m in 2017/18.

[Rohingya: Refugees](#)

23 Oct 2018 | 180315

Asked by: Rushanara Ali

To ask the Secretary of State for International Development, what funding her Department has allocated to educational support for Rohingya refugees in Myanmar and Bangladesh, in each of the last three financial years.

Answering member: Alistair Burt | Department: Department for International Development

Prior to August 2017, DFID supported Rohingya refugees in Bangladesh through an existing humanitarian preparedness and response programme. This focused on nutrition and support for partner coordination.

After August 2017, the Education Cannot Wait initiative, to which DFID is one of the largest contributors, committed £2.2 million for Rohingya refugees in Bangladesh in 2017 to help cover emergency learning needs.

DFID has also supported education experts and organisations to work with the Ministries of Education in Bangladesh and Burma to agree a curriculum and certification process for Rohingya children in Cox's Bazar.

DFID is working with the Government of Bangladesh and partners to plan for longer-term refugee needs, such as education and skills training.

Education**06 Sep 2018 | 169669****Asked by: Preet Kaur Gill**

To ask the Minister for the Cabinet Office, what performance criteria there are in the Government's single departmental plans to monitor progress on meeting Sustainable Development Goal 4.

Answering member: Oliver Dowden | Department: Cabinet Office

Individual departments are responsible for indicating in their Single Departmental Plans how their policies and programmes will contribute to the delivery of the Sustainable Development Goals and tracking their progress. A number of departments have cited policies and programmes which will contribute towards the delivery of Goal 4, in particular; the Department for Education (including the Gender Equalities Office), the Department for Culture, Media and Sport and the Department for International Development.

They are available on <https://www.gov.uk/government/collections/a-country-that-works-for-everyone-the-governments-plan>

Afghanistan: Education**23 Jul 2018 | 164959****Asked by: Jessica Morden**

To ask the Secretary of State for International Development, what assessment she has made of the availability of education for women and girls in Afghanistan.

Answering member: Alistair Burt | Department: Department for International Development

Afghanistan has seen huge progress in the provision of education services – the school enrolment rate has increased from under 1 million children in 2001 to over 9 million today. However, there is still a long way to go. A recent report by UNICEF and the Afghan Ministry of Education estimates that nearly half of school-age children – some 3.7 million children - are out of school. Approximately 60% of Afghanistan's out-of-school-children are girls. There are too few schools in Afghanistan, and many children cannot access school without travelling long distances over insecure environments. Educational provision often does not take into account the particular needs of girls: for example schools in many provinces lack female teachers, sanitation facilities and boundary walls. The UK is supporting the Government of Afghanistan to improve access to education services for all – particularly girls and the most marginalised – and to improve the quality of those services. We are doing this by investing in innovative and scalable education programmes for girls, as well as technical and system-strengthening support to the Ministry of Education.

[Access to Education](#)

04 Jul 2018 | 644 c301

Asked by: Dan Carden

Some 11.5 million young people globally have signed a petition to the United Nations backing a \$10 billion plan to create an international finance facility for education that would guarantee every child the right to an education by 2030. If we are to meet the sustainable development goal on education, former Prime Minister Gordon Brown says that we require an “extraordinary, indeed superhuman, effort.” Will the Government provide both financial guarantees to such a facility and that superhuman effort?

Answered by: Harriett Baldwin | Department: International Development

I pay tribute to former Prime Minister Gordon Brown’s and his work on the girls’ education agenda around the world. We are considering the feasibility of that international financing facility for education, and we are going through the technical detail, but we are not yet in a position to support the proposal.

[Developing Countries: Education](#)

07 Jun 2018 | 149085

Asked by: Giles Watling

To ask the Secretary of State for International Development, what steps she is she taking to enable women and children to access education in developing countries.

Answering member: Harriett Baldwin | Department: Department for International Development

DFID’s new Education Policy, Get Children Learning, sets out how we will reach the most marginalised children, including the hardest to reach girls, children with disabilities and children caught up in emergencies and conflict. DFID does this through significant investments both bilaterally and multilaterally. In 2016 the UK spent £964 million bilaterally on education, whilst remaining the largest bilateral donor to the Education Cannot Wait and Global Partnership for Education programmes. In addition, the UK is a global leader on girls’ education, with our Girls’ Education Challenge programme helping a million marginalised girls access a quality education since 2012.

5. Other Parliamentary material

5.1 Debates

[International Development: Education](#)

29 Mar 2018 | House of Commons | 638 cc449-472WH

Motion that this House has considered the first report of the International Development Committee, DfID's work on education: Leaving no-one behind?, HC 367, and the Government's response, HC 914. Motion lapsed. Sitting adjourned without Question put.

[Global Education: G20 Summit](#)

06 Jul 2017 | House of Commons | 626 cc173-192WH

Motion that this House has considered promotion of education for all at the G20 Summit. Agreed to on question.

5.2 Statements

[Global Education](#)

02 Feb 2018 | Written statements | HCWS446

Penny Mordaunt (Secretary of State for International Development): Developing countries have made huge strides in expanding schooling in recent decades, so that most children are now able to access primary education. The UK has contributed to this impressive achievement: between 2015 and 2017, we supported over 7million children, including in some of the toughest places in the world.

However, the world is still facing a learning crisis – half of the world's children are expected to finish primary school without learning basic numeracy and literacy. This amounts to around 387million children who will not be able to fulfil their potential.

We have a moral obligation to help every child get a decent education – but it is also firmly in the UK's national interest. Educated populations are an essential element of prosperous and stable countries which will be the UK's future trading partners.

The UK is a world leader in support for education in developing countries and, together with France, we have designated 2018 as the Global Year of Learning.

DFID's new education policy, which I am launching today, sets out my three priorities for action to ensure more children are learning the basics:

1. We will support efforts to drive up the quality of teaching in developing countries. Skilled, reliable teachers need to be the norm everywhere.

2. We will support education systems to stand on their own two feet, using resources effectively to ensure children learn.
3. We will prioritise children with disabilities, children affected by crises and hard-to-reach girls.

During this Global Year of Learning, I will also be drawing attention to other aspects of the learning crisis. At the Disability Summit in July I will highlight the plight of children with disabilities; at UNGA in September, I will call on governments to stamp out violence against children in school; and at the World Bank annual meetings in October, I will focus on the role that education plays in driving human capital and prosperity.

Today I can confirm that the UK will boost its contribution to £75million per year for each of the next three years to the Global Partnership for Education (GPE). This will be an almost 50% increase in our annual contribution to the GPE and demonstrates our determination to show leadership internationally to get children learning. This funding will provide quality education to 880,000 children each year. Our investment will be used to drive improved performance and efficiency and we have capped our investment at 15% of the overall GPE budget. This new commitment comes in addition to the vital work of DFID directly through its sizable bilateral programmes on education.

I am proud of the role the UK is playing globally and proud to lead a Department which is dedicated to making a difference in children's lives.

A copy of the policy document will be placed in the Library of the House for the availability of Members. [see '*Further Reading*' section below]

6. Further reading

Government reports

[Girls' Education Challenge](#)

Department for International Development
Updated 16 August 2018

[DFID Education Policy: get children learning](#)

Department for International Development
February 2018

Committee reports

[DFID's work on education: Leaving no one behind?](#)

House of Commons International Development Committee
First Report of Session 2017–19
HC 367
21 November 2017

[DFID's work on education: Leaving no one behind?: Government Response to the Committee's First Report](#)

House of Commons International Development Committee
Third Special Report of Session 2017–19
HC 914
26 March 2018

Websites

[Education Cannot Wait](#)

[The Education Commission](#)

[Girls' Education Challenge](#)

[No Lost Generation](#)

[Send My Friend To School](#)

[Sustainable Development Goals: Goal 4 – Quality education](#)

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