



League for the Exchange of Commonwealth Teachers



annual review 2004-2005

in 2005 we...

- Provided 18 places for Commonwealth educators from: Anguilla • Lesotho • Kenya • Jamaica • Mauritius • South Africa to visit the UK under two programmes: The Commonwealth Professional Development Scholarship Programme • Centenary Fellowship Fund
- Provided **584** professional development opportunities through the Teachers' International Professional Development Programme
- Provided **385** additional Commonwealth based professional development opportunities for educators in England
- Provided **47** Commonwealth based professional development opportunities for educators in Scotland
- Provided **13** Commonwealth based professional development opportunities for educators from Northern Ireland
- Sponsored the **Learning Trust Awards** for outstanding educators in Hackney – one of the most improved education authorities in England.

our mission

is to promote excellence in education throughout the Commonwealth, through developing, promoting and supporting:

- International educator exchanges and study visits
- International collaboration and linking
- Information sharing and support
- Sharing experience and good practice
- Enhancement of the professional status of teachers

the commonwealth context

The Commonwealth is a family of 54 developed and developing nations around the world. It is a voluntary association of independent sovereign states on every continent. Its population of 1.7 billion represents 30% of the world's population. The member countries of the Commonwealth are a diverse group of nations sharing common values. Today's Commonwealth has progressed from a handful of British dominions which were the first Commonwealth members. The modern Commonwealth helps to advance democracy, human rights and sustainable economic and social development within its member countries and beyond.

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Front Cover: a Rangoli Pattern made by science teachers to welcome a LECT study visit group to their school in India.



Australia Guyana New Zealand
Bangladesh United Kingdom
Namibia Ghana Singapore

Canada

working together

This year we report an increase in participation in our programmes, with over 1000 people taking part in our growing range of international professional development activities.

We have continued to extend the range of visits with new themes and new overseas partners. While maintaining our commitment to education in the Commonwealth, we have developed new and effective partnerships in Europe, Latin America and the United States to offer a greater range of international experiences. A priority for us this year has been to improve the quality of the experience we are able to provide while increasing the range and number of our programmes, and to this end we have improved the support provided for visits. All group visits this year were accompanied by a facilitator, responsible for leading and supporting groups while overseas. Alongside this development, we have refined and improved the programme of preparatory and follow up activities related to international visits.

It has been particularly heartening this year to see another increase in the number of people participating in the Commonwealth Exchange Programme. After many years of decline, our longest established programme, which has run since 1916, has benefited from increased participation for the second consecutive year.



Our commitment to the inclusion of resource-poor Commonwealth countries continues and this year we have been delighted to be able to continue supporting teachers from developing Commonwealth countries seeking international professional development opportunities through the Overseas Travel Grant Programme. For the second successive year we have been able to host a group of six Commonwealth Fellows through the Commonwealth Professional Development Fellowships Programme, funded by the Commonwealth Scholarships Commission. This year, Fellows from Jamaica, Anguilla, Mauritius, South Africa, Lesotho and Kenya, were placed in Edinburgh, Gloucester and Hackney, and we are grateful to these local authorities, their staff and schools for their support.

The year on year improvement in the quality and quantity of our programmes over the last few years has been due to the commitment and professionalism of our staff, whose hard work has made the ongoing development of our programmes possible.

Thanks are also due to the LECT Board whose support and advice have been invaluable. Our Board are volunteers, and we greatly appreciate the time they give us.

Anna Tomlinson Director
Mike Nichol OBE Chair

Kenya

St Kitts and Nevis

Jamaica

a Belize India South Africa Malta Uganda

our programmes

Commonwealth Exchange Programme

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To live and work in another country was an extremely enriching experience for me. It was not all easy but it was rewarding, exciting, exhilarating, enriching and extremely educative.

Claire Djali, Sydney 2004

As an art teacher, New Zealand is a very ‘happening’ positive arts/cultural place, so I gained much in that respect. After 8 years in a secondary school in the UK it was great to see other systems. The whole exchange has benefited my continuing professional experience.

Simon Rogers, New Zealand 2004

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The Commonwealth Exchange Programme first began in 1916, providing British teachers with the opportunity to exchange teaching posts with educators from other parts of the Commonwealth. During 2004-5 LECT organised 49 exchange placements with teachers from Canada, Australia and New Zealand.

Such an exchange is a unique professional development opportunity and brings tremendous rewards not only to the exchange participants but also to students, other staff and the wider school community.



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Teachers' International Professional Development

The Teachers' International Professional Development programme offers teachers the opportunity to get first hand experience of education internationally. This year we organised 584 themed visits to a diverse range of countries, including Hong Kong, Bangladesh, Grenada and Poland.

Participants visit schools, meet teachers, educationalists and policy makers and get the opportunity to reflect upon their own practice in the light of their international experience.



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We appreciated the importance and value of learning an additional language from an early age and we were extremely impressed by the high standards of English spoken throughout the schools and by all age ranges. The group wishes to express thanks for a most enjoyable and valuable experience. It has been a privilege to meet such friendly, professional, enthusiastic people and to be part of such a project.

North Somerset Education Authority visit to Poland

Our teachers have returned to the UK with great enthusiasm to build on the development of thinking skills in order to enhance students' learning at all levels... It has also renewed enthusiasm for personal learning.

Surrey Education Authority visit to Hong Kong

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our programmes

Study Visits



LECT Study Visits provide a unique professional development opportunity for teachers in the UK to travel abroad and learn about education systems in other countries. This year, we organised 336 Study Visits to a wide variety of countries, including Australia, St Lucia, Denmark, Hungary and India.

Case Study: South African inspiration

In Spring 2005 LECT supported a visit for five head teachers from Belfast, offering a unique opportunity to witness at first hand the development of 'Peace and Reconciliation' in South Africa.

"It is always beneficial to compare and contrast different educational organisations. There are so many things we can take for granted and so many problems that we are unaware of in our own set of circumstances. To witness colleagues not only cope, but progress, in such circumstances as exist in townships and rural schools is inspirational. Apartheid still exists in these situations, but it is created by poverty, not a mindset. A new dawn does not exist here, but aspiration is thriving.

In some of the city schools, cultural diversity truly exists and is celebrated. This was a lasting impression from the visit and demonstrates, professionally and personally, that such sharing is possible in our own country.

We had the privilege to visit a township and to spend time in one home – a far cry from the typical home in Belfast (which we so often complain about!). And yet in an earth floored shack, with many leaks in the roof, the one dry corner was devoted to a coat hanger overladen with school uniforms. We witnessed such wonderful pupil presentation in school, compliance in class, courtesy, dignity, civility and an unbelievable thirst for learning and knowledge.

A universal feeling amongst our group was "If only we could magically transport a group of our 'bored' and 'negative' kids from 9,000km away to witness what we are experiencing!".

Since returning I've had the privilege to address my students and to share this unique and humbling experience with my colleagues, and with fellow principles – from both sides of the community in Belfast.

The impact of an aggressive and wholesome educational policy, underpinned by the constitution, was a revelation. I am most grateful to LECT for this most enlightening, stimulating and enriching experience."

P. J. O'Grady

Head of St Patrick's College, Belfast



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Case Study: A moment of 'awe and wonder'

"Our study visit to South Africa was a life changing experience for everyone involved. It was a moving, challenging, exciting, humbling and revolutionary event. We learned a great deal about South Africa and enjoyed the experience of meeting fellow professionals who worked in conditions very different to those we are used to.

We had planned, discussed and designed the trip for senior teachers around the theme of Teaching and Learning. It was a full itinerary with visits to a range of schools, including township schools, a private secondary school and rural schools in the Ukhahlamba region of KwaZulu-Natal.

Our initiation to schools began with an early morning visit to Siphumelele Combined Primary School. There was a truly uplifting and moving moment when the choir, without ceremony, without musical accompaniment, filed into a simple room and sang in Zulu. The talent, enthusiasm, energy and sheer joy of the pupils left no eye dry! It was what Ofsted would describe as a moment of 'awe and wonder'.

Each day we were even more delighted and inspired by the people we met and the achievements we witnessed. Staff and pupils were committed, focused and keen to learn. We developed the greatest respect as we witnessed 60+ in classes with one adult and few resources to support pupils in their learning. The joy of learning and attending school, their positive attitudes, pride in their nation and their optimism for the future were inspiring. The school principals as leaders maintained a positive focus and the impact of their commitment and effectiveness was clear despite low salaries,

lack of central systems to support professional development and the funding to be able to meet the needs of all pupils. They were making a positive and life changing difference to the families and pupils they taught.

We returned to Hackney determined not to forget the people we met and what we had witnessed, and most of all with a firm resolve to support our colleagues in continuing to make a difference."

Bill Lyttle

Head of CPD and Education Research
The Learning Trust (Hackney)

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It was one of the most stimulating and thought-provoking experiences of my life, which I feel has put so much into perspective.

Lynne Puckey, South Africa Social Inclusion, 2004

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our programmes

The Commonwealth Professional Fellowships in Education Leadership



Following the success of 2004, LECT hosted another group of six emerging education leaders from different developing Commonwealth countries through the prestigious Commonwealth Professional Fellowships Programme. This year's participants were from Anguilla, Lesotho, Kenya, Jamaica, Mauritius and South Africa and were placed with Gloucester City Council, the City of Edinburgh Council and the Hackney Learning Trust.

The Education Leadership Programme was very successful for Fellows, schools, and the LEAs involved in hosting them. It enabled Fellows to reflect upon their roles and the situations in their own countries and challenged them to go further. All Fellows returned home with action plans, proposals and clear ideas about how to develop their respective education systems.

Two of our Fellows, Senoelo Nkhase-Leloka from Lesotho and Jane Ngari from Kenya, decided to continue the process of sharing knowledge beyond the duration of their Fellowships. They are now planning a programme of exchanges and visits between Kenya and Lesotho and are working together on a proposal for developing the curriculum in their home countries.



Exchanges like this one are not only exciting and valuable for the teachers involved but also for the UK schools that they are placed with. It's about sharing ideas and information and is very much a two-way thing.

Chairman Shepherd, Portfolio Holder for Education 2004-5,
Gloucestershire County Council



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Case Study: Providing invaluable experience

Shireen Dooreemeah is considered a model teacher in her home country, Mauritius, where she contributes to regional and national bodies supporting education in deprived areas. Shireen chooses to work with children from difficult social backgrounds and is particularly interested in the use of innovative teaching techniques, such as the use of drama, to raise pupils' achievement.

During her stay in the London Borough of Hackney, she learnt a great deal from her various school placements and also greatly benefited from a placement with Streets Alive, a theatre company working with homeless people. Shireen picked up some innovative teaching techniques and also gained a wealth of ideas about how to realise her ambition of establishing a drop-in centre for children in her area in Mauritius.



Case Study: Mutually beneficial

Angela Pienaar is an experienced South African teacher and plays a leading role in her school and community, delivering professional development for other teachers and coordinating whole school initiatives on HIV/AIDS and poverty-related issues.

Angela was based in the London Borough of Hackney, where she found many familiar issues and problems. She was able to contribute to current educational debates and practices and to learn from innovative strategies and initiatives to raise achievement in Hackney schools. As a result of her Fellowship Angela is currently exploring ways of using peer mediation techniques in her school in South Africa and also wants to set up a scheme to use parents and guardians as classroom assistants. Her placement in Shacklewell Primary School also inspired her to introduce a 'Story Book Day' to further the reading skills of her South African pupils.



“

I always ask myself: 'how can I make a difference in my country?' I then remember the words of Mr Nelson Mandela, 'Education is the most powerful weapon which you can use to change the world!'

Angela Pienaar, Fellow from South Africa

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a global dimension

India-UK Teachers' Exchange Programme



The India-UK exchange programme started in 2003 when a group of teachers from London went on a study visit to Mumbai. Following the success of this visit, LECT provided the opportunity for a group of teachers from West Sussex to travel to India, and two groups of teachers from Mumbai to visit the UK during 2004-5.

“

The exchange visits between the UK and India are working very well. The interaction between teachers from both countries has been fruitful. It was a life-time opportunity for all the teachers.

Professor Sudhakar Agarkar
Institute for Oriental Study, Thane

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Visiting the UK

The first group of teachers from Mumbai, visited Newham and Waltham Forest LEAs to study and observe the theme of Inclusive Education. The LEAs were chosen because they included many students from different ethnic communities and so the visiting teachers were able to gain a unique insight into how British teachers practice inclusive education. Through interaction with both teachers and students, the participants learnt a lot and returned to India enriched from their visit and very much impressed by the efforts of local education authorities to help students with special needs cope with the challenges of learning.

In June 2005, a second team of teachers from Mumbai arrived on a study visit to Oxfordshire, to explore the use of ICT in school education. The visit was a perfect blend of academic interaction, educational tours and social events. A variety of school visits were organised, giving the Indian teachers the opportunity to interact with the teaching community and the students. In addition, educational tours and a seminar were arranged by Oxfordshire LEA to provide general background information in the use of ICT in school education.



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Visiting India

In February 2005, a group of teachers from West Sussex visited Mumbai to study Teaching and Learning. The visit was hosted by the Institute for Oriental Study, Thane, who made arrangements for the visiting teachers to observe teaching and learning in a variety of schools during the course of the week. Visits were organised to include schools where teaching is done in Marathi (the language of the state of Maharashtra) as well as in English, and to Ashram schools that provide shelter as well as education to those students who need it. In addition, a seminar was arranged to share ideas about teaching and learning as practiced in the UK and in India and the feedback received from the teachers who attended was very positive about the benefits of this kind of interaction.

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Our visit to India has had a massive personal and professional impact on our lives. We received an incredible welcome everywhere we went. We feel especially grateful to the Institute for Oriental Study in Thane for all of their efforts in organising such a rich and varied programme. We have learnt that teachers in India and the UK share a common spirit and vision, despite the different boundaries and environments we work in. We discovered that we share more similarities than differences. We feel very privileged to have had this experience. It is one that we will never forget.

Waltham Forest visit to Mumbai

We were overwhelmed by the warm welcomes we received in every school and institution. There was an infectious willingness to share ideas and best practice within a totally different culture and climate for learning. Teachers in India are trusted to deliver the curriculum and are empowered by their status in society. Our teachers have made contacts with counterparts in India and it is hoped that these will be maintained.

West Sussex visit to Mumbai

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programmes summary

Our main programmes

Commonwealth Exchange Programme

Provides UK teachers with the opportunity to spend an extended period (up to one year) on a post-to-post exchange with Commonwealth colleagues.

Teachers International Professional Development Programme (TIPD)

Managed under a contract from the Department for Education and Skills (DfES) we provide over 500 places on this local authority based programme of themed study visits.

Study Visits

A programme of short themed international visits offered to teachers throughout the UK. Visits are now offered to destinations throughout the world, though with a strong Commonwealth focus. Themes offered are varied and this year have included: citizenship education, social inclusion, involving and supporting parents, and raising achievement.

Travel Grants

Grants of up to £500 are offered for international professional development for UK and Commonwealth educators.

LECT programmes by destination 2004-05

Australia	134
Bangladesh	14
Barbados	10
Canada	193
China	55
Cyprus	12
Denmark	41
Finland	9
France	5
Germany	10
Grenada	10
Hong Kong	35
Hungary	26
India	48
Kenya	1
Mauritius	27
NZ	67
Pakistan	5
Poland	15
South Africa	168
St Lucia	26
Uganda	21
USA	96

Total **1028**

Total excludes overseas grants



Australia Guyana New Zealand
Bangladesh United Kingdom

Namibia Ghana Singapore **Canada**

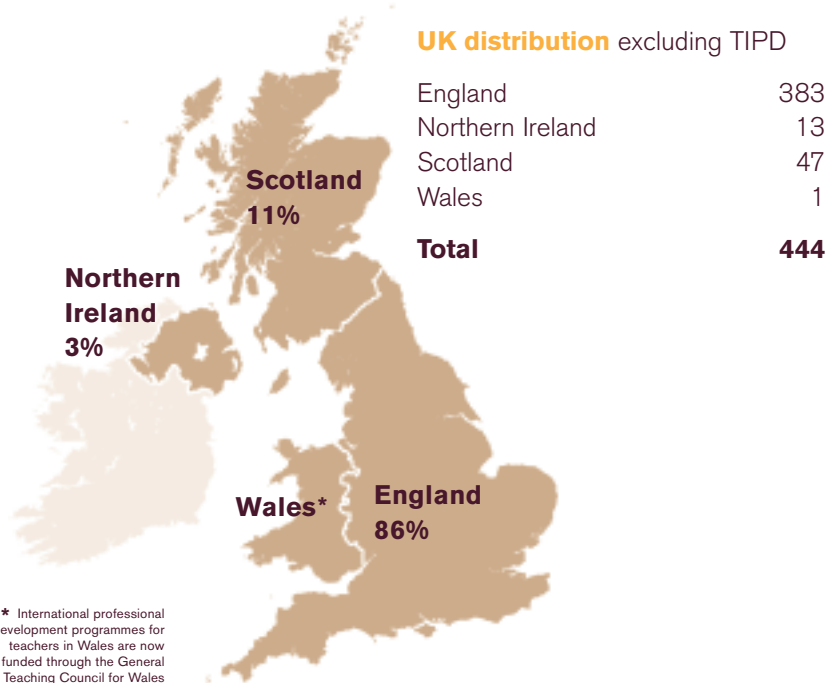


programme numbers

Programme	Numbers	%
Study Visits	336	32
TIPD	584	56
Exchange Programme	49	4
Travel Grants*	81	7
Overseas Grants	12	1
Total	1040	100



UK distribution excluding TIPD



The study visit developed my understanding and confidence... It has given me a perspective on another school system. Overall, an excellent chance to learn and develop as a teacher.

Andrew Chamber, St Lucia Citizenship, 2004



governance & staffing

Board of Governors

Dorothy Birchall OBE
Hon President

Mike Nichol OBE
Chairman

Martin Hesketh
Hon Treasurer

Trustees

Nick Peters
Michael Carding
Pam Case
Laurie Rosenberg
Ruth Gregory
Liz Gilmartin
Penny Krucker
Meryl Thompson
Graham MacKenzie
Nick Paul
Jo Davidson
Claire Soper

Co-opted Members

Margaret Alcorn
Steve Sinnott
Mike Griffiths

Observers

Department for Education & Skills
Scottish Executive Education Department
Department for Education (Northern Ireland)
Foreign & Commonwealth Office
Immigration & Nationality Directorate

Members of the Board are individuals with an association with or interest in international education. They serve voluntarily and do not receive any remuneration. The Board meets approximately three times a year, deciding policy and providing advice from their experience in their respective fields. Board members serve three-year terms, to a maximum of three consecutive three-year terms.

LECT Staff

Director
Anna Tomlinson

Head of Programmes & Deputy Director
Christine Miller

Programme Officer
Joan St Croix

Programme Development Officer
Gillian Moyes

Programme Assistant
Karina Schroeder

Programme Administrators
Michael Spence
Emily Rowe Rawlance
Marc Meyer

Assistant to Director
Helen Adams

Events Organiser
Nanette Quainoo
Natasha Ludlam

Acknowledgements

We are grateful to the support of:
The Department for Education and Skills
The Department for Education (Northern Ireland)
Scottish Executive Education Department
Commonwealth Scholarships Commission

We would like to thank the many members, friends and supporters who have volunteered their time and expertise to us over the last year and to acknowledge the work of the network of exchange clubs in the UK and overseas.

Auditors

Kingston Smith
Chartered Accountants and Registered Auditors
Devonshire House, 60 Goswell Road
London EC1M 7AD

Solicitors

Sinclair Taylor & Martin
The Charity Team
Russell-Cooke Solicitors
2 Putney Hill
London SW15 6AB



Australia Guyana New Zealand
Bangladesh United Kingdom

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finance

Balance Sheet

at 31 March 2005

	£	£
Fixed Assets		
Tangible fixed assets		6,831
Investments		575,000
		581,831
Current Assets		
Debtors	381,231	
Cash at bank and in hand	257,684	
	638,915	
Creditors:		
Amounts falling due within one year	(423,214)	
Net Current Assets		215,701
Net Assets less Current Liabilities		797,532
Reserves		
Unrestricted funds	752,596	
Restricted funds	44,936	
	797,532	

The Statement of Financial Activities and Balance Sheet are not the full accounts but a summary of the information that appears in the full accounts which have been audited and given an unqualified opinion. The full accounts were approved on 14.09.05. Copies of the full accounts have been submitted to the Charity Commission and Registrar of Companies.

These summarised accounts may not contain sufficient information to allow for a full understanding of the financial affairs of the Company. For further information the full annual accounts, including the auditor's report, which can be obtained from the Company's offices, should be consulted.

Martin Hesketh Hon Treasurer
Mike Nichol OBE Chairman

Statement of Financial Activities

Year Ended 31 March 2005

	£
Incoming Resources	
Grants	1,348,830
Commissions	11,667
Registration fees	26,656
Subscriptions and donations	4,855
Rent received	40,000
Investment income	7,332
Other income	13,680
	1,453,020
Resources Expended	
Costs of generating funds	1,750
Grants	969,025
Other direct costs	374,318
Management and administration	97,564
	1,442,657
Net incoming/(outgoing) resources	10,363
Balances transferred at 1st April 2004	787,169
Balances carried forward at 31st March 2005	797,532

Auditor's Statement to the Trustees of League for the Exchange of Commonwealth Teachers

We have examined the summarised financial statements of League for the Exchange of Commonwealth Teachers

Respective responsibilities of Trustees and Auditors

The trustees are responsible for preparing the summarized financial statements in accordance with the recommendations of the charities SORP. Our responsibility is to report to you our opinion on the consistency of the summarised financial statements with the full financial statements and Trustees' Annual Report. We also read the other information contained in the Annual Report and consider the implications for our report if we become aware of any apparent misstatements or material inconsistencies with the summarised financial statements.

Basis of opinion

We conducted our work in accordance with Bulletin 1999/6 "The auditors' statement on the summary financial statements issued by the Auditing Practices Board for use in the United Kingdom".

Opinion

In our opinion the summarised financial statements are consistent with the full financial statements and the Trustees' Annual Report of League for the Exchange of Commonwealth Teachers for the year ended 31st March 2005.

Kingston Smith

Devonshire House
Chartered Accountants and Registered Auditors
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League for the Exchange of Commonwealth Teachers

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The League for the Exchange of Commonwealth Teachers is a registered charity (No 1089920) and a company limited by guarantee, registered in England (No 4294081)

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Photography by John Bartholomew, Louise Baxter, Gillian Moyes, Andrew Mutter and Anna Tomlinson