BRITISH COUNCIL

SKILLS FOR EMPLOYABILITY

Bringing the Learning Home

Showcasing innovation and best practice of British Council facilitated Skills Development Partnerships

21-22 November 2011
Fairmont Nile City Hotel,
Cairo, Egypt

www.britishcouncil.org

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'The seminar provided an excellent opportunity to showcase and celebrate the outstanding partnerships between UK institutions and institutions across the region. But the event was also about drawing on the great international expertise of delegates to reflect on how the considerable successes to date could be built upon. The event provided ideas of how Skills Development Partnerships might be enhanced in order to create even greater impact and, ultimately, to improve the ways in which the countries involved in the partnerships furnish young people and existent workforces with the skills they need to enable both individuals and societies to flourish.'
Neil Shaw, Regional Adviser, Vocational Education and Training for the British Council

Bringing the Learning Home

Bringing the Learning Home was a two day seminar held in Cairo on 21-22 November 2011, as part of the British Council's Skills for Employability Programme. The event was attended by more than 60 participants from countries including Egypt, Jordan, Libya, Morocco, Palestinian Territories, Tunisia, United Arab Emirates, United Kingdom and Yemen, and focussed on the ground-breaking work currently taking place across the Arab world through the programme's Skills Development Partnerships. It also provided an invaluable forum for discussion and the exchange of ideas.

This report
• **Highlights best practice demonstrated by Skills for Employability partnerships**
• **Records key observations from participants at the conference**
• **Presents recommendations for enhancing the effectiveness of Skills Development Partnerships**

Copies of case studies and a video of the event are available on
http://www.britishcouncil.org/egypt-education-skillsforemployability-news-2.htm

Contents

An overview of British Council Skills Development Partnerships, by Melanie Relton (Regional Vocational Education Manager, British Council UAE)

Background

Skills for Employability and Skills Development Partnerships
As UK's cultural relations organisation, British Council's purpose is to create opportunity for people around the world through the exchange of knowledge, ideas and solutions.

The British Council is working to support the development of skills and employability, and equip young people for a fulfilling and productive future. It has an established track record of success in brokering and managing international Skills Development Partnerships across the Arabic world, as well as globally. Our ultimate aim is to support the skills education reforms that will enable young people across the world to develop the skills needed for the world of work today and in the future.

Our programme, Skills for Employability, works through the themes of skills, enterprise and English to support the development of education strategies that ensure that young people are better prepared for the world of work.

Our vision is one where employers are fully engaged in skills development and young people have the skills needed, not just to support economic prosperity, but to tackle future international challenges.

As part of the programme, the British Council facilitates pre-commercial Skills Development Partnerships which support our cultural relations agenda. Partnerships bring together appropriate institutions from the UK and overseas to share expertise, knowledge and experience on the development of a skilled workforce. Partnerships are asked to focus on developing education and training programmes that specifically meet the needs of industry in identified employment sectors and the development of teachers and leaders. Partnerships have the support of relevant national government agencies to create impact at national level.

The work of the Skills Development Partnerships can lead to significant enhancements to the training provided by participating training institutions - thus increasing the employability of their learners both in the UK and overseas. It can also inform policy development in the participating countries, leading to systemic change that can improve the skills and employability of young people on a national scale.

A list of current Skills Development Partnerships in the Middle East and North Africa can be found in Appendix 3.

Skills development in Middle East and North Africa
Within this region there are examples of a 'disconnect' between industry and training. Many training providers deliver training programmes which have not had the benefit of industry input, leading to young people not acquiring the relevant skills for employment and a perpetuation of the low status of skills in Arab society.

The drive to address this disconnect has been given increased urgency by the Arab Spring, which was motivated, in part, by the frustration felt by many young people faced with a lack of opportunities to develop, learn new skills and increase their employability.

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Delegates sharing best practice

The seminar

Objectives

The seminar aimed to stimulate debate and discussion, and motivate and inspire participants to consider current and future Skills Development Partnerships.

It provided an opportunity to foster communication between stakeholders in order to encourage the formation of professional networks and promote the bringing together of partnerships to share and develop best practice.

The programme

Chaired by Neil Shaw, Regional Adviser, Vocational Education and Training for the British Council, the programme offered a range of speeches, case study presentations and workshops focussing on four key themes:

- **Employer engagement**
- **Quality assurance**
- **Entrepreneurial skills development and innovation**
- **Building impact through successful media relations and marketing.**

There was also an opportunity to visit two training institutions based in Cairo: Industrial Training Council and the Egyptian Banking Institute.

The event also saw the presentation of the first MENA Skills Development Partnership of the Year to Sharjah Institute of Technology, UAE and Pembrokeshire College and Coleg Gwent/Gwent College. See Appendix 4 for the shortlist. A full programme with a list of speakers can be found in Appendix 1, and a full list of attendees in Appendix 2.

Event outcomes

The outcomes and recommendations that arose from the event are reported below. As well as useful insights and suggested actions focussing on the four key themes, there are also general observations and recommendations for taking forward the programme, as a whole.

'The format was excellent in that the presentations enabled participants to share experience and practice which was followed by discussion groups that provided an insight into needs and wants, generating ideas for future collaboration.'
Barbara Brodigan, Doncaster College, UK

'I'm going to disseminate this to our engineering industries sector, in order to encourage them to get more engaged in the training business.'
Essam El Zomor, Executive Director, Engineering ETP - TVET Reform Project, Egypt

Employer Engagement presentation by Zeinab Abdel Razek (Assistant Director, Egyptian Banking Institute, Egypt) and David Llewellyn (UK Programme Manager and Director of International Projects, Tyro, Craven College, Skipton, UK)

Observations and recommendations

During each session participants received a presentation from an existing Skills Development Partnership on one of the four main themes. Delegates then broke out into groups to discuss issues raised during the presentations and identify key observations and recommendations.

Theme 1 - Employer engagement

The Skills Development Partnership presenting this case study comprised the Egyptian Banking Institute and Tyro (the commercial training division of Craven College).

The presenters described how the partnership discussed training needs with employers in the banking sector before producing a suite of relevant and flexible training programmes for the commercial environment in Egypt. They also offered the option of accreditation of these courses. The training was jointly delivered, and has attracted the interest of larger banking institutions looking to outsource staff training, in particular in soft skills.

Key observations
- Employer engagement is key to understanding the knowledge and skills required of learners and employees
- Engaging SMEs is particularly difficult
- It is important to demonstrate to employers the value of their input
- All trainers within an institution should have a relationship with employers, and be trained to work with them
- Employers require flexibility in content and delivery
- Employers do not necessarily require accreditation of training
- Work based training, such as apprenticeships, should be incentivised and encouraged by institutions and employers
- Training institutions could consider business incubation models.

Recommendations

- The British Council should help institutions to build employer engagement into their partnerships by:

  - providing case studies of how previous partnerships have delivered in the area of employer engagement
  - putting new partnerships in touch with successful partnerships to find out how employer engagement was delivered
  - providing guidance, where possible, on specific employers who might engage with the partnership

- The British Council can also play a part in promoting the importance of employer engagement, increasing understanding of what is required and encouraging systemic change in partner countries through, for example, policy dialogue activities of the sort being delivered in Egypt, Libya and Tunisia

- Where appropriate, partnerships should focus on the professional development of trainers to ensure that they have the skills to engage with employers

- Wherever possible, Chambers of Commerce and other employer forums should be involved in Skills Development Partnerships

- Partnership proposals should outline the flexible methods they will use to meet the differing needs of the employers they hope to engage

- The programme should provide more support for partnerships looking to engage with SMEs. Modifying course design and providing an international element may attract existing SME employers

- Apprenticeships as a model for a partnership would be seen as useful by some employers looking to develop internationally.

Quality Assurance presentation with Lowell Williams (Principal, Dudley College, UK)

Theme 2 - Quality assurance

There were two presentations on this theme:
Speakers from Dudley College and the Technical Industrial Institute Taiz Al Hoban, Yemen highlighted the need for all colleges to develop robust quality assurance systems, and how focussing on quality assurance can lead to additional opportunities.

They outlined the partnership's flexible approach to working in a difficult environment, where it has undertaken curriculum mapping in two subject areas, with a view to developing a quality manual for the college in Yemen.

Ecole Supérieure des Industries du Textile et de l'Habillement (ESITH) - Casablanca, Morocco and Doncaster College presented on the work the partnership has done in raising staff awareness of the importance of focussing on quality, while developing a new quality assurance mechanism. This approach, coupled with a successful publicity campaign, has led to much interest from other stakeholders.

Quality Assurance presentation by Lowell Williams (Principal, Dudley College, UK) and Mansour Mana (Technical Industrial Institute Taiz Al Hoban, Yemen)

Key observations

- Quality provision will lead to an increase in the quality of student achievement
- Trainers should be able to trust quality assurance systems, rather than seeing their introduction as a threat
- Quality assurance is a journey that should be embedded into the learning culture
- Institutions need to consider the benefits of having a system that reviews the quality of their institutions to support them to identify excellent provision and those areas that need attention
- There is less focus on developing quality systems for soft skills
- Government regulatory support helps institutions to meet quality standards
- Using English effectively in quality assurance systems can be beneficial, especially when looking to match systems in different countries
- There is a difference between quality assurance and quality control.

Recommendations

- There needs to be a big cultural shift in this region before quality assurance can be effectively implemented in many MENA countries. Skills Development Partnerships can play an important role in this by providing models of best practice to inform systemic change through a sharing of ideas as well as written material

'We've learnt that we have to engage industry in the decisions on developing the training programmes, updating them, and even in the preparation of the exam papers, for example some employers took part in the examining process.'
Fehmi Bezzaouia, Centre de Telecom Cite El Khadra, Tunisia

Barbara Brodigan (Head of International Operations, Doncaster College) following her Quality Assurance presentation with Najib Hamouti (Lecturer of Business English, Ecole Supérieure des Industries du Textile et de l'Habillement (ESITH)-Casablanca, Morocco), with Nevine Abaza (Director Alexandria, British Council)

- The absence of national qualifications frameworks in many of the countries in which the partnerships operate, is proving to be a major challenge for those partnerships focussing on quality assurance. The British Council could help to stimulate systemic change through policy dialogue in this area

- It is important that bodies responsible for quality assurance should be independent and not engaged in delivery. Again, this message should be highlighted through policy dialogue activities supported by the British Council

- Leaders and senior staff of those institutions involved in partnerships should understand and champion what the partnerships are aiming to deliver in the area of quality assurance, and ensure that their institution as a whole supports the work of the partnership

- Institutions in the Middle East and North Africa often need a better understanding of the processes connected with Quality Assurance. This should be factored into partnership plans

- It would be particularly advantageous to have a broad range of institutions formally involved in Skills Development Partnerships that focus on quality assurance, including awarding bodies such as the Scottish Qualifications Authority, UK inspection institutions such as Ofsted and local government agencies responsible for quality assurance

- Skills Development Partnerships are well placed to pilot new models of working, especially in quality assurance, that could inform national policy. It is therefore important to ensure that the development of new quality assurance systems fits with the country's reform agenda.

Theme 3 - Entrepreneurial skills development and innovation

Skills Development Partners, Stevenson College Edinburgh and the National Institute for Vocational Education, UAE, presented on how the two institutions have used competitions to pilot methods of embedding enterprise skills into the curriculum. Support and mentoring from local entrepreneurs have helped the student competitors to develop their confidence, as well as their ability.

'Our partnership didn't focus very much on entrepreneurial skills but we discovered that colleges who focussed on this aspect of partnerships can increase benefits for students, helping them to learn how things are done, not just in their own country but also in countries like the UK.'
Najib Hamouti, Ecole Supérieure des Industries du Textile et de l'Habillement (ESITH), Casablanca, Morocco

Key observations

- Teaching entrepreneurship can be a good way to engage with students – and change the perception of skills training
- Entrepreneurial skills development helps to develop student's confidence and soft skills, and supports students concerned about entering the workplace
- Institutions need to be clear on who can deliver enterprise teaching
- Trainers should facilitate, but it is good to bring in experts to teach enterprise
- It is important that the correct students and employers are chosen for this training
- At present, employers and institutions are reluctant to develop soft skills
- Entrepreneurial skills development often requires a change in the culture of teaching, but can be incorporated into existing courses
- This type of training and development can help overcome reluctance to starting up a business
- Focussing on entrepreneurship is a good way to bring large businesses into education and training.

Entrepreneurial skills development and innovation presentation by Annette Webb (Senior Lecturer in Management and Labour Studies, Stevenson College Edinburgh, UK) and Dr Naji AlMahdi (Executive Director, National Institute for Vocational Education, NIVE, Dubai)

Recommendations

- Middle Eastern and North African countries should introduce entrepreneurial skills development into current skills curricula from the earliest stages. At present the limited enterprise development opportunities that do exist only begin at a very late stage - after students leave vocational and technical education and training - and typically focus on managing risk, not about soft skills development
- Introducing entrepreneurial skills development into this region will require a cultural shift and systemic change. The British Council can help to facilitate this through policy dialogue work in the area of enterprise development in the skills training sector
- There needs to be published best practice guidance in this area
- All Skills Development Partnerships that focus on enterprise should establish at the preparation stage a shared understanding of what enterprise means in this context. In all such partnerships there should always be a strong emphasis on soft skills
- All partners should gain an understanding of the enterprise environment in the partner country – for example, the great predominance of micro-businesses in many countries in the Arab world

- In projects focussing on enterprise it is important to have the right people for the right activities – for example, capacity building in the area of entrepreneurship skills may be delivered better by an entrepreneur than, say, a teacher of business studies. Consideration should be given to this issue at the project proposal stage
- The Scottish Funding Council has supported the development of enterprise hubs. Consideration should be given as to how best these hubs might be engaged in Skills Development Partnerships that focus on enterprise
- Consideration should be given to how Skills Development Partnerships that focus on enterprise might have a close involvement in the design and delivery of national British Council Enterprise Challenges across the region. This would build on the involvement that already exists whereby UK colleges support inward visits to the UK for national Enterprise Challenge winning teams.

Theme 4 - Building impact through successful media relations and marketing

The presenters from Sharjah Institute of Technology, UAE and Pembrokeshire College demonstrated how the sharing of best practice in media relations and marketing can have a positive impact on student recruitment. They highlighted the importance of gaining market intelligence about key stakeholders, such as employers, and how partnerships could be used to gather this information. This led to the development of an international, commercial business initiative that built on the models the partners had developed.

Key Observations
- Good quality marketing raises standards by attracting the right people into the right training courses
- Marketing is often seen as a last resort
- Institutions have to weigh up price vs impact of marketing
- Staff require marketing skills in order to market the institutions' products
- Using marketing and media relations is key to changing the perception of skills
- Trainers need to be customer orientated – this requires a change of culture
- Institutions should market careers and jobs, not just courses
- Student stories can be a good marketing tool
- Good marketing can get students into the right frame of mind before they start
- Marketing gives students options

International delegates at 'Bringing the Learning Home'

- It is important to have good products to market
- The international element of partnerships is great for marketing
- The British Council can give colleges global recognition
- There is a need to develop long term relationships with the media, a 'drip drip' effect
- Advisory forums can provide a good basis for developing strategies.

Building impact through media relations and marketing presentation by Reham Mustafa (External Relations Manager, Sharjah Institute of Technology, UAE) and Patrick Groves (International Marketing Manager, Pembrokeshire College, UK)

Recommendations
- Skills Development Partnerships should promote their work in order to build links and forge valuable new relationships, and to leverage access to funding, expertise and other networks
- While partnerships have made great strides in the last year as regards marketing their partnership – partly a result of the requirement to submit a publicity strategy at the proposal stage – for some partnerships this is an area that receives less emphasis than it might. The British Council must continue to highlight the importance of marketing to developing successful partnerships through case studies and best practice
- Partnerships should have both short and long term publicity strategies
- Partnerships should be encouraged to be more imaginative in their media relations and marketing, including utilising social media, work displays and tester days, in addition to the more traditional routes of press, web, radio and TV
- The British Council should revise guidelines for marketing and media relations, and produce case studies to illustrate successful marketing activity.

'The marketing project that was presented has prompted me to review the overall marketing strategy that we have, in order to include elements that we may have missed or we have not focussed on properly.'
Dr Naji AlMahdi, National Institute for Vocational Education, Dubai, UAE

The MENA Skills Development Partnership of the Year Award acceptance speech by Patrick Groves (International Marketing Manager, Pembrokeshire College, UK), Hanadi Al Suwaidi (Assistant Director, Sharjah Institute of Technology) and Reham Mustafa (External Relations Manager, Sharjah Institute of Technology, UAE)

General observations

In collating feedback from this event, we found that there were not only a number of points that recurred across discussion groups, but also individual ideas and observations that we thought particularly insightful. We believe that readers may find these observations interesting and useful and so have added them to the report. We have placed greater emphasis on suggestions for enhancements and innovations and less on reflections on the many aspects of partnerships that are currently working well:

Profiles of potential partner institutions
- Significant progress has been made on identifying 'partnership-ready' institutions from across the region. This is thanks to the British Council taking a number of steps such as making candidature for a partnership competitive in the region as well as in the UK and ensuring that candidate institutions are not simply Ministry nominees with potentially limited engagement to the partnership
- The British Council has made progress in assuring the quality of candidate in-country institutions, as noted above. However, more work needs to be done to ensure that the profiles of in-country partners are as full as possible. This could be achieved by extending the time frame for the travel grant process.

Partners and partnerships
- Potential partnerships are being encouraged to have a greater breadth of partners, and to include Sector Skills Councils, as well as employers, awarding bodies, ministries, agencies etc. A larger, more diverse consortium will increase the impact that partnerships can make
- A next step could be to consider multi-lateral partnerships – perhaps as a second phase involving two bi-lateral partnerships, working in this same area, which have demonstrated impact
- Having the right partner is the key to a successful partnership. Building personal connections is crucial to this process, and should be the focus right from the start of the partnership

- Managing expectations and setting realistic objectives will ensure the partnership has a better chance of success. The British Council can play a role in this by providing in-county briefings, as well as individual support for potential partners. Good communication channels are also vital
- Partners must jointly own the project, so that it provides mutual benefits. There should also be support from the leadership of all partners
- Partnerships can run into problems when staff changes occur. It is important that contingency plans are in place to ensure that disruption is kept to a minimum.

Regional experts sharing knowledge and best practice

Project focus

- Currently partnerships have one or two themes but should consider having more than that. For example: employer engagement, changing perceptions, apprenticeships, careers guidance, business incubation/SMEs
- Apprenticeships should feature more prominently in skills development partnerships. For example, in Egypt this would support substantial work that the British Council is already delivering on a policy level
- The British Council should consider a second project model where:

  - projects last for a fixed two years (providing deliverables are successfully submitted as per the project plan), have a fixed budget, and are designed from scratch, apart from the sectoral and thematic focus
  - the project brief would be more defined from the start, would perhaps follow on from another, recently finished project, would generally be shorter than the existing model, and its funding level would be determined by the specific requirements of the project

  This approach could have a number of advantages:
  - it could help ensure that the work of previous successful projects was capitalised upon effectively
  - it would provide an immediate focus for partnerships. Some partnerships find the current project brief under-defined, the process in developing a project from scratch too daunting and time-consuming, and the projects that result too broad in their scope
  - it would result in relatively short but high impact projects.

Communication
- Shared language is crucial to developing good communication. For partnerships in the Middle East and North Africa this will generally require a good level of English/Arabic on both sides
- Partnerships are usually most successful when they communicate with the British Council throughout. This can include: sharing best practice, highlighting forthcoming events and visits, raising issues such as communication, finance and deadlines
- Regular communication between partners is one of the most important contributors to a successful partnership. It is recommended that partners schedule a minimum of one phone conference a month. This ensures that partners build up trust and understanding by getting to know each other, are able to resolve any issues that arise and can share ideas.

Sustainability
- A sustainable partnership should provide benefits to both institutions. Successful examples include: having a product at the end e.g. a board game, or delivering short courses overseas to employers looking for an international element
- The British Council should review the section on sustainability in the proposals to ensure that generic responses are avoided. This could involve partnerships being asked to identify specific employers and organisations and exploring the potential for support for partnership both during and after funding period

Mohammad Kobari shares from his experiences of Skills Development Partnerships in Palestinian Territories, at a group discussion

- The British Council should give greater weight to the issue of sustainability at the assessment stage. A sustainability assessment after year one, following submission of reports, would be a good way to check on progress towards sustainability
- Where partnerships have had a successful project, established new links with external organisations and leveraged future funding to support the sustainability of the partnership, it may be appropriate for the British Council to consider a modest 'exit grant'. This may enable the partnership to move as efficiently as possible into its next phase. Such funding would be linked to specific deliverables.

Networking and mentoring

- Many partnerships feel that they are working in isolation. The British Council will work to ensure partnerships appreciate they are part of a wider scheme of work. Bringing the Learning Home is one solution, as is ensuring the website is up-to-date and easy to access
- Established or completed partnerships should offer guidance to prospective partnerships working in the same country or on the same theme. This should be incorporated into the proposal form in order to establish a mentoring scheme

Amany Moemen sharing from her experience as Chief Executive Board Member at the Industrial Training Council

- Cultural barriers can lead to unsuccessful partnerships. It is important to find out about the culture of the institution you hope to partner with. A good example of this is to appoint some advocates in your college who take the time to find out about the culture, maybe by asking people who have previously worked there
- When starting a partnership in another country, it is useful to be able to draw on the experiences of those who have worked on Skills for Employability projects there previously. A list of all previous projects is on the website
- Case studies should be part of a wider dissemination process to highlight best practice in partnerships. A template for case studies will be provided to partnerships to be completed as a deliverable at the end of the project. These will be added to the website. The dissemination process will include events such as Bringing the Learning Home and in-country briefings.

Changing perceptions

- Having an international element to an institution, such as through a partnership, can provide the student with greater interest in their course and vocation, and internationally-recognised knowledge and skills. This is also attractive to employers
- Partnerships also provide staff with the opportunity for professional development as they are introduced to different methods of teaching for different requirements.

Flexibility of timeframe, durability and funding

- At present, Skills Development Partnerships follow a fairly rigid model. Institutions must meet potential partners and submit a proposal within four months. If successful, the partnership projects run for two years, and receive funding of about £15,000 a year. In some cases, a longer lead-in time (travel grant period) could provide better preparation before the partnerships commence. However, this has to be balanced with the fact that partnerships need to build up momentum, and a long lead in time can cause a faltering start
- If a partnership is sustainable beyond the two years, it may be beneficial to all parties for the British Council to have some involvement
- Flexibility may also be required in the funding process.

Monitoring and evaluation

- As part of the final evaluation of each Skills Development Partnership, partnerships should be awarded a final grade, such as on a scale of 1-5. This should then be published on the British Council website and in appropriate British Council reports
- Evaluations should provide evidence of both what works and what doesn't. Partnerships are encouraged to pilot new and innovative methods of training so it is important that we acknowledge where pilots have worked and where they have not
- An annual award would give all partnerships an additional incentive to ensure the success of their partnerships, and help to raise standards. The criteria for the award should be published.

Future development

An advisory forum for Skills Development Partnerships to meet possibly three times a year would be a good way to involve key stakeholders and implement new changes in a way that is appropriate for all representatives involved in the partnerships.

2011 MENA Skills Development Partnership of the year award winner Patrick Groves

'It's really interesting to see how different skills partnerships have developed. There are lessons there that I can take home.'
Lowell Williams, Dudley College, UK

The winning MENA Skills Development Partnership of the Year: Sharjah Institute of Technology, UAE and Pembrokeshire College and Coleg Gwent/Gwent College

Next steps

While it is unlikely that all of the above recommendations will be adopted, British Council is committed to making its Skills Development Partnerships as effective as possible and early consideration will be given to prioritising these recommendations and introducing key innovations before the next call for partnerships. Additionally, a timetable will be established for introducing further enhancements.

On reviewing the recommendations, there are two broad points that emerge:

- *The requirement for greater flexibility in how partnerships are configured.* There will be a particular focus on moving away from a fixed, bilateral partnership between two institutions. Greater flexibility in funding models, duration of partnerships and consortium will be considered and encouraged in future partnerships in order to increase impact and benefit those involved in the projects

- *The need for greater networking and linking of partnerships.* Participants felt a real benefit from understanding they are not working in isolation so there will be a focus on setting up networks, such as advisory forums, in order to provide partnerships with links to existing best practice. There will also be a focus on highlighting best practice, such as on the website, as an additional method to increase the impact of Skills Development Partnerships.

Appendices

Appendix 1

Programme

21st November - Day 1

9.00 am	**Registration and Networking**
9:30 am	**Welcome and Introductions**
9: 45 am	**Overview of Skills Partnerships** • Melanie Relton, Regional Vocational Education Manager, British Council UAE
10:10 am	**Skills Partnerships Presentation and Discussion** Theme : Employer Engagement • Zeinab Abdel Razek, Assistant Director, Egyptian Banking Institute & David Llewellyn, UK Programme Manager and Director of International Projects, Tyro (Craven College, Skipton), UK
11:00 am	**Refreshment break**
11:30 am	**Skills Partnerships Presentation and Discussion** Theme : Quality Assurance • Lowell Williams, Principal, Dudley College, UK & Mansour Mana, Technical Industrial Institute Taiz Al Hoban, Yemen • Barbara Brodigan, Head of International Operations, Doncaster College, UK & Mr. Najib Hamouti, Lecturer of Business English, Ecole Supérieure des Industries du Textile et de l'Habillement (ESITH)-Casablanca, Morocco
12:30 pm	**Networking lunch**
13:30 pm	**Welcome back** Overview of the morning sessions and introducing this afternoon
13:40 pm	**Skills Partnerships Presentation:** Theme : Entrepreneurial skills development & innovation • Annette Webb, Senior Lecturer in Management and Labour Studies, Stevenson College Edinburgh, UK & Dr. Naji AlMahdi, Executive Director, NIVE, UAE
14:30 pm	**Whole group discussion** 1. Implementing best practice from this morning's sessions. What can we do? 2. How can we disseminate and increase impact
15:00 pm	**Summary of the day** • Whole group feedback and recommendations captured
15:30 pm	**Close of the first day**
18:30 pm	**Meet for Welcome dinner**

Programme

22nd November - Day 2

9:15 am	**Refreshments and Networking**
9:30 am	**Welcome and setting the scene for the day**
9:45 am	**Skills Partnerships Presentation and Discussion** Theme : Building impact through media relations and marketing • Reham Mustafa, External Relations Manager, Sharjah Institute of Technology, UAE & Patrick Groves, International Marketing Manager, Pembrokeshire College, UK
10:30 am	**How can we improve working through International Partnerships**
11:15 am	**Refreshment break**
11:30 am	**Changing Perceptions of Skills, how can we work together to create change**
12:15 pm	**Skills Partnerships Award**
12:45 pm	**Close of the Bringing the Learning Home** **Networking lunch**
14:00 pm	**Egyptian Partnership visits**

Appendix 2

List of Attendees
(In alphabetical order by country)

Name	Title	Country
Nevine Abaza	British Council	Egypt
Rashad A. Ahmed	Senior Expert Research and Regulatory- TVET Reform Project	Egypt
Yasmina A. Latif	British Gas	Egypt
Khaled abdel Azim	Executive Director, Leather ETP	Egypt
Salwa Afify	TVET Reform	Egypt
Ahmed Al Ashmawy	Senior TVET2 Advisor	Egypt
Shaimaa Bahaa El Din	Executive Director, Furniture ETP	Egypt
Ali Basheer	Head of Sector- Technical Education Development Dept. Arab Contractors	Egypt
Karen Daly-Gherabi	British Council	Egypt
Ahmed El Assal	Executive Director of the Egyptian Technical Colleges project (ETCP)	Egypt
Mohamed El Fatteh	Advisor - Technical and Vocational	Egypt
Khaled El Sadany	Executive Director, Food ETP	Egypt
Essam El Zomor	Engineering ETP - TVET Reform Project	Egypt
Mohamed Farid Ahmed	Training Expert, Engineering Enterprise TVET Partnership - TVET Reform Project	Egypt
Sameh Gamal El-Din	Executive Director, Building and Construction ETP	Egypt
Dr. Emad Gohar	TVET Reform	Egypt
Dina Ghoneim	British Council	Egypt
Abdel Hakim Hussein	HR Director	Egypt
Mohamed Helal	Project Director - TVET Reform	Egypt
Ashraf Labib	Dean TVI-AAST, Arab Academy for Science, Technology & Maritime Transport	Egypt
Amany Moemen	Chief Executive Board Member - Industrial Training Council	Egypt
Walid Mohamed Aly	Arab Academy for Science, Technology & Maritime Transport	Egypt
Eng. Ahmed Mohamed Sadek Shoier	Employer Engagement and Employability, TVI	Egypt
Ahmed Nagy	TVET Reform	Egypt
Walid Qourish	Executive Director, Printing & media ETP	Egypt
Ehab Shawky	Executive Director, Chemicals ETP	Egypt
Eng Moheeb Soliman	Board member - Alexandria Business Association	Egypt
Ahmed Taha	PVTD (Productivity & Vocational Training Department) Chairman	Egypt
Denise Waddingham	British Council	Egypt
Rasmi Ali Alzghoul	Al Hashemiah Vocational Training Institute	Jordan
Hani Mohmmad Ali Khleifat	Training/Vocational Training Corporation	Jordan
Khalid Ellafi	British Council	Libya
Mokhtar Jwaili	The Libyan Ministry of Education	Libya

List of Attendees
(In alphabetical order by country)

Name	Title	Country
Ali Sayeh Elbekai	The Libyan Ministry of Education	Libya
Najib Hamouti	Ecole Supérieure des Industries du Textile et de l'Habillement (ESITH)	Morocco
Ilham Sebai	Ecole Supérieure des Industries du Textile et de l'Habillement (ESITH)	Morocco
Ziad Jweiles	Ministry of Education	Palestinian Territories
Mohammad Kobari	British Council	Palestinian Territories
Beya Ben Khalifa	Centre d'Agro Alimentaire Cité El Khadra	Tunisia
Fehmi Bezzaouia	Centre de Télécom Cité El Khadra	Tunisia
Mongi Houaidi	Centre de Tabarka	Tunisia
Tayssir Rajab	Centre de Grombalia	Tunisia
Amel Rehaiem	British Council	Tunisia
Abdallah Tayachi	Centre de Bizerte	Tunisia
Naji AlMahdi	NIVE	UAE
Hanadi Al Suwaidi	Sharjah Institute of Technology	UAE
Reham Mustafa	Sharjah Institute of Technology	UAE
Isabel Obayda	British Council	UAE
Melanie Relton	British Council	UAE
Andrew Abaza	proskills	UK
Pamela Armstrong	Clydebank College	UK
Afshan Baksh	Harrow College	UK
Barbara Brodigan	Doncaster College	UK
Julie Cavanagh	Scottish Credit and Qualifications Framework Partnership	UK
Patrick Groves	Pembrokeshire College	UK
Jacqueline Hepburn	Alliance of Sector Skills Councils, Scotland	UK
David Llewellyn	Craven College	UK
John McCann	Scotland's Colleges	UK
Julia Schofield	Craven College	UK
Neil Shaw	British Council	UK
Rafe Smallman	British Council	UK
Joanne Wallace	Bradford College	UK
Annette Webb	Stevenson College	UK
Lowell Williams	Dudley College	UK
Ussman Zafar	South Nottingham College (Castle)	UK
Abdulhakim Hashem	Ministry of Technical Education	Yemen
Mansour Mana	Technical Industrial Institute Taiz Al Hoban	Yemen

Appendix 3

List of Skills Development Partnerships in the region
(In alphabetical order)

Arab Academy for Science, Technology and Maritime Transport (AASTMT), Egypt and Anniesland College, UK

Centre Sectoriel de Formation Télécommunication (CSFT), Tunisia and Doncaster College, UK

College of Business Studies, Bahrain and Dudley College, UK

Ecole Supérieure des Industries du Textile et de l'Habillement (ESITH), Casablanca, Morocco and Doncaster College, UK

Egyptian Banking Institute, Egypt and Craven College, UK

First Commercial Banking Institute, Syria and Bradford College, UK

Higher College of Technology, Oman and Dudley College, UK

Higher Institute of Energy, Kuwait and Pembrokeshire College, UK

National Institute for Vocational Education (NIVE), UAE and Stevenson College Edinburgh, UK

Ramallah Women's Training Centre Consortium, Palestinian Territories and Anniesland College, UK

Sharjah Institute of Technology, UAE and Pembrokeshire College and Coleg Gwent/Gwent College, UK

Staff Training Institute, Egypt and West Lothian College, UK

Technical Industrial Institute Taiz Al Hoban, Yemen and Dudley College, UK

Vocational Training Corporation, Jordan and Castle College, UK

Appendix 4

Shortlist and winner of MENA Skills Development Partnership of the Year 2011

The seminar culminated in the inaugural MENA Skills Development Partnership of the Year Award. Of the existing 15 Skills Development Partnerships funded by the British Council's Skills for Employability project in the region, the following five were shortlisted, and Sharjah Institute of Technology, UAE and Pembrokeshire College and Coleg Gwent/Gwent College was the first partnership to win the award:

Ramallah Women's Training Centre Consortium, Palestinian Territories – Anniesland College, UK
Winners of the Scottish skills partnership award in March, this partnership has provided innovative approaches in a difficult environment. The judges recognised the partnership's student focussed approach to delivering training using a virtual learning environment, and a firmly embedded quality assurance model, which included the Palestinian team visiting Anniesland during an OFSTED inspection.

Egyptian Banking Institute, Egypt – Craven College, UK
This was commended for being a well-managed, professional partnership that has maintained momentum throughout the Egyptian uprising. It has demonstrated good employer engagement with a strong sustainability strategy focusing on delivering individually tailored short courses, mainly in the development of 'soft' skills. The team has also achieved high profile publicity in both local and national news publications and radio.

Ecole Supérieure des Industries du Textile et de l'Habillement (ESITH), Casablanca, Morocco – Doncaster College, UK
This project demonstrated effective communication between partners and externally, and the development of strong employer engagement links. Its innovative 3D online training packages have achieved good publicity both in the UK and Morocco, including radio interviews and national news stories, and positive feedback externally from a recent dissemination event in Morocco.

Sharjah Institute of Technology, UAE – Pembrokeshire College and Coleg Gwent/Gwent College, UK (WINNER)
This is a well-managed, professional partnership with a strong sustainability element and impact. The partnership has been excellent at media relations and marketing, including TV and radio appearances. There has been a strong focus on changing perceptions of skills, leading to the development of an innovative new product – an online career fair and new 'work skills' taster days.

National Institute for Vocational Education, UAE – Stevenson College Edinburgh, UK
This partnership has developed an innovative and engaging small business competition focusing on board games for students, with potential for publicity and sustainability. It has good links to employers, particularly SMEs.

'I was happy that we had the chance to participate in this kind of project. It opened a lot of doors for SIT. Also it was an achievement for all involved that we won the partnership award.'
Hanadi Al Suwaidi, Sharjah Institute of Technology, UAE

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