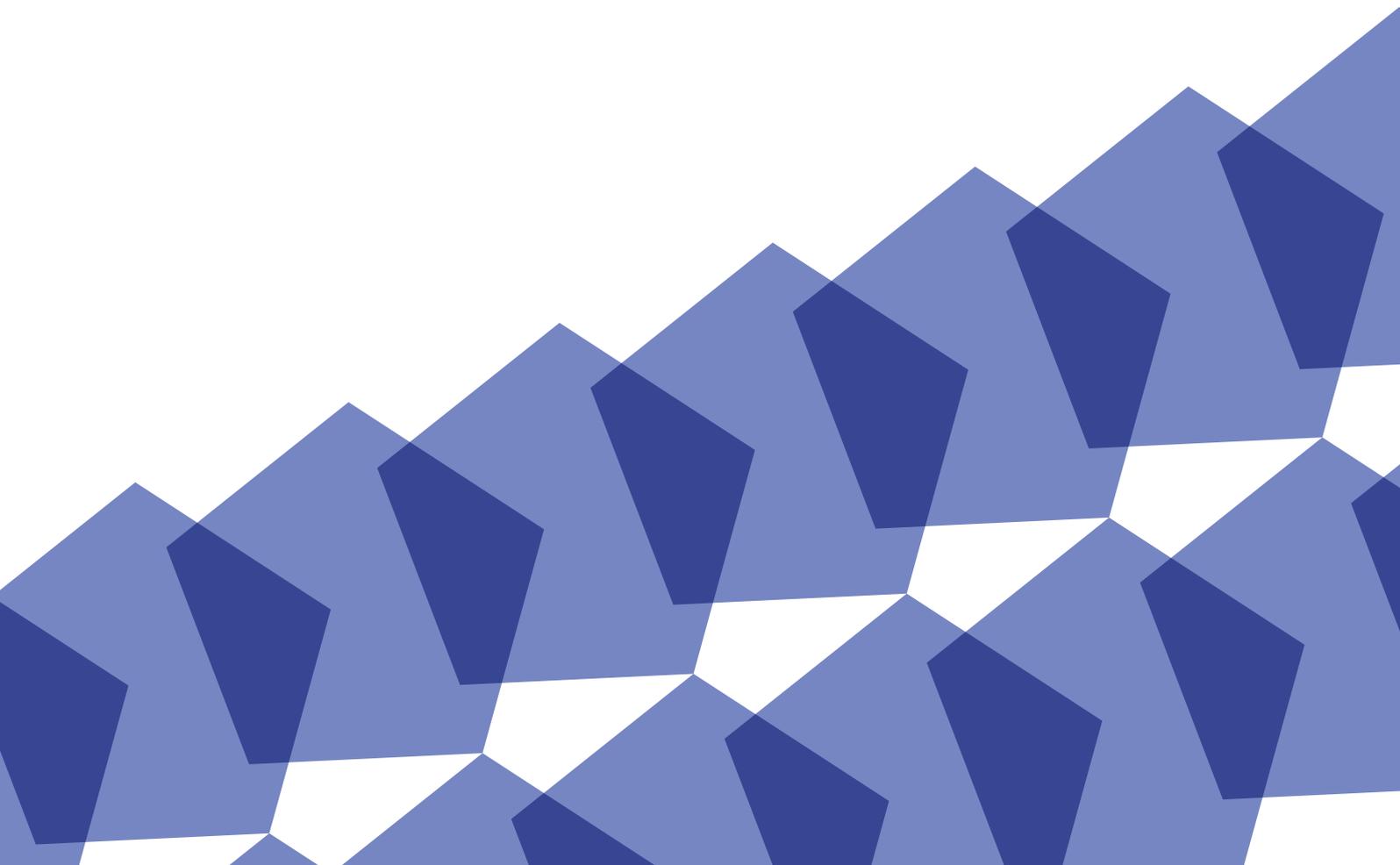
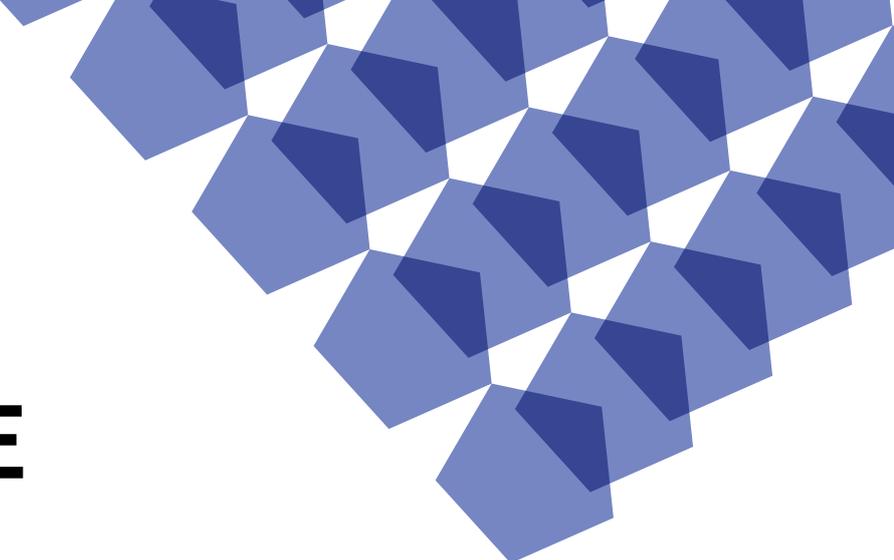


PARTNERS FOR CHANGE

EDUCATION

www.britishcouncil.org/international-development





PARTNERS FOR CHANGE

The British Council helps societies achieve change through value for money solutions that are both effective and sustainable. We work with governments, teachers, school leaders and civil society partners to improve the quality of school education for children and young people. By promoting quality education, sharing international best practice and facilitating dialogue between policy makers, practitioners and education leaders we influence whole-system reform to help improve learning outcomes.

OUR WORK

SCHOOL LEADERSHIP AND MANAGEMENT

Through coaching, mentoring and reflective learning we focus on developing the ability of school leaders and managers to deliver improved learning outcomes for pupils and implement school development plans. We produce training materials and curricula to support the delivery of high-quality leadership training.

TEACHER DEVELOPMENT

We help develop the skills of teachers by working with professional development institutions and governments to develop new training curricula and materials and to deliver training more effectively. We focus on participatory learning and on sharing the latest pedagogical practices from across the world.

EDUCATION SECTOR AND MANAGEMENT REFORM

We support national and local governments and development partners to deliver education reform programmes, focusing on the development of governance and accountability systems, the development of national frameworks and standards, quality assurance and inspection services and public financial management.

CURRICULUM DEVELOPMENT AND ASSESSMENT SYSTEMS

We support governments and organisations with curriculum development, designing and implementing national assessment systems, establishing national assessment centres and implementing Education Management Information Systems.

ENGLISH

Strong English language skills are a priority for governments worldwide. Using our extensive experience of English teaching, we work with a range of institutions to support teachers, teacher trainers and school leaders to improve English language teaching in schools. We also support the improvement of English language teaching within higher levels of education.

OUR APPROACH

We work collaboratively with governments to implement education reforms that align with national policies and plans and support and develop existing processes. Through our global network of partners and experts, we have access to the very latest educational expertise and practices, which we build into programmes to improve education outcomes in the countries we work in. We promote a global perspective in education to enable young people to develop the skills and understanding they need to achieve success at school and improve their international competitiveness in the future.





OUR TRACK RECORD

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 supported Iraq's government to improve learning outcomes for 800,000 primary and secondary school students in Kurdistan and central and southern Iraq. Supporting the Ministry of Education, the Ministry of Higher Education and the Ministry of Youth and Sport, we have worked with teachers and school leaders to help them improve the classroom experience, support learning more effectively and plan and implement school improvement processes.

School standards

In collaboration with the Director General of Supervision, revised school standards for schools, teachers and principals have been developed and piloted, which include new processes and pro formas for planning and evaluating school and teacher effectiveness. A National Education Working Group on Standards has been formed, and works with ministries to ensure standards are established across Iraq.

Improving teaching skills

Teachers and school leaders have been supported in using the very latest pedagogical techniques. In collaboration with ITTD/TEDI, the institute responsible for in-service training, a total of 300 trainers

have been trained to support teachers with a wide range of pedagogical approaches, and support materials have been produced. The role of head teachers as leaders of teaching and learning has been supported through a 'resident supervisor' approach.

Quality assurance

In collaboration with the Ministry of Education, the role of school supervisors has been developed. Supervisors will now support schools to evaluate themselves against school and teacher standards and provide support with school improvement processes. In the lifetime of the programme, all supervisors will have received training and teaching and learning materials.

OUR TRACK RECORD

SOUTH WEST BASIC EDUCATION PROJECT

COUNTRY: China
CLIENT: DFID
VALUE: £900,000
LIFECYCLE: 2005–11

As part of the South West Basic Education Project, we helped improve learning outcomes for school-aged children in 27 of the poorest counties in the Yunnan, Sichuan, Guizhou and Guangxi provinces in China.

Teacher development

The skills of teacher trainers and the overall capacity of teacher training institutions were strengthened, leading to 77,000 teachers in 800 schools

benefiting from improved pedagogical approaches. Teacher trainers increased their knowledge and use of participatory teaching techniques, and distance learning approaches were used to reach teachers in rural areas.

Equitable access to education

Student assistance regulations were developed and resource allocations were improved to target the most marginalised children, helping 220,000 poor children, mainly girls, to attend junior middle school.

Improved education management

A new model for head teacher training was established to improve school leadership and management functions, with a strong focus on pastoral care and child protection. New monitoring tools were developed to assess student attainment, along with a baseline for measuring progress, which supported 2,100 schools in poor townships to carry out school improvement planning.

EC SUPPORT TO EDUCATION IN ERITREA

COUNTRY: Eritrea
CLIENT: European Union
VALUE: €4.08 million
LIFECYCLE: 2007–11

We helped strengthen the capacity of Eritrea's government to improve access to and the quality of education in schools, with a particular focus on improving teacher development and school leadership.

Teacher development

A focus on raising the professional status of teachers led to 1,292 middle school teachers passing examinations to be upgraded to diploma level and 201 primary

school teachers passing examinations to be upgraded to certificate level. A national teacher education policy was developed, leading to a new national curriculum for teacher education at diploma level.

Continuous professional development

A continuous professional development strategy was developed, identifying three areas for teacher development: formal courses (accredited), non-formal in-service courses and workshops (non-accredited) and an informal school-based day-to-day reflective process. A 150-hour training package for school directors in leadership

and management was introduced, consisting of 70 hours of face-to-face training and 80 hours of school-based assignments.

School improvement

A practical toolkit on school planning, teacher improvement and performance monitoring was produced to support school directors and supervisors with developing teaching and learning skills in schools.

BANGLADESH

Through **PROMOTE Female Teachers in Rural Schools** we helped get more female teachers into post in rural secondary schools in Bangladesh. Our work ensured that female teachers had improved teaching skills and were able to promote gender-sensitive teaching and management strategies in rural areas, better supporting girls to achieve in school. (European Union, €1.1 million, 2002–06)

TURKEY

Through **Increasing Enrolment Rates Especially for Girls I**, we worked to support the increased enrolment of girls by working with the Ministry of National Education to pilot guidance and support services for girls and young women, promoting incentives for enrolment and retention and working with parents and other partners to raise awareness of the importance of education. (Ministry of National Education, €400,000, 2011–13)

INDONESIA

Through the **Basic Education Programme in West Papua** we have increased participation in basic education and helped to improve learning outcomes for school age children. We achieved this through policy work with local government and by improving standards in schools. Our approach included developing a scholarship programme, building community support and improving resources. (British Petroleum, USD3.3 million, 2006–13)

OUR TRACK RECORD

EDUCATION SECTOR SUPPORT PROGRAMME IN NIGERIA

COUNTRY: Nigeria
CLIENT: DFID
VALUE: €2.7 million
LIFECYCLE: 2008–14

Through the Education Sector Support Programme in Nigeria we support Nigeria's government and schools to deliver improved basic education. Bringing together national, state and local governments and civil society organisations, the programme focuses on governance and management, community and learner participation and school quality. We deliver initiatives to improve education within the states of Kaduna and Jigawa, as part of a wider programme managed by Cambridge Education across Nigeria.

School-Based Management Committees

School-Based Management Committees have been established in Kaduna and Jigawa to hold local government to account on key community concerns, such as teacher absenteeism and

'There has been remarkable improvement in attendance and punctuality on the part of teachers and pupils, because of the child-centred learning methods we have been introduced to.'

Christiana Allahmagani, head teacher at Sabon Gari School in Kaduna, Nigeria

poor-quality building work. Made up of community members trained by civil society organisations, the committees are creating stronger links between civil society and government on school improvement issues and are achieving success in advocating on girls' attendance and improved facilities.

Islamic education

The Ministry of Education's goal to improve the quality of teaching and learning in independent Islamic schools in northern Nigeria is being supported. Through a pilot model in Kaduna state, basic literacy and numeracy has been incorporated in over

300 Islamic schools. Using the approach of training local volunteer teachers who are already known in the community, the model has gained acceptance from religious bodies and is now being implemented in other areas.

State School Improvement Teams

A pilot, 24-strong State School Improvement Team has been established in Kaduna to train Local Government Education Area school-services staff in providing better support to the state's primary schools. The model is now being implemented by all Local Government Education Areas across Kaduna.

TECHNICAL ASSISTANCE TO THE SINDH EDUCATION REFORM PROGRAMME

COUNTRY: Pakistan
CLIENT: European Union
VALUE: €4.25 million
LIFECYCLE: 2007–12

Through Technical Assistance to the Sindh Education Reform Programme our project team worked to develop capacity at the school, district and provincial levels in Sindh, Pakistan, to support the delivery of high-quality, equitable elementary education services. Through institutional support, training and capacity building we supported government officials to plan and implement educational reforms more effectively, co-ordinate multi-donor efforts in the education sector and establish more

transparent accountability and sector performance reviews.

School Management Committees

A total of 2,500 School Management Committees in two pilot districts were supported to take a more active role in the local-level planning process through a newly designed operating model and grant support.

Education District Managers

A total of 1,200 Education District Managers were trained through a six-month in-service training programme, leading to improved education services

in school and district financial and resource management. Textbook procurement and distribution were also improved, significantly reducing the 'leakage' in the system.

Teacher training and recruitment

Merit-based teacher recruitment was introduced in the province, through a system focusing on teacher testing, to ensure the recruitment of high-quality teachers. The project led on the development of continuous professional development 'accreditation standards' for teachers in eleven subjects and teacher training competency assessments.

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:

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