

Department for
**Innovation,
Universities &
Skills**

Globalisation

Meeting the challenge

An international strategy for
further education in England



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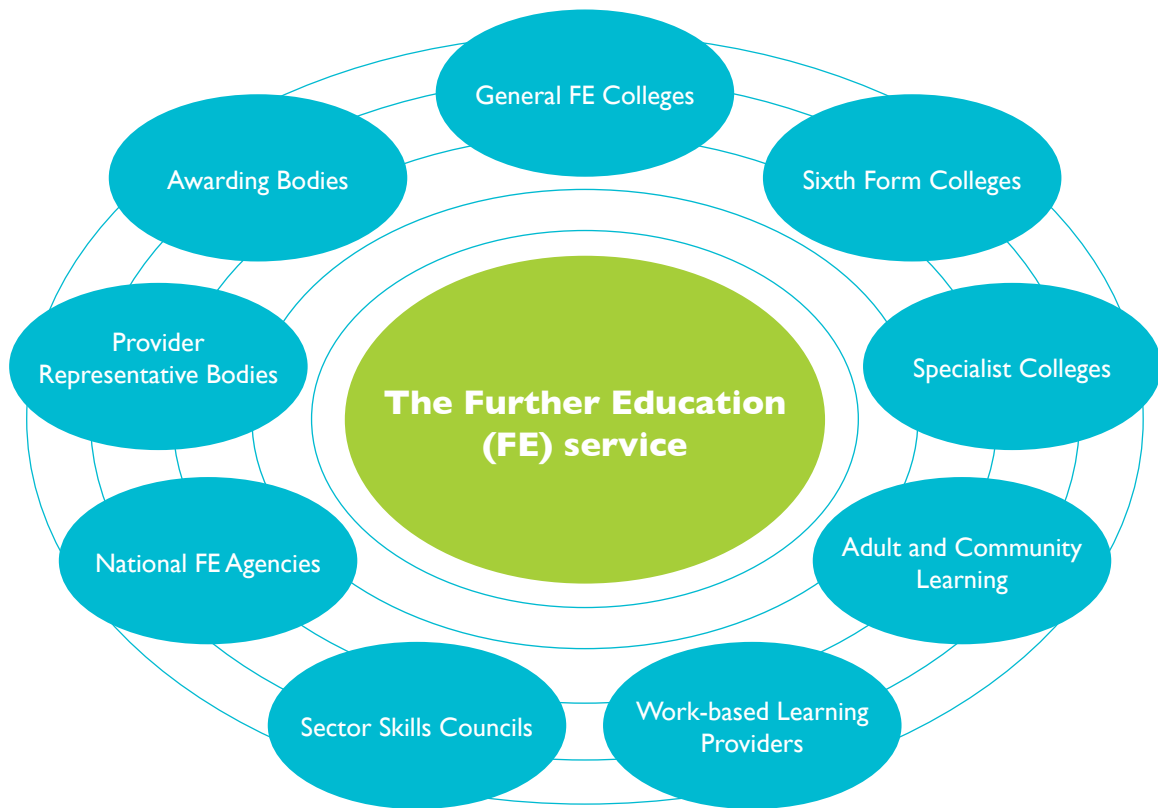
- Association of Colleges (AoC)
- Association of Learning Providers (ALP)
- Becta
- British Council
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- Institute for Learning (IfL)
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- National Institute for Adult Continuing Education (NIACE)
- OfSTED
- Sixth Form Colleges Forum (SFCF)
- Single Voice
- The 157 Group
- TVET UK

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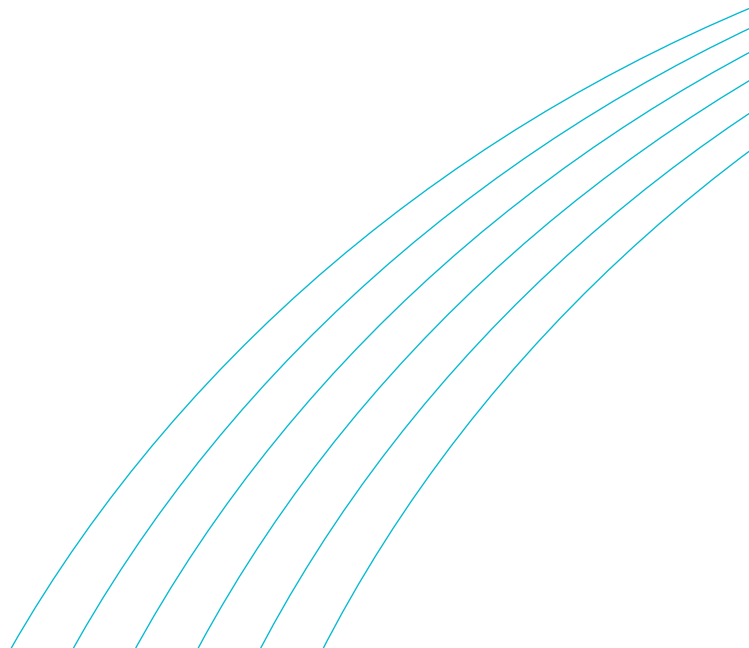
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The terms Further Education or FE are used inclusively to describe all parts of the service



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Our **vision**

Today, almost every action we take brings us into contact with organisations that work internationally whether for trade, knowledge, culture, leisure or services. Our vision therefore is of an FE service that:

Aspires to excellence, innovation and successful collaboration in an increasingly global context

Is committed to developing its learners to be global citizens; globally aware, confident of their skills and sensitive to the needs and perspectives of others

Supports the mobility of citizens between regions and communities within this country and internationally

Recognises the global dimension as essential to the development of its domestic mission, central to business success, and a valuable way of capitalising on and developing its own distinctive strengths

Sees engagement with international partners as a basis for learning from experience overseas and using this to support a process of continuous improvement at home

Contributes to an understanding of, support for and implementation of the Millennium Development Goals.

Forewords



Siôn Simon MP,
Parliamentary Undersecretary of State for Further Education

Only an inclusive society that creates opportunities for all its people will have the strength and resource to lead the world. Few jobs do not involve the need to build relationships with people from different backgrounds. Whether this is as a result of working in a multi-national organisation, in partnership with organisations in other countries or with colleagues from different ethnic backgrounds at home.

It is against this background that we are setting out a new, broadly-based international strategy for the Department for Innovation, Universities and Skills. This will help bring coherence to international aspects of our work and ensure they complement each other. In developing this strategy we asked those working in FE to identify the benefits and opportunities of international working for the sector as a whole. I'm delighted that so many colleges, providers and key sector partners came forward with contributions. I hope this document will help to promote understanding of the international perspective and encourage everyone to consider the opportunities and benefits it can bring to learners and business.

Of course, not every college or provider will be involved in all parts of this agenda. Each will decide how their strengths can best meet the needs of their learners, employers and communities. Each will need to develop a clear strategy in response to the opportunities an international perspective can bring. I hope you will assess the implications and opportunities for yourselves, for your staff, and for the learners, employers and community you serve and look forward to seeing the challenging vision that this document presents becoming a reality.

Only an inclusive society that creates opportunities for all its people will have the strength and resource to lead the world. Few jobs do not involve the need to build relationships with people from different backgrounds.

CASE STUDY

Park Lane College

Ex-dinner lady and single mum Sharon Wood overcame many personal challenges and impressed her tutor and employer with her work on an IT placement in Estonia. Her extraordinary achievement helping a local college with IT maintenance, website development and travel and tourism expansion led to awards for the work-based learner at Lark Lane College in Leeds. She has since completed a Foundation Degree.

Sharon's success, as part of a Leonardo-funded team, is a firm endorsement for the college's belief in well-targeted projects to promote capacity building in partner countries while 'globalising' the curriculum for home students and creating staff and learner placements, exchanges and study visits. Since 1991, when Park Lane opened a European office, it has worked with 40 different partners across the wider Europe, with considerable support from ESF transnational funding, Community Initiative Programmes (ADAPT, EQUAL, INTEGRA) and, PETRA, the forerunner of the Leonardo programme, now part of the EU's Lifelong Learning Programme.



Sir George Sweeney,
Chair of the FE Globalisation Strategy Group

International activity builds on the traditional flexibility of the further education service, which has always worked with Government, employers and the local community. Now our sense of community is expanding beyond our neighbourhood horizons to include partners across the world – creating tremendous opportunities for our learners and staff to broaden their experience and develop new skills.

We are gaining experience and maturity in international working, whether in not-for-profit programmes in developing countries, or working alongside colleges in war-torn regions or with the burgeoning new economies. In all these projects the traffic is two-way and we are learning from each other.

But much of this work has been done by trailblazers. If others are to follow and international working is to move to the heart of the service, we will all need to have strategies in place for understanding and responding to the challenges and opportunities.

This International Strategy for Further Education in England, developed by DIUS in partnership with the sector, will provide the foundation for all our individual providers – including FE, sixth form and specialist colleges, work-based learning providers, adult and community learning – to create their own strategies, tailored to their own organisations and relevant to the needs of their own communities and clients.

I hope you will find this strategy and action plan to be a useful document and that the contribution of all the organisations that had a part in preparing it will demonstrate our commitment to this increasingly important agenda.

Now our sense of community is expanding beyond our neighbourhood horizons to include partners across the world – creating tremendous opportunities for our learners and staff to broaden their experience and develop new skills.

CASE STUDY

Leeds Thomas Danby

Such is the college's reputation for baking and food manufacture studies that students as far away as Malaysia sign-up for its courses. The roots of success lie in its links with local firms to deliver qualifications in the workplace and on an understanding of the influence foreign markets have on consumer tastes. Small to medium enterprises such as Thomas of York bakery have thrived in the partnership with the college – which won top accolades from inspectors and gained status as the Academy for Food Innovation and Technology.

Work now includes international partnerships with colleges, government agencies and employers worldwide. Staff and student placements, exchanges and study visits overseas are prominent on the calendar with an international focus on staff development.

FE: the global challenge

We are living in an increasingly complex and uncertain world, where our actions and the actions of others across the globe are inextricably linked. Today, this is starkly evident in the crisis we are facing in our economy, but we also are increasingly aware of the global impact of local decisions in relation to issues of climate change, sustainable development, poverty and social cohesion. All these must be considered in the delivery of education and skills, if we are to prepare learners to contribute positively to this modern world.

One quarter of British jobs are already connected to overseas business¹. Unprecedented growth in new technologies, rapid expansion of export markets, greater mobility of labour between nations and increasing multi-national ownership mean not only that companies increasingly require staff capable of working effectively in international markets, but that they are also able to draw on an international talent pool to meet their workforce needs here in the UK.

As the UK workforce becomes increasingly mobile and diverse, so too are major social and cultural changes occurring in society. The key challenge is to recognise how FE colleges and providers can help their learners improve their knowledge and understanding of the wider world and the impact of global forces on their lives. This is even more crucial in a world where the global dimension is having repercussions for people both in the workplace and in

communities – and a challenge we share with the providers of vocational education throughout Europe and the rest of the world.

Whereas international education has hitherto been viewed as marginal to the FE local mission, this strategy seeks to place it at the heart of preparing our own learners for life and work in a globalised economy and multicultural society. This will require a change of mind-set – thinking globally in all that we do nationally and locally.

Considerable progress has been made by many of our colleges and learning providers; however, others have still to see its relevance to their own particular circumstances. This strategy seeks to build on existing practice by providing a framework for effective and focused action across the FE service as a whole. It sets out the key challenges and priorities for the sector, the actions that are being taken by government and the national FE agencies, and ways in which all providers, including FE colleges, sixth form colleges, work-based learning providers, specialist colleges and adult and community learning can play their part in progressing this important agenda.

The response to the global impact upon people's lives and employment is probably the greatest challenge facing the FE service today. If the service is to play its part in creating a thriving economy and cohesive society, global learning and global skills has to be a core feature.

¹ *The Increasing International Dimension to Life and Work, QCA 2005*



CASE STUDY

Derby College

Students from the UK and Saudi Arabia who win a building competition to design eco-friendly houses will have the chance to construct mock-ups of their creations at Derby College. It is part of an innovative curriculum development programme using latest technology solutions through Moodle. The programme helps promote a range of cultural, curriculum and work experience opportunities for staff and students at home and overseas. Successful Derby College projects include joint management training initiatives with colleges in Punjab, India, as part of the PMI; skills for young people in Bosnia-Herzegovina; and partnerships with Malawi to promote sports science.

What does this mean **for my organisation?**

Despite the vulnerability of our economy to global factors, the term 'globalisation' does not always resonate easily with the everyday challenges and pressures faced by FE colleges and learning providers. The rich diversity of our sector also means that colleges and learning providers come in different shapes and sizes, serving different learner profiles, different localities and different economies. Whether rural, urban, large or small, the prime concern will be to provide the best possible learning experience for the local community served by that organisation.

The challenge for all colleges and learning providers is to ensure they have, or can develop, the appropriate educational and learning responses to the impact of globalisation.

The challenge for all colleges and learning providers is to ensure they have, or can develop, the appropriate educational and learning responses to the impact of globalisation

It is suggested that one way of looking at how global influences are impacting on each provider's domestic mission would be to ask the following questions:

- How diverse is the cultural background of the community from which we draw our learners?
- Are we seeing more immigrant workers entering the local labour market?
- What are the implications for our learners, our staff, our community and our curriculum offer?
- How are a range of voices and perspectives reflected within the learning and training provided?
- What are the changes that need to take place within our organisation in the medium to long-term, to ensure the learner is exposed to views and approaches to understanding the world other than their own?
- Are our businesses operating in European or global markets?
- What new skills and support do they need from us for growing that business?
- Does inward foreign investment mean new job opportunities with internationally owned companies?
- What multi-national skills and internationally recognised qualifications will our learners require to compete successfully for those jobs?
- Are our educational partners, including schools and universities, offering a global dimension to their offer?
- What are we doing to ensure smooth progression to and from those organisations?
- Are we looking to grow our business through entering international markets?
- What opportunities does that provide for bringing an international dimension into our provision for domestic learners?

If the answers to these questions lead to the conclusion that there are no global influences on the local community or labour market, the next questions might be:

- What are we doing to prepare our learners who will be exposed to these influences if they seek to further their studies, or work and live elsewhere?
- If we are too small or restricted in scope to directly extend our own programmes, what partnerships could we form with other providers to achieve these aims?

Our goals

The sector has identified four goals which encapsulate the essential features of FE's contribution to global skills development and the international agenda.

1

Supporting social cohesion and global citizenship

- Equipping learners for life in a global society and work in a global economy, by instilling a strong global dimension within the FE learning experience
- Improving understanding and appreciation of other countries, their working methods, cultures and faiths, by providing opportunities for high quality exchange programmes and work/study experiences abroad and for fruitful interaction with learners and trainees from other countries
- Incorporating a meaningful international dimension and language entitlement into the curriculum at home, including providing opportunities to study alongside learners and trainees from other countries
- Providing opportunities for FE learners, employers and their employees to learn or further develop foreign language and inter-cultural skills
- Promoting innovative and creative use of new technology to support the development of global skills within what FE providers offer
- Providing opportunities for learners to understand the Millennium Development Goals and their relevance to their lives and careers.

2

Supporting engagement with international partners to achieve their goals and ours

- Developing sustainable, strategic international partnerships for mutual benefit, including joint curriculum development and continuing professional development of staff
- Maximising use of European programmes and partnerships to support the Lisbon Goal of making the EU 'the most competitive and dynamic knowledge-based economy in the world'
- Benchmarking our performance, sharing with and learning from best practice with other countries, including active support and participation in World Skills Competitions
- Supporting the Millennium Development Goals, particularly in relation to Africa, through partnerships and capacity-building for vocational education and training institutions.

CASE STUDY

Intraining (NTP) Ltd

Senior managers of small companies in the food industry gained skills they needed to exploit new ideas and best practice from overseas, with the help of independent training provider Intraining (NTP) Ltd. By giving the South Yorkshire managers direct experience of new practices in the Netherlands, the New Horizons project helped create a demand for learning and development.

Core beliefs of those running the project are that *'knowledge will be the basis of future competitiveness'* and *'learning is the way to new knowledge'*. The project was a learning mission rather than a trade mission, with opportunities to explore future thinking, innovation, getting the best out of people, logistics, marketing and working in partnerships.

The South Yorkshire managers found that the scheme – organised jointly with Yorkshire Forward, Business Link South Yorkshire, Sheffield Hallam University and the LSC – offered a two-way learning process. They were immediately able to share their learning experiences to the benefit of the whole group and forge stronger intercompany links here in the UK.

3

Maximising the contribution of the FE service to overseas trade and inward investment

- Promoting UK education overseas, in order further to expand the numbers of international learners at our organisations, including those at quality assured overseas outlets
- Ensuring an optimum experience for international students
- Making the UK an international leader in the creative use of technology for education and training
- Working with UK employers to support skills development and exports, including working in partnership on joint international ventures.

4

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
- Encouraging consortia and inter-organisational approaches which enhance international collaboration and mobility, including with schools and HE
- Improving our knowledge of international activity in the sector, including better co-ordination and dissemination of information on strategy and sources of funding
- Working towards international mutual recognition of qualifications and learning outcomes
- Working in partnership with appropriate international bodies to ensure relevant and appropriate support is given to delivering the MDGs in the context of improved educational and training capacity.

CASE STUDY

Stoke-on-Trent College

Comments from students at Stoke-on-Trent College who took part in the exchange programme, Challenge South Africa, ranged from: "This was the trip of a lifetime" to "probably the best form of education I have ever received". Experiences ranged from visits to the Aids orphanage to witnessing the Youth Parliament in action. What started four years ago as a partnership with Manenberg High School in Cape Town has spread to local Stoke secondary schools in a flourishing city-wide exchange programme.

Stoke-on-Trent typifies the success of colleges which began with small, locally-inspired programmes almost a decade ago and grew steadily culturally and commercially through programmes rooted in ideas of global citizenship. Commercial contracts include staff training and exchange to ensure Beijing Information Technology College are able to offer a suite of Edexcel vocational programmes, whilst maintaining quality of provision.

The **benefits**

While the engagement of FE colleges and other providers in this global agenda will involve some effort and take time to turn into practical changes in delivery, the evidence of those that have gone down this path is that there are substantial benefits for all the stakeholders involved.

FE learners will benefit from:

- Greater awareness and comprehension of global issues
- Greater understanding and appreciation of different countries, their cultures, working methods and faiths
- Improved inter-cultural skills, including languages, which will better equip them to live and work in a global economy and multicultural society
- Access to high quality study/work experience abroad, which will increase their opportunities for mobility
- Access to more diverse and innovative teaching and learning opportunities at home.

FE providers and their staff will benefit from:

- Increased staff development opportunities and incentives via international placements, exchanges and project assignments
- New and creative ideas through collaboration and sharing of experience and best practice with overseas partners
- Opportunities to create new strategic partnerships with local, national and international businesses
- Opportunities to work with other UK colleges, learning providers and national agencies in internationally-focused consortia
- Improved access to international benchmarking to support continuous quality improvement
- Implementation of equality, diversity and social cohesion strategies enriched by a global dimension
- A better understanding of overseas clients and their education reform agendas to enhance involvement in commercial activities.

Employers will benefit from:

- Access to a workforce which is better equipped with the appropriate skills for a global economy and which will help to increase UK competitiveness
- More coherent support and enhanced services from FE service providers to help boost exports
- The opportunity to enter new international markets via involvement in FE overseas partnerships.

Local communities will benefit from:

- Improved cohesion through the development of globally aware citizens with increased understanding and tolerance of other faiths and cultures
- Strengthened and extended twinning relationships, including with heritage countries reflecting the local ethnic mix, yielding social and economic benefits.

Our international partners will benefit from:

- Increased confidence in UK education which values international collaboration and mutual learning
- Access to a network of providers and practitioners with an enhanced understanding of their needs, the challenges they face and a greater capacity for effective and proactive collaboration
- Increased understanding of UK policy, practice and pedagogy
- Enhanced services to international students via improved integration
- Access to well structured, professionally delivered courses and services relevant to a global context.

What FE service providers can do

FE colleges and learning providers have an invaluable role to play in providing settings where young people and adults from every ethnic, faith and social group can come together – building mutual respect and understanding between different groups in society.

This does not necessarily require a commitment to working overseas or to recruiting overseas learners. Indeed, many providers in the sector, particularly in colleges, already benefit from having a culturally and ethnically diverse student and staff body – this can provide a solid basis from which to start.

Every provider will be starting at different stages of the journey and will need to make its own strategic choices, based on its own distinct priorities and local contexts. For some this may mean simply encouraging first-time debate among staff, learners and local stakeholders about what globalisation means in practice to them – and what first modest steps it would be feasible to take.

To others, perhaps already involved to a greater or lesser extent in activities such as international student recruitment, exchange programmes, cultural visits, learning partnerships, overseas course delivery or consultancy, this could mean looking critically at how such activities might be used more strategically across the organisation to benefit the wider learning community and self improvement agenda.

CASE STUDY

Nottingham City – the international student

When New College Nottingham set its sights on being 'The College of the International Student', it took the initiative into the heart of the city. A dedicated annual awards ceremony was created to trumpet the successes of the 400 overseas learners and a dedicated section of the college website - 'I'm an International Student' - was created to give them a voice. A colourful quarterly magazine is published on the web to highlight international cultural and educational visits and exchanges for staff and students. And this year, the first International Day took place to celebrate diversity and inclusion within the college and Nottingham City – modelled on a mini-world exhibition, with international students presenting their own cultures and traditions via a variety of country-themed stalls. The students offered a 'round the world' experience through national food, drink, music, literature and other cultural artefacts. The message is that the college wants "more international students to come to New College Nottingham as individuals or as part of our developing partnerships".

There is much that can be learned and built upon from the enormous amount of innovative work carried out in the sector during the past few years. There is no standard pattern of activity. Effective practice identified by colleges and learning providers with experience of engaging with international partners includes²:

- Developing an international strategy that is appropriate to and embedded in the overall strategic goals and development plan of the organisation
- Identifying opportunities which will add value to the community, such as partnerships in heritage countries reflecting the local ethnic mix, or building in areas where the local authority has already established strong links
- Considering partnerships, overseas recruitment campaigns and student exchange projects in the priority countries of employers, including foreign companies which have business interests in the area
- Engaging further with employers to help them identify their needs for language and inter-cultural training for staff and trainees
- Using international partnerships to benchmark performance, identify and share experience of dealing with common challenges, as well as using international teachers from partner organisations and giving home teachers and trainers the opportunity for short secondments overseas
- Harnessing the contribution of overseas students to widen the cultural experience of home students and trainees. This could involve encouraging debate among learners from different countries and designing project work involving multilingual and multinational teams
- Encouraging extracurricular international student clubs and associations, with intercultural events on campus, also exploring the virtual movement of students for joint courses or research using the internet.

Each provider will need to develop a strategy best suited to its own unique situation - building on its own location, population and expertise to develop international perspectives which add value to their learners, the curriculum, staff development and the employers and communities they serve.

²The Leadership Challenges of Globalisation, CEL report 2007

Working together

with government and the national agencies

Within an increasingly self-regulated and demand-led further education service, individual colleges and learning providers will have considerable scope to develop their own response to the opportunities and challenges outlined in this document. The role of Government and national agencies within this framework is to recognise, encourage and support good practice and provide particular funding or structural support where this is needed. Government and the national agencies will need to continue to work with the sector in identifying how their actions can add the most value, as the sector increasingly becomes mature in this area.

Our collective responsibility is to work together in order to maximise the benefits for the FE service, its learners and the economy, to ensure synergy and clarity of purpose and to safeguard the international reputation of the sector. Where appropriate, we will work with overseas governments and education organisations to develop a shared understanding of the 'need' and the 'offer', encouraging our partners across the FE service to work effectively to meet these needs.

CASE STUDY

Greenwich Community College

With almost two-thirds (64 per cent) of its students coming from minority backgrounds, Greenwich Community College has grown a whole international strategy based on working with the local communities. Very close ties with countries from Ghana and Nepal to Thailand and Vietnam have developed from twinning and partnership arrangements, which have emerged naturally through meeting the needs of minority groups.

Unique curriculum and staff development opportunities have followed. For example, the college, in partnership with others including the local authority, is helping Ghana develop its tourist industry, while bringing new education and training opportunities to its own staff and students. Greenwich is twinned with Tema in Ghana and in 2007 sent a delegation to lead a symposium for Ghanaian Colleges, local employers and representatives of the tourist industry. This led to a strategic partnership to help develop both the city's tourism industry and its local government management. Reciprocal visits followed and the community college, as part of a college/local authority partnership, is now deploying specialist staff for a national programme to help develop all Ghana's tourism industry.



Our high level action plan

The individual contributions of DIUS, key national agencies and sector representative bodies for supporting the vision and goals of the strategy are set out on pages 20-36. These individual contributions are complemented by a high level action plan in which we have pledged to work collectively on the following priority areas:

Investigating

Much can be learned from the international activity already taking place, but there are also many gaps that need to be addressed. We will look at the feasibility of a sector research unit to map the type and extent of international activity being undertaken and co-ordinate investigation into issues such as:

- How strategies are being used by organisations for global activity
- How colleges and providers are adapting their provision in response to globalisation
- How international activity is contributing to raising standards, quality improvement, social cohesion, sustainable development, climate change and risk and security
- What further support and guidance is needed by colleges and learning providers.

Motivating

International activity must become integrated into mainstream practice within the sector. We will work with partners across the sector to explore how it can be embedded through mechanisms such as:

- Quality assurance
- National Improvement Strategy
- Inspection and self regulation
- Remit and grant letters
- Policy development
- Occupational standards and qualifications, including those for the FE workforce
- Learner entitlement.

Capacity building

Our aim is to develop practitioners who are professional and highly regarded world-wide for their expertise in working with learners from a range of backgrounds and countries.

This expansion of professional activity should be carried out in a timely and rational way, so that it is a benefit rather than a burden to organisations, staff and learners. We will look to the development of systematic FE workforce development programmes and toolkits for sector leaders and practitioners to:

- Raise awareness of the possibilities and contribution of global activity
- Provide practical support for globalising the curriculum
- Encourage high level debate and understanding of global skills
- Harness the skills, knowledge and experience of migrant workers in understanding and appreciating other cultures and in promoting tolerance and community cohesion
- Maximise the opportunities for FE learners and providers in relation to the 2011 World Skills Competition and 2012 Olympics.

Co-ordinating

Through good communication and working together the sector can build on its strengths in the most efficient and constructive ways. This will involve such actions as:

- Encouraging greater co-operation and sharing of information between the relevant organisations and agencies
- Further developing effective consortia to respond to opportunities
- Developing best practice communities of providers learning from one another
- Encouraging a close working relationship between the sector and employers on international trade
- Developing a single portal for sharing information.

The FE Globalisation Strategy Group will be responsible for monitoring and evaluating progress of the strategy. The group's first task will be to translate the high level action plan into a detailed implementation plan which will include targets and specific tasks and responsibilities for all stakeholders. The group will provide regular progress reports to the sector and devise mechanisms for constant review, evaluation and feedback in dialogue with all parts of the FE service.

Globalisation in FE – case studies

NIACE – Working with literacy teachers in Uganda

Already over-stretched Niace staff found time to help train adult literacy teachers in a rural community, reaching more than 50 staff working in some of the world's most impoverished communities. British Airways, with UNESCO, supported the work, which included planning, learning, initial assessment and the development of materials using locally available resources. At the request of local people, work rapidly expanded to include family learning and spread to a network of local villages and communities. Government officials became interested in the work as news of its impact spread.

Niace staff learned much about the realities as well as the riches of rural African life, gaining cultural awareness, forming strong working relationships and questioning what wealth in the north has brought. In turn, they have shared knowledge and skills which are already reaping benefits.

Tanzania – a partnership

The *Fair Trade in Skills* partnership between colleges in the UK and Tanzania is also a partnership of college employers, unions and policy workers at home. From its inception, it was realised that a tripartite approach was needed to help strengthen the skills of Tanzanian vocational teachers and build up their economy. The aim is to relieve poverty, while offering volunteer, gap-year-type placements for vocational students and professional development opportunities for college staff from the UK. As a peaceful developing country, Tanzania is particularly keen to expand its agriculture, tourism and IT capabilities.

Led by the Association for College Management, the partnership also includes CEL, the AoC, the University and College Union, Unison, LLUK and officials from VETA, the Tanzanian vocational education and training agency. As well as organising visits, it also collects and sends educational books and equipment, particularly computers, to Tanzania.



◀ Middle East

Significant commercial business is available to colleges and learning providers which develop a track record and a good reputation in specific international markets and which build relationships of trust with overseas governments and clients.

Members of a consortium which includes City College Brighton and Hove, Hastings College, Castle College Nottingham and Greenwich Community College have worked extensively in the Middle East, forging links with companies and academic institutions in the Gulf region and delivering a range of training and consultancy services.

A major programme of vocational education and training systems reform in Saudi Arabia is expected to give rise to substantial business and partnership opportunities for the UK and other countries, and a Memorandum of Understanding was signed by UK and Saudi governments in 2007. Representatives of the British Council, the AoC, ALP and TVET UK recently met with the Saudi Technical and Vocational Training Corporation to discuss how the UK can respond coherently at national level, to the identified needs.

As a result of its work in Saudi to date, the colleges consortium is well-positioned for these new opportunities and via TVET UK, will join forces with equipment and materials suppliers, private learning providers, awarding bodies and national agencies in a co-ordinated approach.



VT Flagship

Some of the Government's most vital overseas contracts in both the civil and military worlds depend on the speed and efficiency with which private training providers on the FE service can operate. When the UK Government sold three frigates to the Chilean Navy, VT Flagship won a contract to train the new Chilean crews to operate the vessels. Working in the UK, Chile and offshore, VT trained individuals, departments and the whole crew in ship familiarisation, specialist onboard systems and ship safety including damage control and fire fighting.

An open partnership approach was vital throughout the three-year programme, in order to cope not only with the training, but also contract slippages and other unforeseen setbacks that meant constantly revising training schedules. The project is a model example of how organisations entering such markets must develop management and staff skills well beyond those purely related to learning. For example, for trainers an open, mature attitude to managing risk is vital to the success of future international contracts, especially where they are of significant size and involve many parties with different objectives and cultures.

◀ London-Beijing Colleges Partnership

The award winning partnership of 18 institutions is a model for colleges wishing to take global advantage of major developments, such as the Olympic Games. Co-ordinated by Ian Ashman, Principal of Hackney Community College, the project proved very successful in attracting disadvantaged students aged 16 to 19 into HE, using the London 2012 Olympics as inspiration. It builds on the initiative of London colleges providing skills training and curriculum development for the Beijing Olympics.

Each of the 18 institutions involved in the project has a 'twin' vocational school in Beijing and, for two years, London students and staff have been visiting their Chinese partner to learn how the Olympics can be used to promote educational achievement. Projects focused around fashion, music and culture, inspired by the 2008 and 2012 Olympic and Paralympic Games.

Sixth form colleges and the IB (Colchester & King George V College, Southport)

There appears to be a virtuous circle between involvement in overseas activities and demand for International Baccalaureate. At the Sixth Form College, Colchester, the IB was used to help students from home and overseas develop their global skills. Whereas, for King George V College, Southport, demand for the IB mushroomed out of its wide-ranging European programme involving exchanges with partners in Belgium, Denmark, Sweden, Eire, Northern Ireland, France and Spain, alternating hospitality at each of the partner organisations across Europe.

Both colleges have seen international work flourish as a result of this powerful interplay with curriculum and staff development. Colchester organises extra-curricular activities and major expeditions as far afield as India and Peru, trips that require considerable planning and fund raising and help foster skills, cultural understanding and respect for diversity – and counts towards IB assessment. For King George V, what began as relatively small-scale European involvement in 1988 spread worldwide. It is working in partnership with one of the Confucius Institutes, created here to promote the teaching of Chinese language and culture, and opening up staff and student exchanges in partnership with Sinoland Language College, Beijing.

The purpose of ALP is to represent the views, knowledge and experience of the independent work-based learning provider sector and to provide focus and support for their involvement in the Strategy.

Our key goals for supporting the strategy are:

- To ensure ALP fully embraces the Strategy and contributes positively to its goals and challenges
- To enhance the relevance and context of the Strategy by ensuring the independent sector's intimate knowledge of employer issues and requirements are embedded therein
- To develop ALP's credentials as a leading player in the global VET arena
- To ensure ALP is correctly positioned to support the independent sector's involvement in the DIUS FE International Strategy.

Our key objectives for supporting the strategy are:

- To identify, through appropriate research, where the independent sector stands currently and what issues affect providers' commitment to globalisation
- To raise awareness of the importance of the Strategy and ensure independent providers clearly understand its objectives and are fully aware of how they can help it to be a success
- To investigate the potential for provider consortia being established to develop and ultimately deliver international projects/programmes including workshops and employer exchange programmes for business leaders and learners
- To utilise the independent sector's close relationships with employers to involve them, where possible, in international initiatives and projects
- To support policy development and action planning for the emerging International Strategy particularly through ALP's intimate knowledge of employer issues and requirements
- To develop strategic partnerships with appropriate overseas VET organisations
- To support the 2011 World Skills Competition and the 2012 Olympics.

We will work collaboratively with partners sharing similar global interests:

- Continuing to build effective partnerships with appropriate VET organisations at home and abroad
- Continuing to actively support the development of the International Strategy through membership of appropriate Policy Groups and working groups – and through our involvement with, and membership of, TVET UK
- Helping to shape the quality agenda through self-regulation and benchmarking and using this 'kite mark' to further expand our involvement with overseas VET organisations.

ALP's specific contributions are:

Goal 1 Supporting social cohesion and global Citizenship

- To consider how best to utilise the independent sector's specialised knowledge of employer needs to greatest effect and act as the stimulus for the independent sector to become more committed to global issues and strategy.

Goal 2 Supporting engagement with international partners

- To partner other FEVET organisations and national agencies where appropriate, in international visits, skills competitions and conferences to ensure the independent sector adds value to the process.

Goal 3 Maximising the contribution of the FE service to overseas trade and inward investment

- To ensure the excellence of the international experience providers in the independent sector can deliver through our commitment to and involvement in the introduction of the Single Voice and other quality initiatives.

Goal 4 Developing an infrastructure to support international engagement

- To use its two annual conferences and other communication channels (website, workshops, strategic forum and regional groups) to improve the independent sector's knowledge and commitment to international strategy.

The Association of Colleges (AoC) was established in the mid 1990s by the sector itself, to represent the interests of and provide professional support for member colleges, FE, Sixth Form and Specialist.

Our key goals for supporting the strategy are:

- Supporting member colleges with the implementation and further development of international and internationalisation activities
- Representing colleges' interests with the UK and (where appropriate) overseas governments and national bodies
- Contributing to raising the profile of the UK Further Education sector overseas.

Our key objectives for supporting the strategy are:

Goal 1 Supporting social cohesion and global citizenship

- To optimize the participation of UK colleges in EU and international programmes, especially those which offer opportunities for mobility for young people
- To encourage colleges to utilize and reflect their local diaspora communities and overseas students when developing their international strategies.

Goal 2 Engaging with international partners

- To broker/support colleges in developing partnerships with overseas colleges/organizations and to work with UK government departments and the British Council on the design and implementation of related funding programmes
- To promote opportunities for staff and student involvement in development programmes via UK and international agencies and charities and to support them in building relationships wherever possible
- To work with the UK government and other UK and European national agency partners (such as the Netherlands Association of Colleges, MBO Raad) on benchmarking at European level.

Goal 3 Maximising the contribution of the FE service to overseas trade and investment

- To play an active role in the development of strategy for and the implementation of PMI2 and to manage the PMI2 FE Partnerships Fund in partnership with the British Council
- To participate (or recommend sector representatives to participate) in strategic dialogue and scoping exercises in relation to overseas opportunities for UK Colleges, in co-operation with the British Council, DIUS and UKTI
- To increase collaborative activity with associations of colleges in other countries, to include exploration of opportunities for joint approaches to international markets, international development and facilitation of student mobility
- To work with the British Council, the Joint International Unit and TVET UK on activities aimed at raising the international profile of UK FE/VET
- To raise the profile of the international achievements of UK colleges themselves, with both overseas and domestic audiences, via an effective communications strategy, to include the creation of a dedicated area of the AoC web site to host interactive 'case studies'
- To support UKCISA with the implementation of research and FE-sector focused events relating to the enhancement of the international student experience
- To run the International FE Practitioners' Network in partnership with UKCISA.

Goal 4 Developing an underpinning infrastructure to support international engagement

- To play a leading role in the development of quality assurance mechanisms for FE colleges' international activities, linked to both self regulation and the re-launched 'AoC Charter for Excellence in International Education and Training'
- To contribute to activities concerning the benchmarking of UK FE provision
- To encourage colleges to develop whole organization international strategies (via the Charter) and to support them in doing so
- To collaborate on the development of a self-assessment Tool and Tool-kit to support colleges/providers in developing international strategies
- To participate in the Joint Education Taskforce and related working groups concerning the design of the new Points Based System for Immigration (PBS) and to provide an advice service for colleges in relation to the application of the System
- To expand the range of online resources to support the work of International Directors, Managers and Practitioners within colleges
- To carry out concise and targeted surveys of colleges' international activity on an annual basis, with a focus on key topical issues each year
- To create opportunities for AoC's own staff to undertake internationally focused professional development.

Becta is the government agency leading the national drive to ensure the effective and innovative use of technology throughout learning.

Our key goals for supporting the strategy are:

- To support the UK government, in particular DIUS and DCSF, in the achievement of its international goals
- To lead the development of an international group of peer organisations, supporting global understanding through the sharing of knowledge, publications and tools
- To promote the use of technology in learning, teaching and management across schools, further education and in work-based learning to improve learning outcomes and organisational 'marketability'
- To have reached the upper quartile in international FE and skills performance in the deployment of technology by March 2011.

Our key objectives for supporting the strategy are:

- To develop and draw upon international experience and engagement to develop Becta's own agendas as negotiated with DIUS and DCSF
- To engage with, understand and support the UK private sector and agencies in the development of inward investment and export potential
- To take a leading role in the development of an international group of peer organisations, to support technology use in schools and further education
- To promote the international influence of the UK, and the centrality of technology in learning, through the delivery of the Learning and Technology World Forum in January 2009
- To help the further education service become fully confident in the use of technology
- To promote equity and social cohesion through the use of technology in the further education service.
- To raise the quality of technology products and services
- To accelerate quality improvement in the further education service.

Our specific contributions are:

1. To contribute effectively to the international agenda of government, and especially that of DCSF and DIUS, Becta will:

- Engage with the Joint International Unit to ensure that the technology in education agenda is understood and promoted in their work
- Engage with and support development and implementation of the DCSF and DIUS international strategies
- Identify aspects of other government departments' international activity relevant to Becta's remit including BERR, UKTI, FCO, British Council, DfID
- Bring together a significant cohort of ministers and policy-makers from a range of countries at the Learning and Technology World Forum, and showcase exemplar British practice.

2. To convert interest to influence and to optimise impact Becta will:

- Together with partner organisations, develop assets that can be used by Becta staff and that could be shared to support inward visits
- Establish procedures to enable effective sharing and dissemination of international intelligence internally and with partner organisations
- Engage with and support BESA and others to identify and capitalise on foreign market opportunities
- Publish using copyright and licensing arrangements that encourage improvement and feedback, and raise awareness of Becta's tools and guidance through established international advisors thereby supporting them in their work with other countries
- Engage with the OECD (and any other significant such organisation) to support development of relevant benchmarks and learn from leading and developing practice across leading nations
- Understand the trajectory of development and areas in which the UK's position may be developing
- Engage with EU and EUN work on special interest groups to compare, contribute to and learn from practice across Europe.

3. To take a leading role in relevant organisations, Becta will:

- Establish a more significant presence and role in EUSchoolnet
- Develop a remit and future agenda for GENIE and seek approval from constituent members
- Identify additional organisations overseas that would benefit from membership and invite participation in the network
- Ensure that Becta's research and work with exemplar learning providers in schools, further education and work-based learning providers is shared, and that similar work undertaken overseas is assimilated effectively.

4. To develop an 'e-mature' FE sector, Becta will:

- Work with colleges and providers to make strategic, informed investments in technology
- Develop staff who are confident and skilled in the use of technology
- Support teaching and learning informed by fit-for-purpose and innovative technology
- Help colleges and providers use technology to make their business systems effective and efficient.

The British Council is the UK's international cultural relations organisation which connects people worldwide with learning opportunities and creative ideas from the UK, and builds lasting relationships between the UK and other countries.

Our key goals for supporting the strategy are:

- To build engagement and trust for the UK through the exchange of knowledge and ideas between people worldwide on skills development in a global economy
- To engage the UK Further Education sector in international education programmes based on intercultural dialogue and the principles of openness, respect and mutuality
- To promote the UK's knowledge and creative economy by engaging the Further Education sector in high quality international programmes in technical and vocational education
- To raise the profile of the UK technical and vocational education and training system by sharing good practice and innovation, through partnership and mobility programmes
- To engage the UK Further Education sector in the development and reform programmes of ministries, agencies and institutions internationally.

Our key objectives for supporting the strategy are:

Goal 1 Supporting social cohesion and global citizenship

- To foster intercultural dialogue on global issues to break down cultural barriers and promote global citizenship
- To facilitate and support international partnerships which contribute to the FE sector's wider understanding of a global world, cultural diversity, and intercultural understanding
- To provide opportunities for learners and teachers to better equip them for life in a global society.

Goal 2 Supporting engagement with international partners to achieve their goals and ours

- To engage with international organisations and donors to shape the agenda on skills development and to position the UK
- To actively promote and facilitate international policy dialogue on skills strategies
- To develop international partnerships between institutions engaged in skills development in the UK and around the world, in support of both national and international education reform for mutual benefit
- To foster innovation and creativity in skills training and the application of technology through mobility and knowledge transfer partnerships.
- To promote the development of skills for enterprise, growth and poverty reduction in developing economies
- To support international benchmarking and quality assurance in skills development.

Goal 3 Maximizing the contribution of the FE system to overseas trade and inward investment

- To work with overseas ministries and skills development agencies to identify market needs and gaps
- To position UK expertise and training in the overseas market
- To promote the Education UK global marketing and media website for communication on and showcasing UK FE partnership work in international skills development programmes
- To facilitate policy dialogue between overseas ministries and agencies and UK FE organisations and skills related agencies and to raise the profile of UK further education expertise
- To promote the UK as innovative and creative in its use of new technologies through the engagement of ministers and government agencies at international conferences, seminars and exhibitions.

Goal 4 Developing an underpinning infrastructure to support international development

- To develop consortia approaches to international partnerships which include FE, HE, employers, the third sector and skills development agencies
- To promote quality assurance for international skills development through international benchmarking
- To work closely with UK government agencies, employers and organisations to support the FE sector in developing a stronger international profile and market share
- To co-ordinate the promotion of information on international opportunities with UK FE agencies and organisations.

CILT is the National Centre for Languages and the UK Standards Setting Body for Languages and Intercultural Skills.

Our key goals for supporting the strategy are:

- To promote and develop language and intercultural skills for life and work in a multilingual and multicultural world
- To provide specialist support to the FE sector in the development of a workforce, curriculum and qualifications to meet the challenges of globalisation.

Our key objectives for supporting the strategy are:

- To support policy development and action planning for the new international strategy
- To work with partners to seek to embed Languages and Intercultural Skills into organisational practice, training and curriculum
- To support the development of staff capacity a) to prepare learners for global citizenship and community cohesion b) to conduct successful international business development c) to deliver an effective service in multicultural UK
- To provide specialist support for learners and staff engaging in European and international placements, exchanges and partnership projects and promote the exchange of best practice
- To conduct research into employer needs and provision for language and intercultural skills development to inform strategy development
- To develop flexible and accessible accredited units and qualifications in vocational languages and intercultural working skills for FE learners.

Our key activities which will support the strategy are to:

- Develop the UK Qualification Strategy for Languages and Intercultural Skills in collaboration with employers, providers, awarding bodies and sector bodies
- Develop the new Language Diploma in partnership with CILT's buddy, SSC Goskills, and support the inclusion of language and intercultural skills in the Diplomas as a whole
- In collaboration with key stakeholders, aim to provide specialist CPD and develop curriculum and resources to support the development of languages and intercultural skills for FE programmes (14-19 and adults), services to business, and international projects and business development
- In collaboration with key stakeholders, develop models for excellence in Intercultural Working skills in relation to policy, practices and curriculum in the FE sector through the application of the new Occupational Standards for 'Working with people from different countries or diverse cultures' to be launched in November 2008
- Work with Sector Skills Councils and Standards Setting Bodies, employers, learning providers and the Regional Language Networks to research and develop appropriate training and services in languages and intercultural skills, including for the Olympics
- Conduct research to inform ongoing policy eg. a UK occupational map evidencing occupations where languages and intercultural skills are required; CILT's annual Language Trends Survey
- Provide case studies of languages and intercultural skills in workplace to support career guidance and curriculum development and to inform employer international communication strategies
- Work with HE and FE partners in the Routes into Languages Programme to strengthen progression pathways and widen participation
- Provide support for 14-19 best practice in delivery – with our specialised 14-19 project team, dedicated 14-19 website, 'Reshaping Languages', as well as regional and national conferences
- Provide bespoke resources linked to specific sectoral areas via CILT's Vocational Languages Resource Bank)
- Provide specialist advice and support tools for international placements/exchanges (eg. the Adult European Language Portfolio, the Language Work Placement Toolkit)
- Provide support for adult best practice delivery with our specialist team, web based resources, e-zones and regional and national events.

(as sponsor for the FE Sector, but working closely with Dept for Children, Schools and Families and our Joint International Unit). The Department acts primarily as a catalyst and enabler focusing on key areas of activity of national and international importance.

The FE International Strategy will support the following DIUS Departmental Strategic Objectives:

- Improve the skills of the population throughout their working lives to create a workforce capable of sustaining economic competitiveness, and enable individuals to thrive in the knowledge economy
- Build social and community cohesion through improved social justice, civic participation and economic opportunity by raising aspirations and broadening participation, progression and achievement in learning and skills
- Strengthen the capacity, quality and reputation of the further and higher education systems and institutions to support national economic and social needs
- Encourage better use of science in Government, foster public service innovation, and support other Government objectives which depend on DIUS expertise and remit.

DIUS goals are:

Goal 1

To support the FE Service to build a strong global dimension into students' learning experience, which addresses current global challenges such as global competition, the effect of the emerging market economies, climate change, sustainable development and the need for social cohesion, peace and security.

Goal 2

To develop and facilitate education partnerships with key countries, with their governments, their education institutions and their businesses. This can be achieved through a range of activities:

- Engagement at ministerial level to develop dialogue and facilitate understanding;
- Programmes such as:
 - Prime Minister's Initiative (Phase 2)
 - UK/India Education and Research Initiative
 - Sino-UK Partnerships in Education; Education Partnerships for Africa; the Middle East strategy
 - Global Fellowships Programme and the EU Programmes.

All of these programmes are designed to encourage policy exchange, partnership building and student mobility. These will enable capacity building and maximise the contribution of our education and training sector to overseas trade and inward investment.

Goal 3

To promote UK FE/VET and adult learning policies and practices, to benchmark UK performance and to learn from effective practice elsewhere through evidence based studies and analyses, by working with international and multilateral fora such as the European Union, OECD, UNESCO, G8, Council of Europe, and UN.

Goal 4

DIUS will work with other Government Departments to support the goals of the FE strategy and minimise barriers to their implementation. It will support the development of partnerships and organisations within the UK which will enable the FE Service to engage more effectively in international activities.

It will continue to support the FE sector through the sponsorship of a number of key bodies focused on funding, inspection and improvement, including encouraging them to contribute to the implementation of the FE International Strategy.

IfL is the professional body for teachers, tutors and trainers in the FE service. Its role is to represent the views, knowledge and experience of the IfL membership and to provide support for engagement in the strategy.

Our key goals in relation to the strategy are:

- To support teachers in their CPD activities including those with a global skills focus
- To develop the IfL as a world class professional body.

Our key objectives for supporting the strategy are:

- To support policy development and action planning for the strategy identifying key issues for teachers' CPD
- To provide bursaries for appropriate action research by members which identify the embedding of global skills in teaching and learning as a focus
- To identify relevant case studies disseminating effective practice
- To develop relationships with appropriate overseas professional bodies
- To continue to build effective relationships with organisations in the sector on the workforce development reforms
- To continue to support the dissemination of effective practice in CPD across the sector
- To working with SVUK and LLUK on the recognition of overseas qualifications and teaching and learning standards.

Our specific contributions are:

Goal 1 Supporting community cohesion and global citizenship

We will:

- Commission case studies identifying innovative examples of CPD with a global perspective
- Promote the IfL action research bursary scheme to include a global skills focus.

Goal 2 Supporting engagement with international partners

We will:

- Compare the IfL with other professional bodies overseas.

Goal 4 Developing an infrastructure to support international engagement

We will:

- Include in our seminars and events the dissemination of innovative collaborative practice.

The Learning and Skills Council exists to make England better skilled and more competitive.

Key organisational goals in relation to the strategy

We have a single goal: to improve the skills of England's young people and adults to ensure we have a workforce of world-class standard.

Our priorities for 2008/09 to 2010/11 are:

- Creating demand for learning and skills
- Transforming the FE system to meet demand
- Delivering better skills, better jobs and better lives.

Key objectives in support of the strategy

Goal 1 Supporting social cohesion and global citizenship

The LSC supports this goal through:

- Maintaining the investment in ESOL learning nationally, so that we can continue to help people to learn English so they can play their full part in society and work
- Targeting public investment in the Foundation Learning Tier, Skills for Life and Level 2 provision at priority groups of learners in order to build social cohesion
- Promoting the role of FE as a key resource for local communities, including encouraging colleges to open up their buildings for community use
- Embedding and extending the use of learning technologies across the whole sector and thus supporting the development of technology enabled international partnerships and exchanges.

Goal 2 Supporting engagement with international partners to achieve their goals and ours

The LSC supports this goal through:

- Benchmarking the performance of the FE sector against international comparators and learning from best practice elsewhere
- Supporting international skills competitions such as WorldSkills and EuroSkills
- Commissioning skills provision to meet the demand arising from the London 2012 Olympic Games and Paralympic Games.

Goal 3 Maximizing the contribution of the FE system to overseas trade and inward investment

The LSC supports this goal through:

- Ongoing reform of the FE sector to enable providers to be more responsive to the demands of learners and employers, whether from England or overseas
- Encouraging more colleges and providers to increase the level of income generated by fees and full-cost work
- Modernising the FE college estate so that colleges have world-class buildings
- Investing in innovative specialist facilities so that providers can attract inward investment and support UK employers to compete globally through developing world-class skills.

Goal 4 Developing an underpinning infrastructure to support international development

The LSC supports this goal through:

- Introducing the Framework for Excellence as a simple and coherent performance assessment tool to inform learner and employer choice
- Supporting the implementation of the Qualifications and Credit Framework to encourage greater demand for learning by enabling 'bite-sized chunks' to be undertaken, and to support greater recognition and transferability of learners' achievements across UK and Europe.

Learning and Skills Improvement Service (LSIS)

The role of LSIS is to develop excellent and sustainable FE provision by working with all parts of the sector to provide vision, leadership, clarity and high-quality practical support to enable continuous self-improvement and capacity building.

Our key goals in relation to the strategy are:

- To support the FE service in meeting the challenges of globalisation through provision of high quality research, guidance and capacity building
- To establish LSIS as a world-class leader and key global partner for VET quality improvement and capacity building

Our key objectives for supporting the strategy are:

- To support policy development and action planning, working with partners to identify sector needs for guidance and support
- To embed consideration of global issues in to all LSIS programmes and services, including leadership, management, organisational development, CPD, curriculum development, citizenship, employer engagement, community cohesion, equalities and continuous quality improvement
- To promote and develop FE capacity for supporting the 2011 World Skills Competition and 2012 Olympics
- To commission relevant research into effective VET practice, quality improvement, diversity and succession planning initiatives in other countries
- To develop strategic partnerships with European and overseas organisations which further enhance our global understanding and capacity for international benchmarking
- To support and promote a common quality assurance framework across the European community through our representation on the European Network for Quality Assurance in Vocational Education & Training (ENQA-VET)
- To use results of research, feedback from the sector and regular evaluation to continuously improve delivery of appropriate support activities.

We will work collaboratively with partners in the UK and overseas:

- To ensure quality and synergy of purpose in our programmes and services
- To draw on best practice and high level expertise from across the sector, both at home and abroad.

Our specific contributions are:

Goal 1 Supporting social cohesion and global citizenship

- To embed global perspectives across our citizenship and world skills programmes
- To commission studies identifying innovative examples of FE organisations using their international strategy to support equality, diversity and greater social cohesion locally and enhance their services for home learners and employers
- To design and pilot strategies for engaging the learner voice in debate over global issues and improving understanding of different cultures and faiths.

Goal 2 Supporting engagement with international partners

- To identify and disseminate information on effective international partnership working
- To commission studies into VET leadership and quality improvement across a range of countries
- To explore the potential contribution of UK FE in skills improvement for developing countries
- To design, pilot and enable shared international VET experience and peer review through overseas study visits and work-shadowing for leaders and practitioners
- To continue to develop our European partnerships and joint events, in particular with CEDEFOP, ENQA-VET
- To continue to project manage and champion further development of the UK/Iraq FE Rawabit initiative
- To build on the capacity of our international partnership arrangements for sharing information across the sector.

Goal 3 Maximising the contribution of UK FE to overseas trade: we will

- Deliver self-financing, high quality VET leadership and capacity building programmes to overseas partners seeking our services
- Support FE providers to better engage with employers in their local communities having shared global interests
- Provide models of good practice from the sector.

Goal 4 Developing an infrastructure to support international engagement

- To promote global perspectives in development of national quality improvement strategies
- To work with sector partners to incorporate global perspectives into standards and programmes for FE leadership, management, teacher training and CPD, including for managers with specific international responsibility
- To provide Excellence Gateway as a central web-based portal for the sharing of good practice, forums, information, experience and ideas
- To provide guidance, information and dissemination support, including workshops, conferences, seminars as well as resource development and consultancy support
- To ensure our contractors are aware of the implications of the international strategy on the delivery of our programmes and services.

LLUK is the Sector Skills Council for the lifelong learning sector in the UK, and is responsible for FE workforce development and occupational standards.

Our key organisational goals in relation to the strategy

- Underpinning our work is an aim to establish LLUK as the leading think tank on workforce issues by advising and influencing on policy developments across the UK and internationally
- LLUK will use research to produce high quality, smart analysis of international, national and regional trends in labour, skills and productivity. The insights from this analysis should be used to promote new thinking and inform skills policy, strategy, planning and targets.

Our key objectives in support of the strategy

- Develop and deliver policy development programme to advise and influence at UK and international level on all aspects of workforce development
- LLUK and Standards Verification UK (subsidiary company) are founder members of TVET UK. It brokers training and resourcing solutions to international clients and also supports international student recruitment to the domestic FE sector
- We provide the infrastructure support to the international tenders and contracts strand of this new consortium
- To have National Occupational Standards that support international work across the further education service
- Ensure that Equality and Diversity and Community Cohesion form an integral part of the Standards
- To work in partnership with UK government departments, agencies and employers sharing similar global interests.

Our specific contributions are:

Goal 1 Supporting social cohesion and global citizenship

- We will work with the Alliance of Sector Skills Councils to promote incorporation of international perspectives into all national occupational standards
- We will work collaboratively with our partners and employers in support of the identification and development of skills for World Skills in 2011 and the Olympics in 2012.

Goal 2 Supporting engagement with international partners

- Developing international partnerships for mutual sharing of good practice
- Researching developments in TVET workforce development elsewhere in Europe and the wider world
- Benchmarking international qualifications against UK standards and vice versa to allow for free movement of labour
- Dissemination of findings to the sector
- Manage the process for refreshing stages 1, 2 and 3 of the Sector Skills Agreement to ensure up to date skills needs identified for the lifelong learning sector.

Goal 3 Maximising the contribution of UK FE to overseas trade

We will continue to support development of TVET UK as the sector-wide infrastructure for collaborative working overseas, including infrastructure support to the international tenders and contracts strand.

Goal 4 Developing an infrastructure that supports and enables those in the FE sector to work more effectively in international markets

- We will work towards incorporating international perspectives into all occupational standards for the FE workforce.

NIACE exists to encourage more and different adults to engage in learning of all kinds. We campaign for – and celebrate the achievements of – adult learners, young and old, and in all their diversity.

The focus of our international activities is to advocate more, better and different adult learning, from 3 different perspectives:

- Global skills for adults in the UK, developing skills, knowledge and understanding to operate in a global economy, including mobility, migration and community cohesion
- Adult learning and international development, embracing the role of adult learning in aid and development programmes
- Learning from other countries how to deliver our own policies and practices more effectively, especially in relation to those adults who have had no or little opportunity to learn and are least represented in adult learning activities.

Our key goals in relation to the strategy

We have 5 strategic purposes, to:

- Promote adult learning as a global human right
- Advocate the inclusion of adult learning in the policies and practices of key UK and EU governmental departments and agencies
- Advocate the inclusion of adult learning in the policies and practices of key UK, EU and international non-governmental organisations
- Support UK adult learners and learning in the global context of living and working in the 21st century
- Equip NIACE and its staff to operate effectively as an NGO to further its purposes, in a global arena.

Our key objectives for supporting the strategy:

Goal 1 Supporting social cohesion and global citizenship

- We will work with key government and non-governmental organisations to identify and advocate adult learning opportunities to enhance, add value to and support sustainability and impact of current and future policies in relation to community cohesion, culture, faith and global citizenship, building on our experiences, including multi-faith work, community learning and work on race, migration and asylum seekers and refugees
- We will work with local, regional, national and international networks, agencies and organisations to advocate, research and develop opportunities for adults to gain skills, knowledge and understanding for living and working together in a global society
- We will work with organisations concerned with sustainable development to identify opportunities for complementary and joint activities.

Goal 2 Engaging with international partners

- We will support and develop existing partnership working including the International Council for Adult Education, UNESCO, ActionAid, the Institute for International Co-operation and Development in adult learning, Germany (DVV), DEA, the British Council and the TUC/ Unionlearn.
- We will support and develop existing partnerships through European links including the European Association for the Education of Adults, the European Research and Development Institute, the work of the European Commission and its programmes and projects
- We will actively support UNESCO's (level 2) Confinteav I in Brazil (the global adult learning conference held every 12 years)
- We will support and develop embryonic projects in developing countries through identifying opportunities and resources to create mutually beneficial partnerships eg Education Partnerships in Africa
- We will seek new partnerships both in the UK and overseas, to further our strategic objectives, including private sector organisations.

Goal 3 Maximising the contribution of FE to overseas trade

- We will identify ways of optimising the appropriate transference of the evidence of what works in the UK to other countries, particularly in relation to adult literacy
- We will work to explore progress on vocational education and training skills, in relation to the Education for All targets
- We will, wherever possible, support study visits by professionals from other countries
- We will engage in research and development, with partners, to evidence effective practice in the UK and overseas, in all the contexts in which adults learn
- We will publish the results of our 2 year Inquiry into the Future of Lifelong Learning in the UK, including education for sustainable development and international development.

Goal 4: Developing an infrastructure to support international development

- We will work with and advocate to government to ensure that all policies which impact upon adult learning embrace an international dimension
- We will work with overseas partners and networks, through conferences, e.communication and exchanges to support policy development in relation to adult learning, in other countries
- We will help to build capacity of the adult learning workforce in relation to all aspects of global skills and international development, at home and in other countries
- We will work with existing and new networks to identify from other countries, ways to improve our own policies and practices in relation to adult learning
- We will seek resources to develop courses in the UK, to support capacity building for adult learning professionals from other countries.

We inspect and regulate to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

Our key goals for supporting the strategy are:

- To support high quality inspection and advice across the range of its remit, including care, post-16 and adult learning and skills, schools and early years, by drawing on international intelligence and comparisons
- To disseminate reliable and relevant information about effective practice in other education and care systems to colleagues within Ofsted and, when appropriate, the wider educational and care communities
- Within its overall approach to corporate social responsibility, to support the UK's international obligations and policies by contributing to the development of high quality education systems overseas.

Our key objectives in support of the strategy are:

- To raise awareness of the aims of the FE International Strategy through articles in Talisman
- Continue to show case UK expertise by hosting international visits from overseas governments and organisations
- Work collaboratively with DIUS and UKBA to regulate the relevant provision of education and training of overseas learners
- To conduct pre-registration checks on behalf of DIUS for selected providers for inclusion on the Register of Education Providers (REP)
- To accredit private providers to sponsor international students under the Points Based System (PBS) arrangements
- To Work collaboratively with other Government departments to support international visits.

Our specific contributions are:

Goal 1 Supporting social cohesion and global citizenship

- To work collaboratively with national partner organisations to promote the needs of learners
- To support the promotion of equity and social cohesion through inspection activities.

Goal 2 Supporting engagement with international partners

- To continue to work collaboratively to support appropriate capacity building activities with inspectorates in other countries. Ofsted has recently worked with Rwanda and Afghanistan and will continue its partnership with Rwanda for the near future
- To continue to work collaboratively with Standing International Conference of Inspectorates (SICI) which includes 25 national and regional inspectorates of education in Europe.

Goal 3 Maximising the contribution of the FE service to overseas trade

- To continue to collaborate with FCO, DFID, DCSF, The British Council and other departments to raise the international profile of the UK.

Goal 4 Developing an infrastructure that supports international work

- To participate in strategic dialogue with national partners in relation to overseas opportunities for UK learners
- To hold appropriate international seminars to provide information regarding Ofsted's approach to inspection
- To improve HMI's knowledge of FE International Strategy and activities in the sector.

The role of SFCF is to:

- Represent all Sixth Form Colleges and provide lobbying activities and support. As part of this, to provide specialist support for the sharing of good practice and development of global skills strategies in Sixth Form Colleges
- Maintain and strengthen the representation of the Sixth Form Colleges' voice in the development of DIUS and DCSF strategies in the context of Global Skills.

Our key goal in relation to the strategy is:

- To support individual and groups of Sixth Form Colleges with the development and implementation of internationalisation and a global skills strategy

Our key objectives for supporting the strategy are:

- To support development and implementation of the strategy
- To raise awareness of the strategy and its relevance to learners in Sixth Form Colleges
- To engender debate amongst Sixth Form Colleges on how best to incorporate an international strategy
- To facilitate collaborative activity between colleges including cross-college and inter-college CPD
- To establish a formal link with the British Council on behalf of Sixth Form Colleges
- To provide a networking framework that will include organisations nationally and internationally for the purpose of the implementation of the strategy
- To conduct surveys with member colleges and share information and training to strengthen collaborative working in areas such as International Baccalaureate and high quality international student exchange
- To support the incorporation of the international dimension within a quality assurance and peer referencing framework.

TVET UK is a partnership of national FE agencies, Sector Skills Councils, FE Colleges, learning providers, professional bodies, awarding bodies and suppliers of educational equipment and materials. It provides a sector-wide infrastructure to facilitate internationally focused consortium approaches and will raise the profile of the UK TVET sector in international markets, under a common brand.

Our key goals in relation to the strategy are:

- To promote 'the best of UK TVET' in international markets under a clearly identifiable brand
- To provide a 'one-stop shop' via which international customers can access quality-assured UK TVET expertise
- To increase the capacity for international service delivery of the UK TVET sector by providing a vehicle for collaboration
- To (thus) increase the competitiveness of the UK TVET sector in relation to global exports.

Our key objectives for supporting the strategy are:

- To pro-actively pursue business opportunities in key global markets relating to student recruitment, in-country delivery of UK qualifications and contracts for the supply of training, consultancy, equipment and materials to be delivered by individual organisations or (where the scope of the assignment requires), via consortia
- To raise the profile of the sector internationally via the TVET UK web site and an effective communications strategy
- To provide a range of services to TVET UK members including leading outward and scoping missions, hosting inward delegations, gathering and disseminating market intelligence, promoting UK FE colleges and training organisations as high quality service providers to overseas students and brokering consortia for international bids and tenders
- To extend TVET UK's membership base to further organisations meeting the quality threshold
- To forge strategic alliances with organisations overseas and with those of other education sectors in the UK, where these can benefit the UK TVET sector or provide access to specialist expertise.

157 is the representative body of leading FE colleges, nationally recognized for excellence in leadership and skills development.

Our key goals in relation to the strategy are:

- To act as sector exemplars of best practice in implementing the vision and goals of the FE international strategy
- To identify and realize opportunities for member colleges in overseas markets.

Our key objectives are:

- To support member colleges in development of their own international strategies
- To develop strategic mutually beneficial partnerships with overseas organisations
- To facilitate consortia approaches to activities such as overseas student recruitment and in-country delivery
- To develop and promote an understanding of benchmarks for 'world class' organisations

We will work with other FE organizations sharing our global interests to develop high quality international partnerships, study visits and staff exchanges. We are also open to working in collaboration with other colleges and private learning providers on joint projects.

157's specific contributions to the goals are:

Goal 1 Supporting social cohesion and global citizenship

- To provide a lead (with others) to the FE college sector on strategies for incorporating a global dimension to the FE offer and its contribution to social cohesion.

Goal 2 Engagement with international partners

- To provide a lead for supporting development of FE in Africa
- To develop joint activities with leading TVET organizations across the world, including TAFE Directors Australia and RC 2000 (a group of leading colleges in North America).

Goal 3 Maximising the contribution of FE to overseas trade

- To deliver additional international FE student recruitment for the UKVET sector and seek to develop ventures in international markets that demonstrate the value of the UKVET system.
- To be a group of colleges able and willing to deliver on VET opportunities enabled by the UK Government, British Council and others.

Goal 4 Developing an infrastructure to support international working

- Provide a model of collaborative working on international opportunities for the FE college sector.

Members of the FE Globalisation Strategy Group

Sir George Sweeney	Chair
Martin Doel	Association of Colleges
Diane Mullen	Association of Colleges
Glyn Williams	Association of Learning Providers
Val Hewson	Becta
Tracy Ferrier	British Council
Cherry Sewell	CILT, the National Centre for Languages
Nick Rousseau	DIUS FE Policy Team
Sue Rolfe	DIUS/DCSF/DWP Joint International Unit
Tony Fazaeli	Institute for Learning
Dr. Jean Kelly	Institute for Learning
Doug Bourn	Institute of Education representing CEL Global Skills Research Project
Debbie Watson	Learning and Skills Council
Jo Clough	Learning and Skills Improvement Service
Karen Bell	Learning and Skills Improvement Service
Ivor Jones	Lifelong Learning UK
Jan Eldred	NIACE
Victor Shafiee	OfSTED
Frank McLoughlin	Principal City & Islington College, representing Ministerial
Hilary Anslow OBE	Principal King George V College representing Sixth Form Colleges Forum
Geoff Hall	Principal New College Nottingham representing the 157 Group Standing Group Practitioner and LSIS Strategic International Advisory Group
Dominic Savage	TVET UK

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| <i>Leadership Practices in Lifelong Learning in a Global Society</i> | Centre for Excellence in Leadership and Development Association (2006) |
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“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”

*Beverley Salt, AstraZeneca Vice President
Strategic Planning, 2006 FE Global Skills:
World Class Learning Conference*

“Globalisation is and will have an increasingly central role in driving training needs. It also influences how and what the learner understands about the world in which they are living and working. These agendas are here to stay. The issue is not why, but what does it entail and how is it delivered within further education and training”

*Dr. Douglas Bourn, Institute of Education,
2008 FE Global Skills :World Class
Learning Conference*

“Pressures from global competition mean an increasing need for graduates to have language and cultural skills. Employers want employees who are able to adapt to different cultures in a global environment”

*DIUS consultation Higher Education
at Work :High Skills : High Value 2008*