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*Newsletter of the Centre  
for the study of Education  
in an International Context  
Department of Education  
University of Bath*

## CEIC HOME PAGE LINKS INTERNATIONAL EDUCATORS WORLDWIDE

Not only can you read INTERCOM as a printed newsletter but now you can also access it on-line from the CEIC web site! Work is in progress to bring news about the activities of CEIC and the International and Comparative Education Research Group (ICERG) to you on-line. This includes details about advanced courses, Study Centres around the world and Summer School 98, as well as information about research by members of the Department of Education. From the CEIC page, you can also select other sites of interest, including the home pages of the European Council of International Schools, International Schools Association and International Baccalaureate Organisation. CEIC Home Page editor Jim Cambridge says: "I would like this to be a service that international educators find really helpful. I want to create a node which our colleagues in different countries will visit regularly in their search for information from the world wide web. If any readers would like to recommend other sites, please send details to me for possible inclusion in future updated lists."

### E-mail or 'snail mail'?

Another growing area of communication is electronic mail. A recent informal survey by the author showed that between one third and one half of communications between students on advanced courses and their tutors at CEIC are now made via e-mail. Students frequently use e-mail to send early drafts of module assignments and dissertation chapters, although it is stressed that final versions should always be submitted as hard copy on paper.

E-mail makes communications much quicker. Tutors try to reply to correspondence as quickly as possible but, when postal services between a country and Bath take from ten to fourteen days, the time lag between sending a letter and receiving a reply to it can be as much as a month or more. No wonder the term 'snail mail' was coined!

*However, as advanced as our communications systems become, we are sure that there will always be an important place in CEIC for personal contact between people at Summer Schools in Bath and Study Centres in other countries, where professional educators from all over the world can meet and share ideas.*

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# INTERCOM



# CEIC Mail Bag

## Comparative and international education convergence

Dear INTERCOM,

I heartily welcome John Lowe's article proclaiming the convergence of Comparative and International Education for the benefit of both disciplines. Another young discipline which might contribute to the amalgam is Cross-cultural Psychology, which can offer a necessary check on the national preconceptions of which he warns.

However, one reservation comes to mind over his insistence that 'theories must earn their keep'. The problem about judging the merit of a theory by its applicability to present needs is that the need was perceived and construed within pre-existing theory. There is a risk that this prevents advances of theory beyond existing perceptions. The alchemists are a prime example of the danger of pursuing predetermined goals rather than increasing one's understanding of the materials. If there is a theoretical advance it will almost certainly have practical consequences; perhaps John means that one should not be offered without some consideration of the other.

Richard Pearce,  
London.

• Readers will be interested to know that John Lowe's article on international and comparative education, which appeared in the last edition of *INTERCOM*, was reprinted in the April 1998 number of the *International Schools Journal*, XVII, 2.

### What makes a school 'international'?

Dear INTERCOM,

The International School of Beijing is currently in year one of a ten year strategic planning initiative in the belief that the mission and therefore aims, goals and strategies of the school must be re-examined and clarified. This planning is inclusive of all interest groups in our school community including the board, parents, administration, staff and students.

One of the research questions to arise from the curriculum group is 'How do we define ourselves as an International School?' That it was one of the six most pressing questions we chose to ask ourselves about curriculum indicates the degree of concern we hold for this issue.

Initial discussion within our research group, which includes students, suggest that students perceive the school as 'Western' and 'more American than International', although they agree that the school has many characteristics they believe make it 'International'. They cite the degree of interaction with the host country and number of language opportunities as two issues which they feel need examining.

We will be asking members of the school community their views on this question. I would be interested to hear from any other International schools that have looked at the issue of what makes a school 'international'. In particular the values or characteristics which they find contribute or are essential. I can be contacted on email at: [lwicks@isb.hj.edu.cn](mailto:lwicks@isb.hj.edu.cn)

Lorraine Wicks,  
International School of Beijing

## Introducing our guest commentator



**Richard Laryea** (right) teaches IB and IGCSE English at SOS Hermann Gmeiner International College, Ghana, where he is also in charge of the college's Peace Education Programme. A graduate of University of Ghana, Legon, Richard holds degrees in English and International Affairs. He has presented papers at numerous international conferences associated with international schools and international education, and in July 1997 he was a member of the writing team at University of Bath which put together a draft document for the Education for Peace programme.

## New EdD units

The new modular doctorate programme, the EdD, designed to complement the existing research doctorate (PhD), has recruited well in its first year of operation. In addition to the two core units already offered, CEIC has now developed a new non-core unit entitled 'International Education: Philosophy and Practice' which will be offered on campus for the first time during July 1998. The EdD programme is proving attractive to a number of those who have successfully completed Masters degrees through the University of Bath and other universities: if you're interested to know more about it, contact either CEIC or Jackie Hazel, Research Secretary in the Department of Education.

## WHAT DO YOU THINK?



Jim Cambridge: the CEIC Web Master invites you to tell him about your "favourite bookmarks" on the World Wide Web.

*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 is your reaction to Richard Laryea's article on the next page, or the letters here? Send your views to *INTERCOM* and we will publish what we can, space permitting, in our regular correspondence column.

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# PEACE AND THE INTERNATIONAL EDUCATOR

a personal view by Richard Laryea

The intent looks and feelings of expectancy as to what the school day holds are easy to recognise as the students of SOS Hermann Gmeiner International College, Ghana do their daily trek from the boarding hostels to the college. Comprising 221 students from 13 African countries, an Asian and a European country, the College offers the International General Certificate of Secondary Education and the International Baccalaureate programmes complemented with a number of extra-curricular activities. These range from Literacy Programmes in neighbouring communities, Environmental Initiatives through Arts and Crafts to the acquisition of skills like filming. Like all International Schools, the gains we would like to make in individual students are an acquisition of a body of enduring values, attitudes and practices.

The task is not easy as one would well imagine. It means winning the hearts and minds of young people and they in turn, having the conviction to positively affect their immediate environment with these ideals when they have left their sheltered confines into the wider world. It also means that as Educators we should have first subscribed to and endorsed these ideals.

## REALISING GOALS

The single-mindedness needed to achieve a goal is well-illustrated through some of the features of the International Economic Community. Like our mission statements which spell out the need for international understanding and cooperation among students of different nationalities, the global economic actors have aims such as increased output, economic growth and social development just to mention a few. The growing interdependence amongst nations, successful regional cooperation and integration and harmonisation of economic systems are some of the ways in which they are achieving these goals. Never mind the other side of the argument; the inspiration we could draw from them, as international schools, is their organisational abilities and their relentless drive to find better ways of realising these goals.

"An important development in the annals of the international school community which could quicken the pace of the proselyting march in these schools is the *Education for Peace* document ... thought out by a group of International Educators in July 1997 at the University of Bath."

## DOCUMENT

An important development in the annals of the international school community which could quicken the pace of the proselyting march in these schools is the *Education for Peace* document (yet to be adopted by the IESPP schools) thought out by a group of International Educators in July 1997 at the University of Bath. The highlights of the draft document include a set of guiding principles, students' involvement in conflict resolution activities and community service and chosen themes across the curriculum which would stimulate the habit of peace if pursued. Also, there is an emphasis on thinking and communication skills already recommended in the performance criteria of some programmes in the Humanities and Languages. These would provide the impetus for developing and carrying out peace-related ideas and actions. One area where teachers are asked to explore in the *Education for Peace* working draft is what I have referred to as 'chosen themes'. Cultural Diversity is one of such topics and the latitude of issues suggested included identity, contributions of culture to world heritage and factors affecting cultural influence. The Arts, Languages and Humanities teachers would be able to tackle this from any angle as it comes up in their content. Indeed, the very nature of the international school provides an ideal setting that gives meaning to a topic like this and begins to equip students with the desired attitudes to strangers, for instance. The practice of service to the community, also emphasised by the International Baccalaureate programme, is that element in International Education which affords students the opportunity to give something back to their communities and, as students' CAS diaries reveal, it is an opportunity to understand and empathise with the members of their community and, more importantly, the willingness with which they give of themselves during such sessions.

I would want to believe that the students who we teach and work with in international schools are intelligent, independent-minded and open to reason. In SOS Hermann Gmeiner International College, for example, the typical student is amenable and open-minded which means cooperation, understanding, empathy in relation to other cultures and the development of the habit of peace is within reach. What is more, teachers have a wealth of critical ability and international exposure through workshops and conferences which ably equips them for the task for making an impact on their students.

As we confront the next millennium, International Educators should devise more creative ways at all levels of school life that will facilitate and bring into reality the noble ideas contained in our mission statements. The skills and resources we possess as a corporate international body should enable us turn the rest of our straw into gold.



## NEWS FROM STUDY CENTRES

Since our last newsletter was published, Study Centres have played host to teaching of modules and dissertation support sessions around the world.

In August 1997, Mary Hayden and Jeff Thompson taught two modules in **Buenos Aires** at **St Andrew's Scots School**, to a group of teachers not only from St Andrew's but also from other schools in and around Buenos Aires and also from **Montevideo**. Thanks to Caroline Ayling and Geoff Fisher in particular for their support in the organisation of this visit, as well as a further visit which was made by Mike Fertig and Yolande Muschamp in April 1998 to teach two more modules of the programme. The August visit to BA was followed by a short visit to Montevideo, where meetings were held with representatives from the Anglo, from the **British Schools** and from **St Catherine's** to discuss possible future collaboration.

A visit to **Santiago** followed, where meetings at **Santiago College** and the **Grange School** seem likely to lead to future collaboration. Also in August 1997, two modules were offered at **Colegio San Silvestre, Lima** to a group of teachers from schools in and around Lima. Thanks as always to Zora Vrtikapa and Rina Bayly for their support at our Lima Study Centre: in February we also very much appreciated their support when Mike Fertig and Jim Harvey offered a further two modules at San Silvestre.

August 97 also saw a another module being offered at **Maru a Pula School Gaborone**, to teachers from around Botswana: we appreciate, as ever, the support of Liz and Chris Madeley and Malcolm McKenzie in making everything run so smoothly on this occasion, as it did when Jim Harvey offered a further module at Maru a Pula in April 98.

In October Jim Harvey returned to **Nairobi** to teach a module at **St Mary's School**, which was followed up by a further module in April 98. Jim will return to St Mary's in October 98 and February 99, when the last module in Nairobi will be offered: a number of individuals have now graduated through this Study Centre and numbers have been decreasing to the point where this Study Centre is being closed. Thanks to Fr McMahon and other colleagues at St Mary's for their support over recent years.

## CEIC AROUND



In November Mike Fertig travelled to **Bangkok** to teach a module of the programme at the **New International School of Thailand**, where we very much appreciate the support provided as always by Diane Lewthwaite. Jeff Thompson was also able to visit NIST and to conduct individual tutorials during a flying visit to Bangkok *en route* to the annual conference of the **English Schools Foundation** in **Hong Kong** during January 1998, where he was one of the keynote speakers.

It is planned to offer further modules at **San Silvestre, Lima** and at **Maru Pula School Gaborone** in August 1998, at **St Andrew's Buenos Aires** in September 1998, at **St Mary's Nairobi** and the **New International School of Thailand** in October 1998 and at other Study Centres during the remainder of the year. See 'Dates For Your Diary' for further details. All Study Centres are open to anyone eligible to participate who is able to find their way to the right place at the right time! Further details from Sue Oakley at CEIC.



## CURRICULUM DEVELOPMENT IN POLAND

John Lowe continues his consultancy to a Polish curriculum development project that aims to integrate the teaching of 'core skills' into the whole curriculum. These core skills are identified as co-operative working in groups, communication, problem-solving, the planning and evaluation of one's own learning and the use of Information Technology. The consultancy generally takes the form of workshops in Poland but during January 1998 he looked after a group of Polish science teachers on a study visit to the UK. Included in the visit was a morning working alongside science PGCE students here at the University of Bath.



Malgorzata Krawczyk investigates the application of data-logging to science education.

A spin-off from this Polish involvement has been the presentation of papers on assessment and on curriculum development in Poland at three conferences over the last few months. It is hoped that versions of these papers, informed by conference feedback, will be published before too long.



Visiting Bath: Elzbieta Wszolek (left) and Boguslawa Gac-Pamula (right).

Also as a result of working in Poland, John is hoping to establish a collaborative research project with a Polish colleague. This is still in its early stages, but the shared intention is to develop school-based research amongst a group of Polish academics, teachers and teacher educators.

*Photography by Tomasz Turek.*

**a project that aims to  
integrate the teaching  
of 'core skills' into the  
whole curriculum**



## ICERG Seminar Programme

If you are planning to visit the United Kingdom, why not come along to Bath and share your views about international and comparative education? A programme of seminars at which colleagues share their research ideas and discuss issues in the fields of international and comparative education is a regular activity of the *International and Comparative Education Research Group*. Students and staff at University of Bath take part and we also have visitors from other institutions contributing to discussions. You could be one of them!

This year external speakers have included **Dr Abby Riddell** discussing school effectiveness in developing countries; **Edna Murphy**, Editor of the *International Schools Journal*, who talked about school accreditation; **Dr Araya Habtai** telling us about educational reconstruction in Eritrea; **Jennifer Wisker** on the English Schools Foundation of Hong Kong, of which she is Chief Executive; **Dr Sheila Aikman** drawing on her experiences in South-East Peru to talk about intercultural bi-lingual education; and **Professor George Walker**, Director General of the International Schools of Geneva enlightened and entertained us on 'Swissair, Jerome Bruner and the Japanese question'. Home-grown speakers were **Jim Cambridge**, research officer with CEIC, who discussed research into national and organisational cultures in international schools; **John Lowe** who speculated on the role of international qualifications in the formation of national elites; **Lara Serracino-Inglott**, a research student, who informed us about her work on science in the Maltese national curriculum; and **Kristjana Kristjansdottir**, one of our MA students, who told us about the education system in Iceland, where she is a school principal.

Sessions already planned for the next academic year will look at education in Albania, the IGCSE and AICE, and a comparison of assessment practices in France and England, plus much more - perhaps something from you, if you would like to present a seminar! You are also welcome if you would just like to attend. Programme details are available from John Lowe at CEIC or from the CEIC home page.

## Bath Papers at International Conference

**John Lowe** and **Mike Fertig**, together with other colleagues from the Department of Education, presented papers at a conference on *Educational Reconstruction and Transformation: Challenges for the 21st Century* which took place at Bristol University in January 1998.

Over 150 people attended from all parts of the world. Keynote speakers included, from South Africa, the Chair of the Education Committee of the African National Congress, the Deputy Minister of Education for Eritrea, and leading educationalists from Poland and Estonia.

**Mike Fertig's** paper was entitled *Researching Effective Schools in Developing Countries*. **John Lowe** presented a paper on *Curriculum Reform in Poland*. **Keith Bishop**, **Sue Martin** and **Jen Russ** gave a paper entitled *Exploring Factors Influencing Basotho Advisory Teachers' Thinking*.

## Recent publications

Recent publications by members of the International and Comparative Education Research Group include:

**Mike Fertig** (1998) Book Review on 'Key Concepts for Understanding Curriculum' C.J.Marsh (Falmer Press, 1997). *British Journal of Curriculum and Assessment*, 8, 1, 48-50.

**Mary Hayden & CSD Wong** (1997) 'The International Baccalaureate: International Education and Cultural Preservation', *Educational Studies*, 23, 3, 349-361.

**Mary Hayden & Jeff Thompson** (1997) 'Student Perspectives on International Education: A European Dimension', *Oxford Review of Education*, 23, 4, 459-478.

**Mary Hayden & Jeff Thompson** (1997) 'Diversity in International Schools: a Response to a Growing Need' in Findlay R (ed. 1997) *International Education Handbook* (ISBN 07494 1955 5 - paperback, 07494 2108 8 - hardback)

**Mary Hayden & Jeff Thompson** (1997) 'Changing Times : The evolution of the International School' in Bingham D (ed. 1997) *The John Catt Guide to International Schools*, Suffolk: John Catt Educational Ltd (ISBN 1 869863 96 8)

**John Lowe** (1997) 'Scientific concept development in Solomon Island students: a comparative analysis' *International Journal of Science Education*.

**John Lowe** (1997) 'Economic Imperatives and Cultural Discontinuities' in Leach F and Little A (Eds) *Schools, Culture and Economics in the Developing World* Garland.

**Jeff Thompson & PMC Leggate** (1997) 'The Management of Development Planning in International Schools', *International Journal of Educational Management*, 11, 6.

**James Cambridge** (1998) "Still on the crest of a wave" Review of Fons Trompenaars & Charles Hampden-Turner "Riding the Waves of Culture" (Second Edition) *International Schools Journal* XVII, 2, 68-72.

For a more comprehensive listing see the ICERG  
pages via the CEIC site



## Visiting Bath

CEIC recently hosted a four week visit to the University of Bath by **Lieutenant Colonel Juan Luis Bagilet**, from the *Escuela Superior Técnica (EST)* of the *Instituto de Enseñanza Superior del Ejército (IESE)* in Buenos Aires. Juan Bagilet was funded by his employers to work with colleagues in the University in learning more about the processes of distance teaching and distance learning, with a view to feeding his findings into the development of new systems for the education of senior army officers and local government officials in Argentina. Juan's visit was arranged by Derek Goulden, and he spent time not only in the Department of Education but also with colleagues in the Department of Distance and Continuing Education. We look forward to continuing collaboration with the EST as a result of this visit.

CEIC also hosted a visit by **Sra Maria Elena Oneto**, who teaches at San Silvestre School, Lima, Peru for four weeks during January and February 1998. Maria Elena is Senior Mistress with responsibility related to the provision of pastoral care and Personal and Social Education in the Senior Section of San Silvestre. She spent some of her time visiting schools in and around Bath, finding out about the operation of pastoral care systems within the UK context. San Silvestre School, Lima is a bilingual curriculum British school which is also the Study Centre for our MA in Education programme in Lima. The visit was funded in part through the British Schools Development Fund.



Juan Luis Bagilet is greeted by Derek Goulden

## BATH - ALICANTE LINK: FURTHER DEVELOPMENTS

A bilingual (English and Spanish) one-year full-time MA in Education (Educational Management) starts in January 1999, under the co-operation agreement between the Universities of Bath and Alicante, Spain. The degree programme is designed to meet the needs of experienced educational professionals functioning in senior management roles in national and provincial governments, universities and other higher educational institutions, colleges and schools, and to prepare them for leadership roles at national and international levels.

The programme is focused on the needs of educational professionals working or intending to work in Latin America and Spain and is open to all those qualified to enrol. The setting of the programme on two campuses in an international context and multicultural environment is intended to provide participants with a broad perspective and an in-depth experience of different national contexts.

*Further details are available from Derek Goulden.*

## DATES FOR YOUR DIARY

### STUDY CENTRES

28-31 August 1998    Maru a Pula School, Gaborone  
*Methods of Educational Enquiry*  
*Education in an International Context*

6-9 August 1998    San Silvestre, Lima  
*School Improvement*

8-11 October 1998    New IS, Bangkok  
*Education in an International Context*

17-20 October 1998    St Mary's School, Nairobi  
*Managing Staff Development*

If you wish to participate in any of these courses, please contact Mary Hayden, Director of Studies for Advanced Courses, at CEIC for further details.

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



# INTERNATIONAL EDUCATION: PRINCIPLES AND PRACTICE

Edited by Mary Hayden and Jeff Thompson

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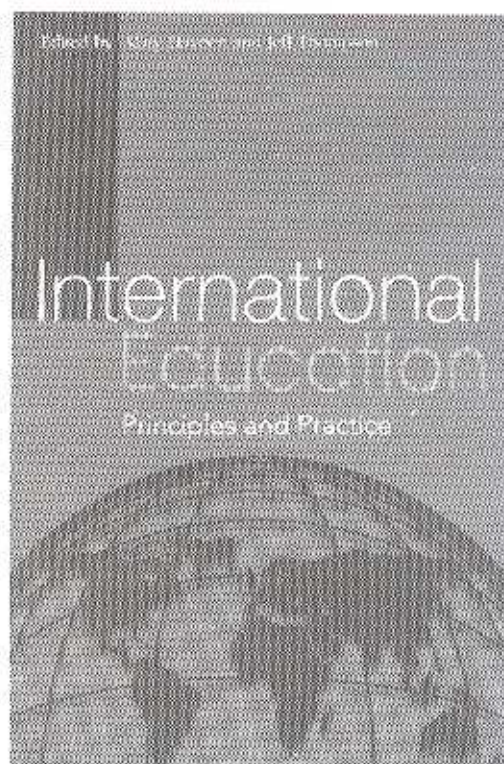
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The growth in the number of international schools has been particularly marked in recent years and little research has been conducted in the area. This internationally contributed book examines the fundamental thinking about the nature and purpose of international education in the context of global issues. Detailing developments in practice worldwide, it examines the relationship between current thinking and practice in international education.

Each chapter relates to a topical issue within the field, and many reflect not only the practical context, but also on the implications for the development of a wider research base. The subject matter relates both to international schools worldwide, and to national systems involved in promoting international education.

Specific contributions relate to the concepts of the globally mobile student, cultural identity, global issues, education for peace, international curricula at different age ranges, special needs, pastoral care, staffing, organisational culture, accreditation, semiotics, and the nature of international education. With contributions from experienced practitioners - heads, principals, directors, administrators and teachers - together with developers and researchers, **INTERNATIONAL EDUCATION: PRINCIPLES AND PRACTICE** provides a thorough overview of the state of international education today, and indicates practical pointers for the future.

This timely book will be of interest to teachers and administrators working within the international school context, as well as practitioner-researchers conducting research on a small scale basis and academics and postgraduate students in the field.



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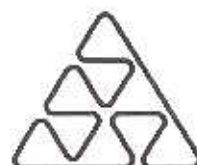
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