

Education Studies

Policy, Politics and Education

EDU3006

Tutor: Dave Hill

Context/Rationale: This module enables students to become aware of and understand different analyses of the relationships between politics and education. Among the specific foci will be 'the conservatism of schooling' 1979-97; changes in initial teacher education 1979- to the present under Conservative and New Labour governments; Old and New Labour and schooling.

Learning outcomes

On successful completion of the module the learner will be able to:

Knowledge and Understanding:

- a) understand, apply and discuss key concepts in politics, policy studies, and ideology
- b) review critically differing interpretations of selected major developments in education policy in England and Wales since 1979
- c) critically analyse the significance of major political ideological perspectives and their relationship to policy

Subject-specific skills:

- d) identify and compare a range of theoretical explanations and ideological perspectives on education policy
- e) develop and justify own well-considered evaluative judgements

Key Skills:

- f) engage in critical analysis of a wide range of texts
- g) present complex arguments, logically and clearly in appropriate formats
- h) lead, stimulate and structure discussion of complex material
- i) interact effectively within the student group taking on a variety of roles.

Indicative content:

Students will examine definitions and parameters of politics and policy studies. They will also become familiar with major ideologies in education- social democratic; liberal-progressive, radical right neo-conservative and radical right neo-liberal, socialist/Marxist and 'Third Way'. They will then apply these to the policy and ideological developments in England and Wales and selected other late capitalist societies. While policy developments in England and Wales will be highlighted, reference will be made to US, Australasian and Western European policy.

Teaching and Learning Strategy:

TEACHING, LEARNING AND ASSESSMENT ACTIVITIES	STUDY HOURS
12 x 1 hour lectures	12 hours
12 x 1 hour seminars	12 hours
12 x 2 hour seminars	24 hours

24 x 3 hours preparation and reading	72 hours
1x 3000 word extended assignment	30 hours
Individual Presentation (20/30 minutes)	15 hours
Individual Poster presentation	15 hours
Tutorial and skills development	20 hours
TOTAL	200 hours

Assessment:

ASSESSMENT ITEMS	UNITS	WEIG- HTING	LEARN- ING OUT- COMES
<p>1. Individual Book Review Presentation (Autumn term)</p> <p><i>This should be a review of one book but would advisedly refer to other relevant books, articles and the perspectives therein.</i></p> <p><i>The review should briefly summarise the book, locate its political/ ideological position (and perhaps, geneology), in particular with respect to issues underlying this module. Students should then evaluate the book in terms of their own ideological position.</i></p> <p><i>80% of marks will be awarded for the presentation content, 20% for the oral presentation</i></p> <p><i>The Presentation may be part of a group or paired presentation, but marks will be awarded individually and not for the group aspect of the presentation.</i></p>	1 unit	0.2	a,,c,e,h,i
<p>2. 1 x Poster (or alternative) Presentation (Spring Term)</p> <p><i>This presentation may be by means of a Poster presentation (on an A1 size of paper or equivalent (i.e. two flipchart sheets size). Alternatively students may present by means of any appropriate alternative audio-visual means such as a pre-recorded videotape, OHTs and/or role-play. Students will be marked individually, though presentations may be in the form of two, three or four person presentation.</i></p> <p><i>70% of marks will be awarded for the presentation content, 30% for the presentational skills and effectiveness.</i></p>	1 unit	0.2	a,b,c,d,h,i
<p>3. 1 x 3,000 Word written Assignment (Summer Term)</p> <p><i>This will be presented to the class as 'work-in-progress' on the essay topic area during the Summer Term.</i></p> <p><i>The title will be self-selected by the student in consultation with the tutor and may relate to any aspect of education policy and an ideological analysis of that policy. The policy may be a micro-policy (e.g. at school level), a meso-policy (such as those indicated in the titles for the Policy lectures), or it may be an overall policy analysis of New Labour's education policy. While it might be expected that students will tend to focus on the meso-level policy a explained above, students should take the opportunity to critically examine any aspect deriving from the course that most interests them.</i></p>	3 units	0.6	a,b,c,d,e,f, g

The assignment may develop from either (or both) of the previous assignments, though where this is so, that/ those previous assignments must be attached as Appendices to this assignment. Clearly, the level of analysis and explanation of conceptualisation will need to be more detailed than in the prior assignments.

The presentation should conform to the Harvard system of referencing.

Assessment criteria:

Learning Outcomes: Knowledge and Understanding

Through the extended written assignment, focusing on one particular major policy (or on a series of) major policy educational development(s), the individual presentations and through seminar discussions and mini-presentations, to demonstrate a knowledge and understanding of:

- a) Key concepts in politics, policy studies, state theory and ideology;
- b) major developments in the recent and contemporary history of education in late capitalist societies in the post-World War Two era;
- c) key aspects of post-World War Two political ideologies in education such as social democracy, liberal-progressivism, Radical Left/ Marxist , Radical Right Conservative and 'Third Way' ideologies.

Learning Outcomes: Subject-specific skills:

Through the extended written assignment, the individual presentations and through seminar discussions and mini-presentations, to demonstrate:

- e) critical consideration of a range of theoretical explanations and ideological perspectives on education policy and the state;
- f) development and justification of their own well-considered evaluative judgements.

Learning Outcomes: Key Skills:

Through the extended written assignment, the individual presentations and through seminar discussions and mini-presentations, to demonstrate:

- g) critical reading of a wide range of texts;
- h) sophisticated essay writing;
- i) individual presentation skills of presenting an argument/analysis and responding to questioning others lucidly, analytically and relevantly.
- j) interacting effectively with others in the student group

In all coursework assessment cover sheets will be used to indicate clearly to students the precise criteria to be fulfilled. As part of the presentations, the student will be required to conduct a self-evaluation of the presentation which shall form part of the assessment.

Key Texts

Cole, M., Hill, D., McLaren, P. and Rikowski, G. (2001) *Red Chalk: On Schooling, Capitalism and Politics*. Brighton: Institute for Education Policy Studies.

Fielding, M. (ed.) *Taking Education Really Seriously: Four Years Hard Labour*. London: Routledge.

Hill, D. (1999) *New Labour and Education: Policy, Ideology and the Third Way*. London: Tufnell Press.

Tomlinson, S. (2001) *Education in a post-welfare society*, Open University Press, Buckingham.

Tooley, J. (2000) *Reclaiming Education*. London: Cassell.

Other Reading

- Ainley, P. (2000) *From Earning to Learning: What is happening to Education and the Welfare State?* London: Tufnell Press.
- Allen, M. (1999) Labour's business plan for teachers. In M. Allen *et al*, *Business, Business, Business: New Labour and Education*. London: Tufnell Press.
- Ball, S (1990) *Politics and Policy Making in Education: Explorations in Policy Sociology*. London: Routledge.
- Barber, M. (1996) *The Learning Game: Arguments for an Education Revolution*. London: Victor Gollancz.
- Barber M. (2001) High Expectations and standards for all, no matter what: creating a world class education service in England. In M. Fielding, *Taking Education Really Seriously: Four Years Hard Labour*. London: Routledge.
- Blair, T (1998) *The Third Way: New Politics for The New Century*. London: Fabian Society.
- Bridges, D. and McLaughlin, T. (eds.) *Education and the Market Place*. London: Falmer Press.
- Chitty, C. and Simon, B. (eds.) *Education Answers Back: Critical Responses to Government Policy*. London: Lawrence and Wishart.
- Chitty, C (1999) 2nd edn *The Education System Transformed*. Tisbury, Wilts: Baseline Books.
- Davies, N. (2000) *The School Report: Why Britain's Schools are Failing*. London: Vintage.
- Department for Education and Employment (DfEE) (1997) *Excellence in Schools*. London: DfEE.
- DfEE (1999) *Excellence in Cities*. London: DfEE.
- DfEE (2001) *Green Paper: Schools: Building on Success*. London: DfEE.
- DfEE (2001) <http://www.dfee.gov.uk/buildingonsuccess/summary/index.shtml>. London: DfEE.
- Department for Education and Employment (DfES) (2001a) *Schools Achieving Success*. London: DfES.
- Docking, J. (ed) (2000) *New Labour's Policies for Schools: Raising the standard?* London: David Fulton.
- Gamble, A. (1983) Thatcherism and Conservative Politics. In S. Hall, and M. Jacques, (eds.) *The Politics of Thatcherism*. London: Lawrence and Wishart.
- Giddens, A. (1998) *The Third Way: The renewal of social democracy*. Cambridge: Polity Press.
- Giddens, A. (2000) *The Third Way And Its Critics*. Cambridge: Polity Press.
- Gillborn, D. and Youdell, D. (2000) *Rationing Education: Policy, practice, reform and equity*. Buckingham: Open University Press.
- Halsey, A. H., Lauder, H., Brown, P. and Stuart Wells, A. (eds.) (1997) *Education: Culture, Economy, Society*. Oxford: Oxford University Press.
- Hatcher, R (1998) Social Justice and the Politics of School Effectiveness and Improvement. *Race, Ethnicity and Education*, 1 (2) pp 267-289.

- Hatcher, R (1999) Profiting from Schools: Business and Education Action Zones. *Education and Social Justice*. **1** (1) pp 9-16.
- Hatcher, R. (2001a) Getting down to the business: schooling in the globalised economy. *Education and Social Justice*, **3** (2) pp 45-59.
- Hatcher, R. (2001b) *The Privatisation of Education*. London: Socialist Educational Association.
- Hill, D. (2001) State Theory and the neo-Liberal Reconstruction of Teacher Education: a Structuralist neo-Marxist Critique of Postmodernist, Quasi-Postmodernist, and Culturalist neo-Marxist Theory. *British Journal of Sociology of Education*, **22** (1) pp.137-157.
- Hill, D. and Cole, M. (2001) *Schooling and Equality: Fact, Concept and Policy*. London: Kogan Page.
- Hill, D, McLaren, P, Cole, M and Rikowski, G (eds) (1999) *Postmodernism in Educational Theory: Education and the Politics of Human Resistance*, Tufnell Press, London
- Hillcole Group/ ed. Clyde Chitty (1993) *Changing the Future: Redprint for Education*. London: Tufnell Press.
- Hillcole Group (1997) *Rethinking Education and Democracy: a Socialist Alternative for the Twenty-First Century*. London: Tufnell Press.
- Hillgate Group (1986) *Whose Schools? A Radical Manifesto*. London: The Hillgate Group.
- Hillgate Group (1987) *The Reform of British Education- From Principles To Practice*. London: The Claridge Press.
- Hitchens, P. (2000) *The Abolition Of Britain*. London: Quartet Books. Knight, C. (1990) *The Making of Tory Education Policy in Post-War Britain 1950-1986*. London: Falmer.
- Labour Party (1997) *Ambitions for Britain; Labour's Manifesto 2001*. London: The Labour Party.
- Lawton, D. (1992) *Education and Politics in the 1990s: Conflict or Consensus*. London: Falmer Press.
- Lawton, D. (1994) *The Tory Mind on Education 1979-94*. London: Falmer Press.
- Mahoney, P. and Hextall, I. (2000) *Reconstructing Teaching: standards, performance and accountability*. London: Routledge Falmer.
- McLaren, P. (1997) (Third edition) *Life in Schools: an Introduction to Critical pedagogy in the Foundations of Education*. Harlow: Longman.
- McLaren P. (2000) *Che Guevara, Paolo Freire and the Pedagogy of Revolution*. Lanham, ML and Oxford: Rowman and Littlefield.
- McLaren, P. and Baltodano, M. (2000) The Future of Teacher Education and the Politics of Resistance. *Teacher Education*, **11** (1) pp.31-44.
- McLaren P., Cole, M., Hill, D. and Rikowski, G. (2001) An Interview with Three UK Marxist Educational Theorists - Mike Cole, Dave Hill and Glenn Rikowski. *International Journal of Educational Reform*, **10** (2) pp. 145-162.
- Molnar, A. (2001) (Second edition) *Giving Kids the Business: The Commercialisation of America's Schools*. Westview: Harper Collins.
- Mortimore, P. and Whitty, G. (1997) *Can school improvement overcome the effects of*
- O'Keefe, D. (1986) *The Wayward Curriculum: Cause for Parents' Concern*. London: the Social Affairs Unit.
- Powell, M. (ed.) *New Labour, New State? The `third way in British social policy*. Bristol: The Policy Press.
- Power, S. and Whitty, G. (1999) New Labour's education policy: first, second or third way? In *Journal of Education Policy*, **14** (5), pp 535-546.

- Reagan, B. (2001) *Not For Sale: the case against the privatisation of education*. Socialist Teachers Alliance, c/o 1 Shrubland Rd., Walthamstow, London E17 7QH.
- Rikowski, G. (2001) *The Battle in Seattle*. London: Tufnell Press.
- Rikowski, G. (2001) New Labour and the Business Take-over of Education. *Socialist Future: Quarterly Magazine of the Movement for a Socialist Future*, **9** (4) pp.14-17.
- Simon, B. (1994) *Education and the Social Order 1940-1990*. London: Lawrence and Wishart..
- Simon, B. (1992) *What Future for Education?* London: Lawrence and Wishart.
- Smyth, J., Dow, A., Hattam, R. Reid, A. and Shacklock, G. (2000) *Teachers' Work in a Globalizing Economy*. London: Falmer.
- Socialist Alliance (2001) *People before profit: the Socialist Alliance manifesto for the general election*. London: Socialist Alliance <www.socialistalliance.net>
- Thatcher, M. (1993) *The Downing Street Years*, Harper Collins, London.
- Thrupp, M. (1999) *Schools Making A Difference: Let's be realistic!* Buckingham: Open University Press.
- Tooley, J. (2001) The good, the bad and the ugly: on four years' Labour education policy. In Fielding, M. (ed.) *Taking Education Really Seriously: Four Years Hard Labour*. London: Routledge.
- Whitty, G. (1997) Marketization, the State, and the Re-Formation of the Teaching Profession. In A.H. Halsey et al. (eds.) *Education, Culture and Economy*. Oxford: Oxford University Press.
- Whitty, G. (1998). New Labour, Education and Disadvantage. *Education and Social Justice*, **1** (1) pp.2-8.
- Whitty, G., Power, S. and Halpin, D. (1998) *Devolution and Choice in Education: the School, the State and the Market*. Buckingham: Open University Press.

NOTE: A number of texts will be distributed as readings during the course. These will be, inter alia, by Michael Barber (New Labour), David Blunkett (New Labour), Richard Hatcher (Radical Left), Peter Hitchens (Radical Right neo-Conservative), Glenn Rikowski (Radical Left), James Tooley (Radical Right neo-Liberal) and by policy sociologists such as Geoff Whitty, Martin Thrupp and Stephen Ball.

Key Journals/ Magazines

British Journal of Education Studies
British Journal of Sociology of Education
Capital and Class
Education and Social Justice
Forum for Comprehensive Education
The Institute for Economic Affairs: list of publications and website
www.iea.org.uk
The Institute for Education Policy Studies and website www.ieps.org.uk
International Studies in the Sociology of Education
Journal of Education Policy
New Statesman
Spectator
Times Educational Supplement

Course Programme

Course Programme

Date: Friday	Sess -ion	1st hour	2nd hour
5 Oct 2001		No meeting: In the first week students should read one of the book texts and also locate and skim/ read through a copy of each of the journals and magazines listed. During the first session students will spend some time giving a brief (c. 5 minutes) description and evaluation of their reading.	
12 Oct 2001	1	OVERVIEW: INTRODUCTION TO COURSE: EDUCATION POLICY, NEW LABOUR, COURSE OBJECTIVES, CONTENT AND ASSESSMENT. NEGOTIATION OF PRECISE FORMS OF ASSESSMENT. INTRODUCTION TO THE BIBLIOGRAPHY	Student plenary discussion Student examination of copies provided of each book on the reading list
19 Oct 2001	2	NEW LABOUR 1 NEW LABOUR'S PRINCIPLES	Plenary discussion and sub-group activity Individual student feedback to the class on their reading- plus student questioning and student and tutor commentary Setting of reading for next week
26 Oct 2001	3	NEW LABOUR 2 NEW LABOUR'S POLICIES	Plenary discussion and sub-group activity Individual student feedback to the class on their reading- plus student questioning and student and tutor commentary Distribution of readings by James Tooley, Michael Barber and Dave Hill
2 Nov 2001	4	Discussion of readings about New Labour from different ideological perspectives.	Individual student feedback to the class on their initial reading- plus student questioning and student and tutor commentary

9 Nov 2001	5	<p>ASSESSMENT 1 Formal book review presentations and subsequent written submission (c. 1,000 words)</p> <p>Fielding, M. (ed.) <i>Taking Education Really Seriously: Four Years Hard Labour</i>. London: Routledge.</p> <p>Discussion</p>	<p>NEW LABOUR 3</p> <p>NEW LABOUR'S PLANS FOR 2001-2006 SCHOOLS: ACHIEVING SUCCESS AND THE WTO AGENDA</p>
16 Nov 2001		READING WEEK	
23 Nov 2001	6	<p>ASSESSMENT 1 Formal individual book review presentations and subsequent written submission (c.1,000 words)</p> <p>Tooley, J. (2000) <i>Reclaiming Education</i>. London: Cassell.</p> <p>Hill, D. and Cole, M. (2001) <i>Schooling and Equality: Fact, Concept and Policy</i>. London: Kogan Page.</p> <p>Giddens, A. (2000) <i>The Third Way And Its Critics</i>. Cambridge: Polity Press.</p>	<p>NEO-LIBERALISM AND THE MARKET IN EDUCATION AND NEW LABOUR'S NEO-LIBERALISM</p> <p>Discussion</p>
30 Nov 2001	7	<p>ASSESSMENT 1 Formal individual book review presentations and subsequent written submission (c.1,000 words)</p> <p>Hillcole Group (1997) <i>Rethinking Education and Democracy: a Socialist Alternative for the Twenty-First Century</i>. London: Tufnell Press.</p> <p>A selection of policy articles from the journal <i>Education and Social Justice</i>, issues of 1999-2002</p>	<p>THE RADICAL LEFT AND EDUCATION</p> <p>Discussion</p>

7 Dec 2001	8	<p>ASSESSMENT 1 Formal individual book review presentations and subsequent written submission (c.1,000 words)</p> <p>B. Simon <i>What Future for Education?</i> London: Lawrence and Wishart</p> <p>Discussion on Conservative Education Policy 1979-1997</p> <p>Department for Education and Employment (DfES) (2001a) <i>Schools Achieving Success</i>. London: DfES.</p>	<p>ASSESSMENT 1 Formal individual book review presentations and subsequent written submission (c.1,000 words)</p> <p>Docking, J. (ed) (2000) <i>New Labour's Policies for Schools: Raising the Standard?</i> London: David Fulton</p> <p>Allen, M. <i>et al.</i> (1999) <i>Business, Business, Business: NewLabour and Education</i>. London: Tufnell Press.</p> <p>Discussion on New Labour and its relationship/ continuation of/ extension of/ break with Conservative education policy and ideology</p>
Sat 8 Dec 2001		<p style="text-align: center;"><i>Optional Attendance at Day Conference</i> NOT FOR SALE EDUCATION IS FOR PEOPLE NOT PROFIT</p> <p style="text-align: center;">Conference organised by the Promoting Comprehensive Education Network (PCEN)</p> <p style="text-align: center;">Saturday 8 December 2001, 10.30 – 3.45</p> <p style="text-align: center;">University of London Union, Malet Street, WC1 Euston, King's Cross, Russell Square, Goodge Street</p>	
14 Dec 2001	9	<p>ASSESSMENT 1 Formal individual book review presentations and subsequent written submission (c.1,000 words)</p> <p>Rikowski, G. (2001) <i>The Battle in Seattle</i>. London: Tufnell Press.</p> <p>Discussion on globalisation and education policy</p>	<p>THATCHERISM, NEO-CONSERVATISM AND BACK-TO-BASICS Plenary discussion and sub-group activity</p> <p>Individual student feedback to the class on their reading- plus student questioning and student and tutor commentary</p>
		<p><i>XMAS BREAK</i></p>	
11 Jan 2002	10	<p>POLICY 1 OVERVIEW OF NEW LABOUR'S POLICIES IN EDUCATION 1994-2002 (in government since 1997) - A SOCIAL DEMOCRATIC DIMENSION?</p>	<p>Plenary discussion and sub-group activity</p> <p>Individual student feedback to the class on their reading- plus student questioning and student and tutor commentary</p>

18 Jan 2002	11	POLICY 2 <i>Guest lecture: New Labour's policies and their effect on schools</i>	Plenary discussion and sub-group activity Individual student feedback to the class on their reading- plus student questioning and student and tutor commentary
25 Jan 2002	12	ASSESSMENT 2 Poster or other style of Presentation New Labour 's Education Policy and Social Inclusion	ASSESSMENT 2 Poster or other style of Presentation Education Action Zones
1 Feb 2002	13	ASSESSMENT 2 Poster or other style of Presentation Specialist Schools, New types of School, Selection and Competition between Schools	ASSESSMENT 2 Poster or other style of Presentation Performance Related Pay, Teachers' Work and the Restructuring of the Teaching Profession
8 Feb 2002	14	ASSESSMENT 2 Poster or other style of presentation Education for Liberation: Freire, the Zapatistas and anti-capitalist education	POLICY THE NATIONAL LITERACY STRATEGY AND POLICY ON BI-LINGUAL EDUCATION
15 Feb 2002		READING WEEK	
22 Feb 2002	15	ASSESSMENT 2 Poster or other style of Presentation Conservative and New Labour Policy on Teacher Education and Training	ASSESSMENT 2 Poster or other style of Presentation The Privatisation of Education and `setting schools free'.
1 Mar 2002	16	ASSESSMENT 2 Poster or other style of Presentation The School Curriculum: The 1988 National Curriculum	ASSESSMENT 2 Poster or other style of Presentation The School Curriculum: New Labour and the National Curriculum
8 Mar 2002	17	ASSESSMENT 2 Poster or other style of Presentation The School Curriculum: The National Numeracy Strategy	ASSESSMENT 2 Poster or other style of Presentation) The School Curriculum: The National Literacy Strategy Distribution of pre-readings
15 March 2002	18	ASSESSMENT 2 Poster or other style of Presentation League Tables of Educational Assessments Results: What is Education For and What should be measured? And how?	POLICY NEW LABOUR, EQUAL OPPORTUNITIES AND EQUALITY Plenary discussion Distribution of pre-readings

12 March 2002	19	POLICY TEACHER EDUCATION AND TRAINING POLICY 1979-2002	Plenary discussion Individual student feedback to the class on their reading- plus student questioning and student and tutor commentary
		<i>EASTER BREAK (3 WEEKS)</i>	
19 Apr 2002	20	STUDENT PRESENTATIONS TO SUB-GROUP OF STUDENTS re Assignment 3: work in progress on the 3,000 word essay	POSTMODERN ANALYSES OF POLICY
26 Apr 2002	21	STUDENT PRESENTATIONS TO SUB-GROUP OF STUDENTS re Assignment 3: work in progress on the 3,000 word essay	MARXIST ANALYSES OF POLICY: CULTURALIST AND STRUCTURALIST NEO- MARXISM
30 Apr 2002	22	EDUCATION AND TRANSFORMATION : RADICAL EGALITARIAN EDUCATION	Student discussion and evaluation of various models of conservation and of transformation in education
May 2002	23	Conclusion to course	SUBMISSION DATE FOR ASSIGNMENT 3: Friday 10 May 2001

Book Reviews

This should be a review of one book but would advisedly refer to other relevant books, articles and the perspectives therein.

The review should briefly summarise the book, locate its political/ ideological position (and perhaps, geneology), in particular with respect to issues underlying this module. Students should then evaluate the book in terms of their own ideological position.

A copy of the Presentation material should be distributed at the start of the presentation to the rest of the group. The material should include a photocopy of the front and back covers of the book, the book's list of contents, and a selection of between 8 and 12 paragraphs from the book. (These can be presented either as endnotes or as an Appendix, but the need to be referred to in the text of the 1,000 word presentation). Other quotes can, of course, be made during the course of the 1,000 word written presentation.

There is no set format for the verbal presentation. It may be carried out reading through the review (and, probably, reading through the quotes as well, at appropriate stages). Presenters may wish to use visual aids such as OHTs, but there is no injunction to do so. The actual presentation should last between 10 and 15 minutes, though discussion about the review and the book itself may well continue for some time.

NOT FOR SALE EDUCATION IS FOR PEOPLE NOT PROFIT

Conference organised by the Promoting Comprehensive Education Network (PCEN)

Saturday 8 December 2001, 10.30 – 3.45

**University of London Union, Malet Street, WC1
Euston, King's Cross, Russell Square, Goadge Street**

Contributions from

- *Tony Benn*
- *Melian Mansfield*
- *Bernard Regan*
- *Dexter Whitfield*
- *Micheline Mason*
- *John Illingworth*

and many others

This is a crucial conference at a crucial time. Growing popular opposition to privatisation of education has forced New Labour to mute, but not retreat from its commitment to privatisation.

The White Paper *Schools achieving success*, gives the Secretary of State the power to force local authorities to bring in private companies to turn around 'failing' schools and gives private companies the right to bid for new schools, with the Secretary of State, not LEAs making the final decision.

The increased autonomy given to 'good schools' will also further the likelihood of more business involvement in schools.