



The leadership challenges of globalisation

Research report



October 2007



Acknowledgements

Jo Clough and CEL would like to gratefully acknowledge Sue Jones and Ian Nash, for their high standards of professionalism and input in producing this research project.

Publisher

Commissioned and published by the Centre for Excellence in Leadership (CEL).

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This publication is available in electronic form on the Centre for Excellence in Leadership (CEL) website:
www.centreforexcellence.org.uk

Publication reference: INT11007-HG-r

Further information and feedback

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Foreword



Post-16 institutions have always served their local communities, and now these communities are increasingly coming under global influences and pressures. British business and industry is becoming increasingly international, students and trainees may work for multinational companies, buy goods and services from across the world, travel more widely and live in culturally and ethnically diverse communities.



In 2004, the DfES international strategy *Putting the World into World-Class Education* showed that preparing our learners with the skills they need for living and working in a global economy should also mean developing their knowledge and understanding of the wider world and concept of global citizenship.

A new FE international strategy for England, due to be published by the Department for Innovation, Universities and Skills (DIUS) in late 2007, will reinforce this.

The 2006 Leitch review of skills¹ and the further education white paper² have also set a radical agenda for our sector – one which will transform it into a world-class system for developing the high quality skills needed to sustain our position as a leading nation in an increasingly competitive global economy.

Bringing these key policy drivers together is both inevitable and timely. The leadership of a world-class further education service must embrace global issues and an appreciation of what is happening beyond our own shores.

In June 2006 CEL, in partnership with the DfES and other leading FE national agencies, hosted a conference, *Global Skills: World-Class Learning*, attended by some 140 colleagues from across the learning and skills sector, government agencies and industry.

This report brings together some of the key issues raised by that conference and the findings of other recent research into the leadership challenges of globalisation. It is already clear that embedding global perspectives in the lifelong learning sector means radically rethinking institutional and national approaches to international education. Delivering that change will require strong and visionary leadership. CEL is committed to supporting sector leaders in taking on that challenge.

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1 HM Treasury, 2006. *Leitch Review of Skills: Prosperity for all in the global economy – world class skills.*
2 DfES, 2006. *Raising Skills, Improving Life Chances.*

1. What is globalisation?

1.1 The world economy

Economic relationships across the world have played a significant part in our prosperity for centuries. But today almost every transaction brings us into contact with organisations that import or export goods or services, operate across national boundaries or recruit staff from other countries.

This phenomenon is affecting every country. World trade is doubling every decade, free trade is increasing and business organisations are becoming more international, drawing on a range of business cultures and management styles. The global economy's centre of gravity is also shifting. Although the Industrial Revolution began in Western Europe and North America, by 2015 the Chinese economy will exceed the combined economies of all EU countries and be equal in size to that of the USA.³

The pace of change is increasing as revolutions in industrialisation and communications technology enable multinational companies to distribute their activities worldwide. Speaking at the 2006 *Global Skills: World Class Learning* conference⁴, Beverley Salt, vice president strategic planning at pharmaceutical company AstraZeneca, used her own experience to illustrate these trends. In just one company, she has worked in Portugal, France and Germany, now works with colleagues in China, Mexico and Central and Eastern Europe, with a French boss and an American CEO, and line manages staff from Japan, China, Germany and Italy.

1.2 The position of the UK

The UK is a central player in the global economy with one quarter of UK jobs connected to overseas business.⁵ We are the second largest supplier of foreign direct investment in the world and receive more foreign investment than any other EU country.⁶

But although the UK economy is still the fourth or fifth largest in the world, it faces serious challenges, ranking only seventeenth in the league of human capital.⁷ We also have an ageing population whose skills need to be kept up to date.

3 Professor Mike Campbell, SSDA, at *Global Skills: World Class Learning*, 2006 conference

4 *Global Skills: World Class Learning*, 2006 conference (partners and sponsors: Centre for Excellence in Leadership, DfES, Lifelong Learning UK, Association of Colleges, British Council, CILT (National Centre for Languages), Development Education Association, Learning and Skills Council, UK Trade & Investment and Times Educational Supplement)

5 Bill Rammell, Lifelong Learning Minister, at *Global Skills: World Class Learning*, 2006 conference

6 DfES Strategy, *Putting the World into World-Class Education*

7 Professor Mike Campbell, SSDA, at *Global Skills: World Class Learning*, 2006 conference

2. How does globalisation affect the lifelong learning sector?

2.1 Challenges for further education and training

The post-compulsory sector can help its learners to understand and play an active and positive role in the global economy – as citizens, workers and consumers.

The UK currently holds a highly significant position in the global education market. According to the DfES strategy document, *Putting the World into World-Class Education*, we are second only to the USA in the international provision of further and higher education – worth an estimated £10.3 billion to UK exports in 2001. The total global demand for international tertiary education is likely to increase from 2.1 million students in 2003 to 5.8 million by 2020, but despite this potential for growth, the market will become very competitive.

Further education and training providers will find the actual and potential workforce and management styles they serve becoming increasingly multinational and diverse.

At the 2006 *Global Skills: World Class Learning* conference, Professor Mike Campbell, director of strategy and research at the Sector Skills Development Agency, pointed out that:

“there will be opportunities for upskilling and reskilling workers in response to rapid change, but in order to remain competitive, FE will need to embrace international partnerships. The sector will also need to internationalise the curriculum and apply quality and standards that are transparent and transferable.”

At the conference, Bill Rammell MP, the minister for lifelong learning, further and higher education, also focused on the sector’s role in meeting the challenge:

“The global dimension is increasingly seen as an integral part of supporting the upskilling of our citizens. Skills both empower the individual and lay the foundations for a successful economy. By extension, skills enable employers to compete in the global market and help lay the foundations of an inclusive society where social mobility and opportunity are open to all. There are now new roles for FE colleges and work-based learning organisations in putting the world into world-class education.”

Companies are increasingly able to draw on an international talent pool to meet their needs. If they cannot find what they need in the UK, they will recruit elsewhere. Science and technology are shortage areas, but lack of foreign languages and inter-cultural awareness is also a concern.

Conference members heard that foreign languages are one of three key skills areas where small businesses felt dissatisfaction. Small and medium enterprises (SMEs) are aware of losing international business because of a lack of language skills and many UK companies recognise the need to improve their capacity in one or more languages to support future business development.

Beverley Salt of AstraZeneca summed up the situation:

“To compete globally we need staff who are excellent in their chosen discipline, have a strong leadership ethic and capability, are comfortable working in a global environment, interacting with colleagues from across the globe and preferably being willing to work in different countries.”

To achieve this, industry needs well qualified and trained workers who are:

- Highly literate and numerate
- Able to work efficiently in teams at all levels
- Able to give clear presentations.

2.2 ‘Home’ and ‘abroad’ issues

Although the further education and training sector may be willing to ‘think globally’ in theory, it has limited experience of internationalisation, having traditionally been focused on the local community. Some universities, however, have longstanding international contacts, and it is useful to look at their experience. *Engaging with Leaders in Higher Education: The Leadership and Development Challenges of Globalisation and Internationalisation*, published by the Leadership Foundation for Higher Education (www.lfhe.ac.uk), considers issues arising from their leadership summit in 2006.

There is no standard pattern of activity. Individual universities engage in a range of partnerships depending on, for example, their specialist expertise, financial interests, existing international academic contacts, government policy or the interests of local employers.

The most common types of international activity in universities have been defined as ‘internationalisation abroad’ in that they involve mobility of people, programmes or services. The following list gives examples:

- Students go abroad for a time to study
- Lecturers go for teaching, research, professional development, or to provide consultancy
- International students are recruited to the home base
- International students are taught at an offshore base or through a franchise arrangement
- Training programmes are offered through an institutional partnership, perhaps by elearning
- Commercial contracts, such as technical assistance
- Development aid, often not-for-profit projects
- International projects, such as joint curriculum development, research or benchmarking.

Although some of these contacts are a mutual exchange, most are commercial, that is, they are about selling a service. The prime motive is to raise revenue. As such, they are often supported by governments, who see these activities as part of a national export drive.

But the implication is that the selling institution is in a superior position to the receiving institution and has something to offer in exchange for money. In only a few cases is there an understanding that it may receive new ideas and change its practice for home students as a consequence of the exchange.

Altering teaching and learning methods for home students constitutes the much less tangible concept of 'internationalisation at home.' Although strategy documents may use terms such as 'cross-cultural capability' or 'valuing diversity,' institutions are not always very specific about what this might mean or how it is to be achieved in practice.

Some examples of 'internationalisation at home' referred to in *Engaging with Leaders in Higher Education: The Leadership and Development Challenges of Globalisation and Internationalisation* are given below:

- Adding international dimensions to the curriculum, eg intercultural case studies or reference materials
- Programmes with an international dimension, eg incorporating a foreign language, or regional or area studies
- Actively involving students who have been abroad as part of the programme
- Virtual movement of students for joint courses or research using the internet
- Use of international teachers
- Extracurricular student clubs and associations
- International or intercultural events on campus
- Liaison with local cultural or ethnic groups.

Again, government looks favourably on these activities as a means of making trainees and future employees more employable and competitive in the global economy and providing opportunities for social mobility and inclusion.

Both types of activity need strong senior management support. In Australia, for example, almost all universities have a senior manager whose responsibility for international activities is part of their job title. The Australian Universities Quality Agency covers international students abroad and the Vice Chancellors' organisation has a code of practice covering provision for international students.

While 'internationalisation abroad' services can be treated as something of a separate, bolt-on, commercial activity, 'internationalisation at home' is a process that involves the ethos of the whole institution. Even though an institution may take great care over services for international students on the home campus, for instance, they will not be fully integrated into the institution unless the staff and student body as a whole is internationalised, meaning that there is commitment to equality and diversity at all levels.

This has implications for both students and their teachers and trainers. As CEL's international strategy, *World-class leadership for global excellence*, points out, globalisation of the economy affects all learners. We have to be aware of other countries and should both learn from them and share our expertise.

Curriculum and learning strategies should therefore provide for

- the need for young people to be articulate, to listen, and to speak, in order to communicate effectively
- coursework experience that encourages creative problem solving and enables students to learn to work in multinational teams. Encouragement of extracurricular activities, such as running a society, will all help make students more competitive in a global market
- the involvement of employers in identifying level and type of language skills training required
- a post-16 entitlement to language learning and a meaningful international dimension for all, including those on work-based and vocational programmes.

In order to meet the needs of learners, the sector must build its own world-class workforce. This means:

- Increasing the quality of workplace experience for both learners and teachers
- Benchmarking management and teaching performance internationally
- Equipping staff to compete across the globe
- Recruiting from a global talent pool
- Enabling all teaching and training staff to achieve excellence in their chosen discipline.

3. What has been done so far?

The government has produced a series of policies and initiatives to drive and support greater internationalisation in education and training. Other organisations at home and abroad also exist to provide information, advice and funding for a wide range of activities, and some sector institutions and employers have embarked on a variety of projects with international partners.

3.1 Government policies and initiatives

3.1.1 DfES strategy – Putting the World into World-Class Education (2004)

“Our vision is of the UK as a confident, outward-looking, culturally enriched, knowledge-based society and a leading edge economy.”

So says the DfES international strategy⁸, which outlines three goals:

- Equipping our children, young people and adults for life in a global society and work in a global economy.
- Engaging with our international partners to achieve their goals and ours. At Lisbon in 2000 the EU agreed to aim to make Europe the most competitive and dynamic knowledge-based economy in the world, and improve education and children’s services world-wide, especially in Africa.
- Maximising the contribution of our education and training sector and university research to overseas trade and inward investment.

Developing a global approach to education and training will focus partly on specifics, such as increasing language learning and the transparency and transferability of qualifications, but it must also address much broader issues, such as understanding of citizenship, social justice, sustainable development, diversity, developing a critical evaluation of images and perceptions of other parts of the world, understanding of interdependence, conflict resolution and human rights.

To achieve these goals, the DfES international strategy also undertook to “commit to investment in leadership and staff development.” Facilities already exist to allow international cooperation in education and training.

- EU programmes (see 3.2 below). At present the UK participates less than our partners in these programmes and efforts will be made to encourage greater knowledge of such opportunities
- The Global Gateway, (see 3.3 below) an international website for sharing information on education and children’s services, was extended to include colleges and universities in 2005.
- The Euroguidance network supplies labour market information for career education and guidance. For information, see www.euroguidance.net

8 DfES, 2004. *Putting the World into World-Class Education*.

- Sector Skills Councils are in the process of benchmarking their own industries against those of other countries. The government's skills strategy also addresses our achievements and deficiencies compared with world-class standards.

Many colleges have already established some sort of overseas partnership. The aim is that every school and college will have a sustainable partnership with an equivalent institution in another country by 2010.

Under the Prime Minister's Initiative (PMI) programme launched in 1999, the number of international students served by UK institutions has grown. Initially targeted at higher education, funding is available to the lifelong learning sector under Phase 2 of the initiative.

There is also the potential for universities and colleges to offer training packages in support of exported goods and services. This will provide income for institutions, consolidate links with local employers, increase export potential for employers and enhance understanding of the needs of employers and the disciplines of the market. Such up to date commercial experience can feed into case studies and directly benefit students and trainees.

3.1.2 The Leitch Review of Skills (2006)

Sir Sandy Leitch's review of skills⁹, undertaken for the Treasury, emphasised the importance of education and training in making the economy flexible enough to meet the challenge of globalisation and warned of serious consequences if action is not taken.

"A more highly skilled labour force will enable businesses to innovate further, taking advantage of the new technologies and ways of working in order to improve productivity and capture new markets. Without this, businesses will become increasingly vulnerable to global competition, finding it difficult to take advantage of new markets and increasingly difficult to retain share in their current market."

"... As the global economy changes, the employment prospects of the least skilled will continue to decline. The structure of the UK economy will also change. Unless people are equipped with flexible skills and are willing to retrain, they will not be able to move into growth industries and take new opportunities. Equipping them with these skills will help to deliver improved economic security in the new global economy."

"The benefits from acting are large, but the consequences of inaction are also large and very disturbing. The UK would fail to accelerate the productivity growth and lack the skills base needed to take advantage of the opportunities that globalisation brings. Businesses would lack the workers to grow and expand in an increasingly competitive global economy. Individuals lacking the skills and flexibility to move into new work would risk becoming detached from labour market opportunity – a lost generation."

9 HM Treasury, 2006. *Leitch Review of Skills: Prosperity for all in the global economy – world class skills.*

As more than 70 per cent of the 2020 workforce has already left compulsory education, we cannot rely on improving the skills of young people to raise the skill level of the nation as a whole, the review goes on to point out.

Sir Sandy recommended that all employees should have the opportunity to acquire functional literacy and numeracy and a level 2 qualification, and that the balance of intermediate skills should move from level 2 to Level 3. Forty per cent of the adult population should be qualified to level 4 and above.

Reaching such targets by 2020 would need a substantial increase in the rate at which people are currently gaining qualifications.

3.2 European programmes

As part of the Lisbon Agenda in 2000 the EU agreed to make Europe “an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion. It aims to foster interaction, cooperation and mobility between education and training systems within the Community, so that they become a world quality reference.”

Education and training are vital to this aim. EU policy supports work in staff and student mobility, sharing best practice, benchmarking, joint curriculum development and transparency of qualifications.

The latest phase of the EU’s Lifelong Learning programme will run from 2007 to 2013 and have a budget of €6,970 million to support transnational projects. It includes the following programmes:

- **Comenius** – aimed at schools and further education colleges, its target is to involve at least three million learners in joint educational activities during the programme
- **Erasmus** – aims to involve a total of three million higher education students and teachers in placements and exchanges by 2012
- **Leonardo da Vinci** – prepares citizens to enter the labour market and build a skilled workforce through work placements, trainer exchanges, production of teaching and language competence materials, research and trans-national networks to exchange good practice. It aims to run 80,000 placements a year by the end of the programme
- **Grundtvig** – works with those involved in adult education and aims to support projects involving 7,000 people each year by 2013
- **CEDEFOP** (Centre Européen pour le Développement de la Formation Professionnelle) – encourages contacts between professionals involved in vocational education and training, and organises short visits to study training systems
- **Training Bridge** – a bilateral exchange programme, which provides British-German cooperation in work-based training.

Information on all these programmes can be found on the European Commission’s website at www.ec.europa.eu and the British Council’s website at www.britishcouncil.org/learning.

3.3 Other international initiatives

The UK has many contacts beyond the EU through the Commonwealth and other trading and cultural connections. Colleges and training providers can get support for international work from a variety of organisations.

The British Council gives information, advice and support to education and training institutions about opportunities for international work at www.britishcouncil.org/learning

UK Trade and Investment draws on the Department for Trade and Industry and the Foreign and Commonwealth Office to support organisations looking to establish or expand their overseas business at www.uktradeinvest.gov.uk

The Global Gateway is a website managed by the British Council on behalf of the government to give information and guidance on all aspects of international contacts and partnerships for schools, colleges, universities and training providers at www.globalgateway.org.uk

UKCISA (UK Council for International Student Affairs) is the UK's national advisory body serving the interests of international students in the UK and those who work for them. It promotes student mobility and supports best practice in educational institutions serving international students at www.ukcisa.org.uk

CILT, the National Centre for Languages, is the sector skills council for languages development. It works at national and regional levels and has established Language Networks in the nine English regions and in Wales, Northern Ireland and Scotland. It offers support to teachers, trainers, users and providers of language services at www.cilt.org.uk

CEL, the Centre for Excellence in Leadership is developing a range of international programmes to enhance its leadership development services for the FE sector, including specialist workshops, institutional consultancies, and opportunities for overseas workshadowing, study visits and reciprocal leadership exchanges.

3.4 AoC Charter for Excellence in International Education and Training

Quality of provision is vital if the UK is to retain its position as one of the foremost providers of tertiary education to the international market.

The Association of Colleges (AoC) has produced a charter that sets out a commitment to best practice and acts as both a business tool and a 'kitemark' for a college's international work. It can be adapted by institutions for a range of activities, such as recruiting international students, institutional twinning, student exchanges, overseas placements, franchising, offshore delivery, distance learning and consultancy.

By signing up to the charter, the college guarantees that it has an international strategy and development plan, that its management structures support international work, that its services to international students are quality assured and that its approach is ethical and inclusive. Find details of the charter at www.aoc.co.uk/aoc/international

3.5 Globalisation in practice – some examples from colleges

Many colleges and training providers in the UK have begun to establish international projects and links through EU programmes, local authority twinning arrangements or other commercial and cultural links. A few examples from colleges, which were showcased at the 2006 conference, are given briefly below.

With 12,000 students speaking over one hundred languages, **Greenwich Community College** demonstrates the wide variety of activities that can develop through local communities and public agencies, such as the local authority and central government.

Greenwich is twinned with Tema in Ghana and a Ghanaian artist in residence has been appointed; an EU Leonardo project is focusing on tourism for disabled people; a partnership with Ann Arundel College in Maryland, USA, involves e-links and training staff for the relaunched Millennium Dome; the college is twinned with a college in Iraq and staff participated in an official ministerial visit to Saudi Arabia in March 2006.

Other colleges are involved in Leonardo Mobility projects for vocational students on a wide range of courses, among the many examples are:

- **Royal Forest of Dean College** – 15 second year NVQ1+2 catering students spent three weeks on placements in hotel kitchens through a partner college in Venice.
- **Lancaster and Morecambe College** – 12 16-19 students on level 2 fitness coaching and level 3 BTEC sports development fitness and public services courses undertook a three-week placement as coaches and activity leaders in a Bulgarian camp for Russian children on the Black Sea.
- **Thomas Danby College**, Leeds – a chef apprenticeship pilot scheme with Harvey Nichols restaurants sends apprentices on three-week work placements in Italy, Norway and France as part of NVQ3 training.
- **North Glasgow College** – 24 HND music students have been to Finland and Estonia for three weeks on a work placement to develop music skills and gain confidence through the arrangement of a musical performance with the partner organisation, and students from Estonia have returned the visit.

3.6 Globalisation in practice – an example from industry

Under the Leonardo Mobility programme, **Jaguar Land Rover** sends staff to EU countries for placements to train dealership staff and to learn from their best practice. This knowledge is to be shared back in the UK with colleges, universities and small and medium enterprises (SMEs) in the automotive industry.

The company exports its prestigious vehicles worldwide, and its servicing and dealership staff need to be well educated and trained. Participants in a seminar on European partnerships in the transport sector run by the British Council in 2006 heard a company representative explain the importance of jointly developing, not prescribing, training solutions and of working in partnership with governments and local colleges.

4. How can we make further progress?

Despite the existing infrastructure and some exciting initiatives taken by colleges and employers, progress so far has been patchy and ad hoc, and there is still a long way to go. Some of the processes and procedures with which the lifelong learning sector has to work not only fail to encourage internationalisation, but actually discourage such activities.

4.1 Are the different areas of government policy joined up?

The government is strongly committed to increasing the international role played by the post-16 sector, but there is work to be done on embedding international education policies within mainstream FE policy development, especially with regard to funding.

So far, international activity has frequently been seen as a means of generating income for colleges, for example, through franchising, but there are many aspects of global activity that are beyond the ability of colleges to pay for in this way. Companies, especially SMEs, have frequently complained of difficulties in funding language and intercultural skills training for their employees, for instance.

A British Council delegate outlined the problem at the *Global Skills: World Class Learning* conference. The Learning and Skills Council remit does not cover international work and this has acted as a barrier and disincentive to colleges to participate in either European projects or wider international work, she said.

The audit trail requirements for LSC funding make it difficult for FE providers to include accredited modules on a Leonardo mobility project as part of a mainstream qualification or programme, for example, and because cover cannot often be provided, colleges have to run their Leonardo project in the holiday period, she explained.

She contrasted the position with higher education, where excellent examples of embedding work placements in European countries into mainstream courses are not subject this kind of regulatory framework.

4.2 Do inspection and quality assurance processes support international activity?

As with funding streams, international activity generally falls beyond inspection and quality assurance processes.

An LSC representative at the *Global Skills: World Class Learning* conference explained that international activity is outside the normal quality framework. Where international students are on mainstream activity, the delivery will fall within normal inspection, but other issues, such as support services for these students, do not.

Another delegate further developed this theme to explain how the hiatus in policy has arisen.

International work has been seen as separate to core mission and as income generation. This is why it is often undertaken by a completely separate business unit, treated as a supplementary source of funding, and not embedded in either employer or community engagement strategies, she said.

Overseas students have been seen as a source of income. As the services they receive sit outside the QA standards and entitlement of home students, they are treated differently. This raises further issues and challenges equality and diversity policies in colleges.

They are also not recorded on the Individual Learner Record because they sit outside the LSC remit and nor are they included in the retention and achievement statistics. Overseas student services are also not subject to inspection or QA because they are not home students and have to pay full fees.

Again, there is a contrast with higher education where the Higher Education Funding Council for England and the Quality Assurance Agency do play a role in QA of degrees delivered overseas by universities, she added.

4.3 Curriculum and qualifications

As mentioned in section 3.2 above, EU policy supports work in staff and student mobility, sharing best practice, benchmarking, joint curriculum development and transparency of qualifications, but there is still a long way to go.

There is a particular need to increase the teaching of foreign languages and intercultural skills. Examples of good practice where colleges have developed international partnerships with the heritage countries of their students have shown the immense added value to be gained by identifying, valuing, celebrating and exploiting the many languages spoken by students in colleges.

Nevertheless, employers find it difficult to fund language and intercultural skills training. Languages provision in colleges has been reduced by changes in funding of adult provision, and in some institutions there is reluctance to support language learning where a large number of students is of non-UK origin and where improvement in English is seen as the priority.

John Berkeley, chairman of Brandauer Holdings Ltd recommended to the *Global Skills: World Class Learning* conference that there should be a post-16 entitlement to language learning and a meaningful international dimension for all, including those on vocational and work-based programmes.

He urged that an international LSC strategy should be developed nationally and promoted as matter of urgency. Every regional LSC and partnership would need an effective and proactive strategy for promoting and delivering an international strategy for all young people, and this would require positive incentives to encourage collaboration between schools, colleges, training providers and employers.

He added that the self-assessment and inspection process should give greater prominence to the international dimension and these policies should be supported by better use of learner feedback to raise the profile of language learning and intercultural competence, emphasise its potential benefits for future employability and provide baseline data for monitoring the impact of DfES international strategy.

The new 14-19 diplomas will offer young people the opportunity to develop vocationally related language learning. The DfES has agreed in principle that languages will appear in the first five – ICT, Health and Social Care, Engineering, Creative and Media and Construction.

5. Leadership issues

Meeting the challenge of globalisation will raise many issues for leaders in the lifelong learning sector. In the Centre for Excellence in Leadership, the UK is the only country that has an organisation already working on benchmarking and supporting the skills and competences needed to develop the international capacity and capability of institutions and staff and the leadership skills to embrace the necessary changes.

The broad issues identified by CEL in its international strategy, *World-class leadership for global excellence*¹⁰, are:

- Increased diversity of the UK workforce, local communities, learners, staff and governing boards
- Potential for widening talent pool for recruitment and development of the sector's future leaders
- Building leadership capacity for developing international markets and strategic partnerships with overseas institutions
- Embedding global perspectives in curriculum development and strategies for improving learner achievement.

Meeting these challenges can be seen as further development of existing practice rather than something wholly new. Research by CEL and the Development Education Association in *Leadership Practices in Lifelong Learning in a Global Society* (2006) discovered that there is already a close relationship between the leadership skills identified in Lifelong Learning UK's National Occupational Standards for the sector and the attitudes characteristic of a global outlook and a commitment to citizenship.

Common attributes include an open-minded, reflective and flexible approach. This type of leader works with people to build teams and looks for equitable and sustainable solutions to problems. He or she respects and values diversity and seeks to be inclusive.

Moreover, collaborative projects with external partners can contribute to the professional development of staff at many levels. This enables them to develop a commitment to widening participation and meets some of the requirements of the DfES international strategy to equip adults for life in a global economy and to engage with international partners.

Nevertheless, the research concluded that some aspects of understanding global perspectives, such as environmental degradation, human rights and conflict resolution, should be more explicitly included in the National Occupational Standards. It is also important that funding policy supports globalisation programmes if the champions of these programmes in colleges are to carry their colleagues with them and enthuse employers.

10 CEL, 2006. *World-class leadership for global excellence*.

Discussion at the 2006 conference also identified specific necessary changes that could be carried out, at least in part, by colleges and training providers themselves:

- Developing leadership capacity to embrace change
- Support for sector leaders who have already bought into the globalisation agenda
- Including goals and objectives related to international activities in the strategic goals of the institution
- Developing and promoting international work and activities to all staff
- Developing a support group for those undertaking management for international development
- Enabling each department to devise and develop its own international strategy, within the overall strategy of the institution
- Seeking and embracing international partnerships to help internationalise the curriculum
- Making quality and standards in international activities transparent and transferable
- Building on each college and training provider's location, population and expertise
- Employing staff from the countries with which they interact as part of the strategy implementation
- Improving international student experience of study in the UK in the face of concern about the quality of each student's experience in a changing and volatile environment
- Improving the image of the FE sector by helping schools and their students move through to further education, higher education, work-based learning. The FE sector must be seen as a provider of world-class skills, not as a remedial service for the failures of the schools system.

6. Recommendations

Developing a system of education and training that will enable our citizens to live fulfilled and successful lives in a global economy will need a coordinated approach by the sector, government and industry.

CEL will work with its strategic partners to support UK vocational education and training (VET) leaders as they meet the challenges of globalisation and realise their goals under the new DIUS FE international strategy, so becoming a key global partner for VET leadership and management capacity building.

Set out below are suggested action points to enable leaders in the lifelong learning sector to meet these challenges. These are based in part on the CEL international strategy, *World-class leadership for global excellence*, the issues raised by sector leaders at the *Global Skills: World Class Learning* conference in June 2006, and a range of research findings.

Each set of recommendations is addressed to a particular group of partners within the sector. They do not in each case represent a CEL or consensus sector view and are therefore presented in the spirit of opening further debate and analysis.

6.1 For colleges and training providers

What colleges and training providers can do for themselves

- Maximise the commitment across the whole institution to developing an international strategy. This should be appropriate for, and embedded in, the overall strategic goals and development plan of the institution.
- Identify the contribution and opportunities that will add value to the local community. This could involve twinning with institutions in heritage countries reflecting the local ethnic mix, or considering partnerships in areas where the local authority has already established strong twinning links.
- Consider partnerships and overseas recruitment campaigns in the priority countries of local employers. Colleges and providers could also cooperate with foreign companies having local interests as well as UK employers.
- Engage further with local employers to identify their own needs for languages and intercultural training for staff and trainees.
- Harness the contribution of overseas students to widen the cultural experience of local students and trainees. This might involve encouraging debate among learners from different countries and designing project work involving multilingual and multinational teams.
- Explore the virtual movement of students and trainees for joint courses or research using the internet.
- Use international teachers and give home teachers and trainers the opportunity for short secondments overseas.

- Encourage extracurricular international student clubs and associations, with intercultural events on campus.

6.2 For government and the FE national agencies

What they can do collectively to support these changes

- Clarify the links and synergy between international objectives, the Leitch review and mainstream FE policy.
- Work with the sector to develop a coherent national strategy with an effective support framework.
- Support and disseminate best practice, especially practical case studies which show what can be done, the pitfalls to avoid and which assess the value of international projects to institutions and students.
- Coordinate promotion of information on strategy and sources of funding (including EU programmes, PMI 2, British Council, DfES and UKTI in-country initiatives).
- Make use of expertise in the sector by involving colleges and providers in decisions on which countries and which sectors are to receive government funding.
- Promote and encourage UK participation in international skills competitions and the study visits organised by CEDEFOP for decision makers, policy advisers and others involved in the planning and delivery of VET.
- Systemise collection and use of feedback from colleges, training providers and learners themselves to help raise the profile of intercultural competence and language learning.
- Provide data for monitoring the impact of the DIUS FE international strategy.

6.3 For the Learning and Skills Council

Planning and funding

- Develop a national strategy for international work as a matter of urgency.
- Each regional LSC and the local partnerships to devise an effective and proactive strategy for promoting and delivering an international dimension for all young people.
- Incorporate an international dimension and language entitlement as funded components in all vocational and work-based programmes.
- Include the international dimension within the planning and strategic dialogue that is held with all colleges and providers.
- Give colleges and providers more flexibility with their funding to encourage the development of international partnerships and opportunities for UK students through EU programmes and PMI phase 2.

- Encourage institutions to build a European and international dimension into the Centre of Vocational Excellence (CoVE) remit and consider CoVE for international excellence.
- Work with other stakeholders such as Ofsted and QCA on quality assurance for international work.
- Create a funding stream to identify and establish the significance of international development for the sector.

6.4 For Ofsted

Quality assurance

- Change the inspection and self-assessment framework to accommodate an international dimension for home learners.
- Include overseas work, facilities and services for overseas learners in the UK in the self-assessment and inspection process.
- Make courses and provision delivered overseas by FE colleges and training providers subject to quality assurance and inspection.

6.5 For sector skills councils

Curriculum, qualifications, occupational standards and apprenticeship frameworks

- Put internationalisation of qualifications and curriculum on the agenda of the Skills for Business Network.
- Research the international skills needs of UK companies, including how well they are equipped to do business in another language and with other countries.
- Incorporating the need for language skills and intercultural competence within apprenticeship frameworks and monitoring employer and learner response
- Engage in debate with colleges and training providers over how they can support necessary changes to the curriculum and propose ways in which other national FE bodies can contribute to this.

6.6 For CEL and Lifelong Learning UK

Workforce development and leadership skills

- Develop occupational standards and support networks for staff who head up international activities.
- Build international perspectives into the national standards and programmes for governance, leadership, management and teaching and learning.
- Develop policy and programmes to ensure the FE workforce remains up to date with understanding globalisation issues.
- Explore strategies for widening the FE talent pool and broadening staff experience of working with and in other countries (eg exchange programmes).

7. Organisations and websites

Association of Colleges (AOC)
www.aoc.co.uk

British Council
www.britishcouncil.org.uk

Centre for Excellence in Leadership (CEL)
www.centreforexcellence.org.uk

UK Council for International Student Affairs (UKCISA)
www.ukcisa.org.uk

Department for Children, Schools and Families (DCSF)
www.dcsf.gov.uk

Development Education Association (DEA)
www.dea.org.uk

Department for Innovation, Universities and Skills (DIUS)
www.dius.gov.uk

English UK
www.englishuk.com

European Commission
www.ec.europa.eu

Global Gateway
www.globalgateway.org.uk

Leadership Foundation for Higher Education
www.lfhe.ac.uk

Learning and Skills Council (LSC)
www.lsc.gov.uk

Lifelong Learning UK (LLUK)
www.lifelonglearninguk.org

National Centre for Languages (CILT)
www.cilt.org.uk

Office for Standards in Education, Children's Services and Skills (Ofsted)
www.ofsted.gov.uk

Qualifications and Curriculum Authority (QCA)
www.qca.org.uk

Quality Improvement Agency (QIA)
www.qia.org.uk

Sector Skills Development Agency (SSDA)
www.ssda.org.uk

UK Trade & Investment
www.tradeinvest.gov.uk

8. References

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CEL and DEA, 2006. *Leadership Practices in Lifelong Learning in a Global Society.*

DfES, 2004. *Putting the World into World-Class Education.*

DfES, 2006. *Raising Skills, Improving Life Chances.*

LFHE, 2006. *Engaging with Leaders in Higher Education: The Leadership and Development Challenges of Globalisation and Internationalisation.*

HM Treasury, 2006. *Leitch Review of Skills: Prosperity for all in the global economy – world class skills.*

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Centre for Excellence in Leadership

The Centre for Excellence in Leadership (CEL) was launched in October 2003 to develop organisational leadership in the learning and skills system. CEL's remit is to foster and support leadership improvement, reform, transformation, sustainability and quality improvement.

It serves the existing and future leaders of all providers within the further education system, including FE colleges, training and work-based learning providers, adult and community providers, offender learning, specialist colleges and voluntary organisations.

CEL is a learner-driven organisation – learners and their improved learning are the focus and purpose of everything that CEL does.

CEL now operates through a charitable trust formed by its operating company on 1 April 2006.