



**Extended position paper on the need for Government support
for BSME Schools**

January 2013

**Ed Goodwin, Chairman, BSME
and Principal of St Christopher's School, Bahrain**

“Increased UK government support for BSME schools, would lead to political, economic and other advantages to the United Kingdom that are so large as to render immaterial the cost of such support: it is important therefore, that steps are taken now to address the issues highlighted in this position statement.”

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Introduction

This paper is a modified and extended version of the original document (August 2012). It describes BSME's position in the context of the particular opportunities, needs and demands that arise in the Middle East region, wherein BSME schools mainly operate. It should be noted that, although this is written from a BSME perspective, the need is also evident for support of good British overseas schools elsewhere in the world, which are members of overseas bodies recognised by DfE. The argument for support in each global region would, however, differ in flavour, according to the prevailing regional mores, economy and culture to be found within a region.

The major change from, and addition to the August 2012 paper is that the proposals have been amplified to explain further the nature and size of the impact of each proposal on the economic and political welfare of the United Kingdom. In addition, a link has been made between most of the proposals and with which ministry, department or organisation the ability to act would probably lie.

This impetus for this revision was partly Ed Goodwin's experience of BIS workshops (December 2012), set up to develop the education strand of the UK's Industrial Strategy. The workshops revealed some complacency about the strength of the UK's educational reputation and attractiveness to foreign students. In addition, there was a lack of acceptance and understanding of the power of British schools, around the world, to increase the number of foreign students who attend universities and Further Education institutions in the UK – with all of the attendant advantages that accrue when these students subsequently become economically and politically influential.

It is also apparent that a sector-focused approach to the Industrial Strategy risks neglect of inter-sector factors. For example, the existence of good British schools overseas, inspected under UK BSO regulations increases the likelihood of British companies setting-up branches overseas. This is due to the need of such companies to attract key, British nationals to work offshore and, hence, the availability of good schools is a major factor in deciding if and where to invest overseas. This type of factor could be neglected under a sector-focussed analysis. An inter-sector addition to the process is needed. This paper includes cross-sector and well as intra-sector factors.

Finally, although this document has arisen as a response to the BIS workshops, the proposals cut across a range of ministries and departments, including DfE, BIS, UKTI and FCO. The roles of the British Council and NCSL are also relevant.

The central message remains unchanged from the initial paper:

Increased UK government support for BSME schools, would lead to political, economic and other advantages to the United Kingdom that are so large as to render immaterial the cost of such support: it is important therefore, that steps are taken now to address the issues highlighted in this position statement.

The structure of this document

The major additions to the original paper are to be found in the introduction and sections 3 and 4.

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1. British Schools in the Middle East

Founded in 1981, BSME is a not-for-profit membership organisation, registered in England as a limited liability company, consisting of some 70 schools which educate just under 70,000 students and employ 5,000 teachers – the majority of whom are British. The organisation is expanding and the rate at which this occurs will accelerate with the huge investments in education that countries in the Middle East are planning over the coming decade.

In addition to school members, BSME has over 70 businesses in Associate Membership – most of these are British companies. These take part in an educational goods and services exhibition at each BSME annual conference. (2010: Bahrain, 2011 and 2012: Abu Dhabi, 2013: Amman, Jordan)

BSME provides a range of services to members, including extensive CPD (including NPQH), a range of cross-region sporting and non-sporting events, annual conferences, support and advice to members and an accreditation system that has been deemed by DfE to be at least equivalent in standard and scope as the recently developed British Schools Overseas system that is quality assured by Ofsted. Further services will be offered in the near future.

2. Summary Statement

Schools overseas that describe themselves as ‘British’, have, collectively and individually, huge potential to ensure that foreign citizens – including the current and future leaders of several Middle East countries, become well-disposed to the United Kingdom. This potential is largely unrecognised and almost entirely unsupported by the UK government.

At a time when the balance of political and economic power is shifting eastwards across the globe, it is even more vital than in the past for the UK government to take advantage of any way it can to ensure that these countries look kindly on the United Kingdom and, thereby, be pre-disposed to invest in British goods, British companies and British workers. The connection is clear *BSME schools expose the movers and shakers, from many Middle East states, to British ways and education; they often go on to British Universities and then, when they assume political and economic power, look favourably on investments and initiatives that favour British interests.*

In addition, the number of British advisors to Middle East governments is large. So too is the number of British companies who seek to enter markets in the Arab world. The ability of Arab governments to hire British advisors and of British companies to set-up business, is dependent to a significant extent on the availability of good British schools in these countries.

Unfortunately, rather than increasing levels of support being given to British schools and British interests, matters have deteriorated over time. The United Kingdom has retreated from its previous strengths in the area of cultural diplomacy. This has resulted in leaving a partial vacuum which other countries are seeking to fill through various initiatives.

Initiatives that do occur – through such bodies as UKTI, FCO, British Council and the NCSL – exist in virtual isolation from each other. This uncoordinated approach to promoting the best that Britain has to offer gives rise to several problems: these include, inter alia:

- **The reduced impact of each initiative rather than the synergy that could occur from working together**

- **Confusion in the minds of intended recipients, compared with, for example, the coordinated approach from the German Government**
- **A reduction in the potential gain for the UK, in terms of political and economic advantages and for British expatriates**

In some cases, matters appear to be made worse by lack of effective coordination within an organisation. The experience of the British Council's work, as reported (at a recent event at the DfE) by school heads in a range of countries, reveals a huge disparity – from excellence to virtual invisibility. The Council's organisational model does not appear to be working satisfactorily.

As has already been noted, this position paper can be summed up in a sentence:

Increased UK government support for BSME schools, would lead to political, economic and other advantages to the United Kingdom that are so large as to render immaterial the cost of such support: it is important therefore, that steps are taken now to address the issues highlighted in this position statement.

3. Overall Objectives – Multiple Perspectives

Recent debate, for example within BIS workshops in December 2012, involving a range of stakeholders, suggests that the difference between the objectives of schools, colleges and universities, on one hand, and overall objectives of government on the other are not appreciated and are sometimes confused.

An individual education provider (particularly, but not exclusively, in the not-for-profit sector) would, quite correctly, regard the optimum raising of levels of students' knowledge, skills, and aptitudes – and the building of dispositions towards the world and life – as the prime objectives of the institution. Indeed, a similar objective is held by BSME, which seeks to assist member schools to achieve their own aims in these matters.

Seen from a governmental perspective (as opposed to a societal perspective which might or might not coincide), the overall objectives of education are concerned with the welfare of whole populations and with the economic benefits that derive from education. In the current context, particularly as seen from the perspective of the educational stream of the Industrial Strategy being developed by the Department for Business, Innovation and Skills (BIS), the objective is clearly to increase the benefits to the UK economy from increasing foreign inflows of investment and purchasing (from services and goods) resulting from educational activities.

One of the challenges of looking at this area is tying together BIS-type objectives with those of other government entities such as DfE and the FCO. Each would express their objectives in different terms than direct economic advantage. A further challenge is to bring into the mix other bodies, such as the British Council. In this latter case, from an overseas perspective, it seems that competing, and partly incompatible aims, exist.

In THIS paper, BSME presents proposals that, in the main, would support BIS-type, **economic benefit** and FCO-type **soft-power** objectives. This approach is taken since, in helping our organisation meet the UK's needs in terms of economy and influence, the UK government would also strengthen BSME as well as other, similar regional bodies, such as FOBISSEA and NABSS (with around 100 schools between them). This would help us better to achieve **educational objectives** for the students within our schools.

Thus it is that our proposed strategy links together the strengthening of our organisations with the consequent enhancement to the United Kingdom that would accrue through support for BSME and member schools. The strategy is, therefore, couched in terms of the requirements of government, rather than schools since in meeting the former, we assist the latter.

A truly synergetic relationship is envisaged – different objectives achieved though several entities working together for mutual benefit.

Overall Objective 1

To support and increase the contribution of BSME schools (and those in other recognised, regional organisations), to the United Kingdom’s economic welfare and world influence, through an increase in the number of foreign nationals, having been educated within such schools, who are pre-disposed towards the UK in making investment, purchasing and political decisions

Strategy to increase numbers of foreign students in BSME schools

1. Increase the number of schools that are members of BSME and other overseas regional associations

The increased influence of BSME and regional organisations in general, will lead to a major increase in the number of overseas schools, calling themselves “British” that submit to accreditation / inspection. This, in turn, will give rise to a position where the automatic place for foreign parents to look, for a high quality British-style education, will be these organisations.

2. Increase the number of schools (who are members of BSME or one of the other recognised overseas schools regional organisations) that are inspected under the BSO regulations

Currently, the main benefits of undertaking a BSO inspection are: the inclusion of the school’s inspection report on the DfE website; the ability to have newly qualified teachers undertake their probationary period and the increased assurance given to potential parents. The addition of the benefits mooted in this paper would greatly increase the attractiveness to schools of the BSO programme. The overall impact of this would be to increase the average quality of schools AND the perception in foreign nationals that BSO schools are of high quality.

Overall Objective 2

To support and increase the contribution of BSME schools (and those in other recognised regional organisations) to the United Kingdom’s economic welfare, through an increase in British overseas commercial activity and an increase in the UK’s world influence through the involvement of British nationals in foreign companies and as advisors to foreign governments

Strategy to increase the likelihood of British companies opening foreign offshoots and of British nationals taking up employment in influential positions

1. Ensure that UK companies, proposing to open overseas offshoots, can assure key British employees that a high quality British-style education is available for their children in the country of interest
2. Ensure that British nationals, considering taking up influential positions in foreign countries (whether for a government or for a commercial entity), have access for their children to a high quality British-style education in the country of interest
3. (In conjunction with steps 1 and 2) that the children of key British expatriate will not be disadvantaged economically if they wish to attend a British university following school-level education outside of the United Kingdom

Implementation of BSME’s proposals would greatly facilitate the achievement of the two overall objectives described.

4. A Way Forward – Proposals for Discussion

Proposal 1

This proposal is considered separately as, without acceptance, the balkanised nature of government is such that the possibility is hampered of coherent and cohesive progress being made.

(It is proposed) that a mechanism be constructed whereby these proposals, and other matters, can be discussed, promoted and acted upon; such discussions to include and involve the Chairman of BSME.

Without a properly constituted mechanism for discussion, the likelihood of progress is low. The BIS workshops relating to Education aspects of the “Industrial Strategy” are a welcome and positive start to the process, but the BIS focus is too narrow to lead to the coordinated approach that is necessary. The workshops revealed insufficient interest in issues to do with soft power and the need to see higher education (HE), further education (FE) and overseas schools, not as the products of the strategy, but as enablers of long-term economic benefit and increased UK influence, through the actions and pre-dispositions of those who experience success through a British education – whether in British Schools Overseas, FE or HE.

There needs to be an understanding of the vital role of British overseas schools in funnelling movers and shakers and others, from countries around the world, towards HE and FE institutions in the United Kingdom. The importance of the pre-disposition of students, towards the United Kingdom, that is developed in overseas British schools should not be underestimated.

The question arises as to representation of overseas British schools. The position taken by BSME is that the regional organisations are best placed to bring to the table the unique perspective and knowledge about the very different environments in which schools operate. BSME’s stance is that it is vital that a BSME representative is part of any committee or body that includes these issues within its remit. Only in this way can a proper account be taken of the unique context of the Middle East.

BSME Proposal	Advantage to the United Kingdom	Long-term impacts of implementation of the proposal	Impact level
<p><u>Proposal 2:</u></p> <p><i>That a mark of recognition (“kitemark”) be created for use by schools that have undergone a BSO inspection, under the regulations developed by DfE.</i></p> <p>This would NOT be a mark of QUALITY, but a simple acknowledgement that a school had <u>submitted itself to inspection under the BSO system</u>. This is actually a visual representation of what DfE <u>already</u> does in placing BSO reports on the DfE website.</p> <p>This kitemark should be separate from any overall British Education brand – it should be specific to BSO schools. e.g.....</p>  <p><u>Implementation:</u> DfE</p>	1. Attracts foreign nationals from influential families to send their children to British Schools Overseas	Strengthens positive views of UK leading to an increased disposition towards UK in purchasing and investment decisions	HIGH
	2. Influences foreign pupils, from influential families, towards HE or FE in UK	Direct economic advantage to HE / FE in UK Increased disposition towards UK in purchasing and investment decisions when taking-up positions of influence as adults	HIGH
	3. Assists recruitment of British advisors to foreign governments	Increased disposition of governments towards UK	HIGH
	4. Assists UK firms, setting-up in foreign countries, to attract key British workers	Direct economic advantage to UK and increases the likelihood of further UK companies taking the same route	HIGH
	5. Assists foreign companies to attract British employees to key positions of influence	Increase employment opportunities for British expats Possible increased disposition of companies towards UK goods and services	HIGH
	6. Assists British pupils, living overseas, to attend HE or FE in UK	Increases likelihood of British students attending UK HE and FE Increases likelihood of British expatriates continuing to work overseas	HIGH
	7. Influences British pupils, living overseas, towards HE or FE in UK	Increases likelihood of British students attending UK HE and FE Increases likelihood of British expatriates continuing to work overseas	HIGH
	8. Attracts more overseas schools to be inspected under BSO regulations	Increases and strengthens the impact of all other proposals	HIGH

BSME Proposal	Advantage to the United Kingdom	Long-term impacts of implementation of the proposal	Impact level
<p><u>Proposal 3:</u></p> <p><i>That a mechanism be put in place to enhance the coordination of a range of bodies, (including BIS, DfE, UKTI, FCO, British Council, NCSL and a BSME representative), with respect to specific education-related initiatives, outside of the UK's borders, that each, from time to time, carries out.</i></p> <p><u>Implementation:</u> Needs agreement between the bodies identified in the proposal</p>	1. Attracts foreign nationals from influential families to send their children to British Schools Overseas	<p>This proposal has the potential for high, long term and sustainable impact on all areas of advantage. It is an enabling measure that, carried out effectively, supports other proposals</p> <p>It is essential that BSME is involved in the development of initiatives. Only this way can the synergy result that is the intention of this proposal</p>	HIGH
	2. Influences foreign pupils, from influential families, towards HE or FE in UK		HIGH
	3. Assists recruitment of British advisors to foreign governments		HIGH
	4. Assists UK firms, setting-up in foreign countries, to attract key British workers		HIGH
	5. Assists foreign companies to attract British employees to key positions of influence		HIGH
	6. Assists British pupils, living overseas, to attend HE or FE in UK		HIGH
	7. Influences British pupils, living overseas, towards HE or FE in UK		HIGH
	8. Attracts more overseas schools to be inspected under BSO regulations		HIGH

BSME Proposal	Advantage to the United Kingdom	Long-term impacts of implementation of the proposal	Impact level
<p><u>Proposal 4:</u></p> <p><i>That the UK Government, through BIS, UKTI, FCO and the DfE, accepts formally that the remit of developing British trade and business interests overseas would be supported through tangible support for overseas British schools, and commits to action to bring this about.</i></p> <p><u>Implementation:</u> Ministries and other entities listed in the proposal</p>	1. Attracts foreign nationals from influential families to send their children to British Schools Overseas	<p>This proposal is another enabling measure. A formal acceptance is necessary to change the way in which overseas British schools are viewed</p> <p>Such a change in culture, in particular, would increase the number of good schools overseas that put themselves forward for inspection under BSO regulations. In turn, the increase in such schools, would increase the level of success in all other aspects, shown as items 1 – 8 in the adjacent column</p>	HIGH
	2. Influences foreign pupils, from influential families, towards HE or FE in UK		HIGH
	3. Assists recruitment of British advisors to foreign governments		HIGH
	4. Assists UK firms, setting-up in foreign countries, to attract key British workers		HIGH
	5. Assists foreign companies to attract British employees to key positions of influence		HIGH
	6. Assists British pupils, living overseas, to attend HE or FE in UK		HIGH
	7. Influences British pupils, living overseas, towards HE or FE in UK		HIGH
	8. Attracts more overseas schools to be inspected under BSO regulations		HIGH

BSME Proposal	Advantage to the United Kingdom	Long-term impacts of implementation of the proposal	Impact level
<p><u>Proposal 5:</u></p> <p><i>That, for the purposes of entering universities in England and Wales, UK Home Status is granted to British applicants educated overseas.</i></p> <p><u>Implementation:</u></p> <p>BIS</p>	1. Attracts foreign nationals from influential families to send their children to British Schools Overseas	Impact with respect to advantages 1 and 2 is LOW. The measure is directed at UK nationals. The impact is not, however, zero, the possible increased numbers of British students in overseas schools increases the “British” nature of the school and strengthens the level of English language competence of foreign students	LOW
	2. Influences foreign pupils, from influential families, towards HE or FE in UK		LOW
	3. Assists recruitment of British advisors to foreign governments	Increased disposition of governments towards UK	HIGH
	4. Assists UK firms, setting-up in foreign countries, to attract key British workers	Direct economic advantage to UK and increases the likelihood of further UK companies taking the same route	HIGH
	5. Assists foreign companies to attract British employees to key positions of influence	Increases employment opportunities for British expats Possible increased disposition of companies towards UK goods and services	HIGH
	6. Assists British pupils, living overseas, to attend HE or FE in UK	Increases likelihood of British students attending UK HE and FE Increases likelihood of British expatriates continuing to work overseas	HIGH
	7. Influences British pupils, living overseas, towards HE or FE in UK	Increases likelihood of British students attending UK HE and FE Increases likelihood of British expatriates continuing to work overseas	HIGH
	8. Attracts more overseas schools to be inspected under BSO regulations	Increases and strengthens the impact of all other proposals	HIGH

BSME Proposal	Advantage to the United Kingdom	Long-term impacts of implementation of the proposal	Impact level
<p><u>Proposal 6:</u></p> <p><i>That financial support for British university students, who attended schools outside of the United Kingdom, should be equivalent to that offered to those whose education was within the UK.</i></p> <p><u>Implementation:</u></p> <p>BIS</p>	1. Attracts foreign nationals from influential families to send their children to British Schools Overseas	Impact with respect to advantages 1 and 2 is LOW. The measure is directed at UK nationals. The impact is not, however, zero, the possible increased numbers of British students in overseas schools increases the “British” nature of the school and strengthens the level of English language competence of foreign students	LOW
	2. Influences foreign pupils, from influential families, towards HE or FE in UK		LOW
	3. Assists recruitment of British advisors to foreign governments	Increased disposition of governments towards UK	HIGH
	4. Assists UK firms, setting-up in foreign countries, to attract key British workers	Direct economic advantage to UK and increases the likelihood of further UK companies taking the same route	HIGH
	5. Assists foreign companies to attract British employees to key positions of influence	Increases employment opportunities for British expats Possible increased disposition of companies towards UK goods and services	HIGH
	6. Assists British pupils, living overseas, to attend HE or FE in UK	Increases likelihood of British students attending UK HE and FE Increases likelihood of British expatriates continuing to work overseas	HIGH
	7. Influences British pupils, living overseas, towards HE or FE in UK	Increases likelihood of British students attending UK HE and FE Increases likelihood of British expatriates continuing to work overseas	HIGH
	8. Attracts more overseas schools to be inspected under BSO regulations	Increases and strengthens the impact of all other proposals	HIGH

BSME Proposal	Advantage to the United Kingdom	Long-term impacts of implementation of the proposal	Impact level
<p><u>Proposal 7a:</u></p> <p><i>That schools which have undergone a successful inspection under BSO inspection regulations, and are members of BSME be recognised as appropriate for teaching placements for students pursuing QTS.</i></p> <p><u>Implementation (7a only):</u> DfE (accomplished)</p> <p><u>Proposal 7b:</u></p> <p><i>That PGCE courses, leading to QTS, be developed that can be delivered outside of the UK. Placement schools to be those that have successfully undergone a BSO inspection</i></p> <p>Note: Currently, some universities offer PGCE courses overseas that do NOT lead to QTS. This truncated PGCE, whilst good CPD, does not meet the needs of schools to employ teachers with QTS.</p> <p><u>Implementation (7b only):</u> DfE / Universities</p>	1. Attracts foreign nationals from influential families to send their children to British Schools Overseas	<p><u>Proposal 7a</u> has been implemented by DfE and the system described is in place, effective school year 2013-14</p> <p>The impact of this proposal is not measured in terms of advantages 1 – 7 listed to the left. The impact relates to Advantage 8 – more schools join BSO</p> <p>Implementation of <u>Proposal 7b</u>, taken together with proposal 7a, will reduce the impact on UK teaching supply of the growing number of overseas British schools and, indeed, over time provide a stream of qualified (previously expatriate) teachers INTO the UK</p>	LOW
	2. Influences foreign pupils, from influential families, towards HE or FE in UK		LOW
	3. Assists recruitment of British advisors to foreign governments		LOW
	4. Assists UK firms, setting-up in foreign countries, to attract key British workers		LOW
	5. Assists foreign companies to attract British employees to key positions of influence		LOW
	6. Assists British pupils, living overseas, to attend HE or FE in UK		LOW
	7. Influences British pupils, living overseas, towards HE or FE in UK		LOW
	8. Attracts more overseas schools to be inspected under BSO regulations	Increases and strengthens the impact of all other proposals	HIGH

BSME Proposal	Advantage to the United Kingdom	Long-term impacts of implementation of the proposal	Impact level
<p><u>Proposal 8:</u></p> <p><i>That schools which have undergone an inspection under the DfE's BSO inspection regulations, (and have achieved a high rating therein) be permitted to apply for Training School status.</i></p> <p><u>Implementation:</u></p> <p>DfE</p>	1. Attracts foreign nationals from influential families to send their children to British Schools Overseas	<p>A large number of British-trained teachers are in overseas schools (DfE statistics do not measure this – such people are described as “having left the profession”). BSME schools alone, employ 5000 teachers – most are British.</p> <p>The number of overseas schools is increasing rapidly and more British teachers will be required. The existence of overseas Training Schools would help to reduce the impact on UK teacher-supply of teachers leaving UK. In addition, many teachers trained in overseas schools would return, at some point, to the UK, thus providing a modest increase in teachers in the UK, who have excellent experience and a broad perspective of the world.</p>	LOW
	2. Influences foreign pupils, from influential families, towards HE or FE in UK		LOW
	3. Assists recruitment of British advisors to foreign governments		LOW
	4. Assists UK firms, setting-up in foreign countries, to attract key British workers		LOW
	5. Assists foreign companies to attract British employees to key positions of influence		LOW
	6. Assists British pupils, living overseas, to attend HE or FE in UK		LOW
	7. Influences British pupils, living overseas, towards HE or FE in UK		LOW
	8. Attracts more overseas schools to be inspected under BSO regulations	Increases and strengthens the impact of all other proposals	HIGH

BSME Proposal	Advantage to the United Kingdom	Long-term impacts of implementation of the proposal	Impact level
<p><u>Proposal 9:</u></p> <p><i>That the UK Government implements a system of summer scholarships for foreign students, following the model applied by the Federal Republic of Germany and the Goethe Institute.</i></p> <p>Note: Details of the German programme, which is a joint German government / Goethe Institute initiative, are shown in the appendix</p> <p>Implementation: DfE / UKTI / British Council</p>	1. Attracts foreign nationals from influential families to send their children to British Schools Overseas	Strengthens positive views of UK leading to an increased disposition towards UK in purchasing and investment decisions	HIGH
	2. Influences foreign pupils, from influential families, towards HE or FE in UK	Direct economic advantage to HE / FE in UK Increased disposition towards UK in purchasing and investment decisions when taking-up positions of influence as adults	HIGH
	3. Assists recruitment of British advisors to foreign governments	Increased disposition of governments towards UK	LOW
	4. Assists UK firms, setting-up in foreign countries, to attract key British workers	Direct economic advantage to UK and increases the likelihood of further UK companies taking the same route	LOW
	5. Assists foreign companies to attract British employees to key positions of influence	Increase employment opportunities for British expats Possible increased disposition of companies towards UK goods and services	LOW
	6. Assists British pupils, living overseas, to attend HE or FE in UK	Increases likelihood of British students attending UK HE and FE Increases likelihood of British expatriates continuing to work overseas	LOW
	7. Influences British pupils, living overseas, towards HE or FE in UK	Increases likelihood of British students attending UK HE and FE Increases likelihood of British expatriates continuing to work overseas	LOW
	8. Attracts more overseas schools to be inspected under BSO regulations	Increases and strengthens the impact of all other proposals	HIGH

BSME Proposal	Advantage to the United Kingdom	Long-term impacts of implementation of the proposal	Impact level
<p><u>Proposal 10:</u></p> <p><i>That the benefits be increased of becoming a BSO school (i.e. has undertaken a BSO inspection AND is a member of one of the five recognised overseas schools organisations)</i></p> <p>ITT has been considered separately, other benefits could include, <i>inter alia</i>:</p> <ol style="list-style-type: none"> 1. Ability to use UK bodies to perform CRB / child protection checks 2. Recognition of service for salary purposes when returning to the UK 3. Ability of a teacher to contribute to the TPS as if he / she was teaching in the UK 4. Provision to BSO schools of a UK DfE number 5. Access to information and databases, available to mainland UK schools 6. Access to KS2 Level 6 test papers (currently denied) 7. Sabbaticals to allow a UK teacher to work in a BSO school and then return to his / her UK position <p>(This is an initial listing only)</p> <p><u>Implementation:</u> DfE + others</p>	<ol style="list-style-type: none"> 1. Attracts foreign nationals from influential families to send their children to British Schools Overseas 	<p>This proposal would impact directly on all potential advantages to the UK</p> <p>The measure would significantly increase the number of schools presenting themselves for BSO inspections and would also bring further good overseas British schools into BSME</p> <p>Existing BSO schools would benefit from increased attractiveness to pupils, parents, teachers and to foreign and British employers of British expatriates</p>	HIGH
	<ol style="list-style-type: none"> 2. Influences foreign pupils, from influential families, towards HE or FE in UK 		HIGH
	<ol style="list-style-type: none"> 3. Assists recruitment of British advisors to foreign governments 		HIGH
	<ol style="list-style-type: none"> 4. Assists UK firms, setting-up in foreign countries, to attract key British workers 		HIGH
	<ol style="list-style-type: none"> 5. Assists foreign companies to attract British employees to key positions of influence 		HIGH
	<ol style="list-style-type: none"> 6. Assists British pupils, living overseas, to attend HE or FE in UK 		HIGH
	<ol style="list-style-type: none"> 7. Influences British pupils, living overseas, towards HE or FE in UK 		HIGH
	<ol style="list-style-type: none"> 8. Attracts more overseas schools to be inspected under BSO regulations 		HIGH

Further Proposals in outline form only

<p><i>Proposal 11: That the UKTI be represented – either physically or through sponsorship / recognition, at BSME annual conferences</i></p>	<p>Within each annual conference there is an exhibition of 60 to 80 suppliers of educational goods and services. The majority of the companies exhibiting are British and, therefore, UKTI has a clear role to play in promoting the companies and the conference itself</p>
<p><i>Proposal 12: That UKTI promotes BSME / BSO schools in literature, web-sites and to UK companies looking to open branches overseas</i></p>	<p>UKTI has the ability to raise the profile of schools that have successfully undergone inspection under the British Schools Overseas inspection programme</p>
<p><i>Proposal 13: That the FCO should give <u>advance</u> assistance to foreign students, within BSME schools, to determine each student's status in terms of entry to the UK for FE and HE studies</i></p>	<p>Recent changes to rules about student entry to the UK and high profile problems in this area have been to the probable advantage of other countries that wish to attract foreign students. Pro-activity through advance assistance to students, perhaps several years ahead of A-level / post-16 studies, to obtain visa clearance, would greatly ease the concerns and fears of students and parents within BSME schools</p>
<p><i>Proposal 14: That the FCO, through embassies, should assist BSO schools, wishing to expand</i></p>	<p>British Diplomatic Missions have the means to cut through bureaucracy through high-level government contacts, increasing the likelihood that a school will be able to expand (or indeed, open) in a country</p>
<p><i>Proposal 15: That British Embassies will promote BSME schools, through the provision of information to enquirers and visible support to such schools</i></p>	<p>Assistance given by British Embassies to British-style schools varies around the world and is dependent more on the wishes of the ambassador than FCO policy. In some areas (the writer has experienced excellent support), support is magnificent, in others, much less so. The influence of British embassies in pointing foreign students towards our schools is significant and a mandated, minimum level of support should be enshrined in policy</p>
<p><i>Proposal 16 :That the British Council exhibits more consistency in its practice and visibly supports BSME schools, through the provision of information to enquirers and visible support to such schools</i></p>	<p>The inconsistency of British Council practice has been noted by schools around the world. In some countries (Spain and others have been quoted), support for schools is excellent. In others, there is little or no contact whatsoever between the local British Council and British-style schools. In some cases, the British Council is actually a competitor to British schools. In short, the remit is uncertain and seems to rely mainly in the hands of the incumbent staff within each country. There is need for a clear vision and remit that is unambiguously and widely transmitted, leading to consistency of practice</p>
<p><i>Proposal 17: That the possibility be explored of partnerships / sponsorships arrangements between BSME and BSME schools and specific UK universities</i></p>	<p>Partnerships / sponsorship arrangements between universities and BSME schools would increase the likelihood of students attending that institution for HE. The university's profile in the Middle East would be enhanced through promotion by schools and BSME. Schools would benefit through, for example, courses for staff and expertise / assistance to post-16 teachers. Advanced post-16 students could have access to university-level enhancements to their studies. University Departments of Education would be provided with excellent research possibilities and innovation test-beds.</p>

5. Political, Economic and General Rationale Relating to the Proposals

Political and economic advantages of encouraging host country children to attend BSME / BSO schools

BSME schools, more than in any other region, educate those who will govern or rule the countries in which these schools operate. The sons and daughters of Kings and Emirs and the children of ministers and prime ministers are to be found enrolled in these schools.

BSME schools also educate the children of some of the wealthiest and most influential business people in the world.

Taken together, the children from these two groups will control much of the oil and gas wealth of the world, several major airlines and diversified assets and companies around the globe, purchased through government expenditure, sovereign funds and very high levels of personal wealth.

It is clearly in the interests of "UK plc" that these children continue to be educated in schools that will lead to many of them adopting a pro-British stance when they reach adulthood and control whole economies and major companies.

Britain needs these students to attend British schools overseas and then to attend British universities or FE establishments.

Those with high levels of economic and political power in the Middle East have a wide choice of schooling in their countries. The main options are between: private Arab schools; British overseas schools and American schools. A few will consider French Schools and the Choueifat system. Properly targeted and tangible British government support for British schools overseas will help to enhance British overseas schools, increase the opportunities available within them and, therefore, raise their desirability to this group of influential Arab nationals.

Political and economic advantages accruing from support for British children who attend BSME / BSO schools

A very large numbers of British expatriates work in the Middle East region. Whilst it is true that they are employed in a wide-range of positions, it is also a fact that many are in positions where they can sway economic, investment and political policies and decisions.

In the political world: special advisors to a variety of government ministers and to members of ruling families are used throughout the region. Many of these advisors are British and it is clearly to Britain's advantage that the number of British nationals so employed is maintained and, indeed, increases.

This paper sets down some ways in which the British Government and others could support, maintain and increase the impact of educating host nation and British children in BSME schools. Acceptance of the BSME proposals would also address directly some of the current issues and problems with the problems caused by a lack of UK support: examples follow:

When expatriates with school-aged children are considering an offer of a position in a Middle East country, one of the first questions asked of potential employers is:

- **Are British schools available that offer a high standard of education?**

- **What measures / inspections exist that will reassure parents of high standards?**
- **Does the British Government recognise / endorse certain British schools overseas?**
- **Does the British Government provide any tangible support for such schools?**
- **Do these schools have places available? (there is a severe shortage in some countries)**

Enhanced British Government support, for good British schools overseas, would go a long way to providing satisfactory answers to expatriates and, also, encourage the expansion and development of further British schools in the Middle East. This, in turn, would ensure that more key expatriates would be employed in positions of influence over decision-makers in the Middle East.

Having established that there IS a good British school available – AND it has places, then thoughts turn to Higher Education prospects; questions include:

- **Will my child be given home status when they apply to enter a UK university?**
- **What financial support is available to expatriate, British children entering British universities?**
- **What is the comparative cost of UK universities compared with others around the world?**

Unfortunately, currently the answers to these questions do not encourage senior expatriates to take up positions of influence in the Middle East, or it results in families returning to the UK when their children approach university decision time. Alternatively, they might consider sending their children to non-UK universities – another undesirable eventuality in terms of the needs of UK institutions.

Support, then, is needed for British expatriate children – whichever level of schooling they require. This would help to ensure that key expatriates remain in post as their children grow and finally move onto higher education.

The decline of UK Government support

Unfortunately, over the last three decades, it is observed that less and less attention is given by the British Government to cultural diplomacy in the Middle East region. The British Council varies considerably (from excellent to virtual invisibility) from country to country, in its level of activity and effectiveness. UKTI makes efforts, but does not appear to work hand-in-hand with the British Council. Neither takes a particularly pro-active approach – schools are often completely unaware of events organised by these bodies.

This is to be contrasted with the approach taken by the Government of the Federal Republic of Germany and the Goethe Institute. In a joined-up and proactive initiative, schools are approached by high-level personnel. A full example from St Christopher's School, Bahrain is appended to this paper, showing the involvement of the German Ambassador, the regional director of the Goethe Institute and a German Minister of State. The results include:

- **The provision of a plaque / kitemark, showing the name and emblem of the Federal Republic of Germany, endorsing the school as a "Partnerschule"**
- **Three to five annual, all-expenses paid scholarships to Germany – each lasting three weeks**
- **The provision, both in Bahrain and outside, of free training to teachers of German employed by the school**
- **The provision of significant amounts of free-of-charge teaching material**
- **Involvement in several events at the German Embassy**

Needless to say, these scholarships – some of which have gone to Bahraini students – increase significantly the chances that some of these students will opt for German, rather than British, universities, with all of the consequences of the life-long pro-German attitudes that would develop.

On the positive side, the British Schools Overseas inspection initiative, quality assured by Ofsted, now provides a source of re-assurance and of information for British and other parents. This excellent scheme should be seen as the catalyst for changes of attitude and action on the part of other government ministries and quangos.

Teacher supply and training

BSME schools employ around 5,000 teachers, many of whom are British. This picture is repeated around the world: it is estimated that around 80,000 British trained teachers actually work outside of the United Kingdom – a significant proportion of the total supply of British teachers.

As the number of British schools overseas increases in the coming years, the implications are significant for teacher supply in the United Kingdom. The latest DfE projection of pupil numbers in state-funded Nursery and Primary, is that these will rise by 18% over the next eight years and by 8% by 2015 – with major implications for teacher supply.

Currently, a number of PGCE courses operate outside of the UK (run by English universities), which do NOT give Qualified Teacher Status to successful students. A change in UK practice to allow PGCE teaching placements to take place in certain British overseas schools (based on success in the BSO inspection regime), would allow a significant number of people to be trained to QTS level, outside of UK borders.

A further desirable initiative would be to allow schools that have successfully undergone a BSO inspection to apply for Training School status. This would allow such schools to deliver high-quality initial teacher training to qualified candidates.

Both of these initiatives would ease the demand from overseas schools for those trained in the United Kingdom and, indeed, would provide an excellent source of new blood for schools in the UK, when those achieving QTS under such a scheme return to the United Kingdom.

Appendix

St Christopher's School, Bahrain – Partnerschule arrangements with the Federal Republic of Germany

Ed Goodwin, Principal, St Christopher's School

As a “Partnerschule”, St Christopher's School and its students reap significant benefits from the Goethe Institute and the German Embassy. This is an example of joined-up, proactive thinking by government agencies and a quango.

The German foreign affairs arm (the German ambassador) and a German cultural diplomacy body (the Goethe Institute) worked together with the German Ministry of Trade in a pro-active, seamless, effective and efficient manner to recruit St Christopher's to the Partnerschule scheme.

The Federal Republic of Germany was keen to provide a kite mark – signified by the plaque and presented personally by a German Minister of State – and understands the benefits that can accrue to Germany.

This kite mark and “joined-up thinking” between separate bodies, are examples of the kind of support St Christopher's School, BSME and other British schools overseas seek from the British Government

Details

In 2008, St Christopher's was approached (in a personal visit to the School) by the German Ambassador and an embassy administrator, with a view to the School being accepted as a Partnerschule. This was followed by a further visit, to which the ambassador brought the Arabian Gulf region Goethe Institute director – who flew in to Bahrain for the purpose.

As a result of this and subsequent investigation, St Christopher's was offered Partnerschule status, with plaques signifying that we were recognised as such by the German Government.

This partnership has led to benefits as described in the following section. In addition, there is continuing flow of information from the German embassy on the advantages of attending German universities (provision of German language training, some courses in English, low cost compared to England, quality of provision and so on).



Senior MFL

German Memorandum of Understanding



On Monday 18 October, a Memorandum of Understanding was signed between St Christopher’s School and the Goethe Institute, Abu Dhabi. Head Boy, Mazen Al Maskati and Deputy Head Girl, Saguna Goel officiated at the event. The Principal of St Christopher’s School, Mr Ed Goodwin inaugurated the ceremony with his opening address which was followed by speeches by German Minister of State, Comelia Pieper; the German Ambassador, Herr Doktor Hubert Lang and the Principal of the Goethe Institute, Abu Dhabi, Frau Susanne Sporrer. The Memorandum was signed by Mr Goodwin and Frau Sporrer. Mr Goodwin presented the St Christopher’s Plaque to Minister of State Comelia Pieper who in turn presented the PASCH Plaque to the School. Proceedings closed with a presentation in German of their experiences in Oppurg in July 2010 by the four PASCH scholarship students, Charles Andrews, Marcia D’ Souza, Devi Nair and Oliver Wilson. As a gesture of the School’s esteem, the Head Girl and Head Boy presented Minister of State Comelia Pieper and Frau Susanne Sporrer with a bouquet of flowers.



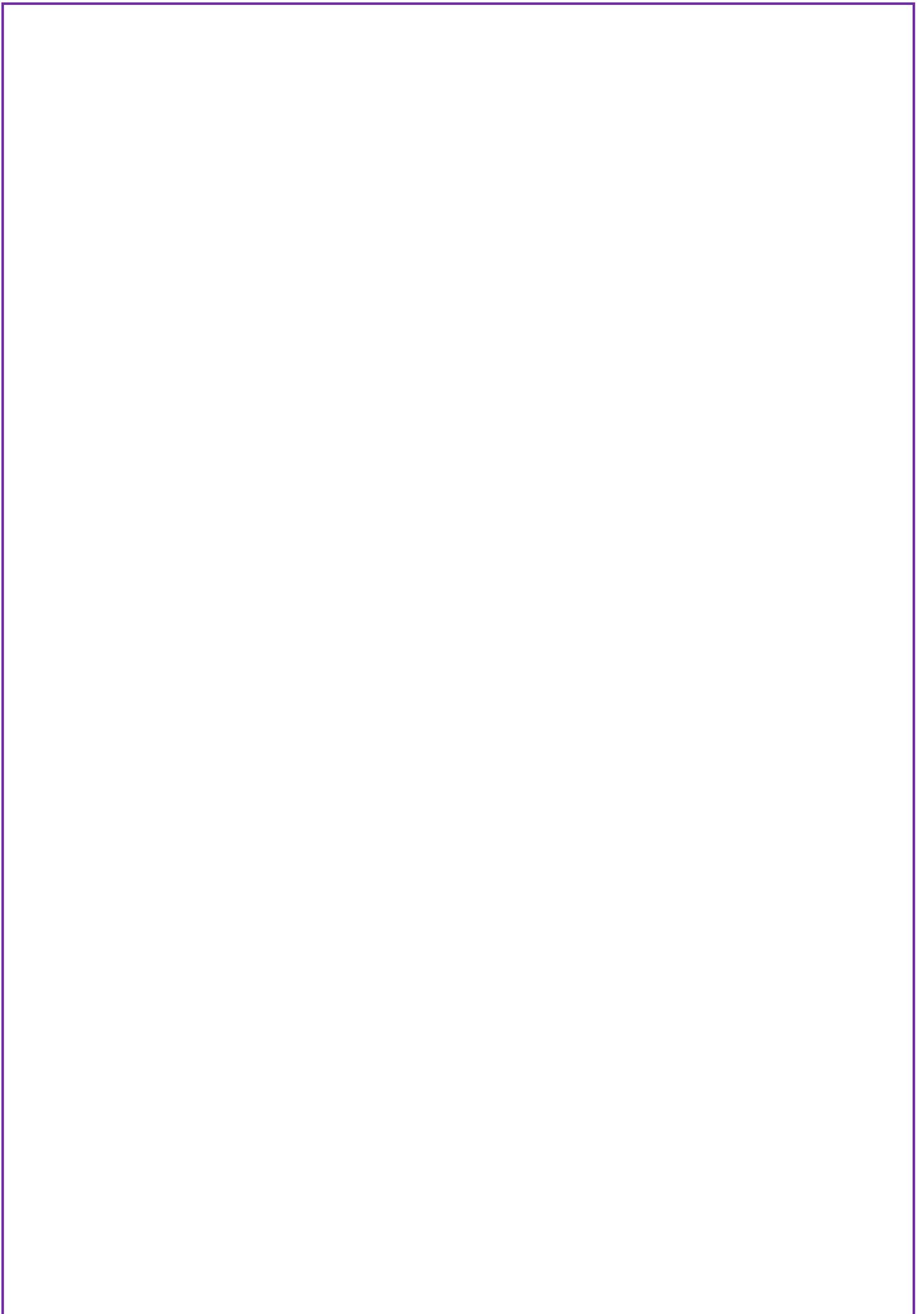
The Goethe Institute Scholarship Programme (three weeks in Germany during the Summer holidays) has been offered for four consecutive years starting in 2009. In 2009, five students travelled to Leipzig, in 2010, four travelled to Oppurg, in 2011, three travelled to Dresden and, in 2012, three will travel to Schlitz. All costs and expenses are covered including tuition fee, full board accommodation, insurance, excursion fees, insurance and airfare.

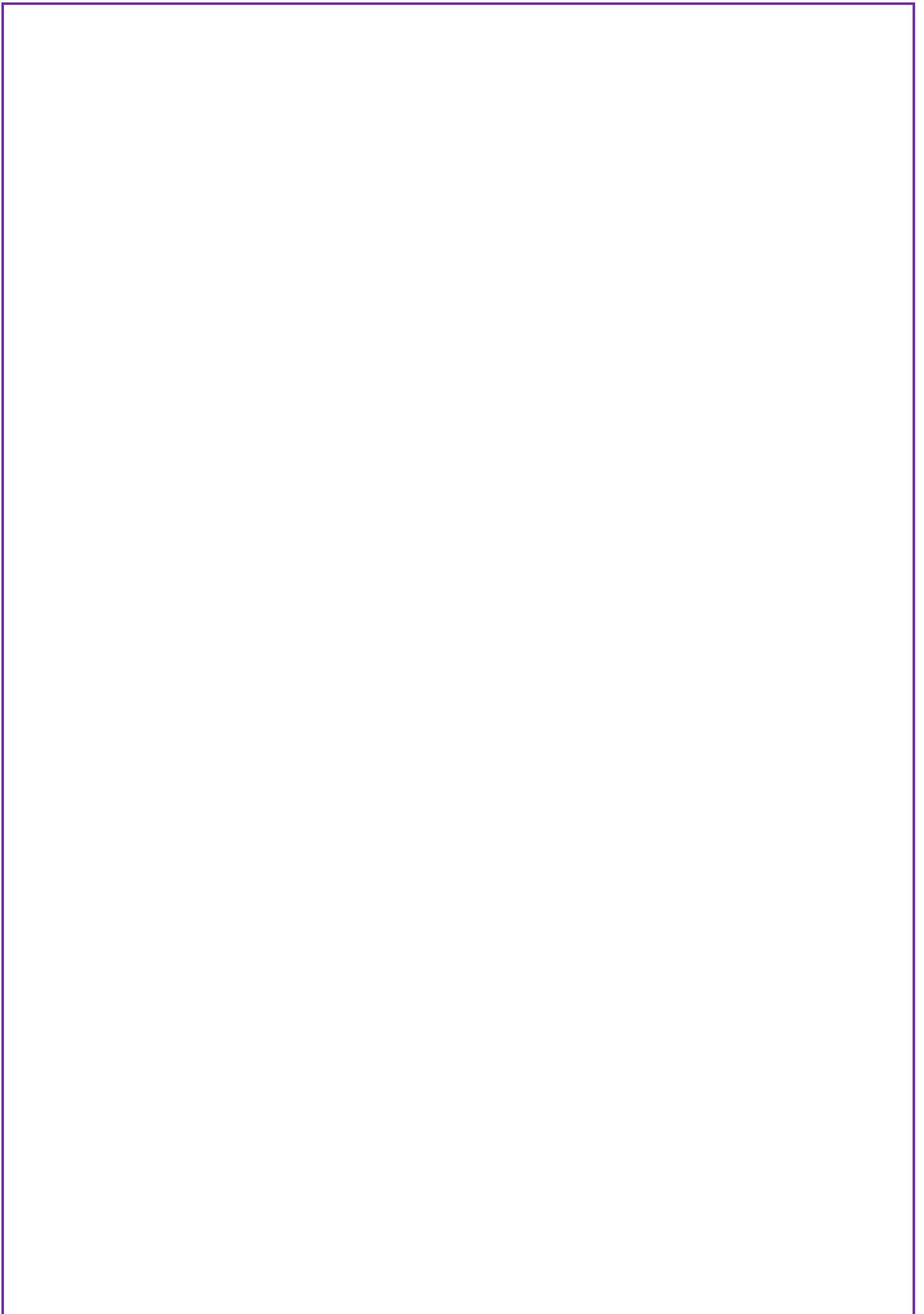
Two St Christopher’s teachers have attended INSET organised by the Goethe Institute – with ALL expenses paid. One teacher attended an intensive German Language course, for two weeks in Düsseldorf. Another attended a five day German Language Workshop in Cairo. Herr Volker Pfeiffer of the Goethe Institute has also flown into Bahrain to deliver INSET to the MFL Department.

The Goethe Institute has provided a range of German Teaching support materials free of charge, including display maps, reading books and cassettes. In addition, we have access to the PASCH website which provides a connection with PASCH schools worldwide. Communication with the Goethe Institute, Abu Dhabi (our main contact point) is always a pleasure.

Goethe Institute staff have proved to be excellent and highly caring, with a keen eye for detail. As an example, we received (with respect to this summer's scholarships) via Fedex, professionally designed luggage belts (for all three students) for easy identification and very detailed documents to facilitate a Bahraini girl's application for her visa for Germany in the summer.

The German Embassy remains pro-active and invites teachers, students and parents to the Embassy to celebrate the scholarships and for social events (German Unification Day for example).







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