TRACK RECORD OF BRITISH COUNCIL TEACHER DEVELOPMENT PROJECTS

This is a sample of some of the teacher development projects which we have designed and managed in the last five years. They cover a spectrum of countries and educational contexts round the world and demonstrated the range of solutions we can provide to meet specific objectives.

50 countries - Peacekeeping English Project (PEP) 1996-continuing

The Peacekeeping English Project (PEP) has worked with 50 countries worldwide from 1996 to date to help them contribute effectively to multinational peacekeeping support operations, in support of the UK government’s commitment to conflict prevention and stabilisation. Funded by the UK MoD, FCO and DfID, with additional support from other stakeholders – governments, OSCE and NGOs, it promotes the development of sustainable English Language Training for military and other security forces (including border guards and police) enabling a greater contribution to regional and multinational Peace Support Operations, security operations and humanitarian/disaster relief activities. PEP has trained over 4,500 local teachers and engaged with 150,000 personnel through participation in training programmes and over 190 self-access centres, blended learning and outreach initiatives. It has facilitated successful EU accession for target countries and membership of NATO or Partnership for peace, increasing participation in UN peace support operations. The English language training incorporates human rights and intercultural issues and develops awareness and skills for working effectively in/with conflict, challenging environments and disaster/humanitarian relief. These include sexual exploitation and the protection of civilians, which support the UN agenda, HIV/AIDS, combating organised crime (human trafficking, drugs) and border control for migration and immigration. PEP trained personnel have reported significant improvement in skills, confidence and ability to deal with conflict situations on top of their regular duties.

Burma - English for Education College Trainers (EfECT) 2014-2016

The English for Education College Trainers (EfECT) project in Burma is funded by the UK’s Department for International Development and the British Council. The project has seen 50 expatriate trainers working with over 2,200 of Burma's teacher educators across 25 different education colleges and other teacher training organizations since September 2014. Of the core beneficiaries who took up the provision during the first year of the project 97% improved their English proficiency as measured by the Aptis test and over 75% improved their English proficiency by at least one CEFR level. A survey of beneficiaries showed that the teacher educators overwhelmingly rated their confidence in English as improved, both in terms of use of English in their job role and use of English more widely. A mid-project external evaluation of the project has stated that the project has met all the targets set in the DFID log frame and that the project has made very good progress. The project is now in its second year which sees teacher educators benefitting from the Foundation in Teaching course which has been developed specifically for the project.
Germany – Brush Up your English (BRUYE) 2012-2015

In the German state of Saxony-Anhalt, we designed and managed a programme to support the development of 650 teachers from primary, secondary and special needs schools, all teaching English. The objectives of the project were to improve the English language proficiency of the teachers to give them more confidence in the classroom, to up-date their understanding of the UK, to use technology for their own development and to support them in introducing a more communicative approach with their learners. We did this with an integrated programme of local workshops, training in the UK, and online tutoring using Skype led by a team of 10 UK-based teachers. During the three years of the project, 8000 Skype sessions classes were delivered, and through these the UK teachers mentored the German teachers in developing their English conversation skills and their thinking and practice in teaching and their own professional development. The project had a strong impact on the teachers’ performance, especially on their English language proficiency and confidence, on their ability to develop themselves through the use of technology and mentoring. The Skype tutoring created lasting professional relationships between the German and UK teachers.

India - Bihar Language Initiative for Secondary Schools (BLISS) 2012-continuing

In India, the British Council, DFID and the Bihar State Government are partners on the Bihar Language Initiative for Secondary Schools (2012-17, £1.7M). BLISS aims to provide a coherent, high quality and sustainable model for English teacher development in Bihar. 200 Teacher Educators were selected and trained in child friendly and interactive teaching practices and they have gone on to train 3,200 secondary school teachers who teach up to 1.6M students across the state. There was significant improvement in teacher educator language proficiency, with 80% of those tested achieving an improved score on language assessments after initial training and 75% of teachers trained used English in the classroom most of the time, compared to 15% at baseline. BLISS has utilised UK expertise in M&E framework design, resource development, research and external impact evaluation.

Lebanon - Accessing Education: Language Integration for Syrian Refugee Children 2013-2016

Jointly funded by the British Council and the EU, ‘Accessing Education’ project sought to mitigate some of the effects of refugee displacement by providing Syrian refugee children with better access to education in more inclusive, nurturing learning environments. Over 60,000 Syrian refugee children benefitted from a teacher training programme for 1,200 Lebanese state school teachers, with a focus on inclusion, tolerance and anti-discrimination. Evaluation reports indicate a clear change in perceptions of diversity from both teachers and students, with students fostering a greater sense of belonging and self-esteem through the strengthening of pluralistic identity in the classroom. Teachers were given the tools to better understand socio-cultural diversity in the classroom using English as a link language to bring Lebanese and Syrian students together. Improving students’ confidence and language abilities also through targeted teaching training also supported their gradual integration into the community, which, along with successful capacity building and the promotion of inclusion, will bring long term benefits to the Lebanese education system.
Malaysia - English Language Teacher Development Project (ELTDP) 2010-2013

Working in partnership with the Malaysian Ministry of Education, the English Language Teacher Development Project (ELTDP) in East Malaysia on the island of Borneo has sought to raise the quality of English language teaching in primary schools in East Malaysia as part of the Malaysian Ministry of Education’s "Uphold Bahasa Malaysia and Strengthen the English Language" programme. Over 5 years, this capacity-building, teacher mentoring project has worked with over 4000 teachers in 600 schools to bring about significant change in their approach to the teaching of English to make learning outcomes for pupils more relevant and effective. The project has also helped teachers and schools implement the new school curriculum, introduced as part of the Malaysian government’s Education Blueprint, a 10 year plan to transform the Malaysian education system.

Rwanda - Supporting Teachers’ English via Mentoring (STEM) 2013-2015

Recently honoured with a ‘Commonwealth Good Practice in Education Award’, the DFID-funded STEM programme (supporting teachers’ English via mentoring) works with local partners to provide primary school teachers of all subjects with professional development materials, school-based mentoring and peer group support to develop their English language skills and ensure a quality education for all students. 86% of participating teachers improved their performance on the pre and post-intervention Classroom English Test, with 100% stating they are more confident and better prepared to use English in their subject teaching as a result of STEM. Specifically developed audio materials used on mobile phones have also contributed significantly to the marked improvement in pronunciation among participating teachers. STEM forms part of the technical assistance the British Council is currently providing to the Government of Rwanda, through which we promote language policy dialogue and bilingual education practices to strengthen the transition from teaching and learning in the mother tongue to teaching and learning in English.

Uruguay - Plan Ceibal 2012-continuing

In Uruguay we are teaching 83,000 9-11 year olds in 3,000 schools, with remote teachers based in the Philippines, Montevideo, Buenos Aires and London. With the support of the remote teachers via innovative videoconferencing technology, the local classroom teachers are improving their English and the communicative teaching approach is influencing change positively across the entire curriculum. An independent evaluation shows that the children’s English is improving at the same rate as – or faster than – the English of children with specialist English teachers in the classroom. We are adapting the programme for satellite-based remote teaching into the Amazonas and other rural areas to support greater social inclusion – a major issue in the Americas. This is an innovative response to the widespread challenge of affordable systemic change in in-service teacher training and direct teaching – with strong commercial possibilities for UK suppliers and home-based teachers.