

Education

An overview of our work

- Schools
- English language teaching and learning
- Girls' education
- Higher education and science
- Technical and vocational education and training
- Non-formal education



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We support peace and prosperity by building connections understanding and trust between people in the UK and countries worldwide.

We uniquely combine the UK's deep expertise in arts and culture, education and the English language, our global presence and relationships in over 100 countries, our unparalleled access to young people, creatives and educators, and our own creative sparkle.

2024 marks 90 years of the British Council. Over these years we have created opportunities for millions of people and developed deep and long-lasting relationships. We continue to adapt to meet the needs of a changing world, while remaining committed to the principles on which we were founded.

We share our values and explore ideas. We have difficult discussions and find common ground. We create mutually beneficial relationships between the people of all four nations of the UK and other countries. This helps strengthen the UK's global reputation and influence, encouraging people from around the world to visit, study, trade and make alliances with the UK.

We work directly with individuals to help them gain the skills, confidence and connections to transform their lives and shape a better world in partnership with the UK. We support them to build networks and explore creative ideas, to learn English, to get a high-quality education and to gain internationally recognised qualifications.

We work with governments and our partners in the education, English language and cultural sectors, in the UK and globally. Working together we make a bigger difference, creating benefit for millions of people all over the world.

We take a long-term approach to building trust and remain at arm's length from government. We work with people in over 200 countries and territories and are on the ground in more than 100 countries. In 2022–23 we reached 600 million people.

The majority of our income comes from partnership agreements, contracts, philanthropy, teaching and exams, and we also receive grant-in-aid funding from the UK government.

Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body.

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Left: © Poyraz Tütüncü/Pinhole Istanbul
Top and bottom right: © Mat Wright

Our work in education and English

The British Council works across all stages of education, from primary and secondary, through to vocational, further and higher education, so we can make connections and design solutions that address all levels of learning. We:

- work with governments in the UK and overseas to identify mutually beneficial areas for collaboration, remove barriers and facilitate partnerships and mobility between our education sectors
- work with education institutions in the UK and overseas to enable the exchange of learning and ideas and the formation of partnerships that benefit students, the institutions themselves and wider society
- promote UK education internationally and create opportunities for international students, researchers and academics to come to the UK and for their UK counterparts to live, study and collaborate overseas
- support young people to gain the knowledge and skills they need to succeed in life and work in a global society and inspire them to make a positive difference within their own communities
- support education systems and professionals to address gender equality through and within education.

Our work in education is focused on delivering positive outcomes in three areas:

Education partnerships

We facilitate higher education, technical and vocational education and training (TVET), science and schools partnerships between the UK and the world to develop stronger, more inclusive and globally connected education systems and contribute the UK's knowledge to global debates on international education.

Student mobility, scholarships and alumni

We support the education sector to attract international students to the UK, create opportunities for international students and researchers to study and work in the UK and vice versa, and support their lifelong engagement by providing development and networking opportunities for alumni.

Non-formal education (including civil society)

We empower young leaders and influencers through skills development to contribute to trust-building, cohesion and stability in their societies and to represent their communities on a local and national stage.

Our work in English supports:

Systems

We enable education systems to support inclusive, quality teaching, learning and assessment of English, widening the knowledge of the English language and empowering people to access global opportunities and connections.

Empowerment

We support the empowerment of girls, and those affected by conflict and crisis, to make more informed life choices in the future through building their English language, digital and other life skills.

Teaching and learning

We support the professional development of individual teachers and teacher educators, and teach English across all ages to help build core skills, critical thinking and shape new ideas.

Schools

Our work with schools

The British Council builds international connections to improve education in schools. Our projects focus on inclusive education, core and foundational skills, climate change and sustainability and international opportunities. We help young people develop the knowledge, skills and attitudes to respond to global challenges, now and in the future.

Support for governments

Aligned to the Sustainable Development Goals, we support governments with their priorities for basic education in policy and practice, with a particular focus on:

- inclusive schools
- skills for schools
- climate change and sustainability education.

Policy

Drawing on the wide range of educational expertise in the UK and local organisations, we work in partnership with governments around the world on our three thematic areas to provide:

- technical assistance and access to UK expertise
- opportunities for policy discussion and exchange
- support to develop a highly skilled workforce of teachers and school leaders through the development of, for example, standards or curriculum documentation
- opportunities to develop and share the research and evidence of what works in basic education, supporting ministries to improve their education systems.

Practice

We work directly with schools in partner countries by:

- supporting head teachers and teachers to internationalise the experience of young people through the curriculum
- developing international school partnerships, including those that improve Modern Foreign Language teaching and learning in the UK
- offering training to develop the knowledge and expertise of teachers and school leaders in areas such as school leadership, gender equality, inclusion and the effective teaching of core skills.

Additionally, through externally-funded partnerships or contracts, we can deliver any aspect of our work, including professional development for teachers, at system-wide scale.

How does the British Council contribute?

Our first two themes 'inclusive schools' and 'skills for schools' align with the challenges identified in the majority of countries in which we work. We, therefore, seek to contribute to the development of high-quality, inclusive education systems by supporting governments to:

- develop more inclusive schools that are better able to adopt gender inclusive approaches and can cater successfully for pupils with a wide range of needs, including those with special educational needs and disabilities and those who may have been displaced
- provide a high-quality curriculum particularly in the areas of foundational learning (literacy, numeracy, and core and transversal skills)
- create a highly skilled workforce who have the appropriate knowledge, skills and motivation to deliver these areas of work successfully
- increase and use a research and evidence base that focuses on what works in basic education in policy and decision making, including through our partnership with the Education World Forum and with the UK Foreign Commonwealth and Development Office (FCDO) What Works Hub for Global Education.

These areas also align with the FCDO's Education Policy and Women and Girls Strategy which focus on securing 12 years of quality education for girls and boys through:

- access to schooling, particularly for out of school or marginalised children
- engagement with schooling through the provision of a relevant, empowering curriculum offer, which secures foundational literacy, numeracy and core/transversal skills, ultimately improving learning outcomes.



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Our projects focus on inclusive education, core and foundational skills, climate change and sustainability and international opportunities.

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These priorities are consistent across major international development organisations working to improve educational outcomes around the world including the UN, the Global Partnership for Education and the Education Commission.

English language teaching and learning

Our work is delivered through a global programmatic framework encompassing three main areas of work.

English in school 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 across all subjects, 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

We connect individual teachers and teacher educators with professional development opportunities, resources and professional networks through a global online community: www.teachingenglish.org.uk

To find out more about our work in English, please download our brochure: www.britishcouncil.org/sites/default/files/english_programmes_brochure_0.pdf



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Girls' education

We are proud to be central to the UK's commitment to supporting education systems to improve access to 12 years of quality education for all. We deliver interventions that drive up overall education performance and programmes that focus specifically on gender equality and girls' education.

As a cross-cutting priority for all our education work, we collaborate with governments, ministries of education, school leaders, teaching professionals, students, communities and non-government educational organisations across the globe to address the multiple and complex barriers to girls' education and improve access, to ensure girls are supported to learn and reach their potential in school and beyond.

We believe in the power of education to transform gender relations and contribute to more equal and inclusive societies. However, we also acknowledge the role of education systems in replicating and reinforcing gender and other inequalities and disproportionately excluding girls. Hence the need for holistic and multi-pronged approaches.

With extensive experience of working on inclusive education, we have capability in:

- supporting gender equitable education systems
- instructional leadership for girls' education
- professional development of teacher educators and teachers in gender sensitive teaching practice
- gender-sensitive curriculum and resources
- interventions to enable girls' access to education
- engaging with communities to support girls' education
- engaging girls in subjects where they are underrepresented, including Science, Technology, Engineering and Maths (STEM)
- supporting girls' empowerment in and out of school
- supporting research and policy dialogue to create an enabling environment for girls' education.

To find out more about our work in girls' education, please download our brochure:
www.britishcouncil.org/sites/default/files/girls_education_brochure_0.pdf



We believe in the power of education to transform gender relations and contribute to more equal and inclusive societies.

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Higher education and science

Our approach

We achieve our objectives by working closely with the UK higher education sector and partners around the world. This includes policymakers in government, higher education providers, sector bodies, and students and those that influence them.

Our work is fully aligned with the UK government's International Education Strategy, and we work closely with key government departments, including the Department of Business and Trade and Department for Education, to support the UK's International Education Champion, Sir Steve Smith.

We also support the international priorities of the Northern Ireland Executive and the Scottish and Welsh governments.

Our role in sustainable development

We aim to ensure inclusive, equitable, quality education and lifelong learning opportunities for all. To achieve this, our approach and programmes are guided by the Sustainable Development Goals, as well as our commitment to gender equality and the empowerment of women and girls.

Our core areas

1. Promoting student mobility, scholarships and alumni networks

We support the UK education sector to attract international students by providing insights on international recruitment, research and global policy. We also help to create development and networking opportunities for UK alumni overseas, strengthening their continued engagement with the UK.

2. Supporting higher education partnerships

Our collaborative partnership opportunities enhance the work that many higher education providers already do, by supporting new connections, strengthening joint programmes and research and extending their international reach.

The types of partnership we support

Science and research collaborations: where institutions establish links to connect researchers with peers in other countries and work together to develop more impactful and relevant research collaborations.

Capacity strengthening partnerships: where institutions work together to contribute to higher quality teaching and learning and enhanced learner outcomes.

Industry collaborations: where institutions build stronger connections with industry partners to make higher education more relevant for the workplace and build stronger employment pathways for learners.

Transnational education (TNE) partnerships: where institutions develop more scalable and sustainable transnational education by creating links with host institutions and developing joint programmes.

Gender equality and inclusion partnerships: where institutions work together to address gender equality and inclusion challenges within higher education from a global perspective.

Supporting system-level collaborations

Collaborating at the system level can lead to stronger, more internationalised higher education systems, helping to pave the way for new partnerships, enhanced transnational education and mobility opportunities.

We work directly with policymakers in government to remove barriers and enhance co-operation, building on relationships developed over many years and drawing on our international experience.

Our work involves identifying common areas of interest and providing solutions that work for both the UK and our partners. This includes strengthening capacity in quality assurance and assessment, supporting system alignment through benchmarking and the mutual recognition of qualifications, and enabling more collaborative science and research.

This work has led to bilateral, government-to-government agreements in India, Brazil, Nigeria and Viet Nam. Through our Pakistan-UK Education Gateway, a new, practical TNE handbook has been approved by the Higher Education Commission, creating new opportunities for partnerships.

3. Delivering qualifications

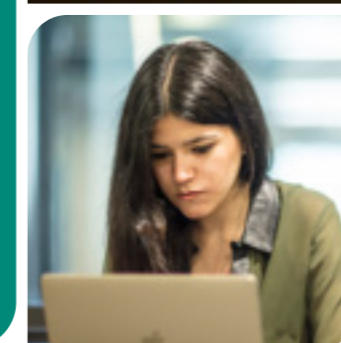
We provide examination services to UK education institutions and awarding bodies, enabling them to extend their reach into international markets, diversify their offer and transform their qualifications with new technologies.

This enables young learners and adults to enrich their education by taking UK school exams (GCSEs and A-levels), university exams and professional qualifications such as the Association of Chartered Certified Accountants qualifications.

We can make a unique difference in these core areas due to our global presence, long-standing relationships with international governments and the UK sector and proven record of delivery.



We achieve our objectives by working closely with the UK higher education sector and partners around the world.



To find out more about our work in higher education and science, please download our brochure: www.britishcouncil.org/sites/default/files/higher_education_brochure.pdf



Technical and vocational education and training (TVET)

Our work in technical and vocational education and training supports the development of high-quality technical and vocational skills systems so that they are inclusive and relevant for employment and entrepreneurship, locally and in the global economy. We work with governments, the private sector and training providers to influence whole-system reforms by building partnerships, providing technical assistance and capacity building, sharing good international practice, piloting new approaches relevant to the needs of the labour market, and improving outcomes for learners.

To support our international partnership approach, we deliver our Going Global Partnerships programme, which builds stronger, more inclusive, and internationally connected TVET systems across 12 countries in Africa and South Asia, and the UK. Last year, we built 16 new International Skills Partnerships connecting overseas stakeholders with their counterparts across the UK to exchange and innovate on the themes of green TVET and sustainability, inclusion and demand driven skills development.

Through the VET Toolbox project, we have supported skills development and strengthened dialogue between the public and private sectors in Ghana and Malawi. In addition, the €5.8 million EU-funded Zantchito Skills for Jobs project in Malawi is establishing sectoral approaches to skills development and Centres of Excellence in priority industry sectors. In Pakistan, we are delivering a €10 million EU-funded TVET reform project to develop high-level technical skills.

In alignment with the Sustainable Development Goals, our work bridges the gaps between the learner and the world of decent work. It strengthens education and work systems to improve people's lives, addresses gender inequalities and opportunities for women and girls in TVET and builds a prosperous, green and fair future.

We work with governments, the private sector and training providers to influence whole-system reforms.



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Non-formal education (NFE)

Our non-formal education programmes are all about creating positive pathways and opportunities for young people outside of formal learning spaces.

Our work

Through our initiatives, we aim to empower young people around the world aged 18-35 to contribute to trust-building, cohesion and stability in their societies, and to represent their communities on a local, regional and national stage. By connecting young people, we support them to build alliances and networks. These connections enable them to work across cultural differences, so as to act positively on the big global challenges that affect their lives and communities.

Our NFE portfolio includes Youth Connect, our global youth leadership programme, as well as a wide range of projects and programmes delivered on behalf of international donor organisations.

Youth Connect

Youth Connect is our global youth leadership programme, supporting young people aged 18-35 to respond to major challenges like conflict, climate change and inequality.

We work outside of formal education, creating spaces online and on the ground in countries around the world for young people to come together and collaborate for change.

We help them to build leadership skills and knowledge, so they can participate actively and take on leadership roles in their societies.

And we give them the platforms and confidence they need to advocate for themselves on national and global stages, ensuring their voices are heard on the issues that directly affect their lives.

It all adds up to young people empowered and ready to shape brighter futures for themselves, their communities and their countries.



Our non-formal education programmes are all about creating positive pathways and opportunities for young people outside of formal learning spaces.

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Track record:

English and Digital for Girls' Education (EDGE) programme in South Asia



More than
18,000 girls have
benefited from
the programme

Countries: **Afghanistan, Bangladesh, India, Nepal and Pakistan**

Clients & partners: **Afghanistan (2019); Nepal (FCDO, VSO: 2017-22); Bangladesh (HSBC, BRAC: 2016 ongoing); India (DEF & Naandi Foundation: 2016-21); Pakistan (Idara-e-Taleemo-Aagahi: 2019 – ongoing)**

Lifecycle: **2016 – ongoing**

The programme has been working with adolescent girls in socio-economically marginalised communities in Afghanistan, Bangladesh, Nepal, India and Pakistan, and focuses on improving life prospects and building English, ICT and social skills among out-of-school girls or those living in marginalised communities. Teaching and practical support is provided by the centres based in their communities, including training of peer group leaders who facilitate after-school clubs for girls. EDGE employs evidence-based methodology in girls' education and empowerment designed to enable scale at significantly lower cost. Its networks of non-formal community-based English and digital clubs for girls have proved effective in reducing barriers to girls in education and skills acquisition, and increasing their educational, social and economic opportunities. Over 18,000 girls have benefited through EDGE and an impact study shows girls are able to use their personal agency to impact their lives, with examples of girls being able to return to school, delay an early marriage or seek paid employment while staying in school because of the new skills they have gained.

There is strong evidence of improvement in the girls' confidence, self-esteem and skill levels (both English language and computer skills, and leadership skills among the girls acting as peer leaders), as well as an engendered love of learning and enhanced perceptions of the girl child within most marginalised communities. Data from EDGE club participants shows that after completing two-thirds of the programme they demonstrate significant improvement in English language speaking ability and also being able to perform basic tasks on computers using MS office and the internet having had no previous knowledge or experience.

Track record:

The 21st Century Schools programme in the Western Balkans



Trained **4,000** school leaders,
18,000 subject teachers,
and more than **1,000** school
inspectors and advisors

Region: **Western Balkans (Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia, Serbia)**

Client: **FCDO/CSSF**

Lifecycle: **2018-22**

(extended until March 2023)

The programme worked towards increasing digital literacy and coding skills, as well as critical thinking and problem-solving skills, in students aged ten to 15 across all public primary education establishments, aiming to train the next generation of tech entrepreneurs, innovators and independent learners across different fields.

By mid-2021, the programme had trained 4,000 school leaders, 18,000 subject teachers and more than 1,000 school inspectors and advisors. It is the only education programme delivered in the Western Balkans that has reached every public primary school in the region (a combined student body of nearly 1,000,000 students). It supported simultaneous digital transformation of the six distinctive education systems at all levels and influenced stakeholders and institutions from the highest level government offices to primary school classrooms across the Western Balkans.

Assessment of the programme's impact confirmed the positive effects it had on the most vulnerable (girls, students with disabilities and students from rural areas). The programme established the UK-branded micro:bit computational device as a preferred school choice, and it supplied ICT devices to schools, raising attention about the need for strengthening the overall school ICT infrastructure. Strong relationships with the national education authorities and the ability to quickly adapt to a crisis context ensured uninterrupted programme delivery during the Covid-19 pandemic and the online transformation of priority courses.

Track record:

Connecting Classrooms global programme



Trained **70,000** teachers and school leaders to prepare approximately **4.5 million** primary school students to live and work in a global economy and to act on global issues

Countries: **Sixteen countries in Sub-Saharan Africa, five countries in South Asia, eight countries in Middle East and North Africa and the UK**

Client: **FCDO and British Council co-funded**

Lifecycle: **2018-22**

Our global Connecting Classrooms programme has given primary school students in developing countries and the UK the opportunity to learn about and act on global issues while also developing key transferable skills. Programme activities directly engaged policymakers and influenced policy on core skills, global learning, school leadership and inclusion within selected programme countries.

The programme trained over 70,000 teachers and school leaders in the programme countries to prepare approximately 4.5 million primary school students to live and work in a global economy and to act on global issues (around 52 per cent of students were girls). As a result, 81 per cent of teachers trained reported increased confidence in teaching activities relating to active global citizenship and the development of key knowledge, transferable skills and attitudes amongst students.

The programme results are underpinned by findings from an independent impact evaluation, which confirmed that students who participate in the programme do appear to become more active global citizens both locally and globally, and teachers were able to demonstrate new practice, confidence and focus. The FCDO scored the programme an A+, exceeded expectations.

Track record:

Inclusion, Accountability, and Reducing Exploitation programme (Aawaz II) in Pakistan

191,607
vulnerable
citizens were
supported



Country: **Pakistan**
Client: **FCDO**
Lifecycle: **2019-24**

www.britishcouncil.org/programmes

In Pakistan, the FCDO funded work to develop the capacity and sustainability of nascent grassroots community-based organisations to reduce exploitation and address issues of social cohesion and conflict resolution in local communities, so that they have increased resilience to conflict and instability. The programme works through civil society partners within two provinces and 22 districts, to tackle very sensitive issues, including gender-based violence, child early and forced marriages, child labour, inequalities, and prejudice against religious minorities, transgender people and people with disabilities. Aawaz II works to change citizen attitudes and behaviour towards women and minorities; increase levels of positive action from citizen-state engagement activities; develop civil society capacity for identifying and referring vulnerable people to sources of support (via improved state and civil society delivery); and develop community level capacity and structures for conflict mediation.

The following outcomes were delivered.

- Referral information and services. 191,607 vulnerable citizens were supported with information on referral and support.
- Supporting community action. 77,503 beneficiaries were reached through 2,220 community actions taken by groups of social actors at the hyper-local village level on various issues, including child labour, Gender Based Violence (GBV) and Child Exploitation and Forced Marriage (CEFM). Over 250,000 people have received thematic messages via WhatsApp, SMS, poster booklets and animated video on these issues.
- Forums and dialogues on key issues. 8,034 individuals participated in 66 organised Women Community Learning Forums.
- In each of the 22 districts, 7,711 women, 301 men, and 22 transgender persons, of which 530 were minority members and 293 were persons with disabilities (PWDs), participated in 66 Women Community Learning Forums – 15,450 citizens participated in community dialogues on women's and minority rights, of which 6,939 were women, 320 transgender persons, 1,385 represented religious minorities and 916 were PWDs.
- Conflict pre-emption. 9,018 trained individuals participated in pre-empting conflicts across Aawaz II communities in Khyber Pakhtunkhwa and Punjab, resulting in 15,198 so-called early warnings reported. 10,094 conflicts were pre-empted by the Early Response Mechanisms (ERMs) we established.
- Capacity development. 880 community teams have been developed to deliver Aawaz services (22 district forums, 66 Aawaz Aagahi, community outreach teams, 594 village forums). Over 25,000 volunteers and civil society representatives have been trained. This includes over 16,000 young Aawaz Change Agents (ACAs), who have implemented 1,800+ social action projects.

Track record:

BIRAX: The UK-Israel Research and Academic Exchange

A multi-million grant scheme, the largest one for UK and Israel scientific research collaboration

Funder / partner: **British Council, British Embassy in Israel, the UK Science and Innovation Network, Pears Foundation**
Lifecycle: **2011 – ongoing**

www.britishcouncil.org/programmes

BIRAX is the British Council's flagship programme in Israel. This multi-million-pound grant scheme, the largest one for UK-Israel scientific research collaborations, brings together the two scientific superpowers' complementary skills and knowledge and has effectively generated more impactful research.

BIRAX projects are at the forefront of scientific innovation. In recent years, BIRAX-supported science was presented at the Karolinska Institute's Nobel Forum, published in the prestigious British academic journal *Nature*, and was part of the research that was awarded the EU's Scientific Innovation Award.

Since the start of the programme, more than 100 publications featuring BIRAX-supported research have been published, multiple patent applications have been made, and BIRAX-supported research has been presented in over 96 conferences around the world, reaching more than 21,000 scientists.

BIRAX Principal Investigators report that it has allowed them to conduct international research they could not otherwise have done; with 84 per cent of those interviewed saying it had allowed them to generate new international collaborations for them or their institution. Data on scientific publication impact factors shows that when Israeli and British scientists work together, their research is much more impactful than had they published separately. Moreover, according to PWC London, some projects have a potential return on investment of over £18 for every pound invested in the first four years.

Track record:

Women in STEM

A supportive environment is provided to inspire and enable women and girls to embark on **STEM careers**



Country: **Global**
Client: **FCDO**
Lifecycle: **2020 – ongoing**

We recognise the significant challenges facing women to move into and work in STEM subjects across the world. It is important to national prosperity and society that a supportive environment is provided to inspire and enable women and girls to embark on STEM careers.

While equality, diversity and inclusion (EDI) sits at the heart of our work, it is also part of a broader consideration for focusing on the participation and facilitation of women learning and working in STEM subjects and careers.

We work to ensure that gender is embedded across all our activities, ranging from establishing programmes to support women and girls in STEM around the world to supporting women working in STEM fields to reach positions of leadership and network with their peers across the world. Our work on engaging women in STEM is varied and dynamic.

We also have a wealth of experience in linking UK researchers with those from other cultures and believe in the importance of creating international collaborations to support the progression of EDI in the UK and across the world.

Our global programmes deliver high levels of impact and leverage opportunities for women to engage in STEM careers.

- We have awarded 115 scholarships for women in Southeast Asia and the Americas to complete a masters' degree in a STEM field in the UK. We expect this group of scholars to play a key role, as alumni, in the advocacy of girls and women in STEM in their home country, leading to lasting impact.
- We run programmes across the six Gulf States to support women in STEM, whereby participants have noted the significant impact that taking part in such programmes have had on their professional lives.
- Across Bangladesh, India, Nepal and Pakistan, we lead the English and Digital for Girls' Education programme (EDGE), which aims to improve life prospects for girls aged 13-19 in marginalised communities in South Asia. EDGE has reached over 14,000 girls who have attended EDGE clubs.

Our science work connects the UK with the international community through scientific international research collaborations, discussion and engagement. We use our global network and trusted relationships with partners around the world to create opportunities for researchers, faculty and students to study overseas.

Our alignment with the Sustainable Development Goals

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 inequalities – imagine the world in 2030, fully inclusive of persons with disabilities



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.



Our approach to programme delivery

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

Identify

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

Model

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

Partner

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.

Activate

Quality-assured holistic programme management through the stages of implementation, operation 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 to funders, partners and core stakeholders to support continued and sustainable positive change as well as bringing benefits back to the UK.

Partner with us

Working with us brings a range of benefits.

- **Our people and networks:** we work with people in over 200 countries and are on the ground in more than 100 countries. We have extensive education networks and connections across these territories, as well as unparalleled access to young people and influencers.
- **Our trust-based relationships:** we have strong relationships with governments, funders and partners overseas, developed through working together for many years for mutual benefit and gain.
- **Our status as an arms-length body of UK government:** this enables us to facilitate open and productive discussion on policy issues such as mutual recognition of qualifications and creating market access for UK education institutions to offer transnational education.
- **Our proven capacity to run complex programmes:** we have extensive experience of managing large international programmes that require our scale and global presence, as well as our trusted relationships with governments and partners overseas. We have an established track record in global development, delivering large-scale programmes in education, skills and civil society with clients and partners such as FCDO, EU, World Bank, Asian Development Bank, ministries of education worldwide and many corporate partners.
- **Our insight and understanding:** our long-standing presence on the ground around the world has given us an intimate understanding of local contexts, and we use this insight, combined with our knowledge of UK and international good practice, to adapt our approach and methodologies to local conditions.
- **Trust and influence:** our commitment to the countries we work in, including conflict-affected and fragile states, has enabled us to become trusted partners of governments, institutions and NGOs. Through long-lasting relationships based on trust, we offer continuity in unstable contexts, influence policymaking and provide development solutions that are sustainable.
- **Working across sectors:** as well as working with the education and civil society sectors, the British Council harnesses the transformative power of arts and culture to address difficult subjects and change mindsets and lives. By building connections between different sectors, we can reach wider networks and develop bold and innovative solutions.

Extensive local networks in 100 countries around the world



EU-Pillar-Assessed organisation with global compliance frameworks (ISO 9001 certification)



Expert sector and delivery teams



Global Centre of Excellence for Programme Management and continuous professional development



Value for money



Extensive digital expertise



British Council

1 Redman Place, Stratford, London E20 1JQ

www.britishcouncil.org

For more information, please visit:

www.britishcouncil.org/programmes