May 2024 | **britishexpertise.org**

Systems Strengthening:

The UK Education providers' contribution to the global education systems

British Expertise International | **Education Working Group**

First Edition

BritishExpertise
INTERNATIONAL

Supported by:

ARUP   CHANGE SCHOOL   Education Development Trust   Social Development Direct

Contributing Members

abe — a world of opportunity | Abt | Adam Smith International | AdvanceHE | AlphaPlus | ARUP | BRITISH COUNCIL

CADMUS | Cambridge Consultancy Research | CAMBRIDGE EDUCATION | CAMBRIDGE | CHANGE SCHOOL | Chemonics | City & Guilds

DAI — Shaping a more livable world. | eagle scientific ltd. | Ecctis | ECORYS — Answering tomorrow's challenges today | Education Development Trust | EDUCATION & TRAINING FOUNDATION | fhi360 UK

gleeds | HODDER Education | impel | IXL | KSI EDUCATION — Knowledge | Sustainability | Inclusion | mannion daniels | montrose

NFER International | nocn | opencentric | OXFORD AQA INTERNATIONAL QUALIFICATIONS | Oxford Policy Management | Palladium — MAKE IT POSSIBLE | Pearson

people1st international | Promethean | QAA | QA — QUAY ASIA LTD | RM | Rosetta Stone | SANNAM S4 GROUP

Sightsavers | Social Development Direct | SQA — Scottish Qualifications Authority | TETRA TECH | TRIBAL | TRIPLELINE | UCLC — Consulting with Experts

Section 1

Introduction

As the world faces continuing global challenges caused by the persistent impact of the pandemic, the pressing issues of climate change and migration forced by conflict, it is impossible to emphasise enough the pivotal role of education worldwide, even beyond Sustainable Development Goal 4: Quality Education. Ensuring that every generation, at the very least, has access to Primary education is paramount. Equally vital is for Governments to equip the next generation for the evolving economic landscape and the dynamic world of work.

The overall objectives of this report are to set out the capabilities of UK based education providers and to showcase their breadth and response to the challenges faced by Governments around the world. As a result, it is designed as a stimulus for further discussion, where the best practice examples of these providers are highlighted in real life case studies showing how key issues can be tackled. It spans all stages of education, from Early Years to Higher Education and Life-long Learning, and details the support available across every area. The report is designed to act as a point of reference and to encourage further collaboration between education stakeholders with the ultimate aim of catalysing the implementation of contextualised, targeted interventions, leading to improved education outcomes.

Report Structure
Following an Executive Summary, the current Global Challenges are highlighted. The document then explores a framing response based on Systems Strengthening aimed to suggest initiatives that Governments and institutions might undergo to address these Global Challenges. In line with these initiatives, we have mapped the capabilities of the report's contributors, followed by their case studies and short summaries of their organisations.

The contributors to the report are members of British Expertise International, with a total of 49 separate organisations providing input. This group of contributors spans the entire spectrum of educational needs, encompassing areas such as building capacity at policy level and funding structures, education reform, social infrastructure, teachers' training, educational technology solutions and Workforce Planning. These all, of course, across all levels of education from Early Years to Higher Education and Life-long Learning. We are particularly grateful to the members of our Steering Committee for their contributions as part of the report, which includes representatives from Arup, ChangeSchool, Education Development Trust (EDT) and Social Development Direct.

The target audience for the report are the global and national stakeholders who shape both the policy, funding and implementation of education solutions. Many will be Government representatives, others will be associated with sources of regional or local funding. Looking to the challenges ahead, this report aims to provide a framework to effective and proven solutions.

British Expertise International (BEI) is a membership organisation dedicated to supporting its UK-registered members to grow their international footprint. Central to its philosophy is the belief that the world's challenges can and will be solved, but only through increasing levels of collaboration – between governments, academia and the private and public sectors alike. It delivers a programme of events that brings together its members with relevant stakeholders across international Governments, bi-lateral and multi-lateral funders and representatives of UK Government. In addition, it convenes a series of Working Groups, designed to help members share best practice and create content that showcases UK capability in specific areas. This report has been prepared by the **Education Working Group** convened and organised by BEI.

David Landsman OBE
Executive Chair, British Expertise International

Luisa Edves
Director – Education, Skills & International Development, British Expertise International

Executive Summary

Education is a fundamental human right and it lies at the foundations of global prosperity and well-being. Education is a crucial pillar of the UN Sustainable Development Goals (SDGs) and it underpins and enables, directly or indirectly, the majority of these goals.

The importance of education cannot be understated. Globally, for many decades, we have faced a blend of persistent challenges, coupled with emerging challenges which further aggravate access to equitable quality education. In order for education systems to become more resilient, adaptable, and capable of providing learners with the knowledge, skills, and competencies they need to succeed in a rapidly changing world, Governments and wider stakeholders must acknowledge the key role education plays in three areas:

- Education is pivotal in helping to **Move People Out of Poverty**
- **Education**, in its design and implementation must be **Inclusive** and provide **Equitable Quality**
- Education sits at the core of helping societies **Prepare for the Future**

Global Challenges

Moving People Out of Poverty

The persistence of poverty worldwide significantly impedes children's ability to learn. This issue is particularly pronounced in low-income countries, where approximately 92% of children face learning poverty (*World Bank, 2022*). Various obstacles, such as economic barriers, poor or non-existent infrastructure and often, household responsibilities, hinder these children from accessing education, depriving them of gaining the necessary skills to prosper as adults.

Projections suggest that by 2030, around 300 million children will lack essential numeracy and literacy skills, with Sub-Saharan Africa facing particularly daunting challenges (*UN, 2023*). The Covid-19 pandemic and conflict further exacerbated these disparities, limiting global learning access and widening inequalities.

New and emerging challenges are arising that make this journey even more difficult. The associated impact of climate change is also driving further challenges, in 2023 alone, issues like conflict, food insecurity and migration led to a total of 224 million school-aged children having their education severely disrupted. (*Save the Children, 2023*). Moreover, girls are disproportionately affected by climate change and face additional risks due to pre-existing gender norms, which further perpetuate cycles of poverty and inequality.

Inclusive and Equitable Quality Education

Quality education still remains unequal across the globe. Poverty prevents millions of children from accessing education, while factors like disability, gender, and race exclude millions more. Children with disabilities are often neglected in policymaking, perpetuating their exclusion from education and society. Gender parity in education presents one of the biggest challenges for countries , with gaps leading to limited opportunities and well-being for young women. Racial inequalities are also noted as persistent, particularly in rural and conflict-affected areas.

Inadequate infrastructure, including lack of basic facilities and vulnerability to climate disasters, further exacerbate this challenge. Technology, while advancing rapidly, increases inequalities in access to education, with disparities in internet connectivity and usage across regions and age groups.

Teachers, crucial for delivering inclusive education, lack adequate training and support, with a global shortage of teachers an additional issue. Governments often neglect Evidence Informed Solutions, failing to utilise assessment data effectively to inform policy and improve education systems.

Tackling these issues requires a systematic and programmatic response, spanning policy, funding and contextualised implementation alike.

Prepare for the Future

Education systems worldwide are struggling to prepare for the future, characterised by a growing demand for digital skills, unprecedented climate change, and a significant increase in global population.

'Teachers play a critical role in this aspect, combined with the involvement of parents and wider community in the education process to foster support, accountability, and collaboration.'

Failure to address this could lead to over one billion young people lacking the necessary skills for the evolving job market by 2030 (*Deloitte Global & the Global Business Coalition for Education, 2018*).

This skills gap is further widened by insufficient upskilling opportunities provided by employers and not enough cooperation between governments, industries, and skills providers. Technical and Vocational Education and Training (TVET) is essential to closing this gap, yet only a small percentage of youth are enrolled in formal TVET programs globally. The contrast between TVET enrolment and Higher Education enrolment underscores the need for new pathways to employment and education.

Moreover, the evolving job landscape demands a curriculum that emphasises not only technical skills but also soft skills like critical thinking and collaboration. Additionally, there is a notable absence of climate education, highlighting a need for multidimensional approaches to skill development.

'Tackling the current Global Challenges requires a systematic and programmatic response, spanning policy, funding and contextualised implementation alike.'

Systems Strengthening: A response to the current Global Challenges

Education is an eco-system where three core building blocks need to be aligned and operating consistently. These are:
- a clear education **Strategy and Policy**
- **Effective Learner Engagement**, and
- the **Right Enabling Services**

1. A clear education Strategy and Policy

A clear education Strategy and Policy, supported by political will, is essential for guiding educational development and effective Workforce Planning. Evidence informed policies, sufficient funding, and implementation plans with ongoing monitoring are imperative for success.

This encourages Governments, Ministries of Education and associated Departments to take more responsibility for setting a clear education strategy and policy framework.

2. Effective Learner Engagement

Effective learner engagement, facilitated by teachers, parents, and the wider community, is crucial for fostering dynamic, supportive and accountable educational experiences. Regular updates to the curriculum, alignment with evolving needs, and the integration of modern teaching methods are necessary for relevance and effectiveness.

3. The Right Enabling Services

From the learning environment to school leadership, from effective assessment tools to access to technology, this is a critical part of the overall delivery of effective learning. Investments in schools' facilities, leadership development, and technology access are essential for creating productive learning environments and promoting effective educational outcomes. Using technology is also important to improve teaching and learning experiences, broaden access to educational resources, and enable distance learning opportunities.

Assessment and qualifications are crucial tools which provide valuable data on student learning, promote accountability, and ensure the quality and consistency of educational outcomes.

Finally, there are three key consistent requirements that need to be met:

a) **Education policies and implementation need to be deployed consistently across all education stages – from Early Years to Higher Education and through to Life-long Learning**. Each stage plays a vital role in equipping individuals with essential competencies for success, while tackling challenges consistently across all stages will create a force multiplier in terms of potential benefits.

b) Within the context of education, the **importance of inclusivity must be recognised**. Education systems should recognise diversity, promoting equitable access, and providing flexible learning opportunities. Gender Equality and Social Inclusion are highlighted as critical components of inclusive education systems.

c) At every stage, the **safeguarding of learners and school communities is paramount**. Robust safeguarding policies, training, reporting channels, and vetting processes are essential for creating safe learning environments conducive to growth and development.

This report explores all these themes in more detail, and finishes with a rich set of case studies of work undertaken around the world which provide an evidence informed set of examples of the frameworks being deployed in practice.

Global Challenges

This section of the report seeks to detail the primary challenges encountered within the worldwide educational landscape.

Based on the experiences of the contributors to this report and on global trends, the issues are grouped into three core themes which illustrate the nature of the overarching challenge we currently face:

Specifically, this section focusses on:
- **Moving People Out of Poverty**
- Access to and provision of **Inclusive and Equitable Quality Education**
- **Preparing for the Future**

Moving People Out of Poverty

Too many children in the world live in poverty, which severely impacts their ability to learn. 'Learning poverty' is defined by the World Bank as being unable to read and understand a simple text by the age of 10 *(World Bank, 2021)*. In 2022, average global learning poverty was 92% in low-income countries, and just below 50% in middle-income countries *(World Bank, 2022)*, meaning that the vast majority of children in low-income countries ar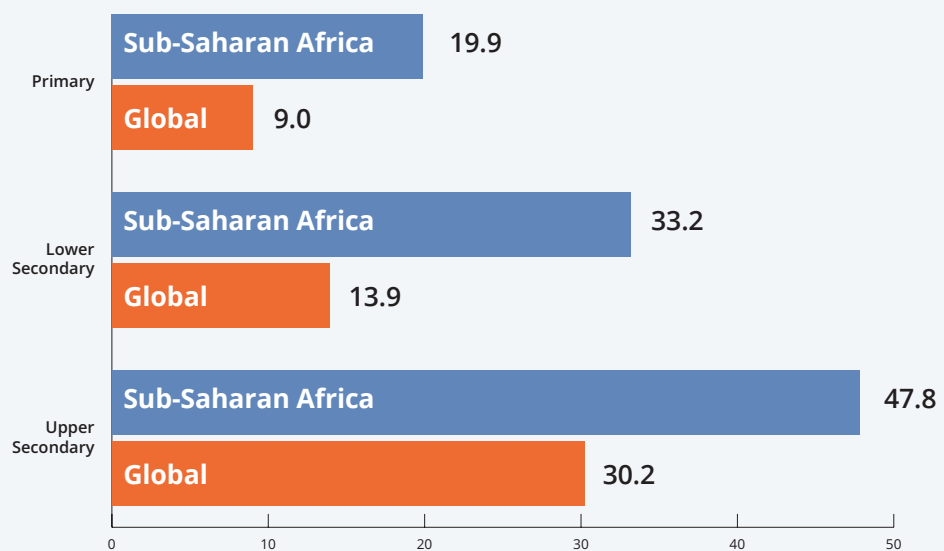e unable to read a simple text by the age of 10. These high levels of illiteracy suggest that global education targets and the SDGs will not be reached.

Children living in poverty usually face obstacles which prevent them from attending school due to their responsibilities in the household, including caring for family members and contributing to the family's income. This lack of access to education deprives them of essential skills, hindering their ability to fully engage in subsequent academic pursuits.

By 2030, 300 million children will lack the basic numeracy and literacy skills necessary for success in life *(UN, 2023)*. The statistics show that Sub-Saharan Africa as a region faces some of the biggest challenges of all, especially with children being out of school. For example, in 2020 only 27% of children completed Upper Secondary School *(UNESCO, 2022)*. Without access to education, these children are unable to seize available opportunities and move out of poverty.

Furthermore, the Covid-19 pandemic greatly affected progress towards quality education. Although this progress was slower than required pre-pandemic, the pandemic

Out of school rates, by region, 2022 (%)

Level	Region	Rate
Primary	Sub-Saharan Africa	19.9
Primary	Global	9.0
Lower Secondary	Sub-Saharan Africa	33.2
Lower Secondary	Global	13.9
Upper Secondary	Sub-Saharan Africa	47.8
Upper Secondary	Global	30.2

Source: UNESCO, 2022

Moving People Out of Poverty

British Expertise INTERNATIONAL

Some **260 million children and youth were not in school, pre-pandemic.**

Source: UNESCO Institute for Statistics (UIS), 2019

In 2022, average global learning poverty in low-income countries was

92%

Source: World Bank, 2022

Almost half the schools in the world **do not have access to basic hand washing facilities with soap and water.**

Source: UNESCO, 2020

224 million school-aged children

currently have their education severely disrupted because of conflict, the climate emergency, and the hunger crisis combined.

Source: Save the Children, 2023

In Sub-Saharan Africa in 2020 only
27% **of children**
completed Upper Secondary School. Source: UNESCO, 2022

By 2030, 300 million children will lack the basic numeracy and literacy skills necessary for success in life.

Source: UN, 2023

62

million children have had their education disrupted by climate shocks since 2020.

Source: Save the Children, 2023

severely limited access to global learning *(UN, 2023)* and exacerbated inequalities worldwide.

Climate change also massively hinders the power of education to move people out of poverty. According to Save the Children, 62 million children have had their education disrupted by climate shocks since 2020 *(Save the Children, 2023)*. Climate change results often in conflict, food insecurity and migration, which in 2023 led to a total of 224 million school-aged children having their education severely disrupted by these factors *(Save the Children, 2023).*

However, climate change does not affect genders equally. Women and girls are disproportionally affected due to preexisting

gender norms. It increases risks of gender-based violence, school dropout, economic insecurities and adolescent maternal mortality.

It is vital to ensure that girls receive education at a young age to enable them to move out of poverty. The biggest barriers to educating the most marginalised girls are negative perceptions towards girls' education and attitudes of families and their communities *(GEC, 2024)*. In these environments and without education, girls are more at risk of early childhood marriage, domestic violence, forced labour and limited agency in the household. These circumstances perpetuate the cycle of poverty and leaves the next generation of women to face the same issues.

Inclusive and Equitable Quality Education

Quality education is neither inclusive nor equitable in today's world. Millions of children cannot access education because of poverty. Millions more are excluded from formal and informal education systems because of disability, gender and race, among other factors. Over a quarter of children worldwide do not participate in any organised Early Years learning *(UN Statistics Division, 2021).*

A lack of adequate infrastructure for education is at the core of the problem. Almost half the schools in the world do not have access to basic hand washing facilities with soap and water *(UNESCO, 2020).* Moreover, climate disasters destroy classrooms faster than they can be built, often undoing years of work in mere hours.

There are an estimated 240 million children with disabilities worldwide, or one in ten children, of whom 48 million do not attend Primary school *(UNICEF, 2021).* Children with disabilities are often overlooked in policymaking, limiting their access to education and their ability to participate in social, economic and political life. Worldwide, these children are among the most likely to be out of school.

Reasons for this are community stigma around disabilities, lower maternal education and living in rural areas with limited access. Often, children with disabilities who are not enrolled in education systems cannot be 'seen' by policy makers and are not counted, meaning that their experiences are never heard nor able to be taken into account *(UNICEF, 2021).*

Inclusive and Equitable Quality Education

BritishExpertise

There are an estimated
240 million children with disabilities worldwide,
of whom 48 million do not attend Primary school.
Source: UNICEF, 2021

26%
of children worldwide
do not participate in any organised Early Years learning.
Source: UN Statistics Division, 2021

About
40% of countries have not
achieved gender parity in Primary education.
Source: UN, 2023

Almost 1/4 of youth are not in education, employment, or training worldwide; **and among young women, this rate rises to almost one third.**
Source: World Bank, UNESCO, ILO, 2023

2/3 of the world's school-age children do not have internet connection in their homes.
Source: UNESCO and ITU, 2020

Around
5% **of refugees** attend Higher Education.
Source: UNHCR, 2021

STOCK.ADOBE.COM

'Children with disabilities are often overlooked in policymaking, limiting their access to education and their ability to participate in social, economic and political life'.

Gender parity in education currently seems a long way off. About 40% of countries have not yet achieved gender parity in Primary education *(UN, 2023)*. These disadvantages early on translate into a lack of access to adequate skills and limited opportunities when young women join the labour market. Whilst almost one quarter of youth are not in education, employment, or training worldwide, this rate rises to almost one third among young women *(World Bank, UNESCO, ILO, 2023)*. This disparity perpetuates inequality in the next generation of adults, making progress even harder to achieve.

Racial inequalities persist in rural schools and in areas of conflict, raising doubts a bout the effectiveness and sustainability of education policies which do not address them. In South Africa, for example, socio-economic inequalities have historically marginalised many black individuals from accessing quality education *(Sehlako, Chibambo and Divala, 2023)*.

For refugees, numbering over 110 million individuals displaced worldwide in 2023 *(UNHCR, 2022),* access to education is severely restricted. Further education remains especially difficult for refugees to access, with only around 5% of refugees attending Higher Education *(UNHCR, 2021)*.

As technology advances at an ever-increasing speed, access to it becomes increasingly polarised. Whilst 98% of schools in Europe and Northern America use computers for pedagogical purposes, in Central and Southern Asia it is only 28% *(UNESCO 2023)*. Using technology in education does not benefit all children, as it is difficult to deliver to the 'hard to reach'. This in turn creates further discrepancies and inequalities, as those with access benefit significantly, whilst those without are left behind. In fact, two thirds of the world's school-age children do not have internet connection in their homes *(UNESCO and ITU, 2020)*. There are large disparities between age groups, with many fewer people over the age of 24 using the internet than under 24, in every region of the world *(ITU World Telecommunication, 2023)*.

Teachers play a fundamental role in delivering inclusive and equitable quality education. However, teachers lack training and adequate support to adapt to the changing educational landscape. Rapidly developing technology and a shift in the skills required for the future *(see section 3, overleaf)* mean that Continuous Professional Development (CDP) is necessary for teachers to be able to do their job. This includes leadership development, using a range of teaching tools and technologies, access to innovative learning materials and up-to-date safeguarding training. Moreover,

the world is currently experiencing a huge deficit of teachers around the world. For example, to ensure quality basic education for all children in sub-Saharan Africa, it will be necessary to recruit 9.5 million teachers by 2050 *(UNESCO, 2021).*

Evidence Informed Solutions remain neglected by many governments worldwide. Data is not used consistently to inform decisions around education and social inclusion policy and so funding is not allocated in a cost-effective manner. Where Solutions are Evidence Informed, this is often not used throughout the whole life cycle, from design through to implementation and beyond.

Moreover, assessments are not consistently used by governments to systematically inform policy to reform education. Assessment data is valuable evidence that is not being used to its full potential, to the detriment of education systems worldwide. Through data from assessment, countries have access to clear and reliable evidence as to levels achieved by their students. This should enable them to track progress against many different variables to gain an understanding of where their students sit globally. Governments are failing to use this data effectively to improve policy, social infrastructure and update curricula when it comes to education reform.

Preparing for the Future

Education systems worldwide are failing to prepare for the future global trends. A future which will need widespread digital skills, also faces unprecedented climate change, and sees the world's population increase significantly. Delivering the UN's SDGs is central to preparing for what is to come in the next decades.

> Education systems worldwide are not equipping enough people fast enough with the skills the world requires and will require. In addition, employers do not have the capacity and the right training tools to upskill, further widening the skills gap.

By 2030, over 1 billion young people worldwide will not have the skills or qualifications to participate in the global workforce *(Deloitte Global & the Global Business Coalition for Education, 2018)*. In practical terms, this means more than 50 percent of tomorrow's human capital will be unprepared to enter a labour market which is in line with countries' economic and social ambitions.

Education systems worldwide are not equipping enough people fast enough with the skills the world requires and will require. In addition, employers do not have the capacity and the right training tools to upskill, further widening the skills gap. For example, jobs in technology face a huge gap in skilled workers to fill them. Currently only 33% of technology jobs worldwide are filled by the necessary skilled labour *(WEF, 2022)*, and the global economy projecting an additional 150 million new technology jobs over the next five years *(WEF, 2022).*

Lack of cooperation between governments, industry employers and skills providers is another factor which contributes to widening of the skills gap. The world faces a significant cross-sector skills shortage, exacerbated and accelerated by evolving technology demands and the need for diverse skill sets. Currently, the collaboration between these players is not enough and governments' poor Workforce Planning has had a detrimental effect on the preparedness for the future of global skills needs.

TVET provision is crucial to closing the global skills gap and ensuring countries are prepared for the future. Across the world, only 2% of 15–24-year-olds are enrolled in formal TVET programmes *(ILO & UNSECO, 2018)*. Unlike their peers in richer countries, over half of young people in developing countries do not have access to training opportunities, formal employment, computers and the internet *(WEF, 2022)*. Where TVET provision does exist, TVET teachers are much more likely to be working in the private or non-formal sector than general teachers *(Wheelahan and Moodie, 2016)*. This is due to TVET teachers not having enough career advancement opportunities, which lead to high turnover rates and choosing alternative career paths.

In contrast, over 235 million students were enrolled in Higher Education in 2020, which has more than doubled since 2000 (*UNESCO,*

Preparing for the Future

BritishExpertise INTERNATIONAL

Over 235 million students were enrolled in Higher Education in 2020, which has more than doubled since 2000.

Source: UNESCO, 2022

Only 33% of technology jobs worldwide are filled by the necessary skilled labour.

Source: World Economic Forum, 2022

By 2030, **over one billion young people worldwide** will not have the skills or qualifications to participate in the workforce.

Source: Deloitte Global & the Global Business Coalition for Education, 2018

Across the world, **2%** of 15–24-year-olds are enrolled in formal TVET programmes.

Source: ILO & UNESCO, 2018

The world will create **150 million new technology jobs** over the next five years.

Source: World Economic Forum, 2022

By 2030, **77% of jobs will require digital skills.** Source: World Economic Forum, 2022

57% of young people in developing countries do not have access to training opportunities, formal employment, computers and the internet. Source: World Economic Forum, 2022

2022). This contrast reflects the need to create new and innovative pathways to jobs and universities, beyond the existing system which is failing to train people according to global trends.

The changing landscape of jobs needs different skills and therefore a different curriculum and pedagogy. Many education systems do not incorporate teaching of soft skills, which are becoming more important than ever, with critical thinking, problem solving, collaboration and emotional intelligence increasingly in demand for workers. Moreover, there is a lack in skills in the sustainability field including a multidimensional approach of climate education.

Enabling the UN Sustainable Development Goals

Education is pivotal to enabling the UN SDGs across the world. These goals aim to secure peace and prosperity for people and the planet and are a call to action for all countries to work in partnership to achieve them. Strategies and solutions must work together across all 17 goals in order to realise effective and lasting change. Whilst this report showcases work delivered towards SDG 4, Quality Education, this work often supports the delivery of many of the other 17 SDGs simultaneously, which is marked at the side of each case study.

Based on available data and published sources, we have drawn together a summary of key data points to help illustrate the nature and scale of the challenge that is being faced in Education globally today.

Systems Strengthening

Introduction

System strengthening

System strengthening in education refers to efforts aimed at improving the quality, accessibility, and equity of education systems to be able to drive up learning outcomes for all.

In order for education systems to become more resilient and capable of providing learners with the knowledge, skills, and competencies they need to succeed governments must provide enough support to:

- **Move People Out of Poverty**
- Support the provision of **Inclusive and Equitable Quality Education**
- **Prepare for the Future** challenges the world will face – from the need to tackle climate change to changing labour market needs underpinned by globalisation and the rapid growth in technology

Continuous emphasis on quality provision forms the foundation for these three dimensions, leading to tangible impacts on the economic and social well-being of a particular country and its communities. Addressing these challenges requires a coordinated response from industry, academia, and government to develop a skilled, diverse, and sustainable workforce capable of meeting global education objectives.

I. The Building Blocks

Education is an eco-system where three core building blocks need to be in alignment and operating consistently. Each component possesses distinct focus areas, responsibilities, and desired outcomes.

A clear education Strategy and Policy

A clear education strategy and policy, with accompanying political will, are fundamental to driving improvements. At the highest level: governments, ministries of education and associated departments have the responsibility for setting a clear strategy and policy framework for the provision of education and Life-long Learning across their countries and regions. The aim is to guide young individuals towards becoming fulfilled and productive members of society who actively contribute to both the economy and the labour market.

Long term success demands Evidence Informed policies implemented across all education stages, so that each of these groups can plan and execute effectively. Sufficient funding for education is imperative to maintain a balance between short-term, medium-term, and long-term requirements, encompassing infrastructure development and implementation, teacher salaries, learning materials, and other vital resources.

Figure 1 **Strategic Framework – "Why?"**

Figure 2 **System Strengthening Framework**
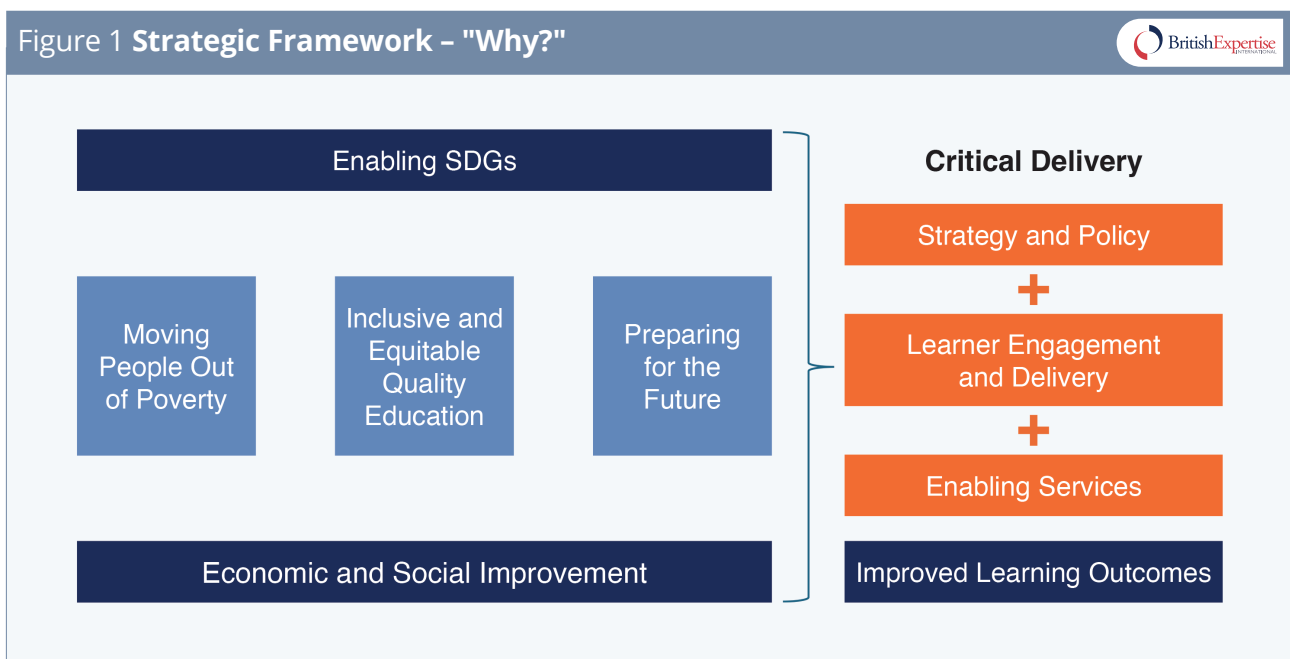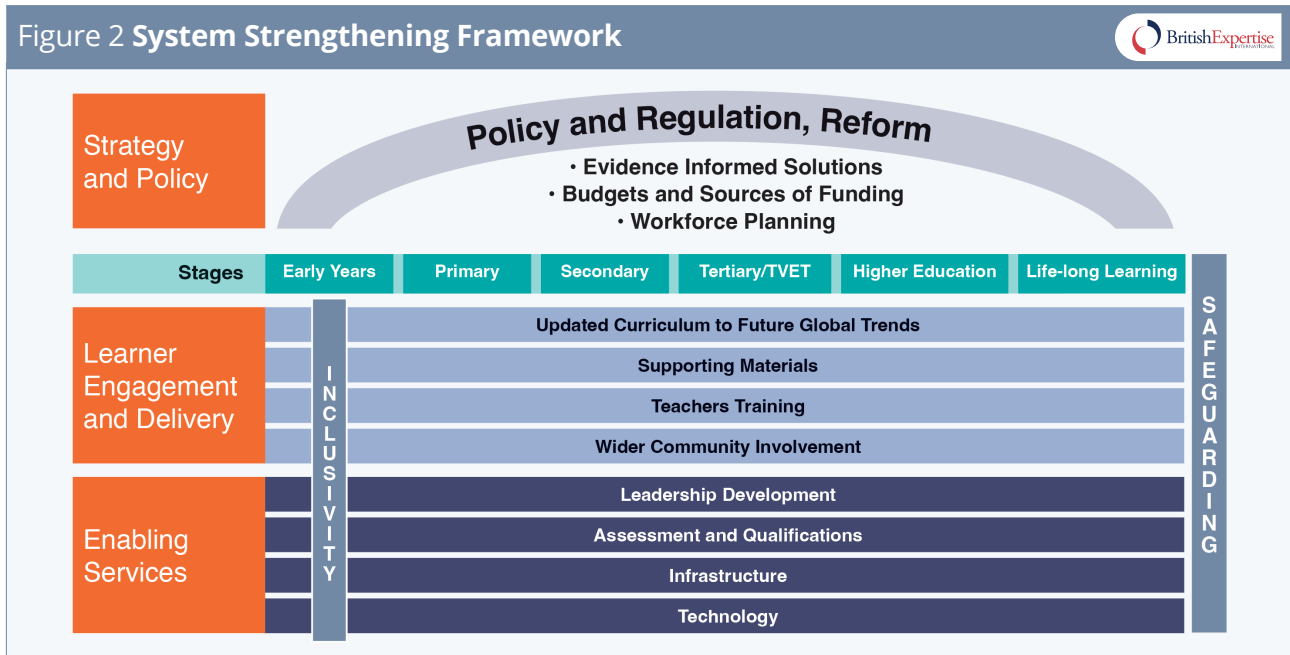
Equally important is an implementation plan with education personnel supported to take accountability for enacting the change. Any implementation plan needs to be supported by ongoing and formative monitoring and data that allows for some adaptability to achieve the intended outcomes.

Effective Learner Engagement and Delivery
Effective learner engagement is crucial for fostering a dynamic and enriching educational experience. The quality and outcome of effective learner engagement not only enhances academic achievement but also nurtures critical thinking skills, creativity, and Life-long Learning habits.

Teachers play the most critical role in this aspect, combined with the involvement of parents and wider community in the education process to foster support, accountability, and collaboration. Moreover, regular update and alignment of curriculum and learning materials with evolving needs is crucial and necessary in order to provide relevance, and incorporating modern teaching methods and technologies.

The right Enabling Services
From the learning environment to school leadership, from effective assessment tools to access to technology, it is a critical part of the overall delivery of effective learning.

Investing in schools, classrooms, libraries, laboratories, and other facilities required in the education context, is essential to create conducive learning environments. This paired up with effective school leadership fosters a positive school culture, facilitates efficient resource allocation, and engages stakeholders in the educational process.

Assessment and qualifications provide valuable data on student learning, promote accountability, and ensure the quality and consistency of educational outcomes. Additionally, utilising technology to improve teaching and learning experiences, broaden access to educational resources, and enable distance learning opportunities.

II. Delivering Solutions

1. A clear education Strategy and Policy
At a policy and strategy level, governments should consider focusing on three main aspects:

- **Use of Evidence Informed Solutions:** Implementing robust monitoring and evaluation systems to track progress, identify areas for improvement, and implement policies based on evidence.
- **Budgets and Sources of Funding:** Education financing is a critical component of efforts to promote economic development, social mobility, and human capital formation. Whether government budgets, public or private funding, there needs to be a clear link from policy to implementation.
- **Workforce Planning**: In parallel with delivering quality today, government play a key role in mapping out the future requirements in terms of skills and qualifications, to prepare for future labour market needs. These have to be aligned with both economic ambitions of the country, as well as respond to challenges such as climate change, rapid globalisation and use of technology and innovation.

2. Educational Stages

Each education stage is interlinked and builds upon the previous one, forming a continuum of learning that spans from early childhood to Life-long Learning. Together, these stages play a crucial role in equipping individuals with the competencies needed to thrive.

For any economy to flourish, every stage of education needs to provide an effective platform and deliver solid outcomes.

Early Years is pivotal for cognitive learning, socialisation and emotional regulation. **Primary education** lays the foundations for basic literacy and numeracy skills, whilst cultivates critical thinking, problem-solving, and communication skills. Moreover, access to Primary education is a fundamental human right and a key factor in poverty reduction and economic development.

Secondary education builds on the foundations of Primary education and offers more specialised knowledge and skills, equipping students with the right skills for Vocational training and Higher Education.

Technical and Vocational Education and Training (TVET) provides practical skills and knowledge for specific professions, being essential for meeting the demands of a rapidly changing global economy and building a skilled workforce for the future. A promising trend is emerging to make TVET more appealing by introducing elements of it as early as Secondary school. This approach allows students to delve into their interests, acquire practical skills, and explore diverse career options. Such early exposure not only improves their job prospects but also enables them to make well-informed choices regarding their future education and career paths.

On the other hand, **Higher Education** presents advanced knowledge and specialised skills in various academic disciplines and professional fields. Higher Education institutions play a key role in driving societal progress and development by acting as hubs of research, innovation, and cultural exchange.

Life-long Learning is essential in today's dynamic world, where technology, industries, and societal needs are constantly evolving. Life-long Learning empowers individuals to adapt to change, stay relevant in the workforce, and pursue personal and professional growth.

The combination of TVET, Higher Education and the focus on Life-long Learning are pivotal to preparing a workforce fit, contributing to social and economic development by enhancing productivity, innovation, and entrepreneurship.

• *Table 1 details the focus of BEI's members by Educational Stage.*

3. Effective Learner Engagement and Delivery

Effective Learner Engagement and Delivery is essential for creating dynamic and enriching educational experiences. It involves actively involving students in the learning process, motivating them to participate, and fostering a genuine interest in the subject matter.

Effective Learner Engagement has four critical characteristics:

• **Updated Curriculum to Future Global Trends:** With direction set by government, the curriculum needs to align with the desired outcomes for both today and the future. This demands continuous review and refinement at a strategic level. It also requires regular review at a national and institutional level to ensure that the desired outcomes are being delivered consistently and effectively.

• **Supporting Materials:** Whether 'analogue' or 'digital', the curriculum needs to be translated into a set of materials that are on hand to support the interaction between teacher and pupil. Globally, the quality and availability of these support materials needs to be focused upon to ensure that there is both consistency of standard and availability of materials.

• **Teachers Training:** Providing teachers with ongoing training opportunities to enhance their pedagogical skills, subject knowledge, and classroom management techniques is key in delivering quality education outcomes. Both pre-service and in-service training are essential, especially in light of the rapid changes brought about by globalisation, climate change, and technology. Professional development is another critical aspect that must not be overlooked. Teachers should have opportunities for ongoing growth and improvement throughout their careers, allowing them to stay updated on the latest research, teaching methods, and technological advancements. This ensures that they remain effective and adaptable educators in an ever-evolving educational landscape. Another key

Table 1 **Level of Education** BritishExpertise

	Early Years	Primary	Secondary	TVET	Higher Education	Life-long Learning
ABE Global		●	●	●	●	●
Abt Global	●	●	●	●		●
Adam Smith International	●	●	●	●	●	
Advance HE					●	
AlphaPlus	●	●	●	●		●
Arup	●	●	●	●	●	●
British Council		●	●	●	●	●
Cadmus International UK Ltd			●	●		
Cambridge Consultancy Research				●	●	
Cambridge Education Ltd - Mott MacDonald	●	●	●	●	●	
Cambridge Partnership for Education	●	●	●		●	
ChangeSchool				●	●	●
Chemonics UK	●	●	●	●		●
City & Guilds	●			●		●
DAI	●	●	●	●	●	●
Eagle Scientific				●	●	●
Ecctis	●	●	●	●	●	●
Ecorys	●	●	●	●	●	●
Education Development Trust	●	●	●	●		●
Education and Training Foundation				●		
FHI360	●	●	●	●	●	●
Gleeds	●	●	●	●	●	●
Hodder Education	●	●	●	●		●
Impel Consultancy	●	●	●			
IXL Learning		●	●		●	
KSI Education Ltd	●	●	●			
Mannion Daniels	●	●				●
Montrose International	●	●	●	●		●
National Foundation for Educational Research (NFER)	●	●	●	●		●
NOCN Group			●	●	●	●
Opencentric	●	●	●		●	
OxfordAQA	●	●	●			
Oxford Policy Management	●	●	●	●		●
Palladium	●	●	●	●	●	●
Pearson	●	●	●	●	●	●
People 1st International				●		●
Promethean	●	●	●	●	●	●
The Quality Assurance Agency for Higher Education (QAA)					●	●
Quay Asia				●		●
RM Assessment	●	●	●	●	●	●
Rosetta Stone		●	●	●	●	●
Sannam S4					●	
Sightsavers	●	●	●	●	●	
Social Development Direct		●	●	●	●	
SQA International				●		●
Tetra Tech International Development	●	●	●	●	●	●
Tribal	●	●	●	●	●	●
Triple Line Consulting	●	●	●	●	●	●
UCL Consultants	●	●	●	●	●	●

→

aspect of teachers training is equipping teachers with the necessary tools to promote equality in the classroom and effectively support students with diverse needs. This includes understanding how to make accommodations for children with special needs and providing them with the best possible support to succeed academically and socially.

• **Wider Community Involvement:** Involving the community in education is essential for fostering a supportive and collaborative learning environment. When the community is engaged in the educational process, it strengthens the accountability between schools and the community, promoting a sense of ownership and shared responsibility for student success. This further improves children's school attendance, particularly in regions impacted by poverty or conflict. Community involvement provides valuable resources, expertise, and support that complement classroom learning and enrich the educational experience, in line with values and believes of the community. It also helps to bridge the gap between home and school, creating opportunities for parents, caregivers, and local stakeholders to actively participate in their children's education.

4. The right Enabling Services
Supporting each interaction in every learning establishment demands that a set of supporting enablers are both in place and continuously improved. There are four overall focus areas that are deemed to be key to success:

• **Leadership Development:** Every education establishment needs effective leadership. Effective leadership sets the tone and direction for the entire school community, influencing the culture, values, and goals. Moreover, this supports teachers in implementing best practices in teaching and learning, focusing on adaptation and continuous improvement. It is essential to encourage school leaders to work together to ensure improved learning outcomes in their schools.

• **Assessment and Qualification:** Assessment systems provide valuable data on student learning outcomes, helping educators identify areas of strength and weakness and tailor teaching and learning opportunities accordingly. Qualifications and certifications, on the other hand, offers students tangible evidence of their academic achievements and readiness for further education or employment. Standardisation plays a crucial role in ensuring consistency and comparability across both assessment and qualification. Assessment frameworks and qualification standards establish common benchmarks, facilitating mobility and transferability of credits and qualifications. This standardised approach promotes fairness and equity in education, ensuring that students receive recognition for their achievements regardless of geographical location or educational background. Moreover, quality assurance processes on assessment ensure that standards are met and maintained, safeguarding the value of qualifications and fostering trust among stakeholders. By maintaining high-quality assessment practices, education systems can promote transparency, accountability, and confidence in student outcomes.

• **Infrastructure:** The physical learning environment is critical. From the building of new schools to the improvement of existing buildings and campuses, educational establishments need to be able to offer an inclusive, accessible and more resilient environment, in addition to the appropriate level of access to bandwidth to support digital learning. Creating safer and supportive environments is essential for ensuring the well-being and protection of children in schools. Safer spaces include playgrounds, recreational areas, and classrooms that are free from hazards and conducive to learning and play. Access to clean water, proper sanitation facilities, and safer spaces is equally essential for promoting the health, well-being, and dignity of students, particularly in schools. Sanitation facilities should be gender-segregated, accessible to students and teachers with disabilities. Moreover, quality school infrastructure plays an important role in improving education outcomes and also provides teachers more conducive teaching environments.

• **Technology:** By integrating technology into education, we can enhance access to quality learning resources, increase access, personalise instruction, and prepare students for success in the digital age. Moreover, education technology enables personalised learning experiences tailored to individual student needs. For example, adaptive learning platforms use data analytics and artificial intelligence to deliver customised instruction, providing targeted support and remediation to struggling students while challenging advanced learners to reach their full potential.

• In Table 2, the capabilities and focus areas of BEI Members are mapped against this framework.

Table 2 **BEI Members Capability Mapping**

How do the capabilities and experience of members map against the framework?	Evidence Informed Solutions	Workforce Planning	Updated Curriculum to Future Global Trends	Supporting Materials	Teachers Training	Wider Community Involvement	Leadership Development	Assessment and Qualifications	Education Infrastructure	Education Technology
ABE Global		●	●	●	●	●	●	●		
Abt Global	●	●			●	●	●	●		●
Adam Smith International	●		●	●	●	●	●	●		●
Advance HE	●	●		●	●	●	●	●		
AlphaPlus		●	●	●	●		●	●		
Arup	●					●	●		●	
British Council	●	●	●	●	●	●	●	●		●
Cadmus International UK	●					●				
Cambridge Consultancy Research	●				●	●	●	●		
Cambridge Education Ltd - Mott MacDonald	●		●	●	●	●	●	●	●	●
Cambridge Partnership for Education	●		●	●	●	●		●		
ChangeSchool		●	●			●	●			●
Chemonics UK	●		●	●	●	●	●	●		
City & Guilds		●	●	●	●	●	●	●		●
DAI	●	●	●	●	●	●	●	●	●	●
Eagle Scientific				●	●	●			●	●
Ecctis	●	●	●	●		●	●	●		
Ecorys	●									
Education Development Trust	●		●	●	●	●	●	●		●
Education and Training Foundation		●		●	●		●			●
FHI360	●	●	●	●	●	●	●	●		●
Gleeds	●					●	●		●	
Hodder Education			●	●	●	●	●			●
Impel Consultancy	●				●	●	●			
IXL Learning	●		●	●	●	●		●		●
KSI Education Ltd	●		●	●	●		●		●	●
Mannion Daniels	●					●				
Montrose International	●	●	●	●	●	●	●	●		●
National Foundation for Educational Research (NFER)	●		●	●	●	●	●	●		●
NOCN Group	●	●	●	●	●	●	●	●		
Opencentric				●	●		●	●		●
OxfordAQA			●		●	●	●	●		
Oxford Policy Management	●	●		●	●	●	●	●		●
Palladium	●	●	●	●	●	●	●	●		●
Pearson	●	●	●	●	●	●	●	●		●
People 1st International	●	●	●	●		●	●	●		
Promethean			●	●	●					●
The Quality Assurance Agency for Higher Education (QAA)	●		●			●		●		
Quay Asia	●	●	●			●	●			
RM Assessment								●		●
Rosetta Stone			●	●	●	●		●		●
Sannam S4						●	●			
Sightsavers	●	●	●	●	●	●	●	●		
Social Development Direct	●	●		●	●	●	●			
SQA International		●	●			●	●	●		
Tetra Tech International Development	●				●	●	●	●	●	●
Tribal	●	●		●	●	●	●	●		●
Triple Line Consulting	●		●	●	●	●	●	●	●	
UCL Consultants	●		●	●	●	●	●	●	●	●

5. Inclusivity

Inclusive education systems are essential for ensuring that all students, regardless of their background, abilities, or circumstances, have access to quality education and opportunities for academic and personal growth

Consistent across all stages of education is the need for education to be inclusive in a world where, globally, basic education attainment is limited by a lack of participation and access. In order to ensure quality and equitable education outcomes, inclusivity must span across the learner engagement stages as well as being implemented in all enabling services.

Key components of inclusive education systems include:

- **Recognising Diversity:** It is essential for education systems to ensure that marginalised groups, such as students with disabilities, those who require special accommodations, or from unprivileged backgrounds receive the same opportunities when it comes to attending school and preparing to enter the labour market.
- **Equitable Access:** Ensuring that all students have equal opportunities to access education, regardless of their socioeconomic status, ethnicity, language, geographical location or whether they have a disability. This should involve removing all barriers to participation, including physical barriers by providing transportation services, social barriers by building safer environments for children to study, access to internet and devices, and attitudinal barriers through teacher training and sensitisation which seeks to reduce any stigmas and barriers.
- **Flexible Learning:** Designing school infrastructure, curriculum and instruction that is flexible, accessible, culturally relevant, and responsive to the needs of diverse learners. Inclusive education promotes differentiated instruction, personalised learning, and the use of varied teaching materials to accommodate different learning styles and abilities.
- **Teacher Training and Support:** Providing teachers with training, resources, and ongoing support to effectively meet the needs of diverse learners. This includes training in inclusive teaching practices, classroom management strategies, and techniques for supporting students with disabilities.
- **Wider Community Engagement:** Inclusive education entails a collaborative effort between parents, schools, and community leaders to recognise and overcome obstacles to learning. These can span from the nature of the education

is being received in respect with certain communities, eliminating stigma against certain marginalised groups, to promoting positive behaviour and social-emotional development.

- **Gender Equality and Social Inclusion (GESI):** Girls' education promotes GESI, challenging harmful stereotypes and promoting respect for women's rights. Providing girls with access to quality education not only empowers them individually but also benefits families, communities, and societies as a whole. Education equips girls with the knowledge, skills, and confidence to make informed decisions about their lives, pursue their aspirations, and break the cycle of poverty. Educated girls are more likely to marry later, have fewer children, and provide better care for their families, leading to improved health outcomes and socioeconomic development.

Overall, inclusive education systems promote equity, diversity, and social justice in education, empowering all students to reach their full potential and contribute meaningfully to society. By embracing diversity, fostering inclusion, and prioritising the needs of every learner, inclusive education systems create more equitable and sustainable educational opportunities for all.

6. Safeguarding

In parallel with inclusive education provision, it is equally critical that all people in education at every stage are protected from abuse and maltreatment.

Effective safeguarding measures not only protect students from harm but also create an environment conducive to learning and personal development. Without adequate safeguards in place, educational settings become vulnerable to various forms of abuse, exploitation, and discrimination, which can have devastating consequences for individuals and communities. A lack of safeguarding measures can result in physical and emotional harm, hinder educational attainment, and perpetuate cycles of violence and trauma. Moreover, it undermines trust in educational institutions and diminishes their ability to fulfil their fundamental purpose of nurturing students' growth and potential.

Robust safeguarding measures, policies and protocols need to be well established in any education provision. This includes providing training on safeguarding to all staff members, ensure all staff agree and sign up to these policies, and having robust vetting processes for any new member of staff.

Challenge and Opportunity: Member Insights

Workforce Planning

Updated Curriculum to Future Global Trends

Wider Community Involvement

Leadership Development

Assessment and Qualifications

SDGs: 1, 8

Geography: South Africa

KIDSMBA 16-WEEK PROGRAMME
ABE Global

Since 2022, KHULA Education has delivered to schools in rural South Africa. The programme aimed to widen access to economic opportunity through business education. To date, around 500 young people have participated.

The Problem
KHULA Education works in schools in rural South Africa with high unemployment.
A key challenge is an education system which focuses heavily on academic learning for traditional career pathways, whilst growing evidence highlights the importance of entrepreneurship skills when jobs are scarce. In poorer rural areas vital skills such as critical thinking, presentation, and communication are not developed, leaving these students disadvantaged.

The Approach
KHULA selected ABE to address this challenge with the KidsMBA initiative. Based on the subjects of an MBA qualification, KidsMBA is a 16-week programme that makes business

principles accessible and equips students from age 12 with the entrepreneurial skills and qualities needed to compete effectively in business.

After receiving weekly coaching from KHULA teachers, with support from the University of KZN's School of Accounting, Economics, and Finance, students develop their own small business ideas, culminating in final presentations to a 'Shark Tank' style panel of judges. Each school's winning team receives R2,000 to launch their idea in the real world.

The Outcome
KHULA reports that children displayed a clear increase in self-confidence, critical thinking, teamwork and creativity. The quality and variety of ideas from students is impressive, especially considering that most are learning about business for the first time. KHULA has reported that participants are applying their learning to make significant improvements in other subject areas.

ABE manager, Doreen Muluk, the KHULA Education judging panel and a team from Amoibe Primary School. (ABE UK)

© COURTESY OF KHULA EDUCATION

Evidence Informed Solutions

Teachers Training

Wider Community Involvement

Leadership Development

SDGs: 11

Geography:
Papua New Guinea

PARTNERSHIPS FOR IMPROVING EDUCATION
Abt Global

Building sustainable institutional capacity is critical to improving equitable access to education. The most effective way for policymakers to know what to do and how to do it involves working with and consulting the people and organisations most affected. It helps ensure that solutions are designed and tailored to communities' unique needs. This is why Abt's Partnership for Improving Education (PIE) program in Papua New Guinea (PNG) has focused on helping government officers learn about participatory policy making.

PIE supports PNG's National Department of Education (NDoE) in its effort to promote equity throughout the education system. Abt Global provides training and technical support that helps the NDoE develop and implement a Gender Equality, Disability and Social Inclusion (GEDSI) in Schools Policy.

This does not mean writing policies for government partners, as many externally funded programs do. Instead, PIE takes a more long-term and participatory approach.

PIE helped the NDoE develop tools and training so that a network of NDoE GEDSI staff could undertake comprehensive stakeholder consultations. These staff then consulted a wide range of stakeholders to understand their perspectives, including provincial and district education authorities, school leaders, teachers, parents, and even students.

The consultations sought input not only on the content of the policy, but also on the capabilities and resources required to implement it. Involving school-level stakeholders helped build momentum and instil confidence that the policy would be taken forward. The NDoE Policy Planning Division was so impressed by the process that it plans to develop a new policy development manual using the GEDSI in Schools process as a blueprint.

PIE's collaboration with the NDoE has helped to both strengthen skills and processes, and to lay the foundation for more equitable education services.

© MS OGIA MIAMEL AND KLIO2MULTIMEDIA - MR SHANNON AMBU AND MR WILFRED WITIE

© AMISOM / TOBIN JONES

TECHNICAL ASSISTANCE FOR THE SOMALIA EDUCATION SYSTEMS STRENGTHENING PROGRAMME (SESSP)
Adam Smith International (ASI)

Supporting Materials

Teachers Training

Wider Community Involvement

Leadership Development

Assessment and Qualifications

SDGs: 5,10

Geography:
Somalia

Two decades of civil war and displacement have created immense challenges for Somalia's education system. Over three million children have been left in need, struggling with a scarcity of classrooms, educational resources, and qualified teachers. Weakened education governance has compounded the issue and exacerbated poor education service delivery.

ASI supports the response through a multi-faceted EU-funded programme to address immediate educational challenges whilst laying the foundation for a sustainable system. Central to the programme is the enhancement of the capacity of education ministries to devise improved policies and manage the system more coherently. The programme established robust mechanisms to monitor educational quality at all levels and improve the integrity of examinations — essential for building public confidence in the long-term.

The programme has seen a number of successes, including the development of a quality assurance system for school improvement, delivered by newly established Quality Assurance Departments within the Federal Ministry and five federal member states. SESSP has helped strengthen the overall policy framework contributing to 17 pivotal policy and planning documents, including the National Education Act and a comprehensive Gender Policy. At the school level, in Puntland alone, SESSP supported the design of 62 Primary level textbooks across most subject areas.

Finally, the programme provided extensive support to overhaul the setting, administration and marking of exams at the Grade Eight and Form Four levels. 20% more Grade Eight students are now taking high quality examinations, which will now be marked by trained professionals.

Updated Curriculum to Future Global Trends

Supporting Materials

Teachers Training

Wider Community Involvement

Leadership Development

SDGs: 8

Geography:

The Philippines

TRANSNATIONAL EDUCATION TOOLKIT
Advance HE

TNE programmes in the Philippines have seen a gradual increase since 2015, following the lifting of a moratorium on their establishment by the Philippine Commission on Higher Education (CHED), opening up opportunities for cross-border education. With the passing of the Transnational Higher Education Act (Republic Act (RA) 11448) in 2019, the Philippine government has been actively engaging local and international partners in shaping the TNE ecosystem in the country. In a project, funded by the British Council, Advance HE supported the development of a Transnational Education Toolkit, due to launch in 2024, to support UK-Philippines linkages in Higher Education.

Its development was carried out in the spirit of collaborative inquiry, through engagement with a consultation group comprising UK and Philippine colleagues, who provided input into the design and development process by sharing their TNE experiences. This was followed by validation activities with Philippine senior leaders who provided feedback on the content, format and accessibility of the Toolkit.

The resulting Toolkit aims to be accessible and comprehensive, providing general guidance across the whole TNE journey. It is built around a combination of checklists, success playlists, and developmental tools and resources. It invites readers to work through a series of steps, identifying where development is needed within their context, and is designed to be user-friendly, catering to people in different TNE-related roles (e.g. senior managers and leaders, TNE managers, TNE programme leaders, professional services and teaching staff).

© STOCKADOBE.COM

Updated Curriculum to Future Global Trends

Supporting Materials

Teachers Training

Wider Community Involvement

Assessment and Qualifications

Education Infrastructure

SDGs: 8, 9

Geography:
Kingdom of Saudi Arabia (KSA)

ACCREDITED TRAINING FOR THE OIL INDUSTRY
AlphaPlus

The Problem
The Inspection Technology and Quality Assurance National Institute (ITQAN) is the result of a strategic partnership between Saudi Aramco (SA) and the Technical & Vocational Training Corporation (TVTC). Its purpose is to train and certify young Saudis to meet market needs in five inspection trades – civil, electrical, mechanical, welding and non-destructive testing.

ITQAN needed to establish new, high-quality training programmes for these five inspection trades. It also needed quality-assured certification and assessment for the programmes.

The Approach
Working with City & Guilds, AlphaPlus provided ITQAN with a turnkey solution for its training programmes.

AlphaPlus developed five specialist inspection trade qualifications to cover its one-year training programme and provided ITQAN with knowledge tests and skills assessments for these programmes, with training for

course tutors in how to deliver them. These certifications, by City & Guilds, provide international recognition.

Alongside the qualifications, AlphaPlus also provided over 4,500 hours of teaching materials, lesson plans, workbooks and resources. They also assisted ITQAN with equipment specifications for the workshop elements of the programme.

AlphaPlus deployed a team of around 50 engineering specialists to work with ITQAN and Saudi Aramco's experts to specify the learning programmes, identifying induction and common units and then the key specialist knowledge and skills that young inspectors need to work within the Energy sector, such as basic engineering skills, health and safety requirements and company procedures.

The Outcome
The final training programme takes young Saudis to where they can be employed as junior inspection technicians following three trimesters of training.

Leadership Development

Education Infrastructure

SDGs: 9, 11

Geography: Peru

RECONSTRUCTION WITH CHANGES
Arup

The Problem
Following the devastating loss of lives during the El Niño climate cycle in 2017, the UK Department for International Trade signed a government-to-government agreement in June 2020 with the Government of Peru, and the UK Delivery Team (UKDT) of Mace, Gleeds and Arup. This was initiated to help accelerate the reconstruction of vital schools, health facilities and flood protection after the 2017 El Niño climate event, which caused significant rainfall and flooding in Peru, damaging schools, and all infrastructure across the country.

The Approach
The UKDT provided technical support to the Peru Government through the planning, design, and procurement of 74 schools across 8 regions, acting as a pilot for over 1,400 schools to be reconstructed to the same high-quality standard. Arup developed a prioritised implementation plan, typology-based intervention plan and design and

planning criteria and guidance for the quality delivery of reconstruction and retrofit works. This was informed by multi-hazard risk assessments undertaken for all schools. As Technical Assurance Lead, Arup incorporated international best practice into the legally mandated, national standard of school design.

The Outcome
In March 2024, 47 schools were handed over, delivering to international standards of resilience, sustainability, and inclusivity, benefitting pupils, parents, and staff in 8 regions. Once completed, the whole education programme will benefit 40,000+ pupils. Knowledge transfer has been at the heart of the team's approach. So far 294 learning modules and training for 11,765 attendees have been delivered to proactively build the capacity of Peru to deliver major programmes and maintain the schools in the future.

"The classrooms are spacious, children sit comfortably and so do the teachers. You open the window and the natural ventilation is like a breath of fresh air. The school has gutters, gable roofs and stormwater drainage so that the water flows. Already we have sheltered families during the 2023 cyclone, the infrastructure has passed the test."

Luis Chumba, Deputy Director of San Juan de Illimo school, Lambayque

Evidence Informed Solutions

Workforce Planning

Updated Curriculum to Future Global Trends

Teachers Training

Wider Community Involvement

SDGs: 8, 13

Geography:
Nepal

DAKCHYATA: TVET PRACTICAL PARTNERSHIP
British Council

British Council delivered the EU-funded (€14.1M) TVET Practical Partnership programme (Dakchyata) from 2017-2022. The programme aimed to improve government systems in support of TVET reform.

The programme worked through the Ministry of Education, Science and Technology; initiating an annual review to examine progress within the TVET sector; increasing collaboration with stakeholders across agriculture, construction and tourism industries to contribute to sector development. Technical assistance introduced 'green skills' into the TVET curricula through practical toolkits in environmental management, curriculum green skills, sustainability and climate change. Public-private partnerships were promoted through innovative semi-apprenticeship and employment pilots, and field-based apprenticeship training provision across the construction, agriculture, and tourism sectors.

As a result of the programme, the Government of Nepal has an integrated Capacity Development Framework for TVET with annual monitoring mechanisms to track progress in the sector development post programme. The Centre for Technical Education and Vocational Training, with 560 personnel trained, is better equipped to promote TVET; 6,750 graduates completed certified training and 9.3 million people were reached through campaigns. Closer links have been built with the private sector. Satisfaction rates show a 41% increase in employers' satisfaction with TVET graduates.

"Dakchyata has supported the private sector to become a leader in the TVET sector. It has supported the five employer federations to speak with a common voice with TVET stakeholders, especially the Government."

Sumit Kedia, FNCCI Executive Committee Member

Chef Training.
(British Council)

© BRITISH COUNCIL, NEPAL

Teachers Training

Wider Community Involvement

SDGs:
9, 10, 17

Geography:
South Africa and Uganda

TVET, ANCHOR INSTITUTIONS AND WIDER COMMUNITY BENEFITS
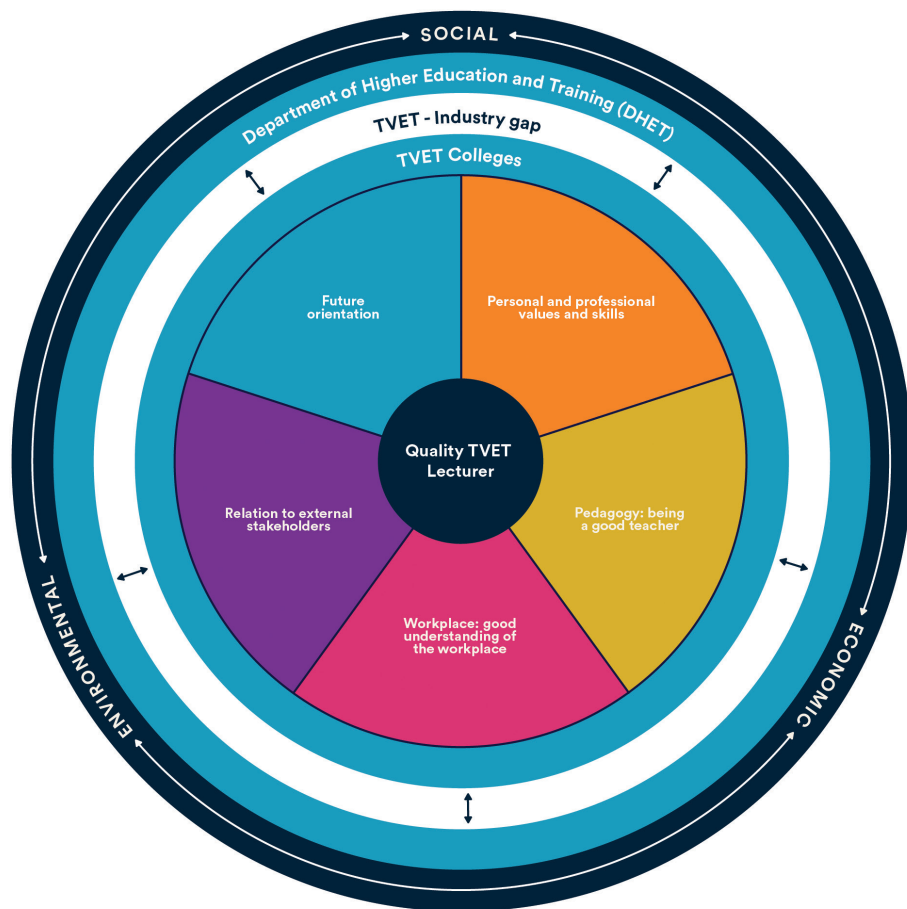## Cambridge Consultancy Research

In 2023, Cambridge Consultancy Research (CCR) member Dr. Jo-Anna Russon worked with partners in South Africa and Uganda to explore the role of anchor institutions in generating community benefits through TVET.

CCR is an interdisciplinary team of researchers who use their specialisms to build understanding on how British consultants and contractors can best complement UK development aid. Jo-Anna's research focuses on TVET and development. This included involvement in a 3-year project on TVET in Africa and the 2023 publication *Transitioning Vocational Education and Training in Africa: A Social Skills Ecosystem Perspective (Bristol University Press)*. This research identified how 'anchor institutions', e.g. a local university, TVET college or community-based organisation (CBO) can convene conversations among various actors and negotiate skills development activities

linked to both formal and informal TVET and work in a local/regional skills ecosystem.

Jo-Anna subsequently co-led two projects which built upon this work. First, research on 'Quality TVET Lecturers' for South Africa's Department of Higher Education and Training. Working with Professor Wedekind (University of Nottingham), they developed an expanded conceptualisation of the 'quality TVET lecturer' as located within an anchor institution and operating across five dimensions in TVET/skills ecosystems, with limited links to formal industry (*see image*). Second, piloting cash transfers to a CBO which acts as an 'anchor institution' for informal TVET in Njeru, Uganda.

Future research will explore how donor funded TVET/skills programmes can work with anchor institutions to identify and manage the dynamics of informal TVET and work.

Dimensions of a Quality TVET Lecturer. (Cambridge Consultancy Research)

© KHADIJAH EMRIS-JOHN

Above: The suggestion box is one of the school safety structures, where learners channel their complaints about violence occurring in and around the school and in their local community. (Cambridge Education, Mott MacDonald)

Evidence Informed Solutions

Wider Community Involvement

Leadership Development

SDGs: 5, 10, 16

Geography: Sierra Leone

SIERRA LEONE SECONDARY EDUCATION IMPROVEMENT PROGRAMME I AND II, LEH WI LAN (LWL), "LET US LEARN", FCDO
Cambridge Education, Mott MacDonald

The Problem
In 2014, Sierra Leone experienced the largest Ebola outbreak ever recorded, causing schools to close for most of the school year. During this period, thousands of schoolgirls in the country became pregnant and dropped out of school. In addition, Sierra Leone introduced a policy in 2015 that banned pregnant girls from attending schools. Girls were exposed to intolerable levels of violence as a result of the undermining of the country's fragile education system, and further eroding of the already weak structures for reporting and managing cases of violence in schools.

The Approach
Since November 2016, Leh Wi Lan has worked to support the Ministry of Education to introduce policies that place the safety of girls at the centre of the education system, such as the Radical Inclusion Policy and the Reducing Violence in School Guide.

Additionally, the programme strengthened district capacity to supervise and support schools, improving the safety of all girls, including pregnant girls.

The Outcome
The impact of government reforms has been remarkable: enrolment in Secondary schools doubled for girls between 2016 and 2021 and, for the first time, more girls in Sierra Leone took the university entry exams than boys in 2021. Additionally, more girls feel they can report harassment, increasing to 76% in 2021 from 58% in 2017.

In the next five years, the programme will continue to strengthen the education system so it can deliver safe and quality learning opportunities at scale and sustainably for all children, including girls and children with disabilities.

© GETTY ROYALTY FREE

Evidence Informed Solutions

Supporting Materials

Teachers Training

Wider Community Involvement

SDGs: 5, 8, 17

Geography: Ethiopia

TRADITION AND MODERNITY COMBINE TO TRANSFORM CURRICULUM
Cambridge Partnership for Education

Ethiopia's Ministry of Education wanted a curriculum designed by Ethiopians for Ethiopians, that would bring together modern approaches and indigenous knowledge.

To make sure the curriculum would be a success in schools and easy for teachers to use, they needed the right partners. The Ministry of Education was already working with UNICEF and they had seen the work Cambridge had done in Kenya and Ghana to redevelop Primary curriculums. So, they chose Cambridge as well as local education consultancy, ELIXIR.

Laying the foundations with research:
Initially, Cambridge reviewed 186 documents to understand the existing curriculum in Ethiopia. They gained local insight from ELIXIR as well as teachers, parents and community groups. Cambridge also reviewed teaching approaches in several other countries to see how they had incorporated that blend

of international best practice and local heritage and excellence in teaching that was so important to the Ministry of Education in Ethiopia.

Then, Cambridge and partners worked together to build lasting change:
They used everything they had learned to train a mix of 30 staff to develop the curriculum. Cambridge helped develop textbooks for Grades 9 – 12 and trained 32,000 textbooks authors, editors, designers and reviewers.

Today, Cambridge is still on hand to support with reviews and feedback.

The team has now piloted the new learning materials with Grades 9 and 10 and will take lessons from this to help the Ministry of Education continue its transformation, with culture at its heart.

Updated Curriculum to Future Global Trends

Wider Community Involvement

Education Technology

SDGs: 8, 9, 17

Geography:

Ghana, Kenya, Nigeria, South Africa

INNOVATION ECOSYSTEMS TO CREATE JOBS: THE INNOVATION FOR AFRICAN UNIVERSITIES PROGRAMME
ChangeSchool

By 2050, the United Nations projects that a quarter of the world's population will be African. Given its youth, this could be 40% of the world's workforce. But today, decent jobs in the formal economy are lacking, and unemployment is high, up to 30% in South Africa. The promise of a demographic dividend could be a demographic time bomb.

More jobs need new, growing companies. In 2015, British International Investment (CDC Group) conservatively estimated the employment multiplier effect to be 7.81 across 484 African and South Asian businesses. For High Tech businesses, the multiplier is 13.15, a full 68% higher.

Context is everything. To discover how to create ecosystems that produce high technology growth companies, ChangeSchool worked with 86 organisations in Ghana, Kenya, Nigeria and South Africa. This British Council-sponsored Innovation for African Universities programme created 24 collaborative partnerships between sub-Saharan African and UK universities and local ecosystem players.

ChangeSchool identified 35 local opportunities to deepen their understanding, tackle causes, and develop scalable solutions. The problems were identified by the African partners, solutions proposed by them, and support offered by the UK universities and the Programme team.

Projects included a Ghanaian university helping farmers reduce their nearly 50% post-harvest losses, a South African University creating industrial designs for sports wheelchair companies to manufacture at scale, and a Kenyan University supporting entrepreneurship education across twelve counties using online learning.

The programme reached 11,933 beneficiaries, supported 139 businesses, and created 24 unique, tested blueprints for developing new technology businesses across the continent.

Evidence Informed Solutions

Teachers Training

Wider Community Involvement

Leadership Development

**SDGs:
5, 10**

**Geography:
Syria**

FCDO-FUNDED SYRIA EDUCATION PROGRAMME (SEP II), NORTH-WEST SYRIA
Chemonics UK

Chemonics UK, partnered with Action for Humanity, Social Development Direct (SDDirect) and local Syrian organisations, is delivering the FCDO-funded Syria Education Programme II (SEP II) from 2024 to 2027. Known locally as Manahel, SEP II extends the original Syria Education Programme (SEP), which supported over 625,000 primary school children, including 50% girls, from 2018 to 2023.

In opposition-controlled north-west Syria, humanitarian efforts face immense challenges, particularly in the underfunded formal education sector, exacerbating the plight of children grappling with profound trauma from conflict-related loss and displacement. SEP II provides access to safe, inclusive, and quality learning opportunities for children in primary schools, while strengthening the capacity of education actors. The programme has changed long-established practices through a comprehensive systems approach, addressing policy reform, resources, capacity, accountability, transparency, and behaviours.

As a key path to systems strengthening, the programme has developed and implemented safeguarding policies and tools that ensure clear relationships between school staff and students and specify unacceptable behaviours. Through ongoing training, these roles are embedded at each level of the education system, reinforcing accountability, and promoting best practices. As a result of interventions, 65% of teachers reported improved attitudes towards children with disabilities and 71% reported an improvement against the use of physical punishment.

SEP II's approach aims not only to rectify immediate challenges but to foster sustainable change. By equipping stakeholders with the necessary and appropriate tools, processes, and awareness, SEP II is facilitating a transformative shift towards a child-centered approach, ensuring lasting benefits for generations to come.

A pupil participates in a reading session in a SEP-supported school in north-west Syria. (Chemonics UK)

© JAMILA SHEHU, SCHOOL SUPPORT OFFICER, KADUNA STATE, DECEMBER 2023

Evidence Informed Solutions

Education Technology

SDGs: 9, 17

Geography: Nigeria

PARTNERSHIP FOR LEARNING FOR ALL IN NIGERIA (PLANE), FCDO
DAI

The Problem
The absence of a quality and standardised data collection system in schools in Nigeria has led to discrepancies and gaps in the information available for analysis and timely decision-making by education authorities.

The Approach
School Support Officers (SSOs) conduct school support visits in person and they are critical to improving classroom practices, strengthening school leadership and collating relevant information about schools.

> "Immediately you finish observing the teachers, there and then, you forward everything that has been recorded and it goes straight to the Education Dashboard and everyone can see the report and act accordingly."

Jamila Shehu, School Support Officer, Kaduna State

Previously, data from these school visits were recorded and transmitted manually by SSOs, affecting timeliness, reliability and validity of the data, particularly in rural areas. With support from the PLANE programme, funded by the UK Government, a user-friendly digital Education Dashboard was introduced, alongside an app that consists of a comprehensive data management system. The Dashboard enables SSOs to record and upload extensive school and education data in real time. The Dashboard was rolled out in three states in Nigeria (Kano, Kaduna and Jigawa).

The Outcome
The introduction of the Education Dashboard has helped to improve the monitoring of School Support Officers' activities, facilitating real-time reporting, streamlined data collection, analysis and dissemination, and thus enabling more informed and timely decision-making and intervention strategies. With this intervention, in 2023, school support visits increased in PLANE-supported schools in Kano, Kaduna and Jigawa states within three months from 413 (21%) to 1522 (77%).

Workshops installed in Kano. Clockwise from top left: Automotive engineering; Health and beauty; Renewable energy; Electrical installation. (Eagle Scientific)

© EAGLE SCIENTIFIC

Supporting Materials

Wider Community Involvement

Education Infrastructure

Education Technology

SDGs: 5, 7, 10

Geography: Nigeria

SUPPLY AND INSTALLATION OF EQUIPMENT AT THE ULTRA-MODERN INTEGRATED VOCATIONAL SKILLS ACQUISITION CENTRE
Eagle Scientific

In 2022, Eagle Scientific executed a project to supply and install the teaching equipment at the ultra-modern integrated vocational Skills acquisition centre in Kano, Nigeria. The project, now sponsored by the Aliko Dangote foundation, aims to provide a world-class vocational training resource for Nigeria's second largest city.

The project was commissioned directly by the Kano State Government. Eagle Scientific helped to design the centre and ensure that the supplied equipment gave a comprehensive solution, in-line with both local and international curricula and qualifications. In total, comprehensive solutions for 20 different workshops were supplied, in diverse areas including:
- Hairdressing and beauty
- Fashion and dressmaking
- Leatherwork and shoemaking
- Renewable energy installation and maintenance

- Electrical installation
- Plumbing and pipework
- Automotive maintenance and repair
- Metalwork
- Welding and fabrication
- Carpentry and woodwork

After the equipment was supplied, Eagle Scientific's dedicated team of engineers visited the site to install and commission all the workshops and provide train-the-trainer support for the centre's teachers.

The centre is now operational and, following a tour by Mr Aliko Dangote, the day-to-day running costs have been taken on by his foundation. As a result of this project, thousands of Kano's 16–18-year-olds are receiving world-class technical training, giving them financial independence and empowering them to build a more prosperous, sustainable future for Nigeria.

NIGERIA'S HUMAN DEVELOPMENT EVALUATION LEARNING AND VERIFICATION SERVICE (DELVE), FCDO
Ecorys

Evidence Informed Solutions

SDGs: 1, 10, 17

Geography: Nigeria
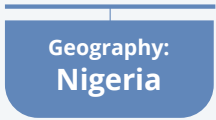
Ecorys' Monitoring, Evaluation and Learning (MEL) support to FCDO Nigeria's 'Partnership for Learning for All in Nigerian Education' (PLANE) programme is generating evidence to catalyse education system quality improvements, to enable children and young people to transition to more productive life opportunities. PLANE aims to benefit up to 2 million of the most vulnerable young people with investment of £170m through to 2028. Working at Federal and State levels, PLANE is FCDO Nigeria's main platform for supporting education system reforms including teaching, school quality and education management. Its components focus on school systems improvement, foundational skills for children affected by conflict, and community support for learning, to achieve inclusion of marginalised children.

Building on their long-standing experience and partnerships in Nigeria, Ecorys, in partnership with ITAD

and Preston Associates, leads the Human Development Evaluation, Learning and Verification Service (DELVe). DELVe provides independent MEL services to the PLANE programme.

DELVe supported the PLANE portfolio Theory of Change and Results Framework. Subsequently, DELVe completed the Baseline Evaluation, M&E systems assessment all PLANE implementing partners and the first Verification report. Evidence from formative studies conducted by DELVe on community support, to learning initiatives and education in emergencies, has been shared through an active learning workstream and presented at conferences. DELVe convenes a Technical Learning Platform with stakeholders such as FCDO and PLANE implementing partners to structure learning from different components of the PLANE programme and promote uptake of learning to strengthen education systems.

DATA FOR DELIVERY – PART OF THE TARGET PROGRAMME IN ETHIOPIA, FCDO
Education Development Trust (EDT)

Evidence Informed Solutions

Teachers Training

Wider Community Involvement

Leadership Development

Education Technology
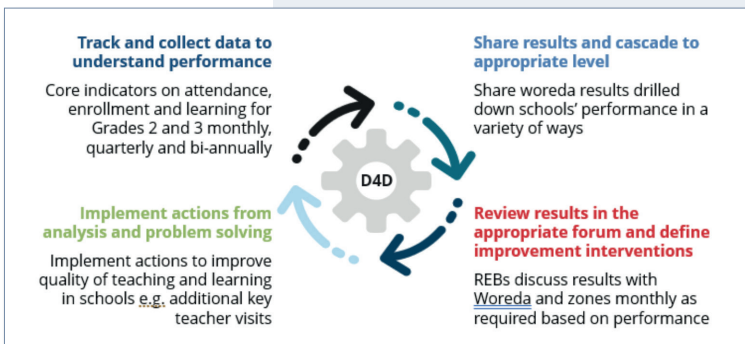
SDGs: 9, 10

Geography: Ethiopia

EDT was contracted by the Foreign and Commonwealth Development Office (FCDO) to deliver the technical assistance (TA) component of the General Education Quality Improvement Programme for Equity (GEQIP-E) programme in Ethiopia (TARGET) between August 2019 and January 2024. The programme provided essential technical support to projects focused on improving the quality of education for all in Ethiopia, with an emphasis on inclusion and equity for marginalised learners.

One of TARGET's many initiatives was to introduce and implement a Data for Delivery (D4D) model to support schools, the middle tier, and the Ministry of Education (MoE) in gathering and using real-time data to support improvements in learning outcomes.

Although annual performance data was already being generated, the MoE and Regional Education Bureaus (REB) recognised that more real-time data would enable more focus on *outcomes* for children in schools, as opposed to *activities* for schools, which had been – by necessity – the focus of previous annual work plans.

In response, EDT developed a software application using tablets to collect school-level data and provide feedback to regional authorities in real time. The programme was accompanied by training in the collection and use of data to inform planning and remedial action where schools or regions were underperforming.

At endline, 85% of REBs adopted outcome-oriented delivery plans due to TARGET's interventions and 90% of Woreda respondents indicate a substantial improvement in accessing and using accurate data from schools to drive learning improvements. Based on the success of a pilot in 310 schools, the data system has been adapted for integration into the MoE system and database and – with World Bank support for the tablets – is now being expanded to a further 8,000 schools.

Track and collect data to understand performance

Core indicators on attendance, enrollment and learning for Grades 2 and 3 monthly, quarterly and bi-annually

Implement actions from analysis and problem solving

Implement actions to improve quality of teaching and learning in schools e.g. additional key teacher visits

Share results and cascade to appropriate level

Share woreda results drilled down schools' performance in a variety of ways

Review results in the appropriate forum and define improvement interventions

REBs discuss results with Woreda and zones monthly as required based on performance

© EDUCATION DEVELOPMENT TRUST

Evidence Informed Solutions

Wider Community Involvement

Teachers Training

Leadership Development

SDGs: 5, 11

Geography: Senegal

PASSERELLES / COMMUNITY GATEWAYS
FHI 360

The Problem
In the traditional community of Medina Gounass in Senegal's Kolda region, formal education has not been allowed for decades, and basic mathematics and French have been excluded from children's non-formal learning. Harmful gender norms impinge girls' access to 12 years of quality education. For example, many girls drop out of school due to child marriage which stands at 68% in Kolda (Save the Children, 2017) and school age pregnancy accounts for 54% of new mothers dropping out of school (USAID, 2017).

The Approach
The Passerelles education model is shaped by communities, their resources, their needs, and their vision. The programme worked closely with the Ministry of Education and local education authorities to develop an ecosystem of interventions. One of the keys to the programmes' success was the training of community teachers rather than dispatching teachers who were not from the community, and utilising retired education experts who were known in the local school districts, to serve as coaches to the teachers.

Passerelles ensured that solutions to support girls to access education and transition between grades, originated locally. For example, some communities prioritised integrating out-of-school girls into the formal education system through bridging classes. Other communities requested that boys and girls receive training in entrepreneurship and financial literacy.

The Outcome
- 259,000 children and youth have accessed education.
- Literacy scores improved by 296% and numeracy scores improved by 226% between baseline and endline.
- Girls reported feeling safe in school and more motivated to attend school.

© ESCUELAS BICENTENARIO

Evidence Informed Solutions

Wider Community Involvement

Education Infrastructure

SDGs: 9, 11, 17

Geography: Peru

BICENTENNIAL SCHOOLS - PROYECTO ESPECIAL DE INVERSION PUBLICA - ESCUELAS BICENTENARIO (PEIP – EB)
Gleeds

The Problem

In November 2021, PEIP-EB signed a Government-to-Government (G2G) with the United Kingdom Government in partnership with Finland, to support PEIP-EB and provide specialised technical assistance advice in the implementation of 75 schools. The G2G agreement is delivered by Koulu, a joint venture led by Mace and Gleeds and supported by Arup and 4global from the UK and AFRY, Polar Partners, and LMA from Finland.

The Approach

The PEIP-EB Programme will reduce the significant educational infrastructure gap in Peru through the construction of 75 schools across 21 districts of Metropolitan Lima and nine regions in the rest of the country. The $1.6 billion project will benefit over 118,000 students and dozens of communities across Peru.

Koulu provides consultancy services to PEIP-EB, adopting a collaborative approach to implement a Project Management Office (PMO) adopting international best practice.

Knowledge transfer is a key programme objective: to develop a legacy of sustainable capacity to deliver infrastructure programmes at scale, with quality, on time and on budget.

Gleeds introduced a collaborative procurement approach with the adoption of the NEC4* contract and a two-stage contracting strategy, whereby in Stage One the Contractor designs the schools and agrees a target price for the subsequent construction in Stage Two. This meant the Client avoided heavy risk premiums as the Contractor became familiar with site and ground conditions during Stage One to prepare a fully constructible and value-engineered design.

The Outcome

By March 2024, the first four permanent schools were completed and all 119 temporary school sites also completed and in operation. A further 27 permanent schools will complete in 2024 with the remainder in 2025. The average procurement time for the nine packages was achieved in 4.5 months with an average delivery time of 20 months.

Reference: The NEC4* Alliance Contract is a multiparty contract for the appointment of a number of partners to create an alliance to deliver a major project or programme of work

Updated Curriculum to Future Global Trends

Supporting Materials

SDGs: 17

Geography: **Jamaica**

TRANSFORMING PRIMARY EDUCATION THROUGH JAMAICA PRIMARY MATHEMATICS (JPM)
Hodder Education

The Problem

Jamaican Primary schools faced challenges with a lack of engaging, effective, and comprehensive mathematics resources to support the introduction of its new Primary curricula. This issue was particularly pronounced in fundamental concepts such as fractions and problem solving, leading to decreased student engagement and comprehension.

The Approach

Hodder Education partnered with government and worked with authors to develop the new resources for Primary mathematics. Key to their approach to JPM was the introduction of mathematical concepts through relatable visuals and language, fostering an early foundation in problem-solving that empowers students to tackle complex math problems with confidence. The programme incorporates pedagogical features that cater to varied learning styles, using exercises that span Webb's DoK levels to move students from supported to independent learning. Focus questions are included to center the learning experience on the skills and outcomes expected by the NSC. At the same time, cases are provided where students apply their acquired learning to different scenarios to develop their critical thinking skills.

The Outcome

Teachers noticed improved lesson delivery and observed a significant increase in students' confidence and interest in maths. The programme's alignment with SDGs is evident in its commitment to improving education quality, increasing student engagement, and fostering a love for learning. Ultimately, it equips students with critical thinking and problem-solving skills vital for their future success.

"Jamaica Primary Mathematics NSC Edition is an excellent and practical set of books that captures the essence of the National Standards Curriculum used in Jamaica. As a teacher of Mathematics, I can appreciate that the students are able to work through the books in an orderly manner because the content is arranged according to the term, units and months. Students are not frustrated while working with these books and they are pleased to complete tasks in them."

Grade 3 Mathematics Teacher, Jamaica

Evidence Informed Solutions

Wider Community Involvement

SDGs: 5, 10

Girls' Education Challenge, FCDO

GIRLS' EDUCATION CHALLENGE, FCDO: USING PORTFOLIO DATA FOR DISABILITY ANALYSIS
Impel Consultancy

The Girls' Education Challenge (GEC) was launched by UK's Foreign, Commonwealth and Development Office (FCDO) – in 2012, as a 12-year commitment to reach the most marginalised girls in the world, being the largest global fund dedicated to girls' education.

In 2020, members of Impel Consultancy assisted the GEC Programme to improve its commitment towards including girls with disabilities in its 27 projects across 18 countries. There are 258 million children with disabilities around the world, but they face many barriers to learning and transition. A key issue is the lack of robust evidence on educational outcomes for children with disabilities.

The Girls' Education Challenge Programme offered a unique opportunity to research educational outcomes because all projects were externally monitored against key performance indicators, including learning and transition, and were required to use the Washington Group Short Set questions to collect disability disaggregated data.

Our analysis of the resulting data set of approximately 27,000 learners, determined that an average 5% of learners in mainstream classes had a disability. Most importantly, it found evidence of an attainment gap between disabled and non-disabled girls which widened as the severity of the impairment increased.

Supporting Materials

Assessment and Qualifications

Education Technology

SDGs: 9

Geography: Canada

PERSONALISED MATHS INSTRUCTION TO CLOSE LEARNING GAPS
IXL Learning

In 2022, the Northeastern Catholic District School Board in Timmins, Ontario initiated a district-wide implementation of IXL Math to accelerate achievement across all of its schools.

Because of the Covid-19 pandemic, students had varying knowledge levels, and many started the school year below grade level. The district needed a way to help students close learning gaps quickly and effectively without creating extra work for teachers.

To address these challenges, they chose IXL's adaptive platform.

IXL offered personalised support, allowing students to receive learning recommendations tailored to their individual needs and master grade-level standards at their own pace. Students also received immediate feedback and detailed explanations for incorrect answers, enabling them to self-remediate instantly.

With IXL taking care of differentiation and practice, educators could focus on providing support and targeted intervention for students who need it.

One such teacher is Lisa Romanowski, a maths teacher at the sole high school in the district, who has been using IXL in her classroom since 2012.

Lisa leverages IXL's diagnostic to swiftly identify learning gaps and tailor instruction to address individual needs, leading to meaningful progress. She uses IXL's real-time data to guide instructional decisions, and her students are motivated by seeing their own growth.

Thanks to IXL, most students who fell behind during the pandemic were able to significantly close knowledge gaps within one semester. Teachers across the district have also witnessed an increase in student engagement, collaboration, and achievement.

© KSI EDUCATION

SEND PROGRAMMES AND INCLUSIVE TEACHING
KSI Education

KSI Education schools have a higher than average proportion of SEND students which informs their pedagogy and impacts their attainment data. They follow a 'Quality First Teaching' pedagogy to ensure that all students are able to access lessons. The schools currently have specialist SEND Centres delivering bespoke provision to up to 40 students with ASD (autism) and/or global delay, in addition to large SEND departments which support students with a range of SEND in the core/mainstream provision. The schools are identified as inclusive schools, where children are happy and feel they belong, and are able to access the provision afforded them.

Counselling is on offer, and intervention groups provide additional levels of support, for example social communication groups.

In terms of integration of pupils within the Centres, a number of children are part-attenders at the Centres, and particular elements of the expansive curriculum which are accessible can be chosen. The nature of the schools and their pupils means that there is a high level of understanding, tolerance and respect for all, regardless of neurodivergent characteristics.

Informed by the University of Oxford's Centre for Wellbeing, these SEND programmes strengthen the link between inclusive teaching and learner wellbeing. A comprehensive training package is accessible online and provides practical steps to help schools maximise accessibility for their learners.

Evidence Informed Solutions

Workforce Planning

Updated Curriculum to Future Global Trends

Supporting Materials

Teachers Training

Wider Community Involvement

SDGs: 3, 10

Geography: The UK and the Middle East

Evidence Informed Solutions

Workforce Planning

Wider Community Involvement

SDGs: 5, 8

Geography:

Africa and South Asia

JO COX MEMORIAL GRANTS - IMPROVING WOMEN'S SOCIAL, ECONOMIC AND POLITICAL EMPOWERMENT IN DEVELOPING COUNTRIES, FCDO
MannionDaniels

Ahead of International Women's Day in 2018, the Foreign, Commonwealth & Development Office (FCDO), launched the Jo Cox Memorial Grants. MannionDaniels managed this one-off £10 million UK Aid Direct funding round, which focused on improving women's social, economic, and political empowerment in developing countries.

With projects now complete, there are tangible outcomes which further the gender equality agenda:
- Nearly 13,000 women and girls at risk of violence have reported an increase in their self-esteem and confidence.
- Over 1,100 women have taken up appointive or elective positions of leadership across six countries in Africa, including 138 women councillors taking up senior positions and 158 young

women being mentored to take new leadership positions.
- Over 10,000 women at risk of, or survivors of violence have been supported to access SGBV prevention and response services.
- More than 12,000 people across nine countries have been sensitised on awareness and attitude and behaviour change around women's empowerment, inclusion, and threat of violence.

MannionDaniels established a gender community of practice, which is led by this group of grant holders. It provides opportunities to share learnings and explore ideas. As a result, a new framework for women's empowerment has been developed and shared with the sector.

Jo Cox Memorial Fund grant holders, ABAAD. (MannionDaniels)

Updated Curriculum to Future Global Trends

Supporting Materials

Teachers Training

SDGs: 5, 17

Geography:

Myanmar

STRENGTHENING PRE-SERVICE TEACHER EDUCATION
Montrose International

Between 2018 and 2020 Montrose delivered the Strengthening Pre-service Teacher Education in Myanmar (STEM) programme supported by UNESCO through the FCDO Myanmar-UK partnership for Education. The project provided the design and development of the new Teacher Education Degree for basic education. The degree equips teachers with subject and pedagogical knowledge and understanding to provide better quality teaching in schools, resulting in improved learning outcomes amongst children.

Montrose wrote the syllabi, textbooks and teacher guides for subjects for years one and two of the degree. This was part of the wider education reform within Myanmar and a critical objective of the National Education Sector Strategic Plan (2016-2021).

Montrose co-developed degree materials with curriculum development teams for each subject through a series of in-person and virtual workshops (adapted in response to Covid-19). They provided training-of-the-training for senior teacher educators enabling them to pilot lessons, which were observed by Montrose experts, who used this to inform revisions of the materials. Materials were contextualised, gender sensitive and inclusive.

The project benefitted more than 2,000 teacher educators (87% women) within the 25 colleges in Myanmar. 13 subject syllabi were integrated and aligned with basic education curricula, using examples and teaching practice from the new Primary curriculum.

The development of the degree brings teacher training in Myanmar in line with international standards. The competency-based curriculum started the transition towards developing the knowledge, skills and attitudes needed for quality teaching with a focus on the promotion of student-centred, collaborative learning and critical thinking skills, and smaller class sizes.

© MONTROSE INTERNATIONAL

Above: Right To Play creates platforms for children to advocate for education and to develop their leadership.

Evidence Informed Solutions

Updated Curriculum to Future Global Trends

Supporting Materials

Teachers Training

SDGs 5, 10

Geography:
Rwanda

SUPPORTING PLAYFUL STEM TEACHING AND LEARNING
National Foundation for Educational Research (NFER)

The Plug in Play programme (PIP) has been active in Rwanda since 2021, aiming to improve the quality of education for boys and girls aged six to twelve by supporting learning through play with technology (LtPT). PIP supports more playful and active learning through teacher professional development and additional resources. It is implemented by Right to Play, an international non-profit whose mission is to use play to empower vulnerable children, with funding from the LEGO foundation.

Right to Play commissioned NFER as the Monitoring, Evaluation and Learning (MEL) partner on the programme. NFER conducted a learning study in 2022 to understand the experiences of using LtPT approaches in Science and Elementary Technology (SET) Lessons as part of PIP.

The study looked at the lived experiences of those who deliver and engage with the LtPT approach in SET classrooms, drawing on six schools as illustrative, deep-dive case studies, and including feedback from teachers, students, and community members. Teachers reported adopting a wider range of learner-centred teaching strategies, moving away from traditional blackboard learning to hands-on activities and energisers, helping to keep learners engaged and motivated to learn.

Respondents reported improvements in the way gender, equity and inclusion are considered in the planning and delivery of lessons, with more activities designed for mixed ability groups. The study provides evidence that learning through play approaches can support positive learning environments through improved interaction between the teachers and learners.

Workforce Planning

Updated Curriculum to Future Global Trends

Wider Community Involvement

Assessment and Qualifications

SDGs: 1, 8, 11

Geography: Zambia

BUILD IT INTERNATIONAL
NOCN Group

Requirements:
Build It International is an NGO which creates opportunities for young people in Zambia between 18 and 35 years old. NOCN Group partnered up with Build It International to help them by building knowledge on how to train young people who have had little or no formal education but have a genuine interest and desire to learn new skills.

Methodology:
NOCN supported Build It International to expand their skills training through delivery at their training Centre for Excellence, as well as in communities. They have witnessed remarkable growth and transformation by offering the following programmes:
- Construction trades multi-skills
- Rough carpentry and steel-fixing
- Tiling and modular paving

Having been affiliated with the internationally recognised awarding body, NOCN Group,

Build It International received the following benefits:
- Upon completion of the Centre for Excellence training programme, trainees receive a 'Certificate of Training' endorsed by NOCN.
- Potential for trainees to progress into higher-level qualifications which will have international recognition.

Outcomes:
This partnership has helped unemployed young people in Zambia to build themselves into skilled individuals who can earn a living and provide for their families. Moreover, the programmes build up skills training programmes which are fit to meet the needs of this growing country, thus enhancing their reputation with existing and potential stakeholders such as affiliate contractors, the private sector and the government.

Teachers Training

Leadership Development

Wider Community Involvement

Education Technology

SDGs: 8, 17

Geography: Global
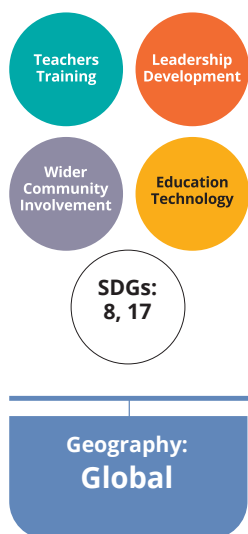
THE AGA KHAN ACADEMIES APPRAISAL FOR GROWTH SYSTEM: A PERFORMANCE REVIEW PROCESS FOR TEACHING STAFF
Opencentric

The Problem
The Aga Khan Academies (AKA) are a network of schools established by His Highness the Aga Khan that aim to provide exceptional education to exceptional students from diverse backgrounds, developing future leaders who make meaningful contributions to their communities and the world.

With a network of schools opening up globally and a focus on upskilling local teachers rather than relying solely on experienced international teachers, AKA's teacher appraisal system was no longer fit for purpose. The single Excel-based system had issues with data consistency as only one staff member globally could update the master file, and distributing updates led to both versioning problems and data protection issues.

The Approach
Opencentric (formerly Website Express) was engaged to develop AfG, a Drupal-powered, scalable and cloud-based teacher appraisal system.

This system replicates the fields and reports of the previous system, whilst bringing role-based access control, limiting access to authorised personnel in a hierarchical system, and allowing simultaneous and concurrent access from locations worldwide. Employing an agile methodology and fostering a collaborative, one-team approach, the AKA Education Services team worked closely with Opencentric throughout.

The Outcome
The Appraisal for Growth (AfG) system is a comprehensive framework which supports professional growth and development among faculty and staff members, providing a structured approach for assessing performance, setting goals, and providing feedback to support continuous improvement.

AfG empowers AKA to oversee the development of teachers across the world, whilst individual heads of Academy, schools or departments can monitor the progress of their teams and map trends.

Updated Curriculum to Future Global Trends

Supporting Materials

Assessment and Qualifications

SDGs: 8

Geography:
Africa, Asia, Europe and the Middle East

LEAD WITH OXFORD PROJECT-BASED LEARNING
OxfordAQA

The Problem
International students are leaving school without the independence and critical thinking skills to be successful at university and in later life, instead relying on teacher spoon-feeding and rote learning.

The Approach
Oxford University Press and OxfordAQA have jointly created a 2-19 curriculum for international schools, comprised of the Oxford International Curriculum for Early Years, Primary and Lower Secondary, followed by OxfordAQA International GCSEs and A-levels.

Fundamental to this all-through curriculum offer is the inclusion of project-based learning, affording students the opportunity to pursue areas of personal interest while building crucial academic and life skills. Students following the Oxford International Curriculum complete three Global Skills Projects every year of Primary and Lower Secondary, as integral to the curriculum as English, Maths, Science and Computing, while

OxfordAQA offers the International GCSE Plus endorsement and the International Extended Project Qualification (EPQ) at A-level.

The Outcome
These projects allow students to work independently – in an age-appropriate way – on a subject that inspires them, developing key, future-facing skills: research, analysis, extended critical writing, time management and public presentation.

The impact of project-based learning is remarkable. Research in the UK by the Universities of Leeds and Southampton found that students with an EPQ are 50% less likely to drop out of university and 10% more likely to achieve a 2.1 or 1st class degree.

The benefits of project-based learning can even be seen while students are still in school. The Centre for Education Research and Practice (CERP) found that EPQ increased the likelihood of students achieving grades A*–B in their other A-levels by 29%.

Evidence Informed Solutions

Wider Community Involvement

SDGs: 1, 2, 5

Geography: India

SKILL IMPACT BOND
Oxford Policy Management

The Problem

Only 40%[1] of India's youth population, aged 15-29 years, is employed. Employment among women is even lower: 22%.[2] Higher employment, particularly among women and marginalised groups, is key to driving sustainable development. Limited access to formal skills training and livelihood opportunities is a key deterrent to labour force participation. The Skill Impact Bond progamme (2021-2025) leverages innovative development impact bond (DIB) financing to provide skills training and employment to young people in India. Targeting 50,000 youth (62% women) over four years, across key high growth sectors, it is the largest DIB in the skills sector, globally.

The Approach

As monitoring, evaluation, and learning (MEL) partner, OPM evaluates key programme outcomes - certification, job placement, and retention. OPM also uses mixed methods to drive learning and create evidence on the 'whys' and 'hows' underpinning these outcomes, e.g. youth aspirations, work environment, career progression and retention, capturing insights from trainers, employers, and trainees themselves *(see quote)*.

The Outcome

4,411 youth were enrolled in the programme's first cohort, 74% of whom were women. Out of 100 trainees enrolled, 94 men and 86 women were certified, 83 men and 66 women joined a job, and 71 men and 48 women continued in jobs three months after joining. OPM works closely with stakeholders to use findings to concurrently strengthen programme delivery. For example, a recent insight showed that women from marginalised communities find factory shifts physically challenging and instances of fainting are common. Following this, training providers and employers are now investing in measures like nutritional support to remedy this.

[1] Government of India (2023). Periodic Labour Force Survey 2022-2023. Ministry of Statistics and Programme Implementation.
[2] Ibid

"I had joined the Skill Impact Bond training and the job to take care of my own needs...to become self-dependent. During the job, I was able to buy a mobile for myself because I did not have one."

Female trainee under Skill Impact Bond

A sewing machine operator training at a training centre under the Skill Impact Bond. (Oxford Policy Management)

© NATIONAL SKILL DEVELOPMENT CORPORATION INDIA

© S4P NIGERIA

Evidence Informed Solutions

Workforce Planning

Updated Curriculum to Future Global Trends

Wider Community Involvement

SDGs: 8, 11

Geography: Nigeria

SKILLS FOR PROSPERITY, NIGERIA, FCDO
Palladium

The Problem

Nigeria's TVET and Higher Education systems face a challenge in preparing for future workforce demands due to demographic shifts and economic changes. Persistent shortages of skilled professionals and high unemployment signals the need for an improved education system capable of meeting workforce demands.

The Approach

Palladium successfully implemented the FCDO-funded Skills for Prosperity (S4P) Nigeria programme (2020-23), launching an industry-led National Apprenticeship and Training System (NATS) in Kaduna and Lagos.
Ensuring robust stakeholder and employer

engagement, Palladium collaborated and secured co-funding from Nigeria's Industrial Training Fund (ITF), State Focal Agencies, and the private sector, leveraging 98 partnerships. Collaboration between the private sector and TVET policymakers fostered local ownership and shaped NATS on existing structures. This new system was designed to be agile and responsive to the labour market's dynamic needs.

The Outcome

S4P demonstrated viability in Kaduna and Lagos by supporting 338 trainees (41% women or people with disabilities), with 62% of learners securing productive employment. After this successful launch, NATS was handed over to ITF, resulting in Nigerian Government ownership. The ITF is committed to scale-up NATS to six further states.

By adapting to local realities, S4P Nigeria stayed relevant in a changing context. Programme sustainability was achieved through continuous stakeholder engagement to uncover mutually beneficial solutions and finding 'champions' to catalyse local ownership and buy-in.

"S4P Nigeria has been different to other programmes because they keep stakeholders in the driving seat".

Representative of Kaduna state Ministry of Business Innovation and Technology

Workforce Planning

Updated Curriculum to Future Global Trends

Supporting Materials

Teachers Training

Wider Community Involvement

Assessment and Qualifications

SDGs: 8, 9, 10

Geography: Jordan

VOCATIONAL EDUCATION DEVELOPMENT PROGRAMME
Pearson

In 2023, the Jordanian Ministry of Education and Pearson signed an agreement to reform Jordan's TVET provision in state schools – introducing BTEC qualifications into the country's national curriculum.

This partnership was designed to support the economic ambitions of Jordan, employers, and key stakeholders, to ensure that the TVET curriculum fully met the needs of the nation. Pearson has been developing the curriculum to integrate internationally recognised BTEC qualifications and supporting nationwide teacher training programmes to support this reform, which is now impacting over 18,000 students across the country. In the first year, Pearson introduced qualifications to Secondary schools in the following subjects: Engineering, Business, IT, Hospitality, Hair & Beauty and Agriculture. In 2024, Pearson will be introducing further qualifications in Travel and Tourism, Creative Media, Art & Design and Construction. The programme will also train the Jordanian vocational teaching workforce.

Pearson's internationally recognised vocational qualifications are developed and validated in partnership with educators, employers and governments. The qualifications support students with applied, hands-on learning experiences, leaving them skilled for employment and/or Higher Education. BTEC qualifications are recognised by universities globally.

Pearson works closely with the Jordanian Ministry of Education to ensure the implementation and support is robust for the success of the students taking these BTEC qualifications. Pearson has been integral to recommending school resources and providing first line support during the roll out. As a global learning company, Pearson knows the importance of developing the right support for teachers and students, to combine knowledge and skills, whilst ensuring students apply critical thinking for problem-solving assignments.

Workforce Planning

Updated Curriculum to Future Global Trends

Supporting Materials

Teachers Training

Wider Community Involvement

SDGs: 8, 10, 11

Geography: Jordan

SUPPORTING THE INTEGRATION OF SYRIAN REFUGEES INTO THE LOCAL ECONOMY IN JORDAN
People 1st International

In 2018, the integration of over 1.3 million Syrian Refugees living in Jordan presented a significant social, economic and political challenge. The long-term vision required improvements in access to formal jobs and skills provision, as well as continued engagement with private sector employers. In the medium term, a strategy was needed to provide Syrian refugees and their host communities with sustainable livelihoods.

People 1st International partnered with the European Bank for Reconstruction & Development, and local partners, Jordan Education for Employment and Abdali Mall Company, to offer a unique arrangement to support the integration of refugees into the local economy in Jordan.

Using established partnerships, the aim was to extend existing training and job brokerage activity at Abdali Mall Recruitment & Training Centre to Syrian refugees, sharing the impact of enhanced training and increasing the local skills base for businesses.

121 young Syrians undertook a work readiness and technical training programme during which they received advice and support on applying for a work permit, and benefitted from a job-matching service to support transition into employment in the retail and hospitality sectors.

"Our partnership has enabled us to extend the opportunities offered through the Abdali Mall Training Centre to young refugees from Syria, giving them the chance to train for a career in retail and hospitality. By the end of the programme, 64% of those who went through the programme were in employment and that figure has now increased to over 75%."

Suhair Albargouthi, Human Resources Manager, Abdali Mall Company

Evidence Informed Solutions

Assessment and Qualifications

SDGs:
5, 17

Geography:
West Africa and Djibouti

ACE IMPACT
The Quality Assurance Agency for Higher Education (QAA)

The Africa Centers of Excellence project (ACEs) is the first large-scale regional programme funded by the World Bank in the Higher Education sector in Africa. It addresses higher-level skills development needs and innovative research requirements for the continent's priority development sectors in five main areas: science, technology, engineering and mathematics (STEM); agriculture; health; environment; applied social science and education. The ACE-Impact project aims to improve and accelerate the quality, quantity and development impact of postgraduate education.

In early 2020, QAA was invited by the World Bank and Agence Française de Développement (AFD) to offer the International Quality Review (IQR) to ACE institutions across West Africa and Djibouti. Launched in April 2021, participating institutions benefit from a gap analysis and institutional review, which offers the opportunity to analyse internal quality assurance systems and identifies where further development and capacity building might be needed.

The review benchmarks an institution's existing quality assurance processes against the internationally renowned *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) and supports them to drive improvement through all of their quality processes. During an IQR, consideration is given to how an institution's policies and processes help it to meet each of the ten standards of the ESG. Accredited institutions are normally given recommendations for improvement and are subject to a mid-cycle review halfway through the five-year accreditation period. They are also eligible to become full members of QAA.

QAA has to date conducted gap analyses against the ESG for 17 universities across Nigeria, Ivory Coast and Ghana in preparation for the institutional review stage.

IQR for ACE Impact: Quality Assurance Standards

Vision Mission and Strategic Objectives

Human Resources

Infrastructure and Facilities

Students & Learner Journeys

Programme design, approval, monitoring, evaluation

Teaching, learning and assessment

Information Management & Communication

Periodic review and EQA

ACE Impact · QAA GLOBAL

© PHILIP CHOUDHURY, QUAY ASIA

Workforce Planning

Updated Curriculum to Future Global Trends

Wider Community Involvement

SDGs: 1, 8, 10

Geography: Bangladesh

*Above:
Building rewarding and resilient careers for young people in Bangladesh. (Quay Asia)*

APPRENTICESHIPS: A PATH TO REWARDING AND RESILIENT CAREERS
Quay Asia

Quay Asia's apprenticeships have enabled young people from ethnic minorities to build rewarding and resilient careers. The social enterprise providing the apprenticeships was a natural extension of Quay Asia's consulting work in vocational training, labour markets and employment.

Quay Asia recruits young women and men from the Chittagong Hill Tracts and trains them to become elite chefs and servers employed in a high-end catering enterprise operating in Dhaka's upmarket neighbourhoods under the brand "Aroyee."

The Chittagong Hill Tracts, in Southeast Bangladesh, is home to eleven small ethnic communities. It is an area of Bangladesh particularly underserved by public services and investment due to a long period of conflict.

Every Aroyee apprentice is paid from the first day of engagement. Training and development on-the-job takes place immediately after foundational courses in food hygiene, health and safety.

The young people engaged in the scheme use part of their salaries to pay for their younger siblings' Higher Education and purchase assets such as land and livestock in the Chittagong Hill Tracts.

Evidence Informed Solutions

Assessment and Qualifications

Education Technology

SDGs: 9

Geography: Global

DIGITALISING THE GLOBAL STANDARD FOR MONITORING ACHIEVEMENT IN READING AND LITERACY (PIRLS)
RM Assessment

The International Association for the Evaluation of Educational Achievement's (IEA) PIRLS (Progress in International Reading Literacy Study) is the global standard for monitoring reading achievement at the 4th grade. Since 2001, its high-quality data has been used by policy makers and educators to evaluate the effectiveness of their education systems and make evidence-based decisions about reading curriculum and instruction. IEA decided to transition to digital assessments for PIRLS 2021 to capitalise on advances in technology and measurement methodology to improve the assessments, and to encompass new online reading literacy skills. For PIRLS 2021, the usual progress of education was interrupted by the Covid-19 pandemic.

IEA chose RM to help them achieve their goals of improving measurement through more engaging and interactive assessment materials and procedures. Using RM's end-to-end platform, Assessment Master, operational procedures (e.g. the digital equivalents of printing and sending materials to schools) were more consistent and efficient after the move to digital assessments.

Nearly 400,000 students in 57 countries were assessed. The results of the study are used to inform education policy and raise literacy rates. PIRLS 2021 is the only international assessment of educational achievement that collected data during Covid-19's disruption in students' schooling, affecting nearly half the assessed students for eight weeks or more. For numeracy, IEA's TIMSS (Trends in International Mathematics and Science Study) 2023 used the same digital platform.

> During the digital assessments, we saw the gender gap favouring girls found in each successive PIRLS cycle persisted in PIRLS 2021, when girls had higher reading achievement than boys in 51 of the 57 countries, with an average advantage of 19 points.

Rosetta Stone for Schools

Rosetta Stone empowers students to read, write, and speak new languages with confidence.

See how our enjoyable, user-friendly platform accelerates language acquisition and retention for your students, whether they're learning a foreign language or English as an additional language (EAL).
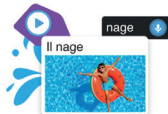
REQUEST PRICING

How Rosetta Stone works

Comprehensive, enjoyable curriculum for 25 languages

Rosetta Stone guides your students to success by introducing new skills at the perfect pace and giving them opportunities to practise key words and phrases in multiple contexts.

Faster language acquisition through immersion

Rosetta Stone's structured immersion method expedites language learning. Your students start speaking the new language on day one, as they learn intuitively through real-world images and audio from native speakers.

Develop language naturally

Every lesson in the curriculum is scaffolded to improve your students' proficiency and includes listening, speaking, pronunciation, reading, grammar, vocabulary, writing, and review skills. Your students start by learning a single word, then build up to phrases and finally full sentences and conversations.

Evidence Informed Solutions

Supporting Materials

Teachers Training

Leadership Development

Education Technology

SDGs: 8, 10

Geography: Tanzania

ENGLISH LEARNING AND TEACHING
Rosetta Stone

In 2021, The School of St. Jude in Tanzania began implementing Rosetta Stone to improve the English proficiency of their Secondary school students.

St. Jude's is a registered charity and non-governmental organisation with the mission of providing free, quality education to children living in poverty. While public Primary schools in Tanzania teach in Kiswahili, English is the primary medium of instruction at St Jude's, causing difficulty in student engagement, participation, and academic achievement, especially for students transitioning from public schools. English language skills are also vital for students' future opportunities in Higher Education, employment, and the global community.

St. Jude's chose Rosetta Stone for its comprehensive curriculum and flexibility. Students were able to practise vocabulary, grammar, and pronunciation anywhere with the online platform. The immersive real-world images and spoken audio from native

speakers kept students engaged in the interactive lessons.

The teachers also benefitted from Rosetta Stone. They had access to student progress reporting as well as teacher resources and support, including lesson plans, activity ideas, and professional development opportunities. This enabled educators to integrate Rosetta Stone seamlessly into their curriculum and maximise its effectiveness.

With the implementation of Rosetta Stone for English learning, staff at the school have witnessed improved English comprehension and communication. Rosetta Stone provided extended speaking practice in a safe, comfortable environment, empowering students to be more confident interacting in English. Increased English skills better prepare St. Jude's students for academic success as well as future educational and career opportunities in Tanzania and globally.

Supporting
Materials

Teachers
Training

Wider
Community
Involvement

Leadership
Development

**SDGs:
3, 5, 10**

Geography:
Nigeria

SUPPORT MAINSTREAMING INCLUSION TO ALL LEARN EQUALLY (SMILE) IN NIGERIA, FCDO
Sightsavers

In 2023, Sightsavers completed the FCDO funded SMILE programme in Kaduna State, Nigeria. This is part of the Inclusive Futures initiative. The programme aimed to improve access to quality education and increase participation of children with disabilities in mainstream Primary schools in Nigeria. This pilot has proven highly effective in training teachers to increase their knowledge and understanding of inclusive education and to identify children with functional difficulties to support them into education using the Washington Group Questions - Child Functioning Module (WGQ CFM).

The knowledge gained on WGQ CFM led to early outcomes where teachers enrolled many children with functional difficulties in school. Parents of these children were referred to additional support such as medical rehabilitation services. Additionally, in administering the WGQ CFM, teachers identified accessibility issues in schools such as children with difficulties seeing and hearing with no assistive devices or accessible education materials.

Through this training they identified 166 children with additional support needs out of 671 newly enrolled children. 63% of children with disabilities were identified as having a functional difficulty in more than one domain and 42% of them had a functional difficulty with anxiety, which is a common challenge in emergency and insecure areas.

Through its close engagement with the community, parents and OPDs, the SMILE project brought role models to children with disabilities and raised awareness of the right of children with disabilities to attend school. It has shown the importance of early identification of functional difficulties, including depression and anxiety.

Isah S. Isah, a SMILE trained teacher at UBE Township, and the school's Sight Evaluation Officer administering the CFM to Aminatu Salisu, a new pupil with her mother, Fatima Husseini. (Sightsavers)

Evidence Informed Solutions

Supporting Materials

Teachers Training

Wider Community Involvement

Leadership Development

SDGs: 5, 17

Girls' Education Challenge, FCDO

GIRLS' EDUCATION CHALLENGE, FCDO: SAFEGUARDING
Social Development Direct

The Problem
Inadequate safeguarding measures in education programmes expose children, project staff, and partners to violence, exploitation, abuse, and harassment. The Girls Education Challenge (GEC), a 12-year global programme reaching marginalised girls across 17 countries through 41 programmes and 30 partners, recognised the urgent need for robust safeguarding to align with Do No Harm principles and UK safeguarding policies.

The Approach
Starting in early 2019, the GEC Safeguarding Team, comprising SDDirect staff and consultants, devised a new safeguarding approach. This included launching the Safeguarding Operating Model to meet GEC's 14 Minimum Standards. The model emphasises constant review, capacity building, mainstreaming, case management, and monitoring, moving beyond compliance-focused audits to foster positive safeguarding cultures.

The Outcome
By the end of 2020, all GEC partners adopted the new approach, emphasising quality in safeguarding policies and practices. Technical support from the Safeguarding Team prioritised effective safeguarding measures, leading to culture change within implementing partners. The model resulted in improved case handling and safer programming for girls and staff. During the COVID-19 pandemic, GEC's strong safeguarding foundations ensured effective responses through established networks and reporting mechanisms. Overall, GEC's Safeguarding Operating Model has set a standard in prioritising safeguarding across development sectors, showcasing its impact on promoting safer environments and culture shifts within organisations.

© VSO NEPAL

Evidence Informed Solutions

Wider Community Involvement

SDGs: 5, 8, 10

Girls' Education Challenge, FCDO

GIRLS' EDUCATION CHALLENGE, FCDO: INDEPENDENT EVALUATION
Tetra Tech International Development

Tetra Tech has been evaluating the UK Government's Girls' Education Challenge (GEC) Fund since 2012, as it has sought to improve access to education for some of the most vulnerable and most marginalised girls around the world.

The evidence the evaluation has provided on the programme's effectiveness, impact, and value for money, has informed recommendations on future programming and education policy in beneficiary countries, taking into account different environments and national contexts.

In the study on Teachers and Teaching for Marginalised Girls, it was found that female community-based educators were instrumental in supporting girls' ongoing engagement with learning, sustaining their motivation, and reducing their risk of dropping out of school. The role of the female educator outside the classroom also supported girls with safeguarding issues, highlighting the need for these educators to be trained, equipped,

supported, and compensated to carry out pastoral roles like this.

The Educating Girls with Disabilities study found the need for inclusive teacher training based on the principles of Universal Design for Learning, to incorporate mechanisms for providing greater support to girls with disabilities in classrooms.

The study on Alternative Pathways to Formal Education found that the policy and regulatory environment needs to demonstrate a political commitment to programmes supporting out-of-school adolescent girls to return to education and transition into work. This requires an explicit budgetary allocation from governments for such programmes. Projects need to engage with governments throughout their lifecycle to help foster such political commitment.

The implementation of these recommendations would help national governments deliver better learning outcomes for marginalised girls.

Evidence Informed Solutions

Teachers Training

Leadership Development

Assessment and Qualifications

SDGs: 17

Geography:
Kingdom of Saudi Arabia (KSA)

PROVIDING QUALITY ASSURANCE ASSESSMENT IN SCHOOLS
Tribal

Requirements
As part of Riyadh Schools' aspiration to become an internationally benchmarked school, and to promote outstanding learning outcomes to their developing school network, senior leaders sought a robust quality assurance assessment of its seven settings.

Methodology
Pre-cursing the school assessments, Tribal ran a four-day Inspection Skills Training course for senior leaders to develop their understanding and knowledge of inspection processes and maximise the benefit from the assessments.

For the assessments, Tribal's team used their expertise in school improvement, evaluation policy, training development and delivery, firstly to develop an assessment framework matched to critical international standards for school development.

Over five days, each school assessment was led by a Lead Reviewer with each team

including seven members, three of whom were Arabic speaking. One senior leader from Riyadh Schools joined the team. School judgements were triangulated using a wide range of evidence: lesson observations, learning walks, school and external assessment data, students' work, school documents, interviews and surveys.

Outcomes
The final report provided actionable insights into overall performance; areas for improvement; subject-specific evaluations; and evaluations against each performance standard. The report acted as a benchmark for performance, with the process acting as a blueprint for efficient and effective future school evaluations across the network.

Riyadh Schools' capacity to perform ongoing internal quality assurance was increased due to 19 senior leaders' participation in the pre-assessment training, and the bespoke tools that were developed to support the process.

TRIBAL   About   Solutions   Education Services   Our thinking   Careers   Investors   Support   CONTACT US   BOOK A DEMO

MIDDLE EAST SERVICES

Supporting the Middle East future human capital needs with Education and Skills Development

Improving education and preparing for the future of jobs in the Middle East

INSIGHTS SESSION

The benefits of leadership coaching in leadership development.

With Dr Lina Lewis, Chief Academic Officer, Riyadh Schools Platform, MISK Foundation

PLAY ▶

Respond to the economic skills challenges of the future with advice and support from our highly qualified UK, US and Middle East specialists

Tribal's specialist Middle East team supports the development and quality of education and preparation for the future of work through quality reviews and improvement of early years, schools, higher education, further education and work-based learning.

We also offer our data expertise in collecting and analysing labour market information to help governments, young people, parents, training providers and employers align the supply of skills with the needs of the future economy.

Evidence Informed Solutions

Wider Community Involvement

SDGs: 5, 17

Geography:
Global
Asia, Africa and South America

EVALUATING THE GLOBAL PARTNERSHIP FOR EDUCATION'S 2025 STRATEGIC MODEL TO SUPPORT EDUCATION SYSTEM TRANSFORMATION
Triple Line

The Global Partnership for Education (GPE) is the world's largest fund dedicated to supporting transformative education in over 80 lower-income countries. Triple Line leads the consortium responsible for the phased evaluation of GPE's 2025 strategy and operating model, which will run from 2022-2026.

GPE targets educational changes at the systems level, with a focus on strengthening education systems and leveraging domestic and international finance to accelerate and sustain progress to deliver at least one year of preschool and 12 years of quality education for every girl and boy. The GPE operating model is designed to drive alignment and mutual accountability through government-led policy dialogue to identify actions that all partners will take to

align their resources and capacities behind a transformative priority reform.

Triple Line adopts theory-based and developmental evaluation approaches, incorporating country case studies and annual synthesis reports, to examine GPE's key thematic areas and country-level efforts to support education systems transformation. The evaluation closely examines if and how the GPE 2025 strategy and operating model is adopted in different contexts and over time. It explores the ways that countries identify and undertake transformational education reforms, and progressively assesses the contribution of GPE's support to help countries identify and implement evidence based, transformative reforms, and to align partners, resources and funding around them.

GPE TRANSFORMS EDUCATION SYSTEMS

We are the world's only partnership and fund focused on providing quality education to children in lower-income countries.

WHO WE ARE

WE WORK TO DELIVER

QUALITY EDUCATION

so that every girl and boy can have hope, opportunity and agency

Prof Lizzie Rushton and Dr Kate Greer meet teachers in Erbil, Iraq, 2023. (UCL Consultants)

© UCL CENTRE FOR CLIMATE CHANGE AND SUSTAINABILITY EDUCATION

CLIMATE CHANGE AND SUSTAINABILITY EDUCATION
UCL Consultants

Evidence Informed Solutions

Updated Curriculum to Future Global Trends

Supporting Materials

Teachers Training

Wider Community Involvement

Leadership Development

SDGs: 10, 13

Geography:
Iraq, Kurdistan Regional Government (KRG)

The Problem
Tackling the issues of climate change and sustainability is gaining urgency globally, as recognised by the UN SDGs and UCL's own Grand Challenges strategy. Like countries across the world, Iraq is suffering the effects of climate change, particularly in the form of severe droughts. British Council Iraq recognised the need to make meaningful progress, and engaged UCL Consultants to enhance climate change and sustainability education in the country.

The Approach
The first phase involved a visit for the UCL team to Erbil, Iraq. This involved a series of knowledge exchange activities with UCL researchers, Iraqi policymakers, teachers, and school leaders. It also included separate workshops and meetings with policymakers and teachers, and meetings with key

stakeholders. All workshops were translated into Arabic and Kurdish, and the context from across Iraq was discussed, as well as the locality of Erbil. Consultants were able to pilot a revised version of a survey for Iraqi teachers which had originally been developed for the English context. This enabled them to gain an even greater depth of information about teachers in Iraq.

The Outputs
The team used their findings to write a report of recommendations and produce a series of outputs for British Council Iraq. The principal outputs were draft climate change standards and indicators for the Iraq School Human Rights Award, examples of extra-curricular activities, a survey tool to identify teachers' professional development needs, and a series of recommendations to enhance climate change education in Iraq.

Section 6
Concluding Remarks

Nelson Mandela was reported to have said: '*Education is the most powerful weapon you can use to change the world'*. This report is designed to highlight how Governments and institutions alike can leverage UK based expertise to help them address the challenges they face.

As a generation, we stand at a pivotal moment where we must design the future education approaches and systems that have the potential to 'change the world'. These Systems should aim to alleviate poverty, ensure inclusive and equitable access to education across all life stages, and prepare present and future generations for the demands of their future work endeavours.

There has never been a better or more important time for governments, academia, the public and private sectors to come together and collaborate by addressing the challenges the world faces. This report is designed to stimulate that collaboration and provide a platform to discuss and deploy proven approaches.

In many ways, however, the writing of the report is only the first step and is not an end in itself. Now the focus must shift to creating the platforms and opportunities for further discussion. Alongside our members, we will focus on convening these discussions, where best practice can be shared among countries, partnerships forged, and programmes designed. Ultimately, we hope that these discussions will lead to sustainable improvements in economic and social well-being across the globe.

Contributors

Luisa Edves, Director – Education, Skills & International Development, British Expertise International (BEI)
Amalie Coleman, Education and International Development Executive, BEI
Robin MacKenzie, Group Chief Executive Officer, BEI
David Landsman OBE, Executive Chair, BEI
Nadia Nelson, Art Editor, BEI

Steering Group Members:
Clare Buntic, Education Development Trust
Hayley Gryc, Arup
Neil Marshall, ChangeSchool
Anisha Saggu, Social Development Direct

Member Directory

ABE Global

ABE is a not-for-profit award-winning exam board operating in multiple countries around the world. It has been at the forefront of developing business, leadership and entrepreneurship skills since it was founded in 1973.

ABE's mission is to provide high-quality skills that empower people to transform their lives and communities. It advocates an open, inclusive, global market economy where everyone benefits from responsible globalisation and trade.

As well as providing qualifications and courses, degree pathways and quality assurance, ABE produces leading-edge research and policy recommendations which support the global education partners it serves by helping to shape and strengthen education systems. ABE is regulated in the United Kingdom by the Office of Qualifications and Examinations Regulation (Ofqual), and it is recognised by similar regulatory authorities in other countries. In 2023 ABE became an independent subsidiary of the Institute of Leadership.

Abt Global

Abt Global is an engine for social impact, fuelled by caring, curiosity and cutting-edge research that moves people from vulnerability to security. Abt has a local presence in more than 50 countries and a global staff of over 3,500. Their mission is to improve the quality of life and economic well-being of people worldwide. Abt is a collaborative, global community, driven by their mission and commitment to excellence as they strive to meet and exceed the highest professional standards. Abt's work with vulnerable populations makes a real impact; they are accountable for that work and how they do it.

Adam Smith International

Adam Smith International (ASI) is a global advisory company that works locally to transform lives by making economies stronger, societies more stable, and governments more effective. ASI works on behalf of governments, foundations and companies that share their ambition to take on the big challenges facing the world. ASI has been closely involved in developing and supporting the reforms of education systems in a wide range of transitional and developing countries in South Asia, the Middle East and across Africa, including in conflict-affected environments. ASI works with education stakeholders on areas including policy and planning, monitoring and evaluation, teaching and learning, the low-cost private education sector and skills development.

Advance HE

Advance HE is a member-led charity of and for the Higher Education sector that works with partners across the globe to improve Higher Education for staff, students and society. They are experts in Higher Education, with a particular focus on teaching and learning, governance, leadership development and equality, diversity and inclusion. They work with a network of global associates and partners, and with people, providers and systems around the world, to understand different contexts and challenges in the Higher Education sector, and to deliver solutions.

Key services:
- Consultancy and enhancement services
- Training and events
- Teaching and learning accreditation and Fellowship
- Equality Charters
- Knowledge and insights

AlphaPlus

AlphaPlus is part of AQA and is an education service business that specialises in standards, assessment and certification.

Examples of what they do are:
- Help professional bodies redesign their membership and certification processes
- Develop new professional and occupational standards
- Develop new qualifications and curricula
- Write high stakes assessments for awarding organisations and government agencies
- Provide an outsourced turnkey examinations service
- Support regulators with their work to oversee examinations
- Provide statistical analysis of assessment data
- Move assessments from on-paper to on-screen

They work across schools, vocational and professional education sectors.

Arup

Arup is an independent firm of more than 18,500 designers, planners, engineers, consultants and technical specialists in 34 countries, working across every aspect of today's built environment. Arup's diversity of voices and insights are their strength, bringing unique combinations of people together to work collaboratively. This is how Arup integrates their expertise and, together with their clients and partners, develops solutions that are building an equitable and sustainable future - turning exciting ideas into tangible reality as they strive to find a better way and shape a better world.

British Council

The British Council supports peace and prosperity by building connections, understanding and trust between people in the UK and other countries, through education, arts and culture, and the English language. The British Council creates opportunities for its stakeholders and achieves positive impact through its work – supported by over 5,000 staff working across 7 regions and in over 200 countries.

The British Council works with a diversity of international actors across the globe, including corporations, governments and multilaterals, trusts and foundations. Together they fund, facilitate and deliver award-winning programmes, projects and initiatives that are sustainable and impact-led. The British Council's ability to work at scale places it in a unique position, and it is passionate about leveraging its footprint and network to drive positive change – in countries and territories, across regions, and globally. Working together makes a bigger difference, creating benefit for millions of people all over the world.

Cadmus International UK

Cadmus International UK is an international economic and analytics consulting firm that works with government and commercial clients around the globe to deliver practical solutions and achieve lasting results. Whether building frameworks for economic growth or navigating regulatory hurdles, securing infrastructure financing or evaluating and assessing disputes, their experts serve as trusted partners, offering clients the analysis, technical advice, and strategies they need for sound decision-making. They offer the following areas of expertise, honed since their founding in 1946: International Development, Financial Services and Advisory Services.

Cambridge Consultancy Research

Cambridge Consultancy Research (CCR) are an interdisciplinary team of researchers from business studies, geography and international development based at several UK universities. Their research explores the growing role of private sector consultants and contractors within the UK's foreign aid and development sector. CCR aims to build understanding on how the expertise of British consultants and contractors can best complement the UK's international development agenda.
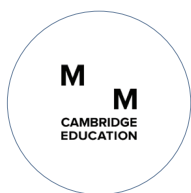
Cambridge Education, Mott MacDonald

Mott MacDonald is a global engineering, management and development consultancy delivering projects across the globe that have a positive social, economic and environmental impact. Cambridge Education, a Mott MacDonald brand, believes in the power of education to transform lives. For over 40 years, they have worked to ensure that all children can improve their lives through high quality education. Cambridge Education does this by providing governments and clients with the best expertise available and by actively managing their programmes to ensure that governments, schools and teachers have the tools to improve learning outcomes.

Cambridge University Press & Assessment

Cambridge University Press & Assessment is part of the University of Cambridge and works with partners to develop resilient and inclusive education systems that have a lasting impact beyond the classroom.

Cambridge University Press & Assessment understands and shares the vision for national development. By combining expertise and research with knowledge of the local context, they develop solutions that meet specific needs and lay foundations for stronger, more equitable communities.

ChangeSchool

ChangeSchool's transformative Higher Education programmes have catalysed innovation and impact across 38 countries from Latin America to South East Asia, fostering inclusive growth and equipping individuals and organisations with the skills and mindset needed to thrive in the 4th Industrial Revolution (4IR). For example, in Africa, ChangeSchool worked with 86 organisations through 35 funded projects to develop a vibrant ecosystem that promotes youth employment; in Malaysia, ChangeSchool equipped hundreds of leading women researchers to amplify translational research and catalyse 4IR integration. In the UK ChangeSchool runs the Royal Academy of Engineering's global accelerator to help engineering innovators commercialise their technologies, impacting multiple SDGs.

ChangeSchool's programmes have been funded by the UK's Overseas Development Assistance, British Council, the World Bank, AusAID, Newton fund, UNICEF, and UNDP. Faculty from 156 international universities and colleges have attended their development programmes. Till 2023, ChangeSchool had delivered education programmes to 4,726 leaders and entrepreneurs.

Chemonics UK

Chemonics UK works with the Foreign, Commonwealth and Development Office, the Home Office, the Dutch Development Bank and more to help their clients, partners, and the communities they work with to identify and apply innovative, sustainable solutions to the world's biggest challenges. Chemonics UK runs projects that range from supporting children with special educational needs in Syria, to increasing access to public services in Mozambique, to fostering peacebuilding initiatives in Yemen. Every action they take is driven by the goal to transform lifechanging ideas into world-changing ones.

City & Guilds

For over 140 years City & Guilds have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. In doing so, they understand the life changing link between skills development, social mobility, prosperity and success.

They partner with customers to deliver work-based learning programmes that build competency, to support better prospects for people, organisations and wider society. They create flexible learning pathways that support lifelong employability, because they believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

City & Guilds are a Royal Chartered Institute and a registered charity.

$\rightarrow$

DAI Global UK

DAI is an international development organisation that works with governments, private corporations, philanthropies and civil society organisations to tackle fundamental social and economic development problems.

Eagle Scientific

Eagle Scientific is a leading supplier and provider of turnkey solutions in the medical, educational and laboratory sectors, with a focus on the developing world. Since its foundation in 1979, Eagle Scientific has supplied NGOs, national governments, aid funded projects and private institutions. Their expert team of scientists and engineers can assist with all aspects of procurement and project management. Several staff are multilingual, and they have several active projects in Francophone Africa, such as Benin (supplying a new training college) and Côte d'Ivoire (installing medical gas supplies for new hospitals). Recent completed projects include turnkey equipment supply for a vocational training centre in Nigeria, the renovation of a hospital in Somaliland and equipping a standards testing laboratory in Nepal.

Ecctis

Ecctis specialises in the research and evaluation of international qualifications and education systems, seeking to improve the quality of K-12, Higher and Vocational Education systems and qualifications worldwide. Central to all projects is a mission to make a major contribution to international qualifications and skills, supporting fair recognition, global mobility and quality education opportunities for all. This includes exploring approaches to EDI in curriculum, learning and assessment. Ecctis also provides services on behalf of the UK Government in qualifications, skills, and migration under the remits of UK ENIC, the UK Visas and Nationality service and the UK Centre for Professional Qualifications.

Ecorys

Ecorys provides leading research, consultancy and management services with over 90 years of experience working on projects across the globe for a wide range of clients (FCDO, EC, World Bank, UN offices among others). With a specialised Monitoring, Evaluation and Learning (MEL) focus area, Ecorys' strength in MEL lies in their ability to combine deep in-house technical expertise, with extensive sectoral and geographical experience. In education, Ecorys brings a strong track record of managing large-scale education MEL and research contracts, such as FCDO-Nigeria's Human Development Evaluation, Learning and Verification Services programme (DELVe), the process and performance evaluation of FCDO (then DFID's) Pakistan's KP Education Sector Programme and the review of the World Bank's Early Learning Partnership. Ecorys has also worked on building the capacity of education departments and sectors by improving their M&E systems on programmes such as the Zambia Education Sector Support Technical Assistance (ZESSTA) programme and the Quality Education Strategic Support Programme (QESSP) in Ethiopia.

Education Development Trust (EDT)

EDT is an international not-for-profit organisation working to improve education outcomes around the world. EDT strengthens education systems, transforms teaching and learning, reduces disparities in opportunity and advances global responses to key education challenges. EDT's vision is a world in which all lives are transformed through excellent education. EDT changes education for good, supporting leaders to raise standards, improving school performance, developing great teachers and opening career pathways. EDT has been improving education around the world for over 55 years, transforming lives and futures in contexts as diverse as Brunei, Zimbabwe, England, Rwanda and Dubai.

EDT supports global efforts to address key education challenges at scale, and is a trusted partner of governments, academics and multilateral agencies across the world. EDT invests in public research to better understand 'what works' in education reform, respond in times of crises, drive policy dialogues, and help decision-makers to translate evidence into practice.

The Education and Training Foundation (ETF)

The Education and Training Foundation (ETF) is dedicated to enhancing professionalism and supporting excellence in further education (FE) and training. It is the main workforce development body in the English FE sector and is delivering multi-million-pound contracts in leadership and governance, technical education for 16-19s and apprenticeships on behalf of the Department for Education (DfE). Established in 2013, ETF collaborates with teachers, trainers, leaders, and employers to provide resources, training programmes, and professional development opportunities. Its membership arm, the Society for Education and Training has circa 23,000 members who provide sector intelligence, insights, support and advocacy for ETF's work in the sector. ETF offers a range of initiatives such as courses, workshops, webinars, and resources tailored to the diverse needs of educators and trainers across various disciplines.

FHI 360 UK

FHI 360 UK is the wholly owned UK subsidiary of FHI 360. They mobilize research, resources and relationships so people everywhere have access to the opportunities they need to lead full and healthy lives. With collaborations in over 60 countries, FHI 360 UK works with local leaders to advance social and economic equity, improve health and well-being, and strengthen community resilience. FHI 360 UK shares data-driven insights and scalable tools that expand access and equity so communities can effectively address complex challenges and achieve thriving futures. Practice areas: civil society strengthening; economic development; education, climate change; gender, equity and social inclusion; health; nutrition.

Gleeds

Gleeds is a multi-service consultancy business within the construction, property and related industries. Gleeds helps clients to build technologically advanced schools, colleges and universities – working alongside key stakeholders and managing restricted resources to keep projects on track.

Hodder Education

Hodder Education, part of Hachette UK, has a rich legacy dating back to 1868. Their commitment revolves around inspiring and educating, working closely with educators, academics, and learners to offer pedagogically robust solutions worldwide.

Collaborating with John Catt, Hodder Education extends support to forward-thinking schools with books, directories, and educational guides. Operating across 140+ countries, they provide tailored pedagogical guidance and skills development.

From assessments to curriculum-based teaching materials, Hodder Education caters to a wide range of qualifications. Hodder Education is the Home of Education, welcoming feedback, ideas, and queries, fostering teaching expertise and learning journeys.

Impel Consultancy

Impel is a leading inclusive development consultancy. Impel works to strengthen the inclusion of marginalised groups and ensure more equitable development outcomes, including in health, education and social protection. They bring a wealth of experience in providing technical guidance, capacity building, research and evaluation services, focused on combatting discrimination across multiple dimensions; gender, race, disability, and sexual orientation. Impel applies a social inclusion lens across their work, undertaking analysis and research to understand institutional, attitudinal and environmental barriers to inclusion and participation. Impel is committed to addressing these barriers and to strengthening the capacity of individuals and organisations to tackle inequality and exclusion using a rights-based approach.

IXL Learning

IXL's award-winning personalised learning and teaching platform is used by more than 15 million students and 1 million educators worldwide. With a comprehensive curriculum, individualised guidance, a state-of-the-art assessment suite, and real-time analytics, IXL gives educators everything they need to maximise learning in one easy-to-use platform.

IXL's K-12 curriculum consists of 10,000+ skills across all four core subjects: mathematics, English, science, and social studies. Each skill is deeply adaptive, automatically differentiating instruction and meeting the needs of individual learners.

IXL is deeply rooted in learning sciences research, and over 75 studies show that IXL accelerates academic achievement for all student populations.

KSI Education

KSI Education's research-led programmes focus on wellbeing, inclusion and SEND, sustainability education, and school improvement in these areas. Their curricula, training and support are designed to enhance teachers' capacity to create and implement innovation in classrooms and support holistic outcomes for learners. KSI Education continuously evolves to reflect emerging thinking and policy developments.

KSI Education is the founding partner of the Oxford Wellbeing Centre at the University of Oxford. They are investing in research into effective measures of wellbeing to provide schools with actionable insights and data to provide interventions to support wellbeing, inclusion and SEND needs. KSI Education develops resources and services informed by real use in schools. Working with partner institutions and the Oxford Centre for Wellbeing, KSI Education is committed to product development that is research-driven and tested in schools.

Schools and Ministries, as well as a broad range of partners, partner with KSI Education to gain access to curriculum materials, teacher training resources, tutoring and consultancy adapted to local contexts and standards.

MannionDaniels

MannionDaniels is a global development consultancy and fund manager with operational bases in the United Kingdom, Kenya, Nigeria, Cyprus, Bangladesh and Somalia. Their mission is to work for an equitable, inclusive and sustainable world. They find creative solutions to complex issues in health, social justice, public financial management and the environment. Through their work they aim to support the world's poorest and most vulnerable people living in fragile and conflict-affected states. MannionDaniels works in an agile and innovative way in response to rapidly changing challenges. They establish relationships with government, communities and organisations in developing countries in order to deliver effective systems and services for those who need them most. MannionDaniels is a certified B Corp organisation that practises business as a force for social and environmental good.

Montrose

Montrose is a British international development consultancy, established in 2009. Montrose provides efficient, high-quality consultancy and project management solutions for development agencies, private sector, not-for-profits and civil society working in international education and development, and social performance arenas. With 15 years of experience, delivering 120+ projects across 40 countries in Africa, Asia and Europe, they offer expertise across all levels of education from pre-school to tertiary and TVET. Their emphasis is on designing and delivering pragmatic solutions that improve lives; adopting innovative and evidence-based approaches that will improve learning outcomes and promote retention of all children in school. Montrose's education experience spans curriculum design and delivery of innovation in teaching and learning including EdTech, Play-based Learning, Teaching and the Right Level and accelerated learning, as well as research and monitoring and evaluation that supports adaptive and evidence-based programming. They provide bespoke support to clients and governments for stronger education systems.

National Foundation for Educational Research (NFER)

The National Foundation for Educational Research is a leading independent provider of education research, evaluation and assessment solutions. Their mission is to generate evidence and insights that can be used to improve learning outcomes for future generations everywhere, and to support positive change across education systems. NFER works with a wide range of government departments and agencies, NGOs, donors, private and civil society organisations, and local partners who use their insights to develop and deliver education policy and practice. Their growing international portfolio of work includes projects with UNICEF, UNESCO, The World Bank, Save the Children, and the Global Campaign for Education.

NOCN Group

NOCN Group shares a joint purpose to offer learners, training providers, employers, and FE colleges a fully integrated range of learning and skills development products and services.
The group includes business units specialising in regulated UK and international qualifications, End Point Assessment, assured short courses, SMART job cards, assessment services, consultancy, and research.

- Influence: NOCN Group works closely with regulators and governments to influence policy decisions affecting the sector on behalf of the providers they serve.
- Specialise: NOCN Group's subject matter experts create learning content tailored to meet the future needs of the sectors they operate in.
- Care: NOCN Group aims to work in partnership with their customers, offering support and training to ensure an excellent learner experience.
- Sustainable: In their pursuit to create long term ecological, social, and economic value in all that they do to support the Net-Zero economy through individual actions and organisational strategy and initiatives.

Opencentric

Opencentric (formerly known as Website Express) is a leading open-source software development company, dedicated to serving as a digital partner in the provision of educational technology solutions. The company is deeply involved in organisational ecosystems, identifying needs and consumer desires. They seamlessly integrate as part of the One Team Approach to identify productivity gaps and propose innovative solutions. Opencentric specialises in people-focused digital solutions that enhance efficiency and increase user engagement.

The company values collaboration and embraces varied perspectives, with team members of diverse ages, races, nationalities, and genders. Each team member has over two decades of experience in their field and is dedicated to continuous learning and achieving excellence.

In the education sector, Opencentric has successfully delivered user-centric digital solutions for prestigious educational organisations such as The International Baccalaureate, The Aga Khan Academies, The British Council, Cardiff University, and Estyn His Majesty's Inspectorate for Education and Training in Wales.

Oxford AQA/OUP

OxfordAQA is a partnership between Oxford University Press, a department of the University of Oxford, and AQA, the UK's largest provider of GCSEs and A-levels. This means OxfordAQA is built on unrivalled experience and expertise in education and assessment. All of which feed into the high-quality International GCSEs and A-levels they offer to schools around the world. OxfordAQA qualifications are designed specifically for international students, to equip them with the higher-order skills they need to succeed, at university and beyond.

To build these skills even earlier and to ensure progression at every stage, OxfordAQA has collaborated with Oxford University Press to develop the Oxford International Curriculum for Primary and Lower Secondary. A new approach to teaching and learning, the Oxford International Curriculum fosters wellbeing in education and develops critical and creative thinking skills for students' future personal, career and academic success, including in OxfordAQA's International GCSEs, AS and A-level exams.

→

Oxford Policy Management

Oxford Policy Management (OPM) is an international development consultancy that seeks to improve lives through sustainable policy change in low- and middle-income countries. It seeks to bring about lasting positive change using analytical and practical policy expertise. Through its global network of offices, OPM works in partnership with national stakeholders and decision makers to research, design, implement and evaluate impactful public policy.

OPM works in all areas of social and economic policy and governance, including health, finance, education, climate change, and public sector management. With over 35 years' experience and several hundred staff across 13 offices, OPM has successfully delivered more than 1,500 projects in over 100 countries.

Palladium

Palladium is a global impact firm, working to link social progress and sustainable economic growth. For the past 50 years, they have been helping clients to see the world as interconnected – by designing strategies, building local partnerships and implementing projects that have a lasting social and economic value. They call this "Positive Impact". As a lead implementer of large-scale international development programs, Palladium have a global network of more than 2,500 employees in over 90 countries, and are committed to improving the quality of life for vulnerable people around the globe, ensuring no one is left behind.

Pearson

Pearson is the world's leading learning company. They believe that learning is the most powerful force for change in the world. Pearson has more than 20,000 employees that deliver products and services in nearly 200 countries, all working towards a common purpose – to help everyone achieve their potential through learning. They do that by providing high quality, digital content and learning experiences, as well as assessments and qualifications that help people build their skills and grow with the world around them. Pearson works with globally recognised educational institutions, employers and governments, with expertise throughout a broad range of subject matters and age groups.

People 1st International

People 1st International partners with industry, development banks, government agencies and NGOs to create sustainable approaches to workforce development. Providing consultancy, research and training solutions globally, their purpose is to develop skilled, productive and inclusive workforces that help drive social and economic growth.

With over 50 years' experience in skills development and TVET, they are proud to have worked in more than 50 countries to deliver responsive solutions that foster positive change.

Promethean

Promethean is a Global Education Company specialising in classroom technology. Its award-winning products are based on decades of experience working with teachers, and using their feedback and input to ensure it develops effective technologies. Promethean is a trusted adviser to many Ministries of Education providing country specific, customised and productive education systems. It has worked on strategic education projects in Russia, Kazakhstan, Egypt, Azerbaijan and Turkey.

Promethean works through local partners to ensure that its solutions and support services are specifically tailored to local needs. Teacher support is a fundamental component of Promethean's success. It provides training and support not only on how to use the products, but also on how its solutions can be used to teach effectively.

QAA

The Quality Assurance Agency for Higher Education (QAA) is the independent expert body entrusted with monitoring and advising on the standards of student achievement and the quality of the student learning experience in UK Higher Education. Over 27 years QAA has built up a breadth of knowledge and understanding of quality assurance systems and regulatory frameworks with a long history of working with international governments, agencies and Higher Educationinstitutions.

QAA is recognised as a world leader in quality assurance and is a major contributor to strategic thinking and debate about innovative approaches to Higher Education through these international networks and its relationships with counterpart agencies across the globe.

QAA has over 20 Memoranda of Understanding with international agencies across the world. QAA works closely with its partners to further mutual understanding of approaches to the quality assurance of Higher Education enhance quality assurance practices and improve the quality of Higher Education for students around the world.

Quay Asia

Quay Asia focuses on the transition from education to employment. The company offers advisory and project management services to the private sector, international development agencies, and governmental ministries and departments. Quay Asia operates a registered subsidiary company in Bangladesh with offices in Dhaka close to key diplomatic and development assistance missions. Quay Asia designed and implemented an innovative educational intervention for Olympic Industries. The intervention provided technical training and mentoring for entry level women workers to progress to machine operators. Quay Asia has also invested in a social enterprise known as Aroyee. Aroyee trains and employs young people from small minority communities in the Chittagong Hill Tracts as chefs.

RM Assessment

RM™ Assessment provides cutting-edge digital assessment solutions to educational institutions, exam awarding bodies and governments worldwide to enable them to deliver their high-stakes exams on-screen.

Part of RM plc established in 1973, RM Assessment is trusted by over 40 organisations in over 160 countries, including Cambridge University Press and Assessment, International Baccalaureate and New Zealand's national awarding body, NZQA.

RM Assessment's specialist consultants leverage this experience to inspire and advise organisations on their digital assessment journey around our leading products:
• **RM Assessment Master** – create, deliver, mark and certify engaging, authentic, and accessible assessments that rigorously measure real-world skills.
• **RM Assessor** - make high-stakes assessment marking more efficient, rigorous and secure, whether it's a scanned, handwritten script or an on-screen digital exam; a fully functional spreadsheet or videos and photos of practical work.
• **RM Compare** - use Adaptive Comparative Judgement (ACJ) to efficiently rank items (documents, audio, video, etc.) and create a reliable standard.

Rosetta Stone

Rosetta Stone is dedicated to changing people's lives through the power of language education. Their digital solutions drive positive learning outcomes for learners in schools and workplaces around the world. Through research-proven immersive learning methods, Rosetta Stone provides a comprehensive curriculum for 25 languages for learners of all ages.

Rosetta Stone for Schools empowers students to read, write, and speak new languages with confidence for success in the classroom and beyond. Educator support includes powerful reporting, implementation resources, and administrative oversight.

Rosetta Stone for Enterprise combines an adaptive web and app-based curriculum with unlimited tutoring, customised learning with industry-specific courses, business communications lessons with workplace scenarios, and content tailored to career paths. This targeted language training develops multilingual talent who can compete in the global workforce.

Sannam S4

Sannam S4 through its two brands - Acumen and Seamless Global, is dedicated to supporting UK organisations to explore, enter and expand on their internationalisation initiatives across 50 markets globally with a particular focus on South Asia, Southeast Asia and North America. Sannam S4 enables organisations from the business, education and wider non-profit sector, and aims to provide value through clearly-articulated internationalisation strategies from concept to delivery, ensuring long-term success and sustainability when establishing presence overseas.

Sightsavers

Sightsavers works in more than 30 countries globally to empower people with disabilities to participate equally in society. They create effective and innovative solutions to enhance diversity, equity, and inclusion in health, education, employment and governance programmes. Sightsavers works with schools, communities, governments and organisations of people with disabilities around the world to ensure children with disabilities can learn and play alongside their peers, from early childhood to tertiary education. Their system-strengthening approach helps remove barriers to children with disabilities participating in education, through:
- Supporting policies and plans, and advocating for budgets for inclusive education
- Developing inclusive education approaches and strengthening teacher training
- Championing the rights of learners with disabilities
- Addressing stigma and discrimination to enable access to education

Social Development Direct (SDDirect)

SDDirect provides high-quality, innovative social development expertise to civil society, the private sector, multilateral institutions and governments. They work with partners to achieve sustainable impact in gender equality and social inclusion and to advance policies, laws, social norms and institutions that work for everyone. SDDirect designs, leads and directly delivers programmes which create a lasting positive impact in the societies and communities they work with and for. Their work includes complex, multiyear programme design and management; demand-led technical helpdesks for policymakers and practitioners; and specialist research, reviews, monitoring and evaluations. They offer deep thematic expertise in GBV prevention and response; Safeguarding; Governance and Inclusive Societies; Equal Education and Inclusive Economic Development.

SQA International

Scottish Qualifications Authority are the national accreditation and awarding body for Scotland, offering globally recognised qualifications and services. Their purpose is to help people fulfil their potential and maintain standards across Scottish education.

SQA engages with learners, schools, colleges and training providers across Scotland, the rest of the UK and internationally, to develop, maintain, and improve a framework of qualifications, and to set and maintain standards for many other awarding bodies, and accredited qualifications.

Tetra Tech International Development Europe

Tetra Tech International Development Europe delivers clear solutions to some of the world's most complex challenges. They design and implement multi-year programmes across governance and institutional strengthening, sustainable economic development and infrastructure. The monitoring evaluation, research and learning team implements some of the largest independent evaluations in the UK international development sector and works across the European Union to evaluate a broad range of areas and disciplines. Throughout their programmes they integrate climate and environment, gender and social inclusion and digital solutions. Dedicated teams ensure that all their programmes support these global concerns, with a constant eye on long-term sustainability and equality.

Tribal

Tribal Education Services partners with governments and education institutions in the UK, the USA, Middle East, and globally to help deliver on their strategic ambitions to improve the quality and impact of education.

Tribal achieves this by designing and implementing programmes which deliver positive change at scale, by measuring and improving educational quality and the training and development of education professionals.
Tribal's Middle East work in numbers:
  • 15+ years since operational base established in Middle East
  • £18M+ contracts value since 2015
  • 500+ School Inspectors
  • 200+ School leaders completing our Inspection Skills Training course each year
  • 800+ Education institutions inspected since 2015

Tribal's services:
  • Education Review: Supporting system-wide knowledge, accountability and quality improvement.
  • Education Transformation: Accelerating impact through strategic planning, expanded leadership and enhanced capability.
  • Education Workforce Development: Preparing, equipping and empowering a
  • high-performing workforce.
  • Performance Benchmarking: Driving world-class financial performance and student experience through evidence and comparative insights.

Triple Line

For over 20 years Triple Line has worked with governments, financial institutions, the private sector, foundations and civil society to deliver an expanding portfolio of technical assistance in sustainable and inclusive development and green growth in countries across Asia, Africa and the rest of the world. Triple Line combines innovative thinking with practical solutions at policy level and on the ground. To help meet today's challenges and prepare for tomorrow's opportunities, Triple Line provides multi-disciplinary expertise in project design, management, monitoring, evaluation and learning with a strong focus on climate resilient development, sustainable cities, natural resource management, private sector development, institution building and policy development.
.

UCL Consultants

UCL Consultants (UCLC) draw on the world-class expertise from over 6,500 academic and research staff at UCL to help solve the many challenges faced by society and business today. UCLC work on large and small projects: from a single day, or a specified number of ad-hoc days, through to large, milestone-focused, multi-party, multinational projects.

References

Deloitte and Global Business Coalition for Education (2018). *Preparing tomorrow's workforce for the Fourth Industrial Revolution For business: A framework for action.* [online] Available at: https://www.unicef.org/rosa/media/3936/file/Preparing%20tomorrow%E2%80%99s%20workforce%20for%20the%20 Fourth%20Industrial%20Revolution.pdf.

IIEP-UNESCO. (2021). *Education must deal with demographic challenges.* [online] Available at: https://www.iiep.unesco.org/en/education-must-deal-demographic-challenges-13694.

ITU (2023). *Facts and Figures 2023.* [online] www.itu.int. Available at: https://www.itu.int/itu-d/reports/statistics/facts-figures-2023/.

Levin, Santos, Weber, Iqbal, Aggarwal, Comyn, Katayama, Hoftijzer (2023). *Building Better Formal TVET Systems : Principles and Practice in Low- and Middle-Income Countries - Overview (English).* World Bank Group. Available at: http://documents.worldbank.org/curated/en/099071123130516870/P175566037a5e20650a657068b5152205bf

Magenuka, T.K. and Sibanda, M. (2023). Developing a Curriculum for the Fourth Industrial Revolution in Electrical Engineering Education. *Proceedings of the 10th Focus Conference (TFC 2023),* [online] Proceedings of the 10th Focus Conference (TFC 2023), pp.284–298. doi:https://doi.org/10.2991/978-2-38476-134-0_19.

Mills, A., Sarton, E. and Sandall, M. (2024). *FCDO - GEC Educating girls: Making sure you reach the most marginalised.* [online] girlseducationchallenge.org. Available at: https://girlseducationchallenge.org/resources/.

Moodie, G. and Wheelahan, L.M. (2016). Global trends in TVET: a framework for social justice. A contribution by Education International. doi:http://dx.doi.org/10.13140/RG.2.2.21452.82561.

Nothando Sehlako, Mackenzie Ishmael Chibambo and Joseph Jinja Divala (2023). The Fourth Industrial Revolution in South Africa's basic education: a search for cogent curriculum justice. *Frontiers in Education,* 8. doi:https://doi.org/10.3389/feduc.2023.1209511.

Rawkins, C. (2018). *Joint ILO-UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) A Global Overview of TVET Teaching and Training: Current Issues, Trends and Recommendations.* [online] Available at: https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/meetingdocument/ wcms_675275.pdf.

Save the Children, Islam, Fareha, Mawhinney and Oliver (2023). *Build Forward Better 2023.* [online] Save the Children's Resource Centre. Available at: https://resourcecentre.savethechildren.net/pdf/Build-Forward-Better-2023.pdf/.

UNESCO (2022). *Out-of-school numbers are growing in sub-Saharan Africa.* [online] Unesco.org. Available at: https://www.unesco.org/gem-report/en/2022-out-school.

UNESCO (2022). *Higher education global data report (Summary).* A contribution to the World Higher Education Conference 18-20 May 2022. Available at: UNESCO_Higher Education Global Data Report_Working document_May2022_EN_0.pdf (right-to-education.org)

UNESCO Institute for Statistics (2020). *Rethinking School Infrastructure During a Global Health Crisis.* [online] uis.unesco.org. Available at: https://uis.unesco.org/en/blog/rethinking-school-infrastructure-during-global-health-crisis.

UNHCR (2023). Global Trends. *UNHCR.* [online] 6 Apr. Available at: https://www.unhcr.org/global-trends.

UNICEF (2020). *How many children and young people have internet access at home?* [online] UNICEF DATA. Available at: https://data.unicef.org/resources/children-and-young-people-internet-access-at-home-during-covid19/?_gl=1.

UNICEF (2021). *Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities.* [online] UNICEF DATA. Available at: https://data.unicef.org/resources/children-with-disabilities-report-2021/.

United Nations (2023). *Education - United Nations Sustainable Development.* [online] United Nations Sustainable Development. Available at: https://www.un.org/sustainabledevelopment/education.

United Nations Statistics Division (2019). — *SDG Indicators.* [online] Un.org. Available at: https://unstats.un.org/sdgs/ report/2019/goal-04/.

World Bank, UNICEF, FCDO, USAID, the Bill & Melinda Gates Foundation, UNESCO (2022). *The State of Global Learning Poverty: 2022 Update |.* [online] Available at: https://www.unicef.org/media/122921/file/StateofLearningPoverty2022.pdf.

World Economic Forum (2023). *The Future of Jobs Report 2023.* [online] World Economic Forum. Available at: https://www.weforum.org/publications/the-future-of-jobs-report-2023/.

About British Expertise International

British Expertise International (BEI) is the leading business development network for UK-based companies exporting expertise in infrastructure, capacity building and international development services, with a focus on the fast-growing, emerging and developing international markets of Asia, Africa, the Middle East, Latin America and the Caribbean.

Our members range from some of the UK's largest companies, to some of the smallest. They work across a range of sectors from infrastructure to education, health and international development, but all share a common goal of exporting the best of UK expertise in professional services.

BEI works closely with the UK and foreign governments to help our members understand international markets and opportunities they present through a wide range of activities. These include networking events, sector-focused forums, bespoke international market intelligence, and demand-based trade missions.

BEI has successfully delivered this unique focus, working both through our networks and alongside the UK government and other stakeholders, for over 50 years.

Ready to have a conversation on how we can support your organisation or membership details? Contact Luisa Edves: le@britishexpertise.org or visit britishexpertise.org