
INCLUSION OF REFUGEES IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Self-Assessment Tool

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INCLUSION OF REFUGEES IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

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Introduction

In 2018 the British Council published the research 'Inclusion of Refugees in Technical and Vocational Education and Training (TVET): an exploration into funding, planning and delivery which compared the maturity of the TVET systems in terms of refugees' inclusion across a number of study countries. An assessment tool was developed to capture the relevant information in a systematic way and to enable the comprehensive analysis.

The purpose of this specific tool is to provide a practical and easy-to-navigate instrument for carrying out an analysis of the status of TVET in respect of refugees' inclusion and to trace progress in this area over time in a specific country or across different countries.

This tool contains fields to describe a country's overall refugee context alongside a series of check-box questions to assess how suitable the country's TVET provision is for refugees, based on the **availability** of services, their **accessibility** for refugees, **acceptability** to refugees and **adaptability** to refugee circumstances.

For the purposes of this tool, we define refugees in line with the UNHCR definition:

'...someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group.'

The refugees in scope for this tool are those who have been granted official refugee status by the government of the host country or UNHCR, meeting the above criteria. This self-assessment tool focuses on refugees aged over 16. Given this definition, the tool does not seek to cover other displaced groups such as asylum seekers (i.e. those who have applied for asylum/refugee status but have not yet had the decision) or Internally Displaced Persons². Since TVET service availability can differ between refugees and asylum seekers, the same self-assessment should not be used to cover both groups.

TVET, for this tool, is defined as education and training which prepares the recipient to enter a specific profession and therefore excludes provision focused exclusively on literacy, numeracy and general skills instruction. It focuses on provision for those over 16.

Purpose of tool

It is aimed to help any interested party, such as government officials, practitioners, researchers, international development agencies, NGOs (particularly in the field of refugees, human rights, education and skills) to:

- **Understand high-level factors** that influence whether a country's TVET provision works well for locally-hosted refugees
- **Assess countries** against those factors (see the Results tab)
- **Access initial information on how to improve**, whether via the question phrasing, initial ideas based on the self-assessment answers (see the Suggestions tab), examples of how other countries perform against the same survey, or sign-posting other materials.

It is encouraged for more than one interested party to independently conduct the self-assessment in case the results differ which can in turn spark a constructive debate. By doing this we hope that countries and agencies will take action such that TVET provision for refugees improves over time.

We welcome feedback from users, potential users, researchers or interested parties on any aspects of this tool, and particularly if you have further suggestions for improvements. To provide feedback please contact skills@britishcouncil.org

Notes

https://www.britishcouncil.org/sites/default/files/inclusion_of_refugees_in_tviet_report.pdf

<https://emergency.unhcr.org/entry/250553/idp-definition>

Scoring logic

Each country is assessed in four sections, with reference to the Availability, Accessibility, Acceptability and Adaptability of its TVET system for refugees. This model draws on the analytical framework adopted in Dr Fincham's paper.(reference from the report) where each section aims to explore the following:

- Availability –what TVET opportunities exist for refugees?
- Accessibility –what barriers and enablers do refugees encounter when pursuing TVET?
- Acceptability –how useful is the provision to refugees?
- Adaptability –what efforts do policymakers, funders and providers make to include refugees in TVET and accommodate their needs?

Each section contains a series of check-box questions, where the user is asked to identify which of three statements best describes the circumstances of TVET and/or refugees in the country in question. Each statement is scored either 0, 1 or 2 depending on how effectively it supports refugees, where:

- 0 –Very little or negligible implementation of the specified policies/processes
- 1 –Some implementation of the specified policies/processes, but limited or partial in scope
- 2 –Good or full implementation of the specified policies/processes
- Unknown –The question is relevant but you are currently unsure which statement applies best
- Not Applicable–This question is not relevant for this country and should be excluded from the scoring

The scoring should be evidence based and as objective as possible however the answer options are inevitably less exact than a particular country's specific circumstances, so users are asked to select the best overall fit, rather than looking for an exact match.

Where a user is unsure which statement applies but nonetheless considers that the question is relevant for understanding TVET provision, the user can mark Unknown, in which case the score is recorded as 0, pending the identification of the most suitable statement. Where a particular question or section is not applicable to a country, it can be marked "Not Applicable" by the user in which case it will be excluded from the overall scoring and the lack of an answer will not result in a lower overall score.

Users are invited to use the notes sections next to each question to record their reasons for choosing particular statements, to provide any particular evidence, documents or links, any country context that is important for interpreting a particular score or to highlight any current or proposed initiatives that might improve a country's performance here (even if not moving it all the way to the next grade). If the question/section is marked not applicable, please briefly explain why it does not apply for this particular country or exercise. If marked 'unknown', it may be useful to note here the key areas of uncertainty and how the matter might be further investigated.

If the question/section is marked not applicable, please briefly explain why it does not apply for this particular country or exercise. If marked "unknown", it may be useful to note here the key areas of uncertainty and how the matter might be further investigated.

The total scores in each section, question by question, and the overall total score is described in the "Results" tab, which updates in real time as the check-box questions are completed. Any questions in which users have identified possible areas for improvement (i.e. a score of 0 or 1) will be flagged up in the "Suggestions" tab, which provides some brief examples and initial ideas for how different aspects of TVET provision for refugees might be improved. Users can also change old answers and see the impact on the Results tab or the Suggestions tab.

1. Fincham, K. (2017). Young Syrians' Perceptions and Experiences of Education Opportunities for Refugees in Jordan, Lebanon and Turkey: The Next Step. (commissioned by the British Council and UNHCR)

Host country context

This section is designed to capture relevant statistics and details that describe, at a high-level, the circumstances facing refugees in the host country.

This section is not scored as part of the self-assessment but provides essential context particularly when drawing inspiration from practice in other countries.

With reference to what month and year are you completing this tool?

What country/territory is covered by these responses?

What is the country's ranking in the latest Human Development Index out of 188 countries?

The full 2018 ranking of the Human Development Index is available from the link below, but please consider whether more recent statistics might be available at the time of completing the tool.

<http://hdr.undp.org/en/2018-update>

What is the Human Development Category according to the Human Development Index?

The full 2018 ranking of the Human Development Index is available from the link below, but please consider whether more recent statistics might be available at the time of completing the tool.

<http://hdr.undp.org/en/2018-update>

What is the country's level of economic development using the Development Assistance Committee (DAC) List (as far as possible)?

The DAC list is available from the OECD, with an example file at: www.oecd.org/dac/financing-sustainable-development/development-finance-standards/DAC_List_ODA_Recipients2018to2020_flows_En.pdf

What is the country's estimated population? (in millions)

What is the total number of refugees and people in refugee-like situations according to UNHCR data?

This figure includes individuals with official refugee status granted by UNHCR as well as people in refugee-like situations. UNHCR data are preferred where possible to provide a more consistent methodology between countries. Data drawn from UNHCR mid-year trends, available from www.unhcr.org/statistics; looking at the "mid-year trends" section.

<https://www.unhcr.org/search?comid=56b086754&cid=49aea93aba&scid=49aea93a5c&tags=midyear>

What is the ratio of Refugees to Gross Domestic Product (PPP) per capita?

UNHCR Global Trends 2017 Table 26. Indicators of host country capacity and contributions, end-2017. http://www.unhcr.org/statistics/17-WRD-tab_v3_external.zip

What is the ratio of refugees to 1,000 inhabitants?

UNHCR Global Trends 2017 Table 26. Indicators of host country capacity and contributions, end-2017. http://www.unhcr.org/statistics/17-WRD-tab_v3_external.zip

Which country do most refugees originate from?

Please list the national government department(s) responsible for refugee issues:

Please list the national government department(s) responsible for TVET planning:

Section 1/4: Availability

This section of the self-assessment tool is designed to assess, at a high-level, the availability of TVET to refugees in your country or region.

Availability is primarily assessed through the documented rights of refugees, the availability of funding and the overall TVET system.

Country circumstances are highly diverse and contextual, which any self-assessment scoring system cannot fully capture in its options.

Within that caveat, please select the option that is the closest fit to your understanding of the country/region in question.

Q1/8: 1951 UNHCR Refugee Convention

- 2 point(s): This country has formally ratified the UNHCR Refugee Convention
- 1 point(s): This country is in discussion on ratifying the UNHCR Refugee Convention
- 0 point(s): This country has NOT formally ratified the UNHCR Refugee Convention
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

For instance, you may want to include details like:

- *Your reasoning for a particular score*
- *Any particular evidence points, documents or links*
- *Any country context that is important for interpreting a particular score*
- *Any current or proposed initiatives that might improve a country's performance here (even if not moving it all the way to the next grade)*

If the question/section is marked not applicable, please briefly explain why it does not apply for this particular country or exercise. If marked "unknown", it may be useful to note here the key areas of uncertainty and how the matter might be further investigated.

[Click here for more information on the 1951 UNHCR Refugee Convention](#)

Q2/8: 1951 UNHCR Refugee Convention's Education

- 2 point(s): This country's law fully reflects the convention's clause on education rights for refugees
- 1 point(s): This country's law partly reflects the convention's clause on education rights for refugees
- 0 point(s): This country's law DOES NOT reflect the convention's clause on education rights for refugees
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

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Space for your notes

[Click here for more information on the 1951 UNHCR Refugee Convention](#)

Q3/8: National legal right to education

- 2 point(s): This country has a national law that explicitly references refugee rights to pursue education
- 1 point(s): This country has some legal provision to support some rights to education, but this may not be explicit or comprehensive
- 0 point(s): This country's law explicitly restricts refugees right to pursue education in some way relative to citizens
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

Q4/8: Funding in state managed TVET institute

- 2 point(s): This country provides funding specifically for refugees that is sufficient in most circumstances to support reasonable participation in state managed TVET, beyond what is available for citizens (may be from state funds or from philanthropists/foreign services in the country)
- 1 point(s): This country provides some funding to help some refugees access state managed TVET, but it is too little to overcome the barriers faced by many refugees (may be from state funds or from philanthropists/foreign services in the country)
- 0 point(s): There is no specific funding for refugees accessing state managed TVET institutes in this country or the level is below what is available for citizens
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

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Q5/8: Funding in non-state managed TVET institute

- 2 point(s): This country provides funding specifically for refugees that is sufficient in most circumstances to support reasonable participation in non-state managed TVET, beyond what is available for citizens (may be from state funds or from philanthropists/foreign services in the country)
- 1 point(s): This country provides some funding to help some refugees access non-state managed TVET but it is too little to overcome the barriers faced by many refugees (may be from state funds or from philanthropists/foreign services in the country)
- 0 point(s): There is no specific funding for refugees accessing non-state managed TVET institutes in this country or the level is below what is available for citizens
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

Q6/8: Funding in TVET fields

- 2 point(s): There is broadly adequate funding available for refugees in a wide range of TVET fields
- 1 point(s): There is adequate funding available for refugees in a small range of TVET fields or the funding is generally inadequate to serve most needs
- 0 point(s): There is no funding for any TVET fields
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

Q7/8: Funding in TVET levels

- 2 point(s): There is broadly adequate funding available for refugees in a wide range of TVET qualification levels, from entry-level through to mid-level continuing professional development up to expert practitioner levels
- 1 point(s): There is adequate funding available for refugees in a small range of TVET levels or the funding is generally inadequate to serve most needs
- 0 point(s): There is no funding for any TVET qualification levels
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

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Space for your notes

Q8/8: National TVET system

- 2 point(s): Regardless of its availability to refugees this country has a well-developed TVET system with a range of high-quality qualifications that are respected in relevant areas of the labour market covering a broad range of fields and levels of qualification
- 1 point(s): Regardless of its availability to refugees this country has as moderately developed TVET system with a range of qualifications that are respected in at least some areas of the labours market but there may be gaps in important fields or qualification levels
- 0 point(s): This country has a weakly developed TVET system where there may be some qualifications available, but quality is unclear and variable and there are major gaps in provision
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

For instance, the quality of a TVET system may relate to the quality of practitioners/trainers, the courses that are provided, or the availability of education throughout the country more generally.

Section 2/4: Accessibility

This section of the self-assessment tool is designed to assess, at a high-level, the accessibility of TVET to refugees in your country or region.

Accessibility is primarily assessed in terms of the requirements to use ID cards, the rights to work and move freely, and any support for accessing TVET.

Country circumstances are highly diverse and contextual, which any self-assessment scoring system cannot fully capture in its options.

Within that caveat, please select the option that is the closest fit to your understanding of the country/region in question.

Q1/4: Government-issued ID requirement

- 2 point(s): Refugees do not need a government-issued ID describing their status in order to access TVET and this is made clear and widely understood by TVET institutions
- 1 point(s): Refugees do not formally need a government-issued ID describing their status in order to access TVET, however this is not clear or widely understood by TVET institutions
- 0 point(s): Refugees require a government-issued ID to access TVET in this country, whether by broad-based practice or by explicit legal requirement
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

Q2/4: Right to work

- 2 point(s): Refugees with official documentation have the right to formal employment in the host country indefinitely and without restrictions
- 1 point(s): Refugees with official documentation have the right to formal employment in the host country, but with restrictions in one or more areas for instance with time-limits or restrictions on location or field or salary
- 0 point(s): Refugees with official documentation do not have the right to formal employment
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

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Q3/4: Right to move freely

- 2 point(s): Refugees with official documentation have the right to move freely in the host country
- 1 point(s): Refugees with official documentation have the right to move throughout the country but with restrictions in a few areas, such as small number of geographical limitations or within reasonably certain time limits
- 0 point(s): Refugees with official documentation do not have the right to move freely outside of highly constrained geographical areas in the host country
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

Q4/4: Support accessing TVET

- 2 point(s): On the basis of their refugee status, refugees can access broadly adequate funding to help with TVET-related costs other than tuition fees i.e. transportation and food, such that most refugees are able to access at least some appropriate TVET activity where relevant to them
- 1 point(s): On the basis of their refugee status, refugees can access funding to help with TVET-related costs other than tuition fees i.e. transportation and food but this is inadequate for most refugees to be able to access at least appropriate TVET activity
- 0 point(s): There is no specific support available to refugees (whether from state or non-state sources) to access TVET outside of any support that might be available for tuition fees
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

Section 3/4: Acceptability

This section of the self-assessment tool is designed to assess, at a high-level, the acceptability of TVET to refugees in your country or region.

Acceptability is primarily assessed in terms of quality, suitability for refugees from other cultures (such as female Muslims in a non-Muslim majority host country),

and the ability to transfer qualifications or experience from home countries.

Country circumstances are highly diverse and contextual, which any self-assessment scoring system cannot fully capture in its options.

Within that caveat, please select the option that is the closest fit to your understanding of the country/region in question.

Q1/3: Quality outside of state system

- 2 point(s): TVET delivered to refugees outside of the state system undergoes the same quality assurance as TVET delivered in the state system and this quality assurance is fit for purpose
- 1 point(s): TVET delivered to refugees outside of the state system undergoes quality assurance, but either less than that delivered in the state system or – even if the same – is not fit for purpose
- 0 point(s): TVET delivered to refugees outside of the state system does not undergo any credible or meaningful quality assurance process
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

Q2/3: Suitability for refugees from other culture

- 2 point(s): A wide range of courses are available that are suitable for refugees from other cultures and organisations are in the main, culturally sensitive to different groups
- 1 point(s): A few appropriate courses are available that are suitable for refugees from other cultures
- 0 point(s): Very few courses are available that are suitable for refugees from other cultures and there is little cultural awareness of how to serve different groups
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

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Q3/3: Qualification/experience transfer

- 2 point(s): The host country has measures in place which allow for the recognition of prior educational attainment or professional experience of refugees
- 1 point(s): The host country has measures in place which allow for the recognition of some prior educational attainment or professional experience of refugees, but a significant proportion of such qualifications or experiences are not included
- 0 point(s): The host country has no measures in place which allow for the recognition of prior educational attainment or professional experience of refugees
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

Section 4/4: Adaptability

This section of the self-assessment tool is designed to assess, at a high-level, the adaptability of the TVET system to refugees in your country or region.

Adaptability is primarily assessed in terms of inclusion in policy/strategy documents, links to labour markets and the availability of data.

Country circumstances are highly diverse and contextual, which any self-assessment scoring system cannot fully capture in its options.

Within that caveat, please select the option that is the closest fit to your understanding of the country/region in question.

Q1/4: Policy inclusion

- 2 point(s): The government's national TVET policy or strategy includes refugees and provides detailed, thoughtful approaches for engaging them
- 1 point(s): The government's national TVET policy or strategy mentions refugees but only in brief
- 0 point(s): The government's national TVET policy or strategy makes no mention of refugees
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

For instance, trainers/practitioners in TVET may be supported to engage with refugees, understanding different cultures and expectations, in order to encourage better participation and learning outcomes. Notes can also be added here to explain the context or uncertainties for sections marked "not applicable" or "unknown".

Q2/4: Alternative TVET approach for refugees

- 2 point(s): The national government endorses a detailed and suitable alternative policy/strategy/initiative which encourages the provision of TVET for refugees
- 1 point(s): The national government endorses an alternative policy/strategy/initiative which encourages the provision of TVET for refugees, but the approach is limited in scope or capacity
- 0 point(s): There is no alternative policy/strategy/initiative at national government level which encourages the provision of TVET for refugees
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

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Space for your notes

For instance, in a country where TVET is regarded as low prestige and is disadvantaged in the labour market, this may limit the score given in this question.

Q3/4: Labour market links

- 2 point(s): TVET for refugees is linked to both the labour market of the host country and the home nation of the refugees as appropriate
- 1 point(s): TVET for refugees is linked to either the labour market of the host country or the home nation of the refugees as appropriate or labour market links exist but are limited in scope
- 0 point(s): TVET for refugees is not linked to labour market opportunities
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

For instance, in a country where TVET is regarded as low prestige and is disadvantaged in the labour market, this may limit the score given in this question.

Q4/4: Data

- 2 point(s): There is data which allows for the detailed analysis of refugee inclusion in TVET
- 1 point(s): There is data which allows for some analysis of refugee inclusion in TVET, but key aspects of analysis are not possible (e.g. by type of refugee or home nation; by type of course/level; by area/availability, by outcomes)
- 0 point(s): There is no data which allows for the analysis of refugee inclusion in TVET
- Don't know/unsure (0 point)
- Not applicable (this question will be excluded from the calculation of the overall score)

Space for your notes

Suggestions table

Initial suggestions for improvement

Some initial discussion and possible ideas to explore are included in this section for each question where the user scored a 0 or a 1. These are not intended to be detailed recommendations as such recommendations need to be contextualised and developed thoughtfully.

Generally speaking, a "0" is highlighted here as a High Priority and a "1" as a Medium Priority. Where a "0" score results from the user's lack of information, e.g. from selecting "Don't know / Unsure" from the question options, this should be interpreted as a high priority for further research and clarification, rather than necessarily for pursuing the example ideas listed here.

	0	1
Availability		
Q1/8: 1951 UNHCR Refugee Convention	<p>Most countries have formally ratified the UNHCR Refugee Convention, but a small number have not. The reasons for countries not ratifying vary and are not necessarily transparent but might focus on concerns over national or economic security, e.g. if borders are porous, a neighbouring conflict might result in a large number of refugees. There may also be concerns about the impact of refugees on the cultural / demographic mix in a country or other general concern about the role of international agencies like the UNHCR. Understanding these reasons may make it easier to initiate or support a positive local debate on the Convention. Where general concerns about the UN or other agencies exist, it may be unreasonable to seek to change policy on this matter and the refugee cause may be better served by working towards a country that acts as though the Convention were ratified, rather than formally ratifying it. It is possible, for instance, that a country may choose not to ratify the Convention but embody its key requirements in law/policy or adhere to its principles in practice; in this case, a low score needn't be a major concern on this question.</p>	<p>If there is an ongoing debate or an active conversation regarding ratifying the UNHCR Refugee Convention, it may be possible to contribute - whether in public fora or via private/indirect channels - constructively to these discussions in a way that makes ratification more likely. Options include: identifying countries in similar circumstances who did ratify the convention and how they handled it, exploring the positive impact refugees can have, arguing for benefits around local/regional leadership, the rule of law and easier participation in international conversations.</p>
Q2/8: 1951 UNHCR Conventions Education Clause	<p>The two key requirements of the Education Clause are to treat refugees the same as nationals for elementary (i.e. primary) education, typically up to age 10 or 11, and to treat refugees at least as favourably as other non-nationals resident in the country for later phases of education, which implicitly includes TVET for those aged 16 and above, whether in full or part-time education. If the Convention has been ratified (see Q1/8), then considering the reflection of the education clause in national law should be an effective first step. If not, it may be more productive to focus on increasing legal support for 16+ TVET education. Being more closely linked to work and ensuring that refugees make a positive economic contribution, potentially reducing their burden on state services, TVET education may be worked for more easily than other forms of education.</p>	<p>Same as score for score '0'.</p>

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	0	1
Q3/8: National legal right to education	Where legislation explicitly restricts refugees' rights to pursue education relative to citizens or residents, it affords a potential catalyst for activity. Specific instances of disadvantage or injustice resulting from the legal restriction can be identified, in order to bring to the discussion both a human face and an understanding of the foregone opportunities for the host country's economy. As with any attempt to drive change in a country, it is important to understand both the stated and underlying blockages, whether these might be concerns around the availability of jobs / resources for citizens or limited legislative / political bandwidth, and to decide accordingly on the most constructive ways to engage.	Refugees are often in a fragile position in their host countries, whether economically, socially or legally, or can be understood for feeling this way. An explicit reference in education law to refugees and their rights to access education like other residents can greatly reduce this sense of fragility; even where it should – in principle – follow automatically from a refugee's gaining official refugee status in a country. Similar explanations can lead to visible improvement that has an immediate benefit within countries seeking to improve affairs for refugees.
Q4/8: Funding in state-managed TVET institutes	Different types of funding might be explored in order to support TVET funding in addition to reallocation of existing Government priorities: Government-secured loans repayable by the student or their future employer; dedicated taxes for this purpose; international agencies and donors; subsidised courses, potentially with subsidies linked to future employment outcomes. Depending on local circumstances, different methods may help unlock funding - such as return on investment calculations or social return on investment calculations to understand the pay-offs to institutions, the state and society of improving TVET (such as higher-earning refugees that require less state support, or refugees that are better able to move to another country to work); forging coalitions of organisations with interest in this area in order to convey consistent messages; using data and personal stories to explain the case for TVET to a broader audience to build local support for change.	Same as for score '0'
Q5/8: Funding in non-state-managed TVET institutes	Different types of funding might be explored in order to support TVET funding: Government-secured loans repayable by the student or their future employer; local philanthropists, such as those with family ties back to common refugee areas who have set up successful businesses; international agencies and donors; subsidised courses, potentially with subsidies linked to future employment outcomes. Depending on local circumstances, different methods may help unlock funding - such as return on investment calculations or social return on investment calculations to understand the pay-offs to institutions, the state and society of improving TVET (such as higher-earning refugees that require less state support, or refugees that are better able to move to another country to work); forging coalitions of organisations with interest in this area in order to convey consistent messages; identifying and introducing potential funders to the situation; using data and personal stories to explain the case for TVET to a broader audience to build local support for change.	Same as for score '0'

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	0	1
Q6/8: Funding in TVET fields	Where countries are concerned about skill shortages in particular sectors or at particular levels of qualification (or where new data and analysis might provide evidence for such concerns), this might be used to motivate investment in specific areas of TVET. More generally, similar efforts might apply here as efforts on funding more generally, whether the focus is to increase the quantity of funding, to improve the efficiency of the cost base or to target funding more directly to key areas.	Same as for score '0'
Q7/8: Funding in TVET levels	Where countries are concerned about skill shortages in particular sectors or at particular levels of qualification (or where new data and analysis might provide evidence for such concerns), this might be used to motivate investment in specific areas of TVET. More generally, similar efforts might apply here as efforts on funding more generally, whether the focus is to increase the quantity of funding, to improve the efficiency of the cost base or to target funding more directly to key areas.	Same as for score '0'
Q8/8: National TVET system	Outside of explicit legislative barriers and relatively quick interventions involving communication and process transparency, the most significant issues facing a refugee accessing high-quality TVET will be the same as a citizen, being related to limitations of the overall TVET system itself, which is often the subject of less funding and less political focus than other aspects of the education system. In these circumstances, it is unlikely that an explicit focus on improving the system for refugees will be a strong catalyst for overall system improvement, as refugees typically have less political, economic and social capital in host countries than citizen populations. Where this applies, those interested in TVET for refugees could consider identifying and amplifying the efforts of those working on TVET more generally. The exception to this will be where the needs of refugee populations from particular regions resonate with other global groups who might contribute funding or resources to improve TVET in the host country. For instance, there might be a common background (such as via diaspora communities) or a common sense of duty (where the crisis causing refugees is caused, at least in part, by the actions of some third-party country) that enables reformers in one region to reach out and mobilise groups in other countries to support their work. Pointing to the disadvantages of informal employment may also support efforts to promote formal employment (e.g. undercutting local wages, poor working conditions, lower quality work, supporting criminal activities etc.), although such activities need to be carefully described to avoid the refugees themselves being seen as the cause of these problems.	Same as for score '0'

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	0	1
Accessibility		
Q1/4: Government-issued ID requirement	Where refugees require Government-issued ID to access TVET, it is worth assessing the extent to which this causes problems for refugees in accessing the quality of TVET that they should be able to. If most refugees easily obtain their ID and can then access TVET, this is unlikely to be a high priority area for reform. Alternatively, the issue may lie less in the access to TVET and more in the processes around obtaining ID. Where there are intractable issues around obtaining ID or verifying ID within institutions, there may be merit in reforming such that ID is not required for refugee access to TVET (or at least some, less subsidised aspects of TVET), even if it remains required for other services.	Information campaigns can be run to help institutions understand that formal Government-issued ID is not a requirement for TVET participation or funding (as applicable). Refugees can also be better informed about their rights and where to point TVET institutions that may be unsure whether or not ID is required for a particular activity. The introduction of a simple information page setting out different rights and restrictions for refugees as they currently exist can also be considered.
Q2/4: Right to work	Where refugees with official documentation still do not have the right to formal employment, it may prove productive to introduce change through loosening restrictions incrementally rather than securing full legal rights, especially where citizens are concerned about economic pressures and some groups may unfairly blame the refugees for existing issues not of their own making. For instance, refugees may be allowed to work in certain skill shortage areas, only in specific regions or camps, only in firms securing approval from a certain department, only for limited periods of time and so on. If so, TVET activities can be targeted to these areas. While this remains less preferably than full access to employment opportunities, it may prove a useful stepping stone to demonstrate that refugees can add value locally and ultimately unlock increased access in the future.	Where refugees have some rights to formal employment but with limitations, one productive approach can be to incrementally increase the number of circumstances under which they can work – by identifying motivations for exceptions, such as skill shortage areas or regions, or by allowing safety nets, such as time-bound employment. Support can be gained by drawing on positive examples and collecting statistics (see Adaptability Q4/4) on the benefits generated from existing areas where refugees are allowed to work – whether in this country or comparable countries nearby. Pointing to the disadvantages of informal employment may also support efforts to promote formal employment (e.g. undercutting local wages, poor working conditions, lower quality work, supporting criminal activities etc.), although such activities need to be carefully described to avoid the refugees themselves being seen as the cause of these problems.
Q3/4: Right to move freely	Strict or partial restrictions on refugees' ability to move freely through a country's geography can be driven by a range of factors: concern for an uncontrollable quantity of refugees damaging social order, limited internal administrative and governance processes for tracking refugees, hope that refugees will ultimately go elsewhere but that this is less likely if they disperse and integrate into local communities, local political situation and so on. Any attempt to reform such restrictions should begin by understanding the underlying concerns and identifying possible factors that might unlock them, such as improved registration and tracking procedures, stronger public services or police facilities and so on. Simultaneously, organisations might identify, analyse and publicise case studies of how other countries in comparable situations with comparable refugee inflows have been able to support freer geographic movement (even if still incompletely free). Moral and economic arguments can also be constructed around increased freedom of movement for refugees.	Same as for score '0'

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	0	1
Q4/4: Support accessing TVET	<p>Where no support exists for refugees accessing TVET, organisations might begin by collecting data and examples to understand which groups are closest to being able to access TVET today, what their barriers are, and what they might be able to achieve if those barriers were resolved and they did access TVET (for instance, by comparison to the kind of employment or social benefits demonstrated by similar refugees who do access TVET). Such data, whether collected systematically or via small, one-off research activities, can build a case for small, highly-targeted funding. If successful, this can be used as a case study for increasing funding for other sources of support. Examples of different types of support include transportation costs, food costs, childcare cover, short-term accommodation near the TVET study location, enabling language support (e.g. specialist vocabulary training) and so on. Case studies of subsidy activity from other countries may also help strengthen the argument for support in your area.</p>	<p>Where some support exists for refugees accessing TVET (e.g. transportation, food, childcare), but it is insufficient to enable access, a few different strategies can be considered. The first would be to demonstrate the limitations in access and quantify the additional support required, such that the initial donors/funders might be empowered to increase support to the necessary levels. A second approach, where an increase in funding is unlikely, would be to analyse which sub-groups of refugees need the funding the most and are most likely to be able to benefit from it, e.g. by gaining or improving their employment circumstances. If funding can be focused on these sub-groups it would increase impact per unit of funding, which may prove instrumental in the future to unlocking additional funding for other groups. A third approach would be to explore whether current support is focused in the right bottleneck areas. For instance, the same amount of funding might have extra impact if focused on childcare support rather than transportation support. Again, by increasing impact and by being able to demonstrate this increase in impact, future attempts to increase funding are more likely to succeed, whether it is sought from host governments, international charities, or other sources.</p>
Acceptability		
Q1/3: Quality outside of state system	<p>Where there are weak or absent quality assurance processes for non-state TVET for refugees specifically, then dedicated campaigns might be run to raise awareness of the problems this causes, the unfairness of the distinction and the complexity caused when some processes exist in certain circumstances but not others; ultimately the extension of processes to all eligible users of TVET is a practical policy goal. However, if TVET lacks quality assurance more generally, whether for refugees or otherwise, this is a larger policy issue and is most likely best tackled as a general issue, rather than as one singling out refugees as a beneficiary. Nonetheless, common interest between refugee groups and TVET groups may result in a greater force for change.</p>	<p>Same as for score '0'</p>

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	0	1
Q2/3: Suitability for refugees from other cultures	Individuals from different cultures might face restrictions in a given host country with reference to either the type of learning facility or the type of work in which they can fulfil their potential. For instance, having religious facilities and timetables that support fixed prayer times or having catering courses that support dietary restrictions, such as halal. Social factors such as prejudice and inclusivity may also be key barriers. The extent to which this is a priority restriction depends on the major groups of refugees in a country and the extent to which their culture is different from the mainstream in that country. A case-by-case approach is required, based on a deep engagement with the relevant refugee communities, to understand which specific cultural issues cause barriers and which can be circumnavigated, and what in practice might be the easiest ways to resolve them.	Same as for score '0'
Q3/3: Qualification /experience transfer	Qualification transfer / recognition can be a clear win-win in TVET for refugees. It reduces the cost and burden on TVET education for the host country and reduces the time loss and frustration on the part of the refugee before being able to add value economically. The two key elements are typically (1) having a formal local equivalence to the foreign qualification; and (2) being able to demonstrate competence without formal records of their qualification (such as where documentation has been destroyed or lost while fleeing their home country). Significant international expertise exists for the former, such as championed with institutions like NARIC and Europass in the EU or the Council of Europe's European Qualifications Passport for Refugees, with initiatives in place for refugees from Syria among others. For the latter, it can be possible to allow individuals to bypass the educational part of a TVET course and demonstrate capability directly on the end assessment or via some tailored assessment process.	Same as for score '0'
Adaptability		
Q1/4: Policy inclusion	Including reference to refugees in TVET/education policies is an effective measure for governments and can be campaigned for by interested parties. Even a simple reference of a few sentences can provide clarity and confidence for refugees. For instance, a reference may seek to ensure that TVET is fit for purpose for all eligible participants, including refugees in a long list of other eligible participants, or being explicit that refugees whom the government has accepted into the country are eligible for TVET programmes.	Once there is some reference to refugees in a country's TVET or education policy, this provides a base to build on. The key steps in improving this score would be first to understand the main issues facing TVET provision for refugees in your country, reviewing for instance the other answers you have given in this tool, and then identifying the groups in society who also want those issues improved and/or the possible practical options for change that might result in improvement. The top priorities, that are both important issues and have potential support for a new approach, can then be considered for inclusion in future versions of national policy.

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	0	1
Q2/4: Alternative TVET approach for refugees	<p>The importance of an alternative TVET approach for refugees depends on how well refugees are included in overall education policy (Q1/4 in this section). Key aspects of a TVET policy/strategy/initiative should include details on who is included (e.g. which refugees, what level of official documentation is required if any), what courses or institutes are in scope, what funding, subsidy or activity is involved to support participation, the intended goals (e.g. social inclusion, economic gain, reduced burden on state services) and plans for evaluation.</p>	<p>Same as for score '0'</p>
Q3/4: Labour market links	<p>Improving labour market links for TVET courses typically requires activity across three broad categories, the prioritisation and feasibility of each will vary from case to case. The first category is sufficient understanding of the labour market, both in the host country and the refugee's home country, to understand which skills are in demand and which might be accessible to refugees following TVET courses (i.e. limited by the kind of TVET that is feasible). The second category is sufficiently high quality TVET courses that they enable graduates to compete for jobs in those areas. This category might be improved by course inspections, input by employers into course requirements/specification, support for work experience placements or job shadowing as part of the courses, higher quality lecturers, increased study hours and so on. The third category is access to sufficient data that it is possible to assess how well TVET course graduates, differentiating refugees from other cohorts, go on to succeed in the labour market.</p>	<p>Same as for score '0'</p>

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	0	1
Q4/4: Data	<p>Good data is key to reforming any policy area, whether it is understanding where the serious issues are to tackle, in building the case for reform, or in understanding whether initiatives are making progress. Ideally data would be available to cover aspects like: (i) numbers, types and circumstances of refugee (e.g. age, home country, gender, religion, access to resources, language ability), (ii) their prior TVET credentials and employment experience by category, (iii) the types of TVET they wish to access and do access within the host country, including any experience of barriers, (iv) the TVET outcomes they achieve in terms of qualification passes and grades, and (v) their labour market and socioeconomic outcomes both prior to the TVET course and following it (e.g. immediately afterwards and six months on). However, not all of this data is likely to be collected in the same places or equally systematically, in which case the analytical challenge lies in linking and centralising the relevant databases and drawing insights across multiple sources. For instance, many categories of refugee circumstance might be recorded by immigration authorities; TVET activity and outcomes might be recorded by TVET institutions; labour market insights might be best found from national taxation or benefits systems. Other insights might be best identified via one-off research pieces (such as longitudinal studies) or via regular community surveys, rather than via official, systematic Government sources.</p>	<p>Same as for score '0'</p>

Glossary

1951 UNHCR refugee convention

More information can be found from the UNHCR website, www.unhcr.org, and specifically here on the convention:

<https://www.unhcr.org/1951-refugee-convention.html>

As of January 2019, the list of states ratifying the convention and later protocol can be found here:

https://treaties.un.org/pages/ShowMTDSGDetails.aspx?src=UNTSO&tabid=2&mtdsg_no=V-5&chapter=5&lang=en#Participants

1951 UNHCR refugee convention - Education clause

Article 22 on public education states (UNHCR, 1967):

1. The Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education.
2. The Contracting States shall accord to refugees treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships.

The full text of the convention can be found at the following link:

<https://www.unhcr.org/3b66c2aa10>

Acceptability

The acceptability of TVET to refugees in your country or region. Acceptability is primarily assessed in terms of quality, suitability for refugees from other cultures, and the ability to transfer qualifications or experience from home countries.

Accessibility

The accessibility of TVET to refugees in your country or region. Accessibility is primarily assessed in terms of the requirements to use ID cards, the rights to work and move freely, and any support for accessing TVET.

Adaptability

The adaptability of the TVET system to refugees in your country or region. Adaptability is primarily assessed in terms of inclusion in policy/strategy documents, links to labour markets and the availability of data.

Availability

The availability of TVET to refugees in your country or region. Availability is primarily assessed through the documented rights of refugees, the availability of funding and the overall TVET system.

Internally Displaced Persons (IDPs)

Internally displaced people (IDPs) have not crossed a border to find safety. Unlike refugees, they are fleeing their homes but remain within their own country and therefore under the protection/authority of its government (in principle), even if that government is the reason for their displacement.

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Refugee

The UNHCR definition of ‘refugee’ is used to ensure consistency: ‘...someone who has been forced to flee his or her country because of persecution, war, or violence. A **refugee** has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group.’ The refugees in scope for this tool are those who have been granted official refugee status by the government of the host country or UNHCR, meeting the above criteria. This self-assessment tool focuses on refugees aged over 16.

Given this definition, the tool does not seek to cover other displaced groups such as asylum seekers (i.e. those who have applied for asylum/refugee status but have not yet had the decision). Since TVET service availability can differ between refugees and asylum seekers, the same self-assessment should not be used to cover both groups.

TVET

TVET (Technical and Vocational Education and Training) is defined as education and training which prepares the recipient to enter a specific profession and therefore excludes provision focused exclusively on literacy, numeracy and general skills instruction. It focuses on provision for those over 16.

UNHCR

United Nations High Commissioner for Refugees

Benchmark results from other countries

Five countries have been analysed against the same benchmarks as captured in this tool.

Reviewing the scores and benchmarks below may help identify other countries to examine from which to draw inspiration to improve practice, and also help users calibrate the scores they are thinking of assigning to particular countries.

Table 1: Comparison of study countries by population, economy and refugees.

Broad indicator	Country	Ethiopia	Jordan	South Africa	Pakistan	United Kingdom
	Detailed indicator					
Country context	Continent	Africa	Middle East	Africa	Asia	Europe
	Ranking in Human Development Index out of 188 countries in 2015	174	86	119	147	16
	Human Development Category according to the Human Development Index	Low	High	Medium	Medium	Very High
	Level of economic development using the Development Assistance Committee (DAC) List as far as possible	Least developed	Lower Middle Income	Upper Middle Income	Lower Middle Income	N/A
	Total population in millions (estimate)	102.4	9.46	55.91	193.2	65.64
	Total number of refugees and people in refugee-like situations according to UNHCR data from mid-2017 ¹	841,285	692,240	92,296	1,406,794	121,280
	Refugees to Gross Domestic Product (PPP) per capita (according to UNHCR Data from mid-2015)	469.41	61.64	8.74	322.47	2.94
	Refugees to 1,000 inhabitants (according to UNHCR data from mid-2015)	7.24	89.55	2.12	8.33	1.82
	Which country do most refugees originate from?	South Sudan	Syria	Somalia according to UNHCR	Afghanistan	Data not available.

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Table 2A: Analysis of countries according to TVET provision for refugees

Broad Indicator	Country	Ethiopia	Jordan	South Africa	Pakistan	United Kingdom
	Detailed indicator					
	Example of a key challenge facing state TVET system	Lack of qualified instructors	Low prestige of TVET	Poor administration	Lack of industry engagement	Reduced funding
	National government department responsible for refugee issues	Administration for Refugee and Returnee Affairs	Office of the Prime Minister, the Ministry of Foreign Affairs, the Ministry of Interior, the Ministry of Planning and International Cooperation, Syrian Refugee Affairs Directorate (responsible for Syrians), Department for Palestinian Affairs (responsible for Palestinians)	Department of Home Affairs	Ministry of States and Affairs, Office of Chief Commissioner for Afghan Refugees	Home Office
	National government department responsible for TVET planning	Ministry of Education, Federal TVET Agency Ethiopia	Ministry of Education, Employment Technical and Vocational Education and Training Council, Ministry of Labour	Department of Higher Education and Training	Federal Ministry of Education, National Vocational and Technical Training Commission	Department for Education (England), Department for Business and Innovation (England), Department of Education (Northern Ireland), Department for Education and Skills (Wales), Advanced Learning and Science Directorate (Scotland), Fair Work, Employability and Skills Directorate (Scotland)

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Table 2B: Analysis of countries according to TVET provision for refugees according to Availability, Accessibility, Acceptability and Adaptability

Broad Indicator	Country	Ethiopia	Jordan	South Africa	Pakistan	United Kingdom
	Detailed indicator					
Availability	Ratification of the UNHCR Refugee Convention	2	0	0	2	2
	National law reflects the Convention's education clause	0	0	0	1	1
	National refugee law grants refugees the right to pursue education	0	1	1	1	1
	Existence of funding for refugees to study in state managed TVET institutes	1	0	1	0	1
	Existence of funding for refugees to study TVET outside of state managed TVET institutes	1	1	1	1	1
	Funding available for all technical fields	1	0	0	0	2
	Funding available for all levels of TVET	1	0	Unknown	Unknown	0
	The national TVET system is well developed	1	1	1	1	2
	Overall availability score	7	3	4	6	10
Accessibility	Refugees can access TVET without possessing a government-issued identity document which demonstrates their status	0	0	0	0	0
	Refugees with official documentation have the right to formal employment in the host country indefinitely and without restrictions	0	1	0	1	2

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Broad Indicator	Country	Ethiopia	Jordan	South Africa	Pakistan	United Kingdom
	Detailed indicator					
	Refugees with official documentation have the right to move freely in the host country	0	2	2	2	2
	On the basis of their refugee status, refugees can access funding to help with TVET-related costs other than tuition fees i.e. transportation and food	1	1	Unknown	0	0
	Overall accessibility score	1	4	2	3	4
Acceptability	TVET delivered to refugees outside of the state system undergoes the same quality assurance as TVET delivered in the state system	Unknown	1	Unknown	Unknown	2
	Available TVET opportunities are considered culturally acceptable for Muslim female refugees	Unknown	1	Unknown	Unknown	1
	The host country has measures in place which allow for the recognition of prior educational attainment or professional experience of refugees	1	0	0	1	1
	Overall acceptability score	1	2	0	1	4
Adaptability	The government's national TVET policy or strategy includes refugees	0	1	0	0	0
	The national government endorses an alternative policy/strategy/initiative which encourages the provision of TVET for refugees	1	1	1	0	1

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Broad Indicator	Country	Ethiopia	Jordan	South Africa	Pakistan	United Kingdom
	Detailed indicator					
	TVET for refugees is linked to the labour market of the host country or the home nation of the refugee	1	1	1	Unknown	1
	There is data which allows for the analysis of refugee inclusion in TVET	1	0	0	0	0
	Overall adaptability score	3	3	2	0	2
	Overall TVET inclusion score	12	12	8	10	20

For full details, please see the British Council report from 2018:

Inclusion of refugees in technical and vocational education and training: An exploration into funding, planning and delivery

https://www.britishcouncil.org/sites/default/files/inclusion_of_refugees_in_tvete_report.pdf

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