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Department of Education
University of Bath

INTERCOM

INTERNATIONAL BACCALAUREATE RESEARCH UNIT COMES TO CEIC



Professors George Walker and Jeff Thompson

On 1 January, Professor Jeff Thompson took up a formal appointment with the International Baccalaureate Organisation as its new Director for International Education. His first task will be to establish the IBO Research Unit (IBRU) at the University of Bath which, it is intended, will have the closest links with the Centre for the study of Education in an International Context (CEIC) which Jeff will also continue to direct.

Roger Brown, who is currently subject area manager for Mathematics in the IB Diploma Programme, has been appointed research manager and he will take up his post later in the year.

The Director General of the IBO, Professor George Walker said: "This development reflects a growing awareness of the role of the IBO in contributing to our understanding of international education, based on its work with the Primary Years, Middle Years and the Diploma programmes".

Jeff Thompson looks forward to the development of the unit and its relationship not only with colleagues in CEIC but also with teachers and administrators in international education world-wide.

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Globalisation and International

What is the relationship between international education and the processes of globalisation? This question became very topical recently with the publication of interviews in *The Times* newspaper with Professor George Walker, Director General of the International Baccalaureate Organisation and Visiting Professor at the University of Bath, and Dr Nick Tate, of the Qualifications and Curriculum Authority. Dr Tate expressed scepticism at the prospect of the IB becoming widespread in the context of maintained schools in England and Wales. He considered that it would be "pushing globalisation one big step further forward if a lot of people were taking what is essentially an international qualification not devised with [British] society and culture in mind". He pointed out that there is no IB course in British history and that English is very much about world literature. On the other hand, Professor Walker said that the IB "used to be seen as a continental import, something peculiar to international schools and expatriates. But this is no longer the case. Schools of all kinds increasingly operate in an international environment, and as frontiers break down the IB seems less alien and more like a sensible option".

Globalisation has been described as "the widening, deepening and speeding up of world-wide interconnectedness in all aspects of contemporary social life, from the cultural to the criminal, the financial to the spiritual". However, it is a misconception to think of globalisation as a single discrete phenomenon for three contrasting currents can be identified under this heading; the hyperglobalist, sceptical and transformationalist approaches.

There are also contrasting views of the nature and purposes of international schools and international education. To some educators, international education is a means of changing the world by increasing international understanding through bringing together young people from many different countries. An alternative view of international education is that it is a pragmatic response to the needs of globally mobile families, particularly in situations in which no single national grouping is sufficiently large to make a school dedicated to its own use an economically viable proposition.

Multiculturalism

It may be considered that international schools, however they are construed, are sites of multiculturalism in education. To an extent this may be the case, in the sense that there is pluralism in terms of the national origins of the participants. However, in the memorable phrase of Susan Khin Zaw, multiculturalism in education can be "a substantial monoculturalism as to values, mitigated by tolerance of exotic detail". Individuals may have plural national origins, which they express in terms of national festivals, costumes and food, but espouse similar educational values. This latter observation is not surprising when one

considers the needs of a clientele which is mobile and with a high rate of turnover. They expect international schools to provide continuity in their children's education as they move from country to country. Like the providers of other franchised global brand names, international schools must provide a reliable service throughout the world.

Hyperglobalist thesis

For the hyperglobalisers, history and economics have come together at the end of the twentieth century to create a new order of relations in which states are either converging economically and politically, or are being made irrelevant by the activities of transnational business. Economic policies are determined more by markets than by governments and, in the economically developed portions of the world at least, the telecommunications media have facilitated the spread of global mass culture. We wear the same fashions and watch the same television shows while grazing on the same fast foods. The hyperglobal trend towards the formation of one single world order is represented in international education by those who see a system of education which transcends national frontiers. The view of international education as an ideological construct, as a force for creating a better world by overcoming national differences, can be interpreted in the context of the hyperglobal view of globalisation. Yet this view is also ambiguous and apolitical because various critics of the hyperglobalist thesis argue either that it is an apology for the current dominance of neo-liberal free market capitalism, on the one hand, or for the spread of social democratic regulation of markets, on the other.



Jim Cambridge:
researching national and
organisational cultures

"One of the things that distinguishes the nation state is the character of its education system. It would be pushing globalisation one big step further forward if a lot of people were taking what is essentially an international qualification not devised with this society and culture in mind. There is no [IB] course in British history, for example, and English is very much about world literature."

Dr. Nick Tate
***The Times* 5 January 2000**

Sceptical thesis

The sceptical thesis makes a contrast between globalisation and the internationalisation of trade. Sceptics argue that historical evidence indicates that the world is not becoming a single market but that it is the development of regional economic blocs and the facilitation of trade between countries which has extended. For the sceptics, the economic era in which the Gold Standard between national currencies prevailed represents a far more globalised economic system than exists today. Internationalisation and globalisation are contradictory trends, since international trade is strengthened by the existence of nation states whose policies actively regulate and promote it. Of course, the formation of regional trading blocs results in two classes of countries;

Education - a personal view by Jim Cambridge

those countries which are members of the blocs, and those which are not. The increasing internationalisation of trade between some countries has led to the marginalisation of others, notably the poor economies of the southern hemisphere. Against this analysis, we can interpret the development of international schools as encapsulated outposts of other national cultures, and the development of international education as a pragmatic response to economic circumstances where a school serving a single national grouping is unviable. Under such conditions, globally mobile communities of workers from different countries must pool their educational resources.

Transformationalist thesis

The third approach to understanding globalisation sees a close relationship between the global and the local. To adherents of the transformationalist thesis, reference to the economic marginalisation of whole countries is unjustifiable, since "the familiar core-periphery hierarchy is no longer a geographic but a social division of the world economy ... North and South, First World and Third World are no longer out there but nestled within all the world's major cities". Globalisation is a process of reordering of interregional relations, but it embraces both integration and fragmentation. Our lives are influenced not only by global corporations but also by locally devolved agencies. Children from all over the world can be sat next to each other in the same classroom.

IBO - hyperglobalist, sceptical or transformationalist?

George Walker was reported in the December 1999 edition of *IB World* as saying that "there has been a shift in its early role of creating something for a niche group of mobile, transient, international students". He argued that the IBO is shifting its perspective, "from seeing itself as a provider of good programmes for international schools to realising it must convince even those who are not international of the importance of this kind of education. This means convincing people that international education is the education of the future".

Does this indicate evidence of a hyperglobalist, sceptical or transformationalist perspective of globalisation within the IBO? The hyperglobalist perspective appears to have always been part of the mission of the IBO to the extent that the organisation has identified itself with serving an international expatriate clientele. The history of the IBO, as David Sutcliffe has pointed out, is intimately linked to the development of the United World Colleges movement whose aims may be interpreted as hyperglobalist, transcending national and political frontiers. On the other hand, the development of the regions and their differing levels of influence may be interpreted as a move away from seeing the world as a unitary global whole, towards a geopolitical segmentation of the international education market. The reference to a "niche group of mobile, transient, international students" may be interpreted as indicative of the existence of a sceptical tendency side by side with hyperglobalism.

George Walker was also reported as saying that "many national schools are now seeing international education as the path of the future, but there is a dichotomy here that needs exploring: some people seem to think that you have either international or national education and that national is not good - which is simply not right". Should this be interpreted as a move towards a transformationalist position for the IBO? Is a synergy proposed between international and national education systems which will lead to the transformation of both? A perennial topic for argument among participants on MA courses on

international education at the University of Bath is whether a multinational, multicultural group of pupils at a school situated in a national educational system can be participants in international education. A transformationalist response to this question would be that they can, since the local and the global can be brought together to inform and influence each other.

"The IB used to be seen as a continental import, something peculiar to international schools and expatriates. But this is no longer the case. Schools of all kinds increasingly operate in an international environment, and as frontiers break down the IB seems less alien and more like a sensible option."

**Prof. George Walker
The Times 5 January 2000**

To sum up, the activities of international schools can be interpreted in terms of three contrasting approaches to globalisation. The IBO, as an exemplar of international education, can be identified with each approach, but there appears to be a trend towards identification of itself particularly as an agent of global transformation.

Further reading

All quotations, unless otherwise indicated, are taken from *Global Transformations* by David Held, Anthony McGrew, David Goldblatt & Jonathan Perraton (1999), published by Polity Press (£16.99, paperback).

WHAT DO YOU THINK?

INTERCOM welcomes contributions from readers. Do you have an opinion about international education which you would like to share with other people around the world? What do you think about Jim Cambridge's article here? Send your views to **INTERCOM** and we will publish what we can, space permitting, in our occasional correspondence column.

**INTERCOM,
CEIC,
Department of Education,
University of Bath,
Claverton Down,
BATH BA2 7AY,
United Kingdom.**

or ceic@bath.ac.uk or via the CEIC home page.

Waterstones Prize

Colleagues familiar with the University of Bath campus will know that the Waterstones bookshop chain has a campus-based branch, which specialises particularly in the sale of academic titles.



Stanley Mayanja is congratulated by Mary Hayden on his receipt of the Waterstones Prize

Collaboration between CEIC and Waterstones has included their stocking of titles associated with Summer School, as well as a mail order service to colleagues based around the world. As a mark of this collaboration, Waterstones has kindly agreed to set aside a fixed sum of money each year, to be donated as a contribution to fees to a student working on the Modular Advanced Education Course (MAEC) programme and nominated by CEIC. The first such Waterstones Prize was awarded in late 1998 to **Kennedy Matlhape**, who is an Education Officer working in Botswana; the second has just been awarded to **Stanley Mayanja**, a teacher currently working in Lesotho.

Congratulations to both Kennedy and Stanley! We are delighted with this generous gesture from Waterstones, and look forward to our continuing collaboration.



Kennedy Matlhape is congratulated by Mike Fertig on his receipt of the Waterstones Prize

Study Centres

During the period since the last newsletter was published colleagues have continued to travel to different Study Centres around the world to teach units of the modular programme.

In November, Paul Denley and Jim Harvey were in Buenos Aires in to teach two units at **St Andrews Scots School**, and in November Mary Hayden taught a unit at the **Amman Baccalaureate School**, our newest Study Centre.

Mike Fertig travelled to Bangkok in November (a route with which he is now very familiar!) to teach a unit at the **New International School of Thailand**, and was then travelling again in December, this time to Gaborone where he taught a unit at the **Maru a Pula Study Centre** as well as teaching a unit to the cohort of Heads and Deputies sponsored by the **Botswana Ministry of Education**.

“Colleagues have continued to travel to different Study Centres around the world to teach units of the modular programme”

Mary Hayden has recently returned from Lesotho, where she taught a unit at **Machabeng College** as well as providing dissertation support for colleagues working towards the MA through the DFID-sponsored **Secondary Education Support Project**.

KEYNOTE SPEAKER

Jeff Thompson has recently returned from a visit to Venezuela, where he attended the annual meeting of the **Venezuelan Association of North American Schools**, as a keynote speaker. Whilst there, Jeff conducted workshops and held discussions with many of the four hundred or so participants, some of whom are already collaborating with CEIC in study and research.

FUTURE PLANS

February sees John Ericson travelling to Lima to offer a unit at **Colegio San Silvestre**, followed by Mike Fertig taking off again for Bangkok to teach a unit at the **New International School of Thailand** in March. April will see colleagues once again offering units in Buenos Aires, and at **Le Bocage International School** in Mauritius; in May Steve Gough will travel to Amman to teach a unit, before we all return to base for Summer School.

As always, thanks are due to all the Heads and local coordinators who make facilities available to us for Study Centre teaching, and who work so hard to support us.



Jim Cambridge with colleagues from Mahindra United World College of India: Sindhu Ramchandran, Tim Boulton and Craig Needham

STUDY CENTRE DATES

21 - 24 February 2000

San Silvestre, Lima, Peru

Educational Technology and Development 1

Tutor: John Ericson

24 - 27 March 2000

New International School, Bangkok, Thailand

School Improvement

Tutor: Mike Fertig

25 - 28 May 2000

Amman Baccalaureate School, Jordan

Introduction to Educational Management

Tutor: Steve Gough

All Study Centres are open to anyone who is eligible to participate and who is able to find their way to the right place at the right time. Further details from Sue Oakley at CEIC.

Field work in India

Jim Cambridge, who is Research officer with CEIC, has recently been working 'in the field' with international schools in India. In January, he visited the Mahindra United World College of India, near Pune, and Kodaikanal International School, in southern India.

"I was invited to conduct in-service training workshops with their Science Departments and I was also able to distribute questionnaires and interview teachers for my research project into organisational and national cultures in international schools," Jim explains. "I am grateful to the principals of the two schools, Dr David Wilkinson and Dr Paul Wiebe, and their colleagues, for making me feel so welcome during my visit."

Jim adds that he is still collecting data from teachers and that if any teachers reading this edition of *INTERCOM* would like to participate in his survey, they should contact him at CEIC or by email at <J.C.Cambridge@bath.ac.uk>.

Visiting Bath

As part of the very successful Summer School programme in July 1999 we were fortunate enough to have with us visitors connected with projects in three Southern African countries in which CEIC and the department of Education are involved. Mr Japhet Kazavanga from the Namibian College of Open Learning (NAMCOL) was with us on campus for a three week period, completing his MA dissertation and engaging in a series of meetings with colleagues in different parts of the University including the Department of Continuing and Distance Education.

Also with us for a three week period were two colleagues from the newly established Botswana College of Open and Distance Learning (BOCODOL). Mr Lawrence Tshipana and Ms Mmabaledi Mogalakwe, who participated in units of the MA programme in addition to participating in meetings in different parts of the University.

Three colleagues from Lesotho, Mrs Johanna Mda, Mr Motsamai Motsamai and Mrs Matsiso Kalake were able to spend five weeks with us on campus - again participating in units of the MA programme as well as other activities during their visit. Our Basotho colleagues are Management and Science Advisers within the secondary education system of Lesotho, with whom we are involved through the Secondary Education Support Project; we hope that they and others from southern Africa will also be able to visit us for Summer School in July 2000.

Lesotho SESP success

For some years now CEIC has had strong links with the Kingdom of Lesotho, partly through Machabeng College, an international school which offers the International Baccalaureate programme and which is one of the CEIC Study Centres, and partly through the DFID-funded Secondary Education Support Project (SESP).



Congratulations to SESP graduates
Kamoho Mosoeunyane, Makotelo Motseko
and Tseliso Ralibakha

This project was established to support primarily the improvement of management of Lesotho secondary schools, as well as the teaching of English, mathematics and science. In addition, part of the brief of the project has been the support of teacher trainers at the National Teacher Training College (NTTC) together with the development of research capability at the the College. Our involvement in the project has included offering a large number of consultancies, as well as teaching units of the MAEC programme and supervising dissertations of a number of Basotho colleagues who have been sponsored through this project to work towards the MA in Education degree.

Now, we are pleased to be able to say that the first three of our colleagues supported by the SESP project have graduated from the MA programme. Tseliso Ralibakha and Kamoho Mosoeunyane are both Management Advisers, and Makotelo Motseko is a lecturer at NTTC; their degrees were awarded in absentia at the degree congregation held in Bath in December 1999.

During a subsequent visit to Lesotho in January 2000, Mary Hayden was able to deliver their MA certificates in person and to congratulate them on their achievements: we look forward to being able to congratulate the next group of successful graduates before too long!

Hong Kong conference

Mike Fertig attended the 13th International Congress for School Effectiveness and Improvement, held at the Hong Kong Institute of Education in Tao Po, New Territories in January. The Conference consisted of a series of plenary keynote speeches together with paper presentation sessions and symposia given by many internationally renowned researchers. Mike was involved in an interactive symposium entitled 'All Change for Education Reform?' which consisted of reports from the leaders of three World Bank Education Projects in Indonesia, Cambodia, and Vietnam. He was one of two respondents to the presentation on Vietnam.

It is hoped that the Conference in 2001, to be held in Toronto, will see an increased representation of delegates from the developing world at next year's conference. Its theme will be 'Equity, Globalization and Change; Education for the 21st Century'.

Bath MA graduate in Somaliland



Beatrice Hicks has been appointed
Regional Primary Education Advisor in Berbera, Somaliland.
Beatrice completed her MA in Education (International Education) at the University of Bath in 1999 - and comments on how important this was in gaining her appointment.

In Somaliland with John Lowe

Flying into Hargeisa from the south it is a bit difficult to understand why there is a town there in the first place. Seeing it from the air for the first time I was reminded of a story in the Arabian Nights in which a town (or was it a palace?) is transported by a *djini* to the top of a mountain. In Hargeisa's case replace mountain by desert: it appears to be a town in the middle of a desert. Whatever its origins, however, Hargeisa now serves as the capital of the Republic of Somaliland, a country as yet given no official recognition by any other. It comprises the north-western part of Somalia, roughly corresponding to the old British colony of Somaliland. It and its similarly unrecognised neighbour to the immediate east, the Republic of Puntland, are the two parts of Somalia which have attempted to re-establish order while the rest of the country remains effectively anarchic.

Substantial parts of the town are in ruins, as if the *djini* had not been too gentle in returning the town to earth after its flight from wherever. The ruins are the physical scars of a bitter civil war, with wrecked tanks by roadsides and in river beds, and the openly sported Kalashnikovs as other reminders of the same recent history across the country. Amongst the ruins are most of the country's schools, apparently deliberately targeted by the warplanes of Siad Barre's forces. But often next door to these ruins new schools are emerging. It is these that brought me to Somaliland and will continue to take me there at intervals over the next two years.

Though the country has not yet received official recognition, the European Union and other agencies such as UNICEF have been providing aid to rebuild the shattered infrastructure. The project in which I am involved goes by the name of Institutional Support for Secondary Education in Somalia (ISSIS), is funded by the European Union and managed by the Centre for British Teachers (CIBT) via an office in Nairobi and a full-time in-country project co-ordinator, Dr Rod Hicks. My job is to work with science teachers in the country to develop new curricula, bring in books and equipment and develop professional expertise.

The Somali teachers with whom I am working are all trained and experienced but enjoyed a forced sabbatical lasting several years during

the next two years is to explore ways of using the new books and equipment, and other available resources, to develop more effective teaching-learning strategies within the framework of a more skills-based



Rod Hicks, the programme coordinator, with a group of teachers in front of a rebuilt school in Gabiley.

curriculum and supported by more imaginative approaches to assessment and feedback.

The challenges are considerable, both for me and the teachers themselves, and made more complicated by other factors, such as the new republic's decision to use English as the medium of instruction rather than the Somali that had been used prior to the civil war. The conditions under which teachers are working and the weakness of supporting infrastructures make it particularly difficult for them, so their levels of enthusiasm and commitment do a lot to stop me complaining about any difficulties I might come up against in the project. The intermittent nature of my contact with them is certainly far from ideal and Rod Hicks has the difficult job of keeping the momentum going between visits. But in reality, I very rarely feel even tempted to complain. Hargeisa may look a bit of an oddity from the air, and rather chaotic from the ground, but its mixture of bustle and "laid-backness" makes it very much my kind of town - perhaps bettered only by its



John Lowe with physics teachers during a workshop in Hargeisa

the civil war. They have returned to work a little out of practice. With schools commonly having just one copy of a single text book available (if they are lucky) and a very limited supply of chalk as the only teaching aid, it is not surprising that there are difficulties. Our job over

"The ruins are the physical scars of a bitter civil war, with wrecked tanks by roadsides and in river beds ... Amongst the ruins are most of the country's schools, apparently deliberately targeted by the warplanes"

coastal compatriot of Berbera, which has the advantages of being a little hotter, stickier and more disreputable.

It would be very easy to feel frustrated by the difficulties in this huge task of educational rebuilding, but my Somali colleagues help me to keep it all in proportion and quickly reduce frustration to enjoyment of the challenge. *And anyway, since Hargeisa has what must be the best grilled fish and chapati restaurant in the whole world, how can I possibly not look forward to my continued involvement?*

Following on from the success of Summer Schools offered in previous years, the programme for Summer School 2000 will run from Monday 3 July to Friday 28 July.

As in July 1999, we are offering the first week, from 3 to 7 July, as a week when those who are at the dissertation stage of their MA studies may spend time in Bath making use of library facilities and access to tutors, and participating in dissertation support sessions.

During the following three weeks it will be possible to participate in the taught component of units leading to credit towards the qualifications of Advanced Certificate in Education, Advanced Diploma in Education and the degree of MA in Education: selection of appropriate combinations of units may lead to the award of one of five specialist 'named' degrees. The taught component of any one unit will be covered between Monday and Friday and it is therefore possible to participate in either one unit during one week, two units during two weeks or three units during three weeks: we would normally recommend, however, that those participating for the first time enroll for no more than two units.

In addition, a selection of two-hour workshops will also be offered which are not part of the modular Advanced Courses programme and do not carry credit towards the Advanced Certificate, Advanced Diploma or MA in Education. Each will be offered between 12:30 and 14:30 on Wednesday or Thursday. An administrative charge will be made of £35 per workshop.

WORKSHOP SESSIONS

- A. Towards a more inclusive education (12 July)
- B. Recent developments in education in England & Wales (13 July)
- C. The IBMYP - an introduction (19 July)
- D. What do that lot actually do in the Development Office? (20 July)
- E. National Professional Qualification for Headship (NPQH) (26 July)
- F. Appraisal (27 July)

Reasonably-priced accommodation is available on campus and, since students at Summer School are registered as part-time postgraduate students of the University, all University facilities including the recently extended and refurbished Library/Learning Centre, computing facilities and sports facilities are available to participants.

If you have queries relating to Summer School 2000, please contact Sue Oakley, the Summer School Administrator, by telephone, fax, email or post at the address below.

LOOKING FORWARD TO SUMMER SCHOOL 2000

Units Available During Summer School 2000

Week 2 (10 - 14 July)

Action Research: Theory and Practice
Current Issues in Environmental Education
Teaching in a Bilingual Context
Introduction to Educational Management
Issues in Science Education 1
Curriculum Studies
Methods of Educational Enquiry
School Effectiveness
The Teaching of Literature
Managing Staff Development

Week 3 (17 - 21 July)

Language in Education: Language and Learning
Environmental Education Philosophy, Policy
and Practice
Primary Education: Aspects of Learning
Educational Technology and Development 1
Foreign Language Learning: Theory and
Process
Managing Accountability
School Improvement
Assessment of Pupil Achievement
Issues in Science Education 2
Education in an International Context

Week 4 (24 - 28 July)

Mentoring: Theory and Practice
Methods of Educational Enquiry
Management of Innovation
Issues in International Primary Education
Educational Technology and Development 2
Approaches to Comparative and International
Education
Evaluation
Introduction to Educational Management
Current Issues in Geographical Education
Current Issues in History Education

CEIC, Department of Education, University of Bath,
Claverton Down, Bath BA2 7AY, United Kingdom

Tel: +44 1225 826120

Fax: +44 1225 826460

email: ceic@bath.ac.uk

web site: <http://www.bath.ac.uk/Departments/Education/CEIC.html>