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**Ian Paisley MP BA (HONS) MSSc.**

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13 March 2017

Lord Bates  
House of Lords,  
London,  
SW1A 0PW

Dear Lord Bates

### ***Global Learning Programme***

I am writing in regard to the Global Learning Programme (GLP), a four year schools initiative supported by the Department for International Development (DFID) in England, Scotland, Wales and Northern Ireland. The GLP aims 'to support schools to teach about global poverty and international development, with a particular focus on upper primary and early secondary school'. More specifically, the project aims to increase and improve delivery of development education in 50% of grant aided primary, secondary and special schools across the UK. It supports schools in embedding global learning as regular practice across curriculum subjects and through whole school initiatives.

It is an ambitious but increasingly necessary initiative that enables pupils to understand the global influences on their lives and how their society is becoming increasingly connected with the wider world. Research by the British Council and Think Global shows that 75% of British business leaders think that the UK is in danger of being left behind by emerging countries, with 93% thinking that it is important for schools to help young people develop the ability to think globally. Global learning is therefore supportive of the economy, helps build public support for UK aid and, crucially, provides the critical thinking skills, knowledge, values and understanding needed to support active citizenship toward poverty eradication and sustainability.

The GLP started in January 2013 and aims to reach 13,227 schools across the UK. By October 2016, the date of the last DFID annual review, a total of 5,562 schools (42%) had already received training and support. The DFID review resulted in an overall score of 'A' reflecting the progress made against the previous year, particularly regarding: 'sharing best-practice; engaging remote, rural and special schools; and improving the use of online platforms to share resources and boost awareness of the programme.'



Department  
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The Rt Hon The Lord Bates  
Minister of State

Ian Paisley MP  
House of Commons  
London,  
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29<sup>h</sup> March 2017

Thank you for your letter of 13 March about the Global Learning Programme. I am delighted to hear about the programme's positive impact throughout the UK.

As you state in your letter, the programme aims to ensure that high-quality development education is embedded in 50% of the UK's schools, in order to provide young people with the knowledge and skills to continue the work of eradicating poverty. It gives teachers the professional skills to teach late primary and early secondary pupils about the facts of poverty and global development. It also helps pupils understand the potential for trade and political, social, and economic development to build a freer, more prosperous and sustainable world. The programme is meeting its objectives in most areas, although it has proven a challenge to recruit the target numbers of schools in England and Wales, given other pressures on the curriculum.

This Government remains committed to empowering UK citizens to tackle global poverty. For example, in addition to the Global Learning Programme (GLP), the Connecting Classrooms programme, which the Department for International Development (DFID) co-funds with the British Council, continues to link British schools to those in developing countries; the International Citizen Service continues to give thousands of young Brits the opportunity to volunteer abroad; and in November, we launched new funding opportunities under the Aid Match scheme.

As you know, the current GLP programme in Scotland is due to come to an end in September, in Wales in October, and England in December, with Northern Ireland's completing in June 2018. We will consider options for future funding, looking carefully at the programme's strategic fit with departmental objectives and its value for money.

Thank you again for writing to me and I hope this response is helpful to you.

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