

The Case for Global Learning coalition press release

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UK educators take call for a national strategy on Global Learning to Parliament

A new coalition of parliamentarians, educationalists and civil society organisations is calling for the government to urgently improve the way young people are taught to understand and take action on the world's most pressing challenges. At the Houses of Parliament on Tuesday 08 July they launched 'The Case for Global Learning', a paper urging swift and meaningful action to prevent the UK falling further behind its European neighbours in implementing this transformative approach to education, which has been shown over many years to support more informed global citizenship at UK schools and universities, giving young people the critical understanding and skills to contribute to a better, safer world.

Global Learning is defined as “*an approach that enables pupils to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world, both locally and globally. It involves imagination and hope, respect for human rights and diversity, inclusion, and a decent life for all, now and into the future.*” (European Declaration on Global Education to 2050)¹.

The event at Parliament featured brief speeches from teachers, young people, policy-makers, and experts on why global learning matters. The host, Fabian Hamilton, MP for Leeds North East, said: “*The Case for Global Learning project exemplifies the spirit of international cooperation that our world so urgently needs. Education is not only a tool for individual empowerment - it's a bridge between nations and communities. I was honoured to speak at this week's event and to support the project's mission to foster global understanding through shared learning and dialogue.*”

More than 30 educational organisations from across the UK, including Oxfam, Christian Aid, and Friends of the Earth, worked together to develop 'The Case for Global Learning'. It puts forward a clear and urgent message: educators are struggling to address a growing roster of complex and global issues, including the climate emergency, conflict, racism, disinformation, inequality and extreme poverty; swift action is required to help them prepare young people for the realities of 21st century global economies and societies. The paper makes the case for placing global learning approaches ‘at the heart of an education system fit for the future’, and details evidence of the wide-ranging benefits of Global Learning approaches, including improved motivation for

¹ <https://www.gene.eu/declaration>

both teachers and learners, improved behaviour, attendance, and social and community cohesion, as well as higher academic standards.

“Children and young people have a thirst for knowledge about the wider world but they are also anxious about their own future. There is an urgent need for UK government to provide a strategy on global learning so that educationalists have the guidance and resources to schools, colleges, universities and other bodies responsible for ensuring all learners can become active global citizens” said Doug Bourn (Professor of Development Education, UCL) in his brief speech.

The event ended with a plea for all of those who are interested in Global Learning approaches to explore the recommendations of the paper, and help amplify its call for government action. Attendees were urged to contact their local MPs to request that they press for a national strategy for global learning to redress a significant reduction in support from Westminster and Europe in the past few years for this vital pillar of education.

QUOTES

“In 18 years of Headship I can honestly say that the transformative influence of global learning has had the most profound impact upon the children as they journeyed from Reception to Year 6 and beyond. They developed a mature and extensive understanding and appreciation of the world and its people” Alison Hooper (ExHeadteacher / Cumbria Development Education Centre)

“Too often, quality global citizenship education is left to chance, happening only when a passionate teacher or enthusiastic school leader drives it or makes it a priority. It is, effectively, the right of all children and young people to be supported to become well informed, empowered and empathetic global citizens” Martin Russell (UNICEF RRSA Programme Director)

“Senior leaders, teachers, and young people are all receiving and reacting to the world around us, all the time. Global Learning empowers teachers and young people in that pedagogical process. It’s always been needed, but it desperately needs reprioritizing now” Jessica Bailey (CAFOD)

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Further information

- Case for Global Learning website: <https://bit.ly/Case4GL>
- For quotes or interviews: d.bourn@ucl.ac.uk
- For organisational information or images: kester.muller@ucl.ac.uk
- A folder of media assets can be accessed here:
[https://drive.google.com/drive/folders/1fDHUNVEzpzcWEufF-CpH6QSEscORGIR?usp=drive link](https://drive.google.com/drive/folders/1fDHUNVEzpzcWEufF-CpH6QSEscORGIR?usp=drive_link)