

# UK Education & Training Capability

An overview



**EDUCATION  
IS**

**GREAT**

BRITAIN & NORTHERN IRELAND



# An introduction to the Education sector team, Department for International Trade

*The UK education system is among the best in the world, recognised internationally for its excellence in education and training.*

With world-class institutions and organisations across the education sector, the UK is also a global leader in helping other countries to develop excellence in their own education systems

With this in mind, the Education sector team in the Department for International Trade was established to work with overseas governments, states and businesses that want to engage UK partners in large scale education projects. The Education sector team ensures that potential overseas partners can easily access UK expertise for their education priorities.

The Education sector team is strategically placed within government to bring together UK organisations to deliver effective, comprehensive solutions in areas including:

- Education and training provision
- Educational technology and resources
- Qualifications, assessment and quality assurance
- Teaching and leadership
- Supporting educational delivery
- Financing education projects

The UK's approach is to adapt its education offer to meet each partner's needs and cater for all requirements from vocational and technical training, continuing professional development and leadership training to higher education, English language training and schools.

This prospectus provides an introduction to the areas of education and training expertise that the UK can offer with examples of overseas projects undertaken by UK organisations. We look forward to working with you.

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# Education and training provision

## Schools

*More than 6,000 British-style schools operate around the world and more than 35 UK universities have branch campuses overseas. UK schools, colleges, higher education institutions, technical and vocational training providers, English language and other specialist education and training providers are experienced in adapting their models of education and training for successful delivery overseas.*

Many countries have a shortage of primary and secondary school places and there is growing demand for high-quality, British-style schools. International schools following UK curricula are highly valued and leading UK independent schools, building on their strong reputations, have responded by establishing campuses overseas.

UK schools have experience of operating all over the world including in China and Southeast Asia, the Middle East, Europe, the United States, Latin America, the Indian subcontinent and central Asia.

British-style schools operating overseas that meet certain standards may apply to become members of associations that provide support, guidance and inspection services. The Independent Schools Council (ISC) brings together eight independent schools associations, including the Council of British International Schools (COBIS), to represent more than 1,200 independent schools. These schools are recognised by the OECD as among the best in the world and educate more than 500,000 children.



**The projects described on the following page are case studies of UK capability in the provision of schooling overseas from China, Colombia and Poland.**

### CASE STUDY

#### Schools for Latin America

In June 2012, UK schools group Knightsbridge Schools International (KSI) acquired Colegio La Candelaria, a respected family-run girls' school in Guaymaral, an emerging suburb of Bogota, Colombia. The school was in difficulty, student numbers had dropped and bank borrowings had been restructured to defer repayment.

KSI evaluated the school and decided that La Candelaria could be the ideal site for KSI's first school in Latin America. KSI developed a detailed strategic plan to transition the school to a co-educational international school with a new student intake. KSI also appointed an international school director and a team of experienced educators to execute the ambitious plan to make KSI Bogota the leading international school in Bogota.

KSI rebranded the school, engaged actively with the press, invested in new facilities, upgraded existing facilities, and developed the curriculum of the school to include the International Baccalaureate curriculum and the Colombian National curriculum.

KSI continues its expansion in Latin America and worldwide and has recently opened the KSI Learning and Psychology centre and a pre-school nursery, 'KSI KidS', in Bogota. KSI has also acquired another troubled school, successfully launching KSI Panama.

### CASE STUDY

#### Bespoke tutoring programmes

In 2011, UK tutoring company Enjoy Education was asked by a family in Poland to organise a two-year tutoring programme, to be delivered at the family home in Poland, covering both the teaching of academic subjects and the development of interview techniques. Enjoy Education designed an individualised tutoring programme for the student using a blended model of face-to-face tuition delivered both in person and online. During the two years, a team of five tutors travelled to the family's home in Poland at regular intervals to teach lessons in their areas of expertise. Virtual tutoring was delivered in between these sessions using online tutoring software. The client received regular written feedback from the tutors who also prepared termly assessments to track performance. As a result of this bespoke tutoring programme, the student improved his grades from below average to excellent and was offered a place at his target school, one of the best in the UK.

### CASE STUDY

#### Developing a leading international schools network

Dulwich College International (DCI) is a family of schools with five international schools and two International High School Programmes. Following the same educational philosophy as its founder school, Dulwich College in London, DCI started operations in China in 2003 with the establishment of Dulwich College Shanghai, a co-educational, academic institution offering education to the diverse expatriate communities. Following the success of its Shanghai school, DCI has established Dulwich Colleges in Beijing, Suzhou and Seoul. These colleges are leading international schools in their respective cities, with a strong reputation for quality education. In August 2014, a seventh college opened in Singapore. DCI has also established Dulwich College International High School Programmes in Zhuhai, Guangdong Province, and in Suzhou, Jiangsu Province, in partnership with leading Chinese high schools. The High School Programmes are aimed at providing the Dulwich concept of education to local Chinese students wishing to study at universities overseas. The success of these colleges and programmes has established DCI as a leading provider of international schooling in Asia. Putting students first in all it does, DCI provides a balanced education centred on academic challenge and excellence, competitive sports, strength in the visual and performing arts, and a sense of responsibility towards the community. In partnership with Dulwich College in London, DCI is now looking to expand the Dulwich network around the world, with a focus on the major global financial and cultural capitals, and to continue its approach to creating a global family of schools based on a strategy of one college, many campuses.

### CASE STUDY

#### Increasing the capacity of Hong Kong's primary schools

In response to a shortage of international primary school places, in 2013 the Hong Kong Education Bureau awarded Nord Anglia Education a school campus in the Kwun Tong District. Nord Anglia Education was the only new operator to be awarded a school site made available by the Hong Kong government owing to its track record of successfully opening new, high-quality international schools across the world and tailoring those schools' educational provision to the requirements of international parents. Nord Anglia Education was also able to provide school staff with access to Nord Anglia University, which delivers professional development and training courses to more than 250 local teachers. Following a comprehensive renovation of the existing premises, the Nord Anglia International School opened in September 2014. Drawing on more than 40 years' experience, Nord Anglia Education has created a world-class school for primary and lower secondary students that follows the English national curriculum.



## Higher education

The number of students around the globe enrolled in higher education is forecast to more than double to 262 million in 2025. A higher education system that delivers high employment rates amongst graduates, innovative research programmes, strong links with industry, effective recruitment of international students and competitive global rankings can be a powerful driver of a country's economic growth and development.

The UK has an outstanding reputation for the quality of its higher education, with the Quacquarelli Symonds (QS) world rankings placing four UK universities in the world's top ten. UK degrees are highly valued by employers globally, with 10 UK universities

appearing in the Global University Employability Ranking 2017, published by Times Higher Education. The ranking reveals which universities recruiters at top companies think are the best at preparing students for the workplace. 44 UK universities have established international branch campuses overseas, with significant presences in the Middle East, China and south-east Asia.

The UK is a global leader in delivering transnational education (TNE), the provision of education qualifications from institutions in one country to students in another. It is an important and growing area of demand, in which the UK is one of the world's major providers.

Many UK universities offer online higher education programmes with The Open University's FutureLearn platform providing access to courses from more than 30 UK universities. Many countries have also sought to partner with the UK's universities to develop their own higher education provision.

**The projects described on the following pages are case studies of UK capability in higher education from China, Iraq, Malaysia, South Africa and the United States.**



### CASE STUDY

#### Transnational education partnerships

Heriot-Watt University in Edinburgh was selected by Malaysian city development company Putrajaya Holdings to launch a new flagship campus in Putrajaya, 25 kilometres south of Kuala Lumpur, to enable students in the region to read for UK degrees and to provide a major centre for research. This venture is part of the Malaysian government's Economic Transformation Programme, designed to elevate the country to developed nation status by 2020. The Malaysian campus will create opportunities for up to 4,000 undergraduate, postgraduate and research students to study a range of Heriot-Watt University degree programmes in engineering, technology, business, finance, and design.

### CASE STUDY

#### Capacity development in railway operations

Glasgow Caledonian University (GCU) and Transnet Freight Rail, South Africa's largest freight rail company, have a five-year agreement for a significant capacity-building programme in railway operations management. Transnet Freight Rail, which has approximately 25,000 employees throughout South Africa, is a world-class, heavy-haul freight rail company that specialises in the transportation of freight. The agreement follows a pilot programme for a BSc in Railway Operations Management, run in South Africa with Transnet. In the new five-year collaboration, Transnet will recruit 220 students per year to the degree programme. GCU's Scottish Centre for Work Based Learning designed the programme in partnership with the Institution of Railway Operators and it was rolled out in South Africa in partnership with the University of Johannesburg. By introducing the programme, Transnet hopes to set a benchmark for the railway industry.

### CASE STUDY

#### Innovative research partnerships

In 2011, the University of Birmingham opened a collaborative centre in Guangzhou with the People's Government of Guangzhou Municipality. The University of Birmingham Guangzhou Centre has identified, designed and co-ordinated the delivery of joint, mutually-beneficial research projects in Guangzhou, the province of Guangdong and the broader Pearl River Delta region. Additionally, the Centre supports knowledge transfer and engagement with business interests in the region, acts as a base for research staff, and is a catalyst for the development of greater expertise on China within the university. To date, the strategic partnership has supported the development of four significant joint research projects in Guangzhou in the areas of health and life sciences, including stem cell studies conducted jointly between the University of Birmingham and the Guangzhou Institutes for Biomedicine and Health. The university's College of Social Sciences has also delivered summer programmes in Birmingham for civil servants from across Guangzhou municipal government agencies since 2006.





## CASE STUDY

### Validation of university awards

The Asia Pacific Institute of Information Technology (APIIT) was launched in 1993 by the Malaysian government in collaboration with the IT industry in Malaysia. Staffordshire University and APIIT have been collaborating since that time, with the first awards in computing at higher diploma and postgraduate level being offered in 1994. The relationship was extended in 1996 with the introduction of a new business-based higher diploma, the APIIT Graduate Diploma in Computing Studies, and the addition of the MSc Software Engineering. APIIT-Malaysia established an institute in Colombo, Sri Lanka, in 1999 and a presence in India in 2001. Both institutions offer undergraduate and postgraduate degrees in computing and business from Staffordshire University.

In 2012, APIIT was recognised with full university status. The new university is now known as Asia Pacific University of Technology and Innovation and is permitted to award degrees in its own name. The awards of Asia Pacific University have been formally validated by Staffordshire University as a dual-award provision across a broad spectrum of computing, engineering, technology and business areas.

## CASE STUDY

### Helping to rebuild a higher education sector

In 2010, Nottingham Trent University created partnerships with three universities in the Kurdistan region of northern Iraq as part of a two-year project aimed at rebuilding Iraq's higher education sector and improving building services.

As a result of recent isolation from the global academic environment, the Iraqi higher education system was struggling to provide quality support to its student and research communities. It faced challenges including a lack of familiarity with developments in information technology, poor experience of advanced equipment, limited networking opportunities with overseas higher education institutions, and little knowledge of advances in teaching and learning approaches.

The Development Partnerships in Higher Education Iraq project - which ran from August 2010 to March 2012 - involved a series of visits to Nottingham Trent University by academic staff from Salahaddin University-Hawler, the University of Duhok and the University of Sulaimani. The academics participated in seminars, workshops and site visits to enable them to gain experience of the UK's higher education system, sustainable construction, building services and energy, architecture and structural design. The project has also helped to establish strong networking links between the universities, which may result in joint research programmes in the future.

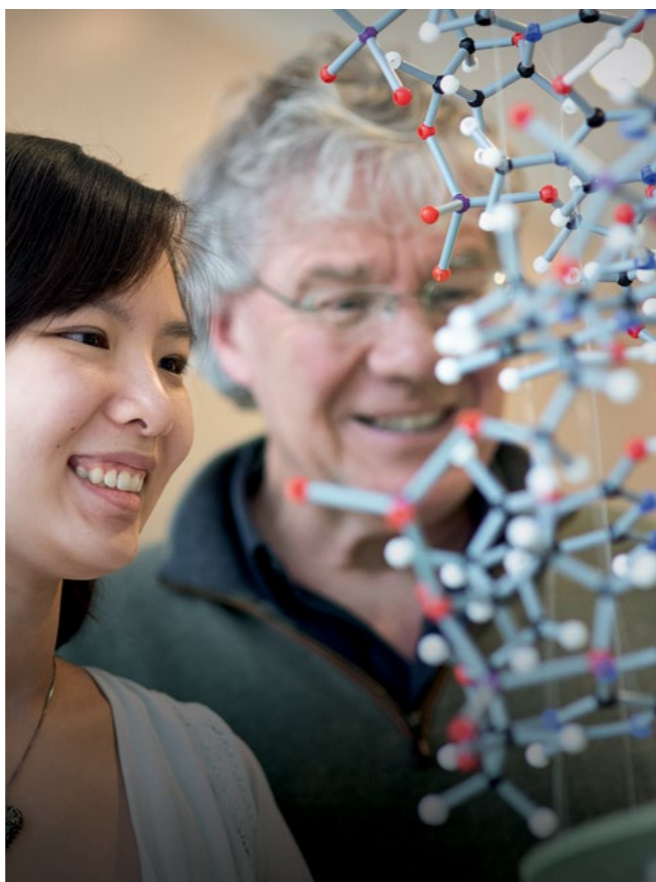
## CASE STUDY

### Transforming international student recruitment

Enrolling their first students in autumn 2009, UK company INTO University Partnerships and Oregon State University entered into a long-term partnership to accelerate the internationalisation strategy of the university, transform international student recruitment and deliver enriching global experiences to domestic and international students.

INTO, known for its track record in international student care, advised the university on the international market including giving the university access to a recruitment and channel network, multi-lingual marketing expertise and academic operations expertise. INTO and Oregon State University also created a suite of fully-integrated preparation programmes for international students, comprising English language, a foundation programme and specialised graduate preparation courses.

Since the inception of the partnership, the university has grown international enrolments at nearly six times the United States' average. More than 4,000 international students from 90 countries have enrolled at the university and, according to Open Doors data, the university has more than quintupled its revenue from international students. The model has now been adopted by additional universities in the United States.



# Vocational education and training

The UK is renowned for having a long established, high quality TVET and apprenticeship model and is seen as a front runner in its approach to sectoral skills development. The continued evolution of the UK TVET system provides unparalleled expertise and an opportunity for partners overseas to work with the UK sector to develop bespoke solutions to their skills challenges

As economies develop and require more skilled workers, governments and businesses are increasingly investing in vocational education and training. The UK has significant experience in working with overseas governments and partners to help them build capability in this field.

Professional, technical and vocational education and training (TVET) focuses on preparing individuals for the world of work. It provides learners and workers with skills related to a specific trade or occupation. Traditionally, TVET has supported education and training for jobs that are based in manual or practical activities, covering subjects that tend to be more hands-on than academic qualifications,

although that distinction is being blurred by new technologies, changing labour markets and the emergence of graduate level TVET routes. TVET in the UK may be delivered in a variety of ways including through apprenticeship programmes or full or part-time study at a further education college or training provider where students gain nationally certified skills relevant to their jobs.

The UK offers world-class apprenticeships to young people and adults who are working whilst training.

UK apprenticeships reflect the real needs of employers, have a balance of practical and theoretical content and robust quality controls.

The UK has developed a strong framework to engage employers in skills training at all levels. UK businesses influence and design national policy on vocational training. The UK has a strong sectoral approach to skills with Sector Skills Councils representing employers' interests in relation to skills training. Sector Skills Councils work closely with employers

to develop national standards for the occupations in their sector. The national occupational standards shape the curriculum content of training programmes, including apprenticeships, to ensure learners and workers gain the right skills needed for their current or future employment.

The members of the UK Skills Partnership (UKSP) collaborate on international business development and project delivery by presenting a comprehensive technical and vocational skills offer that is tailored and contextualised to meet the needs of international clients. The unique strength of the UK TVET proposition makes the UK the global TVET partner of choice.

**The projects described on the following pages are case studies of UK capability in TVET from China, India, Kuwait, Nigeria and South Africa.**





**CASE STUDY****Entrepreneurial colleges**

The UK's Gazelle group of further education colleges focuses on developing new approaches to learning that foster an entrepreneurial spirit, recognising that skills alone will not create employment and self-employment. Gazelle has developed models for an entrepreneurial college that follows an enterprise curriculum, has entrepreneurial leadership models and has accredited enterprise delivery models.

Gazelle Colleges are delivering vocational and entrepreneurial education in countries including China, India, Saudi Arabia, South Africa and the USA to develop similar models of learning. For example, in Nigeria, Gazelle is supporting the establishment of a further education entrepreneurial learning model across a number of institutions. In Saudi Arabia, Gazelle's support includes help with incorporating entrepreneurial elements into the curriculum, with a specific focus on promoting skills. Colleges in South Africa are working with Gazelle to explore the entrepreneurial college curriculum and its potential to grow skills and self-employment. It is envisaged that students at these international colleges will enjoy the same benefits as their peers in the UK including commercial employment skills through enterprise and experience of social enterprise.

**CASE STUDY****Automotive training for BMW**

Babcock, one of the UK's largest work-based learning providers, was asked by BMW to design, develop and deliver training to UK-based BMW, MINI and motorcycle dealership employees. Babcock is delivering apprenticeship and technical training across the public and private sectors. Offering a unique academy model for major corporate clients, Babcock's training experts deliver high-quality, bespoke training programmes at client-branded training academies to create a high-skilled workforce of the future. Babcock currently delivers training to more than 22,000 learners across the UK.

**CASE STUDY****Collaboration in qualification delivery**

In 2012, Lincoln College started its joint delivery of a three year quantity surveying course at the Sichuan College of Architectural Technology (SCAT) in China. SCAT wanted its quantity surveying students to access Lincoln College's online course materials and the support of UK-based subject experts. SCAT also requested assistance in the training of its staff to enhance delivery of the course and develop teaching methods. Lincoln College and SCAT enrolled 400 students on the first year of the programme, with 135 students progressing to year two, with between 350 and 400 students in each year group once the programme is fully rolled out. Further opportunities to strengthen this partnership have also arisen including further teacher training and the provision of cultural activities. Discussions are now being held between Lincoln College and other institutions across China to replicate this model and develop programmes in other curriculum areas.

**CASE STUDY****Enhancing student CVs**

Derby College is working in partnership with the Al-Athary Institute in Kuwait to deliver the Derby College Certificate and Diploma. The aim of the Al-Athary Institute is to provide its students with the training and qualifications needed for entry to university in Kuwait. As part of this objective, the institute partners with Derby College to offer one-year courses in general engineering, car mechanics, IT, media and languages. The courses are of benefit to students aged 16 to 18 who wish to enhance their CVs. They have found that having a UK qualification is of great benefit when applying to university in Kuwait.

**CASE STUDY****Delivering manufacturing skills**

Leicester College has a 20-year contract with the Central Footwear Training Institutes in Agra and Chennai in India to deliver the Diploma in Footwear Design and Manufacture. The programme was designed to meet the needs of the Indian footwear manufacturing industry and is endorsed by the Indian Ministry for Small to Medium Business. Leicester College supported the initial training of the trainers in India and now provides on-going annual moderation of the quality of the programme. The institutes are now seeking to enhance their offer to include design, marketing and retail, and Leicester College has designed a programme to meet these needs. The first cohort of learners who graduate from the programme will be sent to the UK to study these skills. Similarly, the college will offer two scholarship opportunities for learners to study on the Foundation Degree in Footwear at Leicester College.





# Oil and gas education and training

Over several decades of successful exploration and production of North Sea oil and gas reserves, the UK has developed extensive expertise in all aspects of exploration and production.

The UK's oil and gas industry has traditionally worked very closely with the UK's education and training sector to ensure that education for professionals working in the industry provides all levels of necessary training. UK universities, colleges and private training providers, with a well-deserved reputation for excellence, have established training programmes for overseas clients including national

and international operators, service companies and non-government institutions and organisations in the majority of the producing regions in Latin America, the Middle East, north Africa and northern Europe.

**The projects described on the following page are case studies of UK capability in oil and gas education and training from Angola, Australia, Brazil and the Middle East.**



## CASE STUDY

### Apprenticeships for offshore oil and gas production

At BP Angola's request, Hull College has run an Advanced Modern Apprenticeship programme for trainees who will be working offshore in oil and gas production - giving the trainees practical experience and knowledge for working within the industry. The Advanced Modern Apprenticeship encompasses elements of technical competency (for instance, preparing and using lathes for turning operations, maintaining mechanical devices and equipment); functional skills (English, Mathematics and Information, Communications and Technology); technical certification (for example, electro, pneumatic and hydraulic systems and devices, industrial plant and process control, and industrial process measurement) and employers' rights and responsibilities. In recognition of the quality of work and engineering education provided, the Hull College training has been awarded the BP Helios Award for outstanding performance.

## CASE STUDY

### Using learning technologies to ensure rapid induction training

A multinational oil and gas company that had invested in operating platforms and LNG plants in Australia required a more effective induction and on-boarding training solution. Responding to this need, UK provider Atlas Knowledge offered the latest learning technology including effective induction training using innovative 3D training and mobile devices, backed by adaptive learning assessments. A 90% pass mark was required to complete the induction. More than 110 hours of e-learning were produced for the project, over an 18-month period, which was one of the largest learning projects developed by the client for its Australian business. The courses are now being deployed and are having an immediate impact on reducing training time and speed to competency for key engineering and technical workers within the client's operations. Using innovative 3D modelling also improved the learning experience and engagement of learners and will ensure a greater uptake of the courses.



## CASE STUDY

### Postgraduate and professional development

Brazil has been the world leader in development of deep and ultra-deep water offshore assets for the last two decades. In developing offshore fields in what are often described as frontier locations, the Brazilian industry has faced many challenges with complex geology, in particular for the so-called "pre-salt" fields. The University of Aberdeen has built strong relationships with Brazil's oil industry since 2004, supporting it in both solving technical challenges and developing a highly educated domestic workforce to carry lessons forward into the future. In particular, the university has partnered with the national oil company Petrobras and multinational operator BG Group (through its Brazilian operations) to improve understanding of the offshore geology in the Campos Basin and elsewhere. This has included several major collaborative research projects, collaborations with a number of Brazilian universities (most notably the Universidad do Rio Grande do Sul), and provision of education and training for students at both Master's and PhD level for periods of between 12 weeks to three and a half years.

## CASE STUDY

### Oil and gas operational safety

NEBOSH (The National Examination Board in Occupational Safety and Health) is recognised as a world-leading provider of health, safety and environmental qualifications, which are offered at award, certificate and diploma levels. In partnership with the University of Hull, NEBOSH also offers Master's Degrees in Occupational Health, Safety and Environmental subjects. In response to international demand, the NEBOSH International General Certificate in Occupational Health and Safety can now be studied and examined in a number of languages including Arabic for delivery in Saudi Arabia and other Middle East countries. It is widely accepted within the oil and gas sector and features in the competency matrix of a number of major companies in the sector. The specialist NEBOSH International Technical Certificate in Oil and Gas Operational Safety focuses on international standards and management systems, enabling students to discharge effectively workplace safety responsibilities both onshore and offshore. It also highlights the importance of process safety management within the industry.



# Professional education and continuing professional development

The UK has a reputation for excellence in professional training, with many of its professional education and training programmes and its professional qualifications recognised internationally and used as mandatory stepping stones for those seeking to advance in their chosen careers.

The professional education and continuing professional development (CPD) offered by the UK's professional bodies and corporate training providers ensure high standards of competence in areas including business and financial services, accountancy, law, marketing, human resources and people development, insurance, architecture and design, and compliance and financial crime prevention.

The UK has more triple accredited business schools than any other country in the world and more than a third of students studying business and management in the UK come from overseas. The UK is also well regarded as a centre of excellence for corporate, executive and leadership training across a range of areas, and is experienced in working with overseas clients to deliver training tailored to their specific needs.

**The projects described below and on the following page are case studies of UK capability in professional education and CPD from China, Nigeria, Singapore and the United Arab Emirates.**

## CASE STUDY

### Executive training programmes

In 2012, the Royal College of Art (RCA) was approached by a leading international blue-chip technology provider to offer, in partnership, executive and design education services. To keep pace with constantly-evolving consumer need and secure long-term leadership in the global marketplace, the blue chip company recognised that its focus needed to shift from making and selling products to a more service and experience oriented offering.

The RCA, which develops bespoke executive education programmes to help business leaders better understand how to utilise design and creativity for social, economic and cultural growth, delivered an 18-module service design workshop to 45 hand-picked designers and senior design managers from across the blue-chip company.

Following completion of the course, the delegates became Service Design Ambassadors within the organisation and have worked on projects for education and healthcare solutions to transform previously product and technology-based offers into product/service system solutions.

## CASE STUDY

### Supporting accountancy training

In 2013, UK provider BPP began working with the Singapore Accountancy Commission (SAC) to produce study materials for the new Singapore Qualification Programme (Singapore QP). This programme forms part of a Singapore government initiative to position Singapore as a regional hub and a global influence in business and finance.

To graduate from the Singapore QP, candidates are required to attend a series of workshops, pass a set of exams and complete a multi-disciplinary final case study. The purpose of the final case study is to ensure that graduates of the programme have developed the skills to become the business leaders of tomorrow.

BPP liaised closely with the Commission to devise bespoke study materials for the programme that enable candidates to develop skills essential for the modern business professional including financial acumen, business knowledge, communication, team working and delivering presentations. The materials reflect real-world scenarios and problems as well as Singaporean and wider Asian practices and concerns. BPP is proud to be supporting the SAC in its development of a truly world-class, professional qualification which is academically robust, globally recognised and internationally portable.

## CASE STUDY

### Accountancy programmes delivered in partnership

The Association of Chartered Certified Accountants (ACCA) has had a presence in mainland China since 1988, with six regional offices supporting more than 45,000 students and members. ACCA has an extensive network of partners throughout China, including government, regulators, learning providers and employers.

20 years ago, ACCA and the Shanghai University of Finance and Economics commenced a partnership to embed the ACCA syllabus within the university's accountancy curriculum. This enables the university to deliver internationally recognised accountancy programmes that meet global standards. Universities also gain access to ACCA's extensive tuition support including train-the-trainer and global teaching conferences. Enhanced English language ability - enhancing students' international prospects - is an additional benefit.

ACCA supports its partner universities in the quality of their programmes and teaching. The ACCA syllabus also allows students to differentiate themselves in the employment market by demonstrating to potential employers that they are a complete finance professional, already on the path to completion of an internationally-recognised accountancy qualification. Following the success of this collaboration, ACCA now has similar partnerships with 88 universities across China, whose graduates have the opportunity to progress onto a Master's programme offered by UK universities.



## CASE STUDY

### Management development programmes

The Centre for Air Transport Management at Cranfield University has provided three-day programmes of lectures and workshops on the airline industry for Singapore International Airlines (SIA). Air Transport organisations often require management development training programmes that are designed to suit their needs and market conditions. SIA asked Cranfield University to deliver a series of courses including airline strategy and management-related subjects for the airline's middle managers.

Cranfield University offered a flexible programme which was able to accommodate different levels of management, from senior directors to new recruits, and incorporated both general and more specific subject areas. The course was delivered using a range of teaching and learning formats at the airline's headquarters in Singapore.

## CASE STUDY

### Joint delivery of Doctorate in Business Administration

Leeds Metropolitan University worked in partnership with The Executive Business School in Lagos and the University of Lagos to jointly deliver the Doctorate in Business Administration (DBA) in Nigeria. Students were recruited in collaboration with The Executive Business School with the majority having previously completed a Master's degree in either Contemporary Finance or Corporate Governance at Leeds Metropolitan University. Students met with their local supervisors from the University of Lagos but were also given the opportunity to come to the UK to attend workshops and meet with UK tutors. Students also met locally as learning groups in Lagos and Abuja. In February 2012, in collaboration with The Executive Business School, a DBA research seminar was held to allow students to present their projects, which covered a range of financial and management areas significant to Nigeria including:

- Governance, risk management and corporate performance
- Pension schemes
- Stock market
- Tax evasion and avoidance
- Banking systems

## CASE STUDY

### Training for facility managers

Since 2009, British Institute of Facilities Management (BIFM) Training has worked in partnership with IIR Middle East to deliver a public course programme in Dubai focusing on key aspects of facilities management. BIFM was selected because of its international reputation as a recognised professional body for facilities management services, adding credibility to IIR Middle East programmes. Facilities Management is an important new professional discipline in the Middle East, which is growing in parallel with the massive expansion of property development and commercial investment in the area. Building owners and commercial investors are increasingly employing professional facilities managers who have the range of skills required to help maintain asset values and to deliver high-quality services. BIFM Training's programmes include the flagship introductory course for facilities management as well as courses designed for senior managers and property decision-makers. BIFM Training also delivers courses on building engineering services, relocation and move management, and energy management, ensuring that programmes respond to local demand.



## Employability programmes

Long-term unemployment is detrimental to individuals and communities, affecting health and well-being and holding back economic growth. Ensuring that potential employees are appropriately skilled for the positions in which they wish to work is key to reducing long-term unemployment. Successful employability providers are experienced in identifying the need for, and facilitating, a range of support for the unemployed including: skills training; advice on setting up new businesses; debt and money advice; assistance with CV writing and interview techniques; and support in addressing personal challenges that may be impediments to work, such as addiction. The UK has an experienced

and highly innovative employability sector, with a range of organisations (public, private and third sector) that are skilled in providing support and assistance to young adults and adults in finding work. Employability programme providers run education and training programmes face-to-face and online. Many also provide apprenticeships, which combine both theoretical knowledge and practical elements of education and training.

**The projects described on the following page are case studies of UK capability in employability from India, Ireland and Turkey.**

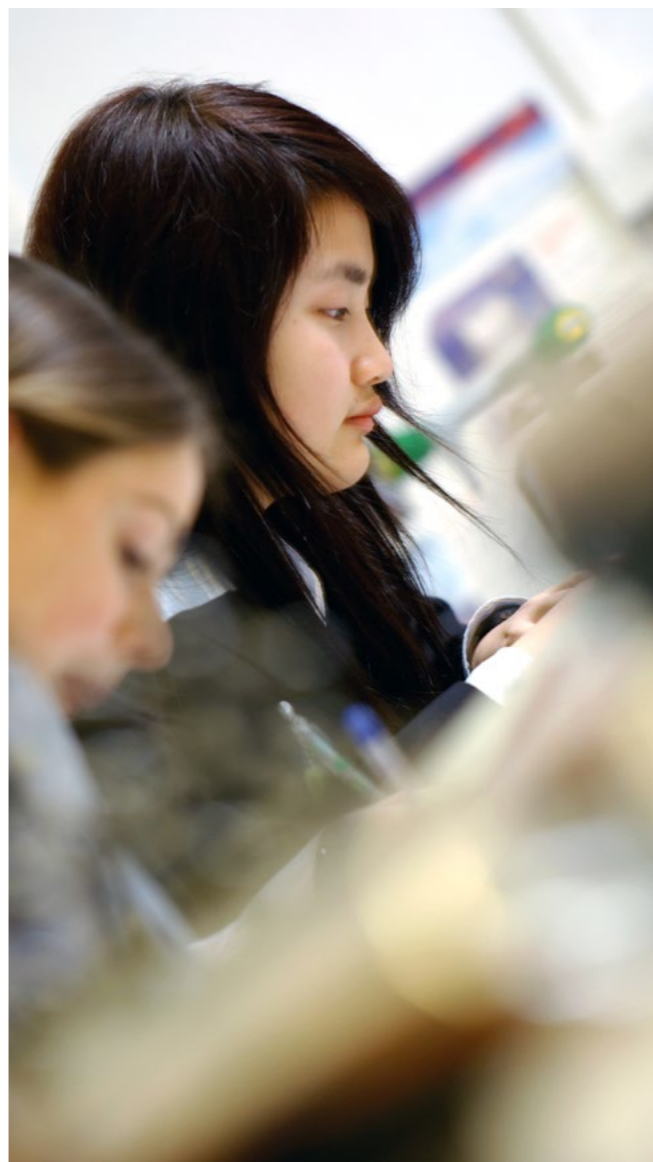


### CASE STUDY

#### Labour market education

In 2012, the National Training and Employment Authority of Ireland embarked on a labour market activation programme to deliver education and training to 6,500 individuals who were long-term unemployed (12 months or more). The aim of the project was to enhance collaboration and engagement between employers and education and training providers in the design and delivery of relevant projects.

UK awarding body City & Guilds was awarded contracts to deliver the programme, which included industry-aligned qualifications, relevant technical training, and employability and job readiness training. The programme also included mentoring and coaching, work placements and employment support. City & Guilds have now enrolled hundreds of long-term unemployed people on the programme.



### CASE STUDY

#### Employability and skills in rural communities

UK employability and skills provider A4e has been operating in India delivering a variety of projects relating to training and employability. In 2013, on behalf of India's Ministry of Rural Development, A4e India started its delivery of a training-and-placement programme with the aim of assisting people living below the poverty line in rural areas into paid employment.

A4e India has now trained thousands of people aged 18-35 across six states (Bihar, Jharkhand, Maharashtra, Odisha, Punjab and Rajasthan) in the soft and technical skills needed for entry-level jobs in the key Indian growth sectors of hospitality, healthcare and retail. These operations are carried out by 75 A4e staff across 18 training centres, the majority of which are located in remote and impoverished areas.

A4e was the first non-Indian and private sector organisation to be permitted to operate such a programme. A4e's work gave the government of India the opportunity to develop strategic partnerships with an international, private sector organisation and bring new solutions and approaches to training rural communities.

### CASE STUDY

#### Promotion of lifelong learning

The government of Turkey wants to significantly increase participation in adult learning. Cambridge Education worked with the Turkish Ministry of National Education on the EU-funded "Promotion of Lifelong Learning Project" to increase employment opportunities by improving access to adult education and training and strengthening a system designed to value lifelong learning. To develop foundations for lifelong learning, Cambridge Education supported the ministry to:

- Develop a national lifelong learning policy paper, draft legislation, national strategy and provincial action plans
- Raise awareness of lifelong learning in Turkey
- Develop qualifications relevant to social and labour market needs
- Develop guidelines for Recognition of Prior Learning (RPL) through which previous learning could be certificated, enabling a wider section of society to gain access to qualifications
- Develop a web portal to access job and learning opportunities
- Agree a protocol with private sector employer organisations and the Council of Higher Education to provide enterprise based training for 900 teachers and instructors and update their skills in nine sectors including electrical systems, IT, hospitality, construction and textiles

The project was implemented across 43 of Turkey's provinces, with more than 9,000 participants including teachers, ministry staff and social partners.



## English language training

Emerging and developed economies now recognise the role that English language plays in creating the jobs, economic opportunity and wealth that are critical to stability and growth. English is increasingly the world's language of business and many organisations are recognising that their managers and leaders need effective English language skills to participate in global dialogues. English language proficiency is also essential for students wanting to progress into higher education and employment outside of their home country.

The British Council estimates that there are 1.5 billion users of English worldwide and that this number is increasing rapidly. The UK is uniquely placed to provide support to countries wishing to

improve their national performance in English, with the combined skills and experience of organisations including Cambridge English, Oxford University Press, Pearson, The Open University, the British Broadcasting Corporation (BBC), CfBT Education Trust, International House, Bell and the British Council, plus many of the world's leading colleges and universities to draw upon.

**The projects described below and on the following page are case studies of UK capability in English language training from China, India, Kazakhstan, Latin America, Saudi Arabia, Spain and Sri Lanka.**



### CASE STUDY

#### Supporting governments in Latin America

Since 2003, Cambridge English Language Assessment has worked with the national governments of Chile, Colombia and Mexico to build institutional capacity through the professional development of teachers, deliver longitudinal impact studies and develop assessment instruments to evaluate the impact and success of ambitious national English language programmes at school level. Millions of pupils benefit from this work annually, which enables the programmes to be revised and better targeted in the light of their evaluation. Local capacity to produce English language tests has been enhanced and the tests have had a major impact on classroom practice.

### CASE STUDY

#### English language initiatives in secondary schools

The government of Bihar in India wanted to improve the employability of its young people through better English language teaching. Having identified the Activity Based Learning (ABL) approach as a method that would deliver effective and engaging learning, the British Council worked in collaboration with the UK's Department for International Development and the government of Bihar to deliver a programme of ABL transition between 2011-13, drawing on the British Council's experience of helping other Indian states switch to more interactive, learner-centred teaching of English.

As one of India's largest states, Bihar has a vast network of schools, and the project aimed to reach more than 3,000 secondary school English teachers. In the first year of the project, 173 teacher trainers in 36 districts were individually selected and trained. The Aptis assessment tool developed by the British Council was used to help select candidates for the programme and provides a baseline tool for measuring improvement. A full monitoring and evaluation framework was also developed to measure the impact of learning and development. The resulting data shows significant improvement in teacher classroom practice, in particular more English being used by teachers with their students.

### CASE STUDY

#### English for engineering graduates

In 2009, Pearson was chosen to partner with the Universidad Tecnológica Nacional (UTN) in Argentina. Each year, UTN educates 40% of the graduate engineers in Argentina and wanted to ensure that its students could communicate in English. The objectives of the project were to enable undergraduate students to:

- Present their final-year thesis in English as well as Spanish
- Communicate with native English speakers, both verbally and in writing
- Achieve Level B1 in the Common European Framework of Reference for Languages
- Evaluate the use of virtual learning environments in language teaching

As a pilot scheme, seven academic units from UTN tested Pearson's Longman English Interactive products with small numbers of students. Based on the success of that pilot, in 2010 the programme was rolled out in full to second year students in four academic units.

Teachers observed high levels of motivation with 90% of students completing the course. Students gave positive feedback about the computer delivery of the course, which allowed visual support, repeat attempts at exercises and the opportunity to listen to real English speaking models. Students were also positive about the opportunity to work independently, assess their own progress and take responsibility for their own learning.

### CASE STUDY

#### English proficiency at university

Since 2002, through a succession of projects designed in cooperation with Sri Lankan partners, the University of Reading has worked to develop and assess the English language proficiency tests used in the 13 established universities in Sri Lanka. Local capacity to design and administer the tests has also been significantly strengthened. The University of Reading has done similar work around the world, for example with the Colleges of Applied Science in Oman, with the newly established University of the Arts in London, and has collaborated with local staff to deliver tests in Malaysia, China, Turkmenistan and Kazakhstan.

### CASE STUDY

#### Assuring the quality of English language provision

Since 2009, UK provider Bell English has quality assured the English language provision in private universities in many countries including Brazil, Mexico, China, Saudi Arabia and Spain. This approach involves expert assessors spending time at each teaching centre, gathering feedback from students and staff through focus groups and observing classes. The assessors also review the academic procedures, professional development initiatives, educational resources including textbooks and digital programmes, and the physical environment (buildings, location, accessibility, etc.). The assessors give immediate feedback to senior managers followed by a written report which includes specific recommendations for development of the English language programmes. This quality-assurance process means each centre has a comprehensive, independent review and assessment of the quality of its teaching and learning. Centres can be confident that they are being assessed against international standards and that, after the visit, they will have clear steps identified to remedy any shortcomings and to improve their offer.

### CASE STUDY

#### English training for oil and gas

International House London was asked by the North Caspian Operating Company in Kazakhstan to provide 270 hours of focused, stimulating and challenging training in English language and cross-cultural business skills for 130 staff who needed to work in English with colleagues in the USA, UK and Italy. Using a range of techniques, including discussion and business role-play, a team of four trainers delivered practical, face-to-face classes in written and spoken business English communication skills. These classes, held in Astana, were augmented by electronic learning materials provided by International House in London, and the sharp focus of both training and materials on learner needs was very positively received.



## Special educational needs

The potential of students with special educational needs (SEN) can be maximised through access to schools established to cater for them, teachers trained to support students with SEN and appropriate resources and equipment tailored to meet their needs effectively.

### Dedicated schools for learners with SEN

In order for children and young adults with SEN to thrive, a period of focused intervention in a school with extensive expertise in a range of learning strategies for supporting such students may be of benefit. In many cases, this approach facilitates the learners' integration into mainstream education. UK schools with experience and facilities for assessing, advising on and providing for the education of learners with SEN are also utilising

their knowledge to support the development of schools overseas for learners with SEN.

Resources that allow a learner to perform a task that they would otherwise be unable to do or increase the ease and safety with which the task can be performed may be useful for learners with memory or cognition problems. Resources are also available for students with learning needs including dyslexia, dyscalculia, dyspraxia and autism. The UK has been advising internationally on the needs of learners with additional or special educational requirements for more than 60 years. Organisations such as the British Assistive Technology Association provide expert and impartial support and advice to UK and international governments on the benefits of assistive technology.

### Teacher training for SEN

A special educational needs teacher may be specifically employed to work with children and young adults who need extra support or require an advanced programme of education in order to complete their learning successfully. A key aspect of working in this field is identifying individual needs and being responsible for creating a safe, stimulating and supportive learning environment.

**The projects described on the following page are case studies of UK capability in the field of special educational needs from Africa and Bahrain.**



### CASE STUDY

#### Schools for children with moderate learning difficulties

In 2007, UK schools group Alpha Plus was asked by the royal family of Bahrain to help establish a high-quality private school for children with learning needs. This provision would be the first of its kind in a Kingdom that had no tradition of private school education for children with SEN.

Alpha Plus acted as the owners' project manager and adviser, responsible for the nature of the provision as well as the design, accommodation, management, organisation and appointment of key staff. Alpha Plus created a unique, multi-disciplinary, private, fee-paying school where well-resourced specialist teachers and therapists worked together to provide a highly individualised learning programme for each pupil.

The Children's Academy opened in September 2008 and quickly established a reputation as a high-quality SEN provider. The Children's Academy also provided the Kingdom with a centre for teacher training and parent support.

### CASE STUDY

#### Assistive technology in African communities

UK assistive technology company Dolphin provides solutions for people with vision and print-related disabilities in order to make information accessible to them. Dolphin was asked by Sightsavers International to help establish an educational support programme for young blind people in Africa. Working in regions where there were no educational opportunities for blind children due to local superstition and family embarrassment, Dolphin helped Sightsavers International to overcome key challenges in target communities, including an absence of computers, a very low IT knowledge base, poor IT infrastructure and limited funding. Dolphin helped to secure affordable and usable products to support the education and training of blind people alongside establishing a training programme to support both teachers and students. Today, many blind people in these communities now have transformed life plans, with the ability to access education and to go on to work in the knowledge economy.

### CASE STUDY

#### Developing training for African SEN teachers

Botswana, Swaziland, Kenya and Uganda wanted to increase the capacity of their teachers in mainstream pre-schools and primary schools to implement best practice in inclusive learning and teaching. To respond to this need, the University of Roehampton, working in conjunction with lead trainers from African partner institutions and Ministry of Education officials, developed, adapted and accredited locally a Professional Development Certificate comprised of three SEN and inclusion modules to support the dissemination of best practice in special and inclusive education.

The course was delivered to a target group of teacher trainers from four partner institutions in Africa. Teacher trainers, after completing the course, are now able to train pre-school and primary school teachers to better meet the needs of students with physical or learning disabilities. Furthermore, because of the networking opportunities the training provided, teachers in these countries are now better positioned to implement inclusive practices, respond to international policy declarations and initiatives, and to promote the establishment of inclusive practices in the mainstream school setting.

### CASE STUDY

#### Reading solutions for learners and workers with dyslexia

UK provider Streamline recognised that there was a gap in existing technology provision in the UK for simple, effective help for people at university and in the workplace with mild to moderate dyslexia. Streamline's goal was to improve the confidence and competitiveness of these learners and workers by improving their reading speeds, using solutions that could be employed in the workplace without stigma.

Streamline noticed that one of the biggest problems affecting this group is the ability to move from one line of text to the next accurately and quickly. This has a severe impact both on how long it takes to read a document and the comprehension of the text. Streamline devised three new reading formats that help readers to stay on track. These formats are simple and effective, and involve inserting "signposts" into the text to show people where to go next at the end of each line. Streamline developed the Streamline Toolbar software to convert ordinary digital text into these new formats, allowing users to convert documents into these styles and produce a personalised reading document.



# Educational technology and resources

*In a digital age, there is a growing market for more mobile and flexible means of learning, reducing the need for physical contact with an institution or expert. Learning can also be enhanced by stimulating, relevant educational resources.*

## Educational technology

Increased use of educational technology (ICT hardware and software, management information systems and digital content) can enable organisations to reach much larger audiences from a wider range of geographical locations, reduce overcrowding in classrooms and give students more flexibility to learn when and where they want, at their own pace.

The UK's educational technology (Ed Tech) industry has created pioneering educational technology solutions with a history of competitive educational technology innovation. UK Ed Tech companies are well placed to help overseas organisations develop their educational technology capabilities to support effective e-learning.



### ICT infrastructure

The appropriate ICT infrastructure, including hardware and related software, can help maximise the educational experience, allowing learning spaces to be used for a range of different purposes. Technology, including that brought in by students, has an important role to play in creating these flexible learning spaces.

### Management information systems

The dynamic nature of education requires a fit-for-purpose management information system that enables educators and leaders to capture, store, manipulate and use information and data. The move towards cloud technology has also increased the demand for information systems with the capability to be used anytime and

anywhere, with benefits including centralised communications and reduced costs of ownership. Ultimately, the right information system will help in the formulation of education policies, their management and evaluation.

### Learning platforms

Learning (or digital) platforms provide virtual access to classes, curriculum content and resources, homework, and assessment tools as well as acting as a social space where students and teachers interact. They also facilitate the integration of student learning data into information systems.

The UK's Open University FutureLearn platform, developed with the range of UK partners, offers a powerful way to learn online.

### Digital resources

UK companies are among the most innovative in developing digital learning resources for schools, colleges, universities and businesses. Lower costs and greater flexibility are encouraging companies to turn to e-learning for subjects including health and safety legislation, corporate legislation and financial regulation.

Similarly, haptic techniques - approaches that can simulate touch thereby allowing complex and delicate manual skills to be practiced virtually - are changing the way that technical expertise from surgery to plumbing can be learnt.





## Other resources

From books and laboratory apparatus to learning aids, educational resources that engage students, that can be customised to suit particular needs, and that support teachers, all enhance learning. The UK has the oldest and most highly regarded educational publishing industry in the world, consistently producing materials

which deliver high-quality learning. UK publishers have also developed a range of educational resources in digital form for all age groups and educational needs. Their expertise in digital asset management and new publishing technologies enables them to provide materials for learning anywhere in the world.

**The projects described below and on the following page are case studies of UK capability in educational technology and resources from Chile, Malaysia, the Middle East and the United States.**

### CASE STUDY

#### Resource sharing to meet national standards

In July 2012, UK company TSL Education, working in a joint venture with the American Federation of Teachers, launched its online resource-sharing platform ShareMyLesson. TSL wanted to develop a dedicated online resource sharing platform that was aligned to the curriculum of the newly introduced US Common Core State Standards to support the expansion of its teacher network in the US. TSL used its international site, TES Connect, as a basis for the ShareMyLesson platform, customising it to meet the requirements of US teaching professionals.

Since its launch, ShareMyLesson has reached more than 420,000 registered teaching professionals and now has more than 290,000 teaching resources on its site, making it one of the largest online collections of teaching resources aligned to the US Common Core State Standards.

### CASE STUDY

#### Interactive English

The Chilean Education Ministry is working with UK organisation Little Bridge to introduce English language learning to Chile's public schools, as part of the Chilean Innovation Program. Little Bridge is an award-winning educational software company offering cost-effective and cutting-edge online activities and a fully moderated social network for global young learners of English.

Putting interactive content at the centre of the learning process, Little Bridge's digital learning package allows children to acquire significant English language skills. Its suite of resources is tailored to the Cambridge Young Learners Tests and is flexible in order to work with traditional classroom delivery alongside learning at home. These activities are designed to ensure that children aged 6 to 14 years have a confident grasp of English.

### CASE STUDY

#### Arab Open University

In 1997, a meeting of the Arab Gulf Programme for United Nations Development Organizations recommended establishing an Arab Open University (AOU) to enable large numbers of Arab citizens to access higher and continuing education, irrespective of their age, gender, income, geographical location and employment. The UK's Open University was chosen to partner in this project because of its reputation for distance learning.

The Open University provided consultancy to develop the AOU's capability and capacity to deliver a range of undergraduate and postgraduate qualifications. The Open University also licenses its world-class curriculum content for use in the AOU's qualifications and validates the qualifications delivered by the AOU.

The AOU launched in 2002 in Kuwait, Jordan and Lebanon and has since expanded to Egypt, Bahrain, Saudi Arabia and Oman. Its partnership with The Open University has helped the AOU to achieve its ambitions of delivering access to high-quality higher education.



### CASE STUDY

#### English Language skills for 1m children

In a £250,000 deal the UK Education Company EuroTalk was chosen by the Malaysian Ministry of Education to supply 3,040 primary schools in Malaysia with up to 50 copies of its English Language Learning software suite. Almost 1 million children a year benefit from EuroTalk's focussed approach and Malaysia is now their biggest market.

Having made the strategic decision to enter the export market EuroTalk began targeting Malaysia after working with the British Educational Suppliers Association and attending a British Government sponsored education trade fair and conference in Kuala Lumpur. At the same conference two years later EuroTalk's market focused presentation attracted the attention of the Ministry of Education officials responsible for awarding this contract.

EuroTalk was then able to use the network of contacts it had built up in carefully focussed market visits, supported by the British High Commission in Malaysia, to find a delivery partner, Edict Electronics, who had direct experience of working in market. A company with an opportunity, mixed with one with market experience, proved to be a winning combination for the Ministry of Education and provides EuroTalk with a base to expand to other ASEAN nations or grow further in country.

### CASE STUDY

#### Resources for English language learning

Oxford University Press (OUP) provides the English language course content and materials for DUOC, a large private vocational college in Chile. At DUOC, students train to enter professions in advertising, fashion design, finance, IT, logistics, and tourism. DUOC has established strong links with industry and, in order to prepare students for the world of work, all 40,000 learners entering the college each year must undertake general English classes with English language proficiency assessed using the international Test Of English for International Communication (TOEIC).

OUP offered a successful English course book, "American English File". Suitable for DUOC because of its motivating content and good teacher support, OUP added a bespoke TOEIC preparation section to target the course to DUOC's desired learning outcomes. Alongside the provision of print, digital and online materials, OUP also delivered a series of workshops and professional development courses to train teachers on the course.

To date, more than 300 teachers have been surveyed about the approach and materials, with the feedback highlighting the methodology as a motivating way to capture students' interest and generate significant improvements in learning outcomes.





# Qualifications, assessment and quality assurance

*Providing curricula and qualifications appropriate for the range of learners, training, academic and employment needs of a country is pivotal to ensuring a sustainable skilled workforce. It is also essential to assess starting point, progress and achievement in order to shape an individual's learning and drive improvement. Quality assurance and inspection systems provide independent verification of the efficacy of teaching and learning.*

## Curriculum and qualifications

Designing, developing and delivering curricula and qualifications that enable individual learners to progress to the next stage of their education and career, as well giving employers the opportunity to recruit high-calibre staff, is highly specialised work.

The UK has a strong tradition of advising governments and individual institutions overseas on developing appropriate curricula as well as providing respected and trusted international qualifications.

## Assessment

Assessment helps to build and confirm learners' understanding throughout their course programmes. Assessment also allows judgments to be made about the quality of educational institutions and drives improvement. The variety of assessments available from UK assessment organisations spans all age groups and a range of areas including numeracy and literacy, cognitive abilities, SEN needs and predictive attainment. The UK leads the world in a number of specific products to benchmark student performance, which are used extensively worldwide.

## Inspection and quality assurance

Inspection and quality assurance play a substantial role in the work and development of education and training institutions and have three main functions: to make clear national performance standards and targets; to guide and support all institutions in achieving them; and to assess the progress made by individual institutions in reaching them. The application of robust inspection frameworks enables providers to evaluate and improve the quality and effectiveness of their educational delivery.

**The projects described on the following pages are case studies of UK capability in qualifications, assessment and quality assurance from Bulgaria, Kazakhstan, Malaysia and the Middle East.**

## CASE STUDY

### Development of a National Qualifications Framework

The government of Bahrain asked the Scottish Qualifications Authority (SQA) to develop a National Qualifications Framework to promote labour reform, to contribute to the development of the Bahraini population and to assist in facilitating enhanced working opportunities for both Bahraini men and women. The main aim was to upskill the national workforce.

The SQA assisted the government in the development of a comprehensive framework, ensuring that stakeholders and education providers were fully engaged in consultation and syndication. It also helped to ensure effective oversight of the implementation phase of the project, developing a handover plan and report on the proposed implementation structure. The SQA is now working with the government on the development of the supporting infrastructure for governing and implementing the Bahraini National Qualifications Framework, which will ensure that qualifications are relevant to the labour market in Bahrain and meet society's needs. It will increase choice for Bahraini learners, providers and users and promote recognition of all qualifications.



## CASE STUDY

### Benchmarking assessment for Maths and English

UK company the GL Education Group provides Progress in English (PiE) and Progress in Maths (PiM) assessments to the Alice Smith School in Kuala Lumpur which follows the English National Curriculum. The primary campus is one of the largest British curriculum schools in Asia with approximately 65% of pupils from overseas. Fluency in English is a prerequisite for joining the school.

To monitor progression and ensure the highest levels of learning, the school uses the Group's assessments to help maintain consistency, meet individual needs and create the best learning environment for pupils. The school uses the PiE and PiM tests as a reliable way of benchmarking cohorts' attainment against pupils in the UK. The assessments are available in both paper and digital formats - the latter being of particular use to a school based in Malaysia as results are available straight away. The assessments are also a useful tool to help teachers validate their own observations, giving an accurate picture of pupils' strengths and weaknesses as well as supplying rich diagnostic data to inform target setting.

## CASE STUDY

### Developing curriculum and assessment

Cambridge International Examinations has worked with Nazarbayev Intellectual Schools (NIS) in Kazakhstan to develop a new curriculum for primary and secondary school students, the aim of the collaboration being to prepare learners for university-level study and future careers.

Cambridge International Examinations has developed subject programmes that detail the knowledge, understanding and skills that students are expected to achieve at each grade of schooling. To support teachers, it has produced course plans that help organise the expected learning outcomes, allowing teachers to plan their lessons and respond flexibly to students' needs. The plans also provide professional development for teachers to support the implementation of the new curriculum using modern, learner-centred pedagogy.

Cambridge International Examinations is also developing external summative assessments using a criteria-based approach that will ensure that knowledge, understanding and skills are tested appropriately at key stages of education. Finally, Cambridge International Examinations is working with NIS to establish the operational procedures required to administer such high stakes assessments and developing an on-going classroom-based assessment system that will help teachers track learners' progress.



**CASE STUDY****Designing and introducing new TVET standards**

The UK's National Academic Recognition Information Centre (NARIC) was asked by the European Commission and the Ministry of Labour and Social Policy of Bulgaria to support the development of vocational qualification standards across a range of sectors in Bulgaria in order to help meet domestic labour market needs and increase the international competitiveness of the workforce.

The first step of the 12-month project was to conduct a comprehensive needs analysis of the existing vocational education and training system in Bulgaria. Drawing on good practice from established TVET systems such as those of England and Scotland, UK NARIC and its partner organisations worked with the relevant government agencies to develop vocational qualification standards.

To facilitate the effective implementation of the 80 newly developed standards, the consortium provided specialist training in areas including curriculum design and development, assessment and certification, train-the-trainer and quality assurance. More than 2,000 key personnel from relevant government ministries, national agencies, employers and training providers participated in the training.

**CASE STUDY****Ground-breaking school inspection**

Since 2007, The UK's Education Development Trust (EDT) (formerly CfBT) has worked alongside the Knowledge and Human Development Authority (KHDA) of Dubai. The KHDA is the Dubai government's regulatory authority for education, supporting the improvement of schools, universities and training providers across the Emirate. EDT has collaborated with the KHDA in a number of areas including establishing the Dubai Schools Inspection Bureau (DSIB), which assesses the quality of all private schools in Dubai.

EDT used best-practice models to help design the organisational structure, business processes and financial models for the new bureau as well as providing specialist inspectors. EDT established a substantial programme of training, coaching and mentoring for DSIB staff and Emirati inspectors. As the capacity of national inspectors increased, EDT provided high-level quality assurance and arm's length support to an increasingly skilled local workforce.

The trend data from inspection judgements in Dubai over three years clearly illustrates the impact of inspection on quality. The percentage of good or outstanding teaching increased markedly from 34% to 55%, with unsatisfactory teaching falling from 12% to 1%. Self-evaluation and improvement planning also improved considerably, with the percentage of good or outstanding evaluations increasing from 29% to 55%.

**CASE STUDY****Review and monitoring services**

Since 2008, UK company Tribal has worked with the Abu Dhabi Education Council (ADEC) to review, analyse and recommend improvements to teaching, learning, leadership and the overall effectiveness of Abu Dhabi schools.

Initially, Tribal was asked to design an inspection framework, train both a local and global inspection workforce and deliver more than 400 private school inspections. This contract was then extended to include the design and delivery of a monitoring programme for more than 300 schools in the public-private partnership programme. The focus of the monitoring programme was to assess the performance of the private operator in driving school improvement and achieving key targets.

Tribal's work has helped to establish a high-quality and effective school review and monitoring programme that can be sustained by local resource. The outcomes of the reviews are becoming increasingly important in determining strategic planning. In 2012, Tribal led the drafting of ADEC's first annual report, a significant internal document that highlighted and included recommendations for tackling many critical issues facing the private education sector. These recommendations were accepted by ADEC and their implementation made part of future strategy.

**CASE STUDY****Assuring high-quality education**

The UK's national Quality Assurance Agency, working with the British Council, has delivered a major quality assurance programme across the Gulf States, working with education ministries, universities and agencies. UK universities have supported the development of comprehensive quality systems, for example by delivering training on quality assurance systems to overseas academic and administrative staff. This training includes benchmarking, academic audits, use of external examiners as "critical friends" and harnessing student feedback. Staff from the UK and Gulf universities work together to conduct academic audits and share best practice, leading to quality assurance systems that match international standards and promote continuous improvement. Quality assurance committees have been established, with quality champions in each area. The aim is that degrees will meet international standards and graduates will be able to compete in the global jobs market.



# Teaching and Leadership

*A strong education and training sector is founded on the talent of its teachers and leaders. Training teachers to be outstanding practitioners, supported by their leaders and governing bodies, is a key priority for any institution wanting to improve standards.*

## Teacher recruitment

The recruitment of well-qualified teachers and leaders can be difficult in some communities. Designing flexible routes into teaching - making it easier to attract top graduates or those wanting to change careers into the teaching profession - can help to meet this challenge. The UK has developed a range of routes into teaching, including Teach First, a dedicated teacher training scheme for high calibre graduates that was recently ranked third in The Times Top 100 Graduate Employers.

## Teacher training

There is strong consensus that the effectiveness of teachers and trainers is the most important determinant of educational outcomes. It is essential that teacher training programmes, including for initial teacher training, enhanced classroom skills, vocational expertise, English language training, and leadership, are effectively established, managed and assessed.

It is also important that institutions reinforce their own capacity to train future teachers and trainers, ensuring key teaching skills are embedded. The UK has supported governments and institutions worldwide that want to develop and enhance the skills of their own teachers and trainers through "train-the-trainer" programmes.

## Leadership

Educational leaders with a strong grasp of administration (as well as their own academic specialism) are essential to the delivery of high quality education. Leaders in education need to be confident in addressing staffing issues, managing resources effectively and providing strategic vision and leadership.

To recognise the importance of strong and effective leadership in education and training, the UK has developed programmes to foster these essential skills. Teacher training programmes should also recognise that in today's rapidly changing world, training is an ongoing, not a one-off, requirement and that teachers and leaders need a comprehensive programme of continuing professional development in order to maintain their confidence and effectiveness.



## Governance

Governance plays a key role in the development of educational institutions.

Accountability, value for money, competition, stakeholder rights, new technologies and globalisation now influence the shape and direction of education and training and there is general agreement that effective progress depends on the involvement and satisfaction of all stakeholders.

The UK has long recognised that well established governance procedures significantly contribute to the raising of educational standards.

**The projects described on the following page are case studies of UK capability in teaching and leadership training from Afghanistan, China, Malaysia, Pakistan and the United Arab Emirates.**

## CASE STUDY

### Leadership development

The National College for Teaching and Leadership (NCTL) is working with Pearson Education to deliver a training programme for school principals across the United Arab Emirates (UAE). The work commenced in January 2013 with an initial needs assessment, identifying the specific leadership development requirements of principals, distinguished teachers, education supervisors and deputy school principals in the UAE. A bespoke programme, available in Arabic and English, was designed and aligned with international best practice. The programme was delivered from regional centres in the UAE and also included the opportunity to attend a residential UK workshop at the NCTL college in Nottingham and Pearson in London.

This leadership programme, which was built around key leadership standards, has been rolled out across six emirates to 700 school leaders. To date, the training has received excellent feedback from participants.

## CASE STUDY

### Student-centred learning courses

The University of Huddersfield's School of Education and Professional Development, working with the Guangdong Polytechnic Normal University, has established a reputation in Guangdong, China's most populous province, for its highly-regarded degree programmes, vocational education and training.

Working with the National Teacher Training Centre of Vocational Education, the University of Huddersfield secured Chinese government funding to deliver a series of student-centred learning courses tailored to the needs of vocational teachers. Since March 2011, lecturers from the University of Huddersfield have travelled to Guangdong each month to deliver short courses to regional teachers and lecturers at the National Teacher Training Centre of Vocational Education and within schools and colleges across the province. The programme has also expanded to include delivery in Beijing.

To date, a team of 20 University of Huddersfield tutors has been involved in the scheme and more than 5,500 Chinese teachers and lecturers have been trained in the principles of student centred learning and techniques encouraging teachers to move away from more traditional didactic teaching methods.

## CASE STUDY

### International Strategic Partnerships in Research and Education (INSPIRE)

British Council's INSPIRE programme develops research and teaching partnerships between the UK and central and southern Asian universities. Leadership training is an important element of the programme and is often delivered with the Leadership Foundation (an organisation that builds leadership capability in UK universities). The offer is tailored to each country's needs, for example:

- In Afghanistan, current and potential future leaders are being mentored (through video conferencing, emails and other electronic communications) by senior higher education leaders in the UK
- In Pakistan, more than 90 vice-chancellors have undertaken study visits to the UK, where they have developed their strategic planning, leadership and management skills including action plans for the development of their own universities

Countries can also benefit from a leadership audit to help them identify key issues and opportunities relating to university leadership. The British Council and Leadership Foundation are able to support a leadership audit helping countries to develop a practical action plan to deliver improved quality in their higher education system.

## CASE STUDY

### Delivery of in-country capacity-building projects

In 2010, Canterbury Christ Church University successfully developed, quality assured and awarded the first degrees in primary education to 130 Malaysian teachers. The degree programme was initially taught at two partner colleges in Kuala Terengganu and Batu Pahat but has now been rolled out nationally by the government.

Building upon a long history of successful partnerships in education and under contract to the Malaysian government, UK teacher educators from Canterbury Christ Church University worked alongside their Malaysian colleagues on a programme of staff development, quality assurance and curriculum building for teacher trainers. The project was evaluated as successful by all stakeholders, who noted the genuine and respectful collaboration which led to degree success for the cohort. The project has had a lasting impact on higher education pedagogy in teacher education.



# Supporting educational delivery

## Construction

The UK recognises the importance of having inspiring places for students to learn and teachers to teach. To increase capacity within educational institutions effectively, it is important to consider factors including capacity planning, costs and timescales, the focus of the proposed institution and programme management. The UK is internationally renowned for its expertise in Educational Sustainable Development, boasting world-class companies at the forefront of the design and construction of educational establishments suitable for the 21st century and beyond.

## Furniture and specialist equipment

Robust standards in furniture and specialist equipment ensure that learning spaces are flexible and allow all learners (including those who are disabled or have additional needs) to access all activities effectively and safely. The UK has extensive experience in providing specialist equipment for the education and training sector.

## Facilities management

Effective facilities management is vital to the success of any educational organisation. Facilities managers contribute to the delivery of strategic and operational objectives as well as providing a safe and efficient learning environment. They have extensive responsibilities for maintaining and developing a range of services including property strategy, space management, communications infrastructure and contract management. The UK is able to maintain, and train others to maintain, traditional estates and brand new, state-of-the-art premises to the highest standards of safety and appearance.

## Educational consultancy

UK consultancy firms have significant experience in developing and evaluating approaches to delivering education and training within national and regional education systems. They can provide a range of services including developing new organisational structures, project planning

and business modelling. UK consultants and other education organisations are well placed to help overseas governments and institutions consider the requirements of integrating new, or evaluating current, educational systems and supporting the implementation of change.

## Professional services for the education sector

Educational leaders require professional services firms with particular expertise in advising education and training organisations to support them in times of change and opportunity resulting from government policy initiatives, financial pressures, technological advances, etc.

UK banks, accountants, tax specialists, corporate finance advisers and law firms have significant expertise in the field of education and training, enabling them to craft practical solutions that respect the reputational and other complex stakeholder issues unique to the international education sector.

**The projects described on the following page are case studies of UK capability in areas supporting educational delivery from China, Malaysia, the Middle East and Nigeria.**

## CASE STUDY

### Turn-key solutions

In 2010, recognising the increased demand to attend a British school overseas and the shortage of international school places, the Kellett School in Hong Kong decided to build a world-class primary and secondary school campus that could accommodate 900 students. UK consultant EC Harris was appointed as a key partner to work directly with the Kellett Project Director and Owner Team to build 42 classrooms together with facilities including modern laboratories, art studios, a performance hall, offices and top-class sporting facilities.

EC Harris's remit included pre-construction and construction monitoring services, cost management and procurement management. By adopting a leadership role and developing close relationships with all contractors, EC Harris was able to deliver this complex and challenging project whilst ensuring all parties were aligned around a common vision.

## CASE STUDY

### Specialist equipment

In 2012, Eagle Scientific was asked to furnish and equip a new vocational skills college in Bori, Nigeria. Eagle Scientific completed this refurbishment programme in technical areas including electronics and telecommunications, automotive, carpentry and joinery, plumbing, oil and gas maintenance and mechanical engineering.

Eagle Scientific has more than 30 years of experience in the equipping of facilities for the technical, vocational and tertiary education sectors, participating in many large projects in Africa and the Middle East including equipping the civil engineering, mechanical engineering workshops and the electronic and ICT laboratories at the Prince Mohammad Bin Fahd University in Al Khobar, Saudi Arabia. In addition to equipment supply, Eagle Scientific has also been involved in curriculum development and accreditation processes offering a holistic approach to the procurement process.

## CASE STUDY

### Supporting intellectual property management

Oxford University Innovation, established in 1988, is the technology transfer company of the University of Oxford, and has a proven track record in intellectual property (IP) management and technology transfer.

The company has worked with a major university in the Kingdom of Saudi Arabia to deliver a bespoke seven-day training programme to address the needs of staff with backgrounds and responsibility for IP management, marketing IP, finding collaborators for technology development, identifying potential licensees and managing science parks. The training was designed for experienced technology commercialisation managers with advanced training modules in technology evaluation, negotiating licensing agreements and forming spin-outs to attract private investment.

## CASE STUDY

### International fora for school projects

Since 2009, the International and Private Schools Education Forum (IPSEF) has provided an international forum for educators, governments, investors, project managers, and education service providers to connect and identify the partners they need to plan and deliver new, high-quality private sector and international school projects.

With events in London, Dubai and Malaysia, IPSEF's aim is to create an attractive and unique conference programme that addresses the needs of the region, giving delegates access to the complete range of suppliers and officials with whom they need to work in order to deliver a new school operation.

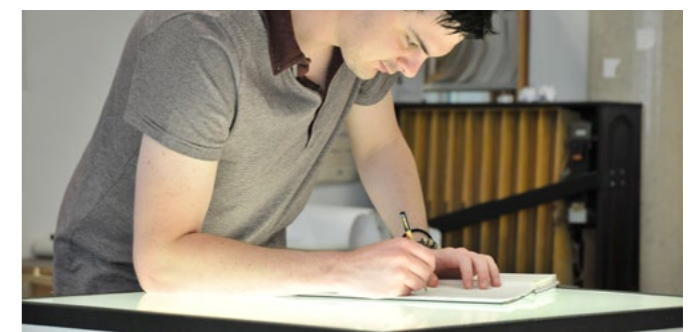
In addition to private schools and school groups, IPSEF attracts investors in education, governments that license, inspect and regulate schools and an extensive range of commercial organisations including architects, lawyers, awarding bodies, ICT firms and publishers.

## CASE STUDY

### Facilities management support services

UK company Interserve provides partnership and support services for the American Curriculum School of Doha in Qatar, the newest campus to join ACS International Schools, an organisation founded in London in 1967. The ACS Doha school has a multinational student body of more than 2,000 students from local and globally-mobile families, representing 79 countries worldwide as well as more than 300 management, administrative and teaching staff. The facilities provided within the school site are world-class, including completely wireless internet connectivity, extensive sports facilities including two gymnasiums, a fitness centre and indoor and outdoor swimming pools, and a full size theatre seating 635. Interserve plays a crucial role in supporting the provision of an exceptional educational experience for ACS Doha's students, with its responsibilities at the campus including:

- Full facilities management services
- Mechanical and electrical services
- Cleaning, painting and decorating
- Project management
- Pool maintenance
- Helpdesk





# Financing education projects

*The design, construction and equipping of a new school, college or university campus (buildings and infrastructure) can involve major capital expenditure and can lead to short-term pressure on budgets.*

Overseas governments and other sponsors of such projects may therefore be interested in ways of spreading the cost with the help of attractive credit terms supported by UK Export Finance (UKEF) - the UK government's official export credit agency. This is possible if the goods and services required for the project are supplied by UK companies (for example, designers, architects and construction companies).

UKEF regularly supports finance for export projects in sectors such as healthcare, office buildings and hotels, and is keen to support UK companies involved in the education sector.

The UK also has considerable expertise in other ways of mobilising project finance for public sector programmes, including by public private partnerships.

Further information on UKEF's range of products and services can be found at <https://www.gov.uk/government/organisations/uk-export-finance>

**The project described below is a UKEF case study from Saudi Arabia.**

## CASE STUDY

### Financial support for vocational training overseas

In 2013, UKEF helped secure a deal between a UK consortium of further education colleges North East Surrey College of Technology (NESCOT), Highbury College Portsmouth and Burton and South Derbyshire College, and the Technical and Vocational Training Corporation (TVTC) of Saudi Arabia. The consortium secured a contract to run a women-only vocational training institute in Jeddah. The college offers courses in IT, business administration, beauty, fashion and jewellery design alongside a programme focusing on improving English language skills.

The deal was put together by a core team from UKEF working in partnership with the former UKTI Education. NESCOT needed to obtain a bond from its bank as security for TVTC in order to win the contract. UKEF's ability to provide a guarantee to NESCOT's bank under UKEF's Bond Support Scheme gave the bank the confidence to issue contract bonds on NESCOT's behalf. This is just one of a number of UKEF products designed to support UK exporters.

# Further information

For general information or to discuss your requirements, please contact the Education sector team, Department for International Trade at [DIT-education@trade.gsi.gov.uk](mailto:DIT-education@trade.gsi.gov.uk)

Alternatively, please contact your local Department for International Trade team.







Department for  
International Trade

[gov.uk/dit](http://gov.uk/dit)

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