BRITISH COUNCIL

Core skills in action

Core skills

To be fully prepared for life and work in a global economy, young people must develop the right skills. Building on internationally recognised frameworks, the British Council is championing the development of these six core skills alongside subject knowledge.

- **Critical thinking and problem solving** – promoting self-directed thinking that produces new and innovative ideas and solves problems; reflecting critically on learning experiences and processes and making effective decisions.
- **Collaboration and communication** – fostering effective communication (oral and written); actively listening to and engaging with others in diverse and multi-lingual environments and understanding verbal and non-verbal communication; developing the ability to work in diverse international teams, including learning from and contributing to others' learning, assuming shared responsibility, co-operating, leading, delegating and compromising to produce new and innovative ideas/solutions.
- **Creativity and imagination** – promoting economic and social entrepreneurialism; imagining and pursuing novel ideas, judging value, developing innovation and curiosity.
- **Citizenship** – developing active, globally aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue; developing an understanding of what it means to be a citizen of their own country and their own country's values.
- **Digital literacy** – developing the skills to discover, acquire and communicate knowledge and information in a globalised economy; using technology to reinforce, extend and deepen learning through international collaboration.
- **Student leadership and personal development** – recognising the importance of honesty and empathy; recognising others' needs and safety; fostering perseverance, resilience and self-confidence; exploring leadership, self-regulation and responsibility, personal health and wellbeing, career and life skills; learning to learn and lifelong learning.

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Foreword

Mark Herbert, Director Schools and Skills

Since the adoption of the Sustainable Development Goals in 2015, countries around the world have reflected on their progress towards creating high quality, inclusive and equitable school systems[1] that support young people to develop the knowledge, skills and values to live and work in a globalised economy and to contribute responsibly both locally and globally. This has inevitably led to a focus on curricula and how effectively they deliver what young people need to thrive.

In the same year, the British Council, in partnership with the Department for International Development, launched a new Connecting Classrooms programme. It included support for teachers and school leaders to integrate core skills into their curriculum. These core skills – citizenship, critical thinking and problem solving, digital literacy, collaboration and communication, student leadership, and creativity – align with our purpose and values as the UK's cultural relations organisation in terms of developing young people who can, for example, communicate effectively across borders, critically question and analyse information they receive online and think creatively about how to tackle some of society's inequalities.

However, there have been times when this focus on skills has meant our work has been misunderstood. Are we suggesting, for example, that knowledge is less important than it once was? The answer to this question is an emphatic 'no'. In fact, our work significantly contributes to the development of a young person's knowledge of different countries' history, geography, religion and language, and this is as it should be. Our belief is that knowledge is the foundation for learning, and developing pedagogy in relation to core skills therefore cannot come at the expense of the development of knowledge and, indeed, mastery.

As Catt Scutt points out in her excellent chapter on the role that research can play in creating a world-class curriculum, there have been some unhelpful debates which have led to a false dichotomy between skills on one hand and knowledge on the other, suggesting that in some way, schools and teachers need to choose between the two. The reality is that this is simply not the case. Knowledge and skills are intimately connected and one cannot exist without the other. Skills cannot be developed in a vacuum; they are almost always domain specific, are underpinned by knowledge of that domain and need to be taught explicitly and deliberately.

As we moved forward into a new Connecting Classrooms programme across over 30 countries in 2018, the importance of progression in relation to these core skills became increasingly apparent to us. For example, teaching collaboration to a very young child may well focus on the vital skill of taking turns whereas when teaching a 16-year-old it might focus on evaluating team performance and influencing others. There is clearly a significant difference in terms of the complexity and sophistication of what is being taught but could we confidently say that we could name, and then know how to teach, all the steps in between?

This is why we are delighted to be working with the Skills Builder Partnership and you can read more about their approach to identifying and assessing core skills in Tom Ravenscroft's chapter in this publication. This 'missing piece', as Tom rightly identifies it, is forming a fundamentally important and exciting new strand to our work.

In this, our fourth publication in the series focusing on core skills development, you can also read about our work in Enterprise Education where students are using a number of core skills to support them in taking their next steps after school, whether that is in terms of continuing studies, finding a job, launching a business, or being engaged as an active citizen locally, nationally or internationally. In addition, you can read several examples from a number of countries and settings that bring this work to life around a range of core skills. We hope these will provide stimulation for further debate and reflection.

1. UNESCO Sustainable Development Goal 4.

The role of research in creating a world-class curriculum

Cat Scutt

Recent years have seen a resurgence of interest in curriculum, with rapid curriculum reform taking place in many countries around the world, often driven by perceptions of changes in the skills and knowledge children and young people need to thrive both in and beyond their time in education. In England, a renewed focus by the schools inspectorate, Ofsted, on curriculum – through three strands of intent, implementation and impact[2] – has also encouraged many schools to revisit and reflect on the curriculum decisions they are making.

This reflection on curriculum is occurring, in many cases, alongside a growing interest in research evidence and how this might inform the decisions made by individual teachers, by whole schools and at system and policy level.[3] But how do these two areas of interest converge? What role does research play in developing and implementing a powerful curriculum?

Understanding curriculum

In order to consider this question, we need to start with a clear understanding of the breadth of things that can be encompassed by the notion of 'curriculum'. Priestley notes that while at its simplest the term simply means a 'course of study', it is used more widely to encompass the totality of the learning experience in school. He also writes that it is intrinsically linked with assessment and pedagogy, with pedagogy for example being part of the 'how' of the curriculum.[4] This means that in order to understand and make decisions about curriculum, we need to draw on research from far wider domains than just those directly related to curriculum itself.

Approaches to curriculum are often highly contentious, for example there is substantial debate about the relative importance of knowledge versus skills.[5] These debates are underpinned by more fundamental positions on the purpose of education and the outcomes we value for children and young people. Research, then, will not provide us with a 'silver bullet' for how we should design a curriculum or what we should prioritise, but it can help us to reflect on different positions and possibilities.

The areas explored below, while far from a comprehensive overview of the relationship between research and curriculum, provide a snapshot of the kinds of areas where research might provide useful insight and highlight the ways in which an understanding of research evidence is critical in informing the creation of a world-class curriculum.

The content of the curriculum

By necessity, designing a curriculum – whether at a national level, within a school, or within a department or year group – involves making decisions about what should or should not be included, as well as when it should be and how much time should be spent on it. This spans decisions about what subjects are included in the timetable, to decisions about the sequencing of topics in science, and decisions about which authors are covered in English literature lessons, for example.

These decisions will be informed by a wide range of factors, from philosophical drivers such as a desire to cover 'the best which has been thought or said'[6] or an aim to include rich, diverse perspectives,[7] to more practical issues around cost, take-up

2. Ofsted (2019) *School Inspection Handbook*. London: Office for Standards in Education, Children's Services and Skills.
3. Coldwell, M, Greany, T, Higgins, S, Brown, C, Maxwell, B, Stiell, B, Stoll, B, Willis, B and Burns, H (2017) *Evidence-Informed Teaching: An Evaluation of Progress in England*. Research report. Department for Education.
4. Priestley, M (2019) Curriculum: Concepts and approaches. *Impact* 6: 5–8.
5. Oates, T (2018) Skills versus knowledge: A curriculum debate that matters – and one which we need to reject. *Impact* 4: 16–17.
6. Arnold, M (1869) *Culture and Anarchy: An Essay in Political and Social Criticism*. Oxford: Project Gutenberg.
7. Alexander, C and Weekes-Bernard, D (2017) History lessons: Inequality, diversity and the national curriculum. *Race, Ethnicity and Education* 20/4: 478–494.

and staffing. But many of these decisions can also be usefully informed by recourse to research and educational theory.

One of these areas is the debate between aiming for relevance to pupils' lives (or future lives) and a need to ensure that education takes pupils beyond their own sphere of experience, developing their 'cultural capital'[8] and providing all pupils with 'powerful knowledge'.[9] Neither idea is without contention. The idea that what is learned in schools must be 'useful' risks being aligned to a rather narrow perspective of the purpose of education, while the idea of 'cultural capital' opens up all sorts of questions about the whole concept of culture and whose culture is valued.[10]

Another argument for the importance of curriculum content being relevant to pupils is that this will increase their engagement in their learning, but again, this is not without contention. Lawson and Lawson suggest that engagement is formed of a range of factors relating to student agency, peer and family influences, and the organisational structures and cultures of school.[11] Boxer[12] meanwhile, drawing on self-determination theory,[13] has argued that one of the main factors in pupils' motivation may be the extent to which they experience success in their learning and feel confident and competent in a subject; which perhaps suggests a rather different focus if engagement and motivation are the aim. There are no easy answers here, but an awareness of the debate is key in enabling decisions to be made thoughtfully.

An understanding of cognitive science and how children learn can also help us make decisions about the sequencing of content and how we seek to create connections within and between subject areas. The importance of revisiting key ideas repeatedly, spaced over time, in order to embed them in the long-term memory has given rise to 'spiral' approaches to curriculum[14] which explicitly aim to return to and deepen understanding of key principles across longer periods. This methodology, along with the planning of distributed practice,[15] are examples of where curriculum and pedagogy become intertwined.

An understanding of the limitations of working memory, the need to activate prior knowledge, and the ways in which schema are formed, can influence the order in which we plan to introduce new content and the pace at which we do so.

Making connections between different areas of learning is powerful, but we need to take care to ensure this is meaningful, and that in aiming for thematic or cross-curricular learning approaches, we don't end up forcing artificial links between themes or undermining the coherence of individual subjects. While head teacher Clare Sealy's example of this going wrong, with a history teacher trying to link to a theme of colour through a study of the Black Death, is clearly extreme, the point is well made; cross-curricular links need to be carefully considered and constructed.[16]

Outcomes and assessment

The outcomes we aim for in education are inherently linked to our vision of the purposes of education. While developing children's cognition is fairly universally accepted as one of the main goals of education, aspects such as the importance we place on children's happiness, and explicit or implicitly held beliefs about whether education's main purpose is to prepare children for the world of work, for example, naturally influence the outcomes we might seek to prioritise. These desired outcomes themselves influence both curriculum and assessment decisions, although the relationship is not always straightforward.

8. Gove, M (2013) The Progressive Betrayal, speech to the Social Market Foundation, 5 February 2013. Available online at www.smf.co.uk/michael-gove-speaks-at-the-smf/ (accessed 22 July 2019).
9. Young, M (2011) What are schools for? In: Daniels, H, Lauder, H and Porter, J (eds) (2011) *Knowledge, Values and Education Policy.* London: Routledge, 10–18.
10. Yosso, TJ (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education* 8/1: 69–91.
11. Lawson, M and Lawson, H (2013) New conceptual frameworks for student. Engagement research, policy, and practice. *Review of Educational Research* 83/3: 432–479.
12. Boxer, A (2019) What is the best way to motivate students in your subject? *Impact 5:* 10-11.
13. Ryan, R and Deci, E (2000) Self-determination theory and the facilitation of intrinsic motivation, social development, and wellbeing. *American Psychologist* 55/1: 68–78.
14. Johnston, H (2012) The spiral curriculum. Research into practice. ERIC. Available online at: https://eric.ed.gov/?id=ED538282
15. Benjamin, AS and Tullis, J (2010) What makes distributed practice effective? *Cognitive Psychology* 61: 228–247.
16. Sealy, C (2017) The 3D curriculum that promotes remembering, Primarytimerydotcom. Available online at: https://primarytimery.com/2017/10/28/the-3d-curriculum-that-promotes-remembering/

In terms of assessment, for example, it would seem logical that what we seek to assess should be intrinsically linked to the outcomes we have defined as important. However, there are challenges here. Sometimes, it may be that we instead assess those things that can be most easily and robustly assessed, and which provide a useful indicator of learning – and these remain, in many cases, measures of academic attainment.

Other things may still be considered valuable and desirable outcomes – for example creativity – but it may be less clear whether or how this can be usefully or accurately assessed. Some headway has been made in this area, such as in Bill Lucas and colleagues' work on assessing creativity specifically[17] and in the kinds of approaches outlined elsewhere in this publication to assessing skills more generally. It could be argued that schools should be focused on these outcomes for their own sake rather than because they are to be assessed, which leads to the question of whether it is desirable to try to assess them, or if any such attempts risk instead driving unhelpful practices in schools; the introduction of high-stakes assessment can lead to a narrowing of the focus of the curriculum, or to 'teaching to the test'. The role of formative versus summative assessment is worthy of consideration here.

The relationship between knowledge and skills

A similar tension exists in the relationship between desired outcomes and curriculum. As has already been noted, much debate exists around 'knowledge' or 'skills'-based curricula. Polarised caricatures of each side of this debate might suggest that:

- Those who believe in a skills-based curriculum think that pupils don't need to learn facts any more, and think pupils should discover things for themselves and solve complex problems through a process of inquiry learning, in groups, with the teacher acting as a 'coach' or 'facilitator'.
- Those who believe in a knowledge-based curriculum only value academic outcomes and want pupils to learn long lists of facts, with the teacher lecturing at the front while pupils sit silently in rows.

Of course, curricula in reality are rarely quite as binary as this, and such a distinction is often problematic, unhelpful and risks ignoring the relationship between the two, while also conflating questions of outcomes with questions of curriculum, and even the pedagogical approaches used to develop them. For example, just because we want our pupils to leave school able to solve problems, this does not mean we need to schedule problem-solving lessons into the timetable, nor that all lessons should follow an inquiry learning model. Research around cognitive load theory suggests that novice learners benefit most from explicit teaching,[18] although once they are more experienced – or so-called 'expert learners' – an expertise reversal effect has been observed,[19] which suggests that these learners may benefit more from less guided instruction.

Fundamentally, the debate about knowledge and skills is less about whether each is important – most teachers would recognise that both have value – and more about how we actually develop them. Research can play a key role in informing decisions here, too. For example, the role that knowledge plays in underpinning the development of skills has been well established, not just in the work of Hirsch[20] and similar proponents of the importance of knowledge, but also in popular – but often misused or misunderstood – models such as Bloom's taxonomy.[21] Bokhove and Campbell have argued that rather than this suggesting that knowledge represents lower order – and hence less important – thinking, it instead represents the foundation necessary for all other areas.[22] Critically, research also suggests that skills such as problem-solving or critical thinking are domain specific[23] and are underpinned by knowledge of that domain.[24] As such,

17. Lucas, B (2016) A five-dimensional model of creativity and its assessment in schools. *Applied Measurement in Education* 29/4: 278–290.
18. Clark, RE, Kirschner, PA and Sweller, J (2012) Putting students on the path to learning: The case for fully guided instruction. *American Educator* 36/1: 6–11.
19. Kalyuga, S and Renkl, A (2010) Expertise reversal effect and its instructional implications: introduction to the special issue. *Instructional Science* 38: 209–215.
20. Hirsch, ED (1988) *Cultural Literacy: What Every American Needs to Know.* New York: Vintage Books.
21. Bloom, BS (ed) (1956) *Taxonomy of Educational Objectives: The Classification of Educational Goals, by a Committee of College and University Examiners. Handbook I: Cognitive Domain.* New York: Longmans, Green.
22. Bokhove, C and Campbell, R (2020 forthcoming) Reviving Bloom's taxonomy. *Impact* 8.
23. Tricot, A and Sweller, J (2014) Domain-specific knowledge and why teaching generic skills does not work. *Educational Psychology Review* 26/2: 265–283.
24. Willingham, D (2010) *Why Don't Students Like School?* San Francisco, CA: Jossey Bass.

aiming to develop these as discrete skills which can be transferred seamlessly from one subject area to another may be misplaced effort.

When it comes to pedagogical approaches, we need to be clear in the distinction between desired outcomes and selected approaches. For example, we may want pupils to be able to collaborate effectively when they leave school, but developing pupils who can work well together might involve explicit teaching, modelling and deliberate practice of groupwork, before moving on to collaboration through carefully designed tasks with clear goals and shared accountability.[25,26]

It is not just the question of knowledge versus skills where research may provide useful food for thought. It may help us to understand the relationship between different curriculum or pedagogical approaches on a whole range of short- and long-term outcomes, such as the breadth of areas considered and measured in PISA tests.

Teacher expertise

Underpinning all of the areas discussed here is a critical need for teacher expertise and confidence. Of course, we know that teachers' subject knowledge (and in particular their knowledge of the particular areas they are teaching, and the most useful analogies and examples to use, common misconceptions and more) plays a core role in their teaching effectiveness.[27] But the complexity of the decision making involved in how a curriculum is designed and how it is delivered is clear, and this means teachers understanding the key debates, considerations and evidence, and them being at the heart of a dialogic process of curriculum making.[28]

25. Kramer, WS, Thayer, AL, and Salas, E (2013) Goal setting in teams in: Locke, EA and Latham, GP (eds) *New Developments in Goal Setting and Task Performance.* New York: Routledge, 287–310.
26. Nokes-Malach, TJ, Richey, JE and Gadgil, S (2015) When is it better to learn together? Insights from research on collaborative learning. *Educational Psychology Review* 27/4: 645–656.
27. Coe, R, Aloisi, C, Higgins, S and Major, LE (2014) What makes great teaching? Review of the underpinning research. Sutton Trust, October 2014. London: Sutton Trust.
28. Lambert, D and Biddulph, M (2015) The dialogic space offered by curriculum-making in the process of learning to teach, and the creation of a progressive knowledge-led curriculum. *Asia-Pacific Journal of Teacher Education* 43/3: 210–224.

The competency-based curriculum journey in Kenya

Dr David Njeng'ere

In 2016, the United Nations (UN) rallied leaders from 193 countries of the world, including Kenya, to come together and plan for the future. They adopted 17 Sustainable Development Goals (SDGs) that should be achieved by 2030. SDG 4 calls for inclusive, equitable, quality education that promotes lifelong learning opportunities for all, and emphasises that no child should be left behind. In addition, the SDGs state that every person should have the opportunity to acquire the knowledge and skills necessary to thrive in the modern world.

The adoption of the SDGs coincided with the time when Kenya was planning major curriculum reforms that would have far-reaching implications on their entire education sector, including the structure of basic and tertiary education, and training. The need for the reforms was triggered by, among other things, enactment of a new Constitution in 2010; development of Vision 2030, which is the country's development blueprint and whose achievement is anchored on education as a key enabler; development of the East African Community Framework on Harmonization of Education Systems and Curricula; a summative evaluation of the primary and secondary schools curricula; and a national curriculum needs assessment conducted by the Kenya Institute of Curriculum Development (KICD).

Curriculum development is conceptualised by IBE-UNESCO as an iterative process involving a range of stakeholders.[29] In the Kenyan case, the reform process was triggered by a summative evaluation of the primary and secondary curricula conducted by the KICD in 2009. The evaluation revealed that the curriculum was too rigid, and only favourable for learners who achieved the necessary grades for eligibility to tertiary and university education and training. As evidenced in Figure 1, less than a quarter of the students graduating from secondary school education have the necessary qualifications for entry into tertiary and university education and training, with the rest scoring a D+ or below.

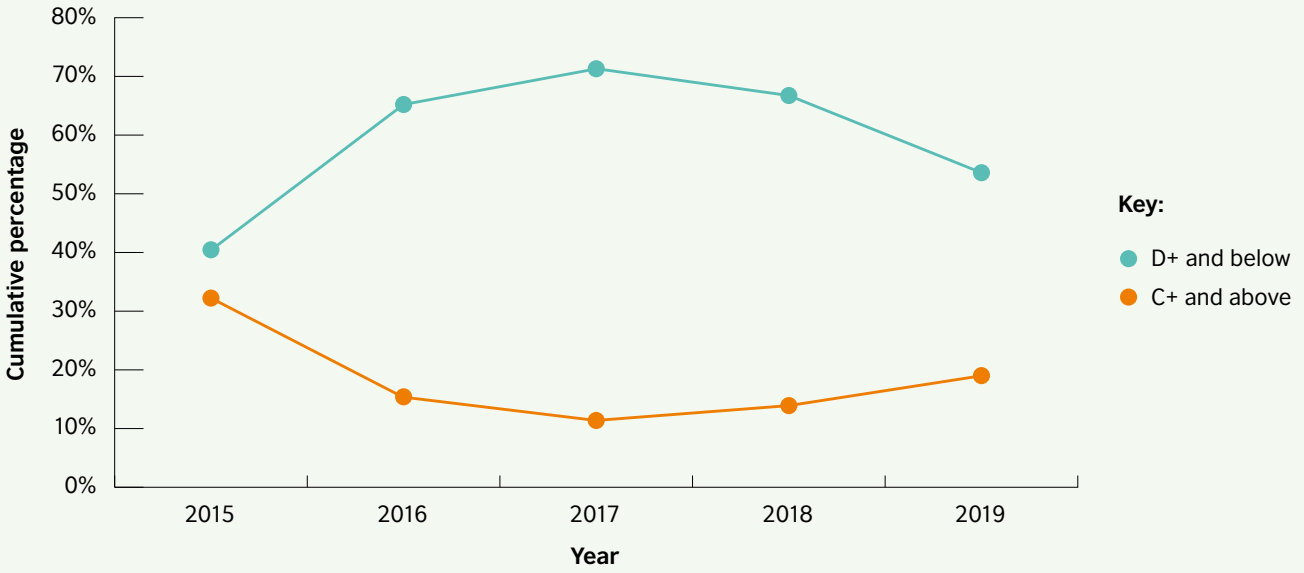
One explanation for this dismal performance by the majority of learners is the rigid curriculum, which requires all candidates to take five compulsory subjects: mathematics, English language and literature, Kiswahili language and literature, and at least two science subjects. This leaves all candidates with a choice of only two other subjects that might be aligned to their career interests. If a learner is weak in any of the five compulsory subjects, the system brands them a failure. For Kenya to achieve the SDGs' aspiration of leaving no child behind, there was a clear need to conceptualise and design a curriculum that would strengthen learner outcomes in these five mandated subjects, while also creating the flexibility to accommodate the broader aptitudes and interests of learners.

The summative evaluation reports also revealed that the curriculum did not provide any opportunities for the development of those values and competencies which are essential for producing learners who are competitive at national and global levels. This pointed to the need for reforms. The findings of the summative evaluation coincided with constitutional change, and in 2010, the government appointed a task force to align the Constitution to the education system and Vision 2030.[30] The task force recommended, among other things, that the education system needed to be reformed to create a structure that would allow for specialisation in senior secondary school, and a competency-based curriculum (CBC) which would equip learners with the necessary knowledge, skills and attitudes.

The country starting gearing for the reforms in 2015 with the appointment of a National Steering Committee, chaired by the Cabinet Secretary for Education. The Committee drew its membership from all major education stakeholders, including religious organisations, teacher unions, officials of the Ministry of Education, the Kenya National Examinations Council,

29. UNESCO International Bureau of Education (2018) *Training Tools for Curriculum Development – A Resource Pack*. Geneva: IBE-UNESCO
30. Republic of Kenya (2012) *Task Force on the Re-Alignment of the Education Sector to the Constitution of Kenya, 2010*. Ministry of Education. Available online at: http://vision2030.go.ke/inc/uploads/2018/05/Re-Alignment-Education-Sector..pdf

Figure 1: Grade summary for the Kenya certificate of secondary education (KCSE) from 2015 to 2019



the Quality Assurance and Standards Directorate, industry, universities, teacher training institutions, the Kenya Private Sector Alliance, and many other state and non-state actors. The mandate of the committee was to provide leadership around the conceptualisation of the reforms and to act as the forum for stakeholder consultations. At the same time, the Ministry of Education initiated the development of a Curriculum Reforms Policy. This would help provide the policies and strategies which the government would implement to facilitate the reforms. In 2016, the KICD undertook a national Needs Assessment Study (NAS), whose findings would inform the reforms.[31] The NAS confirmed the need for major reforms and the report was presented at a national stakeholders forum, which recommended that the KICD should develop a basic education curriculum framework.

In the same year, the KICD in collaboration with national stakeholders and supported by partners such as the International Bureau of Education (UNESCO) and the British Council, developed a Basic Education Curriculum Framework.[32] The Framework provides the background to the reform process: the vision and mission of the reforms; the core competencies to be achieved in basic education; the structure of basic education; the guiding principles; the learning areas for each level of basic education, including for learners with special needs in education; the theoretical underpinning of the reforms, particularly affecting the pedagogical practices appropriate for the competency-based curriculum approach; and the competency-based assessment principles and practices to be adopted for the reformed curriculum implementation.[33]

The Basic Education Curriculum Framework was presented and adopted during the National Stakeholders Conference on Curriculum Reforms in 2017. The conference recommended that the KICD should proceed to develop the curriculum for early years education and pilot it in selected schools in all the 47 counties in Kenya. This was achieved between March 2017 and December 2018.

Challenges and mitigation

1. Tensions among primary stakeholders

IBE-UNESCO observes that curriculum reforms are usually characterised by tensions and dilemmas. In Kenya, although all primary stakeholders had participated in the reform process from the outset, one of them distanced itself from the process and opposed it vehemently. In mitigation and to avoid a snowball effect, the Ministry of Education undertook a thorough analysis of all the issues raised by all stakeholders.

First, the Ministry acknowledged that instructional materials had not reached all the schools and redressed this immediately. Second, the Teachers Service Commission, in conjunction with the KICD and the Kenya National Examinations Council (KNEC) improved the teacher capacity development programmes. Further, the Ministry organised county dialogues in each of the 47 counties to sensitise all stakeholders at a grassroots level on any aspects of the reforms that had been misunderstood.

2. Grade 3 assessment

In accordance with the Basic Education Curriculum Framework which recommends the adoption of formative assessment to entrench assessment as part of the learning process, the KNEC prepared a Grade 3 School Based Assessment (SBA).[34] The test would be developed by the KNEC, but administered, scored and feedback provided to learners by the teachers. Schools would then upload the scores to a KNEC online portal. The KNEC would then analyse the learners' achievement of the competencies prescribed by the curriculum and give a report at a national level. This would inform all stakeholders on general areas that required action, but the KNEC would issue reports for individual learners, schools and counties.

Because of the country's past experience with high stakes examinations, most stakeholders were suspicious, thinking that the Ministry of Education would use learners' performance in the Grade 3 assessment to determine who would

31. Kenya Institute of Curriculum Development (2016) National Needs Assessment Reports for CBC. KICD. Available online at: https://kicd.ac.ke/curriculum-reform/need-assessment-reports-for-cbc/
32. The first draft of the Framework was developed in 2017 and revised in 2019.
33. Kenya Institute of Curriculum Development (2019) Basic Education Curriculum Framework. KICD. Available online at: https://kicd.ac.ke/curriculum-reform/basic-education-curriculum-framework.
34. Grade 3 is the end of early years education in the new structure of basic education.

proceed to Grade 4. To mitigate this, the Ministry and the KNEC mounted a national sensitisation campaign on the fact that the Grade 3 assessment would be criterion-referenced, and that the results would not be used to determine transition to Grade 4.

3. Adoption and development of pedagogical practices

Tabulawa argues that pedagogy is one of the most challenging education reform issues.[35] The bridge between the planned and achieved curriculum is pedagogy. If teachers fail to adopt the appropriate pedagogy, then the best planned curriculum cannot achieve its intended goals. In Kenya, the competency-based curriculum strongly recommends the adoption of learner centred, inquiry-based pedagogy. Anecdotal evidence reveals that this is a major paradigm shift which is starting to gather momentum across the country. The KICD plans to undertake a formative evaluation of the implementation of the curriculum in early years education, which will provide scientific evidence of the extent to which teachers have adopted appropriate pedagogical approaches and methods.

A critical area that will require attention is that of empowering teachers and instructional materials developers to produce appropriate learning experiences that facilitate the acquisition of core competencies throughout the Kenyan curriculum. The Ministry is collaborating with the British Council to conduct a pilot on how teachers can use the Skills Builder Framework to enhance achievement of the core competencies. However, this is an iterative process that will be shaped by contextual issues and the lessons learned during its progress.

Based on research findings from other countries which have implemented reforms that require pedagogical shifts, it is apparent that Kenya will need to invest more in teacher capacity development. The Ministry has invested heavily in ICT integration in education and has created a Kenya Education Cloud through which teachers are able to receive self-paced capacity development programmes, especially around learner centred pedagogy.

4. Mid- and long-term curriculum reforms implementation issues, policies and strategies

There are myriad interrelated issues that will affect implementation of the curriculum reforms. These include the transition to Grade 7 in 2023, when there will be a double intake; assessment at Grades, 6, 9 and 12; establishment of senior secondary schools to provide Pathways and Tracks in 2026; preparedness of tertiary institutions and universities to receive the CBC graduates in 2029; CBC pre-service teacher education curriculum and training in readiness for admission of the first cohort in 2020; integration of a values-based education approach, community service learning and parental empowerment and engagement into the reform process; and monitoring and evaluation of the curriculum reforms implementation.

To address these – and other – issues, the Cabinet Secretary created a task force to advise on the strategies the country needs to adopt to ensure effective implementation of the curriculum reforms while also maintaining and improving access, equity and quality. The task force will run for one year and has already started giving advice on transition, assessment and the pre-service teacher education curriculum.

Conclusion

The curriculum reform journey for Kenya has been quite eventful, but as the country starts to experience the new approach, hugely innovative practices are being used by teachers to adapt the competency-based curriculum to their unique contexts. As the stories from such practices are shared, other teachers are starting to either copy the best practices or try their own innovations, while the KICD, KNEC and other partners are documenting such examples and using them to encourage other teachers to innovate.

Kenya will continue to learn as the roll out continues.

35. Tabulawa, R (2013) *Teaching and Learning in Context: Why Pedagogical Reforms Fail in Sub-Saharan Africa.* Dakar: CODESRIA

Digital literacies and employability

Nicky Hockly and Gavin Dudeney

Digital literacies frameworks

While it is not uncommon to hear talk of digital literacy, the term most commonly used in the research community is 'literacies' in the plural rather than 'literacy' in the singular.[36] In this chapter, we use the term 'digital literacies' in keeping with current theoretical views.

Digital literacies (are) the individual and social skills needed to effectively interpret, manage, share and create meaning in the growing range of digital communication channels.[37]

Key to our understanding of digital literacies is not only the ability to use hardware and software safely and appropriately, and the ability to find, share and create information, but also the ability to deploy a range of social and communication skills in using technologies to create meaning and to communicate with others in socially and contextually appropriate ways. The definition above covers not just skills and knowledge, but also attitudes and social abilities; it conceptualises digital literacies as not just a means to an end but as an integral part of living and communicating in a digital globalised world. The British Council, in partnership with the Department for International Development, has long recognised the importance of digital literacies in both education and employment, and has incorporated them as a core skill in their Connecting Classrooms programme.

Frameworks attempt to conceptualise what are often broad definitions of digital literacies into manageable skills that can then form the basis of curricular development in schools or vocational training, and/or define training for employment needs in a range of sectors. Two digital literacies frameworks which have formed the basis for the development of national or context specific digital literacies frameworks within education (in Estonia, Denmark and France) are DigComp[38] and JISC.[39]

DigComp aims to provide a reference framework and tools to develop citizens' digital competence, identifying key competencies across five areas: information and data literacy; communication and collaboration; digital content creation; safety; and problem solving. The accompanying DigComp 2.1 conceptual framework describes eight proficiency levels within four bands – foundation, intermediate, advanced and highly specialised – as well as examples of use in employment scenarios and learning scenarios.

JISC offers a digital literacies framework with seven key elements: information literacy; media literacy; communications and collaboration; career and identity management; ICT literacy; learning skills; and digital scholarship. Although similar to the DigComp framework, JISC's work is arguably broader, with the inclusion of learning skills, digital scholarship, and career and identity management (related to 'safety' in DigComp 2.0). The digital scholarship element is arguably most appropriate to already qualified skilled professionals.

Dudeney, Hockly and Pegrum's 2013 digital literacies framework, designed for English language learning, has provided the basis for curricula and research in Sweden and Ireland. The revised version of this framework (2018) conceptualises digital literacies within four key areas: communication, information, collaboration and redesign.[40] It includes activities and assessment procedures for teachers to support the integration of a range of digital literacies into the language classroom.

There are also many national frameworks. A mapping exercise carried out by UNESCO in 2018 found a total of 47

36. Kalantzis, M and Cope, B (2012) *Literacies*. New York: Cambridge University Press.
37. Dudeney, G, Hockly, N and Pegrum, M (2013) *Digital Literacies*. London: Routledge.
38. Digcomp 2.1: The Digital Competence Framework for Citizens. Available online at: https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf
39. JISC. Developing digital literacies. Available online at: https://www.jisc.ac.uk/guides/developing-digital-literacies
40. Dudeney, G, Hockly, N and Pegrum, M (2018) Digital literacies revisited. *The European Journal of Applied Linguistics and TEFL* 7/2: 3–24.

countries using different types of digital literacies frameworks.[41] India, for example, has its own national digital literacies framework and qualification, Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA). PMGDISHA aims to train rural people to use digital devices for specific functions, to build up the nation and to reduce the digital divide. The framework addresses basic IT skills, as well as literacies closely associated with societal needs such as digital banking and access to governmental services.

Other examples of national frameworks in the global south include the following:

- Chile: SIMCE TIC is a computer based assessment of ICT skills administered to about 10,000 second-year high school students annually. It tests three areas of competence: information, communication, and ethics and social impact.
- Kenya: Digital Literacy Core Competency Six of Basic Education Curriculum Framework is a broad national digital literacies curriculum for K-12 students. It includes formative assessment, and summative assessment at selected grade levels.
- Philippines: K to 12 Basic Education Curriculum for the Alternative Learning System provides a broad curriculum for older learners returning to complete basic education.
- Costa Rica: Student Performance Standards in Digital Technology-enhanced Learning provides standards in digital literacies from pre-K to grade 12. It includes guidelines for teachers in designing projects and learning opportunities for students that put these skills into practice.

Digital skills for employability

Education is primarily concerned with preparing students for the future; this includes developing the skills needed for employability, as well as social and life skills. Many of these skills fall within the definitions of digital literacies we have already examined. However, focusing first on the general (not necessarily digital) skills needed for employability, we find several key attributes of graduate employability, as evidenced in the three employability scales in Table 1.

An emphasis on personal attributes integrated with digital literacy skills, rather than on the knowledge needed in specific domains, makes sense in the ever-changing employment market. The need for reskilling within organisations suggests that employees are lacking these digital skills, and it therefore follows that job-seekers who are already equipped with a broad range of digital literacies skills will have an advantage over those with fewer or no digital literacies skills in a future in which, according to the United Nations, 90 per cent of jobs will require such skills.[42] Digital skills for employability are described most clearly in the DigComp 2.1 framework, where specific employment needs are mapped to specific digital literacies skills.

Conclusion

Digital literacies play an increasing role in who we are and what we do, and are now widely considered to be a key part of a citizen's skillset. Defining the digital literacies needed within a given context, developing a framework which may be applied to these needs, embedding the literacies across the whole curriculum, and measuring the outcomes, are steps which have been taken in many education systems globally. Curricula that include a focus on digital literacies and integrate the skills needed for employability, particularly in developing contexts, may offer a way to help citizens thrive in a rapidly changing world.

41. UNESCO (2018) *A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2*. Available online at: http://uis.unesco.org/sites/default/files/documents/ip51-global-framework-reference-digital-literacy-skills-2018-en.pdf
42. United Nations (2018) Chapter 2: E-government for leaving no one behind, in *United Nations E-Government Survey 2018: Gearing E-Government to Support Transformation Towards Sustainable and Resilient Societies*. New York, NY: United Nations Department of Economic and Social Affairs. Available online at: https://publicadministration.un.org/egovkb/en-us/Reports/UN-E-Government-Survey-2018

Table 1: Employability scales

Scale A: British Council (2015)[43]	Scale B: Dacre Pool and Sewell (2007)[44]	Scale C: The Pedagogy for Employability Group (2006)
• Knowledge • Critical thinking and autonomy • Language and communication • Confidence and voice • Collaboration • Ethical awareness and citizenship	• Self-esteem • Self-confidence • Self-efficacy *Together with reflection and evaluation concerning:* • Career development • Learning • Experience (work and life) • Subject knowledge, understanding and skills • Generic skills • Emotional intelligence	• Ability to work under pressure • Good oral communication • Communication in writing for varied purposes/audiences • Numeracy • Attention to detail • Time management • Assumption of responsibility and for making decisions • Planning, co-ordination and organising ability • Ability to use new technologies

43. British Council (n.d.) British Council Core Skills and Competencies. Available online at: https://www.britishcouncil.org.np/british-council-core-skills-and-competencies
44. Dacre Pool, L and Sewell, P (2007) The key to employability: developing a practical model of graduate employability. *Education and Training* 49/4: 277–289.

Core skills in Pakistan

Zahida Batool

Education and learning

There is little doubt that education is a vital element of building human capital, with an accessible, engaging and effective education benefiting not just the individuals involved, but society as a whole at every level, from local to global. Achieving this however is far from simple. The World Bank in their 2018 *World Development Report* describes a 'global learning crisis', with one of the key messages being that 'Schooling is not the same a learning'.[45] This can be deeper illustrated by their figures showing that globally millions of students are leaving school without basic knowledge and skills. These people are not being educated to succeed in life, and clearly just being in school has not provided them with a meaningful education. As the World Bank makes clear, 'Schooling without learning is not just a wasted opportunity, but a great injustice.'

Pakistan is the world's fifth-most populous country, with more than 230,000 schools educating some 30 million children. According to UNICEF, however, an estimated 22.8 million children between five and 16 years of age are currently out of school, which represents 44 per cent of this demographic.[46] With these figures in mind, the government is focused on improving the quality of teaching and introducing certain skills into the curriculum in order to develop citizens who are better prepared for life and work in a globalised future.

Core skills in Pakistan

It is essential that the students of today are prepared to be the leaders, workers and citizens of tomorrow, and as such they need to be equipped with the knowledge, skills and attitudes which will enable them to make a positive contribution. They need to understand the wider issues that affect the world, such as climate change, gender equality and sustainability, and how these connect us all as global citizens. In this respect the core skills introduced to Pakistan's education system since 2015 by the British Council's Connecting Classrooms programme in partnership with the Department for International Development (DFID) have proved invaluable.

To date more than 15,000 teachers and head teachers have been trained in the importance of the core skills and how they can be taught explicitly and embedded within – and indeed enhance – the existing curriculum. Participants in the training have generally been overwhelmingly positive in their response to the new ideas and methods, and excited about the opportunities not only for their students, but for themselves as practitioners.

The process has not always been easy, however, with problems arising in several key areas. It was found that it was not uncommon for teachers and leaders to return to their school from the training filled with enthusiasm and good intentions, only to be met with obstacles to their progress in integrating the core skills. There were various common themes with these barriers to success; sometimes it was colleagues at schools who did not want to embrace the changes, sometimes a lack of resources led to a stalling of projects, and sometimes it was simply a shortage of time and capacity which led to schools feeling unable to implement new pedagogies and curricula.

What has been heartening however has been the response to these issues and the enthusiasm with which people have sought to overcome them, using the very core skills they are seeking to teach their students. Schools have worked collaboratively together to develop and share resources, enhanced communication skills have been used in change management trainings and delivery, and schools and practitioners have creatively resolved capacity solutions with novel ideas and then shared these more widely. Practitioners have taken responsibility for their own learning in these and other areas around the core skills, and demonstrated considerable learning agility, much as they would like to see in their students.

45. World Bank (2018) *World Development Report*. Available online at: https://www.worldbank.org/en/publication/wdr2018
46. UNICEF. Pakistan Education Homepage. Available online at: https://www.unicef.org/pakistan/education

Leaders and teachers have become more globalised in their outlook and interactions, exploring wider panoramas and participating in and developing teacher communities across the world. In addition, they have become more confident, not only in their general teaching practice, but specifically in moving their students from surface learning to deep learning through using a wide range of questioning strategies and project work. This all points to an overall enhancement of pedagogic skills and competencies throughout the teaching profession in Pakistan.

In similar ways, the learning of students has also been improved by the introduction of core skills into the curriculum. It has been observed that students – much like their teachers – are taking ownership of their own learning, with more frequent and deeper questioning. They seem engaged with activity-based learning, and the number of collaborative partnerships with national and international schools has soared. The creativity and imagination with which they are addressing key issues and embracing responsible citizenship is a testament to the efficacy of the Connecting Classrooms programme. In one district alone in 2018, 150 schools planted more than 37,000 trees to combat deforestation and reverse erosion, and students in one school designed and built a new classroom using old plastic bottles as part of a recycling activity.

The British Council's International School Award has proved as popular with students as with their teachers, with all sectors of school communities being recognised for their efforts.[47] Students participate actively in these events, sitting on discussion panels, being involved in the ceremonies, and speaking confidently to large audiences about global issues. The creativity, imagination, communication and collaboration being demonstrated at these ceremonies is a fantastic reflection of what is being taught in the classroom.

In terms of demonstrable impact evidence, a curriculum mapping exercise has been performed by the British Council in collaboration with Sheffield University in the UK. This involved working with policymakers and practitioners in three provinces who used the national curriculum documents for English, maths and science to map where and how effectively critical thinking and problem solving, and creativity and imagination, had been embedded in the curriculum. The results were very encouraging, with strong evidence that the core skills were already well integrated and being taught effectively. As a result, guides for practitioners and policymakers will be created to help colleagues across the system implement the core skills in the most efficacious manner. Additionally, the Curriculum Board are looking to develop text books which contain the core skills, which will enable practitioners to better facilitate their students' deep learning.

The British Council training has opened up a world of potential for students, teachers, school leaders and policymakers, allowing them all to examine how best they can champion the development of the core skills in Pakistan.

47. Further information on the British Council's International School Award is available at: https://www.britishcouncil.org/school-resources/accreditation/international-school-award

Enterprise education to drive development

Boris Bulayev

Empowering teachers and learners with crosscutting, core and transferable skills for social good

In 2015 the United Nations published the Sustainable Development Goals, outlining a vision for 2030 that would end poverty, protect the planet, and ensure that all people enjoy peace and prosperity. An important component of this vision is Goal 4, ensuring that every country in the world has developed a high quality, inclusive and equitable education system which supports young people to live and work in a globalised economy, and use their knowledge, skills and values to contribute responsibly both locally and globally. Incredible progress has been made in education around the world. More young people are in school and learning than at any other point in history, but much work remains to be done to ensure that children around the world are not only in school, but receiving a quality education that effectively prepares them for life and work.

Robust research, including employer surveys, academic studies and labour market analyses, finds that there is a significant skills gap between the capabilities of school leavers and the needs of the labour market.[48] Further, it is expected that the rapid pace of technological advancement will only widen this gap. Over the past half century, the proportion of jobs that demand traditional 'hard' job skills has fallen sharply, to be replaced by jobs that require analytical, interpersonal and other 'soft' skills.[49] According to the Brookings Institution Center for Universal Education, 'The future workforce will need to be equipped with a robust skill set, including literacy and numeracy plus communication, collaboration, and critical thinking skills, to contribute to the economy and lead prosperous lives, meaning there is an urgent need for strong education systems to close the global skills gap.'[50]

With high unemployment, public sector retrenchment, downsizing and the restructuring of corporations in many countries, preparing young people to be productive in all phases of their lives is high on the agenda for the governments of most countries. Youth represent up to 50 per cent of the population in many developing economies, with hundreds of thousands of young people each year joining the labour market, seeking jobs and the opportunity to improve their livelihoods. For far too many the reality they encounter in the job market is a harsh one. Many finish school only to find they lack the skills needed to compete for scarce formal sector jobs, leading to underemployment, unemployment, and an uncertain future.

Young people across the world need access to high quality, inclusive and equitable school systems which allow them the opportunity to develop and practise core skills and competencies, such as creativity, leadership, citizenship, critical thinking, problem solving, communication and teamwork. Those who have the opportunity to develop these skills are positioned to drive the future stability and prosperity of our global society. It is with this in mind that the British Council has incorporated the teaching of enterprise skills into its Connecting Classrooms programme, which is demonstrated in the chapter from Tunisia in this publication.

Solving the skills gap through enterprise education

Enterprise education seeks to address the skills gap, providing young people with the capability to make changes that will improve their livelihoods as well as their communities. If enterprise education were to have a single purpose, it could be summarised as providing 'life readiness skills'. Enterprise education equips students with the skills they need to undertake any pathway in life after school, including continuing studies, finding a job, launching a business, and being engaged as an active citizen. For example, enterprise education should equally prepare the student who dreams of starting a social enterprise in their community, the student who aspires to attend a top university and continue their education, and the student who wishes to work their way up the corporate ladder in a multinational firm.

It is important to note that there is a difference between enterprise education and entrepreneurship education. Enterprise education focuses more broadly on

48. Perlman Robinson, J and Winthrop, R (2016) *Millions Learning: Scaling Up Quality Education in Developing Countries*. Brookings Institution Center for Universal Education.
49. Autor, D, Levy, F, and Murnane, R (2003) The skill content of recent technological change: An empirical exploration. *Quarterly Journal of Economics* 118/4.
50. Perlman Robinson, J and Winthrop, R (2016) *Millions Learning: Scaling Up Quality Education in Developing Countries*. Brookings Institution Center for Universal Education.

personal development, mindset and the cultivation of soft skills. Entrepreneurship education instead emphasises the specific skills and know-how needed to start and run a business. Not every student has the inherent drive and desire to be an entrepreneur, and enterprise education recognises this, taking into account that a holistic skill set is a benefit to all learners, regardless of their future entrepreneurial aspirations.

Enterprise education is increasingly being recognised as an important element of broader efforts to tackle the global youth employment challenge. The UN highlights this need in Sustainable Development Goal 8: 'Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.' The capacity of national labour markets to absorb the increasing numbers of new and young entrants, as well as provide decent and productive employment opportunities, is currently far from sufficient. New strategies, which include an increased focus on enterprising skills, are needed to better prepare youth for the transition from school to work.

Enterprise skills: the skills that individuals require to be successful in all spheres of life generally and specifically regarding skills for the workplace, entrepreneurial activities, and contributing to community development. Examples of enterprise skills include: creative and innovative thinking, problem solving, communication, negotiation and persuasion.

Enterprise education: designed to integrate enterprise skills into a school's curriculum. Success is measured by the impact on learners' skill development. Some students may well flourish as entrepreneurs, but others will use enterprise to positively impact their community, the employers they work for, and their own professional and personal lives.

Enterprise education	Entrepreneurship education
• Holistic and broad in focus • A mindset through which to view education • About soft skills • For life, not just work • Emphasises collaboration • Something that all learners regardless of age can access and benefit from	• Narrower in focus • Education for self-employment and business • About hard skills and knowledge • For starting up a business • Emphasises competition • Something more relevant to older pupils

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51. Coiffait, L, Dawkins, J, Kirwan, R and Mann, A (2012) *Enterprise Education: Value and Direction*. Pearson Think Tank and Education vnd Employers Task Force.

A flagship report from a coalition including the World Bank and the International Labour Organization shows that interventions which provide skills or entrepreneurship training have the highest returns of all employment interventions regarding productive work for youth.[52] Further, society benefits when social entrepreneurs and green entrepreneurs provide solutions to societal and environmental challenges.

Embedding enterprise skills in the education system

A potential challenge – and opportunity – is that different researchers and institutions define and group enterprise skills in different ways. Unlike core and transferable skills which can be standardised globally, when it comes to enterprise skills, the context matters. At the most basic level, enterprise skills are the skills required for success in life after school, and the skills required to be successful in one place might be different from those required to be successful in another. As such, it is important that enterprise education programmes are closely tailored for the local context, with room for teachers to adapt materials to make the educational experience as relevant as possible for students.

Teachers can utilise a variety of strategies to embed enterprise education within the traditional curriculum, including team activities, interactive teaching, community projects, business competitions and practical assessment tools, such as portfolios. These methods can be integrated into any subject and should reflect the academic level of the students. Recognising that schools have very different resource levels, teachers should use any resources available to them – in the playground, in the community or in the classroom – to integrate and adapt enterprise education for their context.

Enterprise education to drive development

Embedding enterprise skills is an important step in building an innovative culture and creating enterprising individuals and organisations which in turn can create economic growth and jobs to help improve the quality of life for people around the world. Enterprise is a great enabler, helping to level the playing field between developed and developing countries and regions.

National and supranational policymakers have focused in the past decade on youth entrepreneurship as an important tool for combatting persistent youth unemployment and criminality. In addition, evidence is mounting that girls and young women may benefit disproportionately from entrepreneurship education, in part because they are often denied full access to, or advancement within, existing (male-dominated) organisations and hence seek tools to create their own businesses. Research indicates that social enterprises are creating proportionally more jobs for women than other sectors of the economy. In Pakistan, for instance, women comprise 37 per cent of employees of social enterprises against 22 per cent of the total work force.[53]

Enterprise education has the potential to transform learning for millions of students in schools around the world. When executed well, young people gain the essential skills they need to improve their own livelihoods while driving development for their communities. To illustrate this, consider the example of a young entrepreneur named Lillian. After receiving enterprise skills training Lillian launched a social enterprise in her community, employing more than 100 HIV/AIDS-affected women to make paper bead jewellery, which Lillian now exports to three countries. Lillian not only created employment for a vulnerable population in her community, but also earned enough to put herself through university.

52. Goldin, N and Hobson, M with Glick, P, Lundberg, M and Puerto, S (2015) *Toward Solutions for Youth Employment: A Baseline for 2015*. Solutions for Youth Employment.
53. Wilson, K, Vyakarnam, S, Volkmann, C, Mariotti, S, and Rabuzzi, D (2009) *Educating the Next Wave of Entrepreneurs: Unlocking Entrepreneurial Capabilities to Meet the Global Challenges of the 21st Century.* World Economic Forum Global Education Initiative (GEI).Hattie, J (2017) Hattie Ranking: 252 Influences and Effect Sizes Related To Student Achievement. Visible Learning.

Sam, a young entrepreneur in Uganda, received enterprise skills training while in secondary school which sparked his interest in social enterprise. After graduation, Sam decided to start a company employing young people to sell affordable solar energy systems to families in his village. After pitching the idea to solar distributors, he was able to land a deal, and by 2013 he was covering an entire district. By 2016 he was covering three more districts, employing between 15 and 25 people in each. Sam decided to transition the day-to-day management of the company to start a new agricultural enterprise, and today ten franchisees remain in each district to run the businesses on their own and continue the work he started. Sam went on to launch his second company growing and processing coffee. This year he expects to make more than US$33,000 in revenue and earn more than US$18,000 in profit. He currently employs 22 vulnerable women in his community (primarily widows and single mothers) and pays them well above what they could expect to earn elsewhere.

This is the potential of enterprise education; the ability to equip young people with the transferable skills they need to succeed in life after school, regardless of the path they choose. Empowered with the tools they need to pursue their ambitions, the youth of the world can improve their livelihoods while driving development for their families and communities.

Enterprise education for all

While embedding enterprise skills activities within the curriculum is ideal, opportunities outside of formal learning programmes may need to be considered for older students. If more appropriate for the context, student enterprise at an older level may be more extracurricular, such as formalised school councils, social action projects or leaders who support younger students to learn.

Developing enterprise in very young children of three to five years of age is just as important, although the focus may be more on learning attributes and learning skills, such as sharing, listening and independence, and encouraging children to recognise these dispositions.

Special educational needs (SEND) settings should not be considered different in any way, in the sense that the progression of student enterprise development from early years through to primary and into secondary and beyond is still relevant. Learners in SEND settings, or learners with SEND, are more than capable of being enterprising. The difference with the enterprise development of learners with SEND is perhaps considering where on the enterprise development continuum they may sit based on cognitive capacity, not age or articulacy.

Conclusion

Understanding and practising enterprise skills can help young people adapt to a world that is evolving and changing at an ever-increasing rate. By integrating enterprise education into traditional curricula, teachers can play a critical role in supporting young people from an early age to develop the key skills, competencies and confidence that will better prepare them for the next stage of their lives.

Using communities of practice to build effective pedagogy in Nigeria

Lynda Ashaolu

Globally, the British Council's Connecting Classrooms programme, in partnership with the Department for International Development (DFID), is aiming to change perceptions among teachers and remind them of the power that lies within each of them as today's teachers of tomorrow's future. In Nigeria, this is no exception.

Since 2015, Nigeria has trained more than 8,000 teachers and school leaders in the core skills. These participants have come from all sectors of the school system; from government and non-government schools, urban and rural settings, and primary and secondary schools from states across Nigeria. During this time, levels of teacher participation during the training have always been high, with participants demonstrating great promise. There has always been great enthusiasm for the ideas presented and a strong commitment to leading change in their schools. However, teachers and leaders have later revealed their struggles with sustaining the momentum around the application of these new practices in their classrooms upon their return to school.

As a result of this challenge, the British Council Nigeria Connecting Classrooms team decided to establish a forum where participants in the core skills trainings could collaborate with their peers. The aim was to assist practitioners in navigating and overcoming many of the similar challenges being experienced in the classroom in relation to implementing these new-found teaching skills and supporting deep learning among students.

The forum was tagged as a community of practice and was spearheaded by the British Council while being driven by teachers, school leaders and core skills facilitators.

Limited access to quality teacher CPD

Many teachers across Nigeria – in both public and private schools – are unable to participate in or access quality teacher training opportunities. There are many reasons for this, including the high cost of developmental programmes, limited resources, and a lack of awareness and information around the available training opportunities. For many, the Connecting Classrooms programme not only provided their first engagement with high quality, structured professional development, it also opened them up to a world of new-found knowledge, collaboration and skills for use within their practice.

However, having acquired this new and exciting knowledge, and with a host of innovative skills at their disposal, many teachers returned to their classrooms and faced struggles with adapting, implementing and sustaining these new ways. Difficulties have arisen from challenging school environments, large classroom populations, limited or scarce resources and curriculum adaptability.

Developing a community of practice model

Research shows that teacher learning communities enhance teacher efficacy, which in turn is the most important factor in enhancing student achievement.[54] With an understanding of the potential benefits of a community of practice for supporting the core skills within the classroom, and in order to address the challenges being faced by teachers, the British Council Nigeria schools team developed a model to provide support for practitioners in their continued teaching of the core skills, with the ultimate aim of enhancing student learning. The key strands of this model included:

- the creation of space and opportunity for addressing problems of teacher practice
- increasing teachers' retention of newly acquired skills and knowledge
- connecting pedagogical practice with content knowledge
- fostering transformative teaching
- providing opportunities for reflection.

54. Available online at: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

The rationale was to establish a practitioner-driven forum where teachers, school leaders, facilitators and education officials could come together across physical and virtual platforms. These platforms would support the sharing of teaching and learning strategies, generate contextual and evidence-based knowledge, and finesse competencies to support the integration and development of best-practice teaching skills within classroom practice and the curriculum.

The community of practice format is largely targeted at teachers and school leaders who have participated in the core skills professional development courses or have demonstrated a clear appetite for professional development. However, it is also extended to teachers who have similar interests, even if they have not had the opportunity to participate directly in the Connecting Classrooms programme. The core group and driving force of the community of practice is an executive committee involving selected practitioners (teachers and school leaders), core skills validated facilitators, and Ministry of Education representatives. This committee is responsible for the co-ordination, communication and planning of the community of practice.

Thus far, teachers involved in the community of practice sessions have credited it for refreshing their knowledge and providing motivation concerning ways of embedding core skills in the classroom. This has included driving a re-focus on learning centred classroom activity and goals, and the sharing of classroom management ideas, subject teaching strategies and resources among teachers.

The long-term goal of the Connecting Classrooms community of practice in Nigeria is to support a continuous professional learning structure for practitioners. Over time it is hoped it will support the development of the following outputs:

- The curation of examples of teaching practices for sharing with wider networks of teachers via various platforms such as video sharing (YouTube, WhatsApp, Facebook), newsletters and local education forums.
- A dedicated social media channel (WhatsApp, Telegram, Facebook) where teachers from across the nation can interact and benefit from shared resources, submit videos of exemplary teaching, and reflect on the use of core skills and competencies.
- Samples of accessible curriculum-based lesson plans that integrate the use of core skills in teaching practice.
- Community of practice co-ordinators and members functioning as resources for demonstrating the evidence and impact of improved pedagogical skills, which is so valuable for meaningful stakeholder and donor engagement.

As the community of practice continues to grow, and through further participation in the Connecting Classrooms programme, we are seeing more teachers re-discover the importance and value of their roles as facilitators of learning in the classroom. We hope to see teachers take ownership of their classroom practices and professional development by using and sharing creative, relevant and collaborative teaching techniques for better learning outcomes.

Demonstrating core skills teaching through classroom films

Sharda Joshi

Introduction

Nepal moved to a federal structure of government in 2017 and has recently adopted the national School Sector Development Plan (2016–23) (SSDP). With its focus on quality, the SSDP puts teachers' professional development and curriculum reform at its heart to promote more effective teaching and learning in schools. It also highlights the need to integrate core skills such as digital literacy, communication and critical thinking into daily teaching.

The British Council, in partnership with the Department for International Development (DFID), has been delivering core skills training to teachers in Nepal for a number of years through its Connecting Classrooms programme. Having identified the need for teachers to see core skills development in action in familiar contexts, the local British Council team produced five classroom videos which show teachers incorporating these skills in their teaching. The films were intended to serve as an additional resource to accompany the face-to-face training programme.

There was a strong need for a locally produced video resource because:

- the teaching of core skills is a fairly new concept in Nepal and many teachers think of it as an extracurricular activity needing dedicated extra time outside of the regular curriculum, rather than something that can – and should – be integrated into normal lessons
- teachers have a misconception that core skills can only be delivered in well-resourced classrooms using sophisticated ICT devices
- there are limited resources currently available that show teachers using these skills in the Nepali context.

In addition, the SSDP emphasises the importance of the development of visual resources which are embedded in training courses. Currently, such training materials are only available as separate standalone resources. Each of the videos focuses on certain elements of teaching the core skills, including questioning, addressing challenging concepts, making connections and seeing relationships between different subjects, enabling students to use ICT to learn more efficiently even in low-resourced classrooms and enhancing creativity among the learners.

The process

It was important to film the videos with teachers in authentic classrooms in order to provide engagement and motivation for participants who would then be able to relate the content to their own experiences. With this in mind, the videos were shot with teachers who had previously undertaken core skills training. In line with the research around skills development, core skills should be integrated into domain specific lessons, so two science and three English lessons were selected for filming, following a competition to submit lessons plans for consideration. The selected lessons focus on the core skills of critical thinking and problem solving, creativity and imagination, and digital literacy.

In order to ensure that the identified core skills were clearly demonstrated, the project team worked closely with the teachers to refine their lesson plans, as it was important to include key teaching techniques which support skills development. For example, in the lesson focusing on creativity and imagination – exploring the scientific concept of acid and base – the teacher establishes the students' existing level of knowledge and uses this as the starting point for new learning. The students work together, collaborating and communicating in their groups to perform the experiments effectively before presenting their findings. The lesson then moves further as the students examine the substances they have been working with and reflect on how these are used in everyday life, thus making a strong connection between their classroom learning and life outside school. Their ideas and descriptions are shown imaginatively on posters they create and present to the rest of the class.

As the videos were to be used as a supplementary training resource, trainer notes were developed by a team of British Council staff and core skills trainers. The notes provide guidance to trainers on when and how to use the videos to further illustrate the concepts and ideas being covered.

The videos are now being used in the delivery of core skills training and for the English Language Teacher Education Project (ELTEP) which works directly with the government to improve English teachers' pedagogical and English proficiency skills.

Impact

We estimate that more than 1,200 teachers will directly benefit from the production of these videos over the next two years during our training programmes, with many more able to use them as a self-access resource.

The team collected feedback from the first 150 teachers using the films to assess the impact of their introduction. The feedback was positive, with more than 60 per cent of respondents agreeing that the videos helped them to learn important pedagogical skills, including techniques to make their teaching more learner centred and how to effectively use open-ended questions.

Many teachers (61 per cent) strongly agreed that they'd learned new techniques from the videos to make their classrooms more learner-centred. A total of 114 respondents (76 per cent) agreed that they'd learned how to introduce a lesson with regards to generating interest and activating schemata, while 75 per cent said they had learned how to stage their lessons. A similar proportion of teachers said they improved their skills in assessing student learning following the completion of tasks and activities.

Just under 100 teachers (64 per cent) also fed back that they had learned new techniques such as facilitating discussion in groups and pairs. This included using the collaborative learning technique Think Pair Share which allows students to activate prior knowledge about the topic and then share their ideas with their classmates. A second approach demonstrated in the videos involves assigning roles during group work in order to strengthen communication skills and encourage shared responsibility and accountability for their learning. Just under 90 per cent of the teachers said they learned how to effectively use questioning in the classroom to develop critical thinking skills and foster deep learning in students.

Feedback was also collected from the trainers who used the resource. According to one trainer, 'During the screening the teachers were very attentive. They aided their learning of techniques like asking more open-ended questions and setting up group discussions.'

These videos have not only taught important pedagogical techniques but also served to demonstrate that:

- it is possible to teach a core skill like digital literacy even in remote schools without online connectivity by using resources such as offline mobile applications
- free digital resources can help achieve learning outcomes more effectively when used appropriately within a lesson (for example using mobile apps to assist teacher pronunciation in English)
- it is possible to integrate core skills into a 40-minute lesson
- locally available resources can be used to achieve better teaching outcomes.

The videos have been made available as a free resource on YouTube and on the British Council Nepal website.[55]

55. The training videos are available at: https://www.britishcouncil.org.np/programmes/education/connecting-classrooms/core-skills-competencies

Enterprise skills training as a real world readiness skill

Ines Zaibi

The high priority of education in Tunisia

Education is a high priority in Tunisia as it has been for many years since independence. It increases national stability and is a common denominator among countries with stronger state institutions, while a more skilled population is likely to drive a more diversified economy which will in turn increase employment options for young people. While this is a long-term outcome, in the shorter-term, the British Council's co-operation with the Ministry of Education can help develop a pathway to a more responsive education system.

With this in mind the Ministry of Education is increasing its emphasis on the improvement of student outcomes by developing programmes that take into account current pedagogical research, particularly in terms of the symbiotic relationship between knowledge and skills. It is hoped that the use of up to date teaching methods and materials will help to give students a balanced, comprehensive learning experience which will equip them with the knowledge, skills and attitudes to thrive in the modern world.

The British Council is supporting the Ministry of Education in identifying the core skills and their compatibility with the Tunisian context, and with preparing pedagogical scenarios in terms of teaching the core skills with the general curriculum.

The Connecting Classrooms programme

This programme represents a starting point in the creation of something which could be of significant value to both Tunisia and the UK. It is hoped that the implementation of more innovative pedagogical skills will help teachers to support students to develop core skills and a global learning perspective of critical and engaged thinking. It follows that this will begin to give young people the skills, tools and resilience they need to better resist extremist narratives as well as support them to be economically active and engaged. As such, this project should be seen as one part of a system-wide approach to education reform that links planning, curriculum, performance and assessment and which seeks to develop system leadership. Establishing partnerships with schools in the UK can provide ongoing support to the reform process and develop a longer-term roadmap.

The Ministry of Education has developed a national strategy for the development of life skills and, for example, 'education for citizenship' in teaching and learning. Indeed, during the last general curriculum reform of the computer science, technology and economics disciplines, in order to align them with global scientific and technological developments, the dimension of life skills was taken into account and integrated into the curriculum, with skills such as leadership and entrepreneurship also being given due consideration. Thus, in the curricula and support materials of these subjects, in addition to the disciplinary competencies, other competencies relating to universal and humanistic values in the context of citizenship were also mentioned.

These programmes present a direct vector of skills building such as communication and collaboration, critical thinking, creativity, and problem solving; and with them an implicit development of skills such as autonomy, the spirit of initiative, leadership, self-management and entrepreneurship.

How were these skills considered?

The planned educational scenario guarantees a vision that maintains the traditional approach to acquiring knowledge but at the same time allows students to achieve this through learning which is inquiry-based, collaborative, experiential and project-based, thus arousing their curiosity and giving them agency in their own learning. This can be seen, for example, in the development of entrepreneurship through a project-based approach which is used mostly in the classroom. It represents an important step in learning and allows learners to mobilise and manage a set of skills which enhance and deepen the subject knowledge. It benefits each member of the learning groups as their participation is personal, tangible and evaluable, with consultation, collaboration and agreement between all members of the team leading to a concrete result within a specific time frame.

By embracing this approach the learner contributes to the choice of the subject, the content, the action plan and the expected outcomes. It also creates opportunities for self-learning, as students are searching for information independently and developing skills which can be used in other situations. The pedagogical approach undertaken focuses on the development of the student's sense of responsibility and their ability to evaluate information,

make decisions and predict outcomes, thus creating a very close link with entrepreneurship. This creates an incredible opportunity for learners to avoid being mere consumers and enables them to become real actors by implementing their own solutions to problems.

To support the implementation of this national strategy, the British Council agreed with the Ministry of Education to deliver the enterprise skills training as a pilot course with 13 teachers of English from three regions of Tunisia. The teachers were selected from schools with high rates of student dropout and violence among 12- to 15-year-olds.

The immediate objectives of the enterprise skills course are to:

- create awareness in teachers and administrators of the importance of integrating enterprise skills into the curriculum at all educational levels
- develop positive attitudes in teachers for the teaching of enterprise skills across the curriculum
- give examples of how to integrate enterprise skills content into the curriculum
- show how enterprise skills can be integrated into the school curriculum to increase the overall educational experience for young people
- show that enterprising skills can be useful throughout one's life and useful in all aspects of living and working.

During the enterprise skills training, teachers were asked to identify specific examples of where enterprise skills could be integrated into the English language teaching curriculum and were expected to use these same interactive teaching methods in their classrooms. This approach allowed teachers to experience a variety of instructional strategies for integrating enterprise education, reflect on them, discuss them with other participants, draw conclusions from these experiences, and then determine how to apply these instructional strategies and teaching activities in their own classrooms.

The course helped teachers to feel more comfortable in providing a wider variety of activities which would allow students to develop and practise enterprise skills in all their forms and become the next generation of global leaders.

Integrating enterprise skills in English language teaching modules

Towards the end of the training teachers developed working plans focusing mainly on embedding enterprise skills into the upcoming ten weeks of teaching, with lessons and modules covering themes as diverse as volunteering, communication, civility, violence and online shopping. Throughout this period, as teachers introduced the new tools and concepts, students started implementing and experiencing the enterprise skills. Students became familiar with methods such as brainstorm mapping and gallery walks, and learned about concepts like social enterprise and active citizenship. It was observed that they developed an increased capacity in many skills, including critical thinking and problem solving, teamwork and effective communication, and strengthening resilience through enterprise skills.

Creativity and innovation as an outcome of enterprise skills

The outcome of embedding enterprise skills into English teaching practices was the development of an innovative student-led curriculum which will be used as a case study for setting out further pedagogical scenarios and supporting work the British Council is leading with the Ministry of Education in other disciplines such as technology education.

Students' projects and ideas demonstrated an enormous sense of innovation, imagination and creativity. They became aware of the importance of integrating enterprise skills into the curriculum and were able to demonstrate the acquisition of the enterprising skills through group projects such as Vol'n' طيران which encourages students to believe in the benefits of volunteering in gaining self-fulfilment, boosting creativity and imagination, and making a lasting impact.[56] Other successful projects covered topics such as violence at school, and being 'smart citizens'.

Student impact

> I learned from this project how to work in groups and I gained many skills that will help me in my future life, and I learned how to find solutions to all my problems. I am very proud of what I made.

> I learned many things from the programme of enterprise skills, I liked the programme and the classroom activities, I liked learning English, I gained many skills that will help me in my future life.

> I learned many things from [the] enterprise skills programme like communication and the benefits of teamwork.
>
> Students from Ksar Preparatory School

> It's a unique experience where different life skills are gathered: group work, discussion, problem solving, motivation and commitment to a particular plan and clear vision.
>
> Student from Tayib Mhiri Preparatory School

56. The name of the project is a play on words associating an Arabic word with an English word. When pronounced it sounds like 'volunteer' in English and *vol* in French means 'flight'. In Arabic, طير means fly. Students chose this title for their project to encourage other students to volunteer and do charity work to empower them to fly high.

Developing critical thinkers

Viktoriia Ivanishcheva

The current comprehensive educational reform in Ukraine, New Ukrainian School[57] aims to build a new approach to the curriculum which will ensure that in addition to pupils securing a solid knowledge and mastery of fundamental learning, they also build their core skills in areas such as problem solving, critical thinking and leadership. Ukraine needs young people who can manage relationships, work in a team and solve problems, and are creative and able to manage emotions.

What makes the New Ukrainian School different from a traditional school is that it is centred on developing competencies and life skills in addition to accumulating knowledge. Competencies are a dynamic combination of knowledge, skills, ways of thinking, opinions, values and other personal qualities that determine a person's ability to socialise well and to engage in professional development and further learning activities. A solid depth of knowledge coupled with the ability to use this knowledge, and an approach underpinned by positive values and beliefs, enable young Ukrainians to leave school with the competencies to succeed in their professional and personal lives.

According to data collected by the Institute of Social and Political Psychology of the National Academy of Pedagogical Sciences in 2016, 75.6 per cent of Ukrainians support the idea of implementing changes to the education system, with 90.1 per cent of teachers and 81.5 per cent of school and university students supporting the premise that 'national education needs reforming'.[58] The large-scale reform of Ukrainian education became possible with the adoption of the Law on Education of Ukraine in 2017[59] and the New Ukrainian School reform, one of the key reforms of the Ministry of Education and Science of Ukraine.

This New Ukrainian School reform aims to overhaul the existing system, focusing on the development of aspirational citizens who want to achieve self-fulfilment through lifelong study and who are ready to engage with and support their community.

> The Ukrainian school will be successful if it is joined by successful teachers. Our successful teachers and professionals will resolve a multitude of issues regarding the quality of teaching, the volume of home assignments, communication with children and their parents and the school administration. Children need a leader, a person who can lead them forward, who likes their subject, and who teaches it professionally.
>
> Lilia Grynevych, former Minister of Education

The reform creates a sea-change for teachers. In addition to transmitting knowledge, teachers will also be expected to facilitate learning, integrating the specific teaching of skills within their lessons. This involves creating an environment where learners can co-operate and collaborate, solve problems, develop their critical thinking skills, use digital resources and engage their creativity. In other words, teachers will be key agents of change for their classrooms. Accordingly, the whole system of training and development of teachers and school leaders has to be changed.

> Today, children want a modern teacher; today, children want a creative teacher; today, children want a teacher who understands them, first and foremost.
>
> Lilia Grynevych, former Minister of Education

Based on the need for a motivated and competent teacher, the Ministry of Education and Science of Ukraine approached the British Council with a request to help subject teachers develop their teaching skills to support core skills development in their classrooms. The British Council in Ukraine responded to this request by translating the British Council Core Skills modules into Ukrainian and tailoring them to the requirements of local practitioners. In addition, high quality trainers have been engaged to deliver the critical thinking and problem solving, and communication and collaboration modules which are of crucial importance for Ukrainian teachers.

57. Ukraine Government (2019) New Ukrainian School. Available online at: https://mon.gov.ua/eng/tag/nova-ukrainska-shkola
58. Міністерство освіти і науки україни (2017) Нова українська школа. Available online at: https://reforms.in.ua/sites/default/files/osvita.pdf
59. European Commission for Democracy Through Law (Venice Commission) (2017) The Law on Education. Available online at: https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-REF(2017)047-e

The core skills course in Ukrainian was piloted with subject teachers and teacher educators of humanities, sciences and English from five regions of Ukraine. Teachers reported that 'this course is important for teachers in the context of the New Ukrainian School reform and should be mandatory for every teacher of Ukraine as it helps us to understand core skills and how to organise work in the classroom in order to develop students' core skills.' It is a teacher's responsibility to prepare each student for their future life in the best possible way and this course helps them. In their view, this course is not about teaching a subject but preparing learners for life.

The success of the core skills pilot paved the way for embedding the programme into the in-service teacher training curriculum. Every teacher will have the opportunity to learn how to create conditions for all children in every lesson to develop their critical thinking skills, communication and collaboration skills, digital skills and creativity. From November 2019, 75 fully trained teacher educators of humanities, sciences and English have been delivering the core skills modules to teachers attending the INSETT refresher courses. Monitoring and evaluation shows participants rate highly the quality of the training and the impact it has on the quality of teaching and learning in their classrooms.

To explore the perspective of key stakeholders of the core skills implementation process, two expert trainers, a teacher educator and a subject teacher shared their reflections on the impact of the core skills training on their professional development.

Case 1: Olesya Yakivchuk and Andriy Verbovy, core skills expert trainers

Per aspera ad astra (Through hardship to the stars) is a metaphor for a participant's journey from a teacher educator to a core skills trainer. By trying out new ideas while implementing the course materials in real life circumstances, participants have been convinced that this really is something innovative and absolutely universal, regardless of subject expertise or educational background.

The participants shared their experience and learned from each other. They felt very strongly that the idea of learning from each other as experienced teachers was a great one and acknowledged that this contributed to a better understanding of how the core skills can be developed in the classroom. They have been absolutely open to new discoveries and roles.

Thus, the opportunity for further development was a logical next step and a much-coveted continuation. Having returned to their workplaces the teacher educators plunged headfirst into the practice stage, trying out everything they had been taught at the course with appropriate modifications depending on the needs and background of their groups. They were able to observe some beneficial results, such as teachers creating a wealth of classroom activities to help develop learners' critical thinking and problem solving skills by working collaboratively and creatively.

We observed that trainees experienced a paradigm shift and were slowly turning into staunch believers in the core skills course. The level of genuine enthusiasm and renewed motivation was visible during their opinion exchange sessions and it far exceeded our expectations as their communication, collaboration and overall approach had changed radically.

Although the participants were familiar with the topics they had been implementing locally and presenting during their micro training sessions, the need for experience exchange and further discussion and debriefing was considered integral and significant for their ongoing professional development. During our next meeting we welcomed different trainees and it was observed that their approach to the procedures had altered because of the amount of practice they had had at their educational establishments. Before this implementation stage the participants were not sure how to adapt the course material to fit the needs and requirements of their specific subjects but having heard a number of real-life classroom examples from their trainees, they realised they were on the same page and truly appreciated the substantial benefits of teaching and learning together.

'The show must go on' was the general conclusion, and the participants' thirst for knowledge seems to be focused on the mastery of all the core skills the British Council has to offer.

Case 2: Svitlana Kurysh, INSETT teacher educator, Chernivtsi

In my view, the core skills course is essential for teachers in our region. It has clearly demonstrated that it helps to develop their students' critical thinking and problem-solving skills, their digital skills, communication and collaboration and their creativity.

I am a teacher educator and teacher trainer at the Chernivtsi in-service teacher training institute. This course was a turning point for me, providing me with a fresh perspective of effective training sessions and opportunities to develop core skills. It helped me learn how to ask higher order questions in order to develop my participants' thinking skills.

During the sessions on core skills, my course participants share their experience of developing learners' core skills, identify strengths and areas to work on, and look at issues and ways to solve them. Every training module starts with expected outcomes and participants' expectations. The sessions have practical applications, such as an analysis of training activities, and suggest ways of using methods, techniques and modes of interaction in a real classroom.

As a trainer, I have improved my skills in facilitating co-operation, evaluating materials and adapting resources for a range of participants, and have developed my active listening skills.

Participants learn how to structure input, set up communicative tasks, and cope with challenges in the real classroom. They ask 'How' and 'Why' questions rather than 'Yes' or 'No' ones to encourage deeper thinking and reflection.

I strongly believe that the core skills course meets the requirements of the New Ukrainian School reform in general and the needs of Ukrainian teachers and learners in particular.

Case 3: Natalia Korneichuk, IT teacher, school No1, Lutsk, Volyn oblast

In November 2018, I participated in the core skills training, and since then have been putting my learning to good use in the classroom.

My students now know that difficult material in a lesson can become easier to approach and more interesting to work with. To help with this I promote deep learning, understand my learners' needs and problems, teach learners to think creatively, to imagine, collaborate and communicate with each other, and most importantly, I believe, to think critically and solve problems. Skills which are vital for this generation.

After the core skills training, I began preparing my lessons more carefully and with more understanding of the potential for core skills development. There is a lot of groupwork and teamwork in my lessons now – which I've learned to manage more effectively – and I have overcome my fear of delivering lessons, out-of-class activities, and even meetings with parents in an unconventional way. I've noticed that I monitor and analyse the questions I ask, which helps me – and the students – reach our goals faster. My students are better at memorising material, have become more interested and look for more information independently. As a result, they come to lessons prepared with questions they have thought of while learning or reflecting on the new material.

The children are no longer afraid of making mistakes: they like to express their opinions and enquire freely, which helps to deepen their learning. They seem to feel more free during lessons, where they discuss issues both verbally and in writing and are not afraid of expressing themselves, all of which has improved their critical thinking. As a class teacher, I often apply the same principles in my own work. I like the way my students deal with emerging situations; they raise a number of questions so that, in most cases, difficult situations are resolved without the intervention of others.

A year has passed since the training, but I still keep in touch with our training group. We are still sharing our experiences, and in this way we can find answers to our students' questions, and understand how to work together to help children to develop the core skills that are relevant and necessary in today's world.

The missing piece: progression in core skills

Tom Ravenscroft

Core skills are increasingly valued. But we could build them a lot better.

There is a growing body of evidence and consensus about the value of core skills for our children and young people. Students with these skills can think critically about what they are learning and solve problems they face. They can create new ideas, communicate them and collaborate with others to bring them to life. These skills are no longer seen as a bonus, but are increasingly cited as a vital part of a good education alongside academic achievement and the development of the ability to make good choices.

We hear from universities that these skills are essential to underpin success in achieving a degree, and employers have long argued that core skills enable individuals to achieve their potential in the workplace. That has been a message for decades, but changes in our global economy are accelerating the process: the relative number of available lower-skilled roles falls, while the demand for higher-skilled jobs rises.

This trend is likely to be sustained as more roles are automated, even in traditionally prestigious fields like accountancy, law or finance. Even where jobs are not fully automated there is still change, as new technology speeds up routine tasks and encourages individuals instead to focus on those uniquely human skills such as being able to critically reason, create and communicate new ideas and collaborate with others.

The British Council is among those organisations which have really seized on this critical agenda, seeing its international relevance. They are correct in asserting that one of the greatest challenges in building these essential skills in students is to ensure that we as their teachers feel confident and well-trained to do so. This is no mean feat when we can see that in much of the world, teacher training barely mentions the core skills.

The challenge to us all though is that too often we fall into the trap of believing that if a skill is being used then it must be being built. So, when students are working in a group, we presume they are becoming better collaborators. When we put one student in charge, we intend that they become a better leader. If a student contributes in class, then surely their presentation skills are growing.

The problem is that the use of a skill is not the same as its improvement. The oldest car drivers we know are not necessarily the most skilful. When it comes to skills we can easily plateau, learning nothing new from each repetition. That is the neutral outcome. In fact, we can equally well reinforce negative habits with each repetition. The reality is that if we want to ensure that every one of our students masters the core skills, we need to have a plan not just for how they practise, but also for what progression looks like.

Progression in core skills

This is the challenge we have grappled with at Skills Builder Partnership over the last decade. We began as a team of teachers in London, but we have seen exactly the same challenge reflected in work we have done with partners across the world: in South Africa, the Middle East, Europe and Asia.

We started with an apparently simple question: what would it look like if we took the same rigour and focus to core skills as we take to more traditional academic learning? We quickly realised we had a strong sense of what it was to get better at maths or science or geography. There was a clear progression; a logical way that different topics and subjects could be introduced and ways of assessing progress along the way like tests or exams. This was what we needed for core skills: to be able to break each skill down into incremental steps. Otherwise a skill like 'teamwork' was far too broad a concept to teach in one go.

For example, some of the component parts of being good at teamwork include:

- the ability to take it in turns
- helping out with different jobs
- making suggestions in a group discussion
- encouraging others
- resolving conflicts
- measuring the effectiveness of the team.

We are then able to put these into a logical order, because an individual is unlikely to be able to help out with different jobs if they can't take it in turns, and is unlikely to be able to resolve conflicts if they can't encourage others.

As another example, presenting includes:

- speaking clearly to one other individual
- speaking in front of a small group
- putting ideas into a logical order
- using appropriate language when speaking
- changing the level of detail to fit the needs of the audience
- thinking about how the audience might react and planning ahead.

Breaking these skills down into smaller component parts makes the idea of building them much more manageable. Rather than carrying out endless teamwork activities we can focus on teaching some methods of reaching a consensus, such as by seeking out alternatives, debating different options, or otherwise weighing up the choices. Rather than just asking students to present their work in class and hoping they get better by themselves, we can teach them how to make their points in a logical order. We can teach them how to ensure their posture and body language supports them to be effective. We can teach them how to adapt their language and tone to the circumstances.

The Skills Builder Framework

The Skills Builder Framework takes the core skills – which it treats as eight different skills – and gives a clear progression for each through steps 0 to 15.

Although this hopefully seems simple or intuitive, its development was the result of a four-year effort that brought together more than 60 organisations. Starting with the existing literature base around the development of these skills, we constantly refined the skill steps with learners in different settings until the Framework had been used with more than 200,000 learners. We then had the Framework independently reviewed from two angles: once by PricewaterhouseCoopers who looked at whether the skills and steps worked from the perspective of employers and colleges; and once by the Centre for Education and Youth who looked at its use in schools. The Framework is now being used by educators, employers and other organisations across the world. An example of the Framework for problem solving is shown here.

Step	Statement
0	I follow instructions to solve a problem.
1	I know when I need help and ask for it.
2	I explain simple problems I cannot solve to someone who can help me.
3	I find extra information with support from others to help me solve a simple problem.
4	I come up with different ways to solve a simple problem.
5	I use pros and cons to pick the best way of solving a simple problem.
6	I can identify and define a complex problem.
7	I carry out research to better understand complex problems.
8	I analyse the causes and effects of complex problems, including carrying out research.
9	I create a range of possible solutions for complex problems.
10	I evaluate potential solutions for a complex problem to pick the best one.
11	I use logical reasoning to help solve complex problems.
12	I use hypotheses to help structure and solve complex problems.
13	I develop strategic plans to solve complex problems.
14	I analyse the implementation of a strategic plan or solution to identify what has been successful or not.
15	I evaluate the success of strategic plans or solutions I have used to attempt to solve a complex problem, drawing out learning and suggesting improvements.

Putting it into action: six principles

The Skills Builder Framework helps us to identify and understand the 'what' of building core skills, which is absolutely vital. But over the last decade we have also learned a lot about the 'how' of building these skills, and particularly what needs to happen for them to be effectively built, beyond just practising them.

In schools and colleges across the world that are effective in building the essential skills of their children and young people, we found there are six common themes running through their work. Through refinement and replication we developed these and now see them stand up as six principles which underpin programmes that are effective in building essential skills.

1. Keep it simple

The most important thing is to try to make the language around the core skills as simple and consistent as possible. This is essential because we all need to have a shared mental map of what building the core skills looks like, and that includes teachers, parents, and the students themselves. The core skills should be a consistent thread through a student's learning, but they will not be able to follow that thread if the way it is described keeps changing.

The other part of keeping it simple is to focus on the most tangible aspects of the skills. That's why in the Skills Builder Framework we avoided using concepts like confidence or resilience in order to focus on the skills at their most real and observable levels. We set ourselves the challenge that if we would not be able to objectively assess whether a student had achieved a particular step then the step was not defined with enough clarity.

One example of a group of schools doing this well can be seen with the iTeach schools in Pune, India. They have taken the language of the Skills Builder Framework and used it consistently across the six schools in their group. Walking down the corridors you can see consistent visual reminders of the skills they are working on, and updates on how the students are progressing in their skills are proudly shared in updates to parents and other partners.

2. Start young, keep going

Schools and colleges that are effectively building their students' skills have another thing in common: they see these core skills as being important all the way through education, and at all ages. They do not fall into the trap of assuming that core skills are only important for employability; instead they see them as being key enablers of learning throughout childhood too.

This intuitively makes a lot of sense: we know that students who can listen effectively and articulate their ideas will get more out of lessons, and be able to share more too. Similarly, students who can set their own goals and plans are better able to take ownership of their own progress and take responsibility for achieving their educational goals. The ability to think critically and to problem solve also helps people to explore, process and join up different concepts.

It's also important to start young because we see differences in students' core skills open up early. There is often a real contrast on the first days of school between those students who can introduce themselves to others, cope with new routines, and form friendships quickly and those who struggle. Starting early helps to address these imbalances.

At the same time, it is important to keep going. The core skills are complex. Against the Skills Builder Framework we anticipate that most students will get to between steps 8 and 12 during their time in school, so there is still plenty more to learn to really master them. The Skills Builder Framework supports schools to create an appropriate structured learning programme, as the different steps can be adopted as learning outcomes to provide a sequenced programme over many years.

A great example of a school doing this well is Mallorca International School. Students from the age of four are taking part in skills building activities, including classroom projects and challenge days to focus on developing particular essential skills at an age-appropriate level.

3. Measure it

It is impossible to see progression without a clear understanding of where an individual started from and then where they got to. In this sense, measurement is critical.

Importantly, this is absolutely not saying that we need any sort of examination in core skills. There are other ways that can be effective in assessing core skills and help to provide the insights we need to ensure progression:

- *Individual assessment by a teacher:* The most intensive option is for a teacher to make an assessment of each student individually, reviewing the steps they are secure on, and what they need to be able to do next. This gives the most detailed view but is quite time-intensive and needs a good level of understanding of each individual.
- *Group-level assessment by a teacher:* In a classroom setting, it often works well for a teacher to reflect on the skills of their group as a whole, looking at what proportion of the students have achieved each step. This takes much less time and gives insights into the needs of the class as a whole.

- *Individual self- or peer-assessment:* A further option is that individual students can self-assess their own skills, or potentially work with a peer or with a parent or mentor to complete the individual assessment themselves. This works best with older students, although it can work with younger ones if they have a lot of support.

In this way, teachers and students can generate an insight into which steps have already been achieved on the Skills Builder Framework, and what therefore should be the next focus.

One school that puts this into action effectively is Sohar International School in Oman. Teachers keep a close eye on individual students' progress, using the Skills Builder Framework to structure their assessment. They then use those insights to tailor their teaching to the needs of their class when delivering projects and challenge days.

4. Focus tightly

The knowledge of what students can and cannot already do means we can focus our efforts on the next critical step. This is a big shift away from the idea of just using the skills and hoping that students pick up what we need them to do from the practice. Instead, with the understanding gained from measuring those skills we can explicitly teach what is required to make the next step of progress. This might mean teaching about three different styles of leadership, how to take it in turns with other children, how to create goals and a plan to achieve them, or how to use mind maps to generate new ideas. All of these things are better taught directly than simply hoping that students pick them up through good luck.

This direct instruction is often overlooked when it comes to core skills, but once we have identified and isolated the building blocks of core skills we can be much more focused about developing them.

For Mallorca International School this has made a big difference. Through their baseline assessment, teachers are able to identify the key areas and steps a class needs to develop. The teachers can then use the classroom projects to teach, practise and apply the specific steps with their class and track the progress made, which allows them to focus on what steps to develop in future lessons.

5. Keep practising

The importance of direct instruction in the skills does not, however, mean that practising is less important. The big difference is that we are talking about deliberate rather than naïve practice. Deliberate practice is distinguished by focused attention on a particular goal, often with the support of an expert or coach. Schools build this deliberate practice into their curricula in different ways. Some use a specific project as a basis to apply the core skills to a real-life challenge: for example, creating a radio show, a school performance, a community event or a sports competition. These approaches can be highly effective as the sole focus of the learning is on securing progression in the core skills.

It can also work well to weave chances to practise the core skills through the curriculum without the need to make lots of additional time available. This works best by taking a view across the learning of a particular year group and spotting the natural opportunities to practise applying different steps of the Skills Builder Framework. For example, by giving the opportunity to create a presentation in English, to apply research methods in geography or to structure problem solving through maths.

Of course, many schools do both, having the focused practice made possible by dedicated time and then regular reinforcement in other subject areas too. For example, children at William Tyndale Primary School in London (UK) pursue different projects across the year in dedicated time. This year has included running a gallery of art the students have created, running a project to make the school more environmentally friendly and creating a scheme to promote reading. Alongside that though, teachers and students are also expected to find other opportunities to practise and refine their skills, and they've even involved parents in the discussion to help spot opportunities to build those same core skills into life beyond the school day.

6. Bring it to life

The final principle that we have consistently seen make a big impact is linking the core skills not just to classroom learning, but also to wider life, including the world of work. This is particularly important because we want the skills to be transferable beyond school.

Employers often cite the importance of these core skills in the workplace and then worry that the young people joining them at the end of their education have not built them to the standard they expect or require. Sometimes this is a challenge of articulation, that young people have actually built the skills but that they struggle to talk about them in a way that is convincing to employers. In this case, it is important that students have a strong conceptual framework of their own skills which they can communicate with others.

In other cases, it might be that they do not have the skills built in such a way that they can effectively use them in a workplace. To build this transferability, it's important that students have the chance to apply their skills in lots of different settings so they can see that the building blocks of being able to share an idea are the same in a classroom or a workplace or on the football pitch even though the setting looks quite different. Many of our schools arrange opportunities with local employers to provide their students with a challenge to use the core skills in a different context. We've seen students going to airports, construction sites, hospitals and corporate offices to put their core skills to use in different environments.

What it all adds up to

During the last year, in addition to our work with policymakers and system leaders, we've supported and worked closely with more than 550 schools and colleges to put the Skills Builder approach into action, helping to ensure that every child and young person has the chance to build and practise their core skills.

Because the Skills Builder approach allows us to better measure and understand core skills, we can also see the effects of taking this sort of structured approach and implementing the principles. Our latest impact report (which draws on UK data) shows that students who are supported in this way to build their core skills make 62 per cent more progress in a year. This change is transformational in putting our children and young people on a trajectory to have the core skills to succeed in school and to thrive in the rest of their lives beyond it. We have made a good start when it comes to core skills: we are increasingly aware of their importance, and we are doing more to recognise and practise them in education. To really make the difference for our children and young people though we need to think a lot harder about what progression in these skills really looks like and focus on creating the conditions to ensure that everyone can build them.

Contributors

Artur Taevere

Artur Taevere is a Principal Consultant at the British Council, and an experienced educator and entrepreneur. Most recently, he has been supporting comprehensive curriculum reform in Croatia, as Lead Expert in a project that is a partnership between the Ministry of Science and Education in Croatia, DG REFORM of the European Commission and the British Council. He also works part-time at a local primary school, supporting students who need extra help with mathematics. During his career he has designed and managed international teacher development programmes focused on critical thinking and problem solving. He was part of the founding team of Noored Kooli, an initiative in Estonia to recruit talented university graduates to teach at disadvantaged schools and become lifelong leaders of educational change. He then served as the Vice President of Teach For All, a global network developing collective leadership to ensure all children can fulfil their potential. He has also been Associate Director of Teaching Leaders, supporting middle leaders in schools across England. In Estonia, he was member of the core team that created Estonia's Lifelong Learning Strategy for 2014–2020. He was also the Founder and CEO of the Good Deed Foundation, helping impactful initiatives to grow and solve acute challenges in Estonian society. Artur has a degree in Philosophy, Politics and Economics from the University of Oxford.

Boris Bulayev

Boris Bulayev is the Executive Director and Co-Founder of Educate! which provides youth in East Africa with the skills they need to succeed in today's economy. As an immigrant from Latvia and a refugee himself, Boris believes in the power of giving young people access to formative educational opportunities, such as those which have allowed him to achieve success.

Under his leadership, Educate! has grown to reach more than 46,000 students intensively and 470,000 more broadly across Uganda, Rwanda and Kenya, and has advised on the integration of skills-based education into the national education systems of Uganda and Rwanda. Educate! won the 2015 WISE Awards, was a 2018 Klaus J. Jacob award recipient, and was featured by Bill Gates, an Al Jazeera documentary, Forbes 30 under 30, Clinton Global Initiative, The Brookings Institution as one of 14 case studies in their global scaling education learning initiative, and the UN's Generation Unlimited as one of 20 innovative youth solutions.

Cat Scutt

Cat Scutt is Director of Education and Research at the Chartered College of Teaching, the professional body for teachers in the United Kingdom. Cat started her career as an English teacher; since then, she has worked in education in both the state and independent sector, as well as in corporate learning and development. Her particular area of interest is in supporting teacher development, including through effective use of education technology, as well as supporting teachers to make use of and engage in research. Cat leads on the Chartered College of Teaching's work around teacher development and certification, including the Chartered Teacher programme, and their research activities and publications, such as their award-winning peer-reviewed journal, *Impact*. She has represented the Chartered College of Teaching on government advisory groups looking at early career teacher development, character education, teacher career progression and education technology. She has also written a number of book chapters, writes regularly for the trade press, and has contributed to conferences in the UK and overseas. She completed her Master's in ICT in Education in 2011 and is currently working on her Doctorate at the UCL Institute of Education, looking at school leadership development.

Dr David Njeng'ere

David holds a PhD in Education, a Master's in English, a Bachelor of Education in English and Literature, and a Post Graduate Diploma in Curriculum Design and Development. He is Education Advisor to the Cabinet Secretary, Ministry of Education, Kenya. He was previously Deputy Director at the Kenya National Examinations Council and the Kenya Institute of Curriculum Development. In both institutions, he was instrumental in the process of developing the competency-based curriculum and assessment frameworks for the ongoing reforms in Kenya. He taught for seven years in secondary schools in Kenya, and has extensive experience in regional and international education initiatives, including being a delegate and chair of the East African Community Technical Committee on harmonisation of curricula and education systems. David has been a resource person on programmes run by the International Bureau of Education at UNESCO on issues of curriculum design and development, including a review of the Training Tools for Curriculum Development (a Curriculum Resource Pack). He was also a resource person for an international initiative on the research and development of a White Paper on the integration of financial literacy into curricula. He is a Hubert Humphrey Fellow and has published much instructional material and numerous books.

Gavin Dudeney

Gavin Dudeney is Director of Technology for The Consultants-E, working in online training and consultancy in educational technology, and a module leader on the NILE/University of Chichester MA in Professional Development for Language Education. A former Honorary Secretary and Chair of ElCom at IATEFL (the International Association of Teachers of English as a Foreign Language), he has been a Trustee for International House London and a committee member of the Educational Writers Group of the Society of Authors.

He currently serves as a Trustee for Volcano Theatre Company in Swansea. A regular keynote speaker at conferences worldwide, Gavin is the author of *The Internet and The Language Classroom* (CUP, 2000, 2007) and co-author of *Going Mobile* (DELTA Publishing, 2014), and the award-winning publications *How To Teach English with Technology* (Longman, 2007) and *Digital Literacies* (Routledge 2013, second edition 2021, forthcoming).

Ines Zaibi

Ines is currently Education Projects Manager for the British Council in Tunisia and is responsible for managing the Connecting Classrooms Tunisia programme. Her role is to ensure that the British Council Schools offer is aligned with the needs and priorities of the country. She provides country advice and support through consultation with ministries and local stakeholders.

Ines has worked in the field of education and society for 14 years. She previously managed the Skills for Employability programme and Women Participating in Public Life programme. She is a trainer on entrepreneurship and business planning development with qualifications from Gwent College in the UK. Ines has a special interest in developing intercultural dialogue and supported the Tunisian Association of Tourism and Youth Hostelling International in managing international programmes such as IOU Respect 2012–2013. She has also facilitated communication training and workshops for young people aged 18 to 30.

Lynda Ashaolu

Lynda Ashaolu is the Programme Manager, Schools Education and Society at the British Council in Nigeria. She has 12 years of professional experience working in the international development sector in Nigeria. Seven of these years have been spent delivering, co-ordinating and contributing to various large-scale projects and programmes in the Nigerian education sector with a focus on teacher professional development, stakeholder engagement and policy dialogue.

In her previous role as the Connecting Classrooms Project Manager in Nigeria, she managed the delivery of teacher professional development training to over 6,000 teachers and school leaders across five states. She conceptualised and led on the co-ordination of three high-profile policy dialogue sessions involving federal and state education policymakers which enabled them to engage in discourse on teacher capacity building, effective school leadership and developing inclusive schools.

In her current role as Programme Manager for the Education and Society portfolio, she provides programme co-ordination support to three country project managers in the delivery of programmes such as Connecting Classrooms, English for Education Systems, Active Citizens and Premier Skills.

Mark Herbert

Mark Herbert is Director Schools and Skills at the British Council and has worked for the organisation since 2006. Before this role he worked mainly in communications, marketing and strategy, for the British Council as Director of Communications, for part of the NHS as Head of Communications and for the Royal Mail's international division as Head of Communications. He has a particular interest in how school systems can be improved through international collaboration to enhance access and quality. He has two children at secondary school and one at primary. He holds a BSc Econ. in Management Studies from Cardiff University. In addition to British Council visits and work with education systems in Asia, the Middle East, Africa, the Americas and Europe, he has worked as a volunteer in Uganda, Chile and Peru.

Contributors

Nicky Hockly

Nicky Hockly is the Director of Pedagogy of The Consultants-E, an award-winning online training and development organisation. She holds an MA in ELT, D.TEFLA, C.TEFLA and a BA in English. She has worked in the field of English language teaching since 1987, is an international plenary speaker, and gives workshops and training courses for teachers all over the world. She is also an online course designer and online teacher trainer whose research interests include online and blended learning, and the application of learning technologies in ELT. Nicky writes regular columns on technology for teachers in *English Teaching Professional* magazine, and in the *ELT Journal*. She has also written several prize-winning methodology books about digital technologies in language teaching, many of them with co-author Gavin Dudeney. Her most recent books are *Digital Literacies* (Routledge, 2013), *Going Mobile* (Delta Publishing, 2014), *Focus on Learning Technologies* (Oxford University Press, 2016), and *ETpedia Technology* (Pavilion Publishing, 2017).

Sharda Joshi

Sharda Joshi is the Schools Project Manager for the British Council in Nepal and leads the current Connecting Classrooms through Global Learning (CCGL) Project. She also managed the Connecting Classrooms 3 project between 2016 and 2018 which reached more than 1,300 teachers in Nepal.

With her previous experience as a teacher of English as a foreign language and having delivered teacher training for the British Council, Sharda takes a keen interest in the training component of the project, including quality assurance. She contributes in a technical capacity to other British Council Nepal projects, and leads on the Teacher Professional Development and Quality Assurance strand on the CCGL programme in the South Asia region which includes Afghanistan, Pakistan, Bangladesh and Nepal.

Sharda led on the conceptual development and production of five classroom videos in 2019 which are used as a supplementary training resource not only for CCGL but also for the English Language Teacher Education Project (ELTEP), both of which are flagship projects for the British Council in Nepal. Her previous experience involves the management of education projects in the Asia-Pacific region. Sharda has a Bachelor of Arts degree with a major in English and holds the Cambridge Certificate of Teaching English to Speakers of other Languages (CELTA).

Tom Ravenscroft

Tom Ravenscroft is the founder and CEO of Skills Builder Partnership. He founded the Skills Builder Partnership in 2009, while a business and enterprise teacher in Hackney in East London through the Teach First programme. His time in teaching convinced him that there was a fundamental gap in what children and young people were getting out of their education.

As a social enterprise, Skills Builder is driven to ensure that students of all backgrounds not only achieve good and relevant qualifications, but also develop the essential skills they need to be successful. These communication, interpersonal, self-management and problem-solving skills are widely cited by employers and educators as critical. In its tenth year, Skills Builder directly supported more than 130,000 students across the UK and further afield.

Alongside this direct work through schools and colleges, the Skills Builder Framework and Principles that underpin their approach have been adopted by more than 70 other organisations and 130 employers.

Tom's work has been recognised with the Teach First Excellence Award, and he was also the 2009 UK Entrepreneurship Teacher of the Year. Tom has served as a non-executive director of Teach First and has been recognised as one of the UK's leading social entrepreneurs, being elected an Ashoka Fellow in 2017. He holds a BA in Economics and Management from the University of Oxford.

His first book, *The Missing Piece: The Essential Skills that Education Forgot* was published by John Catt Publishing in October 2017.

Viktoriia Ivanishcheva

Viktoriia Ivanishcheva is an English Language Project Manager at the British Council Ukraine.

Viktoriia worked as a teacher of English for 30 years in a variety of contexts, including primary, secondary and tertiary education. As a university ESP teacher, she taught English for international economics, law and information students. Viktoriia completed a postgraduate certificate course on teacher training at Exeter University and has been training in-service teachers for more than 15 years.

As a project manager at the British Council her role involves managing teacher development projects, with a particular focus on reforms in education, such as the New Ukrainian School reform, the reform of teaching English in pedagogical universities, and in-service teacher professional development. The projects she works on bring transformational change into learning and teaching English. Viktoriia presented project results at the IATEFL conferences in Ukraine and the UK.

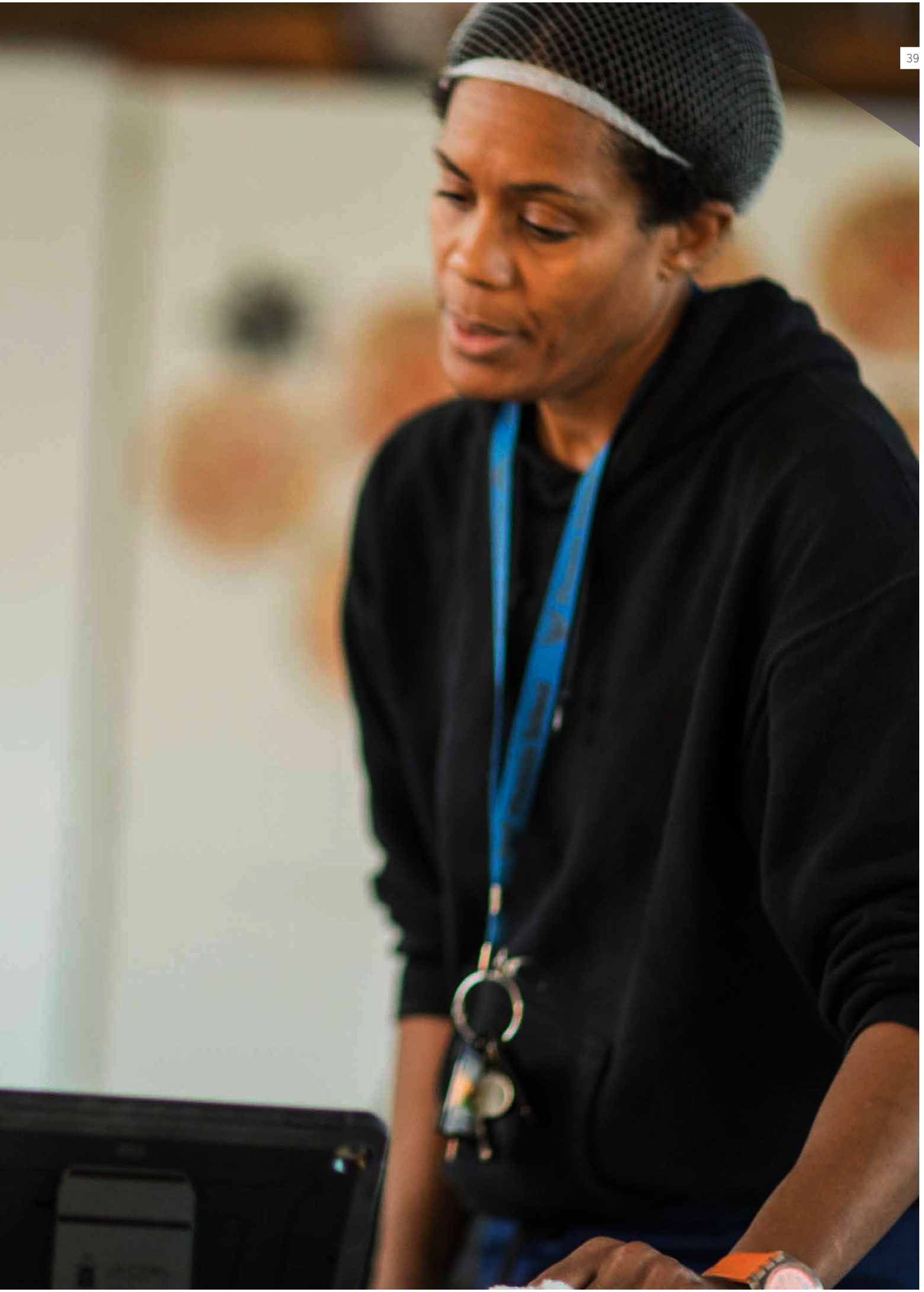
Before joining the British Council, Viktoriia participated in a number of its projects such as ESP Curriculum Design, Teacher Trainer Development, Online Courses Moderator, and a project on writing test specifications and test items.

Zahida Batool

Zahida Batool has been associated with teaching and training for more than 19 years. She has wide ranging experience in a number of areas, including school evaluation, teacher training, school improvement planning, project-based learning, leadership and management in both the public and private education sectors. She is a trainer for the British Council's School Leadership Development Programme, an expert trainer on the PEELI Project, and a validated lead trainer for the ISA and Core Skills.

Zahida has worked as a Deputy District Education Officer for more than two years and is currently Deputy Director in Quaid-e-Azam Academy for Education Development Punjab, Lahore. She is a National Team Member for Environment Online (ENO), and an Ambassador of Teach SDGs from Pakistan, as well as devoting time to work on climate change. She holds an M.Phil in Linguistics, an MBA and a B.Ed. She is TKT (Teaching Knowledge Test) certified by the University of Cambridge for three modules.

As an international co-ordinator, she has collaborated at national and international level with schools and won the International School Award for 2015 to 2018. She is a CELTA certified trainer, and was selected for participation in the CELTA Course in Chiang Mai, Thailand as an expert trainer.



BRITISH COUNCIL

This publication is the fourth in the series 'Unlocking a world of potential' created as part of the British Council's work in the area of core skills. Earlier publications include:

'Core skills for learning, work and society' – Part 1
https://www.teachingenglish.org.uk/sites/teacheng/files/core_skills_brochure_unlocking_a_world_of_potential.pdf

'Core skills for learning, work and society' – Part 2
https://connecting-classrooms.britishcouncil.org/sites/default/files/core_skills_brochure._version_3._web.pdf

'Core skills for all'
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