

Review of Evidence

Research



Theme 12
Globalisation and FE

Introduction

This review is an updated version, commissioned by LSIS, of part of a research project originally commissioned by the QIA. The project aimed to support QIA in adopting an evidence-based approach to the development of programmes and materials to support improvement in the post-16 system, and to ensure that future research, development and practice are based on awareness and understanding of the issues facing the further education system.

This review is one of a series of twelve which are intended to be useful to managers, practitioners and others working in the learning and skills sector. A thematic review was undertaken of current and recent research findings, relevant materials and resources. Items were selected that inform and support improvement.

Section one contains the key messages for improvement that emerge from the materials identified by the review. Section two contains a catalogue of those materials from which these messages have been drawn.

The twelve themes are:

- Theme 1** Learner voice and involvement
- Theme 2** Meeting employers' needs
- Theme 3** Reviewing performance and managing improvement in further education system organisations
- Theme 4** Further education system workforce development
- Theme 5** 14-19 agenda
- Theme 6** Quality issues in delivery of the post-16 curriculum
- Theme 7** Success rates disparities and progression issues for different learner groups
- Theme 8** The potential impact on quality of moving to a more demand led funding system
- Theme 9** Barriers and enablers in relation to more effective provider and sector self-improvement, as a precursor to self-regulation.
- Theme 10** Leadership
- Theme 11** Equality and Diversity
- Theme 12** Globalisation and FE

One of a series of 12 reviews of evidence commissioned by LSIS in 2009.

Section 1

Summary of key messages for improvement

What is Meant by Globalisation?

There are many definitions of globalisation from intensification of connections and linkages around the world to interdependence of societies.

To most commentators the term globalisation is seen in relation to integrating communication and trade on a global scale. It is often seen within education in terms of marketisation of courses and expertise, but it can also be seen to cover global technologies, movement of peoples across the world and emergence of global cultures

In terms of further education and training, the term globalisation could be said to cover the following areas: impact of changing local economies and resultant impact on local employment and skills needs as a consequence of closure of factories, movements of people and different types of jobs: extent to which the services and provision the college or provider now offers is global and available to people from all over the world: learning within courses that makes connections to equipping the student for living and working in a global economy.

There is a wealth of literature also on globalisation and education looking at both the economic impact but also changes to how education is being delivered around the world. They include Jarvis, P (2007), Lauder, H., Brown, P., Dillabough, J., Halsey, A., (2006), Spring (2009) and Popkewitz and Rizvi eds. (2009).

There are only a few publications that specifically address the impact of globalisation on further and adult education. The report by Centre for Excellence in Leadership (2007) is one that specifically addresses the challenges for leadership in the sector. The report for LSIS by Bourn et.al (2010) is the first to look at the impact of globalisation in terms of practice.

To help staff within further education look at what and how debates around globalisation could be valuable within subject areas and staff professional development, there is a wealth of material produced by development education organisations www.globaldimension.org.uk. There has also been some useful material produced by World Bank on their Youthink website (www.youthink.worldbank.org) and a number of the bodies have produced resources relevant to post-16 qualifications (Learning and Skills Network and AQA on Citizenship for example). The AQA (2007) resource on Globalisation emphasises the term in the context of speed of communications and trade, predominance of multinational companies, sourcing of raw material and labour and global brands. The business education website, www.bized.co.uk is probably one of the best starting points for resources and teaching ideas on globalisation.

Questions to consider:

Senior Managers with a strategic role:

To what extent has our institution discussed and thought about what have been and are the implications of globalisation on what we provide and how we deliver it?

Have we given sufficient consideration to developing the leadership and management skills within our institution to address the complex and global nature of our communities and the interconnectedness of the cultural, social, economic and environmental aspects of globalisation?

Quality and Staff Development Managers

Are we providing opportunities for staff to understand what is meant by globalisation and what it means for our learners?

Are we addressing the ever changing skills needs of our staff in areas such as IT, curriculum change and cultural diversity of our learners?

International Directors/Managers

In the development of our international work, to what extent is globalisation a driving force if so, how?

How can we ensure that our international programme is seen as directly relevant to all of our learners and enabling them to make sense of what living in a globalised world means?

Curriculum Directors and teams

Where and how does globalisation figure in the curriculum we provide? Should we consider undertaking an audit of global dimension in our courses?

How can we best address globalisation within our courses?

To what extent can areas such as the enrichment programme, tutorials and extra- curricula activities help to address understanding what globalisation means for the individual learner?

Skills for a Global Economy

All further education and training providers will have to be aware of what policy-makers are interpreting as the key skills needs for working in a global economy.

Within the UK and also at a European level there have been a number of policy reports that have made reference to the impact of globalisation on training programmes and the need to re-think skills and vocational education strategies. Examples at a European level include CEDEFOP (2008), Leney, T (2004), European Commission and the Member States within the Education and Training 2010 Work Programme (2006). Within the UK, the emphasis has either been on bringing together various programmes on international work (DIUS, 2008, DfES, 2005) or those that are primarily focussed on a skills for employment agenda (DBIS, 2009; HM Treasury, 2006). See also Humphries, C. (2006)

Valuable overviews of this area from a research perspective are Teaching and Learning Research Programme (2008), Ashton, D. (2007) and Brown, P., Lauder, H. and Ashton, D. (2008) and Playfoot and Hall (2009) commissioned by Edexcel.

Examples of resources that address aspects of global skills are Baby Milk Action's publication Seeing Through the Spin which is an online resource helping learners look at media messages through a critical eye www.babymilkaction.org/spin/ The publication 80:20 Development In An Unequal World (2006) provides some valuable suggestions for activities in this area.

Questions to consider:

Senior Managers with a strategic role:

What dialogue have we had with local employers about skills needs in the context of a rapidly changing world? Should we initiate some dialogue with them on this area?

To what extent are we aware and up to date with recent UK and international policy initiatives on skills and where and how should we ensuring there is discussion about them within our institution?

International policies on skills create opportunities for UK providers to raise both global awareness and transfer of knowledge and expertise. How do we ensure that these are not mutually exclusive?

Are we doing enough to market our institution as one that provides learners with the skills they need to work in a global economy?

Quality and Staff Development Managers

How can we best equip our staff to review the content of the courses we provide so that they can address a rapidly changing skills need?

What linkages do we have with employers with regard to specific courses that can ensure we are continually ensuring our programmes are relevant for a global economy?

International Directors/Managers

To what extent are we, and can we, ensure that any international work we engage with includes some reference to addressing skills needs within a global economy?

What role can we play in providing support to any international partners we may have to enable them to address skills needs in the context of globalisation?

Are our transnational partnerships structured in a way which enables all parties to benefit and grow in accordance with their specific needs?

Curriculum Directors and teams

How do we ensure our learners are continually thinking about the types of skills needs they are going to need in the future and how, as a result of globalisation, this is likely to be ever changing?

Consider identifying specific courses that could benefit from more content on skills in the context of a global economy and look at how to ensure we have the resources and expertise to respond to these changes.

How do we deal with partner institutions that may not have regular access to the internet?

Global Skills

In response to the challenges of the need to re-think skills in the context of globalisation, there has been some discussion and a number of reports that have looked at what is specific about global skills.

There have been a number of initiatives, notably in the USA, on identifying skills needs for the twenty first century See for example www.eworldwise.com and www.21stcenturyskills.org.

King, K. and Palmer, R. (2008) look at the international picture in relation to global skills and Bourn (2008) looks at the UK context.

Further work on what global skills are and the impact of globalisation was undertaken by Bourn, et.al (2010) that includes examples of practice by colleges and other further education providers. This work builds on earlier publications by the Development Education Association (DEA) (2007).

The initiatives by Lancashire Global Education Centre (2008) give examples and activity ideas related to specific curriculum subject areas with the emphasis on globalisation and development.

From a corporate point of view see KPMG (2008) research on Global Skills Convergence. It is particularly valuable for identifying views of leading figures in the corporate world.

However this whole area of global skills is still at very early stages of development and further education providers may well find relevant material in related areas such as culture and diversity and community cohesion.

Questions to consider:

Senior Managers with a strategic role:

How do we address the issues raised in the various reports on global skills within our institution? What language and themes do we use if not global?

Is there a need for the institution to strategically consider what and how the term global skills means for us and what changes we may as a result need to consider?

Quality and Staff Development Managers

Within the various aspects of global skills, what particular themes and areas do we need to give specific attention to in terms of both staff and learner needs? For example should the primary focus be on knowledge and content about global questions, should it be on cultural diversity, ICT or should it be on making links between local and global economic needs?

How can we best offer professional development on global skills for our staff? Should it be in the form of short courses, peer mentoring or through involvement of external bodies?

International Directors/Managers

How do we best bring global skills into our international work?

To what extent can and does the AoC's International Charter provide a mechanism for making connections between these agendas. If so, how do we best use the Charter?

Curriculum Directors and teams

Underpinning some of the definitions of global skills is a recognition of the need to address different perspectives and approaches. How can we best include this within the courses we provide especially in the more vocationally based programmes?

For many learners global skills could seem very daunting as beyond their capabilities. How can we make some of the points around understanding different points of view, team work skills etc. achievable?

Internationalisation

Research by Bourn (2008, 2010) for LSIS on globalisation suggests that for many people within further education and training, the term 'global' is usually seen as being linked to international work.

Therefore for any institution in the sector discussions on globalisation are bound to have a link to any existing international work whether it is about marketing courses overseas, recruiting international students, capacity building programmes or partnerships. Therefore in looking at the question of globalisation, providers should consider where and how their international work relates to the learning and skills needs for a global economy.

The term internationalisation is one that is most commonly used in further and higher education to recognise the 'process of integrating an international/intercultural dimension into the teaching, research and service of the institution' (Altbach and Knight, 2007). There is a wealth of literature that addresses what internationalisation means within the context of higher education. Many of the issues raised in this literature is relevant to further education in that they explore the tensions between seeing internationalisation as about economic needs such as recruiting overseas students or selling courses and skills versus one that recognises different perspectives and approaches around the world and that needs to be sensitive to dangers of neo-colonialism.

These issues and tensions have been constant since the DfES (2005) international strategy and the DIUS (2008) statement which both refer to economic needs and learning priorities. The Prime Minister's Initiative on International Education (PMI1) (1999) was overtly about marketing the UK as a destination for international students. This was followed by the second initiative (PMI2) in April 2006, which recognised the importance of international strategic alliances to the UK's positioning in international markets. Though the ultimate aim of PMI2 is still commercial, the HE and FE partnerships funds have in practice enabled UK Universities and FE Colleges to play a part in the reform of international VET systems and this in turn has contributed to the globalisation of their own institutions.

There has been little research apart from Association of Colleges and Warwick Institute for Employment Research (2008).

The recommended starting point for Colleges is the Association of Colleges (2010) International Charter which through AoC provides material and back-up professional development to support them implement its objectives.

Questions to consider:

Senior Managers with a strategic role:

Do we have an international strategy? If we do how does it make linkages to themes around globalisation? If we do not, should we and would it be a useful mechanism for addressing skills needs in a global economy?

How valuable is it for our institution to have international students beyond generating more income?

Do we recognise and maximise the contribution the college's commercial international activities can make to globalising the college?

Do we have systems and structures in place to ensure that the wider outcomes of international activities can be effectively disseminated and embedded within the college?

Are we signed up to the AoC International Charter and do we need to have a management group overseeing the integration of our international work into the broader life of our institution?

Quality and Staff Development Managers

What impacts does our international work have on learners and staff within our institution? How can we best maximise this impact in terms of addressing skills needs?

How can we best ensure that international students have a quality experience and that they are integrated into the broader life of the college?

What role can the AoC International Charter play as a mechanism for addressing professional development needs of our staff?

International Directors/Managers

What can and should we be doing to raise the profile of our international work and how can we demonstrate its contribution to the broader learning needs of our students?

Where and how can we best identify expertise within the institution that can help us take forward our international work?

Can we identify and take action on opportunities for relevant peer learning and support in conjunction with other colleges?

Curriculum Directors and teams

Where can we best bring in the international dimension to our teaching and learning?

How can we maximise the experiences and perspectives of our international students for the broader learning and development needs of our institution?

International Partnerships

The most direct manifestation of international work and response to globalisation within further education has been through international partnerships. The rationale for this is outlined in Bourn (2008) and Bourn et al (2010).

An important consideration is what is meant by 'international partnerships' and there have been discussions as to the extent that partnerships can be on an equal basis if the funding is from one source, i.e. the UK and if the partner is from a country that has a weaker educational infrastructure.

With regard to further education the main summary of existing initiatives is the work of British Council and Otravista (2008). In terms of helping further education providers develop partnerships the toolkit developed alongside this summary (2008) is the obvious starting point. Material produced by UKOWLA (the one world linking association), particularly their toolkit is also very useful. There is also the DFID funded Global Community Links programme ([see www.dfid.gov.uk/Getting-Involved/How-you-can-help/DFID-Community-Linking-Programme/About-the-programme/](http://www.dfid.gov.uk/Getting-Involved/How-you-can-help/DFID-Community-Linking-Programme/About-the-programme/))

Questions to consider:

Senior Managers with a strategic role:

What role and purpose do international partnerships have within our institution?

How can we ensure that any partnerships we develop are sustainable and are mutually beneficial?

Quality and Staff Development Managers

In developing our international partnership activities, what are we doing so that our staff and our learners have the capacity and approach to engage in such practice in a form that promotes a more global vision?

What preparation and professional development are we providing for our staff to engage in an international partnership?

Where and how are we monitoring and evaluating the effectiveness and impact of our partnerships particularly in terms of its contribution to broader learning goals and objectives and the aims of our institution?

International Directors/Managers

How are we ensuring we are kept informed of partnership opportunities?

What do we consider to be the key criteria to provide a foundation for any form of partnership that might be open to us?

Curriculum Directors and teams

What preparation and support are we giving to our learners to enable them to maximise the learning opportunities from experiencing an international partnership?

What contribution can a partnership provide to a particular course or programme we are providing? What added value does and could it give?

Global Citizenship

Citizenship is clearly a driver for promoting understanding and learning about the wider world. There have been a number of publications linked to specific curricula produced by bodies such as the Learning and Skills Network.

The term 'global citizen' was also used within a number of publications by the Labour government between 2005 and 2010 (DfES, 2005, DIUS, 2008). It is also a term used by a number of non-governmental organisations as a way of encouraging young people particularly to be more globally aware and to want to become more engaged in social change (Oxfam, 2006). For a summary of the relevant debates and interpretations of the value and usage of the term with regard to higher education see Bourn in Jones, E ed. (2010).

Within further education the term is used in the context of the post-16 Citizenship material or within a few colleges such as City and Islington and King George V, Southport (quoted in Bourn et.al 2010) who refer to encouraging their learners to be global citizens, as an important role for their institution.

Questions to consider:

Senior Managers with a strategic role:

To what extent are terms such as ‘preparing our learners to be global citizens’ useful as a means of capturing the imagination of employers, local community and learners?

Would it be valuable for our institution to consider involving external groups such as Raleigh International, People and Planet and Oxfam or a local Development Education Centre in our activities?

Quality and Staff Development Managers

In the broader provision of our institution are there and should there be opportunities for learners to engage in more political activities?

Where and how can we bring a global dimension into our activities and courses around citizenship, volunteering and community involvement?

International Directors/Managers

Are there opportunities within our broader international work to bring in discussions and themes on areas that have a stronger values base and that recognise areas such as global poverty and sustainable development?

Curriculum Directors and teams

Where and how can we bring an active and socially conscious element into our courses and programmes?

Do we and should we maximise opportunities like FairTrade Fortnight, Refugee Week or Earth Day as a way of broadening our learners experiences?

Are we comfortable in running and supporting active global citizenship activities?

Inter- Cultural Dialogue

In addition to international work, one of the other areas where further education providers would tend to see their response to globalisation is in relationship to supporting staff and learners in dealing with people and issues from different cultural perspectives. Although this area has often in a policy sense become interpreted as community cohesion, there is evidence from a range of further education providers (see Bourn, 2010) that are consciously addressing inter-cultural dialogue.

The term inter-cultural is often used within a European context to summarise learning across cultures. There are a number of European initiatives and UNESCO publications that specifically address these areas (www.unesco.org/culture/dialogue).

Within the UK and with regard to further education, the most important material produced in the past five years has been by CILT (the National Centre for Languages) who produced in 2008, National Occupational Standards for Intercultural Work (CILT, 2008). CILT's work in this area is very significant and their Qualification Strategy for Languages and InterCultural Skills written by A.M.Graham (2009) provides some valuable information and examples.

With regard to resources to help staff with professional development programmes and activities for learners, the work of NIACE is important. Also Andreotti and De Souza (2008) and particularly the web sites they have developed with development education centres and the University of Nottingham are important. They are www.osdemethodology.org.uk and www.throughothereyes.org.uk.

Questions to consider:

Senior Managers with a strategic role:

If we wish to seriously engage in international work, recruit international students and ensure we are addressing the global skills agenda, to what extent do we need to re-visit our whole ethos and ways of working to ensuring we are inclusive and open to learners from all social and cultural backgrounds?

How can ensure that our wider community and international linkages enrich the learning within our institution?

Do we need to consider inter-cultural understanding as a component of the person specification within the recruitment of our staff?

Quality and Staff Development Managers

Recognising and promoting different voices and perspectives can be a major challenge for any educational institution, particularly when the content is driven by nationally agreed qualifications. How can we address this broader vision without at the same time ignoring the curriculum?

Should we consider undertaking an audit across our institution that looks specifically at current opportunities and needs regarding inter-cultural dialogue? Areas we could specifically consider are community languages and different religions and customs.

Should we be considering some professional development for our staff on intercultural working, looking particularly at the CILT National Occupational Standards for this area?

International Directors/Managers

Where and how can we bring in recognising the importance of inter-cultural dialogue and understanding and different perspectives in the preparation and organisation of our international work?

Curriculum Directors and teams

Within our diverse student body how are we ensuring there are opportunities for inter-cultural dialogue and learning and how are we addressing any obstacles to this?

A lot of conceptions about different cultures are based on stereotypes and through the organising of activities that re-enforce differences rather than similarities between cultures and communities. How can we best address this through our activities that move beyond traditional images about people and cultures from say Muslim communities or sub-Saharan Africa?

Globalisation and Sustainable Development

Sustainable development has been an area of major expansion within further education over the past decade. There have been a wealth of policy initiatives, strategic documents and examples of practice published. These include Centre for Excellence in Leadership (2007), Learning and Skills Council (2005 and 2010), Learning and Skills Development Agency (2004).

A driver for this expansion has been the UN Decade on Education for Sustainable Development which runs from 2005 to 2014 and there have been a number of valuable publications published by UNESCO (2009) that are relevant to further education.

A useful reference publication that looks at sustainable development and vocational education around the world is Fien, J., Maclean, R., Park, M. (eds.) (2009).

In terms of examples of practice and keeping an update on current policy initiatives, the best starting point is the website of the Environmental Association for Universities and Colleges, www.eauc.org.uk

There are however few examples of materials and publications that specifically address either links between globalisation, sustainable development and further education. Among the few that do are Martin etc. and the work of the Lancashire Global Education Centre, see www.lgec.org.uk

Questions to consider:

Senior Managers with a strategic role:

Do we have a sustainability policy and if so to what extent does it move beyond environmental performance indicators?

How can we raise the profile of sustainable development within our institution and best link it to the needs of a global economy?

Quality and Staff Development Managers

How can we best provide opportunities for staff to learn about sustainable development and bring its various components and themes into courses and broader learning opportunities?

Should we be considering involving external bodies to help in this process such as People and Planet and WWF?

Sustainable development is getting an increased profile and support across all sectors of learning and teaching. Where and how can we use this increased interest to make connections to global agendas?

International Directors/Managers

Should we be considering a sustainability audit in developing any form of international programme we offer?

How and where can we bring the themes of the AoC International Charter into the learning that links globalisation and sustainable development?

Curriculum Directors and teams

Where and in what subjects particularly is it most appropriate to bring in themes around sustainable development? Where do I get support from if I wish to do so?

How can we best link skills needed to address understanding of sustainability with global skills?

Section 2

Catalogue of research, materials and resources

Item no: 1

Reference type:
Policy Document

Author: CEDEFOP

Year: 2008

Title:
Future Skills Needs in
Europe – Medium
Term Forecast

Place of publication:
Luxembourg

Publisher:
Office for Official
Publication of the
European Communities

This publication presents medium-term projections of employment and skill needs across Europe (25 member states plus Switzerland and Norway). This evidence is intended to inform policy-making to prevent or alleviate possible future distortions on labour markets – skills shortages or gaps, other forms of skills mismatch such as oversupply or over qualification of workforces. It breaks down sectoral employment trends by occupation and qualification.

Key Findings:

Over the past few decades Europe has seen a shift from primary industries (especially agriculture) and from traditional manufacturing industries towards services and knowledge-intensive jobs. This forecast suggests this is to remain a key feature over the coming decade.

By 2015 there could be an additional 13 million jobs with almost 9 million in business and miscellaneous services, over 3 million in distribution, transport etc (which includes hotels and catering).

Alternative scenarios are explored that range from a low increase of 7.5 million to a high of 17.5 million additional jobs.

The demand for higher level jobs such management, professional work and other technical support of those activities is expected to increase.

Jobs requiring traditional agricultural skills and several other craft-related skills are expected to decline.

There could be significant expansion in jobs for service workers, especially retail and distribution and elementary occupations requiring little or no formal training.

Technological and other changes are tending to polarise the demand for skills, creating many jobs at higher levels and at the lower ends of the job spectrum.

The results highlight a general increase in qualification levels across most jobs.

Item no: 2

Reference type:

Policy Document

Author: DBIS

Year: 2009

Title:

Skills for Growth the
National Skills Strategy

Place of publication:

London

Publisher: HMSO

This report is set in the context of an economic downturn. 'It sets out an active approach to equipping this country for globalisation by making sure we have the skills that underwrite the industries of the future: skills for high-tech, low carbon driven growth.'
(Peter Mandelson, Foreword)

Key themes are:

- Twin objectives of wider and more flexible access to skills to allow for social mobility and a greater focus on the skills required for the modern world of work.
- Need to boost apprenticeships and vocational routes into higher education and the professions as well as supporting those already in employment get the opportunity to increase their skills.
- The needs of growing markets like bioscience and low-carbon will require new and higher level skills. The skills system needs to equip Britain with a workforce capable of prospering in the demanding conditions of a globalised knowledge economy.

Therefore the report proposes new priorities or approaches in six key areas:

- How we promote the skills that matter for economic prosperity in modern Britain.
- How we can dramatically expand the advanced apprenticeship system for young adults.
- How we ensure the system responds to demand from businesses, while ensuring that key sectors for growth and employment sectors are better supported through the skills system.
- How we can go further in ensuring all adults are empowered to equip themselves for future jobs.
- How we can raise recognition among more businesses of the value of investing in workforce skills.
- How we can further improve the quality of provision at further education colleges and other training institutions.

The report then proposes ways that the DBIS will support these priority areas.

Item no: 3

Reference type:

Policy Document

Author: DIUS

Year: 2008

Title:

Globalisation: Meeting
the Challenge.

An International Strategy
for Further Education
in England

Place of publication:

London

Publisher:

LSIS on behalf of the FE
Globalisation Strategy Group

This report recognises that the increasingly important global issues of economy, climate change, sustainable development, poverty and social cohesion provide a challenge to FE to 'help their learners improve their knowledge and understanding of the wider world and the impact of global forces on their lives.' (p.10) Therefore global learning and global skills need to be a core feature of FE provision.

It provides a set of questions for FE leaders to ask about their own institution to assess the impact of global influences on it.

It identifies 4 goals that 'encapsulate the essential features of FE's contribution to global skills development and the international agenda':

Supporting social cohesion and global citizenship: establishing a strong global dimension in learning, appreciation of other cultures, exchange/partnership opportunities and an understanding of the Millennium Development Goals (MDGs).

Supporting Engagement with international partners to achieve their goals and ours: using partnerships for staff development, to build up knowledge base in EU, learning from best practice in other countries and participate in World Skills Competitions and supporting MDGs especially vocational training in Africa.

Maximising the contribution of the FE service to overseas trade and inward investment: promote UK education to increase international learners in UK and delivery at overseas outlets, make the UK an international leader in technology for education and training, work with employers to support skills development and exports.

Developing an underpinning infrastructure to support international engagement: mainstreaming international perspectives into policy and practice across the FE service, including quality improvement, workforce development, curriculum and qualifications.

Lists the benefits of a more global agenda in FE for learners, FE providers, employers, local communities and international partners (p.14).

Suggestions for what FE providers can do: develop international strategy, partnerships relating to local ethnic make-up, overseas recruitment, sharing practice, use overseas students to contribute cultural experience in college, extra-curricular clubs and intercultural events.

Item no: 3 *Continued*

Role of Government – to recognise, encourage and support good practice and provide particular funding or structural support where this is needed.

DIUS and key national agencies will put into practice a high level action plan investigating current practice, motivating through mechanisms such as policy documents, quality assurance and National Improvement Strategy, capacity building through professional activity and maximising opportunities such as the 2012 Olympics and co-ordinating the communication of good practice and information.

The report also contains a number of short case studies of international work in FE and details of how all the key agencies can support this agenda. The agencies included are: Association of Learning Providers, Association of Colleges, Becta, British Council, CILT, DIUS, Institute for Learning, Learning and Skills Council, LSIS, Lifelong Learning UK, NIACE, Ofsted, Sixth Form College's Forum, TVET UK, 157 Group.

Item no: 4

Reference type:
Policy Document

Author: DfES

Year: 2005

Title:
Putting the World
into World Class
Education

Place of publication:
London

Publisher: HMSO

This report outlines 3 key goals to fulfil the vision of the 'UK as a confident, outward-looking society and a leading edge economy playing its full part in the world.'

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

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

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

These goals are underpinned by certain values including the need 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.

The report goes on to suggest ways of supporting each of the goals through suggestions and case studies of learning in a global context at all levels of education.

Item no: 5**Reference type:**

Policy Document

Author: Leney, T

Year: 2004

Title:

Achieving the Lisbon Goal:
the contribution of VET:
Final Report to the European
Commission 1-11-04

Place of publication:

London

Publisher: QCA

The report sets out evidence and conclusions concerning the performance and development of VET systems and processes in line with the Lisbon strategy, in particular:

The contribution that VET is making towards achieving the Lisbon goal; how governments and social partners assess their role in optimising this contribution; and how progress can be strengthened if Europe is to move towards a more open, inclusive, transparent and EU-based labour market;

Emerging good practice and innovation, particularly in the field of teaching and learning;

Ways in which developments in VET can be reflected better in actions towards achieving the Lisbon goal;

Steps needed to improve the available quantitative and qualitative information on VET to help assess progress and barriers to achieving the Lisbon goal.

Item no: 6**Reference type:**

Policy Document

Author:

European Commission
and the Member States
within the Education
and Training 2010 Work
Programme

Year: 2006

Title:

The Key Competences
for Lifelong Learning – A
European Framework

Place of publication:

Luxembourg

Publisher:

Official Journal of the
European Union on 30
December 2006/L394.

This document is intended to act as a European-level reference tool for policy-makers, education providers, employers and learners. It identifies 8 key competencies that, in light of globalisation, all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

For each competency it provides a definition and notes on the essential knowledge, skills and attitudes related to each.

The competencies are:

Communication in the mother tongue

Communication in foreign languages

Mathematical competence and basic competences in science and technology

Digital competence

Learning to learn

Social and civic competences

Sense of initiative and entrepreneurship

Cultural awareness and expression

Item no: 7**Reference type:**

Research Report

Author:Baldauf, B., Hogarth, T.
and Hoyos, M.**Year:** 2008**Title:**Going Global? UK FE/
TVET – opportunities in the
international market**Place of publication:**

Coventry

Publisher:Association of Colleges
and Warwick Institute for
Employment Research

Funded by the Prime Minister's Second Initiative for International Education (PMI2). In PMI2 the emphasis is on establishing the UK education brand, the quality of the student experience, and strategic partnerships.

For the period 2006-2011 the plan is to increase the number of non-EU students by 30,000 in FE and 70,000 in HE, and to double the number of countries which attract more than 10,000 students per year to the UK.

This study looks at the demand for Technical Vocational Education and Training (TVET) in China, India, Russian Federation, Vietnam and UAE as well as the strengths and weaknesses of UK provision and the competition from Australian, Germany and USA.

Strengths of UK FE (As viewed by International FE): good reputation, qualifications with good quality assurance, range of courses, flexibility, progression to HE, English Language
Weaknesses of UK FE: perceived lack of emphasis on general education, quality assurance for qualifications delivered abroad, status of awarding bodies, independence of colleges (no government accreditation).

Item no: 8**Reference type:**

Research Report

Author:

Bourn, D.

Year: 2008**Title:** Global Skills**Place of publication:**

London

Publisher: LSIS

This report was produced for the Learning and Skills Improvement Service (LSIS) and provides an overview of debates, policy initiatives and practice relevant to global skills.

The key elements for global skills are identified as:

- An ability to communicate with people from a range of social and cultural backgrounds
- An ability to work within teams of people from a range of backgrounds and other countries
- Openness to a range of voices and perspectives from around the world
- Willingness to resolve problems and seek solutions
- Recognition and understanding of the impact of global forces on people's lives
- Willingness to play an active role in society at local, national and international level

The report concludes that there is a need within FE to implement a framework that equips the UK workforce to make sense of the global society, with the appropriate skills to be active participants in the global society and economy of the twenty first century.

Item no: 9**Reference type:**

Research Report

Author:

Bourn, D., Blum, N and Bentall, C.

Year: 2010

Title:

Learning and Skills for a Global Economy- The response of further education college and training providers to the challenges of globalisation

Place of publication:

London

Publisher: LSIS

A research report undertaken by staff from the Development Education Research Centre at the Institute of Education that gives examples of how further education providers are responding to globalisation through their courses, activities and broader aims.

It includes sections on areas such as the 'globally minded college', skills for a global economy', courses and qualification and professional development.

The research is based on interviews and visits with a range of further education providers including not only colleges, but private training providers and practitioners in adult education.

Item no: 10**Reference type:**

Research Report

Author: British Council and Otravista

Year: 2008

Title:

A Review and Taxonomy: International College Partnership Models

Place of publication:

London

Publisher: British Council

This Review identifies 6 types of international partnership models used by the FE college sector and highlights the critical issues and success factors in relation to international college partnerships. It looks at the policy and funding landscape in which they operate and the most commonly occurring business models and areas of focus. The bulk of the review is split into the following categories:

Partnerships to facilitate 'mobility' and professional development: those for which placement or exchange is the key focus of the collaboration.

Bilateral institutional partnerships: those for which a bilateral arrangement is the central structure.

Mono-structural consortia: this category is used to describe a consortium for the implementation of European or international activities, which consists mainly or wholly of education institutions.

Multi-structural consortia: engagement via a UK consortium model which also consists of non-education partners such as local or regional authorities, employers, Chambers of Commerce, Sector Skills Councils and specialist agencies.

Partnerships linked to government frameworks for TVET reform: a model which (1) includes partnership between governments and national agencies focusing on a framework for VET systems reform which then (2) encompasses partnership between colleges and other service agencies at implementation level.

Item no: 10 *Continued*

Networks: these networks may exist to fulfil a specific purpose linked to a theme or an area of activity or services to a particular client group but they also frequently provide a support facility for other types of partnerships.

The report presents case studies and some conclusions from the research undertaken on all of the above categories.

Available at: http://www.britishcouncil.org/intl_partnerships-2.pdf

Item no: 11

Reference type:

Research Report

Author:

Centre for Excellence
in Leadership

Year: 2007

Title:

Leadership for
sustainability:
Making sustainable
development a reality
for leaders

Place of publication:

London

Publisher:

Centre for Excellence
in Leadership

This report presents the findings of a research project and a critical review of interim findings gathered from participants at a conference hosted by CEL and Forum for the Future held in May 2007.

The research aimed to:

- Identify the barriers and enablers to leadership for sustainability.
- Assess the differences and similarities between good leadership and leadership for sustainability.
- Inform CEL's strategy for supporting the development of leadership for sustainability.

The appendix presents a model comprising manufactured capital, social capital, human capital, environmental capital and financial capital. This can be used to develop a strategy for sustainable development. Findings from the research are mapped onto the CEL's Leadership Qualities Framework (LQF). The report includes examples of current practice under each of the 16 leadership qualities identified in the framework.

The research found that leaders who were effective in terms of sustainable development had many of the qualities specified in the LQF, but that some areas of skill and knowledge need to be developed. Recommendations formed the basis of CEL's sustainable development strategy, towards leadership for sustainability (CEL, 2007).

Item no: 12**Reference type:**

Research Report

Author:

Centre for Excellence
in Leadership

Year: 2007

Title:

The Leadership
Challenges of
globalisation
Summary Report

Place of publication:

London

Publisher:

Centre for Excellence
in Leadership

This report outlines 'The Global Challenge' as the impact and challenges of a global economy on the UK economy as well as the increasingly multinational and ethnically and culturally diverse local communities and workforce that FE and training providers work with. Therefore, FE has a key role in helping learners to understand and play an active role in the global economy – as citizens, workers and consumers.

Challenges for leader in the lifelong learning sector.

Examples of what has been achieved so far

What remains to be done – largely ensuring that an international dimension is core to an institutions purpose rather than an optional extra?

Recommendations for action – for colleges and training providers, government and FE national agencies, the Learning and Skills Council, Ofsted, sector skills councils and for CEL and Lifelong Learning UK.

Item no: 13**Reference type:**

Research Report

Author: Newell-Jones, K

Year: 2002

Title:

The Global Learning
Challenge: Strengthening
global perspectives in
lifelong learning

Place of publication:

London

Publisher:

Development Education
Association

This is a briefing paper principally for policy-makers in lifelong learning in England. It outlines the changing role of education and the need to equip people to make connections between their own lives and the lives of others around the globe.

It makes connections with government policies, themes and agendas including global interdependence, skills for a global economy, active citizenship and social inclusion, cultural diversity and race equality and improving quality of life. There are a number of case studies from colleges and adult learning providers across England developing global perspectives in practice and a checklist for taking the agenda forward.

Item no: 14**Reference type:**

Research Report

Author: DEA

Year: 2003

Title:Global Perspective in
Adult Learning**Place of publication:**

London

Publisher:Development Education
Association

This publication explores the concept of global perspective in adult learning and offers a set of case studies to demonstrate what the concept looks like in practice.

These come from three FE colleges, committed to a whole college approach to incorporating the global dimension into adult learning, two from individual tutors with a strong personal commitment to the global dimension who have incorporated this into their teaching and two demonstrating trade union and NGO education models. The final case study focuses on training of tutors and facilitator through an accredited programme. The publication ends with some suggestions for how to move the global perspective agenda in adult education forward.

Item no: 15**Reference type:**

Research Report

Author:

Graham, A. M.

Year: 2009

Title:Qualification Strategy for
Languages, Intercultural Skills,
Interpreting and Translation**Place of publication:**

London

Publisher: CILT

This strategy has been developed to address the continuing trend towards globalisation of business activity. Languages and Intercultural skills are essential skills across all industrial or commercial activities.

Languages and Intercultural skills form an important or an advantageous component of the overall skills make-up of a wide range of occupations. They also underpin the specialist skills required by the language service industry, which itself adds value to all sectors, namely translation, interpreting and language and intercultural skills training. In this regard, these specialist skills are also cross-sector skills.

The Qualification Strategy (QS) will be applicable to all cross-sector applications of languages and intercultural skills as well as all the related sub-sectors. The QS is targeted at engaging learners from the age of 14 through to adults. It incorporates a range of different accredited and non-accredited qualifications and recognised training, from qualifications applicable to school-aged learners through to those for learners in post-16 and adult education and training.

Issues and priorities: the research carried out by CILT, the National Centre for Languages has identified the following priorities for action:

- Ensure there is a range of qualifications available that meet employer and learner needs for languages and intercultural skills.
- Promote awareness and understanding of how language and intercultural skills can benefit UK and international business and social cohesion.
- Explore opportunities for vocational experience of languages and intercultural skills within Higher Education.

Item no: 16**Reference type:**

Research Report

Author: Graddol, D**Year:** 1997**Title:**

The Future of English

Place of publication:

London

Publisher:

British Council

The Future of English? was commissioned by the British Council and written by researcher David Graddol.

First published in 1997 for educationists, politicians, managers –the book explores the possible long-term impact on English language of developments in communications technology, growing economic globalisation and major demographic shifts at the end of the twentieth century and beyond. It uses existing linguistic research as a basis for examining new trends in globalisation, popular culture and economic development to see how these affect the future use of English.

Available at: www.britishcouncil.org/learning-elt-future.pdf

Item no: 17**Reference type:**

Research Report

Author: Graddol, D.**Year:** 2006**Title:** English Next**Place of publication:**

London

Publisher:

British Council

This report builds on Graddol's 1997 study and suggests we are in a new phase of the global development of English.

What are the new rules and who will be the winners and who will be the losers?

Available at: www.britishcouncil.org/learning-research-englishnext.htm

Item no: 18**Reference type:**

Research Report

Author:

Humphries, C.

Year: 2006**Title:**Skills in a Global Economy:
Proposals for UK skills policy**Place of publication:**

London

Publisher:

City and Guilds

This paper recognises the complex and significant skills challenges facing the UK economy and outlines these in the context of education for young people and adults.

Humphries suggests a review in policy is needed and outlines 10 proposals that may help the UK to anticipate and respond to the challenges:

- Tripartite responsibility for skills – Individuals, employers and government.
- Public funding prioritised to 'utility'.
- Maximising youth success – a restructuring of the secondary school system to serve the needs of all young people, not just the academically able.
- Sectoral actions with employers.
- Cluster programmes for small and medium enterprises.
- Reporting, incentives and employers – to change the perception of training in business from being a cost to being an asset.

Item no: 18 *Continued*

- Labour market information and guidance – ensuring the availability of labour with the right skills at the right time.
- Entitlements and skills priorities.
- Licenses to practice.
- Individual learning accounts.

Item no: 19

Reference type:

Research Report

Author:

Jameson, J. (Ed.)

Year: 2003

Title:

Leadership Practices in Lifelong Learning in a Global Society

Place of publication:

London

Publisher:

DEA funded by CEL

The focus of this research is the contribution development education perspectives make to leadership practices in lifelong learning for a global society. Its purposes are summarised as follows:

- An examination of the contribution experience of the use of global perspectives can make to the enhancement of existing leadership development initiatives to promote learning in the lifelong learning and skills sectors.
- An investigation of ways in which the development of leadership practices contribute to networks to promote lifelong learning pathways in the context of the global dimension.
- An enquiry into how government agendas such as the DfES International strategy to improve the quality of learning for a global society can be realised through the capacity building of practitioners in the sector to (a) equip adults for life in a global society and work in a global economy; and (b) engage with our international partners to achieve their goals and ours.

Available at: <http://www.dea.org.uk/resources/item.asp?d=898>

Item no: 20

Reference type:

Research Report

Author: Salt, B.

Year: 2008

Title:

The Global Skills Convergence: Issues and Ideas for the Management of an International workforce

Place of publication:

Malbourne

Publisher: KPMG

This report argues that there is a 'demographic faultline' running through much of the developed world created by more baby boomers exiting the workforce than Gen Y's and Millennials entering the workforce.

The argument advanced is that in the 21st century, labour and talent is increasingly able to flow seamlessly across the globe. It looks at the motivations and movements of Gen Y workers and, through interviews and demographic research, provide a global perspective on the global skills and labour shortage.

Available at: www.kpmg.com/Global/en/IssuesAndInsights/ArticlesPublications/Documents/The-global-skills-convergence.pdf (last accessed February 19, 2010)

Item no: 21

Reference type:

Research Report

Author:

Martin, S., Martin, M.,

Cohen, J., Aitken, L.

Year: 2004

Title:

Contributing to sustainable development. Centres of Vocational Excellence

Place of publication:

London

Publisher:

Learning and Skills

Development Agency

This report describes the policy context and explains the purpose of Centres of Vocational Excellence (CoVE). Sustainable development is identified as an issue for all occupations because of their impact on the environment.

The research assesses the contribution that CoVEs have made to sustainable development through the curriculum, buildings and equipment, community engagement and work with employers. Findings are based on a survey, which resulted in returns from 52 CoVEs, and interviews with staff in selected CoVEs covering eight specialisms. Quantitative results from the survey are given along with examples of good practice and eight descriptive case studies.

Examples of good practices identified by survey respondents, which may be worth considering by other providers are listed below.

- Use ICT effectively to save resources. For example, electronic technologies such as the virtual learning environment, whiteboards and electronic submission of assignments saves disposable resources. Consider using E-learning and blended methods of delivery to reduce the environmental impact of learners travelling to a learning centre.
- Adapt the curriculum of courses in agriculture, horticulture, heating, construction, food manufacturing technology to address sustainability issues.
- Work with local employers to identify new opportunities, such as introducing employers to develop more sustainable practices, technologies and innovative approaches to promote competitiveness.
- Provide cultural awareness training for supervisors and managers, and language skills training for workers where there is a demand.
- Consider how staff development and the learner offer address or could address the generic skills those required by current and future employees. These include the ability to understand the interconnectedness of the ecological, economic, cultural and political systems; the relationship between different occupations and resources; the international impact of the vocational sector; how to make decisions in an uncertain world; and how to engage with stakeholders.
- Consider how ICT might enhance teaching and learning and the implications for staff development of increasing the use of ICT.

Item no: 22**Reference type:**

Research Report

Author:

Brown, P., Lauder, H., Ashton, D. on behalf of the TLRP

Year: 2008

Title:

Education, Globalisation and the Knowledge Economy: A Commentary by the TLRP

Place of publication:

London

Publisher:

Teaching and Learning Research Programme

This commentary is based on a project investigating whether ideas about a global skills race find support in the actions of leading transnational companies and in the national strategies of emerging economies.

This project offers an initial assessment of whether the global knowledge-based economy is likely to meet the political aspirations of national governments and the social and economic aspirations of students and workers in Western countries, especially Britain. It is a seven country study of Britain, China, Germany, India, Korea and the United Kingdom.

Item no: 23**Reference type:**

Research Report

Author:

Playfoot, H, Stuart, C, Kilvington, C

Year: 2009

Title:

Effective Education for Employment: a global perspective

Place of publication:

London

Publisher:

Edexcel and White Loop

This report is the result of a major research project that looks at the challenges in developing workforces around the world that fulfil the needs of business and industry and identify practical solutions that provide effective education for employment.

It includes feedback from interviews from over 25 countries and looks in depth at 5 economies, China, India, South Africa, Brazil and UAE.

It concludes by making recommendations to business, government and policy-makers with a particular emphasis on the need for international quality systems, a greater focus on practical and experiential learning and a redefined language around skills.

Item no: 24**Reference type:**

Policy Document

Author: UNESCO

Year: 2002

Title:

Universal Declaration on Cultural Diversity

Place of publication:

Johannesburg

Publisher: UNESCO

The Universal Declaration on Cultural Diversity by the was adopted by the 185 Member States of UNESCO represented at the 31st session of the General Conference in November 2001.

For the first time the international community endowed itself with a comprehensive standard-setting instrument to assert its conviction that intercultural dialogue and respect for cultural diversity and tolerance are among the surest guarantees of peace.

Item no: 24 *Continued*

This booklet provides a basis for an understanding of the relationship between cultural diversity and sustainable development. In three parts it aims to build a common ethical vision, define a conceptual platform by clarifying the most challenging issues in the declaration and provide an action-oriented pool of ideas for implementation.

Item no: 25

Reference type:

Research Report

Author: Wals, A. (Ed.)

Year: 2009

Title:

Review of Contexts and Structures for Education for Sustainable Development 2009

Place of publication:

Paris

Publisher: UNESCO

The United Nations Decade of Education for Sustainable Development (DESD, 2005-2014) has reached its mid-point. A mid-Decade review was conducted to take stock of what has been accomplished during the first five years of the DESD.

At the same time, this review was designed to identify the obstacles encountered in creating structures, provisions and conditions that facilitate the development and implementation of ESD. Finally, the review aims to generate possible actions, based on the lessons learned during the first five years, for the remainder of the Decade. This report presents a succinct overview of the contexts in which regions and countries around the world are trying to develop Education for Sustainable Development (ESD) and related forms of education and learning. The report also sheds light on the structures that countries have put in place to promote and facilitate ESD. Policies, coordination mechanisms and budget allocations, to name a few, constitute the basic building-blocks necessary if progress in ESD is to be achieved.

Available at: <http://unesdoc.unesco.org/images/0018/001849/184944e.pdf>

Item no: 26

Reference type:

Academic Article

Author: Ashton, D.

Year: 2007

Title:

Globalisation and the Future of the Youth Labour Market

Place of publication:

Leicester

Publisher:

DeMontford University

This paper traces the impact of the process of globalisation on the dynamics of the youth labour market in the UK.

The first part explores the various facets of the process of globalisation that impact on the availability and type of jobs that young people can enter. The second part deals in more detail with the implications for those jobs typically entered by 16-19 year olds.

Item no: 27**Reference type:**

Academic Article

Author: Bourn, D.**Year:** 2001**Title:**Global Perspectives in
Lifelong Learning**Place of publication:**

Oxford

Publisher:Research in Post-Compulsory
Education 6(3): 325-338

A priority of lifelong learning should be to provide learners with the skills and knowledge to respond to the unfolding impact of globalisation and the global society.

This article looks at why this is important and proposes a conceptual framework as to how global perspectives can be an integral feature of lifelong learning provision.

Item no: 28**Reference type:**

Academic Article

Author:Brown, P., Lauder, H. and
Ashton, D.**Year:** 2008**Title:**EERJ Roundtable 2007:
Education, globalisation and
the future of the knowledge
economy**Place of publication:**

Oxford

Publisher:European Educational
Research Journal 7(2): 131-156

The dominant view today is of a global knowledge-based economy, driven by the application of new technologies, accelerating the shift to high-skilled, high-waged European economies.

This view is reflected in the expansion of higher education and the key role of higher education in national and European economic policy. The Lisbon agenda seeks to make the European Union 'the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion' (European Commission, 2003, p. 2) Not only is education believed to hold the key to international competitiveness but to the foundations of social justice and social cohesion.

This article outlines the underlying assumptions of this mantra, which in many respects has changed little since the 1960s when human capital theory gained increasing prominence in education and economic policy (Halsey, 1961). It will then examine the prospects for the creation of high-skills economies throughout Europe in light of new realities of the global economy. This analysis is based on interviews with senior managers and executives in leading transnational companies and government policy makers in seven countries including China and India. In conclusion, this paper outlines a series of issues as a contribution toward a new agenda for education and the knowledge economy within the European Research Area.

Item no: 29

Reference type:
Academic Article

Author:

King, K., Palmer, R.

Year: 2008

Title:

Skills for Work, Growth and Poverty Reduction: Challenges and Opportunities in the Global Analysis and Monitoring of Skills

Place of publication:

London

Publisher:

UK National Commission for UNESCO

This think-piece is a reflection on the importance of treating skills as a due part of the Education for All (EFA) agenda.

It notes how skills have become much more salient in the current context of globalisation. It proceeds to examine the current indicators or benchmarks of skills provision, against an analysis of what we presently know about the role of skills in poverty reduction and in growth. It ends with a series of recommendations and conclusions about the case for a Skills Global Monitoring Report. In annexes it points briefly to initiatives in two countries which may suggest ways forward.

Available from www.unesco.org.uk

Item no: 30

Reference type: Book

Author:

Fien, J., Maclean, R., Park, M. (eds.)

Year: 2009

Title:

Work, Learning and Sustainable Development: Opportunities and Challenges

Place of publication:

New York

Publisher: Springer

This book provides a comprehensive overview of the way countries, education systems and institutions have responded to the call for an integration of learning for work, citizenship and sustainability at the Second International Conference on Technical and Vocational Education which was held in Seoul in 1999.

Discussions on the central theme of the Seoul Conference – lifelong learning and training for all, a bridge to the future – led to the conclusion that a new paradigm of both development and Technical and Vocational Education (TVET) was needed.

This book showcases the wide range of international initiatives that have sought to put such exhortations into practice. It includes: case studies of national TVET policy reforms, reoriented curricula, sustainable campus management programs, and examples of innovative approaches to integrating learning in TVET with on-the-job training and in community service. It also focuses on the issues and challenges being faced and ways of moving forward.

Case studies feature initiatives in a wide range of world regions and countries, and include authors from: UK, Germany, Finland, Canada, USA, Australia, South Africa, China, Republic of Korea, India, Pakistan and the Philippines.

Item no: 31**Reference type:** Book**Author:** Jarvis, P.**Year:** 2007**Title:**

Globalisation, Lifelong Learning and the Learning Society (Volume 2)

Place of publication:

Abingdon

Publisher:

Routledge

This book critically assesses the learning that is required and provided within a learning society and gives a detailed sociological analysis of the emerging role of lifelong learning with examples from around the globe. Divided into three clear parts the book:

- Looks at the development of the knowledge economy.
- Provides a critique of lifelong learning and the learning society.
- Focuses on the changing nature of research in the learning society.

Jarvis examines how lifelong learning and the learning society have become social phenomena across the globe. He argues that the driving forces of globalisation are radically changing lifelong learning and shows that adult education/learning only gained mainstream status because of these global changes and as learning became more work orientated.

Item no: 32**Reference type:** Book**Author:**

Lauder, H., Brown, P., Dillabough, J., Halsey, A. (eds)

Year: 2006**Title:**

Education, Globalization and Social Change

Place of publication:

New York

Publisher:

Oxford University Press

This comprises a selection of over seventy papers, written by leading researchers worldwide covering key areas such as globalisation, sociological theories of learning, higher education, gender and race as a guide to contemporary thinking in the field.

A general introduction presents the key concepts in the sociology of education, outlining the major theories and debates – especially in relation to globalisation. Each section begins with an introduction to explain and contextualise the readings within their larger educational and sociological contexts.

Item no: 33**Reference type:** Resource**Author:** QIA**Year:** 2007**Title:**

Globalisation, Active Citizenship: Learning Resources for Topical Issues

Place of publication: Coventry

Publisher:

The Quality Improvement Agency for Lifelong Learning

This resource is linked to the post 16 citizenship programme and includes activities, including role plays and discussions on for and against globalisation and details of further resources.

Available at: www.excellencegateway.org.uk/media/post16/files/072920_globalisation.pdf

Item no: 34**Reference type:** Resource**Author:** AoC**Year:** 2009**Title:**

International Charter
Promoting Excellence in
International Education and
Training

Place of publication:

London

Publisher:

Association of Colleges

The charter was developed in partnership with the British Council and with support of a steering group including UK government and FE College representation.

The charter provides a framework for implementing a global/international strategy in FE institutions and acts as a quality driver and a recognised kite-mark for colleges that become accredited in line with the charter. It consists of 4 commitments:

- The college has a management structure to support international work including a policy statement, designated member of senior management and an International/Global strategy and a budget for a 3-year development plan.
- The International/Global strategy and development plan falls in line with charter guidelines in order to ensure good quality programmes and partnerships.
- The college assures the quality of its services to international students, clients and partners.
- The college guarantees an ethical and inclusive approach in all its international activities.

Item no: 35**Reference type:** Resource**Author:** AoC**Title:**

Association of Colleges (UK)
Resources for International
Partnerships

Place of publication:

London

Publisher:

Association of Colleges

From this page a number of resources and guidance notes can be downloaded for advices on best practice in International Partnerships and recruiting international students.

http://www.aoc.co.uk/en/Policy_and_Advisory_Work/international/

Item no: 36**Reference type:** Resource**Author:**

British Council and Otravista

Year: 2008**Title:**

Toolkit for International Partnerships

Place of publication:

London

Publisher:

British Council

This Tool Kit is designed to aid UK FE colleges and other TVET providers in planning, developing, implementing and managing international partnerships. It provides a project overview showing all the stages of a successful partnership:

- Research and development.
- Design.
- Establishing and managing international partnerships.
- Project delivery.
- Evaluation and impact analysis.
- Dissemination.
- Sustainability.

Under each of these stages there is a checklist of questions based on perceived good practice as well as some tips, quotations and short, illustrative case studies from representatives of colleges which have a track record in this area.

Item no: 37**Reference type:** Resource**Author:** CILT**Year:** 2008**Title:**

National Occupational Standards for Intercultural working: standards for working with people from different countries or diverse cultures

Place of publication:

London

Publisher:

CILT: The National Centre for Languages

This document describes the skills, knowledge and understanding required for working with people from different countries or diverse cultures in ways that promote open and respectful interaction, better understanding and improved performance – both in multicultural UK and internationally. The Standards consist of 6 units:

- Develop your skills to work effectively with people from different countries or diverse cultures.
- Build working relationships with people from different countries or diverse cultures.
- Appoint people from different countries or diverse cultures.
- Manage a multicultural team.
- Manage delivery of a service to people from different countries or diverse cultures.
- Develop new markets with different countries or diverse cultures.

Item no: 38**Reference type:** Resource**Author:** DEA**Year:** 2009**Title:**

Global Learning Charter

Place of publication:

London

Publisher:

Development Education Association

This charter has been signed by schools and organisations as a way of them signalling their commitment towards supporting UK citizens to learn about global issues and interdependence in order to promote a more just and sustainable world.

The charter forms the centrepiece of a series of initiatives by the DEA to raise the profile of global learning.

Available at: <http://www.dea.org.uk/page.asp?p=4836>

Item no: 39**Reference type:** Resource**Author:**

De Souza, L.M.T.D and Andreotti, V.

Year: 2007**Title:**

Learning to Read the World Through Other Eyes

Place of publication: Derby**Publisher:**

Global Education Derby (website host) and the Centre for the Study of Social and Global Justice, University of Nottingham

The result of an international collaborative initiative, this free online programme of study enables educators to critically examine their interpretations of development issues and be open to different interpretations.

The theoretical underpinning of the programme and an account of its development is described in an academic paper. The construction of the learning programme involved indigenous communities in several different countries and was informed by educators, academics and activists. Learning activities included in the programme have been piloted and critically reviewed, and the project as a whole has been externally evaluated.

The programme aims to:

- Develop an understanding of how language, belief systems and values affect the way that people interpret the world.
- Identify how different groups understand issues related to development and their implications for the development agenda.
- Critically examine these interpretations and explore their origins.
- Identify ways of improving dialogue and mutual learning; and Transfer the methodology into the classroom.

Although designed for student teachers, the methodology has been piloted and used in adult education and in language classes. Four learning units compare indigenous and mainstream perspectives on education, development, poverty and equality. Each of these is divided into six components designed to challenge students to examine their own perspective and its roots; recognise the limits of their perspective; be receptive to new perspectives; and to apply learning to their own context and to relationships with others.

Accessed at: www.throughothereyes.org.uk/about.php

Item no: 40**Reference type:** Resource**Author:** DEA**Year:** 2007**Title:**

Global Skills and Lifelong Learning

Place of publication:

London

Publisher:

Development Education Association

This publication is a thinkpiece to trigger, inform and influence the debate about the future direction of lifelong learning.

It sets out government agendas and policies in relation to global skills and argues that there are some key tensions that need addressing in the lifelong learning sector to prevent global skills being farmed in a competitive euro-centric economic perspective but rather in a framework of poverty reduction, human rights and sustainable development. The DEA suggest taking the agenda forward through the following 4 aspects:

- Global dimension: balancing the key concepts.
- Promoting skills for global engagement.
- Process of learning and action.
- Multiple perspectives.

A table then outlines the priorities for tutors and lecturers, DEC/colleges and other providers and the LSC/LSDA, Qualifications and curriculum bodies, Accrediting and awarding bodies, professional bodies and special interest groups (eg. AoC), inspection and quality improvement bodies and central government in relation to the 4 key aspects.

Available at: www.dea.org.uk/resources/item.asp?d=891

Item no: 41**Reference type:** Resource**Author:**

Marvell, A., Watkins, C.

Year: 2005**Title:**

Sustainable Tourism

Publisher:

Geographical Association

This textbook asks students to consider the geographical impacts associated with the increase in tourism across the globe.

It discusses different models of tourism, including mass tourism, sustainable tourism, and 'different shades of green' eco-tourists. There is a chapter on eco-labels and environmental awards and case studies of sustainable tourism in Malta and the Maldives. The book challenges students to consider both the pros and cons of each model and includes interesting activities for deeper research. A look at different approaches to tourism planning and models of sustainable resorts at the start of the book gives a solid understanding of the complex issues that need to be taken into account when creating sustainable tourist destinations.

Available at: <http://www.geographyshop.org.uk>

Item no: 42**Reference type:** Resource**Author:** Global Link DEC**Year:** 2007**Title:**

Diversity for Students with Severe Learning Difficulties

Place of publication:

Lancaster

Publisher: Global Link

This CD rom course on diversity is designed for use with special needs students, particularly those with severe learning difficulties and profound and multiple learning difficulties.

Activities are accessible for students with some, little, or no written or spoken language. Appropriate for students aged 16 and older, because while being cognitively suitable for these students, they are presented in a more “adult” style, and feature people their own age.

The diversity course includes multimedia presentations of four teenagers from different ethnic backgrounds, who talk about their likes, dislikes, families, and hopes for the future. Instructions are included for assembling a box of their “favourite” things, and simple recipes for their favourite foods. The course includes craft activities, role play and extension activities.

Item no: 43**Reference type:** Resource**Author:**

Global Link DEC

Year: 2007**Title:**

Sustainable Development for Students with Severe Learning Difficulties

Place of publication:

Lancaster

Publisher: Global Link

This cd rom course in sustainable development is designed for use with special needs students, particularly those with severe learning difficulties and profound and multiple learning difficulties.

Activities are accessible for students with some, little, or no written or spoken language. Appropriate for students aged 16 and older, because while being cognitively suitable for these students, they are presented in a more “adult” style.

Topics covered include waste, waste reduction, recycling and the problem of plastic carrier bags. Teachers will find the various activities useful, which include craft work, role-play, and a visit to a household waste recycling centre. Worksheets are also included, for students to record their learning.

Both available at www.globallink.org.uk

Item no: 44**Reference type:** Resource**Author:** IRIN Films**Year:** 2006**Title:**

Documentaries for an International Audience

Publisher:

United Nations Publications

These short documentary films from the United Nations’ Office for the Co-ordination of Humanitarian Affairs, present forgotten humanitarian crises.

Examples of films include hard-hitting topics such as: what has happened in Pakistan since the massive earthquake in October 2005, female circumcision, child soldiers and violence against women. The films are free to download, and last between 10 and 20 minutes. They include interviews with people caught up in the crisis and experts from charities, and campaigning organisations.

Available at: www.irinnews.org/film/

Item no: 45**Reference type:** Resource**Author:** LCEC**Year:** 2007**Title:**

Global Skills: Understanding the World Through English

Place of publication:

Lancashire

Publisher:

Lancashire Global Education Centre

This resource pack enables tutors to teach both Skills for Life English and ESOL whilst at the same time adding a global perspective and thus helping their learners to get more out of the education experience.

The topics covered are diverse and should provide something of relevance and interest to all learners.

Item no: 46**Reference type:** Resource**Author:** LGEC**Year:** 2003**Title:**

Get Global: A skills-based approach to active global citizenship

Place of publication:

Lancashire

Publisher:

Lancashire Global Education Centre

Get Global is a teacher's guide on how to facilitate and assess active global citizenship in the classroom.

It provides a structure for students to manage their own learning. It allows them to move from thinking about issues that are important to them, to actually planning and participating in action, reflecting on their performance, and assessing their work.

A range of innovative and participatory activities promote a skills-based approach rather than a content-based approach, so they can be used within different subject areas and with all ages.

Item no: 47**Reference type:** Resource**Author:** LGEC**Year:** 2008**Title:**How do we know it's working?
A toolkit for measuring attitudinal change in global citizenship from early years to KS5**Place of publication:**

Lancashire

Publisher:

Lancashire Global Education Centre

A toolkit for measuring attitudinal change in global citizenship from early years to KS5. The activities in this pack provide a means for teachers to measure change in pupils' knowledge, values and attitudes as Global Citizens.

By doing this, teachers can assess how effective they are being at delivering Global Citizenship in their classrooms and embedding it throughout the curriculum and ethos of their school.

Available to order at: <http://www.lgec.org.uk/Resource-Centre/Publications>

Item no: 48

Reference type: Resource

Author: LSN

Title:

Post 16 Citizenship Resources

Place of publication:

London

Publisher:

Learning and Skills Network

In their programme of support for post-16 citizenship the LSN has a large range of quick guides to post-16 citizenship as well as a number of resources packs for use with staff and students, most of these are free to order or download.

- We all came here from somewhere: Diversity, identities and citizenship.
- Citizenship activities linked to Child Poverty Day.
- Citizenship activities linked to Holocaust Memorial Day.
- Citizenship activities linked to International Women's Day.
- Citizenship activities linked to World Environment Day.
- Crunchtime: citizenship and the economic downturn (July 2009).
- Globalisation (October 2005).
- 'Let freedom ring': civil rights, human rights and the power of protest (February 2008).
- News and views: citizenship and the mass media (February 2009).
- Sustainable Development (November 2006).
- The Abolition of Slavery (March 2007).
- The European Union (Updated 2007).
- The politics of food (June 2005).
- The US and us: The American Presidential Election 2008 (October 2008).

Available at: www.excellencegateway.org.uk/page.aspx?o=246137

Item no: 49**Reference type:** Resource**Author:** NIACE**Year:** 2007**Title:**

Curriculum for Diversity Guide

Place of publication: Leicester**Publisher:**National Institute of Adult
Continuing Education

This guide provides practical advice for tutors on planning and delivering teaching for Black and Minority Ethnic groups and information on strategic issues for curriculum managers.

The book is accompanied by a CD, which provides more detail about the research data, ideas for further reading and links to useful websites. Statistical data about the participation of BME groups, the barriers to participation and tips for success are included. Case studies illustrate practice that has been effective in encouraging participation, retention and success. The quality and diversity requirements of the Common Inspection Framework are included.

Data gathered from focus groups with BME learners and tutors who work with BME groups, and case studies submitted by providers informed the development of the guide.

Available at: <http://shop.niace.org.uk/media/catalog/product/C/u/Curriculum-for-Diversity-Guide.pdf>

Item no: 50**Reference type:** Resource**Author:** Oxfam Education**Year:** 2006**Title:**Curriculum for Global
Citizenship**Place of publication:** Oxford**Publisher:** Oxfam

A curriculum outlining the knowledge, skills, values and attitudes which Oxfam believe young people are entitled in order to enable them to develop as Global Citizens.

Online and downloadable guidance and resources can be found on the Oxfam Education website.

<http://www.oxfam.org.uk/education/gc/>

Item no: 51**Reference type:** Resource**Author:** Refugee Council**Year:** 2002**Title:**

Credit to the Nation

Publisher: Refugee Council

This book focuses on the contribution refugees have made to UK society – economically, socially and culturally. The book gives background information about the benefits of migration, along with several case studies.

The case studies include historical examples of organised group migration such as basque refugee children fleeing from fascism in the 1930s, and Jewish refugees fleeing Nazis in the 1930s and 1940s. There are also more contemporary examples of individual migration, such as from Chile and Uganda. Each example is a one or two page summary, with a black and white photo, and would make interesting source material for secondary English or history teaching. There are also short interviews with refugees living in the UK today.

Available at: www.refugeecouncil.org.uk/practice/eshop/

Item no: 52

Reference type: Resource

Author: Regan, D. (Ed.)

Year: 2006

Title:

80/20 Development in an Unequal World: 5th Edition

Place of publication: Ireland

Publisher: TIDE

This resource provides an introductory overview of key issues, debates and challenges in development, human rights and related areas and is designed for use in education.

The accompanying CD provides additional information including activities for use in classrooms, community and youth work, on principles and practices in development education, plus a range of 'stimulus' sheets introducing and exploring key topics.

Item no: 53

Reference type: Resource

Author:

Tide Global Learning

Year: 2004

Title:

Exploring Ubuntu

Publisher: TIDE

This resource for pupils aged 16 to 19 focuses on key development issues including human capital, modernisation, control and violence, green development, religion and democracy.

The resource includes a variety of activities which encourage pupils to analyse press articles, human development statistics, graphical data and several case studies from South Africa. The book deals with some complex issues in an accessible and easy-to-use format.

Available at: www.tidegloballearning.net

Item no: 54

Reference type: Resource

Author: UKOWLA

Title: Toolkit of Good

Practice – Opportunities and Challenges

Publisher: UKOWLA

This toolkit has been developed for all kind of groups (educational, community, faith) to help guide and advise on international linking.

For new links it suggests where to start and pitfalls to avoid, for established link it offers guidance on widening the scope, improving the quality and monitoring and evaluating the links.

<http://www.ukowla.org.uk/toolkitmain/toolkit.asp>
and www.ukowla.org.uk

Produced on behalf of LSIS by staff from the Development Education Research Centre of the Institutes of Education, University of London, building on material previously compiled by NIACE.

For further information and comments contact.
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The Association of Colleges

Aims to promote the interests of FE colleges in England and Wales, offering a range of services and representing their interests locally, regionally, nationally and internationally.

www.aoc.co.uk

Business and Economics Education

A web site for students and educators in business studies, economics, accounting, leisure, sport & recreation and travel & tourism.

Has details of resources and information for the following subject areas: business studies, travel and tourism, accounting, leisure sport and recreation, economics, international baccalaureate.

www.bized.co.uk

CILT The National Centre for Languages

CILT works to convince people of all ages, at all stages of learning and in all walks of life, of the benefits of learning and using more than one language.

We do this by using our expertise as the National Centre for Languages to influence policy, spread best practice and to support the development of language professionals. CILT aim to inspire people to develop a life-long appreciation of languages and cultures.

www.cilt.org.uk

Department for Business Innovation and Skills (BIS)

BIS's remit covers post-19 learning, boosting take-up of new technologies and delivering the skills businesses need.

It works in further and higher education, innovation, science and technology, intellectual property, and supporting evidence-based policy making across government.

www.bis.gov.uk

Development Education Association

DEA is an education charity that promotes global learning. It work to ensure that people in the UK learn about global issues such as poverty and climate change and develop an open-minded, global outlook.

It also hosts the Global Dimension website which acts as a practical guide to books, films, posters and web resources which support global, intercultural and environmental understanding for all age groups and subjects.

www.dea.org.uk and www.globaldimension.org.uk

Department for International Development

DFID is the part of the UK government that manages Britain's aid to poor countries and works to get rid of extreme poverty.

www.dfid.gov.uk

The Environmental Association for Universities and Colleges

The EAUC is the sustainability champion for universities and colleges in the UK. Run by members, for its members, the EAUC seeks to work with members and partners to drive sustainability to the heart of further and higher education.

www.eauc.org.uk

Learning and Skills Improvement Service (LSIS)

The sector-owned body that aims to accelerate the drive for excellence in the learning and skills sector, building on providers' own capacity to design, commission and deliver improvement and strategic change.

www.lsis.org.uk

Learning and Skills Network (LSN)

A not-for-profit company focused on making learning work for organisations and their people.

It applies its learning and development to provide consulting, outsourcing, research, technology and training services. It supports FE, HE, local authorities and schools, public services, work-based learning and international organisations in achieving best practice.

www.lsnlearning.org.uk

Lifelong Learning UK (LLUK)

The independent employer-led sector skills council responsible for the professional development of all those working in career guidance, community learning and development, further education, higher education, libraries, archives and information services and work-based learning across the UK.

www.lluk.org

The National Institute of Adult Continuing Education (NIACE)

NIACE aims to encourage all adults to engage in learning of all kinds through high-profile campaigns, research, consultancy, engaging with government, supporting networks, event managing and providing training courses.

www.niace.org.uk

Oxfam Education

Oxfam Education offers a huge range of ideas, resources and support for developing the global dimension in the classroom and the whole school.

All of the resources here support Education for Global Citizenship – education that helps pupils understand their world and make a positive difference in it.

www.oxfam.org.uk/education

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