

Spring 2008

CfBT Education Trust

education
update

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*Providing
education for
public benefit
worldwide*



Support Teach Advise Research Train

A large percentage of CfBT's mission to provide education for the public good is carried out overseas, mostly commissioned directly by governments, some on behalf of aid donors. Most recently our work in the Middle East has been given a significant boost by the addition of a project on behalf of the Government of Dubai to develop a school inspection system for the Emirate.

We also have an invitation to negotiate the management of further schools under the third phase of the Public Private Partnership programme in Abu Dhabi. This phase of the project sees the inclusion of schools at G10-12 for the first time, and we are seeking to build on our successful experience in the

and we continue to advise the Cambodian government on their educational development.

Two other areas of international expertise deserve mention. CfBT has particular experience working in post-conflict countries such as Cambodia, Rwanda, Afghanistan and Bosnia. We are collaborating with UNESCO in a programme to design more codified responses to such crises.

We are also unusually well informed about the role of the private sector in the provision of schooling. We are advising governments such as Ghana and Kenya as well as working direct with private schools through CfBT India.

Since the beginning of 2008 we have had

welcome

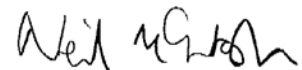
management of KG-5 and G6-9 schools in the first two phases of the project. Success in this phase would make Abu Dhabi CfBT's largest international interest.

We have been aware for some time of the input our wealth of expertise can have in helping reform education systems in the Gulf – starting with our work on teacher training programmes in Qatar in the early half of this decade – and I continue to believe that we can help make a real difference with governments in this region who are seeking reform.

In South East Asia a new programme in Singapore to enhance the independent learning skills associated with English language learning is an addition to our long term involvement in Brunei and Malaysia

the benefit of a new International Operations Director leading CfBT's overseas work. Jonathan Greenwood joined us from the British Council, where he worked for the last 21 years. Having spent much of his career working at a senior level in Mexico, Indonesia, China and Venezuela, Jonathan brings a wealth of international relations experience to CfBT.

Find out more about our international work, particularly in Dubai and Abu Dhabi, inside this edition of *Education Update* as well as the latest news on our work across the UK.



Neil McIntosh
Chief Executive

Making a difference in the Middle East

CfBT is building on its existing work in the Middle East with a new contract to set up a school inspection bureau for the Government of Dubai and an extension of its contract of school management in Abu Dhabi.

Working for the Knowledge and Human Development Authority (KHDA), the government department responsible for education in Dubai, CfBT is designing a school inspection bureau responsible for defining and measuring education quality in all of Dubai's government and non-government schools.

The Dubai Schools Inspection Bureau (DSIB) carries out its first inspections in September 2008 and is part of Dubai's ambitious strategic plan to reform the education system and develop a global reputation for the Emirate.



Our work in Dubai extends CfBT's portfolio in the Gulf to four regions – including Oman, Qatar and Abu Dhabi.

In Abu Dhabi CfBT is currently supporting the management of 17 schools as part of a public private partnership programme for the Abu Dhabi Education Council (ADEC). The programme is designed to engage private education providers to share international best practice and improve the quality of teaching and learning.

We have recently been invited to bid for the management of further schools under the third phase of the PPP programme. This next phase of the project sees the inclusion of schools at G10-12 for the first time, and we are seeking to build on our successful experience in the management of KG-5 and G6-9 schools in the first two phases of the project.

CfBT is education adviser to Kent's winning BSF consortium

The Land Securities Trillium Consortium, which includes CfBT as education adviser, has been selected as the preferred bidder for the delivery of the first phase of Kent County Council's Building Schools for the Future (BSF) programme.

The consortium, consisting of Land Securities Trillium, Northgate Information Solutions and CfBT, is responsible, in partnership with Kent County Council and Partnerships for Schools (PFS), for the delivery of the £600 million first stage of the BSF programme to refurbish or rebuild approximately 40 schools and transform the delivery of education in Gravesham, Swale and Thanet by 2014.

CfBT has supported and advised in the creation of new and exciting learning environments that will support students' needs through a range of academic and vocational opportunities and transform the way learning takes place in Kent's secondary schools.

Neil McIntosh, Chief Executive of CfBT Education Trust said: "Kent County Council set us all a strong challenge of responding to its vision of new approaches to teaching that will support self-regulating, autonomous learners. It is truly a transformational approach to the delivery of learning and we are very excited to be supporting Land Securities Trillium and Kent in the delivery of its BSF programme."

LECT joins CfBT's growing portfolio

The League for the Exchange of Commonwealth Teachers – LECT – has joined CfBT's growing service portfolio.

LECT established the world's first professional exchange programme for teachers almost a century ago and joined CfBT at the end of last year to continue its work supporting teachers and promoting excellence in education. The League works throughout the 54 developed and developing Commonwealth countries providing educators with a range of international professional development programmes.

The addition of LECT to CfBT's portfolio consolidates both charities' resources and expertise enabling both to offer greater international opportunities to educators in the UK and overseas. Opportunities include study visits, international professional development, job shadowing and international exchanges.

Anna Tomlinson, Director of LECT, said: "The support and knowledge provided by CfBT will be invaluable in enabling LECT to expand its work to bring teachers and educators across the world together. Working with CfBT we plan to continue to build the starting blocks for stable and prosperous communities through raising educational achievement."

For more information about LECT visit www.lect.org.uk

Pupils sing loud and proud!

Pupils from all six of CfBT's UK schools took centre stage at Rochester Cathedral in Kent for a musical extravaganza developed from the classroom to the cathedral by the students themselves.

More than 200 pupils packed into the cathedral, the second oldest in the UK, to perform a medley of traditional hymns, songs and solo performances to an audience of pupils, parents and CfBT staff. Each school choir had been practising independently in the classroom and the cathedral performance was the first time the children had sung together.

Neil McIntosh, CfBT's Chief Executive, said: "Making music together stimulates many of the qualities we want to encourage in our schools and their pupils; team work, understanding, awareness of others, self-confidence and self-esteem. This unique event is one illustration of the benefits of working together as a group of schools."

CfBT owns and manages six co-educational independent day schools in London and surrounding counties as well as a developing international portfolio including the International School of Cape Town in South Africa.

The aim of CfBT's schools is to support students to develop into confident,



motivated and happy individuals, enabling each and every one to achieve their full academic potential. Our schools offer a rich and diverse curriculum providing tailored education to enable children to develop their personal and interpersonal skills through extra-curricular activities that broaden their experiences and enhance their school lives.

The CfBT research programme, which investigates practical ways of building highly effective schools, supports developments in our schools.

CfBT Connexions contracts hit top ten!

include Norwich celebrates Ofsted success

include, CfBT's specialist arm dedicated to supporting young people at risk of social exclusion, is celebrating a successful Ofsted inspection of its Norwich centre, which praised its excellent pastoral welfare and student support and good quality education.

Students are referred to **include's** Norwich centre by the local authority because they have either been permanently excluded from mainstream or special schools or have exhibited long-term non-attendance at school.

Inspectors praised the standard of education provided to students and, in particular, the quality of teaching delivered which enables them to develop literacy, numeracy and social skills as well as promote self-confidence and independence. They also highlighted the significantly higher rates of sustained attendance achieved by **include** students.

include's mission is to secure the inclusion of all children and young people in mainstream education, training and employment to enable them to participate as full members of their communities. For more information on **include's** work in England and Wales visit www.cfbt.com/Inclusion

CfBT's Connexions contracts in London hit the top ten with the announcement that it has been awarded the contract to deliver information, advice and guidance to young people across the south London boroughs of Bromley, Croydon, Kingston, Merton, Richmond and Sutton.

Together with contracts already being run in Ealing, Hammersmith and Fulham, Hillingdon and Hounslow, CfBT now delivers Connexions contracts for ten London boroughs, as well as a portfolio of services in Oxfordshire.

Ayub Khan, Director of Operations at Connexions South London, said: "CfBT's unique approach to delivering information, advice and guidance promises to offer young people in south London the comprehensive service that they need. During the tender process we were impressed with CfBT's ability to explain the impact of the initiatives they have delivered for Connexions in other areas, and we look forward to seeing such a fresh approach implemented for young people in Bromley, Croydon, Kingston, Merton, Richmond and Sutton."

CfBT's objective for its Connexions services is to reduce the number of young people not in education, employment or training (NEET) by helping them to make informed choices about their futures. This is achieved

by continuously involving young people in shaping their service. Examples include: working innovatively with local schools and colleges to develop youth interview panels for new personal advisers, youth panels to advise on a wide range of issues from refurbishment to bidding for funds, and focus groups for consultation on developments such as newsletters and websites.

Improving careers and professional potential

Learning Matters – yes it really does



A new summary research report entitled *Learning Matters – Making the 14-19 reforms work for learners* has been released by Geoff Stanton in association with CfBT Education Trust.

The report explores the potential for improvement in education for 14-19 year old learners and examines the value of knowledge and learning as opposed to achievement of qualifications and measurement of success by this means.

Many measures have been put in place by the government within the last 10 years to increase the numbers of 16-18 year old learners, but as this report highlights, despite the measures there has been no overall increase in the participation of 16-18 year old learners since 1994. In England in particular there is also a concern regarding the numbers of learners who drop out of education by the age of 17.

The new 14-19 diplomas look set to follow the history plotted by the NVQs and GNVQs where a revision has been required to simplify the process after it has been rolled out.

This report argues for a more considered approach to learning, exploring the learner's needs and making use of the insights that teachers gain during their career. It draws on the fact that it is not too late to tip the balance more in favour of the learners but to do so, experienced tutors should be used as a source of expertise and insight. The development schedule also needs to be examined so that it protects the welfare of the participants.

The report makes a set of specific recommendations that include focusing on quality, being learning led, paying attention to the content, utilising the expertise and insight of teaching staff and learning from past experiences.

You can download the full report now from
www.cfbt.com/evidenceforeducation

If you would like to know more about any of our research reports please visit the research section of our website
www.cfbt.com

*Re-investing in
the development
of global
education*

Films of effective practice – a new resource for Skills for Life trainers and practitioners

A set of three new films demonstrating ways in which Skills for Life is taught in different contexts has been produced by CfBT. The films have been developed as part of the Quality Improvement Agency (QIA) Skills for Life Improvement Programme managed by CfBT that aims to raise the quality of teaching and learning in adult literacy, numeracy and language (LLN) provision. The films focus on how LLN skills can be developed alongside vocational or other subject areas and in a context of direct interest and relevance to learners.

Two of the films, *Construction with Embedded ESOL* and *Literacy for Sport*, show examples of embedded Skills for Life teaching bringing together the language and literacy skills development as well as vocational aspects of the courses whilst the third film, *Numeracy for Kitchen Design*, represents a more contextualised approach designed to improve learners' numeracy skills.

The three films will be of particular interest to teacher trainers as they provide a rich resource for promoting discussion and reflection on effective teaching. They will also be of interest to staff teams or individuals whether they are LLN specialists or vocational teachers who have a similar interest in developing their own skills or knowledge. The films can also be used for Initial Teacher Education for teaching in the post-16 sector, in quality improvement to moderate observation and discuss grading as part

of a whole organisation approach, or to demonstrate co-operation between vocational and Skills for Life teams.

To obtain a copy of the DVD containing the three films visit www.sflip.org.uk or email sflipinfo@cfbt.com



CfBT wins extension to deliver Fast Track teaching programme

CfBT is pleased to announce that it will continue to deliver the Fast Track Teaching Programme on behalf of the National College for School Leadership (NCSL) for one more year from September 2008. It was previously anticipated that CfBT's contract would come to an end this August; however, NCSL has stated that due to the high quality of delivery CfBT has maintained throughout its management of the teacher development programme since 2001, CfBT is to be awarded a year's contract extension.

Margaret Abbott, Director of UK Services at CfBT, said: "We are delighted to have been asked by NCSL to continue to deliver the Fast Track Teaching programme for one more year from September 2008. CfBT Education Trust is fully committed to the leadership development of teachers and educators, and we have an experienced and dedicated team who consistently prioritise high quality service delivery. The request from NCSL to CfBT to continue its delivery of the programme is testament to the team and the standard of service they provide. We are working closely with NCSL to maintain this high level of programme delivery for participants and all those associated with the programme."

Comment

Failing to reform 14-19 education?

In 1994 just under 91 per cent of young people aged 16 and 17 were participating in education or training. By 2006 participation had fallen to under 90 per cent. While this is a small percentage fall it is a stark warning sign that 15 years of Government reforms designed to increase the proportion of 16 and 17 year-olds studying have yet to make the breakthrough needed.

No-one should doubt the sincere commitment at the highest level of this Government and its predecessor to improving the education and training of all 14-19 year-olds. But new evidence from CfBT Education Trust's research programme suggests that the reforms are simply not working. Participation rates are now lower than they were more than a decade ago, and we have not learned from the lessons of the past.

One of CfBT's research themes for 2008 is learning and skills development for post-14 learners. Our latest research paper *Learning Matters: Making the 14-19 reforms work for learners* (see page 6) analyses where the reforms are failing and sets out specific recommendations for future success.

Learning Matters suggests that three factors have contributed to the failing of the reforms: focusing on the reform of qualifications as a means to reforming provision; not focusing on the learning needs of those with below average academic attainment, and a loss of 'policy memory' that has resulted in a failure to review the developmental processes that have resulted in flawed approaches. The research also demonstrates that learning matters for both participants and policy makers alike.

Four other research papers in learning and skills development for post-14 learners

research series are: *Still waiting for 'big ideas' on adult skills*; *Raising the leaving age to 18: symbol or substance?*; *By accident or design – Is our system of post-16 provision fit for purpose?* and *More than just mergers – are some institutional arrangements better than others?* All of this research, including *Learning Matters: Making the 14-19 reforms work for learners* by Geoff Stanton is available to download from www.cfbt.com/research.



John Harwood
Chairman of Trustees

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education for
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Contact Us

We're always happy to hear from you by email, in writing or by telephone. Please get in touch if you have any comments or questions regarding *Education Update*, the work featured in this edition, or would like more information about CfBT Education Trust.

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