

PARTNERS FOR CHANGE

SKILLS AND EMPLOYABILITY

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PARTNERS FOR CHANGE

The British Council is committed to working in partnership to develop high quality skills systems that help both individuals and economies to prosper and promote stable societies. We believe that sustainable change can occur when skills development activities, such as vocational and higher technical education and professional and enterprise skills training, are aligned with the future needs of industry.

OUR WORK

IMPROVING SKILLS SYSTEMS

We work with governments, employers and others to reform policy and improve the relevance and quality of public and private skills systems. In particular, we focus on ways of engaging employers, understanding the labour market and incorporating a holistic approach to quality assurance.

STRENGTHENING SKILLS BODIES

We work with skills bodies so that they are equipped to deal with current challenges and adapt and respond to new ones. Our partners include employer representative organisations, qualification authorities, employment services and education and training institutions.

DEVELOPING SKILLS TRAINING

We support leaders, managers, teachers and trainers to develop high quality, competency-based curricula and to deliver these in innovative and stimulating ways. This includes technical, English language, employability and enterprise skills.

SUPPORTING EMPLOYMENT AND ENTERPRISE

We work with employment and enterprise support services to design innovative ways of helping individuals to reach their potential, from getting a job that uses their skills to developing a successful small business.

OUR APPROACH

WORKING COLLABORATIVELY

Successful skills systems require effective dialogue between all stakeholders. We work with governments, employers, education and training institutions and other social partners to develop effective mechanisms for dialogue and action.

COMBINING LOCAL KNOWLEDGE AND GLOBAL EXPERTISE

When it comes to developing a skills system, there is no single approach for all situations. We combine our knowledge of UK and international good practice with our understanding of local circumstances to develop targeted solutions.

DRAWING ON UNIQUE EXPERIENCE

We have delivered projects across the globe including in emerging economies and post-conflict and fragile states. Our experience tells us that a combination of strategic system level activities, institutional strengthening and practical service delivery support is the best way to ensure a project makes a sustainable impact.





OUR TRACK RECORD

VOCATIONAL EDUCATION AND TRAINING REFORM STRATEGY AND PILOT

COUNTRY: Azerbaijan
CLIENT: European Union
VALUE: €2.7 million
LIFECYCLE: 2008–11

Through the Vocational Education and Training Reform Strategy and Pilot programme our project team focused on the reform of vocational education and training (VET) in Azerbaijan. Concentrating on the tourism sector, we also developed a pilot in one region to demonstrate the proposed new approaches.

Through workshops, study visits and consultation we worked with policy makers, practitioners, donors and other stakeholders to build capacity and knowledge, test new approaches and develop a new national strategy for VET.

Market-led approach

Policy makers, education leaders and business representatives were supported with reforming the country's VET system, through training, study visits and 'learning-by-doing' sessions. Participants gained the skills to assess current and future labour market needs and to ensure the management and delivery of VET programmes meets these needs.

Communication

Mechanisms were put in place to encourage dialogue between employers and the government on VET. A Tourism Advisory Board was established to support the Department of Hospitality and Tourism to plan for future skills needs in the sector. More boards are planned for other sectors.

Successful pilot

A model for delivering competency-based training was piloted in the newly opened Ismayilli Tourism School. As part of this pilot, links with businesses were established to help the school keep up to date with industry needs and support its learners to make the move into employment. Staff at the college were also trained to make use of the model and pass their knowledge on to future trainers.

In demand

The first cohort of tourism educators and students in the school benefited from this new approach to the curricula. All 39 students were employed upon graduating and demand from employers exceeded supply.

OUR TRACK RECORD

LIBYA TECHNICAL AND VOCATIONAL EDUCATION AND EMPLOYMENT PROJECT

COUNTRY: Libya
CLIENT: European Union
VALUE: €6.5 million
LIFECYCLE: 2013–15

Through the Libya Technical and Vocational Education and Employment Project our team works with vocational schools and colleges across Libya, along with national and regional stakeholders, to establish sustainable ways to respond to the challenges of unemployment, private sector growth and the changing role of the technical and vocational education (TVE) system in today's economy.

Engaging employers

Employers were involved from the start through the establishment of agro-food, construction and tourism Sector Skills Councils. Their involvement in developing competency standards is ensuring new training is developed to meet employer needs.

Sharing intelligence

Processes for collecting and sharing labour market information are becoming established. The system will help employment centres match people

to jobs more effectively, ensure training courses are focused on occupations in demand and provide better career information.

New models, curricula and courses

Colleges are being supported to introduce new management and governance models and to pilot new competency-based curricula.

SUPPORT TO IMPROVING THE QUALITY OF EDUCATION IN IRAQ

COUNTRY: Iraq
CLIENT: European Union
VALUE: €8.8 million
LIFECYCLE: 2011–13

Through the Support to Improving the Quality of Education in Iraq programme our project team has worked to improve the quality and relevance of the country's technical and vocational education and training (TVET). By supporting and bringing together policy makers, industry representatives and education leaders, we have helped to ensure that the workforce has the skills to meet the country's future needs.

Addressing market needs

In collaboration with policy makers a coherent TVET action programme has been developed. Alongside this, and with support from employers and social partners, competency-based qualifications and curricula have been piloted.

Centres of excellence

TVET institution leaders and teachers across Iraq have been equipped with the knowledge and confidence they need to

improve the quality of teaching and learning in their institutions. These institutions have been supported to act as centres of excellence so that they can share their knowledge and learning more widely.

Strategic alignment

A comprehensive TVET strategy and implementation plan has been drawn up by a Policy Steering Group along with senior policy makers. The document has been endorsed by project beneficiaries and government ministries both in central Iraq and the Kurdistan Republic.

Standards and curriculum development

For the first time, employers, TVET institutions and ministries have had the opportunity to come together and share knowledge. This has led to the development of occupational standards for five occupations and associated curriculum packages, and has introduced the value of a progressive and coherent curriculum ladder.

Toolkit for the future

A toolkit has been developed to enable beneficiaries to undertake labour market research and draw up their own occupational standards and curriculum packages. This template has been passed on so that it can now be applied to new sectors and occupations.

Leadership programmes

In total, 36 educational leaders have taken part in the Deans' and Heads' Qualifying Programmes delivered by our project partner, which have included residential training sessions, change management projects and work-shadowing placements with UK college leaders. Evaluation so far shows that modern management techniques are more prevalent and that leaders are taking a more outward-facing approach, having forged links between their institutions and over 60 employers.

OUR TRACK RECORD

WIDENING OPPORTUNITIES FOR YOUTH EMPLOYABILITY

COUNTRIES: Egypt and Tunisia
LIFECYCLE: 2011–13

Through the Widening Opportunities for Youth Employability programme we have worked to improve employment opportunities for young people across Egypt and Tunisia. Operating in an unstable political context, we have successfully developed three interlinking strands: entrepreneur and work-based development, changing perceptions of skills and building employer engagement.

Encouraging entrepreneurs

With support from partners in the corporate sector, entrepreneur training has been delivered to 4,500 young people and an enterprise award scheme has involved 850 individuals in technical and vocational education and training (TVET).

Boosting business

An initiative to encourage and support new small businesses has brought together 17 key partners, engaged over 300 young entrepreneurs and created 71 new enterprises.

Influencing national strategy

With policy makers and employers, an apprenticeship model has been established in Egypt and a strategic paper aimed at government has been drawn up, outlining a plan to train and employ 100,000 young people.

Raising the profile of TVET

Our approach to changing perceptions of skills involves a highly popular social networking initiative for young people, which has attracted over 30,000 followers. Alongside this, facilitated discussions at a senior level have encouraged policy makers and education leaders to consider how to raise the status and profile of TVET.

Getting employers involved

Business leaders in the region have partnered with UK sector skills organisations and colleges and through capacity building, curriculum development and exchange programmes the project has reached over 5,600 people.



GHANA

In partnership with Tullow Oil, we provide **scholarships** for vocational studies, technical training and postgraduate degrees in the UK relating to the oil and gas industry. Through a pilot phase in Ghana, we are providing scholarships for 24 Ghanaians to study in the UK to help develop capacity in the oil and gas industry in the country. (Tullow Oil, £8 million, 2011–14)

TURKEY

Through the **Modernisation of Vocational and Technical Education** programme, we supported policy reform and quality improvement by strengthening the capacity of Turkish authorities to organise and deliver a modern and efficient system of teacher training for technical and vocational education. In doing so, we also assisted in the development of a national human resources development strategy. (European Union, €5 million, 2003–06)

GLOBAL

The British Council's **Skills for Employability** programme focuses on building strong relationships between governments, industries and education and training institutions around the world. We do this by providing partnership and knowledge sharing opportunities to promote higher quality skills development that meets industry needs and helps young people prosper. (2009–14)

The British Council creates opportunities for people worldwide by helping societies achieve change in education, skills, the public sector, civil society and justice. Working closely with governments, donors and businesses, we deliver value for money solutions that are both effective and sustainable.

Find out more:

+44 (0)161 957 7755

general.enquiries@britishcouncil.org

www.britishcouncil.org/international-development

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