

Supporting English language teaching and learning worldwide



www.britishcouncil.org



Our work

Our work is driven by the British Council purpose of building trust and understanding between the people of the UK and other countries.

We support this through our vision for more widespread knowledge and better understanding of English worldwide, empowering people to access opportunities and build international connections.

We believe that high-quality and inclusive teaching, learning and assessment of English increases academic, career and social opportunities that enable young people to participate actively in a global society.

Our research and innovation with UK and overseas partners provide evidence of 'what works where' in English language teaching (ELT) and learning, and contribute to improving standards of English worldwide. We are well positioned to support systemic change based on research, insight and practical experience of the contexts in which we work.

We are proud to be central to the UK's commitment to supporting education systems to improve the teaching and learning of English effectively, affordably and at scale. Our relationships on the ground and long-standing partnerships with governments, development partners, teaching professionals and the best of UK and overseas ELT expertise, complemented by our extensive record of innovation in programme design and implementation, make us a unique organisation to work with.

With over 85 years' experience in English language teaching in over 100 countries, we are recognised as a world leader in:

- the teaching, learning and assessment of English
- the professional development of teacher educators and teachers of English
- language policy, curriculum and resources.

We have a growing track record in inclusive education practices and the use of education technology in language education.

In 2023, we supported:



41 countries to strengthen English language teaching, learning and assessment in partnership with ministries of education and education authorities



over 400,000 teachers and teacher educators through our partnership projects



four million teacher educators and teachers of English through our online teacher community



online audiences in **over 200 countries and territories** worldwide



100 million English learners worldwide

Who	What	How
Overseas ministries of education	Education systems that support high-quality and inclusive teaching, learning and assessment of English	<p>Research, consultancy and technical assistance for:</p> <ul style="list-style-type: none"> • a strengthened and shared evidence base that informs better and more inclusive policy and decision making • sustainable improvements in inclusive teaching and learning • improved and embedded systems of teacher education • fit-for-purpose assessment and curriculum as well as resources for educators and learners.
Teacher educators, teachers, trainers, school leaders	Educators empowered to access opportunities and with the knowledge, attitudes, networks and skills to drive positive, inclusive change, leading to sustainable improvements in teaching and learning	<p>Professional development, resources and networks which support:</p> <ul style="list-style-type: none"> • improved knowledge, attitudes, skills and networks, integrating digital and using fit-for-purpose assessment, curriculum and resources • improved access to evidence-based, high-quality face-to-face and digital professional development opportunities and teaching and learning resources.
Learners	Young people empowered with the skills, confidence and connections they are looking for to realise their potential and to participate in strong and inclusive communities	<p>Access to opportunities and resources which support:</p> <ul style="list-style-type: none"> • improved English language and relevant skills, including digital literacy • improved confidence, self-esteem, networks and engagement with learning.

We use knowledge of what works where, to create, design and deliver effective and innovative programmes across the globe.

These programmes are designed and implemented using approaches which are:

- principled and evidence-based
- inclusive and equitable
- innovative
- effective and sustainable.

These are all underpinned by quality assurance, and our commitment to delivering impact and value for money.



In 2020 British Expertise International recognised our work with the International Positive Social Impact Award for the Ceibal en Inglés project in Uruguay.

Our research and innovation with UK and overseas partners provide evidence of ‘what works where’ in English language teaching and learning and contribute to improving standards of English worldwide.



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Our programmes and resources respond to global challenges such as migration, gender equality and climate change.

Inclusive practices in education and schools' systems are the basis for improved learning outcomes for all and contribute to Sustainable Development Goal (SDG) 4. They are embedded in everything we do and an essential aspect of each stage of our project delivery process – planning, implementation, monitoring and evaluation. Our approach is backed by evidence-based tools, such as our continuing professional development (CPD) frameworks and related courses, modules and resources for inclusive pedagogies and multilingual approaches in language education.

We continue to innovate our teacher professional development models in response to specific societal and educational challenges. For example, collaboration within our global network ensured that the learning from creative responses to challenges in large-scale CPD provision in India, which established Teacher Activity Groups and a mentoring scheme, influenced programme design in our work in Egypt, the Occupied Palestinian Territories, Pakistan, Romania and Thailand.

Our programmes and resources respond to global challenges such as migration, gender equality and climate change. For example, our Language for Resilience programme supports refugees and host community members to learn English and other languages, while our English for Girls' Education programme provides adolescent girls from socio-economically disadvantaged communities with opportunities to learn English and digital skills.

We have an international network of expertise to draw upon and an extensive range of teacher development modules and resources to give language teachers the tools they need to address specific challenges – whether it be dealing with trauma as a result of conflict or migration, or bringing social issues such as climate change or gender equality into the classroom.

Our approach to equality, diversity and inclusion

Inclusion and representation

We are committed to creating an inclusive and representative environment throughout all our projects, programmes and activities by removing barriers and embracing diversity. We treat everyone fairly, impartially and without bias. We aim to foster a culture that provides opportunities for everyone regardless of their gender, disability, race, ethnicity, culture, age, religion, belief, sexual orientation or socio-economic background. We endeavour to develop our awareness of intersectionality and how the interconnected nature of different aspects of a person's identity (e.g. ethnicity and gender, or disability and age) can affect a person's experience of discrimination.

We aim to treat people equitably by acknowledging and trying to redress imbalances. We create conditions throughout our work which encourage and value diversity while promoting dignity and inclusion and a culturally sensitive and appropriate approach.

Cultural sensitivity

Our activity in supporting inclusive practices in education systems has a contextualised approach and draws on global evidence and good practice in both Global South and North contexts. We promote country- and community-led, context-specific research and project design and work with local partners at every opportunity. We recognise and work with parents and communities as key stakeholders in inclusive education.

English in society

We promote an understanding of English that goes beyond the language itself and includes investigating the role and impact of English at country, provincial and community level in social, political, historical and cultural terms.



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Valuing linguistic diversity

We celebrate and protect linguistic diversity, value all variations of English and promote multilingual approaches across our work. We work with state and national ministries of education in contexts where English is the language of teaching and learning for all or part of education. While we support the development of English skills, all our work is based on the belief that students have the right to access the curriculum and assessment in a language that does not create an obstacle to learning or reduce their ability to demonstrate their knowledge and skills. Through our work, we aim to enable more informed decision-making about curriculum and resource development, teaching and learning standards, and teacher development needs.

Inclusive approach to policy

We recognise that English language teaching and learning policy needs careful consideration to avoid exacerbating inequality and exclusion.

Organisational values

Our values highlight that we are open and committed, inclusive and expert, optimistic and bold.

All our staff are required to ensure that their behaviour conforms with our equality, diversity and inclusion policy and principles and we expect those we work with to adhere to these as well.

Our policy alignment

All our programmes align with **SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.** Many of our programmes also align with the following SDGs:



SDG 5

Achieve gender equality and empower all women and girls



SDG 8

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



SDG 10

Reduce inequality within and among countries



SDG 11

Make cities and human settlements inclusive, safe, resilient and sustainable



SDG 17

Strengthen the means of implementation and revitalise the global partnership for sustainable development



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Our programmes also align with the strategic framework for European co-operation in education and training (ET 2020 framework), as well as UK Foreign, Commonwealth and Development Office and wider donor 'Principles for Digital Development'.

- Design with the user.
- Understand the existing ecosystem.
- Design for scale.
- Build for sustainability.
- Be data driven.
- Use open standards, open data, open source and open innovation.
- Reuse and improve.
- Address privacy and security.
- Be collaborative.

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Our expertise

Our work is delivered through a global programmatic framework encompassing three main areas of work: English in school systems, English and empowerment, and our global English Connects programme.



English in education systems

We support governments to improve standards in the teaching, learning and assessment of English 1) where the home language is the language of teaching and learning and English is taught as a mandatory or elective subject and 2) where English is the language of teaching and learning for all or part of the education system



English and empowerment

Language for Resilience

We provide opportunities for English teachers and learners in fragile states so displaced groups and local communities can benefit from high quality English teaching and learning

English for Girls' Education

We provide opportunities for girls from lower income backgrounds to learn English and core skills such as digital literacy



English Connects

TeachingEnglish.org.uk

We connect individual teachers and teacher educators with professional development opportunities, resources and professional networks through a global online community

English in education systems

We work across the education sector in primary, secondary and tertiary (technical and vocational education and training, and higher education) education.

English as a subject

Where the home language is the language of teaching and learning and English is taught as a mandatory or elective subject, we focus on improving standards in the teaching, learning and assessment of English. This is heavily linked to the research evidence base and best practice. We aim to strengthen existing teacher development systems and build sustainably on them through the development of teacher educators, effective use of technology and integration of inclusive practices.

Our aim is that all teachers have access to high-quality CPD opportunities that improve their own practice and their learners' success. Teaching for Success is the British Council's evidence-based approach to teacher education and CPD. It aims to put in place effective and sustainable CPD systems that will have a long-term impact on the development of teachers. Central to Teaching for Success are CPD frameworks for teachers, school leaders and teacher educators. Our approach to CPD represents our global knowledge and expertise in understanding teaching and teacher development, and enables dialogue about teaching with clients, partners and teachers.

Curriculum and assessment are fundamental to the quality of teaching and learning in the classroom, and their success is intertwined with the right pedagogy and CPD solutions. For example, through the **English Language Curriculum Reform Project in Sudan**, new learner-centred curriculum, teacher training, textbooks and a raft of resources are benefiting five million Sudanese students. We are also supporting education systems to improve the assessment of English levels of both teachers and students so that effective decisions can be made about curriculum development, learning standards and teacher development needs. This is evident in our work with Plan Ceibal in Uruguay for the **Ceibal en Inglés** programme. Plan Ceibal developed a remote teaching model that uses video conferencing technology to reach directly into schools to teach 75,000 primary learners. We are supporting implementation. Ceibal en Inglés enables quality English learning that is equivalent to face-to-face teaching. In addition, we have provided UK expertise to validate the English language test used.



Our approach to CPD represents our global knowledge and expertise in understanding teaching and teacher development.



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Track record

Tejas, India, 2016–21 (Tata Trusts and Government of Maharashtra): 51,000 teachers across 36 districts in Maharashtra were supported to improve their classroom practice with the aim of improving the quality of English language teaching and learning in primary schools across the state.

Punjab Education and English Language Initiative (PEELI), Pakistan, 2017–20 (British Council and Punjab Ministry of Education): 200,000 primary school teachers, teacher trainers and head teachers were supported to develop knowledge and skills to enrich the educational experience and attainment of primary school children across 36 districts in Punjab.

Strengthening Quality in ELT, Colombia, 2019–22 (British Council and Colombia Ministry of Education Colombia): We have supported the ministry's ambition to provide more equal access to high-quality education through a large-scale teacher development and mentoring programme involving 8,000 teachers of English, and through design and implementation of content and resources.

In-service Teacher Education Project (ISTEP), Sudan, 2017–21 (EU): Working across seven states with high numbers of refugees and internally displaced persons, 185 qualified teacher trainers, 185 school inspectors and 6,500 primary and secondary school teachers were supported to deliver the new English, maths and science curriculum.



We use our experience and expertise in issues around medium of instruction, transition from local language to English-medium education, and multilingual approaches to teaching to advocate for good language policy and for teachers to develop good practices in language teaching.

English as a medium of education

Language matters in education. As well as the choice of medium of instruction being instrumental – enabling (or creating a barrier to) learning and achievement – it also speaks more broadly to notions of identity, belonging, values and aspirations. We recognise the ambition to learn English as legitimate and believe that learners with such desire should have access to high-quality English language learning opportunities. However, we further recognise the growing body of evidence which shows the majority of young students in low- and middle-income countries are more successful when learning by using their own or a familiar language. Such students have the right to access the curriculum and assessment in a language that does not create an obstacle to learning or impair their ability to demonstrate their knowledge and skills.

We use our experience and expertise in issues around medium of instruction, transition from local language to English-medium education, and multilingual approaches to teaching to advocate for good language policy and for teachers to develop good practices in language teaching. For example, building on our track record in Rwanda since 2009 (including a Commonwealth Education Award for

Good Practice in 2015), we were part of a consortium led by the Education Development Trust on the **Building Learning Foundations** programme funded by the UK's Foreign, Commonwealth and Development Office. This project trained and engaged with 42,000 primary school teachers across Rwanda to improve the quality of teaching and learning for 3.2 million students' in primary grades 1 to 5. We provided teacher professional development training and English language training at scale via digital platforms, with face-to-face language lessons also being provided to teachers with low English levels. We also trained and supported teacher mentors; facilitated the organisation of school-based teacher communities of practice so that teachers could support one another's ongoing professional development; and developed and distributed activity books for teachers to use in their English lessons.

Through the **Bilingual Education Project** and in partnership with the Spanish Ministry of Education we have supported the development and roll-out of an integrated bilingual curriculum in state schools. The success of the project has had a major influence on Spain's mainstream state sector language education. There are now bilingual or Content and Language Integrated Learning programmes in all 17 of the autonomous regions, reaching up to one million pupils across the country.

Track record

Building Learning Foundations, Rwanda, 2017–23, (UK Foreign, Commonwealth and Development Office): To improve learning outcomes in primary education in English and maths for all pupils, including those with special educational needs, we worked in partnership with the Education Development Trust and VSO on a large-scale technical assistance programme.

The British Council led the English component. The project supported 42,000 teachers in all 3,200 government primary schools in the 30 districts of Rwanda to improve their classroom practice through a blended approach to teacher development. Forty-nine per cent of teachers reached the Common European Reference for Languages (CEFR) B1 (intermediate) level as compared to 29 per cent at baseline. 54 per cent of pupils in primary grades 1 to 3 were grade proficient in English compared to 19 per cent at baseline.



English Language Teaching Collaboration Project, South Africa, 2012–20 (British Council and South Africa Department of Basic Education):

In partnership with the Department of Basic Education and through a variety of initiatives, including teacher training and the provision of learner resources, 127,398 subject advisers and lead teachers and 122,936 teachers in all districts across nine provinces were supported to improve the teaching and learning of English as an additional language, particularly in rural schools. A major achievement in 2019 was the establishment of a national teachers' association, which contributes to the programme's sustainability.

Kano Literacy and Maths Accelerator, Nigeria, 2019–21 (UK Foreign, Commonwealth and Development Office): Led by the British Council in partnership with Teaching at the Right Level (TaRL) Africa, the pilot project is building foundational maths, Hausa and English literacy skills for 46,450 pupils in primary grades four to six in two full government areas in Kano State, Nigeria. The programme is rooted in the TaRL evidence and approach, which involves assessing children on foundational skills in reading and maths and grouping them by learning level rather than age or grade level for two hours per day. The programme is also piloting two innovations: student teacher facilitation and a dual language approach to English learning.

Bilingual Education Programme, Spain, 1996–present: Together with the Spanish Ministry of Education, we signed an agreement in 1996 to introduce an integrated bilingual curriculum into Spanish state schools, based on the methodology of the British Council School in Madrid.

By 2023, 90 early years/primary schools and 58 secondary schools were using the curriculum,



equating to approximately 40,000 pupils per year with over 2,000 teachers involved in ten autonomous regions of Spain.



Bilingual programmes have been replicated across the country and 86 per cent of students are currently studying English through the programmes.

English and empowerment

We work in formal and non-formal education contexts where English and other languages build resilience, broaden horizons and provide agency and voice for young women and men who may have been displaced, affected by conflict or misunderstanding, or are from socio-economically disadvantaged backgrounds or isolated communities. There are two main areas of this work: Language for Resilience and English for Girls' Education.

Language for Resilience

Language for Resilience focuses on the role of English and other languages in building resilience. This can be in the form of giving a voice to young people and adults affected by conflict or distrust, building social cohesion in communities or providing individuals with the skills they need to access education, career opportunities, services and information.

For example, across the world millions of people have been displaced from their homes or affected by conflict and civil unrest. Many of those displaced find themselves far from home, separated from family members and social support, and without the language skills they need for even basic communication and access to essential services. Education and career opportunities for both children and adults have been severely disrupted or halted, and language learning is essential to address this. Language learning helps displaced people and their host communities to withstand challenges, to recover from crises, to overcome barriers and to build resilience.

Our work on Language for Resilience has a range of aims and outcomes, from addressing the effects of trauma on learning through language programmes to strengthening institutional resilience and building capacity to create inclusive classrooms for all teachers and students.

Track record

Higher and Further Education Perspectives and Opportunities for Syrians (HOPES), Egypt, Jordan, Turkey, Iraq and Lebanon, 2016–20 (EU): HOPES

aimed to prepare Syria for post-crisis reconstruction. Working in partnership with DAAD, Campus France and Nuffic and drawing on our expertise across education, the British Council's work package, Higher Education English Access Programme, exceeded targets.

By year three the number of students



benefiting from the project rose to 8,514 against an original target of 4,000.

English for Girls' Education

English for Girls' Education is our work with girls who are out of school or living in socio-economically disadvantaged or isolated communities, where language is often a barrier to girls' education. Our work in this area provides adolescent girls with opportunities to learn English and other core skills such as digital literacy, and to discuss social issues that affect their lives. This work is designed to empower girls, provide agency and voice, and enable them to make more informed life choices in the future.

Gender equality is an important part of what we do as a cultural relations organisation that promotes equality, diversity and inclusion as a core value. All our work is designed to have a positive impact on advancing gender equality and/or the empowerment of women and girls. Gender equality is the main objective of English for Girls' Education and is fundamental in its design and expected results.



All our work is designed to have a positive impact on advancing gender equality.

Track record

English and Digital for Girls' Education (EDGE), Bangladesh, Ethiopia, India, Myanmar, Nepal, Pakistan and Sri Lanka, 2016 – present (various funders and partners): EDGE aims to improve life prospects for girls aged 13 to 19 from socio-economically disadvantaged backgrounds and/or isolated communities by developing confidence and English language proficiency, digital literacy, life skills and awareness of rights.



The project has reached over 20,000 girls who have attended peer-led EDGE clubs.

1,700 peer group leaders have been trained, 17,000 parents, community leaders and employers have attended ICT fairs, and 330 hours of materials have been developed to provide access to English and digital skills as well as raise awareness of social issues.



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English Connects

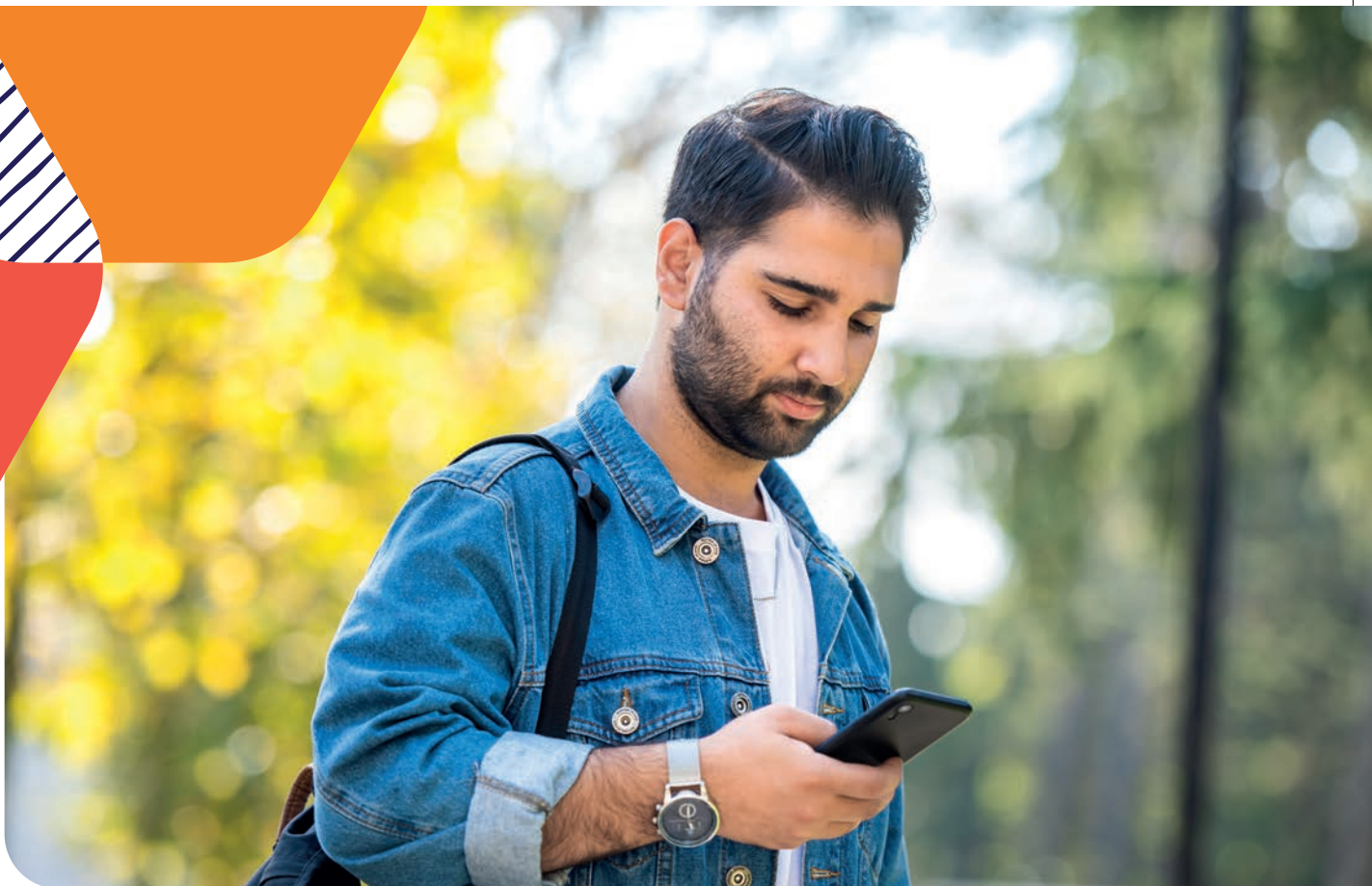
Delivered through our global and regional TeachingEnglish platforms, English Connects is a digital programme accessible to teachers and teacher educators of English worldwide. The programme has a particular focus on practitioners working in government schools in low- and middle-income countries. With online and offline capability, TeachingEnglish provides professional development opportunities, resources, peer support and networking for a global community of ELT professionals and practitioners.

TeachingEnglish – connecting teachers and teacher educators worldwide

- A place for teachers to get ideas, share ideas and find support.
 - News, articles, blogs and discussion forums.
 - A range of professional development opportunities.
 - Online conferences and events.
 - Practical resources (video, audio, lesson plans, teaching tips, etc.).
 - Home to an extensive collection of ELT research and insight spanning decades.
 - Targeted offer according to audience.
 - Tailored professional development journeys for different contexts and needs.
 - Language-supported content where needed.
 - Regional teacher networks, teacher activity groups and communities of practice.
 - Regional digital projects.
- Supported by:
- a dedicated educational technology team
 - ELT and educational technology partnerships
 - resources
 - marketing and communications
 - digitally enabled broadcast and print content
 - monitoring and evaluation
 - research and insight.

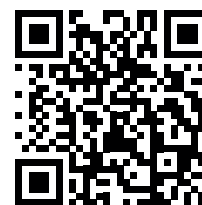


When faced with the mass closure of schools during Covid-19, we were quickly able to understand and mobilise the support teachers needed.



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Our TeachingEnglish website has over six million users from over 200 countries and territories, and four million followers on social media.



Through **TeachingEnglish**, we support individual teacher educators and teachers seeking to supplement formal CPD, take responsibility for their own professional development (one of the 12 professional practices in the Teaching for Success CPD frameworks), and enhance their practice and their careers, connecting to an international community of practice.

www.teachingenglish.org.uk

Track record

When faced with the mass closure of schools during Covid-19, we were quickly able to understand and mobilise the support teachers needed. We developed our **remote teacher training programme**, delivered through the global TeachingEnglish platforms and additional regional and country initiatives, to help teachers transition to remote teaching and home-based teaching and learning. The programme, shortlisted for a 2020 Learning Technologies Award, engaged teachers and teacher educators worldwide and had a global reach of 3.4 million.

Co-financed by the UK Foreign, Commonwealth and Development Office and the British Council, the regional **Sub-Saharan Africa English Connects** project was delivered with nine UK ELT and educational technology providers.

The project operated in Senegal, Cote d'Ivoire, Mali, Angola, Cameroon, Djibouti, Gabon, Guinea, the Democratic Republic of the Congo and Niger. It provided teaching and learning resources, improved the quality of English teaching in schools and, working with ministries of education, helped to bring about systemic change to improve English language provision.

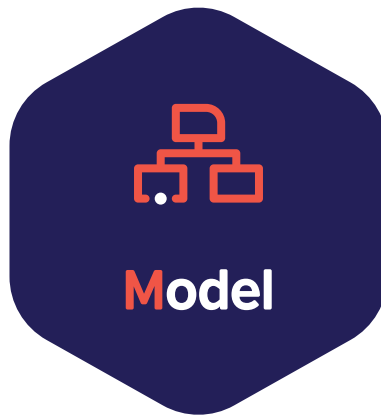
In 2020, 1.5 million young people were supported using a variety of digital, broadcast and print English resources, 4,445 teachers were trained, and a further 548 English club leaders received training and toolkits.

Our approach to programme delivery

Our programmes are built on six core stages that enable us to deliver with **IMPACT**.



Clarify and understand the problem, challenge, need, opportunity and enabling mechanisms to bring about the positive change encapsulated in our programme theory of change.



An evidence-based programme design, guided by our principles to be audience-centric, solutions-focused, inclusive, innovative, effective and sustainable.



A collaborative and co-designed approach, involving international expertise, enabled by an established and experienced global network, consisting of strategically located offices, contextual knowledge and long-standing relations.

Underpinned by our core activities



Inclusion



UK and overseas stakeholder engagement



Research and insight



Inclusive approaches and educational technology are embedded in everything we do





Activate

Quality-assured holistic programme management through implementation, delivery and assessment, incorporating monitoring, reporting and learning and delivery of outcomes.

Collate

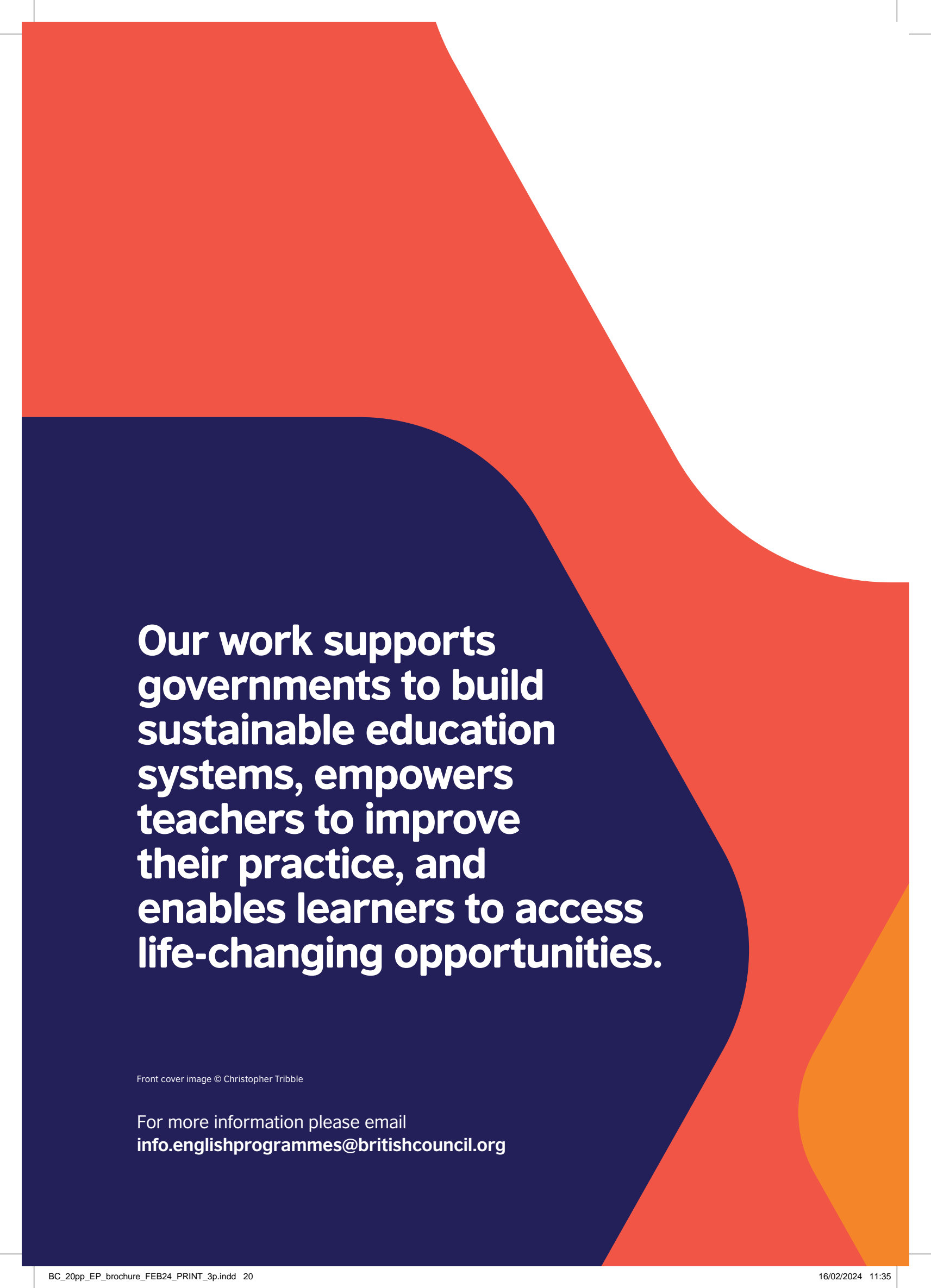
A complete assessment and evaluation of the programme, identifying its achievements, success factors, value for money, return on investment and the outcomes delivered as specified in our theory of change.

Transfer

Our knowledge, understanding, lessons learned and mutual benefits shared with funders, partners and core stakeholders to support continued and sustainable positive change as well as bringing benefits back to the UK.

Underpinned by our core activities



The background features a large, abstract graphic design. It consists of several overlapping shapes in shades of red, orange, and dark blue. A large, dark blue shape on the left side contains the main text. The overall composition is modern and dynamic, with a strong color palette.

Our work supports governments to build sustainable education systems, empowers teachers to improve their practice, and enables learners to access life-changing opportunities.

Front cover image © Christopher Tribble

For more information please email
info.englishprogrammes@britishcouncil.org