Leadership Practices in Lifelong Learning in a Global Society

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INTRODUCTION

EXECUTIVE SUMMARY

The focus of this research is the contribution development education perspectives make to leadership practices in lifelong learning for a global society. Its purposes are summarised as follows:

- an examination of the contribution experience of the use of global perspectives can make to the enhancement of existing leadership development initiatives to promote learning in the lifelong learning and skills sectors
- an investigation of ways in which the development of leadership practices contribute to networks to promote lifelong learning pathways in the context of the global dimension
- an enquiry into how government agendas such as the DfES International strategy to improve the quality of learning for a global society can be realised through the capacity building of practitioners in the sector to (a) equip adults for life in a global society and work in a global economy; and (b) engage with our international partners to achieve their goals and ours.

Definition of Leadership

Within the context of the above, we examine the current state of leadership in the learning and skills sector. Leadership in the sector comprises processes and actions influencing other people which affect learners in relation to education and training provision within the sector or institution. This echoes Northouse’s view that ‘leadership is …a process whereby an individual influences a group of individuals to reach a common goal… a process that can be learned and is available to everyone’. (Northhouse 2004 p.11) Leadership is, therefore potentially open to new interpretations and developments in relation to global citizenship and development education practices.

The DEA perspective

The relationship between FE lecturers/practitioners as active citizens engaged in leadership practices for a democratic global civil society is examined in the DEA publication ‘Engaging Civil Society’, (2005) and recognised as a key component of any standards for the development and capacity building of leaders in the lifelong sector. In Oxfam’s definition (2002), a global citizen is someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions

Intrinsic to the citizenship agenda are values and attitudes concerned with social justice, values and perceptions, diversity, interdependence, human rights, conflict resolution and sustainable development, identified by the DEA and others as key concepts underlying the global dimension.

The DEA recognises the need to re-evaluate adult education in the context of a global society. Placing development education at the heart of learning (DEA Strategy 2004–2008), the DEA publishes support material such as ‘Learning in a Global Society: Guidelines for Policy and Practice’ (2001) and ‘The Global Learning Challenge’ (2002) for practitioners in the sector. In its support of the management of change within the lifelong learning sector, the DEA will seek to use this research to inform existing capacity building research, policy and practice as exemplified in its work with other educational sectors.

The research gathered evidence of the personal capacities and experience of a target group of champion ‘global leaders’ in their demonstration of ‘global learning’ in further education.

The evidence gathered was (a) analysed and (b) validated by a focus group. It was then reviewed against the National Occupational Standards for Leaders currently being developed by Lifelong Learning UK (LLUK). Firstly to determine the contribution the national standards could make to the dissemination of global learning expertise and secondly to establish the value-added that the DEA could contribute to national provision of leadership training in the sector. The ultimate objective was to help improve the sustainability of lifelong learning leadership practice in the post compulsory sector.
Summary of findings

- Established development education practitioners employ a style of leadership, which through the promotion of community learning through partnerships and team building sustains citizenship practices that value diversity and personal responsibility.
- Established development practitioners exhibit values and practices that have an affinity with global learning leadership.
- The principal challenge for all was that development education has to be contained within another programme that will attract funding. This places great emphasis on personal enthusiasm, position within the college hierarchy and the need to convince senior management of the value of programmes. This is a threat to sustainability of programmes which support the government’s lifelong learning agenda.
- The values of leaders promoting global learning and development education coincided with attributes identified by LLUK for good leadership. On the basis of this small sample and DEA stated policies there is evidence that global learning can contribute to the realisation of national standards in leadership.
- The findings of the survey broadly confirmed the need for the leadership competencies identified in Sections B&C in the national standards such as the development and sustenance of the learning environment and the ability to lead teams and individuals. It should be noted here, however, that global education goes beyond the routine demands of institutional leadership, and there is therefore a need for the National Occupational Standards (NOS) specifically to incorporate global leadership values.
- The contribution continuing education can make towards the embedding of global education leadership values in pedagogic practice.

Recommendations For Future Action

Global leadership skills have a close relationship with development education. Further action should be taken to develop this relationship:

- Utilisation of LLUK NOS to forward and secure the development of global leaders. The relevant Sector Skills Council of LLUK has already expressed an interest in collaborating with the DEA to identify ways in which ‘global leadership skills’ as practised within its network can be more broadly disseminated to promote leadership skills in the post-compulsory sector.
- CEL and the DEA to build on this research to advocate for the recognition of global leadership attributes as a criteria in the quality assurance mechanisms for the sector such as the Quality Improvement Agency (QIA) and the inspection procedures such as those currently used by Ofsted and the adult learning inspectorate (ALI).
- Further funding could be secured by CEL and the DEA to develop and extend the group of five original champions and those who participated in the focus group into a support network of global leaders within the broad lifelong learning sector.
- LLUK to be encouraged to engage employers through the work of other sector skills councils in the promotion of global leadership.
- CEL should mobilise a group of academics and practitioners to progress the findings of this survey through further research.
- CEL and the DEA with other stakeholders should recommend to the DfES/DFID, that a senior strategic group/commission/enquiry should take this work forward within a given timescale to specified targets. This should be led by a high profile sectoral leader with a particular interest in global leadership.
- Share findings via a strategic seminar with key stakeholders.

Key Words
Global leadership      Global dimension
National Occupational Standards        Global mindset

RESEARCH PROJECT DESCRIPTION AND TERMS OF REFERENCE

Research reports such as that by Hughes (2002) reveal that inspection grades for leadership in work-based learning have declined dramatically since 1998-9. Proactive development of effective leadership practices in lifelong learning for a global society has now become an increasingly urgent priority for institutions in the UK (Learning and Skills section: DfES 21st Century Skills: Realising our Potential). Significant pressure to improve
leadership and management in the sector forms an important background to this DEA report on global leadership for lifelong learning.

Previous DEA research on global perspectives in the sector concentrated on practice. There has not been any research undertaken on the importance of leadership within the context of the DEA value base which aims to help sector leaders overcome the challenges they face and also give concrete indications concerning

- the connection between auditing, quality assurance and sustainability (LSC 2005 and DEA response, Scott & Gough 2003)
- the contribution global learning can make to current government agendas such as widening participation, the DfES International Strategy, the DfES Development Strategy for Sustainable Development, the UN Millennium Goals

THE PURPOSE /FOCUS OF THE RESEARCH PROJECT WORK

The aims of this research project were to re-visit and examine the practices demonstrated in five FE colleges by leaders who facilitated global leadership, to

- assess the limitations they faced,
- to consider some solutions and
- to make recommendations to appropriate stakeholders such as the individual leaders involved in the project, practitioners and other pedagogically-focussed groups such as academics, policy makers, funders and government departments.

The aims and objectives of this project are aligned with the DfES Widening Participation agenda and its International Strategy to improve the quality of learning for a global society, to promote Sustainable Development and the UN Millennium Development Goals.

As stated in the interim report, the DEA supports active understanding of the relationship between local, national and global issues. With its member organisations, the DEA seeks to support key stakeholders with examples of practice to promote the integration of global perspectives and the global dimension in lifelong learning.

Having completed a prior DFID funded pilot project, which supported five FE colleges in the development of examples of good practice in embedding global perspectives in lifelong learning, this project was undertaken to identify, through dialogue with these five ‘champions’, some of the critical issues that affect their leadership practice and development. These appointed ‘champions’ were invited to reflect on their practice, using well established planning cycles (Schon (1983), (Kolb (1984). Through the use of a questionnaire and a telephone interview evidence would be provided of their views of existing practice. These findings could then be analysed and used to inform the development of a framework and a toolkit. The intention then was to invite a focus group to test these outcomes for use as a training tool for existing and potential leaders in the sector. This would provide a means of dissemination of the findings and thus initiate a process of improved practice through the promotion of transactional leadership through the dissemination of responsibility for community partnership learning.

However, with a 50% cut in funding and time and the introduction of the National Occupational Standards the plan was changed to include:

- the questionnaire to the original ‘champions as mentioned above
- an analysis of the results to elicit leadership knowledge and skills required
- a comparison of these finding with National Occupational Standards
- the use of a focus group to validate the findings
- a review of the contribution National Standards Standards could make to the dissemination of global learning expertise
- an analysis of how the DEA could add value to national provision
QUESTIONS ADDRESSED AND/OR AREAS OF RESEARCH

To achieve the anticipated outcomes, we constructed the following questions with which to interrogate the experience of the five project leaders:

1. What kinds of partnerships were created between the ‘champions’ and the communities?
2. What were the common factors supporting the realisation of objectives?
3. What leadership methods were used to motivate others and guide the projects?
4. What were the roles of positional and emergent leaders in the partnerships?
5. What were the strengths and weaknesses of the leadership styles employed?
6. What barriers had to be overcome and what degree of success was achieved?
7. How would a leadership network support strengths and minimise weaknesses?
8. How do lecturers/practitioners make connections between their personal skills needs and the needs of the global society and economy?
9. How can more champions/leaders be identified and supported to progress global perspectives in lifelong learning?
10. What are the lessons learned by practitioners and how would future practice change in the light of their experiences?
11. How replicable are these findings for others in the sector?

Outline of Any Theoretical Perspectives or Orientation

Pertinent to the inquiry are the nature of leadership and the development of practice within this context. The research methods were influenced by the pedagogical stance of development education. Development education, which

- enables people to understand the links between their own lives and those of people throughout the world
- increases understanding of the economic, social, political and environmental forces which shape our lives
- develops the skills, attitudes and values which enable people to work together to bring about changes and take control of their own lives
- works towards achieving a more just and sustainable world in which power and resources are more equitably shared.

From this standpoint, the research group used methodologies aligned with Paulo Freire’s theoretical position such as action learning, collaborative enquiry and reflective practice to undertake this project.

The literature review (undertaken to support this research) highlights the need to define lifelong learning leadership with greater understanding of cultural diversity, with an appreciation of the complexity, subtlety, creativity and flexibility of sensibility required to achieve the inclusive agenda within global citizenship development. The review shows that there needs to be less of the task-centred conformist reductivism, mechanistic check-listing of attainment targets and ‘painting by numbers’ to a pre-given palate perhaps more characteristic of the kind of ‘banking education’ culture Paulo Freire found to be destitute of humanity (Freire, 1972, Jameson, 2006). Ofsted and LLUK checklists for leadership and management (Ofsted, 2004b, 2004c, 2005, 2003, LLUK, 2005) are essential characteristics distinguishing ‘the highest possible standards and achievements’, ‘clear strategic thinking and planning for improvement’, and objectives, demanding targets, values, and effective QA systems that mark out institutions performing with high levels of attainment. Such systems, checklists and standards are, however, an essential framework that underpins good quality rather than one that provides a comprehensive model for the connected global leadership now needed for globally responsible institutions. A focus on learners’ and practitioners’ contributions within the global context is now required. There is, in addition, the need to focus on the underpinning support provided by effective values-based educational leadership to drive forward effective, globally aware institutional provision, rooted in ‘champion’ practitioner understanding and reflection.

INTENDED AUDIENCE FOR DISSEMINATION OF THE RESEARCH

In line with its mission, the DEA works with its members, partners and key stakeholders to disseminate resources such as the findings of this research as widely as possible, for example:

- the pedagogic group of individual project participants and other practitioners such as the Learning and Skills Network
education providers such as colleges of further education and other post-16 non-compulsory education providers such as the WEA
• policy makers such as Quality Improvement Agency, NIACE and the LSC
• Funders
• government departments and agencies such as LLUK, CEL.

APPROACH ADOPTED BY THE RESEARCH PROJECT AND OUTLINE OF TASKS AND ACTIVITIES UNDERTAKEN

The project began with six team members, each bringing a particular perspective from within the DEA’s network and their specific relationship with the FE colleges and the lifelong learning sector:

Amy Dunkley – The Development Education Association
Sally Issler – The Learning Society
Dr Jill Jameson – The University of Greenwich
Olivia Sagan - National Research and Development Centre
Dr Raul Pardinaz-Solis – Skillshare International
Phyllis Thompson – The Development Education Association
(Appendix 1)

In the spirit of development education values, the six members of the research team and the Steering Committee adopted a collaborative inquiry approach. Collaborative inquiry has been defined as ‘repeated episodes of reflection and action in which a group of peers strives to answer a question of importance to them’ (Bray et al., 2000, p6) and builds on the principles of cooperative inquiry established by Heron (1996). Each member assumed lead roles around specific tasks but would draw on the input of each other along with the steering group to amend and refine draft materials, fully optimising the background and expertise such as academic research skills, experience of development work, project management, and organisational experience.

It was anticipated that the outcomes of each task and activity would inform the different stages of the project successively within prescribed timelines. However, the length of the project was curtailed by CEL, much to our disappointment from one year to six months. Furthermore, the team lost a member due to a change of employment who was not replaced due to lack of capacity within the organisation that she left. Subsequently, the work was truncated and re-organised to accommodate these constraints at the expense of the desired cyclical approach (Zuber-Skerrit, (1982), Shon (1983), Kolb (1984)) in which we engaged the project participants. The project team, however, made a decision to work within these limitations in the interest of the contribution it felt the outcomes could offer to CEL’s agenda. A further limitation was one of investigation in which we identified the issues and suggested some solutions but left the implementation to others.
(Appendix 2)

Tasks and activities undertaken

(A) The Literature Review

The literature established the key themes, which were supplemented and amended in the light of research experience acquired during the course of the project. One important factor identified was the connection between the pedagogy of development education which involves ‘active learning, experiential learning and the challenge of participatory learning where the voices of the learners are both a guide and a resource for learning’ (Annette. J, 2005)and the realisation of leadership practices for a global society. This approach highlights.

• the need for a new ‘global mindset’ (Marquardt, 2003) for leadership of the kind Marquardt advocates:

‘People with global mindsets seek to continually expand their knowledge, have a highly developed conceptual capacity to deal with the complexity of global organisations, are extremely flexible, strive to be sensitive to cultural diversity, are able to intuit decisions with adequate information, and have a strong capacity for reflection. A person with a global mindset thinks and sees the world globally, is open to exchanging ideas and concepts across borders…The emphasis is placed on balancing global and local needs, and being able to operate cross-functionally, cross divisionally, and cross-culturally around the world.’ Marquardt, 2003).

There are also
the need to focus on learners’ and practitioners’ role within the global context as active global citizens (Annette, The Development Educational Journal, Vol 12.1, 2005)

the need to focus on the underpinning support provided by effective values-based educational leadership to drive forward effective, globally-aware institutional provision, rooted in ‘champion’ practitioner understanding and reflection. (Bottery, 2005, Bourn, 2001)

the urgent need for global collaborative partnerships to act jointly to preserve an increasingly threatened global environment:

‘… global warming, and degradation, deforestation, loss of biodiversity, polluted and over-fished oceans, shortage of fresh water, population pressures and insufficient lands on which to grow food will otherwise endanger the lives of everyone.’ (DFID, 1997, cited by Bourn, 2001:335)

Environmental globalisation is only one of the many challenges facing us as learners and leaders in the sector, there is the need for cultural awareness, and other urgent priorities such as conflict resolution and cooperation on international human rights issues, political, economic and information globalisation (Bottery, 2006).

In order to drive forward this global agenda, there is

- the need to prioritise values-based global leadership initiatives including reflective practice and transformatory leadership as key to the national agenda to improve leadership practices in the non-statutory sector
- the urgent need for global collaborative partnerships to strengthen global perspectives in lifelong learning (Bottery,
- the need to examine the nature of leadership practices within the context of sustainability (Global Success for all, 2003 DEA) and to examine the value of transformational leadership in lifelong learning as an alternative to dominant approaches (Northouse, 2004:185)
- the need for further research into the common attributes of global leaders (CEL 2004, Mansberger, 2005, Jameson, 2006)

In addition the research review established that there are great expectations on further education (the main provider for the attainment of these objectives within the post compulsory sector) to realise government objectives but the funding support is not compatible (NIACE, 2005:vii-viii).

These perspectives on the challenges to global leadership within a learning society set the agenda for the sample assessment of current practice

(B) The Questionnaire

In pointing the way forward, the literature review indicates the need to redefine lifelong learning leadership and focus on the underpinning support provided by effective values-based educational leadership to drive forward effective, globally aware institutional provision, rooted in ‘champion’ practitioner understanding and reflection.

In concerning itself with this focus the research team revisited the ‘five champions’ of an earlier project to interrogate their leadership practices.

The ‘champions’ were asked to reflect on their personal attributes, knowledge and skills and these were compared with the feedback from a focus group that comprised leaders in other further education institutions.

The global learning practice survey undertaken in this research yielded the following responses identified in the first two columns. The third shows the level of agreement derived as a result of telephone interviews with a focus group, further details of which are given below

Personal Attributes

<table>
<thead>
<tr>
<th>Personal attributes identified in the survey</th>
<th>Comments from the five ‘champions’</th>
<th>Comments from the focus group</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Knowledge of global concepts</td>
<td>College 1 All attributes endorsed. Major difficulty is to find space to express expertise, including empowerment of others in a top-down management structure. 6-9 identified as very important. College 2 Attributes endorsed. College 3</td>
<td>Agreed in general with the list but identified 6, 7 and 8 as essential and added the following: - open minded attitude (not just to people but also to ideas) - an open mind – not just working on preconceptions</td>
</tr>
<tr>
<td>(2) Pedagogic development education experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Ability to appraise personal attitudes and values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Ability to communicate development education principles to others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Ability to empower others to</td>
<td></td>
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</tbody>
</table>
fulfil requirements of development education programmes
(6) Ability to recognise and communicate links across the curriculum
(7) Ability to identify personal strengths with regard to ensuring sustainability of the programme
(8) Ability to identify personal limitations with regard to ensuring sustainability of the programme
(9) Ability to design development education programmes in accordance with resource available

All attributes endorsed.
Importance of personal commitment and willingness to share expertise.
College 4
Attributes 2 & 9 not considered essential
College 5
All attributes, but ability to access resources identified as an issue.

- need to be a people person
- good communicator
- an understanding of cross-cultural communication
- need a realistic awareness and understanding of how people act
- realistic expectations
- motivating senior managers
- ability to influence senior managers within my organisation to ensure a top-down approach across the curriculum.
- and backing of the Principal
- need a way of cascading the information; this college has ‘champions’ for every subject area. Champions were pretty much self-selecting; they were the interested ones who turned up to the meeting.
- passion for the ethos
- an understanding of the impact of globalisation
- an understanding of the local and international context
- realisation that global means more than the E.U.
- as with most issues personal commitment
- knowledge of subject and ability to find the trigger for others to get them on board

The list of personal attributes, knowledge and skills is not exhaustive but rather a tentative indicator that requires further refinement and testing across a wider group of educators

Objectives to be realised

<table>
<thead>
<tr>
<th>Objectives to be realised in survey</th>
<th>Comments from respondents</th>
</tr>
</thead>
</table>
| If you had to design a programme, are the following criteria useful/ important? | College 1
All areas considered important. There is an important relationship between the position of individual DE teacher in college and the ability to influence senior managers/ inspectors and create partnerships
Cascade effects can be important as introduction of global perspectives have influences on development of equality and diversity policies in the college |
| Design and run a programme using limited resources | College 2
All areas important. Personal commitment and ability to persuade a critical factor as acted |
| a) Select a programme/ events using limited resources | |
| b) Activate college resources and connections to run the programme/ events | |
| c) Implement the programme event | |
| d) Evaluate the programme/event (s) | |
| e) Disseminate the results | |
Ensure sustainability of programme—is it important to...

- f) Quantify possible cascade into community outcomes of limited project
- g) Estimate possible contribution of outcomes to future larger projects
- h) Align outcomes of limited project with those of college and possible funding partners
- i) Influence strategic senior managers and/or heads of department who are in a position to support project outcomes
- j) Work with others including external partners to make case for renewal of resources
- k) Access personal with ability to support larger programme
- l) Access possible funding
- m) Design new project

without support

College 3
All areas important, especially involvement of senior management. Emphasis on sharing of resources across departments and importance of raising student understanding. Teachers do not sufficiently embed global learning values into curriculum. Importance of co-operation with outside partners in order to ensure sustainability

College 4
All areas important. Important skills are the dissemination of global learning programme within a parent programme. Evaluation and dissemination and the ability to create influential partners.

College 5
All factors important, particularly ability to influence senior management.

(C) The Focus Group

A number of telephone interviews were set up to engage individual respondents in a telephone conversation. These conversations were used to:

- i) validate the findings of the questionnaire
- ii) review the contribution national standards could make to the dissemination of global learning expertise
- iii) establish the value-added that the DEA could contribute to national provision.

(D) Analysis of The Survey

From the above checklists concerning values and objectives the experiences of the champions highlighted the following as barriers in progressing their project:

- the stability of development and global education programmes are jeopardised by an inability to attract mainstream funding
- lack of interest or indifference from colleagues and other college staff
- lack of interest from senior and management staff and other management staff
- project champions work in isolation and failure to engage others to share project responsibilities
- limited time to move the project beyond one curriculum subject/department
- dependency on ‘parent programmes’ led to confusion between the ethos and principles in learning programmes

The leadership practices of the five ‘champions’ shows clear determination and commitment on their part to global perspectives. It also showed that they operate in a hostile, under funded and narrowly instrumental focus and structure of post-16 education and training, in which opportunities for international development and communication are limited.

The original intention was to use this evidence to develop a framework and toolkit that would contribute to the continuing professional development of leaders in the sector. However, the plan was revised in the light of the changes to the project as discussed above and more so in response to the recent introduction of National Occupational Standards (NOS) for Leadership and management for the post compulsory sector by Lifelong Learning UK (LLUK). Instead of a toolkit, the findings of the survey were used to review the contribution that the NOS could make to the dissemination of global learning expertise.

The identified areas of commonality with reference to values led to a further investigation to possible relevance of the occupational standards to the everyday practice of the ‘champions’ in their organisation and running of programmes, which embedded global learning into the curriculum. A comparative exercise was carried out whereby existing global practice as exemplified by the ‘champions’ was matched against the key NOS areas. The exercise yielded the following results:
<table>
<thead>
<tr>
<th>National Occupational Standards key areas</th>
<th>DEA findings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key area A. Develop Strategic Practice</strong></td>
<td><strong>Personal attributes</strong></td>
</tr>
<tr>
<td>A1.2 Communicate with others regarding the development of a vision.</td>
<td>Ability to communicate development education and principles to others.</td>
</tr>
<tr>
<td>Meet with individuals and relevant groups to share understanding.</td>
<td>Ability to empower others to fulfil requirements of development education.</td>
</tr>
<tr>
<td>Present information in a way that facilitates understanding.</td>
<td>Ability to recognise and communicate links across the curriculum.</td>
</tr>
<tr>
<td>Ensure staff have a knowledge and understanding of the organisational context.</td>
<td><strong>Objectives to be realised</strong></td>
</tr>
<tr>
<td>A1.3 Inspire others to contribute to the development of a vision.</td>
<td>Influence strategic managers and/or heads of department who are in a position to support project outcomes.</td>
</tr>
<tr>
<td>Knowledge of own strengths and weaknesses.</td>
<td><strong>Personal attributes</strong></td>
</tr>
<tr>
<td>A1.4 Secure commitment to the vision.</td>
<td>Ability to identify personal strengths with regard to ensuring sustainability of the programme.</td>
</tr>
<tr>
<td>A2 Identify Strategies.</td>
<td>Ability to identify personal limitations with regard to ensuring sustainability of the programme.</td>
</tr>
<tr>
<td>A3.1 Implement strategic plan.</td>
<td><strong>Personal attributes</strong></td>
</tr>
<tr>
<td>A3.2 Adopt reflective practice.</td>
<td>Ability to design development education programmes in accordance with resources available</td>
</tr>
<tr>
<td><strong>Key area B. Develop and Sustain Learning and the Learning Environment</strong></td>
<td><strong>Objectives to be realised</strong></td>
</tr>
<tr>
<td>B1.1 Prepare an operational plan.</td>
<td>Design and run a programme using limited resources.</td>
</tr>
<tr>
<td>B1.2 Implement an operational plan.</td>
<td>Select programme/events using limited resources.</td>
</tr>
<tr>
<td>B1.3 Monitor and review progress.</td>
<td>Activate college resources and connections to run the programme/events</td>
</tr>
<tr>
<td><strong>Key area C. Lead Teams and Individuals</strong></td>
<td><strong>Personal attributes</strong></td>
</tr>
<tr>
<td>C3 Build and maintain productive working relationships.</td>
<td>Ensure sustainability to programme</td>
</tr>
<tr>
<td></td>
<td>Align outcomes of limited project with those of college and future funding partners.</td>
</tr>
<tr>
<td></td>
<td>Work with others including external partners to make a case for renewal of resources.</td>
</tr>
<tr>
<td></td>
<td>Access personnel with ability to support larger programme.</td>
</tr>
</tbody>
</table>

As mentioned earlier, the DEA survey was devised well before the publication of the NOS. No specific reference was made in the questionnaire to strategic practice or the management of resources, but it can be inferred that these two areas are included in the working responsibilities of the respondents and that the competence defined in the standards are evidenced in the results of the questionnaire.

(E) The Interim Report

A draft interim report was produced prior to the completion of the literature survey, at this stage it was possible to identify action research, global perspectives in adult learning, widening participation, transformational leadership, and reflective practice as the key words that summarised the project.

(F) The Triangulation
The triangulation exercise provided an opportunity to assess our proposition that practitioners with a ‘global mindset’ Marquardt (2003 p12) bring added value to the current agenda to provide world-class education and skills for the 21st century through lifelong learning. The exercise employed three types of triangulations:

(i) Researcher’s triangulation – the team critically reflected on the selected methodology which included the effectiveness of the literature review and action research within the context of the realisation of global learning objectives.

(ii) Cross-analysis – by which the team cross-analysed the outcomes of the college projects against the questionnaire outcomes.

(iii) Theoretical review – by which consideration was given to the DEA findings and premise with reference to other relevant literature.

(G) The Final Report

Phyllis Thompson produced the first draft of the final report to which the research team and the DEA Director provided critical comments. This draft was planned to coincide with the final meeting of the steering group but unfortunately this meeting was cancelled due to insufficient members being available to attend. Subsequent drafts were sent to the team and the DEA Director for further comments that were returned by email or through telephone conversations. Due to the shortened life of the project, the steering group will not be able to meet and contribute to the production of this report instead they will meet to discuss the outcomes and consider how to take the recommendations forward.

(H) Co-Ordination of The Project

The project was co-ordinated by Phyllis Thompson under the auspices of the DEA’s Adult, Community and Further Education Advisory Group, who also served as the Project Steering Group. It was this group that identified the CEL initiative as an opportunity to further examine the findings of the original project and make recommendations to stakeholders about how the global objectives enhance the quality of leadership in the lifelong sector.

METHODOLOGICAL AND/OR THEORETICAL CONSIDERATIONS INFORMING THE RESEARCH

Development education principles and practice and those of non-government organisations provide the intellectual impetus for this research., the methodologies used are aligned with those associated with Freire’s educational theory (Heron and Reason, 2001). Inspired by this social evolutionary vision for community education, this action research uses concepts derived from active global citizenship and transformative pedagogy.

On the premise that global perspectives in lifelong learning form part of non-accredited provision, the DEA wanted to undertake development/action research that would help leaders overcome the challenges posed by the vulnerability of the sector and the perceived lack of capacity to respond to the global challenge. Pertinent to the inquiry are the nature of leadership and the development of leadership practice within this context. These have been investigated through the use of the following methods:

- A literature review to survey comparable leadership research and determine the focus of the proposed research methodology. This undertaking was influenced by the wide spectrum of leadership practice accommodated within adult and community provision. Reference was made to the 14-19 Sector, but of greater significance is the experience of collaborative leadership partnership research undertaken within the context of adult and community education and the implementation of the global dimension. This prompted the investigation of further and adult education leadership and management research that was sympathetic to development education values. Examples of leadership and management research are provided by Reisenberger and Dadzie’s (2002) guide to managers within the context of access to adult and community learning and Nashashibi and Watters (2003) work on curriculum leadership in adult learning. Their examination of collaborative leadership is an important aspect of this work, which is also explored by Ravenhall and Ewens (2002) with reference to the involvement of tutors and support staff in adult and community learning. Also relevant to this investigation is Eldred J (2002), Managing Community Projects for Change, as is the issue of non-accredited learning from the manager’s (Turner, 2001) and learners’ point of view (Turner and Watters,2001) Further details are given in the attached bibliography, which, in common with the literature review, takes a thematic approach indicating the
main themes of the research such as lifelong learning, capacity building, citizenship, social justice, sustainable development, management of change etc. The intention is to critically review the possible interrelationship between global learning practice and mainstream education. Other key issues are anticipated to be of significance such as:

a) the concept of action learning through leadership as exemplified by the learning cycles prompted by the work of Argyris and Schon, 1978, Kolb 1984. An element of this had already been introduced into the prior pilot study, see details with reference to the questionnaire below. The interest here was to explore the possible contribution reflective practice could make to staff development and sustainable development. Given that global learning forms part of non-accredited provision, which places an emphasis on partnerships and shared responsibility in the delivery of programmes, it was agreed that this investigation into collaborative practice would not be confined to the leadership styles adopted in learning institutions but would also provide the opportunity for the researchers to reflect on their own practice. It was Jack Whitehead’s 1993 work on practitioners who could research and reflect on their professional experiences that inspired the notion of creating a network of leaders of global learners, which is this project’s ultimate objective.

b) the connection between auditing, quality assurance and sustainability (LSC 2005 and DEA response, Scott & Gough 2003)

c) the contribution global learning approaches can make to the Widening Participation agenda.

• The development of capability component was to be undertaken by the formulation of a toolkit, the content of which would incorporate the distilled expertise of the original five ‘champions’. This aspect was fulfilled by the use of a questionnaire to establish compatibility of existing practice with the newly established occupational standards

• Another important aspect was the use of qualitative as opposed to quantitative research. The rationale for the case study approach was determined by the methodology derived from a preceding pilot study, which captured individual experience within a particular learning environment. It was also intended that this project would preserve Yin’s (1994) distinction between descriptive and explanatory approaches:

• Critical review was a key aspect of this collaborative research venture and in consequence a triangulation exercise was planned to review and assess the selected methodology of the whole project. This was to be carried out in the light of parallel leadership research undertaken internationally as well as in the learning and skills sector in the UK with a view to establishing the place of this investigation in the CEL programme.

SUMMARY OF MAIN IDEAS, FINDINGS AND ARGUMENTS

The Main Research Findings

1. The pilot project in which the research leaders were involved demonstrated the opportunities that global learning can provide for learners to critique their values-base and to examine their own capacity, responsibilities and commitment to effect changes in their own life and in the lives of others.

Research revealed the following personal attributes, knowledge and skills were endorsed as key to the success of the leader:

• knowledge of global concepts
• pedagogic development education experience
• ability to appraise personal attitudes and values
• ability to communicate development education principles to others
• ability to empower others to fulfill requirements of development education programmes
• ability to recognise and communicate links across the curriculum
• ability to identify personal strengths with regard to ensuring sustainability of the programme
• ability to identify personal limitations with regard to ensuring sustainability of the programme
• ability to design development education programmes in accordance with resource available
This list resonates with those characteristics offered by Marquadt (2003) to exemplify a ‘global mindset’: a highly conceptual capacity to deal with global organisations, a capability to be extremely flexible and sensitive to cultural diversity, a strong reflective capacity, an openness to exchange ideas, to balance global and local needs, and an ability to operate cross-divisionally, cross-culturally and cross-functionally.

1. The team took the view that whilst the need for improvement of leadership practice is a well-established observation, the case for the contribution that improved leadership practice in the global context could make to lifelong learning practices was not well articulated within the sector. There was a need for a careful and accessible analysis which was considered to be of vital importance to the general debate and work of CEL.

This general debate is complicated by a perceived gap that was noted between the experience of college lecturers charged with the implementation of government rhetoric and initiatives expressed through a succession of White Papers to widen participation and promote social diversity in education. In addition to this colleges were expected to promote education for sustainable development and respond effectively to the needs of the global economy and society. Whilst the key roles played by further education in the UK economy and workforce development were endorsed by the Foster Review (2005), fragilities in the provision as a social practice and an educational pathway were identified in the literature review. As ‘lifelong learning has taken hold in policy rhetoric’, so ‘the democratic aspirations and social purpose of lifelong education have been marginalised’.(Jarvis, P, Parker, S and Holford, J 2005:456). An example of this was revealed by the experience of the project champions’ who encountered constraints in their attempts to involve the local community.

The limitations faced by the five champions could be better explained, if we look at these according to the scenario that emerged from leader–led relationships from earlier research by Collinson & Collinson (2005b). They are important indications to be taken into account in future developments for effective leadership and for the promotion of a collaborative approach to leadership that embraces a global dimension. According to the literature review, transformational leadership is the desirable form of effective leadership in post-16 education. However, institutions are hierarchical and command leadership or transitional leadership styles are common in colleges across the country. Collinson & Collinson (2005b) argue that the leader–led relationship in post-16 education is an important factor to consider when reflecting on steps to be taken to achieve improvements in effective leadership. They argue that leader-led relationships are compatible with a transformational leadership approach, in the context of having a secure, normative environment, with clear codes of conduct and regulations for work. College champions need to develop and understand the organisational ethos of their own institutions in order to improve their leadership practices and implementation of new projects.

2. Therefore, if the college champions are going to develop their effective leadership practice to work within the college and engage the community in this type of project, the core skills identified by NIACE – DFES (2004) as important for community leaders to possess are equally important to be considered. This could be addressed within professional development courses (CPDs) The commonality of values identified in the NOS standards and DEA literature forward the argument that these should also provide another important component of CPD provision

LSDA and NIACE research has emphasised the need for collaborative partnership in the furtherance of inclusive practice and social justice education, for example there is the work of Reisenberger and Dadze (2002) and Nashashibi and Watters (2003). Lifelong Learning UK also makes this connection in the NOS and in the section entitled ‘Values and Assumptions’ p12, the following factors are identified as important values:

- centrality of learner success
- equality, diversity and inclusion
- the Race Equality in Employment Standards
- strategic thinking and creating a vision
- collaborative working in the interest of learners

In section 2 of the DEA questionnaire entitled ‘Values’ all of the above were identified as being of importance to the ‘champions’ surveyed as well as the focus group. The survey was devised independently of the standards currently being developed by Lifelong Learning UK so it was very encouraging to find that many of the qualities identified as requirements to realise these values are summarised in the NOS description of effective leadership under the heading of ‘Collaborative Working’, as follows:

‘The effective leader understands the interrelationship of issues inside and outside the learning and skills organisation, and is able to build cohesive and effective alliances to achieve excellence for learners and for organisations. S/he creates and develops wide networks to influence key stakeholders in the changing and complex learning and skills environment (NOS p14).
3. Another key finding was the role of partnerships as a means for facilitating the global learning dimension in leadership practice.

The pilot projects, verified by the findings from the focus group are indicative of the critical connection between the formation of partnerships and the successful delivery of global learning programmes. The heavy reliance on both internal and external partnerships is no doubt due to the current lack of capacity within the college and the wealth of expertise in global learning outside of the college. This level of reliance on partners may go beyond the standards demands; a similar argument may be made in the case of global learning values. There is also an indication that collaborative practice presents a challenge to established practice, and as a result often meets with resistance within the management hierarchy of learning institutions.

Notwithstanding the need for testing our hypothesis with a larger sample of college leaders, the outcomes of this research provide timely indicative evidence to policy makers and funding bodies in the sector to secure the progress of this agenda on a national scale through the remit of the National Occupational Standards (NOS).

The NOS provide a unique opportunity for sector stakeholders to work collaboratively to address the challenges of leadership practices for a global society. ‘The 21st century requires a new approach to learning and skills that recognises the importance of personal development, local employment, social inclusion, democratic citizenship, environmental sustainability and international solidarity. These skills will realise our potential in the 21st century. These are being introduced into the school curriculum. It is even more important that they are incorporated into post-16 skills training.’ (Global Success For All: A Skills Strategy in an Unequal World, DEA 2003).

SUMMARY OF RECOMMENDATIONS AND CONCLUSIONS

Instead of designing a toolkit for the professional development of college leaders, as was intended, the findings of this research have led to the view that global learning can contribute to the realisation of the National Occupational Standards for leadership and management in the post-compulsory learning and skills sector. The standards currently being pioneered by LLUK provide a unique opportunity to secure the development of ‘global leaders’ in UK colleges and help to address the current crisis of leadership succession in the sector.

The proposal from this research that global perspectives should be included more explicitly in the NOS leadership standards also has the potential of galvanising a wider impact in the implementation and understanding of global values across the lifelong learning sector. LLUK is the sector skills council responsible for the development and quality assurance of occupational work across the spectrum of public, private and voluntary providers in the lifelong learning sector; the standards will therefore reach a wide range of education institutions, and, beyond that, will impact on the lives of teachers and students within the sector.

The term ‘skills for life’ is a common term for defining the goals and targets of further education leaders. However, this term summons critical and imaginative consideration when juxtaposed with aspirations such as those encapsulated in Kim Howells’s statement:

‘We want the people of the UK to have the knowledge, skills, and understanding they need to fulfil themselves, to live in and contribute effectively to a global society and to work in a competitive, international economy. To make this happen, we need a world class system of education and skills development.

We need to understand the world we live in, know what constitutes world class standards and work in collaboration with partners throughout the world who share our vision and aspirations…’ (2005)

The research identifies global awareness, cross cultural awareness, adaptability, ability to deal with complex issues, flexibility, ability to learn and transfer learning to new contexts as some of the essential personal attributes and skills for the 21st century and argues that the global dimension to learning provides an opportunity for embedding these in lifelong learning leadership development.

This research concludes that there is a need to examine the nature of post-16 leadership practices and their contribution to life and work in the global context.

Development education offers a constructive pedagogic framework to further examine and develop leadership
practices for the sector. A key outcome of this pedagogy is an active understanding of the global dimension, including values and attitudes concerned with interdependence, sustainable development, global inequality, social justice, human rights, connections between local and the global society, in addition to responsible citizenship. A global dimension to leadership development would promote opportunities for leaders to develop a global mindset to their own lives and work. This approach to professional development enables the development of skills, attitudes and values that foster willingness and commitment to build trust and work in partnership with others to bring about change.

The experience of the five project leaders provides evidence for both the need for and benefits of collaborative partnerships in the delivery of global learning programmes. Both the primary participants and the focus group who were involved in this research confirm the need for internal and external partnerships in the realisation of global learning. The findings show that, whilst the five colleges embraced their leaders’ initiative to pilot the global learning projects, the leaders did not receive compatible support from their institutions to expand the work across the institution after the first year of implementation. A principal challenge was the isolation in which they worked as ‘lone champions’. The research participants identified top-down management systems to be an impediment to their practice of global learning and indicated their recognition of the possibilities associated with distributive leadership for professional effectiveness as global leaders.

The project leaders saw collaborative partnerships with external organisations as a positive means for staff to access expertise and additional resources, which also serve to reinforce programmes within the college. This kind of partnership building not only has the potential to build staff capacity, but also to overcome barriers and improve commitment to widening participation. There are, for example, over 250 member and partner organisations working under the auspices of the (DEA) to raise understanding of global development issues in the UK, all of whom could play a role in the development of networks to support the growth of leadership practices in global learning.

The leadership practices of global leaders have not only the potential to impact on changed leadership practice, but also to contribute to the management of change within the lifelong learning sector. In building the capacity of practitioners, the process can also contribute to the implementation of objectives relating to current government agendas such as the DfES International Strategy to improve the quality of learning for a global society in line with the two goals: (a) equip adults for life in a global society and work in a global economy; and (b) engage with our international partners to achieve their goals and ours.

To secure global leadership practices in the sector, it is recommended that CEL and the DEA should jointly build on this research to advocate for global learning to become one of the quality criteria in the Quality Improvement Agency (QIA) and in inspection procedures such as those implemented by Ofsted/ALI. Given the current climate, which forces colleges to be funding-driven, there is an empirical, though uncomfortable, argument in favour of using a standards-based approach to improve the sustainability of leadership practices to support the provision of the global dimension to adult learning.

There is clearly a need for further research into the common attributes of global leaders (Mansberger, 2005, Jameson, 2006). This research provides only one example of how this might be progressed and a basis on which further collaborative action research could be developed. There is also an opportunity to develop and extend the group of research participants into a support network of champion global leaders in the further education colleges which were the focus of this research. If the funding could be secured, this group could function as an informal peer learning group under the auspices of the DEA. Outcomes in terms of examples of practice could be examined and disseminated to a wider audience. A comparable group of academics could be mobilised by CEL to progress the findings of this survey through further research, drawing on the outcomes of the above practitioners. The outcomes of this research are also applicable to the development of leaders in other aspects of Lifelong Learning UK. Through the work of Lifelong Learning UK, other sector skills councils could be motivated to become engaged in the capacity building of global leadership practices within the lifelong learning sector.

**RECOMMENDATIONS FOR FUTURE ACTION**

Global leadership skills have a close relationship with development education. Further action should be taken to develop this relationship in the following ways:

- LLUK NOS should be utilised to forward and secure the development of global leaders. The relevant Sector Skills Council of LLUK has already expressed an interest in collaborating with the DEA to identify ways in
which ‘global leadership skills, as practised within its network, can be more broadly disseminated to promote leadership skills in the post-compulsory sector.

- CEL and the DEA should build on this research to advocate for the recognition of global leadership attributes as a criterion in the quality assurance mechanisms for the sector such as the Quality Improvement Agency (QIA) and in inspection procedures as implemented by Ofsted/ALI.

- CEL and the DEA should secure further funding to develop and extend the group of five original champions and those who participated in the focus groups into a support network of global leaders within the broad lifelong learning sector.

- LLUK should be encouraged to engage employers through the work of other sector skills councils in the promotion of global leadership.

- CEL should mobilise a group of academics and practitioners to progress the findings of this survey through further research.

- CEL and the DEA, with other stakeholders, should recommend to the DfES/DFID that a senior strategic group/ commission/ inquiry should take this work forward within a given timescale to specified targets. This should be led by a high profile sectoral leader with particular interests in global leadership.

- The DEA should share its findings on global leadership via a strategic seminar held with key stakeholders.

The research commends global leadership practices as key to the realisation of learning for a global society and presents development education as a pedagogic framework for global leadership development. Development education supports the global dimension to learning in which learners are encouraged to become engaged in education for change.

The research findings offer some pointers for debate and further research to help build the capacity of lifelong learning practitioners further education colleges to become effective global leaders.

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APPENDICES (COPIES ARE AVAILAVLE ON REQUEST)

Appendix 1 Organisational information
Appendix 2 Activities & timelines
Appendix 3 List of Research Project members and participants in the work, including any external participants.
Appendix 4 List of contributing studies, investigations and papers produced by the research project, consisting of
Appendix 4a The Interim Report
Appendix 4b Literature review
Appendix 4c Triangulation
Appendix 4d Survey sheet templates (Champions (i) Focus Group (ii)
Appendix 4e Survey results for the above

28 March 2006