



CAPACITY STATEMENT



World Learning
EDUCATION | DEVELOPMENT | EXCHANGE

**TERTIARY EDUCATION
AND WORKFORCE DEVELOPMENT**



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Countries around the world are struggling to adapt to economic realities and a global marketplace that is increasingly reliant on innovation in science and technology. In this rapidly changing context, governments need to invest in developing a skilled workforce that provides the human capital necessary to prosper. Providing gainful employment opportunities for youth is vital considering worldwide demographics. In 2014, there were 1.8 billion young people between the ages of 10 and 24 with the youth population exploding in the poorest nations. As a result, youth in developing countries are three times as likely to be unemployed as adults and face a myriad of challenges. Education systems are failing them, leaving many to drop out before they attain basic literacy and math skills. Those who do continue on to higher education, often graduate without the requisite skills to meet the needs of the labor market. Many higher education institutions deliver outdated curriculum that is too theoretical, rather than preparing students with the knowledge and skills that industry and business need in the twenty-first century. The situation is further exacerbated in fragile states, as rising youth unemployment threatens to destabilize efforts towards creating vibrant and healthy democracies.

World Learning supports institutions across the globe by tackling the employment gap through interventions in both tertiary education, such as technical and vocational education, and general workforce development. Our programs focus on developing transferable and relevant technical and soft skills to youth so that they can find employment, provide for themselves and their families, and become more productive and positively engaged members of society. World Learning programs strengthen traditional education structures while introducing innovative solutions that encourage the private sector to play a larger role in determining education programming and outcomes.

Our programs enhance the capacity of individuals, communities, and institutions to take ownership of their own development, establish just and effective policies and structures, and create sustainable positive change. World Learning brings comprehensive experience managing and overseeing the successful implementation of programs, including approximately \$300 million dollars in training services and procurement over the past 15 years. Through our diverse portfolio of education and training programs, World Learning has developed the systems and procedures to facilitate quick project start-ups in developing countries, ensuring that our programs are responsive and flexible in different country contexts. World Learning works in conjunction with numerous international donors to ensure effective programming that addresses participant and stakeholder needs and requirements. In addition, World Learning has developed policies and procedures to consistently monitor and evaluate these program and to ensure responsible financial management that aligns with donor rules and regulations.

Experience implementing successful models for Career Development Centers and Youth Employment

Youth Employment Project, 2015-2018:

The Youth Employment Project (YEP) is designed to prepare over 2,000 unemployed youth in rural areas of Algeria to access long-term employment opportunities through enhancing technical and vocational (TVET) skills and soft skills. The project seeks to accomplish three mutually reinforcing objectives: 1) establish Youth Employment Centers in local technical schools in seven rural communities; 2) align youth soft skills and technical skills with local employers' needs; and 3) place skilled youth in local job opportunities. YEP targets seven of the most at-risk and disadvantaged regions in Algeria. The project aims to strengthen local technical schools, ensuring that they can secure and manage private sector funding while providing relevant, quality education to enable youth to successfully transition into employment. World Learning ensures sustainability by



partnering with local private technical schools, Chambers of Commerce, and local branches of the national employment agency in each community. World Learning and Souktel provide relevant technology familiar to youth to strengthen online job application processes, facilitating communication between youth and employers.

STE(A)M Center – Algiers, 2015-2016:

The Algiers STE(A)M Center is an industry-led initiative to strengthen the innovation, critical thinking and communication skills of the Algerian workforce via direct training of youth, targeted training of teachers, and community education forums and events. DOW Chemicals, Anadarko Petroleum, and Boeing Aeronautics are funding partners for World Learning project activities and oversight. Support from the U.S. Embassy provide further resources and credibility in the community. The STE(A)M Center is based in a privately-held facility to increase access across populations, inviting public institutions to participate in all events without being dependent on their support for implementation of project activities.

Linking Education and Employment Program (LEEP) in Egypt, 2012-2016:

Through LEEP, a program funded by the U.S. Agency for International Development (USAID), World Learning supports the simultaneous development of three career development centers in underserved and geographically diverse regions outside of Cairo. The program builds the capacity of these universities to equip students and graduates with the skills needed to gain employment and create sustainable links with local and national businesses to facilitate the school to work transition. LEEP seeks to address the disconnect between education and productive work for Egyptian youth by linking partner universities with public and private sector industries to create tangible opportunities for students and recent graduates across academic disciplines. World Learning places particular emphasis on integrating sustainability into all aspects of the program to ensure that career centers are embedded within universities and that students and faculty are able to take advantage of innovative

career services and resources that will directly impact students’ ability to seek and gain professional employment.

Skills for Youth Project, 2016-2017:

Through a public-private partnership with USAID/Pakistan and Cisco, World Learning is implementing an 18-month Youth and Technology Workforce Development Pilot Program in Khyber Pakhtunkhwa and Federal Administered Tribal Areas (FATA) designed to engage Pakistani youth in developing certified Information, Communication and technology (ICT) skills and links to employment opportunities. The USAID Skills for Youth Project aims to equip marginalized youth living in the critical stabilization areas of Khyber Pakhtunkhwa (KP) and FATA with state-of-the-art ICT skills and link them to employment opportunities. To achieve this, World Learning, in partnership with Cisco and Government of KP (GoKP), is working to establish and strengthen Cisco certified training programs for 40 public higher and vocational/technical education institutions to produce 3,250 graduates with the ICT and employability skills demanded by employers. The project strives to place a targeted 30 percent of these graduates in employment opportunities. The project’s success will ultimately contribute to long-term stability, economic growth, and social development of the communities in KP and FATA.

El Salvador Higher Education for Economic Growth Activity, 2014-2019:

The project aims to transform El Salvador’s higher education system to help stimulate broad-based economic growth and social development. Over the course of the five-year project, World Learning is committed to: (a) developing university-based Career Development Centers (CDCs) at four El Salvadoran Higher Education Institutions selected for program participation; (b) strengthening the capacity of the four participating Salvadoran HEIs to develop and deliver quality English language programs in occupational and technical English for teaching, research, or employment in priority sectors; (c) building the capacity of the four Salvadoran HEIs in scholarship program management and helping to manage the matching-fund scholarship program for undergraduate students for study in priority sectors; and



(d) implementing USAID's human and institutional capacity and development (HICD) methodology to four participating Salvadoran HEIs and two governmental educational bodies in order to study organizational assets and priority improvement needs. World Learning designed and developed the CDC model used to implement CDC services at the four anchor HEIs. The CDC model is composed of existing best practices for CDCs that have been adapted to the El Salvadoran context as well as to existing capacity among universities, university personnel, and employers. In addition, World Learning created a CDC Evaluation Instrument to measure the presence and effectiveness of existing/related CDC services in the anchor universities. It measures the areas of assistance in employability skills, entrepreneurship, and continuous studies and provides a checklist of recommended CDC personnel and infrastructure/equipment. The CDC instrument will be able to measure the strengthening of these services, quantity of qualified personnel, and infrastructure throughout of the course of the project. By the end of the project, World Learning will have conducted HICD-based institutional needs assessment at the four anchor HEIs that represent the industry clusters and two higher education authorities.

Promoting Global Economic Growth:

ICT Networking and Entrepreneurship Skills Development Project, 2012-2015: Through a public-private partnership with USAID/Mexico and Cisco, World Learning implemented this project to foster stronger and more resilient communities that can withstand the pressure of crime and violence. The two major objectives of the project were to build the information technology (IT) and entrepreneurship skills base in the three targeted cities (Ciudad Juarez, Monterrey, and Tijuana), and provide at-risk youth with greater access to safe spaces away from violence. The project worked toward these goals by pursuing two paths: by establishing Cisco Networking Academies at public high schools in the target cities to host IT Essentials and Networking training for students from the community, and by offering entrepreneurship workshops and support at those same schools. The program was offered at four Mexican high schools, and was significantly enhanced

with Cisco online training materials and tools available to instructors and participants. In close collaboration with Cisco, we supported the creation of after-school and summer IT and entrepreneurship trainings that provided safe places for young people, their families, and other community members to strengthen their skills. Training was provided to suit both academic and professional goals, and allowed participants to access better jobs and to positively contribute to their communities. More than 3,000 students have been trained, with 1,200 completing the entrepreneurship program, and 1,800 trained in networking.

Promoting Education, Altruism and Community Engagement in Algeria (PEACE), 2012-2016:

Through the PEACE program, World Learning worked with university Career Development Centers (CDCs) to create student internships and volunteer opportunities with local civil society organizations and disabled persons' organizations. World Learning worked with university career center counselor/trainers to introduce the PEACE training curriculum for university students, which includes modules on community engagement, leadership, and empowerment. These trainings and internships helped students build and practice the skills needed to enter the workforce and improve their employability while contributing to their communities in meaningful ways. In September 2013 in Ouargla and September 2014 in Bejaia, World Learning brought CDCs and civic activists together at an annual best practices conference, TechCamp Algeria. TechCamps are dynamic technology-driven learning events that enable participants to collaborate to solve community challenges by creating online platforms, applications, or other technology-based tools.

Algeria University Linkages Program (AULP), 2011-2014:

Through the AULP program, World Learning implemented an innovative university Career Development Center (CDC) model at the University of Ouargla. The CDC served as a conduit between university departments and the private sector to create opportunities for students to develop practical skills and use them within a work setting. Career counselors,



trained and monitored by World Learning, delivered skills building workshops to university students, providing career counseling and facilitated student internships with both local and international businesses and industry.

Demonstrable experience implementing USAID's Human and Institutional Capacity and Development (HICD) Methodology

World Learning's HICD experience has grown out of more than 20 years of working with USAID missions to plan for the effective delivery of training programs across their portfolios. Working with USAIDs Washington, DC-based Bureaus and Missions around the globe, World Learning jointly developed and refined the HICD approach detailed in the FORECAST II Practitioner's Handbook and HICD Handbook. Below are highlights of a few of the applications of this methodology relevant to the El Salvador Higher Education program.

Macedonia, 2005-2012, World Learning implemented major HICD initiatives at 11 governmental institutions and NGOs. One initiative focused on the Macedonian Bureau for Development of Education (BDE). As a result of these efforts BDE efficiency and interaction with schools increased; E-Survey software minimized number of data errors received from schools; BDE has moved from strategic planning to strategic management in its annual planning and reporting system; and schools report that BDE's role has evolved from a controlling body into an advisory body.

Another initiative focused on the Macedonian State Education Inspectorate (SEI). SEI's original mandate of "inspecting education institutions' performance regarding compliance with national education laws" was expanded with "external evaluation of the performance of schools in terms of implementing national education standards, the quality of the teaching process, and schools' organizational effectiveness." The SEI is an excellent example of how an HICD initiative transforms an organization without a set strategic direction into a professional, knowledgeable and trustworthy partner

to schools ensuring high quality education for students, and a qualified and reliable institution for monitoring and reporting on the quality of education. SEI established a national shared and accepted education quality measurement system, and now provides systematic feedback on the effects of national education policies that informs decisions on education policy. Work with SEI resulted in the application of nationwide quality performance indicators and standards to drive a systematic self-improvement process in schools; the Ministry of Education and Science has reliable baseline data to make sound policy decisions; and changes in the national education system are based on the findings and recommendations of the Annual Report on the Quality of the Education Process in the Schools in Macedonia developed by the Inspectorate.

A final example from Macedonia focused on transforming the Macedonian Vocational Education and Training Center (VET Center) from an activity under the Ministry of Education and Science into an independent institution in 2007. The project worked with the VET Center on, aligning the VET Center staffing and structure to the requirements outlined in the law that spun off the VET; increasing in the number and impact of strategic partnerships; and modernizing the vocational education and training curricula in relation to market demand.

In Cyprus, World Learning implemented a number of HICD activities focused on a range of educational activities including: improving the functioning of school administrations by providing a comprehensive set of training and support to establish standards, goals, and policies; increasing in-service improvement; offering improved support services such as career counseling and relationships with community, parent, and other stakeholders; and fundraising. World Learning also helped in developing and applying a vocational curriculum for the European Computer Driver License Certification, an internationally recognized standard indicating a qualified level of literacy and understanding of software.



Strengthening the capacity of higher education institutions to develop and deliver quality English language programs

In the global economy, English language capability is an essential skill in procuring gainful employment. Through our SIT Graduate Institute (SIT) in Vermont, World Learning has decades of experience delivering a well-articulated and internationally recognized suite of courses designed to develop and enhance English language skills and teaching pedagogy for a variety of stakeholder participants, including teacher educators and vocational professors. Ours is the oldest and largest English language teacher training institution of its type in the U.S. and includes the following certificate programs:

MEPI-Partnership Schools Program (PSP) and Algeria University Linkages Program (AULP), 2005-2014: Through the U.S. State Department-funded AULP, World Learning worked in collaboration with the Ministry of Higher Education and local universities to strengthen undergraduate and Masters' level course offerings in the subjects of English language and business. World learning language experts worked with the Departments of English and business at the University of Ouargla to update their existing curriculum and align it to international best practices. University professors also received targeted teacher training to improve content delivery in the classroom. World Learning delivered this training in both in-person sessions, as well as interactive and guided online work. Finally, World Learning assisted the University of Annaba in building a nascent English doctoral program through the delivery of Research Methodology workshops and a doctoral student mentorship program. The program helped doctoral students conduct relevant research in literature, American civilization, and applied linguistics.

English Language for Egyptian Scientific Researchers, August 2011-September 2012: As approximately 85% of all research publications are in English, an advanced working knowledge of the English language is a vital tool of the

modern researcher seeking to be published in international peer-reviewed journals. Working in close collaboration with Fayoum University in Egypt, World Learning created the English for Scientific Researchers program to help research-active faculty develop key competencies necessary for presenting their research to the international scholarly community. The program, blending in-person and online instruction, engaged participants in interactive assignments designed to improve their academic writing skills and comprehension of specialized scientific language. As part of the initiative, the project also trained the English faculty at Fayoum University to teach the program to new cohorts of scholars.

The Tunisian Vocational Institute English Language Curriculum Review project, 2012-2015: This project aims to strengthen the capacity of Tunisian Vocational Institutes to provide students with the practical English skills they need for employment. World Learning SIT carried out a comprehensive English language curriculum review of this sector, engaged key stakeholders in analysis of core curriculum components: teachers and teaching, students and learning, materials (includes textbooks and technology), assessment/evaluation, vocational institute English language policy, and local/regional employers. This collaborative approach, in which stakeholders were active participants, resulted in identification of core curriculum-revision needs and practical recommendations and guidelines for meaningful curriculum change. Ultimately, it provided a strategic pathway for effective and lasting improvements in English language teaching for vocational students.

Teaching English Language Learners in Content Classes (TELIC): This course is a graduate certificate course which provides professional development to help teachers better meet the needs of English language learners (ELLs) in mainstream and vocational education classes. Our vision is for all English language learners to be academically successful and participating members of the school community. TELIC is



available as a general course for grades 3-12 teachers, and also as a specialized course tailored specifically to the needs of vocational learners.

SIT Teaching English to Speakers of Other Languages (TESOL)

Certificate: Recognized worldwide, the SIT TESOL Certificate course is designed for candidates with little or no teaching experience, as well as for in-service teachers who wish to acquire a modern, learning-centered teaching approach. Participants focus on the theory and practice of teaching and learning, as well as grammar, culture, and delivering lessons in the four skills—speaking, listening, reading, and writing. This 130-hour professional course is offered intensively in four weeks or extensively over a longer period. The course is available at more than two dozen centers worldwide.

Best Practices in TESOL Certificate: Offered as professional development for English language teachers, the Best Practices in TESOL certificate enhances participants' understanding of effective language teaching principles and how to implement them. The course is designed to develop competency in planning and delivering learning-centered lessons and ensuring students develop proficiency and acquire cultural awareness. The course takes into account the local context so that participants develop the knowledge and skills appropriate to their teaching situations.

Online Courses: In addition to offering language courses from our SIT campus in Brattleboro, Vermont and locations worldwide, World Learning has offered a growing number of online courses that can be taken from anywhere in the world and at a time convenient for the student. The course employs a blended format of in-person and online training. The Master of Arts in International Education and Graduate Certificate in International Education each combine 2-week in-person seminars learning with online courses throughout the year. Other courses with online components have included the CONTACT Graduate Certificate, Supervision in Teaching, the International Education Low Residency Program, and the

Massachusetts English Language Teacher Initiative (MELT). In addition to online courses offered through SIT, World Learning also creates customized online and blended learning courses for teacher education and English language development.