

1. What would a world for the many, not the few, look like in 2030?

Our focus is on educating people in the UK about international development and other global issues. Global learning involves critical and creative learning about the wider world, enabling people to develop knowledge about the global challenges we face and skills to make decisions for themselves. Within this remit, a 'world for the many not the few' would involve opportunities for global learning for all people in the UK, leaving no-one behind. This is particularly important for people who may be marginalised or feel disconnected from the benefits of global growth.

Global learning is a key element to achieving implementation of SDG ([Sustainable Development](#)



[Goals](#)) 4: Quality Education for All, which includes as one of its subsections Target 4.7: 'Promote education for sustainable development and global citizenship', which is particularly relevant to implementation in the UK. The wording of SDG Target 4.7 states: *"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity*

and of culture's contribution to sustainable development".

2. How can Labour's international development policy help build it?

Global learning can build public support for international development and sustainability. At present, however, learners develop their understanding of sustainability and global issues through a piecemeal approach – there is no consistency or cohesiveness for global learning between primary, secondary, and tertiary education, and no strategy for informal and lifelong learning. We want to see government use its role of coordination to support bodies responsible for policies within each stage of education to ensure consistency and clarity in how global learning is embedded and delivered. All government bodies responsible for education, global issues and sustainability must work together in order to implement SDG 4.7 in the UK.

3. What is your single best policy idea for a Labour government to pursue in international development?

The SDGs challenge everyone to reach out of their silos to work across disciplines and sectors. We back the points made in December 2017 by Mary Creagh MP, Chair of the Environment Audit Committee, that teaching of the SDGs be included as part of the National Curriculum - and also that implementation of the SDGs in the UK requires "imagination and ambition". Furthermore, a joined-up approach to **implementing SDG 4.7 in the UK** would require both cross-party and inter-departmental cooperation, and a commitment to work in partnership with civil society. A Labour government should commit to funding for in-depth and transformative global learning to be taught in schools (such as through the current Global Learning Programme, funded by DFID), and also in informal settings such as the youth sector and lifelong learning.