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in an International Context
Department of Education
University of Bath*

INTERCOM

Celebration in Botswana for Bath Graduates



Dr Mary Hayden with graduates Morgan Habangaan and Obi Mbaakanyi

On 29 April Professor Jeff Thompson and Dr Mary Hayden participated in a ceremony held by the Botswana Ministry of Education to celebrate the award of the degree of MA in Education (Educational Management) to the first 15 Secondary School Heads who have successfully graduated through the University of Bath. Funded initially by the Government of Botswana and the ODA/DFID, this link has permitted serving Heads to participate in studies in-country through sessions offered by tutors travelling from Bath to Gaborone three times each year. The success of the first cohort has led to the Ministry of Education providing direct funding for two further cohorts, who are now at various stages of their studies and expected to graduate within the next eighteen months. Although participants have already graduated in absentia at Bath, the ceremony was hosted by the Ministry of Education to allow participants to celebrate with their families and was also sponsored in part by Debswana (De Beers Botswana), whose sponsorship was kindly organised by Mr Joe Matome, and Ede & Ravenscroft, who contributed to the purchase of academic hoods for participants.



UNIVERSITY OF
BATH

Visiting Bath: Bath-Alicante joint degree students share their impressions

We are a group of eleven students studying Educational Management in a joint project between the University of Alicante and the University of Bath. We come from six different countries in Latin America: Colombia, Cuba, Dominican Republic, Mexico, Peru and Uruguay. We started our course at the University of Alicante in January. After spending three and a half months in Spain, we arrived in Bath. This was a challenge for all of us, mainly because English is our second language and we doubted if we could express ourselves well enough in English in an academic context. Only one of us has had previous experience of the English educational system, and we were worried about what it would be like studying in England. We need not have worried because we were given a very warm welcome by the staff of the Education Department. We had a lunch where we met the Deputy Vice-Chancellor of Bath University George Lunt and got together with our tutors, including Jeff Thompson, Mary Hayden and Derek Goulden, and other people from different departments in the University.

Next day we were introduced to the Library and the computer services. We were astonished by the facilities here: 340 computers available 24 hours a day, access to the main databases, the large number of books and journals, but mainly the people behind those services who have always been very kind.



Studying in Alicante and Bath:

(back, left to right) Cecilia Carrasco, Ismenia Muñoz, Graciela Salazar, Beatriz Sais, Clarivel Marín, Alba Herrera, Raquel Sanmiguel, Lina López, and (front) Ivan Fernández.

The campus of Bath University is very pleasant and functional, and we share our educational experience with people from different countries of the world. This is a very cosmopolitan university. Our academic work has been well organised; its content is well structured and very well taught, and our tutors have been very keen to help us.

Regarding the accommodation, most of us live in John Wood Court, which is a new hall of residence of the University. We found the accommodation comfortable and well equipped. The catering services are not expensive and are of a high standard.



Raquel Sanmiguel and Lina López

We have enjoyed the sport facilities and it has been a very pleasurable experience.

Many of the students of our group have studied in different countries, including Russia, Israel, United States, and all of us were in Spain before coming here. We all agree that Bath is a beautiful and unique city. There are so many cultural activities of all kinds going on, like the recent Bath Music Festival. We have found a lot of opportunities for leisure activities. As part of the International Students Office programme, we have travelled to many local sites of interest. In

addition, the Department of Education has provided us with the opportunity to visit places like Stonehenge and in the next few weeks we will be going to Wales and Bristol. We are very happy to be here, and we thank both Universities, Alicante and Bath, for this opportunity.



Beatriz Sais and Graciela Salazar

"We come from six different countries in Latin America: Colombia, Cuba, Dominican Republic, Mexico, Peru and Uruguay"

PROMOTING WOMEN IN INTERNATIONAL SCHOOLS

a personal view by CAROL THEARLE

Women are under-represented in senior management positions in international schools. This statement is rarely greeted with surprise. The response varies from a resigned "What's new?" to a diatribe on the unfairness of the structure of society. Neither of these responses is particularly helpful and I believe that those of us who are involved in international education should be addressing this issue in practical ways. We have done a lot of work in "internationalising the curriculum" and creating an atmosphere of intercultural awareness in our schools but we still offer our students and our colleagues stereotypical role models in terms of who runs the organisations. The creation of a predominantly female management team in an international school still causes more eyebrows to be raised than the creation of an all male one. This in spite of the fact that 60% of the work force is female. What follows are some practical ways of redressing the balance and suggestions for further investigation.



CAROL THEARLE completed her MA in Education (Educational Management) at the University of Bath and graduated in July 1998. During her 20 year career overseas she has worked in El Salvador, Vienna, Singapore and Paris. For the past 7 years Carol has been the IB Coordinator at St Dominic's International School, Portugal and is taking up the post of Head of Secondary School at the Bavarian International School, Munich in August 1999.

Mentoring, if it exists in international schools, is haphazard. However, by encouraging individuals to seek more responsibility, a mentoring programme could readily improve still further the learning going on in our schools.

As many international schools are relatively isolated, appropriate role models for women aspiring to the top jobs have to be found elsewhere. Attendance at a conference, workshop or summer school can often give women access, not only to appropriate role models but also to the informal networks which can be so useful. Women should also be encouraged to be presenters at such meetings.

It would be interesting to look more closely at the characteristics of delegates and presenters at conferences and to establish the reasons for attendance (or non-attendance) at such events. A very rough count revealed that at a recent IB Middle Years conference (roughly 300 delegates) about half of those attending were women.

However, the presenters were predominantly men. At the IB Coordinators regional (Africa, Europe, Middle east) conferences the delegates are predominantly male as are the presenters.

Some organisations involved in international education are addressing the issue of the under representation of women in senior management positions. The International Baccalaureate Organisation, in its search for representatives from different cultures to serve on various committees, also seems to have taken the opportunity to seek out women to appoint for this purpose. In addition, several key positions at the Curriculum and Assessment Centre in Cardiff have gone to women who are outstanding in their field. If this is deliberate policy rather than a fortuitous accident, it would be encouraging if the IB would publish and disseminate this policy to member schools.

"a predominantly female management team in an international school still causes more eyebrows to be raised than the creation of an all male one ... in spite of the fact that 60% of the work force is female."

opportunities arise and their circumstances and interests change. Women themselves should be encouraged by senior colleagues to seek out advisors to help them with career planning. Perhaps career planning sessions could be made available at large professional conferences run by organisations such as ECIS and maybe this facility could be made available at Summer Schools! Now that so many international teaching appointments are made through recruitment fairs it would be interesting to find out how many women attend, what their success rate is and whether or not they secure posts which eventually lead them to senior management positions.

When looking for a promotion women tend to focus on the items in the job description which they cannot do. However, with effective mentoring women are enabled to look beyond their immediate circumstances and become aware that they are capable of greater responsibility than they have so far envisaged.

"we still offer our students and our colleagues stereotypical role models in terms of who runs the organisation"

Other organisations, including schools, could do more to recognise the problems associated with child care and the effect on fulfilling professional responsibilities. My own school provides this facility after school and extended it last year for the duration of a weekend conference. Much needs to be done by women themselves as well as the schools which employ them to ensure that the human resource potential of more than half the work force is actualised.

New Study Centre in Amman, Jordan



More visits to Amman Study Centre are planned

The latest of CEIC's worldwide network of Study Centres has recently been inaugurated at the Amman Baccalaureate School, Jordan. In May, Professor Jeff Thompson visited the school, by kind permission of the Principal Mrs Samia Al Farra and the members of the Board,



Participants attended from five different schools

to teach the first unit, Methods of Educational Enquiry. Teachers, Board members and administrators from five different schools participated in the unit, which was taught over the course of five days.

The whole event was excellently organised by the local coordinator, Mrs Munira Jundi, and all involved enjoyed the experience greatly.

Professor Thompson was able to make additional visits to the Council for Higher Education, the British Council, the Faculty of Educational Sciences at the University of Jordan and to several other schools in the district.

Arrangements for future units to be taught at the Study Centre, together with anticipated dates, will be announced in future editions of *INTERCOM*. We look forward to continued partnership with our colleagues in Jordan.



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Goodbye Jim Harvey reflects on

April 1992 saw Jeff Thompson, Mary Hayden and Jim Harvey en route to The International School of Tanganyika in Dar es Salaam, Tanzania to teach the first Bath Masters Degree modules overseas. Study centres overseas had suddenly become a reality. We broke our journey in Nairobi in order to arrange a presentation of our modular scheme. Seven schools attended this presentation and from their initial interest it quickly became obvious that Nairobi could become a study centre. St. Mary's School, in

"We thank Fr. Tom Hogan and Fr. Frank Caffrey for their support at the launching of the centre"

particular, were very interested and indicated that at least seven members of staff were likely to participate in the programme. Fr. Tom Hogan and Fr. Frank Caffrey were very encouraging and helpful and we thank them for their support particularly at the launching stage of the centre.

Hope became a reality on 26 March 1993 when Jeff Thompson and Mary Hayden taught five students Methods of Educational Enquiry and fifteen students Curriculum Studies, the students being drawn from nine schools, seven in Nairobi, one in Mombasa and one in Moshi, Tanzania. Initially the study centre was not located in a school but held in the Panafrie Hotel, Nairobi. These two modules were taught concurrently, which probably accounts for the low numbers on MEE. This policy was changed later to teaching modules consecutively to allow people to attend both modules.

In those early days we did not appoint study centre coordinators but it became increasingly obvious that Margaret Radier was our major link. This was a job that she continued to do even after she had graduated. We are all very grateful and thank her most sincerely for the work that she did for us during the lifetime of the study centre, none

more so than Jim Harvey who was delighted and relieved to see her still patiently waiting at Nairobi Airport at 1.30 a.m. one Easter after his flight had been delayed and then re-routed. We continued to teach two modules a year in the Panafrie Hotel until 1995 when David Black taught a module at St. Mary's School. This then continued to be our study centre until the last module was taught in February 1999. It also provided



Jim Harvey:
six visits to Kenya as tutor

THE WORLD

Nairobi: closing a Study Centre

"We are all very grateful to Margaret Radier
for the work that she did for us"

living accommodation for our tutors, in particular Jim Harvey, and for their help and hospitality we sincerely thank Fr. McMahon and Fr. Keating.

Student numbers increased to a high of around forty in the mid 90's, but after this they gradually dropped away until in 1997 they were down to less than ten. Several events seem to have caused this. First of all there has been a down turn in the



Nairobi Study Centre:

"more than just a place I visited to teach modules"

Kenyan economy. The exchange rate of £1 = Ks40 in 1992 had changed to £1 = Ks100 by 1998. Also some of our students had graduated and some had moved their jobs to other parts of the world.

By 1997 it had become obvious that student numbers were so low that the study centre could not be sustained. All students attending the Nairobi study centre were thus informed that the

"Thanks to Fr. McMahon and Fr. Keating
for their help and hospitality"

centre would close in two years, and that February 1999 would be the last visit by tutors from the University. Giving two years, that is four visits, notice before closing the study centre allowed all the participants to arrive at a position in which they had completed or could easily complete by distance learning all their modules. At present practically all of the Nairobi study centre students are engaged in their dissertations and are expected to graduate in the next two years or so.

From a personal point of view I was very saddened when the Nairobi Study Centre closed. I had been the tutor there for the last six visits and always looked forward to my two visits a year. The centre became more than just a place I visited to teach modules. I usually managed to play golf, visit the Casino and be entertained by friends during my visits. Due, I suspect, to the relatively small group and the friendliness of the students, both past and present, the centre had a family atmosphere. I would like personally to thank all those whom I met in Nairobi and hope that one day the schools in Kenya will have sufficient resources and funds to support their teachers' Professional Development through Masters level study and so require the study centre open again.

Study Centre news

Jim Harvey and Jeff Thompson write in this edition of *INTERCOM* about the closing down of the Nairobi Study Centre and the opening up of a new Study Centre in Amman. The past few months have, however, also been busy in Study Centre terms in other parts of the world. Units have been offered in Bangkok (February), Lima (February), Buenos Aires (April), Windhoek (April), Mauritius (April), Gaborone (April) and Maseru (June).

Thanks are due, as ever, to the Principals of the schools in which the Study Centres are based, and to the coordinators who provide so much support locally in making arrangements run smoothly. On this occasion we particularly wish to thank Theo Turatsinze, who has acted a local coordinator at Machabeng College, Maseru, and who is now leaving the Kingdom of Lesotho to take up a new position in Rwanda. Thank you too to Leif Berntsen, Principal of Machabeng College, and to other colleagues for continuing to provide support during what has been a difficult year for Lesotho.

STUDY CENTRE DATES

19-22 August 1999

Maru a Pula, Gaborone, Botswana
School Improvement

25 August - 4 September 1999

San Silvestre, Lima, Peru
Managing Staff Development
Issues in Science Education 1

18-22 November 1999

New International School, Bangkok, Thailand
Methods of Educational Enquiry

December 1999

Maru a Pula
Managing Staff Development

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.

EdD unit on 'International Education'

The EdD unit 'International Education: Philosophy and Practice' will be available by directed learning during October-November 1999. Studying a unit by directed learning involves individual interaction with the unit tutor by means of e-mail. The tutor's input will mirror that provided within residential courses but will be tailored directly to the learner's own context and interests. Participants on this type of course need ready access to an appropriate university library.

It is expected that the unit on 'Comparative Approaches to Educational Development' will be available next in October-November 2000. This will also be a directed learning unit.

There are now over 40 students enrolled on the EdD programme at the University of Bath. If you would like to find out more please contact the secretary for the programme Mrs Gill Brooke-Taylor at the Department of Education, University of Bath.

Opportunities for in-service training

One of the services which CEIC offers to schools and other organisations internationally is the provision of in-service activities. In consultation between CEIC and the school/organisation in question, it is possible for a tailor-made programme to be developed which will meet a particular need of a group of individuals in a specific area.

Two recent examples of in-service programmes developed specifically in conjunction with schools internationally are in-service workshops offered by colleagues from Bath in Lima, Peru. Both were organised through Colegio San Silvestre, the CEIC Study Centre in Lima, and were funded by the British Council as professional development opportunities for teachers at British Schools in Peru.

In February 1998 Mike Vertig ran a one day workshop on 'Using Sources in the Teaching of History', with sessions including consideration of different types of historical source and making use of examples from IGCSE and International Baccalaureate programmes.

In February 1999 Dr Yolande Muschamp ran two half day workshops linked to the National Literacy Strategy and National Numeracy Project in England and Wales (more widely known as the 'literacy hour' and numeracy hour' respectively).

INSET activities such as these have emerged as a result of demand from local teachers. We are very interested to hear from schools who may be keen to work with us in this way. Our aim is to design the INSET to specific needs of the school, or group of schools/other organisations. If you are interested in becoming involved with us in this way, please contact Mary Hayden at CEIC (M.C.Hayden@bath.ac.uk).

Former Bath Visiting Lecturer appointed as Atlantic College principal

Malcolm McKenzie has been appointed as Principal of the United World College of the Atlantic from August 2000. He will succeed Colin Jenkins.

Malcolm McKenzie, who was Principal of Maru a Pula School, Botswana, has enjoyed a long relationship with CEIC. He was Visiting Lecturer in Education at University of Bath during 1996 and contributed a chapter to the book 'International Education: Principles and Practice' edited by Mary Hayden and Jeff Thompson.

We congratulate Malcolm McKenzie on his appointment, and wish him a long and successful career in his new post.



Malcolm McKenzie: new Principal of Atlantic College

CEIC develops links with Zimbabwe



David Mtetwa:
Commonwealth Fellow

Dr David Mtetwa has returned home to Harare after a successful and productive stay of six months with CEIC as a Commonwealth Fellow. During this time he travelled widely in Britain, attended conferences and worked on various academic articles. David Mtetwa is a Lecturer in the Department of Science and Mathematics Education at the University of Zimbabwe, and we now look forward to developing and extending links through him between CEIC and the University of Zimbabwe. *Our thanks are extended to David Mtetwa for sharing his experience with us.*

Assistance needed for research project

Jim Cambridge writes:

Do you work in a school with a multinational, multicultural teaching staff? Have you noticed that your colleagues, particularly those from other countries, don't always see professional issues the same way as you do? Certain things that seem insignificant to you may seem very important to some of your colleagues. Or, on the other hand, they may ignore things that you consider are important. In other words, we see the world in different ways. For example, we may have different ideas about topics



Jim Cambridge:
researching national and
organisational cultures

as diverse as the aims and purposes of education, the most effective ways of teaching, and the relations between young people and adults.

I think that national culture has a large part to play in the way we form our attitudes and values, a view which shared by a number of theorists such as Geert Hofstede, Fons Trompenaars and Charles Hampden-Turner. There is a growing literature about the management of intercultural relations in multinational business organisations and I am investigating the extent to which these ideas can be applied to the study of international schools. To this end I am developing a questionnaire about contrasting educational values from an intercultural perspective and I would be interested to hear from schools whose teachers are prepared to take part in my research project by completing my questionnaire in the coming academic year.

If you would like to assist in the development of a better understanding of intercultural relations in international schools, please contact me by snailmail at CEIC, University of Bath, or e-mail me at: <J.C.Cambridge@bath.ac.uk>.

I look forward to hearing from you.

RESEARCH FOCUS

John Lowe: "responses received"

John Lowe thanks all those who responded to his appeal in the last issue of *INTERCOM* for help with his research into international examinations and national students. This is an on-going research concern and if anyone else feels they could help, please contact him.

He is interested in exploring the reasons why students studying in their own country choose overseas or international rather than local examinations, and the uses they go on to make of them. Opinions and experiences of teachers of such students are a valuable source of data but John would also like to get questionnaire responses from the students themselves, if possible. If you are in a position to help with your own responses to some questions, or with administering a questionnaire to students, John would love to hear from you.

You can write to Dr John Lowe, CEIC, Department of Education, University of Bath, Bath BA2 7AY, UK; or e-mail <j.a.lowe@bath.ac.uk>. There's no money in this, but you would earn John's undying gratitude!

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 Carol Thearle's article on the opposite page? Send your views to *INTERCOM* and we will publish what we can, space permitting, in our occasional correspondence column.

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

BATH LAUNCH OF JOINT DEGREE WITH UNIVERSITY OF ALICANTE

The Bath launch of the joint MA in Education (Educational Management) which has been developed by CEIC and the University of Alicante, Spain took place in April. The first cohort of this innovative bi-lingual programme began their studies at Alicante in January 1999, where they completed the first three units of their studies through the medium of Spanish. Between April and July they will complete the remaining three units in English and will then elect to complete their dissertation either in English at Bath or in Spanish at Alicante.

The event was hosted by the Vice Chancellor of the University of Bath Professor David VandeLinde and attended by Ana Laguna (University of Alicante's Pro-Vice-Chancellor for International and Institutional Developments), Vicente Benito (Manager of the Alicante-based programme), and Pilar Calatayud (interpreter). Professor George Lunt, and other Bath representatives from the Department of Education (including Derek Goulden, who has coordinated the initiative), the Registry and the International Office also attended the ceremony, as well as the course participants who are from six Latin American countries: Colombia, Cuba, Dominican Republic, Mexico, Peru and Uruguay.

See the feature on page 7 of this issue, in which our visitors share their experiences of Bath.

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WELCOME TO SUMMER SCHOOL 1999

It is hard to believe that a year has passed since Summer School 1998! Here we are again embarking upon a programme of teaching with, once again, around 100 participants on campus for three weeks in July. As in previous years, a series of additional activities will also be offered including dissertation workshops and non credit-bearing workshops on a number of different topics. A smaller number of participants will be on campus for the first week of July, concentrating on completing their dissertations. Access to library, computer, sports and other University facilities will be available and - of course - there will be social evenings to enable participants to get together outside formal meeting times with - for the brave - the chance to participate in a game of skittles on Thursday and Sunday evenings.

To those who read this item during Summer School 1999 - welcome, and enjoy your stay in Bath. To those who read this after July, there's always next year!

Mary Hayden, Director of Summer School

Who's Who in Advanced Courses?



Fay Jeffery, Sue Oakley and Philippa Wheeler:
administrative support for Advanced Courses.

A question frequently asked is: 'What are the rôles and responsibilities of those most closely connected with Advanced Courses?' **Kate Bullock** is Director of Studies for Advanced Courses, and therefore responsible for the programme overall. **Fay Jeffery** and **Philippa Wheeler** work with Kate and provide administrative support for all aspects of individual student involvement in the full time MA and part-time MAEC programme. **Mary Hayden** is Director of Summer School and overseas Study Centres, and administrative support for all arrangements in this connection is provided by **Sue Oakley**. But don't worry if you forget who's who - if your enquiry goes to the wrong person, we'll pass it on!

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