

# UK Education and Training Capability

An overview



# An introduction to the **International Education sector team**, Department for Business and Trade

The UK education system is among the best in the world, recognised internationally for its excellence.

Post Covid, the DBT International Education Sector Team, alongside our international colleagues at the Department for Education, the UK Regions and the Nations, have continued to showcase and share the UK's world-beating sector capabilities across the globe with ministries and schools, including the EdTech sector, to help online teaching, assessment & learning, and combat learning loss, across all levels of education.

With world-class institutions and organisations across the education sector, the UK is also a global leader in helping other countries to develop excellence in their own education systems.

With this in mind, the Education Sector Team at the Department for Business and Trade was established to work with overseas governments, states and businesses that want to engage UK partners in large scale education projects. The Education Sector Team ensures that potential overseas partners can easily access UK expertise for their education priorities.

The Education Sector Team is strategically placed within government to bring together UK organisations to deliver effective, comprehensive solutions in areas including:

- Education provision from K12 to Higher Education including Lifelong Learning.
- Educational technology and resources.
- Qualifications, assessment and quality assurance.
- Teaching and leadership.
- Supporting educational delivery.
- Financing education projects.

- Technical and Vocational Education and Training.
- Special Educational Needs & Disabilities.

The UK's approach is to adapt its education offer to meet each partner's needs and cater for all requirements from vocational and technical training, continuing professional development and leadership training to higher education, English language training and schools.

The UK Prime Minister appointed Professor Sir Steve Smith as the UK's International Education Champion. Sir Steve's remit is to encourage global education partnerships, at both government to government and business to business levels. These could involve impactful engagements that facilitate further sharing of UK expertise and experience with international stakeholders, be they ministries, educators or end-users.

The Education Sector Team is committed to delivering an International Education offer which reflects the whole of the UK. We work with DBT teams in Scotland, Wales and Northern Ireland, as well as regional teams across England, to increase exports and investment which supports economic growth as part of the Union and Levelling Up Agenda. We also work closely with the Nations through the Education Sector Advisory Group, to inform and coordinate a UK-wide approach towards promoting the UK's education offer overseas.

This brochure introduces the areas of education and training expertise that the UK can offer with examples of overseas projects undertaken by UK organisations. We look forward to working with you.





## Contents:

---

Education and training provision	6
Schools	7
Higher education	10
Vocational education and training	16
Professional education	20
Employability programmes	22
English language training	26
Special educational needs and disabilities	29
Early years	32
Educational technology training provision	36
Educational technology	37
Other resources	40
Qualifications, assessment and quality assurance	42
Teaching and Leadership	46
Supporting educational delivery	51
Financing education projects	56
Further information	59

# Education and training provision

**More than 6,000 British-style schools operate around the world and To date UK universities have established over 50 branch campuses overseas. UK schools, colleges, higher education institutions, technical and vocational training providers, English language and other specialist education and training providers are experienced in adapting their models of education and training for successful delivery overseas.**

# Schools

Many countries have a shortage of primary and secondary school places and there is growing demand for high-quality, British-style schools. International schools following UK curricula are highly valued and leading UK independent schools, building on their strong reputations, have responded by establishing campuses overseas.

UK schools have experience of operating all over the world including in China, Southeast Asia, the Middle East, Europe, the United States, Latin America, the Indian subcontinent and Central Asia.

British-style schools operating overseas that meet certain standards may apply to become members of associations that provide support, guidance and inspection services. The Independent Schools Council (ISC) brings together eight independent schools associations, including the Council of British International Schools (COBIS), to represent more than 1,200 independent schools. These schools are recognised by the OECD as among the best in the world and educate more than 500,000 children.



## Case Study

# Wycombe Abbey

A leading independent boarding school consistently ranked as one of the top schools in academic results. The School's current capacity is 615 girls, aged 11 to 18. Pupils gain places at high-ranking universities on competitive courses. A third of the students secure Oxbridge offers with the majority heading to Russell Group universities or prestigious Art, Drama or Music Schools; and increasingly universities around the world: including the Ivy League.

In September 2016 Wycombe Abbey entered into a partnership with British Education (BE) Limited in launching a school in China. Wycombe Abbey International School, Changzhou is a coeducational boarding school for pupils aged 3-18 years which aims to bring the best of British and Chinese education to its pupils. It is the first British boarding school in China aimed primarily at educating Chinese nationals.

Students at the School benefit from a unique blend of the Chinese and British curricula from Primary school through to Middle school, including a wide range of IGCSE and A levels at Secondary school. The school benefits from the 'best of both worlds' with a majority of expatriate teachers, primarily British, who work alongside their Chinese colleagues.

Wycombe Abbey International School, Changzhou, currently has 833 students enrolled of which 479 are boarders. The exceptional variety of extra-curricular activities available sets the school apart. Each child takes part in two hours of physical activity every day and traditional British sports such as rowing and rugby have proven to be very popular with students and parents alike. The impressive array of several dozen enrichment activities on offer also extends well beyond the sports field to include a film club, a school newspaper, student radio and TEDx talks. The School is also one of ten Steinway competition centres in China.

Following the success of the school in Changzhou, Wycombe Abbey is planning to open five sister school campuses across Greater China over the next five years. In time, more than 7,500 pupils in China will be studying under the Wycombe Abbey International School brand. The majority will go on to study at leading UK universities and contribute to expanding UK-China bilateral relations.

The Department for Business and Trade helped facilitate this expansion; in particular it was instrumental in helping Wycombe Abbey get access to key Chinese government officials and decision makers necessary for the approval of new school contracts.



## Case Study

# Increasing the capacity of Hong Kong's primary schools

In response to a shortage of international primary school places, in 2013 the Hong Kong Education Bureau awarded Nord Anglia Education a school campus in the Kwun Tong District. Nord Anglia Education was the only new operator to be awarded a school site made available by the Hong Kong government owing to its track record of successfully opening new, high-quality international schools across the world and tailoring those schools' educational provision to the requirements of international parents. Nord Anglia Education was also able to provide school staff with access to Nord Anglia University, which delivers professional development and training courses to more than 250 local teachers. Following a comprehensive renovation of the existing premises, the Nord Anglia International School opened in September 2014. Drawing on more than 40 years' experience, Nord Anglia Education has created a world-class school for primary and lower secondary students that follows the English national curriculum.





# Higher education

The number of students around the globe enrolled in higher education is forecast to reach 262 million in 2025. A higher education system that delivers high employment rates amongst graduates, innovative research programmes, strong links with industry, effective recruitment of international students and competitive global rankings can be a powerful driver of a country's economic growth and development.

UK degrees are highly valued by employers globally. The UK has an outstanding reputation for the quality of its higher education, with the Quacquarelli Symonds (QS) world rankings placing four UK universities in the world's top ten.

The UK is a global leader in delivering transnational education (TNE), the provision of education qualifications from institutions in one country to students in another. It is an important and growing area of demand, in which the UK is one of the world's major providers.

The UK's higher education TNE offer has been growing in terms of both scale and importance. It is hugely diverse and UK HE providers are involved in a variety of different TNE models across different markets and levels of study. This includes online education, partnerships with local providers and overseas campuses. The UK higher education sector works in partnership with overseas governments and education institutions to understand their economy, education and training needs as well as their skills gaps.

To date, over 40 UK universities have established over 50 international branch campuses overseas, with significant presences in the Middle East, China and South East Asia.

Many countries have also sought to partner with the UK's universities to develop their own higher education provision and capacity.



## Case Study

### University of East London, Greece

The University of East London's (UEL) collaboration with Metropolitan College (MC) started in October 2011. The collaboration intended to address a demand for provision of validated UK Higher Education courses delivered in Greek, to enable students with academic ability but without English language qualifications to engage. The aim of the collaboration was to set a new benchmark for transnational education (TNE) and become the leading partnership in Greece.

The partnership has been extremely successful. In 2021/22 UEL were the top UK higher education institution in Greece by the number of TNE students (approximately 4,000), whilst MC is top of the table amongst Greek Colleges in numbers of TNE students. MC have seven campuses on mainland Greece and across the Islands delivering UEL programmes with more developments imminent.

Over 6,000 Greek students can call themselves UEL graduates, having studied across the 49 undergraduate and postgraduate programmes through this arrangement.

This partnership is generating genuine impact to advance education and society in Greece. Examples include:

In 2018/19 UEL's BSc (Hons) Psychology programme achieved British Psychological Society accreditation. This accreditation enables Greek students to become practitioners in both Greece and the UK.

UEL's BSc (Hons) Biomedical Science degree delivered in MC has been professionally accredited by the IBMS (Institute of Biomedical Science, UK), allowing its students to register with the Health and Care Profession Council, UK. In the Covid-19 crisis MC's Biomedical Scientists were at the forefront of providing clinical diagnostic services.

MC has validated a Professional Doctorate in Psychology with Counselling Practice in 2020 and in 2021 a Professional doctorate in Education. This Professional doctorate was the first practitioner doctorate degree offered in Greece, across all disciplines in the field of Psychology. This was a major step forward in educating/creating world leading professionals to contribute to an overall wellbeing of the society.

## Case Study

### DMU Kazakhstan in Partnership with EdPeritus

Discussions between De Montfort University Leicester (DMU) and EdPeritus - a global education services provider establishing higher education institutions and collaborative partnerships with government and industry leaders - commenced in 2020. It became clear that the two organisations had a close philosophical alignment, specifically around pedagogy and student experience. An agreement was reached to launch the first UK university branch campus, DMU Kazakhstan (DMUK), by September 2021.

Many Kazakh students leave the country each year to pursue their studies overseas, seeking an international educational experience to enhance their global employability. This project aimed to provide an opportunity to receive this in their own country, closely aligned with the broader Kazakhstan government's higher education strategy. The initiative received support from both British and Kazakh government officials with extensive support being provided by DBT.

This complex project was delivered within an exceptionally short timeframe during a global pandemic. As the first

UK university in the country, there was a requirement to support the development of processes for setting up institutions of this kind. Multiple stakeholders were involved at the most senior levels within various Kazakh government ministries, including the Prime Minister. Inherent trust between partners and dedicated resource for the duration of the pre-launch phase and beyond were critical to its successful delivery.

Following the September 2021 launch, the second phase of course development had taken place, and students were being offered an even wider range of international study opportunities. DMUK was developing a broad network of industrial partners in the Central Asian region to provide student internships and connect with these companies to provide CPD opportunities to their employees.

DMU has now joined the UK University Overseas Campuses Network. As part of this, it will work with the UK government to identify barriers to trade affecting overseas campuses and explore the opportunity they provide the UK to build its reputation as a science and education superpower.

The Prime Minister of Kazakhstan took the significant and highly unusual step of signing and publishing a Prime Ministerial Decree to allow the university to operate in Kazakhstan and launch the campus. The project undoubtedly impacts Kazakhstan, a trailblazing country leading transformation and reform in Central Asia. We expect, given the globalisation and the attraction of UK university education, it will continue to positively impact students as they go on to become future leaders in the region. Many see themselves as global citizens, and initiatives such as this provide a strong foundation for critical thinking and support their desire to impact the world.

DMU Kazakhstan is part of DMU's TNE strategy, which includes collaborating with overseas partners to offer programmes to students globally. DMU recently published its 'Empowering University' strategy with 'Partnerships with purpose' as one of its pillars. DMUK fulfils both key themes in this pillar, providing a regional hub from which key projects can be launched. The campus will also offer bi-direction mobility for students to gain international academic experiences through traditional exchange programmes and Collaborative Online International Learning (COIL) projects with their classmates on other campuses.

DMUK website: <https://dmuk.edu.kz/>





## Case Study

### Lancaster University Leipzig

Lancaster University (LU) was named 'International University of the Year' (The Times and The Sunday Times 2020) in recognition of its incorporation of a global learning experience to its UK-based students and of its innovative and unprecedented approach to TNE. Lancaster University Leipzig is one such an innovation, due to its location not being in more traditional source countries, but in Germany.

Lancaster University Leipzig is a pioneering initiative; it is the first branch campus of a British public university in Germany – enabling UK/European education and research post-Brexit. As such, it contributes to Lancaster University's strategic aim of globalising Lancaster's Learning, Teaching, Research and Engagement.

Lancaster University Leipzig welcomed its first cohort of undergraduate students in January 2020, weeks before the first of the Covid-19 lockdowns in Germany. With its first students due to graduate in 2023, the student population now represents over forty-five nationalities.

The majority of the staff and students lived and studied in multiple countries prior to arriving in Leipzig and most are multi-lingual. Whilst still modest in size relative to other campuses, LU Leipzig is the most cosmopolitan and diverse of any of our partner campus network.

LU Leipzig teaches foundation, Undergraduate and Pre-Masters students, and is looking forward to the first cohort of Postgraduate students enrolling in 2023.



Academics from Lancaster University UK are involved in collaborative research, with Lancaster based staff travelling to Leipzig to meet with colleagues and other Higher Education Institutions to explore potential research partnerships.

Students from LU Leipzig participated in the Lancaster University Undergraduate Research conference for the first time in 2022. This fully online event brings students from Lancaster University partner campuses together to showcase their research.

# Vocational education and training



The UK is renowned for having a long established, high quality technical and vocational education and training (TVET) model. It is a world leader in its approach to life long skills and apprenticeship development. The continued evolution of the UK TVET system provides unparalleled expertise and an opportunity for partners overseas to work with the UK skills sector to develop tailored solutions that meet current and future skills challenges.

As economies develop and industry sector change, they require more highly skilled workers. Governments and businesses are increasingly investing in vocational education and training to ensure that the skills base of its workers is resilient, flexible and future-proofed. The UK has significant proven experience developing and implementing appropriate skills systems and interventions which deliver the right level of skills in the most appropriate way.

Professional, technical and vocational education and training (TVET) focuses on transforming individuals for the world of work. It provides learners and workers with specific trade or occupational skills, as well as a raft of soft and life skills. Traditionally, TVET has supported education and training for jobs that are based in manual or practical activities, covering subjects that tend to be more hands-on than academic qualifications. The distinction between TVET and academia is being blurred by new technologies, changing labour markets and the emergence of graduate level technical skills routes. TVET is delivered in a variety of ways, including through work-based apprenticeship programmes, full or part-time study at a further education college or an independent training provider. Students gain industry recognised and accepted





national certification to demonstrate their competence and skills that is transferable across the country and across borders.

Apprenticeships in the UK reflect the skills needs of employers, built using technical expertise from industry and have a balance of practical and theoretical content. The UK operates a systemic learning approach to quality assurance ensuring that all TVET delivers high impact outcomes which drive individual and business performance.

The UK has developed a strong framework of employer engagement in skills training at all levels. From labour market intelligence, thorough standards development and curriculum design, capacity building and professional development, UK businesses are at the core of vocational training. The UK's strong sectoral approach to skills ensures that sustainable talent management

and succession planning is supported by a dynamic high performing skills eco-system.

The UK Skills Partnership (UKSP) represents all parts of the UK skills sector, covering TVET and skills providers from England, Northern Ireland, Scotland and Wales. UK Skills Partnership members include public further education colleges, independent private training providers, sector skills councils, national skills academies, awarding organisations, universities and education providers. It drives international skills development and project delivery by maximising its comprehensive technical and vocational skills offer. The unique strengths of the UK's value proposition in technical and vocational education and training makes the UK the global skills partner of choice.

## Case Study

### Lincoln College Group wins award for its International work

International work is one of the cornerstones of Lincoln College Group (LCG)'s strategy; which means wherever it operates, it has innovated programmes to meet employer need and underpin local economies.

The journey began over a decade ago in China where they now teach 1,000+ students at Sichuan College of Architectural Technology, Chengdu Polytechnic, Liaoning College and the Chengdu College of Industry and Trade. They will deliver accountancy at Guangdong Construction Polytechnic from 2020. The employer-led and industry sponsored programmes in China have inspired the approach to employer-led programmes like their UK Air and Defence College.

LCG has been operating in Saudi Arabia for over five years. Their Qatief Female College provides training to 2,000+ students and is at the forefront of the Saudi Vision 2030 by increasing the number of Saudis in employment and raising female workforce aspirations.

In Riyadh the LCG runs two colleges, the Applied Engineering College (AEC) and the College of Tourism and Hospitality. The AEC educates around 900 students to

bachelor's degree level in electrical and mechanical engineering, ICT and cyber security. They have implemented a Post Graduate Certificate of Academic Practice to develop the capability of the teaching staff and have developed a Showcase Classroom to digitally link to a similar facility in Lincoln; enabling ICT lecturers to deliver to UK FE engineering students on the Internet of Things. The Tourism and Hospitality College educates over 1,000 students to support the country's rapid growth in this sector in important areas, such as events management.

To support contracts to improve training to 12,000 students, LCG provided academic improvement consultancy to 6 further Saudi Colleges in 2019 and teaching programmes with the Ministry of Health. LCG has now taken this model to the Eastern Caribbean, where it is supporting training providers to raise aspirations in areas of high deprivation; and the experience gained by developing a sophisticated employer engagement approach in the UK has also been transferred to Romania where engineering workplace training is being established with the direct support of the Romanian Minister for Education.

## Case Study

# Culinary Arts Qualifications - Malaysia

Cilantro Culinary Academy is the first private vocational culinary and pastry academy in Malaysia to be awarded with WACS Recognition of Quality Culinary Education Award in partnership with UK awarding organisation, City & Guilds. Cilantro Culinary Academy deliver City & Guilds' global hospitality qualifications, which were developed to ensure learners are fully equipped for the modern culinary environment. They were co-created with industry experts and with Worldchefs to reflect the skills and competencies required by employers around the world.

City and Guilds have introduced digital badges as a key feature of the new Global Qualifications programme which digital. Digital badges are a secure and verifiable record of achievement. Every learner who completes their qualification now receives a digital badge in addition to their City & Guilds certificate. Cilantro Culinary Academy is the first culinary and pastry vocational academy in Malaysia to offer City and Guilds' Hybrid Vocational Online Learning Programme (HVOLP), reaching thousands of students every year.

## Case Study

# Nuclear E-Learning - global

The International Atomic Energy Agency (IAEA) needed to provide a consistent way of delivering a basic level of awareness and understanding of Nuclear Security across a broad global audience. The 'Triple Bar' concept developed by the UK Nuclear Sector in conjunction with the National Skills Academy for Nuclear (NSAN), (covering compliance, context and behaviours) was shared with the IAEA and the idea was formalised to develop a similar 'Triple Bar' approach for Nuclear Security (TBNS), to increase awareness and knowledge about the fundamentals of Nuclear Security around core concepts. NSAN project managed the development of an e-Learning programme in conjunction with subject matter experts from IAEA and a UK based e-learning development organisation. The completed TBNS e-learning comprises of 3 training modules with on-line assessment, which can be completed within 1 day. Students who achieve a pass score of 80% or higher are rewarded with a certificate of achievement. The IAEA is using the TBNS as a method of ensuring that nominated member state students have attained this basic level of awareness and understanding prior to undertaking further classroom delivered nuclear security training with the IAEA.



## Professional education and continuing professional development

The UK has a reputation for excellence in professional training, with many of its professional education and training programmes and its professional qualifications recognised internationally and used as mandatory stepping stones for those seeking to advance in their chosen careers.

The professional education and continuing professional development (CPD) offered by the UK's professional bodies and corporate training providers ensure high standards of competence in areas including business and financial services, accountancy, law,

marketing, human resources and people development, insurance, architecture and design, compliance and financial crime prevention.

The UK has more triple accredited business schools than any other country in the world and more than a third of students studying business and management in the UK come from overseas. The UK is also well regarded as a centre of excellence for corporate, executive and leadership training across a range of areas, and is experienced in working with overseas clients to deliver training tailored to their specific needs.



## Case Study

### Accountancy programmes delivered in partnership

The Association of Chartered Certified Accountants (ACCA) has had a presence in mainland China since 1988, with six regional offices supporting more than 45,000 students and members. ACCA has an extensive network of partners throughout China, including government, regulators, learning providers and employers.

20 years ago, ACCA and the Shanghai University of Finance and Economics commenced a partnership to embed the ACCA syllabus within the university's accountancy curriculum. This enables the university to deliver internationally recognised accountancy programmes that meet global standards. Universities also gain access to ACCA's extensive tuition support including train-the-trainer and global

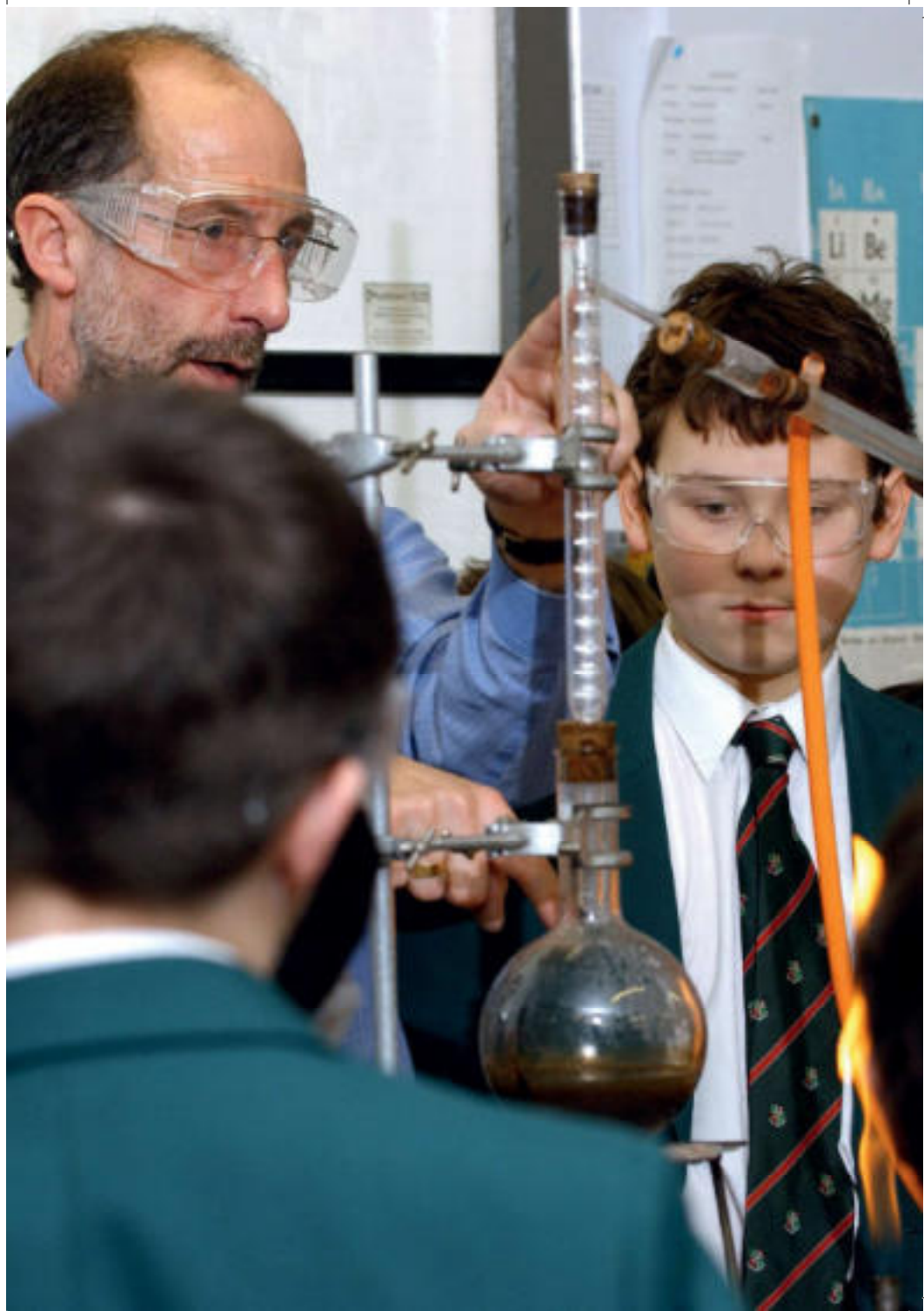
teaching conferences. Enhanced English language ability – enhancing students' international prospects – is an additional benefit.

ACCA supports its partner universities in the quality of their programmes and teaching. The ACCA syllabus also allows students to differentiate themselves in the employment market by demonstrating to potential employers that they are a complete finance professional, already on the path to completion of an internationally-recognised accountancy qualification. Following the success of this collaboration, ACCA now has similar partnerships with 88 universities across China, whose graduates have the opportunity to progress onto a Master's programme offered by UK universities.

# Employability programmes

Long-term unemployment is detrimental to individuals and communities, affecting health and well-being and holding back economic growth. Ensuring that potential employees are appropriately skilled for the positions in which they wish to work is key to reducing long-term unemployment. Successful employability providers are experienced in identifying the need for, and facilitating, a range of support for the unemployed including: skills training; advice on setting up new businesses; debt and money advice; assistance with CV writing and interview techniques; and support in addressing personal

challenges that may be impediments to work, such as addiction. The UK has an experienced and highly innovative employability sector, with a range of organisations (public, private and third sector) that are skilled in providing support and assistance to young adults and adults in finding work. Employability programme providers run education and training programmes face-to-face and online. Many also provide apprenticeships, which combine both theoretical knowledge and practical elements of education and training.







# Case Study

## Promotion of lifelong learning

The government of Turkey wants to significantly increase participation in adult learning. Cambridge Education worked with the Turkish Ministry of National Education on the “Promotion of Lifelong Learning Project” to increase employment opportunities by improving access to adult education and training and strengthening a system designed to value lifelong learning. To develop foundations for lifelong learning, Cambridge Education supported the ministry to:

- **Develop a national lifelong learning policy paper, draft legislation, national strategy and provincial action plans**
- **Raise awareness of lifelong learning in Turkey**
- **Develop qualifications relevant to social and labour market needs**
- **Develop guidelines for Recognition of Prior Learning (RPL) through which previous learning could be certificated, enabling a wider section of society to gain access to qualifications**
- **Develop a web portal to access job and learning opportunities**
- **Agree a protocol with private sector employer organisations and the Council of Higher Education to provide enterprise based training for 900 teachers and instructors and update their skills in nine sectors including electrical systems, IT, hospitality, construction and textiles**

The project was implemented across 43 of Turkey’s provinces, with more than 9,000 participants including teachers, ministry staff and social partners.



## English language training

Economies around the world recognise the importance of multilingualism in opening economic opportunities, creating jobs and encouraging investment, all of which are critical to stability and growth.

English is more than just the world's language of business, aviation, maritime, computing, media, science and medicine. It is the world's most widely spoken second language, with an estimated 1.5 billion users worldwide and is pivotal to international communication. Many organisations recognise that their employees increasingly require effective English language skills to participate in global dialogues.

English language proficiency is also important to students wanting to progress into further and higher education, increasing their chances of employment both inside and outside of their home country.

The UK is uniquely placed as the top destination for ELT learners in the world, home to the widest range of courses and quality, rigorously inspected training providers. UK English training can fulfil the needs of all age groups, from pre-school through to senior executive level.

Drawing upon the combined skills and experience of the UK ELT sector organisations, from smaller, specialist, training providers to globally recognised institutions such as the British Council, Cambridge English, Oxford University Press, Pearson, The Open University and the BBC, the UK is able to provide bespoke training at all levels in countries wishing to improve the national standards of English.

## Case Study

# Assuring the quality of English language provision



Since 2009, UK provider Bell English has quality assured the English language provision in private universities in many countries including Brazil, Mexico, China, Saudi Arabia and Spain. This approach involves expert assessors spending time at each teaching centre, gathering feedback from students and staff through focus groups and observing classes. The assessors also review the academic procedures, professional development initiatives, educational resources including textbooks and digital programmes, and the physical environment (buildings, location, accessibility, etc.).

The assessors give immediate feedback to senior managers followed by a written report which includes specific recommendations for development of the English language programmes. This quality-assurance process means each centre has a comprehensive, independent review and assessment of the quality of its teaching and learning. Centres can be confident that they are being assessed against international standards and that, after the visit, they will have clear steps identified to remedy any shortcomings and to improve their offer.

## Case Study

# English training for oil and gas

International House London was asked by the North Caspian Operating Company in Kazakhstan to provide 270 hours of focused, stimulating and challenging training in English language and cross-cultural business skills for 130 staff who needed to work in English with colleagues in the USA, UK and Italy. Using a range of techniques, including discussion and business role-play, a team of four trainers delivered practical, face-to-face classes in written and spoken business English communication skills. These classes, held in Astana, were augmented by electronic learning materials provided by International House in London, and the sharp focus of both training and materials on learner needs was very positively received.





# Special educational needs and disabilities

The potential of students with special educational needs and disabilities (SEND) can be maximised through access to schools established to cater for them, teachers trained to support students with SEND and appropriate resources and equipment tailored to meet their needs effectively.

## **Dedicated schools for learners with SEND**

In order for children and young adults with SEND to thrive, a period of focused intervention in a school with extensive expertise in a range of learning strategies for supporting such students may be of benefit. In many cases, this approach facilitates the learners' integration into mainstream education. UK schools with experience and facilities for assessing, advising on and providing for the education of learners with SEND are also utilising their knowledge to support the development of schools overseas for learners with SEND.

Resources that allow a learner to perform a task that they would otherwise be unable to do or increase the ease and safety with which the task can be performed may be useful for learners with memory or cognition problems. Resources are also available for students with learning needs including dyslexia, dyscalculia, dyspraxia and autism. The UK has been advising internationally on the needs of learners with additional or special educational requirements for more than 60 years.

## **Teacher training for SEND**

A special educational needs teacher may be specifically employed to work with children and young adults who need extra support or require an advanced programme of education in order to complete their learning successfully. A key aspect of working in this field is identifying individual needs and being responsible for creating a safe, stimulating and supportive learning environment.

## Case Study

### Developing training for African SEND teachers

Botswana, Swaziland, Kenya and Uganda wanted to increase the capacity of their teachers in mainstream pre-schools and primary schools to implement best practice in inclusive learning and teaching. To respond to this need, the University of Roehampton, working in conjunction with lead trainers from African partner institutions and Ministry of Education officials, developed, adapted and accredited locally a Professional Development Certificate comprised of three SEND and inclusion modules to support the dissemination of best practice in special and inclusive education.

The course was delivered to a target group of teacher trainers from four partner institutions in Africa. Teacher trainers, after completing the course, are now able to train pre-school and primary school teachers to better meet the needs of students with physical or learning disabilities. Furthermore, because of the networking opportunities the training provided, teachers in these countries are now better positioned to implement inclusive practices, respond to international policy declarations and initiatives, and to promote the establishment of inclusive practices in mainstream schools.





## Case Study

### Continuing professional SEND and development (CPD)

Contracted to deliver high-quality continuing professional development (CPD) to International Schools, nasen (National Association for Special Educational Needs) International has produced a series of live webinars streamed to over 30 countries to date, building on key principles of equality, neurodiversity and the social model of inclusion, as identified through a close consultation process. The resulting termly schedule explores the delivery of best practice in line with COBIS Patron's Accreditation and Compliance Standards.

This ongoing project builds towards long-term inclusion through topics including 'High-Quality Inclusive Teaching' and '5 Golden Threads for Inclusive Practice -Early Years'. Enabling leaders of inclusion to network and share best practice among member and non- member schools, the training is now in its second year and 97% of attendees "would highly recommend" it to their peers".

## Case Study

Developing teachers' skills in Egypt In 2007, the Learning Resource Center (LRC) in Cairo, Egypt approached UCL Centre for Inclusive Education (CIE), to deliver training on teaching children with SEND. The LRC provides support, education and training in SEND for teachers and was acutely aware of the need for Egyptian teachers to develop their knowledge and skills in SEND and to develop the role of SEND Coordinators (SENCOs) in schools. In collaboration with LRC, a team from UCL CIE deliver a Masters' programme in Special and Inclusive Education based on the course delivered at UCL Institute of Education but adapted to meet the Egyptian context. Since 2008, five successive cohorts have completed the programme with an average of 18 students per year. The majority of students are now SENCOs in schools.



## Early years

Covid acted as a catalyst for EdTech sector adoption. The DBT Education Sector Team, along with our international colleagues, the Department for Education, the Devolved Nations, BESA and the Early Years Alliance, continue to showcase and share the UK's EdTech capabilities and experience across

the globe with ministries and schools, including on national EdTech policies, as we see a growing appetite to recognise qualifications taught online. DBT Education Team host many of these innovative providers on our UK stands at the hugely influential, annual BETT series of shows.



## Case Study

# Early Years Alliance Members Training Programme in China



Online delivery of family support and identifying SEND sessions to nurseries surrounding Beijing. The programme covered the principles and theories underpinning the Early Years Foundation Stage, quality improvement and staff development.

Evaluation ratings showed over 9 out of 10 attendees found the session useful and 82% identified changes in practice that they would introduce as a result of the training.



## Case Study

### **Qualification teaching and assessment for Globe Garden, Switzerland**

With support from the Department for Business and Trade, The Early Years Alliance assisted Globe Garden, Switzerland towards the provision of online teaching and assessment for Levels 2 and 3 early years students across Switzerland. The support provided administration, tutoring, standardisation and moderation of coursework and skills application in the 22-23 academic year.

## Case Study

### Landau School, Baku, Azerbaijan June- July 2022

A series of support sessions to the school's team of kindergarten teachers. The programme was tailored to address areas of development the Principal had identified. These included supporting greater involvement of teaching assistants in the educational process, effective communication and a whole team approach to supporting children's development.

The programme focused on team dynamics, principles of the Early Years Foundation Stage and effective leadership.

*'I'd like to express my gratitude for the trainings you have organized for us. They were very useful for my staff. The teachers opened during these sessions and laid out their daily struggles. And it was very useful for me as a leader.'*

Landau school, Baku Early Years  
Principal



# Educational technology training provision

**In a digital age, there is a growing market for more mobile and flexible means of learning, reducing the need for physical contact with an institution or expert. Learning can also be enhanced by stimulating, relevant educational resources.**



# Educational technology

Today, 3% of the overall spend on education is spent on digital resources. This has seen a modest increase over the last 5 years. However, most industry experts believe that the COVID pandemic has rapidly increased digital adoption across the sector and positioned providers for significant growth. Education technology has moved from 'nice to have' to 'must have'. Schools, districts, local and national governments find themselves having to quickly bring themselves up to speed on EdTech policies and preparedness. The UK has also long been regarded as being at the forefront of EdTech, and this is evidenced by the fact that we are amongst the top 5 countries globally for the number of EdTech start-ups. Covid acted as a catalyst for EdTech sector adoption. The DBT Education Sector Team, along with our international colleagues, the Department for Education, the Devolved Nations and BESA, continue to showcase and share the UK's EdTech capabilities and experience across the globe with ministries and schools,

including on national EdTech policies, as we see a growing appetite to recognise qualifications taught online. DBT Education Team host many of these innovative providers on our UK stands at the hugely influential, annual BETT series of shows.

Increased use of educational technology (ICT hardware and software, management information systems and digital content) can enable organisations to reach much larger audiences from a wider range of geographical locations, reduce overcrowding in classrooms and give students more flexibility to learn when and where they want, at their own pace.

The UK's educational technology (Ed Tech) industry has created pioneering educational technology solutions with a history of competitive educational technology innovation. UK Ed Tech companies are well placed to help overseas organisations develop their educational technology capabilities to support effective e-learning.

## Case Study

### Texthelp in the United Arab Emirates (UAE)



Texthelp, based in Antrim in Northern Ireland, is an EdTech company, which has created an award-winning range of innovative software solutions that help educators and students improve literacy, maths and assessment.

In use by over 30 million users, their products range from 'Read&Write', which supports literacy, 'EquatIO', making maths digital and 'WriQ', which delivers automated marking and writing metrics.

Texthelp was a winner of the DfE/ Nesta EdTech Innovation fund and was part of an EdTech trade mission to the UAE organised by the DBT Education team. The team introduced them to various stakeholders. These included educational institutions, the Ministry of Education, school groups and educational resource distributors and agents.

As a result, Texthelp was able to secure business in the UAE with many International schools, private schools and Universities in the Gulf Cooperation Council, including the GEMS group of schools and Zayed University in the UAE.



### **ICT infrastructure**

The appropriate ICT infrastructure, including hardware and related software, can help maximise the educational experience, allowing learning spaces to be used for a range of different purposes. Technology, including that brought in by students, has an important role to play in creating these flexible learning spaces.

### **Management information systems**

The dynamic nature of education requires a fit-for-purpose management information system that enables educators and leaders to capture, store, manipulate and use information and data. The move towards cloud technology has also increased the demand for information systems with the capability to be used anytime and anywhere, with benefits including centralised communications and reduced costs of ownership. Ultimately, the right information system will help in the formulation of education policies, their management and evaluation.

### **Learning platforms**

Learning (or digital) platforms provide virtual access to classes, curriculum content and resources, homework, and assessment tools as well as acting as a social space where students and teachers interact. They also facilitate the integration of student learning data into information systems.

The UK's Open University FutureLearn platform, developed with the range of UK partners, offers a powerful way to learn online.

### **Digital resources**

UK companies are among the most innovative in developing digital learning resources for schools, colleges, universities and businesses. Lower costs and greater flexibility are encouraging companies to turn to e-learning for subjects including health and safety legislation, corporate legislation and financial regulation.

Similarly, haptic techniques – approaches that can simulate touch thereby allowing complex and delicate manual skills to be practiced virtually – are changing the way that technical expertise from surgery to plumbing can be learnt.



## Other resources

From books and laboratory apparatus to learning aids, educational resources that engage students, that can be customised to suit particular needs, and that support teachers, all enhance learning. The UK has the oldest and most highly regarded educational publishing industry in the world, consistently producing materials

which deliver high-quality learning. UK publishers have also developed a range of educational resources in digital form for all age groups and educational needs. Their expertise in digital asset management and new publishing technologies enables them to provide materials for learning anywhere in the world.



## Case Study

### English Language skills for 1m children

In a £250,000 deal, the UK Education Company EuroTalk was chosen by the Malaysian Ministry of Education to supply 3,040 primary schools in Malaysia with up to 50 copies of its English Language Learning software suite. Almost 1 million children a year benefit from EuroTalk's focussed approach and Malaysia is now their biggest market.

Having made the strategic decision to enter the export market EuroTalk began targeting Malaysia after working with the British Educational Suppliers Association and attending a British Government sponsored education trade fair and conference in Kuala Lumpur. At the same conference two years later EuroTalk's market

focused presentation attracted the attention of the Ministry of Education officials responsible for awarding this contract.

EuroTalk was then able to use the network of contacts it had built up in carefully focussed market visits, supported by the British High Commission in Malaysia, to find a delivery partner, Edict Electronics, who had direct experience of working in market. A company with an opportunity, mixed with one with market experience, proved to be a winning combination for the Ministry of Education and provides EuroTalk with a base to expand to other ASEAN nations or grow further in country.

## Case Study

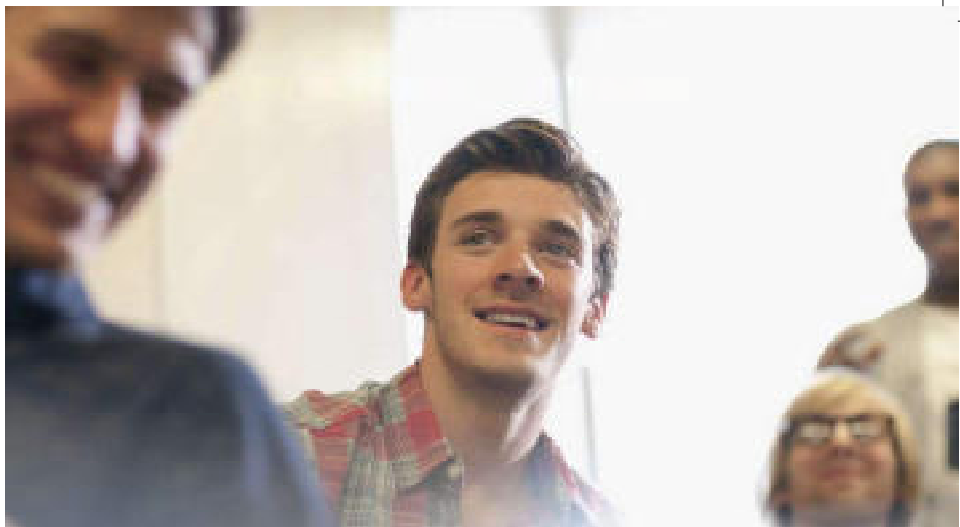
### Whizz Education, Mexico

With the Department for Business and Trade's advice and guidance Whizz Education secured major contracts as a partner for the Ministry of Education Michoacán, Mexico, opening up further opportunities in that market. The Department's support included market access advice and Trade Access Programme funding for Whizz to attend BETT (British Educational Training & Technology show) Latin

America, in Mexico. Whizz Education now delivers services in Mexico, including education programme design for raising standards in maths and teacher training on deploying innovative ICT to deliver learning outcomes. In Michoacán alone over 15,000 pupils (and growing) have benefited from individualised learning support and are achieving remarkable learning outcomes.

# Qualifications, assessment and quality assurance

**Providing curricula and qualifications appropriate for the range of learners, training, academic and employment needs of a country is pivotal to ensuring a sustainable skilled workforce. It is also essential to assess a starting point, progress and achievement in order to shape an individual's learning and drive improvement. Quality assurance and inspection systems provide independent verification of the efficacy of teaching and learning.**



### **Curriculum and qualifications**

Designing, developing and delivering curricula and qualifications that enable individual learners to progress to the next stage of their education and career, as well as giving employers the opportunity to recruit high-calibre staff, is highly specialised work.

The UK has a strong tradition of advising governments and individual institutions overseas on developing appropriate curricula as well as providing respected and trusted international qualifications.

### **Assessment**

Assessment helps to build and confirm learners' knowledge, skills and demonstratable competence throughout their courses. It also allows robust and fair judgments to be made about the quality of education institutions and drives institutional improvement. The variety of assessments available from UK

assessment organisations spans all age groups and a range of areas including numeracy and literacy, cognitive abilities, SEND needs and predictive attainment. The UK leads the world in a number of specific products to benchmark student performance, which are used extensively worldwide.

### **Inspection and quality assurance**

Inspection and quality assurance play a substantial role in the work and development of education and training institutions and have three main functions: to make clear national performance standards and targets; to guide and support all institutions in achieving them; and to assess the progress made by individual institutions in reaching them. The application of robust inspection frameworks enables education and skills providers to evaluate and improve the quality and effectiveness of their educational delivery, leadership and governance and financial management.

## Case Study

# Quality Assurance and Enhancement in the United Arab Emirates

The Quality Assurance Agency for Higher Education (QAA) is one of the world's experts in quality assurance. It is trusted by higher education providers and regulatory bodies to maintain and enhance quality and standards. In 2017, QAA was chosen to provide strategic advice to the UAE government on developing approaches to assure the quality of its university sector. The collaboration included a review of the model for institutional licensure and programme accreditation, consultation and the development of some new approaches for managing quality assurance in higher education including a new system for dealing with complaints and new programme statements. QAA's advice and guidance built on existing expertise within the UAE to develop an approach that draws on the best practice the world has to offer in higher education quality assurance.

QAA also provides opportunities for institutions in the UAE and globally to undertake the International Quality Review (IQR), an independent peer review by QAA against the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Many higher education providers in the UAE and further afield have successfully achieved QAA's international accreditation. Institutions with IQR accreditation are eligible for QAA's International Membership which provides them with the opportunity to become part of an international community of quality professionals and higher education institutions including QAA's UK members. QAA International Members benefit from informative, timely and responsive quality enhancement resources, opportunities for staff development and a programme of activities that offers opportunities to learn from international colleagues through the sharing of best international practice.

## Case Study

### In Pearson, Thailand

Pearson, the digital learning company, received an official endorsement from the Thai Government which allows BTEC qualifications to be delivered in every vocational and higher institution in Thailand, both in the public and private sector.

The pilot implementation began in December 2018 with the view to expand BTECs across 800 vocational institutions in Thailand. A delegation from the Thai Ministry of Education visited Pearson in November 2018 supported by the Department for Business and Trade, to discuss current and future plans and to sign an

agreement between Pearson, the Ministry for Education and Trade Bodies of Thailand to work together on BTEC implementation.

Within the implementation phase of BTEC, there is a range of capability and capacity development support programmes to assist organisations with developing contemporary teaching and learning and institutional quality assurance processes. Once Thai training and skills institutions meet the required quality standards, they will be granted approved status, enabling them to deliver BTECs to learners.



# Teaching and Leadership

**A strong education and training sector is founded on the talent of its teachers and leaders. Training teachers to be outstanding practitioners, supported by their leaders and governing bodies, is a key priority for any institution wanting to improve standards.**



### **Teacher recruitment**

The recruitment of well-qualified teachers and leaders can be difficult in some communities. Designing flexible routes into teaching – making it easier to attract top graduates or those wanting to change careers into the teaching profession – can help to meet this challenge. The UK has developed a range of routes into teaching, including Teach First, a dedicated teacher training scheme for high calibre graduates. This option combines leadership development and teacher training, giving applicants the chance to become an inspirational leader in classrooms that need it the most. Also available to support the development of high quality teachers is the new UK government-backed international qualified teacher status (IQTS) qualification which will be recognised by the Department for Education (DfE) as equivalent to English qualified teacher status (QTS). It will be delivered by

accredited English Initial Teacher Training providers to students all over the world.

### **Teacher training**

There is strong consensus that the effectiveness of teachers and trainers is the most important determinant of educational outcomes. It is essential that teacher training programmes, including for initial teacher training, enhanced classroom skills, vocational expertise, English language training, and leadership, are effectively established, managed and assessed.

It is also important that institutions reinforce their own capacity to train future teachers and trainers, ensuring key teaching skills are embedded. The UK has supported governments and institutions worldwide that want to develop and enhance the skills of their own teachers and trainers through "train-the-trainer" programmes.

## Leadership

Educational leaders with a strong grasp of administration (as well as their own academic specialism) are essential to the delivery of high quality education. Leaders in education need to be confident in addressing staffing issues, managing resources effectively and providing strategic vision and leadership.

To recognise the importance of strong and effective leadership in education and training, the UK has developed programmes to foster these essential skills. Teacher training programmes should also recognise that in today's rapidly changing world, training is an ongoing, not a one-off, requirement and that teachers and leaders need a comprehensive programme of continuing professional development in order to maintain their confidence and effectiveness.

## Governance

Governance plays a key role in the development of educational institutions.

Accountability, value for money, competition, stakeholder rights, new technologies and globalisation now influence the shape and direction of education and training and there is general agreement that effective progress depends on the involvement and satisfaction of all stakeholders.

The UK has long recognised that well established governance procedures significantly contribute to the raising of educational standards.





## Case Study

# Helping women leaders in higher education



In the 2020-21 academic year, Advance HE delivered a remote “She Leads” programme to female academics at the University of Bahrain which saw female leaders from across the Kingdom join together to take part in this innovative and forward thinking development initiative.

“She Leads” focuses on the key leadership skills that are vital for women to be able to thrive in higher education. Women have been taking on more leadership roles in higher education in Bahrain (and the wider academic world) but this comes with challenges as they seek to make their mark in roles traditionally the preserve of men.

The “She Leads” programme aims to develop the skills needed to overcome these challenges including communication, strategic thinking and influencing others, whilst at the same time developing a sense of community, allyship and a shared understanding of what makes excellent female leadership.

Each workshop invited a speaker to reflect on their career journeys, their strengths and weaknesses, their values, possible challenges they have faced during those journeys, and their views on the future role of female leaders. The third session in particular included a panel discussion in which three prominent leaders representing the Supreme Council of Women, the Ministry of Education, and the University of Bahrain shared their experiences and views on power, work politics, and influence.

Advance HE’s experience in delivering women in leadership programmes, such as Aurora, led to the delivery of a series of interlinked webinars for up to 40 female leaders from across Bahrain including Heads of academic departments, administrative divisions and research institutes. Similar programmes have been delivered in South Africa, Uzbekistan and the wider MENA region.

## Case Study

# Coventry University and El Sewedy Education, Egypt

A multi-disciplinary education hub was launched in September 2019 with Coventry University and El Sewedy Education working together to bridge the gap between business, academia and society whilst encouraging a culture of innovation.

At the time of the launch, Coventry University Vice Chancellor, Professor John Latham CBE, said “Our Transnational Education Collaborations are a key part of how we’re contributing to education around the world. Through The Knowledge Hub we’re working with El Sewedy Education to open the door for young people to experience the excellent teaching and learning environment for which Coventry University has been renowned for.

The Knowledge Hub launched with a range of four year bachelor degrees in subjects spanning Engineering and Media and since that time the course portfolio has continued to develop in line with emerging demand in Egypt. There are now over 1000 students studying for Coventry University

awards at the purpose built campus located in the new administrative capital area of Cairo.

In line with Coventry University’s and El Sewedy Education’s shared ambition, The Knowledge Hub has leveraged links with industry to undertake work placements and experiences; and an active programme of guest lectures featuring industry leaders is helping to prepare students for life after graduation.

Student mobility is actively encouraged with transfer options to the University’s main campus encouraged, as well as the opportunity for Coventry University students in the UK to spend time in Egypt.

Bringing an innovative approach to learners around the world is a key part of Coventry University’s vision and growth and The Knowledge Hub exemplifies Coventry University’s approach to academic collaboration, which seeks to provide wider benefits to student and the economies of the countries in which the university operates.

# Supporting educational delivery



### **Construction**

The UK recognises the importance of having inspiring places for students to learn and teachers to teach. To increase capacity within educational institutions effectively, it is important to consider factors including capacity planning, costs and timescales, the focus of the proposed institution and programme management. The UK is internationally renowned for its expertise in Educational Sustainable Development, boasting world-class companies at the forefront of the design and construction of educational establishments suitable for the 21st century and beyond.

### **Furniture and specialist equipment**

Robust standards in furniture and specialist equipment ensure that learning spaces are flexible and allow all learners (including those who are disabled or have additional needs) to access all activities effectively and safely. The UK has extensive experience in providing specialist equipment for the education and training sector.

### **Facilities management**

Effective facilities management is vital to the success of any educational organisation. Facilities managers contribute to the delivery of strategic and operational objectives as well as providing a safe and efficient learning environment. They have extensive responsibilities for maintaining and developing a range of services including property strategy, space management, communications infrastructure and contract management. The UK is able to maintain, and train others to maintain, traditional estates and brand new, state-of-the-art premises to the highest standards of safety and appearance.

### **Educational consultancy**

UK consultancy firms have significant experience in developing and evaluating approaches to delivering education and training within national and regional education systems. They can provide a range of services including developing new organisational structures, project planning and business modelling.

UK consultants and other education organisations are well placed to help overseas governments and institutions consider the requirements of integrating new, or evaluating current, educational systems and supporting the implementation of change.

### **Professional services for the education sector**

Educational leaders require professional services firms with particular expertise in advising education and training organisations to support them in times of change and opportunity resulting from government policy initiatives, financial pressures, technological advances, etc.

UK banks, accountants, tax specialists, corporate finance advisers and law firms have significant expertise in the field of education and training, enabling them to craft practical solutions that respect the reputational and other complex stakeholder issues unique to the international education sector.







## Case Study

### Specialist equipment

In 2020, Eagle Scientific Ltd worked in Kano, Nigeria to design and equip a world leading vocational training centre.

The project was executed in a turnkey fashion, where Eagle Scientific wrote the equipment lists, consulted with the architect on building design, provided and installed the technical equipment, and assisted with the recruitment and training of the teaching staff. The resulting training centre contains over 20 workshops in such diverse fields as automobile maintenance, catering and renewable energy installation. The quality of the centre is attested by the fact its ongoing operations have been sponsored by the Dangote foundation.

Eagle Scientific has more than 40 years of experience in the equipping of facilities for the technical, vocational and tertiary education sectors, participating in many large projects in Africa and the Middle East. They also operate in other sectors, where recent projects include refurbishing a hospital in Somaliland and equipping a vaccine research laboratory in the Niger Delta. Eagle Scientific has also been involved in curriculum development and accreditation processes, and can offer a holistic approach to the procurement process.

# Financing education projects

**The design, construction and equipping of a new school, college or university campus (buildings and infrastructure) can involve major capital expenditure and can lead to short-term pressure on budgets.**



UKEF offers a range of products to support exports, including the General Export Facility (GEF), which provides a partial guarantee to a UK exporter's bank to help the exporter gain access to trade finance facilities.

UKEF's guarantee can unlock working capital to support business growth:

More flexibility – no need for a facility tied to a specific export contract.

Greater certainty – non-contract specific facilities allow exporters to focus on their overall growth without worrying whether an export opportunity will be deemed supportable or not.

Improved accessibility – UKEF has provided delegated authority to participating banks for up to £5 million per UK exporter.

UKEF can also support sovereign buyers and international large corporates with finance, loans and insurance to make their projects happen, provided they commit to procuring from the UK supply chain. UKEF offers competitive terms and provides overseas project sponsors with attractive long-term financing.

Learn more about UKEF's products:

<https://www.ukexportfinance.gov.uk/products-and-services/>

UKEF regularly supports finance for export projects in sectors such as healthcare, office buildings and hotels, and is keen to support UK companies involved in the education sector.

The UK also has considerable expertise in other ways of mobilising project finance for public sector programmes, including by public private partnerships.



Further information on UKEF's range of products and services can be found at <https://www.ukexportfinance.gov.uk/>



A background image showing several people in a meeting or classroom setting. Their hands are raised, suggesting an interactive session. The lighting is warm and slightly blurred, focusing on the hands in the foreground.

## Further information

For general information or to discuss your requirements, please contact the Education sector team, Department for Business and Trade at [DIT-education@trade.gov.uk](mailto:DIT-education@trade.gov.uk)

Alternatively, for further advice and to contact your local Department for Business and Trade team, please visit our website: <https://www.great.gov.uk/>



**GREAT**  
BRITAIN & NORTHERN IRELAND

**The UK Government's Department for Business and Trade**

**Legal disclaimer**

Whereas every effort has been made to ensure that the information in this document is accurate, the Department for Business and Trade does not accept liability for any errors, omissions or misleading statements, and no warranty is given or responsibility accepted as to the standing of any individual, firm, company or other organisation mentioned.

**© Crown copyright 2023**

You may re-use this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence.

**To view this licence, visit [nationalarchives.gov.uk/doc/open-government-licence/version/3/](https://nationalarchives.gov.uk/doc/open-government-licence/version/3/)**

Where we have identified any third party copyright information in the material that you wish to use, you will need to obtain permission from the copyright holder(s) concerned.

**Published by  
Department for Business and Trade**

**March 2023**



**UK Government**