

ALL ABOUT IALEI – the worlds' first global think tank on education

The International Alliance of Leading Education Institutes (IALEI) is the world's first global think tank on education. It consists of ten leading education institutes from six continents: Africa, Asia, Australia, Europe, North and South America.

IALEI aims to produce new insights and recommendations on educational matters. Each year, headed by the university that holds the chairmanship, IALEI conducts research on a new, important topic, and this work is concluded with the presentation of education policy recommendations. On the following pages we present the research themes of the past three years, but first we draw your attention to this year's theme: "Knowledge Mobilisation".

2011 THEME: "Knowledge Mobilisation"

– How can university-based research make the greatest contribution to policy and practice in education?

What are the most effective mechanisms to move research into policy and practice? The IALEI research project of 2011 explores what we know about the most effective mechanisms for



universities, as primary producers of education research, to move research into policy and practice.

"Knowledge Mobilisation" is one of a number of terms used to describe the processes through which research influences policy and practice. There has been a huge expansion of interest in this issue around the world, on the part of universities, research funding agencies, governments and other education partners. However, the flurry of activity is not yet matched by reliable knowledge about what is being done or how effective various approaches are.

Ontario Institute for Studies in Education (OISE) has a research team working on these questions and holds the chairmanship of IALEI this year. For more information about the team's programme, see: www.oise.utoronto.ca/rspe

One project looks at the knowledge mobilisation practices of a large number of organisations in education and other fields, based on their websites. Initial findings from that work suggest that most organisations, including universities, are not doing an effective job of sharing research knowledge. They are relying excessively on the distribution of research documents rather than building the

lasting interpersonal connections that are vital to the take-up of research.

Another study is looking specifically at the knowledge mobilisation practices of faculties of education in Canada and internationally.

All IALEI member institutes have been invited to take part in this study. Again, initial findings are that among faculties of education, knowledge mobilisation efforts are generally rather limited. In most universities it remains difficult even to find out what research is being done, let alone its implications for policy and practice. Most efforts depend on individual faculty members of research centres, and few institutions have a sustained, serious effort to connect their research to the broader community beyond standard media communication efforts. Universities have not yet copied the sophistication of their knowledge transfer processes in the sciences to their efforts in the social sciences.

“Knowledge Mobilisation” is the topic of the IALEI international conference to be held in Toronto on 15 June 2011, with the title “How can research make the greatest contribution to policy and practice in education?”. IALEI invites its members, - as well as international research partners and international organisations to participate in the conference.

At the end of 2011, the joint IALEI Knowledge Mobilisation research team will produce a summary report drawn from country reports from the ten member countries and conclude with policy recommendations.



2010 THEME: “Multicultural Education”

Multiculturalism has receded into the background of many societies’ priorities. Stop gross waste of human capital and skill, and prioritise educational equality for all. The unprecedented global mobility of today requires the world’s educators to make multicultural diversity a priority in education. In a new study by IALEI, a group of leading international researchers concludes that education systems around the world must put multicultural diversity at the forefront of their concerns.

The results of ten national studies conclude that there is a serious risk to social cohesion if countries neglect the need for educational equality for all. Population movements involve both privileged transnational elites and displaced refugees, asylum seekers and economic migrants. The effect of this is to increase the diversity of cultures, languages, race and religion in all nations. In addition to this movement of populations, a growing number of societies are recognising the rights and strengths of indigenous people, people with disabilities, and gender differences.

Cultural diversity is accelerated by the proliferation of information communication technologies, which facilitate global interaction across cultures, languages and identities. The overall effect of these extraordinary developments is to spread multiculturalism to all parts of the world, beyond those societies that already have a long

experience of racial, ethnic, linguistic and religious pluralism.

The IALEI study suggests that this reality is marked by deep inequality and entrenched privilege, posing dramatic challenges to countries around the world.

IALEI recommends that all countries:

- 1 Recognise their responsibility for developing appropriate educational responses to the ethnic and cultural complexity within their borders. The ten country reports show that response to cultural diversity in different parts of the world is uneven or non-existent.
- 2 Support constructive research examining critical issues regarding diversity and equity in education. The ten country reports show that evidence-based policy and educational interventions are necessary to assist minority populations to achieve their potential.
- 3 Ensure that 21st century teacher education is reformed in light of the cultural and social heterogeneity of local, national and global communities. The ten country reports show that teacher education is vital for preparing future global citizens.

The researchers call on education systems around the world to embrace multicultural education within the specific contexts of their national setting. Teacher education, pedagogy and curriculum development, education administration, policy and research need to address the growth of multiculturalism across the globe. The overriding goal should be to foster a pervasive commitment to equal and



enriched educational opportunities for all. Without this, there is a gross waste of human capital and skill in all societies from the continuing failure to achieve equal educational outcomes for all.



Education Alliance Magazine #5

2009 THEME: “Climate Change and Sustainable Development – the Response from Education”

The focus on education for sustainable development is not a “magic bullet” in approaching climate change and sustainability, but without coordinated educational interventions, even the best intentions will fail.

In order to promote a reorientation, IALEI has produced eight recommendations, which were presented at a conference held at the Danish School of Education, Aarhus University, in conjunction with the COP15 United Nations Climate Change Conference in December 2009. The first three of the recommendations are as follows:

- 1 Climate change makes sustainable development an urgent priority. Sustainable development is impossible without learning. We are therefore clear that policies which promote education for sustainable development should play a key part in the negotiation of global agreements on climate change policy.
- 2 Societies need to radically change consumption, production and behaviour patterns to meet the challenges we face. The urgency of climate change policy and sustainable development risks narrowing

the role of education to communication of expert-defined advice to citizens. This will be counterproductive in the long term. We strongly recommend maintaining and implementing the more ambitious aims of education for sustainable development, providing people with competencies to take part in the shaping of sustainable development at all levels.

- 3 Education for sustainable development will make demands on all of society, but schools will play a critical role: through what they teach and how they model sustainable practices. Governments need to ensure that schools are able to play a leading role in education for sustainable development, through the way education systems are managed, schools are organised and pupils taught.

Download the report with all of the eight recommendations on policy and approach to climate change education here. The country reports and relevant documents of the project can be found at this link: <http://educationforsustainabledevelopment.com/blog/>

Since the report was published in late 2009, it has received attention in many places in the world. The report has for instance been distributed in the USA’s National Research Council and used in a UNESCO review on education and sustainable development.



2008 THEME: "Transforming Teacher Education: Redefined Professionals for 21st Century Schools"

In August 2008, IALEI published the report "Transforming Teacher Education: Redefined Professionals for 21st Century Schools". It included an analysis of teacher education and the following list of recommendations:

- 1 Redefine professionalism: there is an urgent need to re-conceptualise teachers' work as complex and demanding.
- 2 Improve the design and delivery of teachers: it must be attractive for the best students to become a teacher. This requires innovative pathways in recruitment and continual innovation in teacher preparation programmes.
- 3 Foster lifelong career learning: teacher education is enhanced by comprehensive teacher induction.
- 4 Build strong partnerships: new designs for teacher education will need to rest on strong partnerships with key stakeholders. Successful partnerships start with sufficient government support and attract resources from the private sector.

The joint report and recommendations have been used in the so-called "TE21" - a teacher education model for the 21st century, which positions the Singapore teacher education model for teaching in the society of today and tomorrow. Read more on <http://www.nie.edu.sg/about-nie/teacher-education-21>

The report has also been used by senior education officials in Abu Dhabi, United Arab Emirates, Kingdom of Bahrain and Sultanate of Oman, and approval has recently been given for an Arabic translation by the Ministry of Education in Oman. Read more about the project in the article entitled "Education Collaboration Across Borders: the preparation of the "Transforming Teacher Education: Redefined Professionals for 21st Century Schools", published in the "Journal of Education for Teaching": international research and pedagogy, 1360-0540, Volume 36, Issue 4, 2010, pages 477 - 493.



IALEI -EXPERT ADVICE ON EDUCATIONAL MATTERS

IALEI was formed at a summit in Singapore in 2007. Its aims are to provide evidence for policy decisions, secure funding, and inspire research and intervention efforts that will improve education locally and globally. The ten members will utilise the existing strengths of each institution to:

- speak with one voice on educational matters to raise the profile and quality of education with governments, international agencies and the public at large;
- act as a forum for collaboration to develop understanding in order to address current local and global educational issues;
- be a global think tank that draws upon existing expertise and research-based evidence to generate ideas, anticipate trends and develop future scenarios.

Read more at www.intlalliance.org

To policymakers and international agencies dealing with important issues that would benefit from being discussed in our global forum of educational experts: please contact the Secretariat of the Alliance at IALEI@dpu.dk



Melbourne Graduate School of Education,
Melbourne University,
Australia



Faculty of Education,
University of Sao Paulo,
Brazil



Ontario Institute for Studies in Education,
University of Toronto,
Canada



Faculty of Education,
Beijing Normal University,
People's Republic of China



Danish School of Education,
Aarhus University,
Denmark



College of Education,
Seoul National University,
Korea



National Institute of Education,
Nanyang Technological University,
Singapore



School of Education,
University of Cape Town,
South Africa



Institute of Education,
University of London,
UK



School of Education,
University of Wisconsin-Madison,
USA

Contact us:

The IALEI Secretariat
Executive director Arne Carlsen
Danish School of Education, Aarhus University
Tuborgvej 164, DK- 2400 Copenhagen NV, Denmark.
Tel: (+45) 8888 9414 / Email: IALEI@dpu.dk