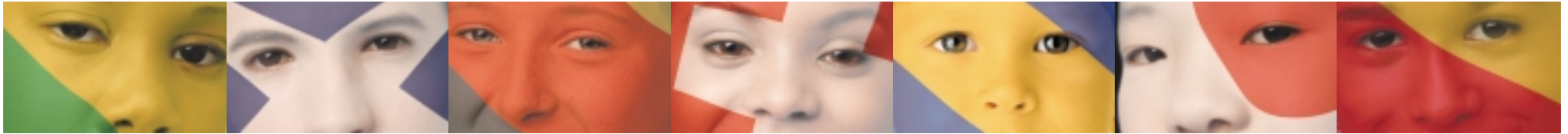


An International Outlook



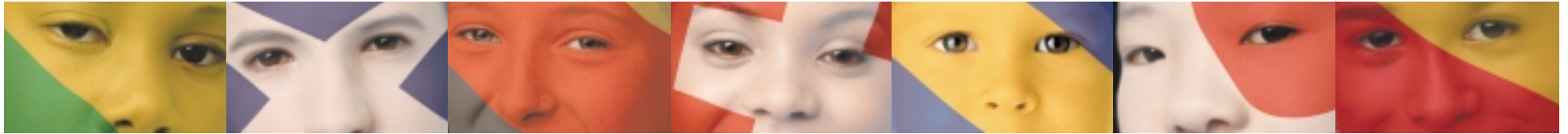
Educating Young Scots about the World



SCOTTISH EXECUTIVE

Making it work together

An International Outlook



Educating Young Scots about the World



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Foreword



This document seeks to address the important issue of how to develop in our young people a genuine international outlook for the 21st century. It is not about introducing a new subject to the curriculum of our schools. It aims instead to raise among curriculum developers, teacher trainers and school managers a greater awareness of the need to co-ordinate the contributions of the existing curriculum – formal, informal and hidden – gradually over the next few years towards producing more internationally educated school leavers.

JACK McCONNELL, MSP
Minister for Education, Europe and External Affairs

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SEED's National Priorities call for pupils to learn respect for themselves and others in an interdependent society, and to acquire the skills, attitudes and expectations necessary for a changing society. Already we can see that today's school pupils will spend their entire working lives as European citizens in an increasingly international world. They will need to have knowledge, understanding and skills that equip them to operate in a global economy. They will require to make major life decisions and choices, being well informed about issues relating, for example, to the environment, civil rights, genetic technology, information and communication developments, and world supplies of food, water and energy, to name but a few. In all of this they will also have to be well aware of the cultural and religious dimensions of the pace of world change.

As for their teachers, those now entering the profession will some day be teaching pupils whose working lives will extend to the end of this new century and many of whom will live well into the next. We have made a National Priority of teaching skills which enhance teaching and learning. These skills must encompass the vision and flexibility needed to take our children into this future.

Against such a background it is obvious that Scottish education must increasingly enable young people to acquire a thorough knowledge and appreciation of international and global issues and the necessary skills to enable them to participate actively and responsibly in the affairs of the 21st century.

I commend this report to all curriculum developers, school managers and teacher trainers for their careful consideration.

A handwritten signature in black ink, appearing to read 'Jack McConnell', is positioned over a faint background image of a globe. The signature is written in a cursive style.

JACK McCONNELL, MSP
Minister for Education, Europe and External Affairs

A stylized graphic of the American flag, featuring a blue canton with white stars and red and white stripes, positioned in the top-left corner of the page.

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Introduction

The purpose of this paper is to provide a rationale, a definition, a set of aims and objectives, and a strategy for developing international education in Scottish schools within the context of the National Priorities.

All of the priorities are relevant to the promotion of international education:

- Standards will be raised through increased motivation to use core skills in an international context
- The skills of teachers will be developed, especially in the use of ICT and cross-curricular themes
- Issues of equality, awareness of difference and linguistic development are central to international understanding
- The responsibilities of citizenship and the capacity for creative thinking in accepting change will be enhanced through learning internationally.

The paper is intended principally for education authority managers and senior promoted staff in schools, who bear responsibility for the outcomes not only of the school curriculum and how it is taught, but also of the informal activities offered to pupils, and of the 'hidden curriculum' of unspoken messages conveyed to pupils through the atmosphere, relationships and ethos of the school. The paper should also be of significance to teacher trainers and to anyone involved in school development.

The focus is purely on school education, although an Annex to the paper outlines the importance of developing an international perspective also in community learning, including work with young people, and argues for close collaboration between schools and community educators in this area. A parallel document relating specifically to the community learning sector, is already being prepared by the sector for consideration by Ministers.



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Why do we need to be 'internationally educated'?

'We will develop the political contacts that can help other levels of relationship thrive – be they relationships between businesses, between policy practitioners, or between, say, universities . . . after all, about 80% of the range of Scottish Executive business has a European dimension.'

Jack McConnell, MSP, Minister for Education, Europe and External Affairs,
addressing the Centre for Scottish Public Policy on 4 December, 2000,
on his vision for Scotland in Europe.

Why do we need to be 'internationally educated'?

'The answer to that question seems so obvious as to be scarcely necessary. After all, we are already European citizens, with rights and responsibilities as such – but most of us are still comparatively ignorant of what these are. We must earn a living within an increasingly global economy – but, as yet, our understanding of what that signifies is limited. There are major issues of race, citizenship, cultural diversity, religious differences, environmental protection, sustainable food supplies, deprivation, human rights, technological advance and many others now facing the world as a whole – but we largely still lack the knowledge, understanding and skills that would enable us to think critically about them, make truly informed decisions and take appropriate action at a personal, local, national or international level.

In addition, a devolved Scotland has a greater influence on the UK's role in international matters. It is therefore essential that we

open the minds of our young people to the problems and possibilities for the new Scotland within the international/global context. Their understanding of international and global issues is crucially important for their personal, social, vocational and political development and is seen by the Scottish Executive as an important element in the development of good citizenship.

Devolved government has given a strong boost to the growing recognition within Scotland of the importance of being 'internationally educated'. For the first time there is a Scottish Minister with specific responsibility for Europe and External Affairs. All Scottish Ministers are now responsible for ensuring that EU obligations, mainly in the form of EC Directives, will be implemented through legislation in the Scottish Parliament. Moreover, operating through Scotland House, its base in Brussels, the Scottish Executive has already greatly expanded its range of contacts in the European Union and substantially increased its participation in EU Councils and their working groups.



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In the field of education the policies of the European Union and the National Priorities of the Scottish Executive match each other closely. Among the desired outcomes which they share in respect of school education are:

- a. better knowledge, understanding and use of information and communication technologies;
- b. enhanced employability; and
- c. good citizenship.

Over and above these developmental priorities both also share a desire to encourage:

- d. more international mobility of teachers and pupils;
- e. greater transparency in qualifications; and
- f. the development and maintenance of sound approaches to quality assurance.

Devolution therefore means that a positive, close engagement with Europe is a top priority for the Scottish Executive.

Looking beyond Europe, it is clear not only that the world has entered an exciting new phase of global economic change and technological advance but that the pace of these is accelerating and the consequential transformation in the lives of its citizens, while often beneficial, is also bringing enormous problems in its wake and highlighting unacceptable inequalities. Young people are not unaware of the issues involved, how they are affected by them and how they might influence the resolution of them by their own actions. It is therefore vital that our education system provides opportunities to learn more about and reflect on issues such as environmental pollution, poverty, starvation, health care, human rights, social justice, the sustainability of supplies of food, water and energy and even the provision of education itself. It is also crucial that they acquire the fundamental skills of how to address problems, make decisions and take appropriate action; and it is essential that they develop feelings of responsibility for others and the environment, a willingness to listen to and appreciate other points of view, and a sense of being citizens of a global community.



'We live in a world of growing inequality where one in four of the world's people today lives in a state of absolute poverty; 35,000 children die every day because they are poor; the impact of the average US citizen is 250 times greater than the average African citizen; 130 million children do not attend primary school, 70% of them girls; half a million women die each year because they become pregnant; each year 17-18 million hectares of forest and woodland are destroyed; 1.3 billion people have no safe water or sanitation; and one-third of the pupils in the UK live in relative poverty.'

A Curriculum for Global Citizenship:
Oxfam's Development Education Programme, Oxfam, 1997

'The vast majority of young people believe that it is important to learn about global issues at school, and that young people need to understand global matters in order to make choices about how they want to lead their lives.'

MORI poll, March 1998

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What is international education?

International education is a process by which young people are made aware of international/global issues, come to appreciate cultural diversity, learn from others in an anti-racist society, develop their ability to articulate their beliefs in a reflective manner, learn to make judgements related to objective standards, and are enabled to play an active part – vocationally, socially, culturally and politically – in an increasingly multicultural and international society.

chapter 2

International education in schools is therefore first of all about raising pupils' awareness of their own situation in relation to that of others in the fast-changing world around us. The fourth of our National Priorities seeks to promote exactly this: respect for self and others in an interdependent society, learning the duties and responsibilities of citizenship in a democracy. They have to realise that they are preparing to become citizens, in a real sense, not only of a devolved Scotland and of the United Kingdom but also of the European Union; and moreover of the international community where the global economy will profoundly influence their lives, and the number of issues facing them with an international or global dimension will inevitably increase.

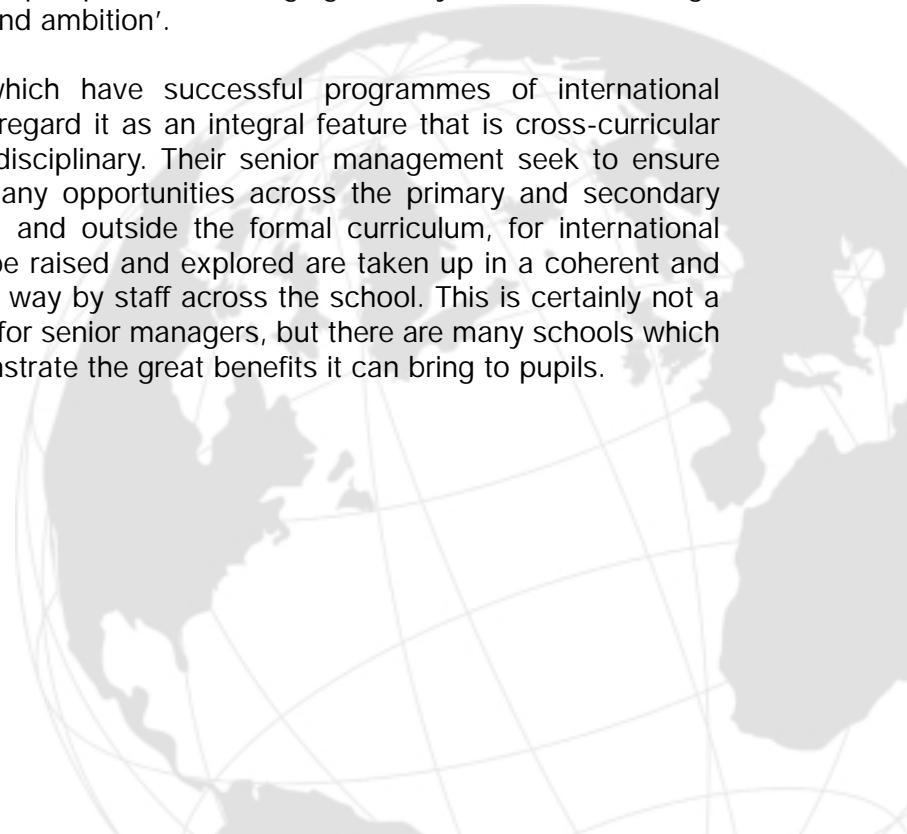
Vital to an international education is, secondly, the acquisition of certain skills such as those of critical thinking to enable them to detect bias, make informed judgements on the basis of relevant information, respect the views of others, and question stereotypical and oversimplified positions on complex issues.

Equally crucial is the acquisition of skills that will make them more employable in an international world – not only specific skills relating to a particular job or jobs but also the National Priority core skills of literacy, numeracy, problem-solving, how to use

information and communication technologies, and how to work both independently and with others in a team.

Thirdly, international education is about developing informed attitudes and a willingness to participate in society; it is about being committed to seeking sensible answers to difficult issues which have an international or global dimension to them; it is about 'thinking globally while acting locally'; it is, in short, about broadening the minds of our young people and developing and sustaining in them an international outlook. It will support our fifth National Priority, 'to prosper in a changing society and to encourage creativity and ambition'.

Schools which have successful programmes of international education regard it as an integral feature that is cross-curricular and multi-disciplinary. Their senior management seek to ensure that the many opportunities across the primary and secondary curriculum, and outside the formal curriculum, for international issues to be raised and explored are taken up in a coherent and stimulating way by staff across the school. This is certainly not a trivial task for senior managers, but there are many schools which can demonstrate the great benefits it can bring to pupils.



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What priority should be given to
international education?

chapter 3

At the opening of the new Scottish Parliament the First Minister, Donald Dewar, expressed confidence that devolution would not result in a more inward-looking approach. The Scottish Executive is currently working out in detail its strategy in relation to Europe and external affairs; this strategy will be published in 2001. It is already clear, however, that the context for the Executive's educational priorities has been established by Scotland's position in the United Kingdom and the European Union, yet strongly influenced also by international trends and developments beyond Europe.

The Standards in Scotland's Schools etc. Act 2000 created a new statutory framework that requires local authorities to plan, monitor and report on improvement in education. The Act also committed Scottish Ministers to giving strategic direction to the education system by publishing a set of National Priorities. These National Priorities set out a number of strategic objectives which are couched in general terms as follows:

- to raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement, including examination results;
- to support and develop the skills of teachers and the self-discipline of pupils, and to enhance school environments so that they are conducive to teaching and learning;
- to promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages;
- to work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society; and
- to equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage creativity and ambition.

Specifically, as part of the drive to raise standards, considerable efforts are being made to develop the skills of teachers and pupils in the use of new information and communication technologies. These are seen as indispensable for the development of the knowledge economy. Other transferable core skills regarded as key outcomes to be achieved by schools include literacy, numeracy, communication and interpersonal skills, problem-solving, critical thinking, team working, self-management, enterprise skills and those associated with active citizenship.

Within the curriculum the Executive underlined particular weaknesses in modern languages and science and called for explicit targets to be set to raise attainment in these areas at national, local and school levels.

Significantly, the Executive did not specify the process to be used for delivering these outcomes, leaving that process to be determined by local authorities and schools themselves, working in partnership with teachers, pupils and parents, but taking account of any guidance issued nationally. International education is a process, as defined in Chapter 2, which will significantly contribute to the achievement of the National Priorities because it helps pupils to make sense of the school curriculum as a whole, to see how the different subjects can relate to each other, and to grasp the significance of what they are learning for their future lives.

Perhaps the most important thing about international educational experiences is their power to motivate, their potential to inspire a willingness, even a keenness to learn more. Why else would teachers organise school trips abroad, run extra-curricular international clubs, use ICT to establish and maintain links with schools in other countries, set up joint curricular and other projects with partner schools, and promote pupil exchanges? Enhanced motivation to learn is an acknowledged key factor in raising standards of attainment – right across the curriculum and with pupils of all abilities.



International education has a lot of potential, and important contributions to make across the curriculum, but especially to education for work and citizenship. It deserves a high priority in the planning and delivery of learning and teaching in schools, and this does not mean making substantial changes to existing practice. Commitment and support from senior management in co-ordinating international work already underway, encouraging staff at all levels to take up the opportunities that exist across the curriculum, are important, but given the excellent work being done in many schools across Scotland, there is a solid foundation already in place on which to build.

Aims and objectives of international education

Since 1977 we have become accustomed to thinking of the school curriculum mainly in terms of the Munn Committee's 'modes of thinking and activity'.

'Each mode has an essential contribution to make to the education of every pupil.'

Curriculum Design for the Secondary Stages,
Scottish CCC, 1999

4.1 International education as a key outcome of schooling

What is it like to think and act scientifically or technologically? What does it mean to think and act from a mathematical or historical perspective? Or to regard people, places and situations from an aesthetic point of view or with a communicator's vision?

The Scottish CCC document underlines the importance of opportunities to acquire and use skills which foster personal and social development and *'which are widely recognised as essential for a healthy lifestyle, responsible citizenship, employment and lifelong learning'*, viz. the core skills already identified in Chapter 3 above, and exemplified in National Priorities 1, 2 and 5.

It goes on further:

'It is important that schools take careful account of cross-curricular issues such as gender awareness, equal opportunities, health education, enterprise education, ICT, media awareness, European and global perspectives, environmental awareness and sustainable development.'

But the document does not deal with how schools might address these issues, the most relevant of which to this present paper is that referring to European and global perspectives. *So what is it like to be able to think and act from an international perspective?*

To be 'internationally educated' could and should be one of the key outcomes of schooling today. International education should prepare young people to:

- understand and appreciate other cultures and ways of life, secure in their knowledge, understanding and appreciation of their own culture;
- explore issues of international consequence and global interdependence on the basis of a sound knowledge of what they mean for Scotland;
- recognise our interdependence with other countries;
- deploy skills that will enable them to enter the employment market successfully and survive within a fast-changing and increasingly global economy;
- develop positive attitudes to life: respecting the views of others, questioning stereotypes and oversimplification of situations, and making sound judgements based on good information;
- be active citizens within Scotland, the UK and the EU;
- develop a commitment to common human values; and
- raise their aspirations and achievements.

International education in schools is therefore an integral part of the formal curriculum, but as learning communities schools also have informal and hidden curricula which can and do make significant contributions to international education.

4.2 The formal curriculum

When planning their syllabuses, teachers of all subjects and curricular areas in primary, secondary and special schools have to consider carefully how they might contribute to achieving a range of cross-curricular experiences for their pupils, with international education being one important example. The work of Learning and Teaching Scotland (LTS) on curriculum planning, on appropriate curricular contexts for internationally oriented work, on citizenship, and on the European and global dimensions, for example, is particularly relevant and helpful in this regard. So, too, are the guidance materials on development education produced by LTS and the Department for International Development (DfID). Local authority international co-ordinators also have a key role to play in identifying suitable objectives which match authority policy and relate appropriately to the circumstances of individual schools.

'Too often schools and education systems educate at best for today and often for yesterday – rarely for tomorrow. With few constants around concerning tomorrow's world, one is certainly the need to assist students in being globally aware and globally connected. Throughout the 1990s Anderson High School in the Shetland Isles built up partnerships with schools in the Czech Republic, Germany, Sweden, South Africa and Japan. The Global Classroom partnership offers senior students the chance to communicate using ICT on their own website on three themes chosen by them for 2000, namely Tradition and Technology, Human Relations, and Education. One of the partnership schools hosts all the participants for a conference, which in

2000 takes place in Nara, Japan. Curricular links are included throughout the year; for example, Shetland and South Africa teach a common South African History course by e-mail link, and in Personal and Social Development, images of Scotland and images of each partnership country and culture are being developed. Senior students also exchange between and amongst schools for up to one year, ensuring global presence in each of the six partner schools. For the last six months five students from each school have been travelling between the partner schools making a study of Learning. They also visit lots of other countries whilst travelling to partner countries and further extend their knowledge and understanding of the world.'

The Global Classroom, Anderson High School,
Lerwick, Shetland, 1999

An essential part of the process of delivering and acquiring an international education is, of course, international experience, direct and indirect. Such experience supports the growth of knowledge and understanding of things international. Within the formal curriculum, for example, the learning of a modern foreign language represents a vital component in international education and the presence of a foreign language assistant is much more than a useful aid to language learning. Such assistants are witnesses or representatives of another culture and bring to the classroom experience of pupils a dimension which cannot be obtained through any other subject or from any other teacher. This is a potentially major strength of foreign language assistants which is often overlooked.

We should also look more carefully at the valuable use which could be made of the knowledge, skills and experience of pupils of overseas heritage, many of whom are bilingual and bicultural; at a time when a multicultural Scotland is beginning to engage more with the rest of the world, we largely fail to value sufficiently their linguistic skills and different cultural backgrounds. One of the National Priorities refers to the importance of paying 'particular regard to Gaelic and other lesser used languages'. By 'lesser used languages' is meant those of our ethnic minorities, such as Urdu, Punjabi, Mandarin and Cantonese, all of which are spoken by many millions of people in other parts of the world.

'At the national level, a variety of languages rather than French alone, and including heritage or community languages such as Scottish Gaelic and Urdu, should be taught as first modern languages.'

Recommendation 5 of the report by the Ministerial Action Group on Languages: *Citizens of a multilingual world* (the Mulgrew report), Scottish Executive, 2000

The use of new information and communication technologies (ICT) is becoming central to the active involvement of young people in international activities. It allows them to make direct contact with those in other parts of the world and to appreciate for themselves the differences in lifestyles, while also allowing an opportunity to find common ground and a shared vision of the future. Scottish schools are already well supplied with the hardware necessary for this and the National Grid for Learning initiative will ensure comprehensive coverage in schools by 2002.

ICT can put schools in touch with partner establishments in other parts of the world, a facility of which the full value has yet to be grasped and utilised. International contact at pupil level is, in fact, the basic tool for providing international experience without foreign travel because it can be made available in the formal curriculum to every pupil through class-class links, joint curricular projects and the exchange of materials.

Beyond subject teaching leading to examinations, programmes for personal and social development, citizenship and education for work, including vocational and careers guidance, all have important parts to play in the even wider issue of international education.

'A wide range of work-related activities included enterprise activities, European work experience, Achievers International, Women into Science and Engineering, careers conventions, and work shadowing.'

HMI comment on Lockerbie Academy in *Education for Work in Schools* (2000)

4.3 The informal curriculum

In the informal curriculum school international clubs, events such as international days or weeks, contact with people from other countries or different ethnic backgrounds – all have significance for international education. Thereafter, foreign travel in the form of school trips, study visits and exchanges, links through sporting and other cultural activities and even work experience abroad for senior pupils become important as ways of providing experience of another country.

'... the idea of connecting people who live on the Greenwich Meridian Line was born. There are eight countries along the Line: Britain, France, Spain, Algeria, Mali, Burkina Faso, Togo and Ghana, eight countries which share their wake-ups, their feeding and their goodnights; people who are in the classroom at the same time as us, in the workplace at the same time as us and at home at the same time as us. We can make connections with people who live a time experience that is exactly the same, but whose life experiences are extremely different. . . . Considering the planet's total population, we are dealing with a relatively small number of people who live on the Line. It's a touchable and manageable group of people. Maybe this is the essence of trying to find ways into global citizenship.'

Jon Snow, Broadcaster, ITN, at the conference on
Developing Global Citizens, 2000

Teacher exchange and international study visits allow practitioners to learn at first hand about the life of people in some quite distant places. These experiences enliven their teaching and encourage further self-development, enhancing the learning environment as envisaged in National Priority 2.

4.4 The hidden curriculum

The hidden curriculum in a school ethos that is welcoming and caring enables all to focus on learning, fosters mutual respect, expects good behaviour and high standards of attainment, and looks outward to the community. The messages carried by this hidden curriculum meet all the National Priorities; though not objectively measurable, they help to develop positive attitudes and to convey many of the values and concerns involved in high quality international education.

The placing of a higher value on the bilingualism and biculturalism of our ethnic minority pupils would also send a powerful message about the importance of international education to the more reluctant learners, of whatever ability, of modern European languages taught in our schools.

4.5 Bringing it all together

The division of the school curriculum into formal, informal and hidden components is a useful one for analysing the nature and quality of the work of a school. Bringing together relevant aspects of each of them is essential, but not easy, if a coherent programme for international education is to be established. The starting point for progress, however, has to be the establishment of a set of clear aims and objectives.

The current position

'It has been recognised as part of the Modern Languages teacher's work that he should give his pupils some idea of the life and ways of the foreign nation whose language he is teaching.'

From *Features of French Life* by Frank Robert, published as a school textbook by Dent in 1904

5.1 Background

Teacher exchange at an official level began more than 100 years ago with the League for the Exchange of Commonwealth Teachers (then, of course, under another name referring to the British Empire). After World War II the League was joined by the Central Bureau for Educational Visits and Exchanges, one of whose aims was to promote teacher exchange with countries outside the Commonwealth. The CBEVE office in Scotland opened in November 1972, taking over from HM Inspectorate the task of organising such exchanges and overseeing the employment of foreign language assistants. However, despite several attempts in the course of the last century to persuade schools and authorities to make better use of the experience of both the incoming and returning teachers, no coherent policy covering the whole of Scotland has ever emerged and such exchanges continue to be regarded as peripheral to the educational enterprise, as 'extras' and as incidental.

It is equally worth noting that the first foreign language assistants in Scottish secondary schools (four of them) were appointed by the then Scotch Education Department for session 1905–06! The arguments for so doing at the time lay first of all in the acknowledgement of the apparent efficacy of the so-called 'direct method' of teaching modern foreign languages for communication purposes, which was the approach favoured across much of the continent of Europe, especially in Germany, and secondly, in the recognition of the importance of getting to know our continental neighbours better. It is surely time to re-visit and re-furbish these reasons, given recent developments in the teaching of languages and the significance of our membership of the European Union.

Not surprisingly, over the last 10 years much of the effort to make schools aware of significant events abroad has focused on Europe. The education system in Scotland has become increasingly aware of Scotland's position within Europe and of the need to promote the European dimension in schools through the formal and informal curriculum, including whole-school links and teacher exchanges, often funded via the major EU programmes, such as SOCRATES. Key publications like *Thinking European: Ideas for integrating a European dimension in the curriculum* (SCCC 1993), *Over to Europe* (SCDI 1993), *Sharing responsibility* (SCCC 1995) and *Further ideas for integrating a European dimension in the curriculum* (SOEID 1997) provided substantial help to primary, secondary and special schools in how to integrate the European dimension into the formal curriculum, covering all areas and subjects and setting out examples of good practice.

Beyond Europe, of course, Scotland has many cultural and historical links with Commonwealth countries. There is a keen interest in promoting the exchange of ideas and expertise with them and with many other parts of the developed and developing world. Every year hundreds of Scottish teachers are in projects and exchanges with counterparts not only in Europe but also in New Zealand, Australia, Canada, and countries in Africa and the Caribbean as well as the USA. This enriches their own professional development while offering value to their host and home institutions. The Executive is currently considering how to make much more effective use of the experience and skills of the foreign teacher and the returning Scots. In addition, the long-term benefits

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to Scotland in diplomatic, cultural and economic terms are another important aspect of these exchanges and, although not measurable, should not be ignored.

As well as prompting a positive image of Scotland abroad, we are concerned with the ways in which Scottish education may be encouraged to raise awareness of events and issues overseas. As National Priority 4 envisages, we must aim to broaden the minds of our young people towards global citizenship, building on previous developments in the education system by expanding beyond the European dimension into the rest of the world. This can be achieved through the existing curriculum of primary, secondary and special schools which already addresses many global issues such as citizenship, sustainability and interdependence.

In 1993 the SCCC produced a useful booklet on the European dimension in education 5-14 as part of a series relating to cross-curricular issues. This has recently been superseded by revised 5-14 National Guidelines, those in the environmental studies area being particularly helpful for developing international education to the point of enabling pupils to begin to acquire an international outlook. In the social subjects, for example, they suggest that an understanding of people in society should be developed through studies that:

'... are drawn from a range of contexts – family, local community, national, European and international – and which include studies that allow pupils to make comparisons and empathise with social groups and cultures different from their own;

... include reference, as appropriate, to the purpose and function of the Scottish Parliament and the role of Scotland as a distinct, legislative entity within the United Kingdom and Europe; and

... ensure that pupils progressively develop an understanding of the rights and responsibilities of participation in a just democratic society.'

In relation to developing informed attitudes through social studies the new 5-14 guidelines also state:

'Many of the important ideas that are central to pupils' learning in social subjects provide excellent contexts for developing their own views, opinions and attitudes. These include sustainable development and interdependence, citizenship and democracy, and social and cultural diversity.'

From *Environmental Studies: Society, Science and Technology : 5-14 National Guidelines*, Scottish Executive and Learning and Teaching Scotland, 2000

5.2 The situation in schools

Feedback to the SEED from education authority international co-ordinators indicates that there is a wide range of good practice in international activities in primary, secondary and special schools, almost certainly more than is generally appreciated. In the last decade or so quite a number of schools have come to recognise the value of the European or international dimension for the education of their pupils. Most of the work undertaken with this in mind derives from ideas and good curricular practice such as are described in the publications mentioned in 5.1 above. It is further reported that, in a number of cases, perceived weaknesses in the delivery of international education have been addressed through school development planning that also includes informal activities such as whole-school projects, study visits, partner schools in other countries, ICT links, etc. There is, however, a long way to go before it can be said with confidence that there is generally coherent and comprehensive planning of international education in schools and staff development opportunities related to international education are few and far between.

In most instances there seems no doubt that even in the formal curriculum, despite the obvious potential of the social subjects, religious and moral education, personal and social education and even modern languages to promote an international outlook, many teachers and schools remain unsure of how it can be achieved in any co-ordinated fashion. All external examination syllabuses in the National Qualifications framework offer opportunities to study topics with international significance, yet bringing these together for senior pupils into a coherent international education

experience remains elusive. In addition, extra-curricular international activities tend to come across as being of an ad hoc nature; they often emerge as a result of individual teacher enthusiasm or in response to fortuitous opportunities rather than being derived from a clear rationale and careful planning.

It is equally true, nevertheless, that, like education for work, many international education experiences, notably those deriving from school-school links and planned foreign study trips, have as a major outcome an increased motivation for learning. The key factor is the relevance which young people perceive such experience as having for their understanding of the world. They recognise it as widening their horizons and as adding meaning and significance to their other school work. It is for this reason as much as any other that senior staff in schools should take on board the task of co-ordinating pupils' international education experiences in the curriculum – formal, informal and hidden – and bring them into a coherent programme, properly planned and budgeted for through the school development plan.

5.3 The situation at education authority level

In 1994 the SOED published a paper entitled *Scottish Education and the European Community: Policy, strategy and practice*, in which it set out a number of priorities and a co-ordinating and development strategy which it had elaborated within the framework of the Government's 1991 statement of policy on the European dimension. The paper also briefly described what was happening at that time in the European dimension at school and education authority levels, in careers education, in community education, and in further and higher education. It concluded with an Appendix on Institutional Self-Assessment which suggested that schools should evaluate the quality of their education about, through and for Europe.

With regard to the education authorities, of which there were only 12 then, the paper highlighted the fact that their policies on the European dimension generally covered all the sectors for which they had responsibility, i.e. including pre-school, special and community education. The implementation of these policies was the responsibility chiefly of the 'European co-ordinators', now re-named 'international co-ordinators' and of whom there are 32 covering every authority. By contrast with 1994, however, not all of these international co-ordinators have remits relating solely to international matters; most also have other responsibilities. Their remit is nevertheless still most commonly expressed in terms such as the following:

- (i) to advise the education authority on appropriate ways of developing international education
- (ii) to provide in-service training in international education for school managers and teachers;
- (iii) to maintain a database of international activities throughout the education authority area;
- (iv) to encourage participation in international programmes which promote school-school partnerships and teacher study visits and exchanges;
- (v) to provide information to schools on materials and resources appropriate for developing international education;
- (vi) to suggest ways in which new information and communication technologies might best be used to promote international links;
- (vii) to manage, monitor, evaluate and report to the education authority on the development of international education in schools; and
- (viii) to liaise with outside agencies, in-service providers, other international co-ordinators and the SEED for the purpose of exchanging information, ideas and good practice in international education.

The most successful initiatives at education authority level are inevitably those which have the full support of the Directorate.

5.4 The national position

The political and legislative landscape has changed considerably since 1994, in the sense that there has been a major re-organisation of local government resulting in 32 single-tier authorities and the establishment of devolved government with key legislative powers in relation to Europe and external affairs. However, the principles and the essential lines of the original strategy on the European dimension remain valid and are applicable to the development now of international education: the stated objectives in 1994 already referred to the 'international dimension'; the organisational structure with its emphasis on networking as the most useful tool for promoting the dissemination of information and good practice remains intact; the co-operation with key bodies such as Learning and Teaching Scotland and the Scottish Qualifications Authority continues; the move to examine international education was anticipated in the broad plan for the following few years; and it is now proposed not only to maintain but to upgrade the support and encouragement being offered for initiatives by education authorities, individual schools and teacher education institutions.

Consistent representation by the SEED at key EU committees and development groups, such as the Council of Ministers' Education Committee and the SOCRATES project on Quality Evaluation in School Education, has facilitated access to information and opportunities for the Scottish education system. This information and these opportunities have been made available to local authorities and schools in Scotland, supported by a variety of agencies such as the SEED Eurydice Unit, the Eurodesk information service for education and training practitioners, and the Central Bureau for International Education and Training (CBIET). The Eurydice Unit, which forms the information core of the International Relations Branch of the SEED, has particularly kept Scottish policy makers abreast of Scotland's standing in Europe while maintaining Scotland's visibility abroad.



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Where do we go from here?



chapter 6



6.1 Getting started

Senior members of staff in schools who want to co-ordinate and further develop an international education programme need to know where to begin. There are now several very useful longstanding as well as recent or imminent publications at national level that provide many ideas and examples of relevant good practice. Foremost among these are the following:

- | | |
|---|---|
| <i>Thinking European</i> | – Scottish CCC, 1993 |
| <i>Over to Europe</i> | – Scottish Council for Development & Industry, 1993 |
| <i>Scottish Education and the European Community</i> | – SOED, 1994 |
| <i>Sharing responsibility</i> | – Scottish CCC, 1995 |
| <i>Further Ideas for Integrating the European Dimension in the Curriculum</i> | – SOEID, 1997 |
| <i>Curriculum Design for the Secondary Stages</i> | – Scottish CCC (now Learning and Teaching Scotland), 1999 |
| <i>Education 5-14: Environmental Studies</i> | – Scotland, 2000 |
| <i>Creating our Future . . . Minding our Past</i> | – Scottish Executive, 2000 |
| <i>Education for Work in Schools</i> | – HMI, Scottish Executive, 2000 |

Citizens of a Multilingual World – Scottish Executive, 2000

Education for Citizenship in Scotland – Learning and Teaching Scotland, 2001

The Global Dimension in the Curriculum – Learning and Teaching Scotland, 2001

In addition, the guidance materials of the Department for International Development and the Central Bureau for International Education and Training are particularly relevant, offering a substantial basis on which to build international knowledge and understanding.

What is certain is that the senior members of staff who undertake an audit of their own school's international activities will be surprised at how much is already going on that can be regarded as contributing to international education.

6.2 Auditing International Education

'Education's primary objective used to be the collection and accumulation of knowledge. Over time the education system progressed and included the development of habits and competencies as educational objectives, Unfortunately, this has still proved inadequate, given the growing need to teach an ability of all peoples to live together.'

Latchezar Toshev, Vice-President of the Parliamentary Assembly of the Council of Europe

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The task is not only to identify relevant content but also opportunities for the development of core skills, which are fundamental to young people's employability, good citizenship and their acquisition of a sound, positive international outlook. Annex A presents ideas on the possible use of performance indicators in developing such an outlook. Those responsible for an audit might also find it useful to seek answers to questions such as:

Where, and to what extent, does work with an international dimension appear in the formal curriculum?

What clear international education objectives feature in subject teaching?

Do the school's vocationally oriented courses contain a clearly international element?

Does European citizenship or global citizenship feature in any courses, e.g. in Religious and Moral Education or in Personal and Social Education?

What resources are already available in school and are regularly used to teach about international/global issues? What additional resources might be required? Where and how can they be obtained?

What is the level of staff knowledge and expertise about the European Union and our position as European citizens?

Do any of members of staff come from other countries and can they be invited to give talks about them?

What contribution could pupils from other ethnic backgrounds make?

Does the school have any informal, extra-curricular activities with an international orientation?

What links/exchanges/foreign visits has the school been involved in?

To what extent are new information and communication technologies employed to gather data or support contacts for international education (Internet, National Grid for Learning, fax, e-mail, etc)?

How many pupils have been involved in activities with an obvious international dimension? To what extent?

All of these questions – and they are merely a selection – are of the factual variety. The next move would be to consider, for example:

Whether these activities and content meet the aims of agreed policy – if there is a policy.

What further activities might be introduced, when and how.

Ways in which these activities add value or could add value to pupils' educational experience, i.e. their beneficial effects on learners' knowledge, understanding, skills and perceptions.

How such effects might best be measured.

How staff knowledge and expertise in respect of international education might be enhanced.

6.3 Policy and Planning

'The international dimension offers an essential element in developing young people as active citizens of a multicultural society and a rapidly changing world.'

A Framework for the International Dimension, Central Bureau for International Education and Training/DEA,1999

To achieve effective integration of an international dimension into mainstream and other activities in schools and create the conditions necessary to enable young people to acquire an appropriate international outlook, the next step is to establish a clear policy and undertake careful planning. Important aspects of that would be to:

- work out a clear statement of policy to ensure that all members of the teaching staff are fully aware of the importance of international education, and of the possibilities for related in-service training; and to ensure that all pupils have at least an agreed 'core experience' in international education which they recognise not only as relevant to their future lives but also as helping them to raise their aspirations and improve their attainment;
- establish clear roles for members of senior management teams in their links with class teachers and/or departments and guidance staff in order to support the integration of an international dimension into the school's curriculum areas or subjects and guidance provision;
- undertake systematic planning and monitoring of all aspects of international education, including personal and social development, vocational guidance, extra-curricular and other informal activities, links with partner schools, teacher exchanges and study visits, work experience abroad for senior pupils, use of ICT, and so on;
- establish effective communication of the range of the school's activities with an international dimension to ensure that class teachers and subject departments are able to give informed responses to proposals and seek appropriate opportunities to relate to these activities, and to gather the support of parents and the community for them; and
- take steps to promote a high profile and enhanced status for international activities among pupils, their parents and the community.



International education is not simply a process of ensuring curriculum inserts or establishing cross-curricular links or 'permeation'. It is a whole-school issue, with connections to the community and the world of work.

Parents recognise the benefits and the following quote sums up their impressions:

'At first I thought that this European stuff was going to take away time from reading and sums and important things . . . now my daughter wants to visit museums and places in Glasgow so that she can compare and tell others about her city. She can't wait to write to her friends and tell them about her hobbies. She is always asking about the cost of things in other countries and how much it would be in francs or lire. She has really become proud of her own city.'

Parent of child in St Timothy's Primary School,
Glasgow, 2000

6.4 At education authority level

'We believe that every school should have the opportunity to develop a link with a school in a developing country, and we will increase our support for good quality and well-focused schools' linking activities. We will seek to promote links which are based on the principles of equality, mutual learning and curriculum development.'

From Building Support for Development, Department
for International Development, 1999

At education authority level, international co-ordinators have identified the most successful international education projects in schools as requiring:

- an agreed set of aims and objectives;
- careful development planning and budgeting;
- the support of senior management teams;
- whole-school, cross-curricular or intra-subject activities;
- extra-curricular input;
- the sensible use of ICT;
- the active involvement of as many young people and staff as possible;
- parental and community support;
- effective communication procedures and networks; and
- plans for the dissemination of project outcomes.

To support these features the international co-ordinators are actively considering further ways of providing suitable in-service training as well as appropriate advice on materials and international experience opportunities for pupils and school staff.

6.5 National strategy

Although much is already being achieved in international education, there remains a need for greater co-ordination of national activity in this area and wider support for developments. The local authorities will rightly look for opportunities to offer advice to the Scottish Executive Education Department (SEED), particularly through the Association of Directors of Education in Scotland (ADES) and the network of authority international co-ordinators, and to share their own good practice. Teacher education – initial and continuing – should reflect these developments. The SEED itself will seek to widen its contacts abroad and, recognising that a new national strategy for international education is needed, intends to pursue the following as key areas for development:

National outreach

1. An advisory group with representation from ADES, the international co-ordinators of local education authorities, teacher education institutions, teaching unions, relevant national agencies such as Learning and Teaching Scotland (LTS), the International Development Education Association in Scotland (IDEAS), and the European Commission will be convened on a regular basis to offer advice to the Scottish Executive on issues of importance for international education.

2. Networks for the effective dissemination of good practice in international aspects of education will continue to promote developments in this area, targeting the local authorities' needs in particular.

3. National policy on teacher exchange and international study visits will be reviewed following the conclusion of the SEED-funded project on Developing Effective International Education Practice (DEIEP) in March 2001. As a first step a consultation paper on proposals will be issued to local authorities and relevant voluntary organisations.

4. A booklet will be published annually indicating the exchange and study visit opportunities available to teachers and others involved in managing and delivering education supporting National Priority 2.

5. An annual conference on the latest developments in international education will be held; it will be hosted and funded by the Scottish Executive Education Department, and will address such developments in the context of the National Priorities.

6. An annual 'International Education Week' will be promoted throughout Scotland in co-operation with the local authorities, and in support of the National Priorities.

Development, advice and dissemination

7. The SEED will promote the collation and dissemination of good practice and continue to offer advice to education authorities and school managers on developments in international education.

8. The SEED will also encourage closer working links between the school sector and the informal, community learning sector in the sphere of international education.

9. The SEED, in conjunction with the proposed advisory group and in co-operation with the Central Bureau for International Education and Training (CBIET), will pay particular attention to the participation of pupils in international education via school links and partnerships.

10. The possible contribution of the National Grid for Learning (NGfL) to international education in schools will be actively explored by the SEED.

11. Curricular guidance on international development education at all levels of the school system has been prepared by Learning and Teaching Scotland (LTS) with input from the International Development Education Association in Scotland (IDEAS), the Scottish Executive Education Department (SEED) and the Department for International Development (DfID). This guidance will be kept under review to ensure that curriculum management and co-ordination issues receive proper reflection.

Initial teacher training and continuing professional development

12. The SEED, in co-operation with the Department for International Development (DfID), will encourage teacher education institutions to develop and appropriately disseminate their policies on international education. The SEED and the DfID consider short study visits abroad to be particularly important at this level of the education system.

Evaluation

13. Increasingly, self-evaluation by schools and the production of good development plans (i.e. 'bottom-up' development) are being recognised as the best basis for progress. The SEED will continue to assist schools in devising sound approaches to evaluating international education in the curriculum and at the level of school management.

14. In conjunction with the DfID, the SEED will establish a baseline and a monitoring system to measure young people's attitudes to international development issues.

Bilateral agreements

15. In accordance with the concordat signed on behalf of the whole of the United Kingdom by the Foreign and Commonwealth Office, the SEED will pursue Scottish participation in the exchange of information and experience with other countries.

16. Links with small member states in Europe and with constitutional regions, i.e. links which may be seen as relevant to the change in Scotland's status as a devolved nation and which could be of particular significance for the exchange of educational information and experience will also be pursued by the SEED, e.g. with the Nordic countries, Ireland, Catalonia, Bavaria and North-Rhine Westphalia.

17. Consideration will also be given to the development of 'special relationships' with countries in the Commonwealth with which Scotland may be said to have particularly strong links historically, such as Canada, Australia, New Zealand and some African states. Information packages will be developed to support these links.

Other international links

18. Other international links, involving joint developments between the SEED and the DfID in Scotland, will be taken forward with a view to fostering understanding of our global interdependence.

'More than ever, international experience has a high value for students, teachers, researchers and administrators at all levels. The increasing interdependence of the world economy has increased the need for mutual understanding through international co-operation and exchange in various fields and friendly relationships based on mutual trust among nations. Knowledge and skills are increasingly transferable internationally.'

From the Summary Report on the G8 Education Ministers' Meeting, Tokyo, 1/2 April 2000

Annex A: The possible use of performance indicators in international education

HM Inspectors of Schools and local authorities encourage schools to use Performance Indicators (PIs) to help evaluate their provision. These PIs are published in *How Good is Our School?* (HMI 1996) and are grouped to cover seven key aspects of a school's work. PIs have not yet been established for international education but it is suggested that some of the PIs could be readily adapted to evaluate aspects of international education. The most relevant of these include:

- 1.1 *Structure of the curriculum*
- 1.2 *Quality of courses or programmes*
- 3.2 *Quality of pupils' learning*
- 4.2 *Personal and social development*
- 5.1 *Ethos*
- 5.3 *Links with other schools, agencies, employers and the community*
- 6.3 *Organisation and use of resources and space*
- 6.4 *Provision of staff*
- 7.2 *The development plan*
- 7.5 *Effectiveness of promoted staff and senior teachers*

Participants at the Outlook International conference in August 2000 produced examples of two Performance Indicators (4.2 and 5.3), adapted to enable their use in evaluating international education provision. The first is presented here.

EXAMPLE – Performance Indicator 4.2: Personal and social development

This performance indicator is concerned with the following themes:

- development in pupils of positive attitudes and personal and social skills; and
- contribution of extra-curricular activities, syllabus inserts and special courses

The *Level 4 Illustration*, i.e. the description of very good practice, has been adapted to include key aspects relevant to pupils' personal social development in the context of international education.

Level 4 Illustration (adapted to include key aspects relevant to pupils' personal and social development in the context of international education)

- Almost all pupils are making good progress towards the development of self-esteem, confidence in their own knowledge, skills and emerging values **and an awareness of international issues**. They show independence of mind and co-operate well with others both socially and in school work, **on visits abroad and in dealings with young people and adults from other countries**. Their behaviour and social relations show genuine

concern for and tolerance of others. The school provides frequent and regular opportunities for pupils to be praised and for their achievements to be recognised and valued, **either in school or by others involved in delivering or supporting international education.**

- Pupils are given opportunities and encouraged to participate in a wide range of extra-curricular activities, syllabus inserts and special courses, for example, **international or foreign language clubs, e-mail and video conference links with schools abroad, residential and work experiences abroad.**

Self-evaluation in practice: how effective is the international element in PSD?

The illustration can be turned into key questions and features to look for, i.e. a practical example of self-evaluation. On the basis of their answers to these questions schools can identify:

- strengths and weaknesses in their provision; and
- priorities for development

Key Area: Support for pupils

Performance Indicator 4.2: Personal and social development

The Level 4 illustration for **Performance Indicator 5.3: Links with other schools, agencies, employers and the community** can be obtained from SEED's International Relations Unit (0131-244-0897).

How do you know?	Some features you might look for
Are pupils making good progress towards developing self-esteem, confidence in their knowledge, skills and values?	<ul style="list-style-type: none"> • Ability to communicate and discuss ideas confidently and effectively. • Awareness of international issues, including the environment, deprivation, North-South divide, racism & prejudice.
Do pupils co-operate with and show tolerance towards others on visits abroad and in dealings with young people and adults from other countries?	<ul style="list-style-type: none"> • Evidence of effective interaction with others. • Relationships with others during visits abroad and with foreign visitors to the school.
Are there frequent opportunities for pupils to be praised either in school or by others involved in delivering or supporting International Education?	<ul style="list-style-type: none"> • Systems in place for celebrating success. • Participation in relevant competitions, EA, national & international initiatives.
Are pupils encouraged to take part in curricular and extra-curricular activities relevant to International Education?	<ul style="list-style-type: none"> • Evidence of appropriate curricular inserts eg ICT links with pupils abroad, work experience abroad. • Evidence of opportunities to participate in a range of extra-curricular activities eg trips abroad, foreign language or international clubs. • Numbers of pupils involved in these activities. • Measures taken to ensure equal opportunities for participation.
Some ways of finding out	
<ul style="list-style-type: none"> • Look at profiles, evidence from self-review, diaries, reports on trips abroad or from foreign visitors. • Talk to pupils, teachers, parents, foreign visitors. • Observe behaviour, presentation, interaction with others. • Listen to discussions, arguments, debates. 	

Annex B: Key contacts and resources

Within the Scottish Executive Education Department the main contact point for information on European and other international educational developments is the Eurydice Unit, the address of which is as follows:

Scottish Eurydice Unit
 Scottish Executive Education Department
 International Relations Branch
 Victoria Quay (Area 1B)
 EDINBURGH EH6 6QQ

Tel: 0131-244-0913
 Fax: 0131-244-7001
 e-mail: eurydice@scotland.gov.uk

The key local contacts for international education are the international co-ordinators of local education authorities. Every education authority in Scotland has such a person. They are able to provide information on authority policy, resources and opportunities for staff development.

The main national point of contact is Learning and Teaching Scotland (formerly the Scottish Consultative Council on the Curriculum) whose resources include reports and materials dealing with citizenship as well as those relating to the European and global dimensions in education. The address of Learning and Teaching Scotland is:

Learning and Teaching Scotland
 Gardyne Road
 Broughty Ferry
 DUNDEE DD5 1NY

Tel: 01382-443600
 Fax: 01382-443645
 e-mail: reception@LTScotland.com
 Website: www.LTScotland.ac.uk

On the issue of international education and employability it is always useful to consult the National Centre for Work and Enterprise at the Jordanhill Campus of Strathclyde University, the address of which is:

The National Centre for Work and Enterprise
 University of Strathclyde
 Southbrae Drive
 Jordanhill
 GLASGOW G13 1PD

Tel: 0141-950-3141
 Fax: 0141-950-3919
 e-mail: natcentre@strath.ac.uk

Other important sources of information and materials are the following:

EURODESK
Rosebery House
9 Haymarket Terrace
EDINBURGH EH12 5EZ
Tel: 0131-313-2488
Fax: 0131-313-6800
e-mail: services@eurodesk.org

Department for International Development
Abercrombie House
Eaglesham Road
EAST KILBRIDE G75 8EA
Tel: 01355-843509
Fax: 01355- 230881
e-mail: F-Burns@dfid.gov.uk
website: www.dfid.gov.uk

Central Bureau for International
Education and Training
3 Bruntsfield Crescent
EDINBURGH EH10 4HD
Tel: 0131-447-8024
Fax: 0131-452-8569
e-mail: Joe.Wake@britishcouncil.org

International Development Education
Association in Scotland
34-36 Rose Street Lane North
EDINBURGH EH2 2NP
Tel: 0131-225-5949
Fax: 0131-225-7618
e-mail: hilaryn@talk21.com

British Council in Scotland
3 Bruntsfield Crescent
EDINBURGH EH10 4HD
Tel: 0131-447-4716
Fax: 0131-452-8487
Website: www.britcoun.org/scotland

Scottish Development Education Centre
34-36 Rose Street Lane North
EDINBURGH EH2 2NP
Tel: 0131-225-7617
Fax: 0131-225-7618
Website: www.scotdec.org.uk

Scottish Qualifications Authority
Hanover House
24 Douglas Street
GLASGOW G2 7NQ
Tel: 0141-242-2214
Fax: 0141-242-2242
e-mail: mail@sqa.org.uk

Scottish Council for Research in Education
15 John Street
EDINBURGH EH8 8JR
Tel: 0131-557-2944
Fax: 0131-556-9454
e-mail: scre@scre.ac.uk
Website: www.scre.ac.uk



Annex C: Community Learning and Development

A key partner in promoting international education in Scotland is the Community Learning and Development sector*. This sector encompasses community education, youth work, community work and informal adult education provided by a wide range of statutory and voluntary organisations.

The Government's policy with regard to this sector, as outlined in the 1998 report: *Communities: Change through Learning* (the Osler report), recognises the value of international education for addressing some of its other key policies such as active citizenship, lifelong learning and social inclusion. The Osler report concluded that 'exchange programmes and relevant training and information provision should remain a significant part of community education's concerns'. The Government has also particularly highlighted the need for partnership working between schools and community learning.

The rationale for an international perspective to community learning, including work with young people, emphasises the need for practitioners and the youth and community groups with whom they work to learn from and to share experiences with others

overseas. In particular, those working in this sector require to have knowledge, understanding and skills with regard to the European Union and global issues. They need to be well informed in order to maximise funding opportunities and to recognise that educational visits and exchanges and networking are important vehicles for learning.

For the past 25 years or more many of those working in community learning have demonstrated an international dimension to their work. This has included the educational content of youth and community learning programmes to enable participants to 'think global, act local' and the processes through which internationalism and international understanding are encouraged, e.g. participation in educational exchanges and use of information services such as Eurodesk and Development Education Centres.

Since the UK became a Member State of the European Union numerous opportunities for the funding of youth and community learning projects have been available. This has led in many areas of the country to a considerable additional investment, particularly to address social inclusion concerns.

The growing reality of globalisation and its implications for Scotland's economy and environment need to be understood. Those working to support youth and community learning, as they seek to address issues of social inclusion, have long been aware that many of the causes of these issues lie outside local communities and that only by understanding wider forces can we begin to design more effective interventions that address issues both here and abroad.

This sector has had a strong and positive track record in promoting the international dimension of learning. In some areas, such as the provision of information services, it has been at the cutting edge. For many years Scotland topped the UK league in terms of international youth exchanges, particularly through the voluntary sector.

Through such initiatives as Community Learning Strategies and New Community Schools, community educators and teachers are working more collaboratively. Recent policy initiatives, for example around citizenship education, have encouraged joint working and emphasised the importance of the international dimension.

The sector has recognised the need for a complementary policy to further promote international education through community learning. To this end the Scottish International Education Advisory Group (SIEAG) has established a task group to produce a consultation paper in 2001.

*Community Learning and Development was formally recognised by the Government as a discrete employment sector in January 2000. In the past it has often been called the informal education sector.

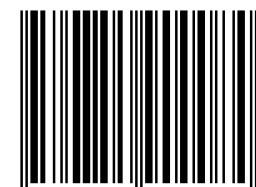




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