

Going Global Partnerships



Strengthening TVET systems globally

A showcase of our
International Skills Partnerships

Contents

About International Skills Partnerships	4
About this publication	5
How International Skills Partnerships work	6
Key success factors and benefits of International Skills Partnerships	8
Showcasing our International Skills Partnerships	10
Strengthening green skills in Morocco	13
Enhancing employer engagement in Tanzania	19
Supporting capacity building in Mozambique	24
Strengthening public-private partnerships in Nepal	28
Introducing a sectoral approach to skills development in Pakistan	32
Addressing gender equality and promoting green skills in Malawi	36
Promoting sustainable agriculture and advancing female leadership in Botswana	42
Developing entrepreneurial and green skills in South Africa	47
Strengthening green technology training in Mauritius	53
Enhancing green and entrepreneurial skills in Ghana	57



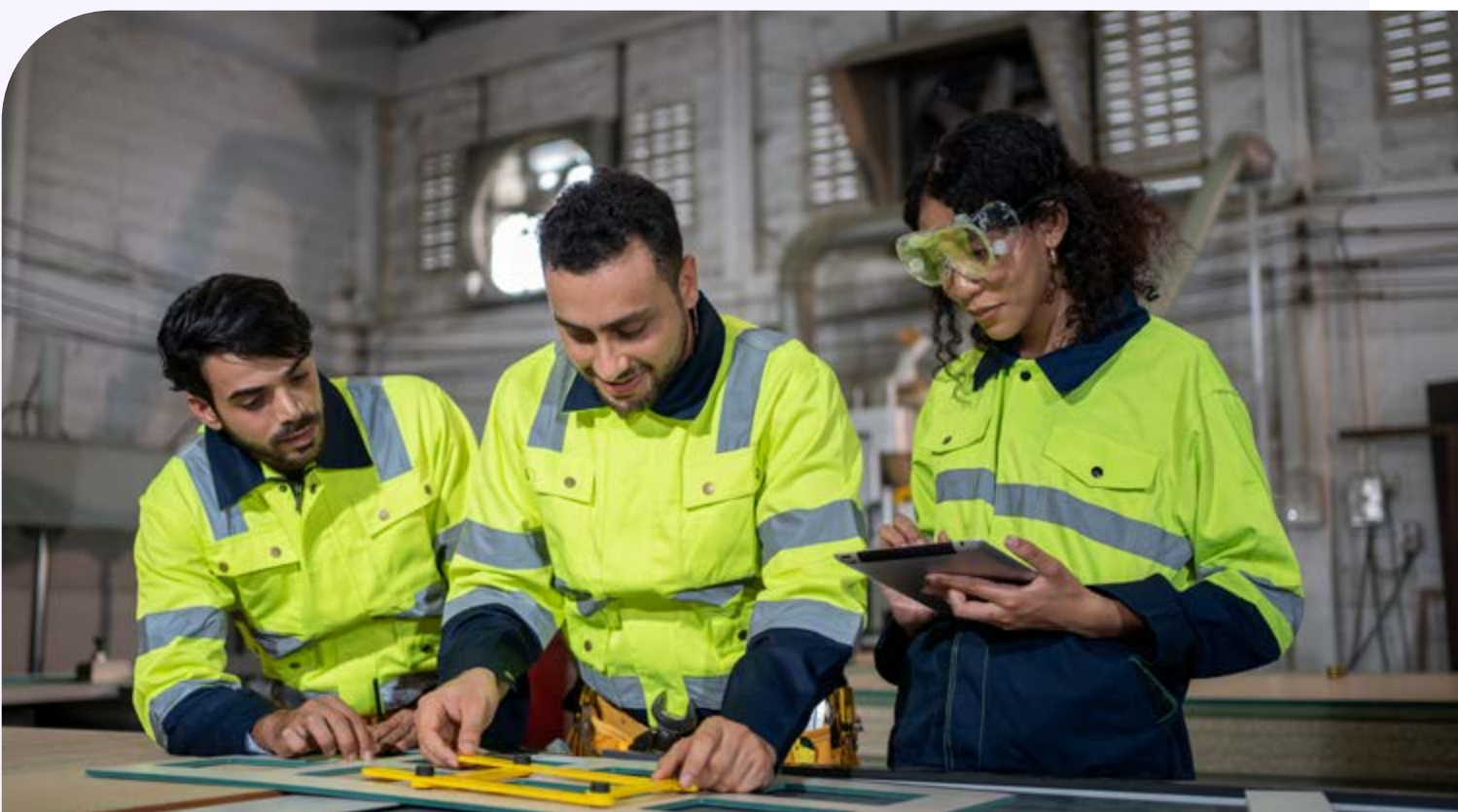
Since 2009, the British Council has supported **more than 200 International Skills Partnerships** between UK training providers and partners in **more than 40 countries**. Now, delivered through our Going Global Partnerships programme, which aims to build stronger, more inclusive, internationally connected TVET systems globally, our International Skills Partnerships work to address national priorities around skills development and employment, whilst contributing to longer-term Sustainable Development Goals.

About International Skills Partnerships

Through knowledge sharing, capacity building and reciprocal visits, UK and overseas partners work together to improve pedagogy and training delivery through new and innovative approaches, enhance employer engagement to boost the relevance of TVET, enhance the employability and entrepreneurial skills of graduates, and strengthen quality assurance and curriculum development to improve the quality of TVET systems.

A key aspect of these collaborations is a **focus on mutual sharing and learning**. As well as strengthening TVET systems internationally, they bring a host of benefits to UK partners. These include unique professional development opportunities for staff, new knowledge and perspectives to enhance delivery, stronger recognition and international profile, and deeper relationships in key markets to support future collaboration and mobility opportunities.

Whilst small scale, our International Skills Partnerships also have the potential to **contribute to long-term systemic change**. By addressing shared challenges, such as climate change, meeting the demands of a rapidly changing world of work, approaches to equality, diversity and inclusion, and building lasting relationships to continue collaborations beyond the project lifecycle, they ensure sustainable impact into the future.



About this publication

This publication showcases the impact of our International Skills Partnerships in ten countries across Africa and Asia. It also looks at the approaches and factors that make such partnerships successful.

Each case study demonstrates how international collaboration not only directly benefits the participants and institutions involved, but can contribute to wider system reforms and longer-term sustainable development.

How International Skills Partnerships work

Our International Skills Partnerships provide funding and support for colleges, training providers and sector skills bodies in the UK to collaborate with TVET institutions and organisations in other countries. Through these collaborations, partners **deliver dedicated projects to address core themes and challenges**, with the aim of improving the quality and relevance of TVET.

Partnership themes

Common themes addressed through our International Skills Partnerships include:

- **curriculum development**, to support the rapid changes required to meet the growth of the green economy
- **the development of trainers' pedagogical skills**, including the use of digital technologies in teaching and learning
- effective employer engagement and **enhancing public-private partnerships**
- implementing a sectoral approach to skills development
- the development of quality assurance frameworks for continuous monitoring and self-improvement
- **the development of learners' soft skills and entrepreneurial skills** (for example, through a project-based learning approach)
- **leadership development**, particularly for women.

Types of partners

Partnerships are most commonly between a further education college in one of the four nations of the UK, and one or more TVET institutions in the partner country.

As well as further education colleges, UK partners can include other organisations to provide specific support and expertise, such as independent training providers and sector skills bodies.

In addition to training providers, international partners can include government ministries, TVET authorities and other national bodies with a role or stake in technical and vocational education. Many International Skills Partnerships also involve employers and industry bodies, helping to strengthen public-private collaboration.



Partnership activities

International Skills Partnerships facilitate the sharing of knowledge and expertise between partners to successfully deliver project outcomes. UK partners draw upon their knowledge, experience and networks, in areas such as innovative pedagogy, curriculum development and employer engagement, as they deliver technical support to strengthen the capacity of partner organisations. Partnerships deliver various activities, including:

- **online meetings** to plan and discuss partnership objectives and approaches
- **baseline analyses and research** to determine the types and focus of interventions
- **training sessions, workshops and seminars** to build capacity in specific areas or to support participants towards accreditation
- **one-to-one mentoring** to provide dedicated, tailored support as participants implement their learning in practice
- inputs from guest speakers, members of industry representative organisations, government policy officials, employers, Chambers of Commerce and awarding bodies
- **masterclasses**, often provided by specialists
- the production and sharing of **guidance notes, resources and toolkits**
- employer and **industry site visits**.

Reciprocal visits

Reciprocal visits are a key part of International Skills Partnerships and contribute significantly to the value of projects.

Reciprocal visits during the early stages of a project enable UK partners to learn more about their partners' context and challenges and to refine the project's objectives. Visits are also a unique professional development opportunity for UK staff, by strengthening soft skills, such as teamworking, problem-solving and effective communication and gaining new insights for their own practice.

Visiting the UK enables international partners to strengthen their knowledge and understanding of new systems and approaches by seeing them in action. This can include:

- observing lecturers in the classroom
- meeting employers to learn about how they engage with local TVET institutions
- meeting other local partner colleges
- meeting with local consortia engaged in skills training, including representation from the private sector and chambers of commerce
- attending face-to-face training sessions and workshops
- attending regional and national events.

Key success factors and benefits of International Skills Partnerships

Benefits for UK training providers

A core focus of our International Skills Partnerships is mutual sharing and learning. While projects generally aim to strengthen TVET systems in the partner country, UK institutions gain many benefits, including:



- **significant learning and development for their own staff**, arising from the team-building benefits of colleagues travelling together, working with international partners and overcoming challenges
- the opportunity to reappraise their own curriculum and provision
- **international recognition** and an enhanced reputation in their field of expertise
- **increased staff morale**, energy and motivation as a result of international visits and learning from international practice
- **stronger links with their overseas partner institutions**, leading to more international opportunities for students, such as through the Turing Scheme, and further collaboration opportunities
- **positive recognition** from working on a British Council project, which can help to build trust in their organisation
- learning gained through exploring new skills systems, which can impact their own approaches
- improved understanding of other cultures and **development of a global mindset**
- **in-roads into new markets** and increased income and funding sources

Factors for successful partnerships

There are many factors that contribute to successful International Skills Partnerships. Here we look at the key approaches to ensuring project success.

Plan and prepare effectively

Engaging with partners, identifying key personnel at both institutions and agreeing targets early will best set the partnership up for success.

Tailor your action plan

Tailoring your action plan to the specific operating contexts of each partner, including their geographical location and varying client groups, will ensure planned activities will best meet their needs.

Monitor progress

Keeping control of the objectives in the action plan, and agreeing any adjustments with the British Council, is key to ensuring the project stays on track.

Invest time in research and scoping

Building the contextual and environmental knowledge on each partner and conducting a baseline analysis of their needs through online meetings, questionnaires and surveys will help to inform project planning and the scope of interventions.

Establish strong communication

Getting to know the partners individually and as a group as early as possible through the appropriate communication channels will ensure a transparent and open collaboration. Channels such as WhatsApp groups, individual messaging and central repositories for information sharing can be particularly effective. It is also key to address any connectivity issues or time constraints amongst partners.

Involve diverse stakeholders

As well as involving a wide range of staff, engaging other stakeholders such as industry organisations, sector skills bodies, government officials, employers, Chambers of Commerce members and representatives from awarding bodies will help to extend networks, raise awareness and amplify project outcomes.

Develop an agreed action plan

Spending time developing a robust action plan will help to ensure the project's objectives are met. It is crucial to involve all key stakeholders, to ensure a shared understanding of the project's aims and objectives, and to secure Ministerial involvement as early as possible.

Engage the British Council

Establishing a close working relationship with the British Council in-country staff can provide a valuable source of support for project scoping and preparation.

Secure buy-in

Garnering support from senior management at an early stage and establishing a stable core team who are experienced in international work will provide invaluable support throughout the partnership.


Showcasing our International Skills Partnerships

The following case studies showcase the approaches and impact of our International Skills Partnerships across ten countries in Africa and Asia.

	UK partners	International partners	Theme
UK-Botswana	Cornwall College Group (Duchy College), Outsourcery Services LLP	Department of Skills Development of the Ministry of Higher Education Tshwaragano Brigades Shoshong Brigades Serowe Brigades Barolong Vocational Training Centre	Green skills: promoting sustainable agriculture
	Learning Curve Group	Department of Skills Development of the Ministry of Higher Education	Gender equality: empowering female leaders
UK-Ghana	City of Glasgow College	Dr Hilla Limann Technical University	Entrepreneurship: embedding entrepreneurial skills in the curriculum
	Edinburgh College	Sunyani Technical University	Entrepreneurship: embedding entrepreneurial skills in the curriculum
	Northern Regional College	Kumasi Technical University Bolgatanga Technical University	Green skills: developing skills in the renewables sector
UK-Malawi	Exeter College Outsourcery Services LLP	Ministry of Labour Nasawa Technical College Salima Technical College Mangochi Technical College Livingstonia Technical College	Green skills: developing skills for sustainable construction

	UK partners	International partners	Theme
	South Eastern Regional College	Ministry of Labour TEVET Authority Soche Technical College Mzuzu Technical College Lilongwe Technical College Nasawa Technical College Ezondweni Community Technical College	Gender equality: promoting female leadership
UK-Mauritius	Cardiff and Vale College	Mauritius Qualifications Authority Academy of Design and Innovation Mauritius Institute of Training and Development Marine Technical School Collège Technique St Gabriel	Green skills: curriculum development and capacity building of trainers in green technology skills
UK-Morocco	South Eastern Regional College	Office of Vocational Training and Employment Promotion (OFPPT) Training Centre for Maintenance and Renewable Energies professions in Rabat (OFPPT) Institutes of Renewable Energy and Energy Efficiency Training (IFMEREE)	Green skills: supporting quality assurance and soft skills development
	Devon & Cornwall Training Providers Network	Institutes of Renewable Energy and Energy Efficiency Training (IFMEREE)	Green skills: technology-enhanced teaching and soft skills development
	Petroc College	Institutes of Renewable Energy and Energy Efficiency Training (IFMEREE)	Green skills: knowledge exchange and capacity building in the green hydrogen sector
UK-Mozambique	South Eastern Regional College	Instituto Comercial de Maputo Instituto Industrial e Comercial Eduardo Mondlane de Inhambane Escola Técnica de Mumemo	Soft skills: enhancing the travel and tourism curriculum

	UK partners	International partners	Theme
UK-Nepal	Exeter College Devon & Cornwall Training Providers Network Devon and Plymouth Chamber of Commerce Outsourcery Services LLP	The Skills Secretariat Council of Technical Education and Vocational Training Federation of Nepalese Chamber of Commerce and Industries	Employer engagement: strengthening public-private partnerships
UK-Pakistan	People 1st International	Khyber Pakhtunkhwa Economic Zones Development and Management Company (KPEZDMC)	Employer engagement: strengthening public-private partnerships in the food and beverage sector
UK-South Africa	Warwickshire College Group	Boland TVET College Motheo TVET College	Entrepreneurship: developing entrepreneurial skills in the agricultural sector
	Outsourcery Services LLP Petroc College	Capricorn TVET College Elangeni TVET College	Green skills: developing skills for the renewables sector
UK-Tanzania	Hertford Regional College	Morogoro Vocational Teachers Training College Dar es Salaam Regional Vocational and Services Centre Kigoma Regional Vocational and Services Centre	Employer engagement: strengthening links in the construction sector
	City of Glasgow College	VETA Hotel and Tourism Training Institute Mtwara Regional Vocational and Services Centre Dodoma Regional Vocational and Services Centre	Employer engagement: strengthening links in the tourism sector



Strengthening green skills in Morocco



In Morocco, our International Skills Partnerships have directly supported the government's aim to **transition to a green economy** by prioritising renewable energy sources, reducing carbon emissions and creating green jobs. Working directly with the government and training providers, we have facilitated the exchange of knowledge, best practice and innovative approaches to **drive green skills development and strengthen employability.**

Supporting quality assurance and inclusive engagement

South Eastern Regional College, in Northern Ireland, partnered with the Ministry of Economic Integration, Small Business, Employment and Skills, Office for Vocational Training and IFMERE (Renewable Energy and Energy Efficiency Training Institutes) to **drive quality assurance in green skills training and promote the development of soft skills.**

After an initial review to establish key areas of support, South Eastern Regional College proposed its **project-based learning model** as an approach to develop trainer skills, enhance trainee engagement and raise the quality of the learning experience.

Through this approach, trainees were encouraged to practically apply their theoretical knowledge to real-life projects, such as designing, developing and constructing a solar-powered car. Building on IFMERE's previous experience of project-based teaching and learning, the new approach further enhanced the **focus on developing the student voice, employer engagement and soft skills development.** Meanwhile, the flexibility

of the approach meant the Moroccan partners could adapt activities to their specific context. A visit to South Eastern Regional College in the early stages of the partnership also gave them the chance to observe programme delivery and learner experience first-hand.

As well as training Moroccan staff to use the project-based learning approach, South Eastern Regional College played a key role in establishing a monitoring framework to help trainers assess progress, implement necessary changes and achieve targeted outcomes.

“

The study visit was extremely beneficial, offering us a direct look at the innovative practices in curriculum design and quality assurance that are shaping the future of vocational training in the UK. This hands-on experience has allowed us to incorporate these practices back into our own programmes, ensuring they are aligned with global standards.

Anass Ait Laachir,
Director of IFMERE in Tangier



South Eastern Regional College hosted eight visitors from Morocco for a week-long study visit as part of the project © South Eastern Regional College

Impact

By combining engineering, renewable energy and project management skills with soft skills such as communication, time management, problem-solving, leadership, negotiation and conflict resolution, the project-based learning approach has not only equipped trainees with the necessary practical experience, but has also helped to **foster a more holistic understanding of the real-world challenges** that are relevant to the industry they want to enter and the community they are part of.

IFMERE has seen a **significant improvement in the quality of teaching and learning** since integrating the approach. Trainees are benefiting from a much more interactive, applied experience, and the focus on teamwork is building a stronger sense of inclusivity.

South Eastern Regional College have been invigorated by the strong connections made through the partnership and are keen to continue the collaboration, particularly in the areas of engineering and renewable energies. They have valued the opportunity to learn about curriculum management at a national level and the use of regional hubs in curriculum development. The partners have signed a Memorandum of Understanding to continue the collaboration.



South Eastern Regional College visited Morocco to support the development of a Quality Assurance Framework for the Moroccan TVET sector

“

The knowledge gained from the UK colleges was transformative. We've disseminated it extensively across our network, reaching trainers, students and industry partners. This collaborative learning has allowed us to embed advanced practices in our curricula and align more closely with industry needs.

Ayoub Mezroui,
Director of Studies at IFMERE

“

A highlight was getting to meet students and see their projects. It was really impressive to see the innovative thinking at work and the level of engagement as they demonstrated their projects.

Elaine McKeown,
Senior International Development Manager,
South Eastern Regional College

Developing green hydrogen skills

Connected by a shared commitment to developing the green jobs of the future, Petroc College, in Devon, and IFMEREE (Renewable Energy and Energy Efficiency Training Institutes), in Morocco, partnered to **strengthen capacity in green skills development** and **boost employability**, with a particular focus on green hydrogen.

After an initial baseline analysis of the TVET and renewables sector in Morocco, Petroc College shared a variety of resources with IFMEREE, including curriculum models, and delivered an online course on green hydrogen skills, including workshops with guest speakers.

A visit to Devon provided the Moroccan partners with an in-depth look at the UK renewables sector in action, as well as valuable networking opportunities, including comprehensive tours of the National Composites Centre and Hydrogen Alliance in Bristol, insightful sessions on the Offshore Wind Industrial Growth Plan in Exeter, and a visit to the Langage Green Hydrogen site in Plymouth.

On their reciprocal visit to Morocco, the UK partners shared insights with senior management, trainers and students on sustainable technology training methods and conducted a seminar on cutting-edge developments in green hydrogen in Tangier. A visit to local employers offered insights into the region's renewable energy sector and workforce needs.



Impact

By further developing specialist knowledge, skills and networks through the partnership, IFMEREE have strengthened their position as leaders and experts in renewables and green hydrogen skills in Morocco. The partnership has also supported their understanding of how institutions can, and do, work together to develop skills and the critical role of employer engagement in the UK skills system.

For Petroc College, insights from their visit to IFMEREE are helping shape their own green skills curriculum. This project has helped students and staff to understand the different contexts in which large scale infrastructure projects can be supported in different cultural environments including the opportunities afforded to the project from a centrally controlled model in Morocco with significant state support, compared to the business-oriented approach in the UK.

Both partners are keen to continue the partnership through further funding opportunities, including the Turing exchange scheme. IFMEREE have signed Memoranda of Understanding with both Devon and Cornwall Training Providers Network and Petroc College to continue supporting long-term collaboration and impact.



The trip was an incredible opportunity to learn from global leaders in renewable energy and to bring those insights back to Petroc. We're excited to develop collaborations that will enhance green skills.

Jackie Theakston-Thomas,
Faculty Manager for Engineering
and Motor Vehicle,
Petroc College



Enhancing employer engagement in Tanzania



In Tanzania, we work with the Vocational Education and Training Authority (VETA), the National Council for Technical and Vocational Education and Training, and other key national stakeholders to support TVET reform, particularly through UK collaboration opportunities. Our most recent International Skills Partnerships have helped some of the country's vocational training centres **strengthen their approach to employer engagement** in both the construction, and tourism and hospitality sectors.



Strengthening links with the construction sector

Hertford Regional College partnered with three vocational training centres in Tanzania – Dar Es Salaam Regional Vocational and Services Centre, Kigoma Regional Vocational and Services Centre and Morogoro Vocational Teachers Training College – to **boost employer engagement in the construction sector** and develop capacity of teaching staff through employer-based continuing professional development.

Preliminary meetings between the partners, involving representatives from the Vocational Education and Training Authority, highlighted the main barriers to effective employer engagement to be addressed, including a **lack of relevant construction businesses** in specific regions, **low awareness** within the business community around the benefits of engaging with colleges and students, and **insufficient resources to support employer engagement**.

From this, individual action plans were agreed with each partner, and Hertford Regional College assigned dedicated mentors to provide tailored support.



Tanzanian partners visited the UK to meet with Hertford Regional College and local employers © Hertford Regional College

During their visit to Hertford Regional College, the Tanzanian partners engaged with a range of private sector stakeholders, including partner employers who shared how they work with the college to co-design programmes that equip learners with relevant skills and make use of the latest technologies. The college staff and students were heavily involved in the week's activities, including sessions with the Hertford Regional College Apprenticeship team and a presentation by HRC T-Level students. A reciprocal visit to Tanzania gave the UK partners the chance to see how Tanzanian colleges support more women to become involved in the construction industry. The visit culminated in a partnership-wide dissemination event.

Impact

As a result of the partnership, the three Tanzanian partners have **improved their capacity for employer engagement** and are working to strengthen employer input on curriculum and programme design. Through new teaching methods, they are also exploring how digital learning tools can equip construction students with more employer-relevant skills. All partners are keen to continue the collaboration.



© Hertford Regional College

Better serving the tourism and hospitality sector

City of Glasgow College worked with three Tanzanian vocational education centres – Mtwara Regional Vocational Training and Services Centre, VETA Hotel and Tourism Training Institute and Dodoma Regional Vocational Training and Services Centre – to improve employer engagement in the design and **delivery of training programmes in the tourism and hospitality sector.**

Initial online meetings and questionnaires helped establish the partnership's core areas of focus, including building closer links with industry partners, strengthening lecturers' pedagogy and technical skills, **creating more industry-relevant curricula** and implementing an apprenticeship-style model.

Next, City of Glasgow College developed and delivered a series of online workshops to address these core areas, specifically tailored to their partners' needs.

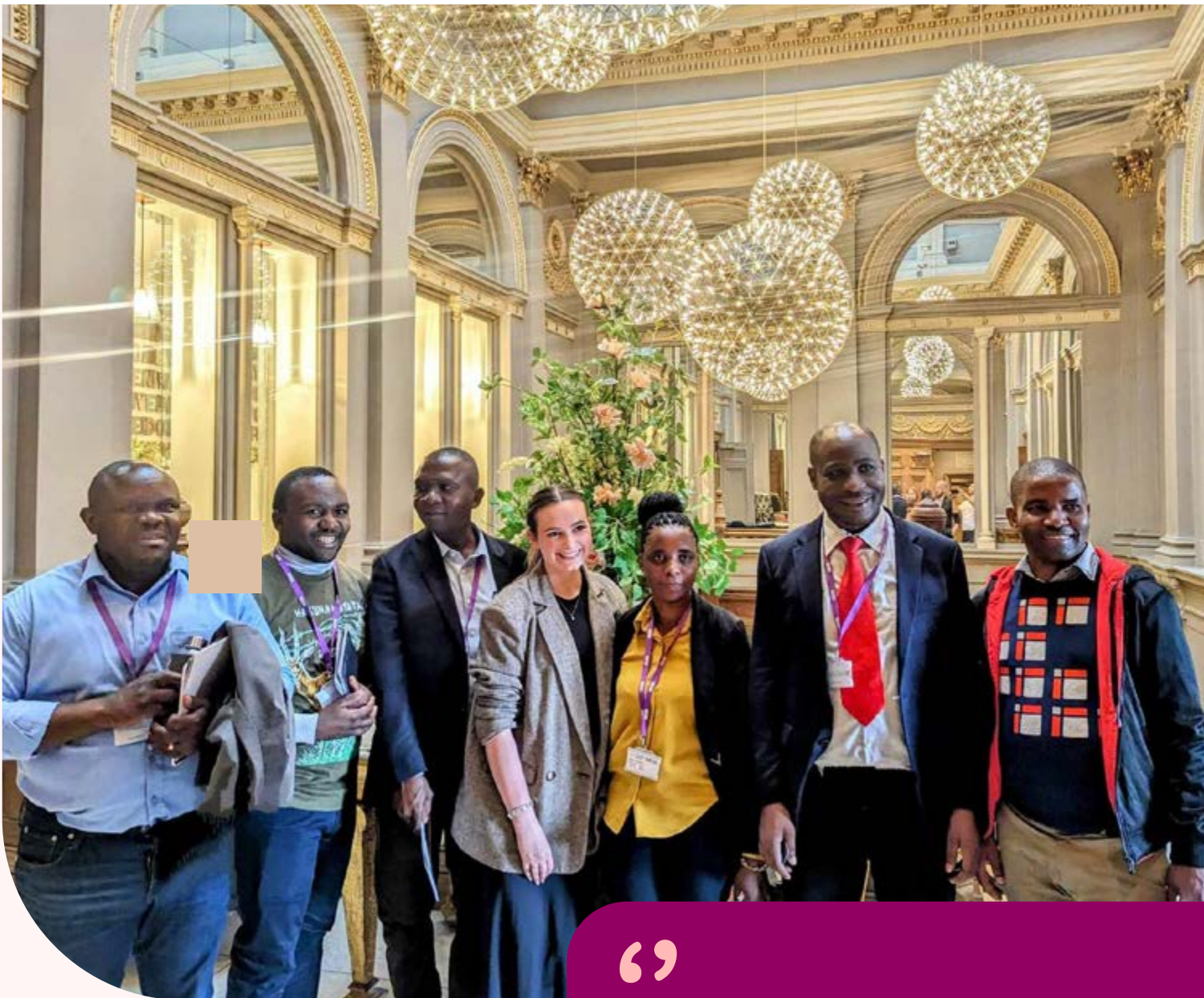
Reciprocal visits between the UK and Tanzania also gave the partners a better understanding of each other's operational contexts and challenges.

While visiting City of Glasgow College, the Tanzanian partners met with local enterprises to experience first-hand how the college involves employers in the design and delivery of TVET programmes.

In Tanzania, City of Glasgow College staff visited VETA Hotel and Tourism Training Institute in Arusha – the country's national centre for tourism – where they held capacity strengthening workshops with staff, met with students and visited two large-scale industry partners.



During their visit to Tanzania, City of Glasgow College staff led a workshop for project partners © City of Glasgow College



During their visit to City of Glasgow College, the Tanzanian partners developed their capacity for employer engagement
© City of Glasgow College

Impact

Thanks to the project, the Tanzanian vocational education centres have **strengthened their industry partnerships**, paving the way for more industry-relevant curricula and work-based learning opportunities for students. **New courses have been developed**, such as baking courses using local produce.

Through professional development provided via the partnership, staff have improved their pedagogy and integrated digital tools into their classrooms, offering more flexible learning opportunities and increasing student engagement, despite resource limitations.

“

Through these partnerships, we have significantly enhanced our vocational training offer and built the capacity of teaching staff, through exposure to international best practice and sharing approaches to effective employer engagement in curriculum design and delivery. Such collaborations are instrumental to improving the quality of Tanzania's TVET system, ultimately benefiting both trainers and trainees.

Anthony Kasore,
Director General, VETA

Supporting capacity building in Mozambique





While there have been significant reforms to revitalise TVET in Mozambique, there are still challenges at the policy, system and local levels, particularly a lack of institutional capacity and capability. We have worked directly with the country's TVET sector to support the national policy aspiration of **building a 'quality, efficient and effective education system that responds to the needs of human development'** by facilitating International Skills Partnerships that have strengthened institutional capacity through the sharing of best practices and expertise.

Embedding soft skills in the tourism and hospitality curriculum

South Eastern Regional College, in Northern Ireland, partnered with three institutes of technical and professional education in Mozambique – Instituto Comercial de Maputo, Escola Técnica de Mumemo and Instituto Industrial e Comercial Eduardo Mondlane de Inhambane – to help build staff capacity and embed soft skills development in the travel, tourism and hospitality curriculum.

With all project partners located in key strategic areas for Mozambique tourism – Inhambane province having the greatest potential for tourism in Mozambique, and Maputo city and the wider

Maputo province both offering potential for the blue economy and wildlife-based tourism – the partnership aimed to **enhance the institutes' role in supporting the national objective of developing young people's tourism skills** and encouraging self-employment.

South Eastern Regional College supported the Mozambique institutes to implement real-life projects that would enable trainees to apply skills in meaningful contexts, with South Eastern Regional College providing key support based on their knowledge and experience of using project-based learning approaches.



South Eastern Regional College engaged with staff and students during their visit to partner institutions in Mozambique
© South Eastern Regional College

In each institution, trainees took forward a key pilot project in collaboration with external stakeholders to further develop their soft skills – the development of a visitor centre at Escola Técnica de Mumemo, the creation of a popular culinary experience at Instituto Industrial e Comercial Eduardo Mondlane, and the design and development of a guided tour package for 18-to-35-year-olds at Instituto Comercial de Maputo. Specialist project-based learning pedagogy mentors from South Eastern Regional College supported teachers at each institute to develop the mindset, skillset and toolset to embed the approach in their curriculum.

During their visit to Northern Ireland, the partners from Mozambique saw first-hand how South Eastern Regional College uses project-based learning to develop soft skills. They also strengthened their understanding of UK TVET practices, such as institutional governance, approaches to employer engagement and quality assurance, and how enterprise and entrepreneurship are embedded in curriculum.

While visiting Mozambique, South Eastern Regional College evaluated the implementation of each institution's projects, which all demonstrated an improvement in trainees' skillsets.

Impact

By embracing the project-based learning approach, the Mozambique partner institutes have improved their pedagogy and strengthened the pedagogical skills of their trainers, while trainees have **increased their capacity to work in teams and solve real-life problems**. The institutes have also **developed stronger relationships with other institutions** and enhanced employer engagement.

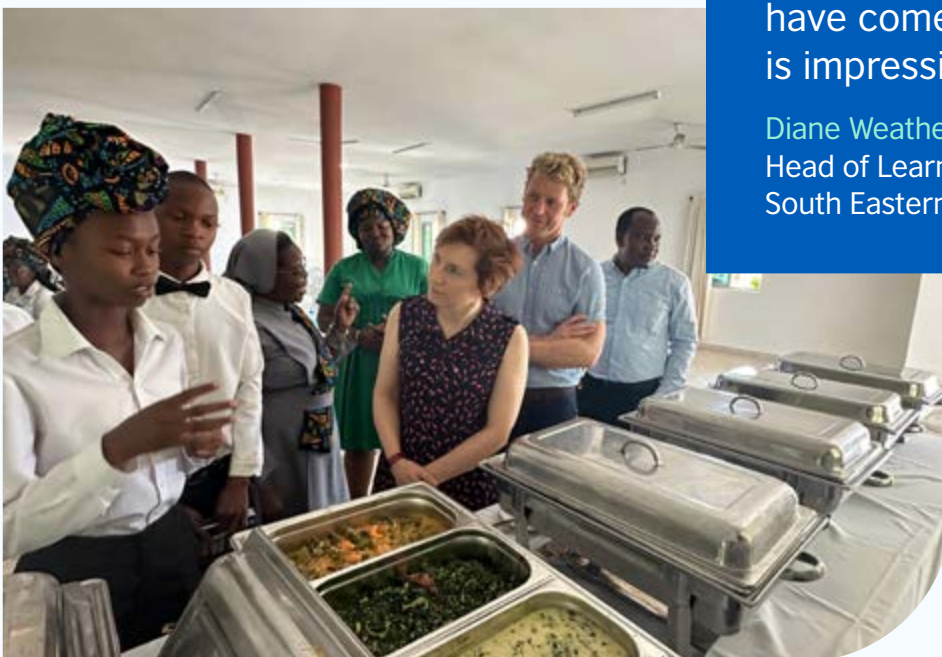
All three pilot projects successfully achieved their outcomes, and the institutes are now keen to explore how to apply their new pedagogical approaches to other curriculum areas.

For South Eastern Regional College, the opportunity to build strong connections with partners in Mozambique has paved the way for further exchanges and future collaboration, particularly in hospitality, travel and tourism.



We have learned so much from our three international partners, who have really inspired us. How far our partners and their students have come in such a short time is impressive.

Diane Weatherup,
Head of Learning Academy,
South Eastern Regional College



South Eastern Regional College assessed student-led projects during their visit to Mozambique
© South Eastern Regional College



Strengthening public-private partnerships in Nepal

Building on the successful delivery of the EU-funded Dakchyata TVET Practical Partnership programme, which aimed to make TVET more responsive to labour market needs through public-private partnerships, we have continued to work with Nepal's Council for Technical Education and Vocational Training (CTEVT) through our International Skills Partnerships to **facilitate stronger public-private partnerships that can support Nepal's transition** to a greener, climate-resilient, low-emission economy.



Establishing a Green Skills Advisory Panel

Outsourcery Services LLP, in the UK, led a consortium including the Devon and Cornwall Training Provider Network, Exeter College and Devon and Plymouth Chamber of Commerce to support capacity building around public-private partnerships in Nepal. They collaborated directly with the Federation of Nepalese Chamber of Commerce and Industries, supported by the Confederation of Nepalese Industries, Federation of Nepalese Cottage and Small Industries Hotel Association of Nepal and the Federation of Contractors' Association of Nepal to share best practice and support stronger partnerships between TVET providers, business and industry in the development of green skills.

Recognising that TVET programmes in Nepal have traditionally been classroom-based, with little exposure to the world of work and thereby limiting their relevance and effectiveness, the UK consortium aimed to **promote a work-**

based learning model to enhance employer engagement through apprenticeships, bootcamps and T-levels.

A visit to Nepal provided the chance for all partners to meet and share approaches and insights on ways the private sector can influence the development of training content. For example, Devon and Plymouth Chamber of Commerce shared their experience of developing a Local Skills Improvement Plan, which delivers partnership solutions to local issues.

The Nepalese partners also learned about the Green Construction Advisory Panel (GCAP) operated by Exeter College. This public-private partnership group, consisting of construction businesses, associated supply chain members and education providers supports and develops training and qualifications in the green construction sector.



Delegates from the UK consortium undertook a successful visit to Kathmandu © Outsourcery Services LLP

The UK consortium shared the successes of this approach, including how the panel contributes to **improving and developing sustainable training programmes that can respond to industry needs**. They also highlighted how the GCAP has been extended nationally and internationally, including the recent establishment of the Green Skills Advisory Panel (GSAP), which reflects the interdisciplinary nature of green skills across engineering, manufacturing and construction, and aims to address the UK's green skills gap more broadly, while also encouraging more women to take up careers in construction and STEM.

Impact

The experience and knowledge of the UK consortium has helped to reassure Nepalese stakeholders of the credibility of the advisory panel approach.

The country's policymakers have been inspired to form their own Green Skills Advisory Panel, adapted from the UK model, which is expected to help drive green skills policy.

This GSAP is being enthusiastically supported by private sector organisations who represent numerous employers in Nepal, and as it is set to be rolled out in the government's Nepalese TVET Act, it has the potential to become a key solution to addressing green skills needs across multiple sectors.

The UK consortium is keen to support the successful implementation of the GSAP in Nepal and to continue to bring together motivated private and public sector members to contribute to TVET reform and growth in the country.

Consortium members have benefited from the opportunity to work and share their knowledge with local and international stakeholders. They believe the experience has enhanced their reputation – individually and collectively – and are hoping to collaborate on future projects.

The partnership has led to three Memoranda of Understanding between the UK and Nepalese partners, demonstrating a commitment to further collaborate, learn and share best practice to support the transition to renewable and sustainable practices.

“

We now have champions from both the public and private sector working together to drive the TVET system forward, better aligned to private sector requirements.

Federation of Nepalese Chamber of Commerce and Industries representative

A close-up photograph of a woman wearing a blue hijab and a white polka-dot shirt. She is looking down with a focused expression at a sewing machine, which is partially visible in the foreground. The background is blurred, showing what appears to be a workshop or factory setting.

Introducing a sectoral approach to skills development in Pakistan

Pakistan's Khyber Pakhtunkhwa region, popularly known as the 'land of hospitality' and a hub of tourism has experienced a pressing need to enhance skills, as rapid industrial growth had outpaced the capacity of the existing workforce. Our International Skills Partnerships have supported collaboration with the UK to **drive a more sectoral approach to developing industry-relevant skills** in food and beverage.



Strengthening public-private partnerships in the food and beverage industry

UK training provider People 1st partnered with Khyber Pakhtunkhwa Economic Zones Development and Management Company (KPEZDMC) – a government-owned non-profit that develops modern industrial estates to facilitate mass job creation and skills enhancement – to **address specific skills gaps in food and beverages sector**, deemed crucial for economic development.

The project focused on establishing an Industry Advisory/Taskforce Group (IATG), which could drive a sectoral approach to skills development in the food and beverage sector and provide a replicable model to develop public-private partnerships across multiple sectors.

People 1st engaged with multiple Pakistani stakeholders, including higher education institutions, government agencies and employers, to gain agreement on the aims of an effective public-private partnership model.

The proposed model would address skills gaps to support sector productivity, support a more structured and collaborative approach to the development of labour market information, design relevant training programmes and qualifications, and support the development of TVET-industry partnerships.

A stakeholder workshop was held to help solidify the establishment of the IATG, and a labour market information study was developed and implemented to assess the current skills landscape and determine future needs.

While visiting the UK, Pakistani delegates got the opportunity to explore models of employer-TVET partnerships that effectively support the development of high-quality, relevant TVET programmes.

As well as attending the British Council's TVET Policy Seminar and undertaking capacity strengthening activities delivered by People 1st, delegates met with various stakeholders to highlight best practice in TVET-industry collaboration, including Birmingham Metropolitan College, who shared how they work with industry partners to create tailored programmes and various employers and apprentices to gain insights into manufacturing processes, quality standards and innovation.

During their reciprocal visit to Pakistan, People 1st participated in a workshop on practical actions to strengthen industry-education collaboration, improve the quality of training and establish funding partnerships.



People 1st hosted an International Skills Partnership delegation from Pakistan © People 1st International

The outcome of the workshop was a series of proposed initiatives, including strengthening work-based learning opportunities, developing technical skills academies and targeted upskilling programmes for employees. It also **highlighted the need to integrate sustainability and innovation into future training programmes.**

“

The IATG is a platform to mobilise stakeholders and address skills gaps, and our pilot project in the food and beverage sector is benefiting multiple industries. With IATG as the focal point, we are gathering industry demand to tailor training programmes, ensuring that economic zones have access to a skilled workforce.

Nouman Nadeem,
Head of Department,
Industrial Facilitation and Support,
KP Economic Zone


Impact

KPEZDMC have successfully taken ownership of the IATG, developing it into an effective forum for sector skills dialogues. Thanks to their strategic oversight and network across a range of sectors, there is now the opportunity to replicate IATG activities in other areas, including emerging sectors such as renewable energy and digital technologies.

Insights gathered on skills gaps and industry needs are now being used to shape the future training curriculum. By participating in the labour market information study, sector bodies have been able to demonstrate their value and develop their capacity to deliver such activities.

By highlighting the lack of a structured strategy to promote gender equality within the food and beverage industry, the project has also **led to a commitment to address the gender balance within the industry** and to provide new opportunities for female students through work-based learning.



A photograph of two women in a professional setting. The woman on the right is standing, smiling, and wearing a yellow sleeveless top with a colorful patterned scarf. The woman on the left is seated, looking towards the camera with a slight smile, wearing a white top. In the background, a map of Malawi is visible on a screen.

Addressing gender equality and promoting green skills in Malawi



© VET Toolbox

In Malawi, our International Skills Partnerships have helped to address key priorities within TVET. These include **overcoming the many barriers women face within the sector**, including access to programmes, positive outcomes and progression into employment, as well as **driving environmental sustainability and green skills**, in support of the government's proposed Green TVET Policy to promote green skills and support economic development.

Promoting female leadership in TVET

The number of women in influential decision-making roles in Malawi's TVET sector remains low, limiting their capacity to promote systemic change.

To address this, South Eastern Regional College, in Northern Ireland, and Malawi's Ministry of Labour partnered to launch a **leadership programme to strengthen the capacity of women in TVET leadership roles**, empowering them to become role models and agents of change.

Ten female educational leaders from the Ministry of Labour and five technical colleges in Malawi participated in the leadership programme.

To inform programme development, South Eastern Regional College conducted a baseline survey of key training needs, which highlighted a need to focus on improving confidence, reflective practice, personal development planning and empowerment.

The resulting 11-module online leadership programme covered six core leadership themes: personal and professional development, enterprise and innovation, leadership projects and research design, change management, leadership practice, and coaching and mentoring.

Ten female educational leaders from the Ministry of Labour and five technical colleges participated in the programme, each tasked with researching and developing a project to develop female leadership in the TVET sector.

Online sessions were designed to promote discussion and engagement among the participants and to encourage reflective practice



South Eastern Regional College hosted a combined delegation from Malawi and Mozambique © South Eastern Regional College

on the key issues they face in the Malawian TVET sector. These discussions focused on the prevailing culture, the lack of leadership opportunities and the limited availability of senior positions. As the project progressed, a leadership toolkit designed to support the development of female leadership within the TVET sector and provide a resource to upskill female lecturers and leaders was developed and shared with the participants.

A visit to Northern Ireland gave the Malawi participants the chance to discuss shared practice and common issues with a delegation from Mozambique, who were visiting South Eastern Regional College as part of a parallel International Skills Partnership.

During their reciprocal visit to Malawi, South Eastern Regional College met with government stakeholders, principals and project participants, and got the chance to assess the participants' projects. The visit culminated in a graduation ceremony for the training participants, with a 100 per cent pass rate.

Impact

The project has inspired female leaders to develop their leadership practice and **advocate for a more equitable and transparent leadership culture** in Malawi.

At the programme's graduation ceremony, participants spoke on-stage about their **increased confidence and stronger engagement in female peer networks**. They expressed their commitment to advocate for system and policy reform in relation to female leadership.

Participant feedback reiterates the positive long-term impact of the project. Participants report improved leadership skills and increased confidence, and believe the leadership programme will have positive impact on the future of female leadership in the Malawi TVET sector. Participants also express a renewed motivation to promote female leadership among their peers, empowering them to speak with one voice in their efforts to shape government policy.

South Eastern Regional College valued the opportunity to strengthen female leadership capacity in Malawi and are keen to explore further collaboration opportunities with their partners, including continued practice sharing, student and staff exchanges and future projects.



South Eastern Regional College met with government stakeholders, principals and project participants during their visit to Malawi © South Eastern Regional College

“

The programme has significantly improved my leadership skills, with a profound impact on my confidence, capability and approach to leadership.

I gained a lot of skills and knowledge around change management, leadership styles and approach and building an effective team.

Programme participants

“

It was a privilege to work with such inspiring women in the TVET sector in Malawi; their commitment to change and gender equality was highly motivating. Our work will continue to support the drive for equality in leadership positions, which will enable a stronger female voice to emerge.

Jenny McConnell,
Deputy Head of School for Business
and Professional Courses,
South Eastern Regional College

Greening the construction sector

‘Malawi’s Vision 2063’ identifies environmental sustainability as a key enabler to achieving the country’s development goals. The government is currently developing a Green TVET Policy, and there are planned interventions around green technology, green housing and youth-led green business.

To support this, Exeter College and Outsourcery Services LLP, in the UK, partnered with three TVET colleges in Malawi – Nasawa Technical College, Salima Technical College and Mangochi Technical College – to develop sustainable green practices in construction.

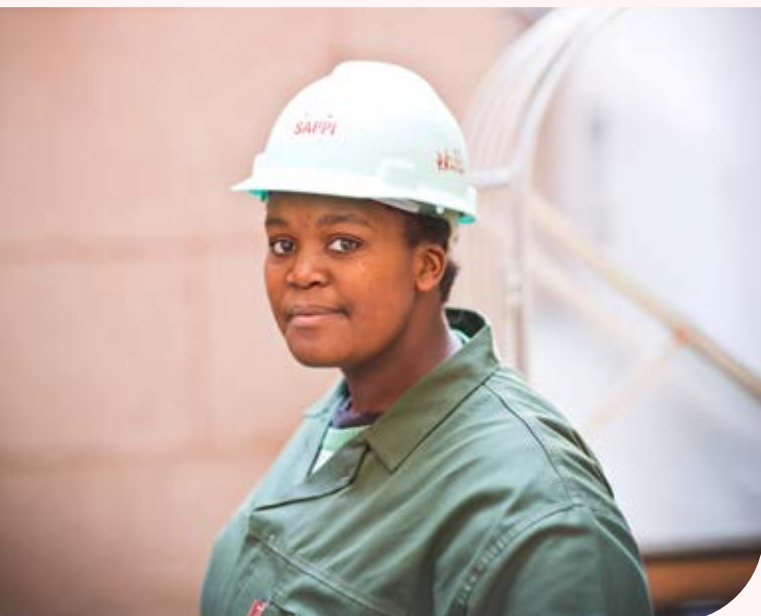
The project aimed to **promote the value of public-private partnerships** as a way of addressing skills gaps that impact on sector productivity, by enhancing employer engagement in the development of more demand-driven TVET programmes and qualifications.

Exeter College introduced the Malawi partners to the Green Construction Advisory Panel (GCAP) – a public-private partnership group of construction businesses, associated supply chain members and education providers, established to support and develop training and qualifications in the green construction sector. Based on their previous experience of supporting stakeholders in Nepal to implement a GCAP model, Exeter College believed it could also provide an effective framework for developing enhanced public-private partnerships in Malawi, Exeter College’s initial visit to Malawi, where they met with key stakeholders to gain a firm understanding of current curriculum practices. Exeter College had already shared details of GCAP in a partnership project with the partners in Nepal where it was accepted and endorsed by key stakeholders.

On their initial visit to Malawi, Exeter College met with key stakeholders to gain a deep understanding of current curriculum practices and Malawi’s skills priorities. This formed the basis of dedicated mentoring to the Malawi partners on how to develop new green construction curriculum and qualifications aligned to emerging skills and jobs, supported by the UK’s National Open College Network.

During their reciprocal visit to Exeter College, the Malawian partners participated in curriculum development workshops with the National Open College Network and job shadowing in Exeter College. They also attended a GCAP meeting to see the model in action.

During their second visit to Malawi, Exeter College presented the concept of a Green Skills Advisory Panel (GSAP) for Malawi, based on the GCAP model, to key stakeholders from government and other national bodies, who welcomed the idea. This resulted in the Ministry of Labour submitting a request to have the GSAP established.





© VET Toolbox

Impact

By introducing the GSAP to key stakeholders and gaining agreement on its mission and operating context, the project is driving the involvement of key stakeholders in changing the way curriculum is developed and delivered in Malawi, to meet the needs of the growing economy.

As a result of the curriculum development workshops with the National Open College Network, Malawi has introduced a new Entry Level 3 curriculum, leading to a sustainability qualification contextualised to the country's needs. Each partner college has also **introduced student-led sustainability programmes**, based on knowledge gained during the partnership.

These achievements have laid the foundation for the **development of new and relevant curricula** to meet the needs of the growing economy.

By further extending the GCAP model internationally, Exeter College has enhanced its reputation as pioneers in green skills curriculum development. The partnership has provided staff with valuable continuing professional development opportunities and is opening new opportunities for international student exchanges through the Turing scheme.

Promoting sustainable agriculture and advancing female leadership in Botswana



Skills development is a national priority in Botswana, both as an enabler of economic growth and as a mechanism to address high unemployment and skills shortages. Our International Skills Partnerships are supporting Botswana's TVET sector to **respond to key challenges and drive skills development**. In the area of green skills, we have supported partners to **enhance and promote sustainable agricultural practices** to address the key impacts of climate change. In the area of leadership, we have supported partners to **address the barriers women face in attaining leadership positions**, supporting TVET transformation through more inclusive and effective leadership.



Strengthening agricultural skills

To strengthen the capacity of Botswana's TVET sector to adapt to the demands of a green economy, Duchy College and Outsourcery Services LLP, in the UK, partnered with four agricultural centres and brigades across Botswana – Barolong Vocational Training Centre, Shoshong Brigades, Serowe Brigades and Satariano Brigade – to **strengthen agricultural curricula, promote sustainable farming practices**, and equip students with the skills to support a green transition.

An initial baseline analysis to understand current curricula and identify needs across 19 brigades in Botswana revealed significant variation in the understanding of green skills and sustainability, and the diverse ambitions of individual brigades.

This led to partners deciding to take the project forward as four individual mentoring programmes, with tailored sessions and workshops focusing on sustainable agricultural practices and entrepreneurship. This could encourage thinking about how practices could be localised to each specific context.

Each brigade identified a lead champion from their teaching staff, who was tasked with developing individual action plans in relation to farm regeneration, resource efficiency, environmental protection and social measures.



“

Farming is the backbone of Botswana's economy. Empowering agricultural colleges with the enhanced knowledge and understanding will help to improve sustainable agricultural practices and support the farmers and agricultural specialists of the future.

Dr Robin Jackson,
Director of The Rural Leadership School,
Duchy College

“

Agriculture is essential for Botswana's national food security and economic stability. By learning more about sustainable practices and instilling this into our curriculum, we are building a future where agriculture can thrive sustainably.

Ministry of Education representative,
Botswana

Impact

Through the partnership, the four brigades successfully identified methods, priorities and opportunities for embedding green skills, contextualised to their geographical area and types of production. These included regenerative and conservation practices, to help make farmers and growers more resilient and profitable.

The workshops not only fostered professional growth and the exchange of creative ideas about environmentally friendly agricultural practices and improved food production, but encouraged the exchange of knowledge between participants. This laid the foundation for a peer group to share progress, celebrate achievements and work together to find solutions to challenges. This group will support continued contribution to the greening of the agricultural sector in response to the impacts of climate change.

For the UK partners, gaining new knowledge on tropical agricultural processes has strengthened their professional development, and they are keen to explore further collaboration opportunities in this area.



“

From uncertain beginnings and numerous challenges, my new colleagues in Botswana have grown in confidence, developed a passion for change and created plans for implementation. I hope we can continue to support them on their journey and witness their achievements.

Dr Robin Jackson,
Director of The Rural Leadership School,
Duchy College

“

The skills acquired by TVET lecturers in greening agriculture will go a long way to enhance and ensure best practices in colleges, which will eventually improve efficient food production for our economy and sustainable farming.

Mr Lesolame,
Ministry of Education and Skills Development

Empowering female leaders

To drive stronger, more inclusive leadership to support the continued transformation of Botswana's TVET sector, the Learning Curve Group, in the UK, partnered with Botswana's Department of Skills Development to enhance female TVET leadership. The partnership aimed to **empower female leaders with the skills to drive more innovative and responsive TVET**, especially in the context of the growing green economy.

After assessing the aspirations, qualifications, operating context and support requirements of female practitioners, the partnership supported 13 female candidates to work towards the Level 3 Diploma in Leadership and Management, aligned to the Institute of Leadership and Management standards.

Delivered through the Learning Curve Group's own e-learning platform, the course covered 12 units, focusing on key areas such as leadership, managing change, entrepreneurial skills and quality management. This was complemented by self-study and virtual masterclasses delivered by Learning Curve Group's female leaders on key leadership topics relevant to the TVET sector.

Impact

All 13 candidates successfully achieved their Level 3 Diploma in Leadership and Management, receiving their awards via a virtual graduation ceremony.

A visit to the UK by three of the candidates built on the knowledge they gained through the qualification by obtaining new insights into best leadership practices in the UK TVET sector. A highlight of the visit was a hybrid award ceremony held at the Learning Curve office and virtually, allowing representatives from the British Council, Learning Curve Group and the Ministry of Education in Botswana to gather in person and online to experience a student showcase and to hear testimonials and feedback on their learning experience from graduating participants, and to celebrate the success.



A portrait of a Black man with a short beard and mustache, smiling and looking towards the left. He is wearing a dark blue suit jacket over a light blue button-down shirt. The background is a blurred indoor setting with large windows and modern architecture.

Developing entrepreneurial and green skills in South Africa



Agriculture is a significant part of South Africa's economy, and the country has a fast-changing renewable energy sector. Our International Skills Partnerships have supported TVET organisations to respond to key challenges in these sectors. In agriculture, this has focused on **equipping graduates with the necessary entrepreneurial skills** to boost the growth and profitability of their ventures. In the renewables space, we have **supported partners to build on best practices** and further enhance the development of green skills suited to their local context.

Developing entrepreneurial skills in agricultural programmes

To address entrepreneurial skills gaps amongst agricultural graduates, Warwickshire College Group (WCG), in the UK, partnered with Motheo TVET College, in Bloemfontein, and Boland College, in Stellenbosch, to **enhance entrepreneurship skills development in agricultural programmes.**

An analysis of current entrepreneurial provision showed that while both South African colleges already had processes in place, neither had a sustainable or measurable approach to developing entrepreneurial skills. There were also challenges around the limited entrepreneurial knowledge of participants, who lacked the necessary skills to pursue their own ventures and adopt sustainable practices that can boost productivity and profitability.

Based on these findings, Warwickshire College Group delivered comprehensive training to students and staff across the two South African colleges, built around their Entrepreneurial Framework, to equip them with the skills and knowledge to succeed in the agricultural sector. The training emphasised innovation, the use of technology and value addition in agricultural products.

Participants gained both entrepreneurial and soft skills, such as identifying business opportunities in agriculture, understanding market trends, financial management, resource utilisation and sustainable farming practices, and were also encouraged to create their own agricultural ventures, improve existing practices and contribute to the growth of the agricultural economy.

The training prioritised gender and inclusion, with course modules designed to be both gender responsive and culturally relevant by incorporating discussions on gender equity, land ownership rights and the challenges women face in the agricultural sector.



© Warwickshire College Group

Impact

The partnership delivered comprehensive entrepreneurial training to more than 250 students, 30 staff and 12 senior leaders, leading to a noticeable shift in mindset in both colleges.

The hands-on nature of the training, where participants could directly apply their theoretical knowledge, made the learning process more relevant and engaging, leading to better knowledge retention and increased enthusiasm for implementing what they had learned. It is hoped that many will be inspired to set up their own small businesses and create employment opportunities for others.

As a result of the project, Boland College have reported a **significant improvement in the quality of teaching** and an enhanced reputation among prospective students, stakeholders, and potential donors.

Motheo TVET College believe the project has advanced the capacity of their lecturers for developing entrepreneurial skills and are keen to continue the relationship with Warwickshire College Group through knowledge-sharing workshops to further enhance their agri-business and entrepreneur subjects.

The partnership has encouraged Warwickshire College Group to consider alternative curricula in their own college, and they intend to maintain and strengthen partnerships with both Boland College and Motheo College.



This programme has fundamentally shifted the way we approach agricultural education. By integrating entrepreneurship and sustainability into the curriculum, we are preparing our students for real-world challenges. It's no longer just about producing crops – it's about producing successful agricultural businesses.

Vincent Uys,
Senior Lecturer,
Boland College



Tutors could certainly see the benefits and are planning to adopt the framework as part of an add-on to the curriculum. Students were fully engaged, and it was clear that they understood that a qualification alone isn't enough to succeed.

Mark Bonham
Assistant Principal,
Warwickshire College Group

Developing green skills for the renewables sector

To help TVET respond to the fast-changing renewable energy sector, and to address South Africa's significant youth unemployment, Outsourcery Services LLP and Petroc College, in the UK, partnered with Capricorn TVET College and Elangeni TVET College, in South Africa, to develop green skills for renewables sector, building on the partners' existing good practice in employer engagement.

An initial baseline analysis determined the South African colleges' experience in green skills, employer engagement practices and existing TVET programmes. Each partner identified their green skills priorities. Elangeni TVET College aimed to focus on green agriculture to build on the potential of their new agriculture centre, while Capricorn TVET College aimed to focus on solar renewables, primary agriculture, developing an automated greenhouse tunnel at the college and expanding their dual TVET provision by building on the skills of their electrical engineering tutors.

The partnership agreed to focus on short-course curriculum development (e.g., bootcamps), to enable faster, more flexible responses to industry needs.



© Outsourcery Services LLP

Through online workshops, Petroc College shared a skills bootcamp framework for two 60-hour programmes: An Introduction to Offshore Renewables and Green Skills for Ecology and Conservation. These frameworks provided useful curriculum guides that the South African colleges could adapt to their local context.

Reciprocal visits helped the partners to better understand the similarities and differences in skills systems in both countries. They also gained hands-on experience of renewables training and got to meet students, staff, employers and other stakeholders in the renewables sector.

On their visit to North Devon, the South African partners discussed approaches to ensuring TVET can meet green skills needs and the needs of the local economy. The visit included meetings with public and private sector representatives keen to establish TVET partnerships in green skills provision, as well as partners from the North Devon Torridge Maritime Network to discuss skills requirements for the development of floating offshore wind.

During their visit to South Africa, the UK partners conducted more in-depth discussions on green skills provision, addressing various sectors, such as renewables, agriculture and marine.



© Outsourcery Services LLP

Impact

A Memorandum of Understanding between the partners is a sign of the commitment to further strengthen the partnership through student and staff mobilities and resource. The UK partners have also facilitated new relationships between South African and Botswanan colleges, exchanging knowledge and expertise to support green agricultural practices in TVET and in the wider economy.

Noticing the **high representation of girls and women participating in green-focused, STEM-related activities** in South Africa, the UK partners are exploring how this can be better replicated in the UK through ongoing exchanges with their South African counterparts.

The project partners are all continuing to promote green skills careers and opportunities through online communications, social media and case studies, working with employers to **ensure that inclusive practices are encouraged** within the workplace as well as within TVET institutions.



Strengthening green technology training in Mauritius



In Mauritius, we have supported the government's aim to **raise the profile of technical education** through various initiatives. As part of VET Toolbox , co-funded by the European Union and German government, we supported the government-established Polytechnics Mauritius Limited to set up an Industry Advisory Board to promote effective employer engagement. We also supported the development of a new competency-based framework for technical education in schools, to promote technical education as a valuable pathway to career opportunities. Through our International Skills Partnerships, this support has focused on contributing to the government's ambitious green energy targets, by providing UK collaboration opportunities to a range of TVET organisations to strengthen their capacity in green technologies.



Strengthening the green technology curriculum

Building on their extensive experience in curriculum development and innovation, including a range of short programmes in the renewable energy space, Cardiff and Vale College (CAVC), in Wales, partnered with the Mauritius Institute of Training and Development, Collège Technique St Gabriel and the Mauritius Qualifications Agency to help develop and shape a comprehensive curriculum for the green technology sector. The partnership involved two further Mauritian training providers – the Academy of Design and Innovation, and the Kolektif Rivier Nwar (KRN), who provide training in boat engine repair for early school leavers.

An initial baseline analysis of current provision and accredited programmes in green technologies identified gaps in provision across Levels 1 to 7 and revealed the extent to which unregulated programmes and micro-credentials have evolved in recent years, highlighting where new programmes can be developed to fill strategic gaps.

Cardiff and Vale College took these insights to deliver a series of green skills micro-credentials to trainers from the Mauritian partner organisations. Topics included awareness of environmental technologies, electrical energy storage systems and electrical vehicle charging installation, as well as quality assurance and curriculum-related sessions. Through this train-the-trainer model, those trained will go on to cascade their learning throughout other institutions.

Ensuring diverse and inclusive participation in the training was a key priority. **The partnership developed pro-diversity and inclusion strategies**, engaging with the principles of the UK BAME (Black, Asian and minority ethnic people) women in STEM agenda.



Cardiff and Vale College hosted an International Skills Partnership delegation from Mauritius © Cardiff and Vale College

Impact

The partnership has had a significant impact on green technology education and the skills training ecosystem in Mauritius. The partner institutions have embedded **stronger leadership and management processes**, particularly in the areas of quality assurance and curriculum development. The partners also believe the project will help to **raise public awareness of climate issues** and the emerging jobs required to support the green transition.

Cardiff and Vale College have laid the foundation of a robust training programme for trainers in Mauritius, while also providing support in the development of a new bespoke curriculum framework for green technology education in Mauritius. They aim to accredit the training

through CAVC/TAQA micro-credentials, to then be accredited by MQA, and to cascade it to other local training providers for upskilling or reskilling purposes.

The impact of the partnership is continuing to be monitored with a five-year programme of agreed KPIs planned, and it is hoped that a lasting outcome will be the engagement of more diverse talent into green technology as a subject and vocational pathway.

In the UK, Cardiff and Vale College used the partnership to help develop and promote its work in green technologies and strengthen engagement with partners such as Careers Wales and local authorities.





Enhancing green and entrepreneurial skills in Ghana

In Ghana, our International Skills Partnerships have helped to develop better quality, more inclusive and globally connected TVET, connected to two core government priorities – the development of green skills, driven by increasing awareness of the challenges presented by climate change, and the development of entrepreneurial skills, to better prepare graduates for the world of work. These partnerships culminated in a joint UK-Ghana dissemination event, attended by Ghana TVET Services and other representatives of the national TVET sector, where a series of recommendations were presented to further drive the development of green and entrepreneurial skills.

© Northern Regional College



Embedding entrepreneurial skills in the curriculum

City of Glasgow College, in Scotland, partnered with the Dr Hilla Limann Technical University, in Ghana, to embed entrepreneurial skills in the curriculum and boost graduate employability.

Initial research activities with internal and external stakeholders, including employers, determined the university's current level of entrepreneurial activity. In particular, it aimed to understand why businesses were not employing the university's graduates, identify skills and knowledge gaps of those graduates who had been employed, and explore the specific barriers to setting up businesses for marginalised groups.

This research revealed that, because entrepreneurial skills were only a small component of the curriculum, delivered towards the end of programmes, learners had little opportunity to apply these skills in meaningful contexts. In addition, lecturers lacked the technical resources and relevant pedagogical skills to promote innovation and develop students' creativity. It revealed that, even those graduates who had achieved good academic success lacked the necessary employability skills.

There was also a clear disconnect among key stakeholders who had the potential to support and advise entrepreneurs, such as government agencies, charities, private organisations, colleges and universities. Marginalised groups, particularly women and those living with disabilities, found it difficult to overcome challenges when setting up their own business.

To increase the entrepreneurial confidence of the university's students, the partnership developed a bespoke entrepreneurial toolkit

of pedagogical tools that could be embedded into the curriculum. City of Glasgow College also strengthened the capacity of lecturers through training in both pedagogical and subject-specific skills, delivered through online discussions and workshops, alongside WhatsApp and email support.

During their visit to Ghana, City of Glasgow College held knowledge-sharing workshops and dialogue sessions with key stakeholders. During their reciprocal visit, the Ghanaian partners observed lessons and participated in industry engagement seminars and subject-specific discussions.

Impact

As a result of the partnership, Dr Hilla Limann Technical University has seen an increased entrepreneurial confidence among students, which can lead to improved employment outcomes.

A bespoke toolkit and related training developed through the project is supporting lecturers to improve their confidence, pedagogy and subject expertise, enabling them to better embed entrepreneurial approaches within the curriculum.

A lasting outcome of the project is the creation of an entrepreneurial hub, which will act as a support network for the university's graduates that aspire to start their own business. This inclusive, positive community is built around best practice forums and signposts external stakeholder support.

Developing green skills in the renewables sector

Northern Regional College, in Northern Ireland, and Kumasi Technical University and Bolgatanga Technical University, in Ghana, partnered to share expertise in innovative green technologies and skills development, with the aim of strengthening the capacity of lecturers to deliver training in renewable/green hydrogen production, applications and technologies, and to integrate green skills courses into the curriculum.

The partnership directly aligned with Northern Regional College's strategic focus on sustainability and skills for the future, being the college with

the UK and Ireland's first accredited courses at Levels 2 and 3 in Hydrogen Applications and Technologies. The accredited Level 3 Award equips their students with the knowledge and skills to excel in hydrogen-related industries, such as energy generation, storage, and distribution.

During their visit to Northern Ireland, the Ghanaian partners explored Northern Regional College's facilities, pedagogical practice and training structure, and toured leading companies and organisations that utilise green technologies.

“

It was a privilege to showcase our innovative teaching methods and the vibrant green skills ecosystem we have developed here in Northern Ireland. Hosting the representatives from Kumasi and Bolgatanga Technical Universities not only highlighted our achievements but also strengthened our international ties.

Alan Reid,
Innovation Manager,
North Regional College

“

Our visit to Northern Regional College and Northern Ireland was incredibly insightful. The opportunity to learn from their innovative green skills curriculum and facilities will greatly aid us in developing similar programmes in Ghana. The exposure to cutting-edge industries further enriched our understanding of the potential applications of green technologies for sustainable development.

Abena Agyeiwaa Obiri-Yeboah,
Associate Professor in the Civil Engineering
Department and Pro Vice-Chancellor,
Kumasi Technical University

Embedding a strategic approach to entrepreneurial skills

Edinburgh College, in Scotland, and Sunyani Technical University, in Ghana, partnered to help the university embed soft skills at a strategic academic level, with the goal of developing the entrepreneurial mindset of learners.

Working with Sunyani Technical University faculty heads and other curriculum design leaders, Edinburgh College carried out an initial needs assessment and held roundtable discussions with employers and other relevant stakeholders to determine graduates' employability level and identify entrepreneurial skills gaps. They also engaged with students and alumni about their personal experiences and future development.

An initial scoping visit to Ghana gave Edinburgh College the chance to refine planned activities. A reciprocal visit to Scotland saw the Ghanaian partners participate in face-to-face training, discussions with college leadership and visits to other local colleges.

Throughout the project, the partners exchanged knowledge through a range of activities, including pre-recorded sessions, live question-and-answer sessions, bespoke case studies, reports and best practice guides, face-to-face train-the-trainer sessions, leadership development sessions, and discussions with internal and external stakeholders.

Impact

Thanks to the partnership, Sunyani Technical University have established a sustainable approach to developing entrepreneurial skills at an institutional level. This has led to the increased capacity and confidence of lecturers to deliver entrepreneurial skills.

The university has also established two key entrepreneurial working groups – one lecturer-led and one student-led – to ensure continual learning and development, underpinned by a co-designed bank of resources.



