



"COULD DO BETTER"

Interim Report on

The Transfer of Education In Inner London

by

Eric Ollerenshaw

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CENTRE FOR POLICY STUDIES

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1988

The author and acknowledgements

Eric Ollerenshaw is a teacher in the state sector and has been a school Governor for many years in the London Borough of Hackney. He represents Kensington on the ILEA and is Leader of the Conservative Opposition.

He is very grateful to Conservative Members of the ILEA, in particular Margaret Riddell (Deputy Leader) and Sandy Sandford (Chief Whip) for their informed comments and their continuing determination to attain a better quality of education in London.

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ISBN 1-870265-39-4

© Centre for Policy Studies, September, 1988

Printed in England by The Chameleon Press Ltd
5-25 Burr Road, Southfields, London, SW18G.

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Introduction

HOWEVER THE RECENT GCSE RESULTS ARE INTERPRETED, IT IS regrettably true that the standards and levels of achievement of British schoolchildren are just not high enough. Recent research, such as the Prais and Wagner studies (1), has confirmed this. Nowhere are these problems more apparent than in Inner London, where the fact that nearly a quarter of all children leave school with no graded results speaks for itself.

The 1986 Act did begin to go to the root of the problems -- the control and management of schools. LEA domination of schools' governing bodies had been unchecked for far too long. By altering the composition of governing bodies, by giving parity to elected parent representatives and LEA appointees and by providing for the co-option of representatives from different sectors of the community served by the school, a good start was made. And the 1988 Education Reform Act builds on the foundations laid in 1986.

It embodies two fundamental aims of the great 1944 Act -- 'that children should be educated in accordance with the wishes of their parents' and that 'each school should have an individual life of its own'. Open enrolment will ensure that LEAs will no longer be able to refuse parents places for their children at schools which have the capacity to take them. Grant Maintained schools and CTCs will broaden parental choice and break the LEA monopoly on free state education. Local financial management (2) will give heads and governors the essential freedom to plan. And most importantly, the National Curriculum, reinforced by testing and assessment, will ensure that all children will receive a

balanced education about which their parents will be fully informed.

In Inner London the central decision of the new Act has been to abolish the ILEA. Section 165(1) requires London Boroughs to present their plans for becoming LEAs by 28 February 1989, for implementation on 1 April 1990.

The purpose of this paper is to examine how that decision is being implemented by the DES, the Boroughs and the ILEA. And the main contention is that although the planning is well under way, with a real determination by officers and politicians to ensure a smooth transition, there is a danger that in the process of abolishing the ILEA other fundamental reforms in the Act may be obscured.

Guidance from the DES

The structures should reflect the other major developments in the provision of the education service which are required within the Education Reform Act and other recent legislation. (Circular on Transfer of Responsibility for Education in Inner London - DES 1988)

In April, even before the Bill became enacted, draft guidance was produced by the DES for drawing up Borough development plans for education. Based on traditional LEA structures (even down to a reminder of the 'duty to appoint a Chief Education Officer') they emphasised in the very first pages the importance of providing 'a suitable framework', of allowing for Boroughs' 'co-operation' where needed, of using the advice of a special ILEA Unit of DES civil servants and the 'professional advice of HMI', and of acknowledging that the ILEA and 'its officers will have a vital part to play'.

The full panoply of existing professional administrative advice was to be supplied in order to help the Boroughs, most of whom on the surface had seemed antagonistic for political reasons to the break-up of the ILEA. At the same time they were asked to 'take particular account of the staffing implications in the preparation and implementation of schemes of financial delegation to schools and colleges', though implementation of this would be delayed in London for two years, to begin in April 1992 and to be completed by April 1994. So the guidelines covered all the parts of the educational service for which the Boroughs were required to plan -- school admissions, careers service, youth service etc. Specific grant aid was offered to meet some of the initial

costs of the preparation of the plans and the transfer of responsibilities.

No doubt the DES thought that to take so many ostensibly recalcitrant Boroughs along the road to reform needed such elaborate guidelines; and that they would be reassured by the provision of management structures based in Town Halls on the model of municipal LEAs. That must be why their circular in August(3) encourages them so vigorously to cover every part of the education service and to develop such detailed departmental structures. In the section on school admissions they are even told it will be a positive 'advantage' to copy the ILEA's admission arrangements in the transitional period.

But the DES should be asked whether the production of miniature replicas of ILEA, centred on Town Halls, should take precedence over the creation of radical new structures designed to meet the needs of relatively self-sufficient schools and colleges. Why should it give London Boroughs a longer timescale than the rest of the country before the reforms of the Education Act are introduced? It is all too easy for the Boroughs to create new bureaucratic empires now, while paying lip service to the changes to come in the years ahead.

Let us hope that the DES, when it comes to check and give final approval to the individual borough plans, will avert this danger. Yet how objective can it really be when its own officers in the DES ILEA Unit are regularly meeting with the ILEA and borough officers to ensure pooling of information? Will a borough not be entitled to cry 'foul' if its plans are rejected by the very same DES officials who for weeks have been sitting alongside the officers responsible for producing them?

The Boroughs on the march

Legislation alone cannot put all that right. What it can do is create a framework which allows, indeed encourages, people to work most productively and effectively at getting it right. (Kenneth Baker, Secretary of State for Education, writing in the Daily Telegraph, 20 November 1987)

Even before the amendment to the Bill requiring abolition some of the Boroughs had enthusiastically been planning to use the opt-out clause to leave the ILEA. Publicly this was limited to the three Tory controlled Boroughs of Kensington & Chelsea, Wandsworth and Westminster. These three have therefore been a step ahead of the rest in planning, though it should be noted that Labour controlled Islington, a borough often quoted as being interested in opting out, has already caught up with the other three, at least as regards the appointment of Chief Education Officer.

Whether early or late in the day, all the Boroughs have by now begun to follow a standard route in the preparation of these plans:-

(a) The setting up of a committee or sub-committee of the council to plan education, usually as part of the existing Policy Committee.

(b) Appointing additional officers, most of them ex-CEOs or the like.

(c) Advertising for and appointing CEOs on what seems to be an average salary of £40,000+. Four have already been appointed

- Kensington & Chelsea:

Michael Stoten (ex-Brent CEO)

- Westminster: Gwyn Robins

(ex-ILEA Divisional Education Officer)

- Wandsworth: Donald

Naismith (ex-Croydon CEO)

- Islington: Christopher

Webb (ex-Nottingdale Urban Studies Centre)

(d) Advertising and appointing second tier officers. Wandsworth, Kensington & Chelsea and Islington are actively engaged in this process.

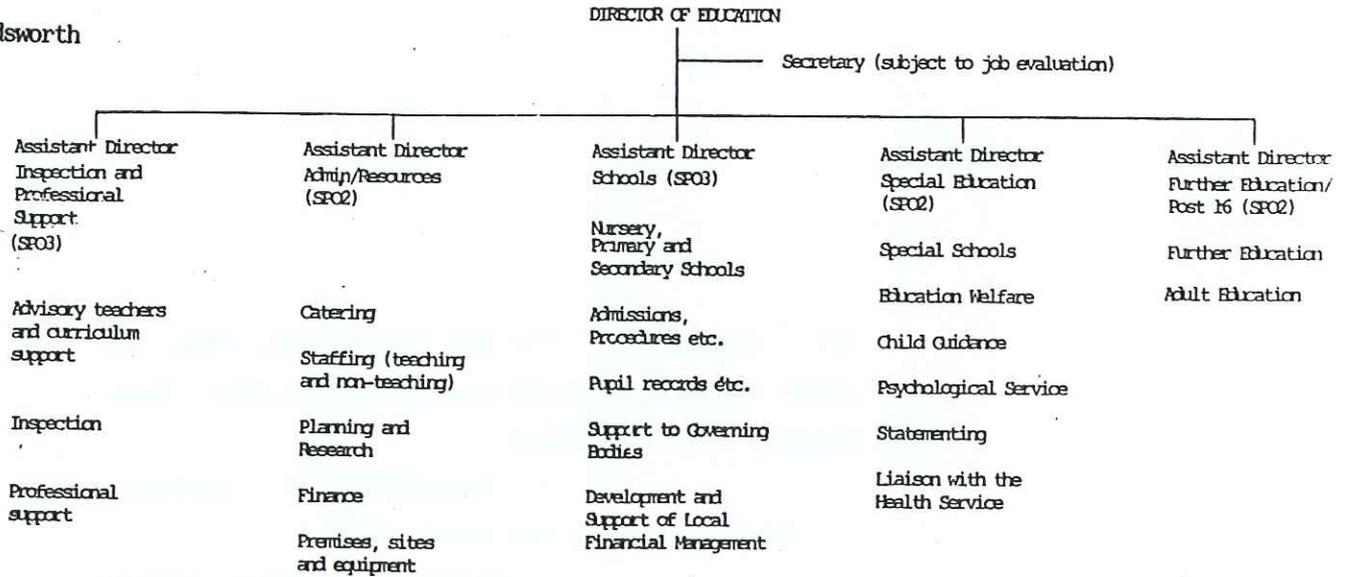
(e) Most of the Boroughs in some form or other share a commitment to maintain ILEA's level of service -- if not, indeed, to expand that level.

At least no one can doubt their determination to make the transfer a success. All that this paper seeks to question is whether the Boroughs are not in danger of falling into the familiar trap of what is best dubbed 'top-downwards' planning. The emphasis is all towards covering every part of what is provided in the existing service with an appropriate piece of administrative framework. The few draft plans and consultation papers available at the moment all envisage the creation of quite large bureaucracies.

The suggested structures in both the Kensington & Chelsea and Wandsworth draft papers, as shown in the diagram opposite, demonstrate the standard LEA model. But how do the responsibilities fit in with the rest of the Boroughs' services,

EDUCATION DEPARTMENT - PROPOSED HEADQUARTERS STRUCTURE

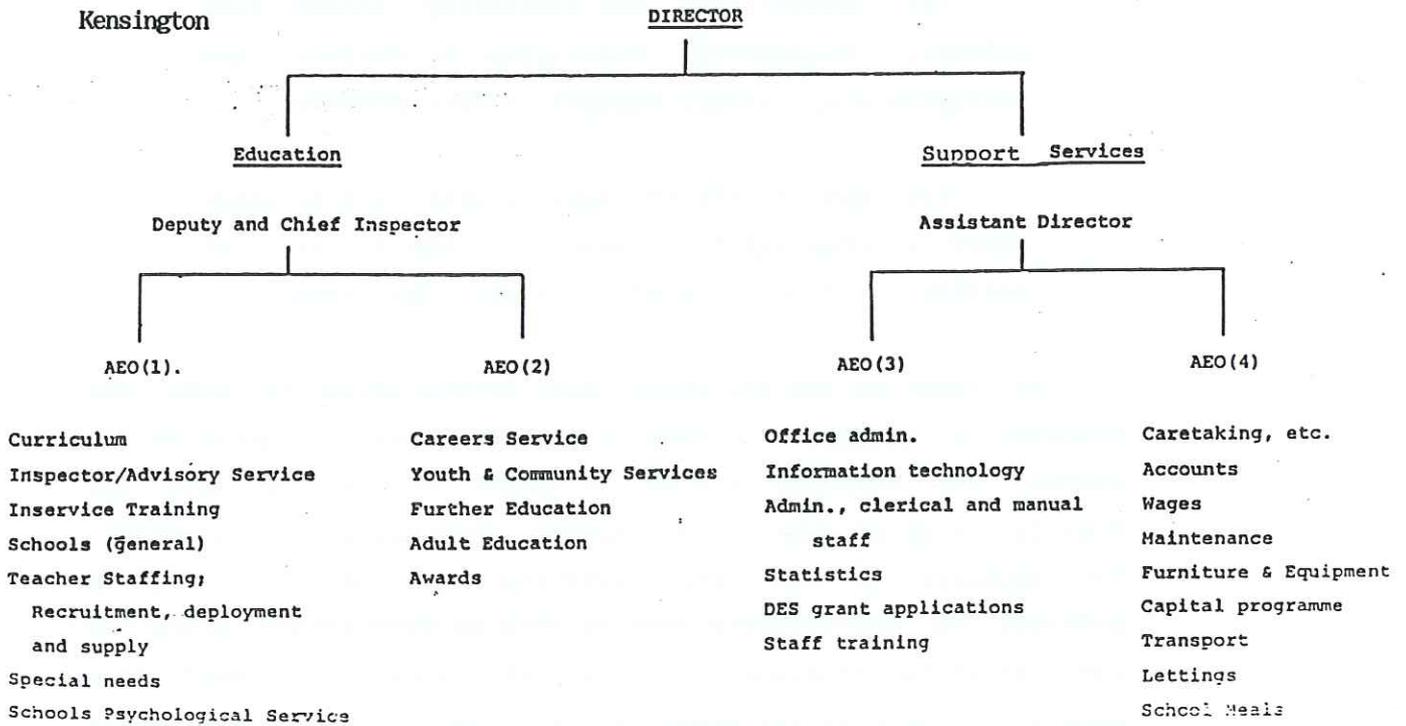
Wandsworth



N.B. The functions shown are the basic areas only and other functions would be allocated subject to further reports.

SUGGESTED STRUCTURE OF THE ROYAL BOROUGH'S EDUCATION DEPARTMENT

Kensington



since some seem to cover items such as wages and transport which are already encompassed by different parts of the Boroughs' existing administrative structure? And how will this apparently inflexible segmentation of responsibilities fit in with the other reforms required by the Education Reform Act and with the Local Government Act 1988? It is hard to see. For example, with the advent of competitive tendering, even the responsibility for school meals may very well diminish.

Some parts of the Kensington & Chelsea plan, echoed by Wandsworth and Westminster, do however show some awareness of the problem, emphasising the need to 'keep to a minimum the administrative structure and expense'(4) and to use 'the expertise and resources in other council departments'. Indeed, it must be said of Kensington & Chelsea that it positively welcomes financial delegation, and even intends to introduce its own scheme for schools before April 1992. This is all commendable and in some places exceeds the requirement of the D.E.S. guidelines.

It is another question whether these initial structures will be flexible enough to cope with the other requirements of the Education Reform Act. On local financial management, for example, the Kensington & Chelsea plan explains:

initially the introduction of the Government's financial delegation policy will give rise to an increase in initial staffing to give support and training to headteachers and governors. This will be followed by a reduction in central LEA staffing as schools take full responsibility.

But here lies a paradox. Only recently will these Heads have

they be expected to become the principal decision makers if they have to rely on the continued administrative support of their LEA to accomplish this?

At least the three Conservative Boroughs state their support for the coming reforms, and acknowledge that whatever model they construct for 1990 will have to change very soon afterwards. But the reaction of the Labour Boroughs is unclear, although there can be little doubt that they will follow their traditional beliefs (as they have done in all their local authority responsibilities) and will try to use this opportunity to boost their bloated bureaucracies. Hammersmith and Fulham, not always seen as the most extreme of these Boroughs, has recently advertised for an Education Transfer Unit of nine full time officers reporting to the CEO, to help draw up their draft plan. When this task is completed they are promised 'guaranteed rights of assimilation'. (See Appendix 1.) In other words they propose to solve the problems they envisage by bringing in nine extra full time officers permanently. What is to prevent this being repeated in all the other Inner London Boroughs?

4.

The ILEA advises

This does not in any way preclude the Authority from a pro-active role, however, particularly in respect of securing the future employment prospects of its staff and using its expertise and specialism in planning the future education service beyond April 1990. (ILEA P8035 - Education Reform Bill - Transfer of Responsibility for Education in Inner London)

From May 1988 when, at the committee stage in the House of Lords, an amendment to the Education Reform Bill requiring a review of the ILEA before abolition failed to carry, the leadership of the majority Party and the officers clearly accepted the need to work for an effective transfer. They have expressed the hope that, in now giving their support, they can thereby perpetuate the 'best' of ILEA's policies and procedures. To this end they have been assiduous in offers of co-operation to the Boroughs and the DES. Meetings and communications have been frequent:-

(a) On 20th July meeting of Borough Heads and ILEA Leader.

(b) 21st July meeting of Borough Finance Officer and ILEA Finance Officer (now working towards the formation of two sub-groups on finance).

(c) Three meetings of DES Unit, ILEA Chief Officers, Borough Chief Officers, Association of London Authorities and London Boroughs Association representatives.

(d) ILEA Chief Officers have set up a Transfer Co-Ordination Group which meets weekly with its reports circulated.

(e) ILEA Departments have each nominated link officers to report to the TCG.

(f) Individual ILEA named officers are dealing with all communications to and from each borough.

(g) ILEA has published 12 sets of documents for Boroughs on 'Information on Policies and Procedures' to be followed by more detailed briefing on each document.

Granted that this immense toil, undertaken by the ILEA's officers in such a short time, reflects a sincere and honest commitment to ensure that the running of the education service is not disrupted and that the transfer to the Boroughs is a success; granted, too, that from the publication of the DES guidelines it has been clear that, given its great experience and and number of specialist officers the ILEA had to play a major role in its own abolition -- it remains essential to ask one vital question. At what point does the weight of ILEA advice to the Boroughs constitute an ILEA agenda for the Boroughs, as indeed Neil Fletcher, Leader of the ILEA, evidently wants?

The task is firstly to come to terms with the legislation and make sure its introduction causes the least damage to the State education service. Secondly, and most importantly, it is to come up with the real alternative education agenda [italics added] ...
(Municipal Review and AMA News, August/September 1988)

All this is crucial since most Boroughs, for political reasons, have not in the past cared to criticise ILEA's size and the quality of its service. Already ILEA papers for information are turning up in almost identical format as policy documents for borough education committees. This does not call into question the integrity of ILEA's officers and their high sense of professionalism and duty. Indeed it is, in a sense, a compliment to their quality. But it does illustrate the worst fear of this Paper; that is, that the Boroughs will become mini-ILEA's. With the best will in the world ILEA officers operate within the confines of an Authority whose culture is the direct antithesis of that envisaged in the new Education Reform Act. One feature of this culture is the setting up of advisory group upon advisory group serviced by specialists upon specialists. A typical example is to be found in the ILEA's overview papers, (see Appendix 2) offering advice on specialist support for Equal Opportunities.

- (i) An equal opportunities sub-committee
- (ii) An equal opportunities advisory group
- (iii) A divisional consultative committee for black and ethnic minority communities
- (iv) An equal opportunities unit comprising teams for race and sex equality policy advice, for an interpretation/translation service, for an education liaison service and for policy on Section 11 funding.
- (v) Support staff posts on equal opportunities in Further Education, Community Education, Research and Statistics and Learning Resources Branch.
- (vi) An equal employment opportunities division of Personnel.
- (vii) Inspectorate teams for multi ethnic/anti racist education and equal opportunities (gender).

(viii) Teaching posts with special responsibility for equal opportunities.

And this is only the beginning of the advice - more detailed papers are scheduled to follow shortly! Should this become the agenda for the majority of the Boroughs then many of the greatest hopes for abolition will have been dashed; and implementation of the next stages of the Education Reform Act will become a very difficult, uphill task.

Conclusion

The culture changes required of LEAs (both committees and officers) will perhaps be even more difficult to achieve than for schools. (Coopers and Lybrand, Local Management of Schools 1988)

The Education Reform Act, with its plans for local financial management for schools, open enrolment and a National Curriculum will fundamentally alter the role of the LEAs. In London the necessary first step was the abolition of the ILEA with its top heavy bureaucracy and rigid planning mechanisms. What this paper has sought to show has been the danger of abolition being seen as an end in itself. It is easy to see why this has happened, given the furore created in and outside Parliament when abolition was last attempted. Even this latest attempt to do away with the ILEA was first approached by the cautious means of allowing individual Boroughs the right to opt out. Perhaps Conservatives imagined that this battle would be fiercer than it proved to be; in their victory they must not fall into the trap of believing that the campaign to improve education in London is over and done with.

Some might say that it is expecting too much of the Boroughs simultaneously to prepare the take over from the ILEA, reassure parents, pupils and teachers, and encourage and implement the new reforms. Yet Kensington and Chelsea believes it can bring in financial management of schools before 1992, and it also believes (as do Westminster and Wandsworth) that 'resources could be directed from administration to the classroom'(5). There is a very real danger that, whether by design in some Boroughs or default in others, the Boroughs may be saddled with what at worst

mini ILEA's, or at best traditional LEA structures unable either to create or to redirect financial and administrative savings into the schools.

The reaction of LEAs in the rest of England and Wales to the proposed reforms provides clues as to possible developments in London. Many of them have used all manner of planning and bureaucratic mechanisms to prevent CTCs being founded in their areas, seeing them as a possible threat to their own powers of control (and also because they might prove popular amongst parents, drawing pupils from the schools under LEA management). Although these have in the main been Labour controlled LEAs, even Conservative LEAs have expressed worries about GMS schools. As Andrew Turner, Director of the Grant Maintained Schools Trust has said, 'The interest in assuming grant maintained status demonstrated by schools to date does not appear to bear any relation to the political complexion of their LEAs'. Recently the London Borough of Kingston, a Conservative LEA, has been accused of entering into a reciprocal arrangement with Tiffin Boys School whereby a substantial sum was promised for buildings and repair, on the alleged 'understanding' that it would remain within the LEA sector.

These actions by the LEAs are not exclusively political or ideological. They reflect attitudes which are ingrained. Development of real choice based on parental demand as the key to educational planning cannot be permitted by LEAs, because it infringes their control and importance: what bureaucracy will countenance that unless it must?

It will be said the LEAs face no real alternative since such development is enshrined in the new Act. Agreed, but if so why is Inner London being put through the process of abolition and the

setting up of borough LEA bureaucracies now, only to be put through additional changes later in order to catch up with the rest of England and Wales? In the interim how many schools are going to be put under pressure by the LEAs not to seek grant maintained status? How many possible CTC sites, given the scarcity of land in London, are going to be sold off beforehand or occupied by some other borough service?

Is it not therefore right immediately to seize the opportunity of abolition, in order to put into practice now the reforms intended for the future? Why delay because of abolition? What is stopping the heads accepting leadership of their schools in 1990? Already under the ILEA's own scheme of Alternative Use of Resources they are allowed to control a small proportion of their own budget. Effectively to manage schools learning to cope with freedom of choice and fluid market demand, they need experience. How will they acquire this experience when, on leaving the ILEA's dependency culture, they enter into an equally supportive culture under the tutelage of borough advisers, officers, assistants and so on?

Every single London borough so far, no matter how far it has progressed with its plans, has begun to set up a potentially large administrative apparatus. Encouraged by DES guidelines and grants, Inner London faces the danger of establishing a system as much under the control of the Town Hall as it has been of County Hall. The pupils of London's schools, nearly a quarter of whom achieve no graded examination results at 16, should not have to wait while the rest of the country reaps the benefits of the Education Reform Act. Why shouldn't the capital city lead the way with educational reform? The Secretary of State said on 3 June 1988 at the Conference of the National Association of Headteachers 'we must now get reform into the bloodstream of our schools'. In London we must not let the arteries be blocked again by fresh bureaucratic fat.

Education Transfer Unit

Are you interested in taking part in developing a new education service for Hammersmith and Fulham?

The Borough Council is now preparing its detailed plans for taking over education responsibilities from the ILEA on 1st April 1990. We will be building on an ILEA education service dedicated to high standards and equality of access. We will be seeking to make it even more responsive to local needs. We will also be contending with major budget constraints and the new requirements of the 1988 Education Reform Act.

An Education Transfer Unit is being set up in the Council, to prepare the local Education Development Plan and to work with local schools, colleges, parents, ILEA staff and many other agencies in building up the new service. This will be an exciting and challenging opportunity to take

part in this process and to help shape the future of education in the borough. Nine posts will make up the Unit, reporting to the Director of Education.

These jobs will all require good analytical skills, and the ability to research, collate and present complex information quickly and effectively. Liaison with elected Councillors and staff at all levels within ILEA and the Borough Council will be involved. An understanding and awareness of current educational issues will be needed, but previous experience in education administration while desirable, is less important than the commitment to helping develop an education service that meets the Council's goals and provides equality of opportunity to all. The ability to work flexibly, as part of a small team, will also be needed.

Policy Adviser

PO 3 £16,125-£17,421 pa Inc.
You will be working on the preparation of the Education Development Plan, and advising the Education Committee on the whole range of policy, managerial and administrative issues involved in education transfer. Overseeing the work of external consultant advisers will also be involved, commissioning research studies and liaising with a wide range of agencies and educational establishments.
Ref. EDO2.

Policy Adviser (Information and Consultation)

PO 2 £14,949-£16,125 pa Inc.
Your main responsibility will be co-ordinating the flow of information from ILEA and other sources, and making sure that this is channelled to those who need it, including parents and users of the education service. Organising the programme of public consultation on the Borough's Education Development Plan, will also be your responsibility. Experience in major consultation exercises, information work, or press and publicity work would therefore be an advantage.
Ref. EDO3

Policy Adviser (Cross Borough Services)

PO 2 £14,949-£16,125 pa Inc.
One of the major issues resulting from the break-up of ILEA is the potential loss of a range of services and facilities organised on an inner London-wide basis, and the need to create new arrangements for services and education users crossing Borough boundaries. Helping to achieve a secure future for these aspects of the service will be your main task. Knowledge of existing arrangements will be an advantage, but the ability to work within tight timescales to formulate and achieve agreement on new solutions will be the main requirement.
Ref. EDO4.

Equal Opportunities Adviser

PO 2 £14,949-£16,125 pa Inc.
The Council wants to build on the best practice of ILEA in its equal opportunities policies, and is committed to eliminating the disadvantage that can deny individuals the educational opportunities they deserve, through policies in the areas of anti-racism, anti-sexism, disability, and challenging discrimination against lesbians and gay men.
Your role will be to work with the Council's Ethnic Minority Department, Women's Department, and Personnel Services Department in developing the equal opportunities policies and practices of the ILEA, and integrating these with the Council's existing policies and initiatives in this field.
Ref. EDO8.

Personnel Officer (Education)

PO 2 £14,949-£16,125 pa Inc.
The personnel issues involved in education transfer are wide-ranging, and affect the future of many ILEA employees. Your task will be to work closely with the Council's Personnel Services Department and the ILEA to gather information and prepare reports on the major issues. Experience in the policy aspects of personnel work, and in industrial relations and terms and conditions issues, will be an advantage.
Ref. EDO6.

Finance Officer (Education)

PO 2 £14,949-£16,125 pa Inc.
Your main task will be to research and provide advice on the key financial issues involved in transfer, working closely with the Council's Finance Department. These will include developing proposals for future financial systems within the Borough's education service, taking into account the Government's plans for much increased financial delegation to schools and colleges in the 1990's. A background in local education authority finance would be an advantage, along with the ability to develop systems that meet the real needs of education providers at a local level.
Ref. EDO7.

Research Assistant

SO 1 £12,822-£13,575 pa Inc.
You will be assisting the Policy Advisers in the Unit in the work of researching detailed aspects of education transfer, and in preparing sections of the Development Plan.
Ref. EDO5.

Unit Administrator

Se 5 £10,488-£11,373 pa Inc.
You will be providing administrative support to the Unit, including organisation of filing systems and assisting in project work and report-writing. You will also be dealing with personal and telephone callers to the Unit, and the ability to deal helpfully and tactfully with the public will be essential.
Ref. EDO10.

Personal Assistant/ Secretary to the Director

Se 5 £10,488-£11,373 pa Inc.
You will be providing the Director of Education with the full range of secretarial and administrative support, including dealing with correspondence and personal and telephone callers. Good secretarial skills will be needed, and word processing experience an advantage.
Ref. EDO9.

The work of the Education Transfer Unit will last from now until mid 1990. These posts are offered on permanent contracts although with 2 year initial job descriptions. At the end of that time postholders will have guaranteed rights of assimilation either into the Council's new Education Department or another Council department as appropriate. The Council is, however, willing to be flexible in the type of contract offered to successful applicants and this may include secondments or dual working arrangements for existing ILEA staff.

We particularly welcome applications from women, black people and people with disabilities as they are currently under-represented at this level in the organisation.

Application forms and further details from Personnel Services Department, London Borough of Hammersmith and Fulham, Town Hall Extension, King Street, Hammersmith, W8 9JU Telephone 01-741 0904 (24 hour answering service) quoting appropriate ref. no. Closing date: 2nd September 1988.

We welcome applications whatever your gender, race, colour, ethnic origin, nationality, religious beliefs or practices, age (up to 65 years), or trade union activities and from people with disabilities, lesbians and gay men.

**Hammersmith
& Fulham** *Serving our Community*

Appendix 2

Extract from ILEA overview paper 3: August 1988

5. Specialist support for equal opportunities.

The ILEA has established 'specialist' mechanisms, in terms of staff groups and resources to advise, support and monitor policy development and implementation across the Authority. These are as follows:

- (1) Equal Opportunities Sub-Committee is a sub-committee of the Education Committee comprising 20 elected members who are charged with advising all sub-committees on matters relating to the development, oversight and implementation of the equal opportunities policy.
- (2) Equal Opportunities Advisory Group is an informal consultation and discussion (non-negotiating) group of representatives from all the Authority's trades unions and teachers associations, and members of the Authority. It provides a forum for discussion, advice and consultation on the direction and implementation of the equal employment opportunities policies.
- (3) Divisional Consultative Committees for Black and ethnic minority communities comprise representatives of local community groups, inspectors and officers from the local division meet termly to discuss matters of concern to the local community.

(4) The Equal Opportunities Unit comprising teams for Race and Sex Equality policy advice, the Interpreting/Translation Service, Education Liaison Service, and policy on Section 11 funding. Education Liaison Officers are based in each borough and work to ensure effective liaison between the Authority's staff and representatives of the Black and ethnic minority communities.

(5) Support staff posts with responsibility for equal opportunities have also been established in Further Education, Community Education, Research and Statistics and Learning Resources Branch.

(6) The Equal Employment Opportunities Division of Personnel Services Department which has specialist equal opportunities officers who provide advice and guidance on employment issues, including recruitment, training, grievance and discipline and a team providing support to staff with disabilities.

(7) The Inspectorate have specialist teams for Multi-ethnic/Anti-racist education and for Equal Opportunities (Gender) organised on an ILEA-wide basis, comprising advisory teachers based in the Divisions.

(8) Teaching posts with special responsibility for equal opportunities have been established in many schools, colleges and other education establishments.

References

1. Schooling standards in England and Germany: Some Summary Comparisons Bearing on Economic Performance, by S.J. Prais & Karin Wagner (National Institute Economic Review, May 1985); and Educating for Productivity: Comparison of Japanese and English Schooling and Vocational Preparation, by S.J. Prais (National Institute Economic Review, February 1987).
2. Local Financial Management is the form used in this paper for what is also called Local Management of Schools and Financial Delegation.
3. The Transfer of Responsibility for Education in Inner London, DES Circular, August 1988.
4. Royal Borough of Kensington & Chelsea: Draft Education Development Plan 1988.
5. Westminster City Council, Policy & Resources Report Education in Westminster, May 1988.

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