
education review

Schools on the global stage



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education review

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Education Review is produced by the Education, Equality and Professional Development Department of the National Union of Teachers.

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EDUCATION JOURNAL

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and learning at every stage**

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Preface by Christine Blower, Acting General Secretary, National Union of Teachers

“We live in an increasingly globalised and interconnected world. The actions of an individual in the UK can, and do, have an impact on the life of an individual the other side of the globe. Our pupils see images and hear opinions about complex global issues but are seldom well equipped to process and evaluate this information.” (Mary Gowers, iEARN UK)

Readers of *Education Review* will be well aware that global forces are having a huge impact on every individual, institution and government at this time of plunging international markets and world wide recession. More than ever, schools will need to focus on the importance of widening their pupils’ horizons to enable them to participate fully as global citizens. Fortunately, technology, in itself a global phenomenon, now makes the sharing of information and communication possible and achievable between schools and pupils throughout the world.

The aim of this edition of *Education Review* is to explore aspects of the international dimension in education currently and to try and encourage schools to take their place on the global stage. Once again, the Review has a rich and varied selection of articles from contributors who are expert practitioners in different aspects of the theme. It is a tribute to the reputation of the Union’s professional journal that they have been willing to share their expertise with NUT members by writing for the Review.

We want to inspire teachers to think globally. The articles by teachers and professional development tutors demonstrate in exciting but achievable ways how schools can include an international dimension in the school curriculum, which is meaningful for pupils and school staff both in the UK and in linked schools abroad. Malcolm Peppiatt describes how his school in West Sussex has helped schools in Kenya in practical terms and how this ongoing initiative has developed the skills, personal attributes and aspirations of the West Sussex pupils, just as much as the Kenyan pupils, as well as having substantial benefits for school staff and the local community. Mary Gowers of iEARN UK shows how the schools working through that charity have enabled their pupils to have a meaningful interaction with pupils from other countries and an understanding of their different lives and experiences, often through the exploration of sustainable development topics. This edition can act as a resource for teachers wishing to follow up these and other themes as there are lists of contacts, publications and websites included with many of the articles.

The experience gained by teachers working abroad is described by Matt Cresswell of the British Council, who outlines the professional development opportunities available through short-term visits overseas through the Government-sponsored Teachers' International Professional Development Programme and other programmes. Jo Rhodes-Jiao of Voluntary Service Overseas re-affirms the crucial role of education in developing countries and includes quotes from teachers who have been inspired and invigorated by their overseas service which has given a new dimension to their professional practice on their return.

The NUT, through its Continuing Professional Development Programme, has embraced the importance of the global dimension in its Internationalising Learning programme. The article by NUT CPD tutors, Cathryn Gathercole and Delphine Ruston, describes the unique aspects of the Union's approach, which is based on research into the most effective methods of professional development. This includes teachers attending CPD courses with a teaching partner; planning and undertaking their own project tailored to the circumstances of their own schools and then returning for a follow-up seminar to share experiences, refine programmes and plan next steps. Their article shows how the Union's Teacher2Teacher methodology worked in practice on the Internationalising Learning course and how the focus of the course enthused and inspired the teachers who attended.

Ivan Lewis, Minister in the Department for International Development, which funded the Union's Internationalising Learning Programme, in his article summarises the Government's projects to encourage the teaching of young people in the UK about the issues which face them and their peers around the world. The NUT looks forward to continuing this working partnership with DFID.

How far the aim of global learning is being achieved in schools is assessed in the article by Hetan Shah and Helen Young of the Development Education Agency. The DEA commissioned a survey from Ipsos MORI to highlight that, even though many schools were embracing global issues, there was still a long way to go and many barriers to overcome in terms of an overloaded and prescriptive curriculum. The impact on pupils in terms of their awareness and positive response to people from other countries, cultures and faiths as revealed by the survey is an important positive gain from global learning.

Also on the school curriculum, Mick Waters picks up many of the issues in the DEA survey and gives a comprehensive overview of how the Qualifications and Curriculum Authority is working to help schools with curriculum guidance and support on international and global issues, including working with the NUT on guidance on climate change.

Comparative international research in education leads to important

insights into developments at home. Peter Mortimore, whose knowledge of education policy in England is unrivalled, finds that his study of changes in the Danish education system has messages for policy makers and educators in both countries, such as the key role of local authorities and the avoidance of classifying pupils as failures. Michael Davidson of the OECD reports in advance of the publication of the outcomes of a major research project, Teaching and Learning International Survey (TALIS). Comparative information on teachers' professional practice, the learning environment, class size, rewards and accountability, status, professional development and a range of other issues in surveyed countries will provide valuable data for teachers and their organisations across the world.

The impact of global initiatives and trends on education policy are explored. Stephen Ball and Deborah Youdell have studied the privatisation of public education services for Education International and their article is a digest of their findings on this worrying and expanding world-wide development. Mary Compton focuses on how teachers and their unions are affected by the growth of the private sector and the influence of the negotiations on the General Agreement on Trade in Services (GATS) to open up education to free market competition. Clare Corbett and Colin Walker of Which? show how marketing to children is a global problem which needs vigilance and regulation by national governments as well as international protocols and protections.

The importance of teachers' organisations having a strong voice and acting in collaboration with a global perspective rather than taking a narrow nationalist stance are strong themes in this edition. Roli Dagazon-Johnson of the Commonwealth Secretariat describes how the Commonwealth Teacher Recruitment Protocol was established which has limited the ability of the industrialised world to poach badly needed teachers from developing countries. Jan Eastman of Education International outlines the work of that body which represents teacher trade unions worldwide. This has a vital role in these times of constant change and heavy workload for teachers.

In an edition packed with cutting-edge articles, the book review section is necessarily select, but lives up to its reputation for highlighting valuable resources on challenging issues for busy teachers. Hazel Danson reflects on the latest publication from Maurice Galton and John MacBeath, who have charted the realities of the pressures on teachers for the NUT over a number of years. Jocelyn Hurndall's review draws on her own vivid and tragic experiences of the lives of children in Gaza. The Union is proud to have established the Tom Hurndall Education Fund, in memory of her son, which is supporting organisations in Gaza working for the rehabilitation of disabled children. Dorothy Y Selleck's review highlights the challenges and opportunities of life and education in a multi-ethnic society, ending on

an optimistic note by reference to new US President, Barack Obama, and the powerful message his election has given to the whole world.

One common theme which runs through this edition is the importance of the National Union of Teachers taking a leading role on the global stage. It is clearly vital for the Union to maintain and enhance its international profile in all its many aspects including working with other trade unions through Education International and engaging with the latest international comparative research through OECD. The NUT must continue to ensure that its members are fully represented at all national and international levels so that their voices are heard, their interests protected and their professionalism and expertise supported and developed.

The NUT's international work is carried out in the spirit of co-operation and solidarity, through which it endeavours to support education worldwide. The enthusiasm with which teachers embrace the international agenda for their pupils and for themselves as teachers is a testament to the teaching profession and to the relationships that connect teachers in the UK to global partnerships.

The NUT has been responding to the needs of teacher organisation partners in developing countries for many years. The NUT remains committed to developing its international work through practical links with other countries. One example of this is the NUT's partnership project with the Sierra Leone Teachers' Union (SLTU) developing ICT Skills for Women Teachers in Sierra Leone. The programme is based on the NUT's successful ICT Skills for Teachers programme and reflects the NUT's commitment to high quality professional development and training, as well as to international development. At the time of writing, 80 women teachers have been trained in Sierra Leone and an impressive ICT suite has been established at the SLTU's training centre for teachers, Hotel 5 10.

Since 2007 the NUT has committed one per cent of its subscription fees to international development work, reflecting the fact that the cost of eradicating poverty is estimated to be one per cent of global income. The NUT is committed to advancing quality education as a driving force for poverty reduction and sustainable development.

It is for this reason that the NUT has been actively involved in the Global Campaign for Education (GCE) since its inception. The 1948 Universal Declaration of Human Rights states that everyone has a right to education, yet millions of children worldwide – the majority of them girls – do not have a chance to go to school. The GCE aims to hold world leaders to the promise they made in 2000 as part of the Millennium Development Goals, that by 2015 every child in the world will have completed a primary school education.

Nelson Mandela once said *If all the world's children join together they can be*

more powerful than any government'. In 2008, the Global Campaign for Education's campaign 'Send My Friend '08', continued to fight for the right to an education for all children around the world. Over the last three years, thousands of schools and millions of pupils have taken part in the 'Send My Friend' campaign and as a result some governments, including the UK, are doing more to ensure education for all the world's children. Things are still moving too slowly however, as 70 million children are still missing out on school because of poverty.

Human rights are at the heart of the NUT's work on the global stage. The NUT is currently engaged in an innovative project with the US National Education Association (NEA) on promoting human rights using the Magna Carta as a reference point. The project involves classroom teachers from both the NUT and the NEA and provides a unique opportunity for teachers to work together beyond national boundaries.

The NUT is approaching the first anniversary of the sudden death of its General Secretary, Steve Sinnott, on 5 April. Steve was a passionate advocate of the Union's international role and his outstanding work in this area is highlighted in several of the articles, particularly that which describes the Commonwealth Teacher Recruitment Protocol, which was one of his most significant achievements. Steve believed that education had to have a global dimension and that teachers and pupils were enriched by engaging with their peers overseas who often had to struggle to overcome many barriers and dangers to access education. This edition of *Education Review* celebrates the Union's international work but serves as a reminder of the challenges of globalisation for public education. It should reinforce the importance for pupils and teachers of embracing the global dimension in the work of schools as well as giving practical examples of how this can be achieved.

A handwritten signature in black ink that reads "Christine Sloves". The signature is written in a cursive style with a large, flowing initial 'C'.

Internationalising learning – a Teacher2Teacher approach

Cathryn Gathercole

Cathryn Gathercole is Education Manager at Practical Action, an international development agency. She has been professionally involved in both international development and education for 20 years.

Delphine Ruston

Delphine Ruston has professional experience as a teacher, senior manager and photographer. She has tutored on the NUT Teacher2Teacher programme for seven years with a focus on coaching and mentoring.

Abstract: *This article describes the development and delivery of a pilot continuing professional development (CPD) course for teachers, promoting international development through the secondary curriculum. It illustrates how the peer coaching approach favoured by the NUT supports “internationalising learning”. The article concludes with evaluation from the participants and identifies areas for improvement.*

Background

The NUT has a long history of providing support for international development including sponsorship of volunteer placements, solidarity actions with teacher unions, training for overseas teachers, campaigning on access to education and the millennium development goals. In 2005, the NUT was involved in the “Make Poverty History” campaign and ran a series of courses for members on international development – International Development Union Education (IDUE) with funding from the Department for International Development (DFID) via the TUC. These attracted a different type of participant from usual attendees – tending to be younger, from diverse ethnic backgrounds and unlikely to be active in the union. While the emphasis was on the personal knowledge and understanding of the participants, there were inevitably lots of questions about transferring this into the classroom. A publication, *International Development: it’s union work*, (NUT, 2006) was the culmination of the course with many ideas of how to get involved in international development and where to go for support.

In 2007 the NUT successfully bid to the TUC to run a programme for Key Stage 3 teachers focusing on classroom practice called

“Internationalising Learning”, with the aim to “enable teachers to use more effective teaching strategies in their classroom and thereby enhance their pupils'/students' knowledge, skills and understanding of international development”. The programme used the proven NUT Teacher2Teacher model as outlined in the NUT publication, *The A-Z of Peer Coaching* (NUT, 2004) whereby pairs of teachers attend an initial two-day seminar run by two tutors: one with experience of the global dimension and international development, in this case, Cathryn Gathercole from Practical Action, who introduced new teaching ideas and strategies; and a second tutor, Delphine Ruston, who introduced peer coaching based on her experience in this area. Teachers then spend four months in school trying out new ideas, supported by their learning partner using peer coaching techniques. The second two-day seminar provided an opportunity for feedback and dissemination. This model is widely used by the NUT in their CPD programme with great success, and it has the potential for significant multiplier impact.

The programme had a particular focus on development awareness, including knowledge and understanding of global dimensions of the curriculum; classroom strategies; human rights; school linking across the development spectrum; evidence-based teaching about global interdependence; exploration of concepts such as empathy and solidarity to increase motivation. The NUT provided overall project management, with additional support from a steering group including representatives from the NUT, TUC, NGOs, an independent evaluator and an academic.

Profile of teacher participants

As the programme received funding through the TUC, it was open to all teachers, and included supply cover for each participant. The application form was approved by the head teacher and participants agreed to attend both two-day seminars ensuring strong commitment. Forty-four applications were received from which 12 pairs (24 individuals) were selected. The teachers came from diverse schools in terms of geographical spread, social class, culture, academic achievement and involvement in “international learning”. Most subject areas were represented, with the notable exceptions of mathematics, design and technology and art. About half of the participants had responsibilities beyond the classroom, with two being members of senior management teams. Nine participants had less than five years teaching experience, and two had more than 20. The training took place at the NUT training centre, Stoke Rochford Hall, from 26-27 November 2007 and 11-12 March 2008.

Course content

The first seminar took place in the same week that the QCA document, *The*

Global Dimension in Action – a curriculum planning guide for schools, (QCA, 2007) was produced to support the dimensions within the new Key Stage 3 “Big Picture” of the curriculum. One pair of teachers came from one of the case study schools which was interesting; firstly in that they had come on the course given that their school was seen as a model of international learning, and secondly because of their perspective on the situation within their school, which was that while groups of students were involved in high profile events such as addressing crowds in Trafalgar Square and meeting Nelson Mandela, they felt many students and staff were both unaware and unaffected by these activities. They saw the curriculum as key to ensuring an entitlement to internationalised learning and were keen to develop this area. Many of the schools had existing school links within Europe, Africa and Asia, and pupils had either been on overseas trips, or visitors had come to the school from the linked country. All of the schools and most of the teachers had previous, relevant experience to draw on.

On the first day, the lead tutor introduced the context and curriculum framework for international development education. Key curriculum documents included *Developing a Global Dimension in the School Curriculum* (DfEE, 2000), *Putting the World into World Class Education* (DfES, 2004), *Brighter Futures – Greener Lives* (DCSF, 2008), the *Curriculum Big Picture* (QCA, 2008) and the new QCA publication mentioned above. These provided definitions of terminology such as Global Dimension, International and Education for Sustainable Development which are used interchangeably, inevitably leading to confusion. The explanations used here were very much top line and taken from the documents mentioned above.

For the Global Dimension:

“Including a global dimension in teaching means that the links can be made between local and global issues and that what is taught is informed by international and global matters. It also means that young people are given the opportunities to examine their own values and attitudes, to appreciate the similarities between peoples everywhere, to understand the global context of their local lives, and to develop skills that will enable them to combat prejudice and discrimination. This in turn gives young people the knowledge, skills and understanding to play an active role in the global community.”

The document defines the global dimension in terms of eight key concepts – global citizenship, sustainable development, values and perceptions, interdependence, social justice, diversity and human rights. For many practitioners, the pedagogy behind teaching the global dimension is of critical engagement, drawing on Paulo Freire’s approach (Freire, 1972), emphasising the role of the teacher as a learner, and learner as teacher.

The explanation for the International Dimension was taken from *Putting the World into World Class Education* (DfES, 2004):

“Our vision is that the people of the UK should have the knowledge, skills and understanding they need to fulfill themselves, to live in and contribute effectively to a global society and to work in a competitive, global economy”.

While this document reiterates the Global Dimension’s 8 key concepts, the emphasis is on economic benefits and exporting British education. The International Dimension is commonly used by the British Council regarding school linking.

The final definition is Education for Sustainable Development (ESD) as stated in the aims of the UNESCO Decade for Education for Sustainable Development (UNDESD) 2005-2015:

“ESD is fundamentally about values, with respect at the centre: respect for others, including those of present and future generations, for difference and diversity, for the environment, for the resources of the planet we inhabit. Education enables us to understand ourselves and others and our links with the wider natural and social environment, and this understanding serves as a durable basis for building respect. Along with a sense of justice, responsibility, exploration and dialogue, ESD aims to move us to adopting behaviours and practices which enable all to live a full life without being deprived of basics.”
(UNESCO)

This approach is perceived as having greater emphasis on environmental considerations than the previous two, and has the biggest international buy in because of the involvement of the UN.

Participants used the Open Space for Dialogue and Enquiry (OSDE) approach to start to explore their own attitudes to poverty and wealth, recognising different perspectives. This allows space to explore individual preconceptions, mainstream opinions and how this influences decision making. As an example of a methodology which can be used with pupils, it was a useful taster session, although OSDE is most valuable when groups use it over a period of time and so develop their own critical engagement skills.

The course underway

Using a tried and tested approach from previous Teacher2Teacher programmes, Delphine Ruston introduced teachers to principles of the NUT peer coaching model. Firstly, the structure was outlined, where pairs of teachers agree an area of classroom practice to focus on, undertake reciprocal observation and exchange feedback. Next, peer coaching was

differentiated from observation for accountability, monitoring and inspection. Thirdly, the prerequisite climate was identified – trust, confidentiality, being non-judgmental and taking risks in a mutually supportive environment. Finally, using video clips of teachers engaged in peer coaching, specific skills of listening and questioning were highlighted.

The first two sessions on day two involved group based activities using a variety of resources, starting with Human Rights Approach to Development leading onto Human Rights Education, and then more generically developing a lesson around a theme. Several teachers had experience of working with students on human rights, and were able to share ideas. One in particular was a version of musical chairs where each child represented a right, and the one left without a chair when the music

was turned off had to present their case for remaining in the game at the expense of a less deserving right. This was particularly successful with kinesthetic learners, and those

The results were impressively ambitious and included meaningful cross curricular activities which would add value to their work.

with EBD. Unfortunately there were fewer resources than anticipated available for consultation during these activities, but for many these sessions were rated as being the most useful part of the seminar! Teachers received information about additional sources of support, including local authorities, Development Education Centres and the Global Dimension website.

For the remainder of the seminar, school pairs worked together to plan their school based activity and completed a Teacher2Teacher agreement. This session was very focused, with pairs taking full advantage of the opportunities to consider the issues and plan some very creative activities. The results were impressively ambitious and included meaningful cross curricular activities which would add value to their work. Some were in the position of being able to introduce quite radical changes, and deviate from the planned schemes of work significantly. This was more often the case where they were in positions of responsibility, for example, head of department. However, even relatively new teachers with no responsibility within the department planned imaginative and ambitious programmes with their partner within the confines of their existing timetable. Teaching and learning strategies included cross curricular links, school audits of existing work, whole school or class activities, projects and events, team teaching, collecting and organising relevant resources, creating new resources and using topic based and skill based activities. The Teacher2Teacher agreement also identified how participants were going to use peer coaching to support each other, including giving constructive feedback on observations, regular meetings, sharing information and ideas,

providing positive reinforcement and preparing a joint presentation.

The evaluation from the first two days was mainly positive, with the most useful sessions being the ones where they interacted with each other. There were mixed messages around the peer coaching sessions, with confusion about the role of this within the course. The main areas for attention overall were to increase the practical activities and use ICT more interactively both in the presentations and for individual research. Suggestions from participants for improvements included more resources available for consultation, time and space to practice peer coaching and making links between peer coaching and internationalising learning.

The Teacher2Teacher agreements were posted back out to participants and following a suggestion from the steering group, email contacts were also circulated. Participants were encouraged to apply to the GTC's Teacher Learning Academy for formal recognition of the training.

Steering group members reviewed the first seminar and gave valuable advice on the format and content of the second. In particular, they recommended a critique of school linking be built in as part of the discussion on next steps, and NGO colleagues agreed to send appropriate resources for use.

The second seminar

The focus of the second seminar was feedback, planning next steps and further development of peer coaching. Nineteen out of the original 24 participants attended with absence due to illness and school commitments. In response to comments on the evaluation, there were far more teaching resources available and laptops with internet access.

Most of the first day was taken up with feedback from the teacher pairs. This was the most inspirational part of the whole seminar, with very positive reports of activities within schools, high levels of pupil engagement and obvious teacher enthusiasm. The session showed quite clearly just how creative teachers can be when given the time and space. The examples of the students' work, photographs and videos provided lots of ideas to take on board, and in some cases gave an insight into student views. Memorable snippets were the water carrying activities in one school, the trifle approach in another, work around refugees in a third, and the introduction of "Frenchography" (a mixture of French and geography) in a fourth. Common themes included trying out a thematic or cross curricular approach, collaboration, promoting independent learning and creating new lesson plans and activities. Each of the hour-long feedback sessions ended with pairs from the different groups swapping stories from the other lot of presentations.

While there were complaints that not everyone had had the opportunity to hear each presentation, this was mitigated to a certain

extent by the sharing of all the electronic presentations within the group. Participants were encouraged to fill in a review pro forma which included the main teaching and learning aims, a summary of the pupils involved, activities, main pupil and teacher learning outcomes, and recommendations for other teachers. This served two purposes: firstly as a dissemination tool and secondly to support accreditation through the Teacher Learning Academy (TLA) which 16 said they would do.

In the next session, participants reflected on what they considered to be desirable attributes of a global citizen, and how these relate to the curriculum. They also considered how to influence colleagues and some barriers to this by identifying as many excuses as they could think of – ranging from “I haven’t got the time” to “It’s not my job” to “I’m the head of department and I don’t want to do this” – and came up with a variety of very passionate counter arguments in riposte.

For the second seminar, Delphine Ruston developed specific links between peer coaching and global citizenship, on the premise that the skills and values associated with peer coaching mirror those teachers nurture when pupils learn together to consider their own thoughts and feelings about living within a global community and their responsibilities towards it. The 4Cs of Critical Thinking provided a framework, in that both peer coach and global citizen are engaged in caring thinking, creative thinking, critical thinking and collaborative thinking.

Peer Coaching

Caring thinking

Viewing an issue from a colleague’s viewpoint

Creative thinking

Working in partnership to explore new ideas

Critical thinking

Critically evaluating professional practice

Collaborative thinking

Reciprocal problem solving

Global Citizenship

Empathy as core to global citizenship

Imagining different futures

Critically engaging with global issues

Working together and recognising global interdependence.

As a contrast to this “big picture” of peer coaching and global citizenship, participants did a self-evaluation exercise which enabled them to reflect on important, interpersonal listening and questioning techniques and to identify fine-tuning for continuous development. Participants were then asked to choose a topic to talk about as part of a triad exercise, taking turns to be speaker, listener and observer. Delphine introduced the activity by modeling it with Cathryn Gathercole. The feedback at the end of the exercise was overwhelmingly positive in terms of how useful it was to have the opportunity to talk through an issue and benefit from active listening.

The focus for the next session was whole school initiatives starting with a critique of school linking. Many individuals had experience of school or community links and it was useful to reflect on the opportunities and challenges linking provides. Other whole-school initiatives looked at included: Eco Schools, International School Award, Sustainable Schools, Healthy Schools, Rights Respecting Schools and Fair Trade Schools.

The final session was planning dissemination and follow up activities making use of the resources available for consultation. Information sharing was encouraged by noting down useful websites and sharing feedback presentations.

Conclusion

Key outcomes overall from the programme for participants included:

- Greater understanding of international development issues through the curriculum;
- Consider, select and use information, resources and teaching and learning strategies to respond proactively to the global dimension in the new secondary curriculum;
- Plan and review teaching and learning strategies;
- Collaborate with a learning partner to try out classroom strategies;
- Share ideas, experiences and effective practice with other participating teachers.

Suggestions for improvement included:

- Focus the programme on specific issues and case studies;
- More resources available in the initial seminar;
- Increased computer and internet access during the seminars;
- More practical activities using peer coaching in the first seminar to include links between peer coaching and internationalising learning, how to implement it in schools, and examples of how it could be used to support school-based activities;
- Improved sharing and dissemination to include different examples of school-based activities, on line support between seminars, and including a teacher presentation from this programme in future

courses.

The next stage in the programme development is to roll the programme out to include primary schools and schools in Wales, and to increase the number of courses run during the year.

This course has shown that teachers are keen to explore how they can internationalise learning in their school, and that this programme is a successful way of doing it.

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Global learning in schools, and the implications for policy

Abstract: *Good quality global learning is taking place in some schools but not all. This article outlines research by Development Education Association (DEA) and Ipsos MORI around the need for, and the impact of, global learning. It goes on to consider what changes in education policy would provide an enabling policy environment for global learning in all schools. It argues that this is necessary to prepare young people to thrive in a complex, globalised society and economy and to contribute towards a more just and sustainable world.*

From music and fashion to poverty, terrorism and climate change, young people's lives are intimately connected to the world around them. However, research shows that, although they may care deeply about global issues, there is a shortfall of opportunities for young people, particularly from disadvantaged communities, to engage critically with these issues and in local community action on their global concerns. (V, 2007)

Global learning is essential for the future of both individuals and society. It puts learning in a global context, fostering:

- critical and creative thinking;
- self-awareness and open-mindedness towards difference;
- understanding of global issues and power relationships; and
- optimism and action for a better world.

There are schools and teachers around the country who appreciate that education needs to be placed in a global context and has a role in

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contributing towards a more just and sustainable world. Global learning is already taking place in many of these schools and led by many excellent individual teachers (Development Education Association, 2008, and *Education Guardian*, 2008). We need to ensure that barriers to global learning are removed and that education policy enables it to become core to the work of all schools.

Research findings from Ipsos MORI

Ipsos MORI surveyed 1,995 secondary school pupils from across England aged between 11 and 16 on behalf of DEA (Ipsos MORI, 2008). In order to find out about pupils' global learning in schools, we developed the following four questions as indicators. Pupils were asked:

“This year (since September 2007) have you done any of the following at school?

- *Discussed news stories from around the world;*
- *Thought about news stories from around the world from different points of view;*
- *Discussed what people can do to make the world a better place;*
- *Discussed problems from around the world even when no one has all the answers.”*

They were also asked how important, if at all, they think it is that pupils experience global learning in schools. We also asked young people about their attitudes to the world.

The Ipsos MORI summary report states:

- *“Over 50 per cent of students say they have experienced global learning in school while a slightly larger proportion see it as important. Over three-quarters of pupils for example, think it is important that schools help pupils understand what people can do to make the world a better place (78 per cent).*
- *There appears to be a demand for global learning, with more pupils believing global learning is important than actually experience it in school. Findings suggest that there are a proportion of young people who are not experiencing global learning in school; one in five (19 per cent) for example, say they have not discussed news stories from around the world at all in school.*
- *Findings suggest that global learning has an impact: those who have experienced global learning in school are keen to understand more about the problems in the world, as well as being more likely than average to believe that what they do in their daily lives can affect those in other countries and that people like them have the ability to make a difference. These more informed pupils also appear to be more open to people of different backgrounds than those who have not experienced global learning in school.*

and more likely than average to say that they try to do things to make the world a better place. Those who have not experienced global learning in school, are less likely than those who have to be keen to learn more about problems in the world and to believe that they can do things to make the world a better place.

- *Two thirds of school children feel that they can do something to make the world a better place (66 per cent), while around two in five (42 per cent) believe that what they do in their daily life affects people in other countries.*
- *Half (50 per cent) of pupils think it is a good idea to have people of different backgrounds living in the same country together. Around three in ten (28 per cent) are neutral or unable to give a response, while 14 per cent disagree that it is a good idea. Those who have thought about news stories from around the world from different points of view are more likely to think it is a good idea (66 per cent vs. 50 per cent).*
- *22 per cent of young people say they would prefer to make the world a better place than earn a high salary, whilst nearly twice as many (39 per cent) say that making money is more important to them.”*

The research shows that only around two in five (42 per cent) pupils realised that what they do in their daily lives affects people in other countries. This shows a lack of understanding about the basic interconnected nature of the world we inhabit. However, when pupils have experienced global learning through discussing problems from around the world, this leads to 56 per cent of them understanding that their daily lives affect people in other countries.

Only half of pupils think it is a good idea to have people of different backgrounds living in the same country together and 14 per cent actively disagree with this idea. This is a major concern in a society that is grappling with social cohesion issues. When young people experience global learning, the proportion who think it is a good idea for people of different backgrounds to live together rises significantly from the average of 50 per cent to 65 per cent.

Sixty-five per cent of pupils had discussed news stories from around the world, and 56 per cent had discussed problems from around the world which may not have easy solutions. 67 per cent said they had discussed what people can do to make the world a better place. These are useful indicators for the level of global learning that young people are receiving at school.

Global learning has an impact on young people. As well as the findings already outlined, when, for example, young people thought about news stories from around the world from different points of view, they were more likely to believe:

- there are things people like them can do to make the world a better

place (79 per cent vs. 66 per cent among those who have not thought about news stories from around the world from different points of view);

- that what they do in their daily life affects people in other countries (51 per cent vs. 39 per cent among those who have not thought about news stories); and
- that it is a good idea to have people of different backgrounds in the same country living together (66 per cent vs. 49 per cent among those who have not thought about news stories).

Twenty-six per cent of pupils say, however, that they have not considered news stories from around the world from different points of view at all. Given the nature of the world we live in, every young person needs global learning, and we appear to be leaving one in four of our young people behind.

Therefore global learning is something that young people want and need and has positive benefits upon them in terms of their learning and more widely. As well as being part of good education, global learning can also help us achieve a number of desirable social outcomes including social justice, social cohesion and environmental sustainability.

Policy opportunities

Policy makers recognise to a degree the importance of preparing learners for living in a global economy, society and environment. In many ways, the policy context for global learning is better than it has ever been with the duty to promote community cohesion, the Every Child Matters outcomes, support for initiatives by the Department for International Development and the Department for Children, Schools and Families (DCSF) Sustainable Schools programme. The new secondary curriculum is aimed and includes much more global learning, including a global and sustainable development dimension across all subjects

But it is important that global learning is not a bolt-on extra to education. How can we make it part of mainstream education? We would argue that there are a number of places for policy intervention and change.

1. A coherent vision for education

The key driver for education policies tends to be “standards” but the important question is, standards of what? Government wants education to be “excellent”, “world class”, “top class” – these terms do not provide a unifying vision of what this education might look like and what sort of society it is working towards. Joining up across government and across the school system is helped by a joined up vision. We need a bold vision that puts education for a just and sustainable world at the heart of plans for

schools. Such a vision would inspire teachers, pupils, parents and society to think about how schools can play their part in making the world a better place.

All parts of the DCSF, particularly the curriculum division, the joint international unit and those working on community cohesion and sustainable development have a part to play in promoting global learning. Structures and personnel are needed with a joining up role across DCSF, other Government departments, and other bodies.

2. Curriculum

The curriculum has a set of admirable aims which can only be achieved by placing learning in a global context. We are concerned that the school curriculum currently has a very narrow definition of success. The targets, tests and league tables focus on relatively narrow conceptions of exam success. By encouraging teaching to the test, we are encouraging a narrowing of the curriculum. Schools need the space to develop their school curriculum based on their own context within the broad framework of the National Curriculum.

The new secondary National Curriculum has moved towards being much more flexible and includes global learning more strongly across all subjects. The primary curriculum is currently being reviewed so there is now a key opportunity to include more global learning. The primary National Curriculum should follow the lead taken by the secondary curriculum in being aims-led with greater flexibility for teachers and with a greater focus on global learning. Citizenship should become statutory at primary level.

New 14–19 diplomas are being introduced in four tranches over the next four years. They need to be suitably broad and balanced to meet the statutory curriculum aims and young people's global learning needs.

3. Enabling teachers and school leaders

If we expect our learners to be critical and reflective thinkers, we need to value these dispositions in the people who teach them. Teachers and senior managers need more space to reflect on their practice. In a complex globalised world, teachers need to move in some contexts from being transmitters of knowledge towards facilitators of learning. There is, for example, no agreement on questions around reducing poverty and climate change. For teachers to be able to deal with issues such as these in an educational context, they need professional development and support in participatory pedagogies that enable critical reflection.

Initial teacher training is obviously central to giving teachers the support they need to take the global learning agenda forward. The Training and Development Agency (TDA) has provided welcome initial support for

a network of ITT practitioners around global citizenship and sustainable development. We would encourage TDA to strengthen its support to the network in order to deepen and broaden engagement by all ITT providers.

Strengthening teacher continuing professional development (CPD) is a crucial component of any strategy to help schools meet the global learning challenge. The Department for International Development has put long term funding into regional networks to catalyse and coordinate effective support for teachers on global learning (the initiative is called “Enabling Effective Support”). The TDA now has a remit for CPD and it needs to make global learning support a key part of its emerging CPD strategy. It should build links with the regional Enabling Effective Support structures and review what the best approaches and quality standards would be, perhaps working with one region to begin with as a pilot project.

Leadership, as demonstrated by the head teacher, senior managers and governors, sets the tone for everything in schools. Schools need the Government to set clear aims, and to then allow them to focus on the best way to achieve these. The National College for School Leadership (NCSL) has programmes on environmental sustainability. They provide a useful foundation for further work on the broader social and political elements of sustainable development such as social justice or community cohesion. This needs to be included in the National Professional Qualification for Headship (NPQH) but also in continuing professional development for leaders such as conferences and peer learning forums.

4. Challenging prejudices and responding to complexity

There are specific examples of policies and areas of practice where more global learning is needed which moves beyond prejudicial attitudes and responds to the complexity of global issues. For example:

- Government should consider funding a long term piece of research into the impact of charitable fundraising in schools on pupils’ attitudes as there is some evidence that in some cases it can reinforce prejudices.
- Research is also needed into how to ensure schools avoid the potential pitfalls and promote positive learning through the practice of school linking. DCSF and DFID should review whether their linking programmes provide good value for money in promoting global learning or whether other interventions would create more change for less resource.
- Support is still needed for some schools to move beyond the “Saris, samosas and steel bands” approach to multiculturalism of the 70s and 80s. In its community cohesion agenda, Government often implicitly starts from the premise that it is minority communities that do not wish to integrate with the majority population. In our research 76 per cent of black students and 66 per cent of Asian students were positive

about different kinds of people living together whilst only 47 per cent of white pupils were. This data suggests that the issue may be more the other way around, requiring that education should be concerned less with promoting some mythical sense of “Britishness” amongst BME pupils than with developing more cosmopolitan attitudes, especially amongst white pupils.

- A similar issue arises in relation to education for sustainable development (ESD). What happens in schools can often focus upon promoting “better” behaviours such as recycling. This is necessary but not sufficient – in a learning environment pupils need to also develop their own critical understanding of the issues. This includes going beyond the role of individuals to look at the role of governments, business and NGOs in promoting sustainability. Education is not just about inculcating values and behaviours – it is about developing empowerment and critical learning. In the long run we will only move towards sustainability if we develop our capacity to think, challenge and change ourselves and the world around us.

OFSTED inspectors also need clearer guidance and training in considering what the actual learning outcomes are of areas related to global learning which have pitfalls, such as those described above.

5. Fostering innovation through partnership

Much innovative work around global learning is taking place in schools, NGOs and local authorities around the country. There is a need for better mapping of the work that is going on, and for greater collaboration and sharing of innovation.

DFID’s “Enabling Effective Support” (EES) initiative is designed to create partnerships between schools, local authorities and NGOs at the local and regional level to support global learning. Research is needed on the lessons from this about how best to foster such partnerships. Such research could be timed to ensure that DCSF is prepared with structures to provide continuity when DFID funding for EES ends in around 2012.

Some trusts and foundations provide opportunities for innovative work. Through the Development Awareness Fund (DAF), DFID encourages NGOs to work to promote global learning. This kind of funding has been highly successful in promoting innovation in global learning, but is very much oversubscribed. DCSF should look at the models DFID has used (in particular for its mini grants scheme) and consider building similar funding for work on global learning including community cohesion, sustainability and human rights.

Central Government should also get better at enabling NGOs to get involved with their work. For example at the national level there should be

NGO representation on the National Council for Educational Excellence which has representation almost entirely from business. At the local level, local authorities could learn from the way that Education Business Partnerships and other structures support relationships between business and schools and develop these or similar structures to encourage further support for the relationship between schools and civil society.

Conclusion

DEA has been working with practitioners on the global learning agenda for 15 years. We think that global learning is more essential than ever given the interconnected world we live in and the challenges we collectively face. Many schools are already grappling with how to embed an understanding of poverty, climate change, diversity, human rights and our wider global context in their schools and across their curriculum. Now is the time for policy to build upon the good practice already out there in schools, so that all schools can play their part in creating a more just and sustainable world.

This article is based on the publication, *Questioning Education*, which can be downloaded from the DEA website (www.dea.org.uk/ourglobalfuture)

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Preparing young people for global citizenship

Abstract: *The Government's commitment to education is not confined to the UK. Ivan Lewis outlines how the Department for International Development is working closely with schools to support them in educating pupils to be global citizens through development and school twinning projects and encouraging older pupils to undertake voluntary work in developing countries.*

Ever since this Government came to power in 1997, education has been our top priority. Without education, children will never have the chance to unlock their full potential, and young people will not be able to make the most of their talents for the future.

Through education we prepare our children for the challenges they will face in adulthood: getting a job, buying a house, raising a family, understanding the issues that shape the world they live in. Through education we also pursue the best economic policy. The countries which will succeed in the future are those that ensure their young people are challenged and inspired enough to achieve their best.

As a Government, we have worked hard to move from an education system which was below average in its performance towards the world class education system which Britain deserves. We have provided 2,900 Sure Start Children's Centres offering services to more than two million young children and their families. School results at age 15 are at their highest ever level, with 60.8 per cent of students achieving five A*-C GCSEs last year. We are providing record levels of investment in education to ensure that the level of progress we have achieved so far is maintained.

An interconnected world

But as we continue to improve education in this country, we also need to face up to the fact that the kind of education young people need is changing. If the first decade of the 21st century has taught us anything, it

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is that the world is increasingly interconnected. There is no longer an “over here” and an “over there”. Our lives are affected more than ever by what happens on the other side of the globe. China’s demand for oil drives up the price of petrol in the UK. The collapsing sub-prime market in America makes it more expensive for us to get a mortgage. The crisis in Sudan increases the number of asylum seekers arriving on our shores.

So, if in the past we needed to teach children about the national issues which affect them, today we need to teach children about the global issues which are increasingly making a difference to their lives. In a world where 80 per cent of people live on less than \$10 a day, understanding those global issues means understanding the kind of challenges being faced by the millions of people across the planet who live in poverty – without enough food or water, with no access to basic health care, with no chance to go to school.

Issues like trade, migration, conflict and climate change bind our fortunes together with those of people in developing countries. If we are to prepare our children for the uncertainties of the future, they need to understand how the fate of the poorest people in the poorest countries can affect them, and how in turn the choices they make here in Britain can affect people around the world.

The role of the Department for International Development

The Department for International Development is investing around £8million a year to help schools and teachers introduce these topics into the classroom. That money is funding extra teacher training, and providing resources and support for teachers who want to give their students an understanding of global issues. The ultimate goal is to make global education a theme that runs through the curriculum rather than an optional add on, so that throughout their education the next generation of young adults are encouraged to be responsible global citizens, interested in the world around them and aware of the issues that matter to people across the globe.

Learning about global issues is not just about getting a well-balanced education. It is also about getting prepared for the job market. As new economic powers are emerging, investment is being drawn east, and hundreds of millions of people are joining the global workforce – employers want the brightest and the best. British graduates no longer only compete against each other for their first job, they must also compete with graduates from America, Europe, India and China. Today’s companies need people who are ready and able to deal with the challenges of globalisation, and to seize the opportunities it offers. They are looking for candidates with a knowledge and understanding of international issues, and the ability to use that knowledge to make a positive and lasting

difference to their business.

Role of schools

To help provide young people in Britain with an education that prepares them for the 21st century job market, DFID's Global School Partnerships scheme is offering grants to support schools across the UK link with schools in developing countries. The Programme encourages children from very different cultures to share experiences and gain an understanding of the challenges different countries face, and the common values that bind us all together. We have already funded more than 1,400 school partnerships – and we want to see that number grow.

An example is Alwoodley Primary School in Leeds, which – through the scheme – has been able to link with Colegio Aula in Asuncion, Paraguay. Together the two schools explored the theme of migration and created an exhibition of artwork to celebrate Human Rights Day. With the funding they received, they then built on their initial success and introduced ongoing joint work focusing on global issues – so that rather than just being a one-off project, the work is mainstreamed into the curriculum.

Throughout their education the next generation of young adults are encouraged to be responsible global citizens.

Teachers agree that as a result of meeting people from linked schools, their pupils are seeing development issues as personal rather than theoretical and are becoming more enthused and willing to get more involved. One teacher at a linked school in India said, “We appreciate the benefits of fostering bonds of friendship between future citizens of the world, who need to appreciate and respect each other more than ever before”.

That sort of respect is not only important between children in different countries, it also fosters community cohesion at the local level, and can play a vital role in helping communities to integrate better and avoid the kind of racial and cultural tensions bred by ignorance and lack of understanding.

Of course, helping young people to develop an understanding of global issues depends on their teachers having the training, resources and support to introduce these issues into the classroom. We are channelling around £7 million a year into teacher training, including £2.7m through the Development Awareness Fund to support primary, secondary and higher education teachers to introduce a global dimension in their teaching – with specialised training available for those in special needs schools and from ethnic minority backgrounds.

For example, last year Somerset SCITT (School-Centred Initial Teacher Training) was awarded a grant of £290,000 with its partner organisation, The Learning Institute in Devon, to introduce a development education module, one of six, into their one-year course.

To help spread that kind of success across the country, we are supporting 12 regional education networks through the Enabling Effective Support initiative, to build capacity within the education system for teaching global issues in schools, and to furnish teachers with the new skills they will need.

Volunteering

But getting a global education is not just about what happens in the classroom. It is also about getting first hand experience. For many young people, their only experience of life in a developing country is an overseas placement during a gap year. These can be life-changing experiences, which open our eyes to new cultures and new opportunities. But for less well off families, the costs can be prohibitive.

DFID's new volunteering programme for young adults, Platform2, is helping to open up volunteering opportunities to people on low incomes and those who would not normally consider it as a possible option. The programme is being run by Christian Aid, Islamic Relief and the volunteering organisation, BUNAC, and supports young people aged 18-25 who want to volunteer for ten week placements in developing countries. Platform2 is already sending volunteers to Ghana, South Africa, India and Peru – and will offer a total of 2,500 placements over the next three years.

One volunteer was Humera Khan, a 24 year old from Bradford who helped to construct viewing platforms in South Africa so local children can learn about their indigenous wildlife. Another, Buki Olalywoye, a 25 year old volunteer from south London, worked on conservation projects in Ghana and helped with health and sanitation training in schools. She thought these placements were really valuable because: "Everyone is in their own comfort zones, especially in the inner cities. This gets us thinking outside our own world, seeing how others live and how we can have a positive influence."

That kind of experience helps to form character, shape values, and open young people's eyes to the world around them. If we teach children and young people about the kind of issues that people in other countries face, encourage them to think about the common values they share, and help them to understand the world they are growing up in, then we will better equip them for the challenges ahead, and enable them to make the most of their future.

What can teachers tell us that we don't know already?

***Abstract:** The OECD's new Teaching and Learning International Survey (TALIS) will make a significant contribution to the international evidence-base on what policies and practices help create effective teaching and learning environments in schools. This article explains what TALIS is, the information that has been collected and what will be learnt from the analysis of the TALIS data when the first results are published this year.*

For over 20 years the Organisation for Economic Co-operation and Development (OECD) has developed statistical indicators and analysis to help policy makers, the research community and the public at large to gauge how well education systems are meeting the needs of individuals, the labour market, and society generally. These international comparisons are published every year in one of OECD's best selling books, *Education at a Glance*. Studying the 2008 edition (OECD, 2008a) (at more than 500 pages it takes something more than a glance!) you can learn that the UK spends more per pupil than any other country on pre-primary education, that UK students are among the least optimistic within OECD countries of staying on to study in higher education and that average primary school class sizes in the UK are well above the OECD average. And the OECD's Programme for International Student Assessment (PISA) (OECD, 2007) will tell you that UK 15-year-olds have above average skills in science but only average level skills in maths and reading. But one topic that you won't find much about in *Education at a Glance* is teachers and their work. This is all about to change, however, with OECD's new Teaching and Learning International Survey (TALIS), which aims to fill some vital gaps in our understanding of what helps create the conditions for effective schooling. This article

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explains what TALIS is, the information that has been collected and what will be learnt from the analysis of the TALIS data when they are published this year.

Why an international survey of teachers?

But why bother with international comparisons at all? Surely countries know pretty well what goes on in their schools already? In fact, for some countries this is not the case and for them, international studies can provide a vehicle to fill information gaps at the national level as well as getting an internationally comparative perspective. But equally, for other countries like the UK who do have good data on teachers and schools, international comparisons can open up a new window. They can dispel myths or confirm beliefs, contrast differences but also highlight similarities that can often be used as a decisive lever for policy change nationally.

International comparisons can open up a new window. They can dispel myths or confirm beliefs, contrast differences but also highlight similarities that can often be used as a decisive lever for policy change nationally.

Much, of course, can be learnt from comparing schools within a country but this has some inevitable limitations, given that the policy and organisational frameworks in which the schools operate will typically be the same for all schools or large groups of them. An important selling point of international comparisons is that they allow us to see how schools operate

when these frameworks differ at the country or sub-national level. This is what TALIS will do.

A key motivation for launching TALIS arose from the 2005 OECD report, *Teachers Matter: Attracting, Developing and Retaining Effective Teachers* (OECD, 2005), which concluded a two year review of teacher policy in 25 countries. Among the report's conclusions and recommendations was a call for the development of better national and international information on teachers in order to better inform the process of policy formation. TALIS is a direct response to that recommendation. Indeed the framework that has shaped the development of TALIS includes the three key pillars of attracting teachers to the profession; developing teachers' knowledge and skills and retaining good teachers in the profession.

What will we learn from TALIS?

TALIS is conceived as a programme of surveys that will be implemented on a 3-5 year cycle and is the first international survey programme to focus on the learning environment and the working conditions of teachers in

schools. TALIS thus offers an opportunity for teachers and school principals to give their input into education analysis and policy development in these policy areas.

The first implementation of TALIS is well under way in 24 countries across four continents and is focussed on teachers at the lower secondary level and the principals of their schools. The specific policy themes that the first TALIS is investigating were chosen by the participating countries:

- Policies and practices for appraising teachers' work and providing them with feedback;
- The leadership and management of schools;
- Teaching practices, beliefs and attitudes;
- Teachers' professional development.

Separate survey questionnaires for teachers and school principals to address these themes, as well as their underlying conceptual frameworks, were developed by an international expert group. Throughout the development and testing of the questionnaires, valuable input was received from teacher trade union representatives, mainly through discussions with the Trade Union Advisory Committee (TUAC) at the OECD.

Representative samples of lower secondary level teachers and their school principals in each of the participating countries have now completed the survey questionnaires (either on paper or electronically). The data collection phase has been successfully completed and analysis is now underway to examine the respective policy themes of TALIS. So what do we expect to learn from this?

Teacher appraisal and feedback

The systems and practices for reviewing the work of teachers, recognising and rewarding good teaching, and meeting teachers' development needs is vital in developing and retaining effective teachers. TALIS is examining how teachers' work is appraised and how they receive feedback on their work, how frequently this occurs, who is involved in the process and what the outcomes are.

Together with information about the extent and type of school evaluation, analysis of the survey responses will reveal the degree to which these processes are motivated by administrative, accountability or developmental aims, and how different models shape the school environment. Analysis of these responses will throw light on the following questions:

- How do different appraisal/feedback systems recognise and reward teachers' work and how to they support teachers' development needs?
- Are some systems more associated than others with good levels of

teacher cooperation between teachers as well as teachers' levels of job satisfaction and job security?

- Do these systems influence teachers' teaching practices in different ways?

Teachers' professional development

The importance of good quality, on-going teacher professional development in establishing and maintaining a quality teacher workforce is widely accepted. And this importance is all the greater in modern education systems where teachers' roles have broadened, expectations are higher and the context that schools operate in has changed and in many ways become more demanding. Through TALIS we will obtain a profile of the development activities in which teachers are engaged and crucially, how well their development needs are being met. TALIS recognises that development comes in many forms and therefore asks teachers about a whole range of activities from attendance on courses and workshops to reading professional literature (e.g. journals, research papers) and having informal discussions with colleagues to share good practices about teaching.

The quality of teachers' experience in the early years of teaching is rightly seen as a crucial influence on retaining new teachers in the profession. Good induction and mentoring practices can help counter that and TALIS will examine the extent to which these are in place in schools across countries.

The role that teacher appraisal systems have in not only recognising and rewarding teachers but also in helping to identify and meet development needs is an important one that will be investigated in the TALIS analysis.

School leadership and management

There is increasing evidence that within individual schools, school leaders can contribute to improved student learning by shaping the conditions and climate in which teaching and learning occur. School leaders' relationship with student learning is mostly indirect through the policies and practices that they put in place or manage and how they support, motivate and inspire the teachers in the school. By surveying both school principals and teachers, TALIS will provide a unique insight into how these relationships play-out in practice in schools throughout the world.

In 2008, the OECD concluded a major policy review of school leadership (OECD, 2008b) and this identified policy levers to help governments improve school leadership. The four main recommendations were to:

- Redefine school leadership responsibilities;

- Distribute leadership;
- Develop skills for effective school leadership;
- Make school leadership an attractive profession.

By providing a profile of the roles and responsibilities that school leaders adopt in practice, TALIS provides a timely opportunity for countries to benchmark the situation in their own country, which will help in deciding how to respond to these recommendations. And crucially, TALIS will show how these roles vary between schools that operate in different contexts and circumstances as measured by the student and teacher composition of the school, the degree of school autonomy and the accountability frameworks that the school operates within.

Importantly, TALIS will also allow an examination of the school environment that is created by different approaches to school leadership. The school environment will be characterised by, for instance, the degree of professional co-operation and collaboration between teachers, the level of teacher morale and job satisfaction, and the nature of student and teacher relations.

Teaching practices, beliefs and attitudes

The quality of the learning environment at the classroom level is unquestionably influenced by the teaching methods and classroom practices that teachers use; potentially this is the most fascinating domain that TALIS is tackling. It is not an easy topic to tackle in a survey approach and therefore great care has been taken to design and test questions that will allow contrasts and similarities to be drawn between teachers within and across different countries.

It is important to be clear that TALIS will not and cannot measure the effectiveness of teachers or of different teaching practices- a rather different study design would be required for that. Instead, what TALIS will do is to contrast profiles of teaching practices, attitudes and beliefs among the participating countries. It is expected that different approaches to teaching will be revealed, such as practices that tend to focus on direction from the teacher and others that are more open-ended in their approach. And vitally important, the contextual data available from TALIS (size and composition of the class, the level of autonomy that schools and teachers have) will shed some light on what influences these differences.

Together, analysis of the survey responses will allow investigation of how teaching practices and beliefs vary according to the characteristics of the schools and classrooms in which teachers teach (including the climate of the school) and how they correlate with teachers' professional activities (such as professional development activities undertaken and the extent to which there is good collaboration among teachers).

Positive conditions for teaching and learning

What draws these different themes together is that jointly they allow an exploration of the policies and practices that help create a positive teaching and learning environment. TALIS does not measure student learning outcomes but TALIS will measure aspects of schooling that are known from research to be pre-conditions for effective student learning. The TALIS analysis proposes a number of characteristics of such a positive learning environment: a positive school climate, characterised mainly by good student-teacher relations; good cooperation and collaboration between teachers in the school; teachers' positive perceptions of self-efficacy and teachers' positive reports about their job satisfaction.

Analysis of the TALIS data will permit examination of how well these conditions are created in schools operating under differing conditions (adequacy of resources, composition of the student body, degrees of school

The school environment will be characterised by, for instance, the degree of professional co-operation and collaboration between teachers, the level of teacher morale and job satisfaction, and the nature of student and teacher relations.

autonomy, accountability frameworks), with differing roles taken by the leadership of the school, with varying models for appraising teachers in their jobs, providing them with feedback and addressing their development needs and the differing teaching practices and beliefs that are

evident. Disaggregation of these analyses by school type (eg public/private, urban/rural) and teacher characteristics (eg young/mature, male/female, new/experienced teachers) will not only highlight issues of equity but will help target policy responses.

Many fascinating issues will be examined in TALIS. For instance, how do the teaching practices differ between Italy with relatively low average class sizes and Korea with very high average class sizes and how do teachers' feelings of self-efficacy differ in these very different circumstances? How do teachers from Belgium (Flemish Community), who are relatively well paid, differ in their outlook (job satisfaction, perceptions of status) compared with teachers in Hungary, who are relatively poorly paid? How do the teaching and learning environments differ between countries such as Austria, which is fairly centralised in its organisation of the education system, and other countries such as the Netherlands, where school autonomy is very strong?

Conclusion

So, what can teachers tell us that we don't know already? Well, clearly a lot and that is why a survey like TALIS is so important and the results so

eagerly awaited. It is a pity that the UK chose not to take part in TALIS on this occasion but there will be further opportunities in future rounds. When the first results from TALIS are published in June 2009, they will provide a powerful, common resource for all stakeholders in education – including in non-participating countries – helping to inform discussion about the policies and practices that help create effective teaching and learning in schools.

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Classrooms for Kenya – An antidote to targets, testing and tables!

Malcolm Peppiatt

Malcolm Peppiatt has been a teacher in a range of schools (middle, special, secondary) and in a range of roles (PE teacher, head of year, community tutor) in differing settings from Bradford to rural Devon for 35 years. Currently Assistant Head at The Weald School, West Sussex, he is responsible for the school's Specialist School status.

Abstract: *This article is about one school's attempt to meet the challenge of providing a meaningful educational experience which is not driven [or restricted] by examination demands or league table position. It looks at how it has used its specialist school status as a catalyst to run creative enrichment activities which widen the horizons and raise the aspirations of its students, whilst bringing a global dimension to its curriculum.*

Background

The Weald is a community comprehensive school in rural mid-Sussex located in a relatively affluent area of the south east of England with an above average intake. We were designated as a High Performing Specialist School four years ago and have been a Technology College since 1998. We have also had a second specialism as a Sports College and School Sport Partnership hub school status since 2006. Our catchment is predominantly white middle class with ethnic minority groups under represented. One of our strategies to provide breadth and extension has been to use our specialist school status to develop enrichment activities/projects which encourage the students to be more outward looking.

In 2004 we launched Radio Weald, our very own school-based radio station run for the students by the students, but also broadcasting to the

local community. They now run weekly worldwide broadcasts very successfully across the internet culminating in an annual broadcast over the airwaves for one week in July.

During our very first broadcast over the airwaves in July 2004 I can remember vividly a conversation I had with the young colleague co-leading the project. Both of us were pretty exhausted having done 6am 'til 8pm shifts for four days with three similar days still to come. He said: "You know, Malcolm, this is the type of activity I came into teaching to do." In reply I said: "You know, Chris, when I came into teaching 30 years ago this was the type of activity you were encouraged to do." The buzz the students were clearly getting from the whole experience as they applied their learning in a real life situation was plain to see.

At that time I can remember thinking that this was one of the most invigorating and exhilarating activities I'd been involved with, and was likely to be involved with, in my whole teaching career. I was wrong! One year later the summer of 2005 saw us embarking upon the Africa Project.

The Africa project

The inspiration for our Africa Project in 2005 was the Make Poverty History – Send My Friend to School campaign to which the National Union of Teachers was strongly committed. Students and staff were great supporters of the MPH campaign with 1,500 demonstrating their solidarity with the cause by forming a human white band around the school playing field on MPH Friday [and raising £2,500 in the process]. A couple of our staff delivered hundreds of MPH 'Buddies' to the G8 rally in Edinburgh, marching alongside 250,000 others in the hope that the G8 leaders would take notice of the nation's anger and make a genuine commitment to increase aid, drop the debt and promote fair trade.

For students and staff at my school, as for thousands of others, MPH 2005 was just the beginning. In July and August of that year I had to put the finishing touches to our Third Phase re-designation plan as a Technology College and, as part of that, asked the question: But what if My Friend has no school to go to?

We answered the question by making a long term commitment in our school development plan/specialist school plan to work in partnership with a community in an African country to design and build classrooms. Will, a young colleague on the staff, had done something similar in Zambia through a church youth group and joined the project as co-leader. After a launch assembly we had 84 students and staff working on the project researching the feasibility of visiting one of the 57 countries that make up the African continent.

Here are comments from some of the students about what they enjoyed and what they learned through working on that first phase of the project:

- *I have learnt about the different countries in Africa and the different schools and the different ways that money can be raised.*
- *Overall I have learnt that there is much inequality in the world and that there are many people who need a lot of help and support.*
- *I have learned how to organise things better and how I can help in little ways.*
- *I know where Kenya is on the map! I've learned to work as part of a team, to stick at something for a long time and how to organise big events.*
- *Making contact with schools in different African countries via the British Council's Global Gateway.*
- *Being able to make contact with foreign people.*

Due to the great enthusiasm of the sixth formers involved, support from the British Council, a personal contact in Kenya and Will's trip organising skills, seven sixth formers and three staff went on an exploratory visit in July/August 2006 – one year ahead of schedule!

Visit to Kenya

Whilst in Kenya we visited schools in Nairobi, Kitale and Kisumu – teaching lessons, playing games, giving talks and doing Q&A sessions with students, parents, governors and local officials – quite an experience, particularly for our sixth formers! We were all inspired by the teachers and students we met on our visit, their commitment and dedication to education and the obstacles they had to overcome to get to school. For example, the miles they walked to get there when school was invariably a very dilapidated building, but one which still proudly proclaimed on the sign above the entrance 'Education is Power' [a point often lost on young people in the UK!]. There was clearly a lot we could learn by developing partnership work with some of these schools. Because of the useful personal contact [a family which is highly respected in the local community and who introduced us to the local MP] and the fact that it is not in a malarial hotspot, we decided we would aim to develop partnerships with four schools in the Kitale area: Lumuli Primary, Mitoto Primary, Misemwa Primary and Nabunga Secondary.

We returned from Kenya inspired but frustrated that young people who really wanted to learn could not do so in a safe and secure learning environment; we were determined to try and do something about it. All four of the schools were operating in very basic conditions, but one in particular faced imminent closure simply because the mud walls were continually being washed away and the local community could not keep up with the constant need to rebuild them. Brick built classrooms were needed, so, although not part of our original specialist school plan, fundraising dominated our activities during the 2006-2007 academic year.

At the very first staff meeting of the school year we gave a presentation

on our visit to Kenya and used this as our platform to launch a very ambitious fundraising initiative. My school was celebrating its jubilee year and we thought, wouldn't it be great to mark our fiftieth year as a school by raising £50,000 to help re-build classrooms in our four partner schools in the Kitale area. So our charity 'Classrooms For Kenya' was born. This presentation was followed by a series of assemblies in our school and neighbouring schools, presentations to local community organisations including the Lions, Rotary and the WI. The students and staff who did these spoke with passion and commitment and were very successful in winning hearts and minds.

Raising the money

Throughout 2006-2007 students and staff embarked upon a wide range of fundraising activities including:

- Held a balloon race – using biodegradable balloons [which unexpectedly in itself sparked a very powerful ethical debate in school]. Out of the 850 balloons released 110 people returned labels from the balloons they found. Students were able to use the returns in a number of ways, such as looking at wind speed/direction in geography lessons.
- Designed and sold our own wristbands – returning to the original concept of friendship bands i.e. you could buy one but had to give it to someone else as a token of your friendship.
- Sponsored – run / silence / swim / sky dive / car race – all organised outside of school by individual groups of students – it was really good to see the different year groups mixing to support one another.
- Christmas pantomime – written by a sixth form student and performed by staff – a great opportunity to dress up!
- Established a business enterprise arm and designed and produced our own mugs and bags.
- Organised and ran two quiz nights – written and devised by students along the lines of Ann Robinson's 'Test the Nation'.
- Carried out street/town collections – with the students' self-confidence growing visibly with every stranger they engaged with as they talked enthusiastically about the project.
- Held a black tie dinner and auction with Harry Enfield – with the students trained by our school chef to provide silver service.
- Whole school sponsored walk – a brilliant way of uniting the whole school with over 1,000 people walking and talking with each other for a common goal

Benefits of all kinds

Some had thought that our target to raise £50,000 in one year was an over-ambitious one, but we managed to surpass it, achieving a grand total of

£50,320. Although fundraising was never intended to be the main purpose of this project, it did in itself provide considerable enrichment for all those involved.

Students developed a wide range of skills including: business and financial, marketing, teamwork, time management and organisation, speaking and listening, designing and manufacturing, entrepreneurial, as well as increased self-confidence and raised self-esteem.

When asked to evaluate this phase of the project some students focused on what they'd enjoyed most, from "Meeting and working with students from other year groups" and "Planning and following through with our own ideas" to "Being able to show my artistic skills" and "Making the

totaliser and counting the money!"

Others were more reflective with comments such as "We have benefited enormously acquiring and developing skills such as teamwork, leadership, public speaking and personal

You start to look at the world differently and understand what really is important and worth fighting for in life.

organisation which will prove invaluable in later life" and "I've learned so much with the Africa Project, like how to work in a group of people with mouths exploding with ideas. But I think I've learned the most about the unfairness of poverty and how we can help."

In July/August 2007, 23 students and four staff spent three weeks in our partner schools, teaching lessons, playing games with pupils and actually building classrooms on two of the four sites – laying foundations alongside Kenyan labourers, one of whom specialised in teaching our students and staff Kiswahili. Students were asked to reflect on their experiences and to share them with the wider school community through our half-termly magazine. Their responses included the following:

- *The Africa Project has taught us about different cultures, how they operate and how they differ from our own. As sixth form students in our final year at The Weald it has been incredibly rewarding for us to be involved in such a worthwhile project.*
- *I have learnt: how to be persuasive; to be more confident; how to improve my communication skills; to be more tolerant – maintaining a positive mood during our travels around Kenya; that the world can be very different and a very harsh place and that I'm very lucky.*
- *There is no doubt that the trip was both an intense mental and physical challenge. It tests your strength, patience and dedication, but ultimately your passion.*
- *The most memorable thing I'll ever do.*

Sustaining the project

I believe these responses show that our project has already proved hugely beneficial in so many ways; however, the sustainability of our project and the continuing benefits to our students and staff will come through the enrichment resulting from mutually agreed curriculum projects. To this end we have been successful in applying for a grant from the DFID Global School Partnerships Reciprocal Visits programme which is administered through the British Council.

Primary schools in our locality had been invited to become involved and two were very keen, as was a local EBD Special School. The grant enabled teachers from our partner schools in Kenya to visit us in October 2008 for ten days when they teamed up with their opposite numbers in the British

Our Africa Project has informed and will continue to inform the behaviour of our young people in a global society.

schools to plan joint curriculum projects. In February 2009 teachers from our cluster of schools will visit the Kenyan schools to further develop these projects. We hope this will be the first of many such exchanges as there is the possibility of a further three years' funding through the DFID Global School Partnerships Global Curriculum Project.

In addition to these teacher exchanges, plans are well underway to take a group of 50 students and staff to Kenya in July/August 2009 along the same lines as the 2007 visit. Students who have been involved with the project since they were in Year 8 will now have the opportunity to come to Kenya as Year 11 students

When OFSTED last inspected The Weald in 2006 they knew we were a high performing school in terms of examination results but wanted to know how the school remained outward looking and encouraged its students to be the same, given its rural and, to a certain extent, fairly isolated setting. They were pleased with what they found and judged the school's contribution to the wider community to be outstanding. They should be even more impressed when they next call!

But I believe the real measure of a truly successful school lies not in OFSTED judgements nor in league table positions but rather as Ulf Fredriksson of Educational International has said:

“The final outcome of education is not examination results, but the actual behaviour of human beings in society.”

This view of education, which is what brought many of us into teaching in the first place, has been the driving force for our Africa Project.

Unfortunately, it does not seem to be a view shared by successive governments over the last 20 years.

If the comments of my students in this article are to be the yardstick, then our Africa Project has informed and will continue to inform the behaviour of our young people in a global society. I am optimistic that the Africa Project will prove to have been the life-changing and life-shaping experience that we had envisaged from the start, as this is how some students summed up their experiences in Kenya:

“Opportunities such as the Africa Project help you to decide who you are, and who you want to be; such a significant and life-changing experience helps you to establish the real values of life and your priorities.”

“You start to look at the world differently and understand what really is important and worth fighting for in life”

“The trip encompasses a vast range of issues, both worldwide and personal. You look at environmental, political, social, cultural and economic elements of life, but you also learn to reflect upon your inner self in reaction to these issues.”

“I could never have guessed how the Africa Project would change me as a person. I was startled by the sudden transformation in all my views and perceptions and how much more aware I became of different cultures and lifestyles. It opened my eyes to the greater priorities in life and I subsequently changed my career path from art and textiles to politics. I am now taking a gap year working on the Africa project as an assistant coordinator whilst also working in parliament, gaining some work experience. I intend to go to the University of Warwick to study politics as of September 2009.”

Any lingering doubts I may have had in the early days about whether or not the Africa Project was where we should be spending our energy were well and truly dispelled in December 2005 when I attended the British Council’s annual Above and Beyond conference where a keynote speaker was one Mick Waters. He spoke passionately about what he was hoping to achieve in his pending time at QCA; what he said made an awful lot of sense and signalled a move back to some sanity in our schools. He left us with a very clear message that what we as teachers should be doing in our schools was “to weave some magic back into the curriculum”.

The Africa Project is one of my school’s attempts to weave some magic.

Connecting youth – making a difference in the world

Abstract: *The iEARN (International Education and Resources Network) allows pupils in the UK to link up with their peers in over 160 countries for a single lesson or a long term project. Curriculum linked activities provide a focus for collaborative working that develops an understanding of a wide range of cultures and attitudes. At the same time important skills can be developed and practiced in a secure, moderated environment.*

We live in an increasingly globalised and interconnected world. The actions of an individual in the UK can, and do, have an impact on the life of an individual the other side of the globe. Our pupils see images and hear opinions about complex global issues but are seldom well equipped to process and evaluate this information. Curriculum subjects as diverse as religious education and science have a role to play in global education while cross curricular project work can also provide a focus.

iEARN UK provides access to a wide range of projects; many are directly relevant to curriculum delivery whilst some provide rich, cross-curricular opportunities. iEARN is a federation of organisations in over 160 countries. Each year more than 3 million young people work on collaborative projects that help them to connect directly to their peers in other countries and cultures. A fundamental tenet of the organisation is a belief in equal partnership across the world. iEARN UK is a registered charity that both works within the UK and represents iEARN International.

Within the curriculum

Projects are available across the age range from Key Stage 1 to Key Stage 5.

Mary Gowers

Mary Gowers is a physics graduate with more than 20 years experience of delivering science and maths in the classroom. She has had a career-long fascination with the use of emergent technologies to educate, stimulate and motivate learners. She is currently the Executive Officer of iEARN UK.

Young children can be introduced to their peers via the ever popular teddy bear exchanges. We can learn a great deal about our similarities and difference via the folk tale project, which is coordinated by iEARN Pakistan. Children retell the iconic stories of their culture (national and/or regional) and these stories are available for all to read. They can provide an introduction to global education and a stimulus to an exploration of the wealth of story telling available in many UK communities today.

Teachers may choose a project that is completed in a single lesson, for example, my hero. A classroom discussion on, "What makes a hero?" can be followed by exploring examples chosen by pupils across the world and the session may finish with pupils selecting their own hero and writing a short piece about them. Alternatively projects may last many months. A simple science/geography focussed project sees pupils from many countries planting daffodil or tulip bulbs on the same day. A record is then kept of first shoot, first bud and first colour showing for each location. The exchange of information is often supplemented with background information providing a global context for their research. Projects such as this which firmly embed an international dimension into the school's mainstream curriculum provide excellent support for an application for the silver and gold levels of the International Schools Award.

International school links

Once schools have taken part in a project they often develop a close relationship with another school or region. A group of schools in East Sussex took part in a teddy bear exchange with schools in Bamako (capital of Mali). Infra-structure problems in Mali made it a frustrating experience at times. However, the iEARN representative in Mali was able to supply support and help to the Bamako schools and to email out messages and pictures when the schools couldn't gain access.

The "in-country" support offered by iEARN is a major asset for smoothing the path of international collaboration. Each national iEARN is run by educators from that nation. As a result of their project last year, the group of schools this year are developing a resource pack on Mali that links the music and culture of this fascinating Saharan country with the Y7 French curriculum.

In 2007 we ran a very successful podcasting project linking schools in the UK and Barcelona for both cohorts to practice their Spanish as Spanish is taught as a second language in Catalonia. Pupils were able to use both their spoken and written language skills via a secure blog. The project culminated in a series of live conversations using the internet. Both teachers and pupils reported that the experience helped with language development and motivation. This year we have expanded the project to include French and extended it to primary age pupils. In November we will

be starting a major project linking 12 primary schools in South Gloucestershire to schools in Newfoundland, Canada, to practice their French.

Global sustainability

The One World – One Environment project was originally funded in 2005 by the Welsh Assembly Government (WAG) as part of the Education for Sustainable Development and Global Citizenship programme for delivery to 30 young people in schools and colleges (Department for Education, Lifelong Learning and Skills, 2006). Working with the Centre for Alternative Technology in Machynlleth, a package of stimulus and support material was produced and made publicly available via the iEARN UK website (www.earnuk.com/oneworld). The project explores the life cycle of an everyday object, usually some form of chocolate. We track its raw materials as they are extracted, exported, processed through manufacture to disposal. A web of resource and energy use demonstrates the global nature of modern production and how a familiar object has important economic and social impacts for people around the world.

Pupils are encouraged to measure their own eco-footprint as this gives a more holistic measure of one’s impact on the planet. It includes the carbon footprint but also measures resource use. The calculator is based on internationally accepted methodological standards, using data from Global Footprint Network’s National Footprint Accounts (Global Footprint Network). The iEARN network allows participants in the UK to compare their results and enter into dialogue with their peers in both producer and consumer countries.

To date over 1,500 pupils in Wales have taken part in the project with a further 2,000 around the world. Pupils often find the material challenges their world view and heated discussions are a common feature of workshops.

The Qualification and Curriculum Authority document, *The Global Dimension* (2007) says that:

| | |
|---|---|
| <i>The global dimension will help learners to:</i> | |
| <ul style="list-style-type: none"> ● explore and make sense of the big issues in the world ● think critically and creatively about topical and controversial issues ● deconstruct issues and events and consider them from a range of perspectives ● communicate with people from a range of countries and cultures | <ul style="list-style-type: none"> ● develop self-awareness and a positive attitude to difference ● argue a case on behalf of themselves and others ● reflect on the consequences of their own actions now and in the future ● link learning to taking responsible action ● participate in society as active and responsible global citizens |

The example of Brynteg School, Bridgend, demonstrates how iEARN projects deliver this curriculum. The One World project was used as a focus for a group of Year 12 pupils. The project was over-subscribed and an additional workshop had to be arranged. Debate raged throughout the day. How can we reduce our footprints? What right do we have to impose our comparatively recent environmental standards on communities that are still developing? How can we influence “unjust” world trade regimes? Over the course of the next 3 months the pupils continued to research their arguments and to debate these very challenging issues amongst themselves and, using the iEARN on-line forums, with young people in a range of countries. Crucially, they also explored individual responsibility for their personal footprint and its implications. They were critical and creative; they explored issues and events from a range of perspectives and engaged with some of the major problems faced by their generation in constructive and self aware collaboration. In the process they also generated evidence for their Key Skills portfolios.

The One World project has been successfully delivered to pupils from Year 5 to Year 13. Clearly the level of detail and challenge has to be adjusted accordingly but across the age range there is an interest and a willingness to engage in these challenging issues.

“Current education equips young people for today’s world, and a world tomorrow that is a ‘progression’ from today. (We) need to educate for other possible futures”
(Huckle and Sterling, 1996)

Using technology

The use of web 2.0 technologies is a major theme in the work of iEARN UK. It is now possible to work collaboratively with colleagues where ever they are on a whole range of internet platforms. Blogging, podcasting, the use of wikis, live audio and video communication can all be achieved anywhere there is a broadband connection. Increasingly workforces are separated both geographically and temporarily as teams work across many countries and time zones. Developing skills that prepare young people for a life (business, academic and social) that uses these new tools is an integral part of iEARN UK’s approach to global education.

Learning Circles

Learning Circles were developed as a method of capitalising on the old adage that one of the best ways to learn something is to agree to teach it to someone else!

Each circle is made up of 5 classes; these may be in the same local authority, spread across the UK or across the globe. The classes work collaboratively to research a theme. Each class chooses to focus on one

aspect of the theme and collates the research and results of all classes that relate to their theme. An example may make this clearer. In 2006/07, iEARN UK ran a series of Learning Circles on behalf of DYSG – the Learning and Skills Development Agency for Wales (now part of the Welsh Assembly Government) aimed at gifted and talented pupils in Key Stage 3. The title was: Water, Water, Everywhere? and the five topics researched were:

- Flood;
- Drought;
- Melting ice caps;
- Lack of clean drinking water;
- Water wars.

All pupils researched these topics and posted their findings and thoughts to an on-line forum. Each school in the circle then collated the results for their chosen topic and presented a report that summarised the circle's findings. The only constraint on the form of the report was that it must be capable of being viewed via a website. Presentations came in many forms; PowerPoint and web pages obviously featured but Argoed High

Pupils continued to research their arguments and to debate these very challenging issues amongst themselves and, using the iEARN on-line forums, with young people in a range of countries.

School chose to present their report as a multi-layered wiki – designed and prepared by Year 7 pupils. Gwynerfed High School wove original music and poetry into their piece while Bryn Hafren put together a powerful photomontage (again with original music and poetry).

Learning Circles allow pupils to take responsibility for their own learning within a clear and secure framework. You can see a selection of material produced by pupils by visiting www.iearnuk.com.

To quote one teacher involved:

“We’ve had a very busy but extremely enjoyable term completing our ‘Water, Water’ Learning Circle. I cannot believe how hard the students have worked to complete this and how little I had to do! It was a very humbling experience for a teacher who is ‘overworked!’” (Helen Jones, Ysgol Y Pant)

The Water, Water Everywhere? project was funded by the Key Skills Support Programme in Wales to help pupils to develop and accredit their Key Skills. This year we are delighted to be working with Science City Bristol and STEM SW (a new advisory group set up by the SW Region RDA,

STEM = Science, Technology, Engineering and Maths) to deliver a One World – One Environment Learning Circle to Year 8 pupils in five schools in and around Bristol. The project has been focussed on the new Key Stage 3 science curriculum and is designed for:

“stimulating interest in science and technology and developing critical evaluation, reasoning and analytical skills” (extract from Science City Bristol project announcement, September 2008)

It has been fascinating to watch pupils apply their science knowledge to real world problems, and to identify many of the key issues we currently face. What materials can we use to replace oil based synthetics? What energy sources are sustainable? It was fascinating to hear a group of 12 year olds spontaneously start a discussion about costings for different types of solar panels and their relative effectiveness.

The Learning Circle methodology is well researched (Riel, 1990) and can be applied to any curriculum content. It is starting to be used in the UK for professional development programmes. Using it with pupils raises their self esteem, their commitment and motivation and linking it to international collaborative project work helps them to develop a deeper and more rounded understanding of our complex, globalised world.

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Danish and English education systems: What lessons can we learn?

Abstract: *The Danish and English education systems are different in terms of their structures and cultures – including the relationships between the various partners, approach to the curriculum and attitude to pupils. Peter Mortimore describes the main features of the Danish system and highlights the differences between the two countries. He also evaluates the efficacy of the contrasting approaches and draws out any lessons from one system for the other.*

Introduction

Although I had visited Denmark and spoken at union conferences in the past, I did not have the opportunity to study the Danish system of education in a systematic way until I was invited to chair a review of the Folkeskole by the Organisation for Economic Co-operation (OECD) in 2003. The review included a tour of the country in which I – and my fellow reviewers – met the education minister and her team, local politicians and numerous pupils, teachers, parents and many other people associated with primary and lower secondary education.

Following publication of the OECD Review in the spring of 2004 (OECD, 2004a), I spoke at a number of public meetings concerned with the Danish education system and participated in discussions about the recommendations of the report. From January to June 2008, I lived in Denmark whilst working as an international professor at the University of Southern Denmark in Odense on the island of Funen. During these six months I studied the background to, and the progress of, the reforms of the upper secondary schools currently being enacted in Denmark.

As an outsider – especially one with only a very rudimentary knowledge of the country's history and without the language and cultural awareness of its people – it is impossible to be certain that one's judgments

Peter Mortimore

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about its system and institutions are valid. However, an outsider's eye can observe how the system works in practice and can sometimes identify issues that endogenous people take for granted.

Studying in depth another country's education system has additional benefits: it provides a basis for comparison with, and an enriched understanding of, one's home country.

National contexts

Denmark, in comparison to the UK, is a relatively small country.

Table 1. Population and area

| | Population (millions) | Area (square kilometres) |
|----------------|-----------------------|--------------------------|
| Denmark | 5.3 | 43.094 |
| United Kingdom | 58.5 | 244.101 |

Its population is less than one tenth of the UK's – rather similar to that of Scotland. Its geographical area is also much smaller – approximately one fifth of that of the UK.

The Danish economy is varied. It still involves traditional activities such as farming and ship building as well as many new high-tech processes. Currently it has virtually full employment. The next table shows that Denmark is a slightly richer country than the UK – as indicated by the OECD (2007a) figures – and one with higher overall tax rates than the UK. It is, however, a more equal society as indicated by the Gini Index.

Table 2. Income, tax and equality

| | Wealth per capita in US\$ | Highest tax rate % | Gini index |
|----------------|---------------------------|--------------------|------------|
| Denmark | 34.208 | 55 | 22 |
| United Kingdom | 33.637 | 40 | 36 |

Based on the UN Rights of the Child document, UNICEF data provide a way of estimating which countries provide a positive and healthy environment for children. The results of the most recent survey can be seen in Table 3 (UNICEF, 2007).

Table 3. UNICEF survey of the quality of the child environment

| | Country order (T=21) | Average rank (lowest = best) |
|----------------|----------------------|------------------------------|
| Denmark | 3 | 7.2 |
| United Kingdom | 21 | 18.2 |

As can be seen, the contrast between the average rank scores for Denmark (7.2), which came third out of all those participating, and for the UK (18.2) which secured bottom place – slightly worse than the US – is striking. According to these data the environment for a child is overwhelmingly better in Denmark.

So, while the two countries differ greatly in size, they are similar in wealth. Citizens of Denmark pay more tax but enjoy a more equal society. Most importantly, the quality of the environment for children is greatly superior in Denmark. For very young children, the high quality child care arrangements, generally organised and always overseen by the local authority are far superior. There are also well-planned after-school and holiday activities organised by pedagogues (three-year trained professional children's workers). Growing up appears less stressful than in England. There also appears to be a more measured attitude towards risk with children and young people still playing in the streets and cycling to school.

The structure of the education systems

The structure of the Danish education system differs in a number of ways to that of England. The philosophical basis of the Danish approach owes much to the country's history and to the writings of the philosopher Grundtvig (Moller and Watson, 1944).

The education system is overseen by a dedicated ministry but the ownership and oversight of all schooling up to the age of 16 falls to the Kommuns. These are the directly elected "borough-level" authorities with tax-raising powers.

The folkeskole

Unlike England, Denmark uses the Nordic model of all-through comprehensive schooling up to the age of 16 – so primary and lower secondary phases of schooling are provided within the folkeskole. This includes a year of pre-school provision beginning at age six, a nine-year basic school programme and an optional 10th year. Sustained by a tradition going back nearly 200 years, the folkeskole endeavours to educate its students to accept their role as autonomous, informed citizens, well-

socialised into a common set of values. Students are expected to grow into adults ready to participate fully in a democratic society.

Dialogue is a key aspect of the teacher-student relationship in classrooms and this fits neatly with the Danish model of democracy. Through a process of dialogue with their students, teachers endeavour to discern what students know and understand. This knowledge then allows both parties to plan further learning and assessment tasks. The modelling of the democratic process in schools is also considered extremely important by the Danish Union of Teachers (DLF). The DLF believes that democracy has to be taught and developed freshly in each generation. The folkeskole therefore, can be seen as the foundation block, not only of the Danish school, but of society as a whole. (DLF, 2000)

Approximately 12 per cent of pupils attend private institutions. These include small “Grundtvigian” schools (built on his philosophy of “a school for life based on the living word”), religious schools, progressive free schools and Steiner schools. These are run independently but are entitled to state support “which, in principle, matches the public expenditure in the municipal schools less the school fees paid by the parents” (Danish Ministry of Education, 2008). Private schools are subject to an annual supervision by the local authority.

The gymnasium

The Danish Government has recently changed the governance of the Danish vehicle for post-16 education – the gymnasium. Formerly overseen by counties – the next tier of local government – gymnasiums are now self-managing legal entities. There are three different types of gymnasiums: general, commercial and technical, as well as special shortened provision for adult students (though current reforms are seeking to bring these closer together).

Students study for three years, taking as many as nine or ten subjects at one of three different levels. Some subjects are compulsory. Examinations consist of a mixture of oral and written papers. Each student has to take three oral exams in which they study an unseen text and interpret and evaluate it as well as answering detailed questions from their teacher or from an independent censor assigned from another school in a different part of Denmark. The aim of the oral exams is to test for deep understanding.

The Danish model, with its less specialised approach to subjects and its “deeper” way of assessing progress, is closer to the model implicit in the “competences” work of the European Commission (Commission of the European Communities, 2005, European Parliament, 2006). Because of the number of subjects studied, students can apply for a wider range of university courses than in England. Furthermore, because the examination

timetable and the academic year ends slightly ahead of the English one, students only apply for university places after they have received their results – which they obtain from their own school at the end of their final term. There is, therefore, no need for the use of predicted grades or for the frenzy of clearing that are such dominant characteristics of the English system.

The educational outcomes for lower secondary schools

Every three years, the OECD's PISA tests 400,000 fifteen-year-olds from some 54 countries in reading, mathematics and science. Like all international assessments, PISA has methodological and statistical limitations. The OECD, however, uses elaborate procedures to ensure that the sampling of students and schools is fair and that like is being compared with like. The tests are not related to any specific curricula but are based on the knowledge and skills that young people are likely to need in a modern world (OECD, 2001; 2004b; 2007a; Haahr *et al*, 2005).

The PISA results provide information about the efficacy of national education systems at age 15. The results for Denmark and the UK can be seen in the following tables.

Table 4. Danish and UK outcomes in PISA 2000

| | Mean | Standard deviation |
|-----------------|------|--------------------|
| Literacy | | |
| Denmark | 497 | 98 |
| United Kingdom | 523 | 100 |
| Maths | | |
| Denmark | 514 | 87 |
| United Kingdom | 529 | 92 |
| Science | | |
| Denmark | 481 | 103 |
| United Kingdom | 532 | 98 |

The performance of the UK was better than that of Denmark (a difference of 26 points in literacy; 15 points in mathematics; and 51 points

in science). In terms of the standard deviations, Denmark had less spread in its scores and, therefore, was more equitable in both literacy and mathematics whilst, in science, the picture was reversed. Five years later these scores have changed.

Table 5. Danish and UK outcomes in PISA 2005

| | Mean | Standard deviation |
|-----------------|------|--------------------|
| Literacy | | |
| Denmark | 494 | 89 |
| United Kingdom | 495 | 102 |
| Maths | | |
| Denmark | 513 | 85 |
| United Kingdom | 495 | 89 |
| Science | | |
| Denmark | 496 | 93 |
| United Kingdom | 515 | 107 |

Both countries have similar average scores for literacy though the Danish standard deviation – indicating a more limited dispersion of scores – is better. In mathematics the Danish average score is considerably higher than that of UK and the standard deviation is also slightly better. In contrast, in science, the UK has a higher average but, nevertheless, still has a bigger (and therefore less equitable) standard deviation. Thus the overall average performance at age 15 is similar, though the Danish smaller standard deviations demonstrate a greater equity.

As can be seen the UK scores declined in relation to those of Denmark which had either remained fairly stable or increased slightly. For this decline to occur during the education reforms being undertaken so enthusiastically by government is disturbing, especially since, over the same period of time, paradoxically, national results have risen.

The educational outcomes for upper secondary schools and beyond

Data relating to post-16 scores show that more Danish students remain in

secondary education (81 per cent compared to 67 per cent) and a greater proportion complete higher education (46 per cent compared to 39 per cent) than in UK. Furthermore a survey of commitment to life-long learning carried out by the EU shows that 56 per cent of Danish adults reported some continued involvement in learning compared to only 40 per cent of the UK group. Finally, the OECD Adult Literacy Survey (OECD, 2000) reveals that when the three different reading scores are averaged, Denmark scores 280 points in comparison to the 267 of the UK sample.

So it appears that, while Denmark and the UK achieve at about the same level when their students are 15, subsequently Danish students improve and out-perform their UK peers. In my judgment, this is the result of the Danish system being more patient and avoiding the premature judgement of pupils and consequent feelings of failure. Instead, pupils – who may not have achieved much in the folkeskole – continue in their education in year 10 and in the gymnasiums. They also improve their skills in the work place. Ultimately, therefore, the Danish system appears considerably more successful than the UK (English) one.

Current reforms being pursued in Danish schools

The folkeskole reforms

Following the OECD Review and the national debate which followed it, a number of reforms have been introduced to the folkeskole. These include new computer-based adaptive tests. Students must now undertake an assessment in Danish in four of the nine years of compulsory schooling. In addition, they must complete tests in mathematics in two of the years and English, geography, biology and physics in one of them.

These tests, however, are quite different to English SATs. They are generally adapted to the needs of the individual student, leading to easier or more difficult questions being presented. No two students are likely to receive exactly the same test. It is not possible, therefore, to use these results in any form of league tables. Furthermore, all details about levels of achievement at school or district level, with the exception of the national figures, are kept confidential and there is no right of public access to the information.

Another recent change is that the folkeskole leaving examination, which was traditionally voluntary, has been made compulsory. Folkeskole students now have to sit for centrally set and marked school-leaving examinations in seven subjects. Five are compulsory for all students: written and oral examinations in Danish, a written examination in mathematics and oral examinations in English and science/chemistry. Each student must sit for two examinations randomly drawn by an official in the ministry, one from the humanities group, and one from the science group.

Students are also required to complete an interdisciplinary project. This is assessed on its content, working methods and clarity of presentation. A written statement (and, if requested a mark) provides a detailed assessment of the student's achievement. There are no pass or fail criteria and the results cannot be summed to create an average mark.

Despite these safeguards, some newspapers have used the leaving examination results to create crude league tables with ranked schools. As yet, however, interest amongst parents appears low.

In addition to the changes in assessments, folkeskole teachers are now required to prepare annual written student plans for all students at all levels. These are designed to incorporate the information from the evaluations and any course of action based on their results. Some Danish teachers have welcomed these plans as helpful methods of recording and monitoring the progress of their students. Others complain of a massive increase in paperwork.

The gymnasium reforms

General modernisation of the public sector in Denmark began during the 1980s. The Gymnasium Reform was agreed by all political parties in 2003 and was followed by the Structure Reform in 2005. This led to the diminution of the counties and, in January 2007, the emergence of all upper secondary schools as legal entities, subject only to Ministry direction.

The overall management of the gymnasium, including its financial affairs and the appointment of its principal, are now undertaken by individual boards. The "taximeter subvention" system of funding has also been introduced so that money follows students' completion of courses. This system has been designed to encourage competition between the upper secondary schools.

The reforms were designed to achieve four objectives:

- Make schools more effective and efficient;
- Align the four types of schools and offer greater flexibility for students;
- Generate better learners for higher education;
- Develop better – more modern – teachers.

These aspirations appear both worthwhile and achievable – given the goodwill of everyone involved. My own prognosis for the reforms, made on the basis of meetings with participants, including principals, teachers, students and colleagues in my university is generally positive.

Self management has been promoted to allow gymnasiums to function as efficient units. As long as some financial expertise is available and management is not allowed to overshadow academic leadership (as happened in some secondary schools in England during the 1990s) I am

fairly confident that they will work efficiently.

Reporting directly to the ministry will ensure that the minister is informed of all developments. But this may inhibit regional cooperation and promote competition rather than collaboration.

The use of targets – widespread amongst many national education systems – often creates problems. Mansell (2007) has carefully documented how targets have been used – and abused – in English schools between 2005 and 2007. He reports a list of worrying practices from “teaching to the test” to downright cheating. The Danish ministry will have to work hard to ensure that the new procedures do not evoke a similar outcome.

Leadership is probably the key to the reforms and yet, as was documented in the OECD Review of the folkeskoles, Danish teachers traditionally have an ambivalent attitude towards leadership (OECD, 2004a). This will take time to change and appropriate training and support will be essential.

Growing up [in Denmark] appears less stressful than in England. There also appears to be a more measured attitude towards risk with children and young people still playing in the streets and cycling to school.

Aligning the types of gymnasiums is likely to prove helpful to students. It will, however, take time to gain public acceptance, given the widespread view that the former academic gymnasiums are still superior to the technical and commercial schools.

The most worthwhile of the objectives must be to generate better learners. This is especially important in our globalised age where the ability to learn rapidly is likely to be seen as the most valuable of all skills. Given this necessity, schools need to seek new and better ways in which learning can be supported. In time, brain research may help teachers to understand the ways in which students learn most effectively (Mc Neil, 2004) as may the next generation of computers (Noss & Pachler, 1999). As experienced teachers know, however, the motivation to learn is still of paramount importance for, mysteriously, ability sometimes follows awakened motivation.

I regret that the former possibility to undertake “group tests” and award “group marks” in the Danish system has been removed. In my view, team work needs “the team” – rather than its individual members – to be assessed. Of course, some individuals will work harder or be more inventive than others – but this is what happens in real life situations. This might be something to reconsider when the reforms have been

evaluated.

Given that, for hundreds of years, academic subjects have been studied separately their proponents are likely to resist new interdisciplinary approaches. The introduction of interdisciplinarity may have caused some teachers to think deeply about their subject, its didactics and pedagogy and its relationships with other subjects. But those opposed to the idea are likely to resist taking ownership of any aspect of the reforms. This is clearly unsatisfactory and renewed efforts need to be made to encourage a common pedagogical basis (Ireson et al, 1999). Interdisciplinarity makes sense in today's world but will need to be developed intelligently if it is to win over devoted adherents to the tradition of single subjects.

The Danish reform package is a uniquely brave and worthwhile venture. I have not seen any similar projects anywhere else. One of the dilemmas associated with any reform is how much to force "top-down" and how much to encourage "bottom-up developments. It is a pity that such exciting reforms were introduced in a top-down manner. In my experience successful change is usually brought about with a minimum of the former and the maximum of the latter.

Top-down reforms can change laws but not attitudes (Fullan,2007); those involved have usually to want to change. The reported comment – of the mandarin court librarian and founder of Taoism Lau-tzu – that the best leaders are invisible, allowing the people to believe they made the changes for themselves, still rings true (Feng, 1983).

Nevertheless, having studied the reforms, my considered view is that, despite the challenges they have evoked, they have a good chance of succeeding – provided the politicians do not lose faith. A political retreat would be a disaster. It would disappoint those who have struggled to make sense of the reform package and would reward those who have declined to explore new ways to think about their subjects. It would also make any future reform even more difficult.

The lessons

There are some important lessons Danish ministers, officials and teachers can learn from the English experience. On the positive side, they can learn how long reforms take to permeate the system. They could also benefit from observation of the best practice of many English schools. But, more importantly, they would see that a "high stakes" testing-based market model does not work.

At the same time, ministers and officials and teachers within the English education system could learn from the Danes that local authorities can still play a significant role in the administration of schools. They could observe the value of a patient system which avoids classifying pupils as failures. And they could consider – not the top-down style of the

gymnasium reforms (that tendency needs no encouragement) – but the content of the changes: the benefit of the alignment of alternative provision; the value of experiments with interdisciplinarity and team work; better school-university coordination and the underlying emphasis on the teaching of democracy.

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Notes

- i Some data refer to the UK because those for England are not available. Reference to policies will always be to those of England.
- ii The Gini coefficient is a statistical measure used as a measure of inequality of wealth distribution. It is shown as a ratio with values between 0 and 1. A low Gini coefficient indicates more equal distribution; a high Gini indicates a more unequal distribution.
- iii Denmark has a long tradition of students taking a year out between folkeskole and upper secondary education. The first so-called efterskoles were founded by Kristen Kold, a nineteenth century educationalist and a Danish folk hero – Nikolaj Grundtvig: poet, philosopher and protestant clergyman. This year is spent often spent in a boarding school specialising in some aspect of the curriculum. Some students opt for this extra year in order to improve their basic skills; others favour a broadening of their education. Currently, about half the age group include a year 10 in their education.
- iv Programme for International Student Assessment a programme of the Organisation for Economic Cooperation and Development (OECD).
- v Taximeter scheme – eng.uvm.dk/factsheets/documents/taximeter.pdf

Climate change – global warming or global yawning?

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Abstract: *In this article Mick Waters, Director of Curriculum for the Qualifications and Curriculum Authority (QCA), looks at how the curriculum can be made more relevant and appealing to young people. He describes the work that the QCA is undertaking to promote global learning and encourage children to make a connection between themselves and the world around them.*

"Just started Global Warming and Climate Change with my Year 9 group. On announcing it was met with 'Oh not again, we have already done it three times!! In chemistry, physics and biology' but of course geographers do it better !!!!"
(Hitch, 2007)

The quote above is taken from a conversation on an online forum for geography teachers on Staffordshire Learning Net. It perfectly illustrates the situation faced by many learners currently in our secondary schools. Many have told us that they are switched off from learning that is repetitive and uncoordinated.

September 2008 was an exciting moment in the development of secondary education. A new curriculum was introduced that enables schools to raise standards and help all their learners meet the challenges of life in our fast-changing world. It allows schools to present young people with investigations of complex issues like climate change in a more coordinated manner. Each subject provides a unique perspective offering learners a more rounded view of the issues while developing their skills to

make them responsible, aware citizens who can change our world for the better

Through ongoing consultations with young people, as well as wider research, the Qualifications and Curriculum Authority (QCA) gathers information about what motivates – and demotivates – learners. One of the most important motivating factors for young people is how relevant they feel the curriculum is to their own lives and expectations for the future. Every year for the past eight years, we have conducted a review of research literature on pupils' experiences of the National Curriculum. The latest report reviews the findings of 314 different publications. A key message in this report is:

"Pupils . . . require more visible messages about the relevance of the curriculum to daily and future life. They might also benefit from greater awareness of connections across the curriculum . . . Pupils more readily perceive lack of relevance and link this to feelings of boredom, difficulty and disengagement. Thus, a curriculum 'brought alive by making it relevant to their everyday lives' . . . is a sentiment espoused in many of the research findings." (Lord, P. and Jones, M., 2006)

The report also highlights that pupils rarely see connections outside subject boundaries. Overall, pupils view their curriculum learning experiences as subject-compartmentalised. They rarely voice perceptions of interconnections or *whole-curriculum* experiences. However, pupils feel that connections across subjects are important and beneficial to their learning and understanding.

Pupils' views

In 2008 Ipsos MORI, on behalf of education charity DEA, surveyed 1,955 secondary school pupils aged between 11 and 16 from across England, to find out about pupils' global learning experience in schools. More than 50 per cent of students said that they had experienced global learning in school since September 2007, while a slightly larger proportion saw global learning as important. More than three-quarters (78 per cent) of pupils thought it was important that schools helped pupils understand what people can do to make the world a better place. Only two in five (42 per cent) pupils however believed that what they do in their daily life affects people in other countries, showing they are not making the connections about climate change. (Ipsos MORI, 2008)

Among the key findings the report identifies student attitudes to global issues:

"Experiencing global learning at school appears to shape young peoples' attitudes to global issues in general. Those who have experienced global learning at school are

more likely to:

- *Feel there is something they can do to make the world a better place;*
- *Appreciate that what they do in their daily lives can affect those in other countries;*
- *Want to understand more about the problems in the world;*
- *Be more open to those from different backgrounds; and*
- *Want to do something to make the world a better place."*

To compliment this research, DEA also produced *Questioning Education: A Discussion Paper*, which aims to provoke and contribute to a debate on how education policy can move forward to better prepare young people for their global future. DEA believes that global learning in primary and secondary schools is needed for the future of both pupils and society, in a globalised and fast-changing world with challenges ranging from migration to climate change. DEA defines global learning as meaning

"that education should put learning in a global context, fostering:

- *critical and creative thinking;*
- *self-awareness and open-mindedness towards difference;*
- *understanding of global issues and power relationships, and*
- *optimism and action for a better world".* (Young and Shah, 2008)

Editor's Note: For more information on the research, see the article by DEA in this edition.

Government strategies

Sustainability and climate change are gaining a higher public and political profile. In a speech on climate change in 2004, Tony Blair, as Prime Minister, said:

"Sustainable development will not just be a subject in the classroom: it will be in its bricks and mortar and the way the school uses and even generates its own power. Our students won't just be told about sustainable development, they will see and work within it: a living, learning place in which to explore what a sustainable lifestyle means." (Blair, 2004)

Alan Johnson, quoted as Secretary of State for Education and Skills in 2006, developed this further when he said:

"Schools are there to give children the knowledge and skills they need to become active members of society. Many children are rightly worried about climate change, global poverty and the impact of our lifestyles. Schools can demonstrate ways of living that are models of good practice for children and their communities. They

can build sustainable development into the learning experience of every child to encourage innovation and improvement." (DfES, 2006)

The Government's strategy for children and young people, the Children's Plan, aims to make this country the "best place in the world for children and young people to grow up". The Children's Plan states that children and young people are particularly concerned about the environment and climate change. The Children's Plan aims for all schools to be sustainable by 2020. The plan goes on to make it clear that this will require active participation from young people:

"The work of school councils, of eco-teams, and young people undertaking positive activities in their communities is a hugely powerful driver for sustainable development. As adults we have a responsibility to look ahead and find solutions that improve the quality of children's lives without storing up problems that they will have to address in the future. One sure way to do this is to empower our children to change their environment." (DCSF, 2007)

The Department for Children, Schools and Families (DCSF) states:

"Children cannot grow up into a stable and secure world unless we, as a country and as an international partner, find ways to improve our well-being without destroying . . . the planet. This is the context for the DCSF's sustainable schools strategy." (DCSF, 2008)

The *Sustainable Schools National Framework* focuses on ways in which sustainable development can be embedded into whole-school management practices and provides practical guidance to help schools work in a more sustainable way". It identifies three principles for schools to consider: care for oneself, care for each other (across cultures, distances and time) and care for the environment (near and far). It also introduces eight "doorways" through which schools may choose to initiate or extend their sustainability activities: food and drink; energy and water; travel and traffic; purchasing and waste; buildings and grounds; inclusion and participation; local well-being; and global dimension. According to the *Framework*, "Each doorway may be approached individually or as part of a whole school action plan, though undoubtedly schools will find that many of the doorways are interconnected." (DCSF, 2006)

OFSTED evidence

In May 2008 OFSTED published *Schools and sustainability: A climate for change?* This report uses the results of visits by inspectors to 41 primary and secondary schools in 2006/07. It assesses the extent to which these schools

taught their pupils about sustainability and the progress they were making towards meeting the expectations of the Government's *Sustainable Schools National Framework*. OFSTED discovered that:

"most of the schools visited had limited knowledge of sustainability or of related initiatives. Work on sustainability tended to be piecemeal and uncoordinated, often confined to extra-curricular activities and special events rather than being an integral part of the curriculum. Therefore, its impact tended to be short-lived and limited to small groups of pupils." (OFSTED, 2008)

The report goes on to look at the curriculum in more detail, highlighting the lack of development and coordination of sustainable development through subjects. OFSTED identified the four subjects that include specific reference to sustainability in their programmes of study – citizenship, geography, science and design and technology – but rarely was sustainability developed through these subjects in the schools inspected. Although sustainable development often had a low profile in the subject curriculum, several of the schools visited made it the focus of activities such as “suspended timetable” days, themed weeks or assemblies. Themed sessions were often successful in providing a good range of activities in which the whole school could participate, but this was clearly not embedded across the curriculum in a coherent manner, thus reducing the impact for the learner. School leaders, in the 41 inspected schools, acknowledged that little of this work formed part of a coordinated whole-school approach.

The OFSTED report recommended that schools should:

- integrate sustainable development into their development plans and ensure that resources and training are available to support it;
- identify a key person to manage and coordinate sustainable development within and outside the classroom;
- give all pupils the opportunity to learn about and take an active part in promoting sustainability within the school and beyond, through membership of school councils, eco councils and other groups;
- give all pupils the opportunity to put their understanding of local issues into a global context, so that they see how their decisions can have an impact on others now and in the future.

If learners are to develop successfully an understanding of sustainability from local to global, and issues such as climate change, it is clearly vital that schools develop a coherent approach as outlined in the *Sustainable Schools National Framework*. In 2007, the National College for School Leadership (NCSL) conducted a research project led by WWF-UK and carried out by a project team consisting of colleagues from the

Institute of Education, Dr Chris Gayford of the University of Reading and Education Direct to study a number of schools to investigate the skills and qualities required by school leaders to develop sustainability. (Jackson, 2007)

The key findings of this report highlight this need for a coordinated approach by schools. Successful sustainable school leaders :

"place sustainability at the heart of their school, as an all-encompassing ethos including all aspects of the school and its external relationships. They also use sustainability to deliver other initiatives, including core priorities, such as literacy and numeracy. This means these schools are involved with other activities such as Healthy Schools, Global Dimension, Eco-schools and Growing Schools. These leaders see their role as expanding the school experience beyond the school and embracing the wider world ... The development of student participation through formal structures such as school councils, or less formally, fosters a sense of collaboration and shared vision. It also builds skills for active citizenship and a greater enthusiasm for learning." Utilising this research, NCSL recently published Valuing our future: a toolkit for developing sustainable schools to support schools in becoming sustainable school. (NCSL, 2008)

Role of QCA

It is QCA's responsibility to develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future. A curriculum that reflects the importance of learning about sustainability is key to preparing young people for their future. A new online secondary curriculum was launched in July 2007 in preparation for phased implementation in schools that began for year 7 in September 2008.

Learners are at the heart of this new curriculum and

- are challenged to reflect on their learning and identify how they can improve;
- exercise choice and develop as independent, lifelong learners;
- see the relevance of what they are learning to their present and future lives;
- are actively engaged with, and help to shape, the curriculum they experience. (QCA, 1999)

The new curriculum has established clear aims that focus on the qualities and skills learners need to succeed in school and beyond. The curriculum should enable all young people to become:

- successful learners who enjoy learning, make progress and achieve;
- confident individuals who are able to live safe, healthy and fulfilling lives;
- responsible citizens who make a positive contribution to society.

These aims are statutory and incorporate the five outcomes of *Every Child Matters*; they have been the starting point for all the changes to the secondary curriculum. They should inform all aspects of curriculum planning, teaching and learning at whole-school and subject levels. This will enable schools to design a curriculum around the specific needs, capabilities and aspirations of their learners and help them to achieve the outcomes of *Every Child Matters*. These aims provide a major opportunity for embedding sustainable development in the curriculum. For example the third task about becoming responsible citizens aims to:

- sustain and improve the environment, locally and globally;
- take account of the needs of present [and] future generations in the choices they make;
- can change things for the better.

To give schools greater flexibility to cater for their learners' needs, there is less prescribed subject content in the new programmes of study. Pupils will still be taught essential subject knowledge. However, the new curriculum balances subject knowledge with the key concepts and processes that underlie the discipline of each subject.

The revised programmes of study share a common format:

- importance statement tells why the subject matters and how it can contribute to the aims;
- key concepts identify the big ideas underpinning the subject;
- key processes identify the essential skills of the subject;
- range and content outline the breadth of subject matter from which teachers should draw to develop knowledge, concepts and skills;
- curriculum opportunities identify opportunities to enhance and enrich learning, including making links to the wider curriculum.

The structure of the revised programmes of study can be used to plan a coherent approach to subjects. Schools and colleges have found it helpful to:

- start by identifying one or more of the key concepts to focus on when planning;
- identify which key processes offer opportunities to explore and extend the concept;
- select the most appropriate contexts, content or purposes from the range and content section;
- use experiences from the curriculum opportunities;
- section to bring teaching and learning to life.

The programmes of study in geography, citizenship, science, and design and technology highlight specific opportunities to develop learners'

understanding of sustainable development. Indeed, geography includes the following in its importance statement –

"Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet."

It also includes environmental interaction and sustainable development as one of seven key concepts outlined as:

- understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change;
- exploring sustainable development and its impact on environmental interaction and climate change.

This common format to the new programmes of study contributes to greater coherence, making it easier to see links between subjects. So, for example there is the potential to link the role of sustainability in geography with the following statement in the citizenship importance statement for Key Stage 3:

"Citizenship equips pupils with the knowledge and skills needed for effective and democratic participation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world."

This has the potential to provide the learner with a much more rounded understanding of sustainability and issues such as climate change. Several subjects share key concepts and processes; curriculum opportunities highlight the potential for links between subjects and dimensions, and cross-curriculum dimensions add relevance and authenticity to learning.

There are seven cross-curriculum dimensions: (QCA, 2008)

- identity and cultural diversity;
- healthy lifestyles;
- community participation;
- enterprise;
- global dimension and sustainable development;
- technology and the media;
- creativity and critical thinking.

These are unifying areas of learning that span the curriculum and help young people make sense of the world and their place in it. Individual dimensions should not be considered in isolation, as they are often

interdependent and mutually supportive. Although they are not a statutory part of the National Curriculum, these dimensions can make an important contribution to designing a coherent, rich and relevant curriculum, as well as embedding important national initiatives such as community cohesion, sustainable schools, the healthy schools programme and the London Olympic and Paralympic Games in 2012; all outlined in the Children's Plan.

Global dimension and sustainable development offer a real opportunity for schools to work towards key OFSTED recommendations to give all pupils the opportunity to learn about and take an active part in promoting sustainability within the school and beyond, through membership of school councils, eco councils and other groups, and to give all pupils the opportunity to put their understanding of local issues into a global context so that they see how their decisions can have an impact on others now and in the future.

QCA created a new National Curriculum website, which provides information, guidance, resources and support for schools as they begin the implementation phase. The website incorporates interactive resources to support whole-curriculum design and planning. Here schools share how they are already trialling new approaches, redesigning their curriculum to

make a difference to learners. In particular, at Key Stage 3 many schools have built on their existing subject-focused strengths to develop other aspects of the curriculum by focusing on the aims of the curriculum, the cross-curriculum

Students felt overwhelmed by the scale of global poverty and struggled to see how they could make a positive difference.

dimensions and on personal learning and thinking skills (PLTS). Schools need to think about how to do this throughout the entire planned learning experience – lessons, events, routines, extended hours, out-of-school learning, locations and environment – and through the qualifications provided, including new GCSEs, GCSEs and Diplomas.

All of this provides the opportunity for schools to develop global learners and address the issues found in both the DEA and OFSTED reports. Through a process of disciplined innovation, schools can help to shape young peoples' attitudes to global issues such as climate change.

Planning the global dimensions

In partnership with practitioners and curriculum experts, QCA developed an approach to curriculum design based upon three key questions:

- What are we trying to achieve?
- How do we organise learning?
- How well are we achieving our aims?

These questions underpin much of the guidance provided on the National Curriculum website. In November 2007, QCA published, *The global dimension in action: A curriculum planning guide for schools*. (QCA, 2007a) It suggests ways this dimension can be built into a school's curriculum, including activities and case studies built around these three questions.

Langdon School in London, one of the case study secondary schools in this publication, serves areas of significant economic deprivation. Its students felt overwhelmed by the scale of global poverty and struggled to see how they could make a positive difference. The school's previous approach to global learning was fragmented. Although topics like sustainable development and human rights were taught in individual subjects, there were no meaningful links across the curriculum.

As assistant headteacher, Vince Doherty, explains:

"We wanted to raise students' awareness of themselves as global citizens. We want our curriculum and school ethos to reflect some of the major challenges facing society and the significance these have for our learners. We want to integrate the global dimension as a theme, which links subjects, events and our school ethos together."

The school already made great strides towards this and sees the new secondary curriculum as a major opportunity to design a more coherent and relevant curriculum for its young people.

As one learner at the school said, "These experiences have shown me what is important. It doesn't matter that I'm young; it's still possible for me to change things." In January 2009, QCA will be producing a similar publication for sustainable development.

QCA also published *The World of Primary Learning* on its website in November 2007. (QCA, 2007b) Here eight primary schools from around the world tell their curriculum story about how they have embedded global dimension, sustainable development and climate change across learning.

At St Shouldham Primary School in Norfolk, headteacher, Marika Mears, explains the school's approach:

"Since the school opened in 2000, we have aimed to develop our children's role as stewards of the local and global environment. We provide a rich learning environment, at the heart of which is pupil participation. 'Reduce, reuse, recycle, respect' has become our learners' mantra. Our ethos is 'embed understanding of sustainable development throughout the curriculum and school life'. Over the past seven years, staff and pupils have worked together to create a sustainable learning environment. Rainwater harvesting, geothermal heating and pupil-run eco clubs are just some of the school's successful initiatives."

Staff felt it was crucial to give learners perspectives of the world beyond their immediate surroundings. Year 4 teacher, Mrs Nash, expands,

"We wanted the children we are teaching today to have an inbuilt and informed conscience to be responsible, global citizens and so that they pass this passion and belief on to the next generation."

Ms Taylor, Year 5 and 6 teacher, said,

"We've had light-hearted complaints from parents about their 'vigilante kids'. They have been found wandering round their homes with clipboards checking what has been left on!"

Charlotte, Year 2 learner, said,

"It's important to learn about sustainable development in schools. We can tell our parents at home how to save energy!"

Perhaps the greatest achievement has been that the school has made sustainable development a "good news story".

"Our pupils don't groan when we say we're going to learn about climate change," said Ms Mears. *"If pupils have some say in what they are doing, they can see this work as fun!"*

I know the National Union of Teachers embraces a wide view of education and, as part of the Trades Union Congress, sees its role as influencing society for the benefit of all. Global sustainability is a focus of our age, and everyone needs to understand the implications. Former NUT Leader, the late Steve Sinnott was intent on addressing the issue of climate change with our young people. If they understand the issues and feel that they can do something about them, then optimism might prevail.

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Hidden privatisation in public education

Abstract: *This paper is concerned with the growing tendency amongst governments internationally to introduce forms of privatisation into public education and to move to privatise sections of public education. It identifies a set of global trends in the privatisation of education.¹ It is based on a report prepared for Education International (Ball and Youdell, 2008) which details the variety of forms that privatisation in and of education takes; connects these forms of privatisation to particular contexts; considers some of the impacts and consequences of these privatising tendencies for the work of teachers and students' experiences of school; and explores some of the mechanisms and interests that are driving these changes. Examples and illustrations of the trends noted here can be found in the report.*

Introduction

A range of policy tendencies that can be understood as forms of privatisation are evident in the education policies of diverse national governments and international agencies. In some instances, forms of privatisation are pursued explicitly as effective solutions to the perceived inadequacies of public service education. However, in many cases the stated goals of policy are articulated in terms of "choice", "accountability", "school improvement", "devolution", "contestability" or "effectiveness". Such policies often are not articulated in terms of privatisation but nonetheless draw on techniques and values from the private sector, introduce private sector participation and/or have the effect of making public education more like a business. These tendencies towards privatisation are having major influences, in different ways, on public education systems in countries across the globe.

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Privatisations can be understood as being of two key types:

Privatisation *in* Public Education

We call this “*endogenous*” privatisation. Such forms of privatisation involve the importing of ideas, techniques and practices from the private sector in order to make the public sector more like businesses and more business-like. This is sometimes referred to also as “commercialisation” – the introduction of private market/management techniques into schools. However, commercialisation is also used more narrowly to refer to the deployment of products and brands and brand sponsorships in schools (see Molnar, 2005). We attempt to be clear in our use of terms in this report but generally there is considerable slippage and misunderstanding in the lexicon of privatisation.

Privatisation *of* Public Education

We call this “*exogenous*” privatisation. Such forms of privatisation involve the opening up of public education services to private sector participation on a for-profit basis and using the private sector to design, manage or deliver aspects of public education.

Overview

The research draws on a range of existing documentary data and expert knowledge to map and explore patterns of privatisation across a range of nations that include countries in the highly industrialised world as well as the different regions of the developing world. The developments and trends which are addressed here are highly dynamic and evolving and we are only able to offer a partial snapshot. What is important is that the processes of privatisation, and its forms and its consequences are better understood and the intention is that the categories and models and forms of analysis presented can be of help to those who want to explore and interrogate trends of privatisation in their school or their community or their country.

1. Forms of privatisation in and of public education

Tendencies of privatisation *in* public education (as noted above) frequently pave the way for explicit forms of privatisation *of* education through out-sourcing (Australia and the UK are the world's leading out-sourcers) and the use of private providers to deliver state educational services (as in Sweden). These various forms of privatisation change the way in which education is organised, managed and delivered; how the curriculum is decided and taught; how students' performance is assessed; and how students, teachers, schools and communities are judged.

2. Global patterns of privatisation

Education policies in nations across the developed and developing world involve a bricolage of privatisation tendencies which are mapped onto existing policy and provision and often exist alongside and in tension with concerns for, and commitments to, raising standards and achieving greater social equity. While the political and economic pressures for change are essentially the same whatever the setting – state reform (new modes of state action and organisation), international advocacy by multi-lateral agencies, and the “restless” expansion of business in search of new profit opportunities – the precise shape and implications of these reflect the particularities of context.

3. The contexts of privatisation

Privatisation in the highly industrialised nations

Almost all of the most influential advocates and promoters of privatisation (think tanks, policy entrepreneurs, agencies – see below) are based in the West, as are most of the private companies that are profiting from global privatisation “opportunities”, although Benesse in Japan and NIIT in India are international education businesses. In these settings privatisation tendencies are normalised, that is, they have come to be considered as standard.

The UK and USA in particular have been “social laboratories” of education reform, experimenting with innovations in public sector provision which have involved various different forms of privatisation. Not all of these experiments have taken root but both countries have become the focus of attention of policy makers from multilateral organisations and other countries looking for policy solutions to entrenched educational problems. This has given rise to “policy-borrowing” and policy transfers and “export” and some degree of policy convergence. While the policy ensembles of individual nations differ, some forms of privatisation are evident even within those countries, like France and Germany, which have strong traditions of state-centred provision.

4. Privatising education in the developing world

In many nations outside the highly industrialised world, mass education has not been fully established and continues to be worked towards under international development agreements. In these countries it is often not simply the case that existing public education systems are being privatised. Rather, privatisation tendencies such as devolution and public-private partnerships, as well as a focus on demand-led provision, are being built into the establishment of education services in areas where education services have not previously existed.

Many commentators, including the more critical international NGOs,

concede that ambitions for universal basic education across the developed world are not attainable without the input of the private sector. And such involvement is embedded in international policy pertaining to the developing world, like the Education For All Declaration and Dakar Framework (UNESCO, 2001). Education for All suggests that going outside the nation state for “human” and “organisational” as well as “financial” resources is not only desirable but essential. And it lists a range of groups and organisations with whom partnerships are necessary; listing the private sector alongside NGOs, communities, families and religious groups. In many developing nations privatisation tendencies are also prominent in newly established World Bank or aid funded education projects. World Bank “conditionalities” attached to loans often specify the introduction of forms of privatisation. (Psacharopoulos *et al*, 1986)

In this context, the effective regulation of endogenous privatisation of existing state education or introduction of private sector providers becomes crucial. Oxfam note that regulation of Non-State Providers (NSPs) is often weak, fragmented and focused on market entry rather than market performance:

“Typically, government regulation of the many different types of NSP exists primarily on paper, and often focuses on regulating entry into the sector and monitoring the inputs used, rather than on the quality of services provided. When there is no clear government policy framework for working with NSPs, the result is a patchwork of provision — a lottery for citizens, depending on where they live and what they can afford.” (Emmett, 2006)

5. Reshaping the state

Privatisation is a policy tool, not just a giving up by the state of the capacity to manage social problems and respond to social needs, but part of an ensemble for innovations, organisational changes, new relationships and social partnerships, all of which play their part in the re-working of the state itself through devolution, contracting-out and the increasing use of policy networks and philanthropy. In this context, the re-working provision through privatisations lends legitimacy to the concept of education as an object of profit, provided in a form which is contractable and saleable.

6. Promoting privatisation

A variety of key, high level and highly influential advocates of and proselytisers for the privatisation of education and other public services can be identified, often linked together in networks of advocacy (see Atlas Economic Research Foundation for details), for example:

Social Market Foundation,
Institute of Economic Affairs,
Adam Smith Institute (UK),
Milton and Rose D. Friedman Foundation (US-Sweden),
John M. Templeton Foundation (US – funding private schools in Africa
and India),
Maxim Institute,
Education Forum,
VisionSchools (NZ)
National Center on Education and the Economy,
The Liberty Forum,
Cato Institute,
Macinac Center for Public Policy,
The Center for Education Reform,
Reason Foundation (slogan – “free minds and free markets”) (US),
The Fraser Institute (Canada),
The Liberty Institute,
Centre for Civil Society (slogan “Soldiers for a second freedom
movement”),
The Educare Trust (India).

These organisations, and there are many, many others, provide a platform for neo-liberal political ideas and for policy ideas like school choice, vouchers and contracting-out. Many, especially in the United States, tend to be staunchly anti-government and pro-liberty (defined particularly as the freedom of the individual from the intervention of the state) and are generally antagonistic toward publicly run services. They fund research into non-state alternatives and in some cases fund policy initiatives. They are often adept at getting media coverage for their reports and publications and in particular get a sympathetic hearing in the right-wing press.

Business influence, through participation in policy settings and “partnerships”, is also important, especially and increasingly in the EU. As Robertson (2002) explains:

“For key economic actors, like the large transnational firms IBM, Cisco and Nokia, amongst others, participating in the creation of a European educational space means generating the conditions for their investment in the lucrative education market without the impediments of existing institutional arrangements.” (Robertson, 2002).

“Partnerships” blur the boundary between the public and private sectors and can work to colonise government and public bodies with ideas and concepts from the private sector and re-make public sector actors as

entrepreneurs. The EU does not enact education policies as such, this is formally beyond its remit. However, some EU programmes and initiatives (the Bologna Declaration is a case in point) act in effect as policies across EU countries through the process of harmonisation. These education policies work towards the creation of a “European educational space”, which is being shaped by various supranational administrative bodies, networks and cultural and economic projects.

7. The impacts of privatisation

Evidence on the effects of privatisation is very limited and highly contested. Much of the “evidence” is produced by pro-market think tanks (see Education Policy Research Unit, Arizona State University for reviews of this “research”). However, the following points are evident from across a wide range of studies of the components of privatisation.

- The pressures on schools to “compete” can in some circumstances lead to “opportunistic behaviour”. For example, overt and covert practices of selection may be introduced into schools as they endeavour to ensure that they have a population that they deem to be most likely to perform well in relation to external measures.
- In such “local economies of student worth” those students who are seen as having high levels of academic “ability” and as being easy to manage and teach are highly valued and sought after by schools. Conversely, those students who are perceived as being of lower academic “ability”, or have special needs, or are perceived as presenting behavioural challenges, or who are recent immigrants with additional language needs are avoided.
- In these circumstances schools which fail to attract “valued” students experience poorer resourcing, difficulty in attracting experienced teachers, and thus have greater difficulty in terms of achieving performance benchmarks, and are, as a result, subject to increased levels of external monitoring and intervention. Indeed, the market effect on these schools can trigger a “spiral of decline”.
- Competition between schools is typically accompanied by forms of performance management. The increasing use of databases, appraisal meetings, annual reviews, report writing, quality-assurance visits, the publication of student achievements, inspections and peer reviews to make schools and teachers visible and constantly accountable. The teacher is subject to a constant flow of judgments, measures, comparisons and targets. Information is collected continuously, recorded and published often in the form of “league tables”, or similar comparative tables.
- Targets, accountability, competition and choice, leadership, entrepreneurship, performance-related pay and privatisation articulate

new ways of thinking about what teachers do, what they value and what their purposes are.

- The pressures of competition can also impact on the forms of pedagogy deployed in the classroom with an increased emphasis on “teaching to the test” through rote and repetition. Some schools have also introduced test and examination-skills coaching for students and test practice sessions.
- Education markets and the demand for schools to compete against each other have, in many contexts, seen an overall increase in educational outcomes as defined by external performance indicators. However, these patterns of overall improvement have masked growing gaps between the most advantaged socio-economic groups and the least advantaged groups as well as between ethnic majorities and particular minority ethnic groups.
- Forms of privatisation in education have led to a re-working of labour relations and conditions of employment. In particular the introduction of forms of performance-related pay. Privatisation also brings with it concomitant constraints on the role of education unions and often undermines collective bargaining and employment agreements.
- Privatisation reforms also change what is important and valuable and necessary in education. The market form constitutes a new moral environment for both consumers (parents and students) and producers (teachers). That is, an increased, often predominant, orientation toward the internal well-being of the institution and its members and a shift toward an exclusive concern with “putting the family first” and personal rather than impersonal standpoints.

8. Privatising policy

Through private sector involvements, networks of social relations are established between politicians, civil servants and business (and charities and voluntary organisations) which inform and influence policy thinking about education. In addition, there is now considerable movement of personnel between state and public services and the private sector and some in the other direction. Increasingly businesses are researching, evaluating, writing and implementing policy on contract to governments (Ball, forthcoming).

Conclusions

The changes that we have addressed here are not just technical changes in the way in which education is delivered. They provide a new language, a new set of incentives and disciplines and a new set of roles, positions and identities within which what it means to be a teacher, student/learner, or parent, are all changed.

While the language of privatisation is not always overtly present in policy – instead the vocabulary of choice, improvement, quality, effectiveness and efficiency prevail – these policy “moves” and their concomitant techniques at the organisational level often result in privatisation or privatising effects; and lay the ground for the introduction of further forms of privatisation. The ensemble for innovations, organisational changes and new relationships and social partnerships involved play their part in a process of the “commodification” of education whereby it becomes regarded solely in terms of its exchange-value rather than its intrinsic worth or social purposes [or use-value].

There are many influential national and international government, NGO and private bodies that strongly advocate and proselytise privatisation. They promote reforms that introduce privatising effects as “solutions” to public sector problems or deficiencies, which are represented as “necessary” for the development or expansion of such systems. Many of the “think tanks” and advocacy groups which “research” and fund privatisation moves like school choice, vouchers and the setting up of “store-front” private schools do so as part of a broader agenda for neo-liberal political ideas antagonistic toward publicly run services.

Education services are increasingly “big business” and an increasing number of national and international firms are looking to make profits from selling services to schools and governments and from the delivery of state services on contract. Indeed, some countries, like the UK, Australia and New Zealand now earn a considerable proportion of their export revenue from educational services sales. Business is also increasingly involved with local and national governments and educational institutions as “partners” (PPPs). These partnerships vary widely in their form and in their effects. One increasingly common form of “partnership” are PFI schemes.

Privatisation works as a policy tool in a number of ways, with a variety of ends and purposes. It is not just the state giving up its capacity to manage social problems and respond to social needs. It is a new modality of state action. The privatisation of education and social welfare involves a shift in the role of the state from that of delivering education services directly, to that of contractor, monitor and evaluator of services delivered by a range of providers.

Privatisation tendencies, both endogenous and exogenous, have profound implications for the future of teachers’ careers, pay and status, and the nature of their work and their degree of control over the educational process. The “flexibilisation” of teachers’ work is a key component of most versions of privatisation and this threatens to alter both the perception of teachers within society and the quality of students’ experience in schools. An increasing number of countries are introducing

schemes from performance related pay for their teachers. The changes which accompany these forms of privatisation often have negative consequences for teachers' job satisfaction and morale and result in a de-professionalising of teachers' work.

Exogenous privatisation can be seen as a fundamental feature of international education policy for the developing world. Indeed, private finance is frequently presented as an inevitable necessity if targets like those in *Education for All* are to be realised in the developing world. There is also a transfer of endogenous privatisation tendencies from the highly industrialised nations to the newly industrialised and developing world which is closely inter-related to and is a feature of broader processes of globalisation. These are the insertion and naturalisation of western models of organisation, education, leadership and employment, and the extension of the commodification and commercialisation of education.

These market forms can also have a significant impact on equity in education, not just in widening gaps between the privileged and the disadvantaged, but also in changing how equity and social justice in education are understood. Competition between schools commonly leads to the development of local economies of student worth in which students are deemed to be desirable, or not, on the basis of whether they are perceived to be an asset or liability in relation to indicators of school performance and thus to attempts at "cream-skimming".

In terms of the impact of privatisations on school performance and efficiency and student achievement some of the available research offers some evidential support for beneficial effects but there is also a great deal of evidence showing no effects or negative consequences. The status of this "evidence" is often hotly contested. What is clear is that there is no firm basis in research that offers support to arguments which suggest that privatised schooling is superior in terms of performance to regulated state provision of schooling. On the other hand, there is plenty of evidence from diverse national settings which indicates that privatisations, like choice and vouchers, lead to increased social segregation and that performative and outcomes-based policies distort pedagogy and lead to "teaching-to-the-test" approaches in the classroom and result in increases in students' levels of stress.

Recommendations

It is clear that privatisations both endogenous and exogenous can have major consequences for the working conditions, pay, security, satisfactions and morale of teachers. It is important to recognise that many of the changes, outcomes and consequences identified in the report are not specific to education and teachers but affect workers and their clients across the whole range of public sector services. Joint action with other

public sector unions and organisations is vital.

Trade unions have a major role to play in the monitoring and analysis of privatisation moves and tendencies. The collection of information, construction of databases, and dissemination of information related to these tendencies is a key service and resource both for members and the public at large. As we have stressed throughout, the majority of privatisation moves are introduced almost un-noticed and without debate. The teacher trade unions can play a very important part in ensuring that both understanding and discussion are encouraged and facilitated.

Teacher unions need to ensure where ever possible that they are active participants in policy debates and policy formation where privatisations are concerned. As we have sought to indicate, privatisations vary in their design and their consequences. The more active the role of unions in the policy process, the more likely it is that forms of privatisation, where appropriate (like some public-private partnerships), take into account the interests and well-being of students and teachers, and also that policy-makers are made fully aware of the untoward consequences of some forms of privatisation. Teacher unions are an important forum for debate about educational values and principles and can do important work within civil society in ensuring that the ethical and moral issues which arise from privatisations are addressed.

More generally many of the issues raised in this article point up the very necessary role of trade unions in defending education as a public service and democratic decision-making in relation to education and in the struggle for greater equality in education.

“Education is a right, not a privilege or a favour. Children’s rights are a collective responsibility; public education is the key element in democratic public policies. Education is a state responsibility; it is among the duties of the state to define the goals and objectives of education systems and to wholly finance them. Public schools must be an integral part of any democratic society, governed by democratically elected institutions and implementing the education policies desired by the society. Good quality public schools open to all, contribute to social cohesion through the integration of children from different social, religious or ethnic groups.” (Reason for Hope: The Support of NGOs to Education for All, UNESCO, 2001).

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Catchy cartoons, wayward websites and mobile marketing - food marketing to children in a global world

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***Abstract:** Childhood obesity and diet-related disease in the UK is rising dramatically. Which?, the UK's largest consumer organisation, has carried out extensive research into the promotion of less healthy foods to children including a recent analysis of the practices of leading UK food companies. In this article, **Clare Corbett and Colin Walker** identify the range of promotions used to promote less healthy foods to children, evaluate Government and industry action to date and discuss the need for action on a UK, European and global level.*

Why robust food promotion restrictions are needed

The dramatic rise in levels of childhood obesity and diet-related disease in the UK has been well-documented in recent years, with some alarming statistics demonstrating the need for action. Over 30 per cent of boys and 28 per cent of girls are already obese or overweight (Craig and Mindell,

2008), and forecasts suggest this will rise dramatically. By 2050 70 per cent of girls and 55 per cent of boys will be overweight or obese, while the overall annual cost of this crisis to our economy will exceed £45 billion (McPherson *et al*, 2007). The incidence of diet-related diseases such as cancer, heart disease, stroke and type 2 diabetes will continue to rise dramatically.

A range of initiatives are required to address these problems but with the evidence clearly demonstrating (see Hastings *et al*, 2003 and Ofcom, 2006) that marketing influences children's food preferences and choices, the mismatch between the food currently promoted to children and the diet recommended by Government and health experts must be tackled. A more responsible approach to food marketing, which shifts the balance from less healthy to healthier promotions, is essential and without it other efforts, such as better quality school meals and clear nutrition labelling, will be undermined. In a globalised world, this requires action from national governments, the European Union and global organisations, such as the World Health Organisation.

Where are we now?

There has been a lot of debate about food marketing controls over the past five years but there is currently very little regulation of the advertising and promotion of food to children in the UK, and nothing at an EU or global level.

In the UK

Ofcom, the government communications regulator, has introduced rules for TV advertisements but Which? research has repeatedly shown that they are too limited. Other forms of marketing have either been ignored or are poorly covered by patchy self regulation and company policies.

Since January 2008, advertising of "less healthy" foods to children during programmes "of particular appeal to under 16s" has been restricted on terrestrial TV channels. Digital children's channels will have to implement the new rules by 1 January 2009. The new rules are a positive first step. They only apply to those foods defined as "less healthy" by the Food Standards Agency's Nutrient Profiling Model, which incentivises the food industry to reformulate its products and to use its creative marketing energies to promote healthier products to children.

However, the rules are ineffective in limiting the advertising of less healthy foods when most children are watching TV because they are determined not by the total number of children watching a programme, but by the proportion. This means that if the proportion of children under 16 watching a programme is at least 20 per cent higher than the proportion of children in the general UK population, the restrictions apply. Even if a

huge number of children are watching a show, the restrictions do not apply if there's also a large number of adults watching (common for family programmes and soap operas like *Coronation Street* and *Ant and Dec's Saturday Night Takeaway*). If the Government is serious about using restrictions on the promotion of unhealthy foods to children as a tool with which to help tackle the rise in childhood obesity and diet-related disease, then surely these restrictions must apply to the times when children are watching TV in the greatest numbers.

The majority of non-broadcast promotions, such as press and billboard ads, online advertising and promotional offers, fall under the self-regulatory control of the Advertising Standards Authority. Relevant codes were strengthened in 2007 but are still limited in scope. They do not cover

We're not against treats and we're not against marketing, but we are against irresponsible company practices and hollow company commitments.

companies' own cartoon characters, such as Kellogg's Tony the Tiger and Nestle's Quicky the Nesquick bunny, do not use the Food Standard Agency's nutrient profiling model to distinguish between healthier and less healthy foods, and fail to cover promotions on food packaging. The

specific guidelines only cover children of pre-school and primary age while the more general requirements are vague and open to interpretation. The use of cartoon characters in television adverts is judged against the Broadcast Committee of Advertising Practice (BCAP) code, which has the same inadequacies as the CAP code.

Action by the UK and devolved governments to address the irresponsible promotion of less healthy foods outside of TV advertising has been extremely limited. In England, the Government set up the Food and Drink Advertising and Promotion Forum to tackle non-broadcast food marketing following the publication of the *Choosing Health* White Paper in 2004 (Department of Health, 2004) and the subsequent *Food and Nutrition Action Plan for England* (Department of Health, 2005). However, this forum had made little progress and there have not been any initiatives from the devolved governments. In January 2008 the *Obesity Strategy for England* (Department of Health, 2008) was published, reiterating the actions required. The new strategy announced that a *Healthy Code of Good Practice* would be developed with the food and drink industry. The aim of the code would be to challenge the whole industry to reduce the consumption of saturated fat, sugar and salt. Companies will be encouraged to take a voluntary approach, but the Government states that it will "continue to examine the case for a mandatory approach where this might produce greater benefits, particularly for children's health".

In Europe

The issue of the marketing of unhealthy foods to children is one of growing concern to MEPs. The European Commission recently introduced a White Paper on *Nutrition, Overweight and Obesity-related Health Issues* (Commission of the European Communities, 2007) which calls for restrictions to be placed on food sponsorship schemes in schools, and on unhealthy food promotions specifically targeted at children.

The paper recognises the substantial role that industry self-regulation can play in tackling the rise in obesity and diet-related disease. It specifically refers to the commitments made as part of the EU Platform for Action on Diet, Physical Activity and Health to reduce the advertising of unhealthy foods to children. The platform was established in 2005 to bring together a range of organisations, from members of the food industry to consumer groups, to come up with voluntary commitments to help tackle these problems, and is held up by the Commission as the kind of initiative that needs to be built upon.

However, the White Paper also states that the Commission will come forward with stricter measures to control these types of promotions if the 2011 review of the audiovisual media services directive finds that the self-regulatory approach taken by industry has failed. This is particularly important given the inadequacy of the measures that the industry has introduced thus far. For example, 13 major food companies, including Coca-Cola, PepsiCo and Mars, signed an “EU pledge” in December 2007, in which they declare their commitment to change the nature of food advertising to children in the EU. While we welcome this recognition by the industry that it has a role to play in tackling the rise in childhood obesity and diet-related disease being seen across Europe, the commitments made fall well short of what is required. They only apply to children under the age of 12 rather than 16, and only to those media audiences in which children represent the majority. With Which? research in the UK finding that those programmes watched by children in the greatest numbers have predominantly adult audiences, this pledge would do little to reduce children’s exposure to adverts for foods that conflict with the recommended diet.

At a global level

At the 60th World Health Assembly in 2007 agreement was reached by Member States for the World Health Organisation (WHO) to “develop a set of recommendations on marketing of foods and non-alcoholic beverages to children” (WHO, 2006) as part of the implementation of the Global Strategy on the prevention and control of non-communicable diseases (NCDs). In response, Consumers’ International, the global consumers’ alliance of consumers organisations, which includes Which?, and the

International Obesity Taskforce (IOTF) launched their own recommendations for an international code on marketing of foods to children (International Association for the Study of Obesity and Consumers International, 2008). This formed part of an ongoing global campaign for the WHO to agree international standards on marketing of less healthy foods to children to be implemented by national governments and food companies.

Latest Which? research

From January to June this year Which? reviewed the marketing tactics used by some of the leading global food companies to target children in the UK with food high in fat, sugar and/or salt. This follows a similar piece of research published in November 2006. We looked at company websites, packaging, advertising and other promotions and, for two weeks spanning March and April 2008, we analysed TV viewing data to assess which foods were being advertised by which companies when most children were watching the main commercial TV channels. We used the Food Standards Agency's nutrient profiling model to assess the healthiness of the products promoted by the companies. We also analysed the companies' marketing policies.

Our research highlighted that food companies are still using tried and tested tactics to promote less healthy foods to children and uncovered new trends in the way that companies, advertisers and marketing managers promote less healthy products to children. Research from Consumers' International has demonstrated how global food companies use these same techniques across the world to promote their less healthy products to children.

Traditional techniques

Our research showed that traditional marketing techniques like cartoon characters and TV advertising are still widely used by food companies to promote less healthy foods to children:

■ **Catchy characters**

Licensed characters (such as Kung Fu Panda, SpongeBob SquarePants and Scooby-Doo!) were still being used on food packaging to promote predominantly less healthy foods to children. Company-owned characters continue to be used to promote less healthy foods to children, such as Kellogg's Tony the Tiger, who promotes Frosties which have over a third sugar per 100 grams and Nesquik's Quicky the Bunny who features on all of Nesquik's less healthy products.

■ **TV tactics**

During the two week period we examined we found that 16 of the top 20 commercial programmes watched by the highest numbers of

children were not covered by the Ofcom restrictions. In previous analysis periods we have found that as many as 19 of top 20 programmes watched by children were not covered by the restrictions and that children were exposed to adverts for a wide range of less healthy foods.

■ **Celebrity sell**

A number of food companies link their brands with celebrities who appeal to young people. For example, we found popular footballer Wayne Rooney promoting Coca Cola and Pepsi, the latter as part of its six “Pepsi Football Stars” (including David Beckham) to promote the brand, including the original Pepsi, which contains over 13 spoons of sugar per 500ml. The ongoing use of such promotional tactics comes despite a previous Which? survey finding that 77 per cent of parents think celebrities should take more responsibility for the food they promote to children.

■ **Gimmicky giveaways**

We found Coca Cola’s Dr. Pepper giving away free ringtones (“20 to collect”) if the code from the pack was texted in or entered online. Kellogg’s high sugar cereal packets featured various promotional offers, some combined with competitions including vouchers for free entry to a zoo. We found tie-ins linked to cinema and DVD releases continuing at Burger King and McDonald’s with free toy promotions in children’s meals.

■ **Games**

Puzzles, pictures and cut-out games are marketing devices that still regularly appear on sugary children’s breakfast cereals and other food products.

Emerging trends

Our research revealed how food companies are using new techniques, usually in tandem with traditional methods, to target children to buy less healthy foods:

■ **Wayward websites**

The internet is increasingly seen by advertisers as a key means of promoting less healthy foods to children. We found a reduction in some company-sponsored website content aimed at young people but several companies, such as Mars and PepsiCo, had developed more sophisticated brand sites. These were often tied in with wider promotions and linked up with popular sites such as YouTube, Facebook, MySpace and Bebo. A recent Ofcom report found that nearly half (49 per cent) of children have a profile on a social networking site.

■ **Mobile marketing**

Marketers have increasingly sought to use text marketing as a means of

reaching young people directly, in a format and language they relate to. We found mobile phones being used for promotions, especially by soft drink manufacturers. A code taken from a pack is texted to collect points or to enter a competition. Some companies also encourage texting to receive a free ring tone (such as Kellogg's zookeeper competition used on high sugar cereals) and Dr Pepper's "What's the worst that could happen?" promotion.

■ **Targeting teens**

In response to public concern and consumer campaigning, marketing of less healthy foods to very young children is starting to be seen as unacceptable among some members of the food industry. But we have found that this has merely prompted many of these companies to shift their promotional focus towards the teen market by, for example, using social networking sites.

Making the healthy choice the easy choice requires action at a UK, European and Global level

Which? wants to see the healthy choice become the easy choice for UK consumers. As Lyndsay from Nuneaton told Which?, "Why can't companies selling healthy food use the same type of marketing techniques as those selling crisps?". Our research shows that, despite bold declarations of social responsibility, many companies are still concentrating their efforts on heavily promoting less healthy products, whether through cartoon characters aimed directly at children or health claims and confusing labelling aimed at reassuring or bamboozling their parents.

We want to see food companies use their marketing creativity responsibly to help, rather than hinder, parents get their children to eat healthier diets. We're not against treats and we're not against marketing, but we are against irresponsible company practices and hollow company commitments.

Along with a range of other consumer, parenting, health charities and unions, Which? is calling for the Government to extend its TV advertising restrictions to cover those programmes that children watch in the greatest numbers. We also want the Government to work with the food industry to develop a robust code to cover all types of non-broadcast promotions.

In Europe, we want to see those companies that have signed the "EU pledge" to truly demonstrate that they are committed to playing a responsible role in tackling the rise in childhood obesity and diet-related disease. This can be done by tightening the pledge to restrict the promotion of unhealthy foods to all children under the age of 16 across all media that children access in the greatest numbers. We also want to see the European Commission play a lead role in ensuring that children are offered the protection they require. Waiting for the 2011 review of the audiovisual

directive would allow the issue to go unaddressed for too long; decisive intervention is required now if the health crisis facing our children is to be averted.

National governments also need support and guidance from the World Health Organisation in responding to what is now widely recognised as an urgent health issue. An international WHO code will also provide a clear benchmark by which to judge companies' marketing practices. The recommendations for an international code prepared by CI and IOTF provide a model framework on how this can work to provide protection from advertising of products high in fat, sugar and/or salt for children up to 16 years old. The WHO also need to report and monitor compliance with their code.

Success stories

Recent Which? research has identified some companies that deserve praise for their efforts in developing and marketing healthier products. Weetabix fared best among the large breakfast cereal manufacturers. Its brand leader – Weetabix – is a healthier product and while its child-targeted cereals are high in sugar, they come out as a healthier option overall. Among the fast food chains, we were encouraged to see that KFC have removed free toys from their kids' meals. We would like to see these companies take further steps to help consumers make healthy choices by providing complete nutritional information (KFC) and further reducing the sugar in their cereals aimed at children (Weetabix). Since the report was launched, Nickelodeon has announced that they will only allow use of their licensed characters on food packaging and in restaurant promotions on products that are defined as healthy according to the FSA criteria.

The crisis facing our children's diet and health demands a robust response. With many in the industry falling to demonstrate the degree of responsibility that consumers are demanding of them, the Government must act to ensure that robust restrictions on the irresponsible promotion of unhealthy foods are introduced as one of the key weapons in the battle to protect our children's health.

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Ensuring fairtrade for teachers – the role of the Commonwealth Teacher Recruitment Protocol

Abstract: *Roli Degazon-Johnson explores the development of the Commonwealth Teacher Recruitment Protocol and the role which the international labour movement – specifically the teachers’ unions of the Commonwealth – have played in ensuring that the human right of the teacher to mobility for employment is balanced against the impact of the loss of this human capital through “brain drain” to the education systems of developing countries and small states.*

“I believe the trade will be ended” he said certainly, “...but the cruelty we have learned will poison us forever.”

(An excerpt from *A Respectable Trade*, a novel by Phillipa Gregory (1995))

Introduction

The Commonwealth in being an association of 53 member countries comprising 1.8 billion people or 30 per cent of the world’s population spans the global spectrum of faiths, races, cultures and traditions. Its membership is a diverse mix of large industrialized members blended with some of the least developed and smallest states of the world. It can be said to be a microcosm of the wider global reality and in this respect serves as a

Roli Degazon-Johnson

Dr Degazon-Johnson, Education Adviser with the Commonwealth Secretariat since 2001 was the Coordinator of the Working Group on Teacher Recruitment which was established by Commonwealth Education Ministers at their 15th Conference in Edinburgh Scotland in 2003. The Protocol on Teacher Recruitment developed by this Working Group was adopted on 1 September, 2004 at a Ministerial Meeting hosted by the NUT.

'laboratory' of sorts in which issues and concerns at the geo-political level can be played out in microcosm. It is in the ability of this diverse group of members, through frank and open dialogue to reconcile their differences, that the Commonwealth works at its best, and is its most effective (Commonwealth Secretariat, 2004 and Morgan *et al*, 2005).

The development of the Commonwealth Teacher Recruitment Protocol (Commonwealth Secretariat, 2004) and its sister document, the International Code of Practice for Health Workers (Commonwealth Secretariat, 2003), are excellent examples of how a Commonwealth "experiment" can be used as a an indicator, predictor and promising practice in addressing global issues and concerns. However, despite the resolution of its Education Ministers to have such a document, the existence of the Commonwealth Teacher Recruitment Protocol owes a great deal to the efforts of the international labour movement and the teachers' unions of the Commonwealth.

In 2006, former UN Secretary, General Kofi Annan, made one of his last acts before demitting office, the convening of a Special General Assembly in New York which called for attention to be paid to migration and development. He noted the "benefits" for those seeking a better life and identified the "negative effects" when countries lose skilled workers. These negative effects are widely known as "brain drain" and by 2006, the Commonwealth was already two years ahead of this UN initiative with the adoption of moral instruments to address "fair trade" with the health workers and teachers of the Commonwealth.

Teacher migration in the Commonwealth

For the Commonwealth, despite the issue of teacher loss to the education systems of poor and developing member countries in Africa, Asia and the Pacific being raised at the 13th Conference of Commonwealth Education Ministers (13CCEM) in Botswana in 1997, work on the issues of teacher migration through recruitment only took centre stage in 2002. Commonwealth action was called for, following targeted and organized recruitment initiatives in Southern Africa and the Caribbean especially by recruitment agencies and businesses as well as visiting teams of education authorities and officials from the United Kingdom and the United States.

In the case of one member country, Jamaica, in 2002 the Minister of Education of that country made a formal call on the Commonwealth Secretariat to request assistance with addressing the "poaching" of teachers from his education system. Research would show that Jamaica, a country of 2.5 million people, had "lost" to United States in 2001, 730 teachers principally recruited to the New York Board of Education. Between 2001 and 2005, a total of 2,632 teachers were recruited representing 0.1 per cent of the entire population of that island. At the

same time, the United Kingdom in the period 2001-2003 alone, recruited nearly 1000 teachers from Jamaica, more than it recruited from a country such as Canada with a population of 30 million as Table 1 reflects:

Table 1: Ten Countries whose nationals were issued work permits in the United Kingdom (2001 - 2003)

| UK Approved Work Permits where Job Includes Teacher - 01/01/01-31/01/03 | | | | | |
|---|------------------|------|------|------|-------|
| | Total Population | 2001 | 2002 | 2003 | Total |
| South Africa | 43,309,000 | 2010 | 2542 | 150 | 4702 |
| Australia | 19,138,000 | 1011 | 1528 | 140 | 2679 |
| New Zealand | 3,855,400 | 609 | 887 | 52 | 1548 |
| Jamaica | 2,576,000 | 381 | 530 | 63 | 974 |
| Canada | 30,007,094 | 348 | 513 | 37 | 898 |
| Zimbabwe | 12,627,000 | 194 | 325 | 28 | 547 |
| India | 1,008,937,000 | 130 | 317 | 10 | 457 |
| Ghana | 19,306,000 | 53 | 123 | 13 | 189 |
| Nigeria | 113,862,000 | 60 | 90 | 2 | 152 |
| Kenya | 30,669,000 | 39 | 77 | 4 | 120 |

Source: Work Permits (UK) section of Home Office (2004)

The visit of the Jamaican Minister to the Commonwealth Secretariat led to a meeting of Caribbean Ministers of Education in Barbados in July 2002 from which emerged the Savannah Accord (Commonwealth Secretariat, 2002). This document called upon Commonwealth Education Ministers in general and the Ministers of Education of the Commonwealth's 32 small states in particular, to determine the extent of teacher loss and its impact on education systems through conduct of a pan-Commonwealth study of the problem and to develop a protocol for the recruitment of teachers.

A particular feature of the Savannah Accord was a request for regulatory guidelines and controls for recruiters – often termed the “merchants of labour” – which would address the standards and quality of the recruitment process. Recruitment agencies and businesses are an important and growing industry in a world where globalization and other forces has increased the movement of skilled and unskilled labour. As with all industries there are the ethical and the unethical practices and the global private sector is no exception in this respect. It is well known that whilst some recruiters are honourable, keep to their contractual obligations, provide what they promised and do not exploit those whom they recruit, there are others whose practices have been exploitative to say the least.

At the 15th Commonwealth Education Ministers Conference (15CCEM) in Edinburgh, Scotland in 2003, a discussion on the critical issues of international teacher recruitment was held and concluded with Ministers calling for the establishment of a Working Group on Teacher Recruitment under the chairmanship of Commonwealth Deputy Secretary, General Winston Cox. Within a year of the Edinburgh Meeting, a meeting of Ministers of Education at Stoke Rochford Hall, United Kingdom, adopted the Protocol for the Recruitment of Commonwealth Teachers.

The Commonwealth Teacher Recruitment Protocol – what it says

The Commonwealth Teacher Recruitment Protocol (CTRP) adopted in 2004 by all 53 Commonwealth Education Ministers is an instrument which seeks to:

“balance the rights of teachers to migrate internationally, on a temporary or permanent basis, against the need to protect the integrity of national education systems and to prevent the exploitation of scarce human resources of poor countries.” (Commonwealth Secretariat, 2004)

Whilst not having legal – but having moral – force, the Protocol outlines the rights and responsibilities of source and recruiting countries and of the recruited teacher and speaks to the monitoring, evaluation and future actions required of member countries and of the Secretariat. Recruiting countries, when called on by source countries, are requested to enter into bi-lateral agreements which will agree on mutually acceptable measures to mitigate any harmful impact of such recruitment. Where this may apply, consideration in the form of technical support, capacity-building and institutional strengthening to increase the output of trained teachers in the source countries, should be agreed. In particular teachers seeking recruitment are encouraged to ensure that they:

- obtain full information regarding their contracts of appointment overseas, before giving up their jobs to migrate; (Para 5.1)
- give adequate notice to their ministries or departments of education if they are resigning or requesting long leave, so as not to disrupt the school year; (Para 5.2)
- enjoy employment conditions not less than those of nationals of similar status and occupying similar positions; (Para 3.10)
- are informed about the complaints mechanism by the countries to which they are recruited; (Para 3.6)
- are informed of the names and contact details of all teachers’ unions in the recruiting country (Para 3.12).

The role and history of the international teachers' union movement in supporting the development and implementation of the Commonwealth Teacher Recruitment Protocol (2004)

In October 2003, when Steve Sinnott of the National Union of Teachers addressed Education Ministers at their 15CCEM in Edinburgh, Scotland about the need for a protocol for Commonwealth Teachers, it would be the first time in nearly 50 years of Conferences of Commonwealth Education Ministers that a union leader would formally address the Ministers in plenary. By this action he signalled that the international labour movement and teachers' unions of the Commonwealth would bring their energies and resources to the development and implementation of this instrument. Steve Sinnott, who later became General Secretary of the National Union of Teachers, was also convenor of the Commonwealth Teachers' Group (CTG), which represented the leadership of teachers' unions from Australia, Canada, The Caribbean, India, South Africa and the United Kingdom. The CTG became one of three civil society observers invited to serve on the Working Group mandated to formulate the protocol. Having performed this singular and unique role, the CTG was later to be formalised as the Commonwealth 'arm' of Education International (EI) at its forthcoming World Congress.

By June 2005, following the adoption of the Protocol, Fred Van Leeuwen, General Secretary of Education International (EI), the umbrella organization that represents the world's teachers' unions, had called on the International Labour Organization (ILO) to cite the protocol as an international best practice in teacher recruitment. The relevance of ILO involvement was clear.

Ever since 1949, the ILO in the Migration for Employment Convention (Revised) 1949 (International Labour Organization, 1949) has sought to guide and influence national policies, laws and regulations relating to emigration and immigration and specifically migration for employment and the conditions of work and livelihood of migrants for employment. The articles of this Convention and several which followed it, based on a revision of the ILO Convention on Migration and Employment 1939, (International Labour Organization, 1939), addressed the:

“regulation of recruitment, introduction and placing of migrant workers, adequate and free services to assist migrants for employment, accurate information to counter misleading propaganda, the right to fair and adequate remuneration, accommodation and membership of trade unions, and the adoption of an active employment policy and international collaboration” in these matters.

In the 1960s, recognising the impact of migration on

“underdevelopment”, the ILO had noted that there was cognizance of the “stress” that migration could create in developing countries and the need to “encourage the transfer of capital and technology rather than of workers” in the “reciprocal interest of the countries of origin and the countries of employment”. In the Employment Policy Convention and Recommendation 1964, (International Labour Organization, 1964) the ILO emphasised the need to avoid “the excessive and uncontrolled or unassisted increase of migratory movements because of their negative and human consequences”.

Against this background the signing of a Letter of Agreement on 6 October 2006, between the Commonwealth Secretariat and the ILO which committed both institutions “to working together to advance the status and protection of teachers and the profession of teaching in the interest of quality education within each organizations’ member states” (Commonwealth Secretariat and International Labour Organization, 2006a) is recognised as highly significant and another first for the international labour movement and the inter-governmental body of the Commonwealth Secretariat.

Overall, the contribution of the international labour movement and teachers’ unions specifically, to the work of the protocol, has been multifaceted and robust. It has played a major role in supporting the Future Actions requested specifically through support for the Working Groups on Professional Development and Teacher Qualifications and Professional Recognition, respectively. Teachers’ unions globally have also played valuable roles in:

- Advocating for protection of recruited teachers through the implementation of the protocol at international level beyond Commonwealth member states.
- Collaborating with the Commonwealth Secretariat in monitoring the status of organised recruitment of teachers through support for research in Teacher Research Symposia which have been held annually since 2006.
- Protecting the rights and status of overseas trained teachers (OTTs) with regard to their professional qualifications given the commitment of the protocol that “recruited teachers shall enjoy employment conditions not less than those of nationals of similar status and occupying similar positions”.

Advocating for protection of recruited teachers through the implementation of the Protocol at international level beyond Commonwealth member states

Teachers’ unions of major recruiting countries such as the United Kingdom and United States have sought to ensure that recruited teachers

know that they are protected and called the attention of authorities to issues of exploitation and abuse of recruited teachers.

In December 2006, the then General Secretary of the National Union of Teachers, Steve Sinnott, in presenting a public lecture in Freetown, Sierra Leone, stated that he knew of Commonwealth teachers recruited to the United Kingdom who had been lied to by agencies, paid outside of the national pay and conditions framework of the United Kingdom, put into accommodation with homeless people and made redundant when they protested to their recruiting agencies. (Commonwealth Secretariat, 2006b) This reality had been confirmed in research conducted by the Commonwealth Secretariat itself through interviews with teachers recruited from Commonwealth countries – including India, Uganda, Kenya, Botswana and Jamaica – which revealed that their recruiters had changed their contractual agreements unilaterally, reneged on salary and pay agreements, discouraged many from joining unions and used intimidatory methods to obtain their compliance, including threatening to return them to their countries of origin. (Degazon-Johnson, 2008)

To ensure that recruited teachers could pursue their vocation overseas in the knowledge that they had the protection of teachers' unions in that country, at the Commonwealth Ministers' meeting in September 2004 which approved the Teacher Recruitment Protocol, the General Secretary of the NUT asked that Article 3.12 of the Protocol should read:

“The recruiting agency shall inform recruited teachers of the names and contact details of all teachers' unions in recruiting countries.” (The Commonwealth Secretariat, 2004)

What of the other large recruiter of international teachers, the United States of America (USA)? In a study which the Commonwealth Secretariat commissioned in 2006, of 66 Commonwealth recruited teachers interviewed in 7 countries including the USA, only the teachers recruited to the US had been required to pay for their recruitment, a requirement which the United Kingdom had outlawed in 2003 when it updated its Recruitment and Employment Agency Regulations (Employment Agencies, etc, 2003). The USA – although not a member of the Commonwealth – has within the fabric of its labour movement, two of the largest teachers' unions in the USA – the National Education Association (NEA) and the American Federation of Teachers (AFT). These American unions have shown growing interest in the Commonwealth Teacher Recruitment Protocol. The research arm of the AFT's International Division has found that international teachers are being recruited to states as far afield as Texas, Florida, South Carolina, California and Maryland in the USA. However, some of the practices of the recruiters of these teachers have

bordered on illegal trafficking in persons. In one instance, in late February, two Filipino teachers based in Baltimore committed suicide as a result of the circumstances and conditions of their recruitment.

Both the NEA and the AFT have committed to monitoring the practices of recruiters in relation to internationally recruited teachers in the USA.

Collaborating with the Commonwealth Secretariat in monitoring the status of organised recruitment of teachers through support for Teacher Research Symposia held annually since 2006

Each year since 2006, the Commonwealth Teachers' Group has assisted and facilitated the staging of research symposia devoted to issues and concerns including the mobility, recruitment, retention and protection of teachers. In February 2008, researchers from Ghana, Jamaica, Kenya, Mozambique, South Africa, the United Kingdom and Zambia participated in the third of these symposia, the theme of which was "Gender, HIV/AIDS and the status of Teachers".

The symposium was held in Maputo, Mozambique, taking place for the first time outside of the United Kingdom. Keynote speaker at this event, Professor Michael Kelly of the University of Zambia pointed out that HIV infection rates in the Commonwealth are twice the world average and that there are 9 million orphaned children in African Commonwealth countries. He argued that HIV reflects the subordination of women and violence against them. Dennis Sinyolo, EI Education Co-coordinator, reported on a survey of six Commonwealth countries – The Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia – which found that the average rate of loss of teachers from AIDS was 4 per cent, and that with an acute shortage of teachers in most areas it would be difficult for these countries to achieve the 2015 Millennium Development Goals (MDGs).

Protecting the rights and status of overseas trained teachers (OTTs) with regard to their professional qualifications

Despite linguistic and systemic differences in education, qualified professionals can move freely throughout the European Union once they are EU nationals. There are directives which provide for "mutual recognition" hence equality of treatment in education qualifications. The situation is quite different where Commonwealth professionals are concerned, however. For instance teachers with post-graduate qualifications have been recruited to the UK and were not told about a requirement for "qualified teacher status" (QTS) by either their agencies or their schools, until they arrived in the UK, where they were treated - and paid - by their schools as "unqualified" teachers - a strategy which

devalued and discounted the skills and qualifications of the recruited teacher. For example, the UK Council for Racial Equality (CRE) Code of Practice for the Elimination of Racial Discrimination recommends that:

“overseas degrees, diplomas and other qualifications which are comparable with UK qualifications should be accepted as equivalents, and not simply be assumed to be of an inferior quality” (Commission for Racial Equality, 1984)

In 2007, the United Kingdom Government announced that overseas trained teachers (OTTs) who had been working in the UK for four or more years would have to gain UK recognized Qualified Teacher Status (QTS) by 31 August of that year or have their work permits withdrawn and face deportation. The NUT supported 172 overseas trained teachers who had been told that they could not longer work in the UK with effect from September 2007. On the day preceding a lobby planned by the NUT on behalf of the teachers, the Government announced an additional year for the OTTs to gain their QTS. The NUT welcomed the decision as a victory for OTTs and urged all 172 to expedite their efforts to gain the QTS.

Conclusion

The Commonwealth Teacher Recruitment Protocol (2004) is now acknowledged by writers and researchers on the issues of education and “brain drain”, as a best practice in addressing international teacher recruitment. In the marathon which delivered this moral instrument the Commonwealth, through its education ministers, led the way in addressing the complex issues of migration and development and the checks and balances required in addressing the mobility of scarce resources in education. In this context without the major role played by the international labour movement – specifically the International Labour Organization, Education International, the Commonwealth Teachers’ Group, the National Union of Teachers, the National Education Association and the American Federation of Teachers – development and implementation of the protocol may never have come about.

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Working in partnership to make education for all a reality

Jo Rhodes-Jiao

Jo Rhodes-Jiao trained as an English teacher and volunteered with VSO in China from 1984-88. Having worked at VSO's head office for 19 years she is now International Placement Manager for Education and Education Goal Leader.

Abstract: *For 50 years Voluntary Service Overseas (VSO) has been making a vital contribution to education in the world's poorest countries by sending people, not money. Here VSO's Education Goal Leader, Jo Rhodes-Jiao, describes the impact of international volunteering on teachers and children in Africa and Asia, as well as the many rewards reaped closer to home.*

VSO is the world's leading international development charity working through volunteers. In 2008 we celebrated 50 years of sending over 33,000 volunteers to 120 countries around the world. Ever since its establishment in 1958, VSO has had at its core the most effective tool in the fight against poverty: education. Our first volunteers were teachers. Fresh-faced and fresh out of school, these eager young men were tasked with exposing themselves to new cultures and building cross cultural understanding through skill sharing.

Though this ethos remains at the heart of VSO's work, today its approach is more strategic and more sustainable. We have education programmes in 21 developing countries. By placing experienced professionals in teacher training and education management roles at all levels – in schools, colleges, teacher training institutions, civil society organisations and ministry departments – we are uniquely placed to make a crucial contribution to the Millennium Development Goal "Education For All".

VSO's impact in the developing world

VSO knows that fundamental to a good education is a good teacher. But in many developing countries the teaching force is demoralised and fractured. Teachers are frequently paid little and late, their educational and training needs are neglected, and they are mired in bureaucracies that support neither their effective performance nor their career progression. As a result, the teaching profession is characterised by high attrition rates, lack of confidence and varying levels of professional commitment.

Our education campaign, Valuing Teachers (Fry, 2002), focuses on teacher motivation and morale. Research carried out in 11 countries gives us understanding of what teachers themselves feel about their profession. Findings show that teacher motivation is fragile: having previously benefited from public respect and reasonable financial reward, teachers now feel that their status is in decline. They often feel powerless either to create positive learning experiences and outcomes for their pupils or to improve their own situations, but they wish to be enabled to perform well.

Having gained this understanding of teachers' motivation and morale, VSO is better placed to inform policymaking and implementation at national and international levels. And there have been successes. In

Having worked with limited – in some cases extremely limited resources overseas, volunteers become more innovative, developing a wider range of teaching styles.

Zambia, for example, VSO worked with teachers and trade unions, taking representatives to Washington to challenge the International Monetary Fund to “lift the ceiling” on the public sector wage bill. The wage cap was later relaxed, enabling the Zambian Ministry of Education to recruit almost 10,000 teachers with substantially improved terms and conditions – including a 25 per cent salary increase.

VSO's most recent advocacy report, *Managing Teachers – The Centrality of Teacher Management to Quality Education* (Mpokosa and Ndaruhutse, 2008), is the next stage of the Valuing Teachers initiative. Having gathered learning from 13 developing countries, it argues that the role of head teachers is crucial for improving teacher management and motivation, and therefore training for school leaders should be prioritised. Oxford based head teacher and VSO volunteer, Jill Hudson's experiences with school leaders in Namibia prove that such training is crucial to an effective learning environment:

“When I arrived I did a lot of observation and I had not heard a single word of praise for any learner in my first two weeks of being here. And it's the same for the teachers who teach well... no one says ‘well done’; they just get told what they

haven't done it properly. But my experience in the UK has really taught me that you get more if you focus on the positives rather than the negatives.

Back in the UK I do a lot of training, but also I see my job as a head teacher as training my staff – motivating, encouraging and enthusing and giving them new ideas about new ways of doing things. That's translated almost exactly to what I am doing here.

I planned training for the principals in our cluster and their heads of department. I have talked about their staff's right to have feedback, their right to have support to get better at teaching, and their right if they are doing a good job to get praise."

The quality of teacher training dictates the quality of teaching – and those taught by Jill returned to their schools brimming with ideas of how to improve their pupils' learning experiences. But Managing Teachers expresses concern that the need for 18 million teachers to be in post by 2015 will lead to cuts in pre- and in-service teacher training. VSO volunteer, Daphne Sharp's work in the latter in Zanzibar demonstrates the impact training has on teachers and children alike:

"When I arrived at Saateni Nursery School I found the teachers doing 'chalk and talk'. That's what they had been trained in but it just doesn't work with nursery children. I needed to try to move the teachers towards a more child-centred approach.

I worked closely with Teacher Asya, who could speak some English. We developed 14 hours' worth of three hour workshops looking at things like story telling techniques, making teacher aids using local resources, classroom management, team teaching and free play. Then Asya went away and translated the workshops and then delivered them in Kiswahili.

We had representatives from every government school on the island at the workshops, so every child attending pre-school in Zanzibar benefited from the training. Asya is now in big demand as a teacher trainer. Seeing how she has blossomed has been wonderful. I know she will continue the work we've been doing. Her favourite thing to say is 'I am ready any time, any place to teach.'"

There is no shortage of female teachers at Saateni Nursery School in Zanzibar, but in some countries they are in the minority. Managing Teachers advocates for gender and inclusion to be addressed in teacher recruitment and management systems. This would ensure that girls, boys, children with disabilities and children from minority backgrounds have positive role models at school. This can be achieved: thanks to VSO, Nepal has seen changes in government policy including the introduction of positive discrimination in teacher recruitment to increase numbers of female, disabled and minority teachers and head teachers.

Rose Kaath, an education officer in Ghana, neatly sums up VSO's approach to supporting education in the developing world:

"When I was a student I was taught by VSO volunteers. I taught with them. Volunteers leave a lasting memory. They equip people with skills so when they leave the skills remain here. We learn from them and they learn from us – it's a shared endeavour."

VSO's impact in the UK

VSO was privileged to have a champion in the late Steve Sinnott, General Secretary of the National Union of Teachers, who recognised the impact volunteer teachers such as Jill Hudson and Daphne Sharp can make on education in developing countries. But just as significant to Steve was the impact volunteering can have on the teachers themselves and the schools they return to. A great advocate of volunteering, Steve said, "By volunteering with VSO, teachers are given the opportunity to transform the lives of children in poorer countries and at the same time enrich their own personal and professional development."

Steve's words are echoed in the findings of the 2007 University of Southampton / VSO research report, *Enriching Education* (Kelly and Schulz, 2007), which explores the benefits and outcomes of volunteering for teachers and UK schools. The benefits are extensive and all contribute to the most desirable of outcomes: teacher retention. *Enriching Education* reveals that 70 per cent of the returned volunteers surveyed had returned to the education sector.

Jayne Dingley volunteered in Ghana and hadn't planned to return to teaching when she got back to the UK. But VSO changed that:

"My VSO experience has been much more value to me professionally than I ever anticipated. The last thing I ever expected to do when I returned was to continue teaching, let alone take on another headship!

My work in Ghana was a wonderful opportunity to further my own professional skills – training adults and building capacity in individuals. It was an uplifting experience to help staff learn to make judgments on their own schools and to influence the planning at district level.

When I returned to the UK I saw my present post advertised and decided that maybe I had one more headship left in me. I was amazed that despite my age (55), no degree, no NPQH and two years out of the English education system, I was offered the job.

I'm now a month into post and am enjoying myself immensely. I'm certainly refreshed but also more objective about my leadership and management. I require much more information about impact and evaluation. For example, I don't want to know that we have interactive whiteboards; I want to know what improvements

have been made to pupil's learning because we have interactive whiteboards.

It's early days yet, but I'm confident that I can maintain this level of enthusiasm for school improvement. My experience with VSO was amazing and it is since I've been back that I've been able to appreciate that even my most negative times have had a positive influence."

It is not only senior teachers like Jayne who take up management positions post VSO. Volunteers often hold positions of greater responsibility than at home so senior roles on their return are the natural next step. *Enriching Education* found that 74 per cent of volunteers returned to the UK education sector with the confidence to step up into management roles.

Having worked with limited – in some cases extremely limited – resources overseas, volunteers become more innovative, developing a wider range of teaching styles. Over half of the volunteers surveyed stated that post VSO they utilised a greater range of teaching resources. Many draw on their overseas experiences to bring the world into the classroom, like this primary teacher:

"I do a project on Uganda every year, managing to fit it into the curriculum through art or geography. Pupils love it. They ask how they can make a difference, but I also point out the positive aspects of Ugandan life and schools. . . massive football pitches for one thing! We also do African art and music: I knew I'd find a use for those drums!"

It's a win-win situation: the teacher can share their fascination of their placement country by weaving it into the curriculum, and their school's commitment to promoting active global citizenship is met.

Diversity is another issue increasingly facing schools and one that VSO can contribute to. Volunteering gives teachers an enhanced understanding of individual and cultural differences. As a result, they are better equipped to celebrate diversity, meet the needs of minority ethnic students and tackle discrimination. A head teacher made this comment about a returned volunteer's particular strength in this area:

"She is at ease in the company of parents from the Asian community, which is strongly represented in this region. She advises and supports other teachers in their liaison with parents. This is an area where her VSO experience has given her particular insights, particularly in the areas of poverty, ethnicity and religion."

It is commonly these very insights gained overseas – along with an array of innovative teaching styles and increased confidence in their abilities – that inspire teachers to return to teaching. Having worked in a developing

country, they have a new perspective of the value of education and are eager to share and promote it among colleagues and students back in the UK.

The future of volunteering

With the help of supporters like Steve Sinnott and reports like *Enriching Education*, VSO has been successfully engaging people in the UK about the benefits of volunteering. This has led to several exciting new partnerships in a range of sectors. In education, VSO partnered with the National Association of Head Teachers to enable its members to take 12-week “International Extended Placements” in Namibia and Rwanda. The scheme was piloted in summer 2007 and an independent evaluation by London Metropolitan University found it to be beneficial not only to the school leaders who volunteered but also to their colleagues back in the UK, who gained valuable leadership experience in their absence. In recognition of these benefits, the scheme received further funding and was repeated in early 2008. It has now been extended by the National College of School Leadership and will see 14 school leaders undertaking placements in Nigeria, Ghana, Namibia and Rwanda for 12 weeks from January 2009.

Volunteering has been given a further boost by the creation of a new Government fund. Thirteen million pounds have been set aside to contribute to the pensions of public servants while they work overseas with VSO or any other British Volunteers Agencies Liaison Group member organisation. This fund is unequivocal evidence that the Government recognises that public servants who undertake structured volunteer placements contribute to the development of poor countries and return to the UK with skills and experience that will benefit the public sector.

Despite strong partnerships within the education sector and increased funding to support volunteering, VSO remains in urgent need of teachers. In greatest demand are primary teachers and education professionals with management experience. We need more people to recognise the value of volunteering by doing it – or by making it easy for their teaching staff to do it by offering sabbaticals. Only with the continued commitment of the UK education sector will VSO be able to help make Education For All a reality.

To find out more about VSO go to www.vso.org.uk/educationjobs

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The voice of teachers worldwide

Abstract: *Education International (EI) speaks for teachers throughout the world. Jan Eastman describes how EI's campaigns and advocacy span human, trade union and equality rights and how the aim of education for all can unite all teachers and inspire those working in the most challenging and hostile of circumstances.*

Education International, the voice of teachers worldwide, from pre-school to higher education, has human rights at the heart of its goals and campaigns. Equality and trade union rights are human rights. These are entrenched in the Universal Declaration of Human Rights (10 December 1948), and many other international instruments, but also in the Constitution and Aims of EI.

EI's campaigns run the gamut of human, trade union and equality rights, including the right to life, liberty and decent livelihood; the right to quality education; the right to organise and freedom of expression; the right to equality and non-discrimination for all people, in the family, the workplace and society; and freedom from oppression, forced labour and child labour.

This means that campaigns frequently focus on the fight for global social justice and against violations of human and trade union rights, and against all forms of discrimination in education and society. One goal is always to promote democracy, peace and equality, especially the rights of vulnerable groups.

Quality education

Quality education is a public good, a public service, one which is as necessary to life as breathing. It has the power to transform people's lives: women and men; boys and girls. The right to education – quality education – is an overarching aim and campaign, critical for empowering women, and therefore their children and the societies in which they live.

Education International supports and promotes Education for All as a member of the Global Campaign for Education. Each year, Global Action

Jan Eastman

Jan Eastman became Deputy General Secretary of EI in 2006, with responsibility for human rights, including trade union and equality rights, as well as development cooperation, solidarity and assistance programmes.

Week is a powerful opportunity to advocate for universal access to education and focus on a specific theme. The 2008 campaign called for an “End to Exclusion” while in 2009 the focus will shift to “Literacy and Lifelong Learning”.

Of course qualified, committed and caring teachers are central to achieving quality education for all. EI has embarked on a pilot programme to provide teacher education and training to un- and under-qualified teachers in seven countries. EI is building a campaign to gain acceptance by

Education unions and teachers play a key role in promoting peace, social justice, human rights, dignity and democracy, cultural diversity and citizenship.

international financial institutions, such as the World Bank, that good teachers require quality education and training too, as well as

fair salaries, working conditions, and ongoing professional support.

Teachers’ voices are powerful and they make a difference through and beyond the classroom and the union assembly. Collective action by teachers can effect positive change well into the future. Through campaigns of advocacy, awareness raising, solidarity and strategic action, EI members, 30 million strong, can and do act as agents of change.

Human and trade union rights for teachers worldwide

EI promotes and defends human and trade union rights for teachers worldwide. EI helps to restore social dialogue through direct contacts with Governments, as in Suriname and Moldova recently, or through interventions with intergovernmental bodies such as the UN, the ILO, the Council of Europe or the African Union.

EI also fosters solidarity worldwide and facilitates the setting up of networks to share information on human and trade union rights violations and rally mobilization. A recent EI campaign to have the death sentence of an Iranian teacher unionist commuted has resulted in thousands of online petitions sent to Iranian President Ahmadinejad. The most effective result of that campaign so far is to have saved the life of Farzad Kamangar, who was to be executed in June 2008.

The longstanding campaign to preserve the existence of an independent teacher organisation in Ethiopia has also yielded results and has become a flagship for many human rights activists. If Ethiopia is not a success story altogether, the support of EI and its member organisations (NUT in the forefront) has maintained the Ethiopian Teachers’ Association in existence for 15 years and has prevented in recent years the imprisonment, torture and murder of Ethiopian Teachers’ Association leaders.

Colombia is another dark spot where EI and member organisations

monitor and campaign to alleviate the fate of union activists. Colombia's unions are under attack, not only through physical violence and assassination of union leaders (the highest rate in the world), but also through legal channels, intimidation and harassment.

A more recently initiated campaign is to have schools universally recognised as violence-free zones, safe havens, in conflict and post-conflict situations. Too frequently, schools, teachers and students are actually the objects of attack and violence, as opposed to being viewed as a means of building peace and democracy.

Equality, diversity and non-discrimination

EI campaigns on equality and diversity are far reaching, and rely greatly on existing and new networks around the globe. The focus is on gender, gays and lesbians, indigenous people, children, especially the girl child, and other vulnerable groups such as migrants. This work attempts to fully implement all aspects of the Congress resolutions on social justice, non-discrimination and anti-racism. To this end a three-year campaign will focus on each of pay equity and migration.

The EI EFAIDS Programme addresses the interrelated themes of Education for All and HIV/AIDS in 50 countries in Africa, Asia, Latin American and the Caribbean. Teachers Living with HIV face challenges above and beyond those of their colleagues. The EFAIDS Programme promotes not only their right to access HIV prevention, treatment and care, but equally, their right to work free from discrimination.

On World AIDS Day, 1 December, EI members are again encouraged to spend one hour on HIV/AIDS, in their classrooms, their unions, their daily lives.

These are some of the current campaigns. It is essential that education unions and teachers play a key role in promoting peace, social justice, human rights, dignity and democracy, cultural diversity and citizenship. Unions have a dual role to play: they must be inclusive of members and representative of their needs, independent and autonomous. They must also be able to take their rightful place in public policy and social dialogue.

They must lead education to a position of quality, and acceptance of the expectation that all people have a right to engage in lifelong learning. The union voice is also fundamental in bringing about good workplace policies and programmes, and enabling decent work for all.

These are the unions that will bring a better tomorrow, positive change in people's lives, through daily interactions in classrooms everywhere and advocacy on the world stage. These are the rights that EI stands for. These are the issues and campaigns on which EI can be measured and held accountable.

Education: subject to global markets

Mary Compton

Mary Compton teaches in Wales. She is joint divisional secretary of Powys NUT and a past national president of the Union. She has recently co-edited a book: *The Global Assault on Teaching, Teachers, and their Unions: Stories for Resistance*, with Professor Lois Weiner of New Jersey University.

Abstract: *Mary Compton argues that free market education policies have had a devastating effect on education systems all over the world. In particular she examines the way in which the General Agreement on Trade in Services (GATS) is being used to entrench these policies in the developing world and their possible future effects in the UK.*

It is being reported that the Training and Development Agency for Schools has been setting up its stall in Canary Wharf in an effort to recruit unemployed traders and bankers to become teachers. Maybe those potential recruits would agree with the notion that the point of education is to produce the kind of workers required by large corporations, that education should be seen as “a tremendous business opportunity” (Lipps, 2000) and that it would be preferable for it to be run by private businesses rather than elected governments and the teaching profession. However, if you put that to any other teacher she would probably tell you that she was too busy dealing with paperwork to listen to such nonsense. Yet it is these views of education, which are so alien to the philosophy of the vast majority of teachers which have come to dominate and infect the education debate today, to the extent that any other views are seen as reactionary and heretical.

Neo-liberalism

This way of looking at education is usually characterised as “neo-liberal”, as are all the policies and developments which have flowed from it. According to this world view, the best way of ensuring successful education systems is by allowing the market free access to every aspect of them. In the words of a Merrill Lynch report on the education and training industry (sic): “A new mindset is necessary, one that views families as customers and schools as ‘retail outlets’ where education is received.” (Moe

et al, 1999) So schools are seen as an industry, generating profits for those who invest in them, delivering a product – the “educated” child – at the other end and run just like any other business. If you see education in this way it follows that the state’s role, including any democratic control of education, will recede in importance – its only function being to enable private and non-state organisations to seize the reins. At the centre of neo-liberal policy is the pressure to cut public spending, thus lessening the tax burden on corporations and at the same time softening up public services for private takeover. In this way the role of the state recedes even further.

This neo-liberal view of education has spread round the world like a virus. In the developed countries, many governments have eagerly seized on it and imposed it on schools and teachers through a relentless barrage of policies and initiatives, which often leave teachers and their unions reeling. And of course no government has done so more enthusiastically than New Labour in the UK. In the developing world, meanwhile, these ideas are more often than not forced on governments.

Namibia

This process is described by John Nyambe of Namibia where the painstaking and progressive work being undertaken by the government and teacher educators like him, to improve teacher training and bring much more creativity into the work of teachers, is being stifled by the World Bank. Ironically, this is being done in the name of the Millennium Development Goal for full primary education by 2015. Pressure was put on the Namibian government to cut public expenditure and increase private sector provision of education and training. As a result school fees were introduced which priced the poorer parents out of education completely. Not only this, but the bank put pressure on Namibia to increase class sizes and bring in double shifts, making it well nigh impossible for teachers to teach at all. To complete the process, the World Bank insisted on a whole raft of managerial accountability measures, which stifle the teachers’ freedom and with it, of course, that of the students they teach.

As Nyambe puts it: “Mechanisms for teachers’ regulation of their own pedagogies are put in place to ensure that workers with appropriate attitudes are produced in schools.” (Nyambe, 2008) The World Bank is able to do all this because it holds the purse strings of loan, aid and trade, and very poor countries like Namibia have little choice but to comply. According to Nyambe: “These transnational policy formulating agencies are not driven in their activities to maintain the public good. In policy formulation, profit, instead of public welfare occupies the center stage.” (Nyambe, 2008)

GATS

So we can see that what I have called the virus of neo-liberalism has already caught hold. However to ensure that no country is immune to it, the World Trade Organisation (WTO) rules require all countries who wish to be members and therefore have some chance of access to world markets to make agreements under the so-called General Agreement on Trade in Services (GATS). The aim of GATS is to free up all services in sovereign countries to international corporations. Included in services along with education are everything from financial services to health to transport.

Larry Kuehn describes the process of GATS negotiation as being like a wedge and ratchet. (Kuehn, 2008) The negotiations are a one way path to ever greater liberalisation. By liberalisation GATS means “the removal of

barriers” which might mean anything from local government control of admissions policy or curriculum to the right of private companies to make profit from the delivery of

The state education service is riddled with holes where private business has wriggled through.

compulsory education. Once countries have made such agreements there is no getting out of them. As Kuehn points out, GATS agreements are enforceable by law whereas International Labour Organisation agreements, for example, are simply “conventions” with little force in law. If a country defaults on its commitments under GATS, it makes itself liable to huge and potentially bankrupting fines and penalties. This is the ratchet effect which Kuehn describes.

Once a country has given up its democratic control of parts of its education services it can never get them back – even if the Government changes, it will still be tied into the agreement and unable to renationalise services which have been privatised. Then more pressure is applied for more liberalisation and this is a continuous process. It is as though the wedge and ratchet were the mechanism of a rack upon which democratically controlled state education is stretched.

Jamaica

So how are countries persuaded to submit their public education services to this slow death? Marguerite Williams (2008) describes how the process worked in Jamaica. After joining the WTO in 1995, Jamaica had 5 years under its rules to enter negotiations under GATS. For a comparatively poor country like Jamaica, the pressure to liberalise its markets is extreme. If a developing country fails to co-operate, its own trade is likely to suffer and pressure can be put by donors and lending organisations. The problem is that a small country is no match for the negotiating arm of international finance.

As a result, Jamaica, unlike most of the OECD countries, made wide

commitments for its education services. Williams describes the effect on higher education where off-shore universities are setting up shop, taking students and concentrating on subjects which are cheap to teach (unlike, for example, science subjects which require laboratories and expensive materials and equipment.) Under the GATS rules, the Jamaican Government is forced to subsidise the students at these colleges and as a result the indigenous University of the West Indies is starved of students and cash and its continuation is threatened. As Williams puts it:

“It is quite clear from Jamaica’s experience that negotiating separately, especially against the large, well endowed and experienced negotiating machines of the developed countries is not a winning option. Under GATS market forces, not social and human considerations, will be the guiding criteria.” (Williams, 2008)

Hidden privatisation

All around the developing world the combined effect of GATS and the ministrations of the World Bank on education systems has often been catastrophic. In their excellent report for Education International: *Hidden Privatisation in Public Education*, Ball and Youdell (2008) point out that “children still have to pay to go to school in 89 out of 103 developing countries, meaning that many poor children are forced to drop out of education. Most of these are girls.” And the firms which are dipping their hands into the massive education money pot are often not even predominantly education specialists. Ball and Youdell cite the case of Afghanistan where a firm which is proposing to run schools is the Alokozay Group – a leader in the tobacco industry. Meanwhile consultancy firms, again not necessarily specialists in education, are siphoning off billions of pounds of aid to developing countries in a manner which makes the corruption of some politicians in those countries pale into insignificance. Ball and Youdell (2008) cite the example of Mozambique where \$350 million of aid is spent on public service consultants while the total wage bill for 100,000 public sector workers comes to \$74 million. Some countries pay as much as 70 per cent of their aid money to consultancy firms. As the DfES so aptly put it: “The private sector is looking for business opportunities, a steady funding stream and a good return on its investment.” (DfES Public-Private Partnership website May 2004 UK). For private corporations the bottom line is the bottom line and it is they who have driven the development of GATS to make their access to education and other services even easier. As David Hartridge, director of the services division at the WTO, put it:

“Without the enormous pressure generated by the American financial services sector, particularly companies like American Express and Citicorp, there would

have been no services agreement." (Wesseliuss, 2001)

Impact on the UK

But how does all this affect us in the UK? Whether or not state education is covered by GATS hinges in part on Article 1.3 of GATS which states that: "those services supplied in the exercise of governmental authority" which are "not in competition" with other service providers and operate on a "non-commercial basis" are exempted. The problem is that the private and public have become so blurred in the UK that even the lawyers cannot decide whether state primary and secondary education come under the GATS remit. It is a curious historical fact that the concepts of private and public education are so uniquely confused in the UK. For example no self-respecting UK NUT member would wear the lapel badge I picked up in Australia bearing the slogan: "Defend Public Schools". The very phrase in the UK conjures up a picture of straw-boater wearing youths lounging around ancient courtyards. But while this could be seen as an anomalous accident of language the current educational landscape both in the UK and internationally has become ever murkier.

The propagation of neo-liberal policies in the UK but particularly in England – first by Margaret Thatcher in the late eighties and nineties and then taken onward and upward by Tony Blair and New Labour – means that the state education service is riddled with holes where private business has wriggled through to the extent that it is difficult to say what is private and what is public. Academies are an extreme example of this, where there is some private money involved in exchange for almost total private control and yet the school is still largely funded by the state. So under these confusing circumstances there may well be a legal case to say that the whole of primary and secondary education in the UK does fall under the remit of GATS despite article 1.3 mentioned above.

If this is taken to be the case, what it will mean is that the very limited control which the Government and more particularly local authorities can exercise over the provision of schooling would disappear almost completely. The *raison d'être* of GATS is that it will remove "barriers" to trade. It is clear that what might be seen as essential aspects of education policy in one country might be seen as "barriers" by a commercial corporation looking for profits from schools. For example, at present, private corporations are not permitted (in theory at least) to make profits from Academies – their motivation for involvement is much more about enhancing their corporate responsibility image. As Alex Molnar puts it: "schools by their nature carry enormous goodwill and thus can confer legitimacy on anything associated with them". (Molnar, 2005) If GATS is deemed to take in primary and secondary state education such companies would be able to make financial as well as moral capital from their

involvement in schools.

It seems to me however that the UK Government scarcely needs any encouragement, let alone compulsion, to cede control of education to private corporations. Any organisation – no matter how suspect, no matter how driven by wacky religious ideas for example, is welcomed with open arms if it wants to take over a school and set it up as an academy or trust school. Any “cumbersome” accountability to parents in the setting up of trust or academy schools has been “swept away” as New Labour put it in their 2004 five year plan for education. So the founder of ARK (Absolute Return for Kids) for example takes over schools saying that schools are “in crisis” and “the biggest problem government faces today” (Ball and Youdell, 2008), while at the same time running a multibillion pound fund

Schools are seen as an industry, generating profits for those who invest in them, delivering a product – the ‘educated’ child – at the other end and run just like any other business.

management company – the kind of organisation which as I write is precipitating the biggest economic crisis for a century. Meanwhile the increasingly discredited SATs tests in England were handed over to a private firm, ETS Europe, who were given a £156 million contract to mark and administer them. Despite being the European arm of a global firm whose whole business is about the administration of such tests the company failed to mark the tests on time or to an adequate standard. This is a wonderful example of how the neo-liberal imperative, to run education like a number crunching business – a policy with which most teachers profoundly disagree – then feeds into the prime imperative to make money out of education. And even by their own flawed criteria they are incapable of doing a good job.

Failure of the markets

As I write, the Doha round of trade talks has once again stalled so no further expansion of the coverage of GATS is possible at the moment. What is more, in the last couple of months, the neo-liberal idea that the best way to run the world is through unfettered market forces has brought the world economic system to the brink of collapse. The US Government is proposing to extract some \$5,000 from every taxpayer to buy the toxic debts, which have been bought, sold and betted on by these same unbridled market forces and their agents in the big banks and investment funds. Organisations like ARK, which are being let loose on our schools, are the corporate responsibility arm of just such funds. Merrill Lynch, quoted

above in their enthusiasm to get hold of education investment, has had to be rescued from bankruptcy by the Bank of America. And as a result of this catastrophic failure, it is certain that the people who will suffer will not be the corporate chiefs of the firms responsible for the mess. They are walking off with multi million pound severance deals. The effect will be even less money for public services like education, social housing and aid, for example. The people who are picking up the bill will be the holders of missold mortgages who are being forced out of their homes, the people in developing countries whose aid will be even further cut and the children of the world who will have even less chance of an education. GATS is an attempt to use legislation to legitimise the free play of market forces. Who knows what will happen next given the failure of the Doha round and the economic situation?

The only good thing you can say for GATS, as Kuehn (2008) points out, is that it presents a face and a place for protest – and such protest is vital and urgent. The worrying thing is how little people understand of what is happening to their education system as a result of neo-liberal policies. As Ball and Youdell (2008) put it:

“Most of the privatisation in and of education remains hidden within more general education reforms and there is an almost complete absence of public debate around these issues.” (Education International, 2008)

There are few exceptions to this absence of debate – pressure groups like the World Development Movement and GATSwatch are doing a fine job as well as groups like the Anti-Academies Alliance. Another important exception is the teacher unions themselves, who, especially through Education International have been the leading opponents of GATS. It is essential that we step up this fight and join together with social and civil society movements who are also contesting the destruction of education by neo-liberalism, not just for the sake of our own futures as teachers and trade unionists but for the sake of the children of the world.

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A world of CPD opportunities

Abstract: *Adding an international dimension to continuing professional development can be an invigorating and enriching experience, bringing teachers into contact with education professionals around the world and offering a fresh outlook on teaching or school management. To make matters even better, a range of schemes is available to enable teachers to discover what the education world has to offer.*

Matt Cresswell

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Embracing an international perspective in schools can transform the learning experience of young people through bringing them into contact with peers in other countries and broadening social, cultural and linguistic horizons. Yet the impact of international activities on staff professional development is equally significant. Professional development on an international scale results in a greater understanding of teaching and school management issues in other countries, and allows teachers and educators the chance to reflect on professional skills, experience and aspirations.

Teachers, head teachers and other staff can benefit from a wealth of opportunities to support international professional development. Taking part in training activities overseas also brings them into direct contact with professionals from other countries, enabling them to make contacts and find potential partner schools for embarking on exciting collaborative curriculum projects, which in themselves can provide a rich CPD resource. Since its launch eight years ago, the Department for Children, Schools and Families (DCSF) Teachers' International Professional Development (TIPD) programme has funded over 20,000 teachers to travel on short-term visits overseas as part of the DCSF CPD provision for teachers in England.

The British Council is one of a number of providers of the DCSF TIPD programme, and during this time has sent groups of teachers to over 70 countries. Teachers learn alongside colleagues on visits that look at a wide variety of theme areas, including inclusion and cultural heritage in Pakistan, assessment in Finland, creativity in Nigeria, and vocational

education in China.

“TIPD can certainly reach the parts of CPD that other CPD experiences cannot reach,” says Gaza Westfall of the British Council’s TIPD team. There is a world of experience to share and there are relationships that can be built between schools and professional networks formed around the world. From the feedback we receive, DCSF TIPD can certainly enhance career development, with some teachers we speak to going on to become heads of department and even headteachers. Teachers can pass on their learning by sharing their experiences with colleagues back in their local school community, re-visit their link schools by taking part in the DCSF TIPD School Determined programme, plus their headteachers can take part in the National College for School Leadership’s International Leadership Learning Programme – ILLP, to enhance whole-school learning.

Teachers taking part in DCSF TIPD have given a great deal of positive feedback over the years. A group that had travelled to Cuba to look at literacy reported that there was an overwhelming response of renewed enthusiasm for teaching in their group after discussion with their

Involvement in a partnership allows staff to increase cultural awareness, improve foreign language skills and develop additional skills such as project management and leadership, team working and strategic thinking.

counterparts; and a group that travelled to Tomsk in Russia commented: “now we are back home it is hard to imagine all the wonderful experiences we had. We are really excited to try out some of the ideas we have learnt with our children.”

Each local authority in England has an allocation under DCSF TIPD which can be used to enhance CPD provision and ultimately help raise standards of achievement in the classroom. Visits help participants to re-evaluate their own teaching practice and look at new ways that children can learn. Not all of the CPD takes place during the visit: as teachers travel with representatives from a number of other schools, they are often surprised how much can be learnt from each other as well as from their overseas colleagues in the schools that they visit.

Teachers can apply to take part in the programme via a designated TIPD co-ordinator within the local authority which helps select a theme that is most appropriate to local needs.

By introducing a wider international perspective in schools, teachers and headteachers enjoy a fresh outlook on continuing professional development.

Involvement in a partnership allows staff to increase cultural

awareness, improve foreign language skills and develop additional skills such as project management and leadership, team working and strategic thinking. Links enhance cross-curricular work and co-operation between staff and help to forge partnerships with the local community. Such work can contribute greatly towards school development plans.

A whole-school approach to international CPD activities

Schools which already have an established international perspective and have gained a DCSF International School Award (ISA) say that recruitment of higher calibre candidates and retention of staff have become easier because of their international work. Increasingly seen as a way to help schools achieve their development objectives, the international dimension constitutes a great focus for school development plans (SDP). Embedding international activities, of which CPD can form a major part, in the SDP helps to maximise their benefits and involve more of the school community. Many schools that include international activity in their self evaluation form have gained positive recognition from OFSTED, who have also published a report on the impact of the DCSF International School Award. By conducting an audit, schools can often discover a range of ways in which they have already incorporated an international perspective in their teaching, as well as opportunities for improving existing activity.

Many schools develop a whole-school policy to show how an international dimension is being incorporated across the curriculum and into CPD plans and has become part of the school's ethos. This might include looking at how the school provides a basis for the spiritual, moral, social and cultural development of its pupils and how understanding and respect are promoted. These issues can be expressed in mission statements and clearly incorporated into the SDP.

The DCSF International School Award, which celebrates its tenth anniversary in 2009, is open to any school across the UK and enables schools to get accreditation and recognition for their approach to international work through a three-stage process. Schools can begin their journey at any stage they feel appropriate to their needs, experience and circumstances:

- Foundation level is for schools who are just beginning their international journey and who do not yet have links established with partner schools in other countries;
 - Intermediate level supports schools who are beginning to work with international partners;
 - Schools with the full ISA demonstrate a fully embedded international approach and ethos to the curriculum and to the school community.
- Details of the ISA scheme, including guidance on how to conduct an

audit and apply for the various stages of accreditation, can be found on its website, details given at www.globalgateway.org/isa.

A world of opportunity

In addition to the DCSF TIPD programme, a wealth of other schemes exist which can support and fund staff to experience what the world has to offer.

The European Union's Lifelong Learning Programme (LLP) offers the following opportunities for professional development across Europe:

- Comenius provides funding for UK staff involved in school or further education to attend in-service training including training courses and conferences in any one of 30 participating European countries. Teachers can gain new practical ideas from training courses, as well as refreshing language skills and networking with colleagues from all over Europe. The scheme also enables teachers to exchange ideas and resources through job-shadowing colleagues. Application deadlines are displayed on the Comenius website.
- Comenius also funds a range of collaborative partnerships between schools and colleges across Europe, Comenius Assistants and, from 2009, Comenius Regio partnerships for local authorities.
- eTwinning supports partnerships between schools across Europe using ICT as a way of communicating and collaborating. If you are interested in taking part in the scheme, you can register interest for local or regional eTwinning professional development workshops across the UK. These enable you to register directly on the eTwinning portal and find out how to use some of the most popular types of ICT tools to support your collaboration with partners across Europe.
- Study Visits offer education leaders and specialists the chance to examine current practice in another European country, share expertise with professionals and evaluate UK practice within a European context. Visits are advertised in a catalogue each year. The Study Visits programme is managed in the UK by Ecotec Research and Consulting Ltd.
- The Fulbright UK-US Teacher Exchange programme enables UK teachers of any phase or subject from nursery to post-16 to swap jobs with counterparts in the United States for up to one academic year. Participants retain their UK salary while on the exchange, and travel costs are funded through the scheme.
- School Linking Visits enable schools in England and Wales to visit partner schools in another country to set up or develop further a curriculum link. The visits are an invaluable opportunity to look at life in and experience another country and education system, and can help make a solid foundation for a collaborative curriculum project which can support professional development objectives.

Transforming MFL training

Recently a group of teachers from Trafford set off to France and Spain to forge new links with primary schools as part of the Two-Week Primary Teachers' project. They received intensive tuition in the language and culture of the country involved before embarking on a job-shadowing week in their newly linked partner school.

This project, which can provide DCSF supply cover to participants from England in addition to the Comenius grant which funds the training itself, has been highly successful for teachers, forming part of the vital energy which continues to build within primary schools for the national languages strategy and many attendant initiatives. All schools within the borough have been delivering a foreign language in the curriculum for over a year, and a third of them delivers two or more. This vital, personal contact has been instrumental in providing a huge boost for the teachers, pupils and schools involved.

For teachers and pupils, there is a marked improvement in confidence, both in fluency and accent, as well as in the expansion of the language of the classroom. Excitement is palpable on the return of teachers who have been abroad to work in a "real" foreign classroom. The children are eager for the stories, pictures, colours, sounds and culture they bring back. There is an improved sense of learning together, with a part of the foreign country relayed back into their classroom personally. There is the promise of new friendships too, with letters, cards, emails and many experiences to be exchanged.

This is a whole-school opportunity, with teachers sharing the benefits with staff and governors. Prominent displays reach parents and carers. Many schools have staged special assemblies and European days, but with a markedly increased confidence in the language elements. Many teachers in later cohorts have gained inspiration from this infectious enthusiasm, and have been encouraged to join this initiative or others offered in the authority, embedding foreign language learning further into the daily curriculum of their schools.

The DCSF Global Gateway

Developed and managed by the British Council for the DCSF, the Global Gateway was launched in February 2004 as a one-stop-shop international education resource for schools and local authorities. One of the main features of the site is an online global database of schools who are looking for partners to take part in international collaborative projects. In addition, the Global Gateway contains information on a vast range of international opportunities available to schools in the UK.

Another feature of the site is a database of local agents across the UK – working in schools and local authorities, for example – who will be happy

to offer you support on enhancing the international dimension in your school. This can include:

- professional development courses;
- information events;
- one-to-one advice.

Details of all the opportunities for international professional development for UK teachers can be found at www.globalgateway.org/professionaldevelopment.

Useful websites

British Council. Comenius

Available at www.britishcouncil.org/comenius

(Accessed: 22 October 2008)

British Council. Etwinning events and workshops

Available at: www.britishcouncil.org/etwinning-events

(Accessed: 17 October 2008)

British Council. Fulbright teacher exchange

Available www.britishcouncil.org/learning-fulbright

(Accessed: 17 October 2008)

British Council. School linking visits

Available at www.britishcouncil.org/schoolpartnerships-study-visit-funding. (Accessed: 17 October 2008)

Department for Children Schools and Families. Teachers' international professional development

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Book reviews

YOUNG CHILDREN AND RACIAL JUSTICE: TAKING ACTION FOR RACIAL EQUALITY IN THE EARLY YEARS – UNDERSTANDING THE PAST, THINKING ABOUT THE PRESENT, PLANNING FOR THE FUTURE.

Jane Lane

National Children's Bureau 2008 ISBN: 9781905818259

Louis is very happy in his brown skin. He regularly uses appropriate colours to depict the range of skin tones of his friends and family members in his drawings. He is very proud of his lush black curls and resists having them trimmed. One day his white friend was overheard saying, "Your mummy is not the same colour as you". Louis is at ease talking about who he is and explained to his friend – "My mummy is a bit like your colour and I am a bit like my daddy's colour." This led to lots of talk in the nursery and everyone compared the colour of their hands.

So we were taken aback when one day just before his fourth birthday Louis asserted, "I don't like white people – well I only like the ones I know". Everyone working with or caring for young children will be taking a sharp intake of breath with us and a million questions will be in the invisible thought bubbles above our heads:

- Where does his expressed prejudice come from?
- How do young children learn racial prejudice?
- How do we answer children's difficult questions and listen to their thinking about people like themselves and different from them?
- How do our childrearing practices, our knowledge about history and culture help us think about racial equality?
- What structures and responsibilities do we have as schools, children's centres and early years settings to help us with the day by day challenges of diverse racial communities living and learning together?
- What is racism anyway and what has it to with me and you and Louis in groups, classes and families?

A new book by Jane Lane gives us all an opportunity to reflect on these tough issues and think through these and many other questions in what she calls a "no blame culture". This rigorous and well researched book is very accessible. The detailed contents pages will help you find where your quest begins and take you on to a place where you are unafraid to unravel the complexities of your own and other's experiences of inequalities and

**Dorothy Y
Selleck**

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racial justice in schools, settings and families.

This book belongs on the bookshelves of everyone who works with or for young children as practitioners, managers, trainers or policymakers. It will be reached for to verify what we know from research, to share examples from practice in case studies, but most of all for us to be inspired by. As Barack Obama urged us all in his electoral campaign – we must work towards equality and justice – we can change – YES WE CAN!

THREE WISHES

Deborah Ellis

Francis Lincoln 2007 ISBN: 9781845077433

There is nothing like the poignant voices of children who spend their lives in a place of constant war to remind adults of the legacy we leave in their hands and how necessary it is for us to listen to them with grace and insight. In many parts of the world, youngsters encounter the horrors of war on an appallingly regular basis but for them, at that time, it must feel as though the whole world doesn't hear.

Perhaps, more than anywhere in the world this applies to children growing up within the intractable Israeli/Palestinian conflict where children have known nothing else in their lives but loss, death, homelessness and, above all, fear. For scores of years Palestinian and Israeli children have had to stick with merely wishing their lives could be safer.

In her moving and inclusive book, *Three Wishes*, Deborah Ellis has enabled children's voices of both sides of the Israeli/Palestinian conflict to be heard. In a non-judgmental way the author has asked the children to tell her about their lives and fears, what made them happy or angry and how they had been affected by war. We hear about their wishes for the future and the commonsense changes they would like to make in their lives. What is striking is how much they have in common – the feelings and perceptions they share and the struggle to find that common ground.

Artov says, "It was good when Jews and Palestinians could meet and get to know each other a bit, so they wouldn't be afraid of each other."

We hear also of Nora's fears, "The soldiers are always around, but sometimes they move into the streets, and then everybody runs to get out of the way". She speaks of the sadness of not being able to visit her grandparents. "They live in a town in the West Bank, and the Israelis won't let us go through the checkpoints to visit them. They live so close to us, just a few miles, but they might as well live far, far away."

This book must have been very helpful in reducing the fears for the children being interviewed. By talking about the conflict and learning some of the facts of each others' lives the boys and girls must have gained a deeper understanding of how they all feel about the conflict. What strikes

Jocelyn Hurndall

A former Head of Learning Support at Argyle School, London, Jocelyn Hurndall is the author of the book, *My Son Tom*, published by Bloomsbury. She is currently Development Director of a charity, 'Friends of Birzeit University', that supports the right to education for Palestinians.

one strongly is the similarity of children's wishes and the way they are more prepared to accept their differentness.

In recording children's voices in *Three Wishes*, Deborah Ellis conveys with great compassion, skill and knowledge the desperate feelings of aloneness these children experience every moment of their lives. For most of us who live relatively safely in Western Europe we have no notion of what it means to fear death, the loss of one's home, an inability for our children to play outside freely.

With all the clarity of and simplicity of youth 16 year old Talia says, "For this war to end, everyone will have to give up a little."

What will it take for us to listen to the crystal clear voices of children?

Teachers Under Pressure

Maurice Galton and John MacBeath

Sage Publications Ltd 2008 ISBN: 9781847873224

To understand how education reform impacts on teaching and learning, it would make perfect sense to find out how teachers and schools try to manage and implement the changes they are being required to make, and how this affects their daily working lives. Yet the voice of classroom teachers is far too often neglected by education policy makers, despite the fact that it is teachers who feel the impact of reform most. They are the ones who have to implement the changes and deliver the initiatives whilst continuing to "make a difference" to the pupils they teach.

In this short and readable book, Galton and MacBeath look at the impact of the raft of policy initiatives on the working lives of teachers. Initially based on three key studies commissioned by the National Union of Teachers which looked at the lives of primary teachers in 2002, secondary teachers in 2004 and the impact of inclusive policies in 2006, the authors compared their findings with the experience of teachers in other countries.

The period also covered the introduction of the Workforce Agreement and implementation of the Government's remodelling agenda, the purpose of which was to raise standards and tackle workload. Galton and MacBeath returned to some of the schools visited in the earlier studies to see what had changed. Their findings are sobering; the experiences of the teachers interviewed will strike a chord with classroom teachers everywhere and must provide a "wake up call" to Government and anyone concerned about the wellbeing of teachers, support staff and pupils.

Despite the introduction of the Agreement, workload remains the biggest reason why teachers leave the profession. Stress caused by excessive workload, the demands of a high stakes accountability system, bureaucracy and paperwork, the frustration of trying to implement initiative after initiative with little if any capacity for change left in the

Hazel Danson

Hazel Danson is Chair of the National Union of Teachers Education, Equality and Professional Development Committee.

system, the pressure of SATs, the lack of time to develop children's interests, inclusive policies without adequate funding to deliver, a loss of creativity and control, ill health; these do lead to a feeling of professional satisfaction.

The increase in the number of teaching assistants to support teachers is welcome but there has been a cost. It is not sensible or sustainable to take the excessive workload from one group of workers and dump it on another group of workers. Support staff are being required to take on more demanding roles with inadequate training and less than adequate pay. The Government's notion of teachers "managing learning; not teaching" has had a hugely detrimental impact on the professional status of teachers. This notion has nothing to do with education, it has nothing to do with standards; it is about education on the cheap.

Teachers Under Pressure is a book that raises many questions which are central to the debate about work-life balance, teacher workload and professionalism. They are questions that the remodelling agenda has failed to answer. What is clear from reading the book is the urgent need for teachers to regain their professional confidence and pride. The voice of classroom teachers needs to be heard and listened to by policy makers and initiatives need to refocus on what will make a difference to pupils rather than on centralised control. Above all, there needs to be a realisation that teacher workload remains excessively and unacceptably high.

The TOM HURNDALL EDUCATION FUND Keeping Tom's Memory Alive

The Tom Hurndall Education Fund was established in 2006 in memory of Tom, the son of NUT member, Jocelyn Hurndall, who was killed protecting children in Gaza. Tom Hurndall was committed to justice for children. The education fund established in his memory is administered by Education International on behalf of the NUT. It is now in its third year of operation and aims to support the education and development of disabled children in Gaza.

The Tom Hurndall Education Fund provides the resources for the programme that takes a holistic and sustainable approach, benefiting teachers, children and the wider community. It will deliver training promoting inclusive education for disabled children in Gaza. The objectives of the programme are to:

- develop the capacity of teachers and schools to respond to the needs of disabled children;
- equip children with essential life skills for self expression and participation in the community; and
- raise awareness among children's carers, and the communities in which they live to promote positive attitudes and inclusiveness of children in society.

NEW

Children's Services Weekly



Children's Services Weekly is a new electronic publication that will give you short news reports on what is happening in the world of children's services across the range of service providers, from schools to local authorities, the NHS and the police. It is edited by Chris Waterman, children's services editor of the monthly magazine, *Education Journal*.

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