

Putting the World into World-Class Education

An international strategy for education,
skills and children's services

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Policy responsibility for education is vested in the Department for Education and Skills (DfES) in England and in the Devolved Administrations in other parts of the UK. DfES also retains certain responsibilities in relation to international education matters. This paper relates to the international responsibilities of DfES and has the support of the Devolved Administrations.

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Secretary of State Foreword



Our vision is that the people of the UK should have the knowledge, skills and understanding they need to fulfil themselves, to live in and contribute effectively to a global society and to work in a competitive, global economy. To realise this vision, we need a world-class system of education, children's services and skills development. We have set out our plans for achieving this in England in the Department's *Five Year Strategy for Children and Learners* (Cm 6272) and, in more detail, in a range of underpinning White Papers and other key documents.

Developing and maintaining a world-class system begins with understanding the world in which we live: the values and cultures of different societies; the ways in which we are increasingly dependent upon one another; and the ways in which we all, as global citizens, can influence and shape the changes in the global economy, environment and society of which we are part. One cannot truly educate young people in this country without the international dimension being a very significant and real part of their learning experience.

It also means knowing what constitutes world-class educational standards, measuring ourselves against them and matching them. Not simply in terms of measures of attainment, but understanding how other countries have tackled the educational problems, the challenges of supporting children and their families and of the skills gaps that we experience in this country, and where we may have much to learn from elsewhere.

And it means being a global partner. Our education system has a tremendous reputation

overseas. We have much to be proud of and much we can offer other countries developing and reforming their own education systems. And there are also real and significant benefits for the UK through building different kinds of relationships in an increasingly interdependent world. We can and should be collaborating for mutual benefit in the hope that not only UK citizens but all people across the world will have the educational opportunities, the family support and the skills development that enable them to participate fully in a global society.

It means, in short, putting the world into the world-class education to which we aspire.

This document sets out our strategy for achieving this, not in isolation but in partnership with the many organisations already pursuing these goals and building upon the very best of practice.

A handwritten signature in blue ink, which appears to read 'Charles Clarke'.

Charles Clarke

Executive Summary

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We live in one world. What we do affects others – and what others do affects us – as never before. The world faces major challenges. The UK occupies a unique position in this world. Our vision is of the UK as a confident, outward-looking society and a leading edge economy playing its full part in the world. To support that, we have identified three key goals, each with associated priorities for action:

Goal 1: Equipping our children, young people and adults for life in a global society and work in a global economy

- To instil a strong global dimension into the learning experience of all children and young people.
- To transform our capability to speak and use other languages.
- To equip employers and employees with the skills needed for a global economy.
- To move towards the international mutual recognition and improved transparency of qualifications.

Goal 2: Engaging with our international partners to achieve their goals and ours

- To benchmark our own performance against world-class standards, drawing on best practice everywhere.
- To develop our capacity to engage strategically with a wide range of partners across the world.

- To work with our European partners to realise the Lisbon goal that the EU should become “the most competitive and dynamic knowledge-based economy in the world”.
- To share expertise and resources in support of the improvement of education and children’s services worldwide, particularly in Africa.

Goal 3: Maximising the contribution of our education and training sector and university research to overseas trade and inward investment

- To promote further expansion in the number of international students at further education (FE) and higher education (HE) institutions, including increasing quality assured overseas outlets.
- To make the UK an international leader in the creative and supportive use of ICT for education.
- To promote the role of our universities as international hubs for learning and research.
- To encourage education and training providers to work internationally in partnership with business.

These goals are interrelated. Action under any one should contribute to the achievement of each of the other two. There is much good practice on which to draw.

Reflecting the key principles of reform set out in the Department for Education and Skills' 5 Year Strategy, in pursuing this international strategy we will respect and promote the freedom and independence of schools, colleges and universities, commit to investment in staff development, and work in partnership with all the stakeholders concerned, both within the UK and internationally. We will give a lead as a Government through our Presidency of the EU

and the G8 in 2005, and by working with Commonwealth and UN partners (especially in relation to support for Africa). We will seek to establish international partnerships between schools, colleges and universities at all levels, and support the establishment of such partnerships and the global citizenship agenda through the Global Gateway, the International School Award and other resources. We will aim to make good progress towards our vision by 2010, developing an implementation plan for each goal with our partners. We will celebrate and promote progress through International Education Week, which will become an annual event.

1. Our vision and goals

1. We live in one world. What we do affects others, and what others do affects us, as never before. To recognise that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality.

2. The UK occupies a unique position in this world: at the heart of the European Union and of the Commonwealth, deeply linked by language and other ties to the USA, a core member of the UN and of its constituent agencies, and an active participant in many other international bodies.

3. Today we face issues that can only be addressed internationally: sustainable development, climate change, the changing world economy, security, and the widening gap across the world between those that have and those that do not. Our vision is of the UK as a confident, outward-looking, culturally enriched, knowledge-based society and a leading edge economy playing its full part in shaping the response to these issues. The contribution of education and skills development will be critical. It is represented by three key goals, which we intend to set ourselves:

- Equipping our children, young people and adults for life in a global society and work in a global economy.
- Engaging with our international partners to achieve their goals and ours.
- Maximising the contribution of our education and training sector and university research to overseas trade and inward investment.

4. These goals are interrelated and ambitious. Achieving them will require a change of mind-set: thinking globally in all that we do nationally and locally. The Government proposes that over the next five years these goals should inform a major programme of action relating both to our domestic education policies and to our policies and engagement overseas.

5. This document outlines the key elements of that programme. It is addressed to our partners both within the UK and across the world. We intend to refine and develop our thinking and detailed proposals in consultation with our partners over the coming months. The Government's hope is that there will be constructive debate on both the goals and priorities for action identified in later chapters, and a general welcome for the overall transformation in our approach to international education.

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2. Learning in a Global Context

Goal 1: Equipping our children, young people and adults for life in a global society and work in a global economy

6. In the past, only a minority of people had the need or opportunity to engage with the wider world. Today, many people journey abroad, and we can experience different cultures in every High Street up and down the country. Our economy is equally global. One in four UK jobs is related to international trade, and a much higher proportion faces direct or indirect global competitive pressures. The changes in our lifetime have been profound. Few forecast any slowing down in the rate of globalisation.

7. This is the modern day reality. It is our responsibility to prepare young people and older learners for life and work in the 21st century. To meet this first goal, we propose action on four fronts:

- i. To instil a strong global dimension into the learning experience of all children and young people.
- ii. To transform our capability to speak and use other languages.
- iii. To equip employers and their employees with the skills needed for a global economy.
- iv. To move towards the mutual recognition and improved transparency of qualifications.

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Instilling a global dimension into the learning experience of all children and young people

8. Our view is that all who live in a global society need an understanding of the eight key concepts below.

1. Citizenship

Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible global citizens

2. Social Justice

Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people

3. Sustainable development*

Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations

4. Diversity

Understanding and respecting differences, and relating these to our common humanity

5. Values and perceptions

Developing a critical evaluation of images of other parts of the world and an appreciation of the effect these have on people's attitudes and values

6. Interdependence

Understanding how people, places, economies and environments are all inextricably interrelated, and that events have repercussions on a global scale

7. Conflict resolution

Understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony

8. Human rights

Knowing about human rights and, in particular, the UN Convention on the Rights of the Child

9. We will promote the inclusion of these concepts in the learning experience of all children and young people. For children aged 5-16, they should permeate every subject of the National Curriculum. The Department has, along with others, produced guidance on this. The most recent contribution is a pack of material, the 'J8 Global Citizen Programme', for key stages 3 and 4 of the National Curriculum, developed in partnership with Morgan Stanley.

10. **Sport** is naturally conducive to international activities, and specialist sports colleges are at the forefront of developing international school-to-school partnerships, increasingly also involving other schools. We are committed to embedding the **Olympic ideals** of sporting excellence, combined with a spirit of fair play, community cohesion and global exchange in our educational and sporting policies and practice at all levels, underpinning the global citizenship agenda. That is one of the key drivers behind our committed support for the bid for London to host the Olympics in 2012.

11. We are keen to develop many other curriculum linkages that have the potential to promote an understanding of global citizenship, and will work with the Specialist Schools Trust and subject specialist organisations to do so.

12. The **International School Award** is an important way of recognising those schools that have already begun to integrate global issues and international awareness into their curriculum.

St Peter's CE High School in Exeter achieved the International School Award in 2004.

The School has links with schools in Poland, Romania, Germany, France and Sweden as well as the local Islamic Centre and Institute. St Peter's carries out a wide range of international work including:

- Teachers hold weekly curriculum planning video-conference meetings with teachers in France and Germany. Extensive use of video-conference and email links also takes place between pupils, particularly years 10 and 11, where they discuss a range of current issues such as their forms of government, the environment and aspects of their daily school lives.
- The school undertakes innovative work such as teaching maths and science in German to UK pupils and reciprocal German visits for students in Exeter and Bamberg. This involves the compilation of a European handbook for work experience by a range of European students visiting the school.
- The school's Comenius project has examined the traditions and lifestyles of young people in Sweden, Poland, Romania, France, Germany and the UK.

13. We will continue to develop the International School Award, working with the British Council and other organisations that support schools, as a major prize for excellence in this field. We will particularly look at the scope for applying the principles of our 'new relationship with schools', to reduce the burden of application. Our ambition is, over time, for all schools to gain the Award. It will in future have three levels:

- **Foundation Level – Introducing Internationalism:** evidence of curriculum-based international activities across some subjects

- **Intermediate Level – Developing Internationalism:** more substantial curriculum-based international activities, supported by a link with at least one partner in another country
- **Higher Level – Demonstrating an International Ethos:** an international ethos should pervade the School Development Plan, supported by a strong partnership with one or more schools abroad

14. India has recently become the first country to adopt the International School Award outside the UK. As other countries show interest, we will work with them to develop it into a truly international award.

Transforming our languages capability

15. We set out our aspirations to transform our capability in languages in 2002 in the DfES strategy document, *Languages for All: Languages for Life*. Since then, important progress has been made:

- Approaching a half of all primary schools now offer some form of second language provision – up from one in five in 2001, and on course to hit our 100% target by 2010. A new framework for languages in primary schools has been developed to include specific reference to intercultural understanding and citizenship.
- This approach is also reflected in a new voluntary recognition scheme, “The Languages Ladder”, which will be launched in 2005 and eventually made available for over 20 European, world and community languages. The ladder is linked to the Common European Framework of Reference.
- 11% of adults are learning a language.¹ Business is beginning to play its part: employer-led Regional Language Networks are being established across the country to help meet the language and cultural skills needs of businesses involved in international trade.

An innovative Spanish language resource has been developed, Sonica Spanish, to support the National Languages Strategy. Comprising some 240 learning activities and interactive adventure games, it excites children’s participation in language learning, and has attracted widespread international interest.

A key element of the National Languages Strategy is the promotion of Internationalism. We will pursue the strategy vigorously with our partners.

Equipping the workforce with skills needed for a global economy

16. The UK is the second largest supplier of foreign direct investment in the world, and receives more foreign direct investment than any other EU country. We benefit hugely from the free and increasing flow of trade in goods and services.

17. We have set out an ambition to ‘raise our skill levels to compete with the best in the world’.² This means significant improvements to match the best of our competitors and EU partners. To achieve this, we have set in place a comprehensive range of measures for young people, adults and employers. These measures are about delivering specific and generic skills for a global economy.

Generic skills for a global economy, as evident in international best practice, include:

- The ability to work comfortably in multi-national teams
- Knowledge of different business methods, legislation and ways of working
- Understanding and appreciating different cultures
- Feeling confident when working in and with other countries

¹ BBC survey 2003

² 21st Century Skills – Realising our Potential (Cm 5810, Foreword, July 2003)

18. Some UK colleges are already developing such skills. The EU **Leonardo** programme provides placements and exchanges for students, including apprentices, across the EU. Other EU initiatives, such as **EQUAL**, are promoting entrepreneurship, adaptability and innovative approaches to teaching. Sector Skills Councils in the UK are looking at the way globalisation is changing the scale, composition and structure of their sector through foreign investment and collaboration in technology and product development, benchmarking themselves against similar sectors in other countries.

19. It is also important to ensure that all citizens have access to high quality career education and guidance to enable them to take advantage of the opportunities available to them for learning, work experience and work abroad. The **Euroguidance network** should play a leading role in ensuring that guidance practitioners have the labour market information they need to improve and encourage greater mobility.

20. The Association of Colleges have developed a draft International Charter for colleges that aims to embed such activities: we welcome this initiative. We will take stock of this whole agenda with the Learning and Skills Council (LSC), Regional Development Agencies, Sector Skills Councils, other employer and FE interests, with a view to agreeing how good practice can be best promoted and extended.

21. In most universities, it is standard for full-time students to spend up to a year of the course abroad if studying a language. Many universities also offer similar opportunities for students on other courses (e.g. law or business). Students in engineering, science and technology particularly value work experience abroad. Strong and lasting personal ties have been fostered for many years between the UK, USA and other countries by a range of prestigious scholarships for postgraduate study.

22. Within the EU, since its launch in 1987, the **Erasmus** programme has given over 140,000 UK students the opportunity to study in another EU Member State as part of their course. Many more young people have been supported by Leonardo and other EU programmes. The inward flow of students to the UK is, however, consistently greater than the outward flow. Also, our participation rates in EU programmes are generally not as high as those of other Member States. Through our negotiations on the new EU integrated Lifelong Learning and Youth programmes, due to start in 2007, we will try to ensure greater flexibility and ease of access to these programmes. We will also work with the British Council, UK institutions, funding and advisory bodies to ensure that UK students are better informed about, and equipped to take advantage of, the opportunities available to them, and to pursue improvements to the way students are prepared for work in the global economy.

Mutual Recognition and Transparency of Qualifications

23. If our citizens are to have the capacity and opportunity to work abroad, their qualifications need to be recognised in the places they want to work. The same applies in reverse: the UK gains from having access to qualified migrant workers, who have contributed considerably in recent years to the growth of the UK economy and the improvement of its public services.

24. At higher education level, in June 1999 in **Bologna**, Education Ministers from the UK and other European countries signed a declaration with the objective of progressing towards greater comparability of qualifications, more effective arrangements for Europe-wide credit transfer and quality assurance, and of promoting increased mobility. We are actively working within Europe to give effect to the agreement reached in Bologna. Our aim is to develop together a flexible and responsive HE system in Europe. There are

now forty countries signed up to the Bologna Process.

25. The UK welcomes the Bologna process. We believe that Bologna gives a great opportunity for the UK and its HE institutions to play a leading role in Europe. This can be achieved through sharing experience on key HE issues, encouraging increased mobility of staff, students and researchers throughout Europe. We will take advantage of opportunities to develop links and collaborate with the rest of Europe.

26. We are similarly working with other Member States in the EU to develop a European credit transfer system, to improve the transparency and recognition of learning outcomes from vocational education and training. The new **Europass** proposal, which is planned to operate from January 2005, will allow workers to have their qualifications and competences more easily understood in fellow Member States, thereby enabling them to live and work where their skills are most needed.

27. Beyond the EU, we are looking to recognise **teaching qualifications** offered by a number of different countries, where there is a high degree of equivalence in the training provided and in the standards set. Within the context of the Commonwealth, we have recently signed a protocol for the recruitment of teachers and will in accordance with that agreement be looking to develop arrangements that are mutually beneficial for both the importing and exporting country.

Achieving Goal 1

We will aim to make substantial progress towards each of these priorities between now and 2010, in particular, working with our partners in each case, we will:

- Promote the inclusion of the eight key concepts of **global citizenship** in the learning experience of all children and young people, working with QCA and Ofsted to provide the right curricular, assessment and inspection framework.
- Embed the **Olympic ideals** of sporting excellence, combined with a spirit of fair play, community cohesion and global exchange into our educational and sporting policies and practice at all levels.
- Develop the **International School Award** as a key means to promote international partnerships between schools and global citizenship in the school curriculum. Our aim is that, over time, all schools should gain the Award.
- Implement the **National Languages Strategy** vigorously with our partners, ensuring that all children at Key Stage 2 have the opportunity to study languages.
- Promote the inclusion of generic and specific **skills for the global economy** in publicly funded education and training for those entering or in employment.
- Ensure that further and higher education students are better informed about and equipped to take advantage of the **opportunities for study and work experience abroad** available to them.
- Make progress within Europe towards greater comparability of qualifications and more effective arrangements for credit transfer and quality assurance, so as to **improve the transparency and recognition of learning outcomes and to promote the mobility** of students and graduates.
- Work with our EU partners to negotiate and implement a **new integrated EU Lifelong Learning programme** for 2007-2013 to support the achievement of this goal.

3. International partnerships

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Goal 2: Engaging with our international partners to achieve their goals and ours

28. It is both right and in our own interest that we should seek to learn from others, share ideas and experience, and collaborate to raise the standards of children's services and of education and skills worldwide. In pursuing this goal, our priorities will be:

- To benchmark our own performance against world-class standards, drawing on best practice everywhere.
- To develop our capacity to engage strategically with a wide range of partners across the world.
- To work with our European partners to realise the Lisbon goal of Europe becoming "the most competitive and dynamic knowledge-based economy in the world".
- To share expertise and resources to contribute to the improvement of education and children's services in the developing world, particularly in Africa.

Benchmarking against world-class standards

29. We have historically played a full part in the work of the OECD and EU to benchmark performance across the developed world. We have used evidence of what works systematically to inform policy and practice in relation to our children's services, education and skills, and in particular in:

- The expansion of early years and childcare provision and integration of our children's services up the age range so as to identify early any barrier to a child's development and tackle it effectively.
- The development of our national literacy and numeracy strategies and our school improvement policies.
- Our Skills Strategy, which addresses deficiencies compared with world-class standards in staying on rates at school post 16, and in the numbers of young people and adults lacking basic skills and intermediate level technical skills.
- Our reform of higher education and its funding in England.
- Policies towards UK scientific research and its effective exploitation.

30. Ensuring that we continue to develop our own system, learning from others, has enabled the UK to maintain consistently high rankings in international studies – with some weaknesses but on the whole a dynamic and improving system. That approach will inform our proposals for 14-19 reform in the New Year.³ We remain committed to international benchmarking programmes; and by developing strategic partnerships with individual countries in the EU, OECD and beyond, we will deepen our understanding of their systems and work together to identify areas for mutual learning and growth. We also intend to do more to learn from others on a thematic basis, through conferences or seminars.

³ In response to the final report of the Working Group on 14-19 Reform published on 18 October 2004, which recommended a new diploma qualification for 14 to 19-year-olds.

Developing our capacity to engage strategically with a wide range of partners

31. Engaging strategically with our partners overseas requires more than participation in benchmarking programmes. It requires informed dialogue leading to the identification of areas where there is mutual benefit to collaboration with tangible outcomes. It also requires collaboration on a number of different levels: government-to-government, practitioner-to-practitioner and in some cases between support agencies – funding bodies and inspection agencies etc.

32. We intend to develop strategic partnerships with all countries that want to work with us in raising standards of lifelong learning and children’s services. Resources to support them will need to be prioritised, but there are steps we intend to take to develop a support framework for all of these partnerships.

33. The first of these is developing institutional partnerships. In promoting international awareness and understanding, and developing an ability to learn from others, there is no substitute for direct contact with people overseas. In February 2004 we launched the **Global Gateway**: a major new international website, easily accessible in any country in any part of the world. This has the potential to serve as the key means of exchanging and sharing information on education and children’s services, and promoting educational partnerships and other links across the world.

34. For schools, the Global Gateway brings together all the available information about existing international education programmes. This includes information about the EU **Comenius** programme, DFID’s **Global School Partnerships** programme and the Youth Sports Trust’s and British Council’s **Dreams and Teams** partnerships. Information is also available regarding headteacher and teacher exchange programmes.

The Global Gateway (www.globalgateway.org)

The Global Gateway is a new international website, enabling those involved in education across the world to engage in creative partnerships. It helps enable education to cross national boundaries and young people to become true global citizens. The Gateway has:

- a built-in school partner-linking facility
- links to many other international education websites, such as the EU e-learning Programme
- links to best practice in international projects and curriculum partnerships
- live expert advice online

35. Every school has been invited to register with the Global Gateway as a first step to finding a partner school or schools in other countries. A significant number of countries have already signed up as strategic partners with the UK Government and we shall be looking to extend the range of these partnerships considerably. We will also work with local authorities, which have an important role to play both in supporting schools and in making connections with parallel community twinning arrangements.

A junior school in Slough, 90% of whose pupils are of Asian ethnic origin, initiated a link with one in Delhi. Through developing close links on a one to one basis via internet and email, pupils and teachers have gained a global perspective both in subjects like geography and in addressing moral issues.

36. The majority of further education colleges have some form of education partnership with a counterpart vocational education and training (VET) institution or private company overseas. Most of these are with institutions in EU Member States, supported by **Leonardo** or other EU programmes. But a third of such links are with non-EU countries.

City College, Birmingham, has developed strong links with the Caribbean islands from which the local African Caribbean community came (7% of all school pupils in Birmingham). There are regular staff/student visiting programmes and the college is officially linked with the Jamaican Community Colleges network. More recently, a parallel partnership is being developed with Pakistan.

37. Reflecting their global perspective, universities typically have a wide network of links with equivalent institutions of learning or research overseas. These are at individual, team, departmental and institutional level.

The University of Nottingham has pioneered new ways of collaborating with overseas partners. It has established a campus in Malaysia, and is now setting up a large campus in Ningbo, China, in addition to a wide network of teaching and research links. All use the same quality assurance procedures as in the UK. Student mobility between the campuses in the UK and overseas will be actively encouraged.

The University is also a member of Universities 21, a worldwide network of leading research institutions, and is establishing a major programme of scholarships focused on the Middle East, the developing countries of the Commonwealth and other parts of Africa.

38. In 2005, the Global Gateway will be opened up to embrace further education colleges and universities. Our aim is that the Global Gateway should play a key role in supporting strategic partnerships at all levels and, through those partnerships, our ability to engage with our overseas partners for mutual benefit. We will also look for ways to extend those partnerships to include a community dimension, drawing upon resources that are available through local business and voluntary groups.

39. The second step we will take to develop our capacity to engage in strategic partnerships is to develop and make available core resources that describe our own education system and the reforms that we have introduced or are introducing. There is a great deal of interest overseas in our national strategies: our skills and higher education reforms and our amalgamation of children's services, for instance. Wherever possible, we will not just describe the reforms, but make the strategies and associated resources available on-line.

40. With these foundations, we will be better placed to learn from best practice wherever it is to be found across the world. Also to develop particular partnerships of national importance, whether that be supporting educational developments in Africa or the Middle East or developing strategic partnerships with emerging and potentially powerful knowledge economies such as China and India.

Realising the Lisbon goal

41. Working with our EU partners to make the European Union *"the most competitive and dynamic knowledge-based economy in the world"*⁴ is a particular priority. We and our European partners have set five challenging benchmarks/targets for the contribution that education and skills development should make to that goal by 2010:

- i. At least 85% of 22 year olds should have completed "upper secondary" education (i.e. Level 2 and above): in 2002, the EU average (and UK) position was 6% short of this target at 79%.
- ii. No more than 10% of young people should leave school early (defined as being out of education at age 18-24 without being qualified to at least Level 2): in 2002, the EU average was 16.5% (UK 17.7%).

⁴ Core of the agreement at the European Council in Lisbon in March 2000 (The Lisbon Agreement)

- iii. The percentage of 15 year olds with poor reading literacy should have decreased by at least 20% compared with 2000.
- iv. The number of graduates in mathematics, science and technology should have increased by at least 15%: assuming the current (fairly stable) patterns of choice persist, the UK will achieve this target if 50% of 18-30 year olds are taking part in higher education by 2010.
- v. At least 12.5% of the adult working population should participate in lifelong learning: at 22.9%, the UK already comfortably exceeds this figure.

42. To meet these targets will require all EU Member States to make rapid progress. We will actively seek exchanges of knowledge and experience to support that process, including using the UK presidency of the EU in 2005 to focus on the Lisbon agenda. We will also work especially closely with new Member States.

Contributing to the improvement of education and children's services in the developing world

43. The UK Government is committed to making a major contribution to improving the life chances and circumstances of those living in developing countries – to giving others the opportunities that we in the UK regard as an entitlement. These include all children's rights as supported by the UK in ratifying the UN Convention on the Rights of the Child, and the specific rights to primary education for all and to equality of access to education regardless of gender, as set out in the Millennium Development Goals.

44. The UK has played, and will continue to play, an active part in supporting multilateral agencies, notably UN agencies and the World Bank, in working to these ends. Through its Department for International Development (DFID), the UK Government has given over £700 million directly to basic education since 1997, and expects to commit a further £1 billion up to 2008.

45. Earlier this year, in its White Paper, *Making globalisation a force for good*,⁵ the Government set out its vision of how to harness the power of globalisation to the benefit not only of the UK but of every country, especially the developing world. Critical to that is creating the conditions in which developing countries can flourish economically.

46. Nothing will make a greater contribution to achieving such self-sufficiency than education. At the 15th Conference of Commonwealth Education Ministers held in Edinburgh in October 2003, Ministers committed themselves, working with the G8 countries, to address a range of key issues aimed at transforming the education and life chances of citizens across the Commonwealth, and in particular in sub-Saharan Africa.⁶

In January 2003, the Kenyan Government announced free primary education. With DFID, World Bank and other agency support, over one million extra children, particularly girls, have enrolled in school. DFID has also supported the African Virtual University, based in Nairobi, and several UK universities have contributed to education, health and other knowledge development through their links with Kenyan universities.

⁵ Trade and Investment White Paper 2004, *Making Globalisation a force for good* (Cm 6278, July 2004)

⁶ The protocol for the recruitment of teachers referred to in para. 27 above forms part of this programme

47. The provision of schools, teachers and books has helped progress to be made, but there are still over 100 million children of primary school age out of school worldwide. Accelerating the education of girls, which also improves health and reduces poverty, remains a priority.

Developing countries have limited resources for education beyond primary school. But, with international support, they are now investing more effectively in secondary schooling, skills development and higher education.

48. We propose to extend the UK contribution by sharing expertise and resources from our education system and children's services here. Working with DFID, country governments, the Devolved Administrations and other partners, we will develop and offer a menu of support that can be adapted to particular circumstances including:

- Further opportunities for policy and information exchange at ministerial and departmental level.
- A panel of experts (policy and practitioners) that can be called upon to assist in development work.
- UK resources that can be adapted to developing country needs.

49. We will work with our EU, Commonwealth and G8 partners wherever possible to deliver support in partnership with one another. We will also seek to develop strategic partnerships with the private sector in order to secure business input to, and sponsorship for, educational development projects overseas.

Achieving Goal 2

To realise the priorities under this goal, we will:

- Work with our EU, OECD and other partners worldwide to **learn from one another and from the best in the world.**
- Make the Lisbon Agenda – **to make Europe “the most competitive and dynamic knowledge-based economy in the world”** – a key theme of our presidency of the EU in 2005.
- Work with UN agencies, the World Bank and our G8, Commonwealth and EU partners **to develop and offer educational support programmes**, including policy and practitioner experts and information exchange, **especially for Africa.**
- Extend the **Global Gateway** to support partnerships across all sectors of education and children's services and to include increasing numbers of strategic partners overseas.
- Engage in a programme of action between now and 2010 to **enable every English school and college to establish a sustainable partnership** with at least one equivalent institution in another country.
- Develop web-based and other resources that support a more systematic approach to **sharing our experience of development of our education system.**

4. Contributing to trade and investment

Goal 3: Maximising the contribution of our education and training sector and university research to overseas trade and inward investment

50. Education and skills development plays a pivotal role in the global knowledge economy. It unlocks individual potential and give the competitive edge in all sectors of a modern economy. This forms a key part of our first goal set out in chapter 2: *Equipping our children, young people and adults for life in a global society and work in a global economy.*

51. But our education and training, public and private providers and their suppliers – which together constitute the education and training industry sector – also make a major direct contribution to UK trade development, capacity and export earnings, and to the UK’s position as a leading location for overseas enterprise. The UK is second only to the USA as a global leader in the international provision of higher and further education. In 2001-02, UK education and training exports amounted to an estimated £10.3 billion, making it a significant contributor simply as an industrial sector to the UK economy.⁷

52. University research, excluded from this estimate, not only underpins much of the innovation and invention of our economy but also earns overseas contracts directly.

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53. To maximise the contribution that our education and training, and university research make to overseas trade and inward investment, we propose to set ourselves four priorities:

- i. To promote further expansion in the number of international students at UK further and higher education institutions, including, increasingly, at quality assured overseas outlets.
- ii. To make the UK an international leader in the creative and supportive use of ICT for education.
- iii. To promote the role of our universities as international hubs for learning and research.
- iv. To encourage UK education and training providers to work internationally in partnership with business.

Promoting further expansion in the number of international students in further and higher education

54. In 1999, the Prime Minister launched a UK-wide initiative, backed by a £5 million “Education UK” marketing campaign, aimed at making the UK a world-class leader in international education and lifelong learning. We set higher education institutions and further education colleges two key objectives:

⁷ Source: *The Global Value of Education and Training Exports to the UK Economy* joint UKTI, DfES and British Council study by Geraint Johnes of Lancaster University Management School, April 2004

- To be the first choice for quality among international students at HE level, with an increase of 50,000 non-EU students by 2005.
- To be the world's leading nation for international students to undertake FE, with an increase of 25,000 by 2005.

55. The planned expansion in each case has been achieved ahead of time. In 2002/03, 174,575 international students studied in UK higher education institutions, and 61,380 in UK further education colleges. In addition, nearly 200,000 international students followed UK higher education programmes delivered in their own countries; and many more international students studied in UK private schools, colleges and English language training institutions (some 600,000 in the last year alone). These overseas students bring a new and different perspective to university or college life, significantly broadening the experience of UK students and the communities within which they live. On their return home many students maintain affection for and ties with the UK. This is hugely beneficial in terms of fostering mutual understanding and recognition between the UK and our international partners.

56. The best forecast is that total global demand for international tertiary education student places will continue to increase from some 2.1 million in 2003 to some 5.8 million by 2020.⁸ This market is, however, likely to be much more competitive and will require a coherent approach to maintaining the quality and value for money of UK provision.

57. Market pressures, combined with the impact of new technology and constraints on capacity in the UK, point towards more courses being delivered overseas, either on UK offshore campuses or through partnership arrangements. This has the added benefit of building capacity within the countries concerned and creating scope for long-term strategic partnerships between institutions here and abroad.

58. Teaching UK courses overseas will entail measures to ensure that the provision offered is of the same high quality as that delivered in the UK. The Quality Assurance Agency (for UK higher education) and the Adult Learning Inspectorate (for courses leading to vocational qualifications in England) are already attesting the quality of some such courses overseas. We will encourage the more systematic application of such procedures as part of our continued support for the sector in attracting overseas students and developing overseas links.

Being an international leader in the use of ICT for education

59. Worldwide growth in demand for education, particularly at higher levels, is expected to be so large that it will necessitate serious review of the means for delivering education and training. Information and Communication Technology (ICT), which is used to enrich learning and provide access to learning materials and support when, where and how is most convenient to each individual learner, will be an important part of the response.

60. The UK, which led the world in establishing the first Open University and which is a world leader in terms of e-readiness and in the use of ICT in schools, colleges and universities, is poised ready to engage with, and potentially lead, this new phase of learning.

61. Our aim is to build upon this platform to establish the UK as an international leader in the field of ICT educational software and e-learning services. The annual BETT conference in London is already the world's biggest showcase for educational technology, attracting many international visitors. The *Moving Young Minds* seminar in January 2004, to be repeated annually, attracted delegates from 30 countries. We will continue to promote the conference, the application of ICT in our own educational sector, and through doing so, UK suppliers in this field.

⁸ Source: Vision 2020: Forecasting International Student Mobility – A UK Perspective, British Council/IDP Australia, 2004

62. We will also work in partnership with others in developing ICT solutions, for example with the Commonwealth of Learning in the development of a Virtual University for Small States of the Commonwealth.

Promoting the role of universities as international hubs for learning and research

63. Maintaining our intellectual capital and our research base is critical to the UK's future competitiveness. It is this intellectual capital that feeds our research capability, and which has made us second only to the US in internationally recognised measures of research impact, such as the frequency with which scientific papers are cited by other scientists.

64. The 'Science and Innovation Investment Framework 2004-2014' aims to make Britain one of the most competitive locations in the world for science, research and development (R&D) and for innovation. It provides for additional public funding of £1 billion, or 5.8% per year in real terms, for science over the next three years, and sets the aim for overall public and private R&D in the UK to rise to 2.5% of GDP over the next decade.

65. The Framework establishes a vision for UK science and innovation of a world-class and financially robust research base. A high quality and accessible UK research base will be increasingly important to our aim of attracting more business R&D investment to the UK. Research communities are increasingly global and 38% of all research students in the UK are now non-UK nationals.

66. The framework commits the Government to developing a UK international strategy for engagement in research and technology,⁹ led by a new cross-Government Global Science and Innovation forum. The strategy will seek to ensure

that UK actions make the most of international opportunities, develop key partnerships and provide a coherent and accessible interface with research and business users.

67. The **Joint Academic Network (JANET)** is one of the most pervasive networks in the world, giving all institutions connected to it the same access to its high-speed capacity. All UK research council, higher and further education establishments are connected to it, and increasingly it is connected to equivalent networks around the world, thereby forming a world-wide virtual community of scholars and research. Supported by this, universities are increasingly engaged in direct strategic partnerships with other equivalent institutions to create international hubs for learning and research. We will continue to promote these partnerships.

The **Worldwide Universities Network (WUN)** brings together sixteen research-led universities to create the range of resources needed in today's world to tackle global research priorities. Bristol, Leeds, Manchester, Sheffield, Southampton and York Universities are members, as are universities from China, other European countries and the USA.

The Network is opening up new opportunities to collaborate on research of international significance, greatly widening the experience of staff and of graduate students and contributing to the internationalisation of the curriculum in the member institutions.

Encouraging education providers to work internationally in partnership with business

68. Joint ventures of universities with business and spin-off companies from universities are now a well-established feature of our economy. Less well developed is the potential of universities

⁹ www.hmtreasury.gov.uk/spending_review/spend_SROG/associated_documents/spending_SROG_science.cfm paragraphs, 9.7-9.12.

and colleges to offer complementary training packages in support of contracts to supply goods and services in what are increasingly competitive export markets.

69. This work generates additional income to the institutions. But it also offers other benefits: consolidated links with local employers; increased export potential for employers; an enhanced understanding of the needs of employers and the disciplines of the market; and up to date commercial experience and case studies that feed back directly to students, to enrich their learning.

Bradford and Warwick Colleges, each with expertise in the relevant disciplines, reflected in their College of Vocational Excellence status, have worked with the Association of Colleges to support a UK education equipment supplier in gaining a US \$35 million contract in a province of Mexico. They have trained teaching staff in the schools and colleges in new teaching methods, to make best use of the new equipment.

70. We look to the bodies charged with implementing the regional and sectoral aspects of the Skills Strategy to consider opportunities for promoting such practice, including a fair appraisal of the risks concerned.

Achieving Goal 3

To realise the priorities under this goal, we will:

- Build on the success of the Prime Minister's initiative **to support universities, colleges and other providers in accessing new overseas markets**, involving innovative means of delivery and partnerships and strengthened quality assurance arrangements.
- Continue to **fund scholarship programmes** that allow for some of the most able students from around the world to study in the UK.
- Promote **best practice in the provision of support to overseas students** while they are studying in this country.
- Identify and promulgate best practice in **ensuring that the presence of overseas students adds to the quality of the education experience** of home students.
- Support universities in developing **strategic partnerships** that improve the long term **research, innovative and productive capability** of the UK.
- Continue to **promote the UK as an international leader in the creative and supportive use of ICT for education** through the annual BETT conference and other means.
- Consider with the funding, regional and sectoral bodies and institutions themselves, in the context of the **Skills Strategy, how best to promote increased joint work internationally with business.**

5. Turning the strategy into reality

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71. This document sets out three key goals:

- **Equipping our children, young people and adults for life in a global society and work in a global economy.**
- **Engaging with our international partners to achieve their goals and ours.**
- **Maximising the contribution of our education and training sector and university research to exports and inward investment.**

72. Under each of these, we have identified key priorities and a number of steps that we propose to take to help us achieve them. The approach we have adopted is to seek to integrate international considerations into mainstream policies and existing programmes of work. This signals our very clear intent that international issues should not be an add-on or afterthought. The Department currently funds in the region of £36 million annually on international work and we need to ensure we maximise the impact of this funding. It also recognises the fact that there is a huge amount of self-funded activity already under way involving many different partners. Our starting point will be to build on this activity, identifying and encouraging best practice wherever we can.

73. In keeping with the key principles of reform set out in the Department's 5 Year Strategy,¹⁰ we will **work in partnership with all our stakeholders**, not only in delivery, but before

that, in developing the strategy further into a detailed plan for change. We intend to work with other government departments, delivery agencies and non-government organisations over the coming months with a view to publishing a more detailed plan of action.

74. **Freedom and independence** as reform principles also apply in this context. We will not seek to impose new requirements on schools, colleges and universities. For them to participate voluntarily we have to make the case for change, which in the context of school partnerships, for instance, means being clear about how partnerships can contribute in a very real way to school improvement and how they benefit individual pupils.

75. We will also commit to investment in **leadership and staff development**. That is the only way we will achieve real sustainable change, whether it be training for teachers in how to integrate the global citizenship into the whole of the curriculum or the development of local leaders and policy makers in ways of learning from and engaging with our international partners.

76. A final principle will be that in developing an action plan for each of the three aims we have identified, we will be mindful of the other aims and the opportunity for collaborative approaches that create win-win situations for the UK and our partners.

¹⁰ Department for Education and Skills: Five Year Strategy for Children and Learners (Cm 6272, July 2004)

77. We aim to make substantial progress towards all of the goals and priorities set out above by 2010. We need now to develop an implementation plan covering each goal. This plan will require collective and sustained effort by many partners. We wish to develop the plan in consultation with them over the coming months. This should include agreed priorities for action up to 2010, and indicators of progress between now and then.

78. We are launching this international strategy during International Education Week (IEW) 2004. IEW is an opportunity to celebrate the benefits of an international dimension at all levels of education, whether in schools and pre-schools, further or higher education, adult learning and throughout lifelong learning.

79. We propose to make IEW an annual event. It will be an opportunity to identify, celebrate and promote progress on the strategy. We hope that everyone who wishes to celebrate the international dimension in education and training will join in.

If you want to work to further develop and deliver this strategy or have any queries please contact natasha.khan@dfes.gsi.gov.uk

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