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THE LAST TEN YEARS IN THE BRITISH EDUCATION SYSTEM

Juan Antonio Rodríguez Rico.

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THE LAST TEN YEARS IN THE BRITISH EDUCATION SYSTEM

Supervisor: Dra. Maria Isabel Romero Ruiz



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AUTOR: Juan Antonio Rodríguez Rico

 <http://orcid.org/0000-0002-8890-2142>

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UNIVERSIDAD DE MÁLAGA
Departamento de Filología Inglesa, Francesa y Alemana

Dra. María Isabel Romero Ruiz
Dpto. de Filología Inglesa, Francesa y Alemana
Facultad de Filosofía y Letras
Universidad de Málaga
Campus de Teatinos
29071-Málaga
Tel. ++ 34 952131830
Email: mirr@uma.es

Dra. D^a María Isabel Romero Ruiz, Profesora Contratada Doctora (Acreditada para Titular) de Historia y Cultura Británicas en el Departamento de Filología Inglesa, Francesa y Alemana,

CERTIFICA

Que D. Juan Antonio Rodríguez Rico, Licenciado en Filología Inglesa, ha realizado bajo mi dirección, en el Departamento de Filología Inglesa, Francesa y Alemana, de la Universidad de Málaga, la Tesis Doctoral titulada:

“The Last Ten Years in the British Education System”

Revisado el presente trabajo, estimo que reúne los requisitos establecidos según la legislación vigente. Por lo tanto, **AUTORIZO** la presentación y defensa pública de esta Tesis Doctoral para optar al grado de Doctor en la Universidad de Málaga.

Y para que así conste, lo firmo en Málaga, a 30 de octubre de 2015.

Fdo.: María Isabel Romero Ruiz

Campus de Teatinos, s/n. 29071-Málaga. Tel. 952 13 1830/3262. E-mail: mirr@uma.es.

To my family
and
my supporting friends

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Abstract

After World War II, Britain was aware of its shortage of qualified workers. The main problem was how to encourage young people to pursue their education as every one of them was an important cog in the mechanism of rebuilding British national pride and its international image.

The social situation of the UK during these years changed sharply. Racial beliefs and Social Darwinism helped to create the idea that the white British had economic, moral and intellectual superiority over the arrivals from colonial countries; as a result the notion that different social and racial groups could be designated as more or less intelligent cast a long shadow into the 21st century. Politicians did not expect the current economic crisis, certain massive political corruption, students' apathy about their own future and the enormous efforts the government have to make to fight against an inherited "doctored" education system as well as to build a cohesive society. The flexible mobility of people within the European frontiers has originated in a huge uncontrolled influx of subject members resulting in unprecedented issues of cultures and races. National Identity is no longer viable because of the mixture of different background British born children. Besides, globalization has brought about similar educational problems all across EU.

White and Green Papers, Codes of Practice and Regulations and Education Acts have continued to be passed on a regular basis in order to fit the 21st century societal needs

The implications of all the most relevant education documentations will be studied in the eleven chapters that build this dissertation

Key words

Children welfare ♦ Education Acts ♦ National Curriculum ♦ White and Green papers ♦ Vocational Training ♦ Ethnic Minority ♦ Teacher standards ♦ Background ♦ Heritage ♦ Music Education

Abbreviations

ABRSM: Associated Board of the Royal Schools of Music.

ACE: Academy of Creative Education.

ALB: Arm's Length Body Reform.

BAME: Black and Asian Minority Ethnic.

BIS: Department of Business, Innovation and Skills.

BSF: Building Schools for the Future programme.

CAT: Centres for Advanced Training.

CEP : Creative Employment Programme

CEPG: Cultural Education Partnership Group.

CMPO: Centre for Market and Public Organisation.

CPD: Continuous Professional Development.

DCMS: Department for Culture, Media and Sport.

DCSF: Department for Children, Schools and Families.

DDA : Disability Discrimination Act .

DfE: Department of Education.

EACEA: Education, Audiovisual and Culture Executive Agency.

EDC: Learning Transforms Lives.

EMU: Economic and Monetary Union.

EYFS: Early Years Foundation Stages,

FSM: Free School Meals

GDP: Gross Domestic Product.

HSE: Health and Safety Executive.

ITT: Initial Teacher Training.

LEA: Local Education Authority.

LSC: Learning and Skills Council.

NAfME: National Association of Music Educators.

MfA: Music for All

MIA: Music Industries Associations.

MDS: Music and Dance Scheme.

MFY: Music For Youth.

NAS: National Apprenticeships Service.

NASUWT: National Association of Schoolmasters Union of Women Teachers.

NEC: National Extension College (Adult Education).

NCPC: National Coalition for the Prevention of Children.

NCVQ: National Council for Vocational Qualifications.

NICE: National Institute for Health and Clinical Excellence

NPO: National Portfolio Organisation.

NYMO: National Youth Music Organisation.

NYCGB: National Youth Choirs Great Britain.

OFSTED: Office for Standards in Education.

PLASC: Pupil Level Annual Schools Census.

SCITT : School Centred Initial Teacher Training.

SGP: Stability and Growth Pact.

SSLP: Sure Start Local Programmes.

TSAs: Teaching School Alliances.

WRC: Welsh Refugee Council.

UASC: Unaccompanied asylum seeking children

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Introduction

The Second World War ended with the overwhelming victory of the Allies over Germany and Japan in 1945. It left the political and social structures of the world completely destroyed. The postwar mentality was featured by a serious desire to attain an economic recovery and a political integration through international cooperation in order to prevent future conflicts.

Britain was determined to take care of all its citizens. The creation of a welfare state was the first step so as to eradicate the class-ridden pre-war society. The government wanted to give a fresh start to everyone as a complimentary reward for the hardship Britons had lived through (Pugh,213).

During the 1950s, United Kingdom was still bearing the scars of World War II. People had to produce identity cards and housewives had to queue nursing their ration books. Churchill, hero of the war, gave new hope to all citizens when he was re-elected to power under the Conservatives (Fashion-era.com). Churchill's first action was to look at the austere diet of the country. He wanted to see just what the people really had to eat. The entire rations for one week were what were expected to be eaten at one breakfast. Unable to abolish food rationing, he abolished the personal identity card as a token of extra personal freedom and eventually all food rationing ended in Britain on 4 July 1954 (Gabb, 5).

Women were encouraged to stay at home as housewives to let men be in full employment. It was not that women had never worked before but the general attitude was that men deserved jobs more after fighting in the war and women would be child bearers to refuel the population. However, thanks to American

Marshall Plan, which helped Europe to restore the consumer society, the situation improved and the Affluent Society came along. Expensive items such as carpets and lavishly upholstered suites, along with labour saving electrical equipment were paid for with a hire purchase agreement. The demand for the latest labour saving device and nicer homes became higher and higher resulting in the incorporation of women in the workforce ("Welfare, Affluence and Consensus,1945-1970", 229).

Freedom came fast. Television became the main source of entertainment as well as other activities. All these changes influenced the educational system which was not suitable for a devastated population whose schooling was extremely class and gender biased. Economic segregation was firmly settled assisting the wealthy and the powerful to reach elite tuitions resulting in a selective hoarding of all chances. Society had to be substantiated from the very roots. In order to perform the societal extreme make over, a profound change in the schooling layout was due; first needs were to be covered, such as being sure that every child was properly nourished. ("Welfare, Affluence and Consensus,1945-1970", 231).

Besides, a tripartite system was devised so as to wipe out any kind of segregation. Teacher's training was to be adapted, the "11 Plus" examination needed to be redesigned, Higher Education required to be more accessible and a new problem had to be faced, the massive arrival of Commonwealth subjects after the splitting of the British Empire.

All decisions made during this period have to be framed in a context where welfare and well-being were the most serious pillars to be constructed and hard work was essentially as well as voluntary compelled. A true desire to give a

second chance to all of the population was the ultimate drive but the outcome in the following years would turn out to be a disastrous maze of an educational system tailored by political and economic viewpoints.

During the 1960s, The Conservative Prime Minister Harold Macmillan witnessed a difficult economic crisis. Growth continued to struggle, at about only half the rate of other leading European countries'. The Labour Party under Harold Wilson from 1964–1970 was forced to devalue the Pound in 1967 in order to find a solution to the economy. The decline of Britain's economy made the trade unions begin to strike (Educationengland.org.uk).

Britain's relatively low growth was due to a lack of competition in some sectors of the economy, especially in the nationalised industries; poor industrial relations and vocational training. This was a period of government failure caused by poor understanding of economic theory, short-termism and a failure to confront interest groups (Educationengland.org.uk).

Both political parties had come to the conclusion that Britain needed to revive its economy because trade with the Commonwealth halved in the period 1945–1965 to around 25%. The UK needed to enter the European Economic Community (EEC). This decision came after establishing a European Free Trade Association (EFTA) but the best results came with the trade with the EEC which had doubled during the same period. In 1973 the Conservative Prime Minister, Edward Heath, led Britain into the EEC (" Britain and Colonization of Africa, Imperialism in Asia", 3).

By the mid 1960s, almost the whole British Empire had been dissolved and the problem of Ireland, The Ulster in 1969, was not yet resolved. Socially speaking, the Underground was a countercultural movement associated with cannabis

and other drug use and a strong socio-political revolutionary agenda to create an alternative society. It was linked to the hippie phenomenon. Its primary focus was in London and then the rest of the country. The Beatles appeared as the ultimate expression of a new wave of freedom (Worldlibrary.org). A different concept of liberty and experimentation ruled the young generations, which somehow influenced the educational system in which every child counted for the development of the country and thus a more informal, child-centred education was on the way. Qualified workforce was urgently demanded in all the fields and both manual and non-manual jobs; a better university infrastructure was to be built in order to produce the future “brains” of Britain as stated in the Robbins Report (74).

Society was becoming more and more cosmopolitan but on the other side of this mixed race society, xenophobia was being rooted deeply as new deplorable thoughts were breaking in, relating intelligence to social or racial groups; freedom plus a highly believed individuality made social struggle and recognition of one’s right the crusade of the epoch.

This decade was characterized by a will of betterment smeared by a sense of superiority of races, which would harm the soil of the UK; instead of piecing together a highly diverse society, this divergence headed towards an up-coming segregation, which would be part of the intangible heritage of a country divided into individual progress and the price of a heritage paying its toll in every stepping-stone to success.

During the 1970s, as a consequence of the Arab-Israeli conflict, the Arab countries reduced their petroleum production and raised prices as revenge against the occidental help to Israel. Many countries with petroleum based

economy and without any other alternative energy resource, were highly affected by the price rise. The most affected areas were Western Europe and Japan, which lacked “black gold” reserves (BBC.co.uk).

The consequences of this was the bankruptcy of many enterprises, the rise of unemployment, the slope of inflation and the appearance of new economic actions such as the underground economies plus the failure of the welfare state (BBC.co.uk).

Neoliberalism came along as the solution. It is a market-driven approach to economic and social policy based on neoclassical theories of economics that maximise the role of the private business sector in determining the political and economic priorities of the state. Reagan in the USA, Thatcher in the UK or Helmut Schmidt in the then RFA applied those principles. The main ones are as follow: (Abovetopsecret.com)

- Privatization of state enterprises: Promoting market provision of goods and services which the government cannot provide as effectively or efficiently, such as telecommunications, where having many service providers promotes choice and competition.
- Redirection of public spending from subsidies and other spending neoliberals deem wasteful toward broad-based provision of key pro-growth, pro-poor services like primary education, primary health care and infrastructure investment.
- Freezing salaries and liberalisation of employment to facilitate investments and creation of new jobs.

The positive effects of these economic principles in the UK were the growth of production, the increase in consuming and the stopping of rising inflation; the negative ones were the cut in social spending leading to a much poorer UK. .

Education was molded into a consumer orientation in order to equalize the system but it made things worse because selective grammar schools were still in operation alongside with the comprehensive system. Teacher training suffered a change to make specialist-teachers and eventually the curriculum integrated multicultural issues; immigrants were now regarded as ethnic minorities as an attempt to turn British society into a cohesive community.

Even though the issue of a multicultural society was openly recognized, discussed and dealt with, no one was apparently prepared or qualified to take care of the matter. Those calling themselves “experts” on the subject had many ideas but few of them effective ones resulting in an annoying endless bureaucratic paper filling-in process.

During the 1980s, a regressive focus back to Victorian values highlighted the fact that individuals were expected to accept a hierarchical understanding of their class, gender and racial position; those who did not help themselves by making the right choices, were unworthy of state help. Values of competitive individualism, separation and exclusion were to be extolled as a commodity for private consumption (35).

The industrial restructuring carried out by Thatcher was implemented by strict, hard and sometimes cruel decisions. The Black countries had to be competitive and not polluting so as to reduce the costs of raw materials. Thousands of people were sacked; riots and social distress broke out (Gouiffes, 15).

Even with her bad reputation, swimming against the tide, Thatcher was able to redirect the country out of the oil crisis; her solid bond with the USA was highly criticized as the UK was already an ECC member but she did not pay much attention to it (Gouiffes,20).

The overall aim of Margaret Thatcher's education policies was to convert the national schools system from a public service into a market. To reduce education costs and to control teachers' practices was the link to industrial requirements. This ideology was originated in Stuart Sexton's 1977 Black Paper called *Evolution by choice*. He set out to design a new secondary education system based on an absolute freedom of choice by application (Educationengland.org.uk). Government was having more and more control in the whole process of teaching and learning and therefore the centralization of education was stronger and stronger. Freedom of choice by application became a curse rather than an advantage since all parents chose the same group of good schools, which was understood as schools with the minimum ethnic minority students as possible. Problems arose with British-born second generation, who wanted their place in society as any other British citizen and again the issue of multicultural and multiracial Britain reared as something to solve once and for all.

This epoch was contradictory as the government was heading towards selection and segregation meanwhile society was demanding rights and justice. The bureaucratic system became unbearable and even when some policies were acted upon in order to promote equal opportunities and rights, they had little effect since a strong sense of Britishness was gliding over working class people

who saw their rights jeopardized by “aliens”; this attitude was fuelled by Thatcher’s own stance.

During the 1990s, John Major, Prime Minister from 1990 to 1997, inherited from Margaret Thatcher an education system which had suffered a massive decline in investment and a vast increase in inequality; schools faced huge problems caused by increasing social imbalance (Educationengland.org.uk).

The general pattern of increases in social equality during the 1970s was followed by rising inequality in the 1980s and 1990s. Both poor and wealthy households became more and more geographically segregated from the rest of society and thus causing the development of ghettos, with the disadvantage of schooling venues featured by the economic circumstances of the area; four measures of poor and wealthy households were labelled so as to better understand the social complexity which inevitably had a reflection in the academic results of the children coming from a specific background (Thomas, 290).

The polarisation was an aspect to be seriously taken into account as state schools with large numbers of children from poor households were by far the worst performers at GCSE. The situation was chaotic. Right–wing succeeded in preventing issues of race, culture, religion, spatial segregation, discrimination and inequalities from being more openly discussed. As a result of market forces, schools were encouraged to get rid of SEN children in order to keep the schooling venue open since resources were demanded but never granted and league tables were to be published sorting schools into popular and unpopular ones. Parental choice gained more power and schooling ghettos appeared

everywhere. Teacher's performance and competence were scrutinized leading to serious teacher shortages (Nadeem, 2011: 222).

Education was given a different connotation as a means for people to contribute to the economy. The creation of H.E loans tried to boost student participation. The reformed vocational education system plus the Education Maintenance Allowance offered a promising way of raising the participation of school leavers but had little impact.

All changes, reforms and conversions in the educational system in this period tried to disguise the deep rooted white power beliefs of the Prime Minister, John Major. However, the economic ambiance made politicians rethink some aspects of the system so as to track Britain back in a sound national economy as well as an international competitive country (the Budgets Group.com).

This project will analyze the different trends in education throughout time, taking as a starting point the 21st century until the present time. Education is a reflection of not only a political way of thinking but also a mentality ruling a society which is featured by economic trends.

How people adapt themselves to new economic situations is covered in the following pages of the project; how new generations have to deal with new and unexpected circumstances as the world changes dramatically and how immigration draws a new society.

Many of the education changes carried out have been due to a specific political inclination. Some disasters have been caused just because of a rivalry among political parties in office without taking into account what was best for the population or even the opposite effect, when changes have been made with a good motivation but the results were disastrous.

Most of the primary resources, I have made use of in this Phd thesis are official documents and Parliamentary papers such as White and Green Papers, Codes of Practice Regulations, Acts, Bills and Reports .Reading through them has been a hard task, but has led to the acknowledgement of the changes in practice in the British education system.

All the official documentation have continued to be passed on a regular basis in order to fit the current new societal needs as market commodity, consumer demands, market competition between schools, fuelled by league tables, school choice, specialist schools and failing schools.

Regarding to secondary resources, there is a massive repertoire of literature, which has been fundamental in the development of my work.The two most relevant sources for this analysis are the on-line educational databases, newspapers articles and reviews; as an example BBC News and The Guardian and books mainly printed but increasingly available on the Internet.

The existence of websites specialized in the subject has been an invaluable assistance; a clear example is the Department for Education (www.education.gov.uk.)

In terms of gathering of data on one hand , qualitative research involves the collection of data that are open to interpretation. The information classified so has been gathered mostly through the interpretation of a diversity of historical reviews, which constitutes the body of my study.

On the other hand, quantitative research involves the collection of information that is quantifiable and is not open to the same level of interpretation as qualitative research. The use of this data has been limited. However, this kind of data has not only been utilised as a means of clarification but also as a means

of backing up information. The figures and tables used throughout the investigation have assisted to have a far clearer view of the old and current trends together with defining concepts with an understanding explanation in order to dissipate any poorly explained notion.

The implications of all the most relevant education documentations will be studied in the eleven chapters that build this dissertation covering children's education, the National Curriculum, vocational training courses, universities, teacher recruitment, academies, school bullying , multicultural classroom, budgeting, cultural education and the importance of music. The reading and the reflection on the most relevant documentations have been done in order to get a satisfactory advancement of my dissertation. Finally, linking and re-evaluation have been often done in the different stages of the elaboration of the chapters of my dissertation.

As an outcome of such a methodology, the development of the topics for every chapter can be summarised as follows:

In chapter 1, I intend to fully define the different aspects related to the education of children so as to know better what is involved in their education. It is widely agreed that not only do younger people need to have a safe environment but they also need to look after their well-being and health in order to perform well. Both the latter and the former are covered in this chapter.

In chapter 2, I look at the most relevant changes in the structure of the National Curriculum for primary and secondary schools. The amendments are due to the theoretical approaches used at a particular time or just political interests of the

party in office. Eventually, it sets standards for each subject, targets and assessment methods. This chapter finishes with the conclusion that states the NC as a generally recognized learning and teaching guide.

In chapter 3, I attempt to explain the relevance of giving a chance through Vocational Training Education to those non-academic students who are lost in the traditional learning process. Only then could this potential workforce find its place in the labour market and help in the economic success of the country. The structure of NVQs and apprenticeships are well covered.

In chapter 4, I look in detail at Higher Education as a manner to contribute to the growth of national income and individual earnings. Universities are truly regarded as knowledge factories which play a crucial role in generating wealth. How this affects the economy and the social structure has been a point to study.

In chapter 5, I see to some of the most significant teaching recruitment features. Teachers certainly have an important mark on people's development; thus, their training, their standards, their workforce characteristics and pay are fully developed. Education is a basic human right which never could be possible without them.

In chapter 6, I thoroughly explain the birth of a new way of education. The landscape of the secondary education has undergone a transformation by the so-called Academies. Its main aim is to address the problem of failure within

English schools, although a significant level of risk in its expansion is looming over because of different factors completely studied in the chapter.

In chapter 7, I describe the phenomenon of bullying. Some misconceptions have been clarified and a new approach has been set due to the fact that schoolchildren and teachers are part of this harassment as bullies, victims or bystanders. Ethnicity and gender are studied carefully since they are a lever to worsen the situation.

In chapter 8, I interpret how immigration has built a new society in Great Britain resulting in a British-born second generation of students whose background is other than British. Multiculturalism and antiracism are the key to promote unity among different ethnic groups in the classroom. Integration is the way to achieve success in this area.

In chapter 9, I aim to discern how the British school funding programmes are developed in order to make Education one of the most relevant assets for the economic recovery. Education is the only tool to make population an active workforce and its investment is the object of analysis.

In chapter 10, the purpose of this chapter is to understand how the British heritage is kept, saved and handed down to a British-born population with non-British background. The sense of national identity among its multi-cultural subjects is the target of study.

In chapter 11, the aim of this chapter is to give an overview of the different musical programmes as Music is essential for the learning and emotional development of children. The cultural economy is also an important source of income for the British economy.

Chapter 1: Building Brighter Futures

Children are the future workforce of a country. As a group they share some relevant features. There are several definitions of generation .Kupperschmidt defines a generation as an identifiable group, or cohort, which shares birth years, age, location, and significant life events at critical developmental stages (The Health Care Manager, 2000:66) Palese, Pantali, and Saiani categorize generations as those born within the same historical timeframe and culture (The Health Care Manager, 2006: 182). Crumpacker and Crumpacker add that birth rate, along with historical events, defines each generation (Public Personnel Management, 2007: 350). These groups develop a unique pattern of behaviour based on these common experiences.

Let's have a look at how the British government try to care for its most important asset: its children..

1.1 Introduction

According to The Children and Young Persons Act 1989, it is the general duty of the Secretary of State to promote the well-being of children in England (5).

Since ratification of the United Nations Committee on the Rights of the Child in 1991, the government has pursued the improvement of the situation of the British young through different programmes, such as the Children Act 1989 and the Human Rights Act 1998 including Every Child Matters, the Ten Year Youth Strategy and Every Parent Matters (The United Nations Conventions on the Rights of the Child, 4).

In 2007, the Department of Children, Schools and Families (DCSF) was created in order to highlight the concern of the British government surrounding children and young people's issues. As the concept of family has changed into different groupings: married, lone parents and cohabiting couples, parents were overwhelmed with the rapid changes in the world; they demanded support in the up-bringing of their children to be able to balance work and family. Thus, a new kind of relationship in which government committed itself to working close partnership with families at every level was on the way (DCSF Second Report of Session 2007-8,7-10).

The new targets of providing children and parents with all the means to success were set out in the Children's Plan, whose aim was to assist all families in the learning, education and wellbeing of their children. Therefore, six strategic objectives resulted as guidelines: ("The Children's Pan: Building brighter futures",5)

- Secure the health and wellbeing of children and young people.
- Safeguard the young and vulnerable.
- Achieve world-class standards.
- Close the gap for children from disadvantaged backgrounds.
- Ensure young people are participating and achieving their potential.
- Keep children and young people on the path to success.

The way to ensure that families reminded that they were the bedrock of society and the place for nurturing happy, capable and resilient children was through a better understanding of the lives they lead (6). Safe environments for children and young people to enjoy their childhoods and early adulthood were proposed. In education, individual progress had to reach world class standards and achievements improved ensuring that young people were participating up to 18 and beyond (53). All this took place through an array of policies, acts, strategies and services; some of them will be developed in the following pages.

- Families.
- Children's Workforce Development.
- Sure Start Children's Centres.
- Building Schools for the Future.
- Parent Know-How Helpline.

1.2 Families

According to Durkheim's inductive theories, the concept of traditional family comes from the idea of the German societies where families are the result of the State intervention (Lovaglio,84).

This principle is against the function perception of Merton's family, which highlights the social factors leading to the break of traditional families (Lovaglio,88). Thus, the traditional family of a married couple with a child or children is not the only pattern to consider nowadays. People live in a variety of

household types over their lifetime. They may leave their parental home, form partnerships, marry, experience separation, divorce and lone-parenthood leading to the formation of new households and second families (Morgan, 85).

As a consequence, the trend towards smaller families has contributed to the number of households increasing faster than the population and hence an increased demand for housing. According to the Department for Communities and Local Government, the number of households in England will increase from 21.1 million in 2004 to 26.6 million in 2026 and over 27 million by the end of the decade (Pretty, 9).

Great Britain						Percentages
	1961	1971	1981	1991	2001	2010
One Person	12	18	22	27	29	29
Two people	30	32	32	34	35	35
Three people	23	19	17	16	14	14
Four people	19	17	18	16	14	14
Five people	9	8	7	5	5	4
Six or more People	7	8	4	2	2	2
All households (millions)	16.3	18.6	20.2	22.4	23.9	25.3
Average household size (number of people)	3.1	2.9	2.7	2.5	2.4	2.4

Table 1: Households by size.

Source: Beaumont, Jen. *Household and Families*. Social Trends 41. Naional Statistics. 3.Print.

From 1961 to 2010, the average household size fell over from 3.1 to 2.4 people due to the decrease in more lone-parent families, smaller family sizes and an increase in one-person households as a result of the rise in the number of people below state pension age living alone.

As an outcome of the collapse of Parson's sexual-oriented performance which establishes the different roles in the family, Merton advocates for the no distinction among the roles, being the family grouping the cultural emitter (Lovaglio,90).

The proportion of households which consisted of one family with children decreased from 54 per cent to 37 per cent between 1961 and 2010. On the other hand, households containing couples with one or two dependent children went down from 30 per cent to 18 per cent (from about 4.9 million to 4.6 million households). A remarkable 5 per cent increase in lone parents with dependent children can be appreciated reaching 7 per cent in 2010 (from 0.5 to 1.1 millions households).

Great Britain						Percentages
	1961	1971	1981	1991	2001	2010
One Person households	12	18	22	27	29	29
One family households :						
Couple						
No children	26	27	26	28	29	28
1-2 children	30	26	25	20	19	18
3 or more dependent children	8	9	6	5	4	3
Non-dependent children only	10	8	8	8	6	6
Lone parents :						
Dependent children	2	3	5	6	7	7
Non-dependent children only	4	4	4	4	3	3
Two or more unrelated adults	5	4	5	3	3	3
Multi-family households	3	1	1	1	1	1
All households (millions)	16.3	18.3	20.2	22.4	23.9	25.3

Table 2: Households and family.

Source: Beaumont, Jen. *Household and Families*. Social Trends 41.Naional Statistics. 4.Print.

Malthusian theory of populations is articulated in the sense that human populations grow exponentially while food productions grows at an arithmetic rate (CCGGE). On the contrary, during the post-war period, Diane Macunovich associated the parents' affluent income to the increase in the birth rates; yet, William Butz and Michael Ward imply that fertility actually moves in counter cyclical patterns and economic prosperity results in low fertility rates (Brown , R,11-16).

Because of the combination of Macunovich's and Ward's school of thoughts, as table 3 shows, of all dependent children living in families, 63.0 per cent (8.4 million) lived in a married couple family in 2010 a decrease from 68.0 per cent (9.0 million) in 2001. The proportion living in cohabiting couple families increased from 10.1 per cent (1.3 million) in 2001 to 13.4 per cent (1.8million) in 2010. Over the same time period the proportion of dependent children living in one parent families increased from 21.9 per cent to 23.6 per cent (2.9 million to 3.1 million).

Families with one dependent child were the most common, comprising 46.3 per cent of all families with dependent children, an increase from 42.5 per cent in 2001. Over half of all cohabiting couples and lone parent families had a single dependent child. However, for married couple families the most frequent number of dependent children was two.

The proportion of all families with three or more dependent children decreased from 16.7 per cent in 2001 to 14.8 per cent in 2010, an indicator of the decrease in family size for families with dependent children.

Great Britain					Percentages
	Families		Dependent children		
	2001	2010		2001	2010
Married couple family:	65.4	60.4		68.0	63.0
One child	24.1	24.4		13.4	14.1
Two children	29.5	26.3		32.8	30.3
Three or more children	11.8	9.8		21.7	18.6
Cohabiting couple family:	10.9	14.0		10.1	13.4
One child	5.8	7.3		3.2	4.2
Two children	3.6	4.8		4.0	5.6
Three or more children	1.6	1.9		2.9	3.7
Lone parent family:	23.6	25.5		21.9	23.6
One child	12.6	14.0		7.0	8.4
Two children	7.6	7.8		8.5	9.1
Three or more children	3.3	3.1		6.3	6.1
All families:	100.0	100.0		100.0	100.0
One child	42.5	46.3		23.7	26.6
Two children	40.8	38.9		45.4	44.9
Three or more children	16.7	14.8		30.9	28.3

Table 3:Families with dependent children.

Source: Beaumont, Jen. *Household and Families*. Social Trends 41.Naional Statistics. 8.Print.

In accordance to the Family System Theory, families are systems of interconnected and interdependent individuals. To understand the individual, the family has to be understood; nevertheless, Crisis theory assumes divorce to be an isolated traumatic event with different phases of shock contradicting the divorce-stress-adjustment perspective which does not regard divorce as an isolated event (Ängarme-Lindberg, 9-14).

Hence, the number of children of divorced couples, not only was there a decrease, but there was a change in the ages at which children were affected by divorce. This is particularly noticeable for children aged 0 to 4, where, after an increase to about 55,500 in 1993, numbers fell in each year to reach 20,800 in 2009. By 2004, the highest number of children who were affected by divorce

were those aged 16 and over. From 2004 onwards numbers in each of the age groups decreased in line with the decrease in the overall number of divorces.

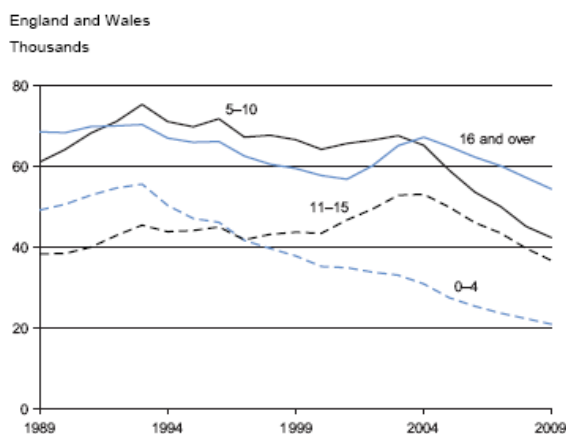


Figure 1 : Number of children of divorced couples: by age groups.

Source: Beaumont, Jen. *Household and Families*. Social Trends 41. National Statistics. 14. Print.

Depending on the family situation, children are to have more or less chances to be successful in the future labour life, it is the government's obligation to look after every single child so as to strengthen the well-being of the country. Let's have a look at the concept of Looked-after Child.

1.3 Children's work development

Since the adoption of the UN Convention on the Rights of the Child in 1989, Article 12 – the provision that children have a right to express their views and have them taken seriously in accordance with their age and maturity – has proved one of the most challenging to implement (Lansdown, 3).

As a result of the enquiry into the death of Victoria Climbié, aged 8, by her guardians in February 2000, the government published a green paper called Every Child Matters 2003. It made a series of proposals for reform of the system in place for safeguarding children in England. Every Child Matters introduced a vision for the outcomes that mattered most for children: Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution and Achieve economic well-being.

Furthermore, the Children's Workforce Development Council (CWDC) was set up in 2005 in order to support the implementation of the government's Every Child Matters 2003 strategy and the Children Act 2004, which identified the dangers of services split into different categories without any in-depth collaboration or information sharing among them.

Therefore, the need to develop such a workforce was due to the following factors (Munby, 3-4) :

- Economic pressures: more children needing pre-school, before and after school care.
- Shortage in suitably qualified workers: an improvement of the quality of the vocational training courses was regarded in the Skills Strategy.
- Better understanding of dangers faced by children.

The factors mentioned above resulted in the underpinning of seven induction standards for all children's organisation to follow (Munby,6):

- Standard 1: Understand the principles and values essential for working with children and young people.
- Standard 2: Understand your role as a worker (employed/self employed).
- Standard 3: Understand health and safety.
- Standard 4: Know how to communicate effectively.
- Standard 5: Understand the development of children and young people.
- Standard 6: Safeguard children (keep them safe from harm).
- Standard 7: Develop yourself.

Aside from this, Mary Baginsky in her *Summative Report on the Qualitative Evaluation on the Eleven Remodelling Social Work Pilots*, enumerated five factors that contributed to have a positive impact by the professional and service users, sometimes in isolation but usually in combination (8) :

1. **Time:** relationships need time and attention to develop, social workers needed the opportunity to use their skills and experience to engage with service users.
2. **Skill:** early intervention confirms that the skills to assess and manage risks are very meaningful and appreciated by families.
3. **Flexibility:** supporting staff or families, in a tailored manner, meant that more effective and intensive support could be provided.

4. **Access:** bringing social workers closer to those who would benefit from a service rather than in an environment that they found challenging and even hostile.
5. **Trust:** Trust is central to social work; it has been pushed to the front.

However, the main aim of the children's workforce is to look after children. Definitions of looked after children include a combination of children voluntarily placed away from home and those on legal orders as explained in the Children Act 1989 (England and Wales); some amendments were carried out in the definition in 2007 in Children and Families Services: Definition of a Looked After Child. All the cases are listed below as follow (1):

- All children who are subject to a care order (section 31, Children Act. 1989), interim care order (section 38,C A.1989) or emergency protection order (section 44, C.A.1989) are looked after regardless of where they live since the local authority has acquired parental responsibility for that child.
- Children under a (criminal law) supervision order with a residence requirement to live in local authority accommodation.
- For children who have appeared in court and have been bailed to reside where the local authority directs - they are looked after if they are being provided with a local authority funded placement. They are not looked after if the decision is that they should remain living at home.
- Children who are remanded to the local authority where release on bail has not been granted are looked after regardless of whether they are living at home with their parents.

- Children under a court ordered secure remand and held in council funded accommodation (Crime and Disorder Act 1998, section 97; as amended by the Criminal Justice and Police Act 2001).
- There are also a relatively small number of children who are subject to a secure accommodation order (section 25 Children Act 1989). These children are looked after if the local authority is funding the cost of the secure placement.

The main difference between the legislation for England and Wales and that of Scotland is that in Scotland where a child or young person is subject to Supervision Requirements, the child remains at home; these children are still classified as looked after (Munro , 14).

Taking into account, the definitions of a looked-after Child, table 4 shows 64,000 looked after children in England compared to between 15,892 in Scotland and 5,162 in Wales and 2,606 in Northern Ireland (Munro, 15).

	Number of children looked after at a given date	Number of children looked after at a given date (excluding placement with parents)	Rate per 10,000 children (including placement with parents)	Rate per 10,000 children (excluding placement with parents)
England	64,400	60,200	58.3	54.5
Wales	5,162	4,685	82.6	75.0
Scotland	15,892	9,699	153.1	93.4
N.Ireland	2,606	2,123	60.4	49.2

Table 4: Number and rate of looked after children at year end 2010.

Source: Munro, Emily. *Safeguarding children Statistics..* Sheffield: CWRC,2011 .15 .Print.

In terms of children and young people’s placements. table 5 shows that foster care is the most common placement type across the UK accounting for 73% in England, 50% in Scotland, 78% in Wales and 65% in N. Ireland of all placements. In connection with “placed with prospective adopters”, it accounts for 4% in England, 2% in Scotland , 4 % in Wales and 0% in Northern Ireland.(Munro, 16)

	England	Wales	Scotland	N.Ireland
Foster care	47,200 (73%)	4,050 (78%)	7,869 (50%)	1,687 (65%)
Residential	8,170(13%)	230 (4%)	1,480(9%)	287 (11%)
Placement with parents	4,200(7%)	480 (9%)	6,193 (39%)	483 (19%)
Placed with prospective adopters	2,300(4%)	205 (4%)	299 (2%)	-
Other	2,530(4%)	200 (4%)	51 (0%)	149 (6%)
Total	64,400 (100%)	5,165 (100%)	15,892 (100%)	2,606 (100%)

Table 5: Looked after children’s placements at end year 2010.

Source: : Munro, Emily. *Safeguarding children Statistics*. Sheffield: CWRC,2011 .16 .Print.

All the data in this section are vital for the development of the different social programmes carried out by the government in order to assure an effective future. Children are the most relevant asset for a country and therefore, next sections cover the effort to accomplish new services to improve children's outcomes.

1.4 Sure Start Children's Centres

In the late 1990s, Norman Glass, the Treasury official brought about the new idea that bettering services for very young children could improve life outcomes and reduce public spending in the long term. The creation of Sure Start Children's Centres was preceded by several distinct early years initiatives:

At first, the policy response was Sure Start Local Programmes. In the 1998 Comprehensive Spending Review, the Government announced funding of £450 million over the years 1999–2002 to set up 250 projects in areas with very high concentrations of children under four living in poverty (Sure Start Children's Centres, 14).

Service providers in the country's 20% most deprived wards were invited to form partnerships, nominate lead agencies, and submit bids. The first 60 Sure Start Local Programmes were announced in 1999, managed by a Sure Start Unit within the then Department for Education and Employment. Expansion of the initiative was announced in 2000, and by 2003, there were 524 centres (National Evaluation of Sure Start Local Programmes, July 2011, n.p).

SSLPs were strategically situated in areas of high deprivation and they represented an innovative intervention unlike almost any other aiming to enhance the life prospects of young children in disadvantaged families and communities. One distinguishing characteristic was that the programme was area based, with all children under five years of age and their families living in a prescribed area serving as the "targets" of intervention. From 2005 to 2006, fundamental changes were made in SSLPs, as they came under the control of Local Authorities. (The impact of Sure Start Local Programmes, 5)

Next, Early Excellence Centres were established in the late 1990s. They were an innovative development for young children and their parents and carers, bringing an integrated approach to education, day care, social support and adult learning (Children at the Centre, 5).

Then, The Neighbourhood Nurseries Initiative was launched in 2001. It was aimed to tackle child poverty and reduce unemployment by providing high quality affordable childcare in deprived neighbourhoods. The original target of 45,000 new childcare places for 0-4 year olds in disadvantaged neighbourhoods in England was achieved by August 2004, with approximately 1,400 neighbourhood nurseries in place. The intention was to offer full daycare for children from birth to school age, ideally alongside early education and other forms of family support such as family learning or health services (Smith, Teresa,3).

Finally, in 2004 the creation and rollout of Sure Start Children's Centres was announced. The launch of the Children's Centres 'brand' was intended to rationalise and mainstream the preceding initiatives, incorporating new approaches. All Sure Start Local Programmes, Early Excellence Centres, and most Neighbourhood Nurseries became Sure Start Children's Centres in the first two phases of the rollout (Sure Start Children's Centres, 16).

Sure Start Local Programmes.



Early Excellence Centres



The Neighbourhood Nurseries Initiative



Sure Start Children's Centres

In contrast, partnerships between education and care, health services, voluntary sector organisations and other services supporting families are at the heart of the Children's Centre approach and they are believed not to work well in many places.

What's more, in January 2011, 250 Sure Start children's centres in England closed, 2,000 would provide a reduced service, 3,100 could have a lower budget and staff at 1,000 centres have been issued with "at risk of redundancy" notices (The Guardian, 28 January 2011).

Centres have been managing to do more for less for a number of years, meeting increased demand with greatly reduced resources. An "undercurrent threat of closures" across the Centre network was identified in 2013 and this trend could begin to increase; as many as 112 Centres expect to close over the forthcoming year (Sure Start Children's Centres Census 2014, 20).

Nevertheless, let's a look at how secondary programmes are doing .

1.5 Building Schools for the Future

The Department for Children, Schools and Families wanted Building Schools for the Future Programme to improve educational attainment and the life chances available to children by providing educational, recreational and social environments that support modern teaching and learning methods. It wanted the buildings to be used by local communities and to respond to developing needs. And it wanted BSF to support local reorganisation of secondary schools to reflect demographic needs and a greater diversity of provision (Building Schools for the Future, 27th Report of session 2008-09,7).

The BSF was intended to renew all 3,500 English secondary schools, by rebuilding half of them, structurally remodelling 35%, refurbishing 15% and providing all of them with new information communication technology equipment, at an estimated capital cost of £52–£55 billion (Parliament, Parliamentary business).

Not only were pupils to be provided with inspirational buildings that made them feel valued and worthwhile, but they were to be given access to new ways of learning fit for the 21st Century. In 2004, Tony Blair announced the biggest school building programme budget about £55bn (BBC NEWS, Education & Family, 14 June 2011).

Rebuilding numerous schools in an area, sometimes reshaping the educational provision in the process, was a hard task to pull off and consequently by the end of the second year of the programme, some 72 local authorities had joined the scheme, but only five had reached the position where they could start building (BBC NEWS, Education & Family, 14 June 2011).

In 2007 the programme was complemented by the announcement of a Primary Capital Programme, with £1.9 billion to spend on 675 building projects for primary schools in England over three years (The Guardian).

On 5 July 2010 the Secretary of State for Education, Michael Gove, announced that following a review, the Building Schools for the Future programme was to be scrapped. BSF projects which had not achieved the status of 'financial close' would not proceed, meaning that 731 school revamps already signed up to the scheme would not now go ahead. He also announced that a further 123 academy schemes were to be reviewed on a case-by-case basis (Richardson Hannah, BBC NEWS).

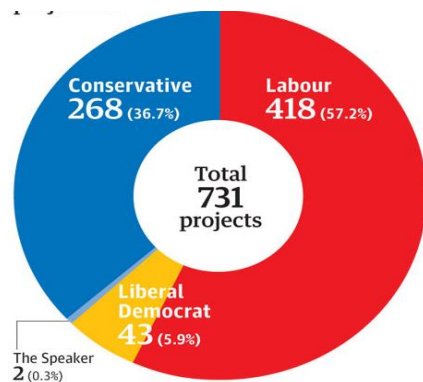


Figure 2 School building projects stopped by constituency.

Source: The Guardian. School building projects scrapped by constituency. July 2010.

As a result, more than £160m of taxpayers' money were wasted on paperwork and preparation for new buildings (Neha-Tamara, The Guardian).

However, There is a programme that seems to be working satisfactorily. Let's analyse it in the following section.

1.6 Parent Know-How Helpline

Parent Know How was designed to provide information, help and support for children and parents. It was funded in 2007 by the Department for Children, Schools and Families (DCSF). It was broken down in seven different lines; they are as follow (Hall ,3):

- Advisory Centre for Education helpline (ACE) :provides free, independent and legally accurate advice on the whole range of education issues: school exclusions, special educational needs, school admission and choice, bullying, attendance issues and disputes or discrimination. It covers children in state funded education aged 5-16.
- Children's Legal Centre helpline (CLC): gives free legal advice and information on all aspects of law and policy affecting children.
- Contact a Family helpline (CAF): offers advice and information on any aspect of caring for a disabled child. It covers all disabilities, including the rarest conditions.
- Family Rights Group helpline (FRG): supports parents and other family members whose children are involved with, or need, social care services. This service is a source of specialist information about families' legal rights and what they can expect of the social care system.
- Gingerbread helpline (GB): aims to offer information and help that lone parents can trust and to provide follow up support and advice to those who need it.
- Parentline Plus helpline (PLP) : gives immediate help via a helpline to parents from a volunteer parent support worker 24 hours a day, seven

days a week. They offer support on a wide range of issues, from problems coping with babies and toddlers, to teenage issues such as anti-social or risky behaviour, as well as bullying, discipline and the impact of divorce.

- Young Minds helpline (YM): provides help to anyone who has concerns about a child or young person's mental health or emotional wellbeing.

Helplines were accessed to a varying degree by different caring roles. There are some fluctuations in the uptake between the service provider; a third of recorded calls to CAF were from parents of a child with a disability, reflecting their remit for working with disabled children and their families. ACE was also effective at reaching this target group, at almost one in five of recorded calls. Both of these helplines far exceeded the average at 4%. (Hall, 16)

Step-parents (both male and female) and grandparents made up only a very small proportion of the recorded callers. The exception to this was FRG, which received one in five calls from grandparents, including other relatives who are the primary carers for children who are unable to live at home (Hall, 17).

ACE reported to have offered its services for families of prisoners. This work had been developed in parallel to the programme, with a different funding stream (Supporting Women Offenders and Their Families, 7).

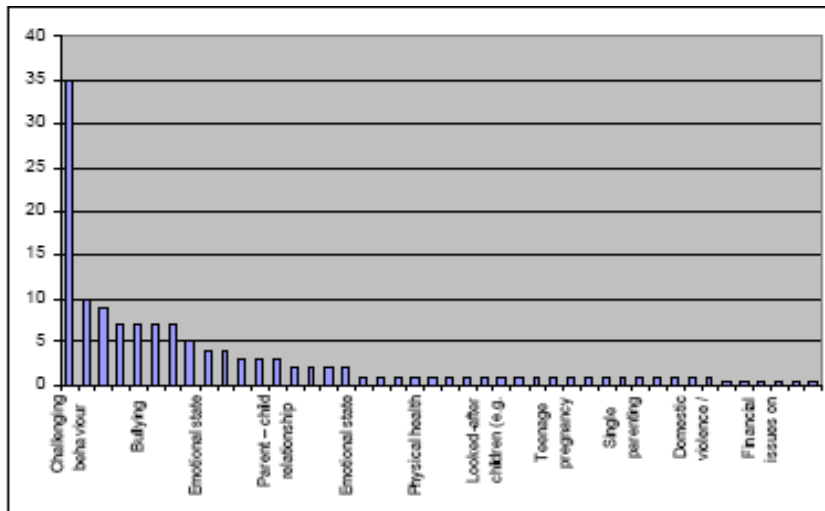
The following table shows the percentage of recorded service users by caring role:

Caring roles	ACE	CAF	CLC	FRG	GB	PLP	YM
Fathers	9	5	25	12	5	7	6
Stepfathers	*	*	1	*	0	*	*
Non-resident fathers	3	*	0	4	0	2	1
Mothers	54	42	43	35	42	47	49
Stepmothers	*	*	3	*	0	*	1
Lone parents	7	10	0	5	46	31	18
Grandparents	2	1	8	21	2	2	2
Parents of disabled children	18	40	0	8	3	0	4
Disabled parents	4	2	*	7	3	6	3
Others	3	0	19	7	0	5	15

Table 6: Recorded services users by caring roles.

Source: Hall, Nicola et al. *Parent Know How: Telephone Helplines and Innovation Fund Strands Evaluation*. London: ECOTEC. 2009, 16 Print.

In connection with the issues dealt with, the largest single issue parents contacted helplines about was challenging behaviour (18%); over a third of all calls to PLP and YM were on this single issue (35% and 37% respectively) without being that issue their specialised area. Other helplines were dealing with issues appropriate to their area of specialism, for instance educational concerns and school exclusions for ACE (60% of all calls), disability and physical health issues for CAF (55% of all calls) and benefits or child maintenance issues for GB (62%) (Hall, 18).



Source: Hall, Nicola et al. *Parent Know How: Telephone Helplines and Innovation Fund Strands Evaluation*. London: ECOTEC. 2009, 18 .Print.

Finally, the satisfaction of the users indicated that 47% were satisfied with their experience of the service and around 7% were very dissatisfied as the figure 4 shows.

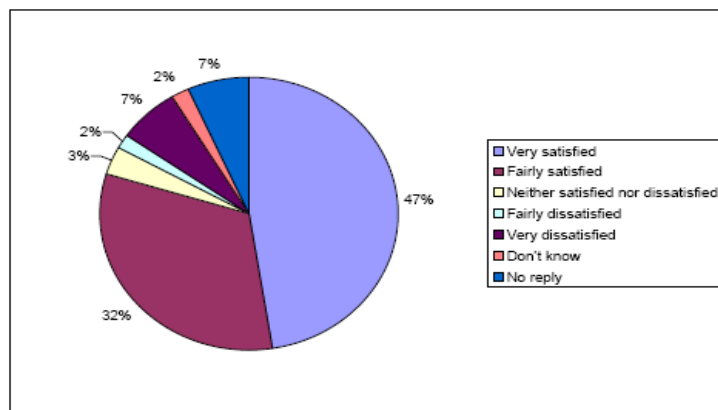


Figure 4: Satisfaction with the helpline year 2008.

Source: Hall, Nicola et al. *Parent Know How: Telephone Helplines and Innovation Fund Strands Evaluation*. London: ECOTEC. 2009, 37.Print.

It cannot be forgotten that apart from helplines, there are three more channels within Parents Know How programme: Innovation fund, syndicated print content and online directory parenting services.

1.7 Conclusion

As it can be understood throughout this chapter, the British government is seriously concerned with everything connected to its younger generations of citizens.

Tajfel stated that social identity "is a part of an individual's self concept which derives from his knowledge of his membership of a social group (or groups) together with the emotional significance attached to that membership" (Nezlek, 2007: 244). Thus, all programmes ,developed in the last years , are aimed to comprehend the new features and difficulties of the British-born children who will be the leaders of the future.

Children and young people spend many hours at school and it is there where all efforts have to be carried out in order to provide a sensible frame of identity plus reasonable labour advice.

Chapter 2: The National Curriculum

Different approaches on the learning process have been developed throughout time; three learning theories can be regarded as the three main pillars of the creation and following amendments of the National Curriculum.

Cognitivism focuses on the inner mental activities; mental processes such as thinking, memory knowing and problem-solving need to be explored and understood; Humanism believes that it is necessary to study the person as a whole, especially as an individual grows and develops over the lifespan and finally 21st Century Skills which supports the idea that digital literacy, traditional literacy, content knowledge, media literacy and learning skills are essential to experience school and life success in an increasingly digital and connected age (Learning-Theories.com).

Let's have a glimpse at how the National Curriculum has been modified in order to take the best advantage in the learning process for the industry's sake.

2.1 Introduction

In 1976, James Callaghan, then Labour Prime Minister, in a speech at Ruskin College, Oxford University, related the country's economic decline to a decline of education standards (Smith, H, 2014: 36). Nigel Lawson, then Chancellor of the Exchequer, was heavily influenced by the idea that the decline in British power during the 20th century was due to the failure of education (Whetton, 2009 : 139).

Following the 1988 Education Reform Act, Mr Kenneth Baker, secretary of state for Education and Science, introduced the National Curriculum into the United Kingdom as a nationwide curriculum for primary and secondary state schools .He stated in December 1987:

Raising the quality of education in our schools is the most important task for this Parliament.[...] .It was a previous Conservative Prime Minister, Disraeli, who said, speaking in this House in 1874: Upon the education of the people of this country the fate of this country depends. Our education system has operated over the past 40 years on the basis of the framework laid down by Rob Butler's 1944 Act, which in turn built on the Balfour Act of 1902. It has not proved sensitive to the demands for change that have become ever more urgent over the past 10 years.

. (Education Reform Bill 1987 , vol 123, 771)

The government promoted the centralization and control of education, together with managerial and market models of organization. It had also alienated teachers and removed the historic partnership between government, local authorities and teachers (Tomlinson, 45).

The educational policies were drawn up to reinstate selection and move away from a comprehensive system. This meant a continuation of an academic-vocational divide and aimed to maximize class advantage for some groups while minimizing the prospects for groups already disadvantaged. The competitive market between schools was about to exacerbate this.

The 1988 Education “Reform” Act was the most important Education Act since 1944. The Act, sometimes referred as The Baker Act, after secretary of state Kenneth Baker, was about individualism, entrepreneurism and competitiveness, achieved through bringing education into the marketplace by consumer choice. The major feature was the parental rights to choose schools and financial management of budgets by schools. LEAs could no longer fix admission limits and schools were to publish examination results. This was intended to ensure that popular schools would expand and unpopular schools close. Thus, the Act was to punish the teacher unions, kill off LEAs and wipe out comprehensive schools by stealth (Tomlinson, 52).

The main sections in the 1988 Education Act are as follows (Tomlinson, 55):

- National Curriculum and assessment. All maintained schools to provide a broad and balanced curriculum for pupils 5-16 which includes the National Curriculum (NC) and religious; attainment targets, programmes of study and assessment. Information on the curriculum and assessment.
- Open enrolment .School admission procedures changed to ensure that schools enroll pupils up to a relevant standard number. LEAs or governors could fix higher limits.
- Local management of schools. Schools to be delegated their total budget through a formula worked out by each LEA and approved by the secretary of state. Governors given powers to manage the school budget and hire staff.

- Grant-maintained schools financed directly by central government; parents' right to be held to decide whether the school should opt out of LEA control.
- City technology colleges. The secretary of state to be given powers to enter agreement with sponsors of CTCs and colleges for arts and technology.
- Higher and further education. Polytechnics and some large colleges of higher education removed from local authority control. A Universities Funding Council and a Polytechnic and Colleges Funding Council set up.
- Abolition of ILEA. The Inner London Education Authority to be abolished by April 1990 and local control of education to pass to twelve new LEAs and the City of London.
- Miscellaneous. A number of other provisions included a redefinition of free education to payment for school extras were clarified and permission given for voluntary contributions to schools.

In the three years following the Act an avalanche of curriculum documentation, guidance, circulars and regulations descended on primary and secondary schools. Schools were overwhelmed by these powerful accountability measures, even when a curriculum was to be flexible, slippage toward a

standardized homogeneous curriculum was inevitable (Smith,H.,2014:36). Teachers were forced to put in place market-oriented strategies; high levels of stress and illness, lower teacher morale, early retirement and recruitment problems were the levers for the loss of prestige for teaching posts during the 1990s (Tomlinson, 62).

From the 1990s onwards, the different educational bills have dramatically downgraded teaching; all of them have been developed from the 1988 Educational Reform. All this took place through an array of policies, acts, strategies and services; some of them will be developed in the following pages.

- The Structure of the School Curriculum.
- Primary Curriculum.
- Secondary Curriculum.
- National Curriculum Review Delayed.

2.2 The Structure of the School Curriculum

In the 1988 Education Reform Act, it is established by law that there should be a national curriculum and provided that, as an integral element of this, there should be "arrangements for assessing pupils at or near the end of each key stage for the purpose of ascertaining what they have achieved in relation to the attainment targets for that stage" ("Education Reform Act",1 2:2).

The school curriculum is the sum of the National, Basic and Local curricula. This is illustrated in the following diagram.

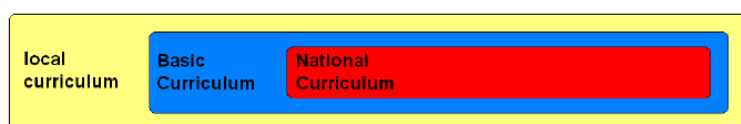


Figure 1: The School Curriculum.

Source: *The Framework for the National Curriculum*. N.p: DfE, 2009. 18.Print.

The National Curriculum put forth two basic aims. "The school curriculum should aim to provide opportunities pupils to learn and to achieve" ("The National Curriculum 2004",10) plus "promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life" ("The National Curriculum 2004",11). It makes clear that these two aims reinforce each other. Development in both areas is essential to raising standards of attainment for all pupils ("The National Curriculum 2004",12).

However, the implementation of the aims seems to be a hard task. Schools subjects are grouped in two categories; statutory subjects which teachers are

legally bound to enforce by law and non-statutory subjects which teach if they can afford the time to do so (Chatzifotiou,2002:290) . In other words, the statutory part of the curriculum is interested in promoting information-based knowledge (traditional subjects), while the non-statutory part in value-based issues (spiritual, cultural, social and moral subjects).

The Basic Curriculum describes the statutory requirements for curricular provision in addition to the National Curriculum. These are compulsory requirements but schools are able to determine for themselves the specific nature of this provision. Schools are currently free to complement the National and the Basic Curricula with other curricular elements that are determined at school or community level. Local Curriculum is termed to describe this additional part of the school curriculum. The table below summarises the different parts of the school curriculum.

	Brief description	Statutory basis	Responsibility
National Curriculum	Essential knowledge to be taught in statutory core and foundation subjects. Current legislation requires the Secretary of State to publish Programmes of Study and Attainment Targets for all core and foundation subjects.	Education Act 2002 sets out the National Curriculum as part of the Basic Curriculum.	Schools appropriately implement statutory Programmes of Study.
Basic Curriculum	Requirements for curricular provision in other subjects. Schools are able to determine the specific nature of this provision for themselves.	Education Act 2002 sets out what constitutes the Basic Curriculum, including the National Curriculum, RE, sex education and careers education (and at present, work-related learning).	Schools appropriately implement requirements.
Local Curriculum	Supplementary areas of learning (including knowledge, understanding, skills and attitudes, and vocational learning options) and expansion and contextualisation of the content of subjects covered in the National and Basic Curricula.	Education Act 2002 only sets out the duty to deliver a broad and balanced curriculum. This includes a duty to deliver the Basic Curriculum (including the National Curriculum).	Schools and communities innovate and determine additional educational provision which they judge appropriate.

Table 1 : Different parts of the School Curriculum.

Source: *The Framework for the National Curriculum*. N.p: DfE, 2009. 19.Print.

On top of that , the ample array of terminology to refer to the school subjects is endless .There is not a very clear distinction between core subjects, non-core subjects, foundation subjects and other compulsory requirements; according to Tim Oates, expert panel chair of the 2011 National Curriculum review, core subjects should be specified for each key stage through detailed Programmes of Study and Attainment Targets and foundation subjects should be specified for each relevant key stage through significant but refined and condensed specifications (20). Nevertheless, the NC ensures that pupil's acquisition of knowledge is monitored at every step and that all pupils are receiving that knowledge; thus, it gives priority to statutory subjects (Chatzifotiou.,2002: 294); due to the fact that pupils are regarded as future workers and citizens who need to deal with the " continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technology" ("The National Curriculum 2004",10).

2.3 Primary Curriculum

The National Curriculum determines the content of what will be taught, and sets attainment targets for learning as well as it gives teachers, pupils, parents, employers and their wider community a clear and shared understanding of the skills and knowledge that young people will gain at school. ("The National Curriculum 2004", 3)

However, historian Richard Aldrich claimed that the 1988 National Curriculum was little different from its 1904 Board of Education predecessor. In figure 1, the

1904 regulations are included plus the curriculum specified in the 1967 Plowden report as well as the National Curriculum as it stood in 2009 (Alexander,12).

THE 1904 BOARD OF EDUCATION REGULATIONS, THE 1967 PLOWDEN REPORT AND THE 2009 NATIONAL CURRICULUM		
1904	1967	2009
English	English	English
Mathematics	Mathematics	Mathematics
Science	Science	Science
History	History	History
Geography	Geography	Geography
Foreign language	Modern languages	Modern foreign language (from 2010)
Drawing	Art and Craft	Art
Physical exercise	Physical education	Physical education
Music	Music	Music
Manual work / Housewifery	(Craft, from Art and Craft)	Design and technology
	Religious education	Religious education (SNS)
		ICT
		PSHE (NS)
		Citizenship (NS)
	Sex education	Sex education (P)

NS: non-statutory programme of study
P: school policy required, no centrally-determined programme of study
SNS: statutory subject, non-statutory programme of study

Table 2 : National Curriculum throughout time.

Source: Alexander , R J .Towards a new Primary Curriculum. Cambridge: U of Cambridge, 2009. 13.Print

The overprescription and overcrowded content of the National Curriculum is also underlined as a real setback ("Independent Review of the Primary Curriculum",37). "The National Curriculum acted as a straitjacket, not a framework" (Cowley,1998:81). Besides, teachers faced with not only the pressures of league tables but also with the competition for places as a consequence of parental choice, leaving them with insufficient time to enable children to engage adequately with subjects required by law (Cowley, 1998: 82). With such a concern, there was a widespread support from schools for a revised primary curriculum. Also, continuity and progression in learning from the age 5 to 11 was a focus for the worthwhile knowledge, skills and understanding for a broad and balanced education ("Independent Review of Primary

Curriculum",39); in addition, schools to be successful were to have a flexibility model rather than an overprescriptive one providing national curricula guidelines with localized interpretation and implementation(Cowley,1998:91). Six areas of learning, English communication and language, Mathematics, Science and Technology, History and Geography, Arts and Physical Development, Health and Wellbeing, as figure 2 depicts, was strongly recommended, which would provide powerful opportunities for children to use and apply their knowledge and skills across subjects. In this manner, rather than delaying the start of subjects in the curriculum, there were groupings closely related subjects into areas of learning and reducing the amount of prescribed content ("Independent Review of the Primary Curriculum", 16).

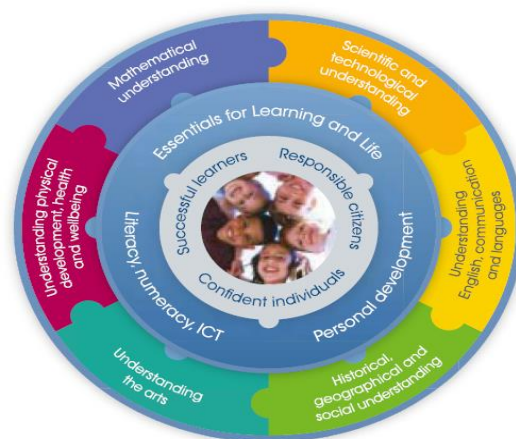


Figure 2: Framework for the primary curriculum. Final Report.2009.

Source: *Independent Review of the Primary Curriculum*. Nottingham: DCSF Publications, 2009.46 Print.

With similar concern for mood and dynamics rather than structure, others argued that the standards drive had turned children off school learning and the fun and excitement should be injected into the curriculum to ward off disengagement (Alexander, 40). In this sense, a very controversial Student-

centred curriculum integration appeared; students were to be involved in classroom decisions and curriculum planning (Brough,2012:345). On the other hand, within the subject-centred model, the concern with literacy and numeracy was brought up. The National Literacy Strategy, NLS was incorporated into the Primary National Strategy as a means of raising standards (Beard , 5).What's more, the curricular progression set out for the early primary phase builds on prior learning and experience from the Early Years Foundation Stages (EYFS). This would provide children with a smoother transition from the EYFS areas of learning and development to a primary curriculum also based on the six areas of learning. In figure 3,a curricular progression from 0 to14 is shown ("Independent Review", 43).

0-5 years	5-11 years	11-14 years
Communication, language and literacy	English, communication and languages	English
Personal, social and emotional development	Understanding physical development, health and wellbeing	Modern foreign languages
Physical development	Historical, geographical and social understanding	Personal, social, health and economic education
Knowledge and understanding of the world	Scientific and technological understanding	Physical education
Creative development	Understanding the arts	Citizenship
Problem solving, reasoning and numeracy	Understanding mathematics	History
	ICT across all areas of learning	Geography
		Science
		Design and technology
		Art and design
		Music
		Mathematics
		ICT

Figure 3: The independent review. Final Report.2009.

Source: *Independent Review of the Primary Curriculum*. Nottingham: DCSF Publications, 2009.45 Print.

In November 2011, the Secretary of State for Education, Michael Gove, announced a major review of the National Curriculum in England. He said:

We have sunk in international league tables and the National Curriculum is substandard. Meanwhile the pace of economic and technological change is accelerating and our children are being left behind. The previous curriculum failed to prepare us for the future. We must change course. Our review will examine the best school systems in the world and give us a world-class curriculum that will help teachers, parents and children know what children should learn at what age ("National Curriculum Review Launch", Nov 2011, Press release).

The Government's ambition was to reduce unnecessary prescription, bureaucracy and central control throughout the education system meaning taking a new approach to the curriculum. (National Curriculum Review Launch, Nov 2011, Press release). The implemented curriculum, the process of teaching as interpreted by its users plus the attained curriculum, the learning experiences by learners, broke in (De Groot-Reuvekamp, 2014: 489). Thus, the National Curriculum is to allow teachers to decide how to teach in the most effective manner the essential knowledge all children should acquire and to design a wider school curriculum that best meets the needs of their pupils.

Therefore, the current syllabus at primary school is the following: Literacy and Maths, which are currently compulsory including Science, Design and Technology (ICT), History, Geography, Art and Design, one Modern Language. Music, Physical Education, Religious Education (parents have the right to withdraw children from these lessons if they choose). In addition, schools are encouraged to teach: PSHE (personal, social and health education), Citizenship, Sex education - every primary school must have a written policy on

this available to parents and pupils; also parents can withdraw their children from sex education classes if they choose (BBC Schools).

Consequently, it can be comprehended that Equality of opportunity is one of a broad set of common values and purposes which underpin the school curriculum and the work of schools ("The National Curriculum", 4).

2.4 Secondary Curriculum

The relevance of the curriculum in preparing young people for their adult lives is supported by the idea of "promoting freedom and independence of thought, of enrichment of the life of every individual in a society, regardless of class, race or creed" (Byrne ,2004: 336).

Taking the Primary Curriculum as a resource, a new set of aim was the starting point for all the changes to the secondary curriculum, which should enable all young people to become: ("Primary Curriculum Review", 3)

- Successful learners who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

The reform is aimed at changing the way the 14 to 19-year-old students learn. The concept of competence-based curricula (CBC) appeared as the best tool to prepare all students for the constant changes of human knowledge and understanding (Byrne,2004: 338). Advocates of such a curriculum considered abroad and enlightened education as essential element of students' experience to prepare them for the modern workplace (Downey,2012: 327).Hence, the

curriculum should have twofold objectives, maintaining the level of challenge in order to continue to raise the standards and providing opportunity for schools to personalise learning to meet individual pupil needs (BBC-Schools).

On the one hand, lifelong learning opportunities are to be offered to teachers as well as to students and "learning to learn" is viewed as vital for learner autonomy, since it enables learners to identify "where they are in the learning, where they are going and how they will get there" (Harris ,2008:256).

Furthermore, " the government is also committed to slimming down the National Curriculum so that it properly reflects the body of essential knowledge which all pupils should learn" ("Review of the NC in England 2011", 5).

The issue of skill shortage is constantly highlighted; a decline in competitiveness and a diminished economic growth would take place if skills weren't increased by 2020 ("World Class Skills", 14). "The government wants to avoid prescribing pedagogy through the National Curriculum so that teachers are given greater professional freedom over how they teach their pupils"("Review of the NC in England 2011", 5).

As a consequence the new programmes of study lay out in a common format, which makes it easier to share key concepts and develop opportunities for the following cross-curricular dimensions: Healthy lifestyles, Enterprise, Global dimension, Sustainable development, Identity and cultural diversity, Community participation, Technology and the media and Creativity and critical thinking. Children are taught the same subjects as at primary school, plus a modern foreign language and Citizenship plus new Diplomas and alternative route to GCSEs and A levels are central to the 14 to 19 reforms (BBC-Schools).

The Secondary curriculum review is an important step in modernising the curriculum for children aged 11 and above.

2.5 National Curriculum Review

The new curriculum for all subjects was introduced in 2014. Teachers are expected to be assessment literate but assessment literacy is a complex and multi-faceted concept (Poskitt ,2014:542); criterion-referenced as well as norm-referenced assessment were left behind for more pragmatic goals. Both formative and summative assessments were chosen for a period but the government recommendations focused on a return to non-referenced assessment for summative assessment purposes; in other words, a statistical approach to maintain the proportion of awarded candidates within a formal progress of the pupil (NFER,2-3).

National curriculum standards have been designed so that most pupils will progress by approximately one level every two years. The tests are designed to show what pupils have achieved in selected parts of a subject at the end of each key stage. In 2014, there were statutory externally marked tests. (Middlemas, 2).

Let's analyse some statistics at key stage 2. There have been improvements in attainment in reading, writing and mathematics combined at all levels in 2014. Attainment at level 4 or above increased by 31 percentage points to 79% and at level 4b or above by 4 percentage points to 67%. The improvement in attainment at level 5 or above was slightly less – an increase of 2 percentage points to 24%. (Middlemas, 3).

	Level 4 or above	Level 4b or above	Level 5 or above
2014	79%	67%	24%
2013	75%	63%	21%
2012	75%	64%	20%

Table 3: Attainment in reading, writing and mathematics.

Source: Middlemas, Jayme. National Curriculum Assessment at key stage 2 in England, 2014. DfE, 3. Print.

The improvement of the attainment for both boys and girls is revealed in figure 4 and the gender gap at level 4 or above has narrowed slightly from 7 percentage points to 6 percentage points. The gender gaps for higher attainment remain unchanged at 4 (level 4b or above) and 7 (level 5 or above) percentage points.

Girls continue to outperform boys at all levels - 82% achieved level 4 or above compared to 76% of boys, 69% achieved level 4b or above compared to 65% of boys and 27% of girls achieved level 5 or above compared to 20% of boys.

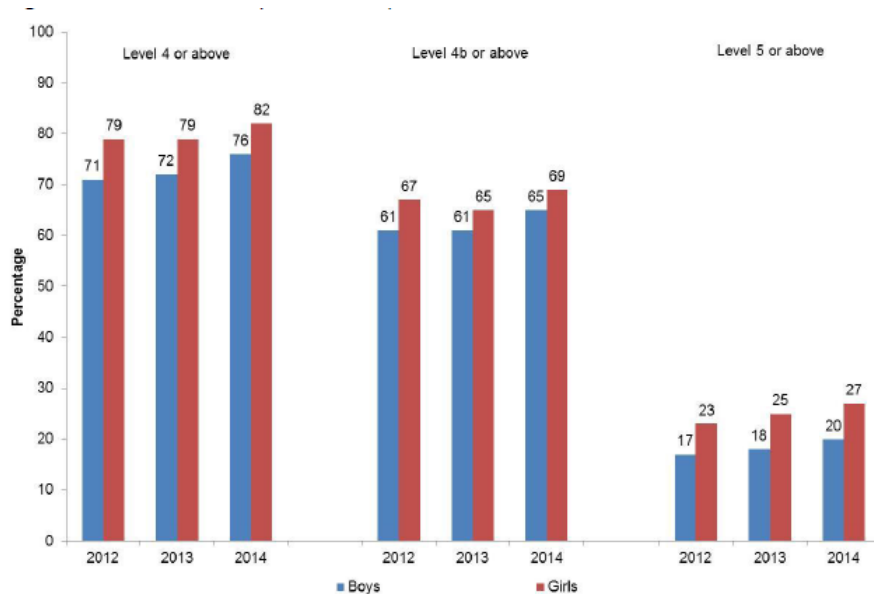


Figure 4: Attainment in reading, writing and mathematics.

Source: Middlemas, Jayme, National Curriculum Assessment at key stage 2 in England, 2014. DfE,6.Print.

Yet, as part of the reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress will be removed from September 2014 and will not be replaced. By removing levels teachers are allowed to have greater flexibility in the way that they plan and assess pupils' learning (NC and assessment from September 2014:information for schools).

The national curriculum tests and teacher assessment at the end of key stages 1 and 2 will be reported in levels for the last time in summer 2015, as pupils in Year 2 and Year 6 that year will not have been taught the new national curriculum; better explanation in table 4.

2013/14	2014/15	2015/16
Y1	Y1	Y1
Y2	Y2	Y2
Y3	Y3	Y3
Y4	Y4	Y4
Y5	Y5	Y5
Y6	Y6	Y6

- The NEW National Curriculum is statutory for this year group
- Recommended year group to start introducing the NEW National Curriculum to during the transition period of dis application
- Continue to teach the CURRENT National Curriculum, leading up to the National Tests in May 2014 and May 2015

Table 4: Changes diagram

Source: Rising Stars. *In a nutshell: The new curriculum* Print.

The new national curriculum provides a more direct relationship between what pupils are taught and what is assessed. The attainment target for each national curriculum subject states that " by the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study "(" Reform of the NC in England", 14).

2.6 Conclusion

There have been many discussions for and against curriculum. The difference between learner-centred and curriculum-centred classrooms is the view of learning, students' roles, and teachers' roles.(teachervision.com)

Learner-centred classrooms focus primarily on individual students' learning. The teacher's role is to facilitate growth by utilizing the interests and unique needs of students as a guide for meaningful instruction. (teachervision.com)

Curriculum-centred classrooms focus essentially on teaching the curriculum. The teacher determines what ought to be taught, when, how, and in what time frame. (teachervision.com)

Nevertheless, many teachers fall somewhere in the middle of this continuum. They are neither strictly learner-centred nor only curriculum-centred. Teachers use what works for them based on their fundamental belief structures.

The objective of the National Curriculum is to be the agenda for teaching and learning in schools. It also sets standards for each subject, outlining targets that children should be encouraged to achieve. Additionally, the National Curriculum determines the assessment methods that are used to measure children's progress. The UK government is determined to hold up National Curriculum as learning and teaching guide.

Chapter 3: Vocational Training

Economic success depends on the supply and utilisation of well-trained employees. Young people depend on the quality of training to prepare them for work and responsible adulthood. Vocational training Education was created in order to give a chance to those non-academic students who were lost in the traditional learning process; in doing so, this potential workforce could find its place in the labour market.

Qualifications achieved at school are increasingly supplemented by further education and job-related training to equip people with the skills required by a modern labour market (21st Century Challenges.com)

UK public expenditure on education and training has doubled in real terms over the last 24 year ; from £43 billion in 1987/88 to a planned spend of £87 billion in 2010/11 (Barnes, 5).

Let's have an insight of the vocational training education in the UK.

3.1 Introduction

Since Prince Albert established the Royal Commission in 1851 policy-makers have struggled to provide young people with a proper technical and practical education; the first system of vocational education initially developed independently of the government, with bodies such as the Royal Society of Arts and City & Guilds setting examinations for technical subjects. ("The Wolf Report", 4)

As the future prosperity of a country depends on building an advanced economy founded on high-level technical skills, no young people should be in education

or training programme which denies them the chance to progress. The Education Act 1944 was the first to contribute to the spiritual, moral and physical development of the community playing emphasis on preparing students for adult and working life and on providing a skilled workforce (4).

Ironically, education and training have been heavily segregated along gender lines, usually in favour of boys and young men. The 1975 Sex Discrimination Act marked an end to support for the traditional and male-oriented patterns and practices within employment and education ("The Curriculum Journal",1999: 209). The Business and Technology Education Council was founded to confer further and higher education awards, particularly to further education colleges in the United Kingdom. In the following decade, in 1986, the Working Group consultancy reported the Review of Vocational Qualifications as a recommendation to introduce National Vocational Qualifications (NVQs) in order to address weaknesses in the then current system. The Equal Opportunities Commission engaged in a range of curriculum development work to build equality into all teaching and learning opportunities. ("The Curriculum Journal",1999: 210).

The solution proposed was that a clear, coherent and comprehensive system was to be relevant to the needs of employment and thus the national vocational qualifications should mirror as: "statement of competence clearly relevant to work and intended to facilitate entry, or progression in, employment, further learning" (Cloonan, 55).

As an outcome, the publication of the 1986 White Paper Working Together: Education and Training caused the set-up of the National Council for Vocational

Qualifications (NCVQ). It tried to ensure that the transition across the school-work interface provided accessible and appropriate routeways for each individual, irrespective of their gender ("The Curriculum Journal",1999: 212).

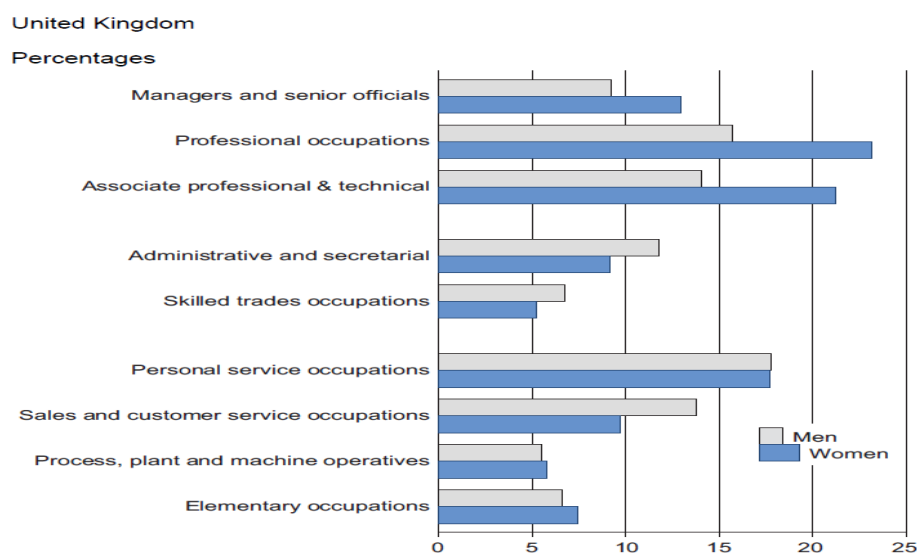


Figure 1: Employees' job-related training: by sex and occupation, 2010.

Source: Barnes, Louise. *Education and Training: Social Trends 41*. N S: South Wales, 2011.20 .Print

Figure 1 shows that training varies by occupation. The proportions receiving training are lower for those in skilled trades, working with process plant and machines and in elementary occupations. In 2010, men were more likely than women to have had training in sales and customer services (13.8 per cent compared with 9.7 per cent) and in administrative and secretarial occupations (11.8 per cent compared with 9.1 per cent). More than one in five women (23.1 per cent) in professional and associate professional and technical occupations (21.2 per cent) had received job-related training (Barnes, 21).

In parallel, the Industry Training Organisations were funded. Its main objective was to evolve the occupational standards, working alongside with the Qualifications and Credit Framework. Both underlined the importance of employers' criteria in the design of the qualifications so as to produce a more appropriately skilled workforce (Businessball.com).

Besides, the workforce has to adapt itself to the different economic and social trends due to the constant change of the labour market. The Labour Force Survey table below shows how different the market needs were in 2001 and 2009 and thus the preparation of the employees.



Figure 2:Occupational shift.2001-2009.

Source: Office for National Statistics. < <http://www.ons.gov.uk/>>.

In order to promote equality and a better adaptation to labour market needs ,some of the policies, acts, strategies and services will be developed in the following pages.

- The Structure of NVQs.
- Apprenticeships.
- Train to Gain.
- Achievements.

3.2 Structure of NVQs

Nowadays, there is no formal definition of “vocational education” in England. In terms of structures of education and training systems, the National Curriculum does not apply in post-compulsory education. Students choose courses of study from the range offered by the school or further education college.

However, no one can predict the precise nature of employment opportunities likely to be on offer at any one time. As a result, it is not clear the form a vocational preparation should take (Halliday,2010: 160). Vocational education has been subject to rapid and repeated change over the years and an increasingly wide range of academic and vocational qualification is available. The most important ones are as follows (Wenchap, 10) :

- **GCEs or A-levels in applied subjects:** are intended to offer a preparation for employment as well as a route to higher-level qualifications.
- **Diplomas:** combining theoretical study with experience There are available at three different levels: Foundation (equivalent to three GCSEs), Higher (equivalent to seven GCSEs) and Advanced (equivalent to three and a half A-levels)
- **Key skills qualifications** are available in the individual key skills of communication, application of number and information technology.
- **National Vocational Qualifications (NVQs)** enable students as well as employees to gain recognized qualifications for specific occupations. They recognize work-based competences.

- **Apprenticeship programmes** are the schemes for young people. There are at several different levels:

Young Apprenticeships (YAs) for 14 to 16-year-olds provide an opportunity to send students up to two days a week in the workplace.

Entry to Employment (E2E or Pre-Apprenticeships) for young people aged 16 to 18, to prepare them for apprenticeships and employment.

Apprenticeships are a work-based training option for young people and employers and are based on NVQs.

Advanced Apprenticeships are largely intended for school leavers aged 16+ but are also open to more mature trainees. Most advanced modern apprentices have employed status and are paid a salary by their employer

The following table provides a useful view of NVQs compared to other qualifications.

ACADEMIC QUALIFACATIONS	NVQs
4-5 GCSE passes at grades D-C	NVQ 1
5 GCSE passes at grades A+-C	NVQ 2
2 A levels	NVQ 3
Higher Education-first and sub-degrees	NVQ 4
Postgraduate degrees, etc	NVQ 5

Table 1 : NVQ correlations.

Source: *Health Impacts of Education Review*. IPH:2008,11.Print.

But the worst fear was the uncontrolled situation of too many children leaving school too early and unskilled causing a very high youth unemployment among 14-19 year olds due to the fact that employers value the right skills for the workplace rather than the knowledge acquired in the classroom (Vignoles, 10-12).

In order to shift the situation, there are two major policies in relation to attempts to raise participation in post-compulsory schooling. The first is the qualification reform designed to enhance the attractiveness and labour market value of vocational qualifications. The second was the introduction of an Education Maintenance Allowance (EMA).

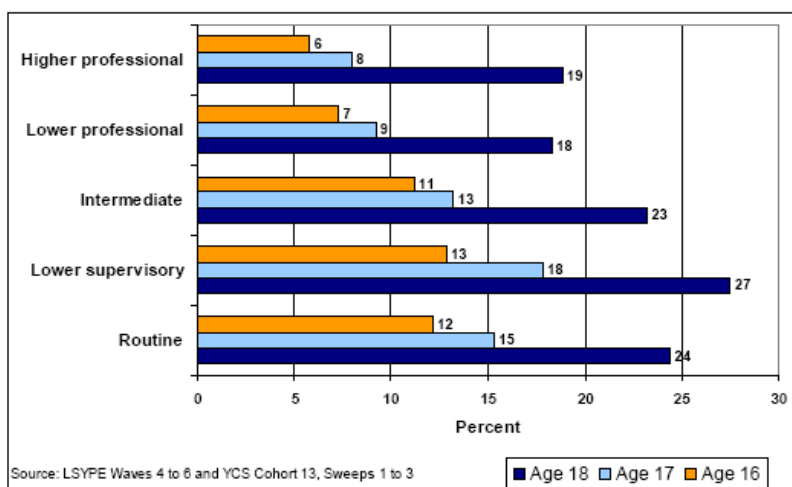


Figure 3: Study of Young People studying NVQs in England.

Source: Skills for Sustainable Growth.Full Report.BIS.2010,30.Print

Figure 3 shows the proportion of young people studying vocational qualifications by socio-economic background. Those at 16, higher professional background students represent 6 per cent in contrast with lower supervisory students which are 13 per cent, being the latter the maximum expression at this age. At 17, higher professional background again represent the lowest percentage, 8 per cent, meanwhile lower supervisory students are the highest percentage, 18 per cent. At 18, the highest percentage is on lower supervisory students, 27 per cent, meanwhile lower professional background students are the lowest percentage, 18 per cent.

What's more, the EMA scheme was closed to new applicants on 1 January 2011. The 16-19 Bursary Fund replaced it. It is new scheme intended to help the most vulnerable 16-19 year olds in full-time education. The scheme is made up of two parts: a payment of £1,200 to the most vulnerable young people (young people in care, care leavers, in receipt of Income Support, in receipt of both Disability Living Allowance and Employment Support Allowance); and a discretionary fund directly to providers or to the local authority ("The 16-19 Bursary", 4).

On top of that, Raising the Participation Age (RPA) came into effect from summer 2013. The law has changed to increase the age at which students are required to participate in education or training; if a student is in Year 10, he/she will have to continue in education or training until the end of the school year in which he/she turns 17 and If he/she is in Year 9 or below, he/she will have to continue until his/her 18th birthday (" Important information for Parents leaflet").

3.3 Apprenticeships

Apprenticeships can offer a highly valuable and valued pathway into employment. Major efforts have been made to increase numbers in recent years, after a steep decline in the 1980s ("The Wolf Report", 26).The emphasis on providing a skilled workforce was underlined in the Leitch Review of Skills; it stated the need to raise skills levels and recommended increasing adult skills at all levels, and strengthening employers' and investment in skills (3).

Additionally, there has been a commitment to improve the quality of apprenticeships and the volume of training since the introduction of the Apprenticeship, Skills, Children and Learning Act in 2010 (Gambin, 2015 :22).

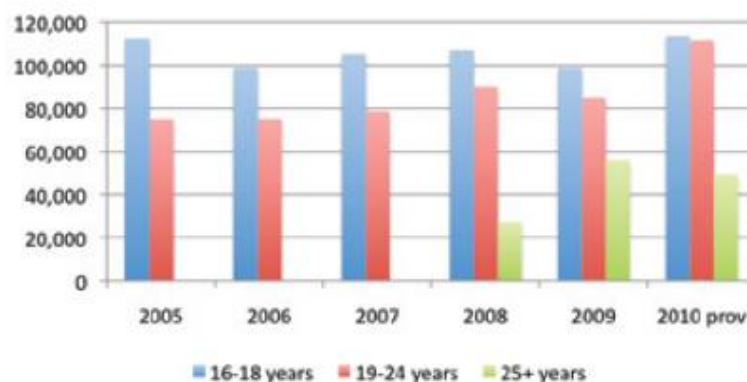


Figure 4: Apprenticeships by age groupings

Source: *The Wolf Report*. 164.Print

Numbers have grown, but it is proving much more difficult to find openings for young people than for older apprentices. Consequently, an estimate of 2.5 million people are trapped in a cycle of low-skilled, poorly-paid, often short-term

employment with few training opportunities and dependence on public support. Many of those who are registered as unemployed frequently move between work and claiming benefits and lone parents need more help to acquire the skills they need to get into and get on in work (" World Class Skills",22).

Logically, those without qualification are far more likely to be out of the labour market. As figure 4 below shows, 75 per cent of those with a level 2 qualification (equivalent to 5 GCSEs) are in employment compared with under half of those with no qualifications; 77 per cent of those with a level 3 qualification (equivalent to two A levels) find a job in contrast with those with a level 4 and above qualification (equivalent to a certificate in higher education, foundation degree or honours degree) who reach 86 per cent and 89 per cent respectively.

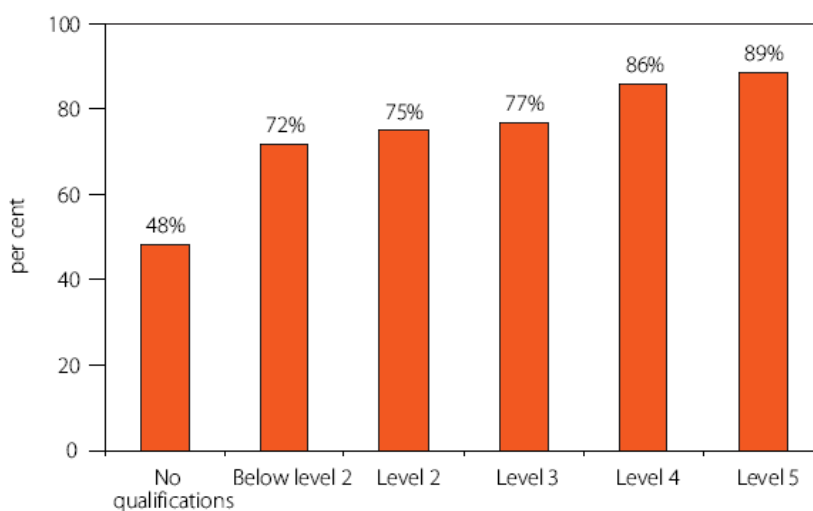


Figure 5: Employment rate by highest level of qualification

Source: *World Class Skills*. DIUS. 2006,23.Print.

However, the major issue in Apprenticeships affects completion rates since the introduction of minimum levels of performance, MLP, in the early 2000s. The factors for dropping out are as follows (Gambin,2015, 19):

- Poor provision of training.
- Badly paid training.
- Apprentices' personal circumstances.

The implications of non-completion are significant. For non-completers, it results on lower skill acquisition, preventing individuals from working in particular sectors or sends a negative signal to potential employers. For employers, they lose their investment in the apprentice incurring further recruitment costs to replace an apprentice and they experience skills shortages as a result of dropping out (Gambin,2015:13).

Thus, the next few years will be of critical importance as to whether Apprenticeships can become an attractive vocational alternative to the academic pathway. There is a need to deliver high-quality learning and training providing apprentices with the chance to progress to higher levels of education and training leading to the disappearance of the stigma attached to it of being regarded as a second-best alternative to the academic pathway (Hogarth,2011: 46).

3.4 Train to Gain

The Train to Gain service was introduced in April 2006 to support employers in improving the skills of their employees, and to contribute to improved business performance. It sought to encourage private investment in training by fully funding lower level qualifications to give individuals the skills they needed to be employable, personally fulfilled and able to progress to higher level learning that employers may be more willing to fund. It comprised (13):

- A skills brokerage service to advise employers on identifying training needs and sourcing training.
- Flexible training, for example delivered in the workplace and at a convenient time
- Full public funding of training for eligible employees taking specified courses and qualifications, and contributions to some other training paid for by employers.

The Department for Business, Innovation and Skills had the responsibility for the further education and skills sector and for the strategy and policy design of Train to Gain. However, a joint Policy and Performance Board managed its performance and strategic directions meanwhile a joint Executive Group was responsible for meeting objectives and targets (22).

Figure 9 illustrates the two main routes for employer contacts with the programme. It is derived from National Audit Office table

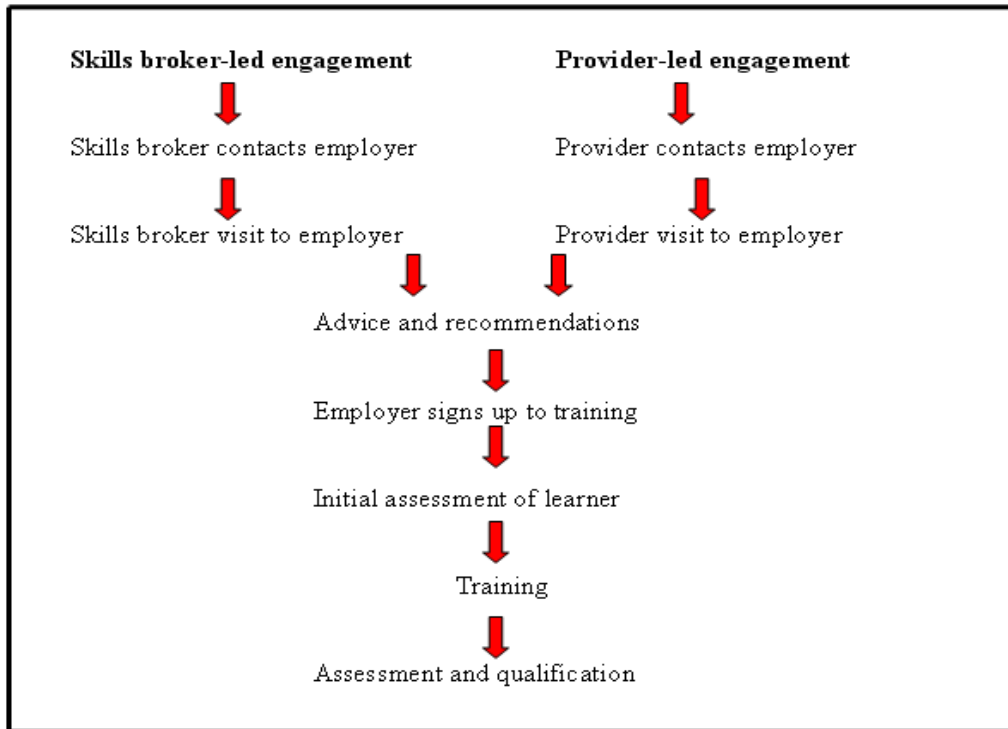


Figure 6: Routes to contact with Train to Gain programme.

Source: Derived from *Train to Gain; Developing the skills of the Workforce*. London: DBIS, 2009,6.Print.

According to LSC, in 2009 benefits were reported by employers. Over nine in ten employers expressed overall satisfaction with the provider and the training. Employers were most satisfied with the location and timing of the training and its value for money, and least satisfied with the speed with which follow-up actions took place, the content of training and its tailoring to the needs of the employers. In terms of the most immediate benefits to businesses, 80 per cent of employers considered that the training improved learners' self-confidence and the same percentage considered that it improved the business culture by demonstrating interest in staff development (30).

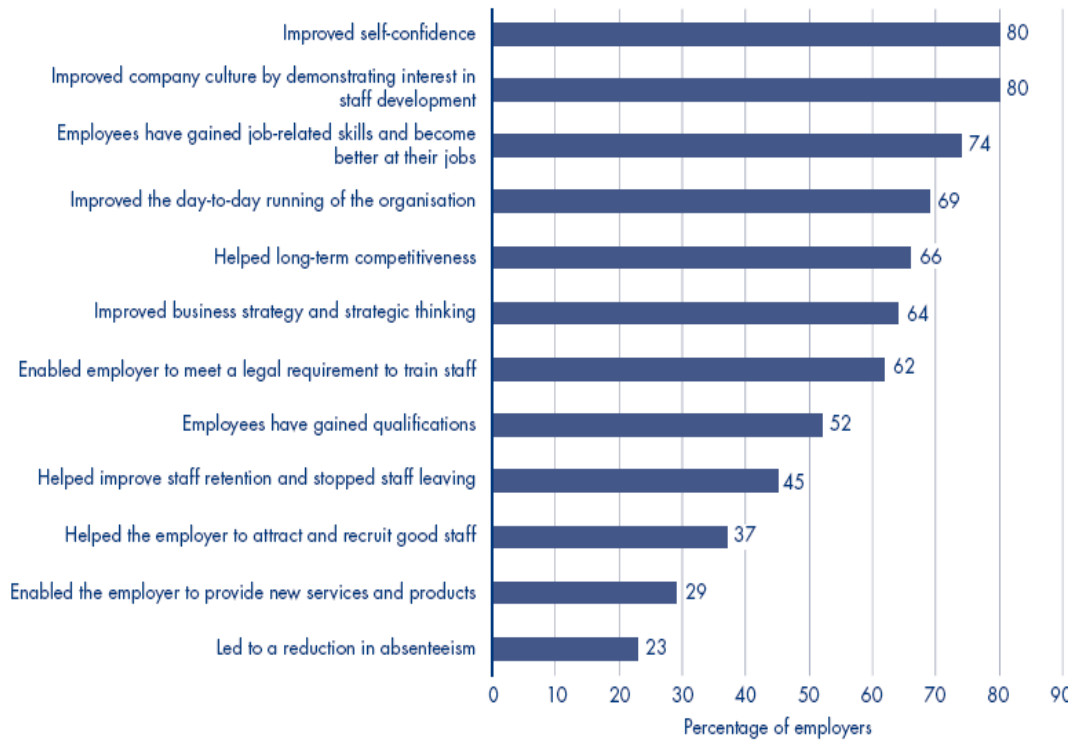


Figure 7: Business benefits of Train to Gain.

Source: *Train to Gain; Developing the skills of the Workforce*. London: DBIS, 2009,22.Print.

In connection with learners, gaining a qualification was very important to them. 76 per cent of new learners plus 72 per cent of “old” learners were extremely or very satisfied with the quality of the training overall. They also benefited through improved work, self-confidence, attitude and self-esteem.

Unfortunately, after the success and the benefits produced by the programme, the government announced on 24 May 2010 a £200 million reduction in this programme as part of its planned £6.2 billion reduction in expenditure in the 2010-11 government financial year (The Guardian), making the likelihood of achieving the 2020 target of 400,000 apprenticeship places in England an impossibility (Trainingzone.co.uk).

3.5 Achievements

The Office of Qualifications and Examinations Regulation (Ofqual), which is a non-ministerial government department that regulates qualifications, exams and tests, covers all National Vocational Qualifications (NVQ), Vocationally Related qualifications (VRQ), Qualifications and Credit Framework (QCF) qualifications, and Operational qualifications (OQ), at all levels (GOV.UK)

3.5.1 NVQs

The NVQs are work-related, competence-based qualifications which cover a broad range of occupations and are delivered in a workplace setting. NVQs are made up of units taken from the National Occupational Standards (NOS), which define the knowledge, understanding and competence required to perform a particular job. The standards for NVQs are designed and set by the appropriate sector skills council or sector body ("Statistics Bulletin", 11).

From July to September 2011, 124,250 NVQ achievements were recorded at all levels meaning a decrease of 64 per cent, which partly reflects the restructuring of some qualifications. These achievements covered 911 different qualifications ("Statistics Bulletin", 2).

In terms of Subject Sector Area (SSA), Health, Public services and Care recorded the highest number of achievements, with 38,850 achievements, representing 31 per cent. The second largest area was engineering and manufacturing technologies with 35,250 achievements, representing 28 per cent. Figure 8 gives a better idea of the NVQ achievements by SSA.

In terms of level, the majority of NVQ achievements were at level 2, with 71,650 achievements, representing 58%. However, all SSAs have declined in achievements since the previous year. Figure 9 illustrates the achievements at all levels.

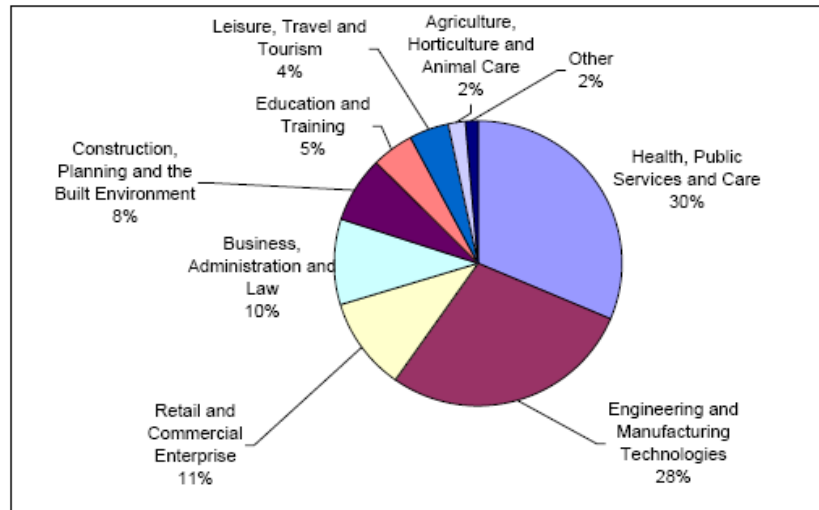


Figure 8: NVQ achievements by SSA.

Source: Statistics Bulletin.Vocational Qualifications Quartely.July to September 2011,16.Print.

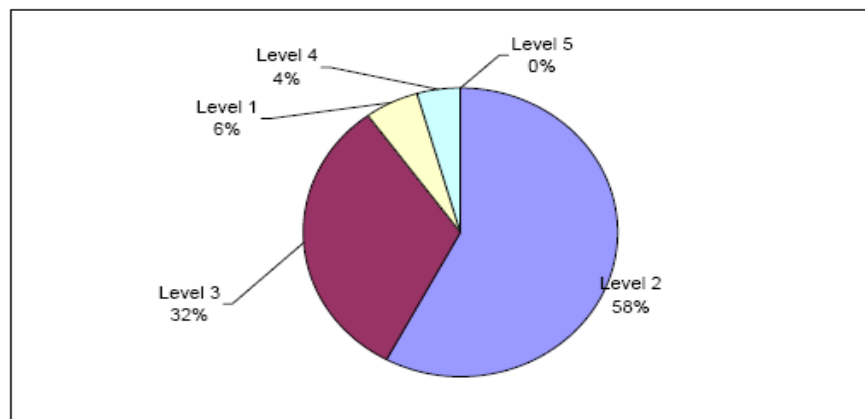


Figure 9: NVQ achievements by level.

Source: Statistics Bulletin.Vocational Qualifications Quartely.July to September 2011,17.Print.

3.5.2 VRQs

The VRQs are work-related, competence-based qualifications designed to provide learners with the skills and knowledge needed to do a job. They are related to employment but, unlike NVQs, do not necessarily require a work placement and are not purely based on the National Occupation Standards (Canterbury College.ac.uk).

From July to September 2011, 561,950 VRQ achievements were recorded at all levels, a decrease of 48%, which also reflects the restructuring of some qualifications. These achievements covered 1,206 different qualifications offered by 76 different awarding organisations (Statistics Bulletin ,18).

In terms of SSA, ICT recorded the highest number of achievements, with 153,350 achievements, representing 27% as oppose to Health, Public Services and Care which was the largest sector in 2010; due to the fact that many of the qualifications have moved onto QCF.

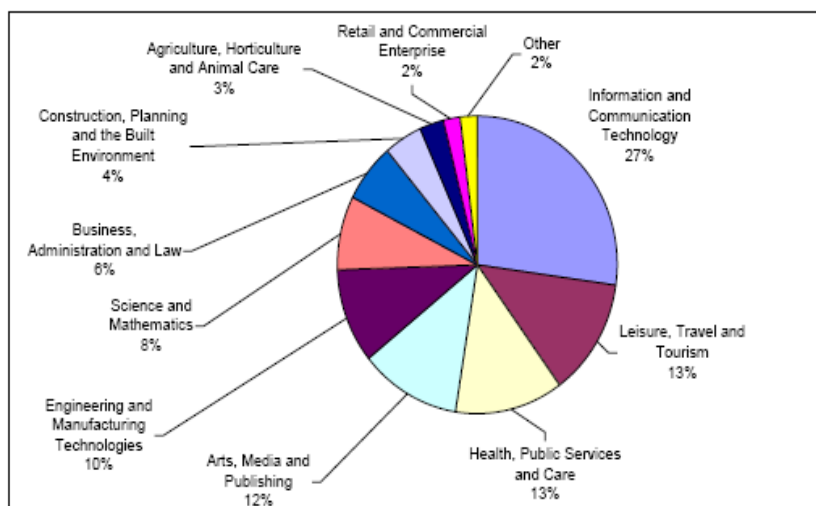


Figure 10: VRQs achievements by SSA.

Source: Statistics Bulletin.Vocational Qualifications Quartely.July to September 2011,23.Print.

In terms of level, the majority of VRQ achievements were at level 2, with 373,200 achievements, representing 66 per cent of VRQ achievements.

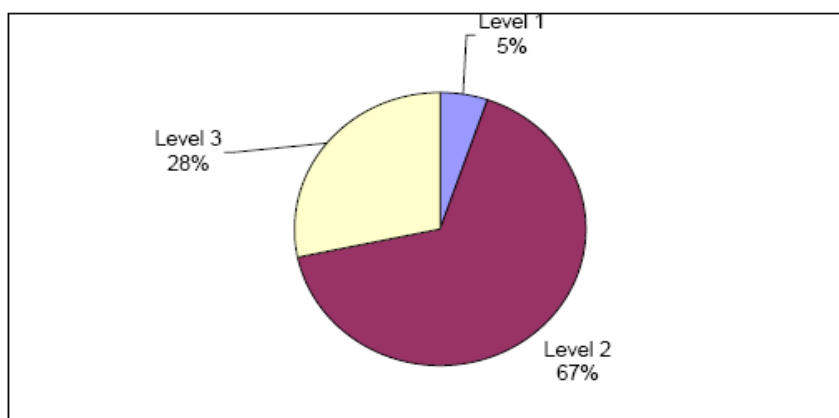


Figure 11: VRQ achievements by level.

Source: Statistics Bulletin.Vocational Qualifications Quartely.July to September 2011,25.Print.

3.5.3 QCFs

The QCF is a credit-based framework which enables learners to accumulate and transfer credit towards a regulated qualification. It is designed to give learners, learning providers and employers an inclusive and flexible regulated qualifications framework containing units and qualifications that recognise the widest possible range of quality-assured learner achievements ("Qualification and Credit Framework", 4).

The QCF introduces a standard currency for learner achievement across the qualifications systems through the award of credit. One credit is equivalent to ten hours of learning. There are three sizes of QCF qualification: award,

certificate or Diploma. Awards consist of 1–12 credits, certificates 13–36 credits, and diplomas 37 credits or more ("Statistics Bulletin" ,26).

From July to September 2011, 1,393,650 QCF achievements were recorded, an increase of 67 per cent reflecting the restructuring of many qualifications, which have then been put onto the QCF. These achievements covered 4,161 different qualifications offered by 98 different awarding organisations. ("Statistics Bulletin" ,26).

In terms of SSA, Retail and Commercial Enterprise recorded the greatest number of achievements with 231,900 achievements, representing 17% in contrast with Languages as well as History with just 2 per cent.

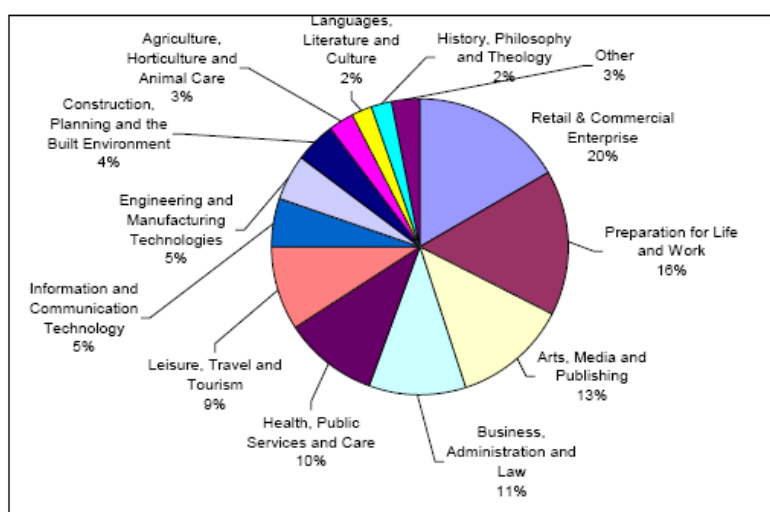


Figure 12: QCF achievements by SSA.

Source: Statistics Bulletin.Vocational Qualifications Quartely.July to September 2011,29.Print.

In terms of level, the most common level was level 2, with 699,150 achievements, representing 49% in contrast with level 5-8 representing just 1 per cent.

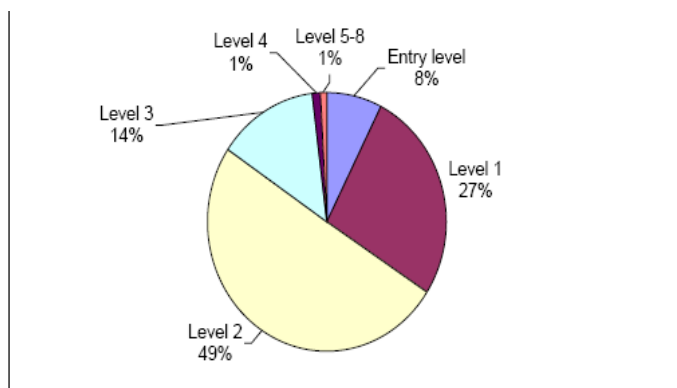


Figure 13: QCF achievements by level.

Source: Statistics Bulletin.Vocational Qualifications Quartely.July to September 2011,30.Print.

In terms of size of qualification, the most common size was award (credit value of 1–12, corresponding to 10–120 hours of learning), with 691,600 achievements, representing 50%.The least common size was Diploma with 301,000 achievements.

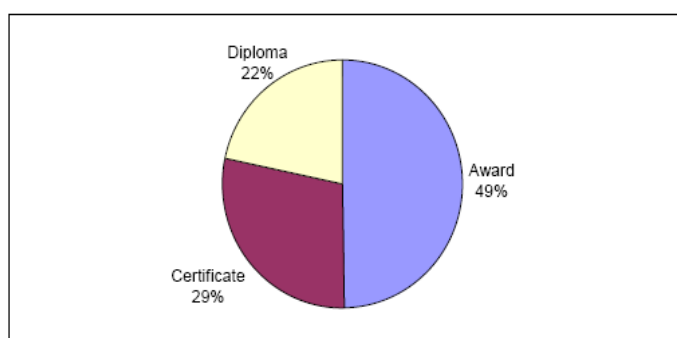


Figure 14: QCF achievements by size.

Source: Statistics Bulletin.Vocational Qualifications Quartely.July to September 2011.31.Print.

3.5.4 OQs

OQs, (Operational Qualifications) develop the skills and capabilities needed for a particular occupation or job. Skills are developed to an industry standard and to a level of competence needed in a workplace. OQs are assessed in a workplace environment but are not NVQs. (Qualification & Credit Framework, 10). From July to September 2011, 3,600 OQ achievements were recorded at all levels, a decrease of 44%. These achievements covered 60 different qualifications ("Statistics Bulletin ",32).

In terms of SSA, Education and Training was the highest number of achievements recorded with 2,800 achievements, representing 78%. Both Agriculture, Horticulture and Animal Care, and Arts, Media and Publishing had 400 achievements. Health, Public Services and Care, Preparation for Life and Work, and Business, Administration and Law had less than five achievements each. In terms of level, the majority achievements were at level 3, with 2,500 achievements, representing 69% in contrast with level 2 representing 11 per cent with 398 achievements.

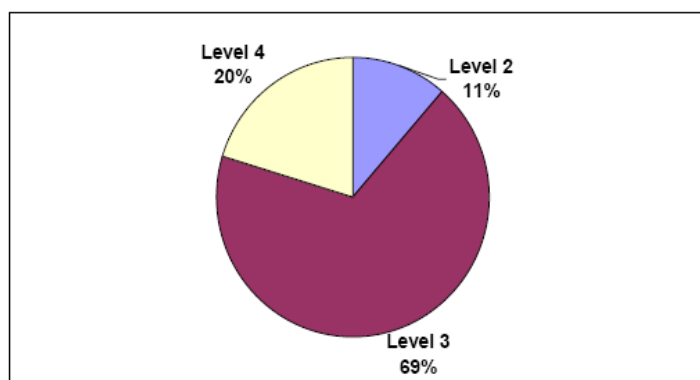


Figure 15: OQ achievements by level.

Source: Statistics Bulletin. Vocational Qualifications Quarterly. July to September 2011,34. Print.

3.6 Conclusion

The number of NVQs/SVQs achieved in the UK has decreased sharply over the last three years from 1.0 million in 2009/10 to 65,000 in 2012/13, a decrease of 94%. The reduction in the number of NVQs and VRQs achieved can be directly attributed to the introduction of QCF qualifications from September 2009 as all newly regulated qualifications are now approved by OfQual as QCF qualifications (Figure 16).

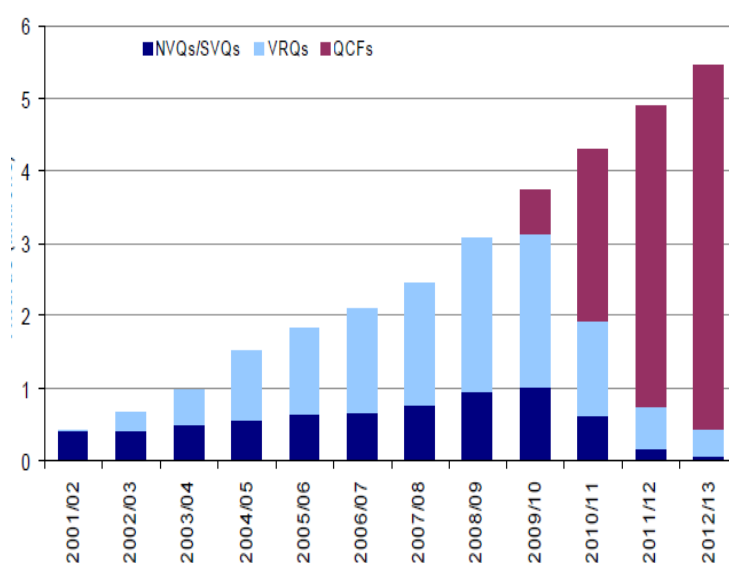


Figure 16: Achievement of NVQs, VRQs and QCFs in the UK.

Source: . Evans, Jessie. Vocational Qualifications. DfBIS. March 2014. Print.

In terms of occupations by skill level, in 2013, there was a similar percentage of men and women working in the lowest skill category, consisting of the elementary occupations, as figure 17 shows; the main differences between men and women were in the two middle skilled groups of upper middle and lower middle. On the other hand, 37% of men were employed in the upper middle skilled roles compared with 18% of women and conversely 46% of women were employed in lower middle skilled roles compared with 24% of men.

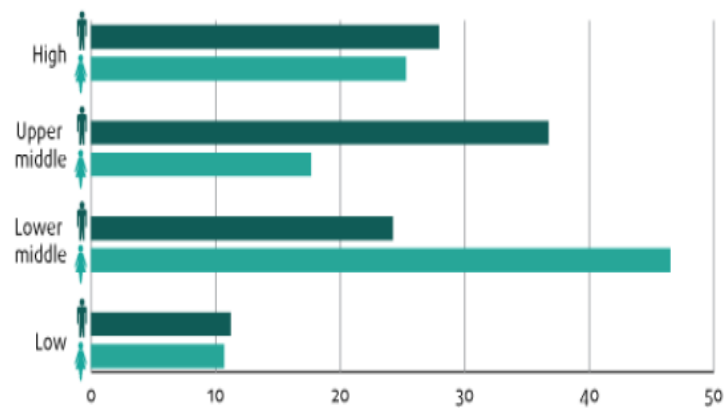


Figure 17: Occupations by skill level.

Source: Full Report-Women in the labour market. 2013. National Statistics.Print.

The UK government is trying to make all its population able to find a job as well as to minimise the gap between men and women in the workplace. Many new and improved old educational programmes have been offered; unfortunately, the financial crisis has been a sharp setback in their development; the years to come are the only hope to see if the situation changes for better.

Chapter 4: University

Education contributes to the growth of national income and individual earnings. While land was the main source of wealth and income in agricultural societies, capital and machinery became important in industrial societies. In today's information societies, knowledge drives economic growth and development. Higher education is the main source of that knowledge ("International Institute for Educational Planning", Vol.XXV, N 1, 3).

Knowledge is a source of economic growth, It ensures better employment, higher salaries and a greater ability to consume and save. In all modern societies, universities are considered the 'knowledge factories'. They play a crucial role in generating new ideas.

Let's have a closer look at what the British Government do to make Universities be the mirror of its society.

4.1 Introduction

University campuses were one of the planned environments featured in the implementation of the utopian ideals, resulting from the optimism and determination to wipe out the appalling aftermath of post-war Britain (Cullingworth, 18). A massive expansion of higher education took place driven by a desire for cultural and intellectual renewal embraced by the development of a young democracy across Europe.

Universities were the main centres for scientific and technological research and development. Their expansion was directed towards a range of progressive thoughts and principles, reflected in the interdependency between the universities and the rest of society; in this sense, the Barlow Report (1946)

demonstrated the links between industry, educational and national prosperity together with the advantages of urban concentrations, proximity to market demands, reduction of transport costs and availability of a supply of suitable labour.

Higher Education, (HE), helps to create the knowledge, skills and value that underpin a civilised society which transforms individuals' lives as they are more likely to be employed ("Securing a sustainable Future",14); following this idea, Macfarlane establishes that many universities have been founded to meet "vocational" needs in the sense of being responsive to industrial interests leading to a more hands-on approach for market-like activity (2015:111),driving motivation and economic transformation as economic growth is produced into the national prosperity.

It has been estimated that HE generated £27.6 billion in the 2010-11 academic year due to the fact that the UK as a whole has a leading system of higher education turning it into the second most popular destination for international students. Figure 1 illustrates the different sections of the institution income.

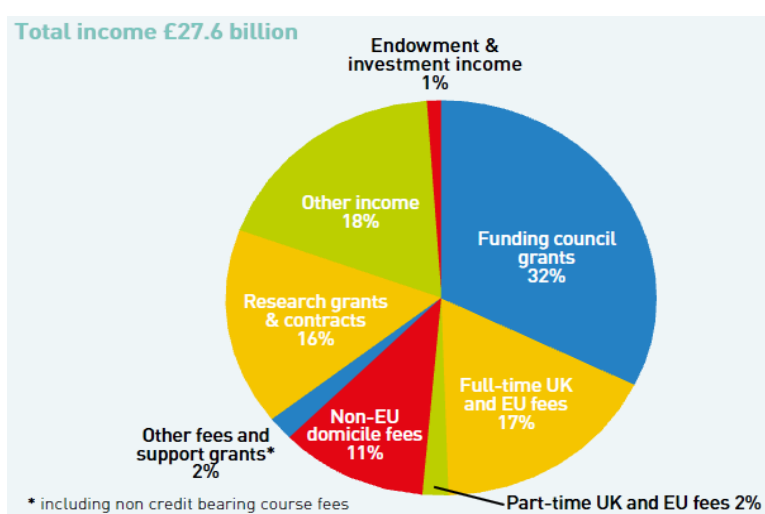


Figure 1: Income of UK HE institutions, 2010-11.

Source: *HE in Facts and Figures: Summer 2012* London: Universities UK,2012, 18.Print.

However, the challenge of raising levels of participation and remaining globally competitive is becoming a real hurdle as in a social democracy higher education policy should be tailored in a way to enhance equal chance at success since HE is seen as a public good that ought to be provided by the government (Seungchan,2015: 59).

In order to promote equality and a better adaptation ,some of the policies, acts, strategies and services will be developed in the following pages.

- Widening university participation.
- Raising aspirations and attainment.
- The student finance plan.
- Post-Study Work visa.
- BAME students.
- BME staff.
- Disability.

4.2 Widening university participation

Discrepancies in the take-up of higher education opportunities between different social groups are well known and widely recognised as unacceptable in a just society. Half a century ago, only 6% of young people went on to higher education; those who benefited were generally from higher income backgrounds and generally went on to good jobs with high salaries (Harris ,9).

In 1963, Lord Robbins suggested that universities ought to be open to all who had the aptitude and desire to go. Therefore, three years later, the Robbins report was issued in order to highlight the relevance of HE as compensator for social disadvantage ("Securing a Sustainable Future for Higher Education", 18). Against this widening participation approach, public investment in the field did not keep up with the demand due to the laissez-faire ideology which consider any inequality natural and necessary for the economy to run effectively (Greenbank, 2006: 144). in 1997 Lord Dearing's report recommended that graduates made a contribution to their tuition leading to the cessation of the era of universal free higher education (Greenbank, 2006: 147).

So in 1998, for the first time ever in the UK, some students had to pay upfront fees to attend university. Flat-rate tuition fees were introduced, replacing Dearing's means-tested grants (Greenbank, 2006: 150).

By 2003 , The " Future of HE" paper set out the debate over the introduction of variable tuition fees. This paper became the Higher Education Act in 2004; participation increased significantly, but the Government became again concerned that participation from the working class had not risen enough; as a consequence, the Higher Education Funding Council for England, (HEFCE), gave universities a Widening Participation allocation as part of their main

teaching grant. This was conditional on the production of a Widening Participation Strategic Assessment, WPSA (Dearden,4-12).

As a result, Trends in Young Participation in Higher Education core results for England report from HEFCE shows that there has been a modest but steady progress in the proportion of young people from most disadvantaged groups entering HE since the mid-2000s (Harris, 9).

Socio-economic status	2003	2004	2005	2006	2007	2008
Higher managerial and professional occupations	59,472	59,679	59,670	57,010	60,492	60,708
Lower managerial and professional occupations	83,113	84,628	87,107	79,777	84,075	88,455
Intermediate occupations	40,576	40,790	42,222	37,190	39,020	44,071
Small employers and own account workers	19,992	19,881	20,668	19,771	20,926	22,403
Lower supervisory and technical occupations	13,457	13,114	13,454	12,258	12,757	13,195
Semi-routine occupations	35,254	35,516	38,866	34,949	38,081	51,277
Routine occupations	15,183	15,199	16,062	15,267	16,182	19,520
Not classified / unknown	66,895	65,488	82,195	89,342	93,011	105,395
Total	333,942	334,295	360,244	345,564	364,544	405,024

Table 1: Accepted applicants.

Source: UCAS. < <http://www.ucas.com/data-resources/data-tables/>>.

The causes of this progress are likely to be complex and social changes cannot be isolated from this environment. Policies, such as the improvement in GCSE attainments, the introduction of the Educational Maintenance Allowance to encourage individuals to continue into further education and the national Aim Higher programme as well as the expansion of universities' own activities have played an important role in helping both to raise attainment and convert those increases into entry to higher education.

4.3 Raising aspirations and attainment

Academic attainment and aspirations of pupils are highly connected with their background and with the schools they attend, thus limiting the likelihood of their applying to or entering a selective course or university (Harris, 27).

The perception that the professions and the selective universities that lead to them, are for others, has a damaging effect on aspiration and attainment.

Selective universities are not the only route into professions but it is true to say that graduates from the most selective institutions predominate with the most sought-after and influential careers, and in general, command higher salaries, earning significantly more over their lifetime than other graduates (Harris, 28).

The 2012 Milburn report makes clear that the professions are key to opening new opportunities for second great wave of social mobility in the years ahead .

....I say that around 83% of all new jobs that are going to be created in the next decade will be professional jobs and as a consequence the proportion of employment in the professions will rise from around 42% to 46%, so there's a big potential here, providing there's an equal opportunity for all of those with ability and aptitude and aspiration to get on the professional career ladder... (Sparrow, " Alan Milburn's social mobility report" .The Guardian. May 2012)

However, social mobility into professional careers is believed to have slowed down. So the goal of fair access to highly selective universities can be seen as not just worthwhile itself but also as a means of recreating that upward social

mobility. Table 2 shows a decrease in all accepted applications in HE except for Other sector , which has an improvement from 22.0 % to 25.8%.

Accepted applicants - expressed as percentages

Educational sector	2007	2008	2009	2010	2011
Further Education	25.7%	19.2%	18.0%	16.7%	15.3%
Grammar School	6.8%	6.9%	6.7%	6.5%	6.4%
Higher Education	1.8%	0.2%	0.1%	0.1%	0.0%
Independent	9.0%	8.7%	8.5%	8.1%	7.5%
Other	15.4%	16.1%	16.9%	22.0%	25.8%
Sixth Form College	12.0%	16.8%	17.3%	16.6%	15.8%
State exc Grammar	29.4%	32.0%	32.3%	30.1%	29.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 2: Accepted applicants in HE.

Source: UCAS. < <http://www.ucas.com/data-resources/data-tables/>>.

In order to better the social mobility, all HE institutions have established their own institutional financial support for students from lower income backgrounds as well as information, advice and guidance programmes. These schemes have been shown significantly to improve participants' likelihood. The Higher Education Progression Framework Guide published in 2008 is regarded as a valuable resource to fall back on in this kind of matters. Here some examples follow:

- The University of Leeds runs a **Reach for Excellence programme** providing support over a two year period for local, highly able 16-year-

olds from disadvantaged backgrounds. This programme includes advice sessions, university visits, lectures, individual mentoring and a summer school. 85% of success has been reported.(University of Leeds)

- The Universities of Manchester, Birmingham and Nottingham are running a year-long **Academic Enrichment Programme** for year 12 students whose parents have not been to university and who are not in professional occupations. 97% of students on this programme applied to a research-led university. (Guide to Widening Access Schemes, 25)
- The **Step Easter scheme** at the University of Cambridge targets state school students whose schools don't offer support for their Sixth Term Examination Paper and who already have a conditional offer to study Maths at Cambridge. It offers a four day residential course in the Easter break during which the students receive extra tuition. 80% of success is expected. (UC. Faculty of Mathematics)

Figure 2 shows the most widespread activities take place at higher education providers, schools, colleges and in the community. Individual activities last from an evening to a week and series of activities may extend over longer periods.

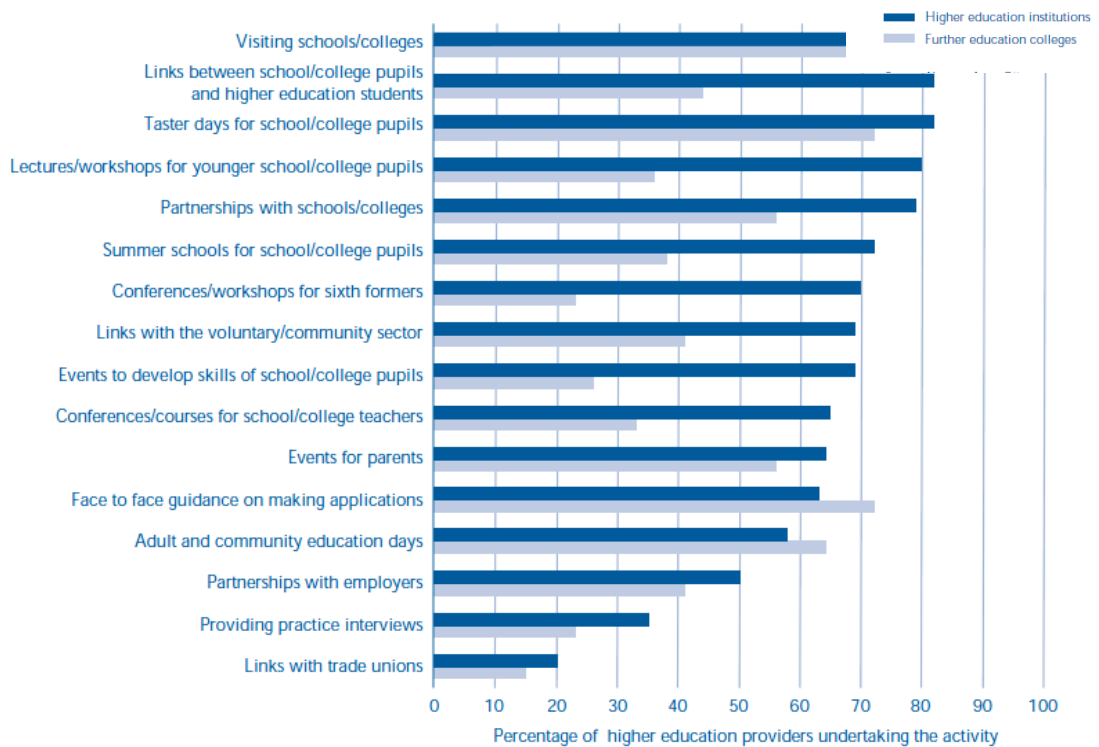


Figure 2: different widening participation activities by HE providers.

Source: *Widening participation in HE in England*. HC 485. Session 2001-2002: 18 Jan 2002. 16. Print.

On the other hand, there has been an increase in mobility of the highly-skilled from the UK to another European country. Mobility is strongly desired to add new complimentary skills and better individual employability, but it is also considered as a threat of losing the best-educated graduates resulting in "brain drain" due to the labour market situation. It has been suggested that the mobile graduates might be part of a new European élite, the so called highly-skilled "Eurostars" (Behle, 2014 :292).

4.4 The student finance plan

The expansion of H.E. appears to have actually acted to increase educational inequalities during the last fifteen years; although disadvantaged background students were more likely to go on to higher education this never caught up with the advantaged background peers. This situation is still a major problem in the UK because more able children from less advantageous economic backgrounds are missing out (Machin, 14).

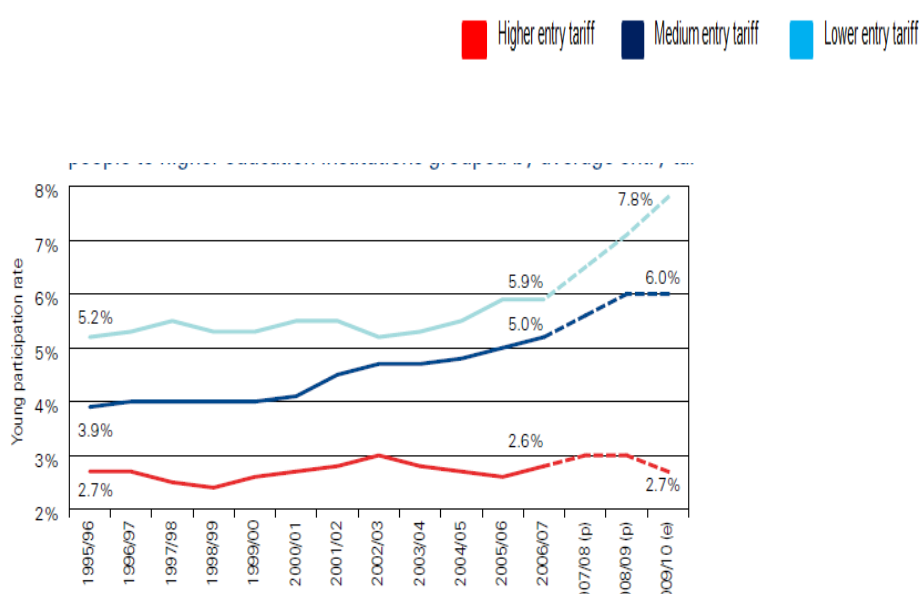


Figure 3: Participation rates of young people.

Source *Students at the Heart of the System*. London: BIS, June 2011, 56. Print.

Thus, the relative chance of people from low-income backgrounds studying at the most selective third of universities has worsened. The most advantaged 20 per cent of the young population were around six times more likely to attend a selective university in the mid-1990s but seven times more likely by the mid-2000s (Harris, 17).

As a consequence, the subject of how to finance HE has been high on the agenda of successive UK governments since the 1960s. The UK has moved from a situation where the taxpayer footed the entire bill, to a system where HE participants contribute part of the cost. This so-called 'cost-sharing' has always been plagued with controversy, with fears that it would lower participation, particularly among youths from low income backgrounds ("The Impact of HE Finance",3).

The first most dramatic changes in UK student finances occurred as a result of the 1998 Teaching and Higher Education Act; tuition fees were introduced for degree courses for the first time ever. Maintenance grants were reduced substantially and subsequently abolished and replaced by maintenance loans in 1999. Eight years later, in 2006, another policy change occurred as a result of the 2004 Higher Education Act. Deferred fees were introduced, considerably higher than before, for all students, regardless of background making a severe effect on low income background students ("The Impact of HE Finance",8). Figure 4 shows how fees and loans have gone up throughout the years; grants have been increased but not to the level of a complete coverage.

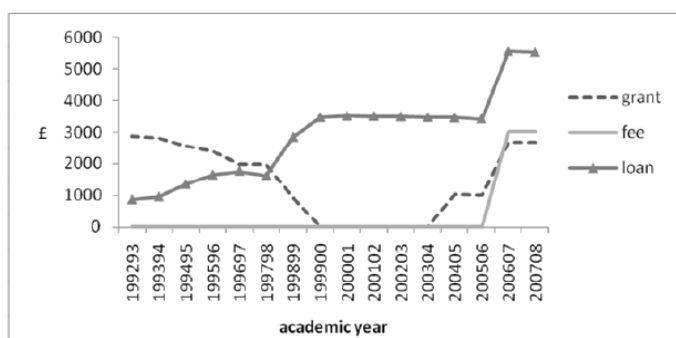


Figure 4: Fee , Grant and Loan eligibility: Full support students.

Source *The Impact of HE Finance* . London: BIS, September 2010, 14.Print.

On top of that, many students, their families and in some cases their school or college-based advisors were not aware of the level of bursaries for poorer students. Financial packages were not widely explored until students had accepted an offer or even arrived at university (Harris, 67).

Hence, additional advice and guidance to ensure that choices are well-informed and suited to the individual's needs, interests and goals were set up. The Realising Opportunities Scheme and the Extended Project Qualifications were created in order to widely publicise the availability of higher bursaries (Harris, 59).

For this reason, advocates of widening participation strongly opposed the introduction of tuition fees and the replacement of grants with loans. According to BIS, by the end of 2010-11 there were around £3.2 million income contingent student loan borrowers with outstanding loans of around £35 billion and it is expected to increase rapidly in the coming years to almost £70 billion by the start of 2017-18 as figure 5 depicts.

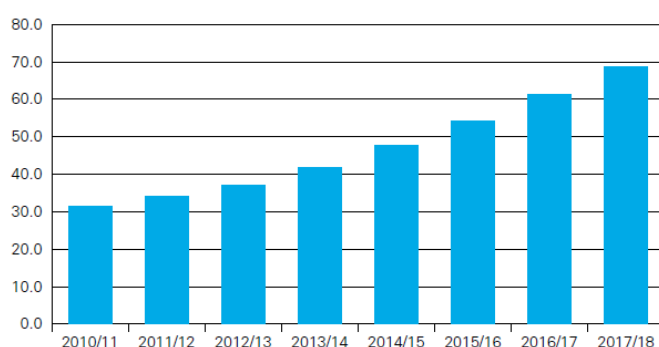


Figure 5: Students' loans.

Source *Students at the Heart of the System*. London: BIS, June 2011.,23.Print.

4.5 Post-Study Work visa.

The International students are academic, cultural and economic assets to the UK. The UK's universities are international organisations and depend on international mobility of students and staff to deliver teaching, research and knowledge exchange of the highest quality ("Response to The student Immigration system",6).

In 2010/11, according to UK Council for International Students Affairs, there were 428,225 international students at UK higher education institutions within a total student population of 2,396,051; 214,540 students were on undergraduate programmes, 171,270 students on postgraduate taught programmes and 42,415 students on postgraduate research programmes. This can be better understood in the tables below:

4. Top non-EU sending countries		
Top 10 non-EU senders	2010-11	2009-10
China (PRC)	67,325	56,990
India	39,090	38,500
Nigeria	17,585	16,680
United States of America	15,555	15,060
Malaysia	13,900	14,060
Hong Kong (Special Administrative Region)	10,440	9,945
Saudi Arabia	10,270	8,340
Pakistan	10,185	9,815
Thailand	5,945	5,505
Canada	5,905	5,575

5. Top EU sending countries		
Top 10 EU senders	2010-11	2009-10
Republic of Ireland	16,855	16,595
Germany	16,265	15,425
France	13,325	13,780
Greece	11,630	11,785
Cyprus	11,320	11,160
Poland	7,330	8,415
Italy	7,100	6,660
Spain	5,795	5,720
Romania	4,625	3,190
Bulgaria	4,615	3,395

Table3: Top non-EU and EU sending countries.

Source: UK Council for International Student Affairs. < <http://www.ukcisa.org.uk/>>.

All non-UK domicile in HE	Full time	Part time	Total
Postgraduate research	35,805	6,610	42,415
Postgraduate taught	137,795	21,970	159,755
Postgraduate other	4,320	7,285	11,515
First degree	175,315	9,12	184,440
Other undergraduate	11,910	181,190	30,100
Total non-UK	365,045	63,180	428,225

Table 4: All non-UK domicile in HE.2011.

Source: UK Council for International Student Affairs. < <http://www.ukcisa.org.uk/>>.

The contribution of these students is significant to the British local economies. For example, in the north east the total revenue of higher education was £967 million in 2007/8. International revenue amounted to nearly £123 million which, together with the estimated off-campus expenditure of international students, £111 million, represented a total of £234 million of export earnings. Universities in the region provided £13,715 full-time equivalent jobs across a range of occupations ("Making an economic impact", 6).

However, the Government is to apply overly restrictions on immigration as visa abuse is to be cracked down. The Tier 1 (Post-Study Work without the need of a sponsor) visa category aims to retain the most able international graduates who have studied in the United Kingdom. Successful applicants are free to seek employment but Tier 1 visa "leave to remain" is to be closed to all applicants on 6th April 2012 since it is used as a way to enter and stay in the UK where they then apply for dependants and ask for benefit rights. However, other Tier 1 categories can be applied, only if he/ she has an exceptional talent (75 points

under the points-based system) or self-employed (£50,000 - £200,000 investment required) or highly skilled (points based on qualification, English language skills, UK experience, age, previous earnings and maintenance ("Tier 1 Policy Guidance", 8).

Besides, minimum English language competence levels are to be prescribed undermining the UK's success as a destination for English language study and the English language sector.

	Total excl visitors		Total incl student visitors	
	2010	2011	2010	2011
China	44,724	52,484	51,673	59,914
India	49,406	34,827	52,741	38,486
Pakistan	26,490	35,660	26,794	36,100
Saudi Arabia	14,560	10,086	18,374	16,322
United States	14,985	14,476	15,339	14,640
Nigeria	12,256	12,108	15,099	14,618
Russia	3,221	3,754	11,377	13,790
Turkey	4,366	3,118	10,824	11,402
Malaysia	6,938	7,418	6,950	7,442
Hong Kong	7,225	7,236	7,246	7,311

Table 5: Visa statistics by country.

Source: UK Council for International Student Affairs. < <http://www.ukcisa.org.uk/>>.

The effects of public funding cuts mean that income from international students is critical to institutions' financial health. Traditional institutions expect international mobile students to fit into their educational system but they find it difficult to adjust . Thus, a more internationalized curriculum is also expected to be prepared for a more effectively global culture (Kelly, 2012: 25).

4.6 BAME students

In January 2009, Race for Opportunity, part of Business in the Community agency, published *Race to the Top*. This report identified that ethnic minorities was not in line with their representation in the overall UK population. To challenge this, people from minority backgrounds need to ensure they progress to higher education, with one fifth of the emerging workforce and children in primary and secondary education being BAME, Black, Asian or Minority Ethnic (3).

As a public body, Universities have an extra duty to promote equality, known as the Equality Duty. Most Universities Executive Boards have established an Equality Executive Group with responsibilities for reviewing and making recommendations to the Board on the development of equality and diversity within the University ("Equality Scheme 2011-2015",9).

The Equality Schemes build on the achievements and identify what further actions can be taken in order to give an equal chance to all students (Equality Scheme 2011-2015,5).

Ethnic group	2008	2009	2010	2011
White	306,043	326,235	331,491	333,198
Black	23,014	25,244	27,162	29,688
Asian	37,286	39,169	40,737	43,211
Mixed	12,139	13,307	14,185	15,494
Other	3,878	4,056	4,419	4,709
Unknown	22,664	17,052	6,640	4,935
Total	405,024	425,063	424,634	431,235

Table 6 : Accepted applicants. Ethnic group.

Source: UCAS. < <http://www.ucas.com/data-resources/data-tables/>>.

Ethnic minorities are under-represented in the British HE system. White ethnic origin students make up 77.3%, 333,198 accepted applicants out of 447,206 applicants in 2011, while black ethnic origin, in general, just 6.9%, 29,688 accepted applicants out of 48,780; Asians represent 10%, 43,211 out of 59,081. Table 7 shows the percentage of accepted applicants in detailed ethnicity from 2008 to 2011.

Ethnic group – detailed	2008	2009	2010	2011
White	306,043	326,235	331,491	333,198
Black African	15,809	17,643	19,247	21,427
Black Caribbean	5,982	6,383	6,683	6,914
Black Other	1,223	1,218	1,232	1,347
Asian Bangladeshi	3,705	4,040	4,308	4,685
Asian Chinese	3,617	3,434	3,472	3,605
Asian Indian	14,256	14,723	14,388	14,906
Asian Pakistani	5,311	11,033	11,908	12,710
Asian Other	10,397	5,939	6,661	7,305
Mixed - White and Asian	3,858	4,094	4,492	4,823
Mixed - White and Black African	1,325	1,601	1,556	1,852
Mixed - White and Black Caribbean	3,265	3,746	4,072	4,409
Mixed - Other mixed background	3,691	3,866	4,065	4,410
Other ethnic background	3,878	4,056	4,419	4,709
Unknown	22,664	17,052	6,640	4,935
Total	405,024	425,063	424,634	431,235

Table 7: Detailed ethnicity. Accepted applicants.

Source: UCAS. < <http://www.ucas.com/data-resources/data-tables/>>.

In relation to subjects of study, as figure 6 shows, Race into Higher Education report establish that some 16.7% of ethnic minorities studied business and administrative studies compared with 12.5% of white students. BAME groups are favouring more entrepreneurial subjects while, perhaps more BAME graduates become self-employed than White ones.

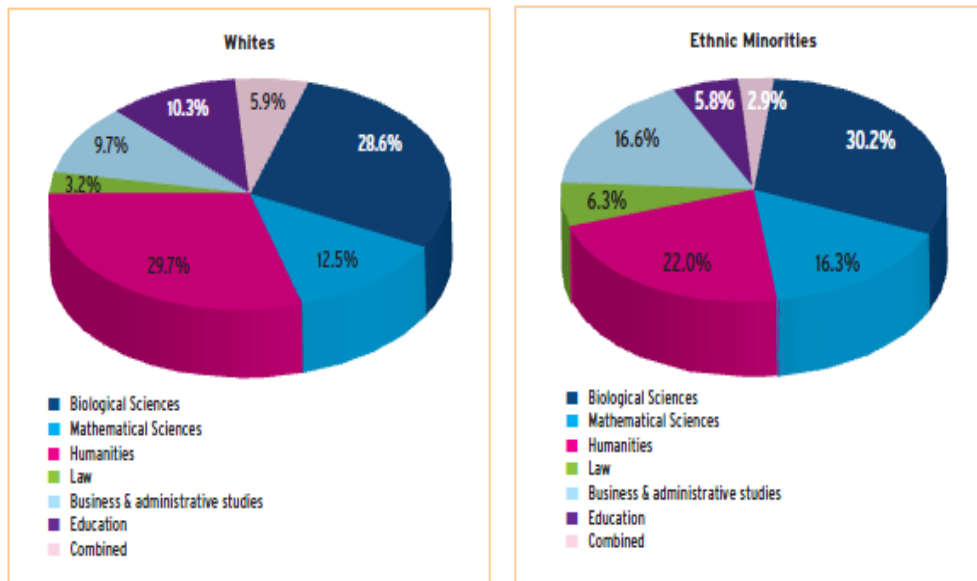


Figure 6: Subjects of study. HESA. 2008

Source *Race into Higher Education*. London: n.p, January 2010.,11.Print

Education has emerged as the fifth most popular subject for BAME women in 2007-08 with 4.7% of BAME women choosing this option. But they have some way to go before they equal the 8.3% of their white female counterparts.

Subjects allied to medicine have zoomed up to the top of the table for ethnic minority women. Law is the third most popular subject for both British Pakistanis at 11.1% and British Bangladeshis at 8.8%, yet does not feature in the top five for British Indians who prefer medicine and dentistry. Both Black British Caribbeans and Black British Africans are most likely to study subjects allied to medicine, 15.8% and 25.7% respectively.

Another concern is the small proportion of ethnic minority graduates who take research higher degrees, which means that a small amount from which to recruit future higher education staff (Wakeling, 2009: 89).

4.7 BME staff

A university where the academic staff are open to other individuals' values guarantees the tolerance for differences in opinions, world view and cultural behaviours (Selmer, 2013: 138).

The Race Relations (Amendment) Act 2001 introduced a statutory general duty upon public authorities, including HEIs, to promote race equality. The intention was to help HEIs provide fair and accessible services and to improve equality of opportunity for people of different racial groups. The Race Relations (Amendment) Act has been repealed and replaced by the Equality Act 2010, which continues the positive duty that HEIs have with regard to race (Hey, 3).

Unfortunately, the current financial climate and the effects of the new fees and funding system, have led to some restructuring, redundancies and reduction in services. These may have a greater negative effect on minority ethnic people.

Anyway, BME students are believed to want a more representative workforce, diverse teaching practices and more BME role models. Many institutions have therefore demonstrated a strong policy commitment to race equality.

Yet, despite this, BME staff is underrepresented at senior levels in HEIs and the significant disparity between universities' policy commitments and the experiences of BME staff suggests ongoing institutional barriers and discriminatory practices in the higher education sector (Hey, 4).

Figure 7 below shows clearly the disparity among the different ethnic groups in academic staff at UK HEIs. In 2010/11, 10% of all staff in higher education were BME (5% unknown). 7% of UK national and 30% of non-UK national staff were BME. 7% of UK academic and research staff (combined) were BME, compared

with 28% of non-UK. 7% of UK national professional and support staff were BME, compared with 36% of non-UK. (Equality Report 2012/13, 21)

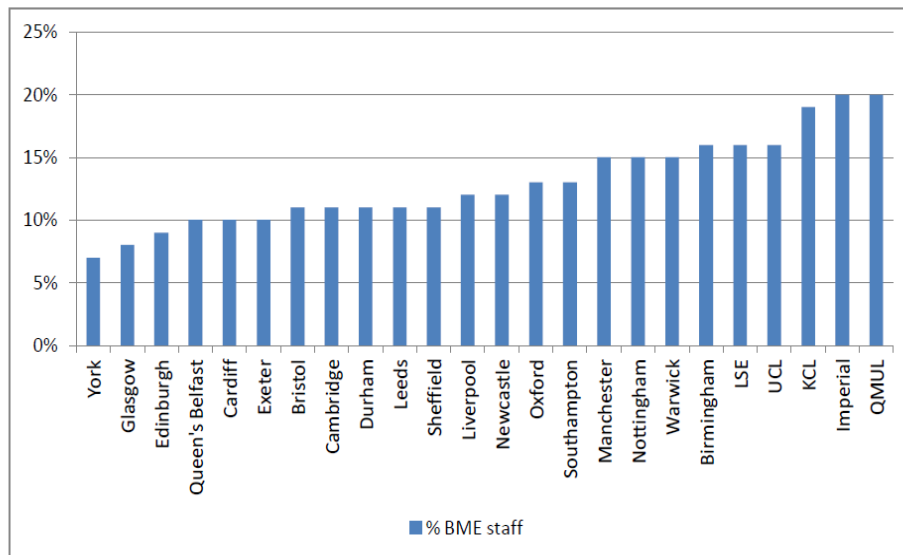


Figure 7: BME academic staff.

Source: *Equality Report 2012/13, 22.Print.*

The increase of BME university staff is being achieved very slowly in the recent years. One of the reasons is that BME students hardly reach HE and therefore , it is very complex to have a representation of the ethnic minorities within the campuses. The government is doing its best to reverse this tendency.

4.8 Disability

The growing empowerment of disabled people has made a shift in policy making about disability, resulting in the acceptance of disabled people as part of human diversity. Thereby , the perception of disability is as " a social creation, and a problem created by institutions, organisations and processes that constitute society in its totality" (O'Connor ,1999: 90).

Students who are disabled were under-represented in HE as education was not covered by the 1995 Disability Discrimination Act (DDA). which was replaced by the 2010 Equality Act. This puts higher education providers under a duty to make reasonable adjustments for all disabled students applying for and attending their institutions (European-agency.org).

As a consequence, universities and colleges are required to make reasonable adjustments to their services to ensure that disabled students are not placed at a substantial disadvantage. This means that they must not discriminate against disabled students in areas such as enrolment and admissions and in the provision of student services.

On top of that, due to the complexity of different kinds of disability, the legal definition of disability was designed to be as broad as possible. There is a wide variety of conditions and impairments that are covered, but in general reads as follows: ' a person has a disability if he/she has a physical or mental impairment and the impairment has a substantial and long term adverse effect on P's ability to carry out normal day-to-day activities' (DIDA,4).

As table 8 shows, in 2011, students with learning difficulties make up 3.7 %, 16,111 accepted applications out of 22,234; students with mobility problems

make up 0.2 %, 875 accepted applications out of 1,243; students with autistic disorder make up 0.4%, 1,517 accepted applications out of 1,946; students with mental health difficulties make up 0.6%, 2,517 accepted applications out of 3,845.

On the other hand, the decrease is instanced with students with sight difficulties making up 0.1%, 424 accepted applications out of 589 as well as with students with hearing impairment making up 0.2%, 696 accepted applications out of 981.

Accepted applicants						
Disability	2006	2007	2008	2009	2010	2011
No disability	326,750	344,092	381,252	400,874	396,878	401,787
Learning Difficulty	10,131	10,875	13,483	13,320	15,526	16,111
Blind / partial sight	589	539	751	690	389	424
Deaf / partial hearing	927	930	1,096	1,150	739	696
Wheelchair/mobility	571	600	679	747	924	875
Autistic disorder	400	534	706	959	1,149	1,517
Mental health difficulties	710	857	1,089	1,164	2,205	2,517
Unseen (eg diabetes,epilepsy,asthma)	2,069	2,296	2,453	2,649	2,939	3,047
2+ disabilities / special needs	549	648	764	740	766	956
Other disabilities / special needs	2,868	3,173	2,751	2,770	3,119	3,305
Total	345,564	364,544	405,024	425,063	424,634	431,235

Table 8: UCAS. Accepted applicants.2006-2011.

Source: UCAS. < <http://www.ucas.com/data-resources/data-tables/>>.

Concerning attitudes to disabled students at universities, there is a focus on increasing awareness about legal requirements, about the types of disability, about strategies for working with them and for increasing their independence and productivity (O'Connor, 1995: 93).

4.9 Conclusion

The university sector is critical to any country's future. Universities educate leaders and entrepreneurs; they create new ideas and provide opportunities for students of all backgrounds to increase standards of living for themselves and future generations. Widening university participation and attainment is one of the most relevant goals of any country; not all HE participation has equal economic value. The return to a degree varies markedly according to the degree subject studied and the type of higher education institution attended. Such differences should also be of policy concern as they are likely to have a long term impact on students' economic prospects in the labour market. Thus, decisions made by the Government are effecting a radical change in HE. Institutions are managing a reduction in public funding and a transition to a new system of graduate contributions is on the way.

On the other hand , as the UK takes in many different ethnic groups as a consequence of the aftermath of the WWII, the actual British society has to be represented in all social layers. BAME students are demanding more BAME professionals in order to have better role models. Non-stop efforts are being made so as to illustrate every social section of its citizens.

Most forgotten but not less important are people with any kind of disability. Disability awareness initiatives intend to raise the profile of the disabled. The issue may be about more flexible learning, teaching, assessment and barrier-free environment rather than training academic staff to deliver a benevolent humanitarianism (O'Connor, 1995: 101).

It cannot be forgotten that every single student is essential for a country. As Alan Turing once said "Sometimes it's the people no one imagines of who do the things no one can imagine" (The Imitation Game film).

Chapter 5 : Teaching Recruitment

Teachers are the people who educate the youth of society who in turn become the leaders of the next generation of people.

So, teachers certainly have a significant mark on the development of young children and even older children alike, as they are teaching them and helping them develop their knowledge so that they can go on in life and be responsible and productive members of society.

Thus no education system can be better than the quality of its teachers. Practice must be at the core of teachers' preparation (Loewenberg, 2009: 497).The most successful countries are those where teaching has the highest status as a profession.

Let's have a closer look. at what the British Government do to make this happen.

5.1 Introduction

Teachers are our society's most valuable asset. There is no profession more vital and no service more important than teaching. They are the means by which every child will become the adult they aspire to be ("The Importance of Teaching White Paper 2010",7).

Student learning has been proved to depend most of all on the knowledge and skills of teachers .According to the Key Data on Education in Europe 2012 report ,primary school teachers in the UK are outnumbered by pupils 19.9 to one, the highest of any country in the EU and well above the average of 14.5 and only two per cent of the top graduates opt to train as teachers compared to ten per cent in Finland and five per cent in South Korea - both of which are

recognised as having world-leading education systems (26).

In view of increased expectations for quality teachers and demands for more teachers, if the UK is expected to have one of the best education systems in the world then it needs to have the best teachers. Thus, it is vitally important that public policies make teaching a more attractive profession in order to achieve more complex and ambitious goals. The aim is to prepare youth for the demands of the 21st century (Loewenberg, 2009: 497).

Despite the compelling nature of this situation, policies and countless bills indicate that state and local employment and benefit policies often work against this priority. They restrict employment opportunities for experienced teachers and for new recruits.

As a result, many good teachers leave the profession prematurely and similarly, many talented individuals are discouraged from considering teaching as a career ("Teacher Recruitment Staffing Classrooms with Quality Teachers", 1-7)

In order to build the best educational system, some of the policies, acts, strategies and services will be developed in the following pages.

- Teacher training.
- Teaching standards.
- Teacher workforce.
- Teachers' pay.

5.2 Teacher training

So far, the most common focus for recruitment has been on academic credentials and cognitive ability. However, there has been found little relationship between teachers' academic credentials and student achievements. Thus, a persistent disagreement over whether to prioritize recruitment or preparation has been a serious issue (Ronfeldt, 2013: 320).

To make things a bit more difficult, in October 2010, the Minister for the Cabinet Office, Francis Maude, announced a serious financial reform of all public bodies. In response, the Department for Education has implemented a huge change programme, with several of its bodies closing and others becoming part of the Department. As a result, there are now four new executive agencies responsible for key delivery functions – the Standards & Testing Agency, the Teaching Agency, the National College and the Education Funding Agency. The Standards & Testing Agency opened on 1st October 2011; the other three agencies on 1st April 2012 ("The National Archives", ALB).

Under the Training and Development Agency for Schools (TDA) and its predecessor, the Teacher Training Agency, England has developed new routes into teaching. It now has the largest range of training options as well as the commitment of recruiting more males and more racial-minority teachers (Ronfeldt, 2013: 321).

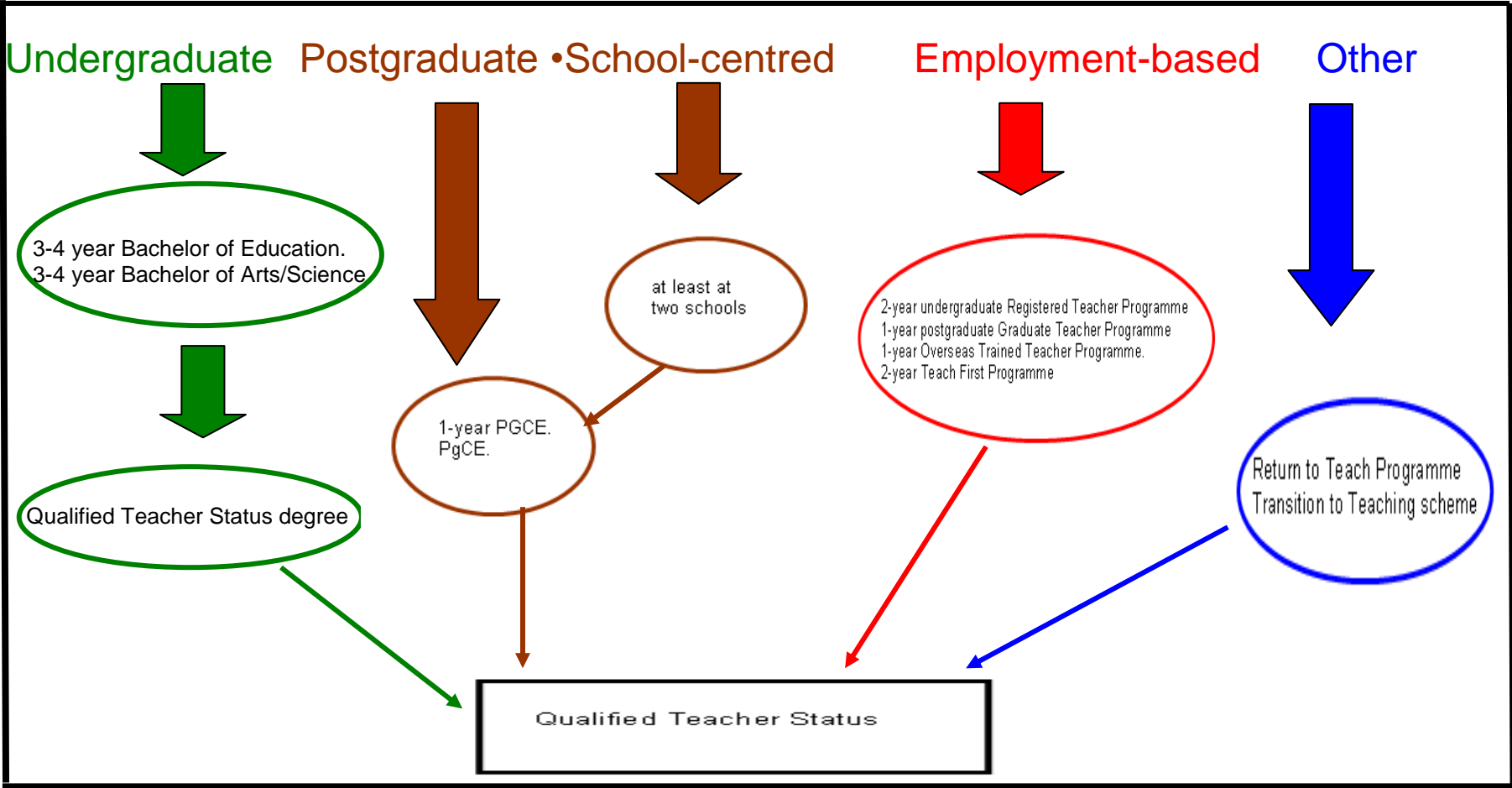
The nature of the new teacher training options are described further down (Training of Teachers Report, 13-14) :

- Undergraduate-level training options include the three- or four-year Bachelor of Education degree or the three- or four-year Bachelor of

Arts/Bachelor of Science with Qualified Teacher Status degree—though these programmes can be completed in two years.

- Postgraduate options include the one-year Postgraduate Certificate in Education (PGCE), which confers masters-level credits, and the Professional Certificate in Education (PgCE). There are extended, 18-month, versions of the PgCE/PGCE targeted at potential mathematics and science teachers, as well as part-time and distance learning options.
- School-centred initial teacher training involves training in at least two schools. These trainees typically complete a PgCE/PGCE through a higher education institution as part of their training.
- Employment-based initial teacher training involves training as a teacher while working in a school. Trainees are employed in schools as unqualified teachers. There are a number of different employment-based options: the two-year undergraduate Registered Teacher Programme; the one-year postgraduate Graduate Teacher Programme; and the one-year Overseas Trained Teacher Programme. The salary and training costs are covered by the TDA.
- Return to Teach Programme for those who simply need to qualify to teach in England, or to refresh their training.
- 'Transition to Teaching' scheme, for career changers interested in teaching ICT, mathematics or science. It also funds subject knowledge enhancement courses of three or six months' duration for those interested in teaching mathematics, chemistry or physics.

Training Options¹:



¹ Derived from HC275-I. Training of Teachers: Fourth Report Session 2009-10.

5.3 Teaching Standards

The idea of standards for the teaching profession has been circulating for much of the latter part of the 1990s. Since then, the main aim has been to improve educational performance as well as the practices in the classroom. Thus, standards define what teachers should be able to do and what they should know (Sachs, 2010: 175).

Due to the difficulty in defining what standards should be, amendments to the definition have been constantly made. As a result, the concept of standards as quality assurance set in so as to elevate the status of the teaching profession in the eyes of the general public. Even sometimes, the term professional standards is used interchangeably with professional certification and licensing (Sachs, 2010: 177).

Another weak point to mention is the use of the word " knowledge"; teachers are viewed as holders of knowledge to be imparted, they are supposed to profess " secure" subject knowledge and understanding although little is said about the nature of such knowledge (Stevens, 2010:189).

Apart from teaching, personal and professional conduct is also covered by the standards; among other obligations, teachers are asked to maintain high standards of ethics and behaviour within and outside school ("Teachers' Standards",5).

The new Teachers' Standards, published in September 2012, replaced the existing standards for Qualified Teacher Status (QTS) and the Core professional standards, previously published by the Training and Development Agency for Schools ("Teachers' Standards",3).

The QTS standards comprise 33 separate entities, divided into three sections: professional attributes (nine standards), professional knowledge and understanding, and professional skills (each containing 12 standards); additionally, the length, detail and breadth of each standard varies considerably (Stevens, 2010. 188).

The new standards are to be applied to all teachers regardless of their career stage, and define the minimum level of practice expected of teachers. They affect to all of those who begin their training for QTS on or after 1 September 2012. Where programmes have started before 1 September 2012 and are due to finish after 1 September 2012, the relevant accredited providers will need to ensure that programme design and delivery, and the assessment of trainee teachers ("Teachers' Standards",3).

Therefore, teachers and trainers are dual professionals; they are both subject and vocational specialists and experts in teaching and learning.



Figure 1: Professional standards.

Source: Professional Standards for Teachers and Trainers .ET Foundation.co.uk

In 2014, almost three-quarters of teachers reported feeling moderate or extreme pressure from administrators to improve test scores and even they have considered leaving their post because of standardized testing (Lancasteronline.com).

5.4 Teachers workforce

Despite the expansion of higher education in the UK, the teaching profession has experienced significant shortages. Recruitment in this profession, especially teaching in the state maintained sector has received considerable policy attention in recent years.

Various financial incentives have been devised to try to attract graduates into teaching. In 1998, new teachers in shortage subjects (mathematics, science and modern language teachers) were given an initial lump sum payment of £4,000 under the 'Golden Hello' scheme introduced by the Government. The latest incentives include a package which pays off the student loans of newly qualified teachers working in shortage subjects in England and Wales as well as a housing loan scheme was devised in October 2003, under which teachers in London are eligible for an interest-free home loan of up to £50,000 (Dolton, 89).

Additionally, the advertising "*Use your head. Teach*" campaign, costing around £12 million, was a great effort to recruit and retain teachers. However, the decrease has taken place as figures show in the number of full-time equivalent school staff in local authority maintained schools and Academy schools in England table. (TES.com)

	Spring 2000	Spring 2007	Spring 2009	Spring 2010	November 2010	November 2011
Teachers	405.8	439.3	441.1	442.6	448.1	438.0
Teaching assistants	79.0	163.8	177.0	183.7	213.9	219.8
Non-classroom based school support staff	83.0	144.4	149.6	162.2	-	133.9
Auxiliary staff	-	-	-	-	-	84.2
Total	567.8	747.5	767.7	788.5	662	875.9

Table 1: Teachers workforce.

Source: Statistical First Release. School Workforce in England: November 2011.DfE.

The school workforce has seen substantial increases in the numbers of school support staff employed in recent years; between spring 2000 and November 2011 the numbers of full-time equivalent teachers in service has increased by 32,200 from 405,800 to 438,000. This represents an increase of 7.9%. However, it remained relatively flat from spring 2011 to November 2010, making up 2%, from 439,300 in 2007 to 448,100 in November 2010. It fell by 10,000, 2%, between November 2010 and November 2011.

In comparison, the numbers of teaching assistants has increased by almost threefold from 79,000 in spring 2000 to 219,800 in November 2011 with the rate of growth slowing between 2007 and 2011. Similarly, the numbers of other school support staff have increased by over 50,000 between spring 2000 and November 2011. In connection to the school auxiliary staff (school maintenance and ground staff and dinner ladies etc.) of which there were 84,200 employed in schools in November 2011 ("2012 Statistical First Release")

The characteristics of the school workforce as from November 2011 are as follow:

- Gender :

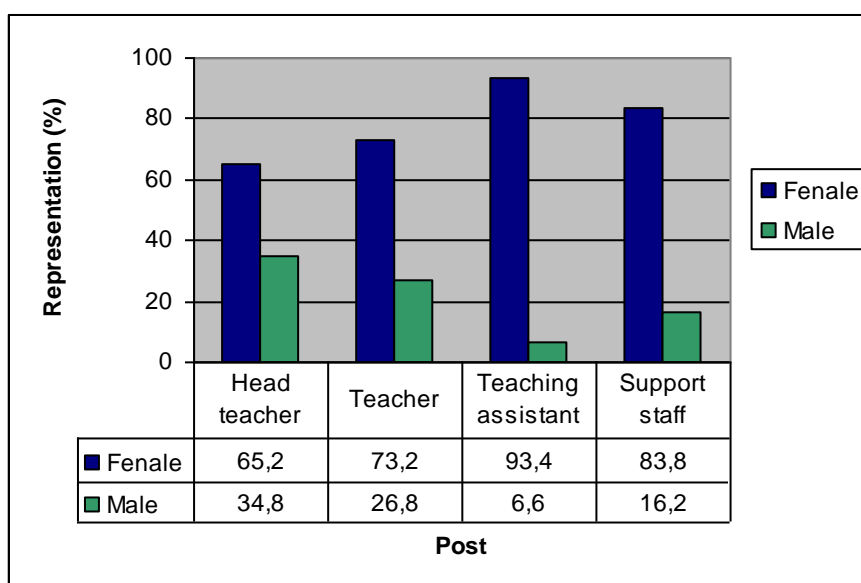


Figure 2: School workforce by gender.

Source: Derived from the 2010 school workforce census. Report DFE-RR151

In connection with gender, there is an imbalance between male and female professionals; as in 2012, 65.2 per cent of headteachers were women in contrast with 34.8 per cent for the male sector; in regard to teachers and support staff, 73.2 per cent and 93.8 per cent were women leaving just 26.8 and 16.2 per cent for men respectively; finally, the most striking figure corresponds to teaching assistants, 93.4 per cent are women whereas just a 6.6 per cent are men. Women dominate the teaching sector.

-Age:

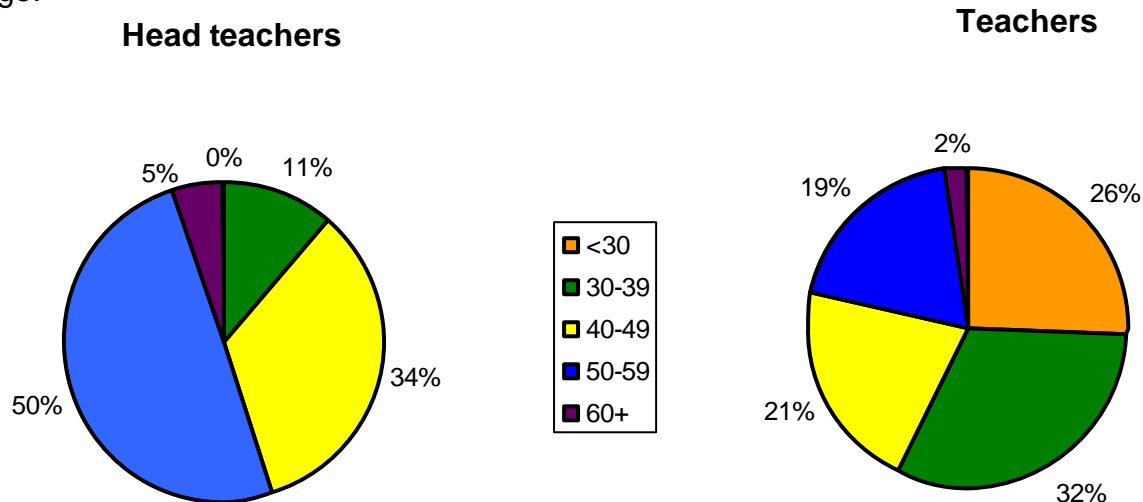


Figure 3: Age of Head teachers and teachers

Source: Derived from the 2010 school workforce census. Report DFE-RR151

In connection with age, professionals younger than 30 years old are not existent in the managerial section; although, teachers make up 26 per cent in the same age bracket.; for 30-39 year olds, head teachers make up 11 per cent in this age group meanwhile teachers almost double up the percentage to 32 per cent.

The next section up in age, the 40-49 bracket, head teachers cover 34 percent in contrast with teachers which are 21 per cent of the workforce; for the 50-59 year olds, headteachers dominate this age bracket being 50 per cent whereas teachers are 21 per cent; and finally, for the most senior ones, 60 plus, there is a very small representation in both professional categories; head teachers just 5 per cent and teachers 2 per cent of the professional workers.

-Ethnicity:

Teachers

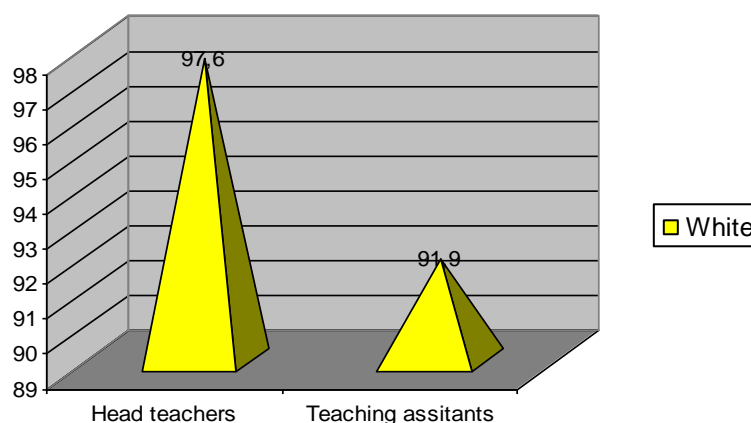
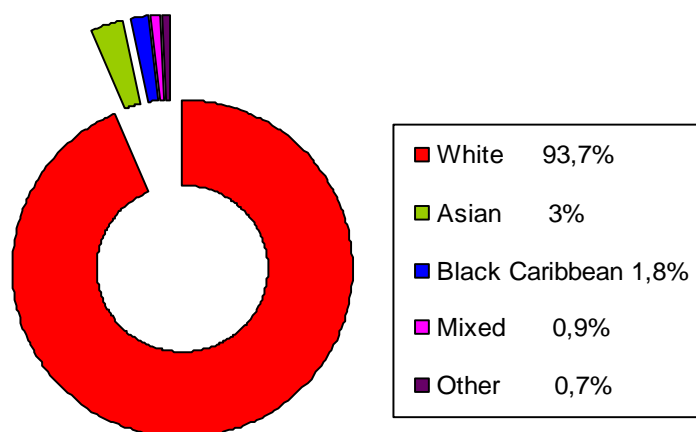


Figure 4: Ethnicity of school workforce.

Source: Derived from the 2010 school workforce census. Report DFE-RR151

In regard to ethnic background, 93.7 per cent of teachers in service were recorded in the White ethnic groups. Of the non-White ethnic groups, Asian teachers made up the next largest group with 3.0 per cent of those in service. Black Afro-Caribbean teachers made up 1.8 per cent of those in service followed by Mixed White/Other, 0.9 per cent, and the final 0.7 per cent of teachers in service came from other ethnic backgrounds; 97.6 per cent of head teachers were recorded in the White ethnic groups. 91.9 per cent of teaching

assistants and all other support staff were recorded in the White ethnic groups. Traditionally, teaching has been a career geared towards women. It is neither a high-prestige nor a high-salary profession which seems to be the main reasons why men do not apply as seen figure 1 shows; in relation to teachers' age, figure 2 shows that most teachers are in the younger age bracket, possibly because the younger the professional, the more stamina they have to put up with everyday life in the classroom; as professionals get older they opt for more managerial. Figure 3 shows that the dominant ethnic group is white due to its dominant culture compared to the others.

5.5 Teachers' Pay

The School Teachers' Pay and Conditions Document (STPCD), published annually, contains statutory provisions on teachers' pay. It requires every governing body to have a written school pay policy, setting out the decision-making structure for all pay decisions, including annual pay assessments, discretionary decisions and appeals procedures, and the criteria to be applied in taking decisions on pay. All decisions should be taken in accordance with the pay policy, which should be reviewed annually (in consultation with teachers and union representatives) and kept up to date. The school pay policy should also affirm the governing body's commitment to fairness, openness, consultation and accountability ("School Teacher's Pay 2012/13 Guide").

The average salary for qualified nursery/primary and secondary teachers in the maintained sector shows an overall upward trend, but the first two decades tended to see a sharp upturn; as figure 5 indicates the upturns are due to the fact that salaries did not keep up with inflation, the downturns are due to budget freeze or cuts as a result of economic crisis ("2008 Teacher's Pay Statistics").

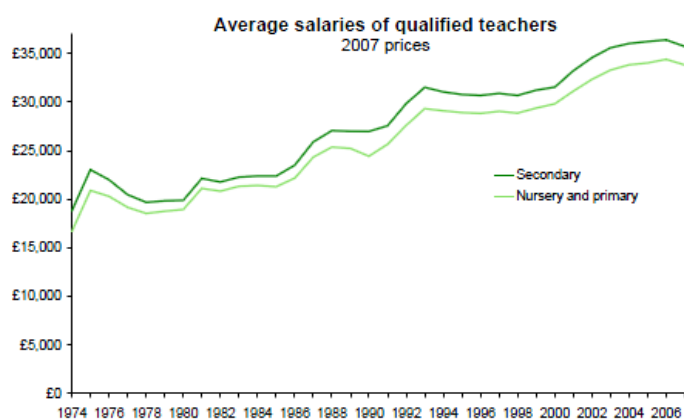


Figure 5: Average salaries of qualified teachers.

Source: 2008 Teacher's Pay Statistics. House of Common, England. Print.

In September 2012, a newly qualified teacher in England and Wales can expect to start on £21,588 a year. For primary school teachers with at least 15 years of experience, salaries average £28,000. For lower secondary school teachers with at least 15 years of experience average, it is £27,500. Lower and upper secondary school teachers in England earn 109% more than similarly-educated workers in other professions.

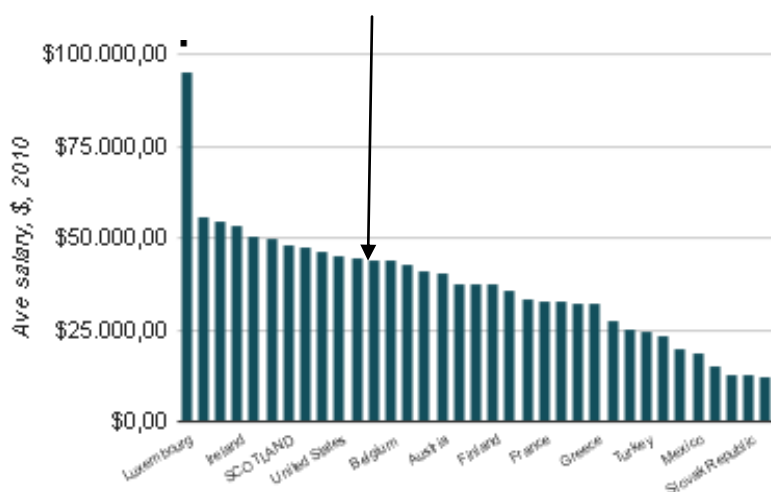


Figure 6: Teacher's pay. Different countries.

Source: The Guardian DataBlog Facts are sacred. September 2012.

However, for the first few years of a teacher's career, the teacher can find him/herself progressing to a leadership pay scale, or even a headship pay scale. These pay scales include: advanced skills teacher pay scale, excellent teacher pay scheme , leadership group pay scale, and head teacher pay scale .

The scales will depend on position, experience and location, as well as on the school. To have an overview of the mentioned scales, here is an example:

	England and Wales (excluding London and fringes)	Inner London	Outer London	London fringes
Leadership group				
Max (head teachers)	£105,097	£112,181	£108,070	£106,137
Min (head teachers)	£42,379	£49,466	£45,351	£43,416
Min	£37,461	£44,540	£40,433	£38,493
Advanced skills teachers				
Max	£56,950	£64,036	£59,925	£57,985
Min	£37,461	£44,540	£40,433	£38,493
Post-threshold pay scale				
Max	£36,756	£45,000	£40,433	£37,795
Min	£34,181	£41,497	£37,599	£35,218
Main pay scale				
Max	£31,552	£36,387	£35,116	£32,588
Min	£21,588	£27,000	£25,117	£22,626
Unqualified teachers				
Max	£25,016	£29,088	£27,992	£26,052
Min	£15,817	£19,893	£18,789	£16,856

Table 2: September 2012 Scales

Source: 2008 Teacher's Pay Statistics. House of Common, England. Print.

There can be an additional payment to a teacher for taking on sustained additional responsibilities for which the teacher is accountable. It is known as Teaching and Learning Responsibility payment: Special educational needs allowance is also provided with an incentive.

TLR 1 max	£12,517
TLR 1 min	£7,397
TLR 2 max	£6,259
TLR 2 min	£2,561

Table 3: Payments for Teaching and Learning responsibilities.

Source: Teacher's Pay 2013-2014 Guide. Print.

Besides, the introduction of a Performance Threshold in 2000 let teachers at the top of the existing salary scale be eligible to apply to cross this threshold by making an application showing their proficiency in each of five areas. If successful, they are awarded a £2,500 a year salary increase (Wragg, 16).

The Threshold assessment is open to all qualified teachers who, at the time when they apply, are employed as a teacher by a local authority or a governing body of a local authority maintained school. It operates on the basis of annual application “rounds” which determine the dates by which applications must be made and assessed and the dates on which successful teachers progress to the Upper Pay Scale.

Number of teachers who were eligible to apply	21,749
Number of teachers who actually did apply	19,183 (88% of teachers eligible)
Number of teachers who were successful	18,684 (86% of teachers eligible, 97 % of all teachers who applied)
Number of teachers who did not apply	2,556 (12 % of teachers who applied)
Number of teachers who applied without success	499% (3% of all teachers who applied)
Schools where every applicant was successful	72%
Schools where not every eligible teacher applied	76%

Table 4: Teachers who applied to cross the pay threshold

Source: Wragg, T et al . *Performance-related Pay*. Exeter. U of Exeter, n.d Print.

Also, teachers may be eligible to join home ownership schemes for help buying a home. There are 3 types of scheme: first Buy equity loans, shared ownership and new buy ("Qualify Teaching Staff". GOV.UK).

5.6 Conclusion

Education is a basic human right and a significant factor in the development of communities. It is also one of the most important investments a country can make in its people and its future, and it is critical to reducing poverty and inequality.

However, the situation in the UK is a bit different. Teachers, especially new teachers, are leaving the profession for a multitude of different reasons. A career in teaching doesn't offer promotions. raises based on merit are non-existent and bonuses are few and far between plus keeping up with the standards, the pressure of testing, crowded schedules and classes, all of which add to the challenges facing today's teachers.

On the other hand, the challenge of providing quality minority teachers continues to be the number one issue; programme plans for minority teacher recruitment have been implemented (Kearney, 4). But they seem not to have attracted enough new professionals due to the fear of potential racial from abuse fellow-teachers, parents and local communities plus the feeling that the national curriculum hampers the cultural and social significance of their communities (Cunningham, 3).

In 2014 more than 4,000 teachers a month left the profession because of the workload and the increasing expectation to take part in out-of-school hour's activities (The Guardian.com).

By 2050, the UK will require 53, 000 new recruits in order to have a workforce of more than 507,000 qualified teachers to support the demands of its growing population. In order to secure this long-term workforce, the number of teachers working in the UK needs to increase by more than 1,600 per year from 2008 (Randstad.co.uk)

The different programmes described in this section correspond to the real need of teacher supply in the UK. The teaching profession has not been well dealt with for years; so attractive incentives have been designed to attract the attention of a possible workforce to ensure the well-doing of new generations.

Chapter 6 : Academies

The launch of the Academies Programme in 2000 was something dramatically different in order to make significant and necessary improvements to the provision of education in urban areas (Gunter, 2014: 301).

Thus, the landscape of secondary education has undergone a transformation since then, with a rapid expansion of independent academies. The Government introduced the Academies Bill at the end of May 2010. The Academies Act 2010 came into force in time to allow the first converter academies to start in September 2010 (Bolton, 1).

Academies are all-ability state schools which, unlike maintained schools, are run by private companies with charitable status and funded directly by central government via a legally binding (West, 2013 : 138).

Let's have a closer look at this new concept.

6.1 Introduction

In 1979, when the Conservative Government was first elected into office, the school system in England was a national system, locally delivered. Major education reforms were implemented including the introduction of market principles into school-based education. As part of these reforms, City Technology Colleges, CTCs, were introduced focusing on science and technology education (West, 2013: 139).

Initially, they were intended to address the problem of failure within English schools with low academic achievement, or schools situated in communities with few or no academic aspirations. Often these schools have been placed in "special measures" after an OFSTED inspection, a term denoting a school that

is "failing or likely to fail to give its pupils an acceptable standard of education" ("Education Act 2002", 45-47).

Due to the Education Reform Act 1988, CTCs were allowed to operate outside local education authorities. CTCs became "technology colleges" and were known as so in 1993 because of the White Paper which proposed the creation of such a term (West, 2013: 142).

In 1997, more changes to education policy followed the election of the Labour Government. The specialist schools programme was re-launched. This type of school was initiated in 2000 and known as a city academy. They were legally created by the Learning and Skills Act 2000, which amended the section of the Education Act 1996 relating to City Technology Colleges.

But the term was changed to academy by an amendment in the Education Act 2002. Academies were proving successful results and the Academies Act 2010 was passed. The White Paper *The Importance of Teaching* expressed the desire for the academies programme to be extended.

In order to have a better understanding of the development of academies, the following pages will be dealing with:

- The converter chain landscape.
- The sponsored academy chain landscape.
- The impact of academy chains.
- The organisation and management of academy chains.
- Sponsorship and governance of academy chains.
- The future development of academy chains.

6.2 The converter chain landscape

The growth in school autonomy has been a distinctive feature of the English education system over the past 25 years. Academisation is used to describe a range of structural changes(Gunter, 2014: 303) Academies – and converter academies in particular – are the most recent manifestation of this policy.

According to National College for School Leadership, at the beginning of 2012 around a quarter of the 1,775 schools that had either converted to or applied for academy status had done so as part of a chain. The DfE had been notified of 122 converter chains, 68 secondary-to-secondary chains, 27 primary-to-primary chains and 27 cross-phase chains. In addition, 93 converting academies had become part of a sponsored chain by themselves becoming sponsors of academies, by joining an existing chain or by converting as part of a school improvement initiative. Figure 1 shows the number of converter academies in these different types of chain.

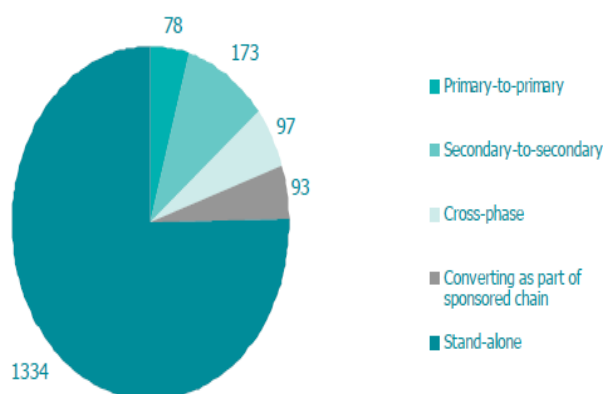


Figure 1: Number of academies converting by phase.

Source: Hill, R, et al. *The growth of academy chains: implications*. Nottingham: NCL, 2012.13..Print

There are three main types of converter academy chain:

- Multi-academy trusts has a master funding agreement with the secretary of state for education and a supplementary funding agreement for each academy within it. The trust has responsibility for the performance of all the academies within it. As Figure 2 shows, the governance of the trust operates at two levels: foundation members who constitute the charitable trust and the board responsible for the operation and performance of the trust's academies. Alternatively, the trust can set up an advisory body for each academy with no delegated powers.

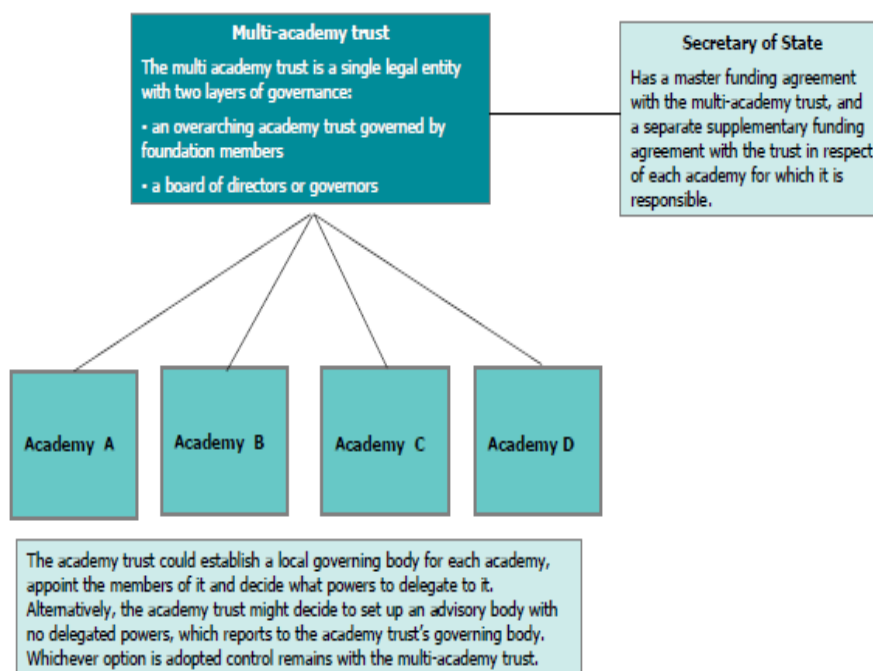


Figure 2: Structure of a multi-academy trust.

Source: Hill, R, et al. *The growth of academy chains: implications*. Nottingham: NCL, 2012. 14..Print

So, for example the Academy Federation of North Bedfordshire. brings together four academies: Sharnbrook Upper School (13-19); Lincroft School (9 to 13); Harrold Priory Middle School (9-13); and, Margaret Beaufort Middle School(9-13). The schools have been federated under one Governing Body since September 2009 but In 2011 it became part of a multi-academy trust (TES NEWS.co.uk. North Bedfordshire Schools, letter from the Chair of Governors).

●Umbrella trusts sets up an overarching charitable trust. This trust in turn establishes individual or multi-academy trusts to run the schools coming under the umbrella of the overarching trust. Each of the individual academy trusts within the umbrella has a separate funding agreement with, and articles of association approved by, the secretary of state. As Figure 3 describes, the umbrella trust can choose how much control it exercises over the trusts within the umbrella, according to either how well a school is performing or how far it wants to determine the relationship it has with an academy.

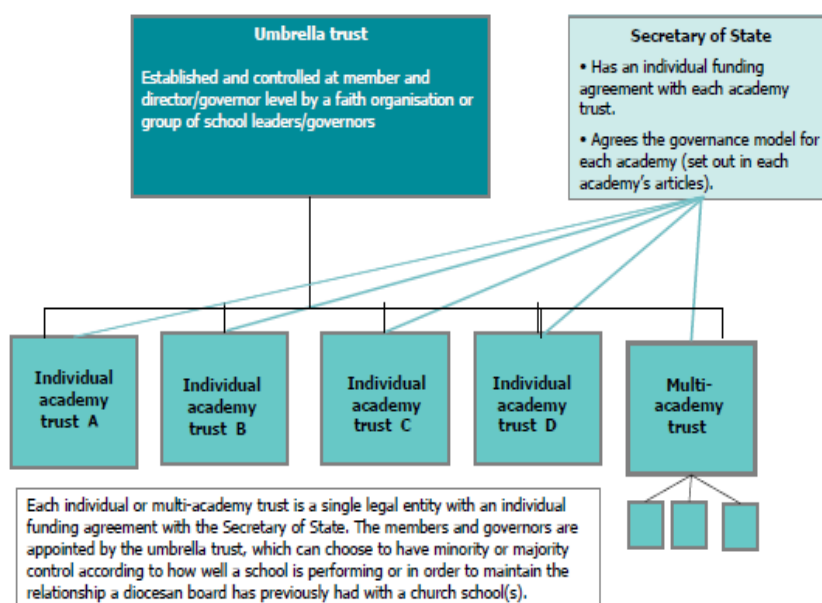


Figure 3: Structure of an umbrella trust.

Source: Hill, R, et al. *The growth of academy chains: implications*. Nottingham: NCL, 2012.16.Print

An example of a faith-based academy trust working within an umbrella trust is the Becket School in Nottingham along with its partner primary schools ,Blessed Robert Widmerpool, Our Lady and St Edward’s and St Edmund Campion. The Trust works in close partnership with the Nottingham Roman Catholic Diocesan Education Service and with local community schools ("2013 South Nottingham Catholic Academy Trust Report",6).

- Collaborative partnerships : In this model the heads or principals of converting academies agree to work together in areas where they see some mutual benefit. With this model the secretary of state enters into a separate funding agreement with each academy. There is no need for shared governance arrangements between the academies involved and in these cases the partnership is much looser than the others , as Figure 4 illustrates.

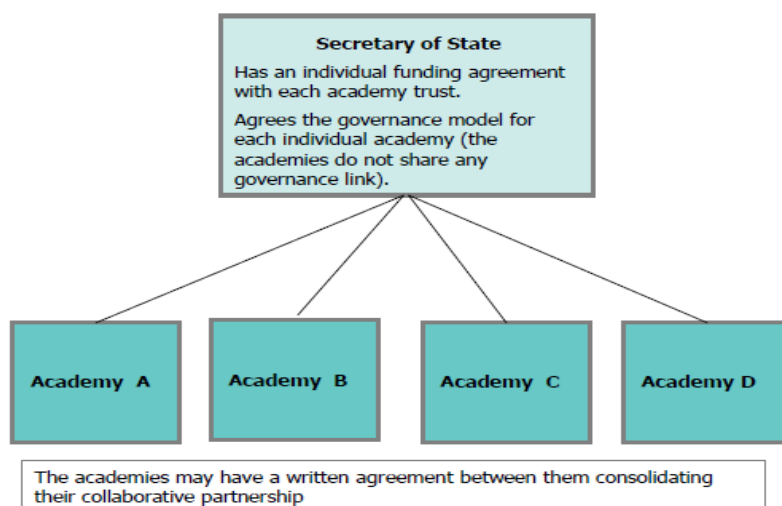


Figure 4: Structure of a collaborative partnership.

Source: Hill, R, et al. *The growth of academy chains: implications*. Nottingham: NCL, 2012. 18.Print

In July 2010, 63% of Bromley schools either converted to academy status or were actively exploring conversion to academy status. They jointly procured the

legal services necessary to facilitate academy conversion to form a collaborative 'chain'. Bromley continues to have one of the highest numbers of academy conversions in the London area ("2013 Bromley Academy Programme & Free School Update", 1-3).

6.3 The sponsored academy chain landscape

The first academies opened in September 2002. These were sponsored academies which replaced former failing schools. The Academies Act 2010 made it easier for all schools (including primary and special schools) to become academies. This led to a rapid expansion of the academies programme and, as of January 2014, there are 3, 613 academies open in England. Of these, 2,509 are mainstream converter academies and the rapid expansion in their numbers means that there is considerable interest in their performance. ("Performance of converter academies: an analysis of inspection outcomes 2012 to 2013", 5)

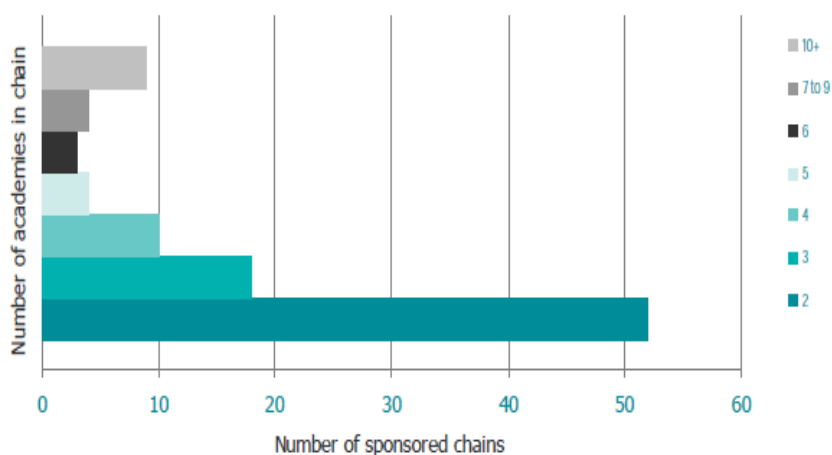


Figure 5: Number of sponsored academy chains by size.

Source: Hill, R, et al. *The growth of academy chains: implications*. Nottingham: NCL, 2012.10..Print

Attainment in converter academies is, on average, higher than that in local authority maintained mainstream schools, reflecting their origin as predominantly higher performing schools.



Figure 6: Primary converter academies in the 2012-13 academic year.

Source: *Performance of converter academies .2014 Research Report.9 . Print*

Figure 6 shows that amongst the 57 converter academies that had previously been rated as outstanding, 19 (33 per cent) continued to be rated as outstanding when inspected in 2012/13; amongst the 70 converter academies that had previously been rated as good, 19 (27 per cent) were then rated as outstanding and 13 (19 per cent) were then rated as requires improvement or inadequate and amongst the 72 converter academies that had previously been rated as satisfactory, 51 (71 per cent) were then rated as good or outstanding ("Performance of converter academies",7).

Figure 7 shows that amongst the 126 converter academies that had previously been rated as outstanding, 44 (35 per cent) continued to be rated as outstanding when inspected in 2012/13 ; amongst the 158 converter academies

that had previously been rated as good, 26 (16 per cent) were then rated as outstanding and 44 (28 per cent) were then rated as requires improvement or inadequate and amongst the 109 converter academies that had previously been rated as satisfactory, 57 (52 per cent) were then rated as good or outstanding ("Performance of converter academies",8).

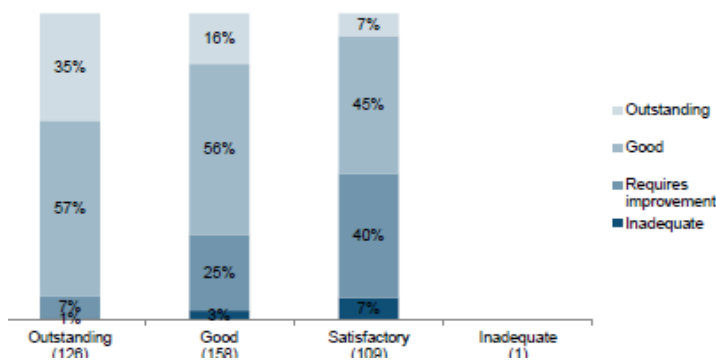


Figure 7: Secondary converter academies in the 2012-13 academic year.

Source: *Performance of converter academies .2014 Research Report.9* . Print

6.4 The impact of academy chains

In 2010 the NAO analysed the GCSE results for academies from 2003/04 to 2007/08. It found that while academies had some way to go to match the national average for the percentage of pupils achieving five or more A*-C grades at GCSE, or equivalent, they were nonetheless making good progress against comparable maintained schools

However, some academies were performing exceptionally well and others making little progress; this wide variation cannot be fully explained by either relative local deprivation levels or pupils' prior attainment.

In connection with attendance and educational achievement, as figure 8 reflects , academies had higher absence rates than the maintained-sector average, but rates were falling faster than in other schools.

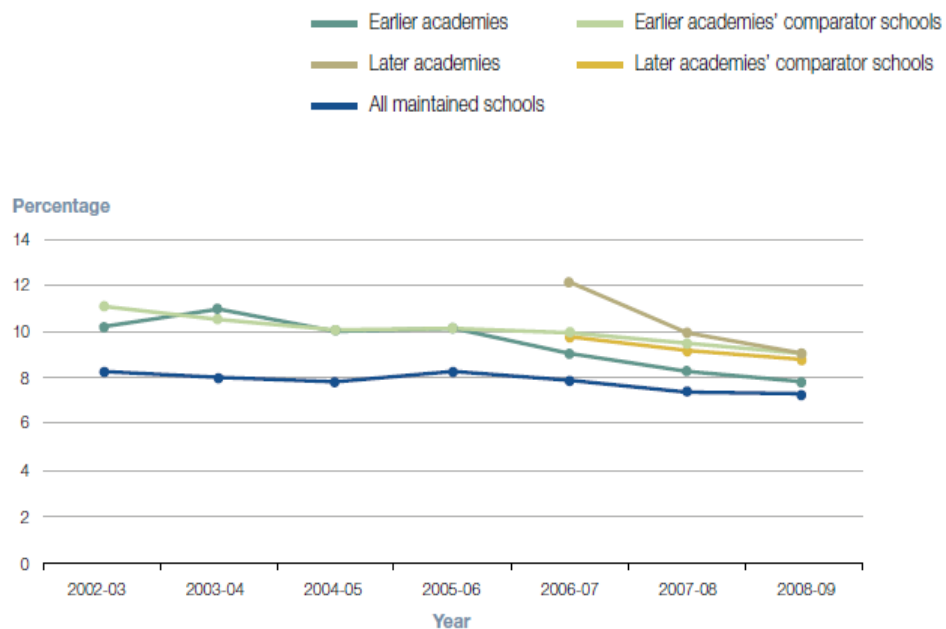


Figure 8: Absence in academies from 2001 to 2009.

Source: *The Academies Programme* NAO. 22. Print

Increasing the staying-on rates for pupils after 16 is an important measure of educational success. Most academies were keen to develop sixth forms, both to help raise pupils' aspirations and to attract and retain quality teaching staff. By 2009-10, 174 of the 203 academies had established a sixth form ("The Academies Programme", 30).

Figure 9 shows that between 2008/09 and 2010/11 secondary academies on average improved at a faster rate than that for all secondary schools in England. Thus, the gap between the average performance of academies and all secondary schools has narrowed from 13.4 to 10.1 percentage points.

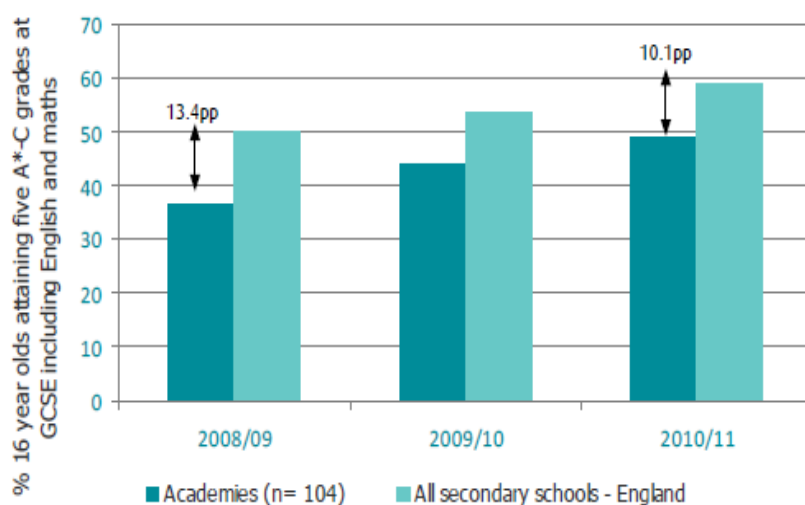


Figure 9: Academies-schools. Five A*-C grades at GCSE

Source: Hill, R, et al. *The growth of academy chains Nottingham: Implications*. NCL, 2012. .23. Print

No specific features of academies have been identified to be associated with particular rates of improvement. Nevertheless, some academies are believed to

have rejected inner school applications but welcomed those from leafy suburb in order to better the outcomes.(Bates, 2013: 288).

6.5 The organisation and management of academy chains

The development of academy chains is taking place against the backdrop of an unprecedented squeeze in public finances. Schools face considerable financial pressures.

Some sponsored academy chains contribute 3 per cent or less of their general annual grant, GAG, to the chain to cover central running cost. In more than three quarters the contribution is 4.5 per cent or less and there are only two academy chains where the contribution is higher than 6 per cent. The two chains with the highest percentage are both smaller chains, figure 10. To put these figures in context a 1 per cent contribution might on average equate to around £50,000.

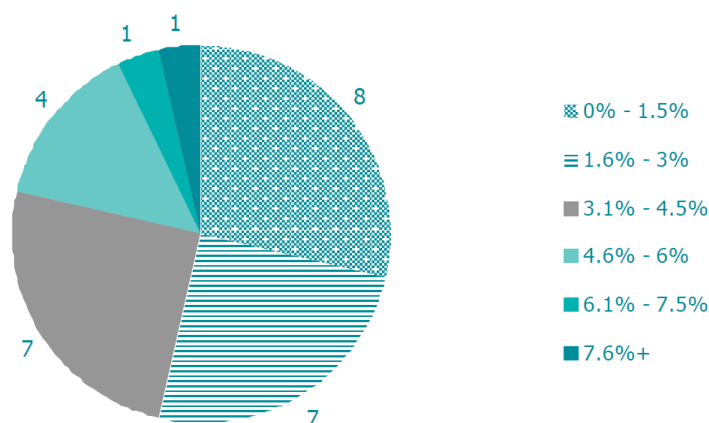


Figure 10: GAG percentage by academies in sponsored academy chains

Source: Hill, R, et al. *The growth of academy chains Nottingham: Implications*. NCL, 2012.79. Print

The GAG is the base of the funding of three-quarters of the academies in sponsored chains. However, the per capita funding for academies within a chain can vary significantly according to their pupil profile and the local authority in which they are located. A minority of academy chains have decided to smooth some of these differences according to the specific needs and circumstances as a consequence of the backdrop of the unprecedented squeeze in public finances. Figure 11 shows the arrangements to solve the funding discrepancies.

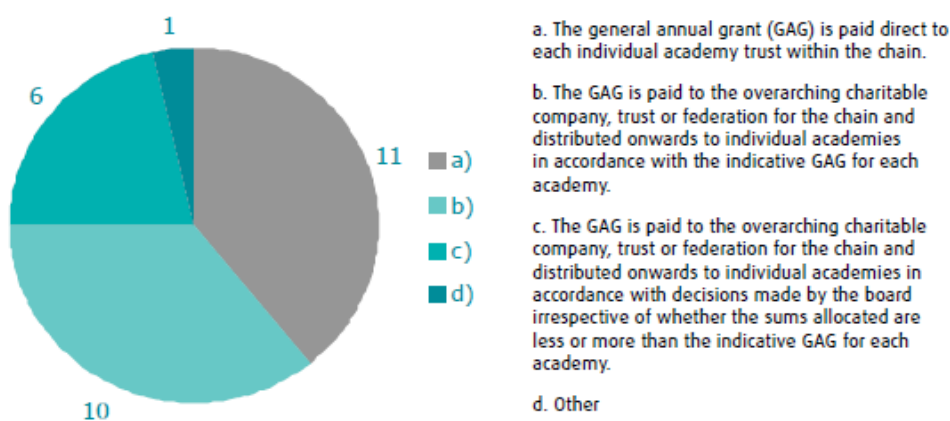


Figure 11: Funding arrangements.

Source: Hill, R, et al. *The growth of academy chains Nottingham: Implications*. NCL, 2012.78. Print

On the other hand, in several cross-phase federations, secondary schools are opening up their finance, HR, payroll and other services to primary academies in the chain and to other local primary schools. This builds on the work of National College programmes aimed at developing the use of business managers across clusters of schools

Building up central services is seen by some chains as a challenge. In one chain, an umbrella trust, no arrangements for providing shared support services are yet in place. It is intended that schools in the chain will buy into a service level agreement for a range of services such as HR, payroll and executive headship.

Unsurprisingly, larger chains employ more non-education support service staff than smaller chains, figure 12. The chain employing the largest number of staff is a chain whose support services were set up around a central model. The chain is working to a different approach from most other chains that to a degree use more school-based staff for some functions.

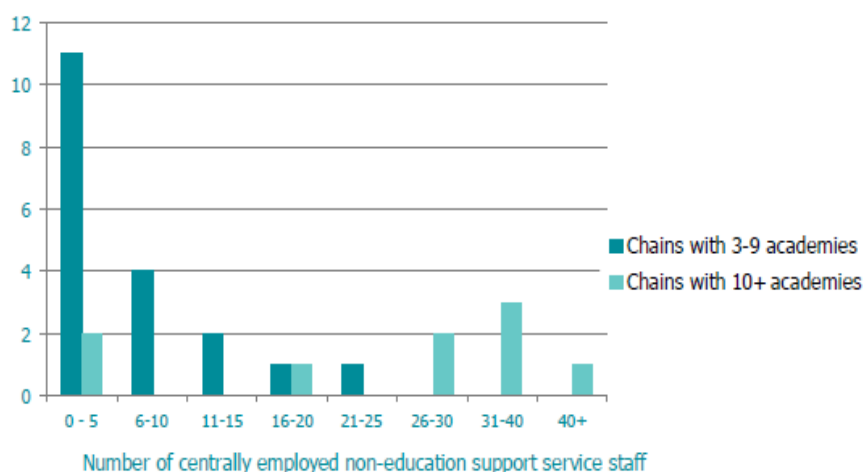


Figure 12: Centrally employed non-education staff.

Source: Hill, R, et al. *The growth of academy chains Nottingham: Implications*. NCL, 2012..Print .77. Print

Authorities have to determine whether, on what basis and for which services it is still viable to provide central support.

6.6 Sponsorship and governance of academy chains

The National Audit Office in its 2010 report on academies identified eight different types of academy sponsor: non-faith-based charitable organisation, faith-based charitable organisation, successful school, corporate, local authority co-sponsor, philanthropic, higher education and further education (33).

The different categories of sponsor with chains of three or more academies is displayed in figure 13. The successful school is made up by more than 20 sponsored academies; the charitable non-faith based organisation is made up of roughly more than 10 sponsored academies; the charitable faith-based organisation is made up of more than 6 sponsored academies; philanthropic individuals is made up of 5 sponsored academies; further education college, higher education and corporate institutions are made up of less than 5 sponsored academies. Thus, successful schools are increasingly the sponsorship engine in the growth of school chains (Smith, 9).

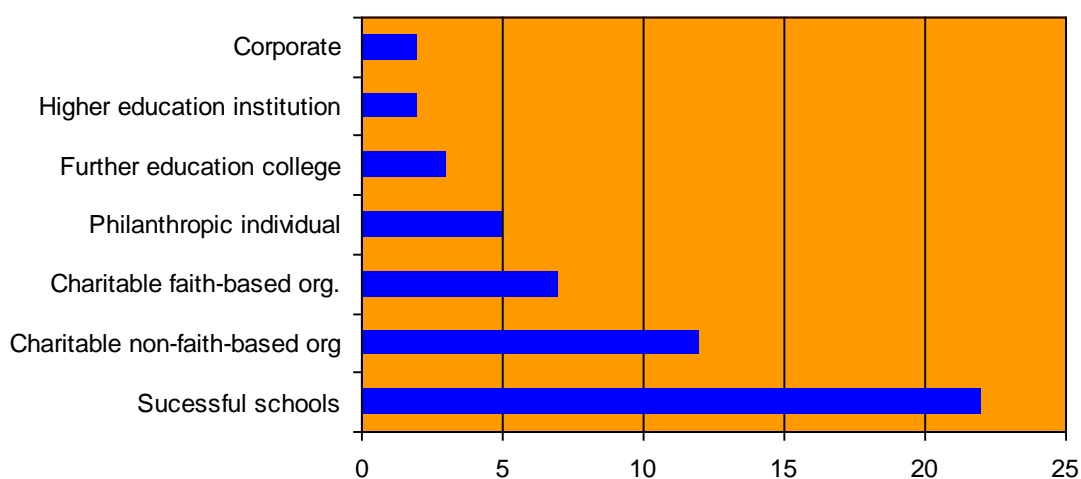


Figure 13: Academies by category of sponsor.

Source: Hill, R, et al. *The growth of academy chains Nottingham: Implications*. NCL, 2012.44. Print

The role of sponsors covers differing values, motivations and notions of accountability, educational skills/knowledge and experience. The emphasis upon the need for such skills are recommended in Carmichael and Wild's 2012 report on the creation of a 'more professional approach' to governing ("Stronger Boards Better Education", 6). This prospect has significant implications for the principle of 'stakeholder' governance of schools. This principle is regarded as the firm basis for children's learning (Smith, 10).

However, the directors have the duty to intervene as and when necessary in the governance of an individual academy, and they may remove any or all of the delegated functions, including those for the budget and staffing, from a governing body if this is in the best interests of the students and staff at a particular academy (Hill, 47). See figure 15 below for different types of governing bodies.

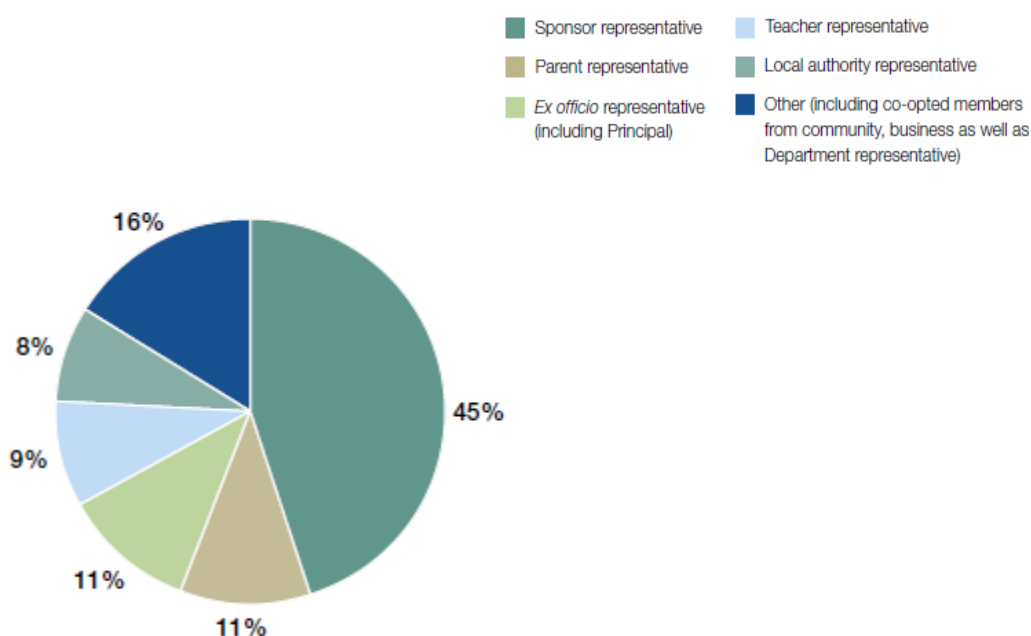


Figure 14: Proportions of governor types.

Source: *The Academies Programme* NAO. 39. Print

The array of different types of governing bodies for academies seems to be a bit confusing because of the nuances in governor's duties. Efforts are being made to simplify it in order to make it flow and work more effectively.

6.7 The future development of academy chains

In relation to the primary sector, there are ambitious plans for the expansion, figure 15; a particular feature of that planned expansion is that chains are contemplating taking on clusters of six or more primary schools at the same time. Therefore, a number of chains are in discussions with the DfE and local authorities about taking on clusters of primary schools since primary schools are incorporated into chains in this way it could in certain areas raise the issue of choice for parents.

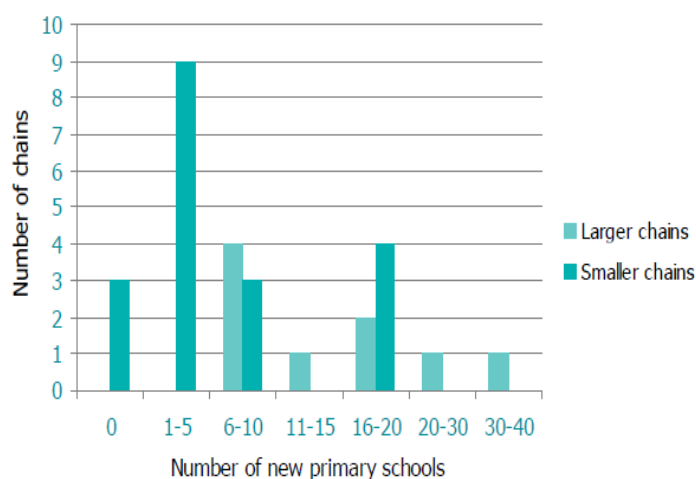


Figure 15: Projected growth .Primary schools. by 2014.

Source: Hill, R, et al. *The growth of academy chains Nottingham: Implications*. NCL, 2012.29.Print

In terms of further expansion, there is one constraint which may be the DfE's ability to provide a sufficient secondary school suitable for academy

sponsorship. Some smaller sponsored chains expressed their inability to grow due to the fact that the DfE may be 'running out' of secondary schools to steer towards sponsored academy status. However, Figure 16 shows that there are only two smaller chains that have really ambitious plans to incorporate more secondary schools into their chain, with one chain aiming to add 16-20 secondary academies by 2014. The rest are looking to add between three and five secondary schools a year.

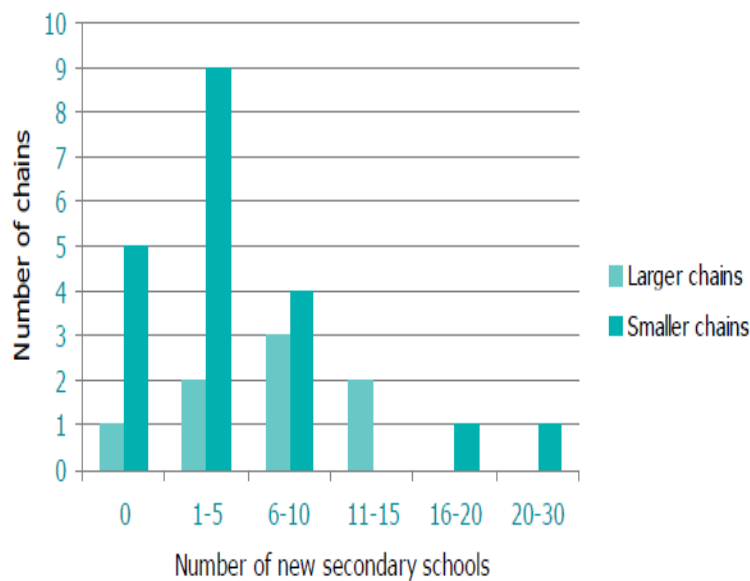


Figure 16 : Projected growth .Secondary schools. by 2014.

Source: Hill, R, et al. *The growth of academy chains Nottingham: Implications*. NCL, 2012.29.Print

However, some academy chains are claimed to be too managerial overlooking the learning process; thus, 14 chains have been banned from taking on new schools.

Education minister Edward Timpson said " When we do have concerns about the performance of academy sponsors , we act quickly by stopping them from taking on new projects, so that they focus on their existing schools and ensure that pupils receive a good education". (TES News.co.uk)

A new turn in Education is about to be launched as academy results are not exactly what were expected; a new reconsideration of the academy system is to be organized in order to lead them back into the right path of excellent learning.

6.8 Conclusion

The pace of expansion is considered to be too fast and a significant level of risk can be created alongside. On the contrary, Michael Gove, secretary of state confirmed that pace of chain formation and expansion was adequate and manageable and that chains would be granted with the capacity to deliver each new project (Hill, 94).

However, the future of the chains are still to be seen just because new economic problems , logistic structures and unexpected outcomes have to be considered; a new approach is being planned out in order to keep back the original reason of the chains , that was to improve academic achievements leading to a better qualified population.

The majority of sponsored academy chains mostly comprise secondary schools. The primary sector is still relatively uninvolved in either the chains' or academies' agenda.

In connection with the development of collaborative chains, it poses challenges at two levels. First, the terminology, the academies in collaborative partnerships

do not see themselves as chains; thus, new concepts are to be developed (Hill, 100).

The second challenge is that some schools, that would not qualify for academy status under the DfE criterion, are being approved to become academies because they have been linked with another academy that has a higher Ofsted rating. Some doubts have been raised on the effectiveness of those schools in the improvement strategy.

A key part of the government's strategy on raising the performance of schools is to make publicly available data on schools' activities, outputs and outcomes. The DfE indicated that academies performing below the government's minimum targets would be addressed. However, it can take time for the full impact of chains and federations to take effect.

With respect to the challenges that converter academy chains are facing in incorporating voluntary aided schools into their chain, many diocesan church bodies are steering those church schools minded to convert to academy status within an umbrella trust comprising same-faith schools, so a chain has to safeguard the religious character, education and practice of the school.

Nevertheless, little attention has been paid to the many local campaigns against academies. This neglect creates a lot of problems for strategies and discourses of social justice (Hatcher, 2010 :330).

Chapter 7: Bullying

Bullying among schoolchildren is certainly a very old phenomenon. The fact that some children are frequently harassed has been described in early literary works. School bullying has been of a serious concern in the UK since 1989, when the government's Elton Report on discipline appeared.

A much-used definition of bullying or victimisation is : " A student is being bullied or victimised when he or she is exposed, repeatedly and over time , to negative actions on the part of one or more other students" (Olweus, 62).

Nevertheless, this definition has to be expanded to a new participant; teachers are also bullied and the problem now goes to either way.

The aim of this chapter is to raise awareness of the efforts made by all the parts involved in giving a real solution to this disruptive behaviour.

Let's have a closer analysis.

7.1 Introduction

Bullying has often been excused or ignored within schools as a normal part of growing up , as a rite of passage in childhood, or an example of " boys being boys" and " kids being kids" (Theriot, 2008, 80).

However, Bullying damages the physical, social, and emotional well-being of its victims. It also hurts the children who bully, as well as those who watch it happen. In fact, bullying creates a climate of fear, callousness, and disrespect for everyone involved.

Bullying begins in the preschool years, peaks in early adolescence, and continues, but with less frequency, into the high school years. Members of the

school community and children have a right to be educated and work in a secure environment and feel safe. Schools are well-placed to promote non-violence and encourage everyone to deal with conflict peaceably, demonstrating that better behaviour makes better learning. Strong relationships between school and homes and others prevent the school from becoming isolated in its aims and its efforts. (Eyesonbullying.org)

Most of the children use the internet on a daily basis: social networking sites, emails, mobile phones and internet inside and outside school as depicted in figure 1.

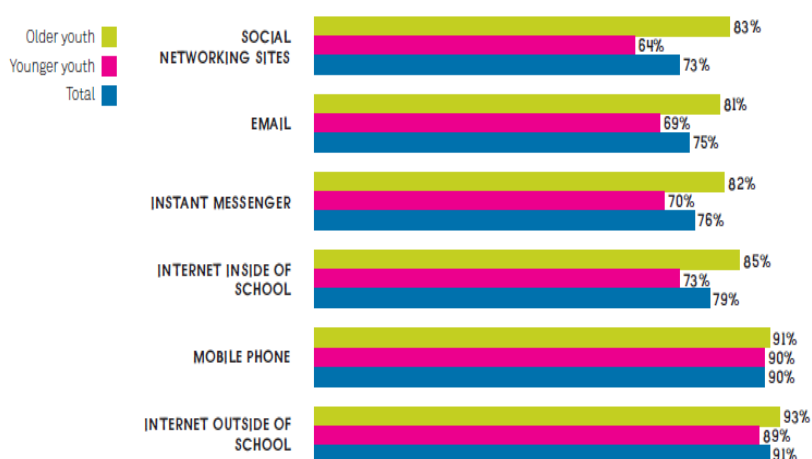


Figure 1: Range of Young people's technology use on a daily basis.

Source: Tarapdar, Saima and Mary Kellet. *Young's voices on Cyberbullying..* London: OU, 2011. Print.

Over the past two decades, what it is known about bullying, who is involved, where, when, and why it occurs, and the situations that allow it to spread, has increased tremendously. This knowledge has helped researchers develop new and useful strategies that both children and adults can use to intervene effectively and, better yet, prevent bullying before it even occurs (Storey, 3).

Violence-prevention can be a central feature of a school's ethos; it can be brought into the whole curriculum and serve as a basis for the promotion of self-esteem and personal development. For some children, only the school represents security in an uncertain, rapidly changing and often hostile world. Although children are subject to powerful influences in the wider world, a school must equip its students with the skills to avoid violence and face conflict with confidence and restraint (Varnava, 3).

Violence is a learned behaviour. Its roots lie in childhood. The most reliable predictor of violence in adulthood is exposure to violence in childhood. Approximately 60% of males who bullied others had at least one criminal conviction by the age of 24 (Theriot, 2008, 80). It is not inevitable, but, any particular child who grows up to be violent, even high-risk children, given support, can be diverted from violence.

In order to have a better understanding of bullying , the following pages will be dealing with .

- Who is affected?: the Bully, the victim and the bystander.
- Cyberbullying.
- Homophobic bullying.
- Teachers bullied.

7.2 Who is Affected?

The act of bullying is most often carried out by a boy or a group of boys rather than by a girl or groups of girls; usually bullies victimize peers their own age who are physically or emotionally weaker than them (Safran , 2008: 48).

There are many variations on the precise definition of bullying. Until recently, the assessment of bullying behaviour has been focused on the physical aggression of bullies and its extreme ends, such as the middle and high school shooting throughout the USA (Safran , 2008: 45). A definition of bullying, outlined by Simpson, in *Reducing bullying amongst the worst affected*, highlights the following four aspects: repetitive and persistent, intentionally harmful , involving an imbalance of power and causing feelings of distress, fear, loneliness or lack of confidence (6).

Let's have a closer look at those four aspects:

- Intention to harm: a person teasing another with the intention to deliberately upset his/her is bullying.
- Direct or indirect acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
- Repetition: bullying involves repeated acts of aggression.
- Unequal power: bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

Nevertheless, a culture of silence often surrounds bullying because many students consider bullies to be part of the school community or they lack the necessary skills for reporting or they are convinced that nothing will be done

(Safran , 2008: 47). Thus, many children who are bullied never tell anyone.

Most bullying is not reported because children (Storey, 6) :

1. Don't recognize it as bullying.
2. Are embarrassed.
3. Don't want to appear weak.
4. Believe they deserve it.
5. Don't know how to talk about it.
6. Don't have a trusted adult to confide in.
7. Think adults won't understand.
8. Think nothing can be done about it.

There is much evidence to suggest that there are certain sections of the population likely to experience bullying more frequently than is typical. But it is also true that bullying is a regular experience for the majority of English children, either as the victims of it or as bystanders. But just because children don't talk about it, it doesn't mean bullying isn't happening. Even when children fail to report bullying, they often show warning signs (Storey, 8) :

- Unexplained damage or loss of clothing and other personal items.
- Evidence of physical abuse, such as bruises and scratches.
- Loss of friends; changes in friends.
- Reluctance to participate in activities with peers.
- Loss of interest in favourite activities.
- Unusually sad, moody, anxious, lonely, or depressed.

- Problems with eating, sleeping, bed-wetting.
- Headaches, stomachaches, or other physical complaints.
- Decline in school achievement.
- Thoughts of suicide.

A 2010 Ofsted survey of 253,755 children and young people in England in years 6, 8 and 10 found bullying to be widespread (Anti-Bullying Alliance.org.uk).

- 25% of children and young people said they worried about bullying.
- 46% of children and young people said they had been bullied at some point whilst at school.
- Of those who have been bullied at some point, 29% had been bullied in the last year.
- A majority of school age children and young people in England are bystanders.
- 66% claimed to have seen bullying at their school.

Figure 2 shows the frequency of different bullying types at different age groups. This shows that both physical and non-physical bullying are comparably common. While non-physical bullying (eg teasing, name calling, being ignored or excluded) was slightly more common than physical bullying amongst girls, the reverse is true amongst boys. The least common form of bullying was extortion ,the handing over of money and possessions (Green,R. 7-8).

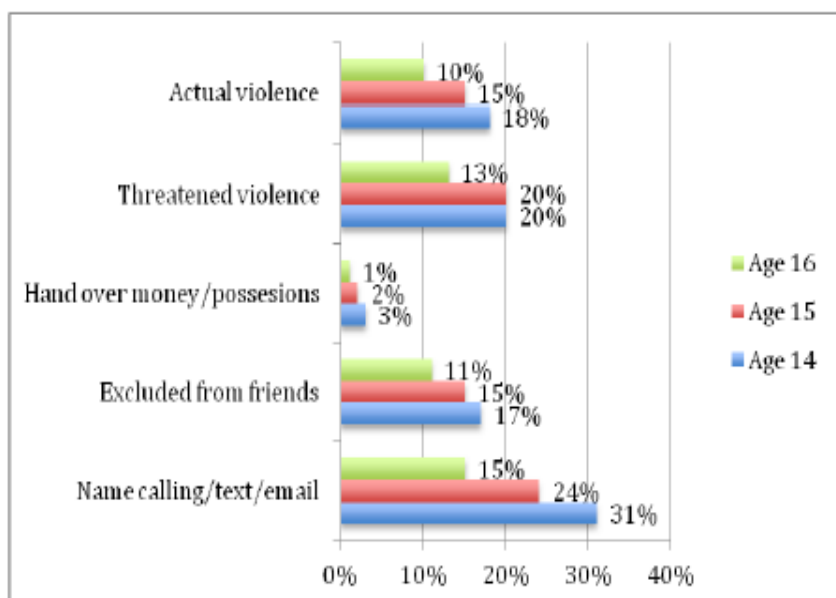


Figure 2: Young people reporting bullying by type of bullying and age.

Source: Simpson, Rob. *Reducing bullying amongst the worst affected*. N.p: DfE, n.d. 9. Print.

Bullying is clear to be a mode of victimization; but in the context of higher education, the motive for bullying may be age, sexuality, ethnic origin or some handicap as well as when staff are too busy to give them advice (Sinkkonen, 2112: 155).

It is difficult to have an appropriate overview of this process since HE students hardly report it resulting in a lack of data to understand it. Figure 3 shows that an alarming 71 per cent of students do not report bullying.

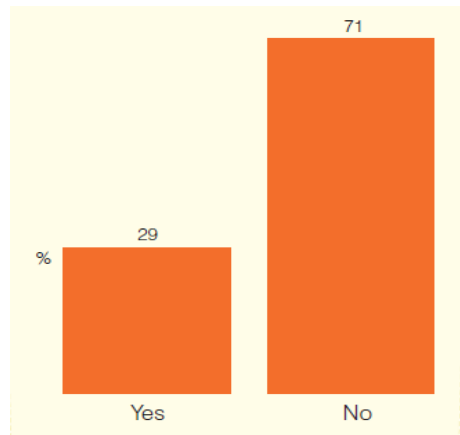


Figure 3: Proportion of bullying reported to University.

Source: *NUS Students Experience Report*. London: NUS, 2008, 25. Print.

Besides, the label bullying is also possible to be used for something that is not really bullying, such as academic criticism, humour. Therefore, not only are the data of universities incomplete but also confusing (Sinkkonen, 2112: 157).

7.2.1. The Bully

Bullying is about the abuse of power. Children who bully abuse their power to hurt others, deliberately and repeatedly. They are often hot-tempered, inflexible, overly confident, and they don't like to follow rules. They often lack empathy and may even enjoy inflicting pain on others. They often desire to dominate and control others, perceive hostile intent where none exists, overreact aggressively

to ambiguous situations, and hold beliefs that support violence (Eyesonbullying.org).

Bullies typically come from homes that are physically abusive, lack positive role modelling and offer wrong parental attention. In the cases where it is carried out by minors it does not make them less than criminals (Borgwald, 2012: 152).

In the preschool years, bullies often rely on direct verbal bullying and physical power to control material objects or territory. They may lack the skills to interact in more socially appropriate ways.

In the elementary school years, bullies are more likely to use threats and physical force, combined with direct verbal bullying, to make victims do things against their will. At this age, some children begin to use indirect bullying to exclude peers from their social circle.

In the middle and high school years, bullies rely on direct verbal bullying such as name-calling and making threatening remarks, as well as physical bullying such as pushing and hitting. Although both boys and girls engage in physical bullying, girls are more likely to participate in indirect, relational bullying, such as rumour-spreading and social exclusion (EDC.org).

In the college years, bullying can be vertical when someone bullies another who is subordinate to him or her or it can also be horizontal when it occurs between two equal persons (Sinkkonen, 2012: 155).

To assist a bully to change his or her behaviour, the bully must be taught how to interact with others. He or she needs to feel empathy for the victim in order to repair his or her self-image. Empathy training and inclusion seem to be the right strategies for addressing bully-stigmatization (Borgwald, 2012: 155).

7.2.2 The Victim

Victims of bullying include girls and boys of all ages, sizes, and backgrounds. But some children are more likely than others to be victimized because they appear small, weak, insecure, sensitive, or different from their peers.

Some children can reduce their risk of being bullied by dressing or acting in ways that make it easier for them to fit in. Yet, every child's individuality should be appreciated for the value it brings to the group, rather than suppressed to reduce the risk of victimization. Furthermore, not all children are able to alter personal characteristics that may place them at increased risk.

Victims tend to share these characteristics:

Factor	Significant Relationship?	Direction of Relationship*
Being female	Yes (ages 14 and 15)	Positive
Being of a non-white ethnic group	Yes (all ages)	Negative
Having a religion that is important to the young person	No	N/A
Having a special educational need	Yes (all ages)	Positive
Having a disability	Yes (all ages)	Positive
Living in council accommodation	No	N/A
Living in a single parent family or step family	Yes (ages 14 and 15)	Positive
Having caring responsibilities	Yes (age 14)	Positive
Having unemployed parents	No	N/A
Having a mother with low educational qualifications	Yes (ages 15 and 16)	Negative
Having been in care	Yes (all ages)	Positive
Having changed school	Yes (age 15)	Positive
Being in a mixed-sex school	Yes (all ages)	Negative
Attending a school with more ethnic minority pupils	No	N/A
Attending a school with more pupils receiving FSM	Yes (ages 15 and 16)	Negative
Attending a school with more pupils with SEN	Yes (ages 15 and 16)	Positive
Attending a school with more EAL pupils	No	N/A

*Positive = increased risk; Negative = decreased risk

Table 1 : Overview of factors found to be associated with bullying.

Source: Green , Rosie, et al. *Characteristics of bullying victims in schools*. the UK: DfE, 2010.34 Print

Children who are repeatedly bullied tend to be passive. The main characteristics are: being female, having a special education need, having a disability, living in a single parent family or step family, having care responsibilities, having been in care, having changed school, attending a school with more pupils with SEN. Potential victims can reduce their risk of being bullied by learning how to: exhibit self-confidence, respond with assertiveness, avoid the bully's tactics and obtain support from others (PSUSD.us).

7.2.3 The Bystander

Bullying situations usually involve more than the bully and the victim. They also involve bystanders—those who watch bullying happen or hear about it.

An important new strategy for bullying prevention focuses on the powerful role of the bystander. Depending on how bystanders respond, they can either contribute to the problem or the solution. Bystanders rarely play a completely neutral role, although they may think they do ("Stand Up Against Bullying: Guide for Students and Parents pamphlet ").

There are four categories depending on the bystander's attitude. Outsiders, who do not experience bullying among their peers; defenders, who are likely to help the victims; guilty bystanders, who do nothing to help bullied peers but they felt guilty about it and unconcerned bystanders, who witness peers being bullied, without feeling responsible (Obermann, 2011 : 239).

All children can be empowered to become helpful bystanders. Adults can prepare children for this role by discussing with them the different ways

bystanders can make a difference, and by letting them know that adults will support them, if and when they step forward. Adults can also provide examples of how helpful bystanders have shown courage and made a difference in real-life situations and in their own experiences (Gordon, Sherri.2012).

Nevertheless, there are at least three reasons that explain why bystanders rarely intervene. First, the fact that most bullying episodes have multiple witnesses, intervention becomes less likely as children witnessing it may expect others to take action. Second, the fact that bullies are often perceived as popular and powerful, thus it may take a lot of courage to stand up against them. Third, bystanders' attitude toward the victims, viewing them as subhuman creatures (Obermann, 2011 : 240).

In terms of teachers' reaction, teachers often hold misconceptions about bullying. They believe that helping victims will make it worse and they regard victims as responsible for the situation. Also, it has been reported that teachers are generally less likely to discipline bullies of a different ethnicity than of their own and more willing to discipline victims if their gender matched the gender of the victims (Yoon, 2014: 2).

On the contrary, the majority of teachers have reported to need additional training regarding how to intervene effectively in all forms of bullying.

7.3 Cyberbullying

Young people are using the Internet more than ever and most have Internet access from home. For many children, the Internet is not simply a convenient way to research or a fun afterschool activity - it is a big part of their social life.

Emailing and chatting with friends are children's most common online activities, after studying and playing games. (NCPCC.org). Despite the many advantages, one negative aspect has been the promoter of cyberbullying. which has become a worldwide phenomenon (Baek, 2013 :226).

Cyberbullying is similar to other types of bullying, except it takes place online and through text messages sent to mobile phones. The severity of its impact , in comparison with traditional forms of bullying, is perceived as equally harmful (Langos. 2014: 111). Cyberbullies can be classmates, online acquaintances, and even anonymous users, but most often they do know their victims.

Some examples of ways kids bully online are ("USA Department of Health and Human"):

- Sending mean, vulgar, or threatening messages or images.
- Posting sensitive, private information about another person.
- Pretending to be someone else in order to make that person look bad.
- Intentionally excluding someone from an online group.

Both boys and girls sometimes bully online and just as in face-to-face bullying, tend to do so in different ways. Boys more commonly bully by sending messages of a sexual nature or by threatening to fight or hurt someone. Girls more often bully by spreading rumours and by sending messages that make fun of someone or exclude others. They also tell secrets ("Stopcyberbullying pamphlet").

Victims of cyberbullying, which takes place in the virtual world, experience many of the effects in the real world such as drop in grades, low self-esteem, a change in interests, depression or suicide (Baek,2013:228). However, cyberbullying can seem more extreme to its victims because of several factors (McAfee, 14) :

- It occurs in the child's home. Being bullied at home can take away the place children feel most safe.
- It can be harsher. Often kids say things online that they would not say in person, mainly because they cannot see the other person's reaction.
- It can be far reaching. Kids can send emails making fun of someone to their entire class or school with a few clicks, or post them on a website for the whole world to see.
- It can be anonymous. Cyberbullies often hide behind screen names and email addresses that do not identify who they are. Not knowing who is responsible for bullying messages can add to a victim's insecurity.
- It may seem easy to get away from a cyberbully by just getting offline, but for some kids not going online takes away one of the major places they socialize.

Cyberbullying can be a complicated issue, especially for adults who are not as familiar with using the Internet, instant messenger, or chat rooms as kids. But like more typical forms of bullying, it can be prevented when kids know how to protect themselves and parents are available to help.

According to Saima Tarapdar, *Young voices' on Cyberbullying*, the most accessible forms of technology became the most used methods of bullying. 'Abusive emails' ,26%, were the most popular, followed closely by 'abusive texts',24%, and 'prank and silent calls' ,19% (22).

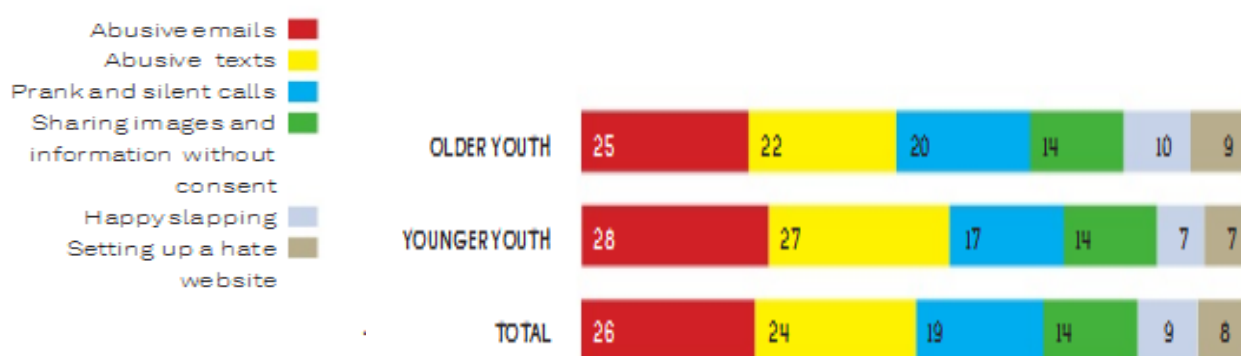


Figure 4: Forms of cyberbullying experienced by young people (%).

Source: Tarapdar, S. *Young's voices on Cyberbullying*. London: OU, 2011. 20 Print.

In term of how many forms are used, 48 % of victims were bullied using one method .On the contrary, a total of 52% of young people were bullied with numerous tools ,25% through two methods and 27% using three or more (Tarapder, 20) .

In connection with the moment in time that cyberbullying happens, figure 4,periods away from school became the primary location of concern, 56%, felt stalked within 'the home', and 15% 'whilst travelling', even in the company of other peers and friends (Figure 5). The main problem in this issue is the gap in

knowledge of technology between parents and their children. Some of them see the need to strike a balance between providing freedom of use, applying conditions of use and being taught about the responsibility of usage, without creating a form of censorship. Thus, parents could become more involved in protecting and monitoring their children’s activity both directly and indirectly (Tarapder, 25).



Figure 5: Expected moment in time that cyberbullying happens (%).

Source: Tarapdar, S. *Young's voices on Cyberbullying*. London: OU, 2011. 25 Print.

7.4 Homophobic bullying

Adolescent bullying has indicated that lesbian, gay, bisexual and transgender (LGBT) youths are at an increased risk for victimization as well as an increased risk for a range of mental health problems (Beckerman, 2014:196).

On the other hand, School bullying has largely neglected to explore how sexual minority youth responds to homophobic victimization due to the fact that white male victims are disproportionately portrayed in the media, which leads to the belief that sexual minority youth of colour do not experience homophobic bullying (Panfit, 2013: 82).

Among the different type of bullying faced by LGBT youth, according to figure 6, the most common ones are verbal abuse , 53 % , malicious gossip, 46% and intimidating looks , 33% . The least common types are threatened with a weapon and sexual assault, 3 % respectively.

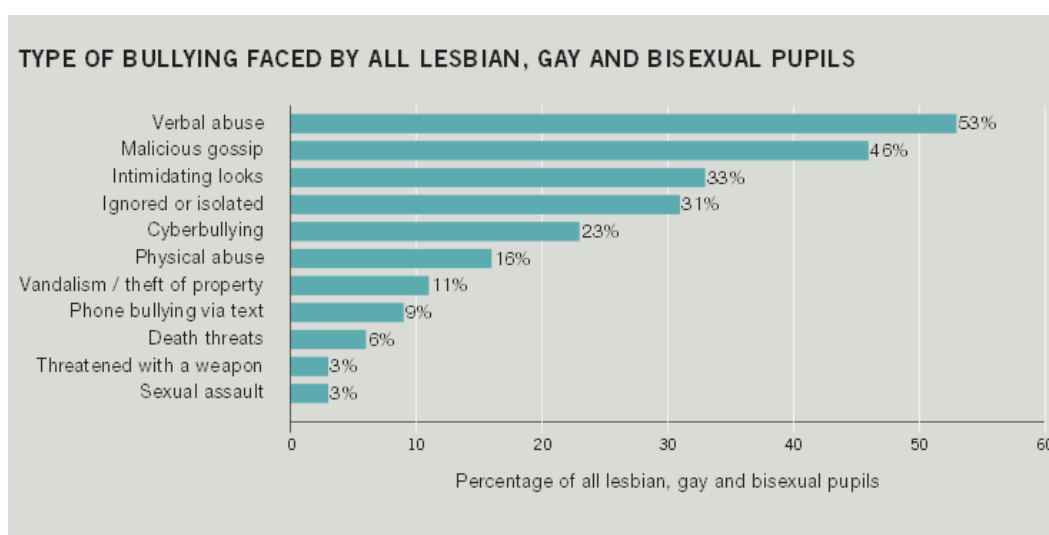


Figure 6: Type of bullying faced by gay students.

Source: Guasp, April. *The School Report*. Cambridge: Stonewall, 2012.12. Print

Among the different places where LGBT students have been bullied, figure 6, the most usual ones are in the corridors, 42%; in the school grounds, 46% and during the lessons, 35%.

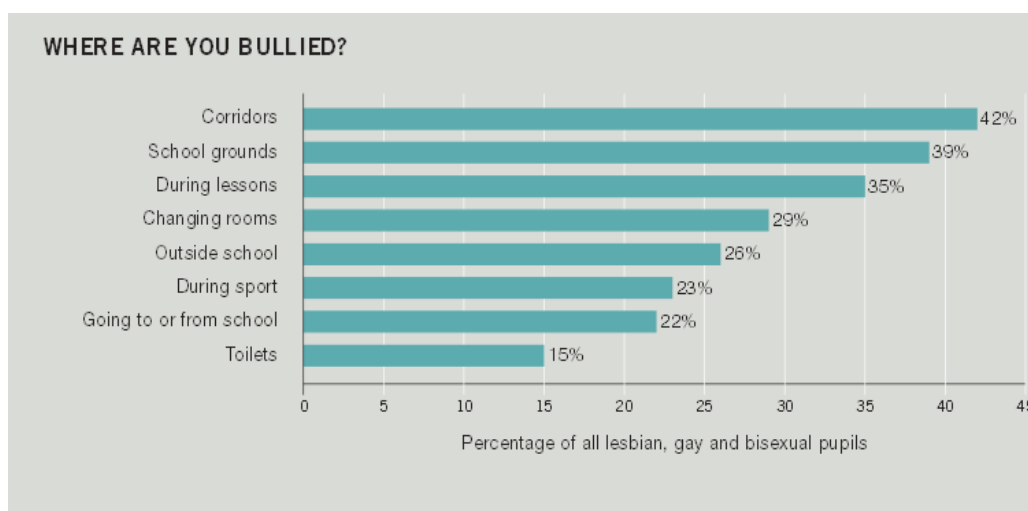


Figure 7: Places where bullying takes places.

Source: Source: Guasp, April. *The School Report*. Cambridge: Stonewall, 2012.14. Print

There is substantial evidence to indicate that homophobic bullying causes long-term damage to young people. The characteristic symptoms of posttraumatic stress disorder, PTSD, are serious emotional distress and mental health challenges, often enduring into early adulthood. Profound depression, anxiety, low self-esteem and patterns of self-harm have been identified. The more bullied, the higher the level of PTSD is. (Beckerman, 2014:198).

According to April Guasp's 2012 research, *The Teacher's Report*, revealed that the main consequences of being bullied at school are as follows (25):

Attainment and aspiration:

More than two in five (43 %) lesbian, gay and bisexual pupils who experience homophobic bullying and even one in three (35 %) gay pupils who haven't been bullied don't feel that they are achieving their best at school.

Skipping school :

Seven in ten (70 %) lesbian, gay and bisexual pupils skip school at some point.

One in seven (13 %) bullied pupils skip school more than six times. Almost a third (29 %) of gay pupils who are bullied say they're likely to miss school in the future.

Mental health :

One in four (26 %) lesbian, gay and bisexual young people who are bullied say they feel guilty about it. Three in five (61%) feel embarrassed and more than two in five (42 %) say they feel ashamed.

Self-harm:

More than half (56 per cent) of gay young people deliberately harm themselves, which can include cutting or burning themselves. However lesbians and bisexual girls are twice as likely as gay and bisexual boys to self-harm.

Depression:

Rates of depression among lesbian, gay and bisexual pupils are high. On this basis, almost half (46 per cent) of gay pupils who experience homophobic bullying have depression.

Suicide :

Nearly one in four (23 %) lesbian, gay and bisexual young people have tried to take their own life at some point. Seven in ten (71 %) lesbian and bisexual girls and almost six in ten (57 %) gay and bisexual boys have thought about taking

their own life, with boys who are black or ethnic minority at particular risk of suicidal thoughts at 76 per cent.

The percentage above mentioned illustrates how serious the problem can be; students are being bullied with grave consequences in their well-being and psychological welfare.

7.5 Teachers bullied

Poor working conditions are the main reasons for workplace bullying which emphasizes the responsibility of the employer to provide better working conditions (Notelaers, 2009:488).

At any schooling venue, the role of teachers has to be reinforced as the ultimate authority; when this role is broken, teachers may become the victims of bullying in a variety of ways. Disruptive classroom behaviour is one way in which students seize power in class and use it to distress a teacher. When the bullies are black boys, teachers feel very intimidated and they are unsure of how to discipline them (Panfit, 2013: 82). Vandalism, such as keying cars and causing flat tires, and theft of teachers' property, as well as verbal abuse are other ways in which students abuse teachers as well as physical attacks.

While teacher bullying by students may pass onto school discipline, student bullying by teachers may pass without any consequence. Web postings in which anyone can say anything about any teacher and sharing video filmed during class are two ways to defame teachers. Another form of bullying is false reports about teachers given by the students to the school or the school board.

Teachers may also be the victims of bullying by other teachers, by the school administration, and by the school board. (Bullyinginstatistics.org)

	2011	1995
None	9%	18%
Rare	25%	32%
Sometimes	40%	50%
Frequent	26%	
	100%	100%

Table 2: Teachers bullied at work.

Source: NASUWIT. *Workplace Bullying in Schools and Colleges*. Birmingham: TU., 2012. 10.Print.

With regard to the frequency of bullying by other member of staff in the workplace, adult workplace bullying appears to be more prevalent in 2011 than in 1995, as Table 2 above shows In 1995, adult workplace bullying as rare or none was just 50%. The equivalent figure in 2011 is 34%. The increase comes with the sometimes/ frequent category as 50% in 1995 and 66% in 2011.

In connection with the sex of victims, an increase of 10 % in the proportion of women bullying has been reached making female teachers more vulnerable than ever.

Sex of persons bullied	2011	1995
Female	75%	65%
Male	25%	35%

Table 3: Sex of persons bullied.

Source: NASUWIT. *Workplace Bullying in Schools and Colleges*. Birmingham: TU., 2012. 12.Print.

The consequences of adult workplace bullying on the person being bullied have also been taken into account. The most serious consequences, as table 4 shows, are loss of confidence, 21%, for both in 1995 and 2011, dread of going to work reaching 18% in 2011 and sleepless nights reaching 17% in 2011.

	2011	1995
Loss of confidence	21%	21%
Dread of going to work	18%	16%
Sleepless nights	17%	15%
Damaging effect on family	8%	8%
Panic attack	6%	8%
Left job	6%	5%
Extended absence	5%	5%
Some other socio/medical symptom	5%	6%
Frequent absence	4%	5%
Surrender of post responsibility	2%	3%
Smoking/drinking/drugs	2%	5%

Table 4: Teachers bullied consequences.

Source: NASUWIT. *Workplace Bullying in Schools and Colleges*. Birmingham: TU., 2012. 13-14.Print.

Even, worst cases have led to the extreme decision of committing suicide among teachers. The table below shows how serious is the subject as 3.95 % of teachers in the same number of population committed suicide in 2008.

Suicide rate in England and Wales per 100,000 population	10.25
Suicide rate per 100,000 teachers in England and Wales	14.20

Table 5: Teacher's suicide rate.

Source: NUT Health and Safety Unit.. *Teacher Stress in Context*. Sept 2008.

Due to the stress at work, The NASUWT offers comprehensive advice to teachers and school leaders seeking to combat issues arising from difficult working relationships.

All efforts are being led to crack down the negative ambience developed by the abuse of students and staff.

7.6 Conclusion

There are some misconceptions about bullying , such as the belief that helping victims will make bullying worse or victims provoke the bully (Yoon, 20014: 2). However, It is obvious that teachers as well as students are object of massive pressure leading to an array of undesirable outcomes; no matter where the source of discomfort comes from, the main goal is to eradicate it so as to gain a truly mental well-being for any side.

Students are more likely to be the target of peers' abuse. The development of personality plus the sexual awakening makes anyone who does not fit in the societal canons the perfect victim. Minority ethnic as well as LGBT plus disabled adolescents find it hard to find their place among equals.

Forgiveness is regarded as a positive psychological process in order to create a harmonious academic culture, thereby cutting the effects of bullying (Sansone, 2013: 340). If lack of empathy is central to the problem of bullying, then empathy training in schools is a better response to bullying (Borgwald, 2012:154).

On the other hand, teachers are considered to experience one of the highest levels of stress of all professions. The Health and Safety Executive (HSE)

estimates that job-related stress, anxiety or depression affects 36,000 UK teachers annually (Teacher Support Network.info).

Awareness of the situation is already settled down in society. Thus, the main objective has been reached. Progress has been achieved in this sense , however there is yet a long way to go to make things work smoothly; agencies, staff , students, parents are all really involved in this issue; there is only hard-work and hope to make it reverse for the sake's of all of us.

Chapter 8: Multicultural Classroom.

The concept of diversity has come to represent cultural, ethnic, racial and religious differences. (D'Cruz, 2007 : 35). Immigration to the United Kingdom is likely to continue at relatively high rates. A substantial new generation is emerging from current and future influxes. Already, more than half of London's school-age pupils are the children of immigrants (Saggar,2).

In 2008 there were 4,285 applications for asylum from unaccompanied children: They are entitled to receive legal aid, regardless of age (Rice, 5).

It is vital to fight against racism in order to maintain social harmony. Thus, promoting multiculturalism plus conventional antiracism is the key to keep the unity of the nation (Cole, 1998: 37).

The aim of this chapter is to appreciate the governmental efforts to make new comers or British-born new generation part of the same society.

Let's have a closer look.

8.1 Introduction

Until 1999 anti-racism was widely portrayed in Britain as a dangerous and extreme political ideology, associated to socialist councils who took issues such as race and gender equity seriously (Gillborn, 2007; 12).

Traditionally, multicultural education was perceived as teaching children about other cultures and how to respect them while at the same time improving the self-image of ethnic minority or immigrant children. There exists a general agreement that for multicultural education to be implemented successfully, changes must be made at an institutional level.

Years ago, a distinctive ethnic segregation could be pictured taking into account the residential location of the students. Nowadays, the areas in London are increasingly more mixed concerning ethnic groupings. According to Kate Loveys, on her 2011 MailOnline article, white British pupils have become a minority in many secondary schools in England. The increase is not due to children who have recently arrived but pupils who were born in England.

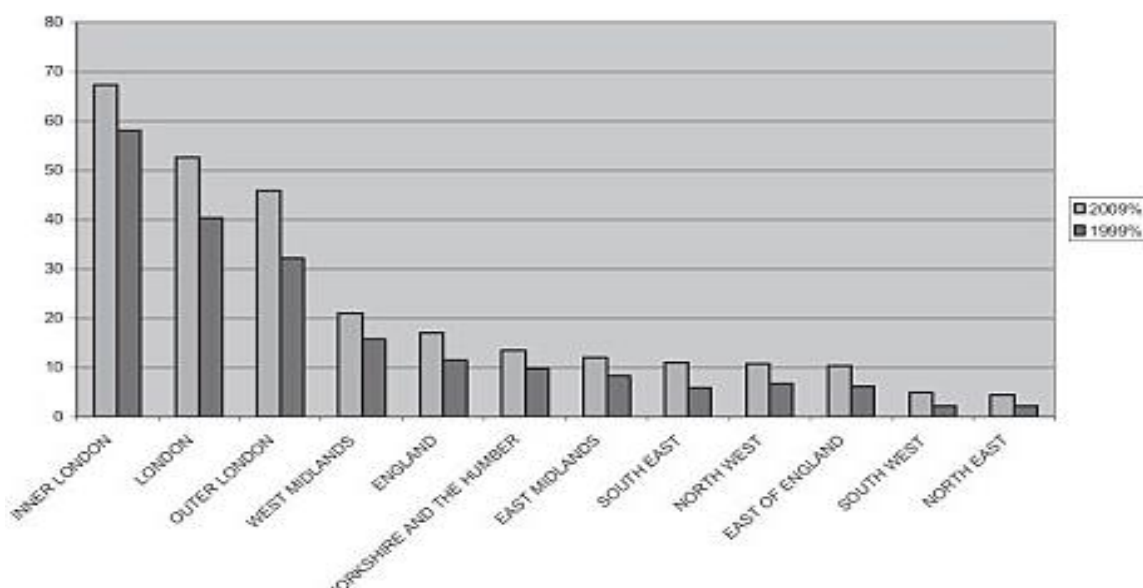


Figure 1: The percentage of ethnic minority pupils in 1999 compared to 2009.

Source: Loveys, Kate. "Number of secondary school children ethnic minority." Daily Mail, Nov 2011

It is essential that all pupils should have a sense that they belong to the UK as well as other groupings and have a stake in its future. Some concepts have to be properly explained in order to have a better understanding of the issue.

Multiculturalism

The term 'multiculturalism' refers to both a set of facts and values. Since citizens have different biographies and needs, equal treatment of them requires

full account to be taken of their differences. When equality ignores relevant differences and insists on uniformity of treatment, it leads to injustice and inequality; when differences ignore the demands of equality, they result in discrimination. Equality must be defined in a culturally sensitive way and applied in a discriminating but not discriminatory manner ("The Parekh Repor"t, 4).

Every society needs a broadly shared body of values, there is a risk of defining these so narrowly that their further development is ruled out.

Identity

The concept of personal, ethnic and national identity is a well- discussed topic. All human beings share the same basic humanity that we should all be treated equally; Anne Frank in her diary in 1944 wrote "The time will come 'when we will be people again and not just Jews" (Frank, 261). She longed to be recognised and treated as a human being.

However, the concept of shared humanity is an essential component in education. Thus, being different from others, in terms of where we belong, is also a fundamental and inescapable part of being human. To be human is to be different (Richardson, 21).

Multiple identities

No single individual is just one thing. The Russian dolls, with one component existing neatly inside another, helps illustrate this point, although the various components of our identities, each formed by belonging to a particular community, do not always live in sweet harmony with each other. Whilst they can happily co-exist they can also be divisive and often people choose a loyalty

according to context and circumstance. The challenge for teachers, therefore, is to aid young people in managing the conflicts and tensions within themselves.

Just as each individual is a mixture so is each group, community, culture, society or civilisation. All communities change and all are complex, with internal diversity and disagreements. Neither 'minority' nor 'majority' communities are static; they change in response to their own internal dynamics and as a result of the interactions and overlaps that they have with each other (New2Teaching.org.uk)

Britishness and belonging

Most of the pupils currently in British schools might spend the rest of their lives in Britain. In this sense "Britishness" should be an important part, though not the only part, of their identity. All pupils need to be comfortable with terms such as "Black British", "British Muslim" and "White British" and with the fact that there have always been several ways of being British. Pupils also need to feel comfortable with the fact that "Britishness" is continually evolving (Richardson, 22).

In order to have a better understanding of the development of multiculturalism, the following pages will be dealing with:

- Schools can make the difference.
- Primary, Middle and Secondary Diversity.
- English as a minority language.
- Shared Futures.

8.2 Schools can make the difference

Until 1999 anti-racism was widely portrayed in Britain as a dangerous and extreme political ideology. Anti-racism is a familiar term in most educational systems. Many attempts have been made to confront the complexity of life in school, where social class, sexism and able-ism interact in an unpredictable and sometimes deadly combination of oppressions (Gillborn, 2007: 13).

An essential component of promoting race equality in schools is closing the gap between the performance of certain communities and national averages, at all key stages. The key ingredients of success are summarised below.

Leadership

Leadership is crucial to raising standards and aspirations and thus , well-led schools provide the best educational experience and the highest standards for their pupils. These skills are embedded in the National Standards, which set out the knowledge, understanding, skills and attributes that good headteachers must develop

New multicultural education has appeared. It avoids controversial aspects of other people's cultures as cultural racism is emerging in contrast with traditional racism based on genetic inferiority (Cole, 1998. 38); so as to eradicate it, education is the main tool to provide students with.

In order to make this happen , from April 2003, the Leadership Incentive Grant was made available to secondary schools in some of the most challenging areas and circumstances across the country (" Aiming High", 14).

Listening and empathy

Staff at all levels know the attractions of peer culture, youth culture and street culture; they should make time to listen to and learn about the feelings, perceptions, stories and concerns of the communities represented in the school and show by their words and actions that they have empathy with them.

Furthermore, they understand the ways in which racism is expressed on the streets, and negative stereotypes in the media, demoralise and demotivate many young people as they grow towards adulthood and thus they should help young people navigate their way between school, home, community and the street (Kahn et al,3).

Monitoring and records

Schools should ensure that relevant information on ethnicity, gender, special educational needs, socio-economic background, attainment in each curriculum subject, and sanctions, including permanent and fixed-term exclusions is gathered. They analyse the data to identify trends and take action to rectify whatever inequalities they find ("Race and Equality", 27).

Contact with complementary schools

Schools should establish and maintain good links with supplementary schools, which are believed to have a positive impact in raising students' achievements.

In the 2005 Schools White Paper, new measures were shortlisted in order to make the data flow more easily among the different departments involved resulting in the creation of the Supplementary Schools' Coordination Project,

which has been established in response to the need to extend the support of the sector ("Developing Effective Partnerships", 37).

Primary/secondary transfer

The importance of effective and appropriate arrangements for the transfer of pupils from primary to secondary schools as a means of ensuring curriculum continuity and progression in pupils' education is now widely recognised as a crucial factor in school improvement.

" Narrowing the Gap" project is an example of the effort to pave the way to a students' transition and to make sure all conditions are settled to reach good academic achievements (Powell et al, 2).

Conflict resolution

The 2002 Education Act requires each School Council to establish a procedure for resolving disputes within the school community. In addition, the House of Commons Education and Skills Committee has strongly recommended that every school should be required to have a school council (Whitty, 15).

As a consequence, there is a never-ending need to construct, review and uphold rules, laws, customs and systems that all people accept as reasonable and fair.

Furthermore, pupils themselves are to be trained in skills and techniques for reducing, defusing and resolving conflict. (new2teaching.org.uk)

The language of the curriculum

English as an additional language (EAL) refers to pupils where the mother language at home is not English. The school's aims, objectives and strategies should meet the needs of EAL pupils and help them to achieve the highest possible standards

The development of academic English is not left to chance and focused attention is paid by subject and class teachers, as well as by EAL specialists, to this matter involving much use of structured oral work ("EAL policy Review 2013", n.p).

Inclusive curriculum

Inclusive teaching means recognising, accommodating and meeting the learning needs of all students (Incurriculum.org.uk). All subjects are involved in teaching ideas and concepts to break down barriers to learning by providing a range of teaching and assessment methods, thus allowing all students to work to their strengths (TCD.ie).

Besides, staff should be confident of no contradiction between striving for high standards and striving to teach a multicultural curriculum.

Discussion and collaboration skills

In all curriculum subjects there is a focus on the teaching and practising of discussion skills: listening, talking reflectively, summarising, affirming others, taking turns, keeping to the point, using examples and anecdotes sensitively and giving a fair hearing to others and their points of view ("Race and Equality", 28).

Taking into account the above points, a new contemporary approach to diversity towards an emphasis on economic benefits of ethnic, language, religious and

cultural differences is being settled down and known as productive diversity. Everyone has something valuable to share in society (D'Cruz,2007: 36).

8.3 Primary, Middle and Secondary Diversity

The term multicultural describes the cultural diverse nature of human society. It not only refers to elements of ethnic or national culture, but also includes linguistic, religious and socio-economic diversity ("UNESCO guidelines one multiculturalism", 17)

Antiracist policies effort to achieve equality of opportunity; for that reason it is relevant to have an idea of the nationality background of the students in order to know the real needs of the members of a society.

The Pupil Level Annual Schools Census (PLASC) group ethnicity into 8 categories; White British, Black Caribbean, Black African, Indian, Pakistani, Bangladeshi, Chinese, "Other" and "Missing", which represents all cases where ethnicity of the pupil is unknown (GOV.UK/nationalpupildatabase).

The statistic is calculated by phase of education (primary, middle, or secondary school). Unfortunately, not all ethnic groups in England have been included; just the largest ethnic groups; therefore, groups which make up a small proportion of an LA are not included.

Table 1 shows the percentage of schools in which white students are in minority. The dominant ethnic groups in primary are Bangladesh 62.96%, Pakistani 58.19% and Black Caribbean 45.39% ,White being just 0,98% ; in middle schools the groups are Black African 42.44% and Indian 36.47% and Pakistani 32.53% ,White being just 0.58% ; in secondary schools the groups

are Bangladesh 49.9%, Pakistani 38.50% and Black African 33.73%, White being just 0.63% (measuring diversity.com).

	England 2007		
Group	Primary	Middle	Secondary
White	0.98%	0.58%	0.63%
Black Caribbean	45.39%	31.02%	32.44%
Black African	44.74%	42.44%	33.73%
Indian	41.82%	36.47%	32.02%
Pakistani	58.19%	32.53%	38.50%
Bangladesh	62.96%	21.45%	49.68%
Chinese	11.10%	8.10%	6.44%
Other	22.38%	20.00%	16.45%
Missing	10.55%	7.30%	7.14%

Table 1: Percentage of pupils in schools.

Source: www.measuringdiversity.org.uk.

In 2009 ,in terms of percentages of each group, Figure 2 shows that 32 per cent of pupils in primary schools in England were White which is a dramatic decrease from 45 per cent in 2002. The two most striking increases are Black Caribbean going up from 21 per cent in 2002 to 29 per cent in 2009 and the group regarded as Missing from 3 per cent in 2002 to 8 per cent in 2009.

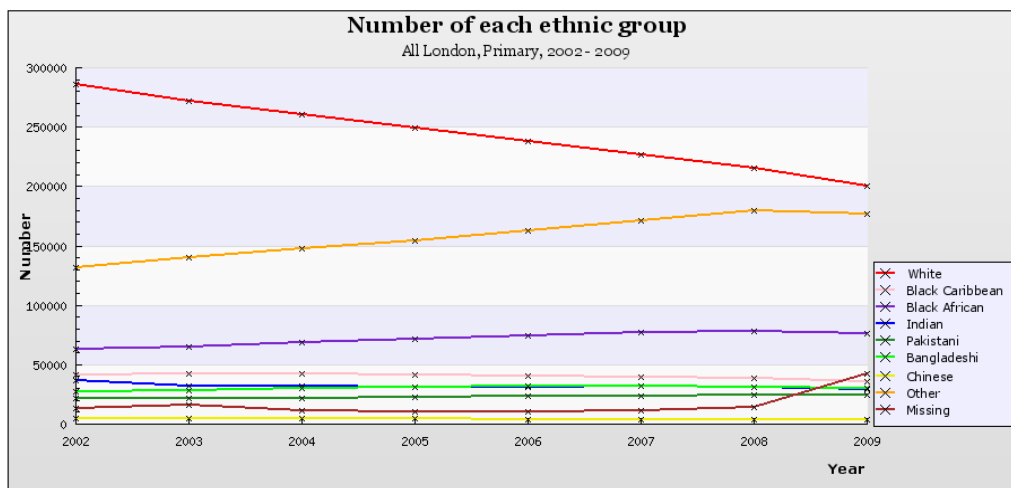


Figure 2: Number of each ethnic group. Primary.

Source: www.measuringdiversity.org.uk.

In connection to middle schools, Figure 3 shows that 39 per cent of pupils in middle schools in England in 2009 were Black Caribbean which is a dramatic increase from 32 per cent in 2002. The most striking decrease is White going up from 36 per cent in 2002 to 23 per cent in 2009. The rest of the groups remain steady.

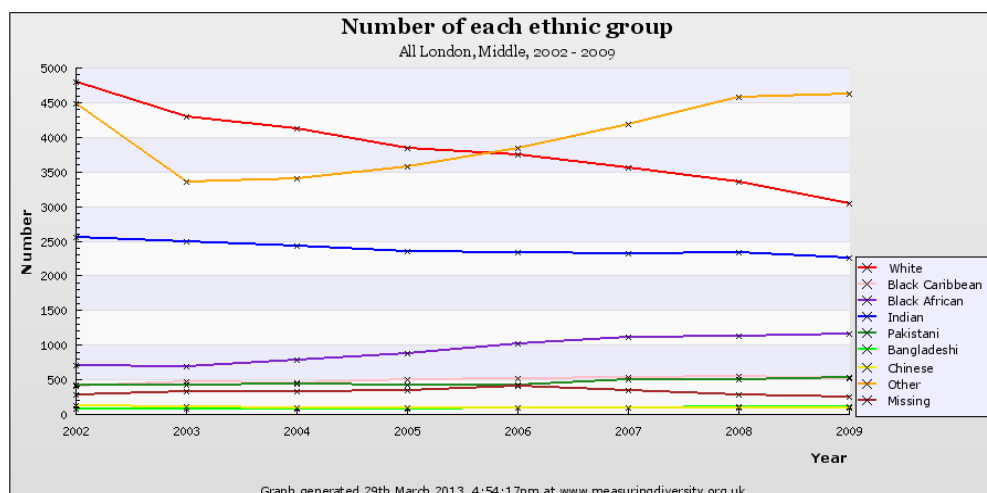


Figure 3: Number of each ethnic group. Middle.

Source: www.measuringdiversity.org.uk.

In relation to secondary schools, figure 4 shows that 28 per cent of pupils in England in 2009 were Black Caribbean which is a dramatic increase from 19 per cent in 2002. The most striking decrease is White going down from 47 per cent in 2002 to 39 per cent in 2009. The rest of the groups remain steady.

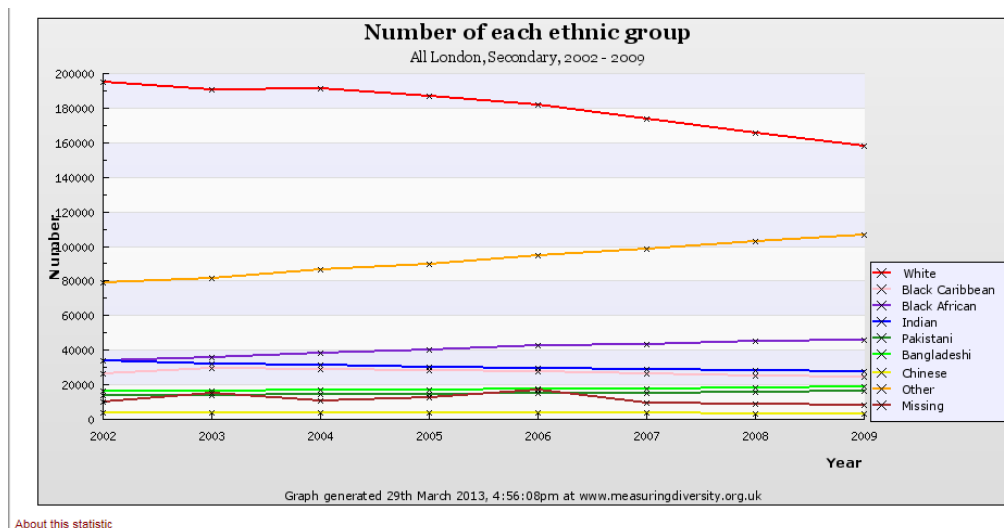


Figure 4: Number of each ethnic group. Secondary.

Source: www.measuringdiversity.org.uk.

Therefore, interculturality is a dynamic concept and refers to evolving relations between cultural groups. It has to cover school life and decision making, teacher education and training, curricula, language of instruction, teaching methods and students interactions and learning materials ("UNESCO guidelines one multiculturalism", 19).

8.4 English as a minority language².

The 1950s represents a significant time for Britain as its migrant population began to dramatically increase. Classrooms were becoming home to a number of students for whom English was not their mother tongue; at this point , it was considered that students would pick up English in a natural manner (Costley, 2013 :278).

However, the large number of EAL students arriving at different times through the year began to create serious educational difficulties, which represented a threat to the maintenance of academic standards. The idea of teaching English as quick as possible was essential; nevertheless, teaching of EAL has never been given subject status and the situation was never really solved (Costley, 2013 :284).

In 1997, when Tony Blair first came to power, there were 866 schools in England where more than 50 per cent of the pupils had English as a second language In 2012 ,The number of children who count English as their mother tongue are in the minority at more than 1,600 schools across England resulting in almost one million children who now attend schools in England not having English as their first language at home.

Punjabi was found to be the most frequently spoken language among pupils who did not have English as a first language followed by Urdu, Bengali, Gujarati, Somali, Polish, Arabic, Portuguese, Turkish and Tamil; also, schools have to cope with sizable populations of pupils who speak Albanian from Albania and Kosovo, Ibo from southeast Nigeria, Luganda from Uganda, Shindala from Sri Lanka and Amharic from Ethiopia.

² Derived from Hills, Suzannah ." English as minority language" . The Mail. November 2012.

It is estimated that ,In the 14 boroughs that comprise Inner London, there are 98,000 schoolchildren whose first language is not English, compared with just 79,000 who speak English at home.

Within the London boroughs, Newham had the highest amount with 79 schools, followed by Tower Hamlets with 70, Brent with 57 and Ealing with 55 schools.

London was followed by Birmingham with 117 schools where more than 50 per cent of pupils do not have English as their first language, Bradford came next with 59 schools followed by Leicester with 40 schools. Manchester has 35 schools, while Lancashire has 30 schools and Kirklees has 27, Luton has 22 schools and Slough 19.

The local authority areas with the smallest proportion of pupils who have English as a second language are Halton with 0.9 per cent and Redcar and Cleveland also with 0.9 per cent. They are closely followed by Derbyshire with 1.3 per cent, Rutland 1.5 with per cent, St Helens with 1.5 per cent, and Cornwall with 1.6 per cent.

Due to the actual multilinguistic educational background in England, the 1988 Swan Report was given back its importance as it highlighted the relevance of creating comprehensive programmes of language education for all children; as a consequence, the current Teacher Standards requires new teachers to have " a clear understanding of those with English as an additional language" among their other duties (Costley, 2013 :288).

8.5 Shared Futures

The Border and Immigration Agency publishes statistics on the number of Unaccompanied Asylum Seeking Child ,UASC, arriving in the UK. In 2008 it was estimated that there were 57,000 refugee children of compulsory school age, with 65 per cent resident in Greater London (Shared Futures).Figure 5 shows the main countries of origin were Afghanistan, Iran, Eritrea and Somalia.

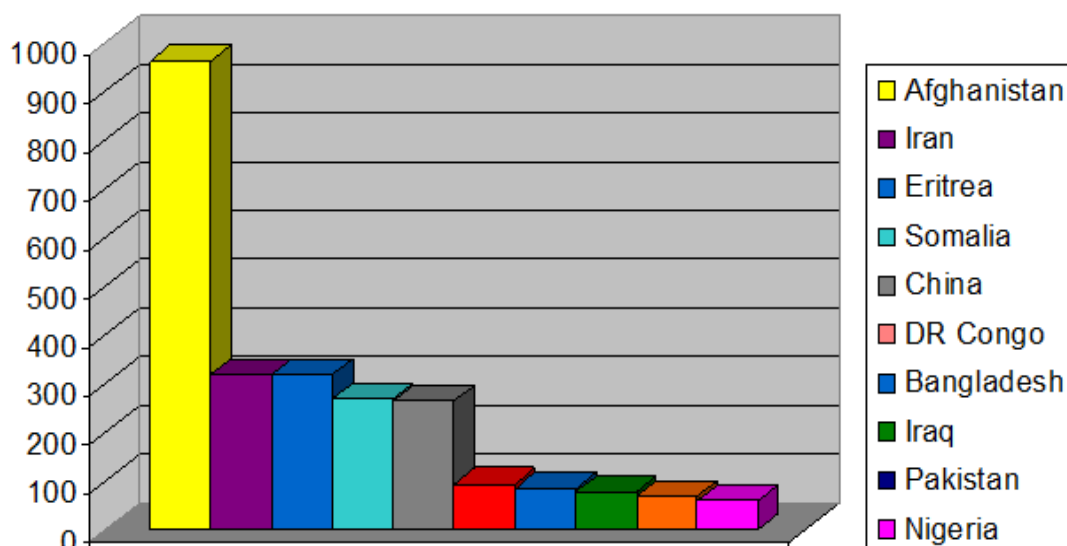


Figure 5: 2008 Unaccompanied asylum seekers' countries.

Source: Aynsley-Green, Al. "The 11 Million children and young people in England have a voice".2008

In connection with the age of the UASC, as figure 6 shows, 51% were aged 16 or 17; 27% were aged 14 or 15; 16% were aged under 13; 5% did not get their age recorded.

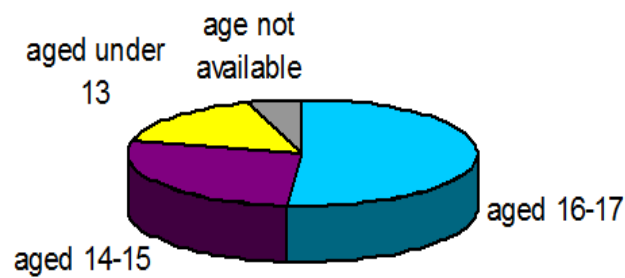


Figure 6: Unaccompanied asylum seekers' age.

Source: Aynsley-Green, Al. "The 11 Million children and young people in England have a voice".2008

Most UASC are housed in London and the south-east .The local authorities with the largest population of refugee children were the London boroughs of Newham (7,128 children) and Haringey, and the City of Manchester. Other local authorities with more than 2,000 refugee children in schools were Barnet, Brent, Camden, Ealing, Enfield, Hackney, Hounslow, Islington, Lewisham, Redbridge, Waltham Forest, Westminster, Glasgow and Birmingham. There are new proposals to change the care arrangements resulting in transferring UASC outside the south-east of England. (Bolloten, 1).

So as to improve young asylum seekers' integration, *Shared Futures* was funded by Comic Relief, which identifies young refugees and asylum-seekers as a vulnerable group needing support. Its aims to promote the integration of new arrivals and celebrate the diversity of local communities (Shared Futures.org.uk).

In 2009 and 2010, Shared Futures built on the work by schools and other settings showcased in its DVD and assisted schools, community organisations and youth work settings to develop new creative and innovative projects in different cities such as Bristol, Kent, and Newport among others (Shared Futures.org.uk).

- Bristol: Bristol City Academy and Young Bristol took part in the creation of a DVD about young people's lives in Bristol and welcoming new people to their city. It enriches people's understanding of Bristol's diversity (Bristol City Council).
- Kent: Myriad Adventures was helped to extend the country camping and activity weekends they provide for unaccompanied asylum-seeker children so that many more can benefit. The training day and weekend activities were filmed (Shared Futures.org.uk).
- Newport : The Children's unit at the Welsh Refugee Council provides a range of child-centred services for asylum seeking and refugee children throughout Wales, including advocacy services for separated children and young people whose age is disputed, policy advice, guidance and training, and specialist play sessions (Clarke, 4).

British government is doing its best to try to integrate all children into its society in order to accommodate the multicultural needs of an ever-changing population. The main goal is to unite different people under the same feeling of country.

8.6 Conclusion

Integration is crucial, for the wellbeing of individual migrants and their families, and as an important part of equipping the UK to cope with migration levels that are likely to remain high.

All cities possess certain key attributes for which they are known for; these include population, human capital and business structure, cost of living, regulations, innovation capacity, level of social integration and depth of culture. These attributes impact on international business decisions which in turn define the economic performance of the city as a whole. This process takes the form of a mutually dependent cycle that renews itself over each business cycle. The chart below provides a simplified insight into this process.

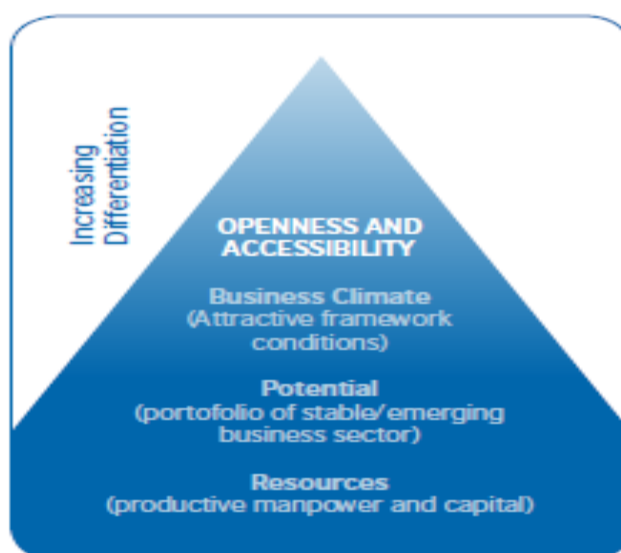


Figure 7: Openness cycle.

Source: Understanding OpenCities, British Council.

Globalisation and recent migration processes change the role and nature of contemporary cities. In some of them local authorities are facing a shortage of working force, in others – the economic and social integration of the migrant groups is the main issue.

The integration of new comers, especially children, is the most relevant tool to make a country competitive in order to achieve which is necessary to make the population live in harmony.

Headteachers have been found to hold the most positive attitudes to integration, followed by special education teachers, with classroom teachers having the most negative attitudes (Avramidis, 132).

Nevertheless, this attitude is changing due to different programmes for students and the fast-changing social scenarios.

Chapter 9 : Budgeting

The aim of this chapter is to understand how the British school funding programmes are planned in order to make Education one of the most relevant assets for the economic recovery.

Governments apply the basic HRM principles in connection with staffing ,obtaining people with appropriate skills, abilities , knowledge and experience to fill jobs in the work organisation and with employee development analysing training requirements to ensure that employees possess the knowledge and skills to perform satisfactorily in their jobs or to advance in the organisation (Bratton, 14).

Education is the only tool to make population an active workforce and this is what the British and other governments have perfectly understood in their policies

Let's have a closer look how the investment in Education is put into practice.

9.1 Introduction

The financial crisis of 2007-2008 and the consequent economic downturn have had a huge impact on public finances in all European Union countries over the last five years. Increasing public deficits and the level of public debt raised fears about the sustainability of public finance in the European Union ("Funding of Education in Europe", 16).

This situation led the European Commission and Member States to take strong action to stabilise and then consolidate their fiscal situation, including a decision to strengthen governance through closer economic and budgetary coordination.

The reinforced Stability and Growth Pact (SGP) requires Member States to 'make significant progress towards medium-term budgetary objectives for their budgetary balances' (Ec.europa.eu). Member states need to limit public debt to 3 % of GDP (gross domestic product, thus ensuring the long-term sustainability of public finances.

The forecasts of slow economic recovery, and the commitment of Member States to foster budgetary discipline, require strong action on public spending to lower government budget deficits and public indebtedness. In this context, all areas of government, including education, would potentially be affected by budget cuts ("Funding of Education in Europe", 17).

The financial crisis has led to what is now considered as the worst economic crisis to affect European economies since World War II, as figure 1 shows. The real GDP declined over the 2008-2011 period in several Member States (Denmark, Estonia, Spain, France, Italy, Luxembourg, Romania, Sweden and the United Kingdom) as well as in Iceland and Croatia.



Figure 1: Real GDP growth rate.EU-27, 2000-2013.

Source: Eurostat. National accounts statistics. December 2012.

A deterioration of the fiscal situation occurred in all European countries; countries that had the most solid fiscal position at the beginning of the crisis were better likely to manage keeping the deficits around the 3 % of GDP limit. The fiscal deficit stood at a two-digit level during two consecutive years (2009 and 2010) in Greece and the United Kingdom as table 1 shows. Ireland recorded a two-digit government deficit during three consecutive years with a peak in 2010 representing 31 % of the GDP. The best country to keep the deficit down was Luxembourg reaching a -0.3 % of GDP limit ("Eurydice Report", 18).

	Greece	Ireland	Spain	UK	Luxembourg
2007	-6.5	0.1	1.9	-2.8	3.7
2008	-9.8	-7.4	-4.5	-5.1	3.2
2009	-15.6	-13.9	-11.2	-11.5	-0.8
2010	-10.7	-30.9	-9.7	-10.2	-0.8
2011	-9.4	-13.4	-9.4	-7.8	-0.3

Table 1: Budget deficits/surplus as percentage of GDP, 2007-2011

Source: ec.europa.eu/eurostat. National accounts statistics. December 2012

In nearly all European countries, the financial and economic crises have worsened public indebtedness: France, the United Kingdom and Iceland had gross debt ratios higher than the EU-27 average in 2011 as table 2 shows..

	Greece	Iceland	Spain	UK	Ireland
2007	107.4	25.1	36.3	44.2	3.7
2008	112.9	44.5	40.2	52.3	4.5
2009	129.7	64.9	53.9	67.8	7.2
2010	148.3	92.2	61.5	79.4	67
2011	170.6	106.4	69.3	85.0	6.1

Table 2: Gross debt ratio as percentage of GDP,2007-2011.

Source ec.europa.eu/eurostat . National accounts statistics. December 2012

On the contrary, many countries have kept their education budgets stable despite the crisis and declare that a shift in priorities towards a more efficient use of resources has been carried out. This was one of the main goals for DfE chaired by Chancellor George Osborne as announced in his plans for a fairer funding formula (BBC.com).

Budget priorities for education in 2013 for the United Kingdom, as figure 2 shows, aim to eliminate unnecessary bureaucracy and duplication, in order to maximise the resources directed to actual teaching in the classroom plus increasing the number of apprenticeships to help the young unemployed as well as to implement the new curriculum for school education, which is intended to provide young people with the skills and behaviours needed for tomorrow's economy.

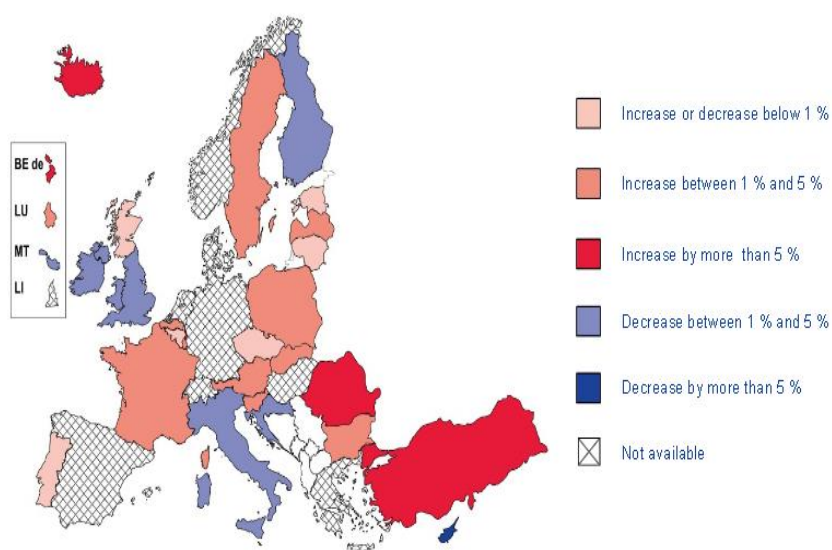


Figure 2: Changes in budgets. in 2013 compared to 2012.

Source: Noorani, S, et al. *National Sheets on Education in Europe 2013*. Luxembourg: EU., n.p. Print.

In order to have a better understanding about schooling funding , the following pages will be dealing with:

- Components of education spending.
- Changes to school funding.
- The British budgeting landscape.

9.2 Components of education spending

Education spending includes spending on the early years, schools spending, further education (post-16 education outside of schools) and higher education. There is also a distinction between current or day-to-day spending (e.g. teacher pay and consumables) and capital spending (e.g. investment in new buildings and ICT)(Chowdry, 5).

School finances are affected by funding changes resulting in the keep-on of staff pay freezes and the fall in different educational projects. Around two-thirds of primary schools and 80% of secondary schools have experienced budget cuts over a three-year period; about half of primary and over 60% of secondary schools are likely to see decreases of 5% or more. However, to make matters a bit better, on September 2013 the current two-year pay freeze ended, thus schools started to fund a rise in staff salaries (Sutcliffe.theguardian.com).

In order to illustrate how priorities have changed in recent years, table 3 shows the average growth across these components of education spending between April 1998 and March 2009 (for England only). Schools spending is broken down into current and capital spending, and current spending is detailed separately for under-5s, primary schools and secondary schools.

5s is the name of a workplace organisation method that uses Sort, Straighten, Shine, Standardize and Sustain. It describes how to organize a work place for efficiency and effectiveness (Learnmanufacturingtools.com).

	Average annual real increase, April 1998 to March 2009
Education (England only)	5.2
Schools, of which:	5.6
Capital spending	12.9
Current spending, of which:	5.0
Under-5s	6.1
Primary schools	3.9
Secondary schools	5.0
Further education	7.7
Higher education	2.3
Other education spending	5.6

Table 3: Increases in various components of public spending.

Source: Chowdry , H and L. Sibleta. *Trends in education and schools spending*.N.p: ESRC, 2011, 6.Print

The components above that saw the fastest growth were schools capital spending (12.9% per year) and further education spending (7.7% per year). Day-to-day under-5s spending (6.1% per year), ‘other’ education spending (5.6% per year) and day-to-day secondary school spending (5.0% per year) have each grown at a similar rate (5.2% per year). Average growth in day-to-day primary school spending has been slightly lower, at 3.9% per year. However, higher education spending experienced the lowest growth over this period (2.3% per year).

It is also important to examine trends in measures of spending per head across different education sectors as student numbers have not been constant. Figure 3 shows the level of day to day public spending per head in schools, further education and higher education over time. It makes clear the extent to which

growth in spending per student has been faster for schools than for other areas of education spending.

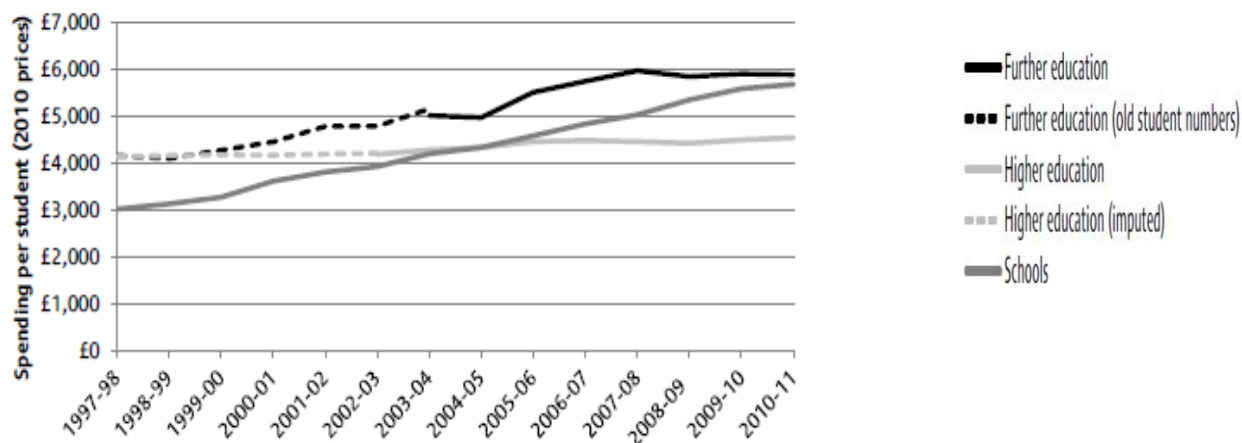


Figure 3: Spending per student across different education sectors (1997-2011)

Source: Chowdry , H and L. Sibleta. *Trends in education and schools spending*.N.p: ESRC, 2011, 7.Print

Schools spending per pupil grew strongly, at about 5% per year. Further education spending per student also grew, at about 2.7% per year on average, leading to a standstill at just under £5,900 in 2010–11. Further education spending per student was greater than schools spending per pupil in 2010–11, but, due to higher growth in schools spending per pupil, the difference is much smaller than it was in 1997–98.

In contrast, average growth in higher education spending per student has been much lower, at 0.7% per year. This means that in 2010–11, higher education spending per pupil was over £1,000 lower. This could be because of the responsibility-centred budgeting which highlights value-centred management, cost-centred and profit-centred budgeting (Zierdt, 2009: 348). However, while

spending on higher education grew, so did the total number of students in higher education – at a much faster rate than in schools or further education.

9.3 Changes to school funding

Financial resources to schools is a subject of policy. " School finance is the vehicle through which society makes its critical decisions about investment in education" (BenDavid-Hadar,2014:271).

Nowadays, a number of government departments are responsible for education spending. The DfE is responsible for spending on the early years, schools and further education in England. The Department for Business, Innovation and Skills (BIS) is responsible for higher education and adult skills spending in England. Education spending outside of England is the responsibility of the devolved administrations (GOV.uk).

Previously, schools received a large number of specific grants from central government, such as the School Standards Grant. which rolled into the Dedicated Schools Grant to simplify the school funding system in 2011-12 onwards. Local authorities are allowed to take account of schools' previous specific grant allocations when determining their funding, which could prevent some schools from losing large amounts of funding (Chowdry, 16).

The main changes introduced in 2011–12 were streamlining of specific grants and the introduction of a Pupil Premium, which is to provide schools with a fixed extra amount of money for each deprived or otherwise disadvantaged pupil. In the long run, the government stated that the Pupil Premium should become the primary mechanism for distributing all deprivation funding to schools, and would therefore replace all current deprivation funding.

The Pupil Premium was originally set at £430 for each pupil eligible for free school meals (FSM), £430 for each child in care and £200 for children in service families (Jarret,3) These levels assumed substantial growth in the numbers of pupils registered as eligible for FSM (15% total growth between January 2010 and January 2011). The force for this growth was the clear financial incentive for schools to ensure that all pupils eligible for FSM are registered as such. This allowance was made to ensure that actual spending did not exceed the budget of £625 million in 2011–12. However, the actual growth in the number of pupils registered as eligible for FSM was much lower (4.5% at primary schools and 2.1% at secondary schools) ("Schools, pupils and their characteristics, Statistical First Release",1). In response, the government has recently chosen to increase the level of the Pupil Premium this year to £488 for pupils eligible for FSM and each child in care. Looking ahead, the Pupil Premium will be gradually expanded over time, with a total budget of £2.5 billion available in 2014–15 as set out in the 2010 Spending Review (Chowdry, 2).

To have a better understanding of the average change in funding per pupil across different regions of England (separating the inner and outer London regions), figure 2 depicts the fluctuations in the shifts. The relative increase in funding is actually highest for schools in inner London, because they have the highest proportion of children eligible for FSM. At the other end of the scale, the South East, South West and East of England have the lowest proportions of children eligible for FSM and the lowest median increases. The increase in funding across primary schools and secondary schools is below economy-wide inflation in all regions (apart from primary schools in inner London).

However, primary schools across London, the North East, the North West and the West Midlands, and secondary schools in inner London, are all expected to see increases in funding that exceed the schools-specific cost inflation. All other regions are expected to see increases in funding as figure 4 shows.

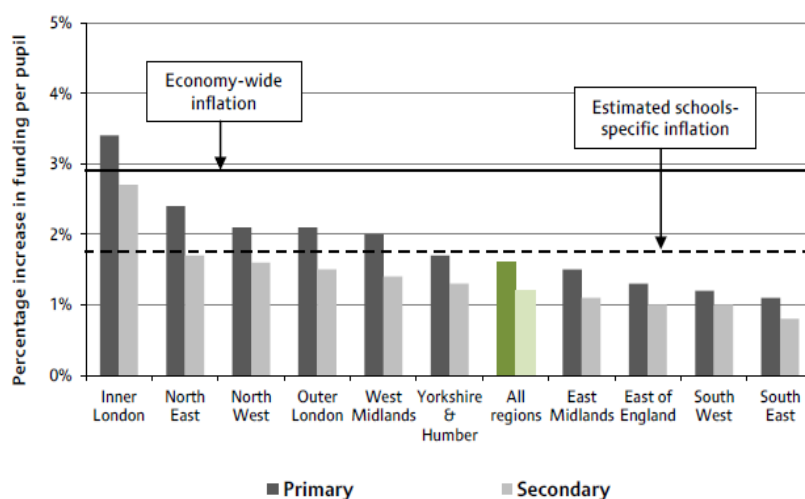


Figure 4: Change in school funding levels in 2011-12 by region.

Source: Chowdry, H and L. Sibleta. *Trends in education and schools spending*. N.p: ESRC, 2011, 21. Print

Any changes in the pupil composition of schools would also mean further changes in budgets as a result of local authority fair-funding formulae. Moreover, the government has chosen to retain the Minimum Funding Guarantee, which is set at -1.5% per pupil, meaning that no school can see a further reduction. ("2011 Cabinet Member Report", 1) Therefore, it is assumed that the total amount spent on the Pupil Premium will be £2.5 billion, as set out in the 2010 Spending Review. This equates to £1,900 for each pupil eligible for

FSM in 2014–15, leaving £110 million for an expanded Pupil Premium for children in care or in service families. ("School funding: Pupil Premium",3)

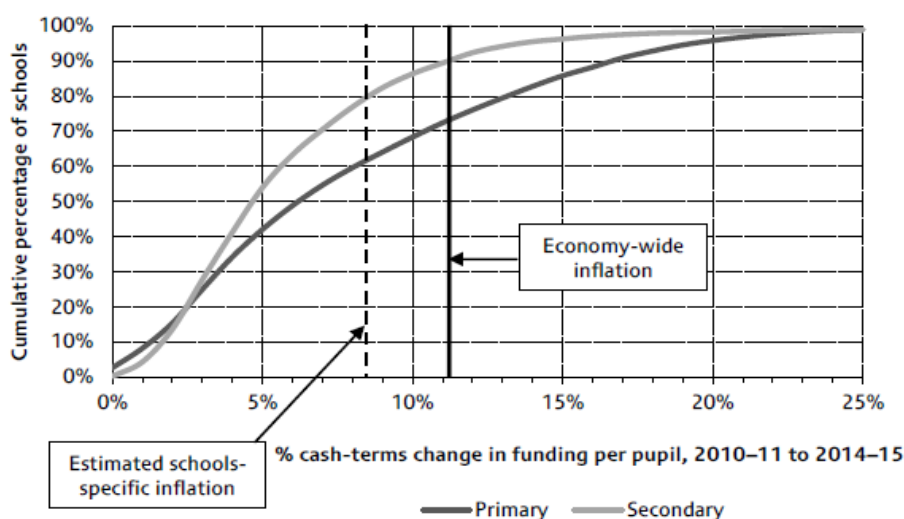


Figure 5: Changes in school funding levels for 2014-15.

Source: Chowdry, H and L. Sibleta. *Trends in education and schools spending*. N.p: ESRC, 2011, 18. Print

Figure 5 shows that nearly three-quarters of primary schools are estimated to see an increase in funding below economy-wide inflation. Around two-thirds of primary schools and over 80% of secondary schools will see cuts. However, there will be some schools that see budget increases significantly above economy-wide inflation as a result of the Pupil Premium. About 3% of secondary schools will see increases 5% as well as an over 10% of primary schools (Sutcliffe.theguardian.com).

9.4 The British budgeting landscape

From the mid-1970s through to the mid-1980s, education spending was largely constant. This was then followed by growth up until the late 1990s. However, over the period from the mid- 1970s through to the late 1990s, there was a gradual decline in education spending as a share of national income, so that it reached around 4.5% of national income by the late 1990s (Chowdry,3).

There are two notable exceptions to this pattern: during the recessions of the early 1980s and early 1990s, as figure 6 shows, education spending temporarily rose as a share of national income as a direct result of the reductions in national income.

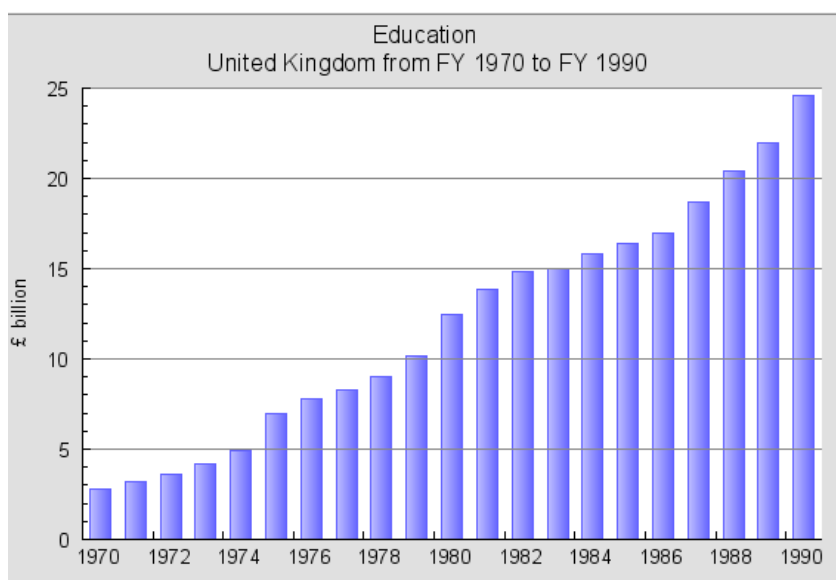


Figure 6: Education spending.

Source: UK public Spending. February 2013. <<http://www.ukpublicspending.co.uk/>>.

Since the late 1990s, education spending had risen substantially. Between 1999–2000 and 2009–10, education spending rose from 4.5% to 6.4% of national income; then it fell back weakly to 6.2% of national income in 2010–11 (Chowdry,4). During recent recessions, there was a remarkable increase in education spending as a share of national income resulting from the sharp drop in national income, but it also reflects continued growth in the level of education spending as figure 7 shows.

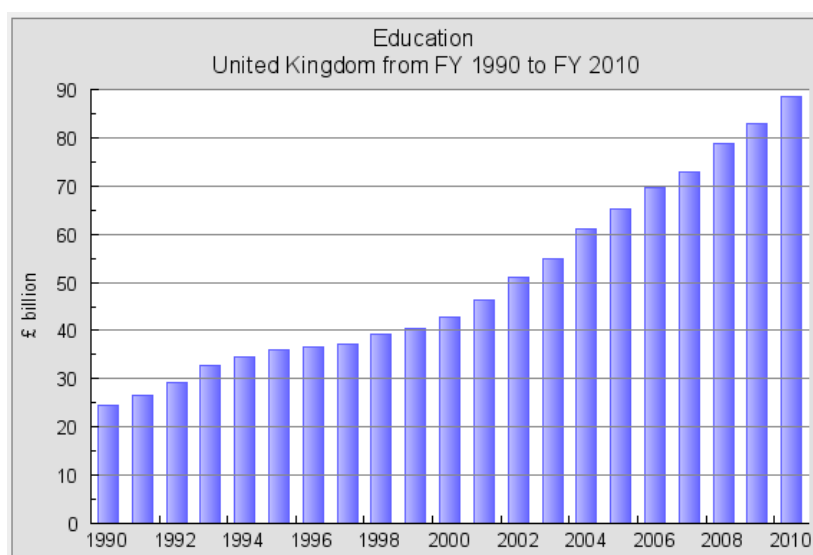


Figure 7: Education spending.

Source: UK public Spending. February 2013. <<http://www.ukpublicspending.co.uk/>>.

Besides, the state-funded school population in England is expected to grow to 7.14 million children by 2014–15 (Chowdry, 5). Furthermore, the education leaving age would gradually increase from 16 to 18 starting in 2013; this would eventually require students to stay in some form of full-time or part-time education or training as a result, the declines in education spending over the

next few years will be spread over an increasing population, so that resources will probably decline by even more than total spending.

In summary, education spending experienced relatively robust growth during the 2000s. By the end of the decade, education spending as a share of national income stood close to its highest level for at least fifty years. However, over the next four years, almost all of this growth will be reversed. Having grown quickly during the 2000s, it is now set to grow very slowly during the early 2010s as table 4 shows

	2010	2011	2012	2013	2014	2015
Public pensions	115	119	127	138	145	150
NHC	118	121	121	126	130	133
Education	88	92	92	97	99	103
Defence	43	46	46	46	45	44
Social Security	111	114	116	117	115	116
State Protection	34	33	32	32	31	30
Transport	23	21	20	19	19	20
General Government	19	18	17	18	17	17
Other Public Services	60	50	46	25	49	50
Public Sector Interest	30	45	47	45	46	54
Balance	28	31	29	21	26	18
Total Spending	670	689	695	684	722	735

Table 4: The UK total public spending in billion pounds..

Source: UK public Spending. February 2013. <<http://www.ukpublicspending.co.uk/>>.

A breakdown of features of the public spending in Education can be seen in table 5. The economic analysis covers from 2010 to 2015, displaying an estimate budget for the years to come. (Education n.e.c stands for national extension college which is adult education)

	2010	2011	2012	2013	2014	2015
Pre-primary and primary	0.9	0.8	0.8	0.9	0.8	0.9
Secondary	13.9	14.6	17.6	21.5	21.2	21.5
Post-secondary	13.0	15.7	11.4	10.5	10.7	10.9
Educational programmes	55.8	56.7	58.7	61.4	64.2	67.1
Subsidiary services	1.0	1.0	0.7	0.7	0.7	0.7
Education n.e.c	3.8	3.0	2.4	2.1	1.7	1.6
Total	88.4	91.8	91.7	97.2	99.3	102.7

Table 5: Spending breakdown. The UK.

Source: UK public Spending. February 2013. <<http://www.ukpublicspending.co.uk/>>.

The only PESA data available on the breakdown of the public spending in Education by country covers just the 2010-2012 period . This can be seen in table 6 below.

England	2010	2012
Pre-primary and primary	25.0	26.0
Secondary	32.1	33.1
Post-secondary	0.4	0.4
Education programmes	10.4	11.6
Subsidiary services	3.4	3.4
Education n.e.c	0.3	0.4
Total	71.6	74.8

Scotland	2010	2012
Pre-primary and primary	2.8	3.4
Secondary	2.7	2.5
Post-secondary	0.1	0.1
Education programmes	2.5	2.0
Subsidiary services	0.2	0.2
Education n.e.c	0.2	0.1
Total	8.5	8.3

Wales	2010	2012
Pre-primary and primary	2.5	1.5
Secondary	1.6	1.5
Post-secondary	0.5	0.6
Education programmes	0.3	0.3
Subsidiary services	0.4	0.4
Education n.e.c	0.1	0.1
Total	5.3	4.4

North Ireland	2010	2012
Pre-primary and primary	1.6	0.6
Secondary	1.0	1.1
Post-secondary	0.0	0.1
Education programmes	0.2	0.2
Subsidiary services	0.2	0.2
Education n.e.c	0.2	0.1
Total	3.2	2.3

Table 6: Spending breakdown. By countries.

Source: [UK public Spending](http://www.ukpublicspending.co.uk/). February 2013. <<http://www.ukpublicspending.co.uk/>>.

It seems that England is the only country to have an increase in its budget from £71.6 to £74.8 billion. However, this growing trend for the years to come will meet cuts as the crisis develops.

9.5 Conclusion

The seriousness of the financial crisis was undervalued and the budget estimates were done in an over optimistic manner which did not mirror the reality. Due to extra costs of teachers' pensions, national insurance contributions and wage increases, the reduction in spending could be closer to 12% .Besides, pupil numbers are expected to grow by 7% between January 2016 and January 2020, as a result, the overall level of school spending could grow by similar amounts under the different proposals. However, all these proposals imply cuts in spending per pupil (BBC.com).

The estimate budget for 2014 was £ 90.2 billion instead of the expected £99.3 billion from table 5 and for 2015 is £ 90.1 billion instead of the expected £ 102.7 billion; for 2016 the education budget will be around £ 92 billion (Ukpublicspending.co.uk)

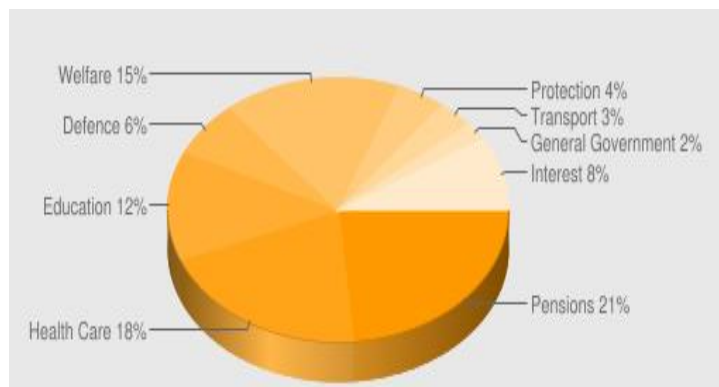


Figure 8: Spending breakdown for 2016.

Source: UK public Spending. May 2015. <<http://www.ukpublicspending.co.uk/>>.

Pensions 21%, health care 18%, welfare15% and education 12% are the four most important social segments to cover by the government as figure 8 shows.

It can only be hoped that when the financial crisis comes to an end, investment will go back into Education.

Chapter 10: Cultural Education

The aim of this chapter is to understand how the British government are trying to keep, save and hand down their heritage to a British-born population with non-British background in order to banish the concept of " the Other" amongst them.

Individuals need to belong to a group that provides protection and confidence as well as inclusion into a system of social relationships (Korostelina, 18); thus, there are times when individuals see themselves wholly in terms of a group and embody the group's perspective as their own (Abrams and Hogg, 147).

However, immigration with its economic inequalities, political strife, wars and famine plus the effect of diasporas(Brah, 178); maintaining the original culture in a host country makes the latter's identity crumble.

Let's have a closer look at the British government's strategies to guard a solid sense of national identity among its multi-cultural subjects.

10.1 Introduction

The arts are the highest form of human achievement. Through art we not only make sense of ourselves and the world, we also make our lives enchanted. Art allows us to celebrate our common humanity and communicate across boundaries. The best cultural education can change a young person's sense of the wider world around them, opening up possibilities for their future.³

³ The Rt Hon Michael Gove MP. Education Questions. 16th January 2012.

The recent Schools White Paper *The Importance of Teaching*, published by the Department for Education, stated that "Children should expect to be given a rich menu of cultural experiences" (47).

For many young people, cultural activities form a vital part of their everyday lives. These activities are academically, physically and socially enriching, whether they take place in-school or out-of-school. Cultural Education includes: archaeology, architecture and the built environment, archives, craft, dance, design, digital arts, drama and theatre, film and cinemas, galleries, heritage, libraries, literature, live performance, museums, music, poetry and the visual arts (Henley,3, par 1.5).

Children in England can claim to have one of the richest cultural heritages available to any generation. In this sense the relationship between the individual and the state is emphasised as well as the community and individual responsibility (Jerome, 2012; 19) The idea is to ensure that all of them have the opportunity to rejoice in it and demonstrate a stronger commitment to excellence in music, film and the arts. These commitments will be backed by £292 million of funding for cultural education activity over three years to March 2015 as expressed in *Cultural Education: a Summary of programmes and opportunities* (9). This funding sits alongside investment by individual schools, local authorities as well as support from other sources

Thus, there is a wealth of Cultural Education being offered to children and young people across England. The world of Cultural Education is driven by partnership, with government departments, non-departmental government bodies, the National Lottery, local authorities, schools, cultural organisations,

voluntary organisations, the creative and cultural industries, conservation practitioners, business sponsors, charities and philanthropists.

In this sense, Local Authorities have an important role to play in ensuring the cultural activities; although the demands on Local Authority funding are currently under pressure due to the financial crisis plus the fact that many schools are now moving out of direct Local Authority funding to become Academies or Free Schools.

On the other hand, the role of voluntary organisations and volunteers in providing aspects of Cultural Education is a vital part of human relationships. Many voluntary groups give children and young people the opportunity to perform, to create and to learn about a variety of aspects of culture, which takes place in more informal youth settings, such as youth clubs.

Finally, charities, such as the Clore Duffield Foundation, have distributed more than £50 million to charitable purposes over the past decade (Cloreduffield.com) , and the Paul Hamlyn Foundation, granted with a £10m endowment in May 2007 for its activities (BBC News.com), both perform an important role as well as philanthropists in providing funding for education projects.

However, Schools remain the single most important place where children learn about Cultural Education. This takes the form of structured curriculum lessons in subjects such as history, English literature, art and design, design technology, drama, dance, film studies and music, alongside programmes of after school activities for children who wish to pursue a passion for a particular art form.

It is also worth mentioning the English Heritage Angel Awards, which were founded by Andrew Lloyd Webber to reward the efforts of local people in saving their heritage (English-Heritage.org.uk)

In order to have a better understanding of cultural education , the following pages will be dealing with:

- Reasons for cultural education.
- Cultural Education in the Curriculum.
- The Heritage Schools programme.
- National Bridge.
- The WWI programme.
- Read for My School.

10.2 Reasons for cultural education

There are a myriad of different reasons why every child in England should receive the best possible Cultural Education. The Minister for Culture, Communications and Creative Industries, Ed Vaizey MP, wrote

Government recognises the important contribution that our great cultural institutions make to education and intends to support access to and appreciation of the arts and culture and [...] Public funding should be used primarily to meet the government priorities of every child having a solid cultural education (Henley, 12)

To make it happen, from February 2013, DfE is funding 10 Teaching School Alliances (TSAs) to develop a broad package of Continuous Professional Development (CPD) resources and activities for cultural education subjects designed to support schools in improving their planning and delivery of a coherent and high-quality cultural education. The department is providing £395,000 over three years as part of this work (GOV.UK.)

As a result, a sound Cultural Education should allow children to gain knowledge through the learning of facts; understanding through the development of their critical faculties and skills through the opportunity to practise specific art forms; whether as a participant or actively experiencing an event or place.

However, there is no agreement of how to teach British values among professionals; as those with a high sense of national identity seem to be more

likely to have stronger links to patriotism and are therefore less receptive to multicultural notions; on the contrary, Britishness is sometimes associated with the understanding and respect of minority ethnic groups making up today's UK, leaving aside the white British culture (Jerome, 2012; 22).

This leads to the Initial Teacher Training (ITT) to recruit and train the next generation of teachers in a manner that they can ensure that future teachers are equipped with the right skills and capabilities.

10.3 Cultural Education in the Curriculum

The new National Curriculum sets out the essential knowledge that all children and young people should have between the ages of 5 and 14 (5). The programmes of study of art and design, music, design and technology and PE have all been significantly slimmed down so that unnecessary prescription about how to teach has been removed. Teachers will be better able to use their creativity and judgement in teaching these subjects.

The new National Curriculum is to be in schools in autumn to be taught for the first time in 2014. Creating a slimmer, high-quality curriculum improves cultural education as schools and teachers use their new freedoms to design and adapt their provision to match the needs and interests of their pupils. A high quality cultural education should ensure that all pupils have the chance to read books, sing, make music, film or animation, dance, draw, design, perform and be given opportunities to attend art galleries, museums, see film including world cinema, and go to theatre and concert performances.

In addition to reforming the national curriculum, pupils will have access to qualifications that set expectations which match and exceed those in the

highest performing jurisdictions. GCSEs are to be comprehensively reformed with more challenging subject content and more rigorous assessment structures.

The Creative Employment Programme (CEP) is a collaboration between ACE and Creative and Cultural Skills Sector Skills Council which provides employment-based opportunities for young people. The CEP aims to get 6,500 young people into the creative industries via work experience, paid internships and 2,900 Apprenticeships. ACE is investing up to £15 million in the CEP (Creative-employment.co.uk) The programme offers attractive incentives for employers to take on young people.

The CEP also receives investment from the National Apprenticeships Service via "Apprenticeship Grants for Employers (16-24)". These are grants of £1,500, which are designed to support smaller employers with up to 1,000 employees taking on apprentices aged 16-24, who have not taken on an apprentice in the previous 12 months. Employers can claim for up to 10 new apprentices (GOV.UK.)

The amount of funding for an Apprenticeship depends on the job role and the age of the apprentice. The table below summarises the amount of funding available for different age groups. The table was last updated in November 2013.

Age of apprentice	Funding available for training
16 to 18	10% of courses fees
19 to 24	Up to 50% of courses fees
25 or over	Up to 40% of course fees, depending on sector

Table1: Funding available for training.

Source : The NAS. Employers. What support is available?

Besides, the National Skills Academy is the national delivery partner for the programme, working in collaboration with the National Apprenticeship Service and the Job Centre Plus network to make sure that young people and employers across England can get involved in the programme.

There are also opportunities in the creative digital sector. Ahead of London Fashion Week, the sector marked the opening of applications for Creative Skillset's new Higher Level Apprenticeship. in Fashion and Textiles and there is also a Higher Apprenticeship in Advertising and Marketing Communications. Each apprenticeship is a Level 4 qualifications (equivalent to the first year of university). Advanced Apprenticeships in Creative & Digital Media, Fashion & Textiles, Set Crafts and Photo Imaging. Each apprenticeship is a Level 3 qualifications (equivalent to Diploma) and Level 4.

Also, as the creative industries have been identified as a growth sector in the industrial strategy, some local authorities and Local Enterprise Partnerships are offering higher wage subsidies to creative sector businesses to take on apprentices.

Thus, all programmes above explained have been set up in order to boost and strengthen the possibility that students have a hands-on experience in preserving roots and creating new forms of cultural expressions mirroring new interests.

10.4 The Heritage Schools programme

Environmental psychologists have highlighted the importance of how children bond emotionally with places as they grow; thus, local knowledge, sentiment and action have been the main drivers for the 2011 Localism Act , which provides communities with a right to bid for assets considered to be of community value (Gentry, 2013:515).

Before March 2015, £2.7 million would be allotted to English Heritage which is working with schools to help them make effective use of their local historic environment and bring the curriculum alive ("English Heritage Annual Report and Accounts 2011-2012", 1). Two thousand teachers will participate in training programmes to support their development, across 190 schools.

Pupils are to spend more time learning outside the classroom, making use of heritage resources like local history societies and archives as well as their local museums. Schools are also to receive additional funding to ensure that pupils who are least likely to visit heritage sites have the chance to do so. The programme aspires to ensure that ("Cultural Education", 48):

- children are proud of where they live.
- children understand their local heritage and relate it to the national story.

- teachers are more confident in making effective use of local heritage resources in delivering the curriculum.
- heritage providers are more connected to the needs of local schools.
- communities are more deeply involved in the life of the school.

In addition to working directly with schools, the programme will also support heritage organisations to make their work accessible to teachers and pupils.

The programme is producing materials and support for teachers so that the model can be disseminated to all schools. These materials will provide practical ideas for teachers in any part of the country to make better use of the heritage on their doorstep. An example of the heritage activity follows below ("Cultural Education", 49).

Frome Vale Academy, a primary academy in Bristol, began working with the Heritage Schools project in September 2012. After just three terms, they felt ready to develop new local history enquiries across the whole school which have had significant impacts on the staff, pupils and the local community.

They began term four with an inspirational day of interactive theatre provided by the acclaimed Desperate Men theatre company which acted as a stimulus for a series of enquiries throughout the school. Reception pupils looked at what play was like a long time ago and involved families in exploring all sorts of play from the past.

Years 1 and 2 pupils asked 'When did our school begin?' and invited past pupils and staff members to explore the area around the school .

Years 3 and 4 pupils looked at the story of the estate on which the school is situated. They had a visit from a local historian and the local Architecture Centre and worked with a local photographer to record the estate today.

Years 5 and 6 pupils explored how reporting of events has changed since a notorious air crash near the school in the 1950s.

The above example illustrates how not only the staff but also the students took part in getting to know their school and town surroundings. The experience of searching for information and getting involved in the discovery of the facts concerning the history of their school and their home town resulted in an acquisition of a piece of local heritage which would strengthen the bond among the participants. The programme was carried out by tailoring the tasks to the students' age so as to level off the difficulty with their learning process; in doing so every child grasped a part of the heritage they were able to.

10.5 National Bridge

The Arts Council England supports art and arts organisations that work with children and young people in order to improve access and increase participation. In November 2010 Arts Council published its 10-year strategic framework, *Achieving Great Art for Everyone*, which included the goal that "Every child and young person should experience the richness of the arts" (12).

This goal has two priorities to improve the delivery of art opportunities in a more coherent way; and to raise the standard of art being produced for, with and by children and young people. To help achieve this, Arts Council England have

invested in 10 organisations to create a network of Bridge organisations. Between them, they received £10m in 2012/13 and in each of the subsequent years of this funding round as stated in *Arts Council Bridge Organisations Briefing* Their purpose is to make a step in improving the delivery of arts opportunities for children and young people, acting as a bridge between the arts and education sectors (1).

In addition to the Bridge organisations, there are some 460 arts organisations in ACE's new "National Portfolio" (approximately 65%) that have indicated they will play a significant role in the delivery of great art for children and young people over the next four years (" Cultural Education", 58)

They have a strong track record of working in partnership with schools. In fact, National Portfolio Organisations (NPOs) represent one of the biggest groups of organisations, other than schools themselves, which deliver the national curriculum.

Their offer can be enhanced by bringing a wide range of skills and expertise that may bring the curriculum to life – and beyond this, they are able to offer avenues for children and young people to develop skills outside of school.

The curriculum also opens up opportunities for NPOs to work with schools to add value to ensure a rich, broad and balanced programme of study. They also play a major role in the local cultural offer for young people and respond to the needs of local schools, children and families.

In relation to this educational network and following the February 2012 publication of *Cultural Education: An Independent Review*, Arts Council England, the Heritage Lottery Fund, the British Film Institute and English Heritage have come together as the Cultural Education Partnership Group (30).

They aim to use their respective resources to maximise the number of high-quality cultural education opportunities for children and young people, both in and out of school. A significant first step is to deliver a standard in which film and heritage opportunities will be available to young people as part of the Artsmark programme. Schools awarded with the Artsmark status are nationally recognised in excellence in arts and cultural provision. Students will end up with a portfolio or arts log that shows off their creativity and gives them a recognised national qualification or award (Artsmark.org).

In 2012, 13% of schools in England held Artsmark status. Below is a breakdown of Artsmark schools by region. Artsmark status is valid for three years, the data below shows all schools that achieved Artsmark between 2010 and 2012

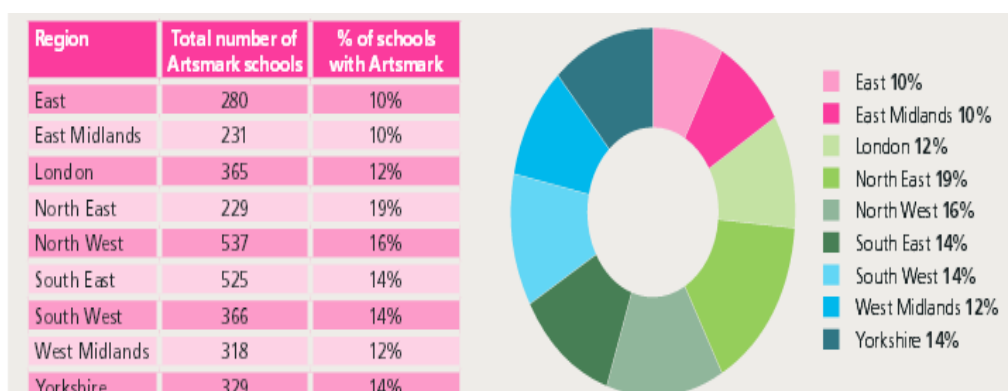


Figure 1: Artsmark schools in England.

Source: Schools by region with Artsmark. Trinity College London.2012.

10.6 The WWI programme

One of the most significant events in British history is the First World War. In commemoration of its centenary, a lasting educational legacy in remembrance is being planned. The £5.3 million project was announced by the Prime Minister, David Cameron and is designed to provide the opportunity to visit battlefields on the Western Front between 2014-19 (IOE.ac.uk).

Professor Stuart Foster, Executive Director, The First World War Centenary Battlefield Tours Programme, said :

Our aim is to develop an innovative and engaging First World War education programme for all schools in England with visits to the battlefield sites at the centre. The programme is founded on 2 key ideas. First, that schools and pupils actively engage in genuine historical enquiries about different aspects of the war. Second, that pupils develop a deeper understanding and personal connection to those affected by the war. (Paton, Graeme, The Telegraph)

The project - part of the government's centenary education programme - will allow secondary school pupils to learn at first hand about the sacrifices made by the troops and the personal stories of those involved in the war effort. World War I features in the new history curriculum for 11- to 14-year-olds and can also be taught at primary school. The programme entitles to each participating school to send at least 2 pupils and a teacher on a 4-day tour to see some of the great battlefields and other notable sites, and to take part in remembrance ceremonies on the western front. The opening tour started on 4 August 2014.

Pupils would learn about the sacrifices made and the personal stories of those involved. More than 1,000 schools have already signed up to give their pupils the chance to visit the First World War battlefields under a centenary scheme set up by Education Secretary Michael Gove. ("October 2013 First World War Centenary Press Release").

Children who do not visit will also benefit when pupils and teachers who have taken part in the project pass on what they have learnt from their experience. This could involve establishing commemoration projects, uncovering local stories, and sharing the results of genuine historical enquiries with their schools and local communities.

Pupils at 25 schools have already visited as part of pilot tours around Ypres and the Somme (Schoolimprovement.com). Sites on the tour include the Memorial Museum at Passchendaele, the ceremony of the Last Post at the Menin Gate in Ypres, the site of the battle of Vimy Ridge, Sheffield Memorial Park on the Somme battlefield and Flanders Field Museum.

Future tours will take place in other sites, including the Indian Memorial at Neuve Chapelle which commemorates more than 4,700 Indian soldiers and labourers who died on the Western Front and have no known graves.

A range of other activities is planned as part of the commemoration, many delivered through the organisations in the Cultural Education Partnership Group. For example ("Cultural Education", 50):

- From BFI, a selection of films from First World War is to be sorted out.
- Heritage Schools project, which aims to ensure that school children develop an understanding of their local heritage, will focus on heritage

sites with connections to the First World War so pupils can learn the stories of how the war affected local communities.

- the Imperial War Museum (IWM) is playing a leading role in the commemoration and will co-ordinate a programme of activities from 2013 to 2019 in the UK and internationally (Dellow, 3).
- the Heritage Lottery Fund (HLF) commits over £200m a year in grant funding towards heritage projects involving new museums, parks and historic places to archaeology, the natural environment and cultural traditions (English-Heritage.org.uk).
- the Commonwealth War Graves Commission is developing a complete digital record of both world wars. As part of this it will review its educational materials to make them more accessible.
- ACE is working closely with IWM and HLF to support a range of museum and arts activities, and a potential children's competition linked to the centenary.
- the War Memorial Trust is supporting communities to photograph memorials as part of a legacy programme. They are also engaging with young people to explain the importance and history of local memorials.

10.7 Read for My School

There is overwhelming evidence that literacy has a significant relationship to people's life chances.

UNESCO defines literacy as:

The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (18).

Huge challenges in encouraging the rising generation to engage positively with reading are to be faced. Society pays a big price if this is not achieved (Reading Agency.org.uk).

- Children and young people who do not achieve expected levels of literacy are likely to be from disadvantaged backgrounds.
- 14% of children in lower income homes rarely or never read books for pleasure.
- Parents are the most important reading role models for children and young people.
- Only 1 in 5 parents easily find the opportunity to read to their children.
- 10 to 16 year-olds who read for pleasure do better at school.

- Reading for pleasure is more important for children's cognitive development than their parents' level of education.

Thus, it is vital that children enjoy reading - motivation is essential for acquiring literacy skills. Reading for pleasure is more important as an indicator of success at school; only 40% of England's children have a positive attitude to reading which revealed that large numbers of them are embarrassed to be seen reading (Clark, *Reading for Pleasure*, 9) and 70% of pupils permanently excluded from school have difficulties in basic literacy skills (Clark, *Literacy Changes Lives*,6).

In October 2013, at the Telegraph-sponsored Bath Festival Of Children's Literature, a major new initiative was launched *Read For My School*; it is a completely free national reading competition for schools in England. The competition will run in the spring term of 2014 and is open to all children in Primary School, Years 3 – 6, and Secondary School, Years 7 and 8.

Almost 100,000 pupils from more than 3,600 schools across England have taken part (Chilton, *The Telegraph*). Children would be challenged to read as many books as they can over a two month period from January to March 2013, and may opt to submit a written piece around the power of reading and giving. By 100,000 Pearson and Penguin books are to be distributed in prizes to individual children and whole schools. This will be matched by a further donation of at least 100,000 books to charitable programmes worldwide.

An example of a literature and local history event is the Chalke Valley History Festival. It was set up in 2011 to support enjoyment and understanding of the rich and varied local history, with all profits going to the Chalke Valley History Trust, which was established to promote the understanding and importance of history to all ages and, in particular, to school children. The Festival combines

literature with "living history" displays, and plays host to high-profile guest speakers. The Festival will run a new schools programme featuring a wide range of curriculum based subjects (Cultural Education, 53)

In connection with this section ,it is worth mentioning the bicentenary of the birth of Charles Dickens. On February 2012, the Minister of State for Schools, Nick Gibb MP, took the opportunity to speak to staff and pupils at Stockwell Park High School about the joy of reading

Dickens was an author who read voraciously and he would be delighted to know his books are being read, re-read, shared, enjoyed and annotated until their pages yellow. The great irony of course, is that when Dickens was writing, few were reading. Fewer than half of children attended early Victorian schools, industrial revolution brought terrible poverty and hardship. Literacy was a gift for the few ("200th anniversary of the birth of Charles Dickens speech", 2012).

10.8 Conclusion

Sociopsychology tries to understand the nature and the reasons for individual behaviour and reflects upon social situations (Baaron, 5); festivals, visits, cultural weeks and programmes are a sensible manner to elaborate an intangible image of what is viewed as " British" resulting in a more cohesive society where every member is related to its peer. This chapter has been developed in order to display the great concern of the British government in keeping its subjects united by a sense of nation, carried out from the most relevant social pillar, Education. At schools, new generations are provided with the right tools to feel they belong to the same country no matter what their

background is; this leads to the goal of building a solid collective identity which is on the way to being achieved.

Chapter 11: The importance of Music

The aim of this chapter is to give an overview of the different musical programmes the British government is promoting in order to bring together the many different aspects of music education..

" Enculturation" or immersion in the music and musical practices of one's environment is a fundamental factor for children's learning and development in emotional intelligence and social skills.(Green, 5).

Music is a universal language that embodies one of the highest forms of creativity. Thus, music education underpins and creates the workforce and audience for the creative and cultural economy which is central to the British economy.

Let's have a closer look at the British government's strategies to protect and develop the national musical arts.

11.1 Introduction

England has produced some of the world's best music throughout history. Since its earliest days, English music has been particularly diverse and culturally relevant. It was made up of religious music, folk music, classical music and many other styles. There were styles designed for the wealthy and elite and others for the working class and the poor, which was particularly influenced by European movements. However, there are also many trends and styles that originated from within the country itself, such as the Celtic chants and the medieval carols (Englandforever.org).

Much of the credit for this success goes to the highly committed and highly professional teachers, who instil in young people a passion for music, the skills to perform and compose, and an understanding of the dedication and hard work necessary to achieve meaningful success in this subject (The Importance of Music, 3).

In 1983 Howard Gardner, psychology professor at Harvard University, presented his Multiple Intelligence theory based upon many years of research. Promoting the concept that "intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings"(Frames of Minds, introduction); being recognized six (though there may be more) forms of intelligence: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic and personal.

Development of the musical intelligence can be greatly aided by the use of music throughout the curriculum. " In addition to learning about musical elements and how to create music, the musical intelligence involves developing an ability to respond to musical sound and the ability to use music effectively in one's life" (Brewer,1995, n.p).

Most children will have their first experience of music at school. It is important that music education of high quality is available to as many of them as possible. Music helps bind pupils into the wider life of the school. Thus, great music education is a partnership between classroom teachers, specialist teachers, professional performers and a host of other organisations, including those from the arts, charity and voluntary sectors. As Plato stated once: "Music is a moral

law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error." (Dictionary of musical quotations,45).

In order to boost music, DfE will continue to fund music education at significant levels during difficult economic times: £77m/£65m/£60m is to be available in the three years from April 2012 (National Plan for Music Education, 4).

Funds for music education hubs will be awarded following an open application process run by Arts Council England; moving towards a per-pupil national funding formula which will ensure that every child aged 5-18 has the opportunity to sing and learn a musical instrument and to perform (Arts Council).

As part of this DfE investment, National Youth Music Organisations (such as the National Youth Orchestra and National Youth Brass Band) will continue to be funded to support pupils from lower income families to join elite ensembles; and further funding will support the expansion of the *In Harmony, Sistema England* programme, inspired by the success of the Venezuelan *El Sistema* model, whose aims are to improve the life chances, health and wellbeing, academic achievement and aspirations of children and young people in communities facing many long term and complex challenges (In Harmony, Liverpool philharmonic, n.p).

In summer 2012, the Teaching Agency developed a teacher training module to boost new teachers' skills and confidence in teaching music. The Arts Council facilitated development of a music educator qualification by 2013, ensuring the wider music workforce is more professionalised.

In order to have a better understanding of the importance of music , the following pages will be dealing with:

- Progression.
- ABRSM.
- Music For Youth.
- The Music Industries Association.
- National Association of Music Educators.
- Choir Schools' Association.

11.2 Progression

According to the 2011 *National Plan for Music Education*, schools and hubs have an important role to ensure equality of access to opportunities by undertaking a regular needs analysis across all children and all kind of state schools in their area (17).

It is obvious that students' abilities and level of engagement will be different. Thus, hubs are to consider how to engage and foster their interests as well as stretch their boundaries so as to experience a range of musical genres and activities which they might not otherwise have explored.

Quality Roadmap 2011-2015

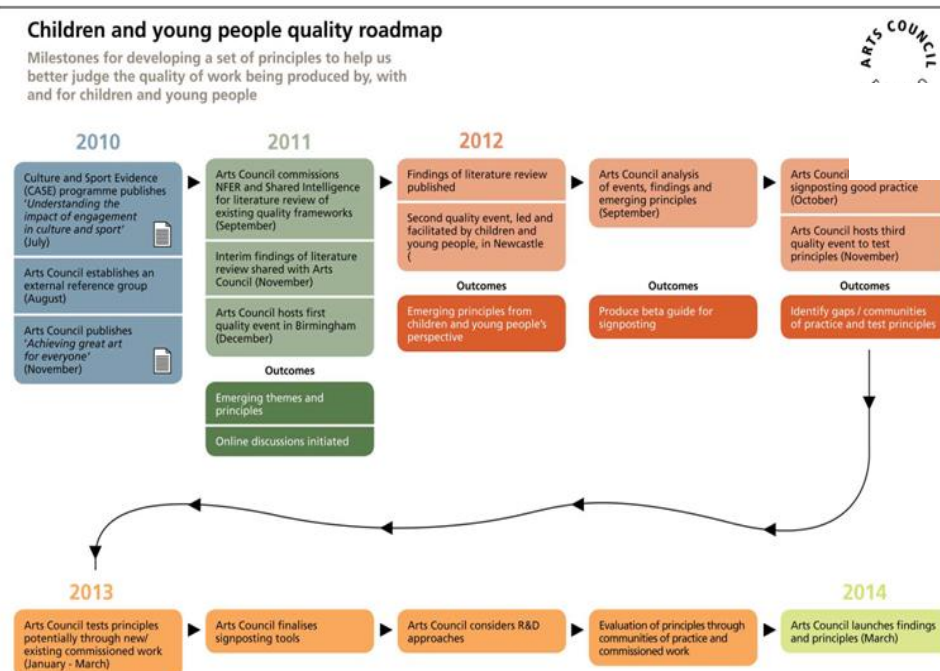


Figure 1: Quality roadmap.2010-2015.

Source: Spratt H. *Introducing the Certificate for Music Educators*. England: Arts Council.,2012. N. p. Print.

In addition, barriers are to be broken down through innovative approaches to teaching and making music in order to reach all children. On top of that, a funding module, entitled the Youth Music Programme, was launched on November 2011 focusing on children in challenging circumstances including those who are NEET, in the youth justice system, in pupil referral units, or who are looked after (YouthMusic.org) .

Further below, a progression in music education is displayed for a better understanding of the education path .

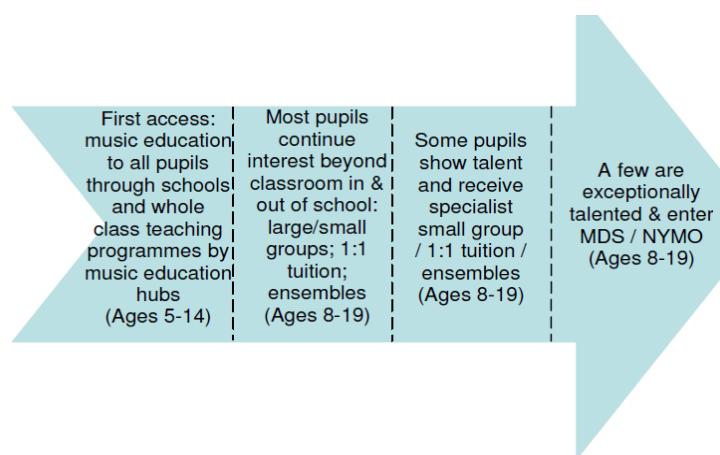


Figure 2: Progression in music education.2011.

Source: *The Importance of Music: A National Plan for Music Education*. England: DfE, 2011. 18.Print.

The National Youth Music Organisations (NYMOs, which include the National Youth Orchestra, the National Youth Brass Band, and the National Youth Choir) and those that operate the Music and Dance Scheme (MDS) act as an important pinnacle of musical achievement.

DfE's MDS pays bursaries; the scheme provides means-tested fee support and grants at eight independent specialist schools, 15 Centres for Advanced

Training (CATs) and 6 Conservatoires for children aged 8 to 18 (11 to 19 for dance) who have outstanding potential to train for a career in dance or music. For aided boarding pupils, any pupil whose parents have a relevant income of around £12,620 (2012/13) or less is entitled to a free place. For aided day pupils, the threshold is around £15,965, below which the pupil receives a free place. Grants for pupils attending a CAT are also means-tested £3577 a year as full amount from September 2013 (DfE).

11.3 ABRSM

ABRSM is the exam board of the Royal Schools of Music, delivering over 650,000 exams every year in over 90 countries. It is a registered charity established by the Royal Academy of Music, the Royal College of Music, the Royal Northern College of Music and the Royal Conservatoire of Scotland. The four Royal Schools are themselves also registered charities. ABRSM is the leading authority on musical assessment ("Music Education Council 2011-12 Annual Report",4).

The Associated Board of the Royal Schools of Music' was founded in 1889 in response to a proposition by Sir Alexander MacKenzie, principal of the Royal Academy of Music, to Sir George Grove, director of the Royal College of Music, that their two pre-eminent musical training institutions would be united to create an examining body (ABRSM.org).

Throughout 2011 ABRSM continued to focus on professional development for teachers worldwide through innovative courses and online learning resources and a range of short workshops and seminars. ABRSM held over 30 workshops for teachers, including a series of 10 Continuing Professional Development

workshops which took place in Manchester and London, focussing on topics including the Art of Accompaniment and Preparing for Performance, and a series of Introduction to Instrumental and Vocal Teaching workshops which took place across the UK ("The Annual Review 2011",21).

Throughout 2012, online learning has proved to be popular with Being an Effective Teacher course which has been taken by more than 200 teachers around the world since its launch in 2010, another popular course is CT ABRSM Plus which has run as well in Hong Kong, Singapore since 2012 ("Inspiring Musical Achievement",12-15).

.Below, some statistics related to diplomas by results can be found: DipABRSM: Diploma of ABRSM; LRSM: Licentiate of the Royal Schools of Music; FRSM: Fellowship of the Royal Schools of Music

UK & Ireland, 2012				
	Fail	Pass	Distinction	Total
DipABRSM	376	463	90	929
LRSM	44	60	14	118
FRSM	10	11	---	21

Table 1: ABRSM diplomas by results. 2012.

Source: ABRSM. <<http://us.abrsm.org/es/press/exam-statistics/diplomas-by-result/>>.

Rest of World, 2012				
	Fail	Pass	Distinction	Total
DipABRSM	963	543	66	1,572
LRSM	98	109	32	239
FRSM	20	13	---	33

Table 2 : ABRSM diplomas by results. 2012.

Source: ABRSM. <<http://us.abrsm.org/es/press/exam-statistics/diplomas-by-result/>>.

UK and Ireland, practical, 2012					
Grade	Fail	Pass	Merit	Distinction	Total
Grade 1	1,217	28,980	29,294	16,043	75,534
Grade 2	1,685	26,466	19,443	8,433	56,027
Grade 3	1,447	22,365	16,565	6,447	46,824
Grade 4	1,384	17,344	11,197	4,118	34,094
Grade 5	1,842	45,181	9,586	4,118	30,727
Grade 6	708	5,693	3,668	2,081	12,480
Grade 7	708	4,149	3,016	1,958	9,831
Grade 8	716	3,110	2,904	3,070	9,800

Table 3: ABRSM practical assessment by grade. 2012

Source: ABRSM.< <http://us.abrsm.org/es/press/exam-statistics/graded-music-exams-by-result-practical/>>.

UK and Ireland, theory,2012					
Grade	Fail	Pass	Merit	Distinction	Total
Grade 1	255	776	1,817	3,903	6,751
Grade 2	147	588	1,414	2,261	4,410
Grade 3	523	1,461	1,607	730	4,321
Grade 4	166	621	846	636	2,269
Grade 5	3,036	7,285	7,474	3,772	21,567
Grade 6	235	398	152	27	802
Grade 7	21	100	81	11	213
Grade 8	97	139	65	11	312

Table 4: ABRSM theory assessment by grade. 2012

Source: ABRSM.<

Taking into account all the data expressed in the tables above, in terms of diplomas by results, in the UK and Ireland, for Dip ABRSM there is a 49.8% of passes in contrast to 34.5% for the rest of the world, whereas for fails there is a 40.4% for the UK and Ireland and 61.2% for the rest of the world out of 929 and 1,572 entries respectively; for LRSM, 50.8% and 45.6% for passes meanwhile there is a 37.2% and 41% for fails out of 118 and 239 entries respectively; for FRSM, there is a 52.3% and 39.3% for passes and 47.6% and 60% for fails out of 21 and 33 entries respectively.

In terms of practical and theory assessments in the UK and Ireland, in grade 1, 98.3% and 96% for passes and 0.1% and 0.3% for fails out of 75,534 and 6,751 respectively; in grade 2, 96.9% and 96% for passes and 0.3% for fails in both categories out of 56,027 and 4,410 entries; in grade 3, 96.9% and 87% for

passes and 0.3% and 1.2% for fails out of 46,824 and 4,321 entries respectively; in grade 4, 95.9% and 81% for passes and 0.4% 0.7% for fails out of 34,094 and 2,569 entries; in grade 5, 94% and 85% for passes and 0.5% and 1.4% for fails out of 30,727 and 21,567 entries respectively; in grade 6, 94.3% and 70% for passes and 0.5% and 2.9% for fails out of 9,831 and 802 entries respectively; in grade 7, 92.7% and 90% for passes and 0.7% and 0.9% for fails out of 9,831 and 213 entries respectively and finally in grade 8, 92.6% and 68.9% for passes and 0.7% and 3.1% out of 9,800 and 312 entries respectively.

11.4 Music For Youth

Deciding what music to listen to is a significant part of deciding and announcing to people not just who you want to be but who you are. Thus, music can be used as a tool of self-presentation, a device for mood regulation and a means for communication with others (Patti, 2010: 370).

MFY offers young people the opportunity to perform live in music festivals across the UK, celebrating the breadth of music-making by young people both in and out of school. The MFY season is designed to inspire musicians at every level of experience, in a supportive environment ("MFY guidelines").

It was founded in 1970, the first event staged was the National Festival on 10 and 11 July 1971 at the Lyceum on The Strand. Following this, a nationwide series of Regional Festivals were introduced and there was a large increase in entries for the second National Festival in Fairfield Halls, Croydon in 1972. The National Festival moved to London's South Bank Centre in 1981 and to Birmingham in 2005 (MFY.org.uk).

MFY encourages a festival atmosphere at all its events. There are, however, stages of progression within the season between the Regional Festival Series, National Festivals and Schools Prom through a carefully considered selection process. Typically, in any one year, 1,900 groups (45,000 young musicians) take part in the Regional Festival Series, with up to 300 groups then being invited to perform at the National Festivals in Birmingham and Scotland, and a final 40 groups in our annual Schools Prom concerts at London's Royal Albert Hall ("MFY guidelines").

The gateway to the MFY Season, the Regional Festival series, as figure 3 shows, comprised 74 festivals which took place in 62 venues across the UK. These Festivals are a great opportunity for groups of all experience, background and genre to perform to new audiences, listen to other groups from their local area and get valuable feedback from the MFY Music Mentors ("Music Education Annual Report", 17).

Following the 2011 Regional Festivals, the week-long National Festival took place in Birmingham from 4-9 July, celebrating the enormous diversity and enthusiasm of youth music making from across the UK. 345 groups performed on the main stages of the festival and took part in inspirational workshops and activities throughout the week.

The culmination of the MFY Season is the Schools Prom concerts at the Royal Albert Hall. The concerts celebrate some of the most talented young music ensembles in the UK and aims to foster the creation of powerful new music which stretches young people's potential as performers, innovators, creative collaborators, composers and leaders. The 2011 concerts involved close to 3,000 performers, aged 7- 21 (MFY.org.uk).

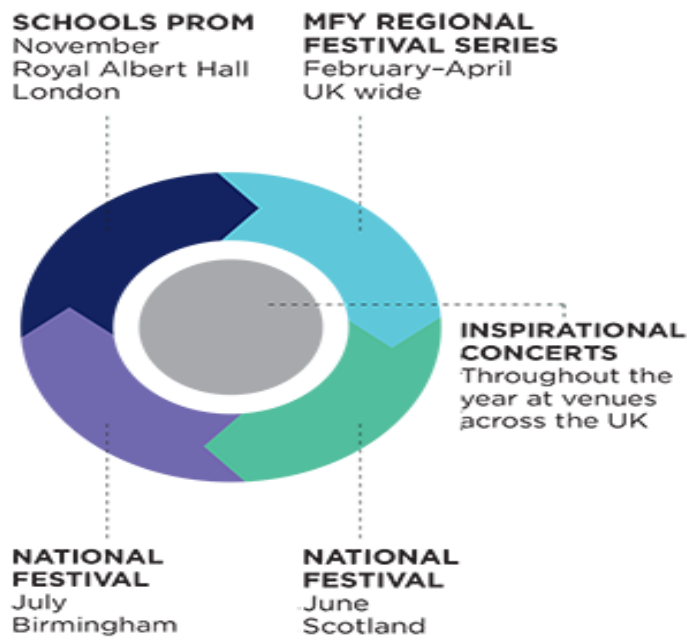


Figure 3: MFY festivals. 2011.

Source: MFY.< <http://www.mfy.org.uk/aboutmfy/whatismfy/>>.

With this programme it can be seen that children and young people are the government's focus in order to build a common affinity from the most important early stages in the cognitive development; in doing so, these musicians can easily relate to each other and thus a more cohesive society is the expected outcome. A rapport amongst them is what will unite them as one country with a wide cultural variety within it.

11.5 The Music Industries Association.

The Music Industries Association (MIA) is the UK trade association that represents the musical instrument industry, representing over 350 manufacturers, distributors, retailers, publishers and educators, which collectively generates annual sales of over £600 million of instruments and associated products. It has the mission of "Creating and Encouraging Music Making" (MIA.org).

The reaction to the decline of the number of children learning traditional musical instruments, as figure 4 shows, resulted in the creation of different programmes based on analysing academic and medical research work from all around the world.

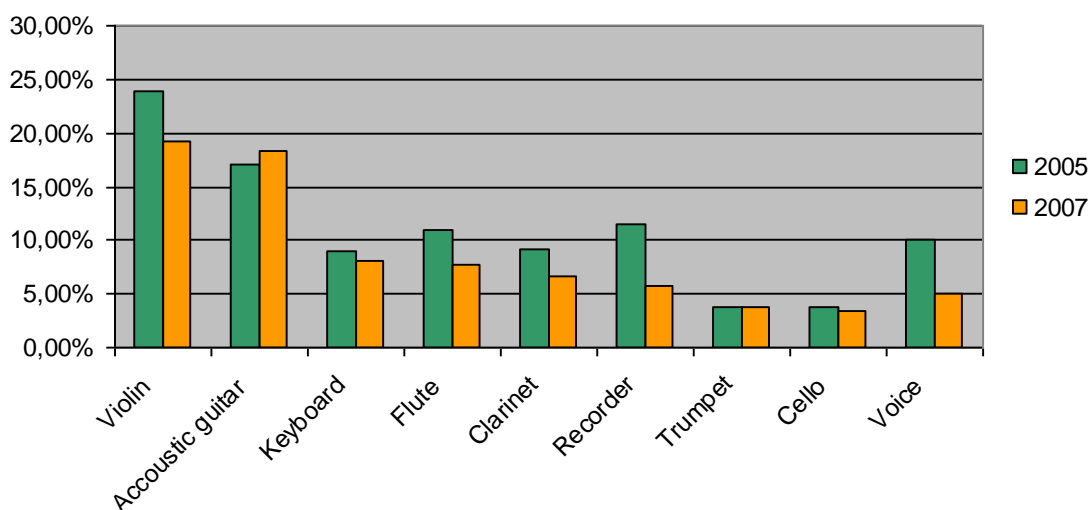


Figure 4 : Decline in musical instruments 2005-07.

Source: Paton, G. "Traditional musical instruments in decline". The Telegraph. News.22 Nov.2007.Print.

This has led to the creation of promotional campaigns such as "Get Alive!" a promotion that showcased all the beneficial aspects of music making on health, education and longevity.

This campaign was successfully piloted in Surrey and has now been rolled out UK wide in association with Classic fm.

The association launched into the industry charity, in 2008, Music for All,(MfA) which helps people of all ages and backgrounds to be able to start playing an instrument. School-age children are a particular focus. It especially helps those who are not fortunate enough to be able to access musical instruments and the lessons with which to learn. It has the mission of "Making More Musicians" (Musicforall.org).

Adolescents who have qualities that vary from social norms or participate in activities that cross gender stereotypes are likely to be the object of harassment; boys who play instruments that are typically played by girls and vice versa are aware of gender association which can lead to bullying or loss of popularity in school (Abeles, 2014: 347). As figure 5 shows, the number of pupils learning an instrument has risen; by September 2010 the statistics mirrored that boys were most likely to learn the guitar (17%), the keyboard (8%) and the drums (7%), while girls were more likely to choose the recorder (11%), followed by the guitar, piano and keyboard (all 9%) (BBC News, 2012 poll).

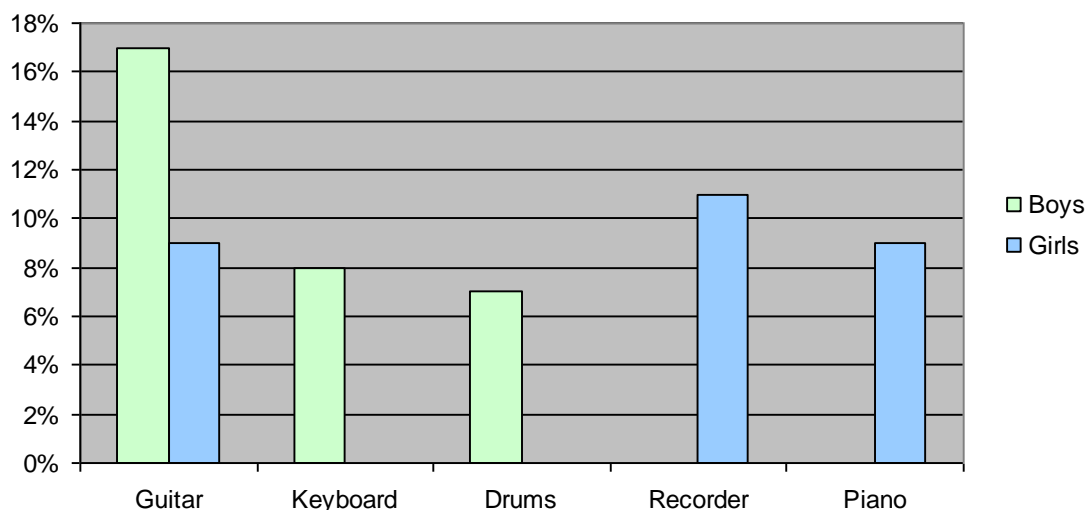


Figure 5: 2010 Instrument choice by gender.

Source :BBC News. "Music tuition falling: 2010 poll".<<http://www.bbc.co.uk/news/mobile/education-11179448/>>.

11.6 National Association of Music Educators

National Association for Music Education (NAfME), among the world's largest arts education organizations, is the only association that addresses all aspects of music education. NAfME advocates at the local, state, and national levels; it provides resources for teachers, parents, and administrators.

The point of departure was when music was part of the National Curriculum in 1988 ; then in the late 1990s, the English curricula were revised and there was a shift from " school music " towards " music in school" (RJE, 2010:62). NAfME's activities and resources have been largely responsible for the establishment of music education as a profession, for the promotion and guidance of music study as an integral part of the school curriculum, and for the development of the National Standards for Arts Education (NAfME.org).

The 'Musical Pathways' project is making an important step in spreading the idea that school musical experiences influence long-term engagement in music. Yet, as figure 6 shows, the influences of home and school are vital in the nurture of musical interest; therefore, parents are highly valued as encouragers (42%) as well as providers, supporting instrumental learning financially and practically (32 %); in connection to the school influence, school performing opportunities (51%) plus inspiring instrumental teachers (34%) are the two most relevant factors to make students keep on their musical career ("NAME Magazine Autumn 2011",34, 8-11) .

Home influences	Education influences
Father listening = 42%	Secondary school performing opportunities = 51%
Radio/gramophone = 38%	Belonging to secondary school choir = 39%
Parents' support for lessons/practice = 32%	Inspiring instrumental teachers = 34%
Church attendance/hymn singing = 27%	Singing at primary school = 31%
Mother listening = 25%	Inspiring secondary school teachers = 30%
Father playing = 24%	Secondary school class lessons = 23%
Mother playing = 24%	Studying for exams in school = 23%
Siblings playing = 21%	Self-taught instrumental playing = 23%
Concert going as a family = 21%	County youth orchestras = 20%

Figure 6: Influences of home and school.

Source :Pitts, S. " Changes and Choice :Exploring the impact of Music Education". NAME magazine Autumn 2011. 34.8-11. Print.

Another significant programme within the Musical Pathways is the programme for young offenders .All the 2011 music programmes for young people aged 13-

21 years involved six sessions of music, typically three hours in length with a break. For some sites, this was scheduled as a morning or an afternoon over six weeks (i.e. one session per week); for others, six sessions were scheduled over three weeks on consecutive days. Despite this, there was quite wide variation in attendance across all workshop sessions, with participants attending, on average, three of the six workshops. This fluctuating attendance is illustrated in Table 5 ("Musical Pathways: An Exploratory Study", 33).

Number of Sessions	Number of Participants	Percentage of Total Participants
0	8	7
1	25	21
2	16	14
3	11	9
4	19	16
5	19	16
6	20	17
Totals	118	100

Table 5: Individual music programme sessions.

Source : De Viginai, Nick et als *Musical Pathways: An Explanatory Study*. Bristol:DfHSS, n.d 34.Print.

It can be seen that Music provides an important means of connecting with family and friends and thus supplement social skills. One of the objectives of the different programmes within Musical Pathways is to reinforce the progression of the musical experience beyond the school age in order to advance music education by encouraging the study and making of music. On the other hand, “Musician and Teacher” is a research project which was aimed at understanding employment priorities for music educators providing a valuable insight into the many and varied pathways followed by a wide range of musicians and educators.

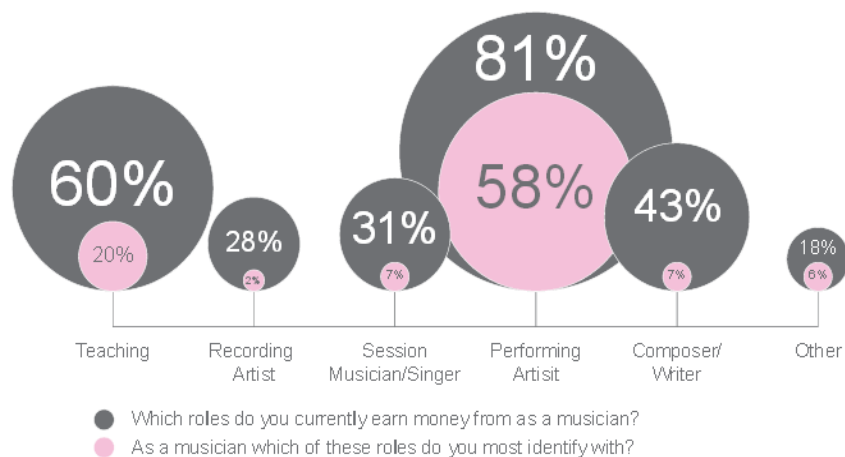


Figure 7: Roles musicians are most identified with / earn money from.

Source : The Musicians' Union. *The Working Musicians*. England: DHA Communications, 2012. 21.Print

On the previous page, figure 7 gives out a clear awareness of the divide between the job musicians do for a living and the role they are most identified with, which do not mirror; It can be appreciated the imbalance between what they do and what makes them feel accomplished with examples such as 81% of musicians are involved in performing but only 58% out of it are happy with their current jobs; 60% are involved in teaching but only 20% out of it are satisfied with their jobs.

11.7 Choir Schools' Association

A number of studies on the benefits of community singing have provided evidence on a range of social, psychological, and health benefits associated with singing; among all the benefits, the three most relevant ones are as follows (Cliff, 80):

- Enhanced emotional and physical well being.
- Performing to an audience encouraged a sense of personal worth.
- Singing is mentally demanding, and required to concentrate and learn new material in order to perform.

Thus, the Choir Schools' Association was created in order to provide children and young people with the chance to sing and better their wellbeing. It represents 46 schools attached to cathedrals, churches and college chapels

educating some 25,000 children. A further 13 cathedral foundations, who draw their choristers from local schools, hold associate membership. In total CSA members look after nearly 1700 boy and girl choristers. (Choir Schools' Association.org.uk).

Some schools cater for children up to 13. Others are junior schools attached to senior schools through to 18. Many are Church of England but the Roman Catholic, Scottish and Welsh churches are all represented. Most choir schools are independent but five of the country's finest maintained schools are CSA members.

In 1991 the Conservative Government established a "modest grant scheme of £20,000 " for choristers at CSA schools. The late Dame Angela Rumbold, then Minister of State at the Department of Education and Science (DES), was persuaded that there should be similar arrangements for choristers as they existed to help very promising young instrumentalists and dancers. The need to maintain Britain's choral heritage was clearly understood. In recent years the MSD has also enabled talented youngsters to attend 21 regional centres for CATs ("Reaching Out", 4).

The National Youth Choirs of Great Britain launched a new musicianship programme in the spring of 2011, starting with the four junior choirs and now expanding to include all NYCGB choirs. The aim of the programme is to develop their ears and improve their sightsinging skills. Originally set up as a single choir of 100 of the best young singers in Britain, NYCGB now consists of eight choirs, around 750 young people aged 9-24. (NYCGB.org.uk) :

- Boys' Choir is for trebles in school years 5-10 and Cambiata Voices, for boys undergoing voice change in school years 6-10; these choirs train together.
- Girls' Choirs Junior and Senior, for girls in school years 6-10, which also train together.
- Training Choirs North and South, which are girls and boys mixed in school years 9-13.
- The National Youth Choir, for mixed voices in school years 11 to age 22
- Chamber Choir for young professionals and those studying to become professional singers up to age 25.

Apart from the academic benefits of the choir programmes, it has to be mentioned that the third main reason for the increase of attendance in the church is the existence of a choir. The table below displays the attendance increase in some parishes:

	Sunday Attendance	Weekday Attendance	Total Attendance	% Weekday Attendance	% Weekday Adds to Sunday Attendance
Birmingham	243	287	530	93 %	102%
Gloucester	315	357	672	65%	113%
Southwell	328	527	585	46%	78%
Wakefield	602	182	784	29%	30%
	1,532	1,039	2,571		

Table 6: Increase in worship in October 2013.

Source : Holmes, John and Ben Kautzer. Church Growth Research. Durham: n.p, 2013.34 .Print

11.8 Conclusion

When young people make music together, they work toward a common goal that has the potential to change lives profoundly for the better. All secondary schools in England, and about three quarters of primary schools, have at least some minority ethnic pupils ("Aiming High", 5). The great majority of teachers across the UK may expect to work with minority ethnic pupils at some point in their career. Thus, the importance of uniting all of them with a strong bond.

This is the first time that a National Plan for Music Education has set out a central strategy for schools, arts and education organisations to drive excellence in music education. This National Plan is clear about the importance of music, it is to ensure not just that more children have access to the greatest of art forms, but that they do better as a result in every other subject.

Conclusion

Undoubtedly, the world is changing; society is evolving. My curiosity to know how younger generations were being prepared for the near future triggered my interest. So, when I started this dissertation, my objective was to understand where Education was heading since societal trends always reflect upon Education.

This thesis has tried to analyze the evolution and the implication of the most relevant educational policies throughout a period of 10 years. Policy making has been carried out based on the different and new needs of society in a specific time span. The most significant drive for White and Green Papers, Codes of Practices and Regulations and Education Acts has been the economic and human flow into the UK; this has been made following the ruling political trend.

Traditionally Education has been more pre-occupied with the pressures of the present rather than the anticipation of the future. A new context is being unfolded , in which changes have to be carried out in order to meet the new needs of individuals and ever modifying societies .

Technology has been transforming human life. The mechanization of agriculture transformed the labour market in the first half of the 20th century; more recently, in the computer age, the pace of technological changes is very rapid, combined with demographic, political and economic trends; it has altered work and social lives in manners that have significantly modified today's people (Jerald,1)

Among general trends, it can be highlighted, between positive ones, a knowledge explosion and a quest for better quality of life; on the other hand, between the negative ones, it can be highlighted an environmental degradation, population growth and a crisis of human values (Singh, IX).

Nowadays, children and young people who are in school will be manning the work places in the near future; Education has to leave behind its old role of transmitting the past and reinvent itself with strategies to effect changes (Singh, 4).

British government is determined to create a sense of unity among children and young people, addressing the whole child, the whole person plus providing them with the right tools for a successful labour livelihood. Education is not only a human right in itself, but also an important vehicle for a wider and fuller achievement of human rights (Quennerstedt, 2013:116)

One of the most clear instances of attempting to unify a population is found in the USA, where the national flag is raised everywhere to remind its citizens that they belong to the same country, due to its profound immigration history, as well as an array of educational programmes for those who need to fit in, the so called " melting pot" drift . The UK does not need to raise its flag, although the Scottish have recently, in 2014, opted to stay with the UK. Nevertheless, great effort is made to reach a point where all its citizens see themselves as British. This is only achieved through Education. Children are the foundation and the most relevant asset of a country , thus the British government is on the right path but it cannot be forgotten that it is not an easy objective to pull off and new areas of conflicts, tensions and confrontations might arise.

The future of Education then may be viewed as a series of issues of choices. In this time, the process of developing educational goals is an important element of policy-making and planning. There is the universalized education reaching out to whole populations within the " knowledge-based society" (Singh, 43). This kind of education takes place in an institutional structure that has grown in

complexity since it has to cover individual empowerment and development without leaving aside the cultivation and the nurturing of social commitment. Many countries are responding to global changes by establishing curricular reforms in order to keep up with the new societal trends (Kyunghee, 2013: 1)

All changes in the National Curriculum are not valid without the commitment of the students. Many of the problems in delivering knowledge are the waning effort of the students to get involved. No matter how attractive a teacher can make his or her subject, if the student does not want to take part in the process. Effort, sacrifice and study are concepts which are no longer politically correct since they are related to the old days but not everything from the old days should be banned just for the future's sake.

Another 21st century problem is the radical changes in the world of work as a consequence of the technological development together with the forces of globalisation. There is a mismatch between the skills imparted by the education system and those demanded by the workplace. Besides, globalisation means that workers have greater mobility across borders, yet opportunities are not uniform from one country to another. The days of a lifetime job, typical in the post WWII Japan, are over; those days are being replaced by a context where flexibility and adaptability of skills are essential (Balcar,10)

Vocational education and training system enables a relatively successful transition from school to work and ensures low youth unemployment (Beicht,2014:248). Many would-be students dismiss promising careers simply because of the stigma attached to technical and vocational occupations. Germany is always taken as an example of how well Vocational Training Education works; it is a system very well- planned and structured alongside with

a very important industry which has devised extremely useful work placement programmes in order to give students a real insight of the workplace, the well-known dual system. As long as industry is not strong and powerful, which comes along with a solid economy, there is nothing to do to better the social conception and the labour usefulness of Vocational Training Education.

On the other end of the schooling ladder, in the prestigious HE, according to Altbach et al ,an academic revolution has taken place marked by unprecedented transformation in scope and diversity due to a greater social mobility, new patterns of funding and increasingly diversified education systems. The Bologna Process and Lisbon Strategy in Europe are the clearest examples of international engagement, an estimate of 8 million students will be studying outside their home countries by 2020 (7); besides, another setback is the cost barrier to access because even when tuition is free, students have to bear indirect costs. This can be put down to the neoliberal idea that HE is regarded as a private good and thus to be paid by the "users" (Marxistleftreview.org)

Since the presence of international students in British universities is a reality, English has become the dominant language of scientific communication, making mobility of students and staff much easier. To meet the increasing social demand for HE, governments must seek alternatives sources for such an expansion (Lee ,2008:189). Yet, the 11S terrorist attack on the World Trade Centre in New York in 2001 and the aftermath global despair made VISA applications harder to obtain. British government still has to fight against dishonest applicants whose only intention is to stay illegally in the country. Therefore, many students must compete for scarce places in universities plus

the fact that they have to enrol as full fee-paying internationals. On top of that, HE faces the demand of BAME students who strongly request more BAME professors and lecturers.

It is true that many education systems face a real challenge in taking on teachers and retaining them once they are hired. 27 million teachers will be needed around the world by 2030(Unesco.org). Thus, many countries have transformed the organization in their schools in order to set them free from feeling overloaded with administrative work, high number of classes or large class sizes plus a wide range of incentive measures have been introduced..

The difficulty of providing properly qualified teachers in certain subjects is a fact (Barmby, 2007:248) Large numbers of professionals abandon their careers because of work-related issues. Besides, BAME teachers are not willing to take the risks since they are afraid of being the target of discrimination from administration, parents and students.

In order to reverse that situation, teachers' status has to be restored in society. They educate the future of a country and their contribution seems not to be well-regarded; in countries such as Finland, teachers are extremely respected besides the fact that the profession gives them social status; another example, in Japan, teachers are the only subjects who do not need to bow in front of the Emperor; a more valued conception of teaching is specially needed so as to attract more people into the profession. Until then, the difficulty of recruitment will never cease.

Another difficulty is the attainments of goals, the UK Government meant all students in England to score A* to C in the five core GCSE subjects; academies were thought to be the solution; nevertheless, in 2010 only one in six students

actually achieved it, in more than half of state secondary schools less than 10% accomplished it and in 270 schools there were no students success (Hampson,5). Students themselves may feel successful when they get a job and start living a life independently from their parents. However the number of unemployed young people has increased dramatically these last years (The impact of long-term Youth Unemployment, 2)

Thus, the transformation of secondary education in order to improve students' academic results is on its way. Although, the complexity of the different organisations within academies as well as the funding problems plus the diversion from the main goals made the institution crumble. But, on the contrary, this failure cannot play down the government effort in trying to find out and devise new formulas to make the best of each student.

When today's students graduate, they will be competing globally for their jobs. Businesses are demanding so-called "higher-order" skills such as decision-making, prioritizing, strategizing and collaborative problem solving ("Teaching Higher-Order Thinking", 53); as victims of the achievement gap, students need to master these new skills in order to have an even chance. We are in a period of uncertainty and evolution where the objectives of target are clear but the way to achieve them is still on trial because teachers have to deliver new skills which have never been academically taught to them before.

Nowadays, schooling venues are finding harder and harder to keep up with social trends ;In terms of behaviour, bullying has always been an issue within schools; adolescents use technological devices not only for communication but also for humiliating peers and staff. Bullying was considered as a rite of passage but there are more serious consequences behind that old conception.

Bullying is to be eradicated in all its forms because it is just an unacceptable conduct which cannot be permitted.

Agencies, staff, students, parents are all involved in the solution of this situation. Society is aware of the fact and in this sense, a great advancement has been achieved. Humans are likely to be in confrontations, as it is our nature, we have to try hard to respect others and be respected in such a manner that we are not hurt and we do not hurt anyone. It is a question which will take a lot of time and good will from all the participants but Education is the key. Thus, the education system is doing its part to contribute to erase this attitude from school which will later on reflect in society.

Society is diversity; in 2013 it was estimated that 232 million people live outside their country of birth (Rica, 5); between January and December 2013, there were approximately 4.9 million people with non-British nationality living in the UK and 7.8 million people who were born abroad (Hawkins, 16). Multicultural education is the bridge for constructive dialogue on issues regarding race, gender, class, sexual orientation, citizenship and religion, which offers students and educators the opportunity to explore the construction of cultural identity (Hyde, 2014: 241)

The enlargement of EU in 2004, including Czech Republic, Estonia, Cyprus, Latvia, Lithuania, Hungary, Malta, Poland, Slovakia and Slovenia, was the largest single enlargement in terms of people and number of countries; in 2007, Bulgaria and Romania joined in and in 2013 Croatia joined in (Europa.eu). Today, the EU consists of 28 member countries with free movement of its citizens. As Europe is borderless, Europeans are free to settle down anywhere without any restriction, on top of that, asylum seekers and subjects from the

Commonwealth have to be borne in mind in the British case. Thus, we are unavoidably facing a multicultural population. The British government is doing its best to try to make a solid society within its territories; however, "try and fail but do not fail to try" proverb is the best motto for British government in the accomplishment of this extraordinary complex situation.

But, to accomplish any kind of situation, a sound budget is needed and DfE faces a large budget shortfall after 2015. There will be more people of school age, projections show that there will be 7.2 million pupils in 2015 and 7.9 million by 2020; increased teacher pay and pension contributions will be of a rate of 16.4% as well as a rise in schools, colleges and new universities from 14.1% to 16.4% from September 2015 onwards and costs associated with new policies; it is estimated that a shortfall of £600 million in 2015-16, rising to £4.6 billion by 2018-19 (Gravatt,11)

The investment in Education is not going to be an easy task. Most countries have been hard-hit by the financial crisis since the end of 2008. Hoping to reverse fiscal deficits, the UK reduced public spending resulting in slashed budgets, lowered salaries, redundancies and hiring freezes within education sector. ("Education and Global Economic Crisis",2). Although, investing in education, training and lifelong learning supports the development of human capital (Zagordo,2) However, there is a projection that teaching staff and venues will be in shortage in the years to come and thus, a greater investment is meant to be applied. In order to cope with it, investment in Education must be restored as soon as fiscal consolidation is re-established.

Culture is one of the pillars to invest on. Cultural education and heritage can build cohesiveness. Cultural heritage can provide a solid sense of belonging

within a group and allows people to better understand previous generations and the history of where they come from. It is made up of buildings, townscapes, archaeological remains, books, artefacts, objects, pictures, photographs, art, and oral tradition (Cultivatingculture.com). The UK government is very serious about handing down traditions to the new generations in order to build a collective identity, no matter what the background is.

Unfortunately, identity is not clear-cut anymore. Today's wave of conflicts in the Far East , especially in Libya due to the extreme Islamic group ISIS, the demographic pressure, the unceasingly ethnic wars in Africa, the human trafficking and the economic immigration from the Balkans make Europe live through a human crisis without precedents. This huge flow of people fleeing their countries has to be accommodated and integrated in the society of the host country. "Culture should be regarded as the set of distinctive spiritual, material , intellectual and emotional features of society or a social group" ("Universal Declaration on Cultural Diversity", 4); it is extremely relevant that the host culture and heritage is exposed to the new arrivals in order to secure their fully integration, although to fit in is not always easy.

Music is part of those intellectual and emotional features of societies, everyday life and behaviour and its importance seems to be strongly related to its powerfully educative effects on the personal and academic development. This power has been known to all major civilizations where music was considered to be the most important of the sciences, the most important path to religious enlightenment and the very basis of government and the character of men. Plato wrote " I would teach children music, physics, and philosophy; but most

importantly music for in the pattern of music and all the arts are the keys to learning " (Lierse, 8)

The National Plan for Music Education is to ensure not just that more children have access to the greatest of art forms, but that they do better in every other aspect of life as a result .A person's development as a human being needs more than academic data , arts in general is the food for the soul and nurturing this aspect is essential for a sound building of character. Music is used as a therapeutic tool for increasing student's knowledge of self and others (Amir, 2011:1); also music remains as an important cultural sphere in which identities are affirmed, challenged , taken apart and reconstructed (Worldpopmusic.com). Thus, it is significant for the individual and the group.

As a conclusion, Education can be said to be turning into a new path which is unclear ; all changes made have been for the need to fit into a new system highly devised by social trends; globalisation, financial status, technology, immigration and ethnic minorities are main actors in its reorganisation. Teachers are preparing students for a borderless future. Not only are they providing them with the necessary skills but they are also helping them to build a common identity in order to feel closer to others in a multicultural society. This dissertation shows the different approaches the UK government has taken in Education.

From a postcolonial perspective, the decline of the British Empire and the creation of the Commonwealth offered false hopes. The immigrants moved to the motherland with the expectation of living a better life , leaving behind the hardships in their country of origin. However, the UK population was not really prepared to accept people from other cultures leading to an incomplete

integration of the new arrivals; these subjects' dreams were shattered as they had to live through another hardship ,discrimination . Ethnic superiority has always been a reason for conflicts and wars. The interaction of ethnic minorities as a group different to others and the mixture of its members is vital for a society. Since those days up to now, the situation has been improved but not been erased.

From an anthropological standpoint, it is clear that the behaviour of the Britons has changed throughout time in order to cope with a new reality The adaptation to new needs and the acceptance of social changes takes time; those inevitable changes are enforced by papers, bills and acts, which have been developed to guide them towards the evolution of the country.

In this approach, labour integration is essential. Survival in terms of work, food and shelter is necessary for humans. The key to access to decent human conditions is through work which is obtained with a solid academic formation. Families, schooling venues and the government are interconnected. Using the organismic analogy from a sociological point of view, society is regarded as a human body (Livesay ,2), all society aspects work as vital human organs which have to work together and function well in order to make a society successful. This can only be accomplished by reaching people's conscience through Education.

For myself, this dissertation has been a journey into a new way of understanding where Education is going to. I did not know what I was heading for. I just accept what I have found along the way The evolution of the system as something malleable is necessary since the changes and adaptations in Education must be made according to social, political and economic trends. It is

uncertain what the future holds, thus an open mind of what is yet to come reflects the ability to better the system.

I do believe that my dissertation is a platform for future research. As societies are ever changing, new amendments will be required. It would be very interesting to have a look at all the different educational programmes covered in the previous pages in 10 years' time. In doing so, we could be certain about the efficiency of the British government in its goal to prepare a society for a new world.

Appendix 1: British-Spanish educational system.

KEY STAGE 1	Nursery	4 years old		INFANTIL (0-6)
	Reception	5 years old		
	Year 1	6 years old		
	Year 2	7		
KEY STAGE 2	Year 3	8		1 PRIMARIA
	Year 4	9		2
	Year 5	10		3
	Year 6	11		4
KEY STAGE 3	Year 7	12		5
	Year 8	13		6
	Year 9	14	vocational courses level1	1 ESO
KEY STAGE 4	Year 10	15		2 ESO
	Year 11	16		3 ESO
GCSE				
KEY STAGE 5	Year 12	17		4 ESO
	Year 13	18		1 BACHILLERATO
A-LEVELS				2
				SELECTIVIDAD



UNIVERSITY

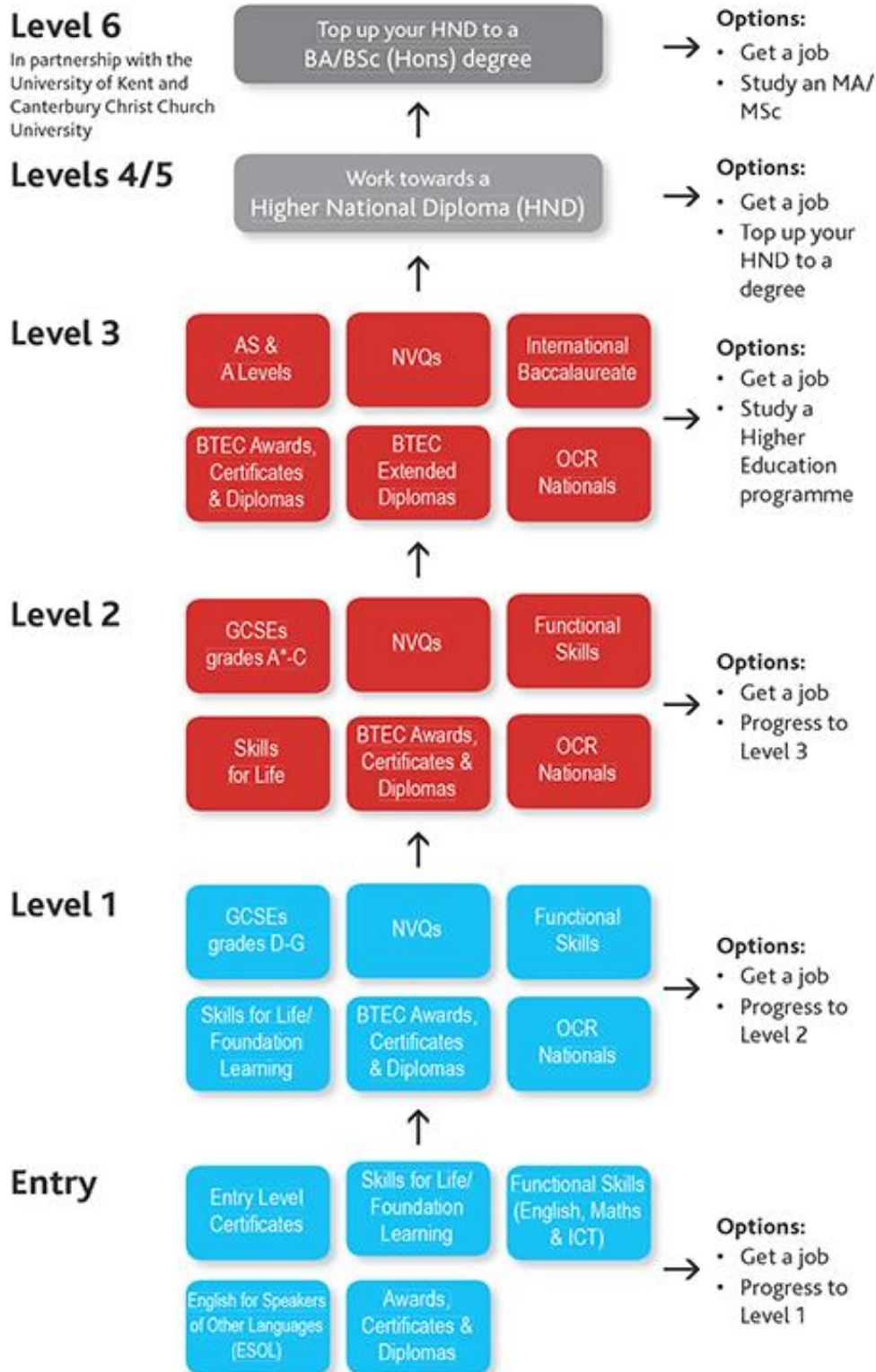
BA/BSC degree..... grado
 Master's degree..... máster
 PHD..... doctorado

UNIVERSIDAD

Vocational courses / apprenticeship:

level 1 (without or GCSE grades D-U)..... Formación profesional básica
 level 2 (5 good GCSE grades A+-C)..... Ciclo formativo grado medio.
 level 3 (2 A-levels)..... Ciclo formativo grado superior.
 level 4/5 : awarded with **H**igher **N**ational **D**iploma (HND)
 level 6 : access to University.

Appendix 2: the NVQ structure.



source: Canterbury College. <www.cant-col.ac.uk/apply/qualifications-and-levels>

Appendix 3: Chronology of Acts.

- 1948 British Nationality Act distinguishes between citizens of independent Commonwealth countries (mainly white) and those in colonies and dependent territories. Empire Windrush brings 492 workers from Jamaica.
- 1958 Race riots in Nottingham and Notting Hill. West Indians attacked by white people.
- 1959 Conservatives elected for the third time since 1951.
- 1960-1 Proposed immigration restrictions lead to beat-the-ban immigration from the Indian sub-continent. Birmingham Education Department sets up the first Department for teaching English as a second language. Birmingham Immigration Control Association and South Residents Association set up and oppose immigration of “New Commonwealth” (non-white) citizens.
- 1962 Conservatives Immigration Control Act. Commonwealth Immigrants Advisory Council set up to advise the Home Secretary.
- 1962 Certificate of Secondary Education (CSE) established. Association for Teachers of English to Pupils from Overseas (ATEPO) set up.
- 1963 HM inspectors produce “English for immigrants” and set up short courses for English as a second language. Edge Hill College, Lancashire introduces first teacher training course for teaching immigrants children. Protest by white parents in Southall, London, against a school with 60 per cent immigrant children. Education Minister Edward Boyle rejects the idea of segregated education.

- 1964 Voucher system produce restricts immigration. Labour elected. Conservative wins Smethwick, West Midlands, using the slogan “If you want a nigger neighbor, vote Labour”. Campaign Against Racial Discrimination set up (CARD) and a Commonwealth Immigrants Advisory Council recommends the school dispersal of immigrant children.
- 1964 Ministry of Education becomes Department for Education and Science (DES).
- 1965 The DES recommends in Circular 7/65 that no school have more than 30 per cent immigrant children. Several LEAs adopt dispersal by bussing. The North London West Indian Association worries about children referred to ESN (educationally subnormal) schools. The first Race Relations Act passed in October, education not mentioned. A Race Relations Board and a National Committee for Commonwealth Immigrants set up (Chaired by Archbishop of Canterbury).
- 1965 Circular 10/65 requests all schools to reorganize on comprehensive principles. Home office produces a White Paper, Immigration from the Commonwealth.
- 1966 Labour re-elected, Smethwick regained and the new MP declares “we have buried the race issue”. Home Secretary Roy Jenkins envisages a society based on cultural diversity, mutual tolerance and equal opportunity.
- 1966 Local Government Act, via Section 11, in which the Home Office provided a 50 per cent rate support grant for staff in high

immigrant areas. DES arranges for first collection of statistics of New Commonwealth children. Leeds project to develop English teaching materials set up. Census shows “coloured population” of UK as being 924,000, mainly from India, Pakistan, Jamaica and other Caribbean countries.

1967 Enoch Powell suggests that coloured immigrants, especially from Kenya, be kept out of England. Plowden report on Children and their Primary Schools includes a chapter on immigrant children.

1968 Home Secretary James Callaghan introduces a Commonwealth Immigration Act (passed in a week). Those who are partials with a father or grandfather born in UK have priority. Powell proposes a Ministry of Repatriation and on 20 April makes an anti-immigration speech, pro-Powell marches take place in London and other towns. Black Peoples Alliance set up at a conference in Leamington Spa.

1968 Second Race Relations Act passed. Education not mentioned. Parliamentary Select Committee on Race Relations and Immigration set up. Prime Minister Wilson sets up an Urban Aid fund which includes help for New Commonwealth children.

1969 House of Commons Select Committee on Race Relations and Immigration report on The Problems of Coloured Schools Leavers. North London West Indian Association lodges a complaint of racial discrimination over ESN schooling. Arthur Jensen publishes “How much can we boost IQ and scholastic ability” in the Harvard

Educational Review. Rose et al. publish Colour and Citizenship: a report on British Race Relations.

1970 Bernard Coard galvanizes lack parents with a speech and subsequent publication on How the West Indian Child is made ESN in the British School System.

1970 Conservatives elected. Circular 7/70 cancels the expectation that all secondary schools will become comprehensive.

1971 Immigration Act further restricts immigration. Right of abode limited to partials, others to obtain a work permit and register with the police. UK Immigrants Advisory Service in operation. Home Office sets up Race Relations Research Unit.

1971 Julia McNeal and Margaret Rogers publish The Multiracial School, with chapters written by teachers. Eysenck publishes Race, Education and Intelligence suggesting that blacks and the Irish have lower IQs than other groups.

1971 DES Survey 10, Potential and Progress in a Second Culture, and Survey 13, The Education of Immigrants, outline policy objectives. Townsend publishes a survey of LEA responses to Immigrant Pupils in England.

1972 DES discontinues the collection of statistics on immigrant pupils. (With 3.3 per cent-280,000-recorded as immigrant.) School leaving age raised to 16.

1972 David Lane, Conservative Minister for Race Relations says Britain is an overcrowded island and no more immigrants should come.

Expulsion of Ugandan Asians by Idi Amin. Enoch Powell predicts a national catastrophe if more immigrants arrive. 27,000 arrive from Uganda and 21,000 pass through “camps”. Leicester city council reports that “Leicester is full” and urges migrants to go elsewhere.

- 1973 Select Committee on Race Relations and Immigration produces a report on education, making 24 recommendations. Trevor McDonald becomes ITN’s first black newsreader. (He retired in 2005).
- 1973 West Bromwich by-election. National Front candidate comes third, ahead of the Liberal Party. War in the Asian subcontinent. Pakistan secedes from the Commonwealth. Bangladesh now a separate country.
- 1974 DES produces Educational Disadvantage and the Needs of Immigrants. Centre for Disadvantage set up in Manchester (closed 1980). Community Relations Commission (CRC) produces a pamphlet on the educational needs of minority group children with 12 recommendations. National Association for Multiracial Education set up (NAME).
- 1974 Second PSI report into Racial Disadvantage in Britain (Smith 1977) introduces the concept of indirect discrimination, taken up in 1976 Race Relations Act.
- 1974 Labour forms a minority government after a General Election. Roy Jenkins (Home Secretary again) announces an amnesty for illegal immigrants.

- 1975 Black parents and students movement set up in north London. Home Office White Paper on Racial Discrimination and Lord Bullock's report on A Language for Life published.
- 1976 Third Race Relations Act. Education is mentioned under sections 17-20, 36 and 71. Commission for Racial Equality (CRE) set up. Working party of Chief Education Officers seek alternative funding to Section 11 grants. Prime Minister Callaghan makes speech at Ruskin College attacking education as failing to prepare a workforce properly.
- 1977 EEC Directives on The Education of Children of Migrant Workers.
- 1977 Select Committee on Race Relations and Immigration reports on The West Indian Community, makes eight recommendations on education and a call for an inquiry into the education of West Indian children. A DES Consultative Paper, Education in Schools , stresses that " we are a multiracial and multicultural country". The Inner London Education Authority produces the first LEA policy on multicultural education. Black Paper 5 (Cox and Boyson attacks comprehensive educational and "Marxist infiltration" in education.
- 1977 National Front marches in London and Birmingham. In the Stechford and Ladywood by-elections in Birmingham, Liberals again beaten into third place by the National Front. Strikes by Asian workers at Grunwick. Laboratories in London. OPCS census reports 1.77 million "coloured population" (3.3 per cent of total population)

- 1978 Home Office replies to the Select Committee report on the West Indian Community, paras 17-24 on education. The government accepts the need for an inquiry into black school achievement, The Warnock Committee reports on Special Education Needs-no mention of black parents and their concerns over special education. Viv Anderson becomes first black footballer to play for England.
- 1979 Rampton Committee set up to inquire into the education of children from ethnic minority groups. Conservatives win the General Election. Mrs Thatcher reluctantly allows the committee to continue.
- 1980 Education Act and a Framework for the School Curriculum (DES).
- 1980 Conservatives Education Act introduces first attempts at a market in schooling by allowing parents to express a preference of school. Comprehensive schooling declared to be no longer national policy.
- 1981 Rampton interim report on West Indian Children in our Schools (DES 1981a) makes 81 recommendations. Sir Anthony Rampton resigns and is replaced by Lord Swann. A Schools Council survey makes 58 recommendations on multi-ethnic education.
- 1981 British Nationality Act further excludes Commonwealth citizens from entering the UK. (96,000 settled minorities apply for British citizenship in 1982).
- 1981 White Paper The New Training Initiative (D. of Employment).
- 1981 Special Education Act. Categories of Handicap abolished to be replaced by the concept of Special Educational Needs (SEN).

- 1982 Approximately 20 LEAs have written multicultural education policies. Home office issues new guidelines for claiming Section 11 funding. Around 40 black supplementary schools known to be in operation. Falklands War against Argentina.
- 1982 Technical and Vocational Education Initiative (TVE I) introduced; Scarman Report on the Brixton Disorders.
- 1983 Conservatives re-elected. Schools Council for the Curriculum and Examinations abolished, replaced by School Curriculum and Development Committee and Schools Examination Council.
- 1983 White Paper Teaching Quality (DES.)
- 1984 Population with New Commonwealth origins recorded as 2.2 million.
- 1984 Council for the Accreditation of Teacher Education (CATE) set up, and all courses are required to include training for a multicultural society; Education (Grant and Awards) Act and Green Paper Parental Influence at School (DES).
- 1985 Swann Report Education for All published, with ten pages of recommendations, stressing that all those involved in education should share in developing a democratic pluralistic society with equal opportunities.
- 1985 White Paper on Better Schools published (DES 1985b) stressing that pupils are to be given an understanding of the (unspecified) traditions and values of British society.
- 1986 Parliament ratifies the Single European Act which allows free movement of EC nationals between member states.

- 1986 Education Act abolished corporal punishment in schools. O levels replaced by GCSEs.
- 1986 Campaign for Real Education to support British culture and the Christian religion in schools and Social Security Act.
- 1986 City Technology colleges (CTCs) set up; National Council for Vocational Qualifications (NCVQ) set up; White Paper Education and Training: Working Together (DES).
- 1987 Teachers' Pay and Conditions Act and Conservatives re-elected for a third term of office.
- 1988 Education Reform Act introduces a National Curriculum.
- 1989 Labour Party issues Multicultural Education: Labour's Policy for Schools.
- 1988 National Curriculum Council (NCC) and School Examinations and Assessment Council (SEAC) set up.
- 1989 Children Act and Elton Report Discipline in Schools.
- 1990 Education (Student Loans) Act and Training and Enterprise Councils set up.
- 1991 Teacher's Pay and Conditions Act and Parent's Charter You and Your Child's Education (DES).
- 1991 General National Vocational Qualifications (GNVQs) to be introduced and White Paper Education and Training for the 21st Century (DES/DoE).
- 1992 Transfer of Functions Orders: Department of Education and Science (DES) to become Department for Education (DfE); Further and Higher Education Act.

- 1992 Conservatives re-elected for a fourth term of office.
- 1992 White Paper Choice and Diversity (DfE); Office for Standards in Education (Ofsted) set up and League tables of GCSE results first published in newspapers.
- 1993 Education Act and National Commission on Education Report Learning to Succeed.
- 1993 NCC and SEAC replaced by School Curriculum and Assessment Authority (SCAA); Dearing Report The National Curriculum and its Assessment.
- 1994 Updated Parents' Charter Our Children's Education (DfE); Code of Practice for Special Education Needs and Teacher Training Agency (TTA) set up.
- 1994 Education Act.
- 1995 Diversity and Excellence: A New Partnership for schools; Performance in City Schools and Department for Education merged with Department of Employment to become Department for Education and Employment (DfEE).
- 1995 Disability Discrimination Act; Excellence for Everyone: Labour's Crusade to Raise Standards and National targets for education and training revised.
- 1996 Education and Training for 14-19 Year Olds; Dearing Report Review of Qualifications for 16-19 Years Olds and Ofsted Report The Implementation of the Code of Practice for Pupils with Special Education Needs.

- 1996 Aiming Higher: Labour's Proposals for the Reforms of the 14-19 Curriculum; Education Student Loans Act; Nursery and Grant-Maintained Schools Act and Early Excellence: A Headstart for Every Child.
- 1996 Education Schools Acts; Education Schools Inspection Act and Learning to Compete: Education and Training for 14-19 Years Olds.
- 1996 White Paper Self Government for Schools; Education Bill and National Literacy Project proposed.
- 1997 Education Act; Labour government elected; cabinet sets up Welfare to Work Committee; Standards and Effectiveness Unit set up in the DfEE.
- 1997 Launch of New Deal for unemployed young people 18-25; summer literacy schools initiative announced; Education Act, abolition of assisted places scheme and nursery vouchers.
- 1997 White Paper Excellence in Schools; National Literacy Strategy announced; a literary hour to be in place in all primary schools by September 1998.
- 1997 Committee on Computers in Schools set up; Green Paper Excellence for All Children: Meeting Special Education Needs; School Standards and framework Bill; Social Exclusion Unit set up in Cabinet Office; Muslim schools given state funding as voluntary aided schools;

- 1998 Standards Fund set up; Ethnic Minority Achievement Grant (EMAG) to replace Section 11 of Local Government Act 1996 (EMTAG-the additional T referring to Travelling pupils from 2000).
- 1998 House of Commons Education and Employment Committee Fifth Report Disaffected Children; National Childcare Strategy launched; Education Action Zones: first 25 announced; interim guidance on schools admissions published by DfEE.
- 1998 School Standards and Framework Act; Teaching and Higher Education Act; New Opportunities Fund set up; Plans for a University for Industry (Ufi); Expansion of Specialist Schools initiative beacon schools to be identified.
- 1998 National Grid for Learning to be set up; Guidance on national children strategy and early years development and childcare partnerships; Literacy hour in all primary schools advised; Numeracy Task Force set up.
- 1998 National Year of Reading launched; Crick Report Education for Citizenship and the Teaching of Democracy in School; DfEE published homework guidelines; plans announced for a network of school study centres in Extending Opportunity: A National Framework for Study Support.
- 1998 Supporting Families: A Consultation Document; Meeting Special Education Needs: A Programme for Action; consultation on a revised code of practice for SEN; Green Paper Teachers. Meeting the Challenge of Change.

- 1999 Sure Start: A guide for Trailblazers: programmes for 0-3 year olds in areas of deprivation; Blair and Blunkett announce action plan for inner city education, including an expansion of specialist and beacon schools and a new approach for gifted children; Excellence in Cities; Revised National Curriculum put out for consultation; report on creative and cultural education: All Our Futures.
- 1999 White Paper learning to Succeed; Numeracy strategy suggested for all primary schools; National Curriculum published; A “Black” Seventh Day Adventist school and a Sikh school given state funding. Learning and Skills Bill.
- 2000 Blunkett announced tests for 12 year olds, summer camps for 16 year olds and changes to enrolment in specialist schools; Blair reiterated commitment to specialist schools; Commission on Childcare set up; Blunkett announced creation of centrally funded city academies modeled on USA charter schools.
- 2000 Comprehensive Spending Review promised an extra £5 billion for education over three years; Statutory code of admission for all maintained schools .
- 2001 DfES the education department was renamed the Department for Education and Skills; White Paper *Schools - achieving success* proposed large increase in number of schools run by religious organizations
- 2002 Education Act implemented the proposals in the 2001 white paper. City academies the first 3 opened; Languages for all:

languages for life the government's strategy for the teaching of foreign languages.

- 2003 City academies 9 more opened; Workforce remodelling a government initiative aimed at reducing teachers' workload by employing more unqualified classroom assistants; Green paper *Every Child Matters* led to the 2004 Children Act.
- 2004 University top-up fees MPs voted - by a small majority - to allow universities to charge variable fees. Building schools for the future a massive school rebuilding programme; The Children Act based on the 2003 green paper *Every Child Matters*.
- 2004 Five year strategy for children and learners formed the basis for the 2005 white paper *Higher standards, better schools for all*; Academies (the 'City' had now been dropped). 5 more opened; Tomlinson Report *14-19 Curriculum and Qualifications Reform* report of the working group chaired by former chief inspector Mike Tomlinson.
- 2005 White paper *14-19 Education and Skills* rejected most of 2004 Tomlinson Report's recommendations; White Paper *Higher standards, better schools for all* proposed independent trust schools led to 2006 Education and Inspections Bill.
- 2006 Education and Inspections Act passed only with Tory support; University top-up fees UCAS revealed that 15,000 fewer students had started university compared with the previous year; Primary Review (independent of government) sponsored by the Esmée Fairbairn Foundation and led by Professor Robin Alexander.

- 2007 Teaching 2020 a paper setting out the government's vision for schooling in the future; School leaving age the government announced its intention to raise the SLA to 18, possibly in 2013.
- 2007 GTC called for all national school tests for 7, 11 and 14 year olds to be scrapped.
- 2007 Green Paper *Raising Expectations: staying in education and training post-16* argued that all young people should stay in education or training up to the age of 18.
- 2007 *Diversity and Citizenship* report pupils should have the skills to 'participate in an active and inclusive democracy, appreciating and understanding difference'.
- 2007 Education department split in two: Department for Children, Schools and Families (DCSF) and Department of Innovation, Universities and Skills (DIUS).
- 2007 *Faith in the System*: faith schools agreed to 'promote social cohesion'.
- 2007 *Further Education and Training Act 2007* new arrangements relating to further education and the Learning and Skills Council for England.
- 2007 *The Children's Plan* ambitious plan for all future government policy relating to children, families and schools.
- 2008 *Sale of Student Loans Act 2008* allowed the government to sell off student loans.

- 2008 *Special Educational Needs (Information) Act 2008* amended the 1996 Education Act in relation to the provision and publication of information about children with special educational needs.
- 2008 *Children and Young Persons Act 2008* new arrangements for the provision of social work services.
- 2008 *Education and Skills Act 2008* raised the education leaving age to 18; Key Stage 3 SATs effectively abolished.
- 2008 *Education for All: final report of the Nuffield Review of 14-19 education and training.*
- 2008 *Testing and Assessment* report by the House of Commons Children, Schools and Families Committee (CSFC).
- 2008 NUT members staged one-day strike over pay (24 April).
- 2008 *Ofqual* (Office of the Qualifications and Examinations Regulator): launched on 16 May, led by Kathleen Tattersall.
- 2008 *National Challenge* launched by Balls: targeted 638 'failing' state secondary schools.
- 2008 SATs fiasco: widespread IT problems; delayed and inaccurate results; QCA chief executive Ken Boston resigned.
- 2008 Academies: 51 opened in September.
- 2008 Tories' free schools policy announced by Michael Gove (shadow education secretary).
- 2008 IRPC Interim Report *Interim Report of the Independent Review of the Primary Curriculum*
- 2008 School Admissions Code: revised version published in December.

- 2009 Cambridge Primary Review *Towards a New Primary Curriculum Past and Present and The Future*
- 2009 *Homophobic bullying in Britain's schools*: report by Stonewall.
- 2009 CSFC Report *National Curriculum* report by the House of Commons Children, Schools and Families Committee.
- 2009 IRPC Final Report *Final Report of the Independent Review of the Primary Curriculum*
- 2009 *Learning Behaviour: Lessons Learned* report follow-up to the Steer committee's first report *Learning Behaviour* (2005).
- 2009 Macdonald Report *Independent Review of the proposal to make Personal, Social, Health and Economic (PSHE) education statutory*
- 2009 SATs: boycott proposed by NUT and NAHT.
- 2009 DIUS abolished after just two years: responsibilities transferred to new Department of Business, Innovation and Skills (BIS).
- 2009 Eleven plus abolished in Northern Ireland, but grammar schools (mostly Roman Catholic) vow to set their own tests.
- 2009 *Apprenticeships, Skills, Children and Learning Act 2009* created a statutory framework for apprenticeships.
- 2009 White Paper *Your child, your schools, our future* wide-ranging proposals including the removal of central government prescription of teaching methods and reduction in the use of the private consultants to improve schools.
- 2009 *A New Framework for Higher Education* (Department of Business, Innovation and Skills): set out ten to fifteen year strategy.

- 2010 Cambridge Primary Review *Children, their World, their Education*: final report.
- 2010 Steer Report *Behaviour and the role of Home-School Agreements* advice on implementing changes to home-school agreements as specified in the Children, Schools and Families Bill.
- 2010 *Child Poverty Act 2010* targets and provisions.
- 2010 *Children, Schools and Families Act 2010* based on 2009 white paper but much reduced because of the impending election.
- 2010 *Equality Act 2010* wide-ranging Act which replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades.
- 2010 SATs: a quarter of all primary schools boycotted the tests.
- 2010 *Academies Act 2010* provided for massive and rapid expansion of academies.
- 2010 Budget cuts: government proposed cuts of up to £3.5bn in the schools budget.
- 2010 IRPC primary curriculum proposals: scrapped.
- 2010 *School sports partnerships*: Cameron called for a review of the decision to scrap the scheme.
- 2010 Diplomas: Labour's flagship policy scrapped.
- 2010 QCDA: scrapped.
- 2010 Extension of free school meals: pilot schemes mostly scrapped.
- 2010 Building Schools for the Future: scrapped.

- 2010 Browne Report *Securing a Sustainable Future for Higher Education* recommendations mostly ignored.
- 2010 Higher education: fewer places and vastly increased tuition fees, the latter despite Liberal Democrat pre-election promises.
- 2010 White paper *The Importance of Teaching* wide-ranging document covering teaching, leadership, behaviour, new schools, accountability etc.
- 2011 *Education Act 2011* increased schools' powers relating to pupil behaviour and exclusions, further diminished the role of local authorities, further expansion of academies etc.
- 2011 Tickell Report *The Early Years: Foundations for life, health and learning* made recommendations relating to the Early Years Foundation Stage.
- 2011 Bew Report *Independent Review of Key Stage 2 testing, assessment and accountability* recommended that published test results should be more comprehensive and seen as a part of a bigger picture.
- 2011 DfE *The Framework for the National Curriculum* a report by the Expert Panel for the National Curriculum review.
- 2011 All-Party Parliamentary Group for Education *Report of the Inquiry into Overcoming the Barriers to Literacy*
- 2011 HCEC Report *Participation by 16-19 year olds in education and training* a report by the House of Commons Education Committee.
- 2011 HCEC Report *Behaviour and Discipline in Schools* a report by the House of Commons Education Committee.

- 2011 HCEC Report *The English*, a report by the House of Commons Education Committee.
- 2011 Green Paper *Support and aspiration: A new approach to special educational needs and disability*
- 2011 White Paper *Higher Education: Students at the Heart of the System* .
- 2011 *Training our next generation of outstanding teachers* discussion document from the DfE.
- 2011 Wolf Report *Review of Vocational Education*
- 2011 Henley Report *Music Education in England* and also the government's *response to the review*
- 2011 DfE/DCMS *The Importance of Music: A National Plan for Music Education*
- 2011 *Training our next generation of outstanding teachers* implementation plan from the DfE.
- 2012 *Equality Act 2010: Advice for school leaders, staff, governors and local authorities* non statutory advice from the DfE.
- 2012 Admissions Code: *Admissions Code , Admission Appeals Code*
- 2012 Ofsted Report *Moving English forward* action to raise standards in English.
- 2012 _Lingfield Report *Professionalism in Further Education* the interim report of the Independent Review Panel.
- 2012 HCEC Report *Great teachers: attracting, training and retaining the best* a report by the House of Commons Education Committee.

- 2012 White Paper *Reform of provision for children and young people with Special Educational Needs*
- 2012 Henley Report *Cultural Education in England* an independent review for the Department for Education and the Department for Culture, Media and Sport.
- 2012 Lingfield Report *Professionalism in Further Education* the final report of the Independent Review Panel.
- 2012 *Statutory Framework for the EYFS: Setting the standards for learning, development and care for children from birth to five*
- 2013 *EYFS Profile Handbook* published by the Standards and Testing Agency.
- 2013 Revision of the National Curriculum.
- 2014 *Children and Families Act 2014* covering adoption, family justice, special educational needs and disabilities, childcare, welfare of children.
- 2014 *Sense and Instability* examining how changing government policies have affected the skills landscape over the past three decades.
- 2015 *Academies and free schools* report ; academies and free schools had had little or no effect on improving standards.
- 2015 Warwick Commission *Enriching Britain: Culture, Creativity and Growth*: argued that creativity, culture and the arts were being systematically removed from the education system.

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Resumen

La Segunda Guerra mundial terminó con la victoria aplastante de los aliados, sobre Alemania y Japón en 1945. Las estructuras, tanto políticas como sociales, fueron totalmente destruidas en todo el mundo. La mentalidad de postguerra estaba caracterizada por un gran deseo de recobrar la estabilidad económica y la integridad política a través de la cooperación internacional para evitar futuros conflictos bélicos.

Durante los años 50, Reino Unido aún sufría las consecuencias de la Segunda Guerra mundial. Los ciudadanos tenían que identificarse con un carnet de identidad y las amas de casa tenían que hacer cola con sus cartillas de racionamiento. Churchill, considerado héroe de guerra, reencarnaba la nueva esperanza, al ser reelegido presidente del país, Primer Ministro, bajo un mandato conservador. Su objetivo era dar una nueva oportunidad a todos los británicos para aliviar la dureza y la crueldad de la guerra.

Durante los años 60, el Primer Ministro conservador Harold Macmillan se encontró con una difícil crisis económica. El crecimiento del país era lento, con una ratio de la mitad del crecimiento de los países europeos líderes en aquel momento. El partido Laborista, con Harold Wilson como Primer Ministro desde 1964 a 1970, se vio obligado a devaluar la moneda nacional en 1967 para dar una solución al panorama financiero del país. El declive de la economía de Reino Unido hizo que los sindicatos salieran a la calle a luchar por los derechos de los trabajadores.

Durante los años 70, como consecuencia del conflicto árabe-israelí, los países árabes redujeron la producción de petróleo y subieron el precio del crudo como venganza por la ayuda occidental que estaba recibiendo Israel. Para muchos

países con una economía basada en el petróleo y con ninguna otra fuente de energía alternativa, la subida de precio fue devastadora. Las áreas más afectadas fueron Japón y la Europa occidental, entre ellos Reino Unido.

Durante los años 80, la vuelta a los valores victorianos reforzó la creencia de que el individuo tenía que aceptar la posición jerárquica que conllevaba su clase social, género y raza. La competitividad, el individualismo, la segregación y la exclusión era parte de la vida cotidiana.

Durante los años 90, John Major, Primer Ministro desde 1990 a 1997, heredó de Margaret Thatcher un sistema educativo decadente por la falta de inversión y por la falta de oportunidades debido al gran desequilibrio social existente en aquellos años.

Muchos de los cambios en el sistema educativo se llevaron a cabo siguiendo una doctrina política determinada. Decisiones imprudentes y disparatadas fueron el resultado de la rivalidad entre partidos políticos sin tener en cuenta lo mejor para la población; aunque otras decisiones se tomaron con afán de mejorar tuvieron resultados pésimos.

La mayoría de las fuentes primarias que he utilizado para la realización de esta tesis han sido documentos oficiales tales como proyectos de ley, leyes, códigos de prácticas, legislaciones e informes. Distinta y variada documentación se ha elaborado constantemente para saciar las necesidades sociales, cumplir con la demanda del mercado, establecer la competitividad entre colegios y otros muchos objetivos.

En relación con las fuentes secundarias, existe una gran variedad de literatura; ésta ha sido fundamental para la elaboración de mi trabajo. Las fuentes más relevantes para el análisis de mi tesis han sido las bases de datos online,

periódicos y reseñas; como por ejemplo BBC News y The Guardian además de libros tanto impresos como libros en versión digitalizada, cada vez más comunes en la red.

La existencia de páginas webs especializadas en educación ha sido una ayuda inestimable; un claro ejemplo es la página web del Departamento de Educación británico (www.education.gov.uk).

En cuanto a la recopilación de datos, por un lado, la información cualitativa implica la obtención de datos abiertos a la interpretación. Dicha información se ha recopilado a través de la interpretación de reseñas históricas, lo que ha constituido la esencia de mi estudio.

Por otro lado, la información cuantitativa implica la información que es cuantificable, es decir, la que no está abierta a interpretación. El uso de dicha clase de información ha sido limitada. Pero, en cualquier caso, ha sido utilizada para aclarar o reforzar información. Tanto las ilustraciones como las tablas usadas a lo largo de toda la investigación han ayudado a entender mejor posturas antiguas y actuales; también a definir conceptos con explicaciones más claras dando lugar a la disipación de cualquier duda en la explicación de algún concepto.

Las implicaciones de los documentos de educación más relevantes han sido analizadas en los once capítulos que componen esta tesis cubriendo la educación infantil y primaria, el Currículum Nacional, formación profesional, estudios universitarios, la contratación del profesorado y empleados públicos, la aparición de las academias, el acoso escolar, la multiculturalidad en las aulas, los presupuestos, la transmisión de las tradiciones y la importancia de la música. La lectura y reflexión de la documentación oficial se ha llevado a

cabo para poder avanzar adecuadamente en la elaboración de cada uno de los capítulos.

Como resultado de la mencionada metodología, el desarrollo de los temas de cada capítulo se resume de la siguiente manera:

En el capítulo 1, se definen los diferentes aspectos relacionados con la educación infantil y primaria para poder conocer mejor lo que implica la educación en tan tempranas etapas. Está consagradamente probado que la población más joven necesita un entorno seguro donde cuidar su salud mental y física para conseguir un rendimiento académico óptimo.

Los niños son el futuro de un país. Como grupo comparten características similares; aunque hay diversas definiciones con respecto a lo que es una generación. Kupperschmidt define generación como un grupo identificable, o cohorte, que comparte edad, ubicación y eventos significativos en las etapas más críticas del desarrollo (The Health Care Manager, 200:66). Palese, Pantali y Saiani sostienen que una generación es aquellos nacidos en una misma franja histórica (The Health Care Manager, 200:182). M. Crumpacker y J.D Crumpacker añaden que la ratio de nacimientos junto con los eventos históricos definen cada generación (Public Personnel Management, 2007: 350). Estos grupos desarrollan una pauta única de comportamiento basado en las experiencias comunes.

Tajfel define identidad social como “una parte esencial del individuo que se deriva de su aceptación como miembro en un grupo social (o grupos) junto a la carga emocional que conlleva dicha pertenencia” (Nezlek, 2007:244; mi traducción). Por lo que, todos los programas desarrollados en los últimos 10

años, tienen como objetivo el comprender las características y necesidades de las nacidos en Reino Unido.

Uno de los ejemplos más claros del intento de unificar una población se sitúa en EE.UU, donde la bandera nacional se alza a cada pocos metros para recordar a sus ciudadanos que todos ellos pertenecen al mismo país. Esto es debido a su profunda historia de inmigración, junto con el amplio abanico de programas educativos para aquellos que necesitan integrarse, el denominado “melting pot”. Reino Unido no necesita alzar su bandera; aunque los escoceses recientemente, en 2014, han votado por seguir perteneciendo a Reino Unido. De todas formas, un gran esfuerzo se está llevando a cabo para lograr que todos los ciudadanos se consideren británicos. La población estudiantil en general pasa junta muchas horas en el colegio y es allí donde todos los esfuerzos deben dirigirse para ofrecer una identidad sólida y una orientación laboral coherente.

En el capítulo 2, se analizan los cambios más importantes en la estructura del Curriculum Nacional para primaria y secundaria. Las modificaciones son debidas a planteamientos teóricos o a intereses políticos del partido en el gobierno.

Han habido diferentes enfoques en el proceso de aprendizaje a lo largo del tiempo; tres de las muchas teorías sobre el aprendizaje se pueden considerar como los tres pilares de la creación y de las modificaciones posteriores del Curriculum Nacional.

El cognitivismo se enfoca en la actividad mental; los procesos mentales como pensar, recordar y la capacidad de resolver problemas son objeto de exploración y estudio; el humanismo cree que es necesario estudiar a la

persona como un todo, ya que defiende la importancia de los cambios que el individuo sufre en distintas etapas durante el proceso de madurez a lo largo de la vida; y por último, el tercer pilar es el pensamiento de las habilidades del siglo XXI ; las competencias tradicionales, la competencia digital, la retención de conocimiento, la competencia mediática, y las habilidades de aprendizaje son esenciales para obtener éxito en la vida académica y laboral en una era tan digitalizada como la actual (Learning-Theories.com).

La flexibilidad y la adaptación son esenciales. Los días de un trabajo para toda la vida, típicos del Japón de postguerra, ya no existen; han sido reemplazados por trabajos donde la adecuación y la transformación de las habilidades son primordiales para el éxito (Balcar , 10).

El objetivo del Curriculum Nacional es ser el parámetro de la enseñanza y el aprendizaje en las escuelas. También establece niveles mínimos para cada asignatura y los objetivos que debe alcanzar el alumnado. Además, fija los criterios de evaluación para valorar el progreso del alumno. El Curriculum Nacional es considerado por el gobierno británico como la guía esencial de la enseñanza y el aprendizaje en todo el país.

En el capítulo 3, se explica la relevancia de dar una segunda oportunidad a ese alumnado que no se siente cómodo con el sistema académico tradicional. La existencia de la formación profesional es una salida para los que no encuentran su lugar en el sistema educativo. La participación en dichos cursos facilita que el alumnado pueda adquirir los requisitos necesarios para tener una vida laboral activa y participar en la economía del país. La formación profesional se creó para que ese sector de la población pudiera desenvolverse de forma autónoma en el mercado laboral.

Muchos estudiantes rechazan una prometedora carrera en la formación profesional por el estigma relacionado con dichos estudios. Alemania se ha considerado siempre un claro ejemplo del buen funcionamiento de la formación profesional; tienen un sistema extraordinariamente bien organizado y estructurado junto con una sólida industria que ha diseñado programas de prácticas en los cuales el alumnado consigue saber perfectamente lo que le espera en una situación real, es lo que se conoce como “sistema dual”.

De todas formas, las titulaciones ofertadas en Reino Unido están cada vez más complementadas con programas de reciclaje y prácticas en empresas para ofrecer a los alumnos un contacto real con el mercado laboral deseado (21st Century Challenges.com). El presupuesto en formación en Reino Unido se ha duplicado a lo largo de los últimos 24 años, de £43 billones (alrededor de €54 billones) en 1987/88 a £87 billones (alrededor de €110 billones) en 2010/11 (Barnes, 5).

El gobierno británico intenta por todos los medios que toda su población encuentre un trabajo además de minimizar la discriminación laboral entre hombres y mujeres. Nuevos programas y programas actualizados se están ofertando aunque desgraciadamente la crisis económica ha sido un golpe duro para la inversión; en los años venideros, sólo se espera que la crisis desaparezca y se vuelva a invertir.

En el capítulo 4, se examina la educación universitaria como una forma de contribuir a la riqueza nacional y al bienestar económico del individuo. Las universidades, consideradas fábricas del conocimiento, tienen un papel crucial en la producción de riqueza.

Según Altbach et al, una revolución académica está tomando forma con una transformación sin precedente en el alcance y en la diversidad como causa de la gran movilidad social, nuevas formas de pago, y a la cada vez mayor variedad de programas en el sistema educativo. Los tratados de Bolonia y de Lisboa son el ejemplo más claro de un compromiso europeo internacional; se estima que 8 millones de estudiantes cursarán estudios universitarios fuera de su país de origen para el 2010 (7). El ataque terrorista del 11S en las torres gemelas, the World Trade Centre, de Nueva York, en 2001 junto al terror global que provocó dio como resultado que la aprobación de las solicitudes de VISA fuera mucho más difícil de conseguir; además del gran obstáculo que supone el precio de las matrículas universitarias y los gastos indirectos que los estudiantes deben afrontar. Esto se debe a la idea neoliberal de que la educación superior es un bien privado y como tal debe ser pagado por sus usuarios (Marxistleftreview.org).

Otro reto para el gobierno británico es la gran demanda por parte de los estudiantes de minorías étnicas de tener profesores pertenecientes a dichas minorías étnicas para tener un modelo a seguir más próximo. Los estudiantes con discapacidad son cada vez más visibles y sus necesidades cada vez más cubiertas.

En el capítulo 5, se ven las características más significativas de la contratación del profesorado, su formación, los requisitos mínimos y su sueldo. El profesorado es un elemento clave en la vida de los estudiantes por lo que el derecho básico a la educación no sería posible sin ellos; los futuros líderes del mañana pasarán por sus aulas siendo la transmisión del conocimiento el medio para llegar al éxito ya que los profesores amplían la capacidad de decisión para

que tengan una integración laboral responsable y productiva. Por lo tanto la calidad de un sistema educativo se basa en la calidad de su profesorado; siendo las prácticas en el aula la esencia de su formación (Loewenberg, 2009:497). Los países con más éxito son aquellos donde la enseñanza tiene mayor prestigio.

No obstante, la situación en Reino Unido es más complicada. Los profesores, sobre todo los profesores noveles, están abandonando la profesión. La enseñanza no da oportunidad de ascender, el aumento del sueldo no está basado en méritos y las pagas extras son pocas y muy distanciadas entre ellas; además de tener que estar al día con las exigencias laborales, la interminable burocracia, la presión de los exámenes con la publicación de los resultados, horarios compactos y clases donde los profesores tienen una sobreratio añadiendo a todo esto los desafíos del día a día.

Para el 2050, Reino Unido necesitará 53.000 profesionales para alcanzar una cuota de 507.000 profesores para cubrir las demandas de la población. Para asegurar una buena plantilla, se necesita incrementar el número de profesores a 1.600 al año a partir del 2008 (Randstad.co.uk).

Para poder alcanzar este propósito, el estatus del profesorado debe ser restaurado socialmente. Ellos educan el futuro de un país y su labor no está reconocida; en otros países como Finlandia, los profesores son muy respetados y alcanzan un estatus social muy distinguido; otro ejemplo es Japón, donde los profesores son los únicos súbditos que no tienen que hacer una reverencia al Emperador. Por tanto, se necesita un concepto más valorado de la profesión, hasta entonces la dificultad de contratar profesionales nunca desaparecerá.

En el capítulo 6, se explica con detalle la gran transformación del sistema educativo con la aparición de las Academias. El lanzamiento de dicho programa en el 2000 fue algo novedoso para la realización de mejoras educativas en las áreas urbanas. (Gunter, 2014:301)

El principal objetivo de las Academias es atajar el fracaso escolar. El Gobierno británico presentó el proyecto de ley de las Academias en el 2010 entrando en vigor como ley a finales de ese mismo año.

Como parte de la estrategia gubernamental para fomentar la existencia de las Academias, se estableció hacer público los resultados académicos; siendo objeto de investigación aquéllas que no llegasen a los objetivos mínimos establecidos. A lo largo de los años su expansión ha peligrado por factores diferentes como problemas económicos, logísticos y otros inesperados dando lugar a un distanciamiento de su fin original.

Este distanciamiento ha suscitado campañas en contra de las academias; sin embargo poca atención se les ha otorgado. Esta negligencia ha provocado un gran desamparo entre los disidentes y un nuevo enfoque se ha planteado para recuperar su esencia.(Hatcher, 2010:330)

En cualquier caso, los alumnos de hoy en día competirán globalmente por un puesto de trabajo. El mercado laboral exige las denominadas habilidades superiores tales como toma de decisión, priorización de objetivos, elaboración de estrategias y resolución en común de problemas (“Teaching Higher-Order Thinking”, 53) por lo que el alumnado tiene que dominar estas nuevas destrezas para tener una oportunidad en el mundo laboral.

Estamos en un periodo de incertidumbre y evolución donde las habilidades están claras pero la forma de conseguirlas está aún en prueba porque el

profesorado tiene que enseñar nuevas destrezas que nunca antes les habían sido enseñadas.

En el capítulo 7, se describe el fenómeno del acoso escolar. Se han aclarado conceptos erróneos y se han tomado en cuenta nuevos enfoques por el hecho de que tanto el profesorado como el alumnado son piezas claves de este hostigamiento o bien como acosadores o bien como víctimas o bien como sujetos pasivos.

El acoso escolar es un fenómeno muy antiguo; se tiene referencia de la existencia de casos de esta índole en investigaciones realizadas a mediados del siglo XX; aunque será una preocupación nacional a partir de 1989 cuando apareció por primera vez en el informe ,“ Disciplina en los colegios “, de Lord Elton.

Entre la gran variedad de definiciones de acoso, la más empleada es la que entiende que un alumno es acosado cuando está expuesto, repetidas veces a lo largo del tiempo, a acciones negativas por uno o más compañeros (Olweus, 62). Aun siendo la más recurrida, se ha quedado obsoleta a causa de la involucración de nuevos participantes.

Por parte del alumnado, el desarrollo de la personalidad y el despertar sexual hacen que cualquiera que no se ajuste a los estereotipos sociales sea la perfecta víctima; en alusión al profesorado, son los que experimentan uno de los más altos niveles de estrés de todas las profesiones. El ministerio de Empleo y Seguridad Social británico estima que el estrés, ansiedad y depresión laboral afecta a 36.000 profesores anualmente en Reino Unido (Teacher Support Network.info).

Se ha producido un gran avance en la sensibilización de la sociedad ante este lastre del comportamiento humano; por naturaleza, el ser humano tiende a estar en desacuerdo por lo que tenemos que esforzarnos en respetar a los demás y ser respetado de tal manera que no nos hieran y que no hiramos a nadie; sólo con buena predisposición y esfuerzo se podrá impedir.

En el capítulo 8, se interpreta como la inmigración ha creado una nueva sociedad en Reino Unido con una segunda generación de nacidos en el país con antecedentes no británicos. La multiculturalidad y la aceptación son la clave para promover la unidad social entre distintos grupos étnicos. La integración es la única vía para lograr la cohesión nacional.

El concepto de diversidad vela por el respeto de las diferencias culturales, étnicas, raciales y religiosas (D'Cruz, 2007:35).La inmigración de Reino Unido tiende a mantenerse a altos niveles causando una emergente nueva sociedad como resultado de los movimientos migratorios actuales; un hecho a tener en cuenta es que más de la mitad de la población estudiantil de Londres son hijos de inmigrantes (Saggar, 2); hay que añadir la entrada al país de menores no acompañados que alcanzaron la cifra de 4.285 solicitudes de asilo en el 2008 ; estos menores, bajo la protección jurídica, tiene derecho a recibir tutela legal, independientemente de su edad.

La globalización y el flujo de personas han cambiado la organización de las ciudades. Algunas autoridades locales se enfrentan a dificultades de personal, otras a falta de infraestructuras que ha hecho que la integración social y económica de los inmigrantes sea una tarea casi imposible. La ampliación de la Unión Europea en el 2004, con la entrada de la República Checa, Estonia, Chipre, Letonia, Lituania, Hungría, Malta, Polonia, Eslovaquia y Eslovenia , ha

sido la más numerosa en cuanto al número de países miembros y a la totalidad de la población involucrada; en el 2007 se unió Bulgaria y Rumania; en el 2013, Croacia se unió; actualmente, la EU está compuesta por 28 países miembros con libre movimiento de personas (Europa.eu).

A Reino Unido hay que sumarle los refugiados y los súbditos de la Commonwealth; para luchar contra el racismo se han elaborado diferentes programas educativos y se ha concienciado de la imperante necesidad de adaptarse a una realidad social en constante cambio.

En el capítulo 9, se desvela cómo se financia el sistema educativo británico. Los programas de financiación están dirigidos a que el sistema se convierta en un pilar de la recuperación económica. La educación es la única herramienta que hace que la población llegue a ser una fuerza laboral activa.

El gobierno británico ha comprendido perfectamente como dirigir su país; lo lidera como una gran empresa por lo que aplica principios básicos de Recursos Humanos en referencia a los trabajadores, a la obtención de las destrezas, habilidades, conocimiento y experiencia para ocupar puestos de trabajos, además de aplicar dichos principios a la formación de los empleados para que tengan un rendimiento adecuado o puedan ascender (Bratton, 14)

La gravedad de la crisis económica fue infravalorada lo que motivó a que el presupuesto para Educación fuera realizado de una manera poco seria, estando muy alejado de la realidad. Una reducción de un 12 % se barajaba debido al gran esfuerzo para asegurar las pensiones del profesorado, las subidas de salario y cubrir la seguridad social. Se espera que el alumnado crezca un 7% entre enero del 2016 y enero del 2020 paralelamente con el gasto escolar (BBC.com).

El presupuesto final para el 2014 era de £90.2 billones, alrededor de 114€ billones, en vez de £99.3 billones, alrededor de 125€ billones; para el 2015 se bajó de £102.7 billones ,alrededor de 129€ billones, a £90.1 billones ; para el 2016 se prevee un presupuesto de £92 billones, alrededor de 116€ billones. (Ukpublicspending.co.uk).

La inversión en Educación no va a ser una tarea fácil. La mayoría de los países han sido duramente golpeados por la crisis económica desde finales del 2008. Con la esperanza de reducir el déficit fiscal, Reino Unido restringió el gasto público teniendo como consecuencia presupuestos recortados, bajada de salarios, despidos y congelación de empleo (“ Education and Global Economic Crisis”, 2). No obstante, la inversión en educación, formación y formación permanente es la base del desarrollo (Zagordo, 2).

El panorama económico no refleja las necesidades ni actuales ni las futuras de la educación; se prevee una escasez de profesorado y de centros educativos en los años venideros. La inversión en Educación se debe retomar tan pronto como la consolidación fiscal sea un hecho constatable.

En el capítulo 10, se expone como el patrimonio cultural británico es protegido, conservado y transmitido a las nuevas generaciones y recién llegados a Reino Unido. La finalidad es elaborar un sentido de identidad nacional entre súbditos con antecedentes no británicos para eliminar el significado del concepto antropológico de “ los otros”.

El individuo necesita pertenecer a un grupo que le ofrezca protección, confianza e integración en un sistema de relaciones sociales (Korostelina, 18); así pues, hay circunstancias en las que el individuo se ve a sí mismo como

parte esencial de la comunidad aceptando la perspectiva del grupo como la propia (Abrams and Hogg, 147).

A los nacidos en Reino Unido hay que sumarles aquéllos que provienen de una inmigración por razones económicas, por asilo político o por hambruna en sus países de origen aumentando los efectos del concepto de la diáspora (Brah, 178); mantener la cultura de origen en los países anfitriones produce que la identidad nacional se desquebraje poco a poco.

La oleada actual de conflictos en Oriente Medio, especialmente en Siria con el grupo extremista islámico ISIS, la presión demográfica, las incesantes guerras étnicas en África, el tráfico humano y la inmigración económica de los Balcanes hace que Europa viva una crisis humanitaria sin precedentes. La masiva llegada de personas, huyendo de sus países, tiene que ser acomodada e integrada en la sociedad del país anfitrión. Exponerlos al patrimonio cultural y a las tradiciones del país es fundamental para asegurar una integración completa, aunque muchas veces el integrarse no siempre es fácil.

La sociopsicología intenta entender la naturaleza y las razones del comportamiento humano que más tarde se materializará en una conducta social (Baaron,5); así pues fomentar el respeto a través de festivales, visitas y programas culturales es un procedimiento sutil para construir una imagen de lo que se entiende por “británico” tanto para nacionales como para no nacionales; dando como resultado una sociedad más cohesiva donde cada miembro de la sociedad se siente vinculado a su prójimo.

El gobierno tiene un gran interés por mantener a sus súbditos unidos bajo un mismo sentimiento de nación. La educación, en todos sus niveles, es primordial para llevar a cabo dicha empresa; a las nuevas generaciones se les provee de

todo lo necesario para sentirse pertenecientes a un mismo país sin tener en cuenta sus antecedentes; es una cuestión de tiempo el saber si tanto esfuerzo gubernamental ha dado sus frutos en una sociedad más compacta y sólida.

En el capítulo 11, el objetivo es dar una visión general de los distintos programas de música. La música es esencial para el aprendizaje y el desarrollo del ser humano y también constituye una importante fuente de ingresos para el gobierno británico puesto que engloba tanto a los artistas como a la audiencia.

El término inglés “enculturation” o inmersión en la música y en las prácticas musicales del entorno del sujeto es un factor fundamental para el aprendizaje y el desarrollo de la inteligencia emocional y las destrezas sociales (Green, 5)

Para el desarrollo de una persona como ser humano se necesita algo más que datos académicos, las artes en general son el alimento del alma y nutrir este aspecto es vital para construir una sólida personalidad. La música se usa como una herramienta terapéutica para incrementar el conocimiento del individuo sobre sí mismo y sobre los demás; también a la música se la valora como un dominio donde las identidades se desafían, se desglosan, se reafirman y se reconstruyen (Worldpopmusic.com). Así pues, es transcendental para el individuo y para el grupo estar expuestos a los beneficios de la música.

Cuando un grupo de personas se reúnen para crear música, trabajan por un objetivo común desencadenando un vínculo intangible que produce cambios en las personas involucradas; dicho vínculo es el medio para reconocer y tolerar diferencias. (“Aiming High”, 5).

Es inevitable que minorías étnicas tanto en el profesorado como en el alumnado se encuentren en algún momento de sus trayectorias académicas;

ante lo cual es la primera vez que se establece oficialmente un plan nacional para la educación musical para todos los centros educativos de Reino Unido. Se fortalece el alma al mismo tiempo que se refuerza los buenos resultados académicos.

Como conclusión, se puede observar que la educación está tomando un camino incierto por la necesidad de adaptarse a un nuevo sistema, el cual se debe amoldar a las exigencias sociales; la globalización, la economía, la tecnología, la inmigración y las minorías étnicas son los factores principales alrededor de los cuales se realiza la reorganización educativa.

El profesorado actual está preparando a un alumnado para un futuro sin fronteras; no solamente facilitándoles las destrezas necesarias sino también confiriéndoles el conocimiento necesario para construir una identidad común que les haga sentirse más próximos los unos a los otros en una sociedad multicultural. Esta tesis muestra los distintos enfoques que Reino Unido ha tomado para dicha finalidad.

Desde una perspectiva postcolonial, el declive del imperio británico y la creación de la Commonwealth despertaron falsas esperanzas en los antiguos colonizados. Los súbditos del Imperio se trasladaron a la madre patria con la creencia de tener una oportunidad de mejorar sus vidas. La tierra de las oportunidades se tornó en otro infierno ya que los británicos no estaban preparados para aceptar otras culturas ocasionando una integración parcial mas no completa de los recién llegados; los sueños de aquéllos que pisaban Reino Unido por primera vez se fracturaron al tener que vivir una adversidad inesperada, la discriminación, como consecuencia de la supremacía blanca.

La interacción de las minorías étnicas como grupo y la socialización de sus miembros es vital para erradicar los conflictos sociales. Desde entonces, la situación ha mejorado pero no se ha llegado a ninguna solución permanente.

Desde una perspectiva antropológica, es obvio que el comportamiento de los británicos ha cambiado a lo largo del tiempo acomodándose a las tendencias sociales del momento. La adaptación y la aceptación de los cambios sociales requieren su tiempo aun cuando estos se cumplen a base de legislación oficial, la cual forma un cuerpo legal para guiarles hacia una evolución sin prejuicios.

En este sentido, la integración laboral es esencial. La supervivencia se fundamenta en trabajo, comida y cobijo. El acceso a condiciones humanas dignas se realiza a través del trabajo que a su vez se obtiene gracias a una sólida formación académica. Las familias, los centros educativos y los gobiernos tienen que esforzarse conjuntamente para proporcionar las oportunidades necesarias. A la sociedad se la considera como un cuerpo humano, todos los aspectos sociales funcionan como órganos vitales, tienen su función propia que es primordial para su funcionamiento global (Livesay, 2).

Para mí, esta tesis ha sido un viaje hacia una nueva forma de entender hacia dónde va la educación. No sabía lo que me iba a encontrar. Solamente he estado aceptando lo que me he estado encontrando en el camino. La evolución del sistema hacia una incondicional flexibilidad es indispensable para que los cambios se produzcan sin traumas y acordes a las tendencias sociales, políticas y económicas del momento. El futuro es incierto a lo que una actitud positiva y comprensiva para lo que aún no ha llegado es la única manera de mejorar.

Sinceramente creo que mi tesis es una plataforma para futuras investigaciones. Las sociedades no dejan de cambiar y nuevas modificaciones serán requeridas tan pronto como nuevos modelos emerjan. Por lo cual sería muy interesante analizar los programas educativos expuestos en esta investigación en un lapsus de tiempo de diez años; de esta manera se podría ver la eficacia de los mismos en la preparación de una sociedad hacia una nueva era.