



↘ **21st century  
schooling:**  
the globalised challenge

Schools are now re-designing their curricula to include knowledge and understanding of globalisation. For many schools this is an extension of the curriculum innovation work focussed on providing more personalised learning pathways for their students.

This publication is aimed to support school leaders and teachers in their journey to personalise learning for all their students.

**Kai Vacher, SSAT National  
Conference Programme Director  
and Chief Editor**

Publication edited by Lucy Parker,  
former Chair of the Talent and  
Enterprise Taskforce

### **Specialist Schools and Academies Trust**

The Specialist Schools and Academies Trust (SSAT) is an independent, not-for-profit membership organisation dedicated to raising levels of achievement in secondary education. We have a membership of over 5,600 schools and growing numbers of affiliated universities, colleges and local authorities. We are a registered charity.

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# contents

## 21st century schooling: the globalised challenge

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### Foreword

#### **Foreword**

Lucy Parker, former Chair, Talent and Enterprise Taskforce

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### Introduction

#### **Setting the global agenda in education**

Elizabeth Reid, Chief Executive, SSAT

---

1

#### **The new global landscape**

Keynote speakers from the SSAT National Conference 2009

- Thomas L Friedman, Pulitzer Prize winning author of *The World is Flat: a Brief History of the Twenty-first Century*
  - Lord Digby Jones, business ambassador for UK Trade and Investment
  - Her Excellency, Madam Fu Ying, Ambassador Extraordinary and Plenipotentiary of The People's Republic of China to the UK
  - Professor Yong Zhao, Michigan State University
  - Bob Compton, entrepreneur and filmmaker
- 

2

#### **The teachers' perspective**

First-hand experiences from the Leaders' Quest study tours

---

3

#### **The students' perspective**

First-hand experiences from the Global Fellows

---

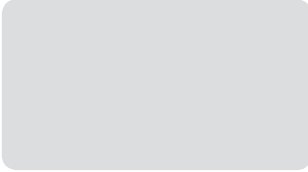
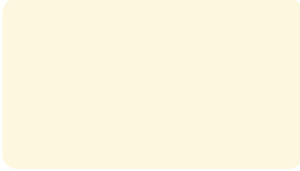
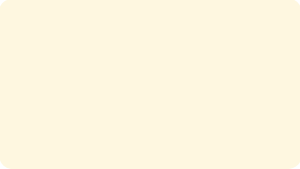
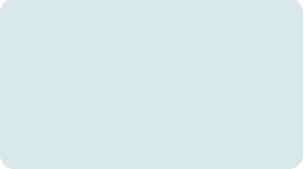
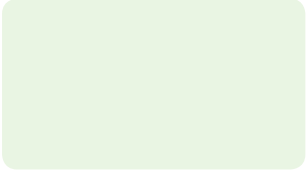
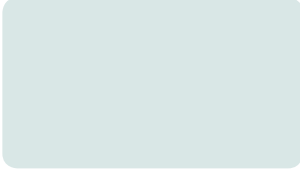
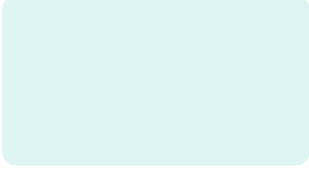
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#### **Practical ideas for bringing globalisation into the classroom**

5

#### **Resources**

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# foreword

Lucy Parker **former Chair, Talent and Enterprise Taskforce**

New global dynamics are shifting the ground beneath our feet in the UK and we are standing in a different landscape from even ten years ago. The reason it matters to teachers in this country is that it is opening up the horizon for our young people, bringing different challenges and new opportunities.

Sometimes the forces driving the change are hard to see; digital technologies, the internationalisation of businesses and capital markets, the rising skills and aspirations of workforces in countries far away, for instance. Yet, in very practical ways, these trends are changing the work that we do, the way that we live and the places we live in. We recognise that many of our traditional industries have gone and that new ones are beginning to emerge to take their place. We know that the jobs of the future in the UK will be in talent-based, knowledge-intensive industries. We see that our young people can, with the click of a finger, connect to people, views and news from all over the world.

Like many thriving and progressive businesses, in recent years, the Specialist Schools and Academies Trust (SSAT) has established an extensive network of global connections. That is why I was delighted to collaborate with the SSAT to take aspiring school leaders on an intense study tour in the new economies which are shaping the world in the twenty first century – charged with exploring the relevance and potential of bringing the global perspective into the classroom.

In this publication we have drawn together the perspectives of an impressive line-up of leading global commentators with the first time firsthand insights of teachers and students, to be a resource for educators in the UK. Together they bring alive why it is so essential that we equip the young people who are our students today to be the global citizens of tomorrow.



I hope that this ground-breaking publication helps you as a school leader or practitioner to respond to the challenges of globalisation

# introduction

## Setting the global agenda in education

I was delighted that for the SSAT's 17th National Conference, held in November 2009 we brought together leading thinkers and over 2500 school leaders from around the world to address the agenda setting theme '*21st century schooling: the globalised challenge.*'

Despite the current global recession, the global economy is changing rapidly, shaped by: shifting demographics and rising prosperity; faster technology and communications; the spread of global supply chains; and the world's transition to low carbon and greater resource efficiency. We need to ensure that the young people in our schools all over the world are ready for the opportunities and challenges that these changes will bring.

Addressing globalisation raises some key questions for educators including:

- what is the balance of knowledge, skills and understanding that young people need for the world of work in the 21st century?

- how can new technologies lead to the redesign of learning that will enable young people to thrive in the digital economy?
- how can schools unlock creativity and innovation in young people so their talents can be fully realised and make the most of the opportunities presented by globalisation.
- what are the implications for school leadership in preparing their students for a globalised world?

To address these questions we heard speakers such as Her Excellency Madam Fu Ying, then the Ambassador of the People's Republic of China to the UK; Lord Digby Jones, a renowned international businessman; Professor Yong Zhao, a leading international thinker from Michigan State University and Bob Compton, an American entrepreneur and filmmaker. Their thought-provoking speeches are reproduced in this publication.

To provide student and teacher perspectives on globalisation to the conference we drew on the Global Fellowship and Global Teacher



programmes. The Global Fellowship programme selects 100 young people a year from all over England to travel to Brazil, India and China to experience first-hand for six weeks life in these major countries which are shaping the world in the 21st century.

The Global Teacher programme, inspired by the Global Fellowship programme was a combined effort of the SSAT and Leaders' Quest and supported by the Joint International Unit at the Department of Children Schools and Families (now the Department for Education). In July and August 2009, 60 participants from the SSAT's Developing leaders and Aspirant heads leadership programmes were selected to take part in three one week study tours to India, Brazil and China. The study tours gave opportunities to teachers aspiring to school leadership to experience, first hand, life and work in an emerging global economy.

The Global Teachers and the Global Fellows played a large part in shaping the conference debate, speaking about their own experiences from the main stage and inspiring delegates to take the challenge of globalisation back into their own schools. Their observations, and the practical changes which the project has inspired them to make to their schools, are recorded here.

As delegates at the conference learned how the experience of visiting China, India or Brazil had influenced these teachers in building the themes of globalisation into

their teaching programmes, it was clear that a new breed of teacher, 'the global teacher', was needed if we were going to prepare students more effectively for the challenges of globalisation.

What is a global teacher? A teacher who understands the nature of the changes going on around the world in the 21st century and can impart that knowledge and understanding to the students they teach, as well as providing students with the skills they need to thrive in this fast changing world. Clearly, all our teaching staff cannot spend time, as the Global Teachers did, in China, Brazil or India so one of the challenges for school leaders is how do we use the resources available to us to cultivate and nurture a teaching staff of 'global teachers'?

I hope that this ground-breaking publication helps you as a school leader or practitioner to respond to the challenge of globalisation and to prepare the students in your school to thrive in the 21st century. We started this debate at the National Conference in 2009. Through our networks and programmes we will continue to provide you with opportunities to debate, discuss and generate a real enthusiasm for the challenges and opportunities that lie ahead.

**Elizabeth Reid**

Chief Executive, Specialist Schools and Academies Trust



At the SSAT National Conference 2009 leading thinkers and experts from education, business, journalism and government set out their views on what the trends of globalisation are – and why they matter to the UK's education system, teachers and young people.

# The new global landscape

## Keynote presentations from the SSAT National Conference 2009

### Thomas L Friedman

Internationally renowned author, reporter and columnist, Friedman is a three time Pulitzer Prize Winner and his seminal book on globalisation *The World Is Flat: a Brief History of the Twenty-first Century* was a number one New York Times Best Seller with four million copies sold in 37 languages worldwide.

Where did this whole idea of a flat world really come from, and what are its implications for jobs and the economy going forward? In February of 2004 I went off to Bangalore, in southern India, filming. It all really came together with the last interview we did, which was with Nandan Nilekani, the CEO of Infosys, which is really the Microsoft of India. It's a premier technology company.

Nandan was an old friend. We were sitting on the couch outside his office and at one point he said to me, 'Tom, I've got to tell you: the global economic playing field is being levelled and you Americans are not ready.' And it occurred to me that what he was really saying was that the global economic playing field was being flattened. And it popped into my head that what Nandan Nilekani, India's premier engineering entrepreneur, was telling me was that the world is flat.

By 2020 there will be 2.5 million fewer low skilled jobs in Britain than there are today





I called my editors at the New York Times and said, 'Ladies and gentlemen, I really need to go on leave immediately because my software – the lens through which I'm looking at the world – is really out of date. I'm a BASIC engineer, and it's become a Java world...' I took six months off and during that time I wrote *The World Is Flat*.

I argue in the book that there were 10 'flatteners,' as I call them, that came together. I'm going to focus on just a few of the most important ones right now. First, in a very short period of time, we had the personal computer, which allowed people to author their own content – words, photos, data, spreadsheets, music, video – in digital form. Then came along all this fiber-optic cable, which allowed people to send that content anywhere in the world, virtually for free. And then came the world of workflow software, which allowed everyone to collaborate with anyone else on their content anywhere in the world.

When you put those three 'flatteners' together, what was created in the late 1990s or early 2000 was this platform for

multiple forms of collaboration. When I say the world is flat, what I mean is this platform, which allows more people in more places in more ways to collaborate with more other people on more things for less money than ever before. This platform is a revolutionary change for what it allows individuals to do.

From the year 2000 to the present, we entered Globalisation 3.0. It's shrinking the world from size small to size tiny, and leveling the global economic playing field at the same time. Only what's really new, really unique, really exciting and really terrifying about this era of globalisation is that it's not spearheaded by countries – not exclusively. It's not even spearheaded exclusively anymore by companies. No, what's really new, really exciting and really terrifying about this era of globalisation is that it's really spearheaded by individuals. What's unique about this era of globalisation is that individuals can now globalise themselves. So we've really gone from a globalisation built around countries, to one built around companies, to one built around individuals, where they now have to think as >

individuals, “What is my strategy to compete, connect and collaborate globally?”

I’d say the other really big rule that you have to keep in mind in the flat world is that the most important competition going forward is no longer between countries and countries, and it’s no longer between companies and companies. No, the most important competition going forward is between you and your own imagination, Because what you imagine in the flat world really matters, because you can now act on your imagination – farther, faster, deeper, cheaper than ever before, as an individual.

So there are really just high-imagination enabling countries now and low-imagination enabling countries. And education really is going to have to be about making your country a high-imagination enabling society. ’



### ↳ Lord Digby Jones

**Former Director General of the Confederation of British Industry, Lord Jones was a business ambassador for UK Trade and Investment and has visited over 30 countries promoting Britain.**

‘ It’s so important that we equip the next generation to deal with a completely changed world.

What the SSAT stands for is to breed a culture of going to the highest common denominator, a culture of excellence. So a kid has a way out of, perhaps, a poor background, or an uncaring background, or a challenged community, through the ability to excel and have their talent maximised. That’s what you stand for and I applaud you for it because this nation needs it so badly. And also I applaud how you’re trying to internationalise it.

So for a moment, let me take you on a tour of the world.

Let’s start with the most populous nation on earth. 1.3 billion people. Everything we ever hear about China is from a rectangle on the eastern seaboard with a population of about 300 million people, equivalent to that of the USA. In this area, you’ve got China going gangbusters – the commoditisation of innovation.

The problem is that to the western edge of China there are another billion people. And of that billion, 800 million – that is the populations of America and the European Union put together – 800 million of them are on under \$2 a day. National minimum wage in Britain is £6 an hour. And 800 million Chinese are on \$2 a day.

So what China is going to do is to move the wealth that is being created in the east out towards the west of their country, as quickly as it possibly can.

Every time they move that line westwards, they will fill the vacuum left behind with what the West does. So every time the developed countries innovate and take an idea to market – that’s what innovation is, making money out of an idea – then five years on, China will commoditise that innovation.

That process is not new. America did it to Europe after the Civil War, from 1865 through to 1914. Japan did it to America after the Second World War. South Korea did it to Japan in the 1980s. The difference this time is that there are more than one billion people. So this moving of the wealth line in China from east to west across the country, is going to go on this way for the

# China's population is 20% of the world's population, but the education budget in China is only 3% of the global total



next 50 to 100 years, through our children's and their children's generations.

And that's our challenge, whether we're in Australia or Canada, Spain or Italy, France, Germany, Japan, America or Britain. How do we ensure that we can deal with China getting wealthier?

The good news is, of course, that they will want to buy the goods and services with a quality reputation that are made in other countries. So China getting richer is a good thing for us, if we rise to that challenge with innovation and skill and use this knowledge.

Let's move now to the other big populous country – India, which has one billion people and puts knowledge very high up its agenda.

Of that billion people, 750 million – three quarters of a billion people – still work on the land. India has not industrialised to anything like the extent it is going to over the next 80 years. Just imagine when that knowledge-based ethic gets hold of industrialisation and brings people off the fields. Imagine the green challenge of ensuring they can get wealthy without polluting – when we set such a lousy example in the West, getting wealthy by polluting. India's ascent in the global economy is going to be dramatic.

Let's move west again. Think of the fulcrum, and draw a line where the world is

economically in balance, it goes straight down the Middle East. In the Gulf are a group of countries, states and kingdoms that want to participate in a globalised economy, want to be moderate Islamic states and prove that you can be a country that got its wealth from a commodity – oil or gas – but is today investing in knowledge-based advances: universities, peaceful nuclear power generation, engineering, manufacturing, service provision. And the world will use it as a hub: to move in and out around the globe.

If the 19th century was Britain's century and the 20th century was America's, the 21st century belongs to Asia. How the Middle East rises to the challenge of being a hub and how the West rises to having company at the top table – because America is not going to come off the top table, she's merely going to have company at the top – how all that works is going to define the next 100 years.

For Britain, the challenge is on. We've made so many of the structural changes that other countries have not. We should be proud of that. We've made a fundamental change in the way that we understand globalisation. Right now, half of every single Airbus that has ever taken to the skies was made in the UK. The undercarriages are made in Gloucester, the wings in Broughton in North Wales. The avionics are made by lots of little companies in Manchester and >

Birmingham, and brought down to Bristol to GKN and Airbus and BAe Systems to put them together. And under the wings are the greatest aero engines you'll find in the world, from Rolls-Royce in Derby.

The most productive car plant in Europe, the second most productive in the whole world, is Nissan in Sunderland. The biggest pharmaceutical company in Europe, the second biggest in the world, is Glaxo Smith-Kline. So we do it all right. We just need people to understand what it takes to do it: skilled people – because all these companies have in common brand, quality, innovation and, above all else, adding the value that comes from the use of knowledge.

Our country is facing huge challenges. How we rise to them will come back to solutions based on the use of education and skills. It will come back to the development, application, transfer and exploitation of knowledge.

So teachers are critical to the success of this country like they never have been before, because this nation will only succeed in this challenge-driven but opportunity-driven century if we skill our people.

School leaders, please make sure young people feel that, if they've got skills, globalisation represents an opportunity in which they can play their part. That's your job. You do it brilliantly. I wish you all the luck in the world.



#### ➤ Her Excellency Madam Fu Ying

##### **Ambassador Extraordinary and Plenipotentiary of the People's Republic of China to the UK**

The role of China in the world has become a very hot topic for discussion recently. Many are saying that, yes, China will be the next superpower – American economist, Fred Bergsten, even said that the world will be run by the 'G2', the United States and China. But this is not the general opinion in China.

There is a term in Chinese, 'hu yo' – meaning 'bigging somebody up'. For the Chinese, the term G2 is almost equivalent to hu yo. Many think that the West is trying to big China up. So who is right? China has a culture that goes back thousands of years. It also has dynamic cities that can be compared with New York and London. And yet there are levels of poverty similar to some underdeveloped countries. All these contrasting realities are the true China – it just depends where you are looking.

Education is a good example of this multi-faceted and contradictory nature.

For example, China has had its fastest rate of educational progress in the past half century, since the founding of the People's Republic. At that time, only 25% of school-age children were in education: now, it is 99.5%. The enrolment rate of high school students has increased from less than 10% to 66% and, for university, from 1% to 23%.

China also has the largest education programme in the world, with a total of 234 million students in school in 2009, or half the population of all the EU countries put together. This year, 10 million students sat college entrance examinations, of whom six million obtained a place.

I remember the day when my daughter went to take her college examinations: the parents were crowded at the gate, waiting for hours for the children to come out.

There is a hope among the Chinese that came down from our ancestors. That is, for every child to be in school and for equal education for all. Today, with fast economic growth and the hard efforts of over 14 million teachers, we are closer than ever to realising that aspiration.

However, what we've done falls short of what we would like to achieve. China still faces enormous challenges. Our population is 20% of the world's population, but the education budget in China is only 3% of the global total.

The gap is widening between the regions. While the children in Shanghai can study the stars in an observatory, others in faraway rural areas have to walk for hours just to reach school. When I was talking with your chief executive, Elizabeth Reid, and some colleagues earlier, I expressed the hope that the SSAT will put these schools on your radar when you have contact and exchanges with Chinese schools.

Equal opportunity in education is lacking, especially for the 20 million children brought into the cities by the 150 million farmers who have become migrant workers. They also left behind many in the countryside, and their education presents new challenges.

Education typifies the reality of today's China. Economically, China's GDP increased 14 times in 30 years. China is the number one producer of hundreds of industrial goods. Our biggest achievement is to have lifted a quarter of the population out of poverty, and there is no more starvation in China. Even after the 1980s, when Chinese people met each other, we would not say, 'Hello'. We would say, 'Have you had your meals?' Food was a big deal. But my daughter, who was born in the 1980s, has no memory of hunger. My biggest dispute with her is on dieting; I can't understand how you could resist food.

Chinese society has become open and dynamic. One lesson learned from the political ups and downs of the recent past is that there must be a democratic decision-making process and rule of law to avoid major mistakes. In the past 30 years 223 new laws have been introduced. In the debate on the Labour Law, the National People's Congress received 200,000 suggestions, many sent by the public through the internet. Elections were introduced at a rural level ten years ago, and now all the 46,000 village committees are directly elected, marking important progress in political reform in China.

There are close to 2,000 newspapers, more than 9,000 magazines, 287 television channels, and 2,300 radio stations in China. So it is very naive to believe that Chinese leaders cannot hear the things they don't want to hear. With 700 million mobile phone subscribers, 200 million internet users and 180 million bloggers, the Chinese lead the world in texting, blogging and surfing the web.

That is not to say that China can join the ranks of the developed world. China's per capita GDP is about \$3,000 – only one fifteenth of that of the UK – ranking 104th in the world.

Let me quote from the US President, Barack Obama, and the Chinese President, Wen Jiabao, when they met recently in Beijing: Mr Wen said, 'I'm managing a country with 1.3 billion people. Using the US standard, 40 million of >

them are still living under the poverty line; 70 million migrant workers are wandering the cities looking for jobs and places to stay; 6 million students graduate from universities every year needing to find jobs. That is why we say China needs time for its development. Only when China is more developed can it meet the needs of the people, and especially those still in poverty. Only then can China better contribute to the world and better counter such problems as climate change.'

And Obama replied, 'I used to live in Indonesia and some of my relatives are still living in the countryside of Kenya. I witnessed how poverty drove people to desperation and I'm fully aware of the difficulties for you in handling such a big nation with 1.3 billion people. The United States and I, we wish China succeeds, and I say this from my heart. The future of China is so bright that you fully deserve to be one of the leaders of the world. If our co-operation is still unable to pull people out of conflict, poverty, homelessness, the threats of climate change and others, it will be our disgrace.'

I think the significance of the dialogue between the leaders of the two giant countries was that they agreed to focus on co-operation and to help people out of poverty and conflict. That is indeed very important for the world, which is undergoing profound changes today.

China has carried out reform through learning from the West – and this is where the role of education is key. In Ching Wah University, about a third of its 1,000 subjects use either parts of, or the whole, original English teaching material. Most schools and universities have taken a lot from Western education systems. Since 1978, 1.5 million Chinese have

studied abroad, including 80,000 in the UK now. Among the 400,000 who have returned, many are holding important jobs and are playing very active roles in China's reform. They make up 80% of the prestigious Academy of Science and Social Science. And 78% of the heads of universities and directors of the major national laboratories have studied abroad.

When I Googled in Chinese, 'specialist schools', I got 12 million results in less than half a second. There are articles and comments, seeking to shed light on this unique system. Obviously, the Chinese schools confronting similar challenges are interested in your experience. We are grateful that SSAT organises trips to China for more than 100 British headteachers and education officials every year to share their experiences with their Chinese counterparts.

I'm one of the busiest ambassadors in London because there are hundreds of senior delegations coming from all over China to the UK every year, to understand how you do things and how we can learn. In my two year stay in the UK, I have found China is not always well understood here. We need to increase the exchange of information and knowledge of each other, especially maybe knowledge of China in the UK, if I can be candid. In the bookstores in Beijing, you can see shelves full of original English books or their Chinese translations. But here it's very hard to find books about modern-day China. To promote understanding, China has to stretch out its hand. There are now 282 Confucius Institutes and 241 Confucius Classrooms set up in 87 countries. We are glad the world is taking China's hand.

The SSAT is playing an important part in promoting Chinese language and cultural learning here in the UK and has helped us to set up one Confucius Institute and 12 Confucius Classrooms in Britain. The SSAT is also planning a new network of such classrooms in primary schools across Britain.

I understand that there are 5,000 British students in 50 schools studying Chinese, and it's growing by 2,000 a year. The SSAT

**With 700 million mobile phone subscribers, 200 million internet users and 180 million bloggers, the Chinese lead the world in texting, blogging and surfing the web**

## There are now 282 Confucius Institutes and 241 Confucius Classrooms set up in 87 countries

wants to make it possible for all students in the UK to learn Chinese, if they want to. I think that is a very worthwhile goal and would be happy to help.

We have also discussed how to increase Chinese history teaching in the curriculum in British schools. I visited many British schools and have found there are not many things about China, either in the curriculum or in library books. But if you come to a Chinese school you will find most of the Chinese students will have some knowledge about Britain, about industrialisation, about the literary achievements of this country.

My ministerial councillor of education here is offering 40 scholarships to British school students to spend a year in China. I hope students of schools represented at this conference will avail themselves of this opportunity.

Currently in China there are 3,000 UK students, and 20,000 from the US. President Obama established a new initiative to send 100,000 Americans to study in China in the coming four years. And I'm sure Britain will also do more to encourage young people to come and see us.

I know that your views and ideas will very much influence the future direction of the new generations of this country. I am very honoured that you have invited me to speak to you here at this important gathering, as it demonstrates your interest in China and in our co-operation.

China will be ready to work with the UK to create more and more school exchanges, so that the new generation of our two countries will know each other better and will be able to work together to shape a new harmonious world. ,



### ► Professor Yong Zhao

**University Distinguished Professor at the College of Education, Michigan State University, Prof Zhao is also the founding director of the Center for Teaching and Technology, and executive director of the Confucius Institute as well as the US-China for Research on Educational Excellence. Professor Zhao is iNet chair of Globalisation and New Technologies.**

“ In the next decade or two, as our children grow up in a globalised world, what should educators do to prepare them to enter this world?

Right now we see the rise of emerging countries, and the most developed countries often feel like we are being threatened – we have to catch up with others. But I argue that we should try to lead the way in terms of innovation.

In general, as human beings, we have differences. Either we are born with some difference or we're triggered, because of family and home and other environments, to become very different.

So when we think about our different abilities, do we really think about what we can do as nations – as schools – to prepare our students? The assumption that all countries have the same people, same jobs, same knowledge is wrong. >

Societies are vastly different in what they do, and in what their economies support. Much of this I have captured in a book called *Catching up or leading the way*.

For example, let's look at some differences between countries. If you look at a map on which country size is indicated by the size of its population, China is very large because of its population; India is very big; but the US becomes very small and Canada and Australia hardly exist.

Now let's think of a map based on another index: royalties and licence fee exports. Here USA would be shown very big, because its economy is supported largely by knowledge; by innovation and creativity. If we contrast this with China, the characteristic export is toys. So US exports about 90% of the world's knowledge, while China exports toys. The economies are very different. We can't be teaching the same thing. They will require very different types of labour and talent.

Just to carry on with this theme, take the man in China who holds up signs as a road guide as you come into cities: he is a human GPS (global positioning system). The reason for that is that in China almost every city is going through major construction, so you can get lost very easily. You cannot update GPS or maps really fast, so what do you do? You have to rely on human beings. So a new job has emerged because of the scale and pace of construction.

But in London it's very different. London doesn't go through construction very easily and the pace of these changes is slower. It means the black cab drivers' job is in danger. They have to pass a test called 'the knowledge', which takes 36 months on average. Now GPS can replace the knowledge. So the two stories illustrate how different societies at different times will require different talents and different skills.

Another difference is price. Countries will ask different prices for different kinds of talent. So if developed countries are preparing people with the same talents as those in developing countries, there's no way those people can get a job – because globalisation shifts jobs anywhere. If it can

be done cheaper, it will be, as Thomas Friedman has said.

Also, schools are very different. Cultures are very different. Americans celebrate children's completion of arts camps, whereas in China, they celebrate completing maths camps. While the US and the Western countries are trying to focus on forcing people to learn more maths, the Chinese are changing the name of their maths olympiad camps into critical thinking camps or creativity camps. But, in essence, they're the same; you've still got maths olympiads. Also, look at how parents spend time with their children. In the US we have the famous or infamous soccer mum. In China we have the very well known homework mums, who will stay up at night with her children to make sure they finish their homework.

I think our hope in globalisation does not lie in standardisation, does not lie in competing with others, does not lie in learning the same materials.

Madonna illustrates what we should do in education. Madonna was born in Bay City, Michigan. It's a very small city with no more than 40,000 people, and her talent is not valued by everybody. So if she had stayed in Bay City, Michigan she would definitely not have become a billionaire as she is today. However, with globalisation the death of distance made over six billion people aware of her. Out of six billion people, if even 1% like her talent, she can become very rich.

So Madonna tells us something. We have to value every individual's talents, every individual's dream. We should not try to standardise, using tests to tell them if they did not meet this requirement at this time, they are at risk of failure.

We have to think about our community, our schools; what special things we can instil in our children. Not whether we can rank high on the same test across the nation, or in a league table covering different countries. Our hope also lies in eBay. Basically eBay is a large garage sale – but it is very different from traditional garage sales. The principle of garage sales is you can turn one man's trash into another man's treasure. But



## We have to value every individual's talents, every individual's dream

Unfortunately with the traditional local garage sale, normally they have the same junk as you do at home, so they don't buy the thing from you. Now eBay becomes global, across cultures and distances. People from other places can truly turn what you want to throw away into things they find useful.

Take that into talents and abilities. It is not possible for you to sell your ability to speak English to your next door neighbour if you all speak the same tongue. But that may become valuable if you move to China. People will pay you £3 to have a coffee with you and practise their English. There are companies now employing housewives from English speaking countries to provide English lessons online to other people. With the death of distance, what you have that others don't have can lead to valuable transactions.

There are other gaps that lead to opportunity, too. Globalisation means we shift jobs as well as products to other places. That means you need a lot more cultural consultants. When you send people to other places, what you need is someone who understands the local culture. If a business, HSBC, for example, wants to locate in Peru it had better know what's happening there.

We also need a lot more interpreters who can bridge the gap between the different groups who used to be separated by distance. Now globalisation brings them together. They have to work together.

So what will make the difference for success in this age of globalisation? I tried to learn from two books. One is called *Day of Empire* by Amy Chua, a Yale University law professor and historian. She asked how hyper-powers like the Roman Empire, the British Empire and China's Qing Dynasty rose to global dominance. The answer she found was a diversity of talents, and tolerance. All those empires were able to tolerate differences. A diversity of talents and perspectives will enable you to find new solutions.

The other helpful book was *The Rise of the Creative Class*, by Richard Florida. It shows that creativity, entrepreneurship and passion to create new things will help us survive major changes in the future.

So what I think education should do in this age, because of all the resources we have, is we should be trying to capitalise on, and cultivate the strength of every child. Not to fix the deficits.

We need a lot more entrepreneurs, a lot of creators. And those creativities, entrepreneurship and passion will not come simply from teaching. You must cultivate them.

So I suggest you educators should continue personalising education for your children. Continue supporting the strength of every child. If that child cannot in due course find a job in Birmingham, I bet China's Sichuan Province can employ him or her, either online or physically going over there. We also need to move on to think about how we help our children to develop global perspectives and global competence. As global citizens, they need not only to look for jobs globally but to think globally and act globally. They need the ability to interact with other people, with other cultures, and they need the language to do that.

And finally I want to tell you that I don't think education should be preparing soldiers. Education is really about human beings.

I think over the past several decades governments and business people have tried to make education businesses. Trying to make them accountable, hold them to producing the same things. That does not work because the 18 years children spend with us counts as a big chunk of their lifetime. That's the time you can hurt them. That's the time you can deprive them of a dream. That's the time you can truly kill their passion for learning.

I also want to thank you because you are educators. You are the dream keepers. You cannot become government bureaucrats or implement government mandates. So thank you for educating our children; not just schooling them.

## I suggest you educators should continue personalising education for your children.

### Continue supporting the strength of every child



#### ▶ Bob Compton

**Businessman, successful entrepreneur and the creator and producer of the ground-breaking film ‘Two Million Minutes: A Global Examination’, which compares the high school education of students in India, China and the US and investigates how this impacts on global economic outcomes.**

I’d like to talk to you about America’s four global myths because I suspect that these myths may apply here in Britain too. And these are myths about what we believe about education.

First, that our students are more well-rounded than Indian or Chinese students.

Second, that Indian and Chinese education is mostly rote memorisation.

Third, Americans are inherently more creative and innovative – and, I guess, I would broaden it to say that Westerners are more inherently creative and innovative.

And fourth, that American education is superior because we educate everyone.

I’d like to share with you why I don’t believe these beliefs are true. In my film *Two Million Minutes* I followed two senior students from the US, two from India and two from China. I’ve screened that film to over 100,000 people, the vast majority of them in the US.

**First: American students are more well-rounded than Indian or Chinese students.** I got at that myth by looking at the actual classes in the three countries. I contrasted the curriculum that Britney, the American girl, took during her high school years with that of Apoorva, the Indian student and Xiaoyuan, the Chinese student. Looking at what I consider cognitively challenging courses, from a technical perspective: Britney took a few, but Apoorva and Xiaoyuan took a lot. The main reason is that in China and India 80% of the curriculum is required, whereas in America, in the state where Britney lives, Indiana, only 50% is required. So she was allowed to take a lot of electives, including nutrition and wellness for which she received a full credit. While she was doing that, Apoorva was studying physics and Xiaoyuan was studying computers.

To put that in perspective, I studied liberal arts, including history, literature and religion. Those subjects are cognitively rich, but they are not cognitively technically as rich as calculus, physics, chemistry and biology. So my argument would be that the Indians and Chinese have a much more rigorous national curriculum.

Where we really make up for it, what really makes us well-rounded – and global leaders – is our extracurricular activities. So I took a look at the extracurricular activities of Neil, Rohit and Ruizhang. Neil, very typical of an American boy, played football, was on the college newspaper, in the environmental club and was student body president. He was quite a leader in his school.

Looking at the Indian student Rohit; he played soccer for four years, took voice lessons, was a member of the debate team, and played competitive charades. Think about what goes on in charades;

non-verbal communication, you have to use a lot of imagination – and he’s doing this on a stage with 1,000 parents and students from two schools. I would argue that’s a pretty difficult and challenging contest. So as I look at this overall, I would argue that Rohit, of the boys, is the most well-rounded.

**The second global myth: Indian and Chinese education is mostly rote memorisation.** What I decided to do was to look at the Indian and Chinese exams. In India, at standard X, or 10th grade and 12th grade, they take proficiency exams in every single subject. They have to demonstrate proficiency in every single subject to go to 11th grade. Each exam is two hours long, so the total event is over 20 hours. And in China they have what’s called the national college entrance exam, which is over four hours, across multiple subjects.

So I thought a good way to figure out if the education is rote, is if the questions on the test are rote too. So let’s look at the Indian 10th grade English proficiency exam. Of course, everyone here knows where this passage comes from:

*‘Oh pardon me, thou bleeding piece of earth that I am meek and gentle with these butchers. Thou art the ruins of the noblest man that ever lived in the tide of times. Woe to the hand that shed this costly blood.’*  
Question A: *Where is Anthony at the time? Why does Anthony call Caesar’s body ‘thou bleeding piece of earth’? How and when had Anthony been meek and gentle with these butchers?*

They have to write an essay about that, just a few sentences. But I can’t imagine the class they sat through where they memorised that passage and then memorised in a rote fashion the answers to those questions. I don’t think that’s rote.

Let’s look at another one. This is again on the Standard X, the 10th grade English exam: you’re asked to write about why you believe that not only should smoking be banned in India, but the entire tobacco industry should be banned. You have to write an essay or write a letter to the editor

in 150 words, given the information that’s provided, as well as your own ideas. They aren’t memorising these things. They are using their intellect, and they are thoughtfully and critically thinking through the questions and producing the answers.

Then I looked at essay writing in the Chinese college entrance exam. These were the essay questions in Shanghai and Beijing a couple of years ago. The first, from Shanghai: *‘This ditch must be crossed.’ 800 characters or more, not poetry, do not reveal any personal information.* And in Beijing: *‘The drizzle dampens clothes but cannot be seen; flowers fall to the ground without a sound’.* Write an essay of your choice.

Again, I don’t believe this is rote education.

Are we in the West willing to take these messages on board? I screened my film at the Harvard Graduate School of Education. My film was 54 minutes, and then I took a 2.5 hours ritual stoning. No one from the Harvard faculty had been to India or China. They had not studied the curricula of either country and so I thought I was coming there to bring fresh information that they would embrace. Boy, was I wrong. As it turns out, unburdened by knowledge, they were certain that I was wrong.

**Global myth number three: Americans are inherently more creative and innovative – and I would again broaden that to Westerners.** The US has an enormous trade surplus in patent licensing in relation to China. But the question we have to ask is, ‘Can innovation that results just in licensing create enough jobs, either primary or ancillary, to sustain a vibrant economy? And can the West sustain its creativity and innovation lead?’ So I’ll tell you just a couple of quick stories.

The Kindle is a new electronic book reader put out by Amazon; the technology was developed in 1997 at the Media Lab in Massachusetts Institute of Technology. It was heavily patented and investors put up \$150 million. The manufacturing was outsourced to a Taiwanese company called Prime View International. So they got >

the job creation in Taiwan and ongoing trade and product sales.

The US company was recently sold for \$300 million. So the investors and the four founders are going to split the proceeds. And there was a \$300 million positive trade balance with Taiwan, a one-time event. But the ongoing business now is in Taiwan. All the jobs in manufacturing, in assembly, in distribution are now in Taiwan and there's no more value creation in the US. Now in the US we become only customers and salesmen.

Can we maintain our leadership in innovation? I've been travelling in India and China a lot over the last five years and the amount of innovation that's taking place in both countries is staggering.

Take the E6: it's the first commercially available electric vehicle, and it comes from a company called BYD in China. How many of you have heard of BYD? Not very many, I guess. Well, Warren Buffett just over a year ago, arguably America's best investor, put \$250 million into that company, his first technology investment in his entire career. He's known Bill Gates all his life; he never put a nickel into Microsoft. But he put \$250 million into this business.

And you contrast it with Google. Google as obviously everybody knows is a great success, founded by two guys in 1996. BYD was founded by entrepreneur Wang Chuan-Fu in 1995. So the two companies were founded at about the same time. Both are very innovative. Google employs 20,000 people today, an extraordinary accomplishment in that period of time. BYD employs 130,000 people. Imagine if Wang had been born and lived and started BYD here in Birmingham. And you had the first electric vehicle come out of Birmingham and you employed 130,000 British men and women with that company. So the innovation is growing rapidly in China and we're not aware of it.

Innovation is also growing rapidly in India. It has produced the lowest cost car in the world, just recently brought to market by Tata. And the lowest cost artificial heart.

Now it's still in animal trials, it's not made it for humans. But that artificial heart was invented at IIT (India Institute of Technology) and it is going to cost \$2,500. American or Western artificial hearts cost over \$100,000.

So, there's a lot of innovation in those countries.

The other thing I look at is patent filings, as leading indicators. China and India, and the other fast growing economies, are filing patents at an extraordinary pace. The intellectual property laws have changed dramatically in China, to allow this.

What I see going on in America is a bifurcation of our economy because of education. Because we're not educating people up to a global standard, we have a large proportion of our population – in fact, the middle class – now experiencing a decline in their real wealth. And we have a few people getting very rich. I don't see that as a sustainable and stable economy for a country.

Take an actual example of two people who work for me: software programmers Neil, in the US, and Arjun, in India. They have equal skills. Neil makes \$40,000 a year; Arjun makes just under \$6,000 and that's a very good wage in his country. Arjun is, right now, getting his masters in computer science at Berkeley at night for free. It's on the internet. MIT, Berkeley, Stanford and Princeton universities all put up their courses – all of their lectures – free on the internet. So you can listen to lectures and do the work of the best computer science professors in the world for free, and that's what he's doing. And then Neil only works five days a week, Arjun works six. Oh, I forgot to mention there are four Arjuns for every one of Neil.

#### **The fourth myth is American education is superior because we educate everyone.**

It's important to think about what that means. I don't know if you all know how many K-12 students there are in the US? There are 54 million. In India, there are 212 million. In China there are 194 million. So, yes, it's true in India and China

there are hundreds of millions of students who don't get an education. But they are hungry for it, they want that education. At some point the governments are going to achieve enough wealth to give it to them and they're working very hard to do that.

How many students graduate from high school in the US, India and China? There's a saying in the Red Army that quantity has a quality all of its own. And what's happening is that they are overwhelming us in just sheer numbers. We have to find the niches where we can add brainpower to make sure that our economies are stable and growing.

So my premise is that those are all myths, and that global education standards have passed us by. Today, India and China are setting the standards and we had better understand those standards and at least match them if not exceed them.

Americans, and I think Westerners in general, are unaware of this fact. We ignore the global standards at our economic peril.



**Innovation is also growing rapidly in India. It has produced the lowest cost car in the world, just recently brought to market by Tata.**



During the summer of 2009, the SSAT worked with the Talent and Enterprise Taskforce and the Joint International Unit to send 60 aspiring school leaders on an intensive study tour to India, China and Brazil.

# The teachers' perspective

## First-hand experience from the Leaders' Quest study tours

The participants for the study tours were selected from SSAT's Developing leaders and Aspirant heads leadership programmes. Many of the participants' schools are, or are aiming to become, international schools. All of them recognise the value of international experience at every level to achieve the benefits and meet the challenges of globalisation.

The programme delivered by Leaders' Quest, was designed to bring alive the dynamic and contemporary trends in these major new global economies. The participants had the opportunity to see different aspects of the educational systems, to meet local teachers, students and parents. They also visited businesses and community organisations, and had the chance to gain first-hand insights into the culture and economies of these countries which are influencing all our lives – and especially the future of the students they are teaching at home in the UK.

Setting their ideas in context at the SSAT National Conference, the Global Teachers

said: 'We're not experts on globalisation. We are some very fortunate individuals who were given a fresh perspective on the way we teach and the way we engage with our students. As teachers, educators, facilitators, we need to reflect upon and respect the amazing work we do and the impact that we have.'

As the world is shrinking and globalisation is increasingly being understood, there is a real need for a paradigm shift in our education system. We need to ensure as leaders and as educators that we develop our young people so they can effectively and successfully compete on a global scale. For our students, we need to open the doors to the global landscape – or we fail them.'



# The quest to Brazil

➤ **Darren Burchall**  
Oasis Academy, Wintringham, Grimsby

We hope to give you a feeling of what 20 of us experienced during our quest to Brazil, where we really got into the globalisation agenda – because we realised that if business, politics and the like are all global, then teaching, learning and education should also be global.

What is globalisation and what is the effect it is going to have on us? In my opinion, globalisation is the effective and efficient use of technology to eradicate the world's borders for economic prosperity.

We have a very important job. We have now to develop young people with skills who can compete in a globalised market. Every business leader and politician and teacher that I spoke to in Brazil told me one thing. As Fabrico, the director from the telephone company we visited, put it, 'We need young people who are self-sustainable. Young people who can plan, organise, work in collaboration with others, face challenges, solve them and be ready for the next.'

That is the type of young people we in Britain need to develop too.

**China, Brazil, Russia, India, these countries, are graduating millions and millions of 'zippies' – young people with a zip in their stride – every year. And they are working in their countries with technology aimed at markets based right here in England. Now our young people must fight for jobs in the global market against these millions of very skilled people. That's the impact of globalisation on what we do and the young people we develop.**



➤ **Jayson Gilbert**  
Blackfriars School, Staffordshire

What hit me most about my trip to Brazil was a visit to a Centre for Digital Inclusion (CDI). These centres introduce learning technologies into low income communities throughout Latin America. There are some 753 centres connecting one and a quarter million young people. It is one of Brazil's answers to the great digital divide.

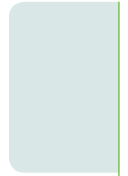
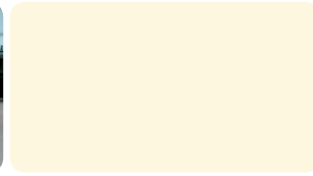
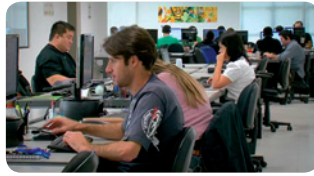
The centre we visited in Sao Paulo was in a favela – a slum, where there are extremely high unemployment and crime rates. However, the young people I met there were articulate, caring, energetic and highly aspirational. CDI identifies such young people and trains them to become change makers within their own and neighbouring centres.

Marcus da Silva was one such change maker. He said to me, 'At first I couldn't make head nor tail of the computer, but with the teacher's help I started to like it and discovered a whole new world.

I learned the meaning of citizenship and how to exercise my rights as a citizen.' Marcus has recently taken up a post as an assistant administrator at PricewaterhouseCoopers. He is lifting himself and his family out of poverty.

**It is the combination of hope and opportunities that Centres for Digital Inclusion deliver to these young people that truly transforms lives through digital inclusion.**





▼ **Catherine Gilmour**  
The Westgate School, Slough

In the 21st century, we need our young people to be self-sustainable. It was evident from our visit to Brazil that employers need people who know how to learn and to develop new skills, often for jobs that don't currently exist.

We met many influential business people, one of whom was the president of Rolls-Royce South America, Francisco Itzaina. He talked to us about how, for Brazil, family values are really important, and in certain cases they're even more important than education.

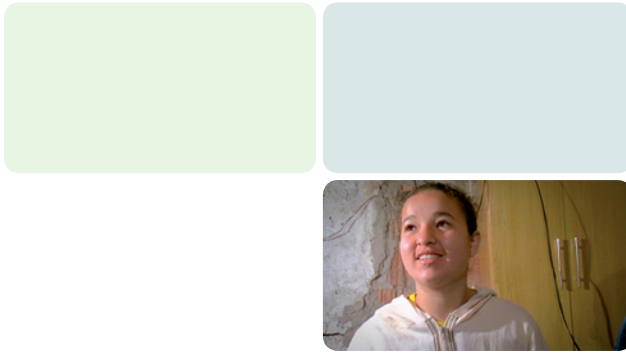
We met an entrepreneur called Daniel Hiese. After an extremely successful career in the financial industry, Daniel realised that there must be more to life, so he looked for something different. He packed a bag and set off on his travels around the world. Many thousands of miles later he returned to Brazil and set up an 'incubator company' for budding entrepreneurs to help them to realise their dreams. Daniel is 37 years old and he is worth \$250m a year. He explained to us how the government in Brazil had prevented him from setting up a company with just seven people because of the taxation system. So he now works at the university and employs the talent that is there.

Another person who made a big impact on me was Wellington Nogueira, who founded the Doctors of Joy. He was a very successful English teacher in a high achieving school where all the students wanted to learn. He said they used to tease him about his inability to sing. He was held up at gunpoint one day and managed to negotiate himself successfully



out of the situation. He vowed never to waste a moment of his time in the future. He went off and learnt to sing, dance and act, and became a successful Broadway actor. Later, he returned to Brazil because his father had had a stroke. After his father survived the stroke, Wellington decided on his mission to create Doctors of Joy.

**The mission of Doctors of Joy is to bring pleasure to hospitalised children, their parents and health workers through the art of clowning. It's not just about entertainment. As children, we know how to clown and enjoy being alive. Then in becoming educated we lose the clowning and the joy. So we need to be re-educated, to relearn what we had as children.**



### ➤ Graeme Smith

George Spencer Foundation School and Technology College, Nottingham

I'd like you to imagine you get hundreds of hugs every day.

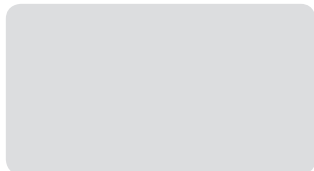
I was really struck by a woman I met in Sao Paulo who experiences that reality every day of her working life. Her name is Tia Dag and she runs Casa do Zezinho, a charitable trust that provides educational services to young people in one of Sao Paulo's poorest slums, or favelas.

I've never seen a place with such vitality. A place where young people are loved, valued and encouraged to express themselves in ways that are relevant to them. They embrace the opportunities being provided for them, and the love and aspiration generated in the students was something I found inspirational. I was even hugged for wearing a Sao Paulo football shirt – and as a Leicester City fan, that was quite an exciting experience!

But I was really struck by the fact that the

education facilities we saw in Brazil were so far behind what we have here. Almost 20% of lessons take place without teachers. A school we visited had one computer room with a dial-up internet connection, which is used 21 times a month. As you walk around the building, the bare walls give an austere, almost prison-like, feeling. The school runs four shifts a day because it has so many pupils. The teachers have to teach a morning, mid-morning, afternoon and evening session every day.

**These two experiences got me thinking. I've come back reflecting on how far ahead we actually are, and how proud I am of so much of what we do in the UK. Having acknowledged all that, my first visit did make me wonder. There is so much good educational equipment and material in our classrooms. But where's the love in my classroom? Where's the colour? Where's the excitement? That was the question I came back to the UK with.**



## The quest to China

➤ **Claire Wiggins**  
Caroline Chisholm School,  
Northamptonshire

Along with 19 fellow teachers, I was part of the Global Teacher's quest to China. We want to share some of our experiences, things that hit us personally.

China is now one of the fastest growing economies and the top exporters in the world. All of this leads us to believe that China wants to be dominant and wants to be the lead player in the economy.

However, when I was in China I met a young entrepreneur called Yu Ling who challenged my preconception. He said that China doesn't want to be the tallest tree because it will just be blown down. It wants to be high, but it wants to grow strong roots that link with other trees.

It was a light bulb moment for me. I realised then that maybe China doesn't want to be seen as a threat and as aggressive. China sees a need for

co-operation, responsible growth and responsible development. China is not going to slow down, but it does want a prosperous global economy.

The Chinese economy has the ability to move extremely fast, so what we have to do is find our way to fit into their momentum and into the world's momentum.

**Before my visit to China I was quite confused about what a sustainable and successful globalised world should look like. Now I know we need countries, companies and people to learn from each other, to understand each other, to work together and co-operate.**



### Ed Simmons

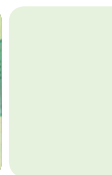
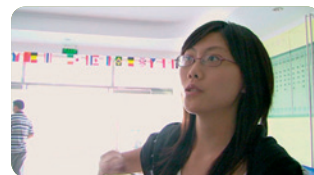
Cranford Community College, Middlesex

My inspiration from my time in China was Lu Lei, who worked in a migrant centre. There are tens of millions of migrants in China who are impoverished and don't have the opportunities that others do. They don't have rights to work and students don't have rights to education. Many students have to travel hundreds of miles to reach their secondary education, which is often substandard.

Lu Lei himself was not a migrant, but as a sociology student he had worked in the migrant centre. And from that experience, he had created a job for himself raising awareness of the people's plight and making the organisation far more professional. To me, the situation epitomised two contrasting effects of globalisation; the challenges we face and the opportunities it brings.

**What I took from Lu Lei was a wholehearted belief that everyone can find their own place in the world. It is so important that we, as educators,**

**equip our students with the skills and attributes that he possessed. These include technological and communication skills, a sense of leadership and a vision. Perhaps above all was a sense of empathy – to enable people to find their place in the world whatever their circumstances.**



▶ **Mark Barrington**  
Crypt Grammar School, Gloucester

One of our translators in China was a student called Alice who changed my thoughts and perceptions. Despite having never left China, Alice spoke English fluently. Throughout our time there, she constantly looked to engage us about our thoughts, our opinions, our individual experiences. She wanted to learn as much as she possibly could about the UK education system and about UK culture.

When I had the opportunity, I asked her why she was so interested. She said she wanted to challenge her opinions and, ultimately, she wanted to learn about herself through learning about others. This changed my perception.

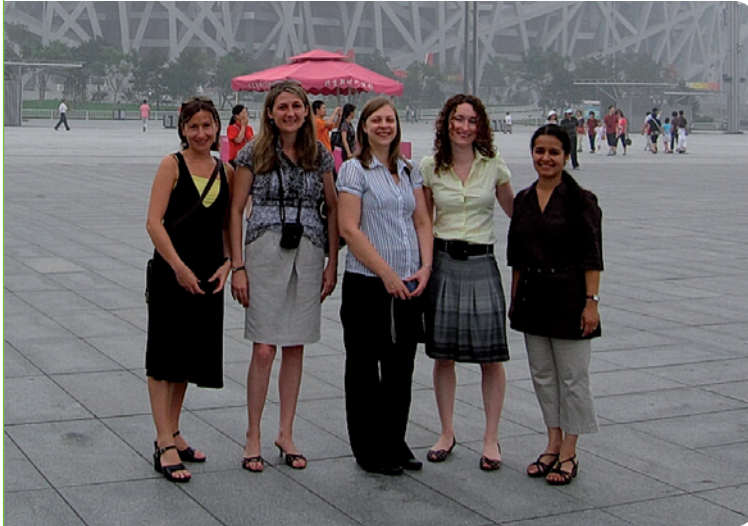
My perception, before I went to China, was that it was going to be a very inward looking country. But actually, it's made me reflect. Are we as outwardly looking as we would like to think – and, more importantly, are our students as outwardly looking as we hope they are?

By the year 2020, there will be 700 million individuals in the consumer market in China. It's worth repeating, 700 million. That is a vast market that our students are going to want to be involved in, either in their own businesses or in companies that they work for. They have to realise that they're going to need to understand that market place, understand the individuals in it. They're going to be connecting with them and collaborating with them.

They are also going to be competing with them. The individuals we met were very competitive. It's very important that we ensure that our students are not left behind.

**It's important for my students to understand that they don't have to be living in those countries to understand them and be making an impact on a global scale. I can be sat in my home in Cheltenham on my laptop and be interacting with that global market place. New technologies are moving so quickly, our students are able to do that already.**





➤ **Sujidra Ramakrishnan**  
Gable Hall School, Essex

Someone who made a great impact on me during our time in China was a 15-year-old girl called Emma, at a foreign language school in Beijing. She took me around the school and I had a lot of time to talk to her and find out more about her, the school and their timetable.

Initially, I thought that the timetable allowed a lot of creative thinking for pupils, time to pursue their hobbies and interests. But after some discussion with Emma I found out that her time was very restricted. She spent most of her time doing a lot of schoolwork and homework. So the time that she had to pursue her hobbies and interests was precious.

When she told me that her passion was environmental issues I thought maybe she gets together with some of her friends to sort out the litter problem in the school, or perhaps she might talk to some of her teachers, to write an essay or project about the air pollution in China.



**I was astounded to find out that Emma single-handedly organised for her whole town to switch off their lights, their TVs – all of their electricity – for one hour at the same time. She did that completely by herself. So despite having many barriers, she managed to create a huge impact, showing to me how people can do truly remarkable things.**



### ▶ Rachel Branton

Walton High and Walton Learning Centre, Milton Keynes

I'd anticipated that my visit to Hope Orphanage would be an emotional journey. As a historian I've taught the One Child policy often, but when I was there I realised that I'd taught it from a Western perspective. We see the One Child policy in the West as restricting civil liberties and rights.

Hope Orphanage challenged that. It's a special place, where children who are born with physical deformities or medical problems are given the medical care that will allow them to live and thrive. I had believed that they were there because they didn't fit in; they weren't the perfect one child and had been abandoned. But the reality was different. It is never easy for any family to leave their child in an orphanage and these children are there because of the lack of adequate medical and welfare provisions elsewhere. It means families have no choice.

You don't have to agree with the One Child policy, but individuals in China are prepared to accept it. They realise they need to address the problem of population growth. They see it as necessary for the greater good, even though, in many cases, it has a huge negative impact on their own lives.

For our students, we need to make sure that they have a global understanding of the responsibilities that come with democracy. They need to see that as the world faces difficult challenges – be it population growth or the impacts of climate change – we all need to shift ourselves from a focus on personal short-term gains. We need to start to see the longer, broader, worldwide implications of all of our actions. We need to act more responsibly.

**We need to instil in our students the ability to see the bigger picture; they must see the bigger picture.**





# The quest to India

➤ **Rhys Philips**  
 Priory Community School,  
 Gloucestershire

Five of us here aim to represent the group that went to India, reflecting the varied viewpoints and the vast range of experiences we had during our quest. We saw high aspirations and leadership, community and enterprise, at first hand. How should that shape or drive UK education in the 21st century?

Before we went to India we thought we might come back to talk of poverty, social injustice, the caste system, impossible problems.

**It is true that we did see many of these things, but more importantly, we saw some solutions developed by the leaders, the innovators – and the children.**

**A number of themes run through our experiences:**

- **High aspirations, even in the most difficult of circumstances.**
- **A sense of community, a sense that we're all in it together.**
- **Leadership, people with the vision and the energy to make a positive change.**
- **Enterprise; a can-do attitude. If there's a problem, why wait for someone else to solve it?**





➤ **Michelle Johnson**  
Cheney School, Oxford

Ten of us were privileged to spend a whole day at Shanti Bhavan, the school and home for children excluded from society as Untouchables, people of a lower caste. We fell in love with the children, the staff and their vision and belief in creating the leaders of tomorrow.

The day was organised by the children, who had been asked to share their experiences and challenge us, the British teachers – and they did. We began by joining the whole school assembly of children from five to 17. Two boys, aged about 12, came to the front of the stage with a large map and a ruler to point with, and started to read the global headline stories. This lasted about 20 minutes. It happens each morning.

We were then challenged by the older students to a debate on whether the world will be a less stable, less prosperous place in 20 years time. These 16 year olds were sharp, witty, knowledgeable and charming.

They quizzed us on themes such as global education, the recession and human rights. They shared their sense of family or community values, their high aspirations and creativity.

The next event of the day affected us all. The students performed powerful drama pieces that showed family life as they had known it before they went to Shanti Bhavan: domestic violence, child labour and prostitution.

**Shanti Bhavan proved that education can break any social cycle. All these children demonstrated skills beyond any of our expectations. Their knowledge, their confidence, their kindness and determination were truly inspirational and very emotional to experience first hand.**

**Shanti Bhavan made me think about the aspirations of our children in our schools and in our homes in the UK.**



↘ **Andrew Kirk**  
 Thomas Deacon Academy,  
 Peterborough

There's a Hindu temple in the new part of Bangalore. It's a huge modern building with room for thousands of people. It was built with a lot of tinted plate glass. We walked through it in our bare feet, past shrines covered in flowers, and were given a presentation about a project those people have set up to feed one million children in schools every day.

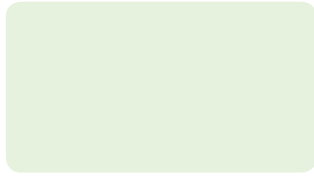
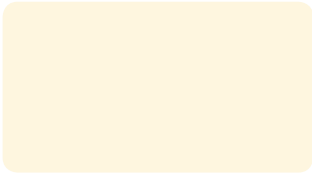
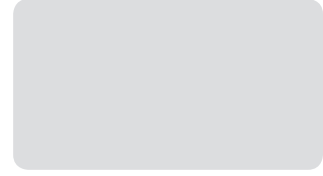
It's not a government project; it began with a small group of people from the temple. Their aim was not just to feed children, but to break the cycle of poverty in one generation. It's very ambitious, but also very simple. Before the project, parents from the slums needed to send their children to work so that the family could eat. But if the children can get food at school, the parents will be able to send them there; they'll be able to get an education, get a job and find a productive, rewarding place in society.

It's also very practical: 70% of the devotees in the temple had an engineering or business background, so they had the skills and the confidence to do what they needed to do. They built a state-of-the-art kitchen in the temple grounds. They designed a system to deliver the meals to hundreds of schools in the slums, and they set up a supply chain to bring in the fresh raw materials they needed every day.

The scheme was very successful in Bangalore. It has grown and been copied in other cities – and it now feeds a million children across India.

When we asked what they were going to do next, they said scale it up, make it bigger. Their aim now is to feed five million children.

**And that's what really hit me – how a small group of people can be so powerful when they decide to make a difference.**



▶ **James Dathan**  
Christleton High School, Chester

Founded by three entrepreneurs, MindTree has grown in less than 10 years to become one of the largest IT companies in India and a principal employer of Bangalore.

The company has publicly stated they want to be among the top 10 companies in the world. Staff have ongoing development opportunities, and the highest achieving learner each year is invited to contribute to Board of Directors meetings. Now that's an incentive.

MindTree has a self-sustaining system, teaching learners to be responsible and ambitious for their own growth, professionally and personally. It provides the opportunity, time and availability to

learn from others by doing. Their mechanism for this is a credit system, similar in design to a masters degree. These credits are attached to activities such as tracking line managers, professional courses, mentoring others, reading literature and philosophy, and leadership discussions. The people at MindTree see their role as facilitators of learning for, and crucially with, their staff.

**MindTree hit me so hard because my driving passion in schools is seeing staff young, old, new, experienced, developing their understanding and skills.**





➤ **Manuzah Tabassum**  
Langdon School, London

The computer company Infosys has gone from a back room start-up to a global leadership corporation in less than 20 years. It now employs over 100,000 people worldwide. It took 23 years for Infosys to generate its first \$1bn, and 23 months to generate the next. It now has a turnover of over \$5bn per year. It was named by Fortune magazine as one of the top 10 companies for the quality of its leadership.

Globalisation is at the core of Infosys's corporate philosophy. The company believes work should be located where the best talent is available – and for them, that is India.

The global education centre at Infosys provides 23-week residential courses. State-of-the-art smart classrooms facilitate the teaching of 200 graduates at a time. Infosys's core curriculum is continually changing to meet the demands of the global workplace. Training is not just about

the technology: social skills and soft skills are also explicitly taught.

Infosys's education village combines education, training, socialisation and leisure.

**Globalisation and entrepreneurship are thriving at Infosys – and it made me ask, 'Are they thriving in the UK education system as well?'**

**Brazil**

Name	School
Stephen Neil Blower	Crosshill Special School
Darren Burchall	Oasis Academy, Wintringham
Tony Collins	Bexley Grammar School
Geraldine Connally	Paget High School
Victoria Cummings	New Charter Academy
Stephanie Eckhardt	Breeze Hill School
Kirsty Fish	Mrs Kirsty Fish
Jayson Gilbert	Blackfriars School
Catherine Gilmour	The Westgate School
Mohammed Khalid	Grange Technology College
Justin Lee	Redbridge Community School
Erica Morgan	The Roseland Community College
Michelle Peavoy	Millom School
Julia Pollard	Halifax High at Wellesley Park
Graeme Smith	George Spencer Foundation School and Technology College
Sara Tidey	John of Gaunt School
Sara Tiffin	High Storrs School
David Tootell	Middleton Technology School
Catherine Wagstaff	Endon High School
Alexandra Walker	Varndean School

**China**

Amanda Aylett	Chafford Hundred Campus – Secondary School
Amber Alpay	Salesian College
Mark Barrington	Crypt School
Rachel Branton	Walton High & Walton Learning Centre
Sally Broadley	Oasis Academy, Immingham
Katie Broadribb	Wildern School
Claire Challis	Sandhurst School
Ceddy de la Croix	Sandringham School
Susan Johnson	Longfield School and Sports College
Darren Jones	Colmers School and Sports College
Gizle Landman	Cator Park School
Trevor Lee	Blue School
Colleen Litchfield	Bristol Brunel Academy
Andrew Lyons	Dronfield Henry Fanshawe School
Sujidra Ramakrishnan	Gable Hall School
Gemma Rothenburg	Oasis Academy, Immingham
Rachel Rowe	Bristol Brunel Academy
Ed Simmons	Cranford Community College
Maria Stapenhill-hunt	Thomas Deacon Academy
Clare Wiggins	Caroline Chisholm School

**India**

Katharine Birbalsingh	Dunraven School
Tom Boulter	Cheney School
Sophie Capron	The Roseland Community College
James Dathan	Christleton High School
Judith Gregory	Cannock Chase High School
Neil Gretton	Bishop Justus CofE School
Michelle Johnson	Cheney School
Andrew Kirk	Thomas Deacon Academy
Anisa Mohmed	Pleckgate High School Maths & Computing College
Victoria Nelson	Parker Lyndon School
Rhys Phillips	Priory Community School
Frances Presswell	Ladymead Community School
Nicola Rispoli	West London Academy
Ian Shopland	Priory Community School
Jenny Speakman	Grange Technology College
Neil Stevenson	Preston School Business & Enterprise College
Anna Jane Still	Caroline Chisholm School
Stephen Strowger	St Martin's School
Manuzah Tabassum	Langdon School
Daniel Thomas	Woodford Lodge High School



Three Global Fellows took the platform at the National Conference, Abdul-Rahman Jama from Sheffield, Kawsar Zaman from London and Jennifer Elver from Bristol, to share their views of how important it is for young people today to become global citizens.

# The students' perspective

## First-hand experiences from the Global Fellows

The students who spoke are representatives of the Global Fellowship which selects 100 young people a year from all over England to travel to China, India or Brazil to experience first-hand life in these major countries which are shaping the world in the twenty-first century. Established in 2008, it was the first scheme of its kind, taking as its central theme the impact of the new global economy – and the need for young people in Britain to understand the opportunities and challenges of the new global landscape.

The Fellows are a diverse group of outstanding 18 and 19-year-olds who show initiative and enterprise, but the scheme does not select on academic achievement. It provides a rounded experience in a structured three part programme over six weeks, which encompasses not only culture, language and education, but also business and enterprise in those countries.

A key part of the programme is that, on their return, the Global Fellows share their insights with their peers and the wider education sector, speaking on visits to schools and on public platforms.

These words from one Global Fellow summed up how her perspective has shifted:

**It showed me: don't look at yourself as only a young person in the UK. Look at yourself as a young person in the whole of the world.**



## Global Fellow in Brazil

▶ **Abdul-Rhaman Jama**  
Tapton School, Sheffield

When I came back from Brazil, I was talking to a girl who is applying for the fellowship programme next year about the affects of globalisation on us. At first she said, 'I can't do that. I'm not clever. I've never left Derbyshire.' But it's not like that; you don't have to be clever. You don't have to have travelled the world or whatever. You've just got to understand that the world is connected, and start changing your attitude towards the world. We stayed with a family for two weeks and my host brother in Brazil, Kaio, was constantly asking: tell me about Britain; tell me about where your parents came from. Tell me this, tell me that. They lack opportunities, but they have high aspirations. Kaio is from a fairly poor background, but he has plans: 'I'm going to do my first degree in USP (the Sao Paulo university), then I'm going to do a post-graduate somewhere in Europe and then I'm going to do this, I'm going to do that'.

By contrast, we young people in Britain tend to have a lot of opportunities but low

aspirations. We don't think about these opportunities – and the reason why we've got low aspirations could be because in our country if you're from a poor background, or whatever, you think, 'Oh man, I'd rather just stay on the dole or be a plumber'. And, fair enough, if you want to be a plumber, but you shouldn't become a plumber just because you think that's the right or only thing to do.

You should think that there are a million other jobs that you could be doing in the world – and this whole idea that 'I'm not clever, I can't think about globalisation', is just nonsense. As a result of my stay in Brazil I realised the world is so much bigger than I had thought; there is literally a world to be discovered.

**Globalisation is big, but it's even bigger when young people realise it – because it makes them bigger as a person. If they realise about globalisation, young people think to themselves, 'I'm not just a British citizen, I'm a global citizen'. I think that is where we need to get to, that is the aim.**



## Global Fellow in India

➤ **Kawsar Zaman**  
Tower Hamlets College, London

Learning about the education system in India, what drives students and steers them to do great things, was truly eye-opening.

One of the main experiences that had an impact on me during the education phase of the programme was living with a family and going with a pupil to school. What hit me is how determined the students are in India, and what lengths they go to, to study and make the most of their opportunities.

For many of these students in India, education is the only way forward. One thing I've focused on after coming back to the UK, and really pushed, is that education is a tool to alleviate poverty, to lift people and enable them to climb the ladder.

Another thing that really made an impact on me was Indian students' level of understanding of the world, and where they think India is going in the future. One student I met knew six languages: Hindi,

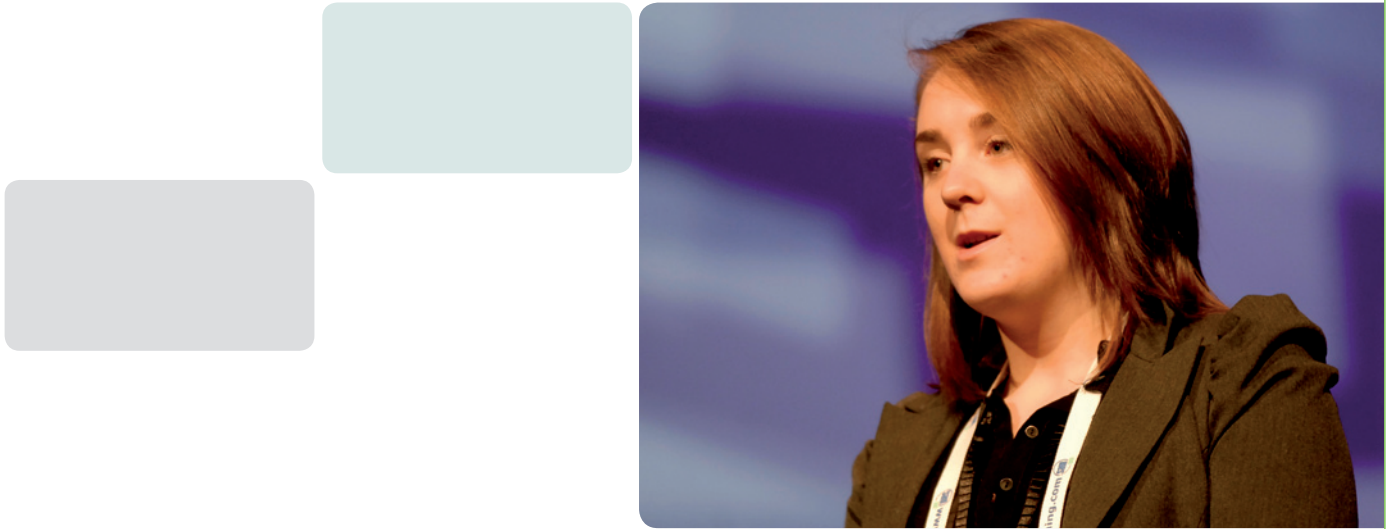
her state language, English, Spanish and French, and was on her way to learning Mandarin. And she was only 15.

I'm keen to start a debate on the use of languages in schools. I learnt Bengali at GCSE because I knew Bengali myself. But none of my teachers pushed me. I think there needs to be a lot more encouragement to learn languages such as French, Spanish and Mandarin, for example.

**There's a challenge now in the UK for us to appreciate the growth in Asian markets, and how we need to adapt to the changes in the world. Students in India have already started doing that. It's our responsibility as Global Fellows who have come back from our journeys to spread this message in schools.**



I know a lot more about what it means  
to be a global citizen, not just a British citizen



## Global Fellow in China

➤ **Jennifer Elver**  
Gordano School, Portishead

We visited a volunteer centre on the outskirts of Shanghai. We met children who without the centre wouldn't have any hope of getting an education, or learning, or even being able to play. They had the chance to come to this place and they made the most of it. They enjoy their learning, they strive, they achieve. It was just a pleasure to see the children enjoying what they were doing.

We spent two weeks in KPMG in Shanghai, where I got first-hand experience of what a global business means. I had thought, if you're going to make your business global it means you're going to plonk it in a new country and work in the same way. But they don't. KPMG in China is completely different to KPMG in England; they do their business over the dinner table, not in the boardroom. They change the business model, they adapt it. Swap your knife and fork for chopsticks. They're working at a global level.

We've just finished school, we're 18 and starting university, we didn't have the global awareness that we wanted from school. From going to China and coming back, I know a lot more about what it means to be a global citizen, not just a British citizen. We saw the importance of that. It needs to get into the classrooms.

To the teachers here I say, you're brilliant, you do a great job. And you're in touch with the students every day, so you can be the main catalyst to get the message across to students that we're in a global world. It's down to you to get the message out, give them the encouragement and don't let them be disadvantaged like we were. We don't want globally disabled young people.

**The last thing I want to say is that we can talk about globalisation until we're blue in the face, but the truth is it's here. It's now. Let's teach people about it. Let's get an understanding about it and let's get on with it. Let's do the work.**





In sharing their experiences on the platform at the National Conference, the Global Teachers also talked about what they have been doing to bring global themes into the classroom – and shared some practical ideas which could be adopted in many schools:

# Practical ideas for bringing globalisation into the classroom

## ↘ Rachel Branton

appointing a global rep to the Student Voice team

Rachel supported the students in her school to take the lead, appointing a student representative to develop a team to forge global school links and explore the interests and skills of their peer group worldwide.

**‘We need to embed enterprise education and the skills that it brings – leadership, communication, risk taking – in our students. This goes to the heart of what we should be doing as teachers today.’**

## ↘ Darren Burchall

collaborating with a school in Brazil to co-create music and video online

Darren got real excitement and participation from his year 11 class by getting them to video themselves singing and rapping lyrics. Then they researched how to share the file on the internet with students in a school in Brazil, who turned it into a music video and added shots of their city.

**‘If there is one thing I could say about why we should embrace globalisation it would be this: by bringing the world into your classroom you will remove the blinkers from the faces of our young people – so that they can see the bigger picture.’**

### ↘ Michelle Johnson

enabling students to share global news stories with the whole school

Inspired by the high aspirations of students in a school for ‘Untouchables’ which she visited in India, Michelle now has students compiling global news stories to share with other students during assemblies to raise awareness of the issues and broaden their own horizons.

### ↘ Jayson Gilbert

signing students up to pen-pals and global networking events on the internet

Jayson has signed up to a number of online platforms to facilitate finding pen-pals in China, India and Brazil for his students – and also to give them opportunities to join in global online events and campaigns tackling global issues.

**‘I’m a very proud special school teacher. Most pupils in our school are unable even to get out of the front door without some kind of assistance. So giving these pupils opportunities to use technology to connect with others around the world is deeply empowering and has raised their aspirations and reduced the barriers they feel.’**

### ↘ Sujidra Ramakrishnan

making the global connections explicit in subject teaching wherever possible

In her science lessons, Sujidra has begun to seek out ways of adding a global dimension to the topics she brings into the classroom – for instance, with the recent find of the Darwinopterus fossil, highlighting that the research was a UK-Chinese collaboration.

**‘We are living in a global world, so are we bringing that into the classroom? How can we as teachers truly say that we are preparing our students for the wide world if we don’t do that?’**

### ↘ Manuzah Tabassum

incorporating global learning into the responsibilities of all school staff

As a newly appointed headteacher, Manuzah is working with all levels of school staff to incorporate aspects of global learning and training into their responsibilities – and she has led the whole school’s participation in updating their vision statement which now explicitly includes global aspirations.

### ↘ Michelle Johnson

connecting students to enterprise projects in countries around the world

Michelle has set up links with an arts centre in Uganda which helps women use their craft skills to create sustainable income, with students in the UK and Africa challenging each other to develop their entrepreneurship further.

**‘Before my experience in India I wouldn’t have chosen to explore entrepreneurship or combine enterprise with art. But after seeing the skills and ambition over there, it seems vital for our students to develop their confidence to lead enterprising projects.’**



Listed below are some of the resources, networks, opportunities and reading available for students and teachers to support their work of bringing a global perspective into the classroom.

# resources

## Reading:

### **The World is Flat, 3.0: a Brief History of the Twenty-First Century**

by Thomas L Friedman; Picador 2007.

### **Catching up or Leading the Way: American Education in the Age of Globalisation**

by Professor Yong Zhao; Alexandria, VA ASCD 2009.

### **Preparing global citizens: Globalisation and education;**

by Professor Yung Zhao – iNet pamphlet, SSAT 2010, available at [www.ssatrust.org.uk](http://www.ssatrust.org.uk).

## On China:

**China Shakes the World: The Rise of a Hungry Nation** by James Kynge; Weidenfeld & Nicolson, 2006

**Red dust** – Ma Jian; Vintage 2002

### **River Town: Two Years on the Yangtze**

by Peter Hessler; Harper Collins 2001

### **Wild Swans: Three Daughters of China**

by Jung Chang; Flamingo, 1993

## On India:

### **The Argumentative Indian: Writings on Indian History, Culture and Identify**

by Amartya Sen, Farrar, Strauss and Giroux 2005

### **Billions of Entrepreneurs**

by Tarun Khanna; Penguin Viking 2007

### **Imagining India – Ideas for a New Century**

by Nandan Nilekan; Penguin Press 2009

### **Vishnu's Crowded Temple: India since the Great Rebellion**

by Maria Misra; Penguin 2008

## On Brazil:

### **A Death in Brazil: A Book of Omissions**

by Peter Robb; Bloomsbury 2005

### **The Invincible Memory**

by Joao Ribeiro; Faber and Faber 1991

**SSAT online resources:**

Main SSAT website: [www.ssatrust.org.uk](http://www.ssatrust.org.uk)

SSAT International Networking for Educational Transformation (iNet), offers schools internationally opportunities to share innovative practice through participation in leadership programmes, study tours, conferences and international partnerships, and to download latest research and publications: [www.ssat-inet.net](http://www.ssat-inet.net)

What's your idea? This is the question we are asking students on the Global citizens community website. Students are invited to submit their ideas to change the world: [www.ssatrust.org.uk/globalcitizens](http://www.ssatrust.org.uk/globalcitizens)

**Other online resources:**

The FutureStory website provides teachers with practical resources on the positive impacts of globalisation. These quality resources produced by global businesses, teachers and students will help bring globalisation to life in the classroom! [www.enterpriseuk.org/futurestory](http://www.enterpriseuk.org/futurestory)

The British Council runs a wide range of programmes for schools and young people: [www.britishcouncil.org](http://www.britishcouncil.org)

The Global Fellowship sends 100 outstanding young people a year from all over England to China, India and Brazil, followed by a communication programme back in the UK. Applications annually during the autumn; candidates have to be 18 or 19 years old at the time of travelling the following summer: [www.global-fellowship.org](http://www.global-fellowship.org)

**Global Gateway** – is a partner finding website for schools all over the world. Also a repository for project ideas and teaching resources. [www.globalgateway.org.uk](http://www.globalgateway.org.uk)

**Epals Global Community** – safe collaborative technologies for schools to connect learners worldwide: [www.epals.com](http://www.epals.com)

**Two Million Minutes: A Global Examination** – documentary produced by Bob Compton: [www.2mminutes.com](http://www.2mminutes.com)

Lord Digby Jones' website of news and views: [www.digbylordjones.com](http://www.digbylordjones.com)

Leaders' quest ran the Global Teachers country quests. They take leaders on Quests to India, China, Brazil, South Africa and other emerging countries to explore global issues and re-examine purpose for both individuals and organisations: [www.leadersquest.org](http://www.leadersquest.org)

**Soul States** – visual pack of facts and ideas about the state of nations around the world today by Jeanne-Marie Gescher. [www.soul-states.com](http://www.soul-states.com)

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