



League for the Exchange of Commonwealth Teachers



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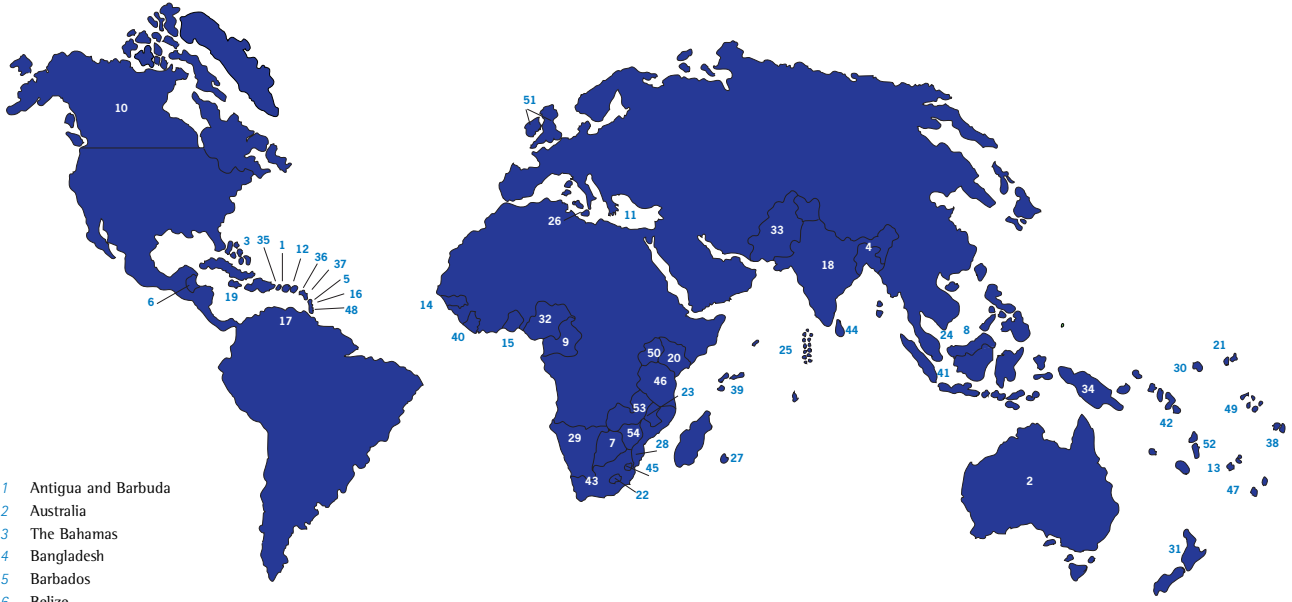


League for the Exchange of Commonwealth Teachers



Annual Review

2000-2001



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CLARENCE HOUSE
SWIA IBA

As Patron I am delighted to offer my congratulations to the League for the Exchange of Commonwealth Teachers in this its centenary year. I have been interested to hear of the League's continuing success in enabling the movement of teachers across the Commonwealth thus enhancing understanding and fellowship around the world.

I am particularly pleased to hear of the League's plans for celebrating its centenary by launching a Fellowship Fund. I understand that the aims of the fund are to develop future exchanges between teachers but with a concentration upon the Commonwealth's less wealthy members. This is a very worthy cause and one which I am glad to endorse.

With new and challenging tasks ahead I wish the League every success in its endeavours at the start of its second century.

ELIZABETH R
Patron

2001

Our History

Founded in 1901 as The League of the Empire, the League for the Exchange of Commonwealth Teachers manages a range of professional development programmes for teachers and educators. Since its foundation, almost 30,000 educators have participated in LECT programmes.

Our Mission and Programmes

LECT's mission is to support teachers and 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

LECT's international professional development programmes include:

- calendar and academic year exchanges
- short term exchanges
- study visits
- job shadowing
- Teachers International Professional Development (TIPD) programme

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 represent 30% of the worlds population. The member countries of the Commonwealth are a diverse group of nations, sharing common values, who represent almost one-third of the world's population, and are able to offer a unique range of professional experiences for UK teachers.

Today's Commonwealth has progressed from the handful of British Dominions which were the first Commonwealth members. The modern Commonwealth helps to advance democracy, human rights, sustainable economic and social development within its member countries and beyond.

The League was invited to attend the 100th Birthday celebrations of our Patron, HM Queen Elizabeth the Queen Mother in London in August 2000. A large group of staff and exchange teachers attended the parade alongside thousands of representatives of other organisations with which the Queen Mother is associated.



Chairman's Report

LECT's centenary year has given us the chance to review and revise what LECT is for and what its range of activities should be in the future.

We have looked back at the history of LECT and its founders' intentions and we have sought to reassure ourselves that, as we enter our next century, we are able to position LECT to continue its charitable work in a way which most fits our past, while matching the different reality of the present world.

In doing so we have had to take account of the following:

- The intentions of our founders,
- The changes which have taken place in the activities of LECT since its foundation,
- The current position of the UK within the Commonwealth,
- The potential of the Commonwealth in promoting change in the wider world,

So what of the history of LECT as an organisation?

LECT started as The League of the Empire. Its aims then were unashamedly to promote the accepted ideals of that era within the different parts of the British Empire. The underlying assumption was of a superior civilisation which was the creation of a generous 'mother country'. Britain had seen that 'civilisation' embedded in a range of nations which had been first colonised and then granted independence (Canada, Australia and New Zealand). But Britain was also anxious to see those nations continue to benefit from contact with the mother country while at the same time being herself willing to impart that 'civilisation' to other parts of the Empire.

Few of us would recognise these as relevant or appropriate aims to pursue today.

In 1919 the League convinced the government of the time to support financially the exchange of teachers between parts of the Empire and the UK. By the end of the Second World War that

programme had become the predominant activity of the League and to reflect this it changed its name to match its work and became the League for the Exchange of Commonwealth Teachers.

In the long period since that programme began it has slowly become the *raison d'être* for the League and has, arguably, led us to lose sight of the potential for being a force for change and development as certainly envisaged by our founders.

But the views of our founders were cast in a very different age. That Commonwealth, which started as a post imperial alumni club, has developed into a remarkable social grouping involving some of the world's largest and smallest, richest and poorest nations. These nations, in their geographical and racial diversity, reflect the world community and are an important force within it.

From being the 'mother country' of a world-wide empire Britain is now content to be seen as one member of those nations which were formerly part of the Empire and have voluntarily chosen to be part of a Commonwealth built upon history, culture and language.

While the Commonwealth's ideals are rooted in the principles of democracy, humanity and the rule of law, at successive Heads of Government meetings the Commonwealth has built a platform for the century by agreeing political and economic aims and objectives. It seeks to be, in this new century, a force for growth, good governance and global consensus.

It is apparent that many of my predecessors as Chairman have wrestled with the dilemma that the new Commonwealth posed to LECT and in particular how to bring its activities within the range of all nations within the Commonwealth. At the 1969 meeting celebrating 50 years of teacher exchanges LECT resolved – not for the first time – to widen its scope and to attempt to develop teacher exchanges with more nations than Canada, Australia and New Zealand.



The reasons for LECT's almost total failure in that aim are well known to us. The most intractable has been the impossibility of teachers from poorer nations being required to live on their home salaries in the UK and the unwillingness of governments or other potential sponsors to give financial assistance to remove that barrier.

I conclude that if we are to reflect the changes in the Commonwealth which I have outlined above then we should look to widen our activities to recognise the validity of teacher development opportunities within the Commonwealth in addition to those provided within the UK.

That is not to undermine or downgrade the benefits of our long standing programme of teacher exchanges to and from the UK. That programme is valued by teachers and it is a force for the improvement of the quality of teaching within the UK. As such it is rightly funded by all the UK education departments.

But we should seek to develop programmes which promote pan-Commonwealth objectives for teacher development. Those programmes should not depend upon a UK-centric perspective; in particular they should aim to support the wider aims of the Commonwealth as agreed by the meetings of Commonwealth Heads of Government.

Those programmes also fit into a conceptual framework which sees a direct and powerful link between the following:

- The improvement of teacher skills across the Commonwealth, leading to,
- An improvement in the educational achievements of children and young people within the Commonwealth, leading to,
- A raising of opportunities for future generations to develop wealth and resources, leading to,
- 'The elimination of extreme poverty from the world.'

This latter aim has been described by the Secretary of State for International Development as, 'the greatest challenge of the new Millennium'.

I believe that LECT has a part to play in meeting that challenge. But to do so it must go beyond the range of its past activities and develop a new and expanded role in the field of teacher development.

So what have we done to start this new venture? First we have established a Centenary Fellowship Fund – for which we are starting to raise money during this centenary year. We aim to use the fund for teacher professional development opportunities across the Commonwealth (for example attendance at professional meetings, short courses, the development of training materials relevant to developing countries).

Second we have begun discussions with a wide range of stakeholders with a view to starting a 'Commonwealth Teachers Association' which would, amongst a range of objectives, act as the pan-Commonwealth body promoting professional development for teachers.

I am convinced that our founders one hundred years ago would have welcomed these proposals even if they do bring about potentially a radical alteration in the future direction that LECT will take.



Mike Nichol
Chairman



LECT was greatly honoured by the award of the OBE to Miss Dorothy Birchall, our former Chairman, in the 2001 New Years Honours List. The award for services to education in the Commonwealth recognises the many years of service Dorothy has given the League and the very great contribution she has made to our work during that time.

Director's Report

This is my first annual report as Director, following Patricia Swain's retirement after 40 years of service to the League. It has been an exciting and challenging year for me and a year of significant and ongoing change for the organisation.

The Chairman has, in his report, outlined the vision for the future of LECT – a future which builds on the work of the past and takes the organisation truly into the twenty first century . However, the implementation of the vision has necessitated a close look at our internal structures including our staffing and governance. This process started with governance issues including the transition from trust to company status, which will soon be completed. In tandem with these changes in governance we have instituted an organisational review which has allowed us to restructure our administration and particularly our staffing to meet the needs of the changed situation we now face and to fulfil the mission we have had for the last century.

LECT's mission is to support teachers and 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 importance of the international context in teachers international professional development has long been recognised by the UK and its governments which have supported LECT's work financially for many years.

The Commonwealth Education Ministers, have also now recognised the crucial importance of professional exchange in developing educators's

skills and improving achievement amongst students. The communiqué issued after their conference in Halifax in November 2000 states:

"The pivotal role of teachers should be strengthened through project activities that focus on teacher training and development, as well as enhancing the status professionalism and motivation of the most vital component of the education system"

LECT manages one of the Commonwealth's longest running professional development and exchange programmes. As we take up the challenge implicit in the vision set out by the Chairman to transform ourselves from a UK organisation with an interest in the Commonwealth, into a truly Commonwealth based organisation, we can be encouraged that the Commonwealth itself recognises the true value of the work we do.

Our future development has been mapped out in our 2001-2004 Business Plan. The strategic and operational objectives identified in it are ambitious but achievable, in it LECT's strategic objectives have been divided into four groups and specific operational objectives, criteria and tasks have been allocated to each. The four groups are:

- International professional development programmes
- Scotland
- New initiatives
- Governance, membership and administration

International Professional Development Programmes

The operational objectives which have been identified are intended to ensure that participation in LECT's programmes is maximised and that the dissemination of the results of exchanges is improved. The availability of LECT's programmes need to be publicised in the UK and wider Commonwealth. New overseas partnerships need to be developed and existing ones need to



be strengthened. LECT has an expertise in managing professional development programmes, which should be made available to teachers in overseas Commonwealth countries who may not have appropriate IPD support available in their home countries.

LECT will continue to participate in the DfES's innovative Teachers International Development Programme (TIPD) providing the agreed 320 places in 2001/2002.

Scotland

The LECT Board agreed in 2000 to establish an office in Scotland. The preparations for this are now underway and it is anticipated that a new member of staff with responsibility for Scotland will be appointed by 1 April 2001. The operational objectives in this section have been identified to assist in the establishment of the office and the development of an IPD strategy for Scotland which will respond to that country's specific and identified needs.

New Initiatives

The need to diversify LECTs activities and funding has been identified as a major priority. The major initiative in this area is the development of the Commonwealth Teachers Association. Teaching is the only major profession which does not have a Commonwealth professional association. This has had an effect on the effectiveness of the implementation of education initiatives within the Commonwealth. LECT will work with other national and Commonwealth teacher and education organisations to establish a CTA.

As part of its centenary celebrations, the LECT Board agreed to establish a Centenary Fellowship Fund to allow greater participation in IPD programmes by teachers from developing countries. This fund will aim to act as a complement to the existing Commonwealth Scholarship Programme by providing access for teachers to high quality professional development opportunities across the

Commonwealth. Fundraising for the Centenary Fellowship Fund will be the focus of LECTs major fundraising efforts over the next three years.

Governance, Membership and Administration

LECT has made significant progress in changing its structures and making the constitutional changes which will turn it from a charitable trust into a company limited by guarantee. We need to ensure that LECT has the highest standards of governance and administration, and the objectives in this area relate to the establishment of staff and trustee development programmes. These are areas, which LECT has not addressed as effectively as it might in the past, but are essential to the creation of a healthy and sustainable organisation.

The need to redefine our role is not something unique to LECT. As this review goes to press, we await the results of the High Level Review Group's examination of the future of the Commonwealth, due to be revealed at the Commonwealth Heads of Government meeting in Brisbane in October 2001.

At the same time many Commonwealth based education NGOs are in the process of reviewing their roles, and discussions are taking place about how we can best combine our efforts to the benefit of teachers, their students and our wider society. It is the optimum time for LECT to go through the sometimes difficult process of change and development. It is a time in which we can make new alliances and develop new ways of working while maintaining the integrity and effectiveness of our existing programmes.

LECTs centenary has been celebrated throughout the UK with receptions in Belfast and Edinburgh preceding our main centenary celebration to be held at Marlborough House in November 2001.

Queens University Belfast, very generously hosted a reception at the University in March, at which the Pro-Vice Chancellor of the University presented LECT's Chairman, Mike Nichol, with a commemorative plaque.

Guests at the event included former LECT Chairman Dorothy Birchall, LECT Board member Ernie Brown and current and former exchange teachers.

On Commonwealth Day, a reception was held at Edinburgh University's Playfair Library jointly with the Council for Education in the Commonwealth. The event was timed to celebrate LECT's centenary and the opening of our new Edinburgh office.



from the left:

Mike Nichol

Professor Bob Cormack

Dorothy Birchall

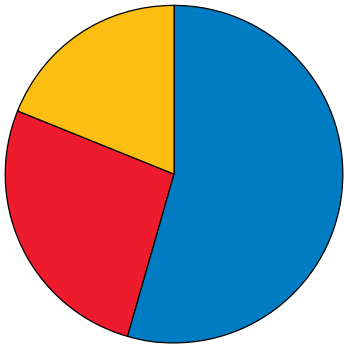
Ernie Brown

Anna Tomlinson

Director

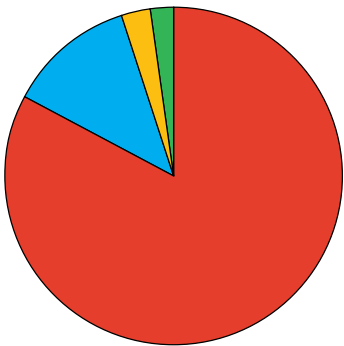
Programmes

LECT PROGRAMMES



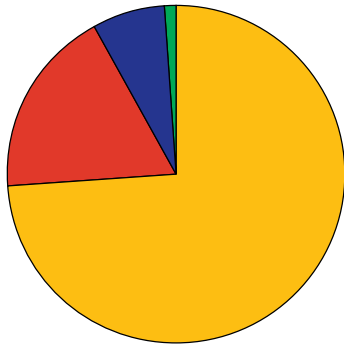
TIPD	320
Short Term	155
One Year	110

ONE YEAR EXCHANGES UK Distribution



England	83%
Scotland	12%
Wales	3%
Northern Ireland	2%

ONE YEAR EXCHANGES Overseas Distribution



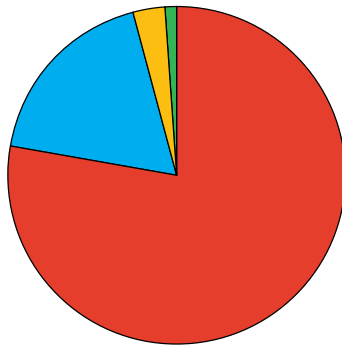
Australia	74%
Canada	18%
New Zealand	7%
South Africa	1%

The recognition by the Commonwealth ministers of the vital role of the professional development of teachers in raising standards of education throughout the Commonwealth is very welcome. LECT's teacher exchange programme is one of the longest established international professional development programmes in the Commonwealth, and since its inception has provided access to international best practice in education for thousands of Commonwealth educators.

International professional development programmes for teachers and educators continue to be at the core of LECT's work. The programmes were enhanced this year with the addition of the new Teachers International Professional Development (TIPD) Programme. This innovative programme provides short, targeted international visits for groups of teachers looking in detail at examples of educational excellence. Having participated in the pilot programme in 1999-2000, LECT bid successfully to be one of the providers in the main programme which started this year.

320 places were provided under TIPD, through 20 local authorities with visits being organised to Australia, Canada, Jamaica and New Zealand.

SHORT TERM EXCHANGES & STUDY VISITS UK Distribution



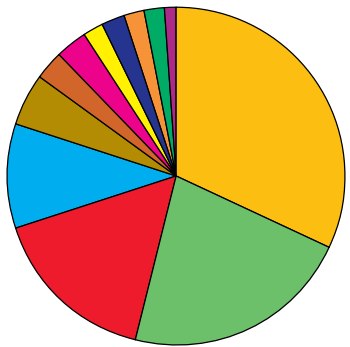
England	78%
Scotland	18%
Wales	3%
Northern Ireland	1%

In the UK, participants came from Bromley, Croydon, Kent, Dorset, Wessex, Rotherham, Sheffield, Barnsley, Northampton, Lincolnshire, Suffolk, Hackney, Oxfordshire North Yorkshire, the Isles of Scilly, Tameside, Richmond, Wandsworth and Derbyshire

The one year exchange programmes continue to be very popular with UK teachers. The high cost of living in the UK remains a barrier to the participation of teachers from all but the wealthiest Commonwealth countries and has been a major factor in the decrease in the number of exchanges from last year to this.

Short term programmes including exchanges, study visits have a significantly wider scope with projects being supported in 12 countries this year. Through the Teacher Exchange Development Fund, we have been able to support a reciprocal visit by a group of three teachers from Bangladesh to Scotland.

SHORT TERM EXCHANGES & STUDY VISITS Overseas Distribution



Australia	22%
Bangladesh	2%
Canada	32%
Gambia	3%
India	5%
Kenya	1%
Mozambique	2%
Namibia	2%
New Zealand	3%
Pakistan	2%
South Africa	16%
Tanzania	10%

The process of changing LECT's legal status to a charitable company has continued through the year with the adoption of a new Trust Deed and the replacement of the former Council with a Board of Governors and Advisory Council. The final stage of the transformation into a charitable company will be achieved during 2001-2002.

Members of the Board of Governors (at March 2001)

Mike Nichol OBE	Chairman
Stuart Cassie	Vice Chairman
Nick Griffin	Vice Chairman
Anthony Rees	Honorary Treasurer
Dorothy Birchall OBE	
Steve Brace	
Ernie Brown	
Roy Durrant	
Ruth Gregory	
Mike Hodgson	
Edna Paterson	
Cynthia Watmore	

Government Observers and Assessors

Katherine Quigley	Department for Education and Skills
Elizabeth Williamson	Scottish Executive Education Department
Liam Taylor	Department of Education (Northern Ireland)
Tony Humphries	Foreign and Commonwealth Office
Jenny Yates	Home Office

Members of the Advisory Council (at March 2001)

Mike Nichol OBE	Chairman
Richard Cribb	Professional Association of Teachers
Frank Courtney	Wessex International Trust
Vic Craggs	Commonwealth Youth Exchange Council
John Fincham	Commonwealth Society for the Deaf
Mike Hodgson	Association of Teachers and Lecturers
Les Kennedy	NASUWT
Barry Smith	National Union of Teachers
Dan Sweeney	Association of Directors of Education in Scotland
Anne Tinglin	Jamaican High Commission
Vicki Williamson	Exchange Teacher Representative
Sally-Anne Wilkinson	Exchange Teacher Representative
Sid Willcocks	National Association of Headteachers

LECT Staff 2000-2001

Anna Tomlinson	Director
Christine Miller	Deputy Director & Head of Programmes
Lindy Feneysey	Head of Programmes – Scotland
Meena Chavda	Finance Officer (to March 2001)
Joan St Croix	Programme Officer
Tim Edwards	Programme Officer
Ann Costello	Conference and Events Administrator
Isabelle Endreyo	Assistant Exchange Officer (to August 2000)
David Harding	Conference and Establishment Officer (to March 2001)
June Hutson	Programmes Administrator
Michael Spence	Administrator
Felicia du Sart	TIPD Administrator (to May 2001)

Geoff Rickard

In October 2000 the League lost one of its longest serving members of the Council with the death of Geoff Rickard. Geoff served on Council for over 40 years and was a stalwart of the London Exchange Club.

He went on exchange in 1954 from Kent to Etobicoke in Canada, and when he returned, became an active and lively member of the London Exchange Teachers Club. In those days returning British teachers were asked to befriend an overseas teacher who was in their area. In 1958 Geoff befriended a girl from Toronto – more than that – he married her the year after her exchange was over.

He was made a member of the Council in the early sixties, he studied for his degree, he was made a headmaster, and both he and Connie were stalwarts of the London club – each were chairman, and they were most hospitable and generous hosts until Connie died in 1988.

Each year on the Garden Party week-end he organised a ramble in the Kent countryside followed by tea at his home. There must be many teachers from the Commonwealth who have happy memories of that week-end.

Geoff had a dry sense of humour; he did not say very much at Council meetings, but what he did say was always relevant and important.

He will be missed by many teachers throughout the Commonwealth

Dorothy Birchall 2001

Statement of Financial Activities

YEAR ENDED 31 MARCH 2001

Incoming Resources	
Grants	860,789
Commissions	18,915
Registration fees	4,635
Investment income	50,824
Subscriptions and donations	5,153
Other income	32,756
	<u>973,072</u>
Resources Expended	
Grants	532,374
Direct charitable expenditure	8,789
Management and administration	377,521
	<u>918,684</u>
	<u>£54,388</u>
Net Incoming Resources	

Balance Sheet at 31 March 2001

Fixed Assets	
Tangible Fixed Assets	30,838
Investments	350,000
	<u>380,838</u>
Current Assets	
Debtors	125,489
Cash at bank and in hand	156,182
	<u>281,671</u>
Current Liabilities	
Creditors	155,028
	<u>126,643</u>
Net current assets	<u>£507,481</u>
Reserves	
Unrestricted	441,776
Designated	6,790
Restricted	58,915
	<u>£507,481</u>

This information is extracted from the full Trustees' Report and Financial Statements which have been audited by Myrus Smith who gave an unqualified report which were approved by the Trustees on 3 July 2001 and were signed on behalf of the Trustees by Mike Nichol and Anthony Rees. They will be submitted to the Charity Commission in September 2001.

These summarised financial statements may not contain sufficient information to gain complete understanding of the financial affairs of the charity. The full statutory accounts and Trustees annual report are available from the Director, 7 Lion Yard, London SW4 7NQ.

Signed on behalf of the Trustees by

M G Nichol OBE
Chairman

A H S Rees
Honorary Treasurer

Acknowledgements

We would like to thank the many supporters, current and former exchange teachers, head teachers, and volunteers who have volunteered their time and expertise to us over the last year. We would also like to acknowledge the role and support for exchange teachers of the national and international network of Exchange Teacher Clubs who have continued to organise a regular timetable of events for teachers on exchange throughout the year

LECT is grateful for the support of the following organisations:

Department for Education and Skills
Scottish Executive Education Department
Department for Education (Northern Ireland)